

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, November 23, 2009

- 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. Student recognition
 - 2. Staff recognition
- VI. STUDENT PARTICIPATION
 - 1. Pioneer Elementary School PTA report
 - 2. Activity/athletic report
 - 3. Requests for travel
- VII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
 - 1. 2009-11 Career and Technical Education District Plan
 - 2. Think time efficacy study
 - 3. 2009-10 Chinook Elementary School Improvement Plan
- VIII. PERSONNEL
 - 1. Certificated and classified personnel report
 - 2. Request for travel
- IX. FINANCE
 - 1. Vouchers
 - 2. Financial statements
- X. DIRECTORS
 - 1. Approval of minutes
 - 2. Legislative forum update and priorities for 2010
 - 3. December 28 board meeting

4. Reorganization of board
5. Lighthouse Project
6. Auburn Education Foundation
7. WSSDA conference
8. Legislative report
9. Discussion
10. Executive session

STUDENT AND STAFF RECOGNITION

1. Student Recognition

The Auburn School District Board of Directors will recognize Kevin Dao, a fifth grade student at Alpac Elementary School, for being an outstanding student.

Kevin Dao is an academic standout. He has earned straight A's in all subjects every year since entering the school in first grade. This year, Kevin made academic excellence for his first fifth grade trimester. Kevin is also the leading attorney for the professional office during the fifth grade field trip to Junior Achievement Bizztown.

Kevin has been recognized as Star of the Week for befriending others and he is always willing to help others with schoolwork, play a game, or explain directions. Recently, Kevin embraced a leadership role in his classroom by assisting his teacher, Ms. Johnston, with a classmate who spoke no English but fluent Vietnamese. Kevin speaks English and Vietnamese. Without hesitation, Kevin began translating for and mentoring this student. According to Ms. Johnston, "Kevin made sure the student felt welcome and learned the ropes of our school. Without Kevin taking this leadership role I would have struggled immensely as an educator."

Outside of school, Kevin keeps himself busy with piano lessons and tae kwon do. Kevin is a true leader and role model to all students at Alpac.

2. Staff Recognition

The Auburn School District Board of Directors will recognize Janet Nielsen-Homan, kitchen manager at Cascade Middle School, for her outstanding service.

Janet Nielsen-Homan walks through the kitchen doors at 6 a.m. to begin preparing breakfast and lunch for over 550 hungry students.

Focusing on whole foods and creating meals from scratch, Janet and her team of five kitchen assistants are not only satiating appetites, they are also introducing healthy foods to children. According to Janet, "Getting a 12-year-old to eat green veggies is sometimes difficult but, if the food is presented right, there is a much higher probability they will try it." For example, Janet has a "No French Fry" policy at Cascade. Instead, the kitchen team chops 100 pounds of potatoes and roasts them as a healthy alternative. Now the students never request French fries.

Janet and her kitchen assistants serve one breakfast and three back-to-back lunches every day. Most of her day is spent prepping and cooking food. She is also responsible for meal planning, which is done one month ahead of time. She orders all necessary ingredients and works closely with Eric Boutin, director of child nutrition services, to implement a whole foods approach to school lunches.

This past summer, Janet led the child nutrition services Summer Food Academy. Each sold-out, four-day session taught participating students about the environment, healthy eating, and gardening. Students met at the Washington Elementary School kitchen and prepared, from scratch, a wholesome breakfast, followed by hands-on learning activities in the outdoor garden. Each day students picked fresh produce from the garden to use in the lunches they prepared from scratch. Students made homemade pizzas, fresh sushi, yogurt parfaits and more.

Janet has worked in the district since 1992, beginning as a substitute. Her first permanent position was at Rainier as a kitchen assistant. She also worked at Lake View, Gildo Rey, and Terminal Park before being promoted to kitchen manager at Lake View and now Cascade. Janet is certified through the School Nutrition Association and is the secretary of the Green Valley Chapter. Outside of the kitchen, Janet enjoys spending time with her husband, Tom, of 40 years and her two children, daughter-in-law, and grandson.

Janet hopes to create a love of healthy foods for all children through education, experimentation and a good laugh.

STUDENT PARTICIPATION

1. Pioneer Elementary School PTA Report

Debra Gary, Pioneer Elementary School principal, will introduce Shelly Ross, Pioneer Elementary School PTA president, who will present the Pioneer Elementary School PTA report.

2. Activity/Athletic Report-Auburn Mountainview High School Journalism Program

Deborah Rumbaugh, Auburn Mountainview High School administrative intern, will introduce Stephanie Keagle, Auburn Mountainview High School journalism teacher, who will introduce Melissa Halley and Shellie Pellegrini, students. The students will present their school's journalism program and answer questions from the board.

3. Requests for Travel

a. Twelve Auburn Mountainview High School students request permission to travel to Kennewick, Thursday to Friday, November 12-13. The purpose of the trip would be to compete in the State Volleyball Tournament. Lodging will be at the Red Lion, meals will be at local restaurants, and travel will be by charter bus and by private vehicles. Meals and lodging will be paid by building ASB funds; transportation costs will be paid by district athletic funds. Terri Herren, Auburn Mountainview High School principal; Andrea McHenry, Auburn Mountainview High School assistant principal; Murray Johnson, Auburn Mountainview High School athletic director; Leimomi Bowles, Auburn Mountainview High School volleyball head coach; and Anne Fisher, Karl Steffin, and Devan Sweeney, Auburn Mountainview High School volleyball assistant coaches, request permission to accompany the students. Substitutes will be needed for Mr. Johnson for one day and for Ms. Bowles, Ms. Fisher, Mr. Steffin, and Mr. Sweeney for two days. (Prior administrative approval)

b. Twenty-four Auburn High School students request permission to travel to Wenatchee, Monday to Wednesday, December 28-30. The purpose of the trip would be to compete in the Wenatchee Basketball Tournament. Lodging will be at the Red Lion Hotel, meals will be at local restaurants, and travel will be by rental sport utility vehicles. The cost of the trip will be paid by ASB funds. Ryan Hansen, Auburn High School boys' basketball head coach; Abraham VanDerPuy, Auburn High School boys' basketball assistant coach; Anthony Callero, Auburn High School volunteer coach; Chuck Chew, Cascade Middle School boys' basketball assistant coach; and Phillip Way, Olympic Middle School boys' basketball assistant coach, request permission to accompany the students. Substitutes will not be needed.

Recommendation:

That the above requests for travel be approved as presented.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. 2009-11 Career and Technical Education District Plan

Robert Swaim, director of career and technical education and athletics, will present the district's 2009-11 Career and Technical Education Plan, which also includes the federal Carl Perkins grant application. Mr. Swaim will introduce Lori Jacobs, Auburn High School marketing/DECA teacher, who will introduce Amanda Coder and Nicholas Hammond, students. The students will report on the International Trade Corporation and Auburn High School's participation along with 25 other high schools in the nation in the International Achievers Organization, which is setting up trade with a school in Wales. The team will also answer questions from the board.

Recommendation: That the board approve the 2009-2011 Career and Technical Education District Plan as presented.

2. Think Time Efficacy Study

Dr. Gregory Benner, University of Washington Associate Professor of Education, will present preliminary results of the Think Time Efficacy Study, a three-year project conducted in partnership with the Auburn School District. Dr. Benner will share a PowerPoint presentation and answer questions from the board.

3. 2009-10 Chinook Elementary School Improvement Plan

Rodney Luke, assistant superintendent of K-12 student learning and technology, will introduce Leonard Holloman, Chinook Elementary School principal, who will introduce Shelley Harris, Chinook Elementary School language arts specialist; Jennifer Graham, Chinook Elementary School fourth grade teacher; and Jesse Rodríguez, Chinook Elementary School counselor. The team will present the 2009-10 Chinook Elementary School Improvement Plan, share a PowerPoint presentation, and answer questions from the board.

Recommendation: That the board approve the 2009-10 Chinook Elementary School Improvement Plan.

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

DISTRICT - WIDE PLAN 2009-2011

Prepared by:
Rob Swaim



Auburn School District
915 Fourth Street Northeast
Auburn, WA 98002

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

AUBURN SCHOOL DISTRICT

DISTRICT-WIDE PLAN 2009-2011

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**CAREER AND TECHNICAL EDUCATION
DISTRICT-WIDE PLAN 2009-2011**

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) required to be established by.
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 women and men for training in nontraditional and technological occupations.
19. Provisions will be made to provide programs and facilitate access and opportunities for all students who desire to participate in career and technical services, programs, and activities regardless of race, color, national origin, sex, disability, or age.

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 appropriate.
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. Identify the following:

Dr. Kip Herren, Superintendent	Date
Jennifer Traufler, Section 504 Coordinator	Date
Tim Cummings, Title IX Officer	Date
Mike Harbin, Chairperson General Advisory Council	Date
Craig Schumaker, Board Chair	Date
Rob Swaim, Director/Administrator Career and Technical Education	Date

Allocation Amount: \$99,979

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))

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.

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 are combined with relevant and practical learning activities. These focus on core academic subjects along with CTE.

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.

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.

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

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))

Describe how the district will promote preparation in non-traditional fields for the following populations: gender, ethnicity, and low socioeconomic status. Include recruitment methods and strategies of special population groups.

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

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.

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.

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):

- ✓ Preparing students for postsecondary education and careers through strong high school programs, career, and technical education. \$1,600

Promotional materials and career assessment materials such as WOIS, Career Cruising and Bridges will be purchased with these funds. The career assessment materials are crucial to the foundation of the skills and interests of students. Vocational-technical staff participate in events which promote vocational-technical opportunities for all students including opportunities for cross-crediting, college credit and industry certification.

- ✓ 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. \$76,000

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

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

- ✓ 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

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.

- ✓ 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). \$1,200

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. \$2,000

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. \$609

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 event. 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 1 Academic Attainment (Language Arts/Reading)	61.5%	
Indicator 2 Academic Attainment (Mathematics)	43.6%	
Indicator 3 Technical Skill Attainment	27.73%	
Indicator 4 Secondary School Completion	86.00%	
Indicator 5 Student Graduation Rates	70.00%	
Indicator 6 Placement in Postsecondary Education or Employment	74.36%	
Indicator 7 Nontraditional Participation	26.00%	
Indicator 8 Nontraditional Completion	34.00%	

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:

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.

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.

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.

The State'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.

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.

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.

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

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 support professional development activities for teachers with Perkins funds to help them improve their curriculum, instruction, and assessment activities.

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.

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

Name: (First) Vicki	Name: (Last) Munoz	Email: vmunoz@auburn.wednet.edu
----------------------------	---------------------------	--

CIP codes: (Up To 7 Entries)			
1 520501	2 110620	3 110601	4 520307
5 279998	6	7	

Name: (First) Rebecca	Name: (Last) Olson	Email: rolson@auburn.wednet.edu
------------------------------	---------------------------	--

CIP codes: (Up To 7 Entries)			
1 5203001	2 520486	3 450601	4 168888
5 478888	6 528888	7 128888	

Name: (First) Crystal	Name: (Last) Wisness	Email: cwisness@auburn.wednet.edu
------------------------------	-----------------------------	--

CIP codes: (Up To 7 Entries)			
1 320107	2	3	4
5	6	7	

Name: (First) Patricia	Name: (Last) Eckelman	Email: peckelman@auburn.wednet.edu
-------------------------------	------------------------------	---

CIP codes: (Up To 7 Entries)			
1 520301	2 220001	3 110620	4 110601
5 279998	6 521400	7	

Name: (First) Steven	Name: (Last) Payne	Email: spayne@auburn.wednet.edu
-----------------------------	---------------------------	--

CIP codes: (Up To 7 Entries)			
1 110601	2 110620	3 220001	4 279998
5 520301	6	7	

Name: (First) Susan	Name: (Last) James	Email: sejames@auburn.wednet.edu
----------------------------	---------------------------	---

CIP codes: (Up To 7 Entries)			
1 91001	2	3	4
5	6	7	

Name: (First) Lonnie	Name: (Last) Chavez	Email: lchavez@auburn.wednet.edu
-----------------------------	----------------------------	---

CIP codes: (Up To 7 Entries)			
1 500402	2 320107	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 110601	2 110620	3 118888	4 198888
5 21888	6 279998	7 320107	

Name: (First) Diane	Name: (Last) Sarr	Email: dsarr@auburn.wednet.edu
----------------------------	--------------------------	---------------------------------------

CIP codes: (Up To 7 Entries)			
1 500402	2	3	4
5	6	7	

Name: (First) Cary	Name: (Last) Davidson	Email: cdavidson@auburn.wednet.edu
---------------------------	------------------------------	---

CIP codes: (Up To 7 Entries)			
1 500402	2 100301	3 91001	4
5	6	7	

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) Kenny	Name: (Last) White	Email: kwhite@auburn.wednet.edu
----------------------------	---------------------------	--

CIP codes: (Up To 7 Entries)			
1 470104	2 210208	3 110901	4
5	6	7	

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

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

Name: (First) Mike	Name: (Last) Fawcett	Email: mfawcett@auburn.wednet.edu
---------------------------	-----------------------------	--

CIP codes: (Up To 7 Entries)			
1 47104	2 471010	3 110801	4 110901
5	6	7	

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

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

Name: (First) James	Name: (Last) Wickens	Email: jwickens@auburn.wednet.edu
----------------------------	-----------------------------	--

CIP codes: (Up To 7 Entries)			
1 108888	2 118888	3 128888	4 138888
5 168888	6 198888	7 210207	

Name: (First) Timothy	Name: (Last) Scott	Email: tscott@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 210208	2 210207	3	4
5	6	7	

Name: (First) Lewis	Name: (Last) Keliher	Email: lkeliher@auburn.wednet.edu
----------------------------	-----------------------------	--

CIP codes: (Up To 7 Entries)			
1 210208	2 210207	3	4
5	6	7	

Name: (First) Bill	Name: (Last) Sumner	Email: bsumner@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 210208	2	3	4
5	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) Bess	Name: (Last) Owens	Email: bowens@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190002	2 190501	3 190001	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 130101	2 190701	3 190003	4
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 190601	2 130101	3 190003	4
5	6	7	

Name: (First) Vivian	Name: (Last) Baglien	Email: vbaglien@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190002	2 190601	3 190504	4 130101
5 190501	6 190901	7 528888	

Name: (First) Stephanie	Name: (Last) Swift	Email: sswift@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 190501	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 190002	3 190601	4 190901
5	6	7	

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

Name: (First) Regina	Name: (Last) Grubb	Email: rgrubb@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 10604	2 11103	3 320107	4
5	6	7	

Name: (First) Bruce	Name: (Last) Morris	Email: bmorris@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 10604	2 11103	3	4
5	6	7	

Name: (First) Chris	Name: (Last) Telford	Email: ctelford@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 500713	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) 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	

Name: (First) Lori	Name: (Last) Jacobs	Email: ljacobs@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 521801	2 520701	3 521400	4 521401
5 521408	6 528889	7	

Name: (First) Doug	Name: (Last) Aubert	Email: daubert@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 520701	2 521400	3 521401	4 521801
5 521804	6 528889	7	

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

CIP codes: (Up To 7 Entries)			
1 521400	2 521801	3 521401	4 450601
5 520701	6 521804	7 528888	

Name: (First) Cindy	Name: (Last) Anderson	Email: canderson@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 161603	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	3	4
5	6	7	

Name: (First) Steve	Name: (Last) Calhoun	Email: scalhoun@auburn.wednet.edu
----------------------------	-----------------------------	--

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

Name: (First) Chuck	Name: (Last) Fitzgerald	Email: dfitzgerald@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 100301	2	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) Ronald	Name: (Last) Cughan	Email: rcughan@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 480503	2 480508	3	4
5	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) Stephanie	Name: (Last) Keagle	Email: skeagle@auburn.wednet.edu
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CIP codes: (Up To 7 Entries)			
1 910001	2	3	4
5	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	

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: A-YES/ASE
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CIP Code: 210207	Certification: NCCER
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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; and
- 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 post secondary;
- 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 2009-2011	2	Minutes are on file?
Dates of meetings during 2009-2011	October 28, 2008	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	May 6, 2009	<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 2009-2011 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	Causually & 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	



AUTOMOTIVE TECHNOLOGY PROGRAM OF STUDY

Education Planning Guide for Auburn School District and Beyond

This Education Planning Guide is designed to assist students toward developing a program of study well suited for preparation and pursuit of careers within the Automotive Technology industry. The Automotive Technology program of study, as outlined below, allows students to earn college credit while completing coursework within high school, and apply those credits toward attainment of a college certificate and/or degree. As with all high school planning, it is important to share and review your plan with a parent/guardian and school counselor.

Auburn SD Component of Program of Study					
Gr	English	Social Studies	Science	Math	Health/Phys. Ed.
9	(1.0) Lang. Arts 9	(.5) World Studies	(.5) Science Links		
10	(1.0) Lang. Arts 10	(1.0) U.S. History	(1.0) Biology	Algebra I Geometry	(.5) Career Choices, 9 th grade requirement. Additional (.5) CTE course equivalencies.
11	(1.0) Amer. Lit.	(.5) Amer. Gov't/Civics	(1.0) Science	Algebra II or equivalent	2.0 Credits from Health/Phys. Ed Courses or list of Health and Fitness Equivalencies. (.5) Health course required 9 th grade.
12	(1.0) Senior Language Arts	(.5) Global Issues			
				Occupational Ed.	Related Electives
					Small Gas Engines (1-2)
					Drafting/Auto CAD I-2
					Construction Manufacturing (3-4 & 5-6)
				Auburn School District Graduation Requirements	
				Credits Requirements (22.5 credits total):	
				4.0 credits - English	
				2.5 credits - Social Studies	
				2.0 credits - Math	
				2.0 credits - Science	
				2.0 credits - Health & Phys. Ed.	
				1.0 credits - Occupational Ed.	
				9.0 credits - Electives	
				Additional Requirements:	
				• Post High School Plan	
				• Culminating Project	
				• Certificate of Academic Achievement or Approved Alternative	

Post - High School Options for Program of Study				Earn a 4-year college degree, and then enter the workforce	
Program Options	Tech-Prep / Running Start Options & University Transfer Information		Complete a Technical Certificate or Apprenticeship Program	Earn a 2-year Auto Tech Associates Degree and then enter the workforce	
Program Requirements & Information	Renton Technical College South Seattle Community College		ASE Cert & NATEF Cert Many certificate specialty options, Exams plus apprenticeship. <u>Tech Schools Offering ASE or NATEF Cert include:</u> <u>WA State:</u> Clover Park Technical College: www.cptc.edu Bates Technical College Automotive Apprenticeship Program: www.bates.ctc.edu <u>Out of State:</u> Universal Technical Institute: www.uti.edu Wyo-Tech: www.wyotech.edu Lincoln Tech: www.lincolntech.com	Green River Community College	
	Tech Prep Option: Students can earn college credits toward their certificates by earning a B or above in FW's Introduction to Auto Technology courses. Running Start Options: For qualifying students college courses are available through Running Start while in High School; please see your counselor for details. University Transfer Options: Students should include: 2 years world language, 1 additional credit Math, 1 additional credit Science (Chemistry or Physics)			GROCC Automotive Technology (ATECH) 108.1 State Emission Control Specialist Phis 1 (4) 108.3 Emission Re-certification (2) 110 Shop Procedures (2) 111 Electrical/Electronic Systems (1-14) 112 Engine Performance (1-14) 113 Engine Repair (1-3) 114 Automotive Transmission and Trans-Axle (1-8) 115 Manual Drive Train/Axle (1-6) 116 Suspension and Steering (1-6) 117 Brakes (1-7) 118 Heating and Air Conditioning (1-8) 119 Special Shop Practice (1-12) 150-154 Automotive Leadership Skills 1 (1) 177-179 Cooperative Education (1-12) 194 Special Topics (varies) (4)	
				The WWU Bachelor of Science degree program in Industrial Technology prepares graduates to enter supervisory and management levels of technical industries. The major provides a general understanding of tools, materials and processes used in industry. The program provides a supporting background in business and/or economics and advanced study in a variety of technical areas. Areas of specialization within the major include the vehicle design program of the Vehicle Research Institute. Graduates of this program hold management positions throughout the Northwest. For more information please see: http://www.cetec.wvu.edu/	

NOTE: The Post-High School program options listed above for this Program of Study represent just some examples of options available within the Puget Sound area, including programs where articulated agreements for dual credit exist between the college and school district. For other options available related to this program of study, visit your career center or explore using the WQIS System.

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

➤ Agriculture Education



Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Horticulture, I

Melani Hunt represent the members as having read, approved
and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Melani Hunt

Typed Name of Chairperson

Signature of Chairperson(s)

3/6/09

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
☒ Auburn Mountainview High
☐ Auburn Riverside High
☐ West Auburn High I

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 2008-09 3

Dates of meetings

Minutes
on File ✓Chairperson Pat Cummins

1. 10-28-08

2. 3-11-09

3. TBD



Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
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
		<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:

	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"/>

*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	Bruce Morris	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<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"/>		
Wellness Conference		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
PLC 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			
First Aid Card Expiration:		4-2010	CPR Card Expiration:		4-2008	

Instructor Name	Regina Grubb	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Floriculture, Horticulture, Diversified Occupations, Work-Based Learning					
Certificate renewal date	June 2010	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety Committee (AMHS Building)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Equivalency Credit Committee (District)	<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	
Waae Summer Conference	June 2009	Yakima, WA	
Applied Math Training Conference	June 2009	Tri Cities, WA	
Master's Degree	Ongoing	WSU	
First Aid Card Expiration:	2-2010	CPR Card Expiration:	2-2010

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	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: 135	AHS: 124	AHS: 3-11-09
	AMHS:70	AMHS:39	AMHS: 3-11-09
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 140	AHS: 129	AHS: 3-11-09
	AMHS:78	AMHS: 47	AMHS: 3-11-09
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____2007_____	AHS: 32	AHS: 18	AHS: 3-11-09
	AMHS:10	AMHS:2	AMHS:3-11-09
	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. Add bonsai to hands on activities 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.	1. 2. 3.	1. 2. 3.

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? (limited use)	<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)	National FFA Organization (NFFAO) and Horticulture Club	
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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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. Worked with King County Waste Management.</p> <p>AMHS: Worked with advisory committee, invited two potential members. Continued discussions on articulation with CPTC. Member district Equivalency Credit Committee.</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: Working with advisory committee to increase membership. Continued discussions regarding funding issues with CPTC articulation. Developing additional lab activities around environmental issues and to enhance lab-science status. Continued member of Equivalency Credit Committee.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Work with advisory committee. Continue college articulations and tech prep. Use curriculum developed.</p> <p>AMHS: Work with advisory committee. Revisit articulation option with CPTC and/or initiate discussions on articulations with South Seattle Community College. Continue development of meaningful lab activities to enhance curriculum and obtain full lab science credit. Attended first greens seminar.</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: Continue to increase advisory committee membership. Complete application and initiate dialog for equivalency for full lab science cross credit for Horticulture Science course. Identify and purchase lab supplies to support meaningful lab activities (\$300). Initiate contact with superintendent at Auburn Golf Course to establish First Greens curriculum within Landscape course.</p> <p>ARHS:</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. Full lab science status for Horticulture Science/Plant Biology course. Develop and expand science based labs. Develop web-based course enhancements. Align all curriculum units to state GLE's prior to curriculum review in 2010.</p> <p>ARHS:</p>

				WAHS:	WAHS:
<p>AHS: Maintained current journals. Developed labs. Obtained pressure washer. Replaced broken fertilizer injector. Replaced laser printer. Obtained document reader and LCD projector. Replaced TV VCR/DVD</p> <p>AMHS: Greenhouse hot water tanks and electrical for basket drip system complete. Land lab walkway and pond installation in progress. Moved Floral Shop to student commons area.</p> <p>ARHS:</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: Maintained current horticulture/natural resources journals. Added to existing labs.</p> <p>AMHS: Continued work with district to complete greenhouse equipment installation. Continue procurement of components for land lab installation (fruit trees, cold frame). Received donated hand tools from Agrishop. Pending research on power equipment.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Maintain journals. Evaluate tools and equipment for repair and or replacement.</p> <p>AMHS: Continue development of land lab components. Increase quantity and selection of tools and equipment.</p> <p>ARHS:</p> <p>WAHS:</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 landscaping class (\$100). Purchase lawnmower and line trimmer, and edger (\$600). Add industry specific periodicals to enhance curriculum instruction.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Review new journals. Evaluate repairs needed. Evaluate the need for replacement equipment and/or supplies. Update color printer.</p> <p>AMHS: Complete tool selection supporting the FFA Nursery/Landscape Identification list. Sufficient power equipment to provide meaningful learning experiences in use and safety.</p> <p>ARHS:</p> <p>WAHS:</p>

<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>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.</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. Continue to request phone and intercom speaker for greenhouse facility. Obtain pesticide applicator certification.</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 and secure loose benches. Increase student safety training/quizzes to quarterly activities. Attend pesticide certification training. Add dedicated security camera to school network to mitigate theft from land lab and greenhouse.</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: Ensure facilities meet or exceed safety standards for the industry.</p> <p>ARHS:</p> <p>WAHS:</p>
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ARHS:					
WAHS:					

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Made program facilities work. Repaired propagation bed. Greenhouse glazing not up to par. Pressure washing and glazing repair may extend glazing life. Evaluated future needs.</p> <p>AMHS: Basket drip system installation complete. Land lab development continued with walkway installation.</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: Roof leaks & cooling system in need of repair and/or maintenance. Paver demo area, pond, nursery beds and vegetable garden bed installation in progress. Yearly maintenance schedule for facilities and equipment in progress.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Plan classroom upgrade. Plan greenhouse upgrade. Develop sustainable cooperative community lab.</p> <p>AMHS: Repair greenhouse leaks and complete installation of mist and benchwarmer system. Activate yearly maintenance schedule for greenhouse and equipment. Continue development of land lab components. Install lockable tool shed/outdoor storage area. Utilize campus landscape as extended learning facility.</p> <p>ARHS:</p>	<p>AHS: Develop natural resources and horticulture cooperative lab areas.</p> <p>AMHS: Install land lab components: tool shed (\$1000), shade house (\$3000), pruning orchard (\$200), turf plots (\$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.</p> <p>ARHS:</p> <p>WAHS:</p>

			WAHS:		
<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 9th in overall team standing, 5th in a practicum division. Hosted Nursery/Landscape CDE with 19 teams attending. Received Gold award for garden install at Point Defiance Flower & Garden Show. Increased Spring Plant sales by 20%. Floral Shop open to students and staff all year during both lunches.</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: 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. Floral Shop open to students and staff all year during both lunches in the commons. Created stage AMHS Graduation ceremonies. Initiated use of production activities as SAE's.</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) in the Nursery/landscape CDE. Evaluate potential student participation in Puyallup Fair. Continue development of SAE program. Develop summer horticulture program.</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. 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. 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 and solicit support of program by district administration. Place in top 3 at state FFA CDE's.</p> <p>ARHS:</p> <p>WAHS:</p>

Created stage
arrangements for Uniquely
Auburn and AMHS/ARHS
Graduation ceremonies.
Initiated use of production
activities as SAE's.
Students attending FFA
sponsored Metal Art Contest
at Columbia Basin
Community College
returned with a 2nd place
award (lost tie breaker for 1st
by one point)

ARHS:

WAHS:

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<p>AHS: Maintained non-lab science credit option. Integrated GLE's into instruction.</p> <p>AMHS: Continued inclusion of GLE's in student work. Continued work on approval of Horticulture Science/Plant Biology as a lab science. Member of district level Equivalency Credit Committee.</p> <p>ARHS:</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, 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. Continued work on approval of Horticulture Science/Plant Biology as a lab science. Member of district level Equivalency Credit Committee.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Work on lab science option for horticulture. Modify and update GLE's into instruction.</p> <p>AMHS: Obtain approval of Horticulture Science/Plant Biology as lab science. Obtain approval of Floriculture course equivalency as Visual Art. Complete integration of GLE's 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 Floriculture.</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 2010.</p> <p>ARHS:</p> <p>WAHS:</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Explore post-secondary connections for horticulture with CPTC. Continued contacts for natural resources tech prep credit with Green River.</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 	<p>AHS: Developing post-secondary connections for horticulture with CPTC. Pursued tech prep credit with Green River for natural resources classes.</p>	<p>AHS: Develop post-secondary connections for horticulture. Maintain post secondary connections for natural resources.</p>	<p>AHS: Seek connections and provide documentation.</p> <p>AMHS: Continue articulation discussions with district and SSCC. Provide students resources and</p>	<p>AHS: Tech prep credit for both natural resources and horticulture. Industry certification for both natural resources and horticulture.</p>

<p>AMHS: Continued development of articulation of horticulture with CPTC Landscape Management and Floral Design certificate programs.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>curriculum? (P1.6)</p>	<p>AMHS: CPTC articulation not moving forward due to funding support by district. Continued discussions around articulation with South Seattle Community College.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AMHS: Develop certification options for students (Pesticide Applicator, Greenhouse Technician, and Certified Professional Horticulturist).</p> <p>ARHS:</p> <p>WAHS:</p>	<p>documents to successfully complete certification programs.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AMHS: Articulation agreement for horticulture and floral design with area program. Successful student certification.</p> <p>ARHS:</p> <p>WAHS:</p>
<p>AHS: Utilized program flyers. Participated in Future Freshman Night. Distributed chocolate roses. Developed student signature page.</p> <p>AMHS: Updated program flyer and distributed at future freshman night. Submitted articles on program activities in school newsletter. Initiated field trip to greenhouse with AJ elementary first grade team. Photo publicity in local paper on Plant Sale and AJ</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: Update program flyers. Participated in Future Freshman Night. Distributed chocolate roses. Developed student signature page. Continuing with promoting via projects.</p> <p>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. Moved Floral Shop to prominent section of student commons area.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Revise program flyers. Participate in Future Freshman Night. Visit middle schools. Work with counselors. Continue to use word-of-mouth promotion.</p> <p>AMHS: Continue to update flyers and participate in future freshman night. Continue Freshmen Orientation tours each semester. Coordinate with Lion Café for table décor by floral students. Increase publicity of program via district and local news channels. Update and expand FFA page on school website.</p>	<p>AHS: Review and revise. Use students. Use district program. Strengthen communication. Develop PR projects.</p> <p>AMHS: Update flyers. Submit articles for school newsletter every month. Submit articles to school newspaper. Continue contacts with local news media. Work with WWW students to update in improve FFA webpage. Develop video “ad” of program activities for promotional uses within the district.</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Fully functioning program promotion with monthly newsletter.</p> <p>AMHS: Develop promotion plan that highlights the program within the district and local media at least twice a month throughout the year.</p> <p>ARHS:</p> <p>WAHS:</p>

field trips. ARHS: WAHS:			ARHS: WAHS:		
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for _____, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

Typed Name of Chairperson

Signature of Chairperson

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Business Education

**Annual Program Plan & Description for the 2008 – 09 School Year**

On behalf of the Program Advisory Committee for Business Education, I
Sandra Almaas represent the members as having read, approved
and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Sandra Almaas

Typed Name of Chairperson_____
Signature of Chairperson

3/6/09

Date

**CAREER & TECHNICAL
EDUCATION (CTE)**



PROGRAM

Business Education

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 2008-09 3

Dates of meetings

Minutes
on File ✓

Chairperson Kevin Kerr

1.October 28 2008

2.March 5, 2009

3.May 6, 2009

☒
☒
☒

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
Bill Whitmore		<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
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
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.

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	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 Cert and WBL 2013 *Continuing Teacher	CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial	
Certificate renewal date	Cert. June 2010		<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
	Debt Slapped Workshop, September 23, 2008	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	WSBEA Fall Conference, Oct 9-11, 2008	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math CTE Workshop, Oct. 28, 2008	<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	
	Workbased Learning--Qualifying Job Sites	2008-2009	King County	
First Aid Card Expiration:	January 2011	CPR Card Expiration:	March 2010	

Instructor Name	Vicki Munoz	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Business Education			
		CTE Certificate Type	<input checked="" type="checkbox"/> Continuing <input type="checkbox"/> Initial	
Certificate renewal date	June 30, 2013		<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 type="checkbox"/>	<input checked="" 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 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	
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 Rebecca Olson		School <input checked="" type="checkbox"/> AHS <input type="checkbox"/> ARHS <input type="checkbox"/> AMHS <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 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	
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	Susan James	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS
			<input type="checkbox"/> AMHS	<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, Phoenix, AZ, April 2009		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tech Fest-Adv. InDesign, PhotoShop, Portland, OR, March '09		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	
2009 Sound Yearbooks Camp		July 2009	Univ. of Puget Sound	
Looking for a local Photography class		Summer 2009		
WEA Jump Start for Nat'l. Board Certification		June 2009	Spokane, Washington	
First Aid Card Expiration: [12/2009]		CPR Card Expiration: [12/2009]		

Instructor Name	Christine Wilson	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Bus. Ed., Marketing Ed., WBL, Diversified Occupations			
Certificate renewal date	6/30/10	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 9-11, 2009		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FBLA Midwest Regional Conference 10/13/2008		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FBLA NLC 11/21-23, Phoenix, AZ		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FBLA State leadership Conference, 4/9-11, Spokane, WA			X	<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				
Math in CTE workshop	10/29	Clover Park CC				
Economic Workshop	10/30	Blaine, WA				
First Aid Card Expiration: September 2009		CPR Card Expiration: September 2009				

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 type="checkbox"/>	<input checked="" 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			
First Aid Card Expiration: [11/29/2010]		CPR Card Expiration: 11/29/2008			

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. 28, 2008	AHS: 187	AHS: 202
	AMHS: Oct. 28, 2008	AMHS: 140	AMHS: 150
	ARHS: Oct. 28, 2008	ARHS: 42	ARHS: 120
	WAHS: Oct. 28, 2008	WAHS: 32	WAHS: 50
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:	AHS: 135	AHS: 150
	AMHS: March 2009	AMHS: 130	AMHS: 140
	ARHS:	ARHS: 58	ARHS: 80
	WAHS:	WAHS: 39	WAHS: 43
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 computer apps class, 197 names were collected AFTER early Feb sign-up.. 2. School-wide knowledge about Tech Prep programs.	1. More help is needed in the MOS program, one teacher (5 programs). 2. Tech Prep deadlines need to be communicated and no fee charge.	1. More class offerings 2. More time to work on Industry Certification.	1. Bring Business math back 2. Do more hands on projects

3. Business math is a great way to make up WASL.

3. Concerned about lack of funding for MOS program.

3. More time for Voice Recognition.

3. MOS test is more difficult than training

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. Industry Certification is super! 2. I enjoyed the classes. 3. Thanks Mrs. Eckelman. 4. Tech Prep is great!	1. Teacher going a good job. 2. Class was relaxing & fun 3. Finance lessons very helpful	1. Enjoy class, fun 2. Teacher is funny, nice, helpful 3. Could use material in life

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)	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Future Business Leaders of America</div>	
	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"/>

On behalf of the advisory committee for this CTE Program for the Auburn School District #408, I endorse and support the components of this description and plan for this program.

Signature of Chairperson	Date
Kevin Kerr	
Typed Name of Chairperson	

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum. Final document submitted at conclusion of last General Advisory meeting at AHS.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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. 4 sections Digttools, 3 Business Math, 3 Recordkeeping, 2 Accounting, 1 Business English, 1 Business Law, 1 Finance, 2 Computer Apps/MOS—(Increase in MOS certificates--including 2 Master MOS.) 27 Work-based Learning students, active FBLA.</p> <p>AMHS: Continue to meet state, district, and industry standards. 32 Industry Certifications, one Master MOS. Field trip to Microsoft in the Spring with ARHS. Collected Yoplait yogurt tops for Susan G. Komen Breast Cancer Foundation. Ordered SAM program to cover one more year of site license.</p> <p>ARHS: Continue to meet state, district & industry standards. 24 MOS certificates were earned.</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: Continue to update curriculum to meet and exceed requirements for all business students. Correct difficulties with computer software due to new computers. Work with administration that cut business classes, to fulfill student needs as best we can.</p> <p>AMHS: Research alternatives to funding for the MOS program (grants/fundraisers). Continue to update curriculum with business trends and input from Advisory Members. Continue to work on expanding budget to purchase all needed materials to run programs. For example, Accounting workbooks consume half of the allotted budget. Order SAM program to be extended to cover one more year or more for Office 2007. Research MicroType and the compatibility with the new computers. Submit a Project request</p>	<p>AHS: Correct difficulties with computer software (microtype and run-time errors—skillbuilding and Dragon.) Re-open computer classes to meet needs of students at AHS and be equal with other district schools. Return instructor to Business Ed where needed. Re-open enough sections of Business Math to meet needs of students trying to satisfy WASL test requirements. Return business work-based learning to the Business Department.</p> <p>ARHS: Update Computers in 202 to Office 2007. During Curriculum review investigate on-line Accounting Aplia (SW publishing). Look into participating in pilot of AP Accounting class through The AP Accounting Initiative. Increase interest in Industry Certification so that MOS classes can run again.</p>	<p>AHS: Work with CTE Vice Principal to re-instate cancelled business classes and to make firm policy to place no more students in the classroom than can be accommodated with existing equipment (for example 32 students in Digttools with only 30 computers requiring voice recognition training of computer.) Create RFP's for program and supplemental material. (\$4,000)</p> <p>ARHS: Create RFP's for material and software purchase for next year. \$3,000 budgeted for program supplemental and supplies.</p>	<p>AHS: Fund classes that are being offered. Offer classes that students request. Upgrade texts and materials to current year. Some books, e.g. Business Math and Recordkeeping texts stay basically the same and do not have to be replaced. Purchase needed supplementary materials.</p> <p>ARHS: Continue to follow state and industry standards to assess materials and software used for program.</p>

<p>WAHS: Began teaching Business and Personal Finance course.</p> <p>Continued to revise instruction, materials, and assessment to meet district, state and national standards.</p>		<p>for new lab in Spring 2009 with Office 2007.</p> <p>ARHS: Continue to make curriculum relevant to work place. Pursue alternate ways of funding necessary curriculum materials.</p> <p>Researching information to purchase/upgrade to InDesign CS3 for Yearbook Publishing (The software is both Curriculum and Instructional Tool).</p> <p>WAHS: Redesigning curriculum based on Standards.</p> <p>Continue to bring in real world examples/speakers</p>	<p>Pursue Financial Literacy as a “required class” as offered in Business & Personal Finance.</p> <p>Yearbook: Submission of 2008 Yearbook to National Student Press Association; Submission of students for Journalism Honor Roll.</p> <p>AMHS: Begin the Curriculum Adoption process to evaluate curriculum material and software.</p> <p>Need updated texts for Office 2007 and MOS.</p> <p>WAHS: Begin the Curriculum Review process. Adapt curriculum and software for Office 2007 programs for Digitools, MOS, and other courses.</p>	<p>AMHS: Create RFP’s for material and software purchase for next year. Continue with RFP purchases \$4,000 budgeted for program supplemental and supplies.</p> <p>WAHS: Create RFP’s for material and software purchase for next year. Continue with RFP purchases \$1,000 budgeted for program supplemental and supplies.</p>	<p>AMHS: Continue to refer to industry standards to assess material and software for program.</p> <p>WAHS: Continue to refer to industry standards to assess material and software for program. Continue to modify curriculum for changing needs/standards.</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: New computer lab. New printer to replace outdated 5si, Room 110.</p> <p>AMHS: Mounted projector to the hardware (ceiling) for safety and better visibility for students/staff.</p> <p>ARHS: Mounted projector from ceiling. Replace lab with flat screens that will give more desk top room. Order more 10 key calculators to make a class set. Smart Board, Video Camera. Yearbook purchased Industry Standard software (Adobe Design Standard CS3; acquired 2 new Sony Alpha 350 DSLR cameras, 2 new card readers. Student drive was reformatted by IT to allow for more work space for yearbook files.</p> <p>WAHS: New computers to help update facilities (5 new computers). Acquired color printer</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: Update Digttools equipment such as camera, scanners, and additional “tools.” Repair or purchase broken 10-key calculators for Business Math. Request copy machine to replace current over 10 years old.</p> <p>AMHS: Replace monitors with flat screens to increase functionality of the room (proposed new lab Spring 2009), better student visibility and more workspace for students. Submit a Project request via Building Tech to IT that will install new computers with Office 2003. Upload Office 2007 testing software.</p> <p>ARHS: Sign up with Digital Wish for Video Camera & Smart Board. Yearbook: Work with IT so that students have better access to yearbook (reformatting created a new issue re: downloading pictures, searching for documents).</p> <p>WAHS: Like to get better cameras</p>	<p>AHS: New digital cameras with memory cards for Digttools. Repair or purchase broken 10-key calculators for Business Math. New copy machine.</p> <p>ARHS: Replace computers with flat screen models. That would increase work space on desks and be more reflective of current work environment. The current machines are out of warranty and we do not have any more ‘like machines’ in the building to replace one if it is un-repairable. The current machines are slow and sluggish with all the programs that are on them. Some machines take 3-5 minutes to boot up. Yearbook: Possibly new lens for Sony Alpha 350 cameras, for indoor shoots.</p> <p>AMHS: Purchase 5 headsets for Dragon</p> <p>WAHS: Remaining 4 “old”</p>	<p>AHS: Create RFP’s for cameras. (\$500.) District standard for copy machine.</p> <p>ARHS: District standard for desktop, 17 in screen student computers</p> <p>SYSTEM COMPONENTS Optiplex 760 Qty 1 OptiPlex 760 Minitower Base Standard PSU, Genuine Windows Vista® Home Basic Service Pack 1, With media, 32, ENG Unit Price \$896.12. Cost for lab =\$27,779.72 Yearbook: New Lens: options: Carl Zeiss® Vario-Sonnar T* 24-70mm f2.8 Zoom Lens (\$1700—very expensive); Sony 135mm f/2.8 [4.5] Telephoto Lens (\$1200); Carl Zeiss® Sonnar® T* 135mm f/1.8 Telephoto Lens (\$1400).</p> <p>AMHS: Maintain new computer equipment.</p>	<p>AHS: Replace hardware as it becomes outdated. Keep current with training software to allow students to achieve maximum success.</p> <p>WAHS: Replace equipment as needed with industry standards. Maintain equipment for use and safety.</p> <p>ARHS: Continue to refer to industry standards to assess instructional tools for programs.</p> <p>AMHS: Continue to refer to industry standards to assess instructional tools for program.</p>

		for Yearbook quality.	computers to be replaced. New cameral for Yearbook.	WAHS: Computer replacement done through district. Camera cost \$200-\$300.	
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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.</p> <p>AMHS: Ergonomics emphasized in all classes. The HP website offers a great ergonomic section that is geared for safety.</p> <p>ARHS: Ergonomics discussed in all classes.</p> <p>WAHS: Ergonomics continued to be stressed, Cords structured in safe, out-of-way locations</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: Cable maintenance, review hazardous areas and equipment. Continue to teach ergonomics concepts.</p> <p>AMHS: Continue to show the Department of Labor and Industries' new video each year that discusses safety and workplace information for minors.</p> <p>ARHS: Temperature fluctuations continue to be a problem. (see news cast of 1/22/2008). Chairs showing age. Backs will become loss, if not tightened regularly. Workplace safety video shown in class. Yearbook Lab Chairs in worsening shape—lost wheels, very tippy.</p> <p>WAHS: Need a cable cover for PC viewer cord viewer cord</p>	<p>AHS: Cables are in dire need of maintenance--since new computers were installed nothing has been done to secure cables which are hazardous to students and staff. Power strips need to be attached to table base and cords/cables put into conduits that are also attached to tables to keep cables up off the floor. Keyboard and mouse cords must be left long enough for ease of use, but attached up off the floor. Broken chairs are also a hazard and need to be replaced. Continue to teach ergonomics concepts.</p> <p>ARHS: Chairs in Room 202 AND 203 should be replaced. Backs fall off, wheels are taken off & lost, height adjustment in operable. Temperature fluctuation is still an issue. It can be 74 in room 202 all day long. In room 201/student store it is 76 – 80 degrees.</p> <p>AMHS: Continue to promote</p>	<p>AHS: Discuss classroom safety issues—cables, with CTE VP for district assistance (work order.) Check and maintain safety status as much as possible when district assistance is not available.</p> <p>ARHS: Alera Swivel Task Chairs \$129/each (in BLUE), from discountedofficesupply.com. Order chairs in different colors so chairs are returned to individual labs. Would increase teachers' personal responsibility to ensure students are taking care of equipment.</p> <p>AMHS: Continue with curriculum and research safety information to be most up-to-date.</p> <p>WAHS: Continue to update curriculum and teaching practices to promote safety.</p>	<p>AHS: Electric outlets and cable safety are a priority. Even if going "wireless," electricity access will still be an issue for computers and other equipment such as 10-key calculators. Make secure. Classrooms need to meet safety standards and state regulations for clean air and temperatures.</p> <p>ARHS: Continue to make recommendations for safety based on industry standards and regulations; currently new chairs for 202 and 203 are a priority.</p> <p>AMHS: Continue research with industry standards and recommendations regarding safety.</p> <p>WAHS: Perhaps look into safety issues with texting since it is</p>

			<p>ergonomic issues and current workplace practices that relate to safety.</p> <p>WAHS: Continue to promote ergonomic issues and current workplace practices that relate to safety.</p>		<p>becoming an increasingly popular form of communication. Continue to keep classroom environment safe.</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: No improvements. Lack of air conditioners and heat extremes continue to be a problem.</p> <p>AMHS: Third year of a new school, facilities are excellent, computers are aging.</p> <p>ARHS: Agreed to move to rotation allowing lab replacement in 2008-2009, instead of 2007-2008, because of other departments' expensive needs and limited budget.</p> <p>WAHS: Got new computers!!</p>	<p style="text-align: center;">Facilities</p> <p>(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.</p> <p>AMHS: No modifications. Computers are running slower this year than ever before (multi-tasking programs, and Internet). New lab proposed for Spring 2009.</p> <p>ARHS: Requesting new computers for 2008-2009. request denied due to added expense of retrofitting to Office 2003</p> <p>WAHS: No changes needed at this point</p>	<p>AHS: Replace broken chairs that can no longer be repaired.</p> <p>AMHS: Continue to maintain facility. Purchase printer table for printer. \$300.</p> <p>WAHS: Look forward to getting new computers. Upgrade all computers to Office 2007, rather than having mix of 2007/2003.</p>	<p>AHS: Create RFP Alera Swivel Task Chairs \$129/each (Grey.) Work order request repair and maintenance for cables.</p> <p>ARHS: continue to work with building and district admin to upgrade lab (new computers, upgraded software). Will consult district standard for current supported computer model. Explore adding more white board space for planning purposed in 203 for yearbook.</p> <p>AMHS: Create an RFP to purchase printer table.</p> <p>WAHS: Put in a work order with IT to upgrade to 2007.</p>	<p>AHS: Classrooms need to meet safety standards and state regulations for clean air and temperatures. Need for lecture room and business ed office space for meetings and FBLA functions.</p> <p>ARHS: Continue to work with administration and advocate for the business ed program.</p> <p>WAHS: Continue to keep software updated with industry standards.</p> <p>AMHS: Continue to reevaluate facility and needs of the program.</p>

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-20010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Work-based learning; FBLA; Classroom leadership opportunities; Career Choices—interviews with community.</p> <p>AMHS: Offer Work-based Learning each year for all students. Field trip to Microsoft. Leadership choices are offered for students to have experiences outside the classroom such as community service, visiting a post secondary school or job shadowing for the day.</p> <p>ARHS: 2008 Yearbook submitted to National Student Press Assn. for critique.</p> <p>WAHS: ASB, work-based learning, Young Women's Leadership Conference</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 through FBLA, classroom, and Career Choices.</p> <p>AMHS: Leadership activities provided throughout the semester. Work-Based Learning offered for all students. New advisor this year for (RAKE club—Random Acts of Kindness).</p> <p>ARHS: Attend leadership activities, publishing workshops at Sound Yearbook Camp and JEA National Convention; students will compete at JEA 2009 in April, various categories.</p> <p>WAHS: More involvement at Leadership Conference, ASB, newspaper, yearbook</p>	<p>AHS: Return Work-based Learning to Business Department.</p> <p>ARHS: Continue FBLA & Leadership Activities offered during class. Incorporate more FBLA into Business Ed Curriculum, to mirror DECA, a little closer. Yearbook: attend Yearbook Summer Workshop, continued stress on improving student journalism</p> <p>AMHS: Continue to promote leadership through classroom activities and fieldtrips. Work-Based Learning offered for all students. Continue as RAKE (Random Acts of Kindness) Advisor.</p> <p>WAHS: Continue leadership through partnerships with ASB</p>	<p>AHS: Work with counselors and administrators to increase numbers and sections to accommodate all students. Work with administration to keep classes that are filled open.</p> <p>ARHS: Look for profitable, low maintenance fundraisers to benefit FBLA, and its travel budget without over working the teacher. Yearbook: continue to work on maintaining ad revenues and controlling book costs in order to keep attending JEA National Conferences.</p> <p>AMHS: Research fundraisers for programs such as MOS, RAKE and fieldtrip opportunities. Limited budgets have decreased opportunities for</p>	<p>AHS: Continue to plan/organize business opportunities for students</p> <p>ARHS: Continue to research and provide extended learning opportunities, inside and outside classroom, for students to enhance business and leadership skills.</p> <p>AMHS: Continue to research and provide extended learning opportunities for students to enhance their leadership skills.</p> <p>WAHS: Again, continue to provide learning opportunities inside AND outside of the classroom for students.</p>

			and CTE club.	students. WAHS: Continue to fundraise for ASB activities and service opportunities.	
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Business Math Recordkeeping, Accounting, (math classes are cross credit and WASL replacement classes,) Business English.</p> <p>AMHS: Business Math and Accounting</p> <p>ARHS: Business Math and Accounting; Yearbook cross-credited with Junior/Senior Language Arts elective credit (1 year of Yearbook = ½ L.A. credit)</p> <p>WAHS: Accounting, Yearbook</p>	<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: Business Math Recordkeeping, Accounting, (math classes are cross credit and WASL replacement classes.) Two sections of Business Math were cancelled in order to use teacher in general ed classes.</p> <p>AMHS: Grade Level Expectations are all aligned with the curriculum through District Adoptions. Business Education curriculum adoption process starts 2009. Tech Prep Agreements in place as well as cross credit opportunities.</p> <p>ARHS: same as AMHS</p> <p>WAHS: Accounting, Yearbook</p>	<p>AHS: Same as 2008-09. Re-open cross-credit classes.</p> <p>ARHS: During Curriculum Review, attempt to Cross Credit Business Law with Civics at the district level, using Social Studies CBA's. Continue to work on UW in the High School, with <i>Fluency in Information Technology (100)</i> Introduces skills, concepts, and capabilities necessary to effectively use information technology. Includes logical reasoning, effective Web searching and database manipulation, managing complexity, operation of computers and networks, and ethical aspects of information technology; as a curriculum for our Advanced Computer Apps Class. Continue all other cross credits that are currently in place.</p> <p>AMHS: Continue cross credits and Tech Prep opportunities for students.</p> <p>WAHS: Continue cross credits</p>	<p>AHS: Fully fund class offerings. State graduation requirements are being met through these classes.</p> <p>ARHS: Curriculum Review & Adoption in 2009-2010, Update all computer classes to reflect Microsoft Office 2007 programs. Keep all equivalency credit classes intact, Grade Level Expectations continue to be aligned with curriculum through district adoptions. Use district waiver days, if need be, to collaborate on curriculum. Yearbook status no change needed.</p> <p>AMHS: same as ARHS</p> <p>WAHS: same as ARHS</p>	<p>AHS: Cross-credit classes will continue to grow and be vital to students fulfilling state requirements to graduate. They must be fully funded to operate for increased numbers of students.</p> <p>ARHS: Continue to work towards providing the best opportunities for students in credit equivalencies and community college articulation (+2 for vocab).</p> <p>WAHS: Continue to research cross credit options and work with administrator (Brad Sprague) and Colleen Rayburn (Career Choices teacher who serves on the Cross Credit committee) to extend Cross Credit options.</p> <p>AMHS: Continue to research</p>

			and Tech Prep opportunities for students.		cross credit options for students and provide connections across curriculums.
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Tech Prep articulation; MOS certification.</p> <p>AMHS: Tech Prep articulation; MOS certification.</p> <p>ARHS: Tech Prep & MOS certifications</p> <p>WAHS: Tech Prep, MOS</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: Only Tech Prep-- Certification classes were cancelled.</p> <p>AMHS: Tech Prep and MOS certifications.</p> <p>ARHS: same as 2007-2008</p> <p>WAHS: Same as 2007-08</p>	<p>AHS: Re-open certification classes. Continue with Tech Prep Agreements.</p> <p>ARHS: UW in the High School http://www.uwhs.washington.edu/uwhs/, if possible. Existing Tech Prep articulation agreements will be continued. MOS Industry certifications will continue to be offered.</p> <p>AMHS: Tech Prep and MOS certifications.</p> <p>WAHS: Tech Prep and MOS certifications.</p>	<p>ARHS: Look for alternative funding sources for MOS Certification tests. Yearbook: exploring certification process for Adobe PhotoShop and InDesign.</p> <p>AMHS: Look for alternative funding sources for MOS Certification tests.</p> <p>WAHS: Look for alternative funding sources for MOS Certification tests.</p>	<p>AHS: Increase in number of students gaining Tech Prep college credit and certifications. Support industry certification.</p> <p>ARHS: Same as AMHS.</p> <p>AMHS: Continue to offer industry certification programs that provide students the opportunity to increase their business skills.</p> <p>WAHS: Continue to offer industry certification programs that provide students the opportunity to increase their business and employability skills.</p>

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Increased Digttools and Computer Apps class counts through promotion to students, parents, staff, counselors, and administrators. Increase in math due to WASL requirements—especially B.Math and Recordkeeping.</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: It is difficult to promote program and increase class numbers with school administration (and district sanctioned) cancellation of classes that have been filled. (150 students registered for Digttools—school administration cut one section as well as two sections of Business Math and two sections of Computer Applications in order to use teacher in general ed classes.)</p> <p>AMHS: Running two sections of Accounting all year. MOS class mixed with Accounting first semester and stand-alone class second semester. Same promotion plan as previous year.</p> <p>ARHS: Promotions continue as in year's prior Business teacher is teaching 4 sections of Marketing classes.</p>	<p>AHS: <u>Attached to this document additional 97 signatures collected for Advanced Computer Apps and 30 for Digttools after classes were closed.</u> Continue to promote through Curriculum Fair, Open House; Future Freshmen Night; Within classrooms and halls; Collaboration with counseling office; Course catalog listings; Career center; Brochures and posters.</p> <p>ARHS: Future Freshman night, 8th grade CTE pamphlet, Electives Night, 2 bulletin Boards in main hall & 200 hall. Pamphlets in Counseling Office.</p> <p>AMHS: Department brochures, option to add information in parent newsletters, Open House,</p>	<p>AHS: Request that District CTE work with school administration to support Business Ed classes and insure that business ed teachers are utilized where they can best serve students.</p> <p>ARHS: Promote, Promote, Promote!</p> <p>AMHS: Continue with program promotion plan and ask for feedback and ideas from Advisory.</p> <p>WAHS: Revise brochures, connect with other advisers. Get feedback from graduating students.</p>	<p>AHS: One-semester computer/keyboarding class as additional graduation requirement—can be taken any year.</p> <p>ARHS: Continue to work to have Business and Personal finance as the Financial Literacy Class offering that may be one of the new classes required for graduation (Sen. Patty Murray).</p> <p>AMHS: Continue to research ways to promote program opportunities.</p> <p>WAHS: Continue to promote business program at WAHS to students, parents, and advisers.</p>

		WAHS: Continue to promote program through ASB, Yearbook, advisors, open house.	Parent Conferences, Orientation Presentation Tours, Freshmen Night, bulletin boards, and course catalog. The Swift Website for instructor websites allow for program information. WAHS: Continue to promote Business classes by working with principal, and other advisers that schedule students' classes. Also promote at Open House, conferences, and brochures.		
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for _____, I represent the members as having read, approved and will support this program plan for the 08-09 school year. (E2.6, P1.2). Business Education

Kevin Kerr

Typed Name of Chairperson

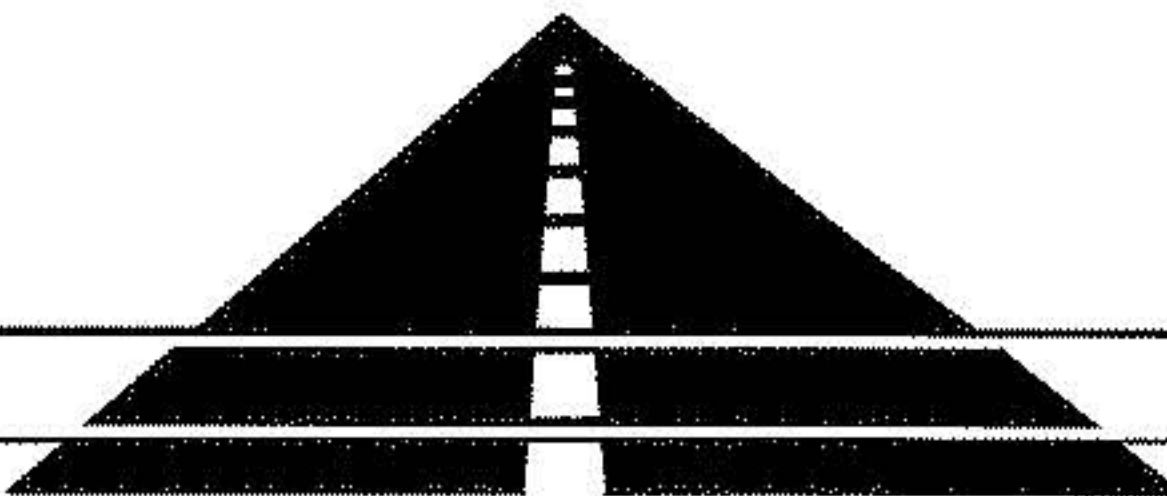
Signature of Chairperson

3/6/09

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Marketing Education



Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Marketing Education, I

John Rottle represent the members as having read, approved

and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

John Rottle

Typed Name of Chairperson



Signature of Chairperson

5/6/09

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
☒ Auburn Mountainview High
☒ Auburn Riverside High
☐ West Auburn High I

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 2008-09 3

Dates of meetings

 Minutes
on File ✓

Chairperson

John Rottle

1. 10/23/08

2. 2/9/09

3. 5/6/09



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
Derek Enz	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
Dwayne Folsom	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:

	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"/>

*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	Lori Jacobs	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Marketing and WBL					
Certificate renewal date	June 30, 2020	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"/>		
WBL Coop Conference		<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		8/9-8/12	Yakima, WA			
National Marketing Conclave		Summer 09	Cleveland, OH			
AP Economics Training		Summer 09	Bellevue, WA			
First Aid Card Expiration: 12/31/09		CPR Card Expiration:		2/1/10		

Instructor Name	Doug Aubert	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<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	8/9 – 8/12	Yakima, WA	
National Marketing Conclave	Summer 09	Portland, OR	
AP Economics Training	Summer 09	Phoenix, AZ	
First Aid Card Expiration:	10/28/09	CPR Card Expiration:	10/28/09

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	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	2008-2009	Bellevue, WA			
First Aid Card Expiration:	1/31/10	CPR Card Expiration:	1/31/09		

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: 100	AHS: 85	AHS: 10/08
	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. Should Cross Credit with English 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	1. 2. 3.

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>DECA</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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS, AMHS, ARHS: Designed Sports Marketing Curricula State Frameworks modified for marketing education	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: Complete Curriculum Review Done.	AHS, AMHS, ARHS: Purchase Texts, LAPs and software	AHS, AMHS, ARHS: Consider options and complete RFP's.	AHS, AMHS, ARHS: Implement Updated Curriculum 2010-2011
AMHS: 5 new classroom computers ARHS: New POS System	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 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	AHS, AMHS, ARHS: 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: 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	AHS, AMHS, ARHS: Food Handler's Permit Testing Store Safety Checks Health Department Checks	AHS, AMHS, ARHS: Continue	AHS, AMHS, ARHS: Continue

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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, AMHS, ARHS: Working 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
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: DECA participation and membership and all activities that this entails.	AHS, AMHS, ARHS: Continue DECA Trips and internship style activities Enlist more guest Speakers	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: Cross Credit With Social Studies and Marketing Management Used WASL reading prompts to measure technical reading skills Began Alignment with GLE's	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: Continued Alignment with GLE's Expanded 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.	AHS, AMHS, ARHS: Continue Alignment with GLE's

Accomplishments 2006-2007 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2007-2008	Recommended Objectives for 2008-2009	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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: Continue Use of DECA CAP Program. Target high achieving, college bound students here and at middle schools and Future Freshman Night Completed at Gold Level	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: Student Speakers in middle schools and Freshman classes CAPS Promotion DECA Week	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

☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Marketing, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

John Rottle

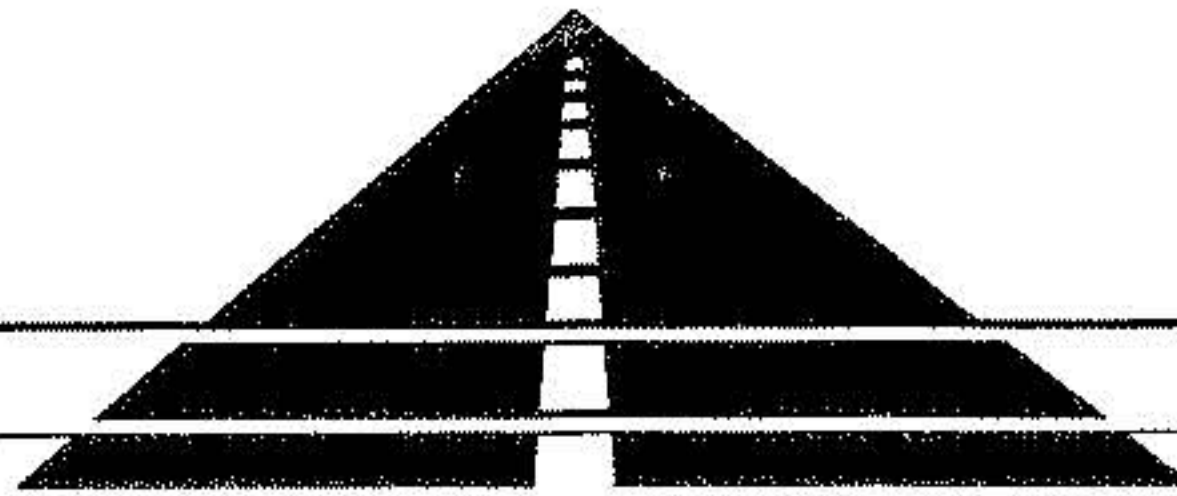
Typed Name of Chairperson

Signature of Chairperson

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Career Choices



Annual Program Plan & Description for the 2008 – 09 School Year

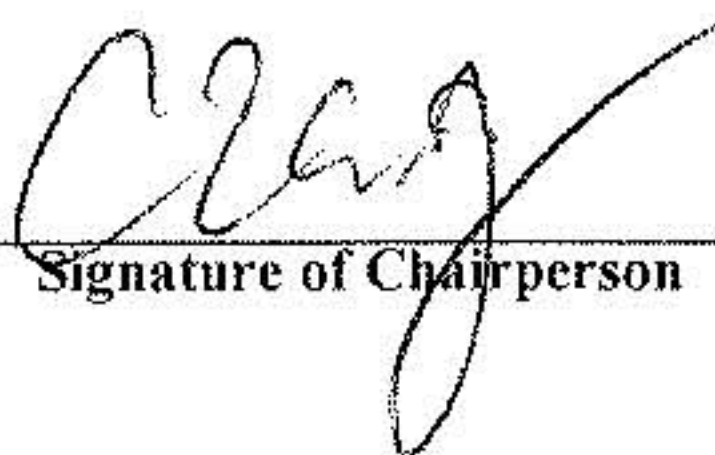
On behalf of the Program Advisory Committee for _____ Career Choices _____, I

_____ Chuck Chew _____ represent the members as having read, approved

and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Chuck Chew

Typed Name of Chairperson



Signature of Chairperson

5/6/09

Date

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Career Choices, CTE, I

Crystal Wisness represent the members as having read, approved

and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Crystal Wisness

Typed Name of Chairperson



Signature of Chairperson

5/6/09

Date

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for CAREER CHOICES, I
Career Choices program
represent the members as having read, approved and will support this program plan and description for the
08-09 school year. (E2.6, P1.2)

Cynthia Smith

Typed Name of Chairperson



Signature of Chairperson

5/6/09

Date

COURSES, WORKSHOPS, CONFERENCES FOR PROFESSIONAL GROWTH

Continued from page 2 Program Plan 2008-2009

COLLEEN RAYBURN CAREER CHOICES CERTIFICATE NUMBER 273707J	Completed		
Unpacking Standards Part 2	29-Jan-09	3.5	X
First Aid & option 10	29-Jan-09	4.0	X
First Aid & AED option 9	28-Jan-09	4.0	X
Professional Learning Communities workshop	24-Jan-09	7.0	X
OSPI January Conference Puget Sound ESD SEY512	7-Jan-09	15.5	X
Making the Grade Through Standards & Discipline	22-Nov-08	7.0	X
Academic Integration / Course Equivalency Crediting	21-Nov-08	10.0	X
Unpacking Standards to Lesson Plans	6-Nov-08	3.5	X
OSPI WADOT Nuts & Bolts	10-Oct-08	8.0	X
Swift Training/ Staff Web Pages	1-Oct-08	3.5	X
ASD Learning Improvement #1 PM session	28-Aug-08	3.5	X
ASD Learning Improvement Day #1	26-Aug-08	6.8	X
WA-ACTE Summer Conference	9-Aug-08	15.0	X
Equivalency Crediting Using GLEs	6-Aug-08	3.0	X
Better Learning Through Structured Teaching	1-Jul-08	7.0	X
Unpacking Standards Part 2	29-Jan-08	3.5	X

BONNIE BEGALKA LEARNING CENTER /CAREER CHOICES	X
School Improvement: Making the Grade	X
Swift Training Staff Webpage	X
Unpacking Standards Part 2	X
Unpacking Standards to Lesson Plans	X
Alternative Energy Resources	X

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Trades and Industry Education

- Automotive Technology
- Graphic Design & Production
 - Culinary Arts
- Electronics Related & World Wide Web Publishing
 - Jewelry Manufacturing
- Machinist Training & Welding Technology

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Automotive Technology, Power Technology

I represent the members as having read, approved and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Gordy Nishimoto

Typed Name of Chairperson

Signature of Chairperson

Date

5-6-09

**CAREER & TECHNICAL
EDUCATION(CTE)**



**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 2008-2009 3

Dates of meetings

**Minutes
on File ✓**

*Chairperson Gordy Nishimoto

October 28, 2008

March 3, 2009

May 6, 2009

☒
☒
☒

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
Doug Schripsema	Art Gamblin Motors, Enumclaw	<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
Ron Bristor	Gosney's NAPA Auto Parts	<input checked="" type="checkbox"/> voting <input 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
Sean Homa	Gosney's NAPA Auto Parts	<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"/>

*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	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"/>	
Spring T&I Conference	<input checked="" type="checkbox"/>	<input 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:	4/14/2010	

Program Evaluation and Improvement

	Number of Surveys Distributed	Number of Surveys Completed and Returned	
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 63	AHS: 56	A
	AMHS:	AMHS:	A
	ARHS:	ARHS:	A
	WAHS:	WAHS:	V
Semester Class Exit Survey Reviewed (1 st semester current school year)	AHS: 60	AHS: 51	A
	AMHS:	AMHS:	A
	ARHS:	ARHS:	A
	WAHS:	WAHS:	V
1-year Graduate Survey Class of <u>2007</u>	AHS: 22	AHS: 8	A
	AMHS:	AMHS:	A
	ARHS:	ARHS:	A
	WAHS:	WAHS:	V

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. Increase access to course materials on-line	1.	1.	1.
2. More classroom presentations Add classroom power points to the web for student access	2.	2.	2.
3. Increase equipment availability to all periods	3.	3.	3.
4. Continue to Increase availability of SGE training, possible 2 nd yr.			
5. Increase number of tool boxes for student use in shop.			

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Continue to block schedule classes, add for SGE	1.	1.	1.
2. Continue to expand and offer more periods of SGE	2.	2.	2.
3. Flexible on line testing and class lessons are great.	3.	3.	3.
4. Internships expanded to more areas, addition of diesel sites has been excellent.			

Program Components Continued...

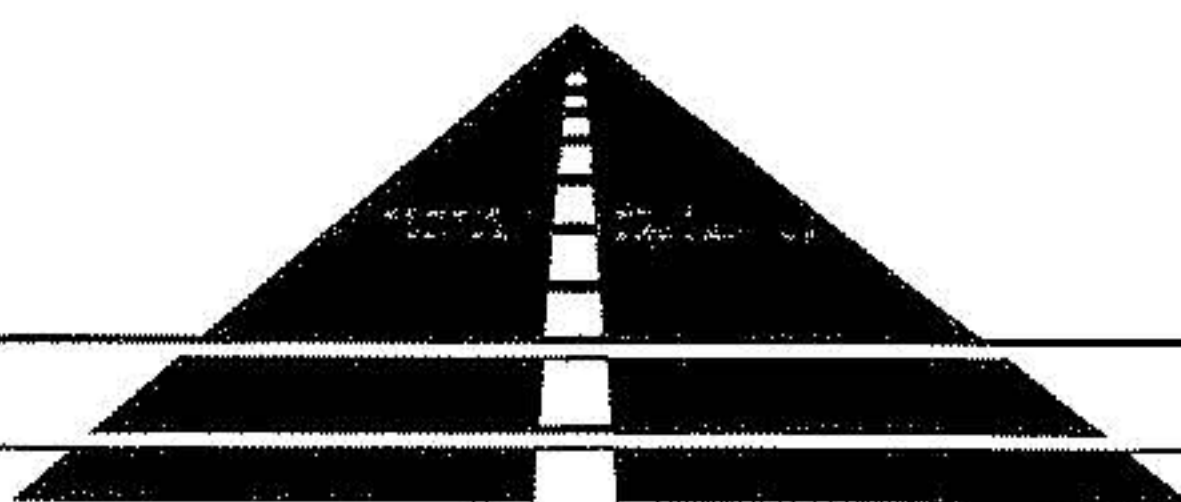
	Yes	No
♦Instructor certification and renewal dates have been reviewed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦A para-educator provided for this program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
♦Leadership skills are taught and assessed to every student enrolled 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)	<div>SkillsUSA & additionally local developed</div> <hr/> <div>Name of CTE Student Organization</div>	

♦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"/>

On behalf of the advisory committee for this CTE Program for the Auburn School District #408, I endorse and support the components of this description and plan for this program.

<hr/>	
Signature of Chairperson	Date
<hr/>	
Gordy Nishimoto	
<hr/>	
Typed Name of Chairperson	

**Annual Program Plan & Description for the 2008 – 09 School Year**

On behalf of the Program Advisory Committee for

Graphic Design

, I

(CTE Program Name)

represent the members as having read, approved and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Colleen Maloney

Typed Name of Chairperson

Colleen Maloney May 6, 2009

Signature of Chairperson

Date



PROGRAM DESCRIPTION

OVERVIEW & PLAN

(complete one per program per year)

program provided at
(check all that apply)

X Auburn High
X Auburn Mountainview High
X Auburn Riverside High
West Auburn High I

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 2008-09 3

Dates of meetings

Minutes
on File ✓Chairperson Tom Erdmann

1. Oct. 28, 2008

x

2. Feb. 11, 2008

x

3. May 6, 2008

☐

Advisory Committee Members

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

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

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	June 2010	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		
Professional Certification Year 1		x	<input type="checkbox"/>	<input type="checkbox"/>		
Professional Certification Year 2		x	<input type="checkbox"/>	<input type="checkbox"/>		
Adobe Illustrator CS3		x	<input type="checkbox"/>	<input type="checkbox"/>		
Adobe Photoshop CS3		x	<input type="checkbox"/>	<input type="checkbox"/>		
Adobe InDesign CS3		x	<input type="checkbox"/>	<input type="checkbox"/>		
Description	Date	Location				
Coordinating Techniques	Summer 09	Bates				
First Aid Card Expiration:	9/20/10	CPR Card Expiration:	9/20/10			

Instructor Name	Diane Sarr	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Commercial Design/Applied Art, Computer Applications and related Programs, Advertising Service, Communications Technologies			
Certificate renewal date	06/30/2012	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	
5 Credits GRCC Graphic Design Intro (Adobe Suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Course work: Frye Art Museum (SPU credit) Studio Intermediate Drawing (Summer 08)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hidden Hazards of the Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Habits of Mind	<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		
Continuing Graphic Design in Adobe CS3	2009/10	TBD		
SPU /Frye Art Museum workshops	Summer 2010	Seattle, WA		
National Art Education Convention	Spring 2010	Washington D.C.		
First Aid Card Expiration:	[01/31/2010]	CPR Card Expiration:	01/31/2010	

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)	Commercial Design/Applied Art, Computer Applications and related Programs, Advertising Service, Communications Technologies, Diversified Occupations, Work-Based Learning Coordinator			
Certificate renewal date	June 2009	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
School Law	X	
Student Development and Leadership Techniques	X	
Arts Time Conference - Spring	X	
Abuse and Neglect of Children	X	
Summer Art Classes		X
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]

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: 85	AHS: 50	AHS:
	AMHS: 70	AMHS: 70	AMHS: 10/28/08
	ARHS: 93	ARHS: 90	ARHS: 10/28/08
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 50	AHS: 50	AHS: 2/11/09
	AMHS: 60	AMHS: 60	AMHS: 2/11/09
	ARHS: 80	ARHS: 80	ARHS: 2/11/09
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of 2007	AHS: NA	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: 14	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. More student Work Space (counter areas, storage areas, etc.) 2. Larger Lab, with enough Mac's for every student, Adobe Suites Software update (CS4)	More Computers, enough for a class	1. Computers for every student with New Adobe CS4 2. Larger computer area	1. 2.

3. Field Trips

3. Drawing tables

3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Progression of projects in size, time and effort that are fun. 2. Field Trips for Client Work 3. Mock Interviews	Satisfied with progress in learning skills and computer application Mock Interviews Challenging	1. Great projects-fun class 2. Mock Interview Event & skateboards 3. Like to work with clients	1. 2. 3.

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	x	<input type="checkbox"/>
♦A para-educator provided for this program?	<input type="checkbox"/>	X
♦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)	x	<input type="checkbox"/>
Leadership is provided by (E4.1c)	<hr/> 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?	x	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	x	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	x	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	x	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	x	<input type="checkbox"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Program growth despite reduction of courses offered this year. Continued development of theme work, client work and CBPA as related to curriculum.</p> <p>AMHS: Administered CBPA to Drawing class and adjusting curriculum to strengthen results</p> <p>ARHS: Continued to develop strategies to utilize digital portfolios capabilities.</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: Continues to work with community regarding client pieces. Started to Utilize Swift Website for students to access course information</p> <p>AMHS: Continue to develop strategies to utilize digital portfolios capabilities. Implementing CBPA's. Initial utilization of Swift website for assignments and showcase student work. Developing Contract Study curriculum to extend learning.</p> <p>ARHS: Working on the CBPA District Committee to implement and assess testing for the Visual Arts</p> <p>WAHS:</p>	<p>AHS: Use swift website to post information for all courses for student access. Re-establish Graphic Design Course after not offering for two years.</p> <p>AMHS: Work with advisory, colleagues</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: Work with advisory, colleagues for digital applications. Apply recently released GLE's for Visual Arts and staff development in content area.</p> <p>AMHS: same as above</p> <p>ARHS: same as above</p> <p>WAHS:</p>	<p>AHS: Work with advisory for Post Secondary and Industry connections and relevancy for the classroom.</p> <p>AMHS: Continue to seek ways to find 'real' projects to teach graphic standards.</p> <ul style="list-style-type: none"> Continue post-high school visits and introducing guest speakers from the industry and schools Incorporate animated media into Drawing 1 program and cont. to implement computer technology into Drawing 2 Utilize the SWIFT class website or some other web-base communication tool. Stay with recommendations of Advisory to remain

					<p>current with industry, ie. Designing 'green' and being environmentally friendly</p> <p>ARHS:</p> <p>WAHS:</p>
<p>AHS: Lab fee increased across district to align with GDP program budget and resale and to match student's enrollment amounts. Added surplus file to expand storage for large student projects.</p> <p>AMHS: Increased supply budget and resale to match amount of students enrolled.</p> <p>ARHS: Increased supply budget and resale to match amount of students enrolled.</p> <p>New Laser Color Printer shared with VISCOM</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: Laser Printer replaced since cartridges were no longer available for old printer. Prioritize advisory suggestions for technology standards: laptops, software etc.</p> <p>AMHS: Prioritize advisory suggestions for technology standards: laptops, software etc.</p> <p>Added Graphics Server to be managed in house. Split computer lab with Viscom.</p> <p>ARHS: Reviewing suggestions from advisory committee concerning additional technical equipment needed for coursework.</p> <p>*Additional Computers/ Laptops</p> <p>*Dreamweaver Software</p> <p>*Drawing Tablet for Computers</p> <p>WAHS:</p>	<p>AHS: Expand and update lab and studio area to improve working environment (classroom) for visual art production.</p> <p>AMHS: Additional computers or laptops. Upgrade software. Add copy machine.</p> <p>ARHS: Additional computers or laptops</p> <p>Upgrade software to CS4</p> <p>Add Dreamweaver Software</p> <p>WAHS:</p>	<p>AHS: Replace failing copier with enlargement capacities (\$500-\$900). Add Espon or HP Ink Jet desktop to accommodate A3 paper for specialty projects \$400-\$800). Software upgrades (\$200-\$300 per unit).</p> <p>AMHS: Computer and software update.</p> <p>ARHS: ibook- used 300.00 per unit</p> <p>Upgrade software- 250.00 per computer</p> <p>WAHS:</p>	<p>AHS: Improved lab and class room work space to accommodate production needs and student numbers: additional computers, functional storage, counter areas.</p> <p>AMHS: Additional computers to meet student numbers</p> <p>ARHS: Additional computers to meet student numbers</p> <p>WAHS:</p>

<p>AHS: Organizing classroom to implement safe accessibility of tools and equipment for all students as needed for specific projects</p> <p>AMHS: Working with students to implement the use of safe cleaning materials in studio.</p> <p>ARHS: Working with students to implement the use of safe cleaning materials in studio.</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: Continue to work with students on safe use of matting, cutting tools and equipment. Progress made in classroom arrangements to accommodate use of spray fixatives and adhesives.</p> <p>AMHS: Brackets for drawing tables to prevent collapse and addressing mechanism for tilting table tops. 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: Attending the “Hidden Hazards in the Arts” workshop.</p> <p>AMHS: Education on safety</p> <p>ARHS: Attending Safety in the Artroom workshop</p> <p>WAHS:</p>	<p>AHS: Implement appropriate suggestions from workshop. Research alternative spray Fixatives/ Adhesives and accusation of spray booth.</p> <p>AMHS: Education on safety</p> <p>ARHS: Free workshop</p> <p>WAHS:</p>	<p>AHS: Continue to improve studio space for safe access to tools and equipment for student use.</p> <p>AMHS: same as above</p> <p>ARHS: Continue to provide students with information concerning safety in our Art Studio.</p> <p>WAHS:</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Removed the surplus t-shirts to ASB storage providing space for added shelves in lab, condensed storage areas and cleaned out old useless supplies. Added a surplus flat file and removed old work in upright storage providing space current student works.</p> <p>AMHS: Coordination of sharing space with ceramics and viscom</p> <p>ARHS: Added bookcases and shelves for storage of still life objects.</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: Utilizing rolling carts to establish work stations to accommodate distribution of supplies, clearing up counter areas for student work space (for matting, cutting boards for paper, large works and display of student work for critic).</p> <p>AMHS: Established self-contained 2-D room and computer lab</p> <p>ARHS: Received funding for a large flat file cabinet and 2 small digital cameras</p> <p>WAHS:</p>	<p>AHS: Replace or repair broken down file and improve upright storage for student art. Remove old obsolete or useless supplies and equipment. Standing and table top easels.</p> <p>AMHS: Accommodate student storage in artroom</p> <p>ARHS: Class set of Table top easels</p> <p>WAHS:</p>	<p>AHS: Checking into Building repair requests for storage. Working with custodian regarding disposal of old supplies. Flat file \$3,000. Easels range from \$20-\$50 each.</p> <p>AMHS: tbd</p> <p>ARHS: \$18. per unit</p> <p>WAHS:</p>	<p>AHS: Classroom is a fully functional Illustration and Graphic Studio Space that accommodates the needs of student art production and reflects industry standard.</p> <p>AMHS: tbd</p> <p>ARHS:</p> <p>WAHS:</p>
<p>AHS: Made new industry connections for Portfolio Interviews, art competitions and advisory. 15 entries to Congressional Art were shown at Tacoma Art Museum for the month</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 clients from industry for students to experience art world beyond the classroom. Connecting field trips to client work.</p> <p>AMHS: Continue to work with</p>	<p>AHS: Keeping client and contest connections for annual events, providing students with consistent opportunities to show case artwork outside the school</p>	<p>AHS: Maintaining industry and contest contacts for future events.</p> <p>AMHS: N/A</p>	<p>AHS: Continued opportunities with clients from industry and experience real world applications.</p> <p>AMHS: Continue to work with clients for real world</p>

<p>of May, students designed illustrations for Regal Auburn Cinema, collaboration for 2nd annual Mock Interview Event. VTS supported field trips for art connections.</p> <p>AMHS: Organized, revised and co-ran 2nd Annual "Business/ Career Day" at Green River Community College</p> <p>ARHS: Organized, revised and co-ran 2nd Annual "Business/ Career Day" at Green River Community College</p> <p>Students created the logo for "South Parks Arts" in Seattle Critiqued by Designer for the EMP</p> <p>WAHS:</p>		<p>clients for real world experience. Field trips to explore art programs and view real application of the arts in careers.</p> <p>ARHS: Continue working with clients outside the school environment for real world experience</p> <p>WAHS:</p>	<p>setting.</p> <p>AMHS: same as previous column</p> <p>ARHS: Continue working with clients outside the school environment for real world experience</p> <p>AHS:</p>	<p>ARHS: NA</p> <p>WAHS:</p>	<p>experience. Field trips to explore art programs and view real application of the arts in careers.</p> <p>ARHS: Continue working with clients outside the school environment for real world experience</p> <p>WAHS:</p>
<p>AHS: Differentiated Instruction strategies developed and implemented in course offerings. Also piloted CBPA in classes.</p> <p>AMHS: Developed lessons based</p>	<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: Incorporating and identifying "Habits of Mind" in the art studio that will align with general academic areas and building SIP.</p> <p>AMHS: Implementing additional</p>	<p>AHS: Implement additional Art GLE lessons that develop thinking strategies that can be applied in general academic areas.</p> <p>AMHS: Implementing</p>	<p>AHS:</p> <p>AMHS: NA</p> <p>ARHS: NA</p>	<p>AHS:</p> <p>AMHS:</p> <p>ARHS:</p>

<p>on “Differentiated Instructional” methods.</p> <p>ARHS: Developed lessons based on “Differentiated Instructional” methods.</p> <p>Tested Graphic Design students on State “Classroom Performance Based Assessments” criteria</p> <p>WAHS:</p>		<p>lessons that align with reading, writing and math expectations.</p> <p>Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>ARHS: Implementing additional lessons that align with reading, writing and math expectations. Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>WAHS:</p>	<p>additional lessons that align with reading, writing and math expectations.</p> <p>Implementing addition lessons that meet Leadership and Communication EALRS</p> <p>ARHS: Implement additional lessons that align with reading, writing and math expectations. Implement additional lessons that meet Leadership and Communication EALRS</p> <p>WAHS:</p>	<p>WAHS:</p>	<p>WAHS:</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (Include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Portfolio Interviews @ GRCC, Business visitations, Projects for client outside school environment.</p> <p>AMHS: Mock Interview Green River Community College</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: Continue real world connections visiting Business/Industry, Post Secondary Schools and Museum/Gallery Exhibitions, portfolio Interviews at GRCC, students Illustrations for Auburn's 1st Annual International Farmers Market.</p> <p>AMHS: Business/ Industry Visitation Portfolio Review Day at Green River Community College</p> <p>ARHS: Business/ Industry Visitation Portfolio Review Day at Green River Community College</p> <p>WAHS:</p>	<p>AHS: Client projects. Internships, Job Shadows, Articulations.</p> <p>AMHS: Internships/ Job Shadows Articulate with Green River Community College</p> <p>ARHS: Internships/ Job Shadows Articulate with Green River Community College</p> <p>WAHS:</p>	<p>AHS: Attend South King County Tech Prep "Summer Institute" for on site community and technical college applications for our programs.</p> <p>AMHS: NA</p> <p>ARHS: NA</p> <p>WAHS:</p>	<p>AHS: Continued connection to industry and post secondary opportunities.</p> <p>AMHS: Continue to seek other possibilities</p> <p>ARHS: Continue to seek other possibilities</p> <p>WAHS:</p>

<p>AHS: Provided additional leadership opportunities for students to show case and display work: Uniquely Auburn, Exhibited at TAM for Congressional Contest, Auburn Cinemas, Portfolio Interviews. Displayed current student work throughout building in PAC, Hallways, Library and offices. Participated in Future Freshman night.</p> <p>AMHS: Showcase student artwork. Promote popular student assignments such as the skatedeck designs. Organized School toy drive.</p> <p>ARHS: Created and displayed popular Skateboard Deck designs to promote Graphic Design studies.</p> <p>Created leadership opportunities for students to showcase their work. Displayed Art at the Red Lion Inn (SeaTac) Participated in: Auburn Good Old Days</p>	<p style="text-align: center;">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: Graphic Design students create posters for displays, upcoming visual art shows and community client projects. Participate in Future Freshman Night.</p> <p>Develop industry contacts thru my own career development in industry.</p> <p>Students participate in National and Local contests.</p> <p>Continue to have students design Senior T-shirts and students vote on the one that goes to print. Use Swift website for program information.</p> <p>Display student artwork throughout building.</p> <p>Create artwork for clients outside School environment: this year students are providing illustrations for Auburn's 1st International Farmers Market.</p> <p>AMHS: Showcase Student work. Support school community with graphic design. Community Service outreach (Toy Drive). Use Web-based methods for</p>	<p>AHS: Allow students to create works for display/promotion for program and clients (community connection).</p> <p>Continue student participation in Future Freshman Night, Uniquely Auburn, Contests, client pieces, Portfolio Interviews.</p> <p>Continue Graphics club and Designing Senior T-shirts.</p> <p>Expand Swift website and post photos of student work and opportunities.</p> <p>Need access to color Ink Jet printer for poster work of specialty size A3 paper.</p> <p>AMHS: Continue to seek other possibilities</p> <p>ARHS: Utilize Contract Study students to create posters and a promotional campaign</p> <p>Continue button making- students creating wearable</p>	<p>AHS: Need time to meet with clients for student opportunities. Opportunities for field trips that would assist in art work for clients; This year (2009), we are going to Pike Place Market to do research on our client piece for Auburn's Farmers Market. Opportunity to attend award ceremony of contests entered. (Field trip costs range from \$200-\$300 per contest.) Purchase of Desktop printer for Specialty Posters: \$300-\$800.</p> <p>AMHS: NA</p> <p>ARHS: NA</p> <p>WAHS:</p>	<p>AHS: Continue to develop projects and strategies with real world clients. Seek opportunities within the building and outside school for projects that provide dual purpose of student leadership and promotion of program.</p> <p>AMHS: Continue to seek other strategies and projects to promote programs</p> <p>ARHS: Continue to seek other strategies and projects to promote programs</p> <p>WAHS:</p>
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Uniquely Auburn WAHS:		communication and showcasing student work. Design school t-shirt. ARHS: Utilizing Contract Study students to create posters and a promotional campaign Purchased a button maker- students creating wearable examples of Graphic Design studies Purchased iron on T-shirt transfers- students creating wearable examples of Graphic Design studies Utilizing "Swift" webpage for displaying student artwork and designs on the gallery link WAHS:	examples of Graphic Design studies Continue iron on T-shirt transfers- students creating wearable examples of Graphic Design studies Utilize "Swift" webpage for displaying student artwork and designs on the gallery link WAHS:		
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for _____, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

Tom Erdmann _____

Typed Name of Chairperson

Signature of Chairperson


Date

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Culinary Arts, I Amadeus Amador
Represent the members as having read, approved and will support this program plan and description for the
08-09 school year. (E2.6, P1.2)

Amadeus Amador

Typed Name of Chairperson


Signature of Chairperson5-6-09
Date

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
☒ Auburn Mountainview High
☐ Auburn Riverside High
☐ West Auburn High I

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 2008-09 3

Dates of meetings

Minutes
on File ✓

Chairperson

Amadeus Amador

1.1-21-09 ARHS

2. 2-4-09 AMHS

3. 5-6-09 AHS



X



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
Preston Painter	Food Services of America	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
Amadeus Amador	Kitchen Academy/Chef	X 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
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		<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:

	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"/>

*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	Roberta Locke	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	CTE-Culinary Arts				
Certificate renewal date	06-30-09	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			X	<input type="checkbox"/>	
Serve Safe Certification-WRA		X		<input type="checkbox"/>	
EDU 151 Abuse and Neglect of Children		X		<input type="checkbox"/>	
Student Law-Bates Technical College		X		<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		3-2010	Spokane WA		
First Aid Card Expiration:		3/5/2010	CPR Card Expiration:		3/5/10

Instructor Name	Marci Massick	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS	
Certification Area(s)	CTE – Culinary Arts				
Certificate renewal date	06/30/2011	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	
"Motivating students" Seminar		X	<input type="checkbox"/>	<input type="checkbox"/>	

Serve Safe Certification - WRA	<input type="checkbox"/>	X	<input type="checkbox"/>
Career/Technical Education teacher preparation program	<input type="checkbox"/>	X	<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]

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	Wayne Shelton	School	<input type="checkbox"/> AHS	X ARHS
			<input type="checkbox"/> AMHS	<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	
			X Probationary	
			<input type="checkbox"/> Conditional	
List specific courses, workshops, conferences for professional growth in content knowledge and skills.				
	Completed	In Progress	For Next Year	
Student Law, Bates technical college	<input type="checkbox"/>	X	<input type="checkbox"/>	
Abuse and Neglect of children	X	<input type="checkbox"/>	<input type="checkbox"/>	
ACF Western region conference, Seattle	X		<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		
Restaurant re-launch "Vin Rouge" in Spokane, WA,	July 09	Spokane, WA		
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: 50	AMHS: 32	AMHS: 5-6-09
	ARHS: 95	ARHS:66	ARHS: 05/06/09
	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.	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
♦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)	Lions Culinary Arts Club	
	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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Curriculum review completed May 2007.	<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? 	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.	<p>Focus on industry trends to maintain highest level of knowledge for students and instructors.</p> <p>Develop increased interaction and communication and mutual support among all three ASD Culinary Arts Programs.</p> <p>Continue to network with the other classes at AMHS to incorporate programs.</p>
<p>Current facilities are at industry standard for beginning culinary arts curriculum.</p> <p>Purchased new griddle, grill, hobart mixer for advanced area to bring AMHS closer to industry standards.</p> <p>Espresso service in operation zero and lunch periods. Country breakfast offered each day of</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>Continue to upgrade facilities</p> <p>To include equipment necessary to meet industry standards for advanced culinary arts curriculum.</p>	Continue to upgrade facilities to include equipment necessary to meet industry standards for advanced culinary arts curriculum.	<p>Continue to acquire necessary equipment to facilitate operations of the cook to order restaurant and catering operations.</p> <p>Approximate cost \$15,000. - \$25,000.</p>	<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.

<p>week by advanced zero period students.</p>					
<p>All students acquire food workers permits.</p> <p>All students are trained on proper operation and maintenance of kitchen equipment.</p> <p>All students acquire basic knife skills.</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>All students acquire food workers permits.</p> <p>All students are trained on proper operation and maintenance of kitchen equipment.</p> <p>All students acquire basic knife skills.</p>	<p>All students acquire food workers permits.</p> <p>All students are trained on proper operation and kitchen maintenance of kitchen equipment.</p> <p>All students acquire basic knife skills.</p>	<p>Emphasize safety and sanitation instruction (i.e. food worker permits, knife skills, equipment training) for all culinary arts students.</p>	<p>Continue to emphasize safety and sanitation instruction.</p> <p>Perform quarterly kitchen safety drills.</p> <p>Review building safety plan.</p>

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
Currently articulated with Renton Technical College and the South King County Tech Prep Consortium.	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) 	Currently articulated with Renton Technical College and the South King County Tech Prep Consortium.	Encourage culinary arts students to participate and enroll in tech prep articulation.	Field trip to Renton Technical College. Highline Community College Approx cost: \$1500.	Continue certification and support to upgrade instructor skills. See that a significant percentage of culinary arts students are enrolled in and take advantage of tech prep.
Daily breakfast and lunch program for entire student body and faculty markets program to students. Culinary arts students perform demonstrations for Freshman Orientation Night. Advanced culinary arts students demonstrated skills for CTE class tours promoting program. Culinary arts students participate in banquet opportunities enabling them to practice skills that are taught in 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? 	Daily breakfast and lunch program for entire student body and faculty markets program to students. Culinary arts students perform demonstrations for Freshman Orientation Night. Advanced culinary arts students demonstrated skills for CTE class tours promoting program. Culinary arts students participate in banquet opportunities enabling them to practice skills that are taught in	Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff. Continue to participate in events at school that enables us to promote our program to the students and public. Continue to participate when asked in catering events. Start Prostart program with competition of Culinary skills and Knowledge	Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff. Continue to participate in events at school that enables us to promote our program to the students and public. Continue to participate when asked in catering events.	Continue to provide and expand upon the daily breakfast and lunch service for entire student body and staff. Continue to participate in events at school that enables us to promote our program to the students and public. Continue to participate when asked in catering events.

		class.			
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

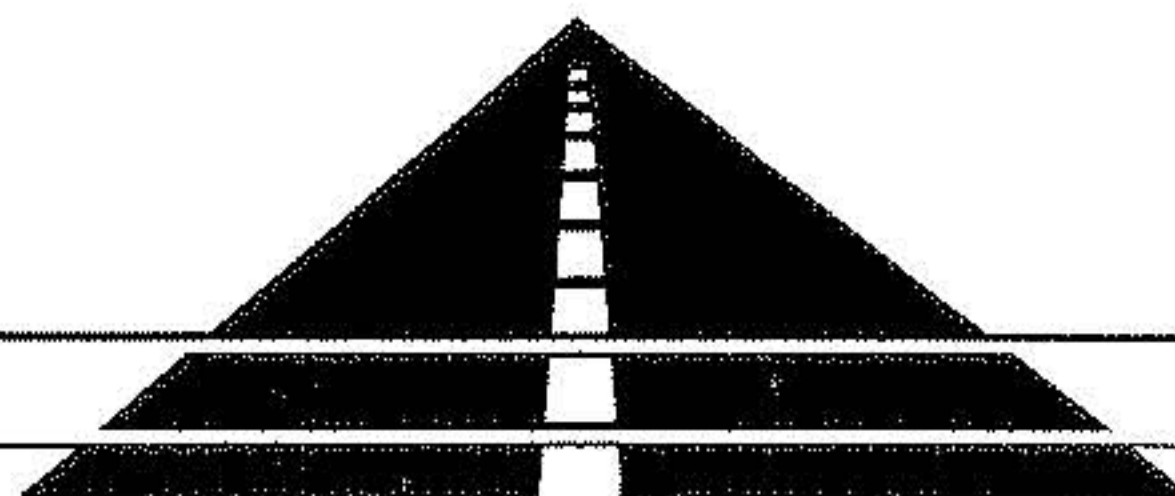
On behalf of the Program Advisory Committee for Culinary Arts, I represent the members as having read, approved and will support this program plan for the 08-09 school year.
(E2.6, P1.2). (CTE Program Name)

Amadeus Amador

Typed Name of Chairperson

Signature of Chairperson

Date



Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Electronics/Computer, WWW Design, I

Steve Chatman represent the members as having read, approved
and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Steve Chatman
Typed Name of Chairperson



STEVE CHATMAN
Signature of Chairperson

5/5/09
Date



CAREER & TECHNICAL EDUCATION

(CTE)

PROGRAM

Electronics/Computer

WWW Design

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 2008-09 **3**

Dates of meetings

Chairperson **Steve Chatman**

1. October 28, 2009

2. February 12, 2009

3. May 6, 2009

Minutes
on File ✓



Advisory Committee Members

Name	Employer	*Must have a minimum of three voting members	
Aaron Boeger	Microsoft <u>Web Development</u>	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Alan Carter	GRCC <u>Comp Sci</u>	<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
<u>Alan Aho</u>	<u>Boeing</u>	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
<u>John Reid</u>	<u>Army</u>	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
<u>Todd Fondy</u>	<u>Comcast</u>	<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
<u>Chris Zawislak</u>	AHS, <u>Electronics /Computer Teacher</u>	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
<u>Steve DuBay</u>	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
<u>Roger Lee</u>	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

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"/>

*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.

Instructor Name	Chris Zawislak	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS <input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Electrical & Electronics Equipment Repair		
Certificate renewal date	6/30/2011	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
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 type="checkbox"/>	<input type="checkbox"/>
<u>2009 WASTS Spring Conference</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>2008 WA_ACTE Summer Conference</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>DeVry Networking Security Class</u>	<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	
First Aid Card Expiration:	01/11	CPR Card Expiration:	04/10

Instructor Name	Mike Fawcett	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS <input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Computer Maintenance, Programming, Electronics, Networking, WWW		
Certificate renewal date	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
Spring and Summer Conferences	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auburn School District in-service workshops	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTE/MATH 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 your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description		Location	
IT Tech support for AMHS	Ongoing	AMHS	
Webmaster for AMHS	Ongoing	AMHS	
<u>Dell Certification</u>	<u>Summer</u>	<u>Online</u>	
First Aid Card Expiration:	01/11	CPR Card Expiration:	<u>04/10</u>

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	Frank Medina	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Computer Maintenance, Electronics, Networking			
Certificate renewal date	8-30-14	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 <u>WASTS & Applied Math</u>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grand Canyon University Curriculum & Tech Ed <u>President Elect</u> <u>for WASTS Association</u>		<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 State Conference <u>ESA-1 Exam Certification</u>		<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	Summer	ASD												
<u>Continue with ISCET Certifications</u>	<u>Spring/Summer</u>	<u>ISCET Website</u>												
<u>Dell Certification</u>	<u>Summer</u>	<u>Online</u>												
First Aid Card Expiration: 1009/11	CPR Card Expiration: 10/1909/11													
<div> <div>Instructor Name</div> <div>Certification Area(s)</div> <div>Certificate renewal date</div> </div> <div> <div>School</div> <div>CTE Certificate Type</div> </div> <div> <div> <input type="checkbox"/> AHS <input type="checkbox"/> AMHS </div> <div> <input type="checkbox"/> ARHS <input type="checkbox"/> WAHS </div> <div> <input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional </div> </div> <div>List specific courses, workshops, conferences for professional growth in content knowledge and skills.</div>														
	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"/>												
<div>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)</div> <table border="1"> <thead> <tr> <th>Description</th> <th>Date</th> <th>Location</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>			Description	Date	Location									
Description	Date	Location												
First Aid Card Expiration:	CPR Card Expiration:													

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 _____	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: _____		CPR Card Expiration: _____	
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"/>												
<p>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)</p> <table border="1"> <thead> <tr> <th>Description</th> <th>Date</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Description	Date	Location									
Description	Date	Location													
First Aid Card Expiration:	June 2009	CPR Card Expiration:	June 2009												

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: <u>125</u>	AHS: <u>75</u>	AHS: <u>28 Oct 08</u>
	AMHS: <u>102</u>	AMHS: <u>95</u>	AMHS: <u>28 Oct 08</u>
	ARHS: <u>64</u>	ARHS: <u>-64</u>	ARHS: <u>28 Oct 08</u>
	WAHS: N/A	WAHS: N/A	WAHS: N/A
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: <u>125</u>	AHS: <u>78</u>	AHS: <u>12 Feb 09</u>
	AMHS: <u>110</u>	AMHS: <u>79</u>	AMHS: <u>12 Feb 09</u>
	ARHS: <u>90</u>	ARHS: <u>90</u>	ARHS: <u>12 Feb 09</u> <u>12, 2009</u>
	WAHS: N/A	WAHS: N/A	WAHS: N/A
1-year Graduate Survey Class of <u>07</u> <u>08</u>	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS: <u>20</u>	ARHS: <u>-3</u>	ARHS:

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1. 708 chairs and desk uncomfortable <u>1.</u> 2. More labs less paper work. <u>2.</u> 3. Space for PC labs in 706 <u>3.</u>	1. More projects 2. <u>Replace laptops</u> 3. Electronic trainers	1. Need new laptops <u>Update videos</u> 2. More projects <u>one-on-one time with Inst.</u> 3. Don't like Mike Meyers Videos <u>3. Less theory more hands on</u>	1. 2. 3.

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Like Projects and hands-on-work ^{1.} 2. Mr. Z humorous. 3. Ownership of Lab PCs	1. Projects 2. Labs 3. Class environment	1. <u>Labs</u> /Projects 2. Conducting labs <u>2. Knowledgeable</u> <u>Instructor</u> 3. Teacher assistance <u>3. Self Paced for</u> <u>advanced classes</u>	1. 2. 3.

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>SKILLS USA</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"/>

Program Plan

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: <u>Using ISCET and ETCAI Programs in course work, Provide materials on SWIFT website for students</u></p> <p>AMHS: <u>Received donated Servers and Network equipment. Updated CSE 3-4 to teach NET+ and SERVER+ Added a Robotics independent study for third year Electronics</u></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:- <u>Currently meeting objectives</u></p> <p>AMHS: <u>Using a grant, provided new A+, NET+, and Server+ curriculum and am evaluating for next year</u></p> <p>AMHS:</p>	<p>AHS:-: <u>Re-establish PC repair and web programs at AHS. Add a third year electronics course</u></p> <p>AMHS: Prepare for and complete the 5 Year Course Review process. Review</p> <p>ARHS: <u>Continue Designing</u></p>	<p>AHS: <u>Get building and councilor support. Increase program promotion</u></p> <p>AMHS: Attend District meetings and follow guidelines <u>Work with teachers in each building to assess and evaluate the curriculum. Acquire AHS Principles of Tech text</u></p>	<p>AHS: <u>Continue to build programs and revise curriculum to meet industry needs</u></p> <p>AMHS: Continue to upgrade software and skills with current market trends and requirements. Add Adobe CS3 or current standard. Stay current with industry needs and continue</p>

<u>students, and Technology intern for third year Computer Engineering students.</u> AMHS: Integrated Online materials for HTML, DreamWeaver, Flash, Fireworks, and Photoshop into <u>ARHS: Minor revisions to curriculum- to utilize new software releases. Added new TestOut LabSim Curricula for Advanced students. Curricula obtained via grant</u> Added a Robotics independent study for third year Electronics students, and Technology intern for third year Computer Engineering students. ARHS:		ARHS: Incorporated updates to lesson plans to reflect new software. _Aligned electronic lesson plans to reflect Electronic Society Association (ESA) certification standards.	curriculum_-that will fit with the frameworks of the course <u>and meet industry standards.</u> :	<u>books.</u> ARHS: <u>Release time</u> for curriculum_-work between schools	modernizing support hardware and software. ARHS: <u>ARHS: Release time for aligning curriculum to frameworks</u>
AHS: AMHS: AMHS: ARHS: <u>Installed video</u>	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: <u>Have been promised new oscilloscopes for lab in 708.</u> AMHS: <u>Received donated PCs, Laptops, servers and network to construct a comprehensive training lab</u>	AHS: <u>Replace function generators & DC Supplies. Security camera system</u> AMHS: <u>Add more Electronics Trainers. Add Principles of Technology lab equipment.</u>	AHS: <u>About \$6,000 in Equipment</u> AMHS: <u>Recruit student numbers and interest in this strand of the program. Acquire AHS Principles of</u>	AHS: <u>Continue to support industry level training by providing current equipment (LabVolt Trainers)</u> AMHS: <u>Replace Laptops with desktops with large or dual monitors. Update Electronics</u>

<u>surveillance cameras in Rm349</u>		<u>ARHS: Current equipment is working adequately.</u> <u>ARHS:</u>	<u>ARHS: Systematically replace all torn and worn out chairs.</u> <u>Turn in old pc's for newer ones from district surplus.</u>	<u>Tech lab equipment</u> <u>ARHS: Order chairs as they become useless. Surplus old PC's for new in September.</u>	<u>using LabVolt trainers.</u> <u>Add CISCO Networking equipment as student demand occurs.</u> <u>ARHS: Update test equipment, order new classroom chairs. Receive new wireless laptops at the end of their projected life cycle.</u>
<u>AHS: Safety training conducted and safety contracts signed by all students.</u> <u>AMHS: Instructed</u> <u>ARHS: Monitor students working during labs to ensure safe work habits. Monitor student's internet use so they don't go to unhealthy sites. Monitor students on health issues related to IT careers</u> Safety training conducted and safety contracts signed by all	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?	<u>AHS:</u> <u>AMHS: Progressing law IAW directives</u> <u>ARHS: Classroom safety is addressed daily in accordance with established safety procedures derived from the course curricula. Ordered updated safety video.</u>	<u>AHS: Continue to monitor and promote best practices</u> <u>AMHS:</u> ARHS: Continue to monitor and promote best practices in the computer lab Promote best practices in the classroom and in lab situations. Update promo videos <u>ARHS: Continue to monitor and promote best practices in the</u>	<u>AHS:</u> <u>AMHS:</u> ARHS: Be observant Continue to promote best practices. <u>ARHS</u> <u>Research replacement chairs and order</u>	<u>AHS:</u> <u>AMHS: Continued promotion of proper computer use</u> Continue to investigate and modernize equipment to promote safe labs. Update <u>ARHS: Request a third party safety_ audit of the facility!</u> Replace as needed Upgrade as needed

students: ARHS:			<u>computer lab</u> <u>Purchase replacement chairs for ergonomic reasons</u>		
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Accomplishments 2008- 2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: <u>Continued organizing inventory, placed desks to make the most efficient use of available power</u></p> <p>AMHS: <u>Reorganized classroom and added a second monitor to laptops.</u> <u>Provided lockable storage for student projects.</u></p> <p>ARHS: <u>Classroom motion sensor failed. It was repaired and relocated for proper operation.</u></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:- <u>replacing tables with new more effective desks.</u></p> <p>AMHS: <u>Continuing using alternate seating/classroom arrangement to get ready for desktop computers</u></p> <p>AMHS:</p> <p>ARHS: not applicable.</p>	<p>AHS: <u>Still need new chairs for lab in 708, more power outlets, relocate light switch in storage room, security camera system</u></p> <p>AMHS: <u>Check out bringing in additional ceiling drops for worktable power in the back half of classroom.</u></p> <p>AMHS:</p> <p>ARHS: <u>Facilities are adequate.</u></p>	<p>AHS: <u>Request help from District.</u></p> <p>AMHS: <u>Request help from District.</u></p> <p>ARHS: <u>None</u></p>	<p>AHS: <u>More power drops to lab replace furniture with broken drawers</u></p> <p>AMHS: <u>More power drops to lab</u></p> <p>ARHS: Fix the temperature system in the room and the school</p>

<p><u>AHS: Students involved in SkillUSA & FIRST Robotics</u></p> <p><u>AMHS: AMHS web site redesigned, making improvements</u></p> <p><u>ARHS: -Students involved in SkillUSA conduct community services project in a variety areas and compete in skills contests. A student competed at nationals contest and earned his CompTIA A+ Certification. Electronic students can take ISCET certification exams at a nominal fee.</u> and student</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><u>AHS: Placed students made it to State competition in SKILLS, FIRST Robotics finished 28 out of 64</u></p> <p><u>AMHS: Two students selected for IT internship. Three 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.</u></p> <p><u>ARHS: Students can become members of SkillsUSA, an OSPI approved student leadership program. Four students achieved ESA-1 ISCET certification. 6 more certifications anticipated by end of school year.</u></p> <p><u>Two students selected as IT interns.</u> Two students selected as IT interns.</p>	<p><u>AHS: continue to build on foundation started this year. Look into a FIRST team at AHS</u></p> <p><u>AMHS: Utilize advanced students to help support building technology needs, Continue building on strong Robotic interest.</u></p> <p><u>ARHS: Find grant opportunities to fund certification exams for students.</u></p>	<p><u>AHS: Research availability</u></p> <p><u>AMHS: Research availability</u></p> <p><u>ARHS: Search the net and seek assistance from advisory members, and career center.</u></p>	<p><u>AHS: Create partnerships with local industries to help students obtain internships, grants, assistance</u></p> <p><u>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.</u> <u>Establish a student enterprise of computer repair and custom computer building for clients.</u> <u>Student interns used in each class period to support daily teacher technology needs.</u></p> <p><u>ARHS: Create partnerships with local industries to help students obtain internships, grants, assistance.</u></p>
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<div><div>AHS: Math & Non-Lab Science</div><div>AMHS: WWW is a Fine Arts Electronics is</div><div>ARHS: Math and Non-Lab Science</div><div>ARHS: Math & non-lab science</div></div>	<div><div>Cross Credit Options</div><div>How does this program align with general academic areas such as reading, writing, math, science, arts, social studies?</div><div><ul style="list-style-type: none">How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1)</div></div>	<div><div>AHS: Math & Non-Lab Science</div><div>AMHS: Fine Arts, Math and Non-lab science</div><div>ARHS: Electronic classes are cross credited with math.</div></div>	<div><div>AHS: Continue</div><div>AMHS: Continue providing cross credit</div><div>ARHS: Electronics</div></div>	<div><div>AHS:</div><div>AMHS:</div><div>ARHS: Update course catalog</div></div>	<div><div>AHS:-Look into Pierce County Cross Credit Opportunities</div><div>AMHS: Stay current with State requirements for cross credit opportunities</div><div>Make sure that cross crediting continues with change in teaching requirements</div><div>AMHS:</div><div>ARHS: Find additional connections</div></div>
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<div><div>Accomplishments</div><div>2006-2007-2008</div><div>(to be completed prior to first advisory meeting)</div></div>	<div><div>Program Components</div></div>	<div><div>Status of Current Objectives</div><div>2007-2008-2009</div></div>	<div><div>Recommended Objectives for</div><div>2008-2009-2010</div></div>	<div><div>Action Steps for Recommended Objectives</div><div>(include approximate costs)</div></div>	<div><div>Vision in 2-4 Years</div><div>Needs for the Future</div></div>
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<p>AHS: <u>SKCTP meeting, communicated with local community colleges and apprentice programs to make</u></p> <p>AMHS: Attended SKCTP annual meeting and added alignment with Highline CC for</p> <p><u>ARHS: Tech Prep credit with GRCC & RTC. International Society of Electronics Technicians (ISCET) & ComTIA A+ certifications are infused in the curricula.</u></p> <p>Encouraged enrollment with the \$15 fee being waived.</p> <p>Continued tech prep articulations.</p> <p>Promoted Electricians Apprenticeship</p> <p>ARHS:</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: Continuing with opportunities</p> <p>ARHS:</p> <p><u>ARHS: Students have enrolled in Tech Prep. Three Electronic students have obtained ISCET ESA-1 Certification. Six more anticipated.</u></p>	<p>AHS: <u>Continue working with the Tech Prep consortium to increase post secondary opportunities. Ensure Curricula is update with industry standards. Work to get Electronics credited in Pierce county at Tacoma Community College or Bates Technical College.</u></p> <p><u>AMHS: Work to get Electronics credited in Pierce county at Tacoma Community College.</u></p> <p><u>ARHS: Continue working with the Tech Prep consortium to increase post secondary opportunities. Ensure Curricula is update with industry standards.</u></p>	<p>AHS:</p> <p>AMHS:</p> <p><u>ARHS: Work with chamber of commerce to make industry connections</u></p> <p>ARHS:</p>	<p>AHS:</p> <p>AMHS:</p> <p><u>ARHS: Continue to look for opportunities</u></p> <p>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:</p>
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<p>AHS: Future Freshman night Vocational video Brochures Counselor recommendations Display Case</p> <p>AMHS: Opened program to ninth grade students Created brochures for Open House and 8th 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 8th Grade sign-up night. Advertised classes on school web site.</p> <p>ARHS: Electives night Future Freshman night Mini classes for ninth graders Vocational video Brochures Counselor recommendations</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: Ongoing</p> <p>AMHS: Ongoing</p> <p>ARHS: Ongoing.</p>	<p>AHS: Integrate FIRST Robotics into assemblies to promote program, Get more student involvement</p> <p>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</p> <p>AMHS:</p> <p>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.</p>	<p>AHS: continue with current practices and look for new opportunities</p> <p>AMHS:</p> <p>ARHS: Continue with current procedures. Update brochures Create materials for bulletin board. Communicate with counselors. Improve school website and include promotional content</p> <p>ARHS:</p>	<p>AHS:</p> <p>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. Community ties with industry leaders to come speak to the classes.</p> <p>ARHS: ARHS: Create methods to reach more of the students prior to registration.</p>
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☐ The program would like technical assistance with objectives and action steps above.

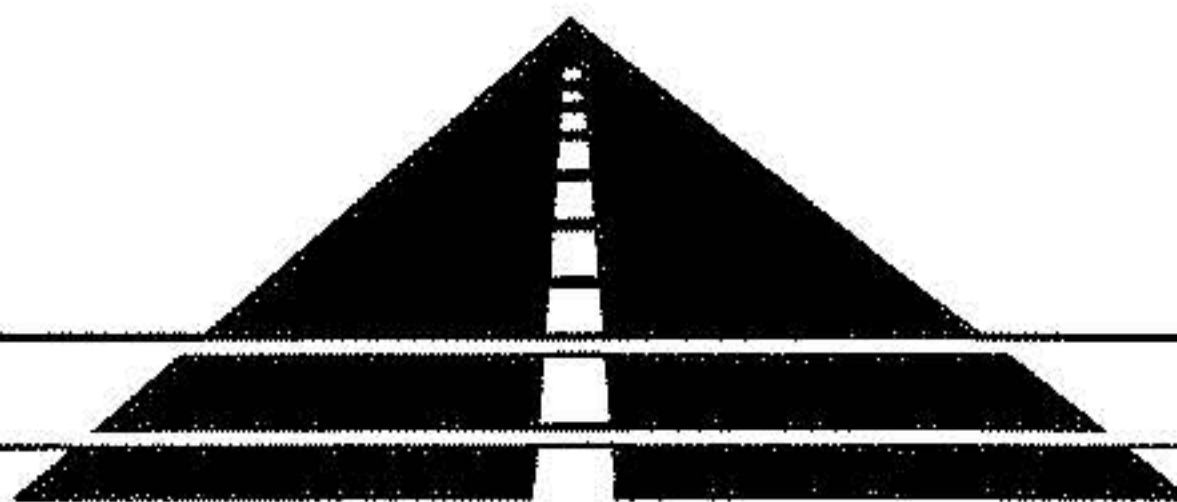
Annual Program Description & Plan

On behalf of the Program Advisory Committee for Electronics, Computers and Web, I represent the members as having read, approved and will support this program plan for the ~~08-09~~09-10 school year. (E2.6, P1.2). (CTE Program Name)

Typed Name of Chairperson

Signature of Chairperson

Date

**Annual Program Plan & Description for the 2008 – 09 School Year**

On behalf of the Program Advisory Committee for **Jewelry Manufacturing**, I, Karen Furuya, represent the members as having read, approved and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Karen Furuya

Typed Name of Chairperson


Signature of Chairperson5/6/09
Date



PROGRAM DESCRIPTION

OVERVIEW & PLAN

(complete one per program per year)

 program provided at
 (check all that apply)

X Auburn High

X Auburn Mountainview High

X Auburn Riverside High

☐ West Auburn High I

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 2007-08 3

Dates of meetings

Minutes

on File ✓

Chairperson Karen Furuya

1. October 1, 2008

x

2. February 11, 2009

x

3. May 6, 2008

☐

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Karen Furuya	Jewelry Industry	X voting <input type="checkbox"/> non-voting
Pat West	Jewelry Industry	X voting <input type="checkbox"/> non-voting
John Ardissonnee	Ardissonnee Designing Jewelers	X voting <input type="checkbox"/> non-voting
Jesse Meston	Jeweler, Sterling, Inc.	X voting <input type="checkbox"/> non-voting
Bill Meinhart	Tacoma Public Schools	X voting <input type="checkbox"/> non-voting
Gary Grossman	Renton Public Schools	X voting <input type="checkbox"/> non-voting
Kyle Rees	Jewelry Industry	X voting <input type="checkbox"/> non-voting
Debbie Wolters	D'Elegant, jeweler and retailer	X voting <input type="checkbox"/> non-voting
Rachael Telford	CT Designs	X voting <input type="checkbox"/> non-voting
Donna St. Louis	Co-owner, Earthworks Gem Design	X voting <input type="checkbox"/> non-voting
Steve St. Louis	Co-owner, Earthworks Gem Design	X voting <input type="checkbox"/> non-voting
		X voting <input type="checkbox"/> non-voting
Chris Telford	Auburn High	<input type="checkbox"/> voting X non-voting
Wendy Woldenberg	Auburn Riverside High	<input type="checkbox"/> voting X non-voting
Dorin Meinhart	Auburn Mountainview	<input type="checkbox"/> voting X 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	X	<input type="checkbox"/>
♦Equipment meets trade standards	X	<input type="checkbox"/>
♦Curriculum standards meet trade standards	X	<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.

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, 2010	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 In-services	X	<input type="checkbox"/>	<input type="checkbox"/>			
Seattle Metals Guild Lecture Series	X	<input type="checkbox"/>	<input type="checkbox"/>			
Wheel Throwing: Class at Seward Park Art Studio	X	<input type="checkbox"/>	<input type="checkbox"/>			
Attended and participated in several art shows	X	<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				
Making wedding bands and a line of jewelry	1998-2009	Seattle				
First Aid Card Expiration:	3/22/10	CPR Card Expiration:	10/10/09			

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.						
		Completed	In Progress	For Next Year		
Seattle Metals Guild Fall Symposium	X	<input type="checkbox"/>	<input type="checkbox"/>			

NSCC Jewelry Class		X	<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		
Independent Jewelry Design Work: enameling Work in local galleries	2008-09	Auburn		
First Aid Card Expiration:	03-05-10	CPR Card Expiration:	03-05-10	

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	X 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	X Continuing Initial 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	X	<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	1999-2009	Auburn,Kent.Tacoma		
First Aid Card Expiration:	04-14-12	CPR Card Expiration:	04-14-10	

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:125/125	2-11-09
	AMHS: 120	
	ARHS: 135/112	
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:134/132	2-11-09
	AMHS:131	
	ARHS: 130/108	

List recommendations from surveys for program improvement.

AHS	AMHS	ARHS	WAHS
1 More time to complete projects	1. Need all day para for class	1. Give more examples of previously created projects.	1.
2. More individual attention	2. More flex shaft stations	2. Do more tool checks.	2.
3. More projects	3. Longer class periods	3. Move a little faster because I love new projects.	3.
	4. More recognition for jewelry Program: displays near Deca store		

List strengths from surveys for program growth and stability.

AHS	AMHS	ARHS	WAHS
1. Teacher is helpful and funny	1.Freedom and individual responsibility	1. Good teaching, good facilities, a lot of great materials, and good projects.	1.
2. A lot of techniques used in a short period of time	2. Room is well equipped for basics	2. We get a strong overview on a variety of techniques	2.
3. Students are allowed to create	3. broken stuff fixed promptly	3. This class teaches both safety and free	3.

something they will actually want to keep
with open ended assignments

thinking. It brings out creativeness in the
students, and stretches our imagination.

Advisory Recommendations 2008 - 2009.

AHS	AMHS	ARHS	WAHS
1. Repair or replace benches 2. For safety, you need a full time dedicated para-educator. 3. Individual storage for students	1. Don't have 4 levels all in one class. 2. For safety, you need a full time dedicated para-educator. 3. Install a hydraulic press.	1. Install a hydraulic press. 2. For safety, you need a full time dedicated para-educator 3. Look into changing over to natural gas.	1. 2. 3.

Program Components

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	X	<input type="checkbox"/>
♦A para-educator provided for this program? Currently para-educator coverage is sporadic and part-time		
♦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)	X	<input type="checkbox"/>
Leadership is provided by (E4.1c)	Skills USA, Art Club and Jewelry Club	
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?	X	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	X	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	X	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	X	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	X	<input type="checkbox"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum. Final document submitted at conclusion of last General Advisory meeting at AMHS. .

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Creating list of common GLE’s for students “best works”. AMHS: Update GLE’s & grading rubrics. ARHS: Created rubric packets for all classes.	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: Prepare power-point presentations for each project. AMHS: Create and administer CBPA testing. Students turn in step-by-step direction sheet, listed tools and reflections with each project. ARHS: Create and administer CBPA testing.	AHS: document more fully student projects as examples AMHS: Administer CBPA testing. More illustrated tests for ELL and SPED students ARHS: Use the state's CBPA testing which we modified and more design instruction	AHS: Purchase light dome (and camera?) for macro shots AMHS: Meet with colleagues to upgrade. Create tests. ARHS: Contact other instructors and learn more about their design techniques, look up state testing	AHS: Mold making training for jewelry 3 students. AMHS: Create and use powerpoints for jewelry history and industry. ARHS: Create and use powerpoints for jewelry history and industry.
AHS: Repair rolling mill. Better acid etching equipment. AMHS: Replace enamel kiln muffle. Set screw for drill press. ARHS: Acquired a belt sander and ring enlarger/reducer.	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: Repaired some benches. Resurfaced and new drawers. AMHS: Jump-ringer, drill press and metal hole punch and 5 th torch installed. ARHS: Hydraulic press and Display facilities outside of room	AHS: If replacement of benches isn’t feasible speak with woods department about retrofitting. AMHS: Acetylene torch carts, more forming equipment and magnetic stirrer ARHS: Use the digital projector more. Replace worn out tools; ultrasonic cleaner, buffing wheels, etc.	AHS: Calculate board footage needed AMHS: Research and order supplies. ARHS: Drop photos into powerpoint to make slideshows, and get prices for worn out tools.	AHS: Several sets of hand tool are worn out, also new flex shaft. AMHS: Lapidary equipment, hydraulic press, stakes. ARHS: Lapidary equipment, forging/forming, engraving blocks, draw plates.

<p>AHS: Still need to make that safety video...</p> <p>AMHS: Need safety tape in designated areas and new glasses. Secure acetylene tank.</p> <p>ARHS: Updated safety testing, replaced broken safety equipment.</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 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>AHS: Work with viscom and other jewelry instructors to produce a Safety video that can be used district-wide</p> <p>AMHS: Better organization of supplies, more signage (cupboards, etc)</p> <p>ARHS: Get Ms. Jenks back. Make sure chairs have feet on them, buy new goggles, make interesting safety signs</p>	<p>AHS: Speak to viscom teacher to seek an third year student</p> <p>AMHS: Check on greener methods of chemical disposal.</p> <p>ARHS: turn in work orders for the chair feet, research good goggles and submit work order, assign students to make safety signs.</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>
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Accomplishments 2007 - 2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: In talks for spot lighting.</p> <p>AMHS: Adapted demo bench as 4th torch station. Installed forming area.</p> <p>ARHS: Installed new locks on jeweler's benches.</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: 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>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. Re-organize storage area.</p>	<p>AHS: Time....lot's of time</p> <p>AMHS: Complete work for improved demo station.</p> <p>ARHS: Buy the correct type of sealer and make time to devote to the storage area.</p>	<p>AHS: More student work, and inspiration on the walls.</p> <p>AMHS: Install hydraulic press.</p> <p>ARHS: Install hydraulic press.</p>
<p>AHS: In cooperation with AHS art classes to go on more field trips.</p> <p>AMHS: Initiated and hosted first Skills USA jewelry testing site. Field trips to PTT and museum.</p> <p>ARHS: Took a field trip on the Sounder Train (to gem show and SAM).</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: 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>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: Find creative ways to take field trips since funding is completely gone.</p>	<p>AHS: Network with ARHS and AMHS to see who they have had speak in the past...Join SMG in order to network (annual membership fees)</p> <p>AMHS: Investigate Rio Grande Emerging Artist show opportunity. Student work in local businesses and at street art fairs, Puyallup Art Show.</p> <p>ARHS: Look into buses, other Sounder options, students driving, to get students into the world.</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: Class is cross-credited with Art</p> <p>AMHS: Class is cross-credited with Art</p> <p>ARHS: Class is cross-credited with Art.</p>	<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: 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>AHS: introduce rendering as a required part of each Jewelry 2 and above 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>AHS: Purchase paper, pencils etc (\$100 per semester)</p> <p>AMHS: Meet with core academic teachers to improve lessons. Keep implementing and improving upon CBPA testing. Use as a final exam.</p> <p>ARHS: Align my worksheets with the state CBPA questions to prepare students for the testing.</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>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Field trips to related industries, dental lab etc.</p> <p>AMHS: Field trips to related local industries & shared PTT field trip. Regional & State participation in Skills USA.</p> <p>ARHS: Develop field trip to post secondary learning opportunities in conjunction with Passing the Torch.</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: 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, metalsmith from Danaca Design. Planning 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</p>	<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 touor NSCC jewelry facility. Virtual tour of CWU jewelry facility.</p> <p>ARHS: Visit Evergreen's metals shop. Teach how to set up a home</p>	<p>AHS: Field trip...(not sure if it's a possibility at this point)</p> <p>AMHS: Organize tours and guest speakers.</p> <p>ARHS: Contact the professor at Evergreen, and research information on setting up a home studio.</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: Work with dentists or</p>

		Mastery.	studio; make an assignment out of it.		dental labs, connect with local metals industries.
<p>AHS: enrollment is up...</p> <p>AMHS: Newsletter, "Safe Return" medals project, Future Freshmen Night</p> <p>ARHS: CTE presentation to freshman, Future Freshman Night.</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: 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, 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, Student Art Show.</p>	<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: Continue building the program's reputation through word of mouth and program success.</p>	<p>AHS: continue as previously done...it seems to be working</p> <p>AMHS: Continue promotional work with former students and adult volunteers.</p> <p>ARHS: Be prepared, energetic, remain healthy, work hard.</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>

☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Jewelry Manufacturing, I represent the members as having read, approved and will support this program plan for the 08-09 school year. (E2.6, P1.2). (CTE Program Name)

Karen Furuya

Typed Name of Chairperson

Signature of Chairperson

Date

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Machining and Welding, I

Jack Milford represent the members as having read, approved

and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

JACK MILFORD

Typed Name of Chairperson

[Signature]

Signature of Chairperson

5/6/09

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
☒ 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 2008-09 3

Dates of meetings

Minutes
on File ✓

Chairperson [Jack Milford]

1. 10-6-08

2. 1-28-09

3. 5/6/09

☒
☒
☒

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
Timothy G. Carter	Sheet Metal Worker Local 66	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Dave Hedstrom	Boeing-EMF	<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
		<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:

	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"/>

*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
	Technology Education, Precision Metal Worker, Work Based Learning					
Certification Area(s)	Coordinator					
Certificate renewal date	6/30/16	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		
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:	[4/14/2010]			

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]
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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	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]
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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: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.

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			

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? (part time substitute para)	<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)	<div>SkillsUSA CTSO,</div> <hr/> <div>Name of CTE Student Organization</div>	

♦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
SkillsUSA-Professional Development Portfolio		
♦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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: - Attend <i>SkillsUSA conference</i> -Dept Chair -Help our building a Robot for FIRST in cooperation with AMHS -new text book CNC machining implemented -NCCER partially implemented	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: -Continue to implement NCCER (National Center for Construction Education and Research) curriculum into welding program. <i>Currently employed</i> -update teacher skills in Mastercam Version X2 <i>incomplete</i>	AHS: Split two period block Machinist Training Curriculum into two single period blocks one period to focus on CNC manufacturing using Solid works and Mastercam in drafting lab, the other would be conventional machining in the metal shop -Provide extended time for teacher to learn software -Robotics club	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.	AHS: -Continue to make industry connections in related manufacturing industries. -Review needs for curriculum modifications -Review new ideas for cross curricular events between disciplines. -Add powerpoint to lectures. -Robotic club continuation -access drafting lab for CAM instruction
AHS: Burny controller CNC communication issues. <i>Resolved</i>	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: Update Mastercam software to Version X2. Add copies of Mastercam Art. <i>Not purchased</i> -maintain standard supply budget to at least \$5000.00 -Maintain equipment \$1000 reserve fund for repairs.	AHS: -Add CNC turning center to machining program -Add Interwrite Pad or Smart Board technology to classroom area.. -Add portable hand tubing bender -purchase 2 welders to replace non-working ones.	AHS: -purchase 2 welders to replace non-working ones. \$5500.00 each -Research CNC turning machines determine power requirements. \$30,000 -Equipment review	-Add CNC turning Center to machining program \$30,000.00 -Replace aging weld GMAW, GTAW machines -Reline foundry furnace. -Research Smart Board Technology for class room instruction or Interwrite pad.

			-Provide extended time for teacher to install and learn to use instructional tools and equipment. -Provide supply budget \$4950 -Reserved additional \$1000 emergency equipment repair.		
AHS - Continue to support Para educator time. <i>Para Educator hired full time.</i> -Add Safety guard mounts on Enterprise Lathes. <i>Done</i> -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 & VCR to 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.	AHS:- Request district to continue para support -first aid kits \$100	-Rview NCCER curriculum modules. -Continue to refine shop safety standards and procedures.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: -Heavy duty drawer slides for equipment in tool room for ease of accessing and storing heavy hand tools -Improve tool storage -High Dusting by teacher	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 check large roll-up door mechanism. <i>Not done</i> -continue organizing tool storage <i>progressing</i> -restripe safety zones- <i>done</i> - 10 days currently provided.	AHS: -Maintain floors and high dusting in metal shop. -Safety check large roll-up door mechanism. -Continuously improve tool storage -Electrical Drop cord over work bench -Provide extended time for teacher to perform safety related maintenance tasks.	AHS: - Cost as per district maintenance requests	AHS: Add additional 110 v drop cord over back table.
AHS: -Field trips, <i>school sponsored women in trades, career day</i> -Boeing job shadow day, <i>not offered.</i> -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>	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: -Field trips none -Boeing job shadow day <i>completed</i> -Guest Speakers <i>done</i> -Visits to post secondary Programs <i>not done</i> -SkillsUSA competitions <i>done</i> -Attended risk management workshop -Attend robotic competition	AHS: -Field trips arrange for individual student visits to area industries. -Boeing job shadow day -Guest Speakers -Visits to post secondary programs GRCC, RTC -SkillsUSA competitions -Provide extended time for teacher to support extended	AHS: -Provide extended time for teacher to support extended learning opportunities.	AHS: -Provide extended time for teacher to support extended learning opportunities.

-SkillsUSA competitions			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 expectaions for cross credit by Curriculum and Instruction committee <i>4 years in progress</i>	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 opportunites for students by reviewing credit requirement issues and cross credit issues to benefit students and promote CTE programs.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Tech Prep Credit available in machining and welding.</p> <p>NCCER National Registry purchase supporting curriculum <i>done</i></p> <p>Free registry is now charged a 25 annual fee impacting program participation.</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: -Continue implementing NCCER standards, registering successful students <i>progressing</i></p> <p>-Continue supporting students in applying and achieving tech prep credit <i>done</i></p>	<p>AHS: -Continue supporting students in applying and achieving tech prep credit</p> <p>-Review NCCER certification</p>	<p>AHS: -Attend tech prep meetings</p> <p>-continue coordinating curriculum for Tech Prep credit.</p> <p>-</p>	<p>AHS: Develop supporting strategies that motivate, encourage and support students to pursue additional job training and post secondary connections for further education.</p>
<p>AHS: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools, <i>done</i></p> <p>-Ninth grade visits to program.</p> <p>-8th grade parent back to school night-<i>Done</i></p> <p>-Visual displays in PAC-<i>Done</i></p> <p>-District/school Web site</p> <p>-brochures -<i>Done</i></p> <p>-Set up a booth during lunch before sign ups.</p> <p>-ninth grade orientation class visits.-<i>Done</i></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: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools <i>done</i></p> <p>-Ninth grade visits to program. <i>done</i></p> <p>-8th grade parent back to school night <i>done</i></p> <p>-Visual displays in PAC <i>done</i></p> <p>-District/school Web site <i>progressing</i></p> <p>-brochures <i>done</i></p> <p>-Set up a booth during lunch before sign ups. <i>Not done</i></p>	<p>AHS: -freshmen and parents orientation.</p> <p>-Course catalogue descriptions in other ASD High schools</p> <p>-Ninth grade orientation class visits to program.</p> <p>-8th grade parent back to school night.</p> <p>-Displays in PAC display case</p> <p>-District/school Web site</p> <p>-Program information guide brochures</p> <p>-Set up a booth during lunch</p>	<p>AHS: -Target audience is incoming freshmen and parents.</p> <p>-Provide connection with other High schools</p> <p>-Ninth grade visits to program.</p> <p>-8th grade parent back to school night</p> <p>-Visual displays in PAC</p> <p>-District/school Web site</p> <p>-brochures</p> <p>-Set up a booth during lunch before sign ups.</p>	<p>AHS: -Continue program promotion.</p> <p>- Schedule times for orientation class to visit programs.</p>

		-ninth grade orientation class visits. <i>done</i>	before sign ups.		
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for **Welding Technology & Machinist Training**, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

Submitted via district mail

5/6/09

Jack Milford

Typed Name of Chairperson

Signature of Chairperson

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Family and Consumer Science Education

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Family & Consumer Sciences
(CDE Program Name)

represent the members as having read, approved and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Tammy White
Typed Name of Chairperson

Tammy White
Signature of Chairperson

5/6/09
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 2007-08 3

Dates of meetings

Minutes
on File ✓

Chairperson Tammy White

1. Oct 4, 2007

2. Feb. 12, 2008

3. May 6, 2008

☒
☒
☒

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
Dwayne Folsom	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 Keeba	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
		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
Tammy White	Para Educator/ parent	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting
		<input 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 type="checkbox"/>	<input checked="" 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"/>

*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	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"/> 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
Completing PhD Iowa State University		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fall Conference FACSE 2007		<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"/>
SWIFT Workshop Presenter for AMHS		<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		
Instructor FACSE CWU MA Program	Summer 2008	Central Washington University		
Adjunct Instructor CWU Housing Online	Summer 2008	Online		
Writer Thomson Publishing. Rathus Text Child. D.	Sum/Fall 2007	2 nd writing task for this company		
First Aid Card Expiration:	[January 2011]	CPR Card Expiration:	[January 2009]	
Instructor Name	Bess Owens	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	FACSE CTE, Biology, Psychology, Sociology			
Certificate renewal date	June 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
Health Course on Brain Functioning and Memory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fall Conference FACSE 2007	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Handler's Certification to Issue Cards in Class	<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 teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
The Benefits of Exercise on Health Class	June, 2009	home	
First Aid Card Expiration:	January 2009	CPR Card Expiration:	January 2009

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	Kelly A. Jensen	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	FACSE & Work-Based Learning			
Certificate renewal date	FCS June 2011 & WBL June 2010	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.				
	Completed	In Progress	For Next Year	
Completing Masters Degree Central Washington Univ.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Math in CTE- Workshop	<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"/>	
	<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	2000- Present	ARHS		
KEY Club-Advisor	2006-Present	ARHS		
CWU Adjunct Instructor-Pro-Cert	2007-Present	CWU Campuses		

First Aid Card Expiration: 2/08-2/11		CPR Card Expiration: 2/08-2/09	
Instructor Name	Linda Kaye Morris	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input type="checkbox"/> WAHS
Certification Area(s)	Home Economics, Special Education , K-12, WBL, Vocational		
Certificate renewal date	None	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
Teaching Academy	X		
Fall Conference FACSE	X		
WA-ACTE Summer Conference	X		
CTE/Math Conference		X	
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	Stephanie Swift	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <input type="checkbox"/> WAHS	
			<input type="checkbox"/> Professional <input checked="" type="checkbox"/> Residency <input type="checkbox"/> Probationary <input type="checkbox"/> Conditional		

	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"/>

		Location
		ARHS
		[Pending]

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, Health, CTE Family and Consumer Science, 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	
Principal Certification		<input checked="" type="checkbox"/>			<input type="checkbox"/>
OSPI Cohort V: School Improvement Sustainability Training		<input checked="" type="checkbox"/>			
OSPI Winter Conference 2007		<input checked="" type="checkbox"/>			

First Aid/CPR Instructors Course	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Food Handlers Proctor Training	<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
First Aid Card Expiration:	October 2010	CPR Card Expiration: October 2010
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> Instructor Name <u>Noreen A. Kebba</u> </div> <div style="width: 35%;"> School <input type="checkbox"/> AHS <input type="checkbox"/> ARHS <input type="checkbox"/> AMHS <input checked="" type="checkbox"/> WAHS </div> </div> <div style="margin-top: 10px;"> Career and Technical Education- Health 4-12, Family and Consumer </div> <div style="margin-top: 10px;"> Certification Area(s) <u>Science Education 4-12</u> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 45%;"> Certificate renewal date 11-09-2009 Transitional </div> <div style="width: 45%;"> CTE Certificate Type <input type="checkbox"/> Continuing <input type="checkbox"/> Initial <input type="checkbox"/> Probationary <input checked="" type="checkbox"/> Conditional </div> </div>		
List specific courses, workshops, conferences for professional growth in content knowledge and skills.		
	Completed	In Progress For Next Year
Introduction to Career and Technical Education	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Education Reform, Workforce Development CTE	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Legal Issues- Rights and Responsibilities CTE	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Classroom Assessment and Evaluation CTE	<input type="checkbox"/>	<input checked="" 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"/>
Non-Violent Crisis Intervention Training	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Understanding the Data Carousel Related to School Improvement Grant and Survey Data	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Advanced Teaching Methods and Strategies	<input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Integrating Technologies in the Classroom	<input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Student Leadership Development	<input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>

Work Based Learning Coordination Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practicum	<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	
First Aid Card Expiration:	01/30/2011	CPR Card Expiration:	01/30/2010

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 2008	AHS: 100	AHS: 110
	AMHS: May 2007	AMHS: 88	AMHS: 105
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: Jan 2009	AHS 140	AHS: 150
	AMHS: Jan 2008	AMHS: 85	AMHS: 105
	ARHS:	ARHS:	ARHS:
	WAHS:	WAHS:	WAHS:
3-year Graduate Survey Class of _____	AHS:	AHS:	AHS:
	AMHS: NA	AMHS: NA	AMHS: NA
	ARHS:	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.	1. Increase hands on projects 2. Do a group designed house 3. Desire more practicum time for CWC and C Ed.	1. Less Bookwork 2. Less Science 3. Power of One	1.

	4. Less packets		
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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	1. Field sites for CWC the highlight of students' day. 2. Doing their own work, style and projects. 3. Liked doing power points and the technology 4. Hands on learning.	1. Projects 2. Food Labs 3. Group Activities	1.

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)	Family Careers and Community Leaders of America	
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"/>

On behalf of the advisory committee for this CTE Program for the Auburn School District #408, I endorse and support the components of this description and plan for this program.

Signature of Chairperson	Date
Tammy White	
Typed Name of Chairperson	

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-08 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-09	Recommended Objectives for 2008-2009	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
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<p>AHS: New classes were promoted</p> <p>Classroom Base assessment requirement were integrated in 2008</p> <p>We developed tiered lesson plans and taught them.</p> <p>Updated courses through a curriculum review</p> <p>Human Growth unit to be reviewed and revised.</p> <p>AMHS: Enrollment continues to be steady and maintain programs. CWC enrollment finished healthy and is maintained for next school year.</p> <p>SWIFT WEB support a vital supplement to class room instruction and student support of curriculum</p> <p>ARHS: Updated courses through a</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: We have started using classroom based assessments</p> <p>We have completed Curriculum Review</p> <p>AMHS: Other FACSE sections are maintained at current enrollment levels.</p> <p>FACSE is a full time position. for 2008-2009 school year.</p> <p>ARHS: Adopting and adapting to new curriculum</p> <p>Maintain quality programs with decreased budget</p> <p>Curriculum readiness- supported by SWTF WEB</p> <p>WAHS: Continue to update curriculum to meet or exceed Health and Family and Consumer Science classes</p>	<p>AHS: First Aid Unit in Family Health needs to be developed.</p> <p>Human Growth unit to reviewed and revised.</p> <p>Continue to have high quality labs in food science, independent living and cooking with nutrition and wellness</p> <p>AMHS: Continue to support Careers with Children program to adapt to new community environment and possibility of no bus transportation.</p> <p>Continue Internet support for FACSE courses through on-line course access for students and staff to create blended distance Ed/ in class instruction.</p> <p>Increase course offerings and sections to accommodate addition of second FACSE staff</p>	<p>AHS: Health teachers take CPR/First Aid training.</p> <p>Attend Classroom Based Assessment training.</p> <p>District Curriculum and Instruction Process.</p> <p>Initiate District Process for Lab Fees (Already in Catalog)</p> <p>Curriculum Hours/Extended Time as needed.</p> <p>AMHS: survey present field site options to support lower transportation support from district.</p> <p>Continue to support SWIFT WEB for classroom teaching enhancement.</p> <p>Merchandise FACSE program to increase enrollment</p> <p>ARHS: enroll in classes to support SWIFT</p> <p>Follow the state plan and attend Math conferences</p>	<p>AHS: CPR/First Aid cards will be issued to students in Family Health</p> <p>CBA will be implemented.</p> <p>Human Growth unit will meet the needs of the community.</p> <p>Continue to support labs in lab classes with lab fees.</p> <p>Have students get their Food Handlers permits in Food Science and Cooking for Nutrition and Wellness</p> <p>AMHS: Increase staffing to meet FACSE program needs.</p> <p>ARHS: More team teaching projects and connect with the senior culminating project for graduation requirement</p> <p>WAHS: Integrate more technology in the classroom environment</p>
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curriculum review			ARHS: spending time to become proficient with SWIFT	WAHS: Create RFP's for supplemental materials	
Replacement of teacher			Focus on implementing Math into FCS curriculum		
Revise Lesson Plans to fit societal change			WAHS: Order supplemental materials to augment Family and Consumer Science classes.		
WAHS: NA					

<p>AHS: Document reader and projector received in 127 and 130</p> <p>Color printers recommended by Kenny White for purchase for room 127</p> <p>6 new sewing machines received</p> <p>AMHS: Ordered start up supplies for continuing program</p> <p>Four student computers were upgraded</p> <p>Maintained program under current monies allotted for programs</p> <p>ARHS: Received a LCD projector</p> <p>WAHS: NA</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: Document reader and projector received in 127</p> <p>Received sewing machines</p> <p>Have Lab Fees for consumables so there is more money for equipment.</p> <p>AMHS: RFP's completed for 2008-09 school year.</p> <p>Budgets within guidelines for program</p> <p>ARHS: Received document reader and color printer</p> <p>WAHS: Obtain a color printer cartridge drum for unusable existing computer printer due to lack of supplies and maintenance.</p> <p>Obtain some black and white printers for students to complete class work and projects.</p> <p>Obtain three more desk top computers for student use to</p>	<p>AHS: CPR manikins & first aid supplies. Including child/infant</p> <p>Replace Dress Maker Form</p> <p>Get bake ware, pots and pans and dishes for lab</p> <p>Replace old DVDs</p> <p>AMHS: Continue to obtain supplemental DVD/computer software, and materials for all courses.</p> <p>Explore obtaining 15 computers on a cart for FACSE classroom support.</p> <p>ARHS: Nothing</p> <p>WAHS: : 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</p>	<p>AHS: Work with Technology dept. and building tech. plan to purchase.</p> <p>Research options, budget to purchase.</p> <p>Curriculum Hours/Extended Time as needed.</p> <p>AMHS: Budget to purchase supplemental DVD/computer software, and materials for all courses</p> <p>Budget to purchase computers on a cart for FACSE classroom support</p> <p>ARHS: NA</p> <p>WAHS: Technology upgrades costs estimate \$9500.00</p>	<p>AHS: Replace 22+ year old ovens</p> <p>AMHS: Review equipment needs to maintain program</p> <p>ARHS: Increase to a 3 person department</p> <p>WAHS: 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>
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		<p>integrate technology in the lesson plan.</p> <p>Obtain a digital camera for students to take photos for their grad boards</p> <p>SMART BOARD as a teaching aid.</p>	<p>running smoothly</p>		
<p>AHS:</p> <p>Implemented Lab Safety Contracts for Foods classes.</p> <p>AMHS: No new safety issues. Building is still new and quite functional.</p> <p>ARHS: Safety unit addressed to the students</p> <p>WAHS: NA</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: Maintain equipment to meet industry safety levels</p> <p>Added lab safety contracts to course syllabuses for classes with food labs.</p> <p>AMHS: Continue to inspected new FACSE rooms for safety issues. Currently rooms are up to par and quite functional.</p> <p>Students are instructed on safety in regards to equipment use and care in all programs.</p> <p>ARHS: Keep current on district and state guidelines.</p> <p>WAHS: Warning placards on</p>	<p>AHS: Safety procedures for each class are in place and documented.</p> <p>Increase first aid and cpr unit in cooking for nutrition and wellness</p> <p>AMHS: Students are orientated to the foods lab and other classroom with appropriate safety instruction in place.</p> <p>ARHS: Continued safety education</p> <p>WAHS: Reroute power cords to facilitate safe egress through classroom space.</p> <p>Cable covers would make classroom environment safer.</p> <p>Oven temperatures need</p>	<p>AHS: Emphasizes safety procedures. Cost of first aid supplies and safety glasses.</p> <p>AMHS: Continued safety education in Food Science/ Foods and Nutrition and Wellness curriculum.</p> <p>Budget to purchase curriculum updates as needed that address safety</p> <p>Continued safety education in all FACSE course disciplines. Budget to purchase curriculum updates as needed that address</p>	<p>AHS: Safety documentation will be demonstrated in a student portfolio.</p> <p>AMHS: Review FACSE courses to determine safety needs.</p> <p>ARHS:NA</p> <p>WAHS: Electric outlets and cable safety are a priority.</p> <p>Continue to meet industry standards for safety. Replace or repair any hazards found</p>

		cleanliness; oral and written instruction on the proper use of kitchen equipment; briefs are given before, during, and after students begin lessons	adjustment to ensure compliance with cooking safety.	ARHS: Provide Food Handlers Permits- to students 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	
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Accomplishments 2006-2007 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2007-2008	Recommended Objectives for 2008-2009	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Maintained labs with district work orders.</p> <p>AMHS: Completion of facility installation issues- stove and fans now working. Facility meets industry standards.</p> <p>ARHS: Slowing turning over old equipment</p> <p>WAHS: NA</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: Kitchens need replacement tools for cooking.</p> <p>AMHS: Fans and stove continue to work or function correctly.</p> <p>ARHS: Kitchens need replacement tools for cooking</p> <p>WAHS: : Correct heat and cold extremes to improve healthy learning environment.</p>	<p>AHS: Work with principal to approve work order/building improvement</p> <p>AMHS: Continue to assess facilities for general maintenance and upgrade of facility as needed.</p> <p>ARHS: Keep replacing kitchen tools</p> <p>WAHS: None needed</p>	<p>AHS: Work with administrators and Kenny White for technical equipment needs such as wiring for equipment. Curriculum Hours/Extended Time as needed.</p> <p>AMHS: Work with administration and maintenance to correct needs as they arise.</p> <p>ARHS: Purchase supplies gradually through out the year</p> <p>WAHS: Maintenance overhaul of existing cooling and heating systems.</p> <p>Relate necessary air standards regulations to administration. Insist on repair and maintenance</p>	<p>AHS: Room 130 needs storage cabinets.</p> <p>Remodel School</p> <p>Continue to have facility meet industry standard</p> <p>AMHS: Continue to survey facility for improvements and upgrades.</p> <p>ARHS: See AMHS</p> <p>WAHS: Remain current to industry standards. Monitor for health risk</p>

<p>AHS: Junior Achievement volunteer work is encouraged for Careers in Education.</p> <p>Power of One and Extended Learnings completed</p> <p>FCCLA Community Service Activities Carried out</p> <p>Washington State Core Leadership Skills instituted</p> <p>AMHS: FACSE program encourages students to do two projects at home that are supported by course objectives and curriculum</p> <p>ARHS: All FCS classes are connected with FCCLA, which promote service project in the community</p> <p>WAHS: NA</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: Junior Achievement volunteer work is encouraged for Careers in Education.</p> <p>Power of One in all classes FCCLA is active at local level.</p> <p>Washington State Core Leadership Skills Monitored</p> <p>AMHS: Students completing extended learning projects in all classes, plus encouraged to complete leadership component Power of one that focuses on curriculum and FACSE course work.</p> <p>ARHS: No changes- continuum of last years programs</p> <p>WAHS: Leadership provided throughout the semester. Points given.</p> <p>Attend leadership activities.</p> <p>Involvement at leadership conferences</p>	<p>AHS: Continue to integrate Junior Achievement, FCCLA and WA Core Leadership Skills in courses.</p> <p>Work with OSPI on Frameworks for Fiber Arts</p> <p>AMHS: Continuing of CWC will provide students WBL opportunities through on site placements.</p> <p>Encourage WBL participation in all FACSE courses as a way for students to gain credits for graduation.</p> <p>Continue extended learning and leadership related opportunities in all</p> <p>ARHS: Academic Service Learning- assist in state graduation requirement</p> <p>WAHS: Fulfill 2007-08 objectives;</p> <p>Attend career conference.</p>	<p>AHS: Assess Washington Core Leadership Skills</p> <p>Continue to use the FCCLA Planning Process & Rubrics Curriculum Hours/Extended Time as needed.</p> <p>AMHS: Continue to support FACSE program for 2008-2009 school year and integration with WBL program.</p> <p>Continue to support leadership opportunities for students. Costs could be fieldtrip opportunities at 4.00 per mile. CWC community experience estimated at 1500.00</p> <p>ARHS: See AHS</p> <p>WAHS: : Work with counselors and administrators to increase numbers and sections to accommodate all students.</p> <p>Create RFP's for student field trips</p>	<p>AHS:</p> <p>Improve assessments for extended learning opportunities.</p> <p>Refine implementation of Core Leadership Skills.</p> <p>AMHS: Expanded program agreements with outside ECE professionals in the local community</p> <p>Consider block scheduling to accommodate addition practicum experience.</p> <p>ARHS: Survey the students to keep improving the service project</p> <p>WAHS: : Continue to make working relevant to students outside of the classroom.</p> <p>Seek new learning opportunities.</p>
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<p>AHS: Freshman Health aligns with Fitness and Health GLE's.</p> <p>AMHS: Cross crediting with Food Science- non lab science credit and Nutrition and Wellness- PE credit.</p> <p>Served on the equivalency credit committee.</p> <p>ARHS: Conversation about Interior Design and Fashion, becoming a fine arts credit.</p> <p>WAHS: NA</p>	<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: GLE's are posted and included on assignments</p> <p>Essential Learnings are identified</p> <p>AMHS: Involved in curriculum cross crediting committee at the district level. Final draft of committee recommendations is nearly finalized.</p> <p>ARHS: Conversation still in progress</p> <p>WAHS: NA</p>	<p>AHS: Nutrition and Wellness is cross credited with health</p> <p>Continue to post GLE's on wall, Identify and Share Essential Questions and Learning Target with Students</p> <p>AMHS: Continue FACSE cross crediting.</p> <p>Continue to investigate cross crediting for Interior Design , Fashion Design & Apparel- Fine Arts</p> <p>Continue to investigate cross crediting for Independent Living- Applied Math.</p> <p>ARHS: Follow the new state requirement- for Math cross crediting</p> <p>WAHS: Create Preventative Medicine curriculum to cross credit in health and PE.</p>	<p>AHS: Continue to post GLE's on wall, Identify and Share Essential Questions and Learning Target with Students</p> <p>Continue work on alignment. Curriculum Hours/Extended Time as needed.</p> <p>AMHS: Work with counselors and administrators to be familiar with FACSE cross crediting as well as students. Attend and participate in credit equivalency committee at district level.</p> <p>ARHS: Conferences</p> <p>WAHS: : Present option of cross credit to school administrator.</p> <p>Promote cross credit options for students</p>	<p>AHS: Continue work on alignment.</p> <p>Develop assessments which measure GLE's.</p> <p>Strengthen courses by cross crediting them with core classes.</p> <p>AMHS: Review of curriculum for further cross crediting.</p> <p>ARHS: Update any new state requirements</p> <p>WAHS: Examine more cross credit options for the school as a way to encourage and keep enrollment high and graduation numbers climbing.</p>
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Accomplishments 2006-2007 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2007-2008	Recommended Objectives for 2008-2009	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Careers in Education/ Careers with Children is articulated for Tech Prep credit. Careers with Children offers S.T.A.R.S. certification</p> <p>AMHS South King County Tech Prep Consortium continued support. AMHS membership in this group for Careers with Children and Careers with Education.</p> <p>ARHS: Same as AHS and AMHS</p> <p>WAHS: NA</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: Articulations are in place</p> <p>AMHS: Continued membership in South King County Tech Prep Consortium.</p> <p>Students articulating credits to area colleges.</p> <p>ARHS: Same as AMHS</p> <p>WAHS: NA</p>	<p>AHS: Keep current articulations in place with GRCC, Highline and Renton Voc. Tech. by attending necessary meetings.</p> <p>AMHS: Continue to support Careers with Children program- articulation to South King County Tech Prep Consortium member colleges and Voc/Tech schools.</p> <p>ARHS: See AHS</p> <p>WAHS: : Examine industry standards and materials to bring students to higher levels.</p>	<p>AHS: Articulate programs with higher education and have students document plans in 5th year plan.</p> <p>Extended time: 2 hours each course</p> <p>AMHS: Attendance and endorsement of CWC program by South King County Tech Prep Consortium meeting</p> <p>ARHS: Attending necessary meetings to support programs</p> <p>WAHS: Research GLE's associate with career field</p>	<p>AHS: Articulate more classes with higher education and have students document plans in 5th year plan.</p> <p>Continued membership in South King County Tech Prep Consortium with possible expansion to other state universities.</p> <p>AMHS: Continued membership in South King County Tech Prep Consortium with possible expansion to other state universities.</p> <p>ARHS: See AMHS</p> <p>WAHS: Come into compliance with State of Washington expectations.</p> <p>Increased enrollment of</p>

					students in CTE classes
<p>AHS: Careers in Education: Hand written invitations to join the class.</p> <p>Harley Promotion</p> <p>Table Top Promotion</p> <p>Future Freshman Night Flyers</p> <p>AMHS: Individual merchandizing and networking on presently enrolled students.</p> <p>Brochures to students and parents</p> <p>ARHS: Project that other student see and discuss and personal invitations to events</p> <p>WAHS: NA</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: We have strong numbers for next year. The Einstein Promotion, table top promotions and Future Freshman Night went well.</p> <p>Students promoted the classes in Choices and writing assignment.</p> <p>AMHS: Student enrollment is healthy for the 2008-2009 school year.</p> <p>Recruitment done at freshman night and during FACSE class periods.</p> <p>ARHS: Recruitment done at freshman night and during FACSE class periods.</p> <p>FCCLA- extra curricular</p>	<p>AHS: Continue year long promotion, not just near registration time.</p> <p>AMHS: Increase enrollment in FACSE program through active marketing. Brochures, Power points Student presentations and recommendations. Counselor orientation to program offerings.</p> <p>ARHS: Get advisory involved with brainstorming new ideas for recruitment</p> <p>WAHS: Obtain more industry leaders and business owners to translate classroom to real world.</p>	<p>AHS: Continue participation in Future Freshman Night, using Table Top Promotions and promotion throughout the year. Keep students involved in promoting courses. Cost of materials Curriculum Hours/Extended Time as needed</p> <p>AMHS: Increase enrollment in FACSE program through active marketing.</p> <p>Brochures, Power points - Student VISO/FCCLA</p> <p>Counselor orientation to program offerings.</p>	<p>AHS: Build program by not having too many preps and promoting program well all year long.</p> <p>AMHS: Continue to actively recruit student interest and enrollment.</p> <p>Network with ASD high schools and middle schools to increase program awareness</p> <p>ARHS: Same plan of action</p> <p>WAHS: Establish promotion of CTE classes at WEST AUBURN as a staple for high school education; maximize enrollment by promoting the relevant values of this CTE program</p>

		leadership program WAHS: : Continue to promote program through leadership meetings		ARHS: Topic of discuss at Advisory's WAHS: : Hallway and office catalog advertising. Continue to promote more proactively; word of mouth, meet with incoming freshman.	
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for _____, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

Typed Name of Chairperson

Signature of Chairperson

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

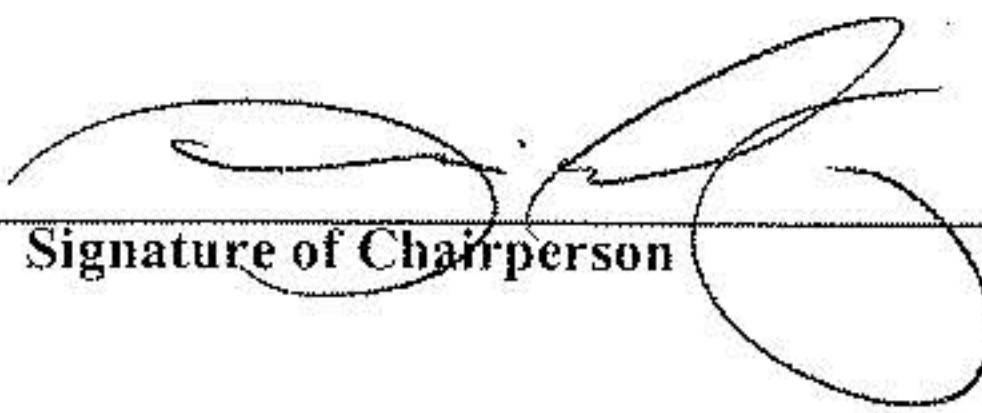
Technology Education

- Construction Manufacturing
- Drafting Engineering Technology
 - Visual Communications
 - Woodworking and Design

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Drafting Engineering, I
Brian Ludwig represent the members as having read, approved
and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

BRIAN LUDWIG
Typed Name of Chairperson


Signature of Chairperson

05/06/09
Date



PROGRAM DESCRIPTION

OVERVIEW & PLAN

(complete one per program per year)

 program provided at
(check all that apply)

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

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 2008-09 _____

Dates of meetings

 Minutes
on File ✓
Chairperson Rich Bankhead

1. 10-28-2008

2. 02-23-2009

3. 05-06-2009

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Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Bielejec, Linda	Boeing Company	<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
		<input 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:

	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"/>

*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	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		
TSA National Conference and Competition		June 28, 09		Denver, Co		
Rhino 3D Educator Workshop		June, July 09		Robert McNeel, Seattle Wa		
First Aid Card Expiration:		January 10, 2009		CPR Card Expiration:		January 10, 2009

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		
Pro Engineering Workshop		<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"/>
Swift Website administrator training	<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	
Pro Engineering Workshop	TBD	TBD	
ASD In-services	August/sept	Auburn	
First Aid Card Expiration:	1/31/20011	CPR Card Expiration:	2/30/2010

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"/>		
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	Summer 2009	Auburn WA			

FRC Workshops for Mentors/Leadership			
First Aid Card Expiration:	[01-31-2011]	CPR Card Expiration:	03-05-2010

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:30	AHS:25	AHS:10-28-08
	AMHS 112:	AMHS:76	AMHS:10-28-08
	ARHS:120	ARHS:108	ARHS:10-28-08
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:48	AHS:33	AHS:2-23-09
	AMHS:98	AMHS:92	AMHS:02-23-09
	ARHS:116	ARHS:86	ARHS:02-23-09
	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
1. More individual help especially at beginning,	1. Continue to introduce new and emerging ideas and topics, such as Green Building, Just in Time manufacturing, CNC applications and	1. More individualized teaching	1.

<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 projects</p>	<p>development of student projects.</p> <p>2. More of instructor to get around....emphasis peer tutoring in addition to instructor instruction</p> <p>3. Continue to recruit girls to the program</p> <p>Update Computers</p>	<p>2. Keep software current</p> <p>3. Allow for more individualized use of assignments.</p> <p>4. Continue to recruit enrollment in program</p>	<p>2.</p> <p>3.</p>
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List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
<p>1. AutoDesk Revit software great visual tool to understanding construction of buildings</p> <p>2. Good use of teacher tutorials and online instructions</p> <p>3. Computers lab and software are appropriate for class.</p>	<p>1 .Availability of instructor and (para in woodworking) program.</p> <p>2. Software options available to students (AutoCAD, Pro Engineering, Rhino, Revit, Accurender, MasterCAM</p> <p>3. Project options for students</p> <p>Tech Prep agreements with Community colleges</p>	<p>1. Revit Software easy and exciting</p> <p>2. Workbooks appropriate</p> <p>3. TSA involvement very positive</p>	<p>1.</p> <p>2.</p> <p>3.</p>

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)	TSA, First Robotics, and In Class Leadership Models	

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
♦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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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:</p> <p>Current district curriculum is being taught via CAD instruction.</p> <p>Developing reference materials for instruction, student projects to tie curriculum to work, with an emphasis on math skills relating to drafting and CAD applications</p> <p>ARHS:</p> <p>Implement new curriculum towards industrial trends of 3D.</p> <p>Track Drafting competencies for student completion.</p> <p>Develop assignments to meet Tech Prep integration.</p> <p>Implement technical writing and</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: 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.</p> <p>Developing STEM connections through robotics, drafting problems, and engineering problems.</p> <p>ARHS: Implement curriculum revisions. Coordinate a good mix of traditional drafting, CAD drafting and CNC operations to meet competencies. Develop presentation</p>	<p>AHS: Incorporate more parametric software curriculum to articulate with Community colleges. Add in CAM or 3D printing 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.</p> <p>Develop units that incorporate STEM concepts with current curriculum and goals.</p> <p>ARHS:</p> <p>Update curriculum in alignment with current 3D Industrial trends.</p> <p>Continue development of Drafting</p>	<p>AHS: develop more projects utilizing parametric software. Purchase 3D printer</p> <p>AMHS: Update software as necessary to keep current (3600) District</p> <p>Create appropriate Purchase orders (District).</p> <p>Workshops on STEM and Robotics</p> <p>ARHS: Update curriculum in alignment with current 3D Industrial trends.</p> <p>Continue development of Drafting competencies.</p> <p>Continue close relationship with area Community Colleges and Industry.</p> <p>Coordinate activities and curriculum with AHS and AMVHS.</p> <p>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 (3600) District.</p> <p>ARHS: Update curriculum in alignment with current Industrial trends.</p> <p>Continue development of Drafting competencies.</p> <p>Continue close relationship with area Community Colleges and Industry.</p> <p>Coordinate activities and curriculum with AHS and AMVHS.</p> <p>Workshops and training on STEM.</p>

<p>reading.</p> <p>Implement Group oriented assignments to increase group dynamics qualities.</p> <p>Implement CNC operations in the engineering courses.</p> <p>WAHS:</p>		<p>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>competencies.</p> <p>Continue close relationship with area Community Colleges and Industry.</p> <p>Coordinate activities and curriculum with AHS and AMVHS.</p> <p>Rotate students into CNC operations and processes.</p> <p>WAHS:</p>	<p>operations and processes.</p> <p>WAHS:</p>	<p>WAHS:</p>
<p>AHS: Instructor updated and deleted previous student profiles. Installed software and OS updates</p> <p>Replaced 13x19 Inkjet printer.</p> <p>AMHS: Software is updated periodically via support sites.</p> <p>ARHS: Obtained appropriate software/hardware for 3D industrial trends.</p> <p>Evaluate current CAD software for updates or changes.</p> <p>Evaluate the need for Additional Text and support materials.</p> <p>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: Installed and using Pro Engineering by PTC.</p> <p>AMHS: Software is updated periodically via support sites.</p> <p>Installed and using Pro Engineering by PTC, also updated MasterCAM. 19" monitors or larger. Work on transfer of Applied Physics components for robotics instruction, technology instruction.</p> <p>ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends.</p> <p>Evaluate current CAD software for updates or changes.</p> <p>Evaluate the need for Additional Text and support materials.</p> <p>Purchase Animation program. Bongo</p>	<p>AHS: Maintain current software and printers</p> <p>Add 3D printing or CAM equipment to Lab</p> <p>AMHS: Update CPU in Room 621 per District plan with upgraded memory and video cards.</p> <p>Evaluate traffic flow, utilization, and completeness of applied physics equipment. Work into program.</p> <p>ARHS: Continue to obtain appropriate software/hardware for 3D industrial trends.</p> <p>Evaluate current CAD software for updates or changes.</p> <p>Evaluate the need for Additional Text and support materials.</p>	<p>AHS: Need output device for full design to part concept 3D printer \$20,000</p> <p>AMHS: Work with building IT personal.</p> <p>Work with electronics and computer technician to use physics components for robotics and general engineering instruction.</p> <p>ARHS: Evaluate current CAD software for updates or changes.</p> <p>Evaluate the need for Additional Text and support materials.</p> <p>WAHS:</p>	<p>AHS: Software and output device upgrades</p> <p>AMHS: Evaluate and update equipment as necessary.</p> <p>Seek grants to supplement equipment for program and robotics.</p> <p>ARHS: Update text and software in alignment with industry standards.</p> <p>(Every 18 months - 3 years for software)</p> <p>Upgrade or purchase new computers on 3-4 year cycle</p> <p>WAHS:</p>

<p>AHS: Safe use of computer equipment and ergonomic seating reviewed</p> <p>AMHS: The layout of the room lends for a safe environment for the students.</p> <p>ARHS: Reviewed safety instructional materials from OSPI.</p> <p>Using district wide safety notebook.</p> <p>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.</p> <p>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 2008)</p> <p>ARHS: Safety inspection completed by ASD Risk Management.</p> <p>Reviewing student safety tests and procedures.</p> <p>WAHS:</p>	<p>AHS: Surplus excess equipment from Computer Systems classes</p> <p>AMHS: Evaluate and make any needed changes. Develop specific Safety Lessons aimed at engineering students.</p> <p>Attend safety workshop.</p> <p>ARHS: Use digital technology to up-date machinery and lab pictures for student safety tests.</p> <p>Search for industry safety training videos.</p> <p>WAHS:</p>	<p>AHS: Label and identify equipment in draws. Maintain neat work area.</p> <p>AMHS: Develop new template for student safety tests using digital pictures and information from OSPI site and other sources.</p> <p>Develop safety program for engineering students.</p> <p>ARHS: Develop new template for student safety tests using digital pictures and information from OSPI site and other sources.</p> <p>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.</p> <p>Complete ASD Safety walk-thru.</p> <p>AMHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials.</p> <p>Complete ASD Safety walk-thru.</p> <p>ARHS: Replace worn out and hazardous equipment and tools. Review safety instruction materials.</p> <p>Complete ASD Safety walk-thru.</p> <p>WAHS:</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: There were no facility changes to the current lab. Evaluated and appropriate materials and hardware.</p> <p>AMHS: Installation of ceiling hung projector. 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>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.</p> <p>ARHS: Review traffic flow and instructional station and make changes needed to facilitate instruction.</p>	<p>AHS: Replace ageing and sagging tables. Ceiling mount LCD projector</p> <p>AMHS: Evaluate traffic flow and increase efficiency for instruction.</p> <p>ARHS: Create appropriate work requests and purchases. Look into possibly hanging LCD projector from ceiling.</p>	<p>AHS: Replace tables similar to AMHS and ARHS. Make accommodation for 3D printer or CAM station</p> <p>AMHS: Evaluate and monitor.</p> <p>ARHS: Create appropriate work requests and purchases.</p> <p>WAHS:</p>	<p>AHS: Evaluate teaching and student station and make necessary changes</p> <p>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</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. CAD/CNC projects.</p> <p>ARHS: Promoted and implemented within the classroom Technology</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-based learning available to all students. No second year students were allowed to take classes this year.</p> <p>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 Club started this year)</p>	<p>AHS: Adding sections of drafting and integrating second/third year students</p> <p>AMHS: Research opportunities for students.</p> <p>ARHS: Promote and implement within the classroom Technology Student Association activities and leadership opportunities.</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 Student Association activities</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>

<p>Student Association activities and leadership opportunities.</p> <p>Promoted WBL opportunities for Drafting students.</p> <p>WAHS:</p>		<p>with grant from Boeing.</p> <p>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.</p>	<p>Promote WBL opportunities for Drafting students.</p> <p>Encourage the students to engage in the opportunities provided by the Career Center.</p> <p>WAHS:</p>	<p>and leadership opportunities.</p> <p>Promote WBL opportunities for Drafting students.</p> <p>Encourage the students to engage in the opportunities provided by the Career Center.:</p>	<p>learning opportunities for the engineering related areas</p> <p>WAHS:</p>
<p>AHS: : Drafting is cross credited with math. Supports reading and writing via class assignments</p> <p>AMHS: Drafting is cross credited with math. Supports reading and writing via class assignments</p> <p>ARHS: Drafting is cross credited with math. Supports reading and writing via class assignments</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, social studies?</p> <ul style="list-style-type: none"> How are Grade Level Expectations (GLEs) integrated into instruction. (E1.1) 	<p>AHS: 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.</p> <p>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.</p> <p>ARHS: Program aligns with mathematics GLE by integrating</p>	<p>AHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts</p> <p>AMHS: Continue active involvement with cross curricular classes and continue to review and modify curriculum to meet student needs. Math or Fine Practical Arts</p> <p>ARHS: : Continue active involvement with cross curricular classes and continue to review and modify</p>	<p>AHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p> <p>AMHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p> <p>ARHS: Review and research STEM related activities locally, regionally, and state level. Seek funding.</p> <p>WAHS:</p>	<p>AHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p> <p>AMHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p> <p>ARHS: Continue to evaluate and promote cross credit options for the engineering related areas.</p> <p>WAHS:</p>

		<p>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.</p> <p>WAHS:</p>	<p>curriculum to meet student needs. Math or Fine Practical Arts</p> <p>WAHS:</p>		
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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: are available from Green River Community College, Renton Vo Tech, and Highline Community College.</p> <p>Field trips to University of Washington Engineering Fair.</p> <p>ARHS: Attended Drafting Articulation in the Fall for current year (2008-09).</p> <p>Provided Field Trips and guest</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 for current year (2008-09). Attended Highline CC open house for Science and Technology</p> <p>AMHS: Adults mentors brought into the school to work with students.</p> <p>Guest speakers specific to trade.</p> <p>ARHS: Provide Field Trips and guest speakers with local businesses and CC schools for</p>	<p>AHS: Field trips to Tech Prep connected Community Colleges.</p> <p>AMHS: Continue to look for field trip and guest speaker opportunities.</p> <p>Washington Field Trip FRC participation.</p> <p>Articulation with Community Colleges.</p> <p>ARHS: Provide Field Trips</p>	<p>AHS: work with career consoler and Tech Prep to promote Post-secondary connections</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</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>speakers with local businesses and CC schools for prospective students.</p> <p>Provided Guest speakers from Wyotech, Exotic Metals, Career Fair and ITT.</p> <p>WAHS:</p>		<p>prospective students.</p> <p>Work with students to apply for Tech Prep credit.</p> <p>WAHS:</p>	<p>and guest speakers with local businesses and CC schools for prospective students.</p> <p>Work with students to apply for Tech Prep credit</p> <p>WAHS:</p>	<p>for prospective students.</p> <p>Work with students to apply for Tech Prep credit and attend Tech Prep meeting.</p> <p>WAHS:</p>	<p>WAHS:</p>
<p>AHS: Work with Consoling staff to promote program. 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 sample projects, slide show presented at future freshman and electives night. Target is all students.</p> <p>ARHS: Participated in ARHS open house.</p> <p>Participated in and had program</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 to work with administration to ensure classes are offered and promoted by Counseling when courses meet students needs for math and career pathway. 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 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)</p> <p>ARHS: Continue to participate in</p>	<p>AHS: Program advertisement and pamphlet. Middle School promotion/Future Freshman night, and orientation classes.</p> <p>AMHS: Continue to promote program and work on Technology Robotics Engineering Computer club with M Fawcett.</p> <p>ARHS: Continue to participate in ARHS open house.</p> <p>Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.</p>	<p>AHS: Continue to present when opportunity arise and post student work in display cases.</p> <p>AMHS: Review promotional materials and revamp as necessary.</p> <p>Continue FRC and promote use of STEM concepts.</p> <p>ARHS: Continue to participate in ARHS open house.</p> <p>Continue to participate in and had program materials available at ARHS Electives night and new promotion programs.</p>	<p>AHS: Continue to evaluate and promote program to the community and student body.</p> <p>AMHS: Contiued Growth in program.</p> <p>ARHS: Continue to evaluate and promote program to the community and student body.</p> <p>WAHS:</p>

materials available at ARHS Electives night. Provided Flyer and Pamphlet for ARHS Drafting/PET program. WAHS:		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. WAHS:	WAHS:	WAHS:	
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Drafting Engineering, I represent the members as having read, approved and will support this program plan for the 08-09 school year. (E2.6, P1.2). (CTE Program Name)

Brian Ludwig

 Typed Name of Chairperson

 Signature of Chairperson

 Date



Annual Program Plan & Description for the 2008 – 09 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 08-09 school year. (E2.6, P1.2)

Mike Harbin, Jr.

Typed Name of Chairperson

Signature of Chairperson

5/6/09

Date

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
☒ Auburn Mountainview High
☒ Auburn Riverside High
☐ West Auburn High I

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 2008-2009 3

Dates of meetings

Minutes
on File ✓Chairperson [Mike Harbin]

1.October 2008

☒

2.Feb 2009

☒

3. May 2009

☐

Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members
Alex Bruski	Aj Enterprises	x voting <input type="checkbox"/> non-voting
Mike Harbin	Spectrum Sign Co., Inc.	X voting <input type="checkbox"/> non-voting
Lori Kim Bergland	GCC	x voting <input type="checkbox"/> non-voting
Virgil Staiger		x voting <input type="checkbox"/> non-voting
Richard Gordon	GCC	x voting <input type="checkbox"/> non-voting
Peter LaPointe	Focal Point Photography	x voting <input type="checkbox"/> non-voting
Matt Hagen		x voting <input type="checkbox"/> non-voting
Dave Weber	Highline Community College	x voting <input type="checkbox"/> non-voting
Scott Davidson	Tartan Photographic	x voting <input type="checkbox"/> non-voting
Kaye Jackson		x voting <input type="checkbox"/> non-voting
Amber Franz	West Coast Awards	x 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:

	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"/>

*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	Chuck Fitzgerald	School	<input checked="" type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Visual Communications, Drafting, Principles of Technology (applied physics)			
Certificate renewal date	6/2012	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	
8 hour workshop in photoshop	x	<input type="checkbox"/>	<input type="checkbox"/>	
4 hour workshop in illustrator	x	<input type="checkbox"/>	<input type="checkbox"/>	
4 hour work shop integrating math/science with art	x	<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, Wenatchee, Wa	05/09	Wenatchee, Wa		
Sculpture installation, Moses Lake, Wa		Moses Lake, WA		
First Aid Card Expiration:	04/20/10	CPR Card Expiration:	04/20/10	

Instructor Name	Cary Davidson	School	<input type="checkbox"/> AHS <input checked="" type="checkbox"/> AMHS	<input type="checkbox"/> ARHS <input type="checkbox"/> WAHS
Certification Area(s)	Communications Technologies, Computer Applications, Commercial Design & Applied Art, Career Choices, Publishing, WBL			
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 LID	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Davidson Creative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Photoshop	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filmmaking	<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	
Davidson Creative Work	Summer	Auburn	
First Aid Card Expiration:	06/09	CPR Card Expiration:	06/09

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	Gina Sandland	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <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 <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 #1 and #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Portfolio Alignment inservice: 9/08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CTE Awareness: Staff inservice: 10/08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
WAMC: Applied Math: 10/08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional Learning Communities training: 01/09	<input checked="" type="checkbox"/>	<input 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
Art with Artists series/courses	May –Oct 09	City of Auburn
WAMC certification	Summer 09	
First Aid Card Expiration: 09/09	CPR Card Expiration: 09/09	

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:82	AMHS:82	AMHS:10-28-08
	ARHS135	ARHS135	ARHS:10/28/08
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 130	AHS: 127	AHS:5/6/09
	AMHS: 78	AMHS: 78	AMHS:5/6/09
	ARHS: 140	ARHS: 140	ARHS:2/09
	WAHS:	WAHS:	WAHS:
1-year Graduate Survey (optional) Class of _____	AHS:	AHS:	AHS:
	AMHS:	AMHS:	AMHS:
	ARHS:25	ARHS:3	ARHS:2/09
	WAHS:	WAHS:	WAHS:

List recommendations from surveys for program improvement.			
AHS	AMHS	ARHS	WAHS
1. More time to do work 2. Digital photo wanted 3. More assistance in class	1. More time on Projects 2. Spend more time with ea. student 3. More Macs	1. Not enough computers 2. Let students choose own projects 3. Don't let freshmen take the class	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.	1.Many surprised they learned so much 2.Photography 3.Presentation Skills	1.Good variety of learning experiences 2.Apple computers/software options 3.Opportunity to do client work	1. 2. 3.

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? Difficult situation-4 since November-one period	<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)	Skills integrated in class room and vis com club	

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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: New curriculum written for some areas, digital photo 90% ready to go-will start in 3rd rotation.</p> <p>AMHS: - Started to incorporate Digital Photography. Was just getting curriculum down to a science before Para was let go.</p> <p>ARHS: Deeply embedded Elements of Art and Principles of Design/Visual Art EALRs throughout, continue differentiation , Pilot CBPAs</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: Digital photo curriculum written, preparation made for replacement of enlargers with computers (done).</p> <p>AMHS: - Digital Photography - Need to change curriculum to reflect absence of Para - Plotter working</p> <p>ARHS: Revisions required due to loss of para, add written EALR notation (taught and assessed) to all handout & rubrics, revise technical instruction sheets, pilot Snacktime CBPA</p> <p>WAHS:</p>	<p>AHS: continue to prepare for digital photo and improve on lessons learned – do CBPA</p> <p>AMHS: - Implement new lesson plans and schedules for VisCom without a para</p> <p>ARHS: Implement PLC activities, create Swift online tutorials and discussion boards, increase collaborative projects w/graphic design, music, drama, etc., develop InDesign and Dreamweaver units, increase drawing and pre-press components, research additional printing processes</p> <p>WAHS:</p>	<p>AHS: photoshop class \$275, digital photography class Kits Camera – digital photography studio lighting class \$375</p> <p>AMHS: - Write lesson plans for VisCom without a para</p> <p>ARHS: research and Implement Cost: \$0</p> <p>WAHS:</p>	<p>AHS: students taking professional quality digital portraits,CPBA's</p> <p>AMHS: - Live Video Announcements - Articulations</p> <p>ARHS: Curriculum review, write CBPA and submit to OSPI, add live morning announcements, pursue partnerhips with City of Auburn Visual Arts Dept.</p> <p>WAHS:</p>

<p>AHS: Acquired 4 More computers to partially replace darkroom – for digital photo, acquired some digital still cameras for dig. photo</p> <p>AMHS: Studio Lighting</p> <p>ARHS: New doc reader, new copier, new HP color laser printer, MacSign XP software for plotter</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: Need 4 more computers to completely replace the 8 enlargers (pc ok for digital photo as agreed upon by advisory committee) – done, high quality printer for selected digital photographs</p> <p>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 (in progress) Laser Printer for 106 (not yet)</p> <p>ARHS: purchased CBPA supplies, replaced broken tripods, borrowed enlargers from AHS, replacing obsolete screen printing carousel with unused carousel from AMHS, upgraded RAM on old iBooks to run CS2, Viscom club purchased airbrush</p> <p>WAHS:</p>	<p>AHS: continue to try and increase computers for digital photo. Need a few more (4) digital cameras, consider purchase of C/S4 software</p> <p>AMHS: Need 6 more iMacs , 2 Mac Laptops, Copy machine Digital SLRs , Prosumer DV Camera, 3 dual processor Macs, Studio Lighting, Laser Printer for 106</p> <p>ARHS: purchase digital SLRs and large format photo quality printer to support digital photo transition</p> <p>WAHS:</p>	<p>AHS: digital SLR supply ok for now, check with building funds to acquire 4 more PC’s for enlarger replacement</p> <p>AMHS: Research different ways to obtain funding</p> <p>ARHS: research and purchase. Cost: \$2500. Use OSPI Equip \$\$ Research grant \$\$. </p> <p>WAHS:</p>	<p>AHS: update to CS/4 or new computers</p> <p>AMHS: Audio Equipment Replace '05 Macs Improve student-computer ratio</p> <p>ARHS: replace aging video camcorders and audio equipment, purchase additional digital SLRs, replace old iBooks, replace GLs, improve computer ratio, find source of donated materials and supplies, research dye-sublimation printing, locate manual letterpress.</p> <p>WAHS:</p>
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<p>AHS: safety training and safety test given</p> <p>AMHS: Safety Videos developed by students</p> <p>ARHS: revise safety test, implement district PU and disposal of spent fixer</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: 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</p> <p>AMHS: More Safety Videos (In progress)</p> <p>ARHS: researching how to best correct ventilation out of screen printing room, research/test “green” soy-based screen printing supplies, create safety podcast for Swift website</p> <p>WAHS:</p>	<p>AHS: cannot supervise in darkroom, made move to digital photography to accommodate industry standards and safety issues as discussed with advisory board last year</p> <p>AMHS: - Difficult to supervise in darkroom and screen printing room – no line of sight. - Making VisCom as Green as possible.</p> <p>ARHS: Maintain para time. Research video surveillance, change to all soy and water based products for screen printing</p> <p>WAHS:</p>	<p>AHS: digital photo started 2nd quarter – will start digital portrait photography in vis com 2 3rd quarter to eliminate safety issues in dark room and accommodate industry standards</p> <p>AMHS: - Drop wet photography? Water-based screen printing</p> <p>ARHS: research and purchase.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS: - Maintain high level of safety and supervision for students.</p> <p>ARHS: maintain PARA time, replace broken chairs, implement video surveillance system</p> <p>WAHS:</p>
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Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:OK</p> <p>AMHS: Moved 8 iMacs into 106, Lonnie kept 12.</p> <p>ARHS: N/A</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: OK</p> <p>AMHS: - Internet jacks in video room (put in request) - Move Macs into 106 (complete)</p> <p>ARHS:</p> <p>WAHS:</p>	<p>AHS: OK</p> <p>AMHS: Internet jacks in video room</p> <p>ARHS: door to audio area, remodel darkroom for digital, find studio space</p> <p>WAHS:</p>	<p>AHS: OK</p> <p>AMHS: Request again</p> <p>ARHS: submit TMA. Use Capital bond \$\$.</p> <p>WAHS:</p>	<p>AHS: if new high school is built must plan carefully for vis com room to avoid what happened at other two new schools</p> <p>AMHS: Remodel darkroom for digital use.</p> <p>ARHS: remodel darkroom</p> <p>WAHS:</p>
<p>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</p> <p>AMHS: - Field trip to Seattle</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: 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</p> <p>AMHS: - Video work for Administration - Video for camp Auburn</p>	<p>AHS: continue with in school projects and search for outside projects – possible collaboration with City of Auburn farmers market</p> <p>AMHS: More field trips</p> <p>ARHS: Uniquely Auburn photo entry, GRCC and HCC Tech Prep tours, build partnership</p>	<p>AHS: vis com supply budget will cover if not reduced</p> <p>AMHS: Research</p> <p>ARHS: continue community partnerships, attend meetings, complete paperwork. Cost: \$0 Utilize SKCTP FT grant \$.</p>	<p>AHS: increase contents and advertising of student/faculty work displayed in PAC cabinet</p> <p>AMHS: Internships Certifications Competitions</p> <p>ARHS: continue current partnerships, research</p>

<p>- Clean Sweep</p> <p>- AR film festival entries</p> <p>ARHS: Location photo shoots to Pike Place Market, Zoo, and EMP. Logo design for King Co. Fed, All Day Music. WASL games. 3rd Annual ARFF, Course Catalog photo work, Auburn Food Bank promo video</p> <p>WAHS:</p>		<p>- Video for Starlight</p> <p>ARHS: 4th annual Film Festival, Create/teach art lessons to Gildo Rey students, F.T. to EMP Hatch Print Show, F.T. to Seattle Central C.C., Post-secondary quest speakers, research scholarship and competition opportunities, increase client work, cut vinyl signage for various clients, award Viscom Scholarships, Viscom club purchased airbrush, luminaries for Relay for Life</p> <p>WAHS:</p>	<p>with City of Auburn for public display of student art and TV21, field trip to Puget Sound Access, increase client work</p> <p>WAHS:</p>	<p>WAHS:</p>	<p>internships, incorporate guest artists, possible certifications and internships</p> <p>WAHS:</p>
<p>AHS: Fine art or occupational Credit, compiled two books on ELARS/GLE connections and how to book.</p> <p>AMHS: Elements and principles emphasis throughout semester</p> <p>ARHS: Strengthen Fine Art Articulations</p>	<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: Work on implementing art principals and elements to class work, frequent writing and research integrated into vis com curriculum</p> <p>AMHS: - Add elements and principles emphasis (complete)</p> <p>- Administer OSPI Visual Art CBPA's (ongoing)</p>	<p>AHS: continue using & improving ELAR/GLE use depending on new OSPI directives</p> <p>AMHS: Maintain Fine Art Cross-credit</p> <p>ARHS: continue same</p> <p>WAHS:</p>	<p>AHS: minimal cost – cost may be to pay for instructors time involved with this process</p> <p>AMHS: Continue E & P emphasis, Continue CBPAs</p> <p>ARHS: revise and implement: Cost: \$0</p>	<p>AHS: possible integration projects with English, Science, Math, or History core classes as done at a previous school that I taught at</p> <p>AMHS:</p> <p>ARHS: Revise curriculum to align with GLEs</p>

WAHS:		ARHS: Maintain Fine/Visual Art cross-credit, administer CBPA to all students both semesters, align to new GLEs WAHS:		WAHS:	WAHS:
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Accomplishments 2008-2009 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Cross credits available HCC and Green River CC, guest college speakers</p> <p>AMHS: Articulation with HCC Guest speakers from colleges, TV station, filmmaker, photographer</p> <p>ARHS: Articulation with Highline and Green River colleges, college Guest Speakers</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: Cross credit available with Green River Com College and Highline Com College, tech prep promotion</p> <p>AMHS: Promote Tech Prep Guest speakers Visit colleges</p> <p>ARHS: maintain current articulations with Highline and GRCC, pursue articulation with Seattle Central CC photo program. Promote Tech Prep registration, recruit college guest speakers</p> <p>WAHS:</p>	<p>AHS: possible photo articulation with South Seattle Com College (Gina)</p> <p>AMHS: Promote Tech Prep Guest speakers Visit colleges</p> <p>ARHS: Pursue SCCC articulation, research affordable industry certifications (Adobe and Print Ed) revise career unit, SKCTP trip to GRCC and HCC articulated programs</p> <p>WAHS:</p>	<p>AHS: continue existing articulation with 2 com. Colleges & possibly add one</p> <p>AMHS: Research</p> <p>ARHS: continue community, business and college partnerships, attend meetings, complete paperwork. Cost: \$0 Utilize SKCTP FT grant \$.</p> <p>WAHS:</p>	<p>AHS:</p> <p>AMHS: Software certifications</p> <p>ARHS: continue/increase community, business and college partnerships</p> <p>WAHS:</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>ARHS: CTE presentations to all 9th graders in the ART, brochure to all 8th graders, Electives Night, Electives Night, intense display case use, Art Show and Film Festival</p> <p>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: 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 Advertisement display.</p> <p>AMHS: Electives night (yes) Promo video (in progress) Bulletin board (yes) T-shirts (in progress), Displays (on going), Coordinate with culminating portfolio (ongoing) Clean Sweep</p> <p>ARHS: Orientation Tours through all CTE courses for all freshmen, delivered CTE in-service for all staff, improve SWIFT Viscom and ARFF websites, distribute CTE brochure to middle schools, invitation letters to “B” or better students, promote Tech Prep, brainstorm possible CTE month</p>	<p>AHS: continue with 2008-2009 objectives</p> <p>AMHS: Same as 08-09, add showing of student films the commons</p> <p>ARHS: Same as 08-09; Mt. Baker Middle School promo week, revise CTE promo video. Increase # of displays of student work. Cost: \$0</p> <p>WAHS:</p>	<p>AHS: same as previous year</p> <p>AMHS: Coordinate</p> <p>ARHS: network, plan, go Cost: \$0</p> <p>WAHS:</p>	<p>AHS: possible involvement with Auburn business professionals in portrait/divisionism art work, Create a book on CTE at AHS</p> <p>AMHS: Market program to middle schools</p> <p>ARHS: CTE showcase night CTE swift website, Middle school promotions, increase community awareness, work with City of Auburn on various art partnerships</p> <p>WAHS:</p>
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		(work w/Skills USA), ongoing display case usage WAHS:			
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for _____, I represent the members as having read, approved and will support this program plan for the 2008-2009 school year. (E2.6, P1.2). (CTE Program Name)

Michael Harbin, Jr.

 Typed Name of Chairperson

 Signature of Chairperson

5/6/09

 Date

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Woodworking and Design, I

Mike Lindstrom or Dan Ricci represent the members as having read, approved

and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Mike Lindstrom

Typed Name of Chairperson



Signature of Chairperson

5/6/2009

5/6/09

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
☒ Auburn Mountainview High
☒ Auburn Riverside High
☐ West Auburn High I

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 2008-09 3

Dates of meetings

Minutes
on File ✓Chairperson Mike Lindstrom

1. October 28, 2008

2. January 20, 2009

3. May 6, 2009

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☐

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 Busch	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 Vice Principal	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting
Steve Dubay	AMVHS 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
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:

	Yes	No*
♦Facilities meet trade standards (wall should be removed at ARHS)	<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"/>

*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	Jim Wickens	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<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		
WITEA Spring Conference		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
WACTE Summer Conference		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Nuts and Bolts Work Based Learning Conference		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
SkillsUSA State and National Competition		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Wa State 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		
Bathroom remodel		Summer 2009		Gig Harbor, WA		
Bathroom remodel		Summer 2009		Spanaway, WA		
Build and install custom computer desk		Summer 2009		Auburn, WA		
First Aid Card Expiration:		10/2011		CPR Card Expiration:		10/2009

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 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"/>
	<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 your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)			
Description	Date	Location	
Siding Residential Home	Summer 09	Auburn, WA	
Deck Construction	Summer 09	Auburn, WA	
FRC Workshops for Mentors/Leadership	Fall 09	WA	
First Aid Card Expiration: 1/31/11	CPR Card Expiration:		3/5/2010

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	Lew Keliher	School	<input checked="" type="checkbox"/>	AHS	<input type="checkbox"/>	ARHS
			<input type="checkbox"/>	AMHS	<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			
WITEA Spring Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Risk Management Workshop	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
OSPI STEM Committee (Science, Tech, Engineering, Math)	<input type="checkbox"/>	<input checked="" 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				
Fence Construction	Summer 09	Bonney Lake, WA				
Garage Construction	Summer 09	Bonney Lake, WA				

First Aid Card Expiration: 6/6/20010	CPR Card Expiration: 4/14/20010
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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: 118	AHS: 108	AHS: Oct. 2008
	AMHS: 112	AMHS: 76	AMHS: Oct. 2008
	ARHS: 72	ARHS: 68	ARHS: Oct. 2008
	WAHS:	WAHS:	WAHS:
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS: 104	AHS: 101	AHS: May 2009
	AMHS: 98	AMHS: 92	AMHS: May 2009
	ARHS: 74	ARHS: 71	ARHS: May 2009
	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. Continue to push for the fine arts credit. Why can't we have it now we're doing the work?	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.	1. Need Fine Arts credit.	1.

2. More instructor time, one on one.	2. More of instructor to get around....emphasis peer tutoring in addition to instructor instruction	2. Need new planer.	2.
3. More computers to work with shopbot and laser.	3.Continue to recruit girls to the program	3. Need more shop space.	3.
4. More project options/skills training	4. Up date computers	4. Need more time individual assistance.	

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1. Excited instructor pushes us hard.	1. Availability of instructor and (para-educator in woodworking) program.	1. Flexibility in project choices.	1.
2. Able to access lab out of class time.	2. Software options available to students (AutoCAD, Pro Engineering, Rhino, Revit, Accurender, MasterCAM	2. Good selection of project materials.	2.
3. Large selection of project options for students	3. Project options for students	3. Good use of class time.	3.
4. Math cross-over and tech prep credit.	4. Tech Prep agreements with Community colleges		

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? (Part-time at ARHS and AMHS)	<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)		

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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Continue integration of math and habits of Mind focus into the curriculum.</p> <p>AMHS: Math units inserted into program Participated in local competition,</p> <p>ARHS: Implementing the changes to the curriculum from the 2006-2007 review process.</p> <p>Purchase textbooks /cost and decided not to purchase a class set.</p> <p>Incorporated the program name change to “Woodworking and Design.”</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: Reworking student projects and plans as well as expanding math of the day questions.</p> <p>AMHS: Math Units instructed as part of curriculum. Expansion of program offerings with goal of increasing program.</p> <p>ARHS: Developing and up-dating student project plans.</p> <p>Working to create standard / required projects for each class level.</p>	<p>AHS: Work on integration of Fine Arts lessons into years 2 and 3 if awarded cross-over credit.</p> <p>AMHS: Continue to instruct and integrate math into curriculum, work with math instructors School to work connection built via FRC projects.</p> <p>ARHS: Incorporate fine arts lesson plans into the woodworking and design curriculum for the 3-4 and 5-6 classes.</p>	<p>AHS: Develop student activities incorporating art terminology and assessment options. Review plans with AHS art teachers.</p> <p>AMHS: Attend training for Woodworking and FRC training (cost of sub)</p> <p>ARHS: Develop student activities incorporating art terminology and assessment options. Review plans with ARHS art teachers.</p>	<p>AHS: Continue to review and up date curriculum to reflect current industry practices</p> <p>AMHS: Program that meets all the needs of the students heading to trades, two year, and four years schools.</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>AHS: The inclusion of the shopbot and Laser in project selection.</p> <p>AMHS: CNC Router.</p> <p>ARHS: Researched options for a small closed end wide belt sander. Did not purchase. (est. \$9000)</p> <p>Purchased an LCD projector for student instruction.</p> <p>Did not purchase ArtCam. New Partwizard software came with Shopbot up-grade.</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: The integration of the shopbot and laser has been successful</p> <p>AMHS: Completed and curriculum integration taking place. FRC being used to expand curriculum.</p> <p>ARHS: Obtained newer computers Up-date 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>AHS: Locate a computer lab at AHS to enhance students’ ability to understand industry level applications in machine use.</p> <p>AMHS: Continue to instruct in CAD CNC applications. Continue to expand program and pursue different sources of equipment (grants, donations, etc.).</p> <p>ARHS: Research options for replacing the Powermatic planer.</p> <p>Replace worn out equipment as budget permits.</p>	<p>AHS: No know cost just logical concerns. We will work with administration.</p> <p>AMHS: Undetermined</p> <p>ARHS: Work with ASD maintenance to see what is available.</p>	<p>AHS: Upgrade electrical in the study room to allow for more computer use. Continuation from last year.</p> <p>AMHS: Integrated program that teaches woodworking skills and trade, along with integration with other disciplines on campus. (expansion of program)</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>AHS: Safety inspection completed by ASD Risk Management this fall as well competition of their State level</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 	<p>AHS: Working on updating safety materials and including any new tools.</p>	<p>AHS: Look into bring a Saw Stop table saw into the construction lab for increased safety.</p>	<p>AHS: Saw-Stop Table saw \$2,500.00</p> <p>AMHS: Cost to improve dust</p>	<p>AHS: Purchase of new Saw Stop table saws, cost \$2,500. each but could save millions in liability.</p>

<p>class.</p> <p>AMHS: Safety lines painted in shop, workshop completed by instructor, Safety instructed and documented.</p> <p>ARHS: Safety inspection completed by ASD Risk Management this fall.</p> <p>Up-dating student safety tests.</p>	<p>procedures?</p> <ul style="list-style-type: none">• How is safety instruction provided to students?	<p>AMHS: Working on Dust Collection system improvements. Compound Miter Saw ventilation installed</p> <p>ARHS: Working on new and up-dated safety materials.</p> <p>Attended safety training opportunities.</p>	<p>AMHS: Continue to work on dust issues, take part in all offered safety work shops</p> <p>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>collection systems, \$2000</p> <p>ARHS: Review instructional materials from OSPI, and National Safety Institute. Adapt materials to fit the ARHS program.</p>	<p>AMHS: Continue to run safely, clean up the air quality in the shop.</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.</p> <p>Complete ASD Safety walk-thru.</p>
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Interior filter system is being serviced by the district maintenance department.</p> <p>AMHS: Facility works well for Woodworking Program as well as technology instruction.</p> <p>ARHS: Changed focus from wall removal to a plan of opening up the "wall" by removing windows, double doors, and exit partition wall.</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: 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: Continue to work on traffic flow, storage, and arrangement of shop to meet needs of Woodworking program and Technology instruction, maximize use of lab.</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.</p> <p>Network drops in room 504.</p>	<p>AHS: Continue to push for air drops in 713 as well as electrical power in the study room.</p> <p>AMHS: Continue to evaluate and make modifications as necessary.</p> <p>ARHS: Remodel the hand-tool and portable power tool cabinets.</p> <p>Replace the out feed tables on the table saws.</p> <p>Keep the wall removal on the next bond levy.</p>	<p>AHS: Air drops, less than \$1,500.00, electrical no more than \$2,000.00</p> <p>AMHS: Continue to evaluate and make necessary changes.</p> <p>ARHS: Research removable door hinge options for the tool cabinets.</p> <p>Purchase table materials.</p> <p>Work with ARHS administration to insure wall is on the bond proposal.</p>	<p>AHS: Make this lab function to the of the students and industry needs.</p> <p>AMHS: Lab that fits the needs of Mountainview, Woodworking and Technology lab.</p> <p>ARHS: Study facility usage and adapt to meet current needs.</p> <p>Follow recommendations of the 2008 Woodworking and Design advisory board.</p>

<p>AHS: Continue to represent Auburn schools in SkillsUSA competitions.</p> <p>AMHS:</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>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: SkillsUSA and the Regional and State contest has become a integral part of our extended learning.</p> <p>Use Tech Prep to keep interest in furthering students education.</p> <p>AMHS:</p> <p>ARHS: Had 6 students involved in both the SkillsUSA leadership and Cabinetry competitions. Co-hosted regional contest. Attended state contest.</p>	<p>AHS: Continue to offer leadership opportunities for students through SkillsUSA and TSA.</p> <p>AMHS:</p> <p>ARHS: Continue to offer leadership opportunities for students through SkillsUSA and TSA.</p>	<p>AHS: Continue Skills contests support, the only cost is extended time that instructors receive. The extended time should be supported.</p> <p>AMHS:</p> <p>ARHS: Begin promoting SkillsUSA at the beginning of the year, to insure more students involved with leadership. Work with other ARHS coordinators.</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> <p>ARHS: Continue to work with student leadership organizations.</p>
<p>AHS: We were pursuing cross-credit for fine arts. Tech Prep and math are strong parts of our woodworking and Design programs.</p> <p>AMHS: Math Cross Credit and Tech Prep Credit</p> <p>ARHS: Continuing to pursue equivalency credit for Fine Arts.</p>	<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: Proposal submitted to ASD for Fine Arts credit. It was returned for refinement.</p> <p>AMHS: Math Cross Credit and Tech Prep Credit</p> <p>ARHS: Proposal submitted to ASD for Fine Arts credit. It was returned for refinement.</p>	<p>AHS: Continue the application process for Fine Arts credit.</p> <p>AMHS: Math Cross Credit and Tech Prep Credit, seeking expansion for Fine Arts credit option.</p> <p>ARHS: Continue the application process for Fine</p>	<p>AHS: Implement the additions to the Fine arts proposal as requested by the CIA. Re-submit the application.</p> <p>AMHS: Work with other instructors, advisory, and district committee.</p>	<p>AHS: Stay involved with credit revisions and student graduation requirements. Hopefully have Fine Arts Equivalency by now.</p> <p>AMHS: Increased options for students, and expanded curriculum</p>

		Reviewed the required GLES for students earning Math equivalency credit.	Arts credit.	<p>ARHS: Implement the additions to the proposal as requested by the CIA . Re-submit the application.</p> <p>Continue to serve on the ASD Equivalency credit committee.</p>	ARHS: Stay involved with credit revisions and student graduation requirements. Hopefully have Fine Arts Equivalency by now.
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Articulation with Tech Prep. Students can continue with study at local community colleges and apprenticeship programs.</p> <p>AMHS: Articulation with Tech Prep. Students can continue with study at local community colleges and</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: Continue articulation with Tech Prep.</p>	<p>AHS: : Continue to promote Community College programs.</p> <p>Arrange for Apprenticeship guest speaker.</p> <p>Promote Post Secondary night activities.</p>	<p>AHS: Attend articulation meetings; continue to work with students on post secondary options.</p> <p>AMHS: Attend articulation meetings; continue to work with students on post</p>	<p>AHS: Continue to work with local Community Colleges to maintain articulation agreements.</p> <p>AMHS: Students continuing with study beyond high school.</p>

<p>apprenticeship programs.</p> <p>ARHS: Continue to promote Community College programs.</p> <p>Promote Post Secondary night activites.</p>		<p>ARHS: Participated in the TechPrep articulation workshop. Took classes to the career center to register for TechPrep. Met with local Electrical apprenticeship coordinator.</p>	<p>AMHS: Continue articulation with Tech Prep.</p> <p>ARHS: Continue to promote Community College programs.</p> <p>Arrange for Apprenticeship guest speaker.</p> <p>Promote Post Secondary night activities.</p>	<p>secondary options.</p> <p>ARHS: Meet with GRCC instructors and coordinators.</p> <p>Contact local union representatives.</p>	<p>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>AHS: Promotion of program through Career choices classes as well as tours and displays.</p> <p>AMHS: Program marketed through Future Freshman night, School tours, displays, and pamphlets.</p> <p>ARHS: ARHS CTE video has been shown to prospective students.</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: Host May 15th 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 program.</p> <p>AMHS: Continue to explore options for recruitment and exposure of program. Inclusion of students in FRC club.</p>	<p>AHS: Continue the "project Show off as well as student leadership programs such as SkillsUSA.</p> <p>Ask and receive district support to include the middle schools in understanding CTE and their opportunities. This parallels the districts support of the Music and Band programs.</p>	<p>AHS: Ask for School Board support in including CTE promotion with Music and Band.</p> <p>AMHS: Continue to work counselors on recruitment and work with FRC Club to promote program. Widen the exposure and work on the connection between the classroom and the world of work. Strengthen connection</p>	<p>AHS: To keep middle and high school students engaged in their future they need to understand all the possibilities open to them, this includes CTE.</p> <p>AMHS: Increase enrollment from across the spectrum of students, woodworking and technology oriented, trade and college bound.</p>

Developing a brochure for ARHS Construction program.		ARHS: Hosted a seminar during the CTE optional day activities.	AMHS: Continue to explore options for recruitment and exposure of program.	with mathematics.	ARHS: Maintain a viable promotion program to continue student enrollment in Woodworking and Design programs.
Up-dated ARHS web page to include a photo gallery of student projects.		Developing a brochure for ARHS Construction program.	Inclusion of students in FRC club.	ARHS: Develop promotional materials.	
		Up-dated ARHS web page to include a photo gallery of student projects.	Strengthen connection with mathematics, (Direct instruction as well as hands on).	Create an object to be passed out at Future Freshman night, engraved pencil, coin, etc.	
		Participated in Future Freshman night.	ARHS: Continue marketing the Woodworking and Design program.		

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Health Occupations

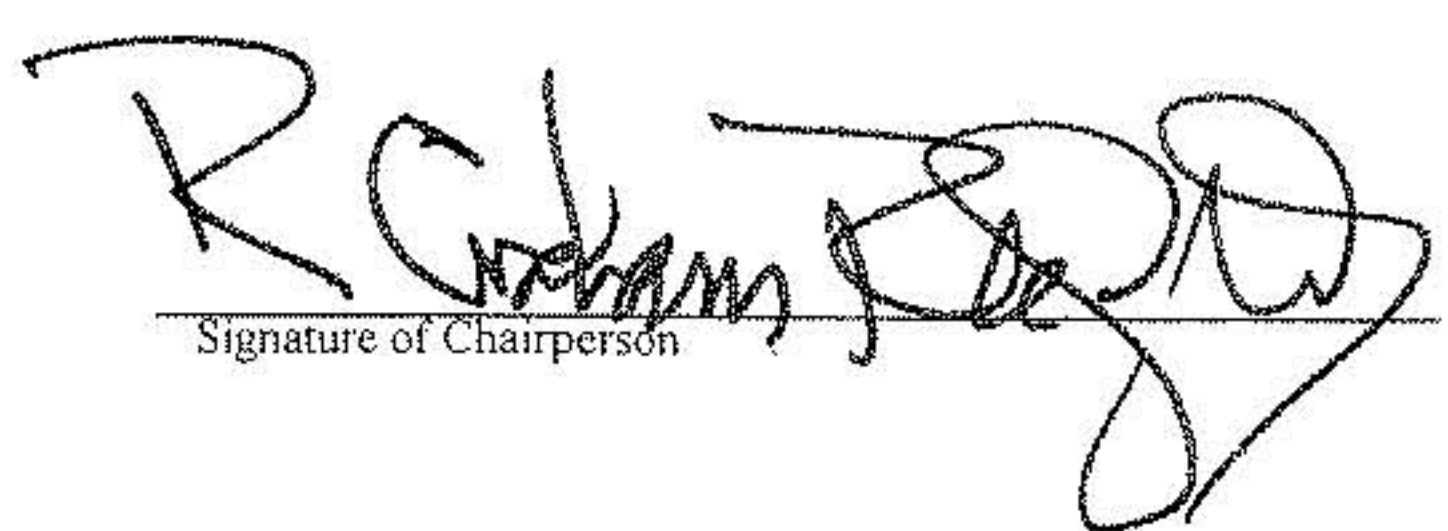
- Sports Medicine
- American Sign Language

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Sports Medicine, I
(CTE Program Name)

represent the members as having read, approved and will support this program plan and description for the
08-09 school year. (E2.6, P1.2)

Graham Reedy
Typed Name of Chairperson


Signature of Chairperson

5.6.09
Date



PROGRAM DESCRIPTION

OVERVIEW & PLAN

(complete one per program per year)

 program provided at
(check all that apply)

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

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 2008-09 3

Dates of meetings

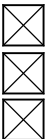
 Minutes
on File ✓

 Chairperson Graham Reedy MD

1.Oct. 28, 2008

2. Feb. 11, 2009

3. May 6, 2009



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
John Payne, P.T.	Outpatient Physical Therapy	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Nicole Compton, ATC	Mountainview Sports Medicine	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Stephanie De Cremer	Riverside 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
Rob Swaim	AHS Administration	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Dwayne Folsom	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	AMHS Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Krista Parsons, ATC	AHS Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Chris Tucker ATC	ARHS Instructor	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Ryan Dirks, MS, PA-C	Rainier Foothills Medical Center	<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:

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

*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	Steve Calhoun	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input checked="" type="checkbox"/> AMHS	<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"/>		
OSPI Continuing Education In-Services Health Summit		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
WVSMA Continuing Education 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		
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:		12/31/09		

Instructor Name	Krista Parsons	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Sports Medicine, Work-Based Learning					
Certificate renewal date	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		
National Board Certification		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

Wrestling Weight Management Assessor Training	<input checked="" 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 your teaching area. This experience may be paid or unpaid, formal or informal. (P1.4a)

Description	Date	Location
CPR for the Professional Rescuer	Aug 2009	Auburn School District
National Board Certification Assessment	June 2009	Renton, WA
NWATA District 10 Conference	March 2010	TBD

First Aid Card Expiration:	August 2012	CPR Card Expiration:	October 2010
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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 Tucker	School	<input type="checkbox"/> AHS <input type="checkbox"/> AMHS	<input checked="" type="checkbox"/> ARHS <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:	[03/10]	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: 25	AHS: 25	AHS: Oct. 28, 2008
	AMHS: 30	AMHS :30	AMHS: Oct. 28, 2008
	ARHS:26	ARHS:2	ARHS:Oct.28,2008
	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.	1. Classroom time for comps	1. Equipment	1.
2.	2. Move modalities to fall	2. Better books	2.
3.	3.	3.	3.

List strengths from surveys for program growth and stability.			
AHS	AMHS	ARHS	WAHS
1.	1. Facilities	1. Instruction	1.
2.	2. Instruction	2. Advice for careers	2.
3.	3. Family Atmosphere	3. Trust and dedication	3.

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>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
♦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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	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. AMHS: ARHS:	AHS: Implement updated Curriculum AMHS: ARHS:	AHS: NA AMHS: NA ARHS: NA	AHS: Textbook adoption for Anatomy & Phys. AMHS: ARHS:
AHS: DVD player in classroom Remote capability for Powerpoint Update ADAM software New Anatomy books New Arnheim books	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	AHS: Budget for next year. Work order for internet capability at front of room Curriculum review budget AMHS: Purchased Computer Cart for instructional classroom.	AHS: AMHS: Update Training Room Computer and Teacher Computer. ARHS: Received document reader and projector	AHS: AMHS: Work with Mike Fawcett on Technology upgrades. ARHS:	AHS: New Anatomy books New ADAM New Arnheim books AMHS: cont. upgrade and repair equipment as needed. ARHS:

AMHS: Repaired Elliptical, Computers updated. ARHS: ARHS: Locks changed	relevant?	ARHS: Purchased new books and new anatomical models			
AHS: No changes have been made AMHS: Facility is optimal for supervision during and after school. Industry standards taught for safety in all domains of sports medicine. ARHS: No changes	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: Ice machine upgrade-leaks leading to slippery floor-also need crushed ice. Open training room space so not partitioned by walls for direct line-of-sight supervision and work with athletes AMHS: See 08-09 ARHS: None	AHS: Complete purchase orders for equipment items for capital purchases. AMHS: Continue to adhere to industry standards. Continue to support Safety in all sports. ARHS: Ice machine repaired, we still need cabinet locks changed	AHS: Next year Sports Medicine supplies budget AMHS: None ARHS:	AHS: New whirlpool motor New Ice Machine AMHS: Athletes and Coaches will continue to use sports medicine as support system to ensure safety for all athletes in the community. ARHS:

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
AHS: Upgrade training room to support supervision needs by moving training room or build ing alternative access to existing training room. Develop direct hallway access from	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 	AHS: AMHS: LCD cart added to room. ARHS: Document reader added	AHS: Work with district administration. Work with in house administration. AMHS: Maintain training room	AHS: Building budget AMHS: Money Available ARHS: Building budget, increase in budget would	AHS: Create alternative access to training room that limits access to old gym (Pit) AMHS: Maintain training room facility to look new at all

<p>training room.</p> <p>AMHS: Moved Ice machine to utilize space. TV is working on LCD. Installed Bulletin Boards.</p> <p>ARHS: Need cabinets re-keyed</p>	<p>support the curriculum?</p>		<p>facility to look new at all times.</p> <p>ARHS: Purchase new medical books for all three classes that I teach</p> <p>Provide increased budget for supplies to be updated for dissections</p>	<p>increase possibilities for learning</p>	<p>times.</p> <p>ARHS:</p>
<p>AHS: Established email contact to allow students conversation with professionals in their anticipated career.</p> <p>AMHS: 2 mentors</p> <p>ARHS: Made opportunity with local emergency room physician for students to shadow local physicians</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? 	<ul style="list-style-type: none"> AHS: Infused learning as student trainer with athletic programs Continue to cultivate connections with local practitioners Advanced students complete informational newsletter for distribution to community PT and medical clinics <p>3rd year students apply skills in community service opportunity (self-directed and implemented)</p> <p>AMHS: Student involvement with middle school down. Mentorship in T.R. during the day.</p> <p>WVSMA</p> <p>Volunteer for adult CPR/AED</p>	<p>AHS: Infused learning as student trainer with athletic programs</p> <p>Organize reception for healthcare professionals in Auburn area.</p> <p>AMHS: Mike White w/ fire dept. 2 interns a year.</p> <p>ARHS: Provide better opportunity with area medical business to increase internship opportunity</p>	<p>AHS: None</p> <p>Combined from Sports Medicine accounts at various schools?</p> <p>AMHS: Contact and stay on Fire Dept.</p> <p>ARHS: Stay in contact with present guest speakers, continue to explore other options with possible speakers in the medical arena</p>	<p>AHS: Partner with AFD to teach spine-boarding, ride-alongs, etc.</p> <p>Employ some students at proposed summer FB camp run by ASD coaches at all three high schools</p> <p>AMHS: WBL for students with fire dept, vet medicine, etc.</p> <p>ARHS:</p>

		Greater Auburn Community Career Fair. ARHS: Mentorship in training room following school day			
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:

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Aligned with Renton Tech and Highline CC</p> <p>AMHS: CPR & AED for the professional rescuer Tech Prep w/ Highline, & Renton Technical</p> <p>ARHS: Aligned with Renton Tech and Highline CC</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: Align curriculum for cross credit through South King County Tech Prep Consortium Articulate anatomy with UW</p> <p>AMHS: CPR & AED for the professional rescuer Tech Prep w/ Highline, & Renton Technical</p> <p>ARHS: CPR/AED and first aid</p>	<p>AHS: Attend SKCTPC meeting Inquire with teacher already articulating</p> <p>AMHS: Get GRCC on Board.</p> <p>ARHS: Continue to better program for future students</p>	<p>AHS: No Cost! Students pay enrollment cost</p> <p>AMHS: Work with Tech Prep Consortium.</p> <p>ARHS: Would like to see in fee added to class to help pay for supplies, or increase budget</p>	<p>AHS: Articulation with healthcare departments at Green River Community College UW Anatomy articulation</p> <p>AMHS: College Credit for Anatomy and Phys.</p> <p>ARHS:</p>
<p>AHS: Sports medicine students present skills learned and features of the program to Career Choices classes each semester Future freshman night Career Choices presentations</p> <p>AMHS: Orientation presentations of Sports Medicine, Student Newsletter, Future Frosh Night,</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: Sports medicine students present skills learned and features of the program to Career Choices classes each semester Future freshman night Career Choices presentations</p> <p>AMHS: See 07-08</p> <p>ARHS: 3 A&P classes, 2 P.M</p>	<p>AHS: Present at Future Freshmen night. Present at open house dinner</p> <p>AMHS: Continue with current program promotions.</p> <p>ARHS: Present at electives night</p>	<p>AHS: \$ for refreshments, possible facility costs</p> <p>AMHS: Elective night, Talk to all health classes with student presentations, Invite students to take classes, Be visible, web site</p>	<p>AHS: Web site update. Community service by 3rd year students</p> <p>AMHS: Build so we have balance from 1st to 2nd year students.</p> <p>ARHS:</p>

Sports Medicine has 27 students. ARHS: Increase classes size for all three classes		classes and sports medicine continue		ARHS: Talk to all other classes to fill classes, also promote during blood drive to add to sports medicine classes	
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for Sports Medicine, I represent the members as having read, approved and will support this program plan for the 08-09 school year. (E2.6, P1.2). (CTE Program Name)

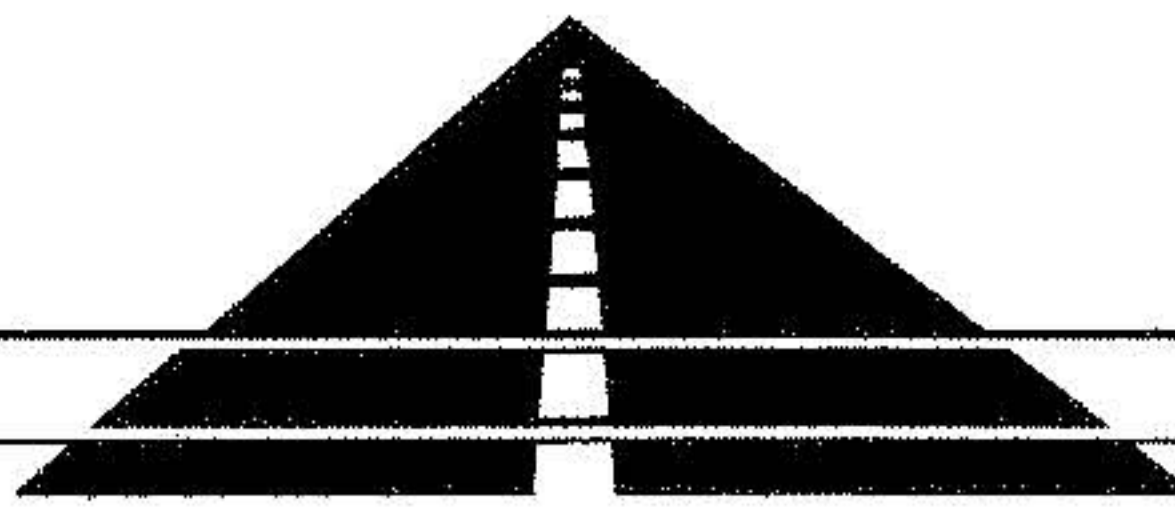
Graham Reedy MD

Typed Name of Chairperson

Signature of Chairperson

May 6, 2008

Date

**Annual Program Plan & Description for the 2008 – 09 School Year**

On behalf of the Program Advisory Committee for _____ Sign Language _____, I

_____ Cindy Anderson _____ represent the members as having read, approved
and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Cindy Anderson

Typed Name of Chairperson

Signature of Chairperson(s)

3/6/09

Date

CAREER & TECHNICAL EDUCATION (CTE)



PROGRAM

American Sign Language
Program

PROGRAM DESCRIPTION

OVERVIEW & PLAN
(complete one per program per year)

program provided at
(check all that apply)

- ☒ Auburn High
☐ 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 2008-09 3

Dates of meetings

Minutes
on File ✓

Chairperson Jim Stewart

1.October 28, 2008

2.Dec. 4, 2008

3. May 6, 2009



Advisory Committee Members

Name	Representing	*Must have a minimum of three voting members	
Jeanne Bloedel	Auburn High School	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Cindy Anderson	Auburn Riverside High School	<input type="checkbox"/> voting	<input checked="" type="checkbox"/> non-voting
Jim Stewart	Kenworth Co.	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Daniel Wunder Sr.	Safeway	<input checked="" type="checkbox"/> voting	<input type="checkbox"/> non-voting
Sandra Bell	QFC	<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

		<input type="checkbox"/> voting <input type="checkbox"/> non-voting
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* 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"/>

*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)

Educator Name	Cindy Anderson	School	<input type="checkbox"/> AHS	<input checked="" type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	American Sign Language					
Certificate renewal date	06/30/10	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		
ASL/SCCC "Expanding the Balloon" Workshop		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
WA SkillsUSA State Competition		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ASL Mini-Convention 111		X	<input type="checkbox"/>	<input type="checkbox"/>		
Master ASL Level 1 Training		X	<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				
Interpreting for Sumner School District	Ongoing	Sumner, WA.				
First Aid Card Expiration:	5/8/11	CPR Card Expiration:	5/8/11			

Educator Name	Jeanne Bloedel	School	<input checked="" type="checkbox"/> AHS	<input type="checkbox"/> ARHS	<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	Elementary Education/Special Ed./ASL					
Certificate renewal date	CTE 6/30/11 Standard 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		
Master ASL!		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

ASL Teachers Mini Convention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening Your Foreign Language Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Classroom Strategies for Making Inclusion Work	<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	
Taught Children ASL	12/08	At Home	
First Aid Card Expiration:	1/31/11	CPR Card Expiration:	4/14/09

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)

Educator 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]

Educator 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 / Completed	Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS:4	
	ARHS:121	
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:4	
	ARHS:121	

List recommendations from surveys for program improvement.			
AHS	ARHS		WAHS
1.More Deaf Visitors	1.More Deaf Visitors & Field Trips		1.
2.More ASL Games & Activities	2.More Opportunities to Sign at School For Their Peers & Staff		2.
3.Clarification on Class Objectives			3.

List strengths from surveys for program growth and stability.			
AHS	ARHS		WAHS
1.Teacher Concern for Students	1.Teacher Concern for Students	1.	1.
2.Visitors & Field Trips	2.ASL Games & Activities 3. Increased in- class signing time. 4. More Deaf Community activities offered this year.	2. 3.	2. 3.

Advisory Recommendations 2009 - 2010.			
AHS	ARHS		WAHS
1.More Field Trip Opportunities	1.More Field Trip Opportunities	1.	1.
2.Program Promotion if ASL program	2.Mock Interpreting Opportunities for	2.	2.

continues to exist

Advanced ASL Students

3.Program Promotion

3.

3.

Program Components

	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 type="checkbox"/>	<input type="checkbox"/>
Leadership is provided by (E4.1c)		

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 type="checkbox"/>	<input checked="" 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"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum. Final document submitted at conclusion of last General Advisory meeting at AMHS. .

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <ol style="list-style-type: none">1. Revised activities & projects.2. Used Master ASL Curriculum.3. Field Trip to Bow Lake Elementary School.4. Invited Deaf visitors.5. Used Signing Lab <p>ARHS:</p> <ol style="list-style-type: none">1. Used Master ASL curriculum as a supplement.2. Created new projects.3. Limited use of Signing Lab.4. Invited more Deaf visitors.	<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> <ol style="list-style-type: none">1. Continue using Master ASL Curriculum.2. Signing labs transporting to ARHS3. Gaining information from ODHH and SHHH4. Attending technology conference for the Hard of Hearing5. Promoting ASL on Freshman Night6. Field Trip to Bow Lake Elementary School. <p>ARHS:</p> <ol style="list-style-type: none">1. Using Master ASL Curriculum as supplement.2. Increased use of Signing Labs.3. No student led signing programs established.	<p>AHS:</p> <ol style="list-style-type: none">1. Create the 5 C's for Master ASL2. Further Promote ASL3. Join ODHH & SHHH for guest speaker networking.4. Create ASL Club and Join the ASL Honor Society.5. Create Evening Signing Performance.6. Networking with ASL colleagues.7. Update lessons about assistive devices & careers related to deafness.8. Field Trip to Bow Lake Elementary.9. Give students more encouragement to gain college credit <p>ARHS:</p>	<p>AHS:</p> <ol style="list-style-type: none">1. Continue becoming more familiar with Master ASL Curriculum.2. Freshmen night, school advertisements3. Get membership information from ODHH & SHHH.4. Get membership information for ASL Honor Society.5. Generate ideas with ASL students & instructors for performance ideas.6. By electronic email, workshops, events7. Research & obtain new resources & hire professionals (Approx. \$45.00 hr.) for lessons.8. Fill out paperwork for Field	<p>AHS:</p> <ol style="list-style-type: none">1. Purchase revised Signing Naturally Curriculum.Purchase Master ASL! textbooks/CDs.2. Increase enrollment3. Pursue ASLTA Provisional Certification. <p>ARHS:</p> <ol style="list-style-type: none">1. Purchase revised Signing Naturally Curriculum.2.Hire additional ASL Instructor as student enrollment increases.3. Pursue ASLTA Provisional Certification.

		<p>4. Joined ASL Honor Society, but no student involvement yet.</p> <p>5. Meeting with ASL teachers when possible.</p>	<p>1. Continued use of Master ASL Curriculum.</p> <p>2. Join ODHH & SHHH for guest speaker networking.</p> <p>3. Establish an active ASL Club & ASL Honor Society.</p> <p>4. Create Evening Signing Performance.</p> <p>5. Update lessons about assistive devices for the Deaf & careers related to deafness.</p> <p>6. Increase use of Signing Labs.</p> <p>7. Increase number of students applying for SCCC college credit.</p>	<p>Trip.</p> <p>9. Send pamphlets home for parents. Post Competency Profile Sheet for each level on bulletin board and record.</p> <p>ARHS:</p> <p>1.Continue becoming more familiar with Master ASL Curriculum.</p> <p>2.Get membership information from ODHH & SHHH.</p> <p>3. Promote ASL Club & ASL Honor Society.</p> <p>4.Visit Kentlake HS's ASL Song Night for ideas & network with ASL teachers for ideas.</p> <p>5.Research & obtain new resources & hire professionals (Approx. \$45.00 hr.) for lessons.</p> <p>6.Utilize activities and projects already created for students. Network with other ASL teachers for lab use ideas.</p>	
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				7.Continue sending pamphlet home for parents, and following the competency sheets with students throughout the year.	
<p>AHS:</p> <p>1. Instructor became more familiar with operation of Signing Labs.</p> <p>ARHS:</p> <p>1. Signing Lab being used in classroom.</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:</p> <p>1. No purchasing due to no CTE budget for AHS ASL program.</p> <p>ARHS:</p> <p>1. Additional Signing Labs purchased are being utilized.</p>	<p>AHS:</p> <p>1. Request Cindy for use of equipment and supplies.</p> <p>ARHS:</p> <p>1. Obtain Security Cables for Signing Lab equipment.</p> <p>2.Purchase Webcam for classroom computer.</p> <p>3.Purchase laptop computers for each Signing Lab.</p>	<p>AHS:</p> <p>1. Request Cindy for items to be borrowed or used.</p> <p>ARHS:</p> <p>1. RFP for Security Cables.</p> <p>2. RFP for Webcam.</p> <p>3. RFP for Laptop Computers.</p>	<p>AHS:</p> <p>1. Purchase Signing Lab equipment.</p> <p>2. Purchase updated technology equipment.</p> <p>ARHS:</p> <p>1. Purchase additional Signing Lab equipment.</p> <p>2. Purchase updated technology equipment.</p>
<p>AHS:</p> <p>1. Fire drill, lock down & earthquake drills/procedures reviewed with students.</p> <p>ARHS:</p> <p>1. Fire drill, lock down & earthquake drills/procedures</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:</p> <p>1. Updated students on any changed related to school emergency drills.</p> <p>ARHS:</p> <p>1. Updated students on any changed related to school</p>	<p>AHS:</p> <p>1. Become familiar with any updated emergency drill procedures.</p> <p>ARHS:</p> <p>1. Become familiar with any updated emergency drill</p>	<p>AHS:</p> <p>1. Keep updated on safety drill changes.</p> <p>ARHS:</p> <p>1. Keep updated on safety drill changes.</p>	<p>AHS:</p> <p>1. Continue providing students with information needed regarding safety drills.</p>

reviewed with students.		emergency drills.	procedures.		ARHS: Continue providing students with information needed regarding safety drills.
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Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: 1. Maintained same classroom for all ASL classes. 2. Signing Labs established in Library.</p> <p>ARHS: 1. Maintained same classroom for all ASL classes.</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: 1. Moving into an office and a different classroom for independent study students in ASL</p> <p>ARHS: 1. Maintaining same classroom for all ASL classes. 2. Signing Lab Cabinets set-up in classroom for equipment.</p>	<p>AHS: 1. Maintain same classroom and office for independent study students in ASL.</p> <p>ARHS: 1. Maintain same classroom for all ASL classes.</p>	<p>AHS: 1. Check with building Administrator regarding next years room assignments.</p> <p>ARHS: 1. Check with building Administrator regarding next years room assignments.</p>	<p>AHS: 1. Room for Signing Lab area.</p> <p>ARHS: 1. Increase Signing Lab area.</p>
<p>AHS: Maintained student enrollment in ASL Club. Extra-curricular events related to deafness/ASL advertised to students.</p> <p>ARHS: Maintained student enrollment in ASL Club. Extra-curricular events related to</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: ASL students involved with extra-curricular events and leadership.</p> <p>ARHS: ASL students involved with extra-curricular events and leadership.</p>	<p>AHS: Student involvement in ASL Club and ASL Honor Society. Create new leadership & extra-curricular opportunities.</p> <p>ARHS: Increase student involvement with ASL Club & ASL Honor Society.</p>	<p>AHS: Collaborate with ASL Club members for promotion ideas. Network with other ASL instructors for additional leadership & extra-curricular ideas.</p> <p>ARHS: Collaborate with ASL Club</p>	<p>AHS: Establish district wide ASL Club events. Create job shadowing opportunities for ASL students.</p> <p>ARHS: Establish district wide ASL Club events. Create job shadowing</p>

deafness/ASL advertised to students.			Create new leadership & extra-curricular opportunities.	members for promotion ideas. Network with other ASL instructors for additional leadership & extra-curricular ideas.	opportunities for ASL students.
<p>AHS: 1. GLE lessons incorporated into ASL. 2. Informed students that ASL is cross-credited with CTE.</p> <p>ARHS: 1. GLE lessons created from district inservice classes. 2. Informed students that ASL is cross-credited with World Language.</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: 1. Creating the Five C's for each lesson/unit. (GLEs are already incorporated into the 5C's.) 2. Informing students that ASL is cross-credited with CTE.</p> <p>ARHS: 1. Creating the Five C's for each lesson/unit. (GLEs are already incorporated into the 5C's.) 2. Informed students that ASL is cross-credited with CTE.</p>	<p>AHS: 1. Creation of the Five C's for each lesson/unit.</p> <p>ARHS: 1. Creation of the Five C's for each lesson/unit.</p>	<p>AHS: 1. Networking with other world language professionals</p> <p>ARHS: 1. Networking with other world language professionals</p>	<p>AHS: 1. Create a complete file of Master ASL! Standard Integration Checklists (the Five C's)</p> <p>ARHS: 1. Create a complete file of Master ASL! Standard Integration Checklists (the Five C's)</p>

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS:</p> <p>1. Parents/guardians informed about SCCC credit.</p> <p>2. Meetings established with ASL students for SCCC credit.</p> <p>ARHS:</p> <p>1. Parents/guardians informed about SCCC credit.</p> <p>2. Meetings established with ASL students for SCCC credit.</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>1. Students/Parents/guardians informed about SCCC credit.</p> <p>2. Meetings established with ASL students for SCCC credit.</p> <p>ARHS:</p> <p>1. Parents/guardians informed about SCCC credit.</p> <p>2. Meetings established with ASL students for SCCC credit.</p>	<p>AHS:</p> <p>1. Maintain Articulation Agreement with SCCC.</p> <p>2. Increase number of students applying for SCCC credit.</p> <p>ARHS:</p> <p>1. Maintain Articulation Agreement with SCCC.</p> <p>2. Increase number of students applying for SCCC credit.</p>	<p>AHS:</p> <p>1. Maintain involvement with SCCC ASL Teacher Workshops and Credit information.</p> <p>2. Inform students periodically about SCCC credit.</p> <p>ARHS:</p> <p>1. Maintain involvement with SCCC ASL Teacher Workshops and Credit information.</p> <p>2. Inform students periodically about SCCC credit.</p>	<p>AHS:</p> <p>1. Fulfill requirements for ASL 5/6 students to obtain SCCC credit.</p> <p>ARHS:</p> <p>1. Fulfill requirements for ASL 5/6 students to obtain SCCC credit.</p>

AHS: 1. Freshman Night 2. Open House 3. In class advertising ARHS: 1. Freshman Night 2. Open House 3. In class advertising 4. In school advertising 5. Electives Night	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: 1. Freshman Night 2. Open House 3. In class advertising ARHS: 1. Freshman Night 2. Open House 3. In class advertising 4. In school advertising 5. Electives Night	AHS: 1. If ASL program continues to exist, create new program promotion ideas: Flyers, video advertising, etc... ARHS: 1. Create new program promotion ideas: Flyers, video advertising, etc...	AHS: 1. Network with other ASL instructors & students for program promotion ideas and creation. ARHS: 1. Network with other ASL instructors for program promotion ideas and creation.	AHS: 1. Using updated technology, create advanced promotion materials. ARHS: 1. Using updated technology, create advanced promotion materials.
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☐ The program would like technical assistance with objectives and action steps above.

Annual Program Description & Plan

On behalf of the Program Advisory Committee for American Sign Language, I represent the members as having read, approved and will support this program plan for the 07-08 school year. (E2.6, P1.2). (CTE Program Name)

Jim Stewart
Typed Name of Chairperson

Signature of Chairperson

Date

AUBURN SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION

Career Center

Annual Program Plan & Description for the 2008 – 09 School Year

On behalf of the Program Advisory Committee for Career Center, I/we

Lindsey Mansell, and Jon Morrow represent the members as having read, approved and will support this program plan and description for the 08-09 school year. (E2.6, P1.2)

Lindsey Mansell

Typed Name of Co-Chairperson


Signature of Co-Chairperson


5/6/09
Date

Jon Morrow

Typed Name of Co-Chairperson


Signature of Co-Chairperson

5/6/09
Date

CAREER & TECHNICAL EDUCATION (CTE)				PROGRAM	[Career Center]
PROGRAM DESCRIPTION					
OVERVIEW & PLAN		program provided at			
(complete one per program per year)		(check all that apply)			
		<input checked="" type="checkbox"/> Auburn High			
		<input checked="" type="checkbox"/> Auburn Mountainview High			
		<input checked="" type="checkbox"/> Auburn Riverside High			
		<input type="checkbox"/> West Auburn High I			
<hr/>					
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 2008-09		_____3_____		Dates of meetings	Minutes
Chairperson		<u>Jon Morrow: Co-chair & Lindsey Mansell: Co-chair</u>		1. October 28/ARHS	X
				2. February 3/AMHS	X
				3. May 6/AHS	X
<hr/>					
Advisory Committee Members					
Name				Representing	*Must have a minimum of three voting members
Doug Aubert	ASD	<input type="checkbox"/> voting <input checked="" type="checkbox"/> non-voting			
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			
Danna Davis	GRCC	<input checked="" type="checkbox"/> voting <input type="checkbox"/> non-voting			
Lindsey Mansell	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			

Carollynn Hanson	ASD	<input type="checkbox"/> voting X non-voting		
Lois Jenson	Community/ASD	X voting <input type="checkbox"/> non-voting		
Steve Dubay	ASD	<input type="checkbox"/> voting X non-voting		
Roger Lee	ASD	<input type="checkbox"/> voting X non-voting		
Craig McElfresh	Community	X voting <input type="checkbox"/> non-voting		
Steve Mead	ASD	<input type="checkbox"/> voting X non-voting		
Jon Morrow	ASD	<input type="checkbox"/> voting X non-voting		
Gail Spurrell	Community	X voting <input type="checkbox"/> non-voting		
Colleen Rayburn	ASD	<input type="checkbox"/> voting X non-voting		
Jan Sigurdson	ASD	<input type="checkbox"/> voting X non-voting		
Francy Sullivan	ASD	<input type="checkbox"/> voting X non-voting		
Rob Swaim	ASD	<input type="checkbox"/> voting X 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	X	<input type="checkbox"/>
♦Equipment meets trade standards	X	<input type="checkbox"/>
♦Curriculum standards meet trade standards	X	<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.

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	Carollynn Hanson	School	<input type="checkbox"/> AHS	<input type="checkbox"/> ARHS
			X AMHS	<input type="checkbox"/> WAHS
Certification Area(s)	ESA Counselor / CTE Counselor			
Certificate renewal date	Continuing + 7 years		X 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	X	<input type="checkbox"/>	<input type="checkbox"/>	
NACAC National Conference	X	<input type="checkbox"/>	<input type="checkbox"/>	
Exploring College Options	<input type="checkbox"/>	X	<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		
Serve on Executive Board: Washington Council for High School-College Relations	Ongoing	Olympia		
AP Coordinator	Ongoing	AMHS		
Senior Advisory Chair and Member of Advisory Committee	Ongoing	AMHS		
First Aid Card Expiration:	[January 2010]	CPR Card Expiration:	[January 2010]	

Instructor Name	Steve Mead	School	<input type="checkbox"/> AHS	X ARHS
			<input type="checkbox"/> AMHS	<input type="checkbox"/> WAHS

Certification Area(s)	Teaching: History, PE, Spec. Ed. / ESA Certification		
Certificate renewal date	6/14	CTE Certificate Type	<div><div>X</div> Continuing <div></div> Initial <div></div> Probationary <div></div> Conditional</div>
List specific courses, workshops, conferences for professional growth in content knowledge and skills.			
	Completed	In Progress	For Next Year
WCHSCR Fall Counselor Workshop	X	<div></div>	<div></div>
Swift Classroom Web Site Intro Workshop	X	<div></div>	<div></div>
Pre-Review for Counselors	X	<div></div>	<div></div>
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 Committee	Ongoing	ARHS	
Job Shadows	Ongoing	Various locations	
Career Fairs	Ongoing	Various locations	
First Aid Card Expiration:	[11/09]	CPR Card Expiration:	[11/09]

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	Jon Morrow	School	<div><div>X</div> AHS <div></div> AMHS</div>	<div><div></div> ARHS <div></div> WAHS</div>
Certification Area(s)	ESA Counselor / CTE Counselor			
Certificate renewal date	6/11	CTE Certificate Type	<div><div>X</div> Continuing <div></div> Initial <div></div> Probationary</div>	

<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	X	<input type="checkbox"/>	<input type="checkbox"/>
NACAC Conference	X	<input type="checkbox"/>	<input type="checkbox"/>
Offsite School Improvement Plan Workshop	X	<input type="checkbox"/>	<input type="checkbox"/>
HS/College Admissions Counselor Workshop	X	<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: [6/14]	CPR Card Expiration: [6/14]		

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		Date reviewed by Advisory Committee
Semester Class Exit Survey Reviewed (2 nd semester from last school year)	AHS: 480		October 15, 2008
	AMHS: 245		
	ARHS: 400		
Semester Class Exit Survey Reviewed (1st semester current school year)	AHS:		
	AMHS:		
	ARHS:		
	WAHS:		
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. 2. . Provide personalized help to students to find funding sources for post-secondary education.	1. Continue to expand the awareness of career choices for all grade levels. 2. Provide personalized help to students to find funding sources for post-secondary education.	1. More opportunities for classes to visit the career center. 2. Provide personalized help to students to find funding sources for post-secondary education.	1. N/A 2. N/A

3. Improve informational offerings on non-college training opportunities.	3. Provide apprenticeship information and resources to students.	3. Need a better school web site to find info, resources etc.	3. N/A
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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.	1. Excellent communication with students and parents via newsletters, classroom presentations and website.	1. Continue to offer wide variety of college and career speakers.	1. N/A
2. College information is current and resources are plentiful.	2. Atmosphere welcoming and students feel encouraged to use the Career Center.	2. Continue to provide scholarship information/newsletter.	2. N/A
3. Programs are offered regardless of gender, student ability or ethnicity.	3. Resources in Career Center easy to find and navigate.	3. Continue to use Bridges and WOIS.	3. N/A

Program Components Continued...

	Yes	No
♦Instructor certification and renewal dates have been reviewed?	X	<input type="checkbox"/>
♦A para-educator provided for this program?	X	<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)	n/a	<input type="checkbox"/>
Leadership is provided by (E4.1c)		

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?	X	<input type="checkbox"/>
♦Information regarding career opportunities in this field including non-traditional opportunities is included in this program?	X	<input type="checkbox"/>
♦Needs of special education and diverse populations are met by this program?	X	<input type="checkbox"/>
♦Safety skills and/or a safety plan are implemented in every classroom of this program?	X	<input type="checkbox"/>
♦Promotion plan for this program has been reviewed by the advisory committee?	X	<input type="checkbox"/>

Program plans are created by the program staff in each building in which the program is offered. Extended time is provided for collaboration and creation of these plans on a yearly basis and the components are aligned with the OSPI CTE Program Standards which are represented with the **E** (Exploratory) or **P** (Preparatory) and a corresponding number. (Please reference the OSPI CTE Program Standards for more detailed information about the components.) The premise behind is this document is that each program advisory committee is an integral part of the planning process and that all program components center around the support of delivering curriculum.

Accomplishments 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: Emphasized all post-secondary training options for students, including: four and two-year college, technical and specialty schools, the military and apprenticeships.</p> <p>AMHS: Development of curriculum for first senior class.</p> <p>ARHS: Completed transition for new counselor. Continued to implement career/college curriculum for grades 9-12.</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: 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>AHS: Work with Advisory Committee to incorporate Junior year personal assessment requirement into the Senior Portfolio rubric.</p> <p>AMHS: Expand contact with freshmen class by offering a session during Mock Interviews.</p> <p>ARHS: More curriculum for post-secondary options and training. Use of website increased.</p>	<p>AHS: Coordinate action plan for Junior year assessment with staff and computer labs.</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 9-12.</p>	<p>AHS: AHS curriculum aligned with national standards where appropriate.</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: Enhanced visual affect of advertising through use of color printer</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: 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>AHS: Sought to expand use of Career Center as a resource by non-CTE (core academic) classes.</p> <p>AMHS: Technology continues to be updated. 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>AHS: Enhance communication vehicles used to display Military and Apprenticeship materials/information.</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>AHS: Enhance communication vehicles used to display Military and Apprenticeship materials/information.</p> <p>AMHS: Portfolios stored and accessed online.</p> <p>ARHS: Continue curriculum aligned with CCGP standards. Connect transition curriculum to ARHS portfolio.</p>

<p>AHS: 100% efficiency during fire drills and other emergency procedures. Ensured monitored use of internet resources</p> <p>AMHS: New facility with all safety features required by code.</p> <p>ARHS: Monthly fire drills, intruder/earthquake alerts. Practice new procedure routes.</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: 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>AHS: Seek replacement of aging room lighting, including light ballasts that hum, impacting hearing safety in students and staff alike.</p> <p>AMHS: Continue to monitor student computer use for inappropriate sites.</p> <p>ARHS: Ongoing drills. Received new emergency handbook.</p>	<p>AHS: No additional recommendations at this time.</p> <p>AMHS: Continue to request updates to firewalls and internet security features for our computers.</p> <p>ARHS: Work with staff updating safety manuals.</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 2007-2008 (to be completed prior to first advisory meeting)	Program Components	Status of Current Objectives 2008-2009	Recommended Objectives for 2009-2010	Action Steps for Recommended Objectives (include approximate costs)	Vision in 2-4 Years Needs for the Future
<p>AHS: : Facility plan was created and a purchasing/procurement plan was created.</p> <p>AMHS: Facilities modern and very conducive to career center activities.</p> <p>ARHS: Disposed outdated materials, replaced with more online information, Organized shelves and files to provide easy access for students.</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: 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>AHS: Consider developing audio-visual plan for Career Center.</p> <p>AMHS: Dedicated teaching/presentation/audiovisual station needed.</p> <p>ARHS: Continue to use more technology to help provide students with most current information. Research furniture to help organize hard copies.</p>	<p>AHS: Work with IT office to ensure permanent projector capability. Replace aging student chairs.</p> <p>AMHS: Purchase a media cart for this purpose. Cost approximately \$500.</p> <p>ARHS: Use and update SWIFT website. Study catalogs to find proper furniture.</p>	<p>AHS: Facility approaches 'virtual' status, maximizing availability of Career Center to 24/7.</p> <p>AMHS: Computers and printers will need to be replaced and updated.</p> <p>ARHS: Continue to update technology to provide online information. Continue to update all equipment that will provide maximum space.</p>
<p>AHS: Provided/assisted development and presentation of: Academy Night, Post-Secondary Night, College Night for Juniors, College Night for Seniors, Financial Aid Night. Hosted College Rep. visits. Coordinated AHS participation in Seattle National College Fair. Managed AHS involvement in Greater Auburn Area Career Conference.</p> <p>College Night for Juniors.</p> <p>Field Trips: National College Fair, Job Shadows, Expanding Your Horizons, Women in Trades.</p> <p>AMHS: Students were provided with opportunities for career speakers, college visits, and field trips. In addition, parents are provided information in 5 evenings held throughout the year.</p> <p>ARHS: Provided 5 evening events and 6 Saturday testing</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: 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>AHS: Broaden scope of activities to level offerings with "All Students College Ready" vision.</p> <p>AMHS: Continue with outreach to individual students and groups to better prepare them for the transition to post-secondary. Add Highline and RTC along with GRCC in late Spring</p> <p>ARHS: Continue with 08-09 objectives. Provide students with more career speakers.</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: Work with Outreach at HCC and RTC to duplicate the presentation held this year.</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>

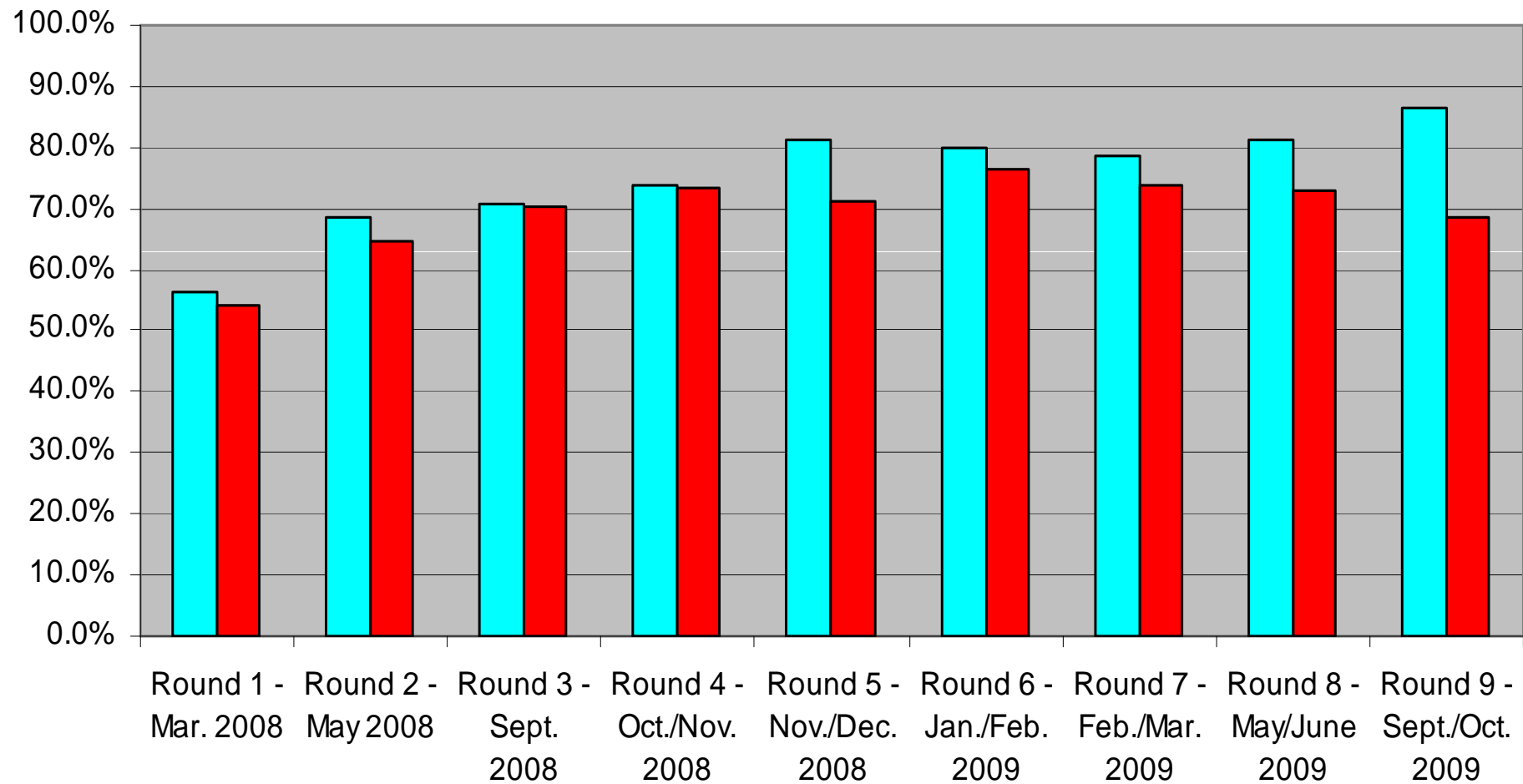
opportunities. Organized 5 career/college field trips					
<p>AHS: Worked with Tech Prep Consortium office to include them in registration processes.</p> <p>AMHS: Actively publicized and registered students for Tech Prep.</p> <p>ARHS: : Supported CTE classes with tech-prep registration. Worked with all grade levels and subject areas integrating career curriculum.</p>	<p style="text-align: center;">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: Enhanced Tech. Prep. Registration support and developed Tech Prep area in the Career Center for materials.</p> <p>AMHS: Revised the second semester plan to include the Tech Prep Consortium in the building. Representative was in direct contact with students as they enrolled in classes.</p> <p>ARHS: Provided opportunities for grades 9-12 in both classroom and career center with career/college planning. Tech prep registration support.</p>	<p>AHS: Continue to work with CTE staff to register all tech prep eligible students for the program. Enhance support for Work-Based Learning students.</p> <p>AMHS: Include information for students as to how to access credits once they leave AMHS.</p> <p>ARHS: Improve tech-prep registration. Increase teacher involvement with career center curriculum.</p>	<p>AHS: Ensure that all students who work approach WBL rep. for HS credit information.</p> <p>AMHS: Formalize the 2nd semester sessions to include specific information about the value of Tech Prep credit to their post-secondary choices. Help to ensure the credits are transferred with them.</p> <p>ARHS: Work with CTE teachers to increase tech-prep numbers. Increase involvement by encouraging teachers to utilize career center website.</p>	<p>AHS: Maximize opportunities for all students to receive college or matching HS credit where possible.</p> <p>AMHS: My vision is a computer program that allows students to see how their courses would fit into any degree program at any state school!</p> <p>ARHS: Maintain relationships with staff to support their subjects while integrating career center curriculum.</p>

<p style="text-align: center;">Accomplishments</p> <p style="text-align: center;">2007-2008</p> <p style="text-align: center;">(to be completed prior to first advisory meeting)</p>	<p style="text-align: center;">Program Components</p>	<p style="text-align: center;">Status of Current Objectives</p> <p style="text-align: center;">2008-2009</p>	<p style="text-align: center;">Recommended Objectives for</p> <p style="text-align: center;">2009-2010</p>	<p style="text-align: center;">Action Steps for Recommended Objectives</p> <p style="text-align: center;">(include approximate costs)</p>	<p style="text-align: center;">Vision in 2-4 Years</p> <p style="text-align: center;">Needs for the Future</p>
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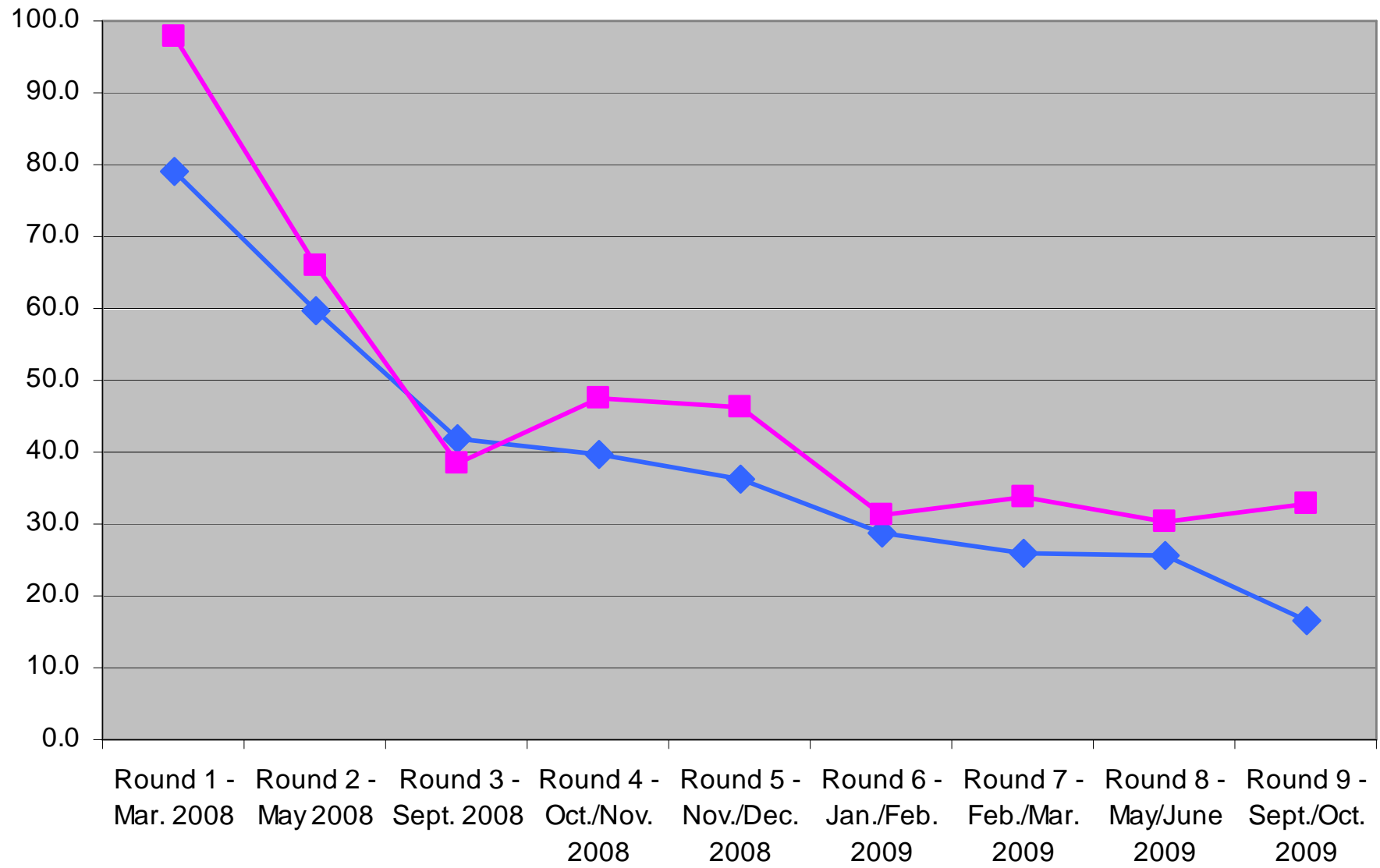
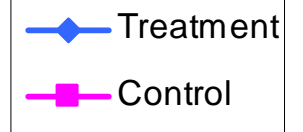
<p>AHS: Senior Plans as reported by seniors in June of 2007: 27% - Four year college 40% - Two year college 12% - Career/Tech college 5% - military 13 % - work 6% - undecided</p> <p>AMHS: Numbers of students reporting a plan to attend post-secondary education increased by 8%, I would like to think it was due to Career Center involvement and information.</p> <p>ARHS: Published scholarship bulletins, accomplished daily loudspeaker announcements and created webpage. Worked on staff connections through involvement in SIP, Advisory and CTE Department meetings.</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: 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>AHS: Create more in-depth opportunities for students to explore post-high school choices.</p> <p>AMHS: As more students explore colleges out of state, I would like to increase my own knowledge and share this with students.</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>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: Explore the opportunity for counselor college tours and information sessions.</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: Published scholarship bulletins, accomplished daily loudspeaker announcements and created webpage. Worked on staff connections through involvement in SIP, Advisory and CTE Department meetings.</p> <p>AMHS: Newsletters from both the Career Center and building were used. The website is also well utilized by parents.</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: 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>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>AHS: Continue website emphasis. Develop Career Center college guide (booklet).</p> <p>AMHS: Explore email distribution opportunities with District in regards to access and privacy issues.</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 increased 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</p>

					offered.
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SOS On-Task Percentages

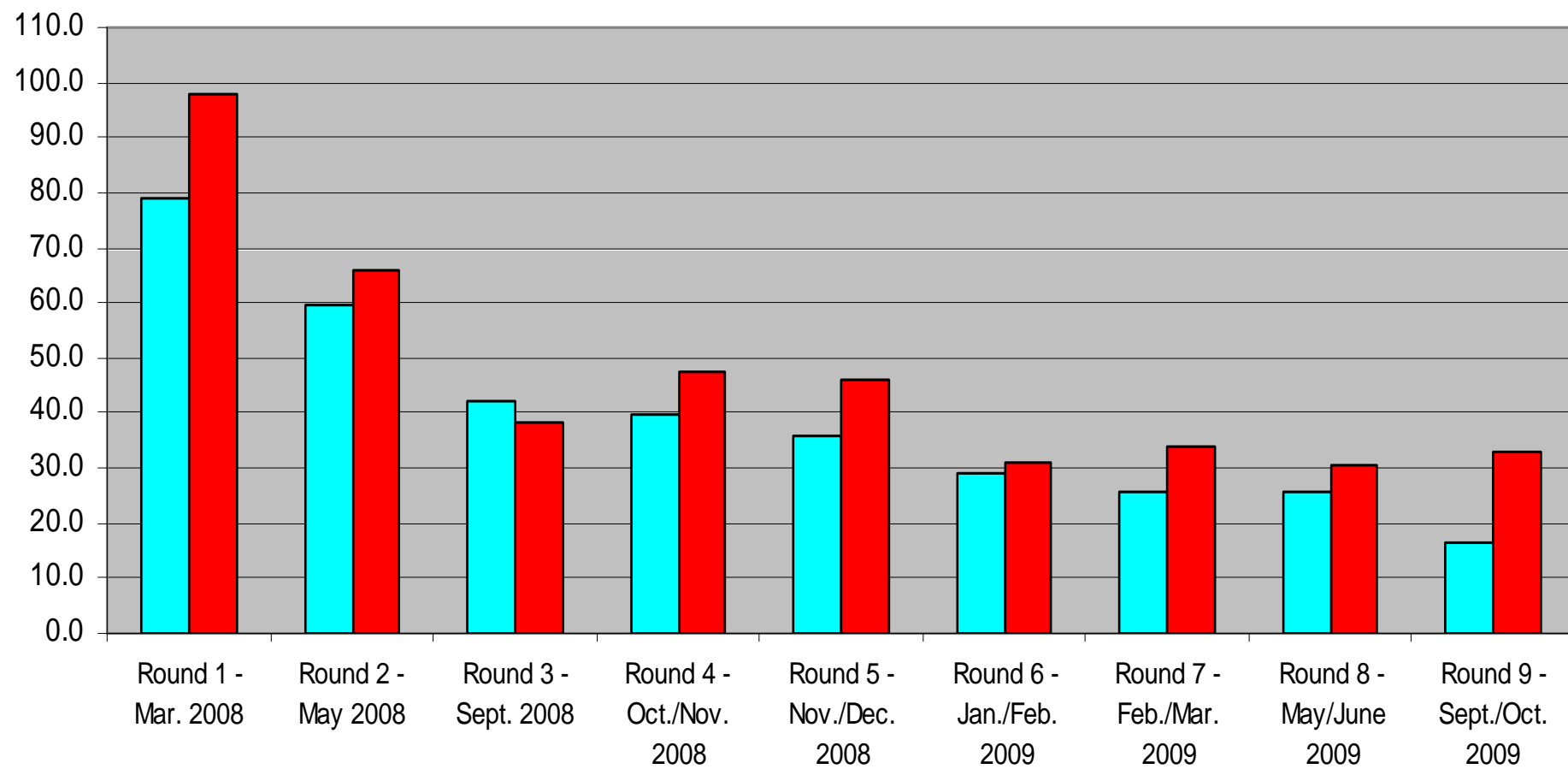


SOS Total Events

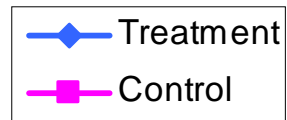


SOS Total Events

Treatment
Control



SOS On-Task Percentages



90.0%

80.0%

70.0%

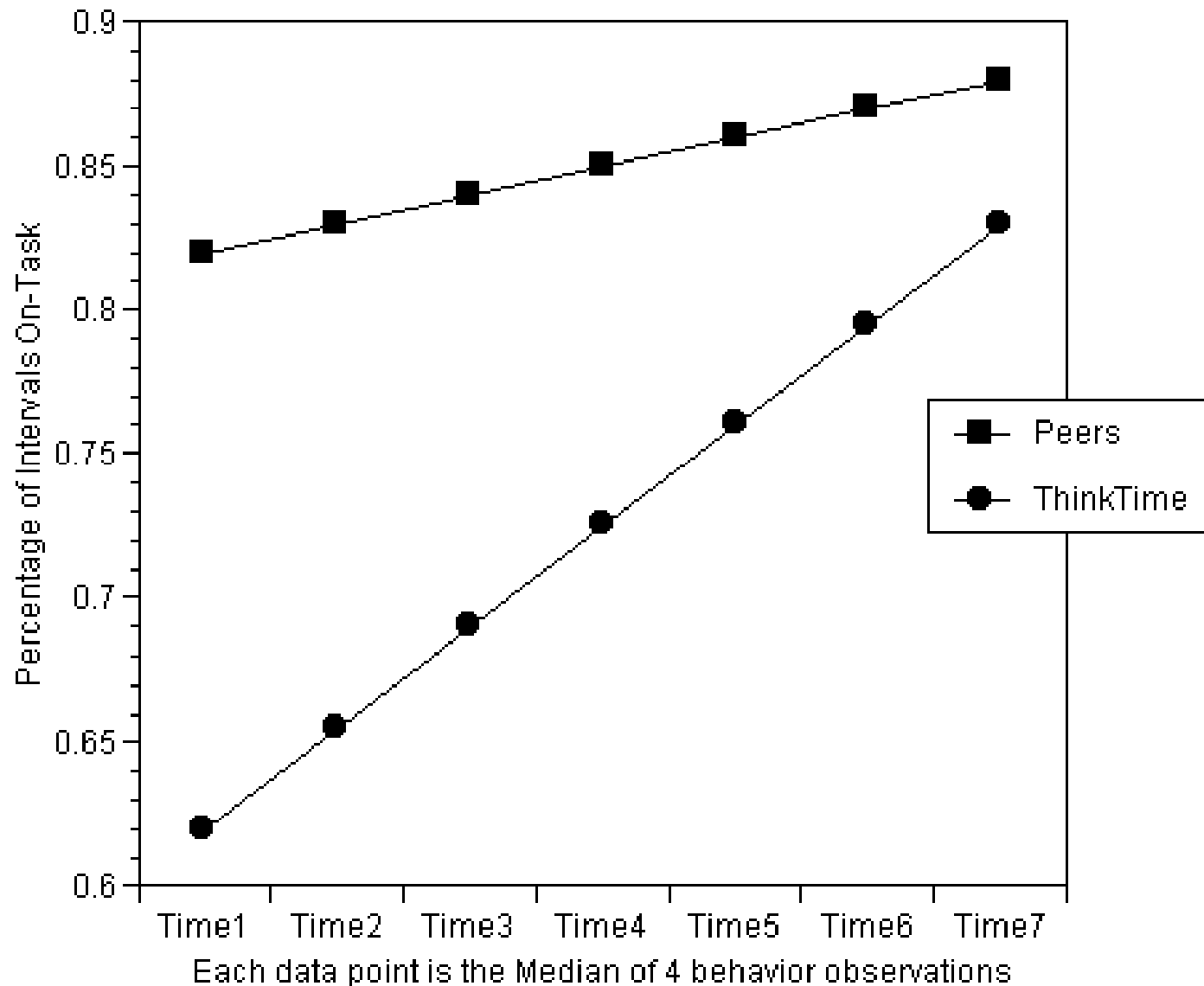
60.0%

50.0%

40.0%

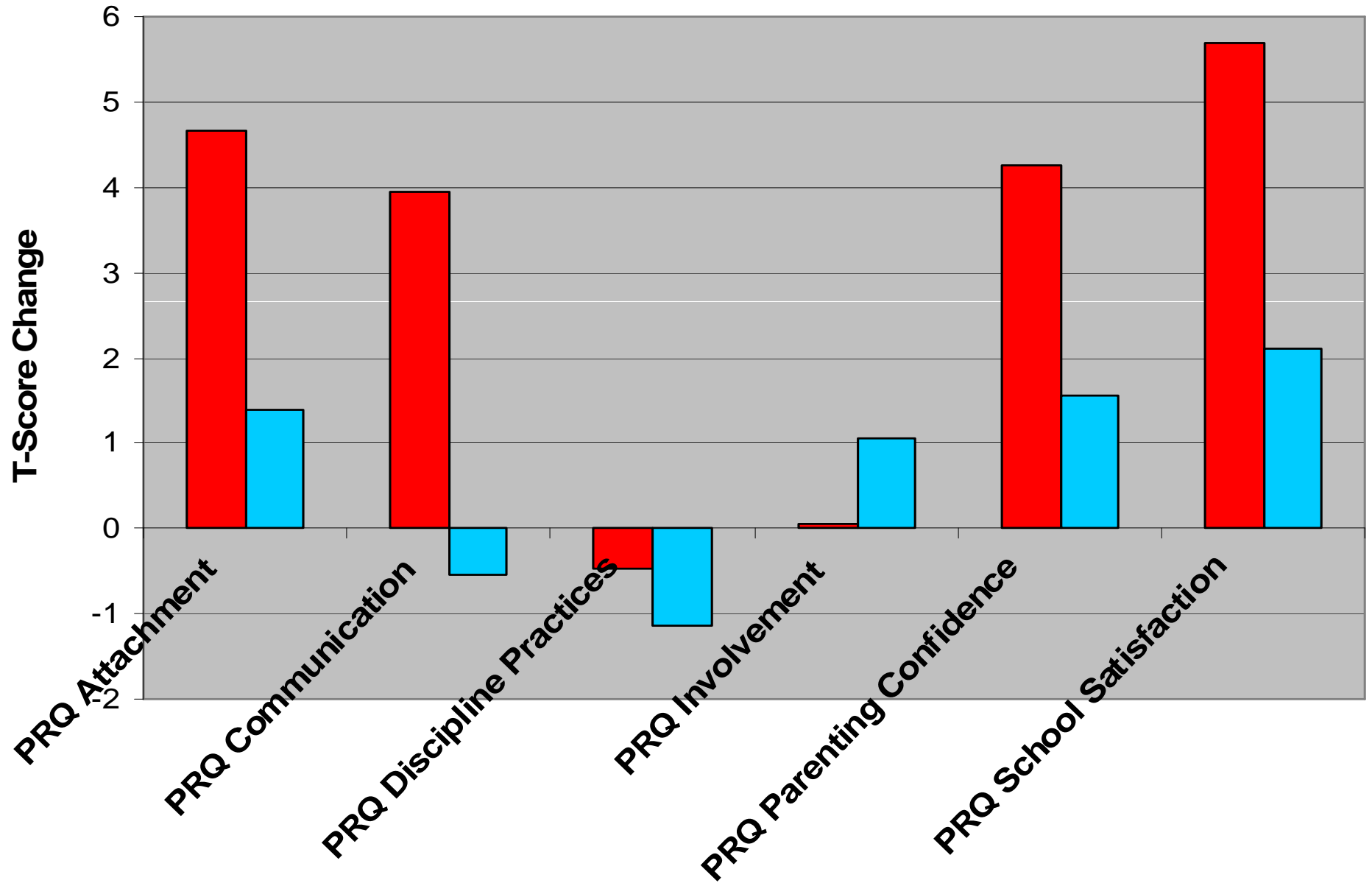
Round 1 - Mar. 2008 Round 2 - May 2008 Round 3 - Sept. 2008 Round 4 - Oct./Nov. 2008 Round 5 - Nov./Dec. 2008 Round 6 - Jan./Feb. 2009 Round 7 - Feb./Mar. 2009 Round 8 - May/June 2009 Round 9 - Sept./Oct. 2009

Think Time Students Increase in On-Task Percentage Vs. Classroom Peers



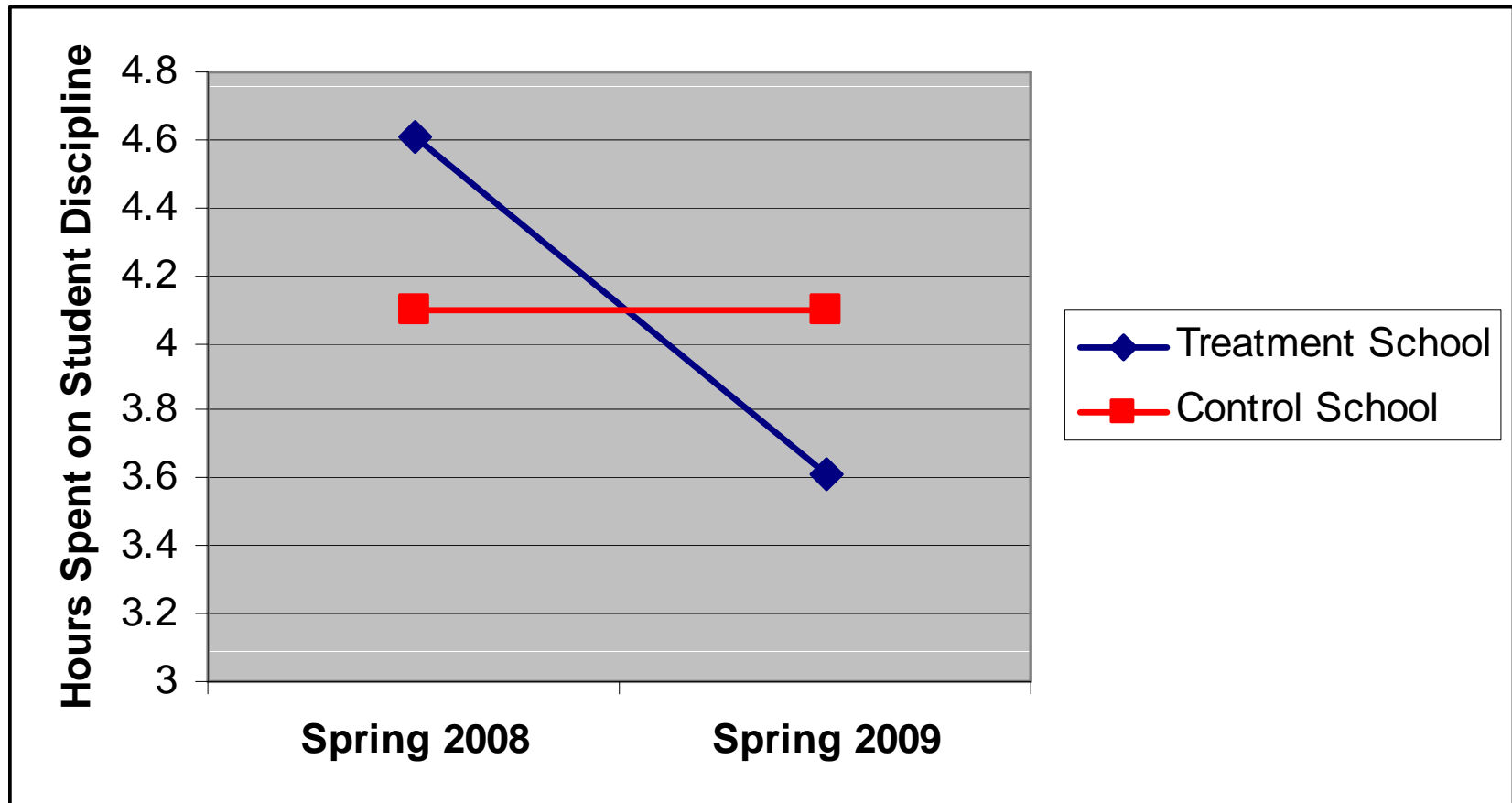
PRQ Rating Scale Scores

Treatment Group
Comparison Group



Cost-Benefit Results

- How many hours would you estimate you spend on student discipline per week?



CHINOOK ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN



Chinook Mission:

Chinook students, families and staff ensure all students will learn and grow in a safe and positive environment.

Reading

School Improvement Smart Goal:

By the 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the reading WASL by 15% and decrease the achievement gap 10% by,

Reaching the following targets:

60.4% of 3rd grade Chinook students will meet reading standards.

61.8% of 4th grade Chinook students will meet reading standards.

57.5% of 5th grade Chinook students will meet reading standards.

Strategy: To deliver research-based instruction, materials, and assessments that support best practices in teaching and learning.

Reading Action Plan

Action:

- ▶ Collaborate and plan in grade level teams to design and implement instructional strategies/interventions to meet student academic needs.
- ▶ Implementation of core materials in Daily Walk-to-Read Core block (ability groups);
 - ▶ K – 60 minutes
 - ▶ 1st-3rd 90 minutes
 - ▶ 4th-5th 60 minutes plus 30 min. within the content areas
- ▶ Understand State Reading Standards and alignment with core materials.
- ▶ Develop expertise in and implement explicit instruction in the five components of reading.
- ▶ Develop and implement a school-wide comprehensive assessment system.

Resources:

- ▶ Building-based, job imbedded professional development with coaching/facilitation.
- ▶ Time within the schedule.
- ▶ Power Standards
- ▶ District adopted core materials
 - ▶ Harcourt Lesson Maps
- ▶ Collaborative Planning time
- ▶ Professional Development in Standards Based and Differentiated Instruction.
- ▶ Building-based, job imbedded professional development with coaching/facilitation.
- ▶ On-line DIBELS Data system
- ▶ Funds to purchase GRADE, a nationally normed comprehension assessment.



Reading Action Plan

Action:

- ▶ Develop student's interest in reading for a variety of purposes and to set personal reading goals.
- ▶ Increase Family Literacy Activities.
- ▶ Develop a plan to utilize technology to enhance student learning.
- ▶ Develop opportunities for students to access technology for the purpose of demonstrating literacy skills and strategies.
- ▶ Provide research and resources to support best practices through collaboration between librarian and grade level teams.

Resources:

- ▶ Librarian
 - ▶ School and county Library Resources
- ▶ Parent Literacy activities
- ▶ Title I Parent Involvement Funds
- ▶ Instructional Staff
- ▶ Title I Parent Involvement Funds
- ▶ Building technology coordinator.
- ▶ Reading goal group time
- ▶ Reading goal group time
- ▶ Building technology coordinator.
- ▶ Instructional staff
- ▶ Time in schedule for Librarian to attend grade level team meetings.



Math

School Improvement Smart Goal:

By the 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the math WASL by 10% and decrease the achievement gap 10% by,

Reaching the following targets:

65% of 3rd grade Chinook students will meet math standards.

43% of 4th grade Chinook students will meet math standards.

60% of 5th grade Chinook students will meet math standards.

Strategy:

To extend instructional learning opportunities for all students

To deliver research based instruction, materials, and assessment

To extend educational opportunities for all students

Action:

- ▶ Collaborate and plan in grade level teams to design and implement instructional strategies/interventions to meet student academic needs.
- ▶ Implement Daily Core Walk to Math instruction:
 - ▶ K – 30 minutes
 - ▶ 1st-5th 60 minutes
- ▶ Develop differentiated and culturally responsive strategies during Core Walk to Math.
- ▶ Research and begin to develop an RTI **(Response to Intervention)** system in math which includes extended instructional opportunities for math intervention and enrichment.

Resources:

- ▶ Building-based, job imbedded professional development with professional learning communities.
- ▶ Time within the schedule.
- ▶ Power Standards
- ▶ Common grade level core instructional materials.
- ▶ Pre/Post unit assessments.
- ▶ Collaborative planning time.
- ▶ Instructional frameworks.
- ▶ Para educator support.
- ▶ Professional development in differentiated instruction and culturally responsive strategies.
- ▶ Research on math RTI systems, assessments, and data bases.
- ▶ Building-based, job imbedded professional development on instructional strategies, resources, and activities relevant to an after school program.



Deliver Research Based Instruction, Materials, and Assessment

Action:

- ▶ Develop an assessment and progress monitoring system in each grade level
- ▶ Collaborate to develop math instructional frameworks for each unit focused on aligning performance expectations with core programs materials and assessments.
- ▶ Develop standards based math instruction including standards based grading and homework.
- ▶ Develop consistent math vocabulary throughout grades K – 5 and imbed into grade level instructional frameworks.
- ▶ Develop and plan to utilize technology to enhance student learning.
- ▶ Establish a school wide math night during conferences for families to attend.

Resources:

- ▶ Building-based, job imbedded professional development on professional learning communities, data analysis, and assessments.
- ▶ Performance expectations.
- ▶ Collaborative planning and teaming time.
- ▶ Collaborative planning and teaming time.
- ▶ Building-based, job imbedded professional development on standards based instruction and grading
- ▶ OSPI math vocabulary word lists
- ▶ Grade level instructional frameworks
- ▶ Building technology coordinator
- ▶ Math Leadership Team
- ▶ Title I parent involvement funds
- ▶ Instructional staff



Supportive Learning Environment

School Improvement Smart Goal:

In the 2009-2010 school year, Chinook elementary staff will increase high levels of collaboration and communication focused on academic and behavioral expectations between and among all stakeholders to positively effect student learning.

The percent of staff who believe Chinook has high standards and expectations along with effective collaboration and communication will increase from 45% and 42% respectively to 70% by spring 2010.



Effective staff communication and collaboration focused on academic and behavioral expectations.

Action:

- ▶ Unpack and revise current mission and vision statement to reflect staff beliefs.
- ▶ Develop/revise current building decision making model.
- ▶ Develop regularly scheduled meetings for instructional staff to collaborate in horizontal and vertical Professional Learning Communities.
- ▶ Develop opportunities and time for all staff to participate in professional development.
- ▶ Increase certificated staff meetings to twice a month and revise format to focus on professional development and collaboration.
- ▶ Implement weekly electronic staff bulletin to include building news, schedule of events and committee information.

Details:

- ▶ Completed by staff, spring 2009.
- ▶ Completed by staff, spring 2009.
- ▶ Monthly horizontal or vertical meetings planned into schedule.
- ▶ Monthly professional development planned into schedule.
- ▶ Weekly meetings (one PD, one horizontal/vertical, one goal group, one traditional staff meeting).
- ▶ Begun by Principal and Office Manager, fall 2009.



Consistent high behavioral expectations for all students.

Action:

- ▶ Consistent implementation of school wide behavioral expectations and discipline system.
- ▶ Communicate school wide behavioral expectations to parents and community.
- ▶ Establish ways to work with families with chronic tardy/absent students.
- ▶ Implement self manager program.
- ▶ Maintain the Alternative Learning Environment.
- ▶ Consistently implement Olweus Anti-bullying program.
- ▶ Implement character development program.
- ▶ Develop a system to celebrate perfect attendance.

Details:

- ▶ Think Time school, all classrooms teaching school rules
- ▶ School website, student handbook, posters in every room and hallways.
- ▶ Native American Specialist has time built into her day for home visits/ family connections.
- ▶ Personalized badges, in class privileges, monthly parties.
- ▶ Support staff works 1:1 with students in need.
- ▶ Weekly classroom meetings.
- ▶ Trait of the Month program, emphasizing positive traits with students recognized monthly in each classroom.
- ▶ Monthly “dog tags” and yearly perfect attendance awards



Positive home/school connection and communication.

Action:

- ▶ Establish bi-weekly school to home folder, sent home on consistent days throughout the building.
- ▶ Revise Parent Newsletter format and increase to twice a month.
- ▶ Research and develop monthly culturally responsive enrichment activities.
- ▶ Research and develop student access and use of developmentally appropriate technology in enrichment activities.

Details:

- ▶ Monday/Thursday orange folder.
- ▶ One page format. all positive feedback from parents.
- ▶ Native American Specialist and committee investigating this year and implementing next year.
- ▶ Building Technology Coordinator investigating this year.





CHINOOK'S Data Wall

Kindergarten

1st
Grade

2nd
Grade

Intensive







Chinook Elementary School

3502 Auburn Way South
Auburn, WA 98092

School Improvement Plan Template



Chinook Elementary School sets a national standard as a culturally pluralistic environment that inspires high motivation and academic success. Community, staff, students and parents work in partnership to achieve respect, kindness, creativity, and hope.

March 31, 2009

The ten components of Schoolwide Title I are embedded (**in red**) within this School Improvement Plan template. Those schools intending to satisfy requirements for Schoolwide Title I would complete those sections *in addition* to the other sections. In this document, **SWP** will identify Schoolwide Program in a building receiving Title I, Part A.

Title I Schoolwide Components:

- **Number 1 - Comprehensive Needs Assessment**
- **Number 2 - Schoolwide Reform Strategies**
- **Number 3 - Instruction by Highly Qualified Staff**
- **Number 4 - Professional Development Activities**
- **Number 5 - Attract High-Quality, Highly-Qualified Teachers**
- **Number 6 - Strategies to Increase Parent Involvement**
- **Number 7 - Transition Plans for Preschools and Between Grade Levels**
- **Number 8 - Teacher Included in Assessment Decisions**
- **Number 9 - Provide Assistance to Students Experiencing Difficulty**
- **Number 10 - Coordination and Integration of Federal State and local services**

Guidance for Developing the Written Title I Schoolwide Plan,
<http://www.k12.wa.us/TitleI/pubdocs/GuidanceSchoolwidePlanMarch2006.doc>

Contents School Improvement Plan (SIP) Template

Introduction

- Guiding Principles of School Improvement Planning

Description of School Community and Team Members

- Overview of Chinook Elementary School
- Leadership/Planning Team Members
- Participating Stakeholders
- District Review Team Members

School Portfolio/**SWP #1**

- Purpose of Plan
- Shared Vision and Guiding Principles of Chinook Elementary School
- Creating the Portfolio
- Description of Data Carousel
- Summary of Chinook Elementary School's Strengths
- Summary of Chinook Elementary School's Areas of Concern
- Domains of Data

Improvement Goals/**SWP #2**

- SMART goal statements

Study Process/**SWP #2**

- Study Teams
- Study Process Grid
- Study Team Recommendations & Study Group Report Form

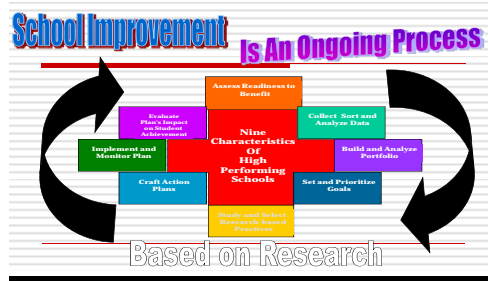
Action Plans/**SWP #2**

- Instructional Program Description
- Action Plans/Action Plan Outline
- Professional Development- **SWP #4**
- Parent Involvement- **SWP #6**
- Coordination/Integration of Programs- **SWP #10**
- Response to School Performance Review (formerly Educational Audit)
- Inclusion of Teachers in Assessment- **SWP #8**
- Implementing the Plan/Timeline for Planning Process

Summary of Progress

- Monitoring the Plan

Fiscal Requirement



Guiding Principles of School Improvement Planning

Certain key principles have guided the process and the development of the improvement plan.

- All members of a school staff, and representatives or as many other stakeholders as possible, should participate in the planning process.
- Participants should review a broad database that includes information about student achievement, demography, learning environment, and perceptions about the school.
- School improvement planning is a journey of continuous improvement, and the plan is a road map for an ongoing discourse on school improvement.
- Regardless of the quality of the plan, the real improvement must occur in the classroom. Teachers must be willing to be reflective about their practice and tenacious in their attempts to fine-tune the art of teaching to meet the needs of every student.
- Readiness is a primary factor and can have a major impact on staff cohesiveness, trust levels and perhaps most important, student growth.

Nine Characteristics of High-Performing Schools are research-based components of school improvement:

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Levels of Family and Community Involvement



Description of School Community and Team Members

Overview of Chinook Elementary

Chinook Elementary School is located southeast of the city of Auburn with students attending from the Enumclaw plateau, Muckleshoot Reservation and surrounding areas. Chinook Elementary School has a wide range of socioeconomic levels and a growing diverse population within its attendance area comprised of apartments, duplexes, and single-family dwellings.

Student Demographics

The follow data, as of October 2008, is reflective of students attending Chinook Elementary.

Enrollment K-5	Total	450
	Male	52%
	Female	48%

Ethnicity		
	American Indian/ Alaskan Native	42%
	White	28%
	Hispanic	14%
	Asian	8%
	Black	8%

Free or Reduced-Price Meals	65%
Mobility Rate	32%
Special Education	20%
Transitional Bilingual	10%
Unexcused Absences Rate	0.2%
Migrant	0.0%

Chinook staff members are highly qualified and are continually learning and growing professionally in order to serve the needs of our diverse student population. Chinook is committed to implementing Professional Learning Communities with all building instructional staff. In 2008-2009, a thirty minute collaboration time was provided, within the school day, for each grade level team. Improving Chinook Elementary School students' literacy levels continues to be a high priority for Chinook Elementary School's staff. Chinook Elementary School has received the Federal Reading First Grant, K-3, for two school years, 2008-2010. Beginning this year, first through third grade students are provided with a 90 minute Walk to Read core reading instructional block. Building in-service has been dedicated to aligning the curriculum with the state's standards and refining instructional strategies in the area of reading, and math.

Before-and after-school activities offer extended learning opportunities. These include tutoring, small group instruction, band and orchestra, volleyball, interscholastic and intramural basketball, Native Coastal dance club, Larson's Math and Read Naturally.

Chinook Elementary is partnering with the University of Washington in utilizing the Think Time program. In addition Chinook has implemented a Self Manager program. The program recognizes students who demonstrate our four guidelines for success.

- ◇ Be Safe
- ◇ Be Respectful
- ◇ Be Responsible
- ◇ Be Kind

School Improvement Planning Leadership Team:

Team	Name	Title
Reading	Debbie Helm	Reading First Coach
	Shelley Harris	TITLE I
	Lindsey Johnson	Literacy Specialist
Math	Jenny Graham	Fourth Grade Teacher
	Jill Hopkins	First Grade Teacher
	Beth Radcliff	Third Grade Teacher
Supportive Learning	Jesse Rodriguez	Counselor
Facilitator	Lenny Holloman	Principal
	Pili Wolfe	School Improvement Facilitator

School Improvement Team:

Name	Title
Lenny Holloman	Principal
Shelley Harris	TITLE I
Beth Radcliff	Third Grade Teacher
Rhonda Coaker	Special Education
Paula Dragseth	Para Educator
Jackie Edwards	Para Educator
Jenny Graham	Fourth Grade Teacher
Jackie Haney	TOSA
Jill Hopkins	First Grade Teacher
Lindsey Johnson	Literacy Specialist
Sandee Korlan	Second Grade Teacher
Lisa Mason	Physical Education
Toni Minus	Fifth Grade Teacher
Robin Pratt	Native American Specialist
Jesse Rodriguez	Counselor
Leah Urling	Kindergarten Teacher
Shana Friend	Parent
Heidi Harris	District Representative / Director of Elementary Services
Pili Wolfe	School Improvement Facilitator



School Portfolio

Purpose of Plan

The planning process and **SWP** is designed to help facilitate systemic change (**SWP #1 Comprehensive Needs Assessment**) in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services for all students. Chinook participated in a four day School Performance Review in December 2008. The recommendations from the School Performance Review team are addressed in the Chinook's School Improvement Action Plan.

Shared Vision and Guiding Principles of Chinook Elementary

Mission and Vision Statement

Chinook Elementary School sets a national standard as a culturally pluralistic environment that inspires high motivation and academic success. Community, staff, students and parents work in partnership to achieve respect, kindness, creativity and hope.

Creating a School Portfolio and Conducting a Comprehensive Assessment of Strengths and Areas of Concern (SWP (#1))

Chinook Elementary school's portfolio provides a means for on-going self-assessment, communication, and continuous improvement. This school portfolio contains data in four categories, (1) demographic, (2) school context, (3) student achievement, and (4) perception. Data will be added annually to reflect progress toward our goals.

Both certificated and classified staff participated in a data carousel on November 6 and 24, 2008. The following data was included in the Data Carousel activity:

Student Achievement

WASL Reading, Math, Science, and Writing was disaggregated by ethnicity, gender, special populations, and free-reduced lunch.

Demographic

Enrollment and attendance was disaggregated by gender and ethnicity.

Contextual

Student discipline data was disaggregated by type of infraction, location of incident, gender, and ethnicity.

Perception Data

On January 7, 2009; the Educational Effectiveness Survey data of parents, students, and staff was reviewed.

School Performance Review was conducted on December 1-4, 2008 and Sharing of Finding on January 21, 2009.

(SWP Note: This section would encompass the comprehensive needs assessment requirement.)

(ALL Schools Note: Data must be included to assess parent/community involvement, cultural competence, and integration of technology.)

Assessing Strengths and Areas of Concern Using the Data Carousel

Reading	Strengths	<p>The cohort of 3rd graders in 2006 had an increase of level 4 students each year through their 5th grade year (14%, 16%, 24%).</p> <p>From 2006 to 2008 Native Americans meeting standard pitches and rolls between 2002 and 2008 - high point 2006 for both white and Native American students.</p> <p>3rd grade reading - white population - 61% in 2006 and 68% in 2008.</p> <p>In reading strands, fewer Chinook 3rd graders in 2008 scored below the state average than the two previous years.</p> <p>The class of 2008 made steady increases from 3rd grade to 5th grade (approx. 5% each year) in reading.</p> <p>In 2006 12% Native American 3rd graders met standard - as 4th graders this group had 27% meeting standard the following year.</p> <p>From 2006-2008 the number of students in 3rd grade scoring a 3 or 4 has increased.</p> <p>From 2006-2008 the number of students in 3rd grade scoring a 1 or 2 has decreased.</p> <p>3rd grade analyses of info-text improved from 32% not at standard in 2006 to 7% in 2008.</p> <p>In 2008, the number of 3rd grade boys and girls meeting standard appeared equally.</p> <p>In 3rd grade reading, the gender gap decreased by 10%.</p> <p>3rd grade free/reduced meal eligible and special needs students have improved each year from 2006-2008.</p> <p>The 3rd graders in 2006 made approximately 10% gain in Literary Text Comprehension by 5th grade (2008).</p>
	Concerns	<p>In 2008, Grades 3-5 @ Chinook scored an average of 20% less than the ASD in reading.</p> <p>In 2008, 51% of Chinook 3rd graders met the WASL Reading standard compared to 70% of the ASD 3rd graders meeting standard.</p> <p>In 2008, 52% of Chinook 4th graders met standard on the Reading WASL compared to 72% of the ASD 4th graders meeting standard.</p> <p>In 2008, 50% of Chinook 5th graders met standard on the Reading WASL compared to 71% of the ASD 5th graders meeting standard.</p> <p>In 2008, 42% of students who qualified for free/reduced meals met standard in reading.</p> <p>In reading strands, every Chinook 3rd grade student from 2006 to 2008, relative to the state, scored below the state average.</p> <p>In 4th grade reading, number of students meeting standard pitches and rolls between 2002 and 2008 - high point 2006 for both white and Native American students.</p> <p>Of the 4 reading strands, 5th grade students have the greatest struggle with analyzing and interpreting information text.</p>

Math		
	Strengths	<p>There was a 10% increase in third grade students meeting standard in math for the years 2006 to 2008.</p> <p>There was a 10% increase in fifth grade students meeting standard in math from the years 2006 to 2008.</p> <p>With the third grade students of 2006, 45% passed the math standard, the next year 33% passed the math standard (4th grade). When they were fifth graders, 50% of them passed the math WASL.</p> <p>The percentage of students meeting standard on the 3rd grade Math WASL increased from 45% in 2006 to 57% in 2008.</p> <p>The percentage of students who were below standard on the 3rd grade Math WASL decreased from 54% in 2007 to 43% in 2008.</p> <p>The percentage of students who met standard on the 3rd grade Math WASL increased from 47% in 2007 to 54% in 2008.</p> <p>The gap between Native American and white students in the 3rd grade decreased from 40% to 11% on the Math WASL from 2006 to 2007.</p> <p>Native American students meeting standard on 3rd grade Math WASL have increased from 26% in 2006 to 52% in 2008.</p> <p>Students in 3rd grade who qualify for free/reduced lunch have shown growth from 2006 to 2007 and from 2007 to 2008.</p> <p>There is no significant difference between boys and girls in math achievement in 3rd, 4th, and 5th grade in the past 3 years.</p> <p>From 2006 to 2008, the percentage of students meeting standard went from 40% to 50% in the 5th grade.</p> <p>From 2007 to 2008, the students not meeting any standard dropped from 47.6% to 37.3%.</p> <p>From 2007 to 2008, the students that met one or two WASL standards went from 30.2% to 41.8%.</p> <p>The percentage of students that met standard in 3rd grade math went from 44% in 2006 to 54% in 2008.</p> <p>The percentage of students meeting standard in 5th grade Math WASL increased from 40% in 2006 to 50% in 2008.</p> <p>The level threes in the 5th grade Math WASL increased from 22% in 2006 to 36% in 2008.</p>
	Concerns	<p>There was a 13% decrease in fourth grade students meeting standard in math from the years 2006 to 2008.</p> <p>The percentage of students meeting standard on the 4th grade Math WASL decreased from 47% in 2006 to 31% in 2008.</p> <p>In 2007, no Native American 4th grade students met standard in math. The same group as 3rd graders had 25% meeting standard. The same group in 5th grade had 29% meeting standard.</p> <p>Geometric Sense in 4th grade has struggled more from 2004 to 2008.</p> <p>3rd graders in 2007 had greater struggles than 3rd graders in 2006 and 2008 in all strands except Geometry.</p> <p>In 2008 in number sense, 5% of 3rd graders were below state standard - 11% of 4th graders were below state standard - 15% of 5th graders were below state standard.</p> <p>In the past 7 years, girls have outscored boys in Math in 4th grade -5 out of 7</p>

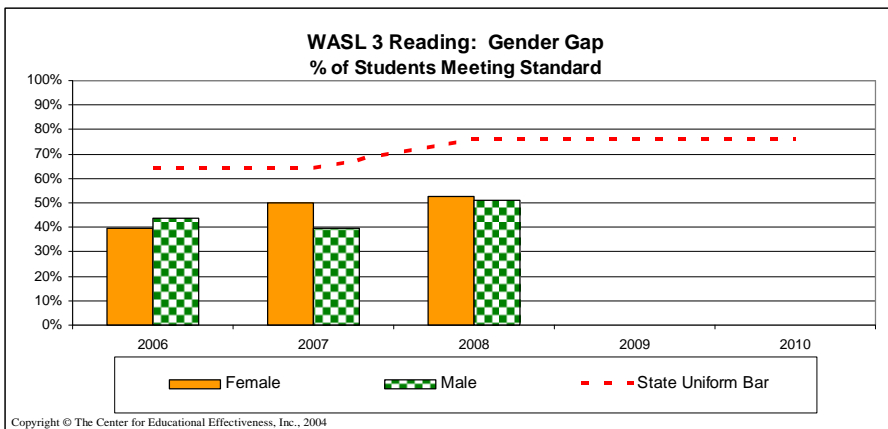
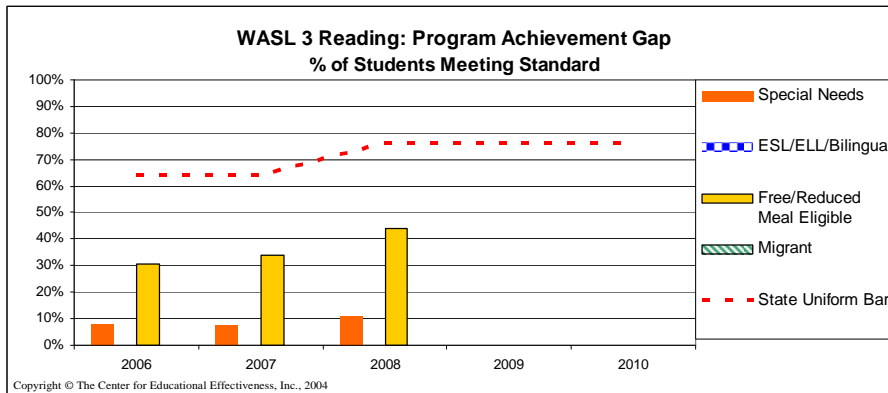
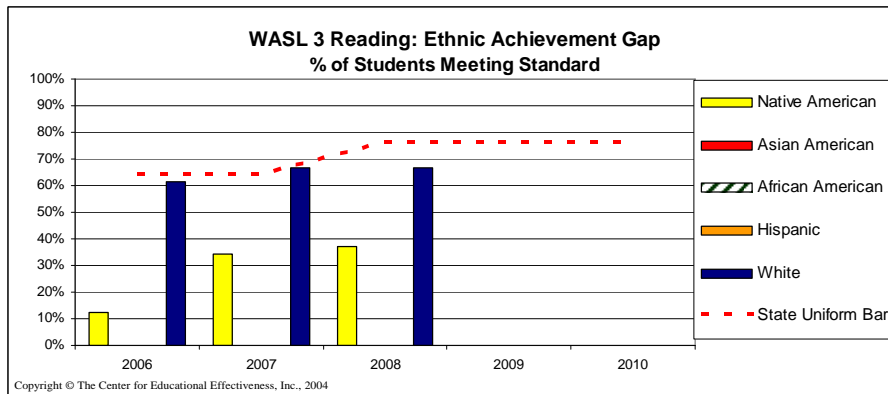
		times.
		The percentage of students who were below standard on the 4th grade Math WASL stayed the same in 2007 and 2008.
		Our level ones increased by 5% between 2007 and 2008.
		The level ones in the 5th grade Math WASL increased 3% from 06-08.

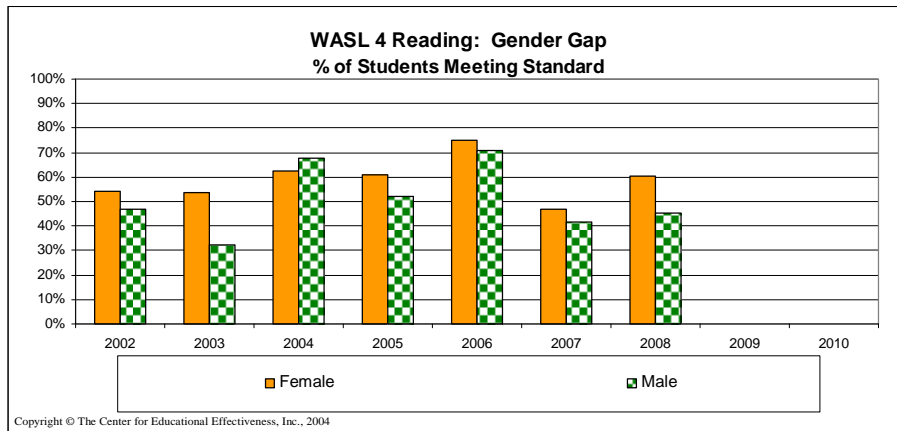
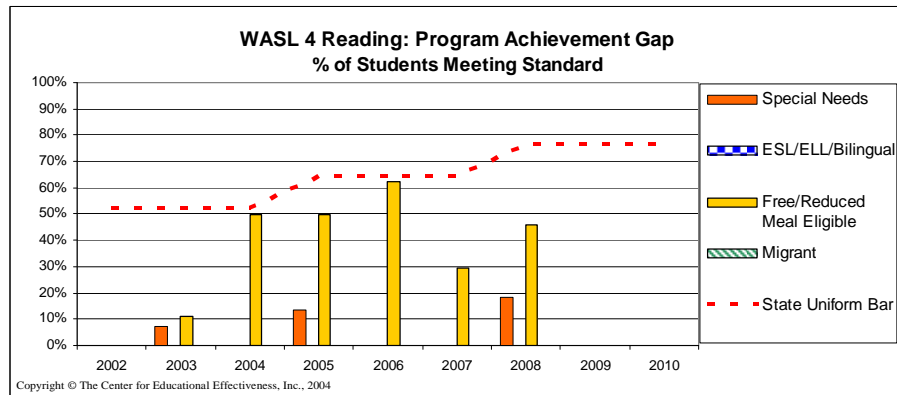
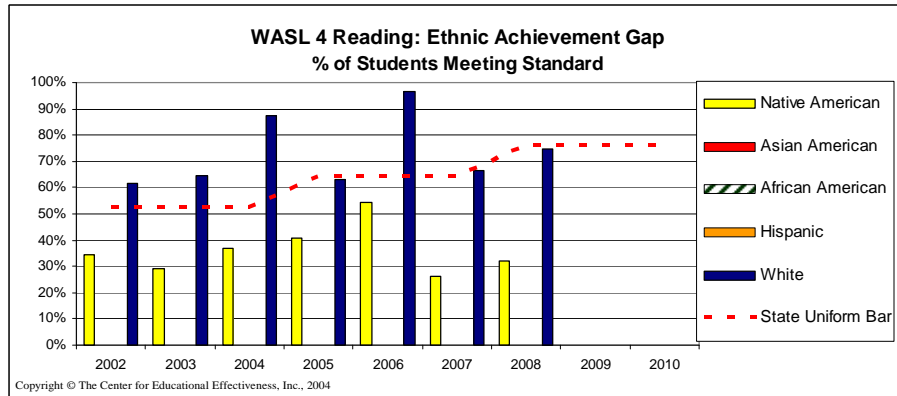
Attendance		
	Concerns	During the 2007-2008 school year 60 students were absent 21-40 days.
		During the 2007-2008 school year girls and boys were absent equally with an average of 8%.
		During the 2007-2008 school year Native American students were absent with an average of 11%.
		The absenteeism rate of Native American students is 6% higher than that of Hispanic & White students.
		The highest number of absences for one student was 54.
		The highest number of tardies for one student was 81.
		The absenteeism rate for K-1 is 2% higher than grades 2-5.
		During the 2007-2008 school year kindergarten and 1st grade students were absent an average of 9%.
		During the 2007-2008 school year students at grades 2, 3, 4, and 5 were absent an average of 7%.
		During the 2007-2008 school year 18 students were absent 18-20.5 days.
		During the 2007-2008 school year 10 students were absent 41-54 days.

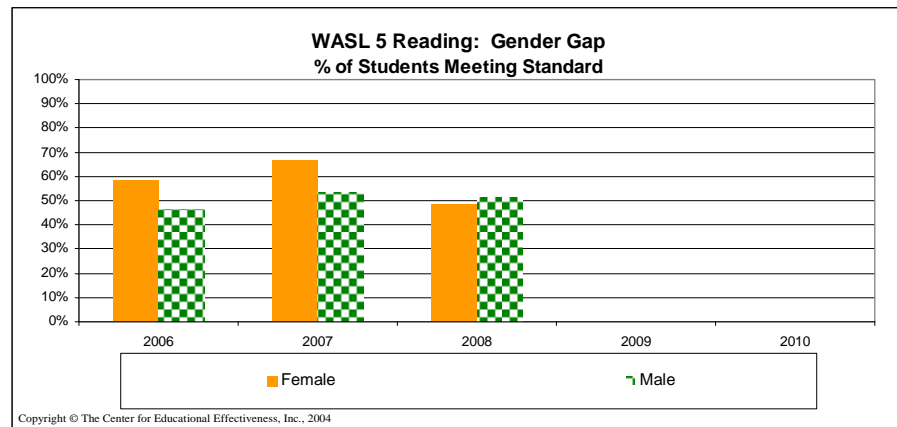
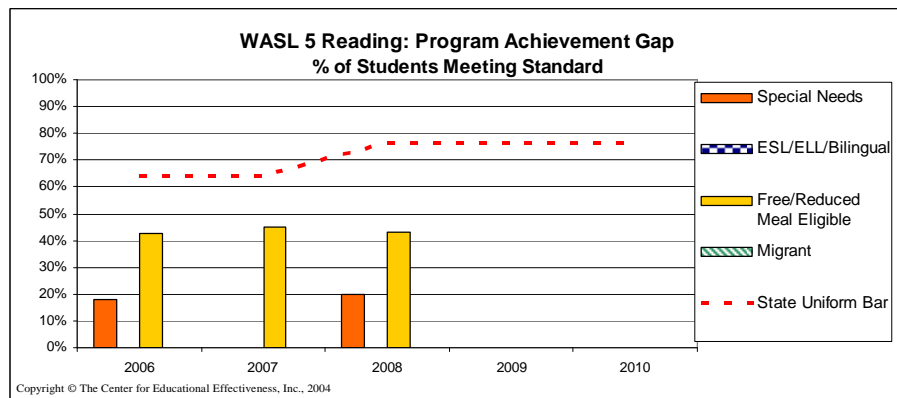
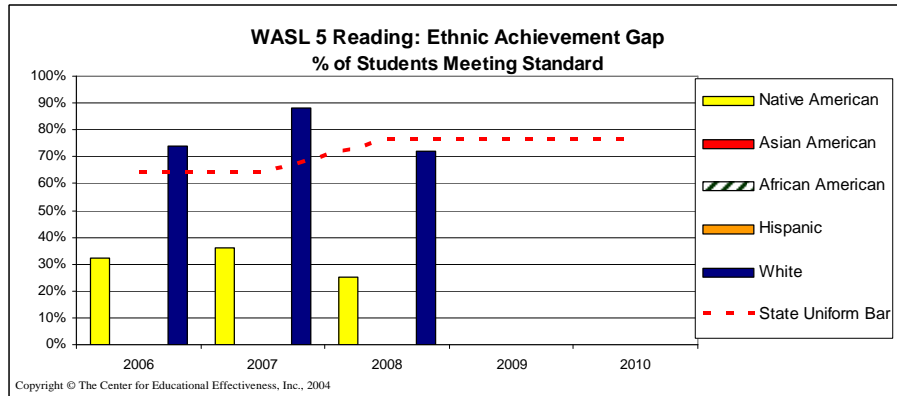
Discipline		
	Strengths	More than 50% of Chinook's students did not get a referral.
	Concerns	Over 54% of all discipline offenses occurred in the classroom.
		50% of all discipline offenses were due to non-compliance, multiple offenses, and disrespectful behavior.
		Approximately 57% of offense referrals are Native American students.
		In the 2007-2008 school year, 46 more boys were assigned discipline than girls.
		78.24% of boys were assigned discipline while 21.76% of girls were assigned discipline.
		19.16% of discipline falls in the range of non-compliance.
		24.9% of all discipline offenses happened on the playground.

Stakeholders analyzed data using a “data carousel” activity. Data displays were created for each data category. Stakeholders rotated from table-to-table analyzing the data to discern Chinook Elementary’s strengths and areas of concern. After each rotation, concerns were compiled into one list. Individuals had an opportunity to rate and rank their top five concerns. Individual rating and rankings were used to create a composite rating and ranking resulting in a prioritized list of concerns on which to base the improvement plan.

Demographic Data

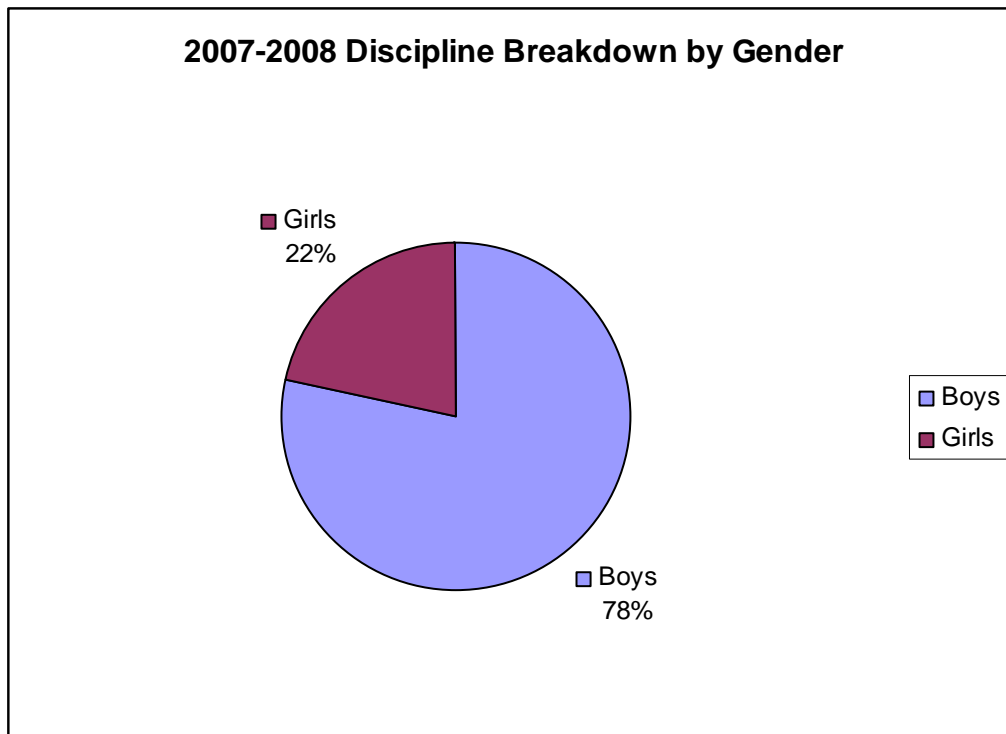
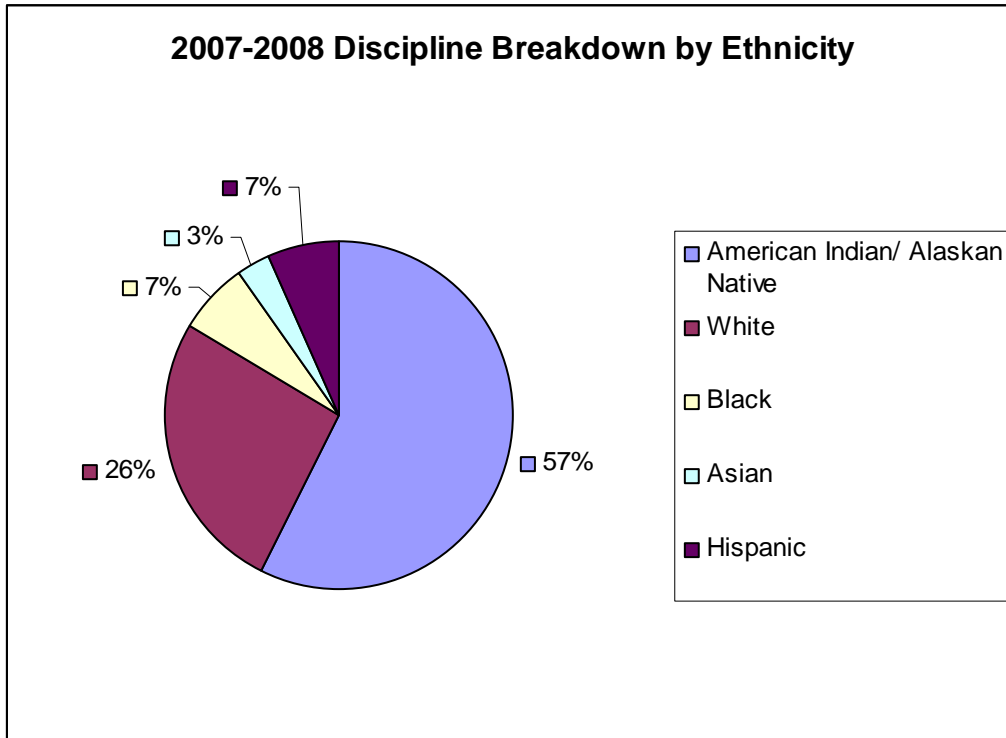


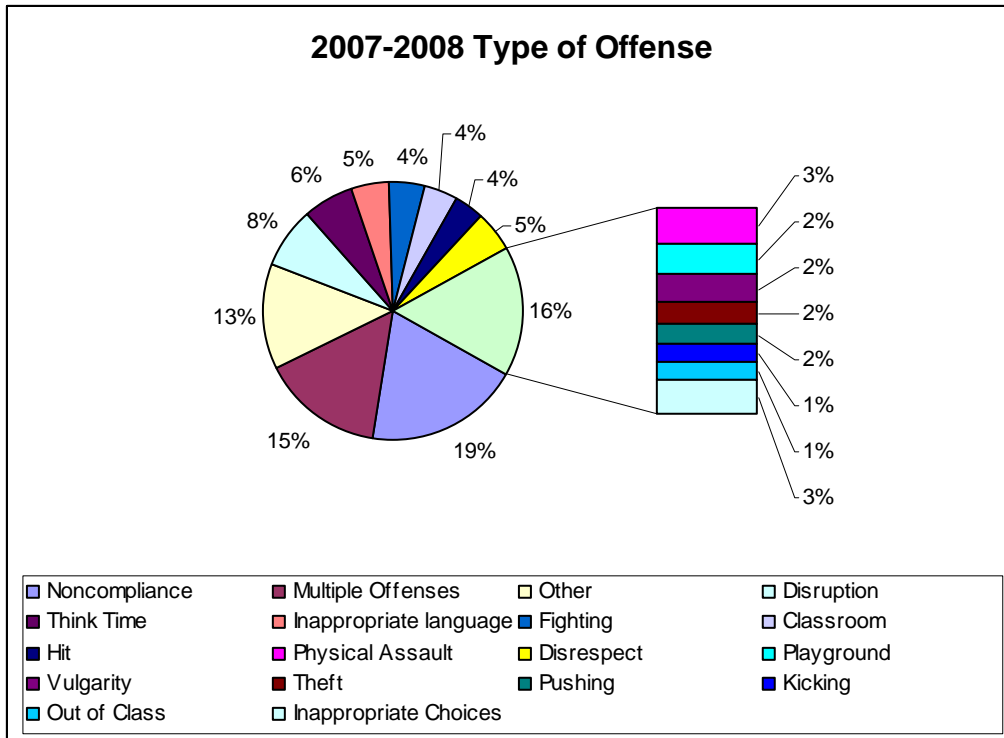




School Context Data

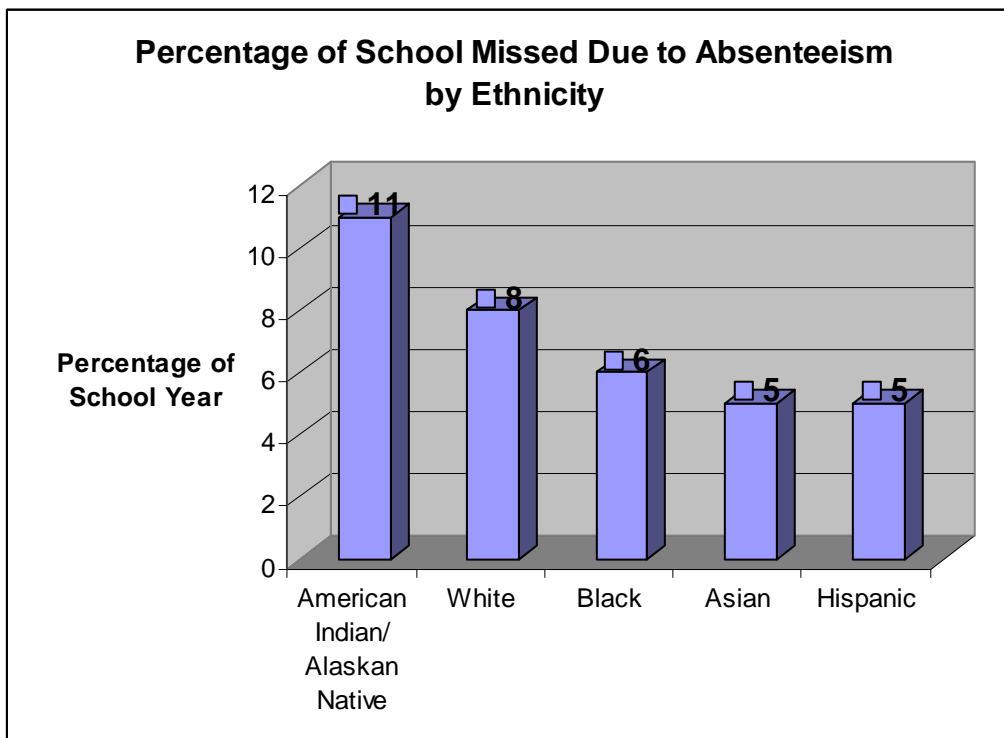
Discipline



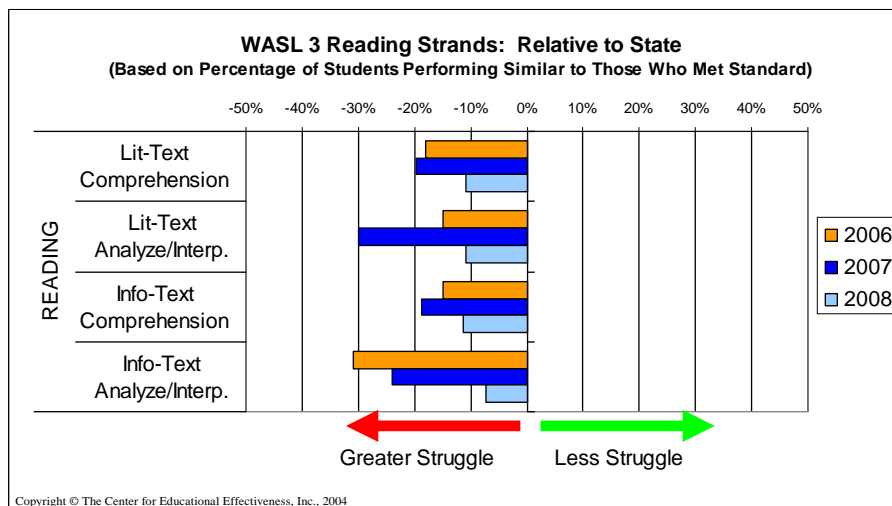
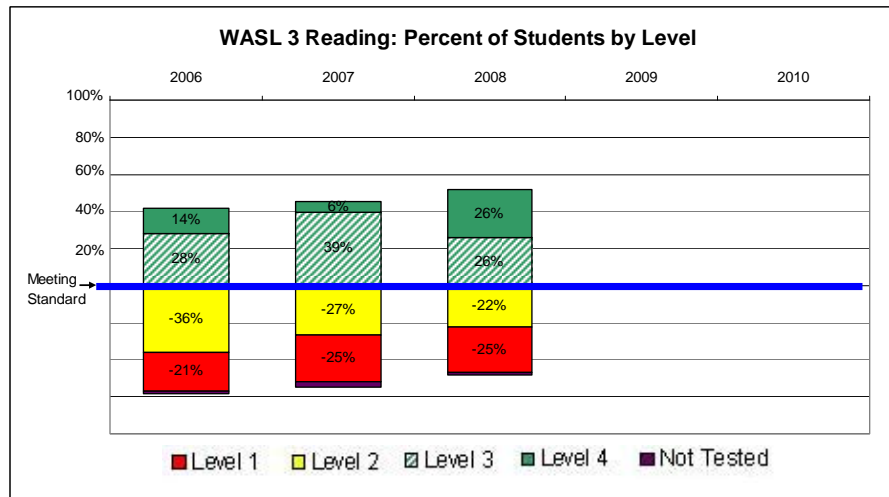
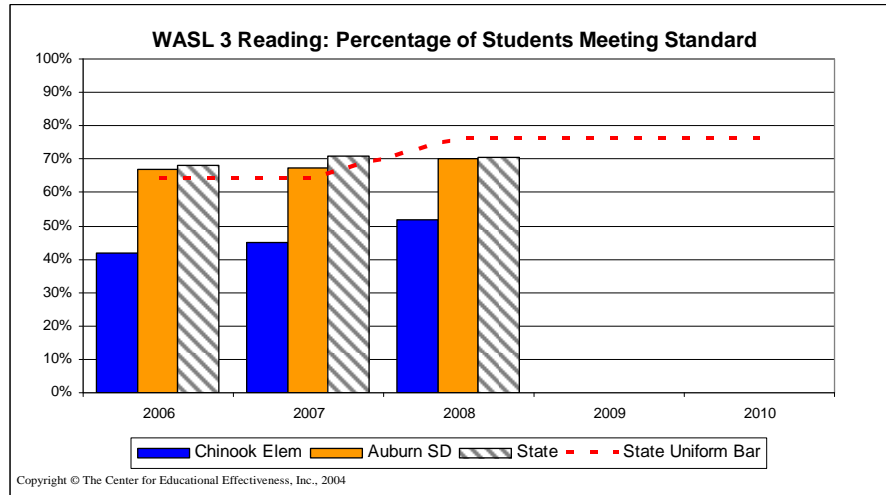


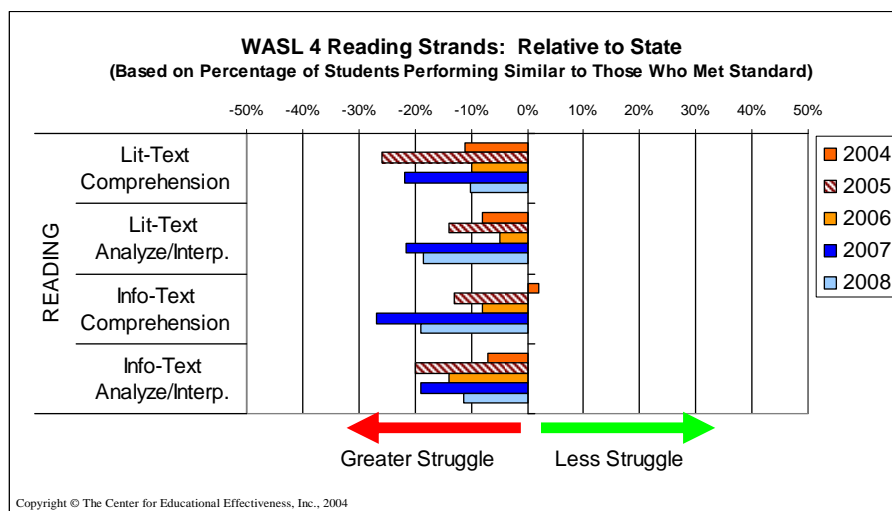
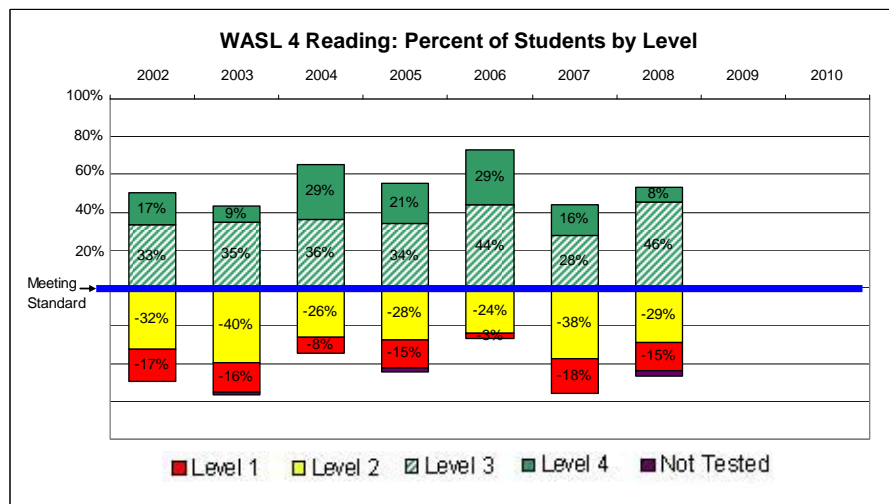
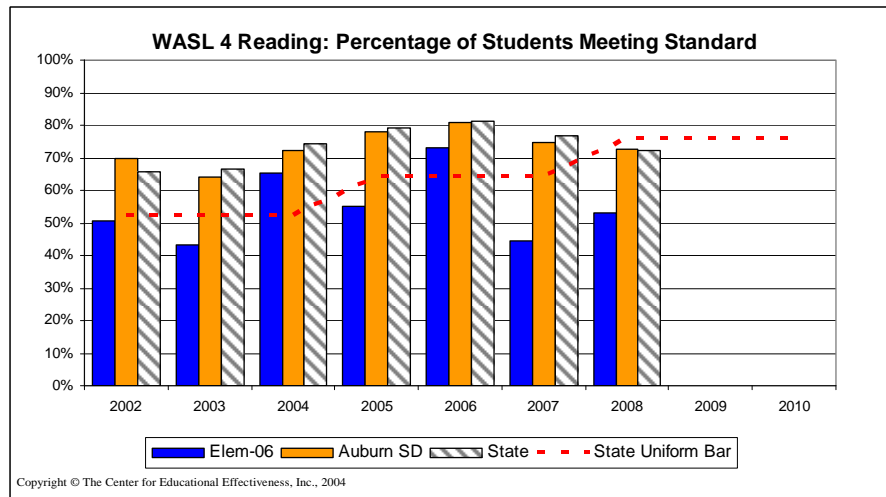
Attendance

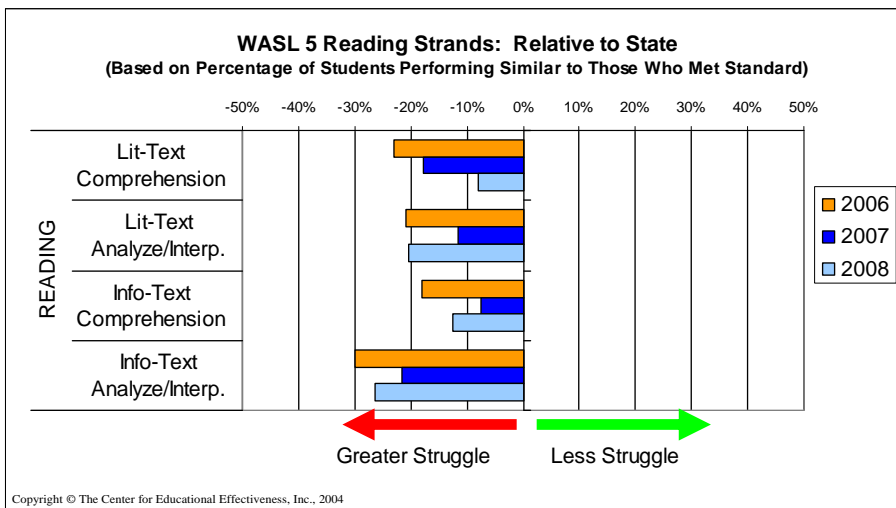
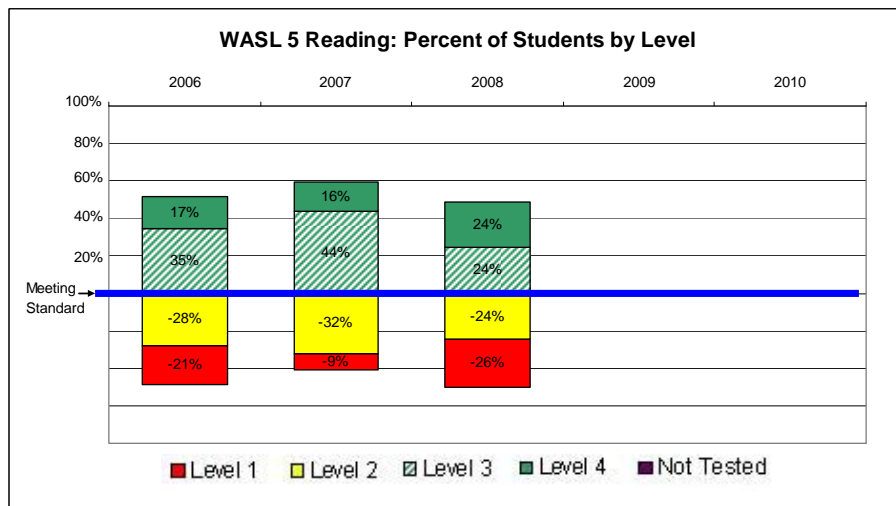
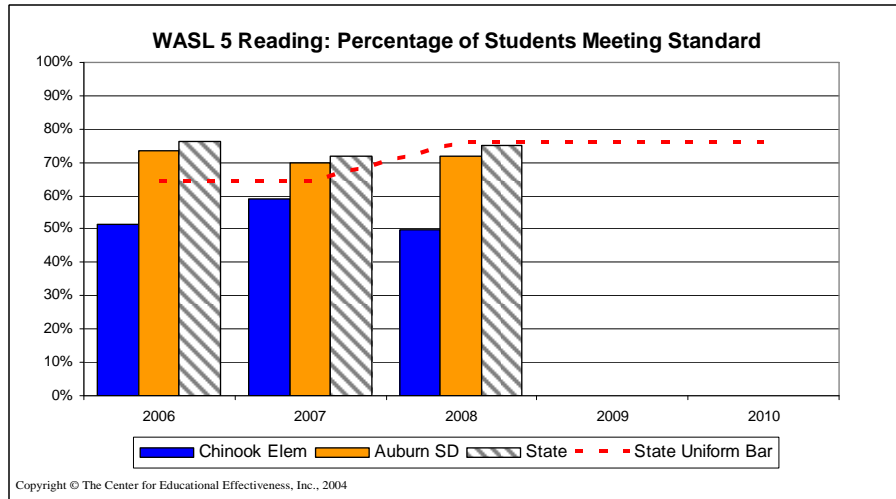
For the 2007-2008 school year, there was an 8% absenteeism rate. Girls and boys were absent equally.



Student Achievement Data

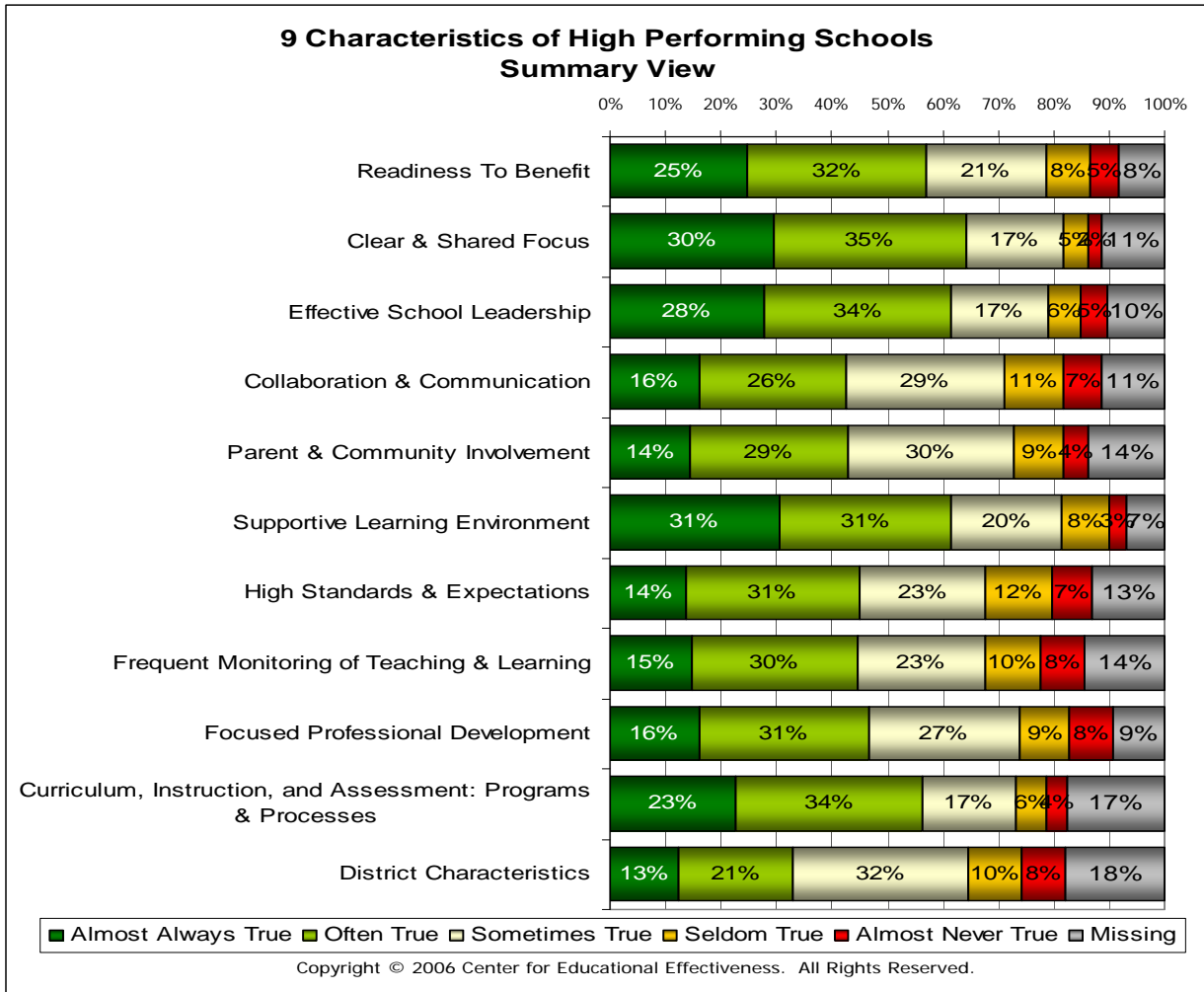


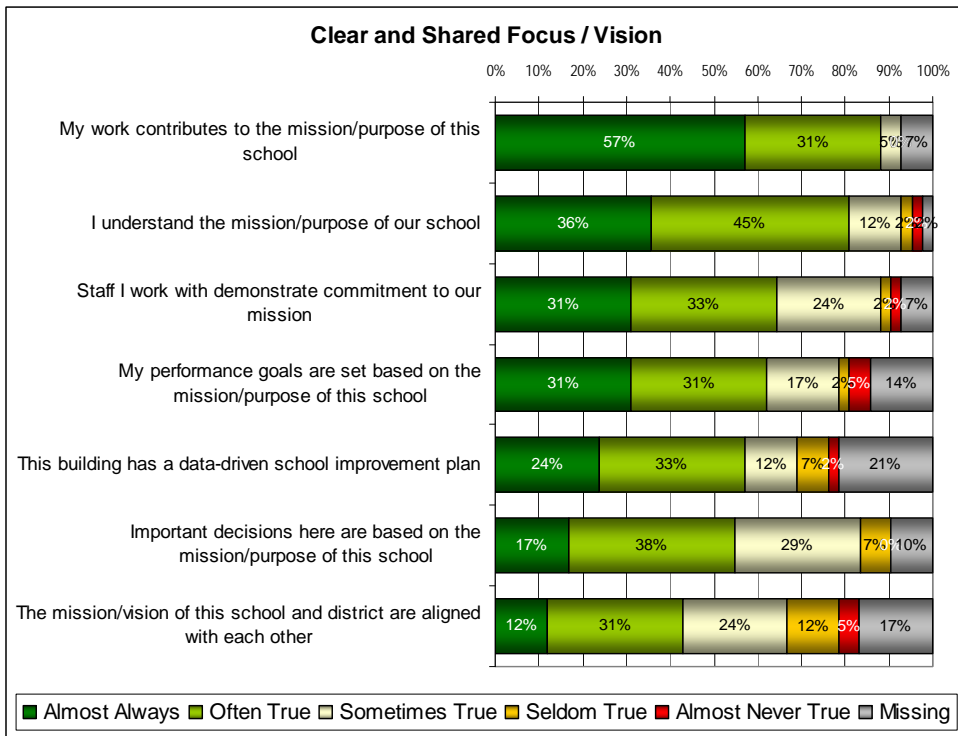
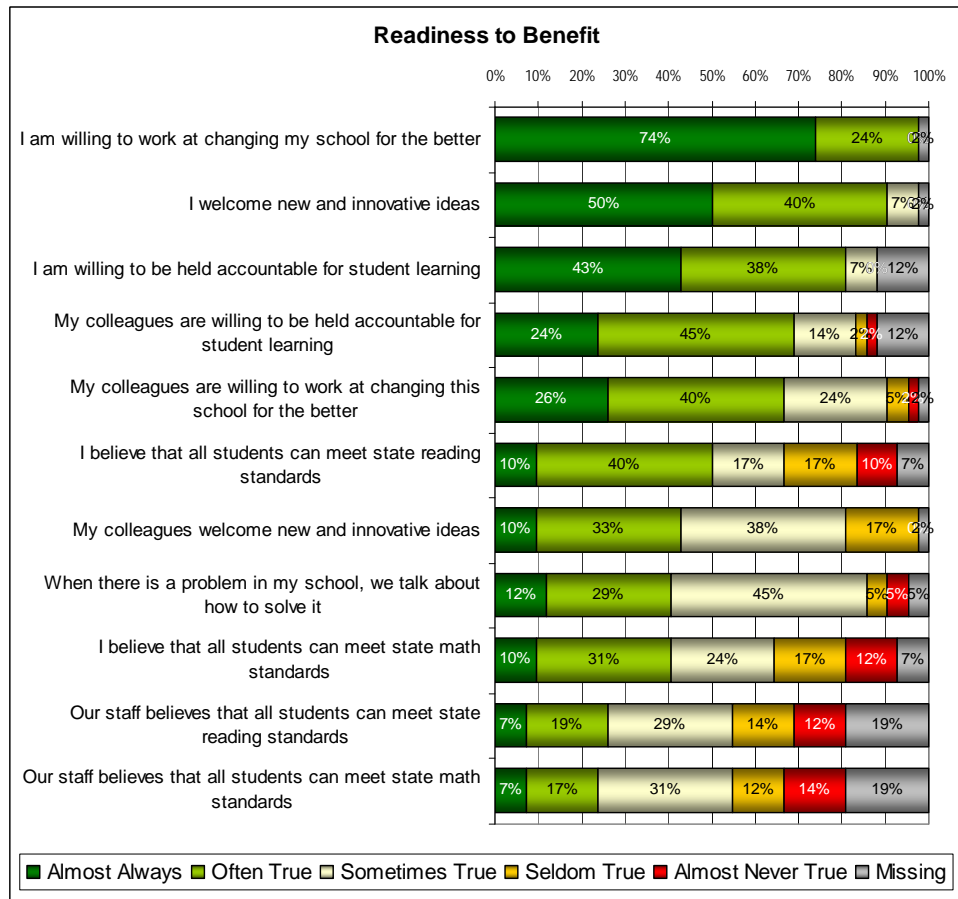


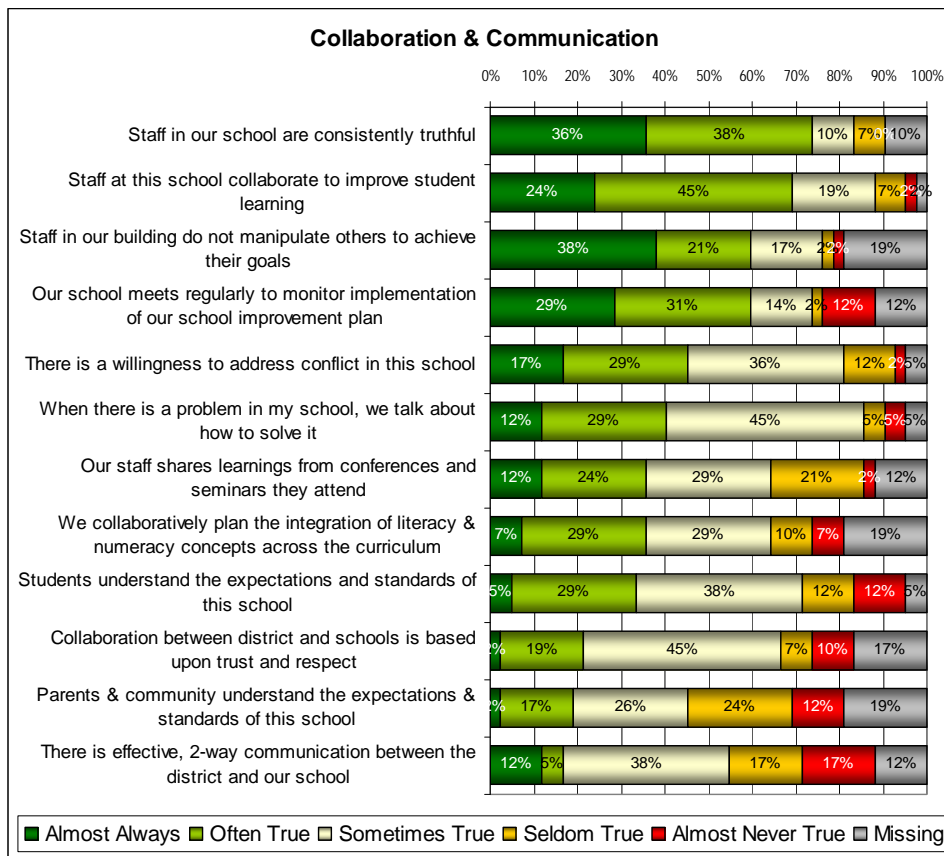
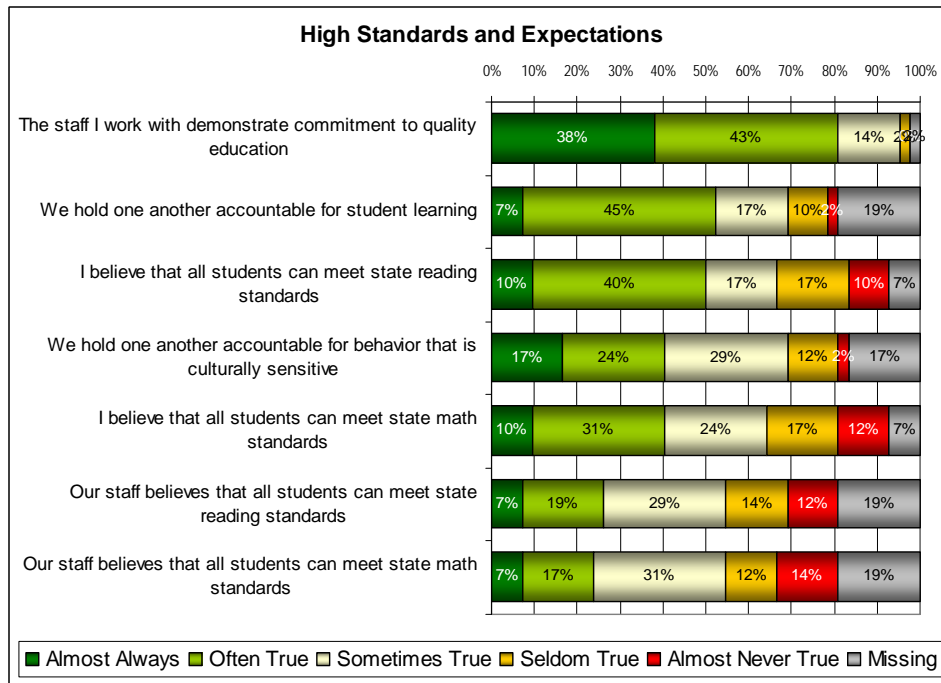


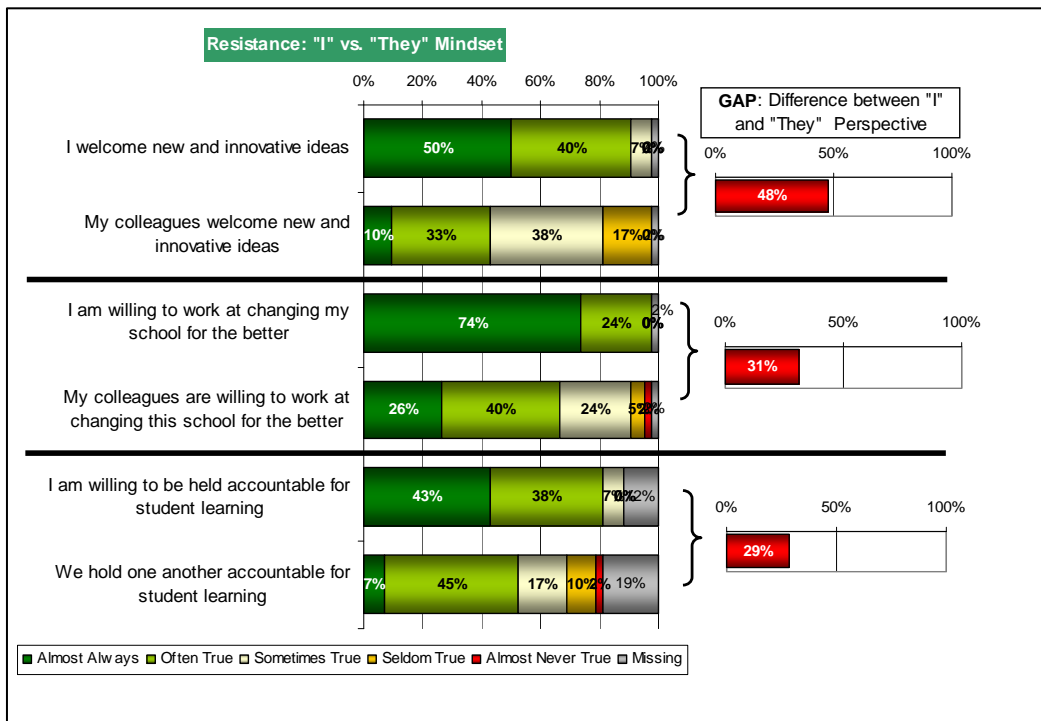
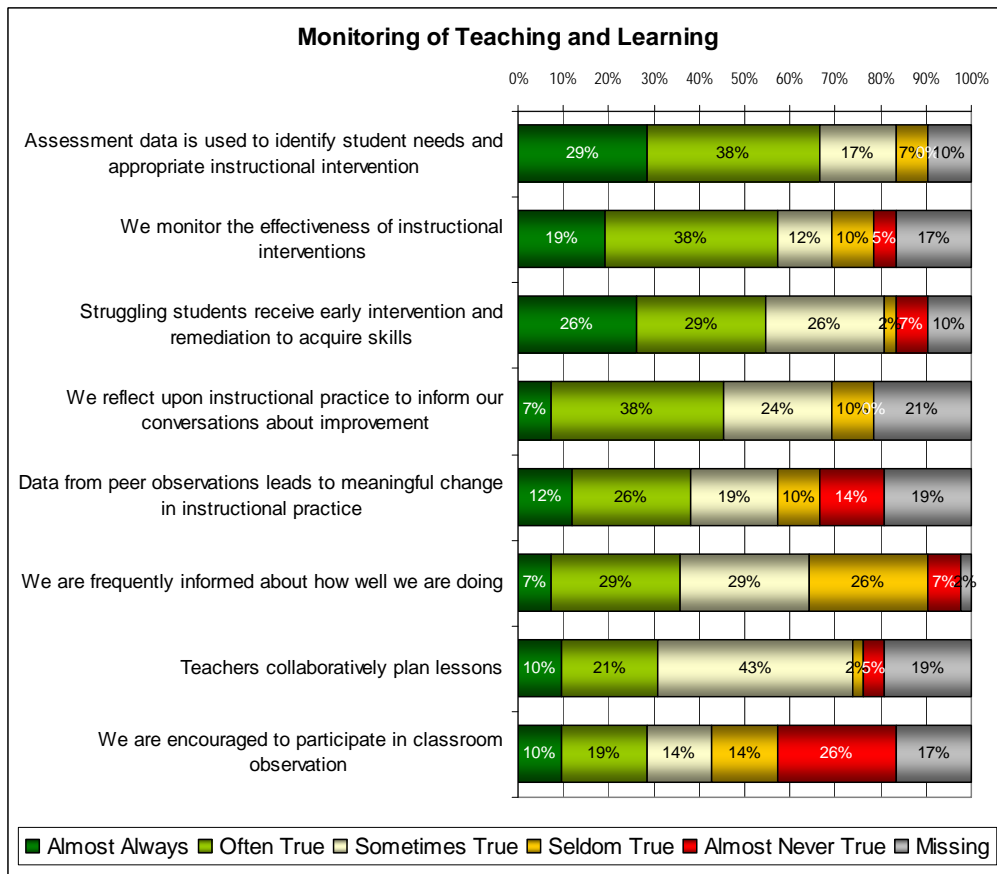
Perception Data

Teacher Survey Data

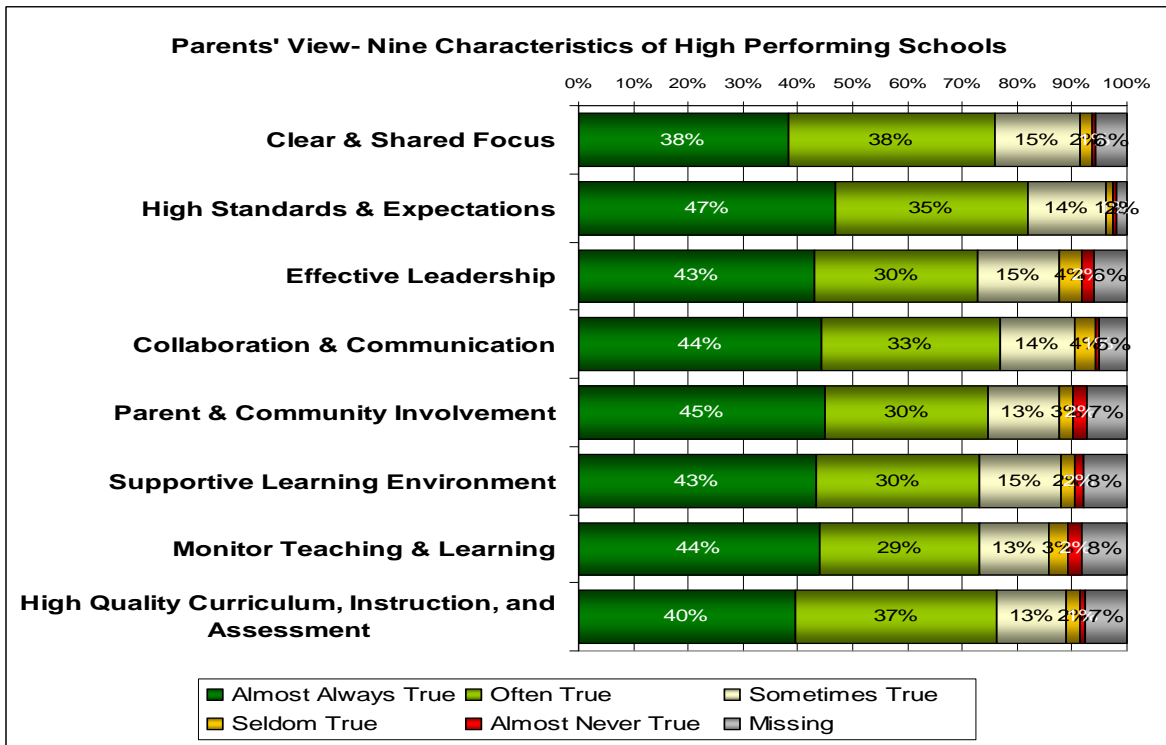




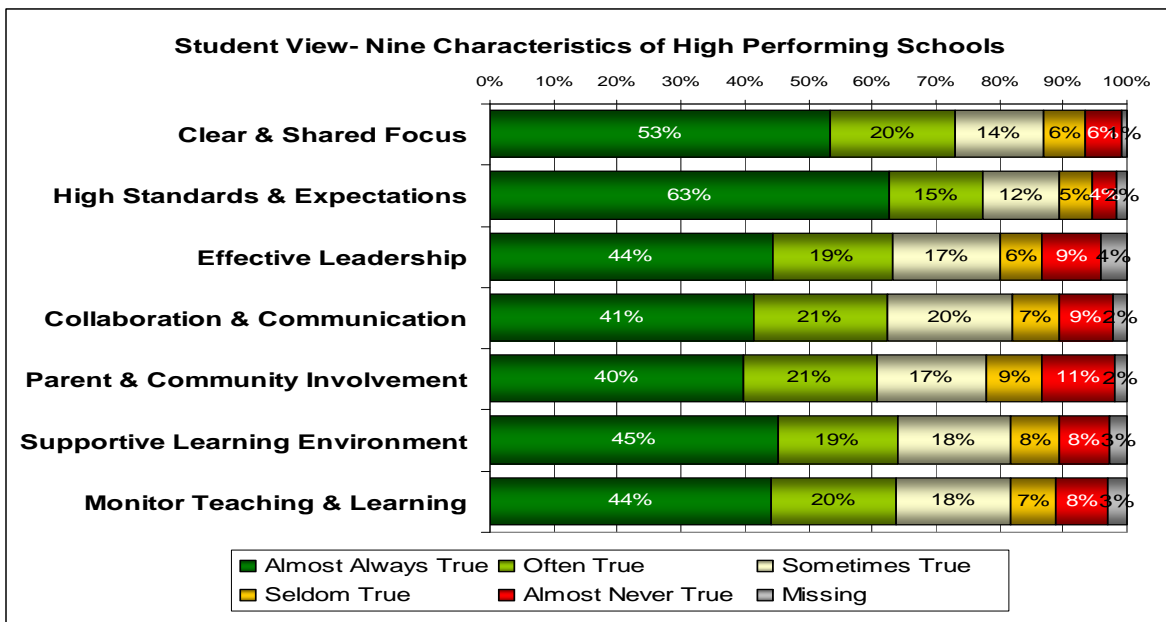




Parent Survey Data



Student Survey Data





Improvement Goals

Based on the prioritized area of concern, stakeholders developed the following improvement goals:

SMART Goal 1: By the 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the reading WASL by 15% and decrease the achievement gap by 10%, reaching the following targets:

60.4% of third grade Chinook students will meet reading standards

61.8% of fourth grade Chinook students will meet reading standards

57.5% of fifth grade Chinook students will meet reading standards

SMART Goal 2: By 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the math WASL by 10% and decrease the achievement gap by 10%, reaching the following targets:

65% of third grade Chinook students will meet math standards

43% of fourth grade Chinook students will meet math standards

60% of fifth grade Chinook students will meet math standards

SMART Goal 3: In the 2009-2010 school year, Chinook Elementary staff will increase high levels of collaboration and communication focused on academic and behavioral expectations between and among all stakeholders to positively affect student learning. The percent of staff who believe Chinook has high standards and expectations along with effective collaboration and communication will increase from 45% and 42% respectively to 70% by spring 2010.



Study Process

Study Teams

Reading Goal Group: Shelley Harris, Debbie Helm, Sean Fullerton, Jackie Edwards, Jackie Haney, Lindsey Johnson, Sandee Korlann, and Ronda Coker

Reading Goal Group Research Materials:

- ◇ K-12 Reading Model
- ◇ *Leadership for Literacy*: Joseph Murphy
- ◇ The Voice of Evidence in Reading Research
- ◇ *Differentiated Instructional Strategies in Practice*: Gayle Gregory
- ◇ Closing the Achievement Gap
- ◇ Brain Matters
- ◇ Building Shared Responsibility for Student Learning

Math Goal Group: Beth Radcliff, Jenny Graham, Jill Hopkins, and Amanda Baehr

Math Goal Group Research Materials:

- ◇ *Promoting Positive Outcomes*: Marcy Stein, Ph. D.; Diane Kinder, Ph. D.; Laura Feuerborn, Ph. D.; & Kathy Zapp, M.Ed
- ◇ *Examining the Relationship Between Yearly ProgressPro, Curriculum-Based measurement (CBM), and Student Results on the Utah Criterion Referenced Tests (CRTs)*: CTB/McGraw-Hill: Monterey, CA
- ◇ *What is Scientifically-Based Research on Progress Monitoring?*: Lynn S. Fuchs & Douglas Fuchs: Vanderbilt University
- ◇ *What is Measured in Mathematics Tests? Construct Validity of Curriculum-based Mathematics Measures*: Robin Schul Thurber, Mark R. Shinn, & Keith Smolkowski
- ◇ Differentiated Instruction for Math: Jody Guarino
- ◇ Effective Math Coaching: Math Leadership Academy: Marcy Stein, Ph. D. & Kathy Zapp, M.Ed
- ◇ Evaluating Math Intervention Programs: Diane Kinder & Marcy Stein
- ◇ Progress Monitoring in Mathematics: Leanne Ketterlin Geller: University of Oregon
- ◇ *Nine Ways to Catch Kids Up*: Marilyn Burns: Educational Leadership

Supportive Learning Environment Goal Group: Lenny Holloman, Jesse Rodriguez, Lisa Mason, Robin Pratt, Julie Bleakley, Seasan Erickson, and Debbie Strand

Supportive Learning Environment Research Materials:

- ◇ *From Standards to Success*: Mark R. O'Shea
- ◇ *Good or Bad, What Teachers Expect from Students They Generally Get!:* Robert T. Tauber
- ◇ *The Three Rs of Professionalism*: Patricia Phelps
- ◇ *Using Data: Two Wrongs and a Right*: Robert J. Marzano
- ◇ *Professional Learning Communities*: Shirley M Hord
- ◇ Center For The Improvement Of Student Learning (CISL)
www.yourlearningcenter.org

Goal teams presented recommendations to all staff electronically and at two staff meetings. All staff had the opportunity to ask clarifying questions and provide input. Prior to finalization of the plan, staff used the “Fist of Five” consensus model to show commitment to the plan. The majority of the staff feedback was fours and fives signaling a strong commitment to the plan. Goal 2 and Goal 3 received a single three each.

(All Schools Note: Each study team should consider parent/community involvement, cultural competency and integration of technology as potential strategies in each goal area e.g. How can parent involvement, cultural competence and technology assist the school in meeting it’s reading goal?)



ACTION PLANS

Instructional Program Description

(Required for SWP#2)

Instructional Program Description

SPW #3 Highly Qualified Staff

With the assistance from Auburn's Human Resources department, all Chinook staff meet the highly qualified requirements under the *No Child Left Behind* legislation to teach the diverse learners at Chinook Elementary School.

SWP #5 To be Addressed by Auburn School District

SWP #8 Assessment Decisions

Reading and Math assessments and timelines will be developed to frequently monitor student academic growth, form flexible instructional groups, identify interventions and identify students needing additional instructional support. Instructional staff (K-5, Title I, ELL, Special Ed, Reading First Coach, Literacy/TOSA and as needed; specialists and support staff will participate in horizontal and vertical collaborative teams to analyze data and adjust instruction to meet the needs of Chinook's diverse learners.

Professional Development focused on *Differentiated Instruction, Culturally Responsive strategies, Standards Based Instruction, skills and processes for Professional Learning Communities, the Five Components of Reading and Mathematical Concepts* will support and increase the staff's strategies and skills to make assessment decisions and adjust instruction.

SWP #9 Assistance to Students Experiencing Difficulty

A Response to Intervention(RTI) system will be implemented in reading and will be developed in math to provide additional instructional time and support to targeted students. Opportunities for additional instruction within and beyond the school day will be included. Instructional support will be delivered by Title I staff, Literacy Specialist, TOSA, ELL and Special Education staff dependent on students' identified needs in reading, math, ELL and/or special education. Students will receive individual and/or small group instruction during interventions to increase and accelerate academic achievement. Professional development on *Differentiated and Culturally Responsive Instruction*

will increase teachers instructional strategies in order to meet Chinook's diverse learners needs.

Walk to Read, uninterrupted blocks, K, 60 minutes, grades 1-3, 90 minutes, grades 4-5, 60 minute Core and 30 minute reading in content areas, will be implemented daily. Walk to Math blocks will be as follows, K, 30 minutes, grades 1-5, 60 minutes will be implemented daily. This will increase student instructional time in reading and math in addition to providing instruction based on students' levels and needs. A strong Core program will support the RTI model. Reading First and math professional development along with coaching will enhance the instructional staff's skills and strengthen the Core program.

Timeline for Planning Process

September 2008: Presentation of School Improvement Process, Introduction of SIF

October, 2008: Staff, parents and students complete the EES survey

November, 2008: Preparation for School Performance Review, Data Carousel, November 6 and 24, Narrative Writing and Prioritizing

December, 2008: School Performance Review

January, 2009: OSPI January Conference, Presentation of SPR results and recommendations, Development of Goals, Goal Action Teams Formed

January-March: Goal Teams conduct research and develop action plan

March: Presentation of Action Plans to full staff. Action Plan modified based on staff input.

April: Performance Agreements developed with building and district. Staff sign-off on agreements.

Planning Implementation Calendar, 2009-2010:

August, 2009-Staff review of plan, including new staff, Data Carousel

September, 2009-Horizontal and Vertical PLCs established, finalize committee/work group structure and begin implementation

October-June, 2009/10 Horizontal and Vertical team meetings focused on collaboration in reading, math and supportive learning environment

Fall/Winter/Spring Assessments to monitor student achievement, Monitor implementation of Action Plan

Action Plans

The following action plans were based upon an analysis of data in Chinook Elementary portfolio and the recommendations from study teams. Plans include goals, activities, professional development and resources needed to implement plan, timelines, persons with lead responsibility, and methods/data for monitoring the effectiveness of the strategies selected.

Reading

School Improvement Goal: By the 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the reading WASL by 15% and decrease the achievement gap by 10%.

SMART Goal: By the 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the reading WASL by 15% and decrease the achievement gap by 10%, reaching the following targets:

60.4% of third grade Chinook students will meet reading standards

61.8% of fourth grade Chinook students will meet reading standards

57.5% of fifth grade Chinook students will meet reading standards

Strategy: To deliver research-based instruction, materials, and assessments that support best practices in teaching and learning.

Rationale: Student academic achievement increases as a result of intentional use of effective research based instructional strategies, materials, and assessments.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Collaborate and plan in grade level teams, including, Title I, ELL support, and Special Education to design and implement instructional strategies/interventions to meet student academic needs.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◊ Group work (adults) ◊ Data analysis ◊ Best practices 	On-going	Time within school schedule Building 21 Hours Title I SIP Grant Reading First Grant SIF Reading First (RF) Coach Director of Elementary Student Learning Consultants CEE I-3 Data	Principal Instructional Staff Reading First (RF) Coach SIF Grade level and Vertical Teams	EES Staff, Parent, and Student Survey EES Team Survey Add WASL Levels from math CEE I-3 Data

Provide research and resources to support best practices through collaboration between librarian and grade level teams.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◊ Teaming ◊ Collaboration 	Beginning Fall 2009	Time for Librarian to attend grade level team meetings	Principal Instructional Staff RF Coach Librarian Grade level and Vertical Teams	Classroom Observation by Principal and RF Coach
Understand State Reading Standards and alignment with Core materials.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◊ State Reading Standards ◊ Standards-based instruction ◊ Differentiated instruction 	Beginning Fall 2009	Time within school schedule Building 21 Hours Title I SIP Grant Reading First Grant District Director of Elementary Student Learning OSPI Resources RF Coach Consultations/visits with other schools/districts	Principal Instructional Staff RF Coach Grade level and Vertical Teams	Classroom Observation by Principal and RF Coach
Implementation of core materials in Walk-to-Read.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◊ Collaborative Planning ◊ Lesson Frameworks ◊ Peer Coaching 	Beginning Fall 2009	Core Materials Harcourt Lesson Maps (K-3) Walk-to-Read time Collaborative Planning Title I SIP Grant Reading First RF Coach Title I Staff Literacy Specialist CEE I-3 Data	Principal Instructional Staff RF Coach	Classroom Observations by Principal and RF Coach Add WASL Levels CEE I-3 Data
Develop a plan to utilize technology to enhance student learning.	Technology <ul style="list-style-type: none"> ◊ Use ◊ Application ◊ Data Analysis ◊ Instructional strategies 	Begin Oct. 2009 Implement Fall, 2010	Reading Leadership Team Principal Instructional Staff Building Technology Coordinator Teacher-Librarian	Reading Leadership Team Building Technology Coordinator Instructional Staff	Agendas and minutes Report to Staff

Develop opportunities for students to access technology for the purpose of demonstrating literacy skills and strategies.	Technology <ul style="list-style-type: none"> ◇ Use ◇ Application ◇ Data Analysis ◇ Instructional strategies 	Begin Oct. 2009 Implement Fall, 2010	Reading Leadership Team Principal Instructional Staff Building Technology Coordinator Teacher-Librarian	Reading Leadership Team Building Technology Coordinator Instructional Staff	Agendas and minutes Report to Staff
Develop expertise in and implement explicit instruction in the five components of reading to meet student academic need.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◇ Phonemic Awareness ◇ Phonics ◇ Vocabulary ◇ Comprehension ◇ Fluency 	Beginning Fall 2009	Time within school schedule Building 21 Hours Title I SIP Grant Reading First Core Materials and Curriculum Maps Templates RF Coach Title I Staff Literacy Specialist	Principal Instructional Staff RF Coach Title I Teacher Literacy Specialists Grade level and Vertical Teams	Classroom Observations by Principal and RF Coach Add WASL Levels CEE I-3 Data
Develop student's interest in reading for a variety of purposes and to set personal reading goals.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◇ Helping teachers and parents understand how to select "just-right" books and a variety of genre. 	Beginning Fall 2009	School Librarian King County Children's Librarian School and county Library Resources Parent Literacy Activity Title I Parent Involvement funds Muckleshoot Tribe PTSA	Principal Staff Librarian Title I Teacher	Interest Survey
Develop and implement a school-wide comprehensive assessment system.	Building-based, job imbedded professional development with coaching/facilitation <ul style="list-style-type: none"> ◇ Progress Monitoring Training ◇ Data Analysis Training 	DIBELS: Benchmark tests: 3 X a year. Fall, Winter, Spring. Progress Monitoring: Monthly for benchmark, twice a month for students at the intensive and strategic levels GRADE	District Print Shop for DIBELS test booklets and Progress Monitoring Booklets. On-line DIBELS Data System K-5 Reading First Funds to purchase grades 1-3 GRADE and money to purchase grades 4-5 GRADE	Principal Instructional Staff RF Coach Title I Staff	Results of DIBELS, progress monitoring, GRADE Phonics diagnostics Data Wall Add WASL Levels CEE I-3 Data

		Fall and spring beginning 2009 grades 2-5. Beginning 2010 for first grade.	Title I Title I Staff RF Coach CEE I-3 Data		
Increase Family Literacy Activities	Culturally Responsive ways to communicate with families	Fall, 2009	Instructional Staff Title I Parent Involvement Funds Reading First RF Coach Title I Staff Open House Newsletters After School Activities	Principal Instructional Staff Reading Coach Title Staff Office Coordinator	Calendar of Family literacy Activities Attendance Sheets Evaluation Forms
Procedures for evaluating success in reaching this goal: what SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes? Increase achievement for all students each year by 15% as measured by the reading portion of the WASL					

Math

School Improvement Goal: By 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the math WASL by 10% and decrease the achievement gap by 10%.

SMART Goal 2: By 2009-2010 school year, each grade level third through fifth will increase the percentage of students meeting standard on the math WASL by 10% and decrease the achievement gap by 10%, reaching the following targets:

65% of third grade students

43% of fourth grade students

60% of fifth grade students

Strategy: Extend instructional learning opportunities for all students.

Rationale: To close the achievement gap and to increase math achievement for all students.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Implement 60 minutes Core Walk-to-Math, 1-5. Implement 30 minute Core Walk- to-Math, K.	Building based, job imbedded Professional development <ul style="list-style-type: none"> ◇ PD on Differentiated and Culturally Responsive Instruction ◇ Data analysis 	Start Oct. 2009 Regroup based on student need after each unit Evaluate effectiveness, June, 2010	School wide pilot of new materials for district Collaborative planning time Instructional Frameworks Para educator support Math manipulatives	Principal Instructional Staff (certificated and classified) Elementary Learning Services Director	Report pre/post unit assessment scores to the Math Leadership committee Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Classroom observations by Principal
Develop differentiated & culturally responsive strategies during core Walk-to-Math	Building based, job imbedded PD <ul style="list-style-type: none"> ◇ Differentiated Instruction ◇ Culturally Responsive strategies ◇ Classroom observation within and outside of the district of effective math instruction with reflection and debriefing Coaching Peer coaching	Professional development begins, Summer, 2009 Begin practice of strategies learned, Fall, 2009	Professional Development time, materials and resources Professional library of math resources Coach and or consultant Building 21 hours, Waiver Days SIP Grant	Principal Instructional Staff Director of Elementary Student Learning District Administrators	Report pre/post unit assessment scores to the Math Leadership committee Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Classroom Observations

Implement grade level team unit planning	Building based, job imbedded PD Professional Learning Community <ul style="list-style-type: none"> ◇ Group Work ◇ Collaboration ◇ Data Analysis ◇ Use of data Math Performance Expectations	Sept. 2009 Approx. every 4-6 weeks (depending on individual unit)	Math Performance Expectations School wide pilot of district math materials/ curriculum Math Instructional Frameworks	Principal Instructional Staff Director of Elementary Student Learning	Team Agendas and Minutes Student Math Group Lists Targeted Student Intervention Lists Team Data Reports to Math Leadership Team Grade Level Instructional Framework Plans
Increase staff understanding of mathematical concepts and instructional strategies.	Building based, job imbedded PD Mathematical Concepts and Thinking Best Practice Math Instructional Strategies	Research and development, April 2009 Decision Making, June 2009 Implementation, Oct. / Nov. 2009	Research and discussion on mathematical concepts and instructional strategies OSPI Math Facilitator/Consultant	Math Leadership Team Director of Elementary Student Learning	Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4
Develop Response to Intervention(RTI) system in math	Begin Professional Development for all staff prior to implementation <ul style="list-style-type: none"> ◇ RTI ◇ Differentiated Instruction ◇ Culturally Responsive 	Research development Jan. 2010 Decision making May 2010 Implementation Sept 2010	Research Math RTI systems, assessments and data bases OSPI Supplemental Math Materials/Programs Document Gather information from/visit schools demonstrating successful math RTI systems	Math Leadership Team Title I Staff Instructional Staff	Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Interventions Schedule

Provide extended instructional opportunities for math intervention and enrichment.	Building based, job imbedded PD Instructional strategies, resources, activities, and materials, relevant to the after school program	Training begins early Nov. 2009 Program begins in Dec. 2009	Math materials/programs to meet targeted students needs Director of Elementary Student Learning Targeted Math materials/resources Title I Staff	Principal Title I Stall Instructional Staff	Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Extended Day Schedule
Procedures for evaluating success in reaching this goal: what SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes? There will be a 10% increase in WASL scores.					

Strategy: Deliver research based instruction, materials and assessment that support best practices in teaching and learning.

Rationale: To teach using best practices to achieve State Standards for all kids and to create consistency in Math instruction materials and assessment.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Develop assessment and progress monitoring system	Building based, job imbedded PD Professional Learning Communities <ul style="list-style-type: none"> ◇ Group Work ◇ Collaboration ◇ Data Analysis ◇ Use of assessments Align assessments with performance expectations	The first 2 unit assessments completed by Aug. 09 The remaining should be done by Dec. 2009	12 hours of summer collaborative time per teacher Pre/Post unit assessments based on the new state standards/performance expectations Title I Grant SIP Grant	Grade Level Teams/Instructional Staff Math Leadership Team Principal	Completed Unit assessments posted on the T drive Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Calendar of assessment and progress monitoring Evidence of the use of student assessment to drive placement and instruction

Develop Standards Based math instruction including standards based grading and homework.	Building based, job imbedded PD School wide curriculum adoption materials Standards Based Instruction ◇ Instructional Strategies ◇ Grading and Homework	Curriculum implementation training Aug. 2009 and Sept. 2009 Standards Based Instruction and Strategies training, Sept. 2010	School wide curriculum pilot resources and materials Director of Elementary Student Learning Math Performance Expectations Standards Based Instructional Resources	Principal Math Leadership Team Instructional Staff	Pre/Post Unit Test scores Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Grade level Instructional Frameworks Classroom observations Calendar of PD
Collaborate to develop Math Instructional Frameworks for each unit focused on aligning performance expectations with core program materials and assessments, K-5	Providing 2 days during the summer for each team to meet and unpack their grade level standards (PLC)	June 2009	12 hours of collaborative team planning, per teacher, for unpacking grade level performance expectations Horizontal and vertical teaming time, 2009-10 District pilot materials and resources OSPI Math Resources Elementary Learning Services Director Title I SIP Grant	Principal Instructional Staff Math Leadership Team	Student WASL Level growth, e.g. Level 1 & 2 students moving up to level 3 & 4 Calendar of instructional plan Classroom evidence of fidelity to the plan EES Survey
Develop consistent math vocabulary throughout grades K-5, imbed into grade level instructional frameworks		Sept. 2009	OSPI math vocabulary words list Grade level instructional frameworks	Math Leadership Team Instructional Staff	Classroom-based assessments
Develop a plan to utilize technology to enhance student learning.	Technology ◇ Use ◇ Application ◇ Data Analysis ◇ Instructional strategies	Begin Oct. 2009 Implement Fall, 2010	Math Leadership Team Principal Instructional Staff Building Technology Coordinator Teacher-Librarian	Math Leadership Team Building Technology Coordinator Instructional Staff	Agendas and minutes Report to Staff

Develop opportunities for students to access technology for the purpose of demonstrating mathematical understanding.	Technology <ul style="list-style-type: none"> ◇ Use ◇ Application ◇ Data Analysis ◇ Instructional strategies 	Begin Oct. 2009 Implement Fall, 2010	Math Leadership Team Principal Instructional Staff Building Technology Coordinator Teacher-Librarian	Math Leadership Team Building Technology Coordinator Instructional Staff	Agendas and minutes Report to Staff
Establish school wide Math Curriculum Night		Oct. 2009	Building Math Materials Math Performance Expectations	Math Leadership Team Grade level teams Instructional Staff Title I	Parent Sign-in Sheets Parent Newsletter Calendar of Chinook Events
Provide Math Games and/or a Make and Take Night during conferences for families		Nov. 2009 Wed. and Thurs. of conference week	Pay for Para educators PTA assistance Grade level math games and materials	Instructional Staff Title I Para educators	Parent Sign-in Sheets Parent Newsletter Calendar of Chinook Events
Procedures for evaluating success in reaching this goal: what SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes? There will be a 10% increase in WASL scores.					

Supportive Learning Environment

School Improvement Goal: In the 2009-2010 school year, Chinook Elementary staff will increase high levels of collaboration and communication focused on academic and behavioral expectations between and among all stakeholders to positively affect student learning.

SMART Goal: In the 2009-2010 school year, Chinook Elementary staff will increase high levels of collaboration and communication focused on academic and behavioral expectations between and among all stakeholders to positively affect student learning. The percent of staff who believe Chinook has high standards and expectations along with effective collaboration and communication will increase from 45% and 42% respectively to 70% by spring 2010.

Strategy 1: To increase effective staff communication and collaboration focused on academic and behavioral expectations.

Rationale: Establish effective communication and collaboration processes and systems around core beliefs for all stakeholders in order to meet the diverse needs of all students.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Unpack and revise current mission and vision statement to reflect staff beliefs	Review best practice and Professional Learning Communities philosophy for school mission and vision	February 2009 through June 2009 Completed prior to opening of 2009-10 school year	Supportive Learning Environment Team Leadership Team School Improvement Team(SIT) SIP Grant Staff meetings SIT meetings	Supportive Learning Environment Team SIT SIF Principal All staff	Completed Mission and Vision and Belief Statements ready for 2009-10 Mission and Vision visible throughout building Staff and Parents aware of and understand Mission and Vision Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey
Develop/Revise current building decision making model	Review best practice and Professional Learning Communities philosophy addressing building decision making models.	February 2009 through September 2009 Completed prior to opening of 2009-10 school year	Decision Making Models used in other schools Leadership Team SIT Supportive Learning Environment Team SIP Grant PLC training SIP funding Staff meetings SIT meetings	Supportive Learning Environment Team SIT Principal SIF All Staff	Documented use of decision making model during: <ul style="list-style-type: none"> ◇ Staff meetings ◇ Leadership meetings ◇ SIT meetings ◇ Grade Level and Vertical Team meetings Minutes of meetings Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey

Develop regularly scheduled opportunities for instructional staff to collaborate in horizontal and vertical Professional Learning Communities.	<p>Building-based, job imbedded professional development with coaching/facilitation</p> <p>Professional Learning Communities</p> <ul style="list-style-type: none"> ◇ Group Work ◇ Facilitation ◇ Collaboration ◇ Data Analysis <p>Best practices of instructional strategies</p>	Weekly beginning September 2009 and throughout the school year	Regularly scheduled time Building Designated Time Principal SIT Leadership Team Title I SIP Grant Reading First	Principal SIT Leadership Team Instructional Staff	<p>Calendar of scheduled meetings Agendas Minutes Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey</p>
Develop opportunities and time for all staff to collaborate in Professional Learning Communities.	<p>Building-based, job imbedded professional development with coaching/facilitation</p> <p>Professional Learning Communities</p> <ul style="list-style-type: none"> ◇ Group Work ◇ Facilitation ◇ Collaboration ◇ Data Analysis 	September 2009 and throughout the school year	Regularly scheduled time Building Designated Time Principal SIT Leadership Team Title I SIP Grant Reading First	Principal SIT Leadership Team All Staff	<p>Calendar of scheduled meetings Agendas Minutes Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey</p>
Increase certificated staff meetings to twice a month and revise format to focus on professional development and collaboration	Update and review purpose of meetings	September 2009 and throughout the school year	<p>Before and/or after school meeting time</p> <p>Building Designated Time Principal SIT Leadership Team Goal Groups RF Coach Title I SIP Grant Reading First</p>	Principal SIT Leadership Team Instructional Staff Committee Chairs	<p>Calendar of scheduled meetings Agendas Minutes Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey</p>

Implement weekly electronic staff bulletin to include building news, schedule of events and committee information	Implement a weekly submission timeline	Weekly beginning September 2009 and throughout the school year	Office Staff Principal Technology All Staff	Principal Office Manager	Copies of Weekly Staff Bulletin Increase in positive response, by staff to high levels of collaboration and communication on the EES Survey
<p>Procedures for evaluating success in reaching this goal: what SUMMATIVE evidence will be used to show this activity is making a difference in student outcomes?</p> <p>The staff, students and parents will complete an Educational Effectiveness Survey (EES) 9.0 in the spring of 2010 to see if we have improved home to school communications and building level communication following the Supportive Learning Environment goal to determine the effectiveness of the communication and adherence to the school mission and vision. The SIT will evaluate the decision making model in the fall of each school year, present to staff, and submit the model to the Auburn School District central office following the district timeline.</p>					

Strategy 2: To increase consistent high behavioral expectations for all students

Rationale: To implement classroom management and discipline policies and procedures to provide a safe, healthy, orderly, and equitable learning environment.

Activities/Tasks to achieve this goal	Professional Development	Timeline	Resources Available	Who is Responsible? Who is involved?	Monitoring effectiveness
What actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Consistent implementation of school wide behavioral expectations and discipline system	Update and review expectations and discipline system	August, 2009 Review, 9/09, 1/10, 4/10	Discipline Committee UWT Think Time Alternative Learning Environment Posters for instructional spaces and building EES Survey	Principal Counselor All Staff	Decrease in discipline referrals Increase in positive responses from staff, parents and students on EES Survey

Teach, model, practice and review school wide behavioral expectations	Update and review expectations and discipline system	9/09, 11/09, 1/10, 4/10	Discipline committee UWT Think Time Counselor	Principal Counselor Instructional Staff	Decrease in discipline referrals
Communicate school wide behavioral expectations to Parents and Community	Culturally Responsive Ways to Communicate with Families	September, 09 Ongoing	Principal Discipline Committee Native American Specialist Open House Parent Handbook Newsletter Website Reader Board EES Survey	Principal Counselor Instructional Staff	Increase in Staff, Parents and Students who believe Chinook has High Expectations and Clear Communications On EES Survey Calendar of scheduled events
Establish ways to work with families with chronic tardy/absent students	Culturally Responsive	Begin, 9/09	Native American Specialist Principal Muckleshoot Tribe Home visits Parent Handbook Open House Newsletter Para Educator	Principal Native American Specialist Counselor Health Tech Nurse	Decrease in tardy and absences
Implement Self Manager Program	Update and review program and expectations	Ongoing	Discipline Committee Principal Counselor	Principal Counselor All Staff	Decrease in Discipline Referral
Maintain the Alternative Learning Environment	Behavioral management	Ongoing	Principal Para Educator District Behavioral Specialist UWT Think Time Space	Principal Para Educator Office Secretary	Decrease in Discipline Referrals Decrease in Targeted Students' Referrals
Consistently Implement Olweus Anti Bullying program	Building based, job embedded Olweus Class Meeting Format	Begin, 9/09 Ongoing	Counselor Discipline Committee Olweus Resource Materials All Staff	Counselor Discipline Committee Instructional Staff	Olweus Anti Bullying Program Survey

Implement Character Development Program	Communicate Program	Begin 9/09 Monthly	Counselor Para Educator	Counselor	Increase in staff, parents, and students believe Chinook has high Expectations and Clear Communications on EES Survey Calendar of scheduled activities
Develop System to Celebrate Perfect Attendance		Begin, 9/09 Monthly	Rewards Office Staff Instructional Staff PTSA ASB Assembly	Office Staff All Staff	Decrease in Tardies and Absences
<p>Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes?</p> <p>The staff, students and parents will complete an Educational Effectiveness Survey (EES) 9.0 in the spring of 2010 to see if we have improved home to school communications and building level communication following the Supportive Learning Environment goal to determine the effectiveness of the communication and adherence to the school mission and vision. The SIT will evaluate the decision making model in the fall of each school year, present to staff, and submit the model to the Auburn School District central office following the district timeline.</p>					

Strategy 3: To increase positive home/school connection and communication

Rationale: To increase family involvement to remove barriers to student learning.

Activities/Tasks to achieve this goal What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What existing and new resources will be used to accomplish the activity?	Who is Responsible? Who is involved? Who will provide the leadership? Who will do the work?	Monitoring effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Establish weekly school to home folder, sent home on consistent days throughout the building	Communication process and system	Begin, September, 2009 Ongoing	Folders Building budget Instructional Staff	Principal Instructional Staff Office	Schedule in Calendar Monitored by Principal

Revise Parent Newsletter Format and increase to twice a month	Sumiton of article/information process	Begin September, 2009 Ongoing	Office Staff Instructional Staff Community Resources	Principal Office manager	Newsletters Monitored by Principal
Research and develop monthly culturally responsive enrichment activities.	Culturally Responsive Ways to Communicate with Families	Begin Oct. 2009 Implement Fall, 2010	Supportive Learning Environment Team Leadership Team Principal SIT All Staff Investigate/Visit other schools'/districts' programs Community Groups	Designated Committee	Agendas and minutes Report to Staff
Research and develop student access and use of developmentally appropriate technology in enrichment activities.	Technology <ul style="list-style-type: none"> ◇ Use ◇ Application ◇ Data Analysis ◇ Instructional strategies 	Begin Oct. 2009 Implement Fall, 2010	Technology Committee Principal Instructional Staff Building Technology Coordinator Teacher-Librarian	Technology Committee Building Technology Coordinator Instructional Staff	Agendas and minutes Report to Staff
<p>Procedures for evaluating success in reaching this goal: What SUMMATIVE evidence will be used to show this activity has made a difference in student outcomes?</p> <p>The staff, students and parents will complete an Educational Effectiveness Survey (EES) 9.0 in the spring of 2010 to see if we have improved home to school communications and building level communication following the Supportive Learning Environment goal to determine the effectiveness of the communication and adherence to the school mission and vision.</p>					

Professional Development

SWP#4)

Classified and certified staff members are encouraged to participate in district-wide and building level in-service opportunities. Additional opportunities for both certificated and classified have been offered through Reading First.

Classes and In-services offered in the 2008-2009 school year

- ◇ Aug. 25th Love and Logic in the Classroom presented by Dr. Geddes
- ◇ Aug. 26th Implementing Strategies for Alignment-Standards, Assessment, and Instruction presented by district staff
- ◇ Aug 28th Breakout sessions on reading strategies for early learners, RTI, standards based classrooms, and implementing Reading First
- ◇ Sept. 25th & Oct. 2nd Prevention Based Management Approaches/ Powerful Discipline Strategies that Reduce Behavior Problems presented by Mark Boynton
- ◇ Sept. 26th Individually designated development opportunity
- ◇ Oct. 20th Anita Archer Techniques presented by Debbie Helm
- ◇ Oct. 24th Individually designated development opportunity
- ◇ Nov. 6th & Nov. 24th Data Carousal presented by Pili Wolfe
- ◇ Dec. 10th LETRS Foundations Part 1 presented by Deborah Glaser
- ◇ Dec. 15th Reading Mastery Beginning presented by Tara Ebey Haskins
- ◇ Jan. 21st SPR Return Visit presented by Lenny Holloman, Pili Wolfe, and Marsha Hallett
- ◇ OSPI January Conference
- ◇ Feb. 12th Intervention Design/Templates/Syllabication
- ◇ March 4th WASL Proctor Training presented by Julie Deboit
- ◇ March 10th LETRS Foundations Part 2: Vocabulary & Fluency presented by Deborah Glaser
- ◇ March 13th Instructional Templates to Enhance Instruction presented by Evelyn Probert and Shelby Skannes and Fluency is More Than Just Reading Fast presented by Evelyn Probert
- ◇ April 1-3 Washington Indian Education Conference
- ◇ May 7th Sustainability/ Oral Language
- ◇ May 11th Individually designated development opportunity

Parent Involvement

Required for SWP #6

Student learning is a combined effort between the student, parent, and school. We are committed to creating a positive and effective partnership with the home to maximize learning for students.

The follow is a calendar list of on-going family involvement activities that may take place:

September

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Distribute Title/Reading information at Open House
- ◇ Reading and math compacts are distributed and signed throughout the Fall

October

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ EES survey given to families

November

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Recruit volunteers based on survey responses
- ◇ Title Progress reports issued
- ◇ Parent-Teacher conferences
- ◇ Family literacy activities
- ◇ Kindergarten literacy activities

December

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ School Performance Review Parent and Community focus groups

January

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website

February

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Title I Family Math Night

March

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Progress Reports Issued
- ◇ Kindergarten Literacy Night

April

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Title I Parent Survey

May

- ◇ Title I Newsletter home to all K-5 students and posted on the school's website
- ◇ Program Planning Meeting for all 2009-2010
- ◇ Kindergarten Literacy Night

June

- ◇ Title Progress reports issued
- ◇ Kindergarten Round-Up
- ◇ Acknowledge Title I volunteers

In an effort to continue parent involvement, the following will continue to occur during the 2009-2010 school year.

- ◇ Fall and spring Title I surveys will be sent home to allow parents the opportunity to give input on what type of communication and involvement they value in the school wide Title I Program.
- ◇ A Chinook parent/parents will participate as a member/s of the School Improvement Team.
- ◇ Family Literacy and Math events will be made available to all Chinook Elementary School parents and coordinated with PTSA for the greatest involvement. Events will include opportunities for all students and siblings to participate with their family. Title I Parent Involvement funds will be utilized to support events.
- ◇ Funds will be allocated to send several Title I parents and/or Para educators to the Title I Conference in the spring.
- ◇ Ongoing communication to parents will be done through phone calls, written letters/notes, conferences, the school's twice monthly newsletter, and the school's website.
- ◇ A parent handbook providing reading and math activities and resources will be given to parents in Kindergarten for the primary grades and third grade for the intermediate grades. In addition, all new families to Chinook will receive a binder.
- ◇ Parents will be invited and encouraged to participate at school and in their child's classroom.

Coordinate Transitions

SWP #7

Describe how the school wide program will coordinate transitions for preschool children into the elementary program.

Chinook Kindergarten Coach, paid for by the district, works throughout the year to contact area preschools and child care providers and the Muckleshoot daycare and Head Start, to provide information about Chinook Elementary Kindergarten Program, Kindergarten expectations and Kindergarten registration (Round Up).

Chinook Native American Specialist communicates with the Muckleshoot daycare and Head Start about the Chinook Kindergarten program and registration. She helps to transition Native families and students to kindergarten. In addition she works with Native families and students as they begin kindergarten and throughout the school year.

Information about Kindergarten registration- Round Up is sent out to the community through the Chinook Parent Newsletter, flyers, on the school's website, and posted on the school reader board.

Chinook fifth grade staff meets with the sixth grade staff at Olympic Middle School (feeder middle school) to share reading data and academic information for student placement prior to the end of the school year.

Response to School Performance

Review (formerly Educational Audit)

Recommendation #1

Implement research-based support materials for intervention and enrichment opportunities focused on reading.

Reading Strategy 1: To deliver research-based reading instruction, materials and assessments that support best practices in teaching and learning

Reading Strategy 2: Provide core and extended instructional opportunities for all students

Reading Strategy 3:

To develop and support a collaborative learning culture that ensures the use of data driven decision making to improve student achievement

Supportive learning Environment Strategy 3: To increase positive home/school connections and communication

Professional Development:

- ◇ Differentiated and Culturally Responsive Instructional Strategies
- ◇ Best Intervention Instructional Strategies
- ◇ Five Components of Reading
- ◇ Align Core with State Grade Level Expectations

Systems and Organization:

- ◇ Grade level and Vertical Team Planning
- ◇ School –wide comprehensive assessment system
- ◇ Reading Intervention time with in school day K-5
- ◇ Extended day opportunities for K and 3-5
- ◇ Research and develop monthly culturally responsive enrichment activities for families and students

Recommendation #2

Investigate and develop school-wide policies and structures to ensure implementation of a rigorous and relevant mathematics curriculum for every student, and time and support to master curriculum to close the achievement gap.

Math Strategy 1

Expand instructional learning environment options for all students

Math Strategy 2

Deliver research based math instruction, materials and assessment that support best practice in teaching and learning

Professional Development:

- ◇ Differentiated and Culturally Responsive Instructional Strategies
- ◇ Standards Based Instruction

- ◇ Mathematical Concepts
- ◇ Best math instructional strategies
- ◇ Align math Core materials and resources with State Performance Expectations
- ◇ Classroom observations and visitations

Systems and Organization:

- ◇ 60 minute Walk to Math Core instructional time, grades 1-5
- ◇ 30 minute Walk to Math Core instructional time, half day K
- ◇ Grade level and vertical team planning
- ◇ Develop assessments for placement and progress monitoring
- ◇ Develop instructional frameworks for math including consistent math vocabulary

Recommendation #3

Examine data across all grade levels and develop and implement supportive and culturally responsive practices to address the needs of a diverse student population in order to close the achievement gap

Reading Strategy 1: To deliver research-based reading instruction, materials and assessments that support best practices in teaching and learning

Math Strategy 1

Expand instructional learning environment options for all students

Math Strategy 2

Deliver research based math instruction, materials and assessment that support best practice in teaching and learning

Professional Development:

- ◇ Differentiated and Culturally Responsive Instructional Strategies
- ◇ Professional Learning Communities
 - Adult group work and teaming
 - Data analysis and use

Systems and Organization:

- ◇ Grade level and Vertical Team Planning
- ◇ School –wide comprehensive assessment system in reading and math

Recommendation #4

Research, develop and implement a school-wide decision-making model that focuses on student learning and includes clear and timely communication strategies for all stakeholders

Supportive learning Environment Strategy 1

Establish effective collaboration and communication with all staff

Supportive learning Environment Strategy 2

To increase consistent high behavioral expectations for all students

Supportive learning Environment Strategy 3:

To increase positive home/school connections and communication

Professional Development:

- ◇ Research best practices and Professional Learning Communities philosophy on decision making model
- ◇ Culturally Responsive Ways to Communicate with Families

Systems and Organization:

- ◇ Implementation of selected decision making model, August 2009
- ◇ Consistently scheduled Leadership and School Improvement Team meetings
- ◇ Agendas and minutes of all meetings posted and electronically distributed
- ◇ Grade level and Vertical Team planning
- ◇ Increase in Staff Meetings
- ◇ Increase in Parent newsletters to 2 times per month
- ◇ Weekly Home to School folders, same day, K-5

Recommendation #5

Develop structures that provide collaboration, vertical and horizontal planning, and job embedded professional development focused on improving student learning.

Addressed in all School Improvement Goals/SMART Goal sections**Professional Development:**

- ◇ Professional Learning Communities
 - Group Work (adults)
 - Teaming and collaboration
 - Analysis and use of data
- ◇ Job embedded to include coaching, modeling and observation in core academic areas

Systems and Organization:

- ◇ Revised Mission, Vision and Beliefs completed by June 2009
- ◇ Mission, Vision and Beliefs visible throughout school
- ◇ Weekly Staff Bulletins
- ◇ Scheduled grade level and vertical team time within the school day, outside of the school day and/or during the summer (includes Principal, RF coach, Title I staff, specialists and support staff (Sped, ELL, Literacy Specialist, etc))
- ◇ Agendas and Minutes expected for team time
- ◇ Instructional Frameworks and common assessments developed in reading and math

Monitoring the Plan

Agendas of staff, grade level team, and vertical team meetings will document focus on student achievement, implementation of reading, and math strategies and the impact on student performance. Minutes of meetings will document progress in this effort.

Professional development that is focused on the action plan will be articulated for the 2009-2010 school year.

Core reading and math materials and assessment will be aligned to Reading GLEs and Math Performance Expectations.

Reading assessments will be given at regular intervals and will be reflected in assessment calendar.

◇ **DIBELS**

- Fall, Winter, Spring
- Progress Monitoring – Benchmark Students-Monthly, Strategic and Intensive Students-Twice a month

◇ **GRADE**

- First Grade – Spring
- Second-Fifth – Fall and Spring

◇ **MAPS**

- Third-Fifth – To be determined

Math assessments and timeline for assessments are to be developed.

School -wide summative achievement data, contextual data, and perception data will be analyzed using a Data Carousel format in August.

School Improvement Action Plan will be reviewed and updated at the August retreat, Winter, 2010 and Spring, 2010.

(SWP Note: Using current data, annually review and evaluate all components of the SWP and adjust accordingly.)

Coordination and Integration of Federal, State and Local Services and Programs (Required of SWP)

Funding Source	Amount	How Funds Meet Intent and Purpose
Title I Part A	\$191,027.00	
State BEA	\$2,100,000.00	
State LAP	\$0.00	
Local Levy	\$11,967.00	
Title II A Highly Qualified	\$129,127.00	
Title II D Technology	\$450.00	i.e. Fund Online DIBELs reporting Tool Subscription for all students
Title III ELL	\$2,995.00	
Title IV Safe and Drug Free	\$0.00	
Title IV B Reap	\$0.00	
Title V Innovative Programs	\$0.00	
Title VII Indian Education	\$48,000.00	
IDEA	\$235,000.00	
TOTAL \$ for School Wide Title	\$2,718,566.00	
Other:		
School Improvement	\$24,516.00	
Reading First	\$97,303.00	
TOTAL \$ Additional Grants	\$121,819.00	
*Overall Total for Building	\$2,840,385.00	

* Amount does not reflect state monies
(I-728, Transitional Bilingual, State
Sped...).

Submit 1 paper copy and 1 electronic copy
of your *School Improvement Plan*

along with
your *Performance Agreements (4/09)*

for
Staff Support
District Support
OSPI Support

by
March 31, 2009
to:

Janell Newman, Ph.D.
Assistant Superintendent
District and School Improvement, OSPI
PO Box 47200
Olympia, WA 98504-7200

1. Certificated and Classified Personnel Report

Recommendation: That the board approve the attached report.

Louanne Decker, assistant superintendent of school programs; Rodney Luke, assistant superintendent of K-12 student learning; Cynthia Blansfield, director of secondary student learning; Richard Zimmerman, Auburn High School principal; Elaine Hogg, Auburn High School special education teacher; Terri Herren, Auburn Mountainview High School principal; Gregg Collette, Auburn Mountainview High School language arts teacher; Bruce Phillips, Auburn Riverside High School principal; Andrew Monsen, Auburn Riverside High School social studies department head; Nancy Olsten, West Auburn High School language arts teacher; Darin Adams, Mt. Baker Middle School principal; Deborah Cantrall, Rainier Middle School science teacher; Dianne Lonsbery, parent representative; and Catherine deJong, Auburn Education Association president, request permission to travel to Lincolnshire, Illinois, Monday to Wednesday, November 30-December 2. The purpose of the trip would be to visit Adlai E. Stevenson High School and Twin Groves Middle School, national founding schools for professional learning communities. Lodging will be at the Hampton Inn and Suites, meals will be at local restaurants, and travel will be by air. The cost of the trip will be paid by OSPI district improvement assistant grant and federal Title II grant funds. Substitutes will be needed for Mr. Collette, Mr. Monson, Ms. Cantrall, Ms. Hogg, Ms. Lonsberry, and Ms. Olsten for two and a half days.

Recommendation: That the above request for travel be approved.

PERSONNEL--CERTIFICATED

Curriculum/Non-Curriculum hours

Additional hours

1 . Townsend, Audrey	21 hour(s) @ hourly rate of pay effective 11/4/2009
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After school program

1 . Mason, Jeri	100 hour(s) @ hourly rate of pay effective 9/1/2009
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Consultant-Title I application

1 . Pease, Gary	4 hour(s) @ hourly rate of pay effective 10/12/2009
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Extended day

1 . Armantrout, Laura	23 hour(s) @ hourly rate of pay effective 10/26/2009
2 . Birch, Alisa	23 hour(s) @ hourly rate of pay effective 10/26/2009
3 . Davis, Jennifer	48 hour(s) @ hourly rate of pay effective 10/26/2009
4 . Gomez, Caroline	23 hour(s) @ hourly rate of pay effective 10/26/2009
5 . James, Susan K	23 hour(s) @ hourly rate of pay effective 10/26/2009
6 . McEntyre, Michelle	25 hour(s) @ hourly rate of pay effective 10/26/2009
7 . Townsend, Audrey	69 hour(s) @ hourly rate of pay effective 10/26/2009

Extra hours for LA work

1 . Astle, Erika	14 hour(s) @ hourly rate of pay effective 9/1/2009
2 . Flory, Joni	14 hour(s) @ hourly rate of pay effective 9/1/2009
3 . Ludwigson, Christine	14 hour(s) @ hourly rate of pay effective 9/1/2009

- | | |
|---------------------|---|
| 4 . McCord, Sheila | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |
| 5 . Portmann, Kelly | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |
| 6 . Snyder, Cheryl | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |

Family reading night

- | | |
|-------------------|---|
| 1 . Hopkins, Jill | 1.25 hour(s) @ hourly rate of pay effective
10/15/2009 |
|-------------------|---|

Involuntary transfer

- | | |
|---------------------|--|
| 1 . Arnold, Mindy | 14 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 2 . Barrett, Jill | 28 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 3 . Fettig, Angela | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |
| 4 . Gwin, Brandi | 14 hour(s) @ hourly rate of pay effective
9/28/2009 |
| 5 . Johnson, Beth | 28 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 6 . Lewis, Jessica | 14 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 7 . Millican, Scott | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |
| 8 . Ottele, Kelly | 14 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 9 . Powell, Rodney | 14 hour(s) @ hourly rate of pay effective
10/1/2009 |
| 10 . Wraspir, Susan | 14 hour(s) @ hourly rate of pay effective
9/1/2009 |

Language Arts curriculum

- | | |
|--------------------|--|
| 1 . Abraham, Diane | 8.5 hour(s) @ hourly rate of pay effective
9/9/2009 |
|--------------------|--|

- | | |
|----------------------|--|
| 2 . Carstens, Corrie | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 3 . Durham, Ann | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 4 . Hubbell, Carolyn | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 5 . Koenig, Sally | 8.5 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 6 . Stonack, Lynda | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 7 . Walker, Dena | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 8 . Warring, Peter | 6 hour(s) @ hourly rate of pay effective
9/9/2009 |
| 9 . Winter, Susan | 14 hour(s) @ hourly rate of pay effective
9/9/2009 |

LAP coordinator

- | | |
|---------------------|--|
| 1 . Arrigoni, Sheri | As needed effective 9/1/2009
Stipend \$2,494.80 per month for 10 months |
|---------------------|--|

Parent reading night

- | | |
|---------------------|---|
| 1 . Harris, Shelley | 1.25 hour(s) @ hourly rate of pay effective
10/15/2009 |
| 2 . Helm, Debra | 1.25 hour(s) @ hourly rate of pay effective
10/15/2009 |
| 3 . Price, Sarah | 1.25 hour(s) @ hourly rate of pay effective
10/15/2009 |
| 4 . Saiki, Donna | 1.25 hour(s) @ hourly rate of pay effective
10/15/2009 |

Parent-teacher conferences

- | | |
|-----------------------|---|
| 1 . Robello, Brittany | 3 hour(s) @ hourly rate of pay effective
11/1/2009 |
|-----------------------|---|

Recess duty

1. Karow, Sarah

8 hour(s) @ hourly rate of pay effective
11/2/2009

PERSONNEL--CLASSIFIED

Curriculum/Non-Curriculum hours

After school program

1. Hunter, Pilar	10 hour(s) @ hourly rate of pay effective 9/1/2009
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Alternative learning environment

1. Coke, Margaret	76 hour(s) @ hourly rate of pay effective 10/19/2009
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Assistant coach - Boys basketball

1. Swain, Chadwan	252 hour(s) @ hourly rate of pay effective 9/1/2009 Stipend \$3,510
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Assistant coach - Cheerleading (winter)

1. Humphries, AnnMarie	198 hour(s) @ hourly rate of pay effective 9/1/2009 Stipend \$2,954
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Assistant coach - Gymnastics

1. Hainer, Amanda	216 hour(s) @ hourly rate of pay effective 11/3/2009 Stipend \$3,218
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Choir accompanist

1. Wardell-Monsen, Tia	25 hour(s) @ hourly rate of pay effective 9/1/2009
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Healthroom/Medicaid activities

1. Kansanback, Deborah	30 hour(s) @ hourly rate of pay effective 10/1/2009
------------------------	--

Interpreter - Russian/Ukrainian

1. Kaminsky, Ilya	80 hour(s) @ hourly rate of pay effective 11/1/2009
2. Lavrentyev, Dina	50 hour(s) @ hourly rate of pay effective 11/1/2009
3. Marchuk, Liliya	50 hour(s) @ hourly rate of pay effective 11/1/2009

4. Spatarel, Vasiliy 50 hour(s) @ hourly rate of pay effective
11/1/2009

Interpreter - Samoan

1. Sagapolutele, Faatupu 50 hour(s) @ hourly rate of pay effective
11/1/2009

Morning madness program

1. Rudolph, Garnet 40 hour(s) @ hourly rate of pay effective
10/15/2009

Referee

1. Stafford, Richard 20 hour(s) @ hourly rate of pay effective
9/10/2009

Title 1 parent night

1. Carr, Candace 2 hour(s) @ hourly rate of pay effective
11/5/2009

2. Sowards, Traci 2 hour(s) @ hourly rate of pay effective
11/5/2009

Title 19

1. Wood, Deborah 31 hour(s) @ hourly rate of pay effective
11/3/2009

Winterguard instructor

1. Conway, Robin 200 hour(s) @ hourly rate of pay effective
11/1/2009
Stipend \$4,643

New Hire

Assistant cook

1. Serna, Dawn 2 hour(s) for 153 day(s) @ hourly rate of pay
effective 10/19/2009
Qualified, willing applicant hired through the
interview process

Para-Educator Special Kids

1. Downing, John 6.5 hour(s) for 175 day(s) @ hourly rate of
pay effective 9/14/2009
2009-10 School year

2. Ruchti, Amber

6.5 hour(s) for 148 day(s) @ hourly rate of
pay effective 10/26/2009
Qualified, willing applicant hired through the
interview process

Rehire

Accountant

1. Bodkins, Debra

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

2. Podesta, Debra

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Assistant Supervisor

1. Barker, Carol

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Bookkeeper

1. Barlow, Lela

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

2. Burget, Miloslava

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Bus driver

1. Adkinson, Virginia

4.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 school year

2. Schons, Mark

4.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 school year

Buyer

1. Bernasconi, Janice

8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Capital Projects Technician

1. Burton, Connie

8 hour(s) for 258 day(s) effective 9/1/2009
2009-10 school year

Computer Technician

1. Hering-Phillips, Carol 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
2. Hidalgo, Ofelia 5 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
3. Saxon, Jan 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Contract Analyst

1. Sargent, Lora 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

COTA

1. Branesky, Jean 8 hour(s) for 115 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
2. Gabriele, Sheryl 7 hour(s) for 148 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
3. Petrie, Della 8 hour(s) for 185 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
4. Ritter, Robin 8 hour(s) for 185 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
5. Smythe, Deborah 6.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Dispatcher

1. McDonald, Pamela 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
2. Millard, Dennis 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
3. Wagner, Susan 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Executive Assistant to Superintendent

1. Johns, Ruth 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

HR Technician

1. Burkhauser, Valerie 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
2. Grape, Mandie 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
3. Poteet, Jennifer 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Kitchen Manager Culinary Arts

1. Amburgey, Kenlynn 7.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
2. Dahlstedt, Lisa 7.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

LPN

1. Dickson, Kathy 7.5 hour(s) for 179 day(s) @ hourly rate of
pay effective 9/10/2009
2009-10 School year

Para-Educator Special Education RR

1. Bratsch, April 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator ELL

1. Alvarez, Christina 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator

1. Carlson Ray, Carol 3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator - Special Education SLC

1. Adkins, Kelly-Glenn 6.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator - Title

1. Ball, Sarah 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator Basic Skills

1. Gibson, Kathie 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator Career Center

1. Englehart, Sharon 4 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38896

Para-Educator Class-Size

1. Eldred, Marjorie 3 hour(s) for 9 day(s) @ hourly rate of pay effective 10/5/2009
2009-10 School year

Para-Educator Community Lab

1. Farr, Brooks 6.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator Computer Lab

1. Dudley, Toni 8 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year
2. Harris, Donna 8 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator CTE Generalist

1. Clark, Robin 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Para-Educator Culinary Arts

1. Dunham, Denise 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
2. Estey, Susan 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
3. Hansen, Necia 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator ECE

1. Beckman, Susan 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
2. Carson, Stephanie 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
3. Clausen, Karlen 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
4. Cruz, Daniel 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
5. Darling, Lora 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
6. Diderickson, Christine 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
7. Flynn, Sheri 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
8. Gallagher, Chalea 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
9. Gerard, Terry 6.5 hour(s) for 153 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator ELL

1. Brock, Dineke
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
2. Carnino, Irina
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
3. Casanova, Donna
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
4. Coriano, Amet
6 hour(s) for 54 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
5. Erickson, Christine
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
6. Hall, Sarah
6.75 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Gifted/Library

1. Guppy, Margie
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38929

Para-Educator Health Room

1. Binetti, Michelle
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38819
2. Blazer, Christine
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
3. Burns, Melinda
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38831
4. Coke, Margaret
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
5. Cutler, Shirley
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

6. DeBolt, Charleen
5 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
7. Gaston, Sonia
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
8. Hardy-Jones, Ruth
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Health Room/Title

1. Cullum, Lisa
5 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38874

Para-Educator LAP

1. Atkinson, Lori
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
2. Barkus, Sherrill
1.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38803
3. Bell, Carly
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
4. Boettcher, Denise
4.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
5. Buck, Julie
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38827
6. Bushaw, Jeanne
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
7. Gardner, Lynnette
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
8. Guesman, Janie
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

9 . Hamilton, Donna
7 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Library

1 . Barkus, Sherrill
4 hour(s) for 29 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38804

2 . Binetti, Michelle
1 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38818

3 . Buckingham, Kimberly
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38829

4 . Frerichs, Rosanna
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38909

5 . Gariano, Eletha
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

6 . Gilbert, Fiina
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

7 . Gonzales, Candice
7 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

8 . Hales, Kym
1 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38931

Para-Educator Marketing

1 . Green, Penny
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Path

1 . Dresel, Joyce
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Playground

1. Anderson, Linda 2.5 hour(s) for 5 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
2. Beasley-Davis, Barbara 2 hour(s) for 58 day(s) @ hourly rate of pay
effective 9/21/2009
2009-10 School year
3. Hart, Jay 1.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Playground/Recess

1. Bell, Karen 2 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Reading/Math

1. Christensen, Monica 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
2. Daumit, Elisabeth 7 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
3. Ebey, Virginia 3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
4. German, Linda 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Recess

1. Adams, Traci 4.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10School year
2. Anderson, Sheryl 1.5 hour(s) for 46 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
3. Bassham, Chantal 1 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38806

4. Buckingham, Kimberly 2.25 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38828
5. Burns, Melinda 0.75 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38830
6. Cullum, Lisa 1.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38873
7. Englehart, Sharon 2 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38897
8. Guppy, Margie 1 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year
9. Hales, Kym 4 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38930
10. Hettinger, Anna 0.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38946

Para-Educator Special Education BD

1. Bylin, Debra 6.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year
2. Campbell, Kelli 6.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year
3. Edwards, Jenelle 6.25 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38895

Para-Educator Special Education RR

1. Alexander, Mildred 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

2. Amado, Sonia
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
3. Bartle, Barbara
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
4. Brock, Kristen
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
5. Coates, Laine
6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
6. Comery, Lorraine
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
7. Dean, Cynthia
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
8. Diebag, Melinda
3 hour(s) for 179 day(s) @ hourly rate of pay
effective 9/10/2009
2009-10 School year
9. Foutch, Patti
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
10. Freelund, Vicki
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38906
11. Gray, Valerie
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
12. Hanson, Carolyn
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Special Education SLC

1. Bell, Kathy
6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
2. Betts, Cheryl
6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

- 3 . Betts, Rachel 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 4 . Comstock, Angela 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 5 . Coon, Karen 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 6 . Dray, Diana 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 7 . Drinkwater, Patricia 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
- 8 . Foss, June 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 9 . George-Hadfield, Catherine 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 10 . Goulet, Lisa 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 11 . Greer, Kellie 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 12 . Hanson, Alyssa 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 13 . Hart, Kimberly 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Special Kids

- 1 . Allan, Joyce 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 2 . Beers, Wendy 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

- 3 . Beyer, Tiffeny 6.5 hour(s) for 174 day(s) @ hourly rate of
pay effective 9/17/2009
2009-10 School year
- 4 . Cash, Angela 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 5 . Cook, Claire 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
- 6 . Curtin, Jessamyn 5 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
- 7 . Doyle, Angelina 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 8 . Edwards, Andrea 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 9 . Frazier, Jeanette 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 10 . Goranson, Bailey 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 11 . Green, Anna 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 12 . Greer, Marilyn 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 13 . Harris, Valarie 6.5 hour(s) for 13 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year
- 14 . Hernandez, Brittany 6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Title

- 1 . Anderson, Michele 6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

2. Bassham, Chantal
5 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38807
3. Campbell, Samantha
4 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
4. Carr, Candace
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
5. Carter, Diane
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
6. Edwards, Jackie
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
7. Fagerberg, Kate
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
8. Frerichs, Rosanna
3 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38908
9. Harris, Kellie
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
10. Hedrick, Stephanie
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year
11. Hettinger, Anna
5.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year; worked in conjunction with
4-part 38947

Para-Educator Title/ELL

1. Biddle, Lorinda
6.5 hour(s) for 180 day(s) @ hourly rate of
pay effective 9/9/2009
2009-10 School year

Para-Educator Title/LAP

1. Cain, Laura
6 hour(s) for 180 day(s) @ hourly rate of pay
effective 9/9/2009
2009-10 School year

Para-Educator Traffic

1. Edwards, Jenelle 0.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38894
2. Freelund, Vicki 0.5 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38907

Para-Educator Traffic/Recess

1. Buck, Julie 0.75 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year; worked in conjunction with 4-part 38826

Para-Educator-LAP

1. Arnold, Kimberly 6 hour(s) for 180 day(s) @ hourly rate of pay effective 9/9/2009
2009-10 School year

Payroll Specialist

1. Harding, Lori 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Payroll Technician

1. Rife, Kristen 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Print Shop Technician

1. Dennis, Robert 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year
2. Kain, Patrick 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Publications Technician

1. Hollister, Andrea 8 hour(s) for 258 day(s) @ hourly rate of pay effective 9/1/2009
2009-10 School year

Secondary Fiscal Accountant

1. Jones, Marlene 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
2. Kukors, Jaapje 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
3. Sumner, Debbie 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Substitute Coordinator

1. Shropshire, Jeffrey 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

Supervisor

1. Bayer, James 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
2. DeJong, James 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
3. Fawver, Richard 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
4. Fricks, Ronald 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
5. Hurlbert, April 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
6. Lobdell, John 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
7. Lorenz-Tsujikawa, Laurel 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year
8. Nelson, Frank 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year

- | | |
|--------------------|--|
| 9 . Spence, Amy | 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year |
| 10 . Turner, Megan | 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year |
| 11 . Van Hee, Gary | 8 hour(s) for 258 day(s) @ hourly rate of pay
effective 9/1/2009
2009-10 School year |

Resignation/Retire

Para-Educator Reading/Math

- | | |
|--------------------|---------------------------------|
| 1 . Morehead, Mary | effective 11/9/2009
Personal |
|--------------------|---------------------------------|

Para-Educator Recess/Playground

- | | |
|----------------------------|----------------------------------|
| 1 . Beasley-Davis, Barbara | effective 12/11/2009
Personal |
|----------------------------|----------------------------------|

Para-Educator Special kids

- | | |
|---------------------|----------------------------------|
| 1 . Harris, Valarie | effective 9/25/2009
Personal |
| 2 . Mills, Erin | effective 11/12/2009
Personal |

FINANCE

1. Vouchers

Vouchers will be presented.

Recommendation: That these vouchers be signed.

2. Financial Statements

Financial statements for the month of October, 2009, are included in the board background material.

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 November 23, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
 Check Number 388754 through 389021
 in the total amount of \$590,397.69.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
388754	ABILITATIONS	11/23/2009	89.31
388755	ADAMS, JENNIFER K	11/23/2009	74.90
388756	ADDISON, SUE	11/23/2009	5.99
388757	AGE LLC	11/23/2009	1,800.00
388758	AGRISHOP INC	11/23/2009	122.57
388759	AINSWORTH, KAREN M	11/23/2009	162.00
388760	ALLIED WASTE SERVICES #172	11/23/2009	4,590.98
388761	ALPINE PRODUCTS INC	11/23/2009	63.95
388762	APPERSON PRINT MANAGEMENT SERV	11/23/2009	53.59
388763	ARAMARK UNIFORM SERVICES	11/23/2009	83.66
388764	ASSOCIATED PETROLEUM PRODUCTS	11/23/2009	26,323.02
388765	AT&T	11/23/2009	83.27
388766	AUBURN SCHOOL DIST CHILD NUTR*	11/23/2009	1,453.25
388767	AUBURN TWIN LAKES POST OFFICE	11/23/2009	2,182.19
388768	AUBURN YOUTH SOCCER ASSOCIATIO	11/23/2009	1,378.75
388769	BARGREEN ELLINGSON INC	11/23/2009	100.19
388770	BAYLISS, BONNIE FANNIN	11/23/2009	36.96

Check Nbr	Vendor Name	Check Date	Check Amount
388771	BENEDICT, MERI Muirhead	11/23/2009	0.00
388772	BINDER PRODUCTS INC	11/23/2009	449.29
388773	BIRTH TO THREE DEVELOPMENTAL C	11/23/2009	8,996.00
388774	BRINKS INC	11/23/2009	345.75
388775	BROWN, KAREN L	11/23/2009	162.00
388776	BUDGETEXT CORP	11/23/2009	7,380.50
388777	BUILDERS HARDWARE & SUPPLY CO	11/23/2009	142.72
388778	CALKINS, DEBORAH Marie	11/23/2009	41.25
388779	CAMBIUM LEARNING INC	11/23/2009	72.09
388780	CAREERSTAFF UNLIMITED INC	11/23/2009	4,352.00
388781	CARGILL KITCHEN SOLUTIONS	11/23/2009	2,531.10
388782	CARPINITO BROTHERS INC	11/23/2009	264.00
388783	CARQUEST OF AUBURN	11/23/2009	22.60
388784	CARRIZOSA, CARLA	11/23/2009	20.81
388785	CASCADE BEAUTY COLLEGE LLC	11/23/2009	561.15
388786	CASEY, TAYLOR R	11/23/2009	15.00
388787	CEDAR GROVE ORGANICS RECYCLING	11/23/2009	964.09
388788	CEJA, DAVID	11/23/2009	46.16
388789	CHANDLER, JERRY	11/23/2009	13.34
388790	CHARLIES PRODUCE	11/23/2009	2,251.13
388791	CHEFWEAR INC	11/23/2009	103.75
388792	CHILDCRAFT EDUCATION CORP	11/23/2009	2,332.27
388793	CHIPPS FREEMAN, SUZAN LEE	11/23/2009	13.14
388794	CHUCKALS INC	11/23/2009	24.97
388795	CITY OF PACIFIC	11/23/2009	2,185.73

Check Nbr	Vendor Name	Check Date	Check Amount
388796	CLAUSEN, KARLEN DIANE	11/23/2009	19.93
388797	COASTWIDE LABORATORIES	11/23/2009	10,325.55
388798	COCA COLA ENTERPRISES NW DIV	11/23/2009	739.44
388799	COMMERCIAL CARD SOLUTIONS	11/23/2009	877.84
388800	COMMITTEE FOR CHILDREN	11/23/2009	268.31
388801	CONSOLIDATED ELECTRICAL DIST I	11/23/2009	396.50
388802	CONSTRUCTION SPECIFICATIONS IN	11/23/2009	473.00
388803	CONTOS, TOM	11/23/2009	10.00
388804	CRIDDLE, JAYNE	11/23/2009	16.50
388805	CUMMINS NW LLC	11/23/2009	13.34
388806	CURRAN, KENNY MICHAEL	11/23/2009	7.54
388807	CURRY, KIMBERLY J	11/23/2009	28.88
388808	D & L SUPPLY & MFG INC	11/23/2009	357.33
388809	DAIRY FRESH FARMS INC	11/23/2009	1,580.64
388810	DANIEL, ERIC Stuart	11/23/2009	22.00
388811	DAVIS, MARY Katheryn	11/23/2009	44.22
388812	DEBOLT, PETER Brandon	11/23/2009	0.00
388813	DEMCO INC	11/23/2009	577.09
388814	DISCOVERY EDUCATION	11/23/2009	1,570.00
388815	DISHNETWORK	11/23/2009	41.47
388816	DONALDSON, JANICE L	11/23/2009	30.80
388817	DORSE AND COMPANY INC	11/23/2009	273.75
388818	DUMAS BAY CENTRE CITY OF FEDER	11/23/2009	1,461.00
388819	DUNN, LINDA	11/23/2009	20.00
388820	DYNAMIC LANGUAGE CENTER LTD	11/23/2009	2,186.90

Check Nbr	Vendor Name	Check Date	Check Amount
388821	DYNAMIC FAMILY SERVICES	11/23/2009	13,604.00
388822	EASTEX PRODUCTS INC	11/23/2009	31.50
388823	EB BRADLEY COMPANY	11/23/2009	107.06
388824	EBSCO SUBSCRIPTION SERVICES	11/23/2009	1,754.06
388825	ELECTROCOM	11/23/2009	437.23
388826	ERICKSON, BRICE CURTIS	11/23/2009	89.00
388827	ETA/CUISENAIRE	11/23/2009	28.42
388828	EVAN-MOOR EDUCATIONAL PUBLISHE	11/23/2009	59.98
388829	FAGER, ELSA Topacio	11/23/2009	0.00
388830	FAIRFAX HOSPITAL	11/23/2009	4,600.00
388831	FAWVER, RICHARD ALLEN	11/23/2009	54.62
388832	FERGUSON ENTERPRISES INC	11/23/2009	958.27
388833	FLINN SCIENTIFIC INC	11/23/2009	55.52
388834	FLORES, MARIA	11/23/2009	214.72
388835	FOLLETT LIBRARY RESOURCES	11/23/2009	291.45
388836	FOOD SERVICES OF AMERICA	11/23/2009	71,700.53
388837	FRANZ FAMILY BAKERIES	11/23/2009	5,457.84
388838	FRONTIER CLEANERS	11/23/2009	262.80
388839	FURNEY'S NURSERY INC	11/23/2009	219.00
388840	GALLINATTI, LISA MARIE	11/23/2009	120.97
388841	GARDNER, MARIANNE C	11/23/2009	485.00
388842	GOSNEY MOTOR PARTS INC	11/23/2009	620.31
388843	GOVCONNECTION INC	11/23/2009	459.13
388844	GRAINGER DEPT 810392688	11/23/2009	339.66
388845	GROWING WASHINGTON	11/23/2009	1,300.00

Check Nbr	Vendor Name	Check Date	Check Amount
388846	GUT, RONALD KAMIKA	11/23/2009	48.80
388847	HAGGEN INC TOP FOODS	11/23/2009	181.21
388848	HALFORD JR, DAVID Lynn	11/23/2009	74.25
388849	HAMMOND ASHLEY VIOLINS	11/23/2009	501.40
388850	HAND, KEN	11/23/2009	16.95
388851	HANSEN, MATTHEW	11/23/2009	33.49
388852	HARBOR FREIGHT TOOLS	11/23/2009	922.35
388853	HARTT, SAMUEL Timothy	11/23/2009	55.00
388854	HD FOWLER COMPANY INC	11/23/2009	46.25
388855	HEFNER, SUSAN	11/23/2009	75.00
388856	HELM, DEBRA Renee	11/23/2009	147.40
388857	HENDRICKSON ASSOCIATES LLC	11/23/2009	1,679.73
388858	HETRICK, MICHELLE	11/23/2009	37.00
388859	HILL, JASON MATTHEW	11/23/2009	90.58
388860	HOME DEPOT CREDIT SERVICES	11/23/2009	56.72
388861	HOUGHTON MIFFLIN CO HM RECEIVA	11/23/2009	2,664.75
388862	IBS INDUSTRIAL BOLT SUPPLY INC	11/23/2009	33.18
388863	INFOTECH SYSTEMS INC	11/23/2009	47.07
388864	INGRAM LIBRARY SERVICES INC.	11/23/2009	20.82
388865	INTERNATIONAL INSTITUTE FOR RE	11/23/2009	10,796.59
388866	JACKOWSKI, ERIN ANDREWS	11/23/2009	23.49
388867	JAMES, SUSAN E	11/23/2009	0.00
388868	JOHNSTON, NATALIE L	11/23/2009	18.19
388869	JOHNSTONE SUPPLY	11/23/2009	874.81
388870	JORDISON, STACY Ann	11/23/2009	137.50

Check Nbr	Vendor Name	Check Date	Check Amount
388871	JOURNEY LINES INC	11/23/2009	2,460.00
388872	JW PEPPER & SON INC	11/23/2009	992.63
388873	KARPAN, LORI	11/23/2009	0.00
388874	KDL HARDWARE SUPPLY INC	11/23/2009	318.00
388875	KENT OXYGEN CO INC	11/23/2009	304.41
388876	KING, JAN	11/23/2009	20.00
388877	KING COUNTY DIRECTORS ASSN	11/23/2009	15,460.82
388878	KONICA MINOLTA BUSINESS SOLUTI	11/23/2009	7,360.73
388879	KRALL PHYSICAL THERAPY	11/23/2009	5,821.44
388880	KROGER DBA FRED MEYER	11/23/2009	266.36
388881	LANE, BRYNNE RITA	11/23/2009	47.30
388882	LAPPING, SONJA MARIE	11/23/2009	50.00
388883	LEARNING A-Z READING A-Z	11/23/2009	594.65
388884	LEE, LAUREL	11/23/2009	90.00
388885	LENOVO INC	11/23/2009	54.91
388886	LES SCHWAB TIRE CENTER	11/23/2009	1,424.45
388887	LETNEY, GORDON	11/23/2009	25.00
388888	LINCOLN, NICOLE	11/23/2009	10.50
388889	LINGUISYSTEMS INC	11/23/2009	216.50
388890	LISTEN & TALK INC	11/23/2009	2,644.00
388891	LOGAN, CAROL Robin	11/23/2009	15.29
388892	LOPEZ, JACOB ANTHONY CAMBRONER	11/23/2009	15.00
388893	M ROSE ENTERPRISES DBA	11/23/2009	190.03
388894	MARKS PLUMBING PARTS	11/23/2009	196.39
388895	MARTENS, PERRY	11/23/2009	40.00

Check Nbr	Vendor Name	Check Date	Check Amount
388896	MASON, JERI LYNN	11/23/2009	325.80
388897	MCGRAW-HILL COMPANIES INC	11/23/2009	4,983.60
388898	MCKAY, SHARON KAY	11/23/2009	130.17
388899	MEINHART, DORIN JANE	11/23/2009	12.00
388900	MERRILL CORPORATION	11/23/2009	339.68
388901	MICONTROLS INC	11/23/2009	300.64
388902	MICRO COMPUTER SYS INC	11/23/2009	350.40
388903	MIDAMERICA BOOKS	11/23/2009	224.06
388904	MILLER BROTHERS INC DBA	11/23/2009	300.00
388905	MOBERG, JULIE Ann	11/23/2009	0.00
388906	MOENTER, LESLEY CRAWFORD	11/23/2009	72.16
388907	MOORE, CHRISTY K	11/23/2009	116.00
388908	MOTOR OIL SUPPLY INC	11/23/2009	2,906.32
388909	MR MS WORLD	11/23/2009	490.00
388910	MSR NORTHWEST INC	11/23/2009	206.90
388911	MUSIC CENTERS INC	11/23/2009	256.23
388912	NELSON, KATRINA Elaine	11/23/2009	17.22
388913	NEVERS, SUSAN KAY	11/23/2009	21.40
388914	NEWS TRIBUNE	11/23/2009	409.96
388915	NORTH COAST ELECTRIC CO	11/23/2009	147.12
388916	NOVOTNEY, SARAH N	11/23/2009	28.66
388917	NW SCHOOL HEARING IMPAIRED CHI	11/23/2009	4,800.00
388918	NW TEXTBOOK DEPOSITORY	11/23/2009	6,005.23
388919	OCCUPATIONAL HEALTH SERV	11/23/2009	15.00
388920	OETC	11/23/2009	39.99

Check Nbr	Vendor Name	Check Date	Check Amount
388921	OMNI CHEER	11/23/2009	530.51
388922	ORCA PACIFIC INC	11/23/2009	804.38
388923	ORIGO EDUCATION INC	11/23/2009	22,002.06
388924	OSPI CHILD NUTRITION SERV	11/23/2009	9,627.50
388925	OWEN, TERESA	11/23/2009	40.00
388926	PACIFIC INTERPRETERS INC	11/23/2009	396.46
388927	PACIFIC OFFICE AUTOMATION	11/23/2009	275.48
388928	PARKER PAINT MFG CO INC	11/23/2009	474.62
388929	PAULSTON, JENNIFER Ann	11/23/2009	50.00
388930	PCI EDUCATIONAL PUBLISH	11/23/2009	1,312.12
388931	PEARSON, GAIL	11/23/2009	40.00
388932	PEARSON EDUCATION INC	11/23/2009	589.02
388933	PEARSON EDUCATION INC	11/23/2009	156.68
388934	PETRIE, JILL	11/23/2009	112.68
388935	PETRINA, TAMI	11/23/2009	72.88
388936	PETRUS, IVAN	11/23/2009	15.99
388937	PHILIPS MEDICAL SYSTEMS	11/23/2009	177.61
388938	PHILLIPS, BRUCE Scott	11/23/2009	180.95
388939	PIZZA TIME	11/23/2009	9,708.65
388940	PLATT ELECTRIC	11/23/2009	117.48
388941	PLAYSCRIPTS INC	11/23/2009	200.50
388942	POST, KEITH	11/23/2009	40.00
388943	PROFESSIONAL PLACEMENT RESOURC	11/23/2009	4,522.50
388944	PUGET SOUND INSTRUMENTS	11/23/2009	375.04
388945	PUGET SOUND ENERGY ELECTRIC	11/23/2009	20,245.89

Check Nbr	Vendor Name	Check Date	Check Amount
388946	PUGET SOUND ENERGY NAT GAS	11/23/2009	112,975.11
388947	PUGET SOUND COACH LINES	11/23/2009	2,466.00
388948	QUALITY FENCE BUILDERS INC	11/23/2009	13.69
388949	QWEST	11/23/2009	39,958.04
388950	QWIZDOM	11/23/2009	2,288.01
388951	RAGING RIVER DISTRIBUTING CO	11/23/2009	1,456.34
388952	REFRIGERATION HARDWARE SUPPLY	11/23/2009	308.63
388953	RENAISSANCE LEARNING INC	11/23/2009	1,342.27
388954	RESCUE ROOTER	11/23/2009	372.84
388955	RIGLEY BERG, ANGELA	11/23/2009	0.00
388956	RILEY, JAMES Ian	11/23/2009	10.00
388957	RIO GRANDE THE BELL GROUP	11/23/2009	3,485.62
388958	RITTER, ROBIN	11/23/2009	77.77
388959	SAFEWAY INC	11/23/2009	121.89
388960	SAMUELSON, JENNIFER M	11/23/2009	24.15
388961	SAWDUST SUPPLY COMPANY INC	11/23/2009	332.44
388962	SCACCO, DEBORAH Ann	11/23/2009	215.00
388963	SCHETKY NW SALES INC	11/23/2009	408.69
388964	SCHOOL HEALTH ALERT	11/23/2009	44.00
388965	SCHOOL NURSE SUPPLY INC	11/23/2009	109.81
388966	SCHOOL TECH INC	11/23/2009	44.95
388967	SEATTLE STERLING MACK SALES	11/23/2009	55.77
388968	SERI PREP SERVICES	11/23/2009	299.97
388969	SHERROD, CYNTHIA HADLY	11/23/2009	1,875.00
388970	SHIFFLER EQUIPMENT SALES INC	11/23/2009	11.96

Check Nbr	Vendor Name	Check Date	Check Amount
388971	SHU-MINUTOLI, KAREN	11/23/2009	59.95
388972	SINGH, JASVIR	11/23/2009	9.00
388973	SMETHERAM, PHILIP N	11/23/2009	500.00
388974	SOUND PUBLISHING INC	11/23/2009	2,320.89
388975	SPECIALTY FOREST PRODUCTS	11/23/2009	833.38
388976	SPEECH CONNECTIONS	11/23/2009	10,744.00
388977	STAFFORD, DAVID Lee	11/23/2009	96.80
388978	STANG, BEVERLY E	11/23/2009	295.81
388979	STAPLES ADVANTAGE	11/23/2009	3,482.89
388980	SUPER DUPER PUBLICATIONS	11/23/2009	226.50
388981	SWAN, ARIELL M	11/23/2009	25.00
388982	TALBERT, BENJAMIN Sewell	11/23/2009	33.00
388983	TAP TOOL REPAIR INC	11/23/2009	154.10
388984	TEACHERS DISCOVERY	11/23/2009	255.54
388985	TEAM EXPRESS	11/23/2009	498.13
388986	TECHNOLOGY EXPRESS	11/23/2009	1,201.56
388987	TED BROWN MUSIC COMPANY	11/23/2009	290.06
388988	TERRA ORGANICS	11/23/2009	3,747.75
388989	THIBODEAUX, WANONA	11/23/2009	170.63
388990	TODD, KRISTIN J	11/23/2009	0.00
388991	TOLEDO PHYSICAL EDUCATION SUPP	11/23/2009	91.89
388992	TRANSOURCE	11/23/2009	178.98
388993	TURNING TECHNOLOGIES	11/23/2009	1,353.55
388994	UNIFIRST CORPORATION	11/23/2009	222.61
388995	UNITED PARCEL SERVICE FREIGHT	11/23/2009	40.00

Check Nbr	Vendor Name	Check Date	Check Amount
388996	UNITED SITE SERVICES	11/23/2009	700.00
388997	URESCO CONSTRUCTION MATERIALS	11/23/2009	42.04
388998	USA MOBILITY	11/23/2009	395.58
388999	VALLEY COMMUNICATIONS CENTER	11/23/2009	120.00
389000	VAN EATON, MICHAEL	11/23/2009	0.00
389001	VAVRIK, DONNA	11/23/2009	4,968.00
389002	VELAZQUEZ, IVONNE	11/23/2009	15.00
389003	VERIZON WIRELESS	11/23/2009	0.57
389004	VIRCO INC	11/23/2009	5,071.30
389005	WALMART SAMS CLUB	11/23/2009	33.62
389006	WASHINGTON AIR REPS INC	11/23/2009	537.55
389007	WASH ASSN OF EDUC OFFICE PROFE	11/23/2009	70.00
389008	WASH ASSN FOR CAREER & TECH	11/23/2009	725.00
389009	WASH ASSN FOR SKILLED AND TECH	11/23/2009	615.00
389010	WASH CEDAR & SUPPLY CO	11/23/2009	457.71
389011	WASH SECONDARY SCHOOL ATHL ADM	11/23/2009	460.00
389012	WASTE MANAGEMENT RECYCLE COMPA	11/23/2009	158.33
389013	WENTZ ELECTRONICS	11/23/2009	401.82
389014	WEST COAST PAPER	11/23/2009	1,498.24
389015	WEST COAST PLATEN COMPANY	11/23/2009	190.99
389016	WESTERN FACILITY SUPPLY	11/23/2009	7,691.28
389017	WILCO WINFIELD SOLUTIONS LLC	11/23/2009	172.15
389018	WILSON, CHRISTINE L	11/23/2009	161.50
389019	WORLD LANGUAGE SERVICES	11/23/2009	324.41
389020	WRESTLERS WORLD	11/23/2009	136.00

Check Nbr	Vendor Name	Check Date	Check Amount
389021	WSIPC NW ESD FISCAL AGENT	11/23/2009	22,064.63
268	Computer	Check(s) For a Total of	590,397.69

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
268	Computer	Checks For a Total of	590,397.69
Total For 268 Manual, Wire Tran, ACH & Computer Checks			590,397.69
Less 0	Voided	Checks For a Total of	0.00
Net Amount			590,397.69

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	27,552.02	2,063.48	560,782.19	590,397.69

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 November 23, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 389022 through 389034
in the total amount of \$97,399.49.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
389022	BASSETTI ARCHITECTS	11/23/2009	3,574.91
389023	BLRB ARCHITECTS	11/23/2009	53,621.07
389024	DMSL CONSTRUCTION INC	11/23/2009	8,950.00
389025	FEDERAL EXPRESS CORPORATION	11/23/2009	22.74
389026	FENCE SPECIALIST	11/23/2009	5,191.20
389027	FULLER ELECTRIC INC	11/23/2009	3,150.48
389028	GOVCONNECTION INC	11/23/2009	277.75
389029	HARGIS ENGINEERS	11/23/2009	5,070.00
389030	INSLEE BEST DOEZIE & RYDER PS	11/23/2009	4,757.00
389031	KING COUNTY DDES	11/23/2009	1,295.00
389032	KING COUNTY DIRECTORS ASSN	11/23/2009	5,074.17
389033	SHANNON & WILSON, INC	11/23/2009	1,608.94
389034	TECHNOLOGY EXPRESS	11/23/2009	4,806.23

	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
	13	Computer	Checks For a Total of	97,399.49
Total For 13		Manual, Wire Tran, ACH & Computer Checks		97,399.49
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		97,399.49

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	-26.39	0.00	97,425.88	97,399.49

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 November 23, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
Check Number 389035 through 389118
in the total amount of \$81,514.89.

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
389035	ATHLETIC SUPPLY	11/23/2009	197.10
389036	BLUE MOOSE TEES	11/23/2009	116.04
389037	BRAND ATHLETICS	11/23/2009	8,884.20
389038	BUDS & BLOOM & SONS INC	11/23/2009	397.11
389039	CAMPBELL, DAVID L	11/23/2009	29.43
389040	CARNEY, ORLYN M	11/23/2009	561.04
389041	CASCADE VALLEY BLENDS LLC	11/23/2009	436.00
389042	CEDARS INN	11/23/2009	1,263.88
389043	CITY OF AUBURN	11/23/2009	1,030.00
389044	COCA COLA ENTERPRISES NW DIV	11/23/2009	461.88
389045	COLEMAN, KATRINA	11/23/2009	1,227.03
389046	COSTCO	11/23/2009	2,718.31
389047	CROSS FIVE DESIGNS	11/23/2009	291.27
389048	DAIRY FRESH FARMS INC	11/23/2009	14.97
389049	DAVIDSON, JENNIFER L	11/23/2009	91.66
389050	DAWN FOOD PRODUCTS INC	11/23/2009	78.50
389051	DECARTERET DESIGNS	11/23/2009	569.63

Check Nbr	Vendor Name	Check Date	Check Amount
389052	DISPLAY & COSTUME SUPPLY	11/23/2009	85.30
389053	DOMINOS PIZZA	11/23/2009	378.65
389054	DUGANS INCORPORATED	11/23/2009	364.25
389055	DWF WHOLESALE FLORIST SEA TAC	11/23/2009	389.60
389056	EK BEVERAGE COMPANY	11/23/2009	718.90
389057	FARMER BROTHERS	11/23/2009	87.30
389058	FOOD SERVICES OF AMERICA	11/23/2009	4,652.75
389059	FORMAL IMAGE	11/23/2009	237.28
389060	FULL COMPASS SYSTEMS LTD	11/23/2009	603.30
389061	GOSNEY MOTOR PARTS INC	11/23/2009	258.01
389062	GTM SPORTSWEAR	11/23/2009	2,849.50
389063	HAGGEN INC TOP FOODS	11/23/2009	39.27
389064	HALFON CANDY COMPANY	11/23/2009	794.97
389065	HARLAN FAIRBANKS	11/23/2009	1,081.67
389066	HERFF JONES YEAR BOOK PAYMENTS	11/23/2009	5,635.20
389067	HESSELGRAVE INTERNATIONAL	11/23/2009	2,608.24
389068	HOMFELDT, STEVEN	11/23/2009	104.50
389069	HYATT REGENCY BELLEVUE	11/23/2009	2,818.76
389070	IMAGE MASTERS INC	11/23/2009	330.59
389071	INTEGRITY PRINT RESOURCE INC	11/23/2009	2,126.00
389072	JOHNSON, ISAIAH DAVID	11/23/2009	180.00
389073	JOSTENS	11/23/2009	706.83
389074	KING COUNTY DIRECTORS ASSN	11/23/2009	188.44
389075	KROGER DBA FRED MEYER	11/23/2009	198.33
389076	LEAVENWORTH CUSTOM GRAPHICS	11/23/2009	765.99

Check Nbr	Vendor Name	Check Date	Check Amount
389077	MCKILLICAN AMERICAN INC	11/23/2009	94.87
389078	MCLENDON HARDWARE INC	11/23/2009	153.00
389079	MEDCO SUPPLY CO INC	11/23/2009	276.91
389080	MICHAELO ESPRESSO INC	11/23/2009	560.37
389081	MORGAN, JULIE DIANE	11/23/2009	150.47
389082	MORRAITIS, ZACKERY D	11/23/2009	5.00
389083	MV SPORT	11/23/2009	838.54
389084	OMNI CHEER	11/23/2009	466.52
389085	ORIENTAL TRADING CO INC	11/23/2009	163.76
389086	OTIS SPUNKMEYER INC	11/23/2009	653.17
389087	PACIFIC NW THEATRE ASSN INC	11/23/2009	239.44
389088	PACIFIC PUBLISHING COMPANY	11/23/2009	412.58
389089	PACIFIC WELDING SUPPLIES	11/23/2009	75.01
389090	PIZZA TIME	11/23/2009	2,232.36
389091	RAGING RIVER DISTRIBUTING CO	11/23/2009	965.25
389092	RAYMOND GEDDES & CO INC	11/23/2009	319.18
389093	RIDDELL ALL AMERICAN SPORTS CO	11/23/2009	303.14
389094	ROTTLES APPAREL	11/23/2009	484.52
389095	ROWE, ALESHA Marie	11/23/2009	19.73
389096	SAFEWAY INC	11/23/2009	184.91
389097	SANDERS, LISA ANN	11/23/2009	38.07
389098	SEATTLE CHILDRENS THEATRE	11/23/2009	855.00
389099	SEATTLE METRO SOFTBALL UMPIRES	11/23/2009	1,465.83
389100	SHIRT SUPPLIER	11/23/2009	342.14
389101	SO KING CO SOCCER REFEREES ASN	11/23/2009	3,567.74

Check Nbr	Vendor Name	Check Date	Check Amount
389102	SOUTH PUGET SOUND LEAGUE WATER	11/23/2009	929.03
389103	SOUTHEASTERN CAREER APPAREL IN	11/23/2009	1,262.60
389104	STAFFORD, RICHARD WAYNE	11/23/2009	150.00
389105	STAPLES ADVANTAGE	11/23/2009	185.07
389106	STITCH BY STITCH EMBROIDERY	11/23/2009	396.39
389107	TACOMA PIERCE CO VOLLEYBALL	11/23/2009	6,070.24
389108	TC SPAN AMERICA	11/23/2009	1,049.09
389109	TH DESIGNS	11/23/2009	46.26
389110	THOMAS, PAULINE MILDRED	11/23/2009	24.20
389111	THOMPSON SIGNS	11/23/2009	919.80
389112	WALMART SAMS CLUB	11/23/2009	641.22
389113	WASH INTERSCHOLASTIC ACTIVITY	11/23/2009	330.00
389114	WEST COAST AWARDS & ATHLETICS	11/23/2009	522.39
389115	WESTERN WASH FOOTBALL OFFICIAL	11/23/2009	2,053.99
389116	WESTIN HOTEL BELLEVUE	11/23/2009	3,386.24
389117	WILD HORSE GRAPHICS	11/23/2009	1,410.75
389118	WINNING SEASONS	11/23/2009	698.43
84	Computer	Check(s) For a Total of	81,514.89

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
84	Computer	Checks For a Total of	81,514.89
Total For 84	Manual, Wire Tran, ACH & Computer Checks		81,514.89
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		81,514.89

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	ASB FUND	-661.34	0.00	82,176.23	81,514.89

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 November 23, 2009, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: Key Bank of Washington
 Check Number 389119 through 389123
 in the total amount of \$466.91.

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
389119	AUBURN MOUNTAINVIEW H S	11/23/2009	109.50
389120	CASCADE M S	11/23/2009	20.00
389121	COMMUNITIES IN SCHOOLS	11/23/2009	97.41
389122	MT BAKER M S	11/23/2009	20.00
389123	OLYMPIC M S	11/23/2009	220.00
5	Computer	Check(s) For a Total of	466.91

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
5	Computer	Checks For a Total of	466.91
Total For 5	Manual, Wire Tran, ACH & Computer Checks		466.91
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		466.91

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
70	Private Purpose	0.00	97.41	369.50	466.91

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 November 23, 2009, 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 91000135 through 91000182
in the total amount of \$119,499.72.

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
91000135	ALIYEVA, NAILA	11/23/2009	41.80
91000136	AUBURN SCHOOL DIST REVOLVING F	11/23/2009	1,334.71
91000137	BARKER, CAROL JEAN	11/23/2009	76.67
91000138	BARLOW, COLLEEN MARIE	11/23/2009	60.00
91000139	BERG, BARBARA Diane	11/23/2009	181.78
91000140	BOUTIN, ERIC Ray	11/23/2009	61.12
91000141	BROWN, JASON Wayne	11/23/2009	38.27
91000142	CAMPBELL, JULIE D	11/23/2009	57.31
91000143	CARSTENS, TIMOTHY Andrew	11/23/2009	41.93
91000144	CAVANAUGH, KATHRYN ROSE	11/23/2009	45.02
91000145	COLBURN, SALLY ANNE	11/23/2009	25.58
91000146	DALTON, HILLARY ANN RASK	11/23/2009	0.00
91000147	DOWDEN HUGHES, SHERITH L	11/23/2009	149.25
91000148	DUSSAULT-WALKER, DONNA	11/23/2009	222.22
91000149	GALLAGHER, LINDSEY KAY	11/23/2009	63.31
91000150	GAYMAN, MARY ANNE Anne	11/23/2009	53.55
91000151	HERING-PHILLIPS, CAROL S	11/23/2009	66.22

Check Nbr	Vendor Name	Check Date	Check Amount
91000152	KALETA, AMY JO	11/23/2009	26.29
91000153	KUKORS, JAAPJE A	11/23/2009	74.25
91000154	LEES, JOHN W	11/23/2009	14.98
91000155	LEONARD, CURTIS MICHAEL	11/23/2009	600.00
91000156	LORENZ TSUJIKAWA, LAUREL	11/23/2009	23.10
91000157	LUTTON, JUDITH Elaine	11/23/2009	46.17
91000158	MIRGORODSKIY, PETR	11/23/2009	32.67
91000159	MOYD, CHERYL Ce	11/23/2009	0.00
91000160	NIXON, KERRI LYNN	11/23/2009	119.00
91000161	NYBO, KELLEY ANDREA	11/23/2009	154.11
91000162	O'DELL, GORDON DUANE	11/23/2009	59.46
91000163	OLSEN, TIFFANY ANN	11/23/2009	46.75
91000164	RUSSUM, FRANCES E	11/23/2009	159.50
91000165	SAXON, JAN K	11/23/2009	70.30
91000166	SPENCE, AMY REBECCA	11/23/2009	280.94
91000167	TURNER, MEGAN DENISE	11/23/2009	173.45
91000168	US BANK CORP PAYMENT SYSTEMS P	11/23/2009	76,506.75
91000169	US BANK CORP PAYMENT SYSTEM TR	11/23/2009	8,245.93
91000170	VERZARO, ANGELIC CASSANDRA	11/23/2009	235.08
91000171	VIENT, NEIL A	11/23/2009	75.35
91000172	WAGNER, VICKI	11/23/2009	47.69
91000173	ZINSLI JR, MARK ERLAND	11/23/2009	5.89
91000174	AUBURN SCHOOL DIST REVOLVING F	11/23/2009	8,613.06
91000175	AUBURN MOUNTAINVIEW HS IMPREST	11/23/2009	4,916.85
91000176	AUBURN RIVERSIDE HIGH SCHOOL I	11/23/2009	5,065.31

Check Nbr	Vendor Name	Check Date	Check Amount
91000177	AUBURN SENIOR HIGH IMPREST	11/23/2009	4,524.40
91000178	CASCADE MS IMPREST FUND	11/23/2009	250.00
91000179	OLYMPIC MS IMPREST FUND	11/23/2009	277.98
91000180	RAINIER MS IMPREST FUND	11/23/2009	911.19
91000181	US BANK CORP PAYMENT SYSTEMS P	11/23/2009	3,288.26
91000182	US BANK CORP PAYMENT SYSTEM TR	11/23/2009	2,136.27
48	ACH	Check(s) For a Total of	119,499.72

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
48	ACH	Checks For a Total of	119,499.72
0	Computer	Checks For a Total of	0.00
Total For 48 Manual, Wire Tran, ACH & Computer Checks			119,499.72
Less 0	Voided	Checks For a Total of	0.00
Net Amount			119,499.72

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-29.85	0.00	89,546.25	89,516.40
20	Capital Projects	0.00	0.00	8,613.06	8,613.06
40	ASB FUND	0.00	0.00	21,370.26	21,370.26

AUBURN SCHOOL DISTRICT NO. 408

FINANCIAL STATEMENTS

FOR THE MONTH OF

OCTOBER, 2009

**Auburn School District No. 408
Monthly Financial Reports
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AUBURN SCHOOL DISTRICT NO. 408
COMBINED BALANCE SHEET - ALL FUND TYPES AND ACCOUNT GROUPS
October 31, 2009

	GOVERNMENTAL FUND TYPES				FIDUCIARY FUND TYPES				ACCOUNT GROUPS		
	GENERAL	TRANSPORT VEHICLE	CAPITAL PROJECTS	DEBT SERVICE	ASB	PRIV PURP TRUST	NBN EMPLOY BENEFITS	GENERAL FIXED ASSETS	GENERAL	TOTALS	
ASSETS											
Assets:											
Cash and cash equivalents	\$ 14,063,819	2,046,272	16,557,727	14,349,508	1,855,095	607,793	171,597			\$ 49,661,811	
Restricted Cash	79,077	9,505	333,563	105,451	15,345	7,298	2,134			552,373	
Property taxes receivable	2,988,814	1,675	335,238	2,066,554						5,392,281	
Accounts receivable	476,199					500				476,699	
Interest receivable	11,520	1,805	18,437	11,325	1,965	726	181			45,959	
Due from other funds	817,525									817,525	
Due from other governments	118,402		450,602							569,004	
Inventory of supplies	271,595									271,595	
Prepaid Expenses										0	
Fixed assets								305,835,850		305,835,850	
Other debits:											
Amount available in Debt Service Fund											
Amount available in Other Funds								14,383,999		14,383,999	
Amount to be provided for retirement											
of general long-term obligations								95,785,140		95,785,140	
Total Assets	\$ 18,826,951	\$ 2,059,257	\$ 17,695,567	\$ 16,532,838	\$ 1,882,405	\$ 616,317	\$ 173,912	\$ 305,835,850	\$ 110,169,139	\$ 473,792,236	
LIABILITIES and EQUITY											
Liabilities:											
Accounts payable	\$ 1,664,834		70		934		6,890			\$ 1,672,728	
Compensated absences payable									2,104,139	2,104,139	
Estimated Unemployment Payable											
Accrued liabilities											
Due to other governments		7,411	260,092	82,285	11,974	5,692	1,664			817,525	
Due to other funds		802,120	1,417		13,988					5,395,006	
Deferred revenue	2,989,564	1,675	337,213	2,066,554						0	
Accrued interest payable											
General obligation bonds payable								108,065,000		108,065,000	
Total Liabilities	4,654,398	811,206	598,792	2,148,839	26,896	5,692	8,554	0	110,169,139	118,423,516	
Equity:											
Investment in general fixed assets								305,835,850		305,835,850	
Fund balances:											
Reserved for inventory of supplies	326,000									326,000	
Reserved from bond proceeds										0	
Held in Trust For										0	
Employee Benefits										0	
Reserved for arbitrage rebate											
Reserved for other items	1,800,000									1,800,000	
Unreserved:											
Designated for self insurance	300,000									300,000	
Undesignated	11,746,553	1,248,051	17,096,775	14,383,999	1,855,509	610,625	165,358			47,106,870	
Total Equity	14,172,553	1,248,051	17,096,775	14,383,999	1,855,509	610,625	165,358	305,835,850	0	355,368,720	
Total Liabilities and Equity	\$ 18,826,951	\$ 2,059,257	\$ 17,695,567	\$ 16,532,838	\$ 1,882,405	\$ 616,317	\$ 173,912	\$ 305,835,850	\$ 110,169,139	\$ 473,792,236	

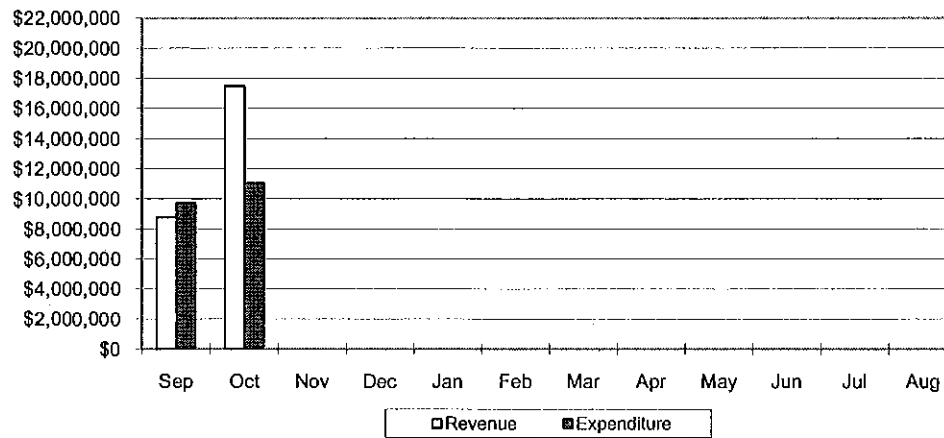
AUBURN SCHOOL DISTRICT GENERAL FUND BUDGET STATUS SUMMARY REPORT									
REVENUE					EXPENDITURES			FUND BALANCE	
Fiscal Year	Average Cum %	Actual Cum %	Actual Monthly Amount	Average Cum %	Actual Cum %**	Actual Monthly Amount		Beginning	
2009-10								8,711,222.83	
September	7.05%	6.53%	8,770,262.07	11.91%	11.72%	9,741,271.96		7,740,212.94	
October	18.94%	19.54%	17,488,390.85	19.90%	18.83%	11,056,051.12		14,172,552.67	
November	26.81%			27.34%					
December	34.06%			34.77%					
January	41.49%			42.40%					
February	49.20%			50.30%					
March	57.09%			57.90%					
April	70.12%			65.65%					
May	78.65%			73.49%					
June	84.09%			81.37%					
July	91.65%			89.37%					
August	100.11%			96.75%					
Anticipated - First Budget				Transfer to Other Funds				Fund Balance	
Anticipated - Revised Budget									
Actual - At Fiscal Year End			134,349,968.00			139,178,100.00		3,818,546.00	

REVENUE					EXPENDITURES			FUND BALANCE	
Fiscal Year	Average Cum %	Actual Cum %	Actual Monthly Amount	Average Cum %	Actual Cum %**	Actual Monthly Amount		Beginning	
2008-09								7,202,333.15	
September	7.11%	7.00%	9,057,233.63	12.17%	11.23%	10,064,699.51		6,194,867.27	
October	18.77%	20.12%	17,742,033.99	20.09%	19.36%	11,150,141.38		12,786,759.88	
November	26.81%	26.44%	8,418,124.86	27.52%	26.89%	10,806,413.39		10,398,471.35	
December	34.08%	33.85%	9,875,310.46	34.95%	34.51%	10,782,370.25		9,491,411.56	
January	41.48%	41.54%	10,238,588.76	42.51%	42.35%	11,167,191.06		8,562,809.26	
February	49.20%	48.95%	9,867,345.03	50.39%	50.21%	10,860,463.38		7,569,690.91	
March	57.05%	57.23%	11,028,016.58	58.02%	57.85%	10,732,998.59		7,864,708.90	
April	69.78%	71.60%	19,146,410.49	65.69%	66.15%	11,789,316.09		15,221,803.30	
May	78.59%	78.87%	9,682,206.04	73.54%	73.71%	10,866,335.39		14,037,673.95	
June	84.00%	84.45%	7,430,469.86	81.43%	81.62%	10,923,856.54		10,544,287.27	
July	91.52%	92.50%	10,717,999.72	89.41%	89.51%	11,402,365.84		9,859,921.15	
August	100.05%	100.30%	10,666,405.35	96.68%	97.27%	11,829,073.74		8,697,252.76	
Anticipated - First Budget				Transfer to Other Funds				Fund Balance	
Anticipated - Revised Budget									
Actual - At Fiscal Year End			133,200,978.00			136,092,758.00		3,065,222.00	
			133,511,213.00			136,092,758.00		4,620,788.00	
			133,884,114.84			132,375,225.16		8,711,222.83	

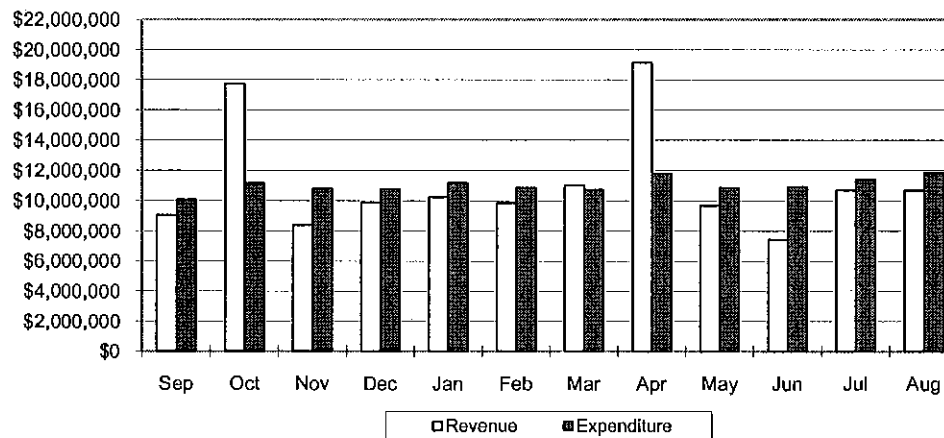
** Includes encumbrances.

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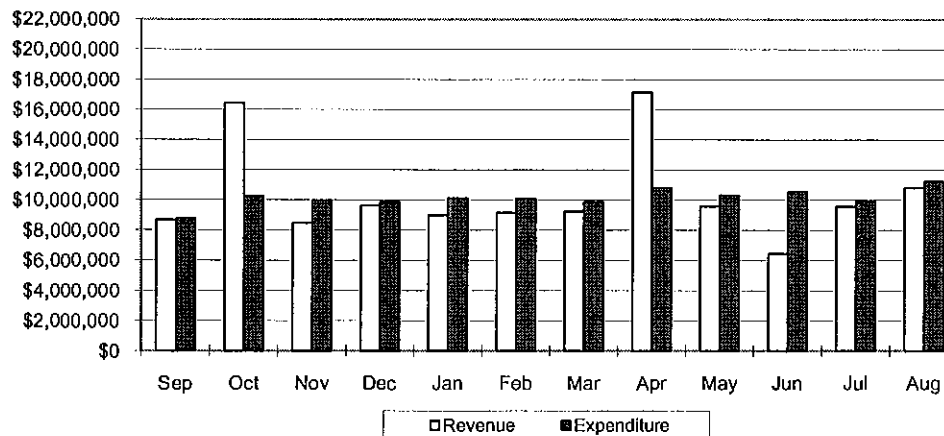
Auburn School District General Fund 2009-2010



Auburn School District General Fund 2008-2009



Auburn School District General Fund 2007-2008



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET-STATUS-REPORT
Fiscal Year 2009 (September 1, 2009 - August 31, 2010)

For the AUBURN SCHOOL DISTRICT NO. 408 School District for the Month of October, 2009

		ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES		BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000	LOCAL TAXES	24,386,116	8,166,832.78	8,617,633.52		15,768,482.48	35.34
2000	LOCAL SUPPORT NONTAX	5,029,099	337,179.89	668,166.33		4,360,932.67	13.29
3000	STATE, GENERAL PURPOSE	73,425,710	6,422,512.34	12,845,024.66		60,580,685.34	17.49
4000	State, Special Purpose	14,579,985	1,287,094.90	2,545,250.70		12,034,734.30	17.46
5000	FEDERAL, GENERAL PURPOSE	218,158	.00	.00		218,158.00	0.00
6000	FEDERAL, SPECIAL PURPOSE	15,729,440	1,268,100.94	1,575,907.71		14,153,532.29	10.02
7000	REVENUES FR OTH SCH DIST	881,460	.00	.00		881,460.00	0.00
8000	REV FR OTH AGENCY * ASSOC	100,000	6,000.00	6,000.00		94,000.00	6.00
9000	OTHER FINANCING SOURCES	0	670.00	670.00		670.00-	0.00
Total REVENUES/OTHER FIN. SOURCES		134,349,968	17,488,390.85	26,258,652.92		108,091,315.08	19.54
B. EXPENDITURES							
00	Regular Instruction	75,275,389	6,059,380.06	12,098,858.77	54,824,815.38	8,351,714.85	88.91
10	Federal Stimulus	5,431,638	306,606.62	540,948.28	2,488,251.37	2,402,438.35	55.77
20	Special Ed Instruction	13,443,532	1,103,829.67	2,135,953.00	10,752,681.60	554,897.40	95.87
30	Voc. Ed Instruction	6,211,428	453,814.89	937,248.09	4,441,340.74	832,839.17	86.59
40	Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60	Compensatory Ed Instruct.	7,557,266	481,915.89	918,407.17	4,365,014.20	2,273,844.63	69.91
70	Other Instructional Pgms	1,905,731	35,985.16	52,386.94	167,527.95	1,685,816.11	11.54
80	Community Services	839,639	50,954.44	79,874.57	218,294.39	541,470.04	35.51
90	Support Services	28,513,477	2,563,564.39	4,033,646.26	15,676,745.62	8,803,085.12	69.13
Total EXPENDITURES		139,178,100	11,056,051.12	20,797,323.08	92,934,671.25	25,446,105.67	81.72
C. OTHER FINANCING USES TRANS. OUT (GL 536)							
		0	.00	.00			
D. OTHER FINANCING USES (GL 535)							
		0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES							
OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)		4,828,132-	6,432,339.73	5,461,329.84		10,289,461.84	213.11-
F. TOTAL BEGINNING FUND BALANCE							
		8,646,678		8,711,222.83			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)							
	XXXXXXXXXX			.00			
H. TOTAL ENDING FUND BALANCE							
		3,818,546		14,172,552.67			
(E+F + OR - G)							
I. ENDING FUND BALANCE ACCOUNTS:							
G/L 810	RESERVE FOR OTHER ITEMS	1,800,000		1,800,000.00			
G/L 830	Reserved For Debt Service	0		.00			
G/L 835	Rsrvd Arb Rebate	0		.00			
G/L 840	RESERVE FOR INVENTORY	326,000		326,000.00			
G/L 850	RESERVE FOR SELF INSURANC	300,000		300,000.00			
G/L 870	Unrsrvd, Dsgntd-Oth Itms	0		.00			
G/L 875	Unrsrvd Dsgntd-Conting	0		.00			
G/L 890	UNRESERVED FUND BALANCE	1,392,546		11,746,552.67			
TOTAL		3,818,546		14,172,552.67			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET-STATUS-REPORT
Fiscal Year 2009 (September 1, 2009 - August 31, 2010)

For the AUBURN SCHOOL DISTRICT NO. 408 School District for the Month of October, 2009

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	22.46	55.84		55.84-	0.00
2000 Local Nontax	8,950	1,804.67	2,321.70		6,628.30	25.94
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	665,045	.00	802,119.94		137,074.94-	120.61
5000 Federal, General Purpose	0	.00	.00		.00	0.00
8000 Other Agencies & Assoc	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	4,389.00	4,389.00		4,389.00-	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	673,995	6,216.13	808,886.48		134,891.48-	120.01
 <u>B. 9900 TRANSFERS IN FROM GP</u>						
	0	.00	.00	0.00	.00	0.00
 <u>C. Total REV./OTHER FIN. SOURCES</u>						
	673,995	6,216.13	808,886.48	0.00	134,891.48-	120.01
 <u>D. EXPENDITURES</u>						
Program 97 District-Wide Support						
Activity 82 Warrant Interest	0	.00	.00	0.00	.00	0.00
Activity 83 Other Interest	0	.00	.00	0.00	.00	0.00
Activity 84 Debt	0	.00	.00	0.00	.00	0.00
Activity 85 Debt Related Expenditu	0	.00	.00	0.00	.00	0.00
Program 99 PUPIL TRANSPORTATION						
Activity 57 Cash Purch/Rebuild Bus	1,050,000	.00	.00	493,162.78	556,837.22	46.97
Activity 58 Contract Purchase/Rebu	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 1,050,000	 .00	 .00	 493,162.78	 556,837.22	 46.97
 <u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>						
	0	.00	.00			
 <u>F. OTHER FINANCING USES (GL 535)</u>						
	0	.00	.00			
 <u>G. EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES(C-D-E-F)</u>	376,005-	6,216.13	808,886.48		1,184,891.48	315.13-
 <u>H. TOTAL BEGINNING FUND BALANCE</u>						
	421,071		439,164.14			
 <u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>						
	XXXXXXXXXX		.00			
 <u>J. TOTAL ENDING FUND BALANCE</u>						
<u>(G+H + OR - I)</u>	45,066		1,248,050.62			
 <u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Reserved For Other Items	0		.00			
G/L 830 Reserved For Debt Service	0		.00			
G/L 835 Rsrvd Arb Rebate	0		.00			
G/L 850 Rsrvd Uninsured Risks	0		.00			
G/L 890 UnRsrvd Undsgntd Fnd Bal	45,066		1,248,050.62			
 <u>TOTAL</u>	 45,066		 1,248,050.62			

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET-STATUS-REPORT
Fiscal Year 2009 (September 1, 2009 - August 31, 2010)

For the AUBURN SCHOOL DISTRICT NO. 408 School District for the Month of October, 2009

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,336,384	923,105.48	973,975.79		1,362,408.21	41.69
2000 Local Support Nontax	331,430	24,396.62	149,130.34		182,299.66	45.00
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies & Assoc.	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	2,667,814	947,502.10	1,123,106.13		1,544,707.87	42.10
B. EXPENDITURES						
10 Sites	2,804,486	63,012.97	814,946.29	11,685.70	1,977,854.01	29.48
20 Buildings	15,996,263	141,488.65	174,154.17	438,358.48	15,383,750.35	3.83
30 Equipment	2,289,251	155,137.56	170,428.04	71,342.58	2,047,480.38	10.56
40 Energy	0	7,245.23	14,488.65	0.00	14,488.65-	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	21,090,000	366,884.41	1,174,017.15	521,386.76	19,394,596.09	8.04
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES(A-B-C-D)						
	18,422,186-	580,617.69	50,911.02-		18,371,274.98	99.72-
F. TOTAL BEGINNING FUND BALANCE	18,512,297		17,147,686.45			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (B+F + OR - G)	90,111		17,096,775.43			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Reserved For Other Items	0		.00			
G/L 830 Reserved For Debt Service	0		.00			
G/L 835 Rsrvd Arb Rebate	0		.00			
G/L 850 Rsrvd Uninsured Risks	0		.00			
G/L 861 Reserve Of Bond Proceeds	21,090,000-		.00			
G/L 862 Reserve Of Levy Proceeds	0		.00			
G/L 863 Reserve Of State Proceeds	0		.00			
G/L 864 Rsrv Of Fed Proceeds	0		.00			
G/L 865 Reserve Of Other Proceeds	18,512,297		.00			
G/L 869 Rsrvd UnDistib Proceeds	0		.00			
G/L 870 Unrsrvd Dsgntd-Oth Itms	0		.00			
G/L 890 Unrsrvd Undsgntd Fnd Bal	2,667,814		17,096,775.43			
TOTAL	90,111		17,096,775.43			

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET-STATUS-REPORT
Fiscal Year 2009 (September 1, 2009 - August 31, 2010)

For the AUBURN SCHOOL DISTRICT NO. 408 School District for the Month of October, 2009

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	11,617,663	5,574,730.00	5,883,260.35		5,734,402.65	50.64
2000 Local Support Nontax	52,672	11,324.59	21,470.43		31,201.57	40.76
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	11,670,335	5,586,054.59	5,904,730.78		5,765,604.22	50.60
B. EXPENDITURES						
Matured Bond Expenditures	12,915,000	.00	.00	0.00	12,915,000.00	0.00
Interest On Bonds	4,890,594	.00	.00	0.00	4,890,594.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	4,500	.00	.00	0.00	4,500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	17,810,094	.00	.00	0.00	17,810,094.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	6,139,759-	5,586,054.59	5,904,730.78		12,044,489.78	196.17-
F. TOTAL BEGINNING FUND BALANCE	8,918,667		8,479,267.76			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	2,778,908		14,383,998.54			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Reserved For Other Items	0		.00			
G/L 835 Rsrvd Arb Rebate	0		.00			
G/L 890 UnRsrvd Undegntd Fnd Bal	2,778,908		14,383,998.54			
TOTAL	2,778,908		14,383,998.54			

40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET-STATUS-REPORT
Fiscal Year 2009 (September 1, 2009 - August 31, 2010)

For the AUBURN SCHOOL DISTRICT NO. 408 School District for the Month of October, 2009

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	1,613,735	91,144.93	283,861.67		1,329,873.33	17.59
2000 Athletics	216,475	42,642.93	81,779.65		134,695.35	37.78
3000 Classes	281,070	18,925.41	23,409.86		257,660.14	8.33
4000 Clubs	1,731,277	152,571.11	408,231.36		1,323,045.64	23.58
6000 Private Moneys	75,510	530.85	579.85		74,930.15	0.77
Total REVENUES	3,918,067	305,815.23	797,862.39		3,120,204.61	20.36
B. EXPENDITURES						
1000 General Student Body	1,297,172	47,905.08	65,807.39	38,961.44	1,192,403.17	8.08
2000 Athletics	325,657	17,418.56	35,643.70	8,308.73	281,704.57	13.50
3000 Classes	298,238	18,418.18	20,573.56	248.50	277,415.94	6.98
4000 Clubs	1,826,227	140,517.41	183,306.17	37,261.46	1,605,659.37	12.08
6000 Private Moneys	77,550	.00	.00	0.00	77,550.00	0.00
Total EXPENDITURES	3,824,844	224,259.23	305,330.82	84,780.13	3,434,733.05	10.20
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	93,223	81,556.00	492,531.57		399,308.57	428.34
D. TOTAL BEGINNING FUND BALANCE	961,705		1,362,976.93			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	1,054,928		1,855,508.50			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Reserved For Other Items	0		.00			
G/L 840 Reserved For Inventory	0		.00			
G/L 850 Rsrvd Uninsured Risks	0		.00			
G/L 870 Unrsrvd Dsgntd-Oth Itms	0		.00			
G/L 890 UNRESERVED FUND BALANCE	1,054,928		1,855,508.50			
TOTAL	1,054,928		1,855,508.50			

Account Level								Beginning					Ending
Fd	T	GL	PPSS	AA	OB	BB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40								ASB FUND					
890								UNRESERVED FUND BALANCE					
401								AUBURN HIGH SCHOOL					
40	Q	890	1001	00	0000	401		AUBURN SENIOR HIGH G	-5,134.30	2,042.04	0.00	7,724.25	547.91
40	Q	890	1002	00	0000	401		AHS OVER/SHORT	-1,507.42	-11.00	0.00	0.00	-1,496.42
40	Q	890	1003	00	0000	401		ASB SUPPLIES	-0.65	0.00	0.00	1,256.41	1,255.76
40	Q	890	1004	00	0000	401		VENDING	-499.56	486.42	0.00	0.00	-985.98
40	Q	890	1020	00	0000	401		ASB CARDS	5,435.97	37,916.00	0.00	160.00	-32,320.03
40	Q	890	1030	00	0000	401		CONCESSIONS	-1,004.51	9,225.00	0.00	3,782.52	-6,446.99
40	Q	890	1050	00	0000	401		STUDENT STORE	-67,586.92	10,676.52	0.00	5,972.68	-72,290.76
40	Q	890	1080	00	0000	401		CAMPUS IMPROVEMENT	-1,613.02	4.00	0.00	1,936.25	319.23
40	Q	890	1----	--	----	401			-71,910.41	60,338.98	0.00	20,832.11	-111,417.28
40	Q	890	2001	00	0000	401		BASEBALL	-542.74	0.00	0.00	0.00	-542.74
40	Q	890	2004	00	0000	401		CROSS COUNTRY - BOYS	0.00	0.00	0.00	1,277.62	1,277.62
40	Q	890	2005	00	0000	401		FOOTBALL	-65.63	0.00	0.00	9,345.86	9,280.23
40	Q	890	2006	00	0000	401		GENERAL ATHLETICS	1,207.83	28,090.25	0.00	4,048.24	-22,834.18
40	Q	890	2008	00	0000	401		GYMNASTICS	-13.61	0.00	0.00	0.00	-13.61
40	Q	890	2009	00	0000	401		SOCCER-BOYS	-155.83	0.00	0.00	0.00	-155.83
40	Q	890	2010	00	0000	401		SWIMMING - BOYS	-0.75	0.00	0.00	0.00	-0.75
40	Q	890	2011	00	0000	401		TENNIS - BOYS	-2.68	0.00	0.00	787.75	785.07
40	Q	890	2012	00	0000	401		TRACK-BOYS	-0.12	0.00	0.00	0.00	-0.12
40	Q	890	2013	00	0000	401		VOLLEYBALL	0.00	0.00	0.00	1,392.02	1,392.02
40	Q	890	2015	00	0000	401		SOFTBALL	-14.89	0.00	0.00	0.00	-14.89
40	Q	890	2016	00	0000	401		SOCCER-GIRLS	0.00	0.00	0.00	313.00	313.00
40	Q	890	2019	00	0000	401		TRACK-GIRLS	-304.58	0.00	0.00	0.00	-304.58
40	Q	890	2020	00	0000	401		SWIMMING - GIRLS	0.00	0.00	0.00	678.83	678.83
40	Q	890	2022	00	0000	401		TENNIS - GIRLS	-10.21	0.00	0.00	0.00	-10.21
40	Q	890	2024	00	0000	401		TRAINERS	-27.94	0.00	0.00	3,735.00	3,707.06
40	Q	890	2045	00	0000	401		OFFICIALS FEES	0.00	0.00	0.00	689.03	689.03
40	Q	890	2050	00	0000	401		CUP STACKING	-3,192.16	0.00	0.00	0.00	-3,192.16
40	Q	890	2----	--	----	401			-3,123.31	28,090.25	0.00	22,267.35	-8,946.21
40	Q	890	3009	00	0000	401		GRADE 9 CLASS ACCOUN	-50.00	0.00	0.00	0.00	-50.00
40	Q	890	3010	00	0000	401		GRADE 10 CLASS ACCOU	-48.28	0.00	0.00	0.00	-48.28
40	Q	890	3011	00	0000	401		GRADE 11 CLASS ACCOU	-2,370.28	2,662.00	0.00	1,349.61	-3,682.67
40	Q	890	3012	00	0000	401		GRADE 12 CLASS ACCOU	-8,449.00	19.00	0.00	5,250.00	-3,218.00
40	Q	890	3013	00	0000	401		ASB LEADERSHIP	-25.61	0.00	0.00	153.14	127.53
40	Q	890	3020	00	0000	401		TROY CREW	-593.78	1,002.50	0.00	1,334.04	-262.24
40	Q	890	3021	00	0000	401		SENIOR ROLL OVER ACC	-3,309.15	0.00	0.00	0.00	-3,309.15
40	Q	890	3----	--	----	401			-14,846.10	3,683.50	0.00	8,086.79	-10,442.81
40	Q	890	4001	00	0000	401		BASEBALL	-2,245.05	0.00	0.00	1,003.04	-1,242.01
40	Q	890	4002	00	0000	401		BASKETBALL - BOYS	-2,602.07	3,605.00	0.00	1,711.92	-4,495.15
40	Q	890	4003	00	0000	401		BASKETBALL - GIRLS	-12.01	0.00	0.00	0.00	-12.01
40	Q	890	4004	00	0000	401		CROSS COUNTRY	-22.11	3,053.50	0.00	2,381.67	-693.94
40	Q	890	4005	00	0000	401		FOOTBALL	-6,511.90	25,400.60	809.00	15,417.94	-15,685.56
40	Q	890	4007	00	0000	401		GOLF	-718.51	0.00	0.00	0.00	-718.51
40	Q	890	4008	00	0000	401		GYMNASTICS	-1,325.08	0.00	0.00	0.00	-1,325.08
40	Q	890	4009	00	0000	401		SOCCER - BOYS	-949.42	0.00	0.00	0.00	-949.42
40	Q	890	4010	00	0000	401		SWIMMING	-1,186.89	2,291.00	0.00	2,028.73	-1,449.16
40	Q	890	4011	00	0000	401		TENNIS - BOYS	-9.13	250.00	0.00	0.00	-259.13
40	Q	890	4012	00	0000	401		TRACK - BOYS	-3,458.54	0.00	0.00	0.00	-3,458.54
40	Q	890	4013	00	0000	401		VOLLEYBALL	-841.71	3,128.34	0.00	2,079.34	-1,890.71
40	Q	890	4014	00	0000	401		WRESTLING	-1,214.28	200.00	0.00	0.00	-1,414.28
40	Q	890	4015	00	0000	401		FASTPITCH	-814.12	0.00	0.00	0.00	-814.12
40	Q	890	4016	00	0000	401		SOCCER - GIRLS	-1,261.54	0.00	0.00	95.48	-1,166.06
40	Q	890	4021	00	0000	401		WATER POLO BOYS	-2,424.56	1,756.00	0.00	2,006.72	-2,173.84
40	Q	890	4022	00	0000	401		TENNIS - GIRLS	-6.69	0.00	0.00	0.00	-6.69

Account Level								Beginning					Ending
Fd	T	GL	PPSS	AA	OB	BBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40								ASB FUND					
890								UNRESERVED FUND BALANCE					
401								AUBURN HIGH SCHOOL					
40	Q	890	4025	00	0000	401		WATER POLO - GIRLS	-1,914.88	0.00	0.00	0.00	-1,914.88
40	Q	890	4028	00	0000	401		SELECT BOYS/GIRLS BA	0.00	6,400.00	0.00	0.00	-6,400.00
40	Q	890	4037	00	0000	401		WINTER CONCESS	-8.33	0.00	0.00	0.00	-8.33
40	Q	890	4038	00	0000	401		THEATRE/SOCCER CONCE	-306.34	0.00	0.00	0.00	-306.34
40	Q	890	4057	00	0000	401		CHEER	-9,889.57	2,254.40	0.00	7,415.51	-4,728.46
40	Q	890	4068	00	0000	401		SPORTS MED CLUB	-548.27	3,587.00	0.00	158.00	-3,977.27
40	Q	890	4208	00	0000	401		DEBATE	-9,603.52	0.00	0.00	0.00	-9,603.52
40	Q	890	4209	00	0000	401		DEBATE FEES	-29.00	0.00	0.00	60.00	31.00
40	Q	890	4218	00	0000	401		YEARBOOK	-34,873.83	36,017.00	0.00	0.00	-70,890.83
40	Q	890	4219	00	0000	401		JAZZ ENSEMBLE	-151.38	0.00	0.00	0.00	-151.38
40	Q	890	4220	00	0000	401		BAND CLUB	-1,289.19	0.00	0.00	1,379.37	90.18
40	Q	890	4221	00	0000	401		CHOIR	-6,402.74	13,494.81	0.00	3,393.20	-16,504.35
40	Q	890	4222	00	0000	401		ORCHESTRA	-179.74	1,212.69	0.00	1,442.76	50.33
40	Q	890	4224	00	0000	401		HONOR SOCIETY	-129.33	330.00	0.00	0.00	-459.33
40	Q	890	4238	00	0000	401		FLAGLINE	-56.08	0.00	0.00	0.00	-56.08
40	Q	890	4239	00	0000	401		TROY INVOICE	-656.14	80.00	0.00	0.00	-736.14
40	Q	890	4240	00	0000	401		FRENCH CLUB	-380.94	0.00	0.00	28.19	-352.75
40	Q	890	4249	00	0000	401		JAPANESE CLUB	-147.45	715.00	0.00	0.00	-862.45
40	Q	890	4254	00	0000	401		DRAMA	-10,117.21	44.50	0.00	5,335.59	-4,826.12
40	Q	890	4271	00	0000	401		LIFE SKILLS	-10.94	0.00	0.00	0.00	-10.94
40	Q	890	4281	00	0000	401		AMERICAN SIGN LANGUA	-157.99	0.00	0.00	0.00	-157.99
40	Q	890	4330	00	0000	401		VICA - WOOD	-5,191.56	0.00	0.00	0.00	-5,191.56
40	Q	890	4331	00	0000	401		VICA - AUTO	-10,501.66	1,936.85	0.00	459.05	-11,979.46
40	Q	890	4332	00	0000	401		VICA - CULINARY ARTS	-38,723.58	4,486.05	-809.00	5,599.68	-38,418.95
40	Q	890	4333	00	0000	401		VICA - DRAFTING	-24.41	0.00	0.00	0.00	-24.41
40	Q	890	4334	00	0000	401		VICA - ELECTRONICS	-365.18	0.00	0.00	0.00	-365.18
40	Q	890	4335	00	0000	401		VICA - METALS	-2,447.67	180.00	0.00	0.00	-2,627.67
40	Q	890	4336	00	0000	401		FBLA	-9,715.80	493.00	0.00	0.00	-10,208.80
40	Q	890	4346	00	0000	401		HORTICULTURE	-4,920.49	0.00	0.00	284.70	-4,635.79
40	Q	890	4351	00	0000	401		VISUAL COMMUNICATION	-2,413.48	66.00	0.00	10.00	-2,469.48
40	Q	890	4353	00	0000	401		DECA	-13,096.53	8,382.35	0.00	11,196.64	-10,282.24
40	Q	890	4355	00	0000	401		COMMERCIAL ART PRODU	-9,450.81	516.00	0.00	60.00	-9,906.81
40	Q	890	4358	00	0000	401		ART CLUB	-1,380.65	0.00	0.00	0.00	-1,380.65
40	Q	890	4444	00	0000	401		LEADERSHIP	-1,180.36	209.25	0.00	344.83	-1,044.78
40	Q	890	4448	00	0000	401		GSA OF AHS	-215.07	0.00	0.00	0.00	-215.07
40	Q	890	4452	00	0000	401		FCCLA	-1,593.21	25.00	0.00	0.00	-1,618.21
40	Q	890	4459	00	0000	401		DRILL	0.00	3,332.34	0.00	0.00	-3,332.34
40	Q	890	4473	00	0000	401		FIRST NATIONS GROUP	-15.95	0.00	0.00	0.00	-15.95
40	Q	890	4474	00	0000	401		KEY CLUB	-203.26	195.00	0.00	0.00	-398.26
40	Q	890	4---	--	----	401			-203,896.15	123,641.68	0.00	63,892.36	-263,645.47
40	Q	890	6005	00	0000	401		VOLLEYBALL SCHOLARSH	-350.00	0.00	0.00	0.00	-350.00
40	Q	890	6010	00	0000	401		DECA SCHOLARSHIPS	-8.99	0.00	0.00	0.00	-8.99
40	Q	890	6013	00	0000	401		ASB OFFICERS SPECIAL	-350.00	0.00	0.00	0.00	-350.00
40	Q	890	6031	00	0000	401		FHA SCHOLARSHIPS	-726.99	0.00	0.00	0.00	-726.99
40	Q	890	6032	00	0000	401		FHA/FCCLA SPECIAL PR	-483.46	49.00	0.00	0.00	-532.46
40	Q	890	6052	00	0000	401		FCCLA SPECIAL ACCOUN	-99.49	0.00	0.00	0.00	-99.49
40	Q	890	6053	00	0000	401		Private Moneys	-5.00	0.00	0.00	0.00	-5.00
40	Q	890	6224	00	0000	401		Honor Society Spec P	-196.23	0.00	0.00	0.00	-196.23
40	Q	890	6328	00	0000	401		JR DECA SPECIAL PROJ	-70.25	0.00	0.00	0.00	-70.25
40	Q	890	6336	00	0000	401		FBLA SPECIAL PROJECT	-576.35	0.00	0.00	0.00	-576.35
40	Q	890	6353	00	0000	401		DECA SPECIAL PROJECT	-53.50	0.00	0.00	0.00	-53.50
40	Q	890	6444	00	0000	401		LEADERSHIP SPECIAL P	-2,748.65	0.00	0.00	0.00	-2,748.65
40	Q	890	6460	00	0000	401		ROTARY INTERACT SPEC	-186.64	0.00	0.00	0.00	-186.64

Account Level								Beginning			Ending	
Fd	T	GL	PPSS	AA	OBBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40							ASB FUND					
890							UNRESERVED FUND BALANCE					
401							AUBURN HIGH SCHOOL					
40	Q	890	6461	00	0000	401	LEARNING SERVICES SP	-527.75	0.00	0.00	0.00	-527.75
40	Q	890	6474	00	0000	401	KEY CLUB SPECIAL PRO	-1,074.20	30.85	0.00	0.00	-1,105.05
40	Q	890	6---	--	----	401		-7,457.50	79.85	0.00	0.00	-7,537.35
40	Q	890	----	--	----	401		-301,233.47	215,834.26	0.00	115,078.61	-401,989.12

Account Level										Beginning					Ending
Fd	T	GL	PPSS	AA	OBBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance			
40							ASB FUND								
890							UNRESERVED FUND BALANCE								
408							AUBURN RIVERSIDE HIGH								
40	Q	890	1001	00	0000	408	AUBURN RIVERSIDE GEN	-75,208.15	824.00	-7,289.59	6,047.58	-77,274.16			
40	Q	890	1002	00	0000	408	ARHS OVER/SHORT	-165.93	-141.46	0.00	0.00	-24.47			
40	Q	890	1003	00	0000	408	ASB SUPPLIES	-5,955.65	0.00	0.00	145.33	-5,810.32			
40	Q	890	1004	00	0000	408	VENDING	-7,292.63	585.12	0.00	0.00	-7,877.75			
40	Q	890	1020	00	0000	408	ASB CARDS	-2,711.65	50,602.55	0.00	90.00	-53,224.20			
40	Q	890	1050	00	0000	408	STUDENT STORE	-6,252.72	16,100.52	0.00	5,262.75	-17,090.49			
40	Q	890	1060	00	0000	408	HOMECOMING	-3,259.70	0.00	0.00	59.84	-3,199.86			
40	Q	890	1070	00	0000	408	ACADEMIC RECOGNITION	-4,671.76	0.00	0.00	0.00	-4,671.76			
40	Q	890	1075	00	0000	408	Tournament Activitie	-174.00	0.00	0.00	0.00	-174.00			
40	Q	890	1080	00	0000	408	CAMPUS IMPROVEMENTS	-5,050.08	0.00	0.00	0.00	-5,050.08			
40	Q	890	1085	00	0000	408	ASSEMBLIES	-3,590.01	0.00	0.00	0.00	-3,590.01			
40	Q	890	1090	00	0000	408	STUDENT SPIRIT	-4,387.74	0.00	0.00	0.00	-4,387.74			
40	Q	890	1---	--	----	408		-118,720.02	67,970.73	-7,289.59	11,605.50	-182,374.84			
40	Q	890	2001	00	0000	408	BASEBALL	-1,412.05	0.00	0.00	0.00	-1,412.05			
40	Q	890	2002	00	0000	408	BASKETBALL BOYS	-612.69	0.00	0.00	0.00	-612.69			
40	Q	890	2003	00	0000	408	BASKETBALL GIRLS	-1,500.91	0.00	0.00	0.00	-1,500.91			
40	Q	890	2004	00	0000	408	CROSS COUNTRY - BOYS	-1,061.36	19.00	0.00	132.67	-947.69			
40	Q	890	2005	00	0000	408	FOOTBALL	-3,126.60	95.00	0.00	1,168.71	-2,052.89			
40	Q	890	2006	00	0000	408	GENERAL ATHLETICS	-18,640.27	25,394.25	0.00	2,287.30	-41,747.22			
40	Q	890	2007	00	0000	408	GOLF	-61.39	0.00	0.00	0.00	-61.39			
40	Q	890	2008	00	0000	408	GYMNASTICS	-809.76	0.00	0.00	0.00	-809.76			
40	Q	890	2009	00	0000	408	SOCCER BOYS	0.00	95.00	0.00	0.00	-95.00			
40	Q	890	2010	00	0000	408	SWIMMING BOYS	-819.03	0.00	0.00	0.00	-819.03			
40	Q	890	2011	00	0000	408	TENNIS BOYS	-972.52	0.00	0.00	0.00	-972.52			
40	Q	890	2012	00	0000	408	TRACK - BOYS	-45.03	0.00	0.00	0.00	-45.03			
40	Q	890	2013	00	0000	408	VOLLEYBALL	-2,383.18	0.00	0.00	0.00	-2,383.18			
40	Q	890	2015	00	0000	408	SOFTBALL	-1,845.68	0.00	0.00	0.00	-1,845.68			
40	Q	890	2016	00	0000	408	SOCCER-GIRLS	0.00	55.00	0.00	0.00	-55.00			
40	Q	890	2019	00	0000	408	TRACK - GIRLS	-697.29	0.00	0.00	0.00	-697.29			
40	Q	890	2020	00	0000	408	SWIMMING GIRLS	-2,411.67	0.00	0.00	0.00	-2,411.67			
40	Q	890	2021	00	0000	408	WATER POLO - BOYS	-571.18	0.00	0.00	506.27	-64.91			
40	Q	890	2022	00	0000	408	GIRL -TENNIS	-1,170.85	0.00	0.00	0.00	-1,170.85			
40	Q	890	2023	00	0000	408	CROSS COUNTRY - GIRL	-2,659.43	0.00	0.00	1,165.48	-1,493.95			
40	Q	890	2024	00	0000	408	ATHLETIC TRAINING	-8,602.83	0.00	0.00	3,691.41	-4,911.42			
40	Q	890	2025	00	0000	408	WATER POLO - GIRLS	-721.71	0.00	0.00	0.00	-721.71			
40	Q	890	2026	00	0000	408	GOLF - GIRLS	-585.52	853.20	0.00	0.00	-1,438.72			
40	Q	890	2---	--	----	408		-50,710.95	26,511.45	0.00	8,951.84	-68,270.56			
40	Q	890	3010	00	0000	408	GRADE 10 CLASS ACCOU	-870.31	0.00	870.31	0.00	0.00			
40	Q	890	3011	00	0000	408	GRADE 11 CLASS ACCOU	-1,211.00	0.00	340.69	0.00	-870.31			
40	Q	890	3012	00	0000	408	GRADE 12 CLASS ACCOU	-7,289.59	1,269.00	6,078.59	0.00	-2,480.00			
40	Q	890	3014	00	0000	408	STUDENT COUNCIL	-5,034.58	0.00	0.00	0.00	-5,034.58			
40	Q	890	3020	00	0000	408	RAVEN CREW	-3,550.33	731.00	0.00	1,325.53	-2,955.80			
40	Q	890	3---	--	----	408		-17,955.81	2,000.00	7,289.59	1,325.53	-11,340.69			
40	Q	890	4001	00	0000	408	BASEBALL	-1,032.09	0.00	0.00	0.00	-1,032.09			
40	Q	890	4002	00	0000	408	BASKETBALL - BOYS	-587.65	0.00	0.00	425.00	-162.65			
40	Q	890	4003	00	0000	408	BASKETBALL - GIRLS	-2,137.97	0.00	0.00	35.00	-2,102.97			
40	Q	890	4004	00	0000	408	CROSS COUNTRY - BOYS	-5,878.51	10,603.24	0.00	9,285.64	-7,196.11			
40	Q	890	4005	00	0000	408	FOOTBALL	-2,290.00	0.00	0.00	349.30	-1,940.70			
40	Q	890	4008	00	0000	408	GYMNASTICS	-1,401.03	0.00	0.00	0.00	-1,401.03			
40	Q	890	4009	00	0000	408	SOCCER - BOYS	-2,640.66	1,000.00	0.00	800.00	-2,840.66			
40	Q	890	4010	00	0000	408	SWIMMING - BOYS	-44.06	30.00	0.00	0.00	-74.06			
40	Q	890	4011	00	0000	408	TENNIS - BOYS	-28.00	2,310.50	0.00	1,943.49	-395.01			
40	Q	890	4013	00	0000	408	VOLLEYBALL	-2,898.75	1,075.00	0.00	221.86	-3,751.89			

Account Level		Beginning				Ending
Fd T GL	PPSS AA OBBB LLL Description	Balance	Revenues	Transfers	Expenditures	Balance
40	ASB FUND					
890	UNRESERVED FUND BALANCE					
408	AUBURN RIVERSIDE HIGH					
40 Q 890 4014 00 0000 408	WRESTLING	-2,679.39	0.00	0.00	0.00	-2,679.39
40 Q 890 4015 00 0000 408	FASTPITCH	0.00	0.00	0.00	46.64	46.64
40 Q 890 4016 00 0000 408	SOCCER - GIRLS	-2,135.59	4,421.00	0.00	3,658.73	-2,897.86
40 Q 890 4020 00 0000 408	Swimming, Girls	-169.83	0.00	0.00	0.00	-169.83
40 Q 890 4021 00 0000 408	WATER POLO, BOYS	-6,710.80	7,889.85	0.00	2,144.28	-12,456.37
40 Q 890 4025 00 0000 408	WATER POLO, GIRLS	-1,634.05	0.00	0.00	0.00	-1,634.05
40 Q 890 4026 00 0000 408	Co-ed Tennis	-3,374.91	0.00	0.00	196.90	-3,178.01
40 Q 890 4057 00 0000 408	CHEER	-16,256.25	33,424.38	0.00	16,624.13	-33,056.50
40 Q 890 4068 00 0000 408	SPORTS MEDICINE CLUB	-60.89	0.00	0.00	0.00	-60.89
40 Q 890 4126 00 0000 408	GIRLS GOLF CLUB	0.00	1,838.00	0.00	0.00	-1,838.00
40 Q 890 4208 00 0000 408	DEBATE	-11,964.70	480.00	0.00	177.39	-12,267.31
40 Q 890 4209 00 0000 408	Film Club	-50.00	0.00	0.00	0.00	-50.00
40 Q 890 4218 00 0000 408	YEARBOOK	-39,538.92	62,526.00	0.00	17,640.51	-84,424.41
40 Q 890 4220 00 0000 408	BAND CLUB	-2,735.85	4,546.00	0.00	6,912.51	-369.34
40 Q 890 4221 00 0000 408	CHOIR	-2,703.69	3,125.00	0.00	2,837.51	-2,991.18
40 Q 890 4222 00 0000 408	ORCHESTRA	0.00	5,918.96	0.00	1,921.60	-3,997.36
40 Q 890 4224 00 0000 408	HONOR SOCIETY	-112.19	24.00	0.00	0.00	-136.19
40 Q 890 4239 00 0000 408	IN FLIGHT	-1,741.19	398.50	0.00	1,263.92	-875.77
40 Q 890 4240 00 0000 408	FRENCH CLUB	-1,165.62	0.00	0.00	0.00	-1,165.62
40 Q 890 4248 00 0000 408	GERMAN CLUB	-316.12	20.00	0.00	0.00	-336.12
40 Q 890 4249 00 0000 408	JAPANESE	-513.96	0.00	0.00	0.00	-513.96
40 Q 890 4254 00 0000 408	DRAMA	-17,259.78	193.50	0.00	1,633.32	-15,819.96
40 Q 890 4278 00 0000 408	SCIENCE	-588.86	0.00	0.00	0.00	-588.86
40 Q 890 4281 00 0000 408	SIGN LANGUAGE	-197.09	0.00	0.00	0.00	-197.09
40 Q 890 4282 00 0000 408	SPANISH CLUBS	-96.69	0.00	0.00	0.00	-96.69
40 Q 890 4283 00 0000 408	POWER LIFTING	-1,367.04	0.00	0.00	0.00	-1,367.04
40 Q 890 4284 00 0000 408	ULTIMATE FRISBEE CLU	-365.28	0.00	0.00	0.00	-365.28
40 Q 890 4285 00 0000 408	ARHS POOL CLUB	-19.00	0.00	0.00	0.00	-19.00
40 Q 890 4327 00 0000 408	Natural Resources	-885.20	0.00	0.00	0.00	-885.20
40 Q 890 4330 00 0000 408	VICA - WOOD	-122.04	0.00	0.00	0.00	-122.04
40 Q 890 4331 00 0000 408	Clubs	-101.70	0.00	0.00	0.00	-101.70
40 Q 890 4332 00 0000 408	VICA - CULINARY ARTS	-9,686.35	2,770.15	0.00	1,434.39	-11,022.11
40 Q 890 4334 00 0000 408	VICA - ELECTRONICS	-883.31	220.00	0.00	0.00	-1,103.31
40 Q 890 4336 00 0000 408	FBLA	-2,096.82	225.40	0.00	0.00	-2,322.22
40 Q 890 4346 00 0000 408	HORITCULTURE	-3,417.88	0.00	0.00	0.00	-3,417.88
40 Q 890 4351 00 0000 408	VISUAL COMMUNICATION	-10,617.77	1,046.00	0.00	588.87	-11,074.90
40 Q 890 4353 00 0000 408	DECA	-672.93	6,943.77	0.00	4,513.46	-3,103.24
40 Q 890 4358 00 0000 408	ART CLUB	-4,821.03	0.00	0.00	0.00	-4,821.03
40 Q 890 4382 00 0000 408	SMUDGES	-763.20	0.00	0.00	0.00	-763.20
40 Q 890 4410 00 0000 408	CRAFT CLUB	-106.99	0.00	0.00	0.00	-106.99
40 Q 890 4426 00 0000 408	NATURAL HELPERS	-0.39	0.00	0.00	0.00	-0.39
40 Q 890 4432 00 0000 408	ANIMAL RIGHTS CLUB	-16.00	0.00	0.00	0.00	-16.00
40 Q 890 4444 00 0000 408	LEADERSHIP CLUB	-121.06	0.00	0.00	0.00	-121.06
40 Q 890 4447 00 0000 408	GSA of ARHS	-25.75	0.00	0.00	0.00	-25.75
40 Q 890 4450 00 0000 408	RIVERSIDE VOICES	-377.90	0.00	0.00	0.00	-377.90
40 Q 890 4452 00 0000 408	FCCLA	-1,381.33	105.00	0.00	133.49	-1,352.84
40 Q 890 4459 00 0000 408	Dance / Drill	-2,968.25	0.00	0.00	0.00	-2,968.25
40 Q 890 4470 00 0000 408	ACTS OF KINDNESS CLU	-228.13	0.00	0.00	0.00	-228.13
40 Q 890 4472 00 0000 408	IBAAKO	-1,311.75	0.00	0.00	0.00	-1,311.75
40 Q 890 4473 00 0000 408	FIRST NATIONS CLUB	-380.45	0.00	0.00	0.00	-380.45
40 Q 890 4474 00 0000 408	KEY CLUB	-1,778.03	770.00	0.00	0.00	-2,548.03
40 Q 890 4475 00 0000 408	TSA	-5,167.81	0.00	0.00	0.00	-5,167.81
40 Q 890 4478 00 0000 408	MAGIC CLUB	-8.62	0.00	0.00	0.00	-8.62

Account Level								Beginning					Ending
Fd	T	GL	PPSS	AA	OB	BBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40								ASB FUND					
890								UNRESERVED FUND BALANCE					
408								AUBURN RIVERSIDE HIGH					
40	Q	890	4489	00	0000	408		FITNESS CLUB	-2,647.32	298.00	0.00	0.00	-2,945.32
40	Q	890	4490	00	0000	408		FIDM Fashion Design	-1,261.97	0.00	0.00	0.00	-1,261.97
40	Q	890	4---	--	----	408			-184,546.39	152,202.25	0.00	74,787.94	-261,960.70
40	Q	890	6005	00	0000	408		Senior Scholarship	-3,000.00	0.00	0.00	0.00	-3,000.00
40	Q	890	6006	00	0000	408		Cheer Scholarship	-3,099.71	0.00	0.00	0.00	-3,099.71
40	Q	890	6010	00	0000	408		DECA SCHOLARSHIPS	-224.91	0.00	0.00	0.00	-224.91
40	Q	890	6020	00	0000	408		RAVEN SCHOLARSHIP FU	-165.00	0.00	0.00	0.00	-165.00
40	Q	890	6021	00	0000	408		Sports Med Scholarsh	-50.00	0.00	0.00	0.00	-50.00
40	Q	890	6024	00	0000	408		MAKE-A-WISH FOUNDATI	-138.00	0.00	0.00	0.00	-138.00
40	Q	890	6025	00	0000	408		Bill Profit Mem Scho	-445.07	0.00	0.00	0.00	-445.07
40	Q	890	6026	00	0000	408		SPECIAL OLYMPICS	-66.89	0.00	0.00	0.00	-66.89
40	Q	890	6028	00	0000	408		Vis Com Scholarship	-1,031.42	0.00	0.00	0.00	-1,031.42
40	Q	890	6033	00	0000	408		STARLIGHT STARBRIGHT	-109.93	0.00	0.00	0.00	-109.93
40	Q	890	6056	00	0000	408		RONALD MCDONALD HOUS	-10.64	0.00	0.00	0.00	-10.64
40	Q	890	6---	--	----	408			-8,341.57	0.00	0.00	0.00	-8,341.57
40	Q	890	----	--	----	408			-380,274.74	248,684.43	0.00	96,670.81	-532,288.36

Account Level									
Fd	T	GL	PPSS	AA	OB	BB	LLL	Description	Beginning
									Balance
									Revenues
									Transfers
									Expenditures
									Ending
									Balance
40								ASB FUND	
890								UNRESERVED FUND BALANCE	
405								AUBURN MOUNTAINVIEW HIGH	
40	Q	890	1001	00	0000	405		AUBURN MOUNTAINVIEW	-38,853.54
40	Q	890	1002	00	0000	405		OVER/SHORT	-587.85
40	Q	890	1004	00	0000	405		VENDING	-4,651.10
40	Q	890	1010	00	0000	405		Earthquake Preparedn	-50.00
40	Q	890	1011	00	0000	405		Fundraisers	-271.00
40	Q	890	1020	00	0000	405		ASB Cards	-3,877.38
40	Q	890	1030	00	0000	405		Concessions	-5,011.30
40	Q	890	1050	00	0000	405		Student Store	-6,817.81
40	Q	890	1080	00	0000	405		CAMPUS IMPROVEMENTS	-6,025.00
40	Q	890	1---	--	----	405			-66,144.98
40	Q	890	2001	00	0000	405		Baseball	-4,279.57
40	Q	890	2002	00	0000	405		Basketball - Boys	-887.60
40	Q	890	2003	00	0000	405		Basketball - Girls	-2,179.70
40	Q	890	2004	00	0000	405		Cross Country - Boys	-164.49
40	Q	890	2005	00	0000	405		Football	-74.62
40	Q	890	2006	00	0000	405		General Athletics	-2,063.06
40	Q	890	2007	00	0000	405		Golf	0.00
40	Q	890	2008	00	0000	405		Gymnastics	0.00
40	Q	890	2009	00	0000	405		Soccer - Boys	-1,239.53
40	Q	890	2010	00	0000	405		Swimming - Boys	0.00
40	Q	890	2011	00	0000	405		Tennis - Boys	0.00
40	Q	890	2012	00	0000	405		Track -Boys	-570.96
40	Q	890	2013	00	0000	405		Volleyball	-291.97
40	Q	890	2014	00	0000	405		Wrestling	0.00
40	Q	890	2015	00	0000	405		Softball	-733.79
40	Q	890	2016	00	0000	405		Soccer - Girls	-2,659.48
40	Q	890	2017	00	0000	405		Fall Cheer	0.00
40	Q	890	2019	00	0000	405		Track - Girls	-1,167.84
40	Q	890	2020	00	0000	405		Swimming - Girls	-1,143.30
40	Q	890	2021	00	0000	405		Water Polo - Boys	-0.97
40	Q	890	2022	00	0000	405		Tennis - Girls	-1,314.75
40	Q	890	2023	00	0000	405		Cross Country - Girl	0.00
40	Q	890	2024	00	0000	405		Intramurals	-425.39
40	Q	890	2025	00	0000	405		WATER POLO - GIRLS	-1,859.46
40	Q	890	2026	00	0000	405		Athletics	-1.61
40	Q	890	2027	00	0000	405		LACROSSE	-29.62
40	Q	890	2045	00	0000	405		Officials Fees	-18.94
40	Q	890	2099	00	0000	405		Athletic Awards	0.00
40	Q	890	2---	--	----	405			-21,106.65
40	Q	890	3009	00	0000	405		9TH GRADE CLASS	-306.43
40	Q	890	3010	00	0000	405		10TH GRADE CLASS	-4,659.29
40	Q	890	3011	00	0000	405		11TH GRADE CLASS	-10,373.52
40	Q	890	3012	00	0000	405		12TH GRADE CLASS	-6,746.19
40	Q	890	3013	00	0000	405		ASB Leadership	-1,590.14
40	Q	890	3015	00	0000	405		Senior Graduation	-425.56
40	Q	890	3020	00	0000	405		LION CREW	-2,200.00
40	Q	890	3021	00	0000	405		Senior Roll Over Acc	-2,774.72
40	Q	890	3---	--	----	405			-29,075.85
40	Q	890	4001	00	0000	405		Baseball	-4,234.19
40	Q	890	4002	00	0000	405		Basketball - Boys	-1,298.92
40	Q	890	4004	00	0000	405		Cross Country	-52.68
40	Q	890	4005	00	0000	405		Football	-18,758.82
40	Q	890	4007	00	0000	405		Golf	-571.12

Account Level						Beginning					Ending
Fd	T	GL	PPSS	AA	OBBB LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40						ASB FUND					
890						UNRESERVED FUND BALANCE					
405						AUBURN MOUNTAINVIEW HIGH					
40	Q	890	4008	00	0000	405 Gymnastics	-2,374.28	0.00	-255.60	0.00	-2,629.88
40	Q	890	4009	00	0000	405 Soccer - Boys	-695.71	0.00	0.00	0.00	-695.71
40	Q	890	4010	00	0000	405 Swimming - Boys	-2,212.18	0.00	0.00	0.00	-2,212.18
40	Q	890	4011	00	0000	405 Tennis - Boys	-2,152.86	1,988.00	0.00	496.30	-3,644.56
40	Q	890	4012	00	0000	405 Track - Boys	-929.95	0.00	0.00	0.00	-929.95
40	Q	890	4013	00	0000	405 Volleyball	-3,507.41	3,215.00	0.00	0.00	-6,722.41
40	Q	890	4014	00	0000	405 Wrestling	-958.92	632.00	0.00	49.97	-1,540.95
40	Q	890	4015	00	0000	405 Fastpitch	-1,867.72	0.00	0.00	0.00	-1,867.72
40	Q	890	4016	00	0000	405 Soccer - Girls	-5,419.86	4,501.00	0.00	4,334.24	-5,586.62
40	Q	890	4020	00	0000	405 Swimming - Girls	-17.23	2,192.25	0.00	0.00	-2,209.48
40	Q	890	4021	00	0000	405 Water Polo - Boys	-1,151.93	1,491.00	0.00	0.00	-2,642.93
40	Q	890	4022	00	0000	405 TENNIS - GIRLS	-838.98	0.00	-255.60	0.00	-1,094.58
40	Q	890	4023	00	0000	405 Cross Country - Girl	-571.45	0.00	0.00	415.00	-156.45
40	Q	890	4028	00	0000	405 BOYS/GIRLS BASKETBAL	-1,391.23	0.00	0.00	0.00	-1,391.23
40	Q	890	4057	00	0000	405 Cheer	-12,538.26	2,419.45	-404.70	7,406.43	-7,955.98
40	Q	890	4068	00	0000	405 Sports Medicine Club	-4,077.68	2,357.00	0.00	118.00	-6,316.68
40	Q	890	4208	00	0000	405 Debate	-306.16	0.00	0.00	0.00	-306.16
40	Q	890	4218	00	0000	405 Yearbook	-17,855.92	42,674.25	0.00	130.00	-60,400.17
40	Q	890	4220	00	0000	405 Band	-759.48	3,155.00	-255.60	200.00	-3,970.08
40	Q	890	4221	00	0000	405 Choir	-1,801.33	7,097.25	0.00	0.00	-8,898.58
40	Q	890	4224	00	0000	405 Honor Society	-271.80	0.00	0.00	0.00	-271.80
40	Q	890	4239	00	0000	405 Newspaper	-1,241.92	1,888.50	0.00	428.49	-2,701.93
40	Q	890	4240	00	0000	405 French Club	-2.69	0.00	0.00	0.00	-2.69
40	Q	890	4243	00	0000	405 ENGINEERING/COMPUTER	-1,693.46	60.00	0.00	0.00	-1,753.46
40	Q	890	4245	00	0000	405 Math	-89.59	330.00	0.00	0.00	-419.59
40	Q	890	4248	00	0000	405 GERMAN CLUB	-218.06	0.00	0.00	0.00	-218.06
40	Q	890	4249	00	0000	405 Japanese	-2,791.02	3,320.00	0.00	0.00	-6,111.02
40	Q	890	4254	00	0000	405 Drama	-11,152.87	70.00	0.00	708.04	-10,514.83
40	Q	890	4278	00	0000	405 Science	-85.58	470.10	0.00	0.00	-555.68
40	Q	890	4281	00	0000	405 Sign Language	-151.94	0.00	0.00	0.00	-151.94
40	Q	890	4282	00	0000	405 SPANISH CLUB	-62.50	0.00	0.00	0.00	-62.50
40	Q	890	4330	00	0000	405 Vica - Wood	-45.00	0.00	0.00	0.00	-45.00
40	Q	890	4331	00	0000	405 Vica - Auto	-96.93	0.00	0.00	0.00	-96.93
40	Q	890	4332	00	0000	405 Vica - Culinary Arts	-25,606.51	4,592.72	0.00	56.43	-30,142.80
40	Q	890	4346	00	0000	405 Horticulture	-8,500.72	120.25	0.00	0.00	-8,620.97
40	Q	890	4351	00	0000	405 Visual Communication	-1,010.81	0.00	0.00	0.00	-1,010.81
40	Q	890	4353	00	0000	405 Deca	-1,417.74	2,095.00	-3,000.00	2,550.00	-3,962.74
40	Q	890	4355	00	0000	405 GRAPHICS	-707.81	115.50	-150.00	0.00	-973.31
40	Q	890	4358	00	0000	405 Art	-1,583.36	262.00	-149.10	0.00	-1,994.46
40	Q	890	4405	00	0000	405 PEER MEDIATION	-132.00	0.00	0.00	0.00	-132.00
40	Q	890	4428	00	0000	405 HEIDI'S PROMISE	0.00	54.45	0.00	0.00	-54.45
40	Q	890	4431	00	0000	405 FHA	-90.00	0.00	0.00	0.00	-90.00
40	Q	890	4445	00	0000	405 Clubs	-3,712.00	0.00	0.00	0.00	-3,712.00
40	Q	890	4447	00	0000	405 MULTICULTURAL	-393.85	0.00	-127.80	0.00	-521.65
40	Q	890	4452	00	0000	405 FCCLA	-234.18	0.00	0.00	0.00	-234.18
40	Q	890	4459	00	0000	405 Drill	-1,381.24	0.00	-255.60	0.00	-1,636.84
40	Q	890	4461	00	0000	405 SERVICE LEARNING	0.00	328.00	0.00	340.63	12.63
40	Q	890	4473	00	0000	405 Indian Club /First N	-926.33	0.00	0.00	0.00	-926.33
40	Q	890	4474	00	0000	405 Key Club	-372.19	783.00	0.00	0.00	-1,155.19
40	Q	890	4489	00	0000	405 ATHLETIC/PE CLUB	0.00	589.00	0.00	0.00	-589.00
40	Q	890	4---	--	----	405	-150,316.37	87,146.43	-5,237.40	32,318.45	-210,381.75
40	Q	890	6001	00	0000	405 Service Learning	-6.93	0.00	0.00	0.00	-6.93
40	Q	890	6002	00	0000	405 Private Moneys	-40.00	0.00	0.00	0.00	-40.00

		Account Level	Beginning				Ending
Fd	T GL	PPSS AA OBBB LLL Description	Balance	Revenues	Transfers	Expenditures	Balance
40		ASB FUND					
890		UNRESERVED FUND BALANCE					
405		AUBURN MOUNTAINVIEW HIGH					
40	Q 890 6005 00 0000 405	Private Moneys	-100.00	0.00	0.00	0.00	-100.00
40	Q 890 6030 00 0000 405	HORT/FHA SPECIAL PRO	-240.00	0.00	0.00	0.00	-240.00
40	Q 890 6031 00 0000 405	FCCLA SCHOLARSHIPS	-45.00	0.00	0.00	0.00	-45.00
40	Q 890 6099 00 0000 405	CHEER SCHOLARSHIP	-447.78	0.00	0.00	0.00	-447.78
40	Q 890 6100 00 0000 405	DRAMA SCHOLARSHIP	-2,072.90	0.00	0.00	0.00	-2,072.90
40	Q 890 6353 00 0000 405	Private Moneys	-3,175.01	0.00	0.00	0.00	-3,175.01
40	Q 890 6474 00 0000 405	KEY CLUB SPEC PROJ	-307.13	0.00	0.00	0.00	-307.13
40	Q 890 6--- -- ---- 405		-6,434.75	0.00	0.00	0.00	-6,434.75
40	Q 890 ---- -- ---- 405		-273,078.60	189,065.40	0.00	64,701.89	-397,442.11

Account Level							Beginning						Ending
Fd	T	GL	PPSS	AA	OBBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance	
40							ASB FUND						
890							UNRESERVED FUND BALANCE						
504							WEST AUBURN HIGH SCHOOL						
40	Q	890	1001	00	0000	504	WEST AUBURN GENERAL	-2,852.98	120.00	0.00	0.00	-2,972.98	
40	Q	890	1002	00	0000	504	OVER/SHORT	-0.52	0.00	0.00	0.00	-0.52	
40	Q	890	1004	00	0000	504	VENDING	-9,306.98	43.13	0.00	0.00	-9,350.11	
40	Q	890	1007	00	0000	504	VANDALISM REBATE	-173.13	0.00	0.00	0.00	-173.13	
40	Q	890	1020	00	0000	504	ASB CARDS	-557.38	90.00	0.00	0.00	-647.38	
40	Q	890	1050	00	0000	504	STUDENT STORE	-17.03	0.00	0.00	0.00	-17.03	
40	Q	890	1---	--	----	504		-12,908.02	253.13	0.00	0.00	-13,161.15	
40	Q	890	4218	00	0000	504	YEARBOOK	-897.06	0.00	0.00	0.00	-897.06	
40	Q	890	4229	00	0000	504	AWARDS & INCENTIVES	-0.27	0.00	0.00	0.00	-0.27	
40	Q	890	4239	00	0000	504	NEWSPAPER	-296.00	0.00	0.00	0.00	-296.00	
40	Q	890	4388	00	0000	504	VOC CLUB	-166.77	0.00	0.00	0.00	-166.77	
40	Q	890	4426	00	0000	504	NATURAL HELPERS	-572.97	0.00	0.00	0.00	-572.97	
40	Q	890	4---	--	----	504		-1,933.07	0.00	0.00	0.00	-1,933.07	
40	Q	890	6002	00	0000	504	Private Moneys	-538.56	0.00	0.00	0.00	-538.56	
40	Q	890	6---	--	----	504		-538.56	0.00	0.00	0.00	-538.56	
40	Q	890	----	--	----	504		-15,379.65	253.13	0.00	0.00	-15,632.78	
40	Q	890	----	--	----	---		-1,362,976.93	797,862.39	0.00	305,330.82	-1,855,508.50	
40	-	---	----	--	----	---		-1,362,976.93	797,862.39	0.00	305,330.82	-1,855,508.50	
Grand Equity Totals								-1,362,976.93	797,862.39	0.00	305,330.82	-1,855,508.50	

***** End of report *****

Account Level		Beginning				Ending
Fd T GL	PPSS AA OBBB LLL Description	Balance	Revenues	Transfers	Expenditures	Balance
40	ASB FUND					
890	UNRESERVED FUND BALANCE					
202	CASCADE MIDDLE SCHOOL					
40 Q 890 1001 00 0000 202	CASCADE GENERAL	-21,620.74	8,757.40	0.00	818.92	-29,559.22
40 Q 890 1002 00 0000 202	CASCADE OVER/SHORT	-95.42	0.00	0.00	0.00	-95.42
40 Q 890 1004 00 0000 202	VENDING	-3,250.94	72.43	0.00	0.00	-3,323.37
40 Q 890 1020 00 0000 202	ASB CARDS	-15,715.14	6,915.00	6,000.00	15.00	-16,615.14
40 Q 890 1050 00 0000 202	STUDENT STORE	-3,812.69	330.36	0.00	270.98	-3,872.07
40 Q 890 1085 00 0000 202	ASSEMBLIES	-130.64	0.00	0.00	0.00	-130.64
40 Q 890 1---- -- ---- 202		-44,625.57	16,075.19	6,000.00	1,104.90	-53,595.86
40 Q 890 2006 00 0000 202	GENERAL ATHLETICS	-686.37	0.00	0.00	0.00	-686.37
40 Q 890 2045 00 0000 202	OFFICIALS FEES	-858.66	0.00	-6,000.00	0.00	-6,858.66
40 Q 890 2---- -- ---- 202		-1,545.03	0.00	-6,000.00	0.00	-7,545.03
40 Q 890 3006 00 0000 202	GRADE 6 CLASS ACCOUN	-666.22	0.00	0.00	0.00	-666.22
40 Q 890 3007 00 0000 202	GRADE 7 CLASS ACCOUN	-542.36	0.00	0.00	0.00	-542.36
40 Q 890 3008 00 0000 202	GRADE 8 CLASS ACCOUN	-1,162.15	0.00	0.00	0.00	-1,162.15
40 Q 890 3---- -- ---- 202		-2,370.73	0.00	0.00	0.00	-2,370.73
40 Q 890 4001 00 0000 202	BASEBALL	-154.31	0.00	0.00	0.00	-154.31
40 Q 890 4002 00 0000 202	BASKETBALL - BOYS	-131.38	0.00	0.00	0.00	-131.38
40 Q 890 4003 00 0000 202	BASKETBALL - GIRLS	-15.49	292.00	0.00	0.00	-307.49
40 Q 890 4005 00 0000 202	FOOTBALL	-356.11	998.00	0.00	0.00	-1,354.11
40 Q 890 4008 00 0000 202	GYMNASTICS	-948.28	0.00	0.00	0.00	-948.28
40 Q 890 4012 00 0000 202	TRACK - BOYS	-746.66	0.00	0.00	0.00	-746.66
40 Q 890 4013 00 0000 202	VOLLEYBALL	-372.86	0.00	0.00	0.00	-372.86
40 Q 890 4014 00 0000 202	WRESTLING	-387.50	0.00	0.00	0.00	-387.50
40 Q 890 4015 00 0000 202	FASTPITCH	-58.60	1,423.00	0.00	0.00	-1,481.60
40 Q 890 4218 00 0000 202	YEARBOOK	-2,763.98	7,595.00	0.00	0.00	-10,358.98
40 Q 890 4221 00 0000 202	CHOIR	-72.90	75.00	0.00	0.00	-147.90
40 Q 890 4222 00 0000 202	ORCHESTRA	-2,693.59	0.00	0.00	973.90	-1,719.69
40 Q 890 4224 00 0000 202	HONOR SOCIETY	-1,336.31	0.00	0.00	81.00	-1,255.31
40 Q 890 4229 00 0000 202	AWARDS & INCENTIVES	-242.96	0.00	0.00	0.00	-242.96
40 Q 890 4239 00 0000 202	NEWSPAPER	-340.27	0.00	0.00	0.00	-340.27
40 Q 890 4254 00 0000 202	DRAMA	-3,059.74	0.00	0.00	0.00	-3,059.74
40 Q 890 4260 00 0000 202	SYMPHONIC BAND	-1,226.64	20.00	0.00	0.00	-1,246.64
40 Q 890 4266 00 0000 202	GUITAR CLUB	-0.50	0.00	0.00	0.00	-0.50
40 Q 890 4270 00 0000 202	CARTOON & CEREAL CLU	-76.34	0.00	0.00	0.00	-76.34
40 Q 890 4278 00 0000 202	SCIENCE	-360.63	0.00	0.00	0.00	-360.63
40 Q 890 4330 00 0000 202	WOODWORKING CLUB	-110.00	0.00	0.00	0.00	-110.00
40 Q 890 4342 00 0000 202	BUILDERS	-390.51	0.00	0.00	0.00	-390.51
40 Q 890 4351 00 0000 202	VISUAL COMMUNICATION	-289.11	0.00	0.00	0.00	-289.11
40 Q 890 4358 00 0000 202	ART CLUB	-290.38	0.00	0.00	0.00	-290.38
40 Q 890 4417 00 0000 202	SPIRIT CLUB	-347.20	0.00	0.00	0.00	-347.20
40 Q 890 4444 00 0000 202	NATURAL HELPER/LEADE	-70.43	0.00	0.00	0.00	-70.43
40 Q 890 4483 00 0000 202	HOME ECONOMICS CLUB	-922.70	0.00	0.00	0.00	-922.70
40 Q 890 4485 00 0000 202	GAME CLUB	-56.28	0.00	0.00	0.00	-56.28
40 Q 890 4490 00 0000 202	FITNESS CLUB	-234.57	0.00	0.00	0.00	-234.57
40 Q 890 4---- -- ---- 202		-18,056.23	10,403.00	0.00	1,054.90	-27,404.33
40 Q 890 6003 00 0000 202	Private Moneys	-415.54	0.00	0.00	0.00	-415.54
40 Q 890 6---- -- ---- 202		-415.54	0.00	0.00	0.00	-415.54
40 Q 890 ---- -- ---- 202		-67,013.10	26,478.19	0.00	2,159.80	-91,331.49

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Account Level								Beginning					Ending
Fd	T	GL	PPSS	AA	OB	BBB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40								ASB FUND					
890								UNRESERVED FUND BALANCE					
206								RAINIER MIDDLE SCHOOL					
40	Q	890	1001	00	0000	206		RAINIER GENERAL	-23,953.45	813.00	800.00	624.47	-23,341.98
40	Q	890	1004	00	0000	206		VENDING	0.00	31.16	0.00	0.00	-31.16
40	Q	890	1007	00	0000	206		VANDALISM	-196.89	0.00	0.00	0.00	-196.89
40	Q	890	1010	00	0000	206		EARTHQUAKE PREPAREDN	-19.12	0.00	0.00	0.00	-19.12
40	Q	890	1011	00	0000	206		FUNDRAISERS	-4,783.96	25.00	0.00	0.00	-4,808.96
40	Q	890	1020	00	0000	206		ASB CARDS	0.00	9,040.00	6,000.00	0.00	-3,040.00
40	Q	890	1030	00	0000	206		CONCESSIONS	-1,127.00	0.00	0.00	355.68	-771.32
40	Q	890	1090	00	0000	206		STUDENT SPIRIT	-836.05	0.00	0.00	0.00	-836.05
40	Q	890	1----	--	----	206			-30,916.47	9,909.16	6,800.00	980.15	-33,045.48
40	Q	890	2045	00	0000	206		OFFICIALS FEES	0.00	0.00	-6,000.00	0.00	-6,000.00
40	Q	890	2----	--	----	206			0.00	0.00	-6,000.00	0.00	-6,000.00
40	Q	890	3006	00	0000	206		GRADE 6 CLASS ACCOUN	-347.81	0.00	0.00	0.00	-347.81
40	Q	890	3007	00	0000	206		GRADE 7 CLASS ACCOUN	-351.50	0.00	0.00	0.00	-351.50
40	Q	890	3----	--	----	206			-699.31	0.00	0.00	0.00	-699.31
40	Q	890	4001	00	0000	206		BASEBALL	-423.84	0.00	0.00	0.00	-423.84
40	Q	890	4008	00	0000	206		GYMNASTICS	-31.83	0.00	0.00	0.00	-31.83
40	Q	890	4012	00	0000	206		TRACK - BOYS	-95.57	0.00	0.00	0.00	-95.57
40	Q	890	4013	00	0000	206		VOLLEYBALL	-229.35	0.00	0.00	0.00	-229.35
40	Q	890	4015	00	0000	206		FASTPITCH	-149.96	922.00	0.00	736.95	-335.01
40	Q	890	4218	00	0000	206		YEARBOOK	-19,301.81	11,984.00	0.00	5,244.14	-26,041.67
40	Q	890	4220	00	0000	206		BAND	-166.35	0.00	-800.00	193.00	-773.35
40	Q	890	4229	00	0000	206		AWARDS & INCENTIVES	-596.91	0.00	0.00	0.00	-596.91
40	Q	890	4243	00	0000	206		COMPUTER/ROBOTICS CL	-200.00	750.00	0.00	40.00	-910.00
40	Q	890	4254	00	0000	206		DRAMA	-6,168.04	0.00	0.00	795.00	-5,373.04
40	Q	890	4278	00	0000	206		SCIENCE	-101.56	0.00	0.00	0.00	-101.56
40	Q	890	4417	00	0000	206		SPIRIT CLUB	-2,216.73	0.00	0.00	0.00	-2,216.73
40	Q	890	4470	00	0000	206		SPARK CLUB	-802.32	0.00	0.00	10.99	-791.33
40	Q	890	4487	00	0000	206		BREAKFAST CLUB	-850.85	0.00	0.00	0.00	-850.85
40	Q	890	4----	--	----	206			-31,335.12	13,656.00	-800.00	7,020.08	-38,771.04
40	Q	890	-----	--	----	206			-62,950.90	23,565.16	0.00	8,000.23	-78,515.83

Account Level							Beginning				Ending	
Fd	T	GL	PPSS	AA	OB	LLL	Description	Balance	Revenues	Transfers	Expenditures	Balance
40							ASB FUND					
890							UNRESERVED FUND BALANCE					
207							MT. BAKER MIDDLE SCHOOL					
40	Q	890	1001	00	0000	207	MT. BAKER GENERAL	-13,595.70	0.00	0.00	1,208.05	-12,387.65
40	Q	890	1003	00	0000	207	ASB SUPPLIES	-100.00	0.00	0.00	0.00	-100.00
40	Q	890	1004	00	0000	207	VENDING MACHINES	-126.03	0.00	0.00	0.00	-126.03
40	Q	890	1011	00	0000	207	FUNDRAISERS	-796.73	17,995.00	0.00	0.00	-18,791.73
40	Q	890	1020	00	0000	207	ASB CARDS	-850.50	8,370.00	0.00	0.00	-9,220.50
40	Q	890	1050	00	0000	207	STUDENT STORE	-2,837.74	250.75	0.00	1,962.00	-1,126.49
40	Q	890	1070	00	0000	207	ACADEMIC RECOGNITION	-786.39	0.00	0.00	0.00	-786.39
40	Q	890	1085	00	0000	207	ASSEMBLIES	-1,920.00	0.00	0.00	0.00	-1,920.00
40	Q	890	1---	--	----	207		-21,013.09	26,615.75	0.00	3,170.05	-44,458.79
40	Q	890	2045	00	0000	207	OFFICIALS FEES	-48.54	0.00	0.00	0.00	-48.54
40	Q	890	2099	00	0000	207	ATHLETIC AWARDS	-89.18	0.00	0.00	0.00	-89.18
40	Q	890	2---	--	----	207		-137.72	0.00	0.00	0.00	-137.72
40	Q	890	3006	00	0000	207	GRADE 6 CLASS ACCOUN	-888.95	0.00	0.00	0.00	-888.95
40	Q	890	3007	00	0000	207	GRADE 7 CLASS ACCOUN	-3,690.21	0.00	0.00	0.00	-3,690.21
40	Q	890	3008	00	0000	207	GRADE 8 CLASS ACCOUN	-1,712.58	0.00	0.00	0.00	-1,712.58
40	Q	890	3014	00	0000	207	STUDENT COUNCIL	-1,384.97	0.00	0.00	0.00	-1,384.97
40	Q	890	3---	--	----	207		-7,676.71	0.00	0.00	0.00	-7,676.71
40	Q	890	4001	00	0000	207	BASEBALL	-199.36	0.00	0.00	0.00	-199.36
40	Q	890	4002	00	0000	207	BASKETBALL - BOYS	-20.65	0.00	0.00	0.00	-20.65
40	Q	890	4003	00	0000	207	BASKETBALL - GIRLS	-5.31	0.00	0.00	0.00	-5.31
40	Q	890	4005	00	0000	207	FOOTBALL	-242.15	168.00	0.00	0.00	-410.15
40	Q	890	4008	00	0000	207	GYMNASTICS	-142.43	0.00	0.00	0.00	-142.43
40	Q	890	4012	00	0000	207	TRACK - BOYS	-139.60	0.00	0.00	0.00	-139.60
40	Q	890	4013	00	0000	207	VOLLEYBALL	-1,398.53	0.00	0.00	1,049.39	-349.14
40	Q	890	4014	00	0000	207	WRESTLING	-206.09	0.00	0.00	0.00	-206.09
40	Q	890	4015	00	0000	207	FASTPITCH	-130.83	806.00	0.00	0.00	-936.83
40	Q	890	4218	00	0000	207	YEARBOOK	-4,462.25	10,590.00	0.00	0.00	-15,052.25
40	Q	890	4220	00	0000	207	BAND CLUB	-841.41	740.00	0.00	0.00	-1,581.41
40	Q	890	4221	00	0000	207	CHOIR	-686.46	1,260.00	0.00	0.00	-1,946.46
40	Q	890	4222	00	0000	207	ORCHESTRA	-708.72	1,290.00	0.00	0.00	-1,998.72
40	Q	890	4243	00	0000	207	Computer Club	-115.00	0.00	0.00	0.00	-115.00
40	Q	890	4254	00	0000	207	DRAMA	-2,537.11	0.00	0.00	0.00	-2,537.11
40	Q	890	4342	00	0000	207	BUILDERS CLUB	-65.50	0.00	0.00	0.00	-65.50
40	Q	890	4358	00	0000	207	ART CLUB	-500.00	0.00	0.00	0.00	-500.00
40	Q	890	4417	00	0000	207	SPIRIT-BULLDOG CLUB	-125.10	0.00	0.00	0.00	-125.10
40	Q	890	4---	--	----	207		-12,526.50	14,854.00	0.00	1,049.39	-26,331.11
40	Q	890	6003	00	0000	207	Private Moneys	-13.43	0.00	0.00	0.00	-13.43
40	Q	890	6---	--	----	207		-13.43	0.00	0.00	0.00	-13.43
40	Q	890	----	--	----	207		-41,367.45	41,469.75	0.00	4,219.44	-78,617.76

**AUBURN SCHOOL DISTRICT NO. 408
PRIVATE PURPOSE TRUST FUND
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE
OCTOBER 31, 2009**

Revenues:

Saul Haas- AHS	2468	
Saul Haas- AMHS	1113	
Saul Haas- ARHS	1485	
Saul Haas- Cascade	1113	
Saul Haas- Olympic	1970	
Saul Haas- Rainier	305	
Saul Haas- WAHS	<u>200</u>	
Total Student Aid Donations		8,654
Scholarship Donations:		
AMHS Commitment to Excellence	500	
AHS Kathy Hirose Memorial	<u>50</u>	
Total Scholarship Donations		550
Interest:		<u>1,485</u>
Total Revenues		<u>10,689</u>

Expenditures:

Saul Haas- AHS		
Saul Haas- AMV	686	
Saul Haas- Cascade	1,410	
Saul Haas- Olympic	291	
Saul Haas- Rainier	394	
Saul Haas- Mt Baker	329	
Saul Haas- ARHS	<u>1,829</u>	
		4,939
Total Expenditures		<u>4,939</u>
Excess of Revenue over (under) Expenditure		5,750
Fund Balance - September 1, 2009		<u>604,876</u>
Fund Balance October 31, 2009		<u><u>610,626</u></u>

AUBURN SCHOOL DISTRICT NO 408
FIDUCIARY FUND
STATEMENT OF CHANGES IN EMPLOYEE BENEFITS PLAN
October 31, 2009

ADDITIONS:

Contributions from Plan Members	\$ 14,238.80
Investment Earnings	<u>\$ 379.16</u>
Total Additions	<u>\$ 14,617.96</u>

DEDUCTIONS:

Benefits Claims	\$ 44,508.14
State Program Fees	<u>\$ -</u>
Total Deductions	<u>\$ 44,508.14</u>

Net Assets at Beginning of Year	\$ 195,248.86
Net Assets Year To Date	<u><u>\$ 165,358.68</u></u>

AUBURN SCHOOL DISTRICT 408
ANTICIPATED GRANT SCHEDULE
2009-10

As of October 31, 2009

Agency Name	Program Title	FINAL Awards	Program Manager	Revenue Account	Expenditure Program
FEDERAL GRANTS					
U.S. Dept. of Agriculture	Federal Forests	\$51,308.00	Newman	5500	100
	Food Distribution (Commodities)	\$327,800.00	Boutin	8888	9800
	National School Lunch Program	\$2,100,000.00	Boutin	8198	9800
	School Breakfast Program	\$775,000.00	Boutin	8198	9800
	Summer Feeding Program	\$275,000.00	Boutin	8198	9800
	USDA Subtotal	\$3,529,208.00			
U.S. Dept. of Education	21st Century Grant-Olympic	\$30,000.00	Hill	8352	5272
	ARRA State Fiscal Stabilization	\$1,274,769.00	Herren	8113	1300
	Carl Perkins Voc & Tech Ed	\$112,207.00	Swaim	6138	3860
	District Improvement	\$85,000.00	Luke	6151	5188
	IDEA Flow Through	\$2,560,572.00	Trautler	6124	2400
	ARRA IDEA Flow Through	\$1,608,637.00	Trautler	6114	1424
	IDEA-Preschool	\$50,231.00	Trautler	6124	2480
	ARRA IDEA-Preschool	\$61,593.00	Trautler	6114	1480
	Impact Aid	\$188,850.00	DeBolt	5300 & 5329	7989/2979
	Indian Education	\$111,667.00	DeBolt	6288	6800
	Reading First	\$192,000.00	Harris	6154	5400
	ARRA School Improvement Chinook	\$12,500.00	Harris	6151	5186
	Title I	\$2,134,280.00	Harris	6151	5100
	ARRA Title I	\$774,295.00	Harris	6111	1151
	Title I Award - Pioneer	\$5,000.00	Gary	6151	7982
	Title II Enhance Ed Thru Tech	\$19,846.00	Luke	6152	5248
	ARRA Title II Part D	\$48,757.00	Luke	6119	1952
	Title II Teacher Principal Quality	\$568,195.00	Harris	6152	5237
	Title III LEP	\$312,286.00	DeBolt	6164	6400
	Title IV Safe Drug Free Schools	\$41,242.00	DeBolt	6152	5217
	Dept of Education Subtotal	\$10,149,927.00			
U.S. Dept. of Health and Human Services	Head Start	\$610,000.00	Gayman	6361	6100
	Medicaid Reimbursements	\$230,000.00	Trautler	6121	2100
	Medicaid Administrative Match	\$424,000.00	Trautler	6310	0100
	Total Dept. of Health and Human Services	\$1,264,000.00			
TOTAL FEDERAL GRANTS		\$14,943,135.00			

STATE GRANTS					
OSPI					
	Becca Truancy	\$32,000.00	Trautler	4158	5838
	Bilingual	\$1,506,387.00	DeBolt	4165	6500
	Career Technical Education-High Demand	\$12,000.00	Swaim	4158	5802
	Career Technical Education-COE	\$11,000.00	Swaim	4158	5804
	Washington First Robotics	\$1,789.00	Swaim	4158	5805
	Collection of Evidence	\$42,000.00	Luke	4158	5804
	Highly Capable	\$131,250.00	Harris	4174	7400
	I 726 Student Achievement	\$368,304.00	Decker	4166	6600
	LAP	\$1,688,233.00	Harris	4155	55xx
	National Certificated Bonus	\$174,878.00	Leighton	4158	5833
	Olympic School Improv	\$22,500.00	Hill	4158	5888
	Principal Intern	\$13,482.00	Decker	4158	5878
	School Breakfast	\$96,900.00	Boutin	4198	9800
	School Lunches	\$73,000.00	Boutin	4198	9800
	Special Education	\$7,830,493.00	Trautler	4121	2100
	Small Repair Grant- Evergreen Sewer	\$30,211.00	Grose	4100	
	Transportation	\$2,671,883.00	Grad	4199	9900
	WASL Retake	\$6,220.00	Luke	4158	5842
	Washington Navigation	\$10,000.00	Heren	4198	5853
	West Auburn School Improv	\$25,000.00	Sprague	4158	5888
	Total OSPI	\$14,747,510.00			
TOTAL STATE GRANTS		\$14,747,510.00			

COUNTY GRANTS					
King County					
	Youth Sports Facility Grant-Olympic	\$11,150.00	Hill	8100	7907
	Youth Sports Facility Grant-Alpac	\$10,000.00	Collier	8100	7907
	Youth Sports Facility Grant-Hazelwood	\$22,500.00	Colburn	8100	7907
TOTAL COUNTY GRANTS		\$43,650.00			

AUBURN SCHOOL DISTRICT 408
ANTICIPATED GRANT SCHEDULE
2009-10
As of October 31, 2009

OTHER				
Muckleshoot Indian Tribe	\$129,550.00	Debolt	2500	7979
Puget Sound ESD				
Wash Risk Mgt-Flood Mitigation	\$2,500.00	Thomas	8100	9710
TOTAL OTHER GRANTS	\$132,050.00			

LOCAL GRANTS Actually Received				
PTA				
Lakeland Hills PTA	\$615.00	Foster	2500	7954
Lakeview PTA	\$500.00	Weibel	2500	7954
Lea Hill PTA	\$3,083.82	Herda	2500	7954
Mt Baker PTA	\$1,024.00	Adams	2500	7954
Total PTA Grants	\$5,202.82			
Corporate				
Aero Controls-Pioneer	\$250.00	Gary	2500	7954
Albertson's-Olympic	\$18.20	Hill	2500	7954
Lifelouch-Alpac	\$1,467.00	Collier	2500	7954
Lifelouch-Evergreen	\$1,008.00	Gayman	2500	7954
Lifelouch-Hazelwood	\$1,254.00	Colburn	2500	7954
Lifelouch-Lake View	\$1,248.00	Weibel	2500	7954
Lifelouch-Lakeland	\$1,818.00	Foster	2500	7954
Lifelouch-Lea Hill	\$1,323.00	Herda	2500	7954
Lifelouch-Washington	\$1,320.00	Thomas	2500	7954
Microsoft Matching Program-Evergreen	\$170.00	Gayman	2500	7954
SuperValue-Hazelwood	\$44.65	Colburn	2500	7954
Target-AHS	\$191.15	Zimmerman	2500	7954
Target-ARHS	\$146.78	Phillips	2500	7954
Target - Cascade	\$34.08	Johnson	2500	7954
Target-Chinook	\$115.02	Holloman	2500	7954
Target - Evergreen	\$116.90	Gayman	2500	7954
Target - Gildo Rey	\$68.32	Logan	2500	7954
Target - Hazelwood	\$90.62	Colburn	2500	7954
Target-Lakeview	\$87.47	Weibel	2500	7954
Target-Lakeland Hills	\$48.31	Foster	2500	7954
Target-Lea Hill	\$53.51	Herda	2500	7954
Target - Mt Baker	\$27.15	Adams	2500	7954
Target - Olympic	\$57.73	Hill	2500	7954
Target-Rainier	\$30.44	Talbert	2500	7954
Target-West Auburn	\$28.58	Sprague	2500	7954
USAGAIN - Hazelwood	\$69.72	Colburn	2500	7954
USAGAIN - Rainier	\$50.00	Talbert	2500	7954
USAGAIN - WAHS	\$50.00	Sprague	2500	7954
Walmart - Dick Scobee	\$580.00	Brown	2500	7954
Walmart-Hazelwood	\$125.00	Colburn	2500	7954
Walmart-Terminal Park	\$630.00	Carstens	2500	7954
Walmart-Washington	\$340.00	Thomas	2500	7954
Total Corporate Grants	\$12,841.61			
Other				
AED Supplies-MVHS	\$100.00	Herren	2500	7950
After School Programs-Pioneer	\$7,000.00	Gary	2500	7935
Band Donellon-Rainier	\$75.00	Talbert	2500	7954
Boeing-Lakeland	\$100.00	Foster	2500	7954
Heavenly Hats-Dick Scobee	\$234.55	Brown	2500	7954
Just Give-Term Park	\$324.89	Carstens	2500	7954
Lakeland Hills Field Trips	\$570.00	Foster	2500	7954
NEA Foundation-WAHS	\$5,000.00	Sprague	2500	7990
Think Time-Gildo Rey	\$1,000.00	Logan	8100	7940
Think Time-Illiko	\$1,000.00	Couch	8100	7940
Think Time-Lake View	\$1,000.00	Weibel	8100	7940
Think Time-Lakeland Hills	\$1,000.00	Foster	8100	7940
Think Time-Pioneer	\$1,000.00	Gary	8100	7940
Think Time-Terminal Park	\$1,000.00	Carstens	1000	8100
White River Presp Church-Term Park	\$42.45	Carstens	2500	7954
Total Other Grants	\$19,448.89			
TOTAL LOCAL GRANTS	\$37,491.32			
TOTAL GRANTS	\$29,903,836.32			

DIRECTORS

1. Approval of Minutes

The minutes of the regular meeting of Monday, November 9, have been forwarded to the board.

Recommendation: That the minutes be approved.

2. Legislative Forum Update and Priorities for 2010

The board will discuss their legislative priorities for 2010 for the upcoming legislative forum scheduled for Monday, December 7.

3. December 28 Board Meeting

The regularly scheduled second board meeting for December is scheduled for Monday, December 28, 7 p.m. The board will discuss if a date and/or time change for this meeting will be necessary.

Recommendation: That the board discuss and make a recommendation as to the date and/or time of the board meeting.

4. Reorganization of Board

Annually, the board is reorganized at the first board meeting in December. The board had determined, at their November 24, 2008, board meeting, Ray Vefik, Director District No. 1, would assume the office of president for the 2010 year and, Carol Helgersen, Director District No. 2 would assume the role of vice president for the 2010 year.

5. Lighthouse Project

The superintendent will update the board on the facilitator interviews for the Lighthouse Project and share the recommendations from the subcommittee, Carol Helgerson and Craig Schumaker.

Recommendation: That the board approve the facilitator recommendation.

6. Auburn Education Foundation

The superintendent will report to the board a meeting held with a focus group to discuss the impact of the possible establishment of an Auburn Education Foundation. Attached are materials shared with the group and round table feedback.

7. WSSDA Conference

The school board will share information gathered at the WSSDA conference held November 18-21, in Seattle.

8. Legislative Report

9. Discussion

10. Executive Session

An executive session will be held to discuss issues relating to RCW 42.30.110(i), legal update.

AUBURN EDUCATION FOUNDATION MINUTES

Monday, November 16, 2009

The meeting for the Auburn Education Foundation convened at 7:30 a.m. on Monday, November 16. The following focus group members were present:

Lisa Connors	Anne Baunach
Arlene Pierini	Dianne Lonsberry
Crystal Goetz	George Frasier
Terry Davis	Laura Theimer
Jim Rottle	Mike Newman
Louanne Decker	Rod Luke
Amy Spence	Kip Herren

The superintendent introduced the focus group members and made a presentation for the K-12 foundation. A round table discussion was held and the following questions were asked:

Is there a need for a K-12 foundation?

Sympathizes with the funding situation but perhaps the best way to level support is to bring in an existing organization and stand ready for grants and partner in academic success. The CIS' mission, goals, and strategic plan is in alignment with the ASD strategic plan. Consider looking at existing organization.

There is a need for something. Utilize existing programs.

Need for foundation. Concern with collaboration.

Need for more money. Where and whether can do it not at the expense of other sources. How are others co-existing?

Yes. How do we strategically do this without undermining others such as AYR, Green River Foundation, etc.? How does this impact others?

Yes, education-base for program

Yes, great success w/existing organization. There's room for foundation. It can work.

How do we complement? Who's next in the level of leadership?

Is there room in the community of non-profits for this kind of organization?

Where is there room and funds. Funding rubs w/leadership and private donation. Always room willing to look at efforts.

Yes there's room. Leadership rank with parents. There is a need to expand rather than implode.

Parents are focused at school and children.

Auburn pulls together. There's always room but leadership needs to be found. Parents rather than businesses need to be the leader.

New people need to be involved or get more out of the people currently involved.

Same people are in the leadership role. There is a large untapped area.

There is room. There are untapped resources out there and we need to get new faces involved. Need to make sure not competing.

Look to expanding existing organization.

Are there untapped resources a foundation could pursue?

Grants not tapped sufficiently. How to funnel those dollars. Current organizations that can partner.

Yes

Yes, receives email from organization about books, grants, etc. in which is then forwarded to the district grants writer for her information. Get alumnae involved.

What are other districts doing? Get new people involved and participating.

Yes. Grants are great but the district needs to be weary about the ripple effect on administration, increased overhead, how money can be spent, overall mission, paperwork, issues with others, money, etc.

Unsure

Tons of untapped resources but it's important to focus on certain areas and specific criteria.

Yes. Strategies for funding are changing. It's an exploratory process and there is a willingness to invest time in the process.

Is there adequate Auburn community leadership to support a foundation?

Yes but it going to be a pinch with those who have the experience and time. We need the leadership from the likes of the Claudons, Rottles, and VanSelus to get it off the ground.

Yes, there parents who are willing to help they just need someone to take the lead. Look to the retirees and the alumnae.

Parents need to be educated. Many don't understand the funding process. Parents don't know the shortfalls and may fight against the perception.

Leadership needs to understand that they are a team member. Personal perception or goals need to be put aside. They need to be a team and find the time and passion and get past personal egos and work as a team.

Potential new players.

Yes great ideas and people want to help but leaders are needed.

Need to make it not so scary in order to make it work.

New leadership needs to be developed.

Are there concerns about competing needs or replications of current community organizations?

Doesn't feel that the development of an education foundation would directly compete with CIS.

CIS doesn't focus on who they are but who they can be. They have a much broader focus on positive school culture.

What are other issues or options?

CIS has the capacity to expand.

There are a number of untapped resources with the parents.

Advertising

Will the foundation operate as an independent?

Will the administration fund the administrative cost to start the foundation?

Will the foundation become the employer?

*Auburn School
District Focus Group*

*Exploration for
Establishment of
K-12 Auburn
Educational
Foundation*

Thank you!

Reasons for a K-12 Foundation

Funding Inequities

Compared to WA State Average	# of Students	Auburn 14,896	FedWay 22,291	Kent 27,319	Renton 14,896	WA State 1,040,750	Bellevue 17,368	Seattle 46,362	Tacoma 29,714
	Total Underfunding per 25-student classroom	(\$14,000)	(\$11,250)	(\$14,500)	(\$9,750)		\$11,250	\$44,000	\$34,250
	State Portion:	(\$10,300)	(\$4,900)	(\$12,800)	(\$9,100)		(\$15,300)	\$2,500	(\$800)
	Federal Portion:	(\$3,300)	(\$2,500)	(\$3,900)	(\$900)		(\$7,000)	\$6,300	\$12,300
	Local Portion:	(\$600)	(\$2,500)	\$3,300	\$900		\$28,800	\$32,300	\$21,500
	Free & Reduced Lunch	44%	47%	42%	48%	40%	19%	41%	59%
	Minorities	41%	57%	51%	64%	35%	20%	57%	52%

Compared to WA State Average	# of Students	Issaquah 16,747	Tahoma 7,431	Puyallup 21,633	Sumner 8,285	WA State 1,040,750
	Total Underfunding per 25-student classroom	(\$19,500)	(\$18,500)	(\$18,250)	(\$12,250)	
	State Portion:	(\$17,200)	(\$10,000)	(\$6,100)	(\$10,900)	
	Federal Portion:	(\$13,100)	(\$11,500)	(\$10,800)	(\$8,900)	
	Local Portion:	\$11,600	\$4,600	(\$1,000)	\$7,700	
	Free & Reduced Lunch	8%	13%	28%	29%	40%
	Minorities	30%	15%	31%	17%	35%

Numbers derived and verified from OSPIs:

State Report Card
<http://reportcard.ospi.k12.wa.us/summary/.aspx?groupLevel=District&schoolIDLinkId=111&year=2008-09>

General Fund Expenditures, Revenue and Ending Total Fund Balance by County
http://www.k12.wa.us/safs/PUB/FIN/0708/Excel%20reports%20for%20web/Exp_Rev_FB_Cty.xls

Reasons for a K-12 Foundation

Fiscal Crisis

Fiscal Year	Estimated Rate (OSPI)	Prior Year AAFTE	Projected Revenue	Actual Revenue
2001-02	\$190.19	12,634.70	\$2,402,993.59	\$2,298,757.33
2002-03	\$204.10	12,797.42	\$2,620,655.67	\$2,611,957.50
2003-04	\$219.32	12,823.08	\$2,649,085.28	\$2,863,163.75
2004-05	\$254.00	13,013.92	\$3,269,785.18	\$3,305,535.68
2005-06	\$300.00	13,130.33	\$3,935,790.00	\$3,939,099.00
2006-07	\$375.00	13,419.77	\$5,050,207.00	\$5,047,897.00
2007-08	\$450.00	13,825.31	\$6,214,392.00	\$6,221,389.50
2008-09	\$458.10	13,903.07	\$6,388,204.50	\$6,368,996.97
2009-10	\$26.23	*14,123.22	\$370,480.40	

*Estimated AAFTE

Reasons for a K-12 Foundation

Funding Inequities

Fiscal Crisis

AYP Gravity

Community Interest

District Strategic Plan

Objectives and Strategies	Evidence	Responsible	School Year
4.a.5 Establish an education foundation to support the needs of the district.	4.a.5 New funding sources from grants or foundations to support student achievement goals and district needs are received.	4.a.5 Community and School District Task Force	4.a.5 2011-2012

General Characteristics of an Educational Foundation

*Independent Non Profit with Board,
Constitution, Structure*

*Purpose to Support K-12 Auburn Public
Education*

A Resource Generating Entity

*Strong Connection to School District
Mission, Strategic Plan and Programs*

Round Table Feedback

Is there a need for a K-12 foundation?

Is there room in the community of non profits for this kind of organization?

Are there untapped resources a foundation could pursue?

Is there adequate Auburn community leadership to support a foundation?

Are there concerns about competing needs or replications of current community organizations?

What are other issues or options?



*NEXT
STEPS?*