

AGENDA

- | | | |
|-----------|--|--------------------|
| 4:30 p.m. | 1. Adoption of Agenda | |
| (1 min.) | 2. Consent Agenda | |
| | a. Approval of Minutes | LYNN |
| | b. Personnel Report | JEFF |
| | c. Voucher Lists | MIKE (Hal) |
| | d. Resolution 986: Penny Creek Elementary School Property Sale | MIKE |
| | e. Resolution 987: Limited Use Agreement—Whitehall Properties | JEFF (Jennifer) |
| | f. Declaration of Surplus Property | JEFF |
| | g. Annual Award of Contracts—Athletic Equipment Bid | |
| (0 min.) | 3. Recognition of Retirees | |
| (15 min.) | 4. Public Comment | |
| | a. Audience Comments Regarding Items Not on the Agenda | |
| | b. Audience Comments Regarding Items on the Agenda | |
| (15 min.) | 5. Superintendent's Comments | GARY |
| | 6. Items for Information and/or Board Discussion | |
| (10 min.) | a. Proposed Revised Policy 1441—Audience Participation (<i>first reading</i>) | GARY |
| (10 min.) | b. Proposed New Policy 3424—Student Sports & Athletic Related Activities—Concussion & Head Injuries (<i>first reading</i>) | MATT (Molly) |
| | 7. Action Items | |
| (5 min.) | a. Proposed Tuition for Pre-School Program (<i>second reading</i>) | JEFF/TERRY |
| (20 min.) | b. Technology Plan Approval | JEFF (Ken) |
| (5 min.) | c. Resolution 988: Preparations for a Reduction of the 2010-2011 Operating Budget | GARY/JEFF |
| (15 min.) | 8. Board Comments | |
| | 9. Work/Study Session | |
| (90 min.) | a. Strategic Plan Study Session #1: Facilitators (Instructional/Curriculum Coaches) | MIKE/MOLLY (Terry) |
| (30 min.) | b. Work Session—Community Engagement Debrief | KENNETH/PAM |
| (30 min.) | c. Work Session—Strategic Plan 2010-2011 | MATT |
| | 10. Executive/Closed Session | |

Language Interpreters will be made available upon request by calling (425) 385-4016.

1. ADOPTION OF AGENDA

2. CONSENT AGENDA

The administration recommends approval of the following Consent Agenda items:

- | | |
|--|-----------------|
| a. Approval of Minutes (ATTACHMENT); | LYNN |
| b. Personnel Report (ATTACHMENT); | JEFF |
| c. Voucher Lists (ATTACHMENT); | MIKE (Hal) |
| d. Resolution 986: Penny Creek Elementary School Property Sale (ATTACHMENT); | MIKE |
| e. Resolution 987: Limited Use Agreement—Whitehall Properties (ATTACHMENT); | JEFF (Jennifer) |
| f. Declaration of Surplus Property (ATTACHMENT); | JEFF |
| g. Annual Award of Contracts—Athletic Equipment Bid (ATTACHMENT). | |

3. RECOGNITION OF RETIREES

MARY

4. PUBLIC COMMENT

- a. Audience Comments Regarding Items Not on the Agenda
- b. Audience Comments Regarding Items on the Agenda

5. SUPERINTENDENT'S COMMENTS

6. ITEMS FOR INFORMATION and/or BOARD DISCUSSION

- | | |
|--|--------------|
| a. <u>Proposed Revised Policy 1441—Audience Participation (<i>first reading</i>)</u>
During the Board's January workshop, discussion occurred regarding the existing provisions of the Board's policy on accepting public comment during meetings. The Board's legal counsel was consulted regarding the current state of applicable court cases and statutory interpretation on the subject. The board has received formal legal advice, which has been independently verified by secondary counsel, on the matter of regulating public comment during a meeting. In summary, with limited exception the board is not obligated to accept public comment at a Board meeting (exceptions include budget hearings, school closure hearings, policy adoption). It is customary for school boards to include time for public comment on agenda items and on non-agenda items. The board may regulate the time, place, and certain manner of comment by the public. As a result of these legal reviews and advice, extensive revisions to Board Policy 1441 have been prepared for Board consideration and are provided here for first reading, with adoption to be recommended at a future Board meeting (ATTACHMENT). | GARY |
| b. <u>Proposed New Policy 3424—Student Sports & Athletic Related Activities—Concussion & Head Injuries (<i>first reading</i>)</u>
The attached proposed new Policy 3424—Student Sports & Athletic Related Activities--Concussion & Head Injuries, is provided to the Board of Directors for first reading, with adoption to be recommended at a future Board meeting (ATTACH.). The proposed new policy corresponds with recommendations provided by the Washington State School Directors' Association as a result of the Zackery Lystedt law which was passed during the 2009 legislative session in response to a head injury suffered by Tahoma School District student Zackery Lystedt in a 2006 junior high school football game. | MATT (Molly) |

7. ACTION ITEMS

- | | |
|--|------------|
| a. <u>Proposed Tuition for Pre-School Program (<i>second reading</i>)</u>
The proposed tuition fee of \$116 per month per student for non-special education pre-school students for the 2010-2011 school year was presented to the Board of Directors for first reading at the March 9, 2010 Board meeting (ATTACHMENT). At this time, the administration recommends the Board of Directors approve the aforementioned tuition fee. | JEFF/TERRY |
|--|------------|

b. Technology Plan Approval

JEFF (Ken)

The administration recommends the Board of Directors approve the District's attached revised 2010-2013 Curriculum & Technology Plan for Student Learning (ATTACH.). Tonight's presentation will outline and summarize the plan as a framework to effectively using technology to enhance student learning. It establishes flexible solutions that maximize current inventories and addresses gaps in technology that enable the teaching and learning of 21st century skills across all curriculum areas.

c. Resolution 988: Preparations for a Reduction of the 2010-2011 Operating Budget

GARY/JEFF

The administration recommends the Board of Directors adopt the attached Resolution 988—Preparations for a Reduction of the 2010-2011 Operating Budget (ATTACH.). The State of Washington has projected a budget deficit for the remainder of the 2009-2011 biennium of \$2.8 billion. As a result, the State anticipates reducing the funding level to be provided to local school districts. The anticipated reduction, when combined with an anticipated reduction in Federal program contributions, and the cumulative effect of inadequate state funding for the support of public education will result in the District needing to make estimated budget reductions as high as \$7 million for the 2010-2011 school year. In order to ensure an orderly commencement of the 2010-2011 school year and to comply with certain state laws and provisions of collective bargaining agreements, the District must begin making preparations for the development of a reduced educational program for the 2010-2011 school year.

8. BOARD COMMENTS

9. WORK/STUDY SESSION

a. Strategic Plan Study Session #1: Facilitators (Instructional/Curriculum Coaches)

MIKE/MOLLY
(Terry)

The Board of Directors will hold a strategic plan study session concerning facilitators (instructional/curriculum coaches).

b. Work Session—Community Engagement Debrief

KENNETH/PAM

During its summer planning workshop, the Board of Directors requested that a strategic plan renewal process and community engagement process be designed and both commenced during the 2009-10 school year. Dr. Pam Posey and Kenneth Jones were retained to design and facilitate both processes. During the fall the board refined community engagement and strategic study session topics, and then approved a strategic planning renewal program. The first community engagement session, on global perspectives, was held March 2 at Eisenhower Middle School. Approximately 60 people attended, including board members. The Board has scheduled a "debriefing" session on the engagement session process and results. Both Mr. Jones and Dr. Posey will join the Board to review the experience and discuss outcomes of the event. A summary of respondent feedback on the event process and a summary of the major themes gathered from the "gallery walk" phase of the session are attached (ATTACHMENT).

c. Work Session—Strategic Plan 2010-2011

MATT

A work session will be held with the Board of Directors concerning the 2010-2011 Strategic Plan.

10. EXECUTIVE/CLOSED SESSION

CALENDAR

April	5-9	NO SCHOOL—Spring Break
	20	Regular Board Meeting—4:30 p.m.

EVERETT PUBLIC SCHOOLS AUDITORIUM SCHEDULE

March	23	Theatreworks USA "Freedom Train" Performance	Village Theatre Pied Piper
	26-27	Robinson Crusoe Missoula Children's Theatre Performance	Lowell Elementary
April	1	ASB Officers Speech Assembly	Everett High School
	8	Ballet Folklorico Mexico	Everett Community College
	14	ASB Legislative Meeting	Everett High School
	19	Spring Concert	Lowell Elementary School
	20	Hunt Family Fiddlers Concert	Everett Civic Music
	29	Spring Gala 2010	Mariner High School
	30	NJROTC Annual Awards Ceremony	Everett High School

EVERETT PUBLIC SCHOOLS

**Everett, Washington
Special Board Meeting**

The Board of Directors of Everett School District No. 2, Snohomish County, Washington, held a special Board meeting as follows:

- Monday, March 1, Educational Service Center, 4730 Colby Avenue Everett, 6 p.m. (Board members Andrews, Dutton, Olson and Russell attended)

The purpose of the special meeting was for the Board to attend and participate in the reception and awards ceremony to recognize middle school students for their artistic accomplishments.

No action was taken. The event ended at 8 p.m.

Gary Cohn, Secretary

Ed Petersen, President

EVERETT PUBLIC SCHOOLS

**Everett, Washington
Special Board Meeting**

The Board of Directors of Everett School District No. 2, Snohomish County, Washington, held a special Board meeting as follows:

Tuesday, March 2, 2010, 5:30 p.m.—Subject: Global Perspective—Eisenhower Middle School, 10200 - 25th Ave. S.E., Everett, WA 98208

Board members Andrews, Dutton, Olson, Petersen and Russell attended.

The purpose of the special meeting was for the Board to participate in a community engagement session concerning global perspective in order to gather input from a cross-section of community members using a facilitated conversation design in which Board members participate.

No action was taken. The session ended at 7:30 p.m.

Gary Cohn, Secretary

Ed Petersen, President

EVERETT PUBLIC SCHOOLS

**Everett, Washington
Special Board Meetings**

The Board of Directors of Everett School District No. 2, Snohomish County, Washington, held special Board meetings as follows:

- Monday, March 8, Jackson High School library, 1508 – 136th Street S.E., Mill Creek, Washington 6:30 to 8 p.m. (Board members Andrews and Russell attended)
- Thursday, March 11, Eisenhower Middle School cafeteria, 10200-25th Avenue S.E., Everett – 6:30 to 8:30 p.m. (President Petersen and Board member Olson attended)
- Thursday, March 18, Longfellow Annex, 3715 Oakes Ave., Everett, 6:30 to 8:30 p.m. (no Board members attended)

The purpose of the special meetings was to discuss budget cut proposals developed by the District's Fiscal Advisory Council.

The Board did not convene at any of the above meetings.

Gary Cohn, Secretary

Ed Petersen, President

EVERETT PUBLIC SCHOOLS
EVERETT, WASHINGTON
Regular Meeting

The Board of Directors of Everett Public Schools, Snohomish County, Washington, held a regular Board meeting on Tuesday, March 9 2010, beginning at 4:30 p.m., in the Board Room of the Educational Service Center, 4730 Colby Avenue, Everett, Washington. Those in attendance were: Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

ADOPTION OF AGENDA

President Petersen called for any revisions to the agenda. Superintendent Cohn said that there would be an amended corrected set of minutes for the February 9, 2010 Board meeting (note the highlighted portion on page 6 of the minutes). He further requested that the agenda be adjusted by five minutes to allow for the presence of a retiree and that Items 8d (Adoption of Revision to Board Regular Order of Business) and 8e (Posting Regular Board Meeting Recordings) be added. With that, Kristie Dutton moved to adopt the agenda. Jeff Russell seconded the motion and the motion carried unanimously, with no abstentions.

**ADOPTION OF
AGENDA**

APPROVAL OF MINUTES

Jeff Russell moved to approve the amended corrected minutes of the regular meeting of February 9, 2010. Kristie Dutton seconded the motion and the motion carried unanimously, with no abstentions. Kristie Dutton moved to approve the minutes of the regular meeting of February 23, 2010. Jessica Olson seconded the motion and the motion carried unanimously, with no abstentions.

**APPROVAL OF
MINUTES**

CONSENT AGENDA

Kristie Dutton moved to approve the following Consent Agenda items. Jessica Olson seconded the motion.

- a. Personnel Report (E:131/10);
- b. Voucher Lists (E:132/10).

The motion carried unanimously, with no abstentions.

**CONSENT
AGENDA**

RECOGNITION OF RETIREES

Emerson Elementary principal Cynthia Jones introduced retiree Laura Aito who is retiring after more than 12 years in the District. Cynthia spoke of Laura's skills as a music teacher and then as a math teacher. She has been a lifelong learner who works diligently to increase her skills. She works hard to build relationships with her students and to help them feel competent and capable. In retirement, Laura looks forward to spending time with her grandchildren and volunteering at Emerson. President Petersen thanked Laura for her years of service and the passion she brought to her work. He presented her with a memento crystal apple.

**RECOGNITION OF
RETIREES**

PUBLIC COMMENT

Following a review of the public comment guidelines, President Petersen called on the one individual who requested to make public comment:

1) John Crawford—longtime resident of Eastmont—He and his wife have been consistent supporters of the District and PTA supporters at Jefferson and Eisenhower. They are enjoying watching Jefferson be re-built, but there is concern that too little consideration is being given to the quality of life in that area or the preservation of open space. In approximately 1977, there was a movement to make the open space a community park, but it fell by the wayside. He recommended giving that notion renewed consideration, perhaps turning the space into a nature park. It could be an

**PUBLIC
COMMENT**

outdoor classroom. President Petersen thanked Mr. Crawford for his insights. This is a topic that the District is studying.

**PUBLIC
COMMENT
(cont'd.)**

SUPERINTENDENT'S COMMENTS

Superintendent Cohn thanked Jeff Moore and Mary Waggoner for setting up the budget meetings. A lot of work has gone into every detail of these events.

Dr. Cohn congratulated the Jackson High School boys' basketball team for placing second in the state 4A tournament. The conduct of District players and fans was superb.

Next, Dr. Cohn called on Cedar Wood Elementary principal David Jones who described the solar power project in which that school is involved. Dr. Jones introduced PUD Commissioner Toni Olson who presented the Board with a plaque in recognition of the partnership between Cedar Wood and PUD whereby a 2.04-kilowatt solar electric system was installed at the school. The solar array was funded through a grant by the PUD's Planet Power participants with the goal being to raise awareness of the many benefits renewable energy resources offer. Cedar Wood's project provides opportunities for students, teachers and parents to gain valuable hands-on experience working with solar energy. In addition, there are times when the school's electrical meter is running backwards, a sure sign of the effectiveness of the system. Also present was Doris Abravanel, Energy Efficiency Senior Program Manager, who worked with Cedar Wood to make the system a reality. This was an entire team effort, she said, involving partnering to monitor the weather and the kind of electricity that is generated at any moment. The students are learning a lot about how energy transfer occurs. Commissioner Olson said this is one of six projects. Within the next few days, an RFP will be issued for eight to ten more of these projects. She said the PUD would welcome Everett's participation at other schools as well. Projects of this nature help meet future load growth through conservation and renewable energy. She mentioned the Solar Express Program which has been very effective in places such as Germany, a country whose climate is much like that of western Washington. She emphasized the importance of the PUD's partnership with Everett Public Schools. President Petersen accepted the plaque on behalf of the District and said the marriage of conservation and energy is very valuable. The science applications are amazing and offer the opportunity of integrating energy conservation with real-life situations. He thanked David and Bob Sotak.

Dr. Cohn called on Jeanne Willard and Scott Jenkins to provide an update for the 2010-2013 technology plan, reminding the Board that an update about the plan was provided at the October 20, 2009, Board meeting (E:133/10). Jeanne also distributed an additional packet of information (attached). The administrative staff will request adoption of the plan at the March 23, 2010 Board meeting, followed by submission to OSPI by April 5, 2010, for their approval. This document sets out a plan for the next four years. Scott commented that it is important to get technology into the hands of students when and where they need it. Jeanne talked briefly about the professional development involvement and said some of the District's technology needs to be freshened.

**SUPT'S
COMMENTS**

Bob Sotak introduced staff members Tonya Neisinger, Shirley Maynard and Debbie Hickman who were recently nominated for classified staff of the year in the state. They work in the District's Science Resource Center, housed at Hawthorne Elementary, and they do an incredible job. They are efficient, dedicated, work well with suppliers, and are resourceful. Their efforts make science happen for students in Everett Public Schools. President Petersen presented Tonya, Shirley and Debbie with certificates of appreciation and congratulated and commended them for their accomplishments. Dr. Cohn also thanked them for their hard work and dedication.

ITEMS FOR INFORMATION

The administration recommended the Board of Directors approve a tuition fee of \$116 per month per student for non-special education preschool students for the 2010-2011 school year (E:134/10). This information was provided for first reading by the Board, with adoption to be recommended at a future Board meeting. Terry Edwards said this fee is not charged to special education students, but to their peers.

The administration provided an update on the fiscal outlook and budget development process based upon legislative budgets, progress of the Fiscal Advisory Council and format for the March 30, 2010 Board carousel meeting. Jeff Moore said it is possible that the legislative session will be extended. He thanked Jeff Russell and Carol Andrews for attending the first of the three community budget meetings. He also thanked Mary Waggoner for her work to arrange these meetings. Jeff said regardless of the actual outcomes with the House and Senate budgets, the District needs to address the big picture. He distributed a packet from last night's community meeting which describes the process (E:135/10). The next community meeting will be on March 11 at Eisenhower Middle from 6:30 to 8:30 p.m. The third of the series of community meetings will take place at the Longfellow annex on March 18 followed by the presentation of a draft recommendation to the Board on March 23 and then a budget "carousel" with the community on March 30 so that community members can meet one-to-one with Board members.

Board member Olson asked whether the list of 15 options are finalized, to which Jeff replied that citizens can bring forward ideas. The Fiscal Advisory Council met several times over many hours to develop this list. Board member Dutton asked whether there is a set time period during which the legislature will continue, to which Jeff said he thinks it will be quick, perhaps a week. Board member Olson asked what mechanisms are in place in the District for in-house identification of ways to increase efficiencies within departments, to which Jeff said the \$1.3 million shown on the handout is a conglomeration of internal efficiencies and mechanisms. The March 8 community meeting generated good discussion. President Petersen extended kudos to Jeff, Mary and others who have worked so diligently to help make these meetings a success.

The Comprehensive Annual Financial Report for 2008-2009 was presented for the Board of Directors' information (E:136/10). Jeff thanked Kim Walker, Gina Zeutenhorst and Jennifer Farmer for their work to prepare the CAFR. Gina talked about the history of submitting this report and the awards the District has received for the CAFR's excellence. She circulated the plaques, as named below, for which the District receives recognition (attached). Board member Dutton congratulated the staff and commented on the consistent excellence of their reporting.

The ASBO (Association of School Business Officials) and GFOA (Government Finance Officers Association) awards were presented for the Board of Directors' information (E:137/10). Each award was presented to the District for the 2007-2008 Comprehensive Annual Financial Report. Regarding the ASBO award, the District is one of eight school districts in the state to receive this award; this is the 22nd consecutive year Everett has received the award. For the GFOA, the District is one of five school districts in the state to receive the award.

Financial reports as of January 31, 2010, were provided for the Board of Directors' review (E:138/10). The reports include year-to-date information on revenues and expenditures, General Fund projections, a cash report and an investment summary. Jeff Moore said the picture is relatively unchanged in all funds and reflects a projected ending fund balance of \$9,561,316.

**PROPOSED
TUITION FOR
PRE-SCHOOL
PROGRAM** *(first
reading)*

**FISCAL OUTLOOK
& BUDGET
DEVELOPMENT
PROCESS UPDATE**

**COMPREHENSIVE
ANNUAL
FINANCIAL
REPORT FOR 2008-
2009**

**(ASBO) CERTIFICATE OF
EXCELLENCE IN
FINANCIAL REPORTING
& GFOA CERTIFICATE
OF ACHIEVEMENT FOR
EXCELLENCE IN
FINANCIAL REPORTING
FOR EPS 2007-2008 CAFR**

**FINANCIAL
REPORTS AS OF
JANUARY 31, 2010**

2009-2010

**STRATEGIC PLAN
UPDATE**

Administrative staff provided an update on the progress related to the annual Strategic Plan (E:139/10). Matt McCauley distributed and reviewed a handout with updated information (attached). Due to a photocopying error, it will be necessary to provide a complete version of the handout at a later date (see attached). President Petersen sought clarification of the role of counselors, while Board member Andrews asked about state environmental standards. Board member Dutton requested a future presentation about GLAD training. Board member Olson said she would appreciate a presentation on Right Response training.

ACTION ITEMS

The attached proposed revised Policy 1450—Minutes, was provided for second reading for the Board of Directors' review and adoption (E:140/10). One of the two proposed revisions pertains to retaining audiotapes of Board meetings. Advice from the Office of State Archives indicates that audiotapes of Board meetings should be retained for six years, or one year if transcribed, regardless of the existence of approved official minutes of the meeting. The second revision, presented to the Board at the February 23, 2010, Board meeting, recommended replacing the word "record" in the first sentence with the word "keep" so that the sentence would say, "The secretary of the Board or designee shall keep the minutes of all Board meetings."

**PROPOSED
REVISED POLICY
1450—MINUTES
(second reading)**

Following a brief discussion, Jeff Russell moved for adoption of the aforementioned proposed revised Policy 1450—Minutes. Carol Andrews seconded the motion and the motion carried unanimously, with no abstentions.

The administration recommended the Board of Directors adopt the attached Resolution 984: Classified School Employee Week – March 8-12, 2010, in honor of the approximately 800 classified employees working with and helping children in the Everett School District (Res. 16/10). Jessica Olson moved to adopt the aforementioned Resolution 984. Kristie Dutton seconded the motion and the motion carried unanimously, with no abstentions.

**RES. 984:
CLASSIFIED
SCHOOL
EMPLOYEE WEEK
3/8-12/10**

The administration recommended the Board of Directors adopt the attached Resolution 985: School Retirees Appreciation Week – March 15-21, 2010, in honor of school employees who have retired from active teaching, administration or a specialized field of the teaching profession (Res.17/10). Kristie Dutton moved to adopt the aforementioned Resolution 985. Carol Andrews seconded the motion and the motion carried unanimously, with no abstentions.

**RES. 985: SCHOOL
RETIRES
APPRECIATION
WEEK 3/15-21/10**

The Board of Directors was provided an addendum to tonight's agenda in the form of a recommendation to revise the Board order of business so that Approval of Minutes moves to the Consent Agenda and Items 4a and 4b are added, thus setting forth more clearly that public comment is taken on items listed and not listed on the agenda (E:141/10). Superintendent Cohn commented. Board member Russell asked whether there would be a different process for adopting the agenda, to which Dr. Cohn said that will not change. When the question was asked whether a commenter can speak at this time and at Public Comment time, the answer was yes. With that, Jeff Russell moved to adopt the aforementioned revision to the Board order of business. Kristie Dutton seconded the motion and the motion carried unanimously, with no abstentions.

**ADDENDUM--
REVISION TO
BOARD ORDER OF
BUSINESS**

The Board of Directors was provided an addendum to tonight's agenda in the form of a recommendation to post recordings of Board meetings to the District website following the approval of the regular meeting minutes for which that recording was prepared (E:142/10). Board member Olson asked why the recordings would not be posted within 24 or 48 hours, to which Dr. Cohn said the Board should approve the minutes from which the recordings were drawn before both are placed on the website. Board

**ADDENDUM—
POSTING OF
RECORDINGS TO
WEBSITE**

members Dutton and Andrews agreed with posting the recording at the same time that the approved minutes are posted. Board member Olson commented that the audio-recording is a public record and she does not see why there should be a delay in posting the recordings.

With that, Kristie Dutton moved to post recordings of Board meetings to the District website following the approval of the regular meeting minutes from which that recording was prepared. Jeff Russell seconded the motion and the motion carried unanimously, with no abstentions.

BOARD COMMENTS

Board member Dutton congratulated the team that assembled the first community engagement session. It was a lively discussion. Board member Russell said as he has attended the SOSRs, he often hears the need for more collaboration time. The days of the individual teacher isolated in their individual classroom are over. The best instruction is done by groups of teachers who work as a team and mentor for each other. Board member Olson returned to the subject of legal invoices. It is her opinion that the Board needs to know what is being spent on attorney fees. She moved that the Board be shown copies of legal invoices. President Petersen said the subject will be discussed at a future agenda setting and taken up as a topic for consideration at a future time. Dr. Cohn said copies of the bills can be provided of what is released after the public records request is finished and after the attorneys and the associations have weighed in about the bills, toward the end of the March. Board member Andrews asked whether it is a 30-day time frame, to which Dr. Cohn said he did not know.

With no further comments, at 6:35 p.m. President Petersen called for a ten-minute recess to move to C3, have a rest break and adjourn to a closed session for the purpose of discussing collective bargaining, after which there would be no action. The estimated duration of the closed session was announced at 120 minutes. He noted that Board member Russell would sit in on the closed session, but cannot influence the discussion or vote on the issues.

WORK/STUDY SESSION

None.

EXECUTIVE/CLOSED SESSION

At 6:45 p.m., President Petersen concluded the recess and moved into closed session concerning collective bargaining. At 8:45 p.m., the door was opened and it was announced the closed session would extend for another 60 minutes.

At 9:45 p.m., President Petersen concluded the closed session, returned to the regular meeting and adjourned the meeting immediately.

ADDENDUM— POSTING OF RECORDINGS TO WEBSITE (cont'd.)

BOARD COMMENTS

WORK/STUDY SESSION

CLOSED SESSION— COLLECTIVE BARGAINING

Gary Cohn, Secretary

Ed Petersen, President

**EVERETT SCHOOL DISTRICT NO. 2
PERSONNEL REPORT**

2. b.

March 23, 2010

I. NEW PERSONNEL

A. CERTIFICATED

<u>Name</u>	<u>Position</u>	<u>FTE</u>	<u>Date</u>	<u>Status</u>
David Woodward	Teacher	1.00	03/05/2010	Non-Continuing Retire/Rehir

II. RETIREMENTS - RESIGNATIONS - TERMINATIONS
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<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Reason</u>
Sally Anderson	Teacher	06/22/2010	Retirement
Patricia Gauksheim	Principal	03/31/2010	Resignation
Ginger George	Food and Nutrition Worker	03/05/2010	Resignation
Pam Larson	General Office Secretary	06/04/2010	Retirement
Mary Westenberger	Teacher	06/22/2010	Retirement

VI. LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Period of Leave</u>	<u>Reason</u>
Kent Arimura	Teacher	08/2010 - 06/2011	Childcare
Heather Berg	Teacher	08/2010 - 06/2011	Childcare
Mary Bounds	Teacher	08/2010 - 06/2011	Childcare
Emily Glutting	Teacher	08/2010 - 06/2011	Maternity/Childcare
Elizabeth Klassen	Teacher	08/2010 - 06/2011	Childcare
Allison Larsen	Curriculum Specialist	08/2010 - 06/2011	Professional (.4 FTE)
Dyann Swaney	Teacher	08/2010 - 06/2011	Childcare (.5 FTE)
Gary Wood	Teacher	08/2010 - 06/2011	Personal

B. ATHLETIC ASSIGNMENTS

HM Jackson

<u>Name</u>	<u>Sport</u>	<u>Coaching Position</u>	<u>Amount</u>
Amy Bostock	Track	Assistant	\$3,749.00

Everett

<u>Name</u>	<u>Sport</u>	<u>Coaching Position</u>	<u>Amount</u>
Vance Taylor	Track	.5 Assistant	\$1,874.50

Board Agenda Request Form

Date of Board Meeting: 03/23/2010

2.c.

Subject

Title:

Voucher Lists - General Fund (3), Capital Projects Fund, ASB Fund (2), Trust and Agency(2)

Recommendation:

The Administration recommends the Board of Directors approve the Voucher Lists for pay date February 26, 2010 (General-2, Capital Projects, ASB, Trust and Agency) and March 5, 2010 (General, ASB, Trust and Agency).

Background

Purpose/Summary:

Board approval of District disbursements is required by RCW 42.24.080.

Previous Related Action:

Vouchers have been approved by the District's auditing officer.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

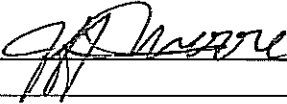
Presentation Time Minute(s)

of pages 16

Submitted By: Jeff Moore

Contact Person(s): _____

Signature: _____



Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: _____

Date: _____

Comments:

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: GENERAL FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219336 through 00219473 in the total amount of \$ 464,417.86

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219336	02/26/2010	ALLIANCE NURSING	2,646.86
00219337	02/26/2010	ALTERNATIVE ENVIRONMENTAL TECHNOLOGIES	273.50
00219338	02/26/2010	AMERICAN LASER INC	501.33
00219339	02/26/2010	ANDERSON, EILEEN	87.85
00219340	02/26/2010	ARTEAGA, YOLANDA	3.00
00219341	02/26/2010	ASSOCIATED PETROLEUM PRODUCTS	22,133.74
00219342	02/26/2010	AWARDS OF PRAISE INC	122.30
00219343	02/26/2010	B&L INTERPRETING SERVICES	85.00
00219344	02/26/2010	BECKER, DEBRA	47.10
00219345	02/26/2010	BIRDSONG, MICHELLE	74.26
00219346	02/26/2010	BISSELL, DIANE	100.00
00219347	02/26/2010	BROOKS, LES	7.00
00219348	02/26/2010	BUREAU OF EDUCATION & RESEARCH INC	398.00
00219349	02/26/2010	BURNS, BETH	13.00
00219350	02/26/2010	BUTLER, DOUGLAS	21.05
00219351	02/26/2010	CASCADE COFFEE INC	65.20
00219352	02/26/2010	CASCADE CONCRETE SAWING AND DRILLING	2,474.75
00219353	02/26/2010	CATANZARO, ANNA	40.84
00219354	02/26/2010	CEDAR SPRINGS CAMP & CONF CENTER	2,500.00
00219355	02/26/2010	CENGAGE LEARNING	12.38
00219356	02/26/2010	CHAMBERS, JENNIFER	37.50
00219357	02/26/2010	CHARIOT GROUP, THE	2,617.53
00219358	02/26/2010	CINTAS CORPORATION 037	230.54

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219359	02/26/2010	CITY OF EVERETT	8,732.33
00219360	02/26/2010	CITY OF EVERETT	18,729.52
00219361	02/26/2010	CLUGSTON, TAMMI	11.48
00219362	02/26/2010	COHN, GARY	99.00
00219363	02/26/2010	COLLINS, KEN	27.97
00219364	02/26/2010	CONNECTION POINT CHURCH, THE	172.50
00219365	02/26/2010	COWPER, SUZANNE	12.36
00219366	02/26/2010	CRYSTAL SPRINGS WATER	739.81
00219367	02/26/2010	CURTISS, DANIELLE	26.68
00219368	02/26/2010	CUZ CONCRETE PRODUCTS INC	2,593.50
00219370	02/26/2010	DAIRY VALLEY DISTRIBUTING	9,944.52
00219371	02/26/2010	DATA BASE	65.83
00219372	02/26/2010	DEDRICK, SUE	425.00
00219373	02/26/2010	DEJONG, KAREN	251.88
00219374	02/26/2010	DIONNE AND RORICK	368.00
00219375	02/26/2010	DREWS, KIM L	27.54
00219376	02/26/2010	DUTTON, KRISTIE	99.50
00219377	02/26/2010	ENVIRONMENTAL AND HAZARDOUS WASTE SERV	229.63
00219378	02/26/2010	EVANS, LYNN	43.62
00219379	02/26/2010	EVERETT PUBLIC SCHOOLS	94.00
00219382	02/26/2010	EVERETT PUBLIC SCHOOLS	28,132.90
00219383	02/26/2010	FABIAN, JOANNE	45.00
00219384	02/26/2010	FOOD SERVICES OF AMERICA INC	19,281.95
00219385	02/26/2010	FORTMANN, RICHARD	16.05
00219386	02/26/2010	FOSTER, CINDY	9.20
00219387	02/26/2010	FRANZ FAMILY BAKERIES	254.28
00219388	02/26/2010	GLUTTING, EMILY	13.04
00219389	02/26/2010	GOODSIDE STUDIO INC	3,389.19
00219390	02/26/2010	H&L SPORTING GOODS	1,358.45
00219391	02/26/2010	HARRIER, THE	17.42
00219392	02/26/2010	HATHAWAY, DEANNA	24.57
00219393	02/26/2010	HAWKEY, TANIS	90.00
00219394	02/26/2010	HENDRIX, RACHEL	21.54
00219395	02/26/2010	HERTZ EQUIPMENT RENTAL INC	324.33
00219396	02/26/2010	HOWARD, SHARON	534.00
00219397	02/26/2010	HS WOLD CO INC	14,758.38
00219398	02/26/2010	IMAGINE LEARNING	491.40
00219399	02/26/2010	INTEGRA TELECOM	12,651.59
00219400	02/26/2010	INTERSTATE MUSIC SUPPLY	409.78
00219401	02/26/2010	JACKSON, JILL	49.98

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219402	02/26/2010	JW PEPPER AND SON INC	814.74
00219403	02/26/2010	KAMAN INDUSTRIAL TECHNOLOGIES	2,516.67
00219404	02/26/2010	KENNELLY KEYS MUSIC INC	465.14
00219405	02/26/2010	KING COUNTY DIRECTORS ASSOCIATON	7,018.54
00219406	02/26/2010	LANG, TERESA	323.65
00219407	02/26/2010	LIGHTSPEED TECHNOLOGY	1,031.94
00219408	02/26/2010	LIND, KIM	18.70
00219409	02/26/2010	LITTLE RED SCHOOL HOUSE	31,005.06
00219410	02/26/2010	LOOMIS FARGO AND COMPANY	464.40
00219411	02/26/2010	LUNDBERG, THOMAS D	50.00
00219412	02/26/2010	MARCUM, BARBARA	2.00
00219413	02/26/2010	MCBRIDE, DOROTHY	255.00
00219414	02/26/2010	MCCULLOUGH, RICHARD A	7,800.00
00219415	02/26/2010	MEDIC REPAIR	360.36
00219416	02/26/2010	MICRO COMPUTER SYSTEMS INC	1,895.67
00219417	02/26/2010	MILLS MUSIC INC	243.19
00219418	02/26/2010	MOORE WALLACE	1,213.71
00219419	02/26/2010	NATIONAL ACHIEVER SERVICES	32.76
00219420	02/26/2010	NELSON PETROLEUM INC	1,133.03
00219421	02/26/2010	NORTHWEST ESD 189	134.00
00219422	02/26/2010	NUNES, ELIZABETH	121.00
00219423	02/26/2010	OFFICE OF SUPT OF PUBLIC INSTRUCTION	10,907.61
00219424	02/26/2010	ORG FOR EDUC TECHNOLOGY AND CURRICULUM	181.20
00219425	02/26/2010	PATTERSON BUCHANAN FOBES LEITCH	3,056.46
00219426	02/26/2010	PETRABORG, AMBER	120.00
00219427	02/26/2010	PHAM, KHIEM	25.00
00219428	02/26/2010	PITNEY BOWES RESERVE ACCOUNT	809.00
00219429	02/26/2010	PREMIER EXHIBITIONS	529.35
00219430	02/26/2010	PRICE, TAMMI	32.00
00219431	02/26/2010	PROVIDENCE EVERETT MEDICAL CENTER	22,986.51
00219432	02/26/2010	PSR	874.70
00219433	02/26/2010	PUD NO 1 SNOHOMISH CO	92,204.99
00219434	02/26/2010	PUGET SOUND ENERGY	35,414.01
00219435	02/26/2010	PUGET SOUND WORKERS COMPENSATION TRUST	200.64
00219436	02/26/2010	REFUGEE & IMMIGRANT SERVICES NW	2,667.18
00219437	02/26/2010	RIDDELL ALL AMERICAN SPORTS CORP	5,637.60
00219438	02/26/2010	RUSSELL, JEFF	99.50
00219439	02/26/2010	SAFEWAY INC	53.93
00219440	02/26/2010	SCHOLASTIC INC	525.55
00219441	02/26/2010	SCHOOL SPECIALTY INC	164.49

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219442	02/26/2010	SERVICE PAPER COMPANY	1,851.86
00219443	02/26/2010	SEYSS, AMY	200.00
00219444	02/26/2010	SHAW ELEVATOR COMPANY LLC	625.00
00219445	02/26/2010	SIGN MEDIA	85.80
00219446	02/26/2010	SKAGIT WHATCOM ELECTRONICS	13,352.96
00219447	02/26/2010	SNOHOMISH HEALTH DISTRICT	155.00
00219448	02/26/2010	SNYDER, LINDA	108.15
00219449	02/26/2010	SPECIALTY SURFACES INTERNATIONAL	3,100.00
00219450	02/26/2010	STARLINE LUXURY COACHES	3,893.00
00219451	02/26/2010	STRONG, DEBRA	69.95
00219452	02/26/2010	TILlicum VILLAGE & TOURS INC	585.00
00219453	02/26/2010	TROPICANA CHILLED DSD	580.16
00219454	02/26/2010	UNITED PARCEL SERVICE	6.30
00219455	02/26/2010	US HEALTHWORKS MEDICAL GROUP WA PC	53.00
00219456	02/26/2010	VANCE, DANA	84.84
00219457	02/26/2010	VERIZON NETWORK INTEGRATION CORP	43,574.52
00219458	02/26/2010	VERIZON NORTHWEST	178.17
00219459	02/26/2010	VERIZON WIRELESS	730.61
00219460	02/26/2010	VILLAGE THEATRE	340.00
00219461	02/26/2010	WA ASSOC FOR CAREER & TECH EDUCATION	560.00
00219462	02/26/2010	WA ASSOC FOR CAREER & TECH EDUCATION	255.00
00219463	02/26/2010	WA ASSOC OF DIV OCCUPATIONS TEACHER	90.00
00219464	02/26/2010	WA ASSOC OF MAINT OPERATIONS ADMIN	125.00
00219465	02/26/2010	WA ASSOC OF SCHOOL BUSINESS OFFICIALS	21.00
00219466	02/26/2010	WA DECA INC	360.00
00219467	02/26/2010	WA EDUCATIONAL RESEARCH ASSOC INC	500.00
00219468	02/26/2010	WA SECONDARY SCH ATHLETIC ADMIN ASSOC	175.00
00219469	02/26/2010	WALLENBERG, JENNIFER	169.98
00219470	02/26/2010	WICKER, RANDY	23.15
00219471	02/26/2010	WILKINS, SHELly	28.30
00219472	02/26/2010	WOODRUM, KIM M	18.59
00219473	02/26/2010	WRIGHT, SHERRI	67.79
TOTAL			\$464,417.86

Everett School District No. 2

Disbursement Approval

The undersigned Board of Directors of the Everett School District No 2 Snohomish County, Washington, do hereby certify that the merchandise and/or services specified have been received and are approved for payment in the amount of \$12,892,811.57 this 23rd of March 2010.

Secretary

Board Member

Board Member

Board Member

Board Member

Board Member

Warrant Numbers:

<u>From</u>	<u>Through</u>	<u>Description</u>	<u>Amount</u>
218297	218297	Supplemental Payroll	2,161.26
218512	218514	Supplemental Payroll Vendors	173,948.62
218515	215518	Supplemental Payroll	4,448.05
218715	218715	Supplemental Payroll	1,213.35
219142	219192	February Payroll	6,722,200.56
219193	219242	February Payroll Vendors	3,489,720.75
Electronic Transfer		February Payroll Taxes	<u>2,499,118.98</u>
TOTAL			\$ 12,892,811.57

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: GENERAL FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219535 through 00219684 in the total amount of \$ 420,092.30

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219535	03/05/2010	ACTION AUTO PARTS	277.87
00219536	03/05/2010	ADA BADMINTON & TENNIS	663.11
00219537	03/05/2010	ALFYS PIZZA	141.33
00219538	03/05/2010	ALTERNATIVES UNLIMITED INC	7,605.00
00219539	03/05/2010	AMBACHER, SHERI	14.70
00219540	03/05/2010	AMERICAN LASER INC	696.38
00219541	03/05/2010	AWARDS OF PRAISE INC	122.85
00219542	03/05/2010	BALASA, JULIE	51.88
00219543	03/05/2010	BARNES AND NOBLE	2,965.73
00219544	03/05/2010	BAVRA, GULSHAN	25.00
00219545	03/05/2010	BLACK, SARAH	23.72
00219546	03/05/2010	BUNDY, SUE	12.80
00219547	03/05/2010	BUREAU OF EDUCATION & RESEARCH INC	199.00
00219548	03/05/2010	CAMERON, CRYSTAL C	13.00
00219549	03/05/2010	CAREERSTAFF UNLIMITED	2,105.50
00219550	03/05/2010	CASCADE WHOLESale	168.17
00219551	03/05/2010	CENTER FOR EDUCATIONAL EFFECTIVENESS INC	199.00
00219552	03/05/2010	CENTRAL DOOR & HARDWARE	519.79
00219553	03/05/2010	CHANGE SYSTEMS FOR EDUCATORS	270.00
00219554	03/05/2010	CHEVRON AND TEXACO	528.43
00219555	03/05/2010	CITY OF EVERETT	2,271.50
00219556	03/05/2010	CITY OF EVERETT	125.00
00219557	03/05/2010	CLAY ART CENTER INC	432.05

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219558	03/05/2010	COAST REAL ESTATE SERVICES	706.04
00219559	03/05/2010	COHN, GARY	5,407.99
00219560	03/05/2010	COLLARD, ROBERT A	75.75
00219561	03/05/2010	COMBINED COMPUTER RESOURCES INC	11,410.00
00219562	03/05/2010	COMCAST CABLE COMMUNICATIONS INC.	64.90
00219563	03/05/2010	COMMUNITY TRANSIT	60.00
00219564	03/05/2010	COOPER, DARCIE	51.10
00219565	03/05/2010	CRYSTAL SPRINGS WATER	346.62
00219566	03/05/2010	CTS LANGUAGE LINK	169.74
00219567	03/05/2010	DAIRY VALLEY DISTRIBUTING	7,466.28
00219568	03/05/2010	DEDRICK, SUE	92.25
00219569	03/05/2010	DETERT, MARCIA	13.40
00219570	03/05/2010	DIAZ, AILINETTE	24.42
00219571	03/05/2010	EDEN	8,484.29
00219572	03/05/2010	EDUCATIONAL DESIGN LLC	69.00
00219573	03/05/2010	EDUCATIONAL TESTING SERVICE INC	1,125.00
00219574	03/05/2010	EK BEVERAGE	205.92
00219575	03/05/2010	ELECTRONIC BUSINESS MACHINES INC	390.39
00219576	03/05/2010	ESCHOOL SOLUTIONS	9,708.88
00219577	03/05/2010	EVERETT PUBLIC SCHOOLS	271.95
00219582	03/05/2010	EVERETT PUBLIC SCHOOLS	42,149.75
00219583	03/05/2010	EVERETT PUBLIC SCHOOLS	25.00
00219584	03/05/2010	EVERGREEN PRINTING & GRAPHICS INC	2,778.99
00219585	03/05/2010	EYES ON PERFORMANCE	2,000.00
00219586	03/05/2010	FLAGHOUSE INC	40.00
00219587	03/05/2010	FLANNERY, KELLY	20.00
00219588	03/05/2010	FOLLETT LIBRARY RESOURCES	2,595.86
00219589	03/05/2010	FOOD SERVICES OF AMERICA INC	35,732.38
00219590	03/05/2010	FRANZ FAMILY BAKERIES	2,150.74
00219591	03/05/2010	GALE GROUP, THE	109.50
00219592	03/05/2010	GENERAL BINDING CORPORATION	1,609.85
00219593	03/05/2010	GLUTTING, EMILY	3.87
00219594	03/05/2010	GOLDSMITH, LYNN	25.90
00219595	03/05/2010	H&L SPORTING GOODS	206.82
00219596	03/05/2010	HAGENBAUGH, JULIE-ANN	340.00
00219597	03/05/2010	HARRIS COMMUNICATIONS	322.72
00219598	03/05/2010	HERALD INC, THE	62.50
00219599	03/05/2010	HULETT, CATHY	17.75
00219600	03/05/2010	INFOBASE PUBLISHING	43.34
00219601	03/05/2010	JENNER, GAYLA	73.57

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219602	03/05/2010	JOHANSEN, SUSAN	28.60
00219603	03/05/2010	JOHNSON, JANE	63.79
00219604	03/05/2010	JONES, KENNETH W	750.00
00219605	03/05/2010	JONES, MILISSA	47.16
00219606	03/05/2010	JW PEPPER AND SON INC	2,380.02
00219607	03/05/2010	KENNELLY KEYS MUSIC INC	122.85
00219608	03/05/2010	KING COUNTY DIRECTORS ASSOCIATON	11,024.11
00219609	03/05/2010	KNOWLEDGEPOINTS LEARNING CENTER	1,552.00
00219610	03/05/2010	KRAMER, WANDA	44.36
00219611	03/05/2010	KRIPPNER, CARINA	68.60
00219612	03/05/2010	LEADING EDGE GYMNASTICS	756.70
00219613	03/05/2010	MAXIM HEALTH CARE SERVICES	1,237.05
00219614	03/05/2010	MCPHERSON, DEBBIE	29.45
00219615	03/05/2010	MOORE, CRYSTAL	94.99
00219616	03/05/2010	NCS PEARSON INC	1,220.36
00219617	03/05/2010	NISHIMOTO, JORDAN	30.00
00219618	03/05/2010	NORTHWEST ESD 189	4,502.50
00219619	03/05/2010	NORTHWEST TEXTBOOK DEPOSITORY	622.03
00219620	03/05/2010	OTIS ELEVATOR COMPANY INC	2,733.04
00219621	03/05/2010	PACIFIC COPY & PRINTING INC	43.68
00219622	03/05/2010	PAR INC	84.00
00219623	03/05/2010	PATTERSON BUCHANAN FOBES LEITCH	2,757.00
00219624	03/05/2010	PEELER, JOANNA	212.35
00219625	03/05/2010	PIMENTA, AMALIA	36.77
00219626	03/05/2010	PITNEY BOWES RESERVE ACCOUNT	1,542.00
00219627	03/05/2010	PONTRELLO, KIM	155.53
00219628	03/05/2010	POWELL, STEPHANIE	31.85
00219629	03/05/2010	PRESTON, JOHN	24.00
00219630	03/05/2010	PRO ED INC	399.30
00219631	03/05/2010	PUD NO 1 SNOHOMISH CO	86,678.85
00219632	03/05/2010	PUGET SOUND DATA SYSTEMS	861.59
00219633	03/05/2010	PUGET SOUND ENERGY	6,365.95
00219634	03/05/2010	QUILCEDA PAVING AND CONSTRUCTION INC	2,533.44
00219635	03/05/2010	REFUGEE & IMMIGRANT SERVICES NW	2,280.60
00219636	03/05/2010	REHAB SEMINARS	199.00
00219637	03/05/2010	REID, JENNIFER	42.00
00219638	03/05/2010	REIN, CORY	6.00
00219639	03/05/2010	REYNOLDS, JOAN E	115.05
00219640	03/05/2010	RICE, NEWEL S	89.45
00219641	03/05/2010	RIDDELL ALL AMERICAN SPORTS CORP	971.08

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219642	03/05/2010	RIGHT SYSTEMS INC	39,981.94
00219643	03/05/2010	RIVERSIDE TOPSOIL	1,440.00
00219644	03/05/2010	ROBERTS, DAVID	20.00
00219645	03/05/2010	SAFEWAY INC	73.99
00219646	03/05/2010	SCHINDELHEIM RODRIQUEZ, TIAH	45.92
00219647	03/05/2010	SCHOLASTIC INC	59.19
00219648	03/05/2010	SERVICE ALT FOR WASH INC	548.18
00219649	03/05/2010	SERVICE PAPER COMPANY	2,547.05
00219650	03/05/2010	SHACKELFORD, ANDREA AZRIEL	42.00
00219651	03/05/2010	SHAW ELEVATOR COMPANY LLC	533.55
00219652	03/05/2010	SIEVERS-BAILEY, JOCELYN	15.55
00219653	03/05/2010	SIMMONS, MARK	26.01
00219654	03/05/2010	SKYE, NEOMA	20.00
00219655	03/05/2010	SMITH, GAYLE	69.00
00219656	03/05/2010	SNOHOMISH PUBLISHING CO INC	1,612.88
00219657	03/05/2010	SONITROL PACIFIC INC	14,989.00
00219658	03/05/2010	SOUTHPAW ENTERPRISES	111.72
00219659	03/05/2010	STRUCTURED COMMUNICATIONS SYSTEMS	38,493.00
00219660	03/05/2010	STUDIO EAST	1,365.00
00219661	03/05/2010	SUNBELT STAFFING	4,020.00
00219662	03/05/2010	THIEME, JEFFREY	20.00
00219663	03/05/2010	THOMSON, NANCY	127.34
00219664	03/05/2010	THUMMA, MARCIA	220.00
00219665	03/05/2010	TOP ECHELON CONTRACTING INC	4,653.00
00219666	03/05/2010	TOTAL RECLAIM INC	686.35
00219667	03/05/2010	TUTORING 123 ABC	2,085.47
00219668	03/05/2010	TYMONY, HEATHER	21.00
00219669	03/05/2010	UNITED PARCEL SERVICE	1.26
00219670	03/05/2010	UNITED STATES POSTAL SERVICE	480.59
00219671	03/05/2010	UNIVERSITY BOOKSTORE	741.82
00219672	03/05/2010	VERIZON NORTHWEST	3,889.94
00219673	03/05/2010	WA ASSOC OF MAINT OPERATIONS ADMIN	395.00
00219674	03/05/2010	WA ASSOC OF SCHOOL BUSINESS OFFICIALS	676.00
00219675	03/05/2010	WASTE MANAGEMENT NORTHWEST INC	118.81
00219676	03/05/2010	WESTERN PSYCHOLOGICAL SERVICES	363.00
00219677	03/05/2010	WHITE, EDWARD	220.95
00219678	03/05/2010	WHOLE SYSTEMS LEARNING	8,904.98
00219679	03/05/2010	WILSON, ELIZABETH ANN	8.65
00219680	03/05/2010	WILSON, SUSAN	28.11
00219681	03/05/2010	WITTCO SYSTEMS INC	556.06

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219682	03/05/2010	WORLD JUNGYAE MOOSUL FEDERATION	144.00
00219683	03/05/2010	XEROX CORP	602.52
00219684	03/05/2010	YMCA OF SNOHOMISH COUNTY INC	512.10
TOTAL			\$420,092.30

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: CAPITAL PROJECTS FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219309 through 00219335 in the total amount of \$ 557,948.59

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219309	02/26/2010	ALCATEL	150,738.59
00219310	02/26/2010	CRYSTAL SPRINGS WATER	226.14
00219311	02/26/2010	DEPARTMENT OF ECOLOGY	681.00
00219312	02/26/2010	DYKEMAN ARCHITECTS	132,119.74
00219313	02/26/2010	EVERETT COMMUNITY COLLEGE	600.00
00219314	02/26/2010	EVERETT PUBLIC SCHOOLS	647.99
00219315	02/26/2010	EVERETT PUBLIC SCHOOLS	130,730.09
00219316	02/26/2010	EWING ENVIRONMENTAL	3,321.60
00219317	02/26/2010	HILL INTERNATIONAL	10,489.00
00219318	02/26/2010	HUTTEBALL & OREMUS ARCHITECTURE	20,753.62
00219319	02/26/2010	HWA GEOSCIENCES INC	10,970.00
00219320	02/26/2010	IBM CORPORATION	2,162.16
00219321	02/26/2010	INFINITY CABLE PRODUCTS	78.45
00219322	02/26/2010	KLAPPENBACH ARCHITECTS	7,000.55
00219323	02/26/2010	KRAZAN AND ASSOCIATES	3,238.00
00219324	02/26/2010	MENG ANALYSIS	50,763.19
00219325	02/26/2010	NAC ARCHITECTURE	6,070.00
00219326	02/26/2010	NORTHWEST INFORMATION SERVICES	6,007.33
00219327	02/26/2010	PACIFIC MOBILE STRUCTURES	885.62
00219328	02/26/2010	PUD NO 1 SNOHOMISH CO	147.20
00219329	02/26/2010	SERVICE PAPER COMPANY	1,708.63
00219330	02/26/2010	SHOCKEY BRENT INCORPORATED	150.00
00219331	02/26/2010	SOUNDVIEW AERIAL PHOTOGRAPHY INC	549.28

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219332	02/26/2010	TRES WEST ENGINEERS INC.	2,585.00
00219333	02/26/2010	VERIZON NORTHWEST	840.41
00219334	02/26/2010	WALKENHORST, JAMES	14,392.50
00219335	02/26/2010	WETHERHOLT AND ASSOCIATES PS INC	92.50
TOTAL			\$557,948.59

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: ASSOCIATED STUDENT BODY FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219244 through 00219308 in the total amount of \$ 52,836.67

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219244	02/26/2010	A MASQUERADE COSTUME	1,643.32
00219245	02/26/2010	A-Z BALLOON WHOLESALERS	131.40
00219246	02/26/2010	ACE HARDWARE	277.62
00219247	02/26/2010	ALFYS PIZZA	2,810.58
00219248	02/26/2010	ALFYS PIZZA	179.57
00219249	02/26/2010	ALFYS PIZZA	65.81
00219250	02/26/2010	ANAYA, GUSTAVO	303.00
00219251	02/26/2010	ANDY MARK	685.07
00219252	02/26/2010	ASB IMPREST FUND EHS	540.00
00219253	02/26/2010	ASB IMPREST FUND JACKSON HIGH	426.00
00219254	02/26/2010	AWARDS OF PRAISE INC	41.50
00219255	02/26/2010	BLAZING BAGELS	36.50
00219256	02/26/2010	BOYD COFFEE COMPANY	59.03
00219257	02/26/2010	BRAND ATHLETICS	652.47
00219258	02/26/2010	CASCADE VALLEY BLENDS	140.00
00219259	02/26/2010	CASCADE WHOLESALE	28.39
00219260	02/26/2010	CLINTON HAITI FUND	3,910.25
00219261	02/26/2010	DEFOLO, AARON	140.00
00219262	02/26/2010	DISPLAY & COSTUME SUPPLY INC	167.69
00219263	02/26/2010	DRAMATISTS PLAY SERVICE	450.00
00219264	02/26/2010	DURHAM SCHOOL SERVICE LP	2,614.06
00219265	02/26/2010	EVERETT COMMUNITY COLLEGE	600.00
00219266	02/26/2010	EVERETT PUBLIC SCHOOLS	507.14

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219267	02/26/2010	EVERETT PUBLIC SCHOOLS	3,389.20
00219268	02/26/2010	EWING IRRIGATION PRODUCTS INC	434.31
00219269	02/26/2010	FEDEX FREIGHT WEST	104.74
00219270	02/26/2010	FRED J MILLER INC	357.57
00219271	02/26/2010	FRED MEYER	391.21
00219272	02/26/2010	FULLERTON COLLEGE	725.50
00219273	02/26/2010	GABLE PIANO SERVICE	110.00
00219274	02/26/2010	GALLI, JODI	18.49
00219275	02/26/2010	GARCIA, ELAINE	63.68
00219276	02/26/2010	H&L SPORTING GOODS	8,693.10
00219277	02/26/2010	HERITAGE FESTIVALS	500.00
00219278	02/26/2010	HOLIDAY INN EXPRESS	540.28
00219279	02/26/2010	HOLTGEERTS, REBECCA	89.82
00219280	02/26/2010	IVERSON, JULIE	109.40
00219281	02/26/2010	JOSTENS RECOGNITION PLUS INC	1,000.00
00219282	02/26/2010	JW PEPPER AND SON INC	781.74
00219283	02/26/2010	KING COUNTY DIRECTORS ASSOCIATON	130.87
00219284	02/26/2010	LOCKBOX OPERATIONS	123.00
00219285	02/26/2010	LOWES	268.28
00219286	02/26/2010	MCMASTER CARR SUPPLY CO INC	142.72
00219287	02/26/2010	MEDCO SPORTS MEDICINE	131.04
00219288	02/26/2010	OREGON SHAKESPEARE FESTIVAL	2,668.20
00219289	02/26/2010	OTIS SPUNKMEYER INC	359.03
00219290	02/26/2010	OZARK DELIGHT CANDY COMPANY	426.00
00219291	02/26/2010	PAPA JOHNS PIZZA	709.56
00219292	02/26/2010	SACHSE, BRIAN	23.47
00219293	02/26/2010	SAFEWAY INC	19.96
00219294	02/26/2010	SCHUMAN, CAMLYNN	206.00
00219295	02/26/2010	SCREEN PRINTING NORTHWEST INC	255.00
00219296	02/26/2010	SNO CO BASKETBALL OFFICIALS ASSOC	7,015.30
00219297	02/26/2010	SNO CO BOARD OF WOMENS BBALL OFFICIALS	1,286.15
00219298	02/26/2010	SNO CO WRESTLING OFFICIALS ASSOC	941.29
00219299	02/26/2010	SNOHOMISH HEALTH DISTRICT	360.00
00219300	02/26/2010	STODDARD, STEVEN	35.00
00219301	02/26/2010	TACOMA SCREW PRODUCTS INC	7.35
00219302	02/26/2010	UNITED GROCERS INC	70.61
00219303	02/26/2010	VIERRA, KC	85.00
00219304	02/26/2010	VINCENT, JOEL G	47.45
00219305	02/26/2010	WA TECHNOLOGY STUDENT ASSOC	2,850.00
00219306	02/26/2010	WARPED WEAR LLC	690.95

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219307	02/26/2010	WHORLEY, ANDREW	126.00
00219308	02/26/2010	WILLIAMS, BRADLEY L	140.00
TOTAL			\$52,836.67

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: ASSOCIATED STUDENT BODY FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219481 through 00219534 in the total amount of \$ 47,281.04

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219481	03/05/2010	A-Z BALLOON WHOLESALERS	10.95
00219482	03/05/2010	ALFYS PIZZA	72.20
00219483	03/05/2010	ALFYS PIZZA	79.60
00219484	03/05/2010	AMERICAN RED CROSS	192.00
00219485	03/05/2010	ASB IMPREST FUND EHS	524.00
00219486	03/05/2010	ASB IMPREST FUND JACKSON HIGH	140.00
00219487	03/05/2010	BRUSH, GEORGE	5.70
00219488	03/05/2010	CAPLES, SERINA	10.00
00219489	03/05/2010	CASCADE TROPHY CO INC	74.78
00219490	03/05/2010	CASCADE VALLEY BLENDS	204.08
00219491	03/05/2010	CHAD HYMAS COMMUNICATIONS INC	1,328.56
00219492	03/05/2010	CHEVRON AND TEXACO	59.03
00219493	03/05/2010	DAVIES, CORI	5.00
00219494	03/05/2010	DECA IMAGES	366.00
00219495	03/05/2010	DURHAM SCHOOL SERVICE LP	2,340.74
00219496	03/05/2010	ENTERPRISE RENT A CAR INC	209.52
00219497	03/05/2010	EVERETT PUBLIC SCHOOLS	6,908.20
00219498	03/05/2010	EVERETT PUBLIC SCHOOLS	29.00
00219499	03/05/2010	EVERETT PUBLIC SCHOOLS	10.00
00219500	03/05/2010	EVERETT PUBLIC SCHOOLS	12,799.24
00219501	03/05/2010	FORTRESS SOFTWARE INCORPORATED	351.66
00219502	03/05/2010	FRED MEYER	219.95
00219503	03/05/2010	G-SPORTS WRESTLING AIDS	152.00

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219504	03/05/2010	GERADS, VANESSA	44.00
00219505	03/05/2010	GILE, RICHARD	50.21
00219506	03/05/2010	GOLD MEDAL SQUARED	2,000.00
00219507	03/05/2010	GOLD MEDAL SQUARED	150.00
00219508	03/05/2010	GOLF TEAM PRODCUTS INC	190.00
00219509	03/05/2010	GREAT SOUNDS OF LIFE	100.00
00219510	03/05/2010	H&L SPORTING GOODS	7,150.74
00219511	03/05/2010	HAGGEN INC	54.99
00219512	03/05/2010	HOLIDAY INN EXPRESS	303.26
00219513	03/05/2010	HYLTON, KIM	27.35
00219514	03/05/2010	JOHNSON, JANE	101.80
00219515	03/05/2010	KING COUNTY DIRECTORS ASSOCIATON	91.67
00219516	03/05/2010	LOCKWOOD, KATHY	17.46
00219517	03/05/2010	MCMASTER CARR SUPPLY CO INC	236.88
00219518	03/05/2010	MOFFAT, LESLEY	348.00
00219519	03/05/2010	MT PILCHUCK MUSIC EDUCATORS ASSOCIATION	497.50
00219520	03/05/2010	NAVAL STATION EVERETT	375.00
00219521	03/05/2010	OREGON SHAKESPEARE FESTIVAL	3,082.20
00219522	03/05/2010	OTIS SPUNKMEYER INC	162.95
00219523	03/05/2010	PAPA JOHNS PIZZA	659.62
00219524	03/05/2010	PASTA SHOPPE LLC, THE	552.60
00219525	03/05/2010	POSTAL ANNEX 7013	6.76
00219526	03/05/2010	QUILL AND SCROLL SOCIETY	50.00
00219527	03/05/2010	SAFEWAY INC	152.81
00219528	03/05/2010	SARFIA INC	208.41
00219529	03/05/2010	SMITH, STEVEN C	630.00
00219530	03/05/2010	SNOHOMISH PUBLISHING CO INC	1,213.16
00219531	03/05/2010	UNITED GROCERS INC	119.80
00219532	03/05/2010	URIU, LOUISE	430.66
00219533	03/05/2010	WA TECHNOLOGY STUDENT ASSOC	2,090.00
00219534	03/05/2010	WHORLEY, ANDREW	91.00
TOTAL			\$47,281.04

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: TRUST AND AGENCY FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219243 through 00219243 in the total amount of \$ 2,169.40

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219243	02/26/2010	EVERETT PUBLIC SCHOOLS	2,169.40
TOTAL			\$2,169.40

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 03/23/2010

Fund: TRUST AND AGENCY FUND

Vouchers 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, have been recorded on a listing which has been made available to the Board.

As of Mar. 23, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219477 through 00219480 in the total amount of \$ 711.80

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____

Warrant #	Warrant Date	Payee Name	Warrant Amount
00219477	03/05/2010	EVERETT PUBLIC SCHOOLS	111.80
00219478	03/05/2010	EVERETT PUBLIC SCHOOLS	75.00
00219479	03/05/2010	EVERETT PUBLIC SCHOOLS	225.00
00219480	03/05/2010	H&L SPORTING GOODS	300.00
TOTAL			\$711.80

Board Agenda Request Form

Date of Board Meeting

03/23/10

Month/Day/Year

2. d.

Subject

Title:

Resolution No. 986: Sale of a Portion of Penny Creek Elementary School Property to Snohomish County

Recommendation:

The Administration recommends that the Board approve Resolution No. 986: Sale of a portion of Penny Creek Elementary School property to Snohomish County.

Background

Purpose/Summary:

Snohomish County is planning on installing a four way traffic signal at the intersection fo 39th Ave. SE and 132nd SE. This intersection is located at the Southwest corner of the Penny Creek Elementary School property. In order to complete this project, Snohomish County is requesting to purchase 154 square feet of property from the district at the SW corner of the Penny Creek Elementary site for \$1,320.00. This amount reflects the current assessed value of the property. See attached drawings, proposed Deed of Trust and aerial photo for additional information.

Previous Related Action:

None

Additional Information

Agenda Placement:

☐

Information

☐

Action

☒

Consent Agenda

☒

Attachment(s)

Presentation Time

Minute(s)

of Pages 12

Submitted By: Hal Beumel

Contact Person(s): Hal Beumel

Signature

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

☒

Approved

☐

Denied

☐

Revised

(See Attached)

by:

Executive Director, Finance & Operations

by:

Executive Director, Facilities & Operations

Date

Date

3-15-10

Comments:

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 986

A Resolution of the Board of Directors (the "Board") of the Everett School District No. 2 (the "District") to convey real property no longer needed for school purposes.

WHEREAS, the Intergovernmental Disposition of Property Act, Chapter 39.33 RCW, provides municipal corporations of the State of Washington with the authority to transfer real property interests on such terms and conditions as may be mutually agreed upon by the proper authorities of such municipal corporations; and

WHEREAS, RCW 28A.335.090 and RCW 28A.335.120 authorize a school district board of directors to convey real property interests of the school district, subject to the requirements contained therein; and

WHEREAS, the District owns that property located at 4221 132nd St. S.E., Everett, WA (the "Penny Creek Site"), which is legally described as the "Existing Parcel" on Exhibit A to the Quitclaim Deed attached to this resolution as Exhibit 1 (the "Quitclaim Deed"); and

WHEREAS, the Snohomish County Department of Public Works plans to install a signal at the intersection of SR 96 and 39th Avenue SE, as described in Exhibit 2 attached to this resolution; and

WHEREAS, the Snohomish County Department of Public Works proposes to purchase, on behalf of the City of Mill Creek, approximately 154 square feet of the Penny Creek Site, legally described as the "Acquisition Area" on Exhibit A to Quitclaim Deed; and

WHEREAS, the Acquisition Area is not required for school purposes; and

WHEREAS, conveyance of the Acquisition Area to the City of Mill Creek will not interfere with the conduct of the District's educational program and related activities, and the Acquisition Area is surplus to the District's needs; and

WHEREAS, the School District has consulted with an appraiser designated by the District in determining that the County's \$1,320 administrative offer is a fair estimate of the full value of the Acquisition Area;

NOW THEREFORE, BE IT RESOLVED as follows:

1. The Board finds and declares that the Acquisition Area is surplus to the needs of the District; and

2. The Board hereby authorizes and directs the District's Superintendent or his authorized designee, on behalf of the District, to accept the Snohomish County Department of Public Works' offer of \$1,320 for the Acquisition Area and to execute and deliver to the City of Mill Creek an original of the Quitclaim Deed, and

3. The Board hereby authorizes and directs the District's Superintendent or his authorized designee, on behalf of the District, to do such other and further things as may be necessary or appropriate in furtherance of the foregoing resolution.

ADOPTED, this ____ day of _____, 2010, and authenticated by the signatures affixed below.

Ed Petersen, President

Jessica Olson, Director

Kristie Dutton, Vice President

Jeff Russell, Director

Carol Andrews, Director

ATTEST:

By: Gary D. Cohn
Superintendent and
Secretary of the Board

EXHIBIT 1

[Form of Quitclaim Deed]

[Original to be formatted for recording before execution and delivery]

Return Address _____ _____ _____
--

Document Title: 1. Quit Claim Deed
Reference Number(s) of Documents assigned or released: (on page ____ of documents(s))
Grantor: EVERETT SCHOOL DISTRICT NO. 2
Grantee: CITY OF MILL CREEK, a Washington Municipal Corporation
Legal description: S 330 ft. SE Qtr. SW Qtr. S. 28 T28 N R5 E WM. Full legal descriptions of subject parcel and acquisition area are on Exhibit A
Assessor's Property Tax Parcel/Account Number 280528-003-013-00

QUIT CLAIM DEED

GRANTOR, EVERETT SCHOOL DISTRICT NO. 2, for and in consideration of \$10.00, hereby conveys and quitclaims to GRANTEE, CITY OF MILL CREEK, a Washington municipal corporation, the following-described real property situated in Snohomish County, Washington, together with all after-acquired title of Grantor therein:

The "Acquisition Area," as defined and more particularly described on Exhibit A and depicted (for reference purposes only) on Exhibit B, both of which Exhibits are attached hereto and incorporated herein by this reference.

DATED this _____ day of _____, _____.

EVERETT SCHOOL DISTRICT NO. 2

By: _____
Its: _____

STATE OF WASHINGTON)

) ss.

COUNTY OF _____)

On this _____ day of _____, 20____, before me, the undersigned, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the person who signed as _____ of EVERETT SCHOOL DISTRICT NO. 2 that executed the within and foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said corporation for the uses and purposes therein mentioned, and on oath stated that he/she was duly qualified and acting as the _____ of the corporation, that he/she was authorized to execute said instrument.

IN WITNESS WHEREOF I have hereunto set my hand and official seal the day and year first above written.

(Signature of Notary)

(Print or stamp name of Notary)

NOTARY PUBLIC in and for the State
of Washington, residing at _____
My appointment expires: _____

SR 96 & 39th Ave SE
Survey 4244, RC 1615
Everett School Dist. 2
Feb. 24, 2010

EXHIBIT "A"

Parcel (Existing):

The south 330 feet of the southeast quarter of the southwest quarter of Section 28, Township 28 North, Range 5 East, W.M., records of Snohomish County, Washington;

Except that portion lying easterly of the following described line:

Beginning at the southeast corner of said subdivision;

Thence South 89°39'12" West along the south line thereof 313.70 feet;

Thence North 1°13'32" West parallel with the east line thereof 330.00 feet;

Thence South 89°39'12" West 27.53 feet;

Thence North 1°13'32" West 334.84 feet to the north line of the south half of the southeast quarter of the southwest quarter and the end of this line description;

Except that portion thereof lying within 132nd Street Southeast designated as road by Commissioners Journal, Volume 3, Page 427;

And except additional Right of Way conveyed to Snohomish County by deed recorded under Auditor's File Numbers 9205080194 and 9206030421 (being re-recordings of 9203270220 and 9203270221);

Situate in the County of Snohomish, State of Washington.

Acquisition Area (See Exhibit B)

That portion of the above described Existing Parcel, described as follows:

Commencing at the south quarter corner of Section 28, Township 28 North, Range 5 East, W.M., from which the southwest Section corner thereof bears N88°11'11"W, 2636.51 feet;
Thence N88°11'11"W along the south line of the southwest quarter of said Section 28, a distance of 1318.25 feet to the west line of the southeast quarter of the southwest quarter of said Section 28;

Thence N01°05'43"E along said west line, 50.00 feet to the southwest corner of aforesaid Existing Parcel, and the **True Point of Beginning (TPOB)**;

Thence continue N01°05'43"E along the west line of the southeast quarter of the southwest quarter of said Section 28, a distance of 21.97 feet to the beginning of a non-tangent 75.00 foot radius curve to the left, from which the radius point bears N65°40'44"E;

Thence southeasterly along the arc of said curve, through a central angle of 21°02'04", an arc distance of 27.53 feet to the south line of said Existing Parcel and to a point which bears S88°11'11"E from the **TPOB**;

Thence N88°11'11"W along said south line, 16.07 feet to the **TPOB**.

Containing an area of 154 square feet, more or less.



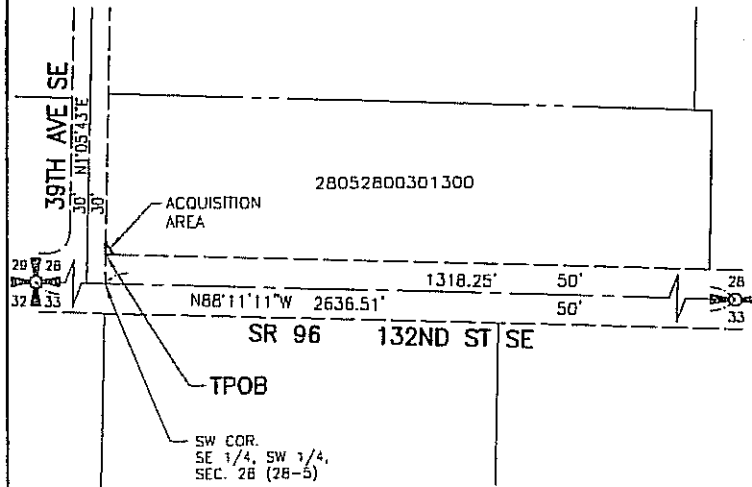
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(3509Y)\Office Data (Hardcopy)\Legal\Feb-Schl-Dist-2-acq.dwg, 02/24/2010, by: A. Jensen.

EXHIBIT B

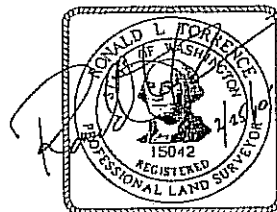
SR 96 & 39TH AVE SE
SN 4244/ RC 1615

SHT. 1 of 2

SEC. 28, T. 28 N., R. 5 E., W.M.



200 0 200
SCALE: 1" = 200'



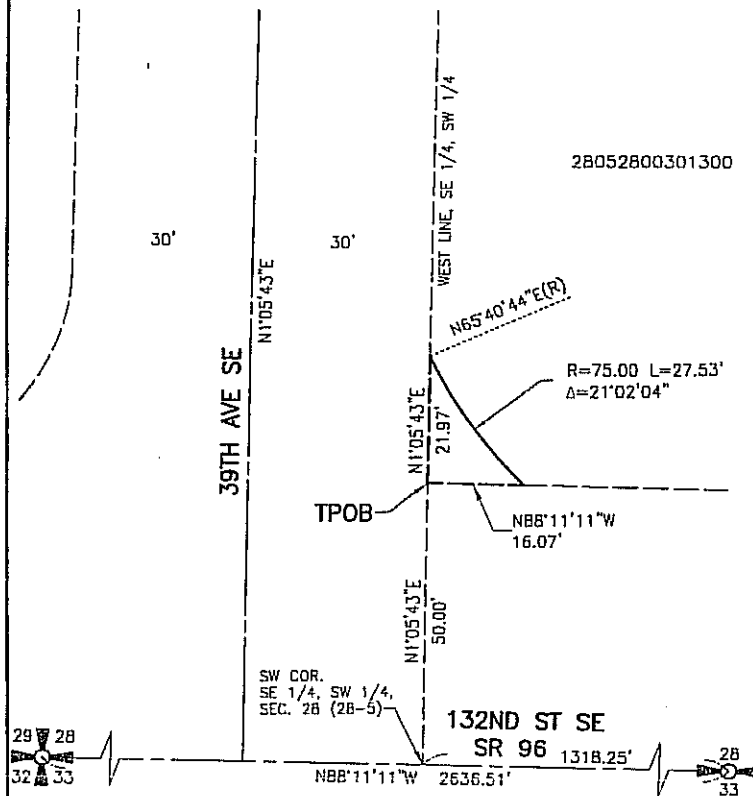
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EXHIBIT B

SR 96 & 39TH AVE SE
SN 4244/RC 1615

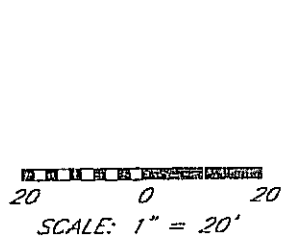
SEC. 28, T. 28 N., R. 5 E., W.M.

SHT. 2 of 2



29 28
32 33

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33



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Year_2009\09-0055-1\2 CADD\2.1 production
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EXHIBIT 2



Snohomish County Public Works proposes to install a signal at the intersection of SR 96 and 39th Avenue SE. The improvements include replacing curb returns on the north side of the Intersection; removing the existing driveway apron and replacing the existing curb, gutter and sidewalk on the south side of the intersection with new curb, gutter and sidewalk; installing curb ramps, installing 4 signal poles and conduit; re-striping the left turn pocket, crosswalks and stop bars; and PUD will install lighting. Additional right of way is needed on the south side of the Intersection for the new signal poles and will be dedicated by the property owner. Right of way is also needed on the north east corner of the intersection for the curb return and signal pole. Construction is scheduled for summer 2010.

Everett School District #2
3715 Oukes Street
Everett, WA.
98201

RE: Project: SR 96 & 39th Ave. SE Signal
RC: 1615
Parcel No. 003
Tax Acct. No. 280528-003-013-00:

Dear Property Owners:

The Snohomish County Department of Public Works plans to proceed with the above titled public project. As a part of the project, the County, on behalf of the City of Mill Creek will need to purchase a portion of your property as shown on the enclosed "Right of Way Drawing" and identified as " Parcel No. 3" listed above. The bearer of this letter is the County's agent who will be completing this transaction.

The County would like to make an administrative offer of \$ 1,320.00 for approximately 154 square feet of your property as shown on the Right of Way Drawing which is a. An "administrative offer" means that a formal appraisal has not been obtained by the County, but elements which contribute to the market value of the property have been carefully considered by appropriate staff. The property owner can request that a formal appraisal be completed, or they can agree to waive the appraisal process. The owner may have the County's offer evaluated for a second opinion and upon submission of a bill or paid receipt be reimbursed up to \$750 for the cost of an evaluation.

Enclosed is a booklet "Before We Build", prepared by Snohomish County Department of Public Works, which will provide a general explanation of our acquisition process. Should you decide to have our offer evaluated for a second opinion, we suggest that you choose a well-qualified evaluator so that the resulting report will be useful to you in deciding whether to accept the County's offer.

Payment for your property will be made available to you approximately 10 days after the acceptance of the offer, provided that there are no delays in clearing title and closing the transaction. The date on which payment is made available to you is called the "payment" date." On that date the City of Mill Creek becomes the owner of the property purchased and responsible for its control and management.

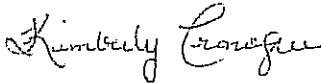
If you decide to reject the offer, the County, acting in the public interest, will not use its right of eminent domain to acquire your property for public use.

Page 2
Project: SR 96 & 39th Ave. Ave. SE Signal
Parcel: 003
Date: February 25, 2010

This letter is an attempt to provide a concise statement of the County's offer and a summary of your rights. I hope the information will assist you in reaching a decision. I will be glad to meet with you anytime at your convenience to go over any questions or concerns you may have.
I can be reached at 425-388-6677 or at e-mail address KimCronogue@co.snohomish.wa.us.

Thank you for your cooperation.

Sincerely,



Kimberly Cronogue
Real Property Coordinator

Enclosures

NOTE: Please sign the acknowledgment on the provided copy of this letter.

Receipt of this letter is hereby acknowledged.

I understand that this acknowledgment does not signify my acceptance or rejection of this offer.

Signature

Date

An aerial photograph of Penny Creek Elementary School and its surrounding neighborhood. The school is a large, modern building with a curved design and a parking lot. It is surrounded by residential streets with houses and trees. A label 'Penny Creek Elementary School' is placed over the school building. Another label 'Area of Sale' with a pointer indicates a specific location on a nearby street. A date stamp '11-11-09' is visible in the top right corner.

**Penny Creek
Elementary School**

**Area
of Sale**

11-11-09

Board Agenda Request Form

Date of Board Meeting

03/23/10

Month/Day/Year

2.e.

Subject

Title:

Resolution No. 987: Whitehall Properties, LLC Limited Use Permit

Recommendation:

The Administration recommends that the Board of Directors approve Resolution No. 987: Whitehall Properties, LLC Limited Use Permit pertaining to property adjacent to Norton Avenue Playfield.

Background

Purpose/Summary:

District staff have recently negotiated an agreement with Whitehall Properties, LLC, regarding the use of district property adjacent to the Norton Avenue playfield (near Sequoia HS). This property is steeply sloped, approximately 30 feet x 60 feet in size, contains trees and other vegetation, and is not currently needed by the district for school purposes. This agreement provides an annual rent payment of \$1,224.00, indemnification from liability, and an option for Whitehall Properties, LLC to purchase the property in the future at fair market value.

Previous Related Action:

None

Additional Information

Agenda Placement:

☐

Information

☐

Action

☒

Consent Agenda

☒

Attachment(s)

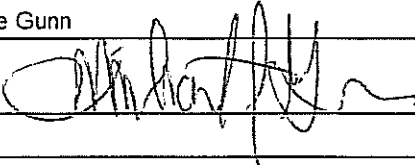
Presentation Time Minute(s)

of Pages 14

Submitted By: Mike Gunn

Contact Person(s): Mike Gunn

Signature



Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

☒ Approved

☐ Denied

☐ Revised (See Attached)

by:

Executive Director, Finance & Operations

by:

Executive Director, Facilities & Operations

Date

Date

3-11-10

Comments:

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 987

Whitehall Properties, LLC Limited Use Permit

A Resolution of the Board of Directors (the "Board") of the Everett School District No. 2 (the "District") to declare certain property rights with respect to a sloped portion of property located in the 3600 block of Norton Ave, adjacent to the Sequoia High School, as surplus real property, which rights are not presently required for school purposes, authorizing the Superintendent or his designee to enter a limited use permit applicable to that portion of the Sequoia High School site, which limited use permit contains an option to purchase that portion of the Sequoia High School site.

WHEREAS, the District owns that certain real property located at 3516 Rucker Avenue, Everett, Washington 98201 (the "High School Site"), which is legally described on Exhibit A attached to this resolution; and

WHEREAS, a survey dated January 19, 2007, and recorded under Snohomish County Auditor's File No. 200701225214, has disclosed that an adjacent homeowner ("Homeowner") has encroached upon an approximately 1800 square foot portion of the High School Site as depicted in Exhibit B attached hereto ("Encroachment Area"); and

WHEREAS, the Homeowner desires to continue to use the Encroachment Area; and

WHEREAS, the District desires (i) to permit the Homeowner to use the Encroachment Area temporarily, and (ii) to grant the Homeowner an option to purchase the Encroachment Area, subject to obtaining all necessary regulatory approvals and performance of the other terms of the option, all pursuant to a permit for limited use of Everett School District property in the form attached hereto as Exhibit C ("Limited Use Permit"); and

WHEREAS, the Encroachment Area is not required for school purposes; and

WHEREAS, the Board has found that granting of the rights described in the Limited Use Permit, including the option to purchase the Encroachment Area (subject

to obtaining all necessary regulatory approvals and performance of the other terms of the option) will not interfere with conduct of the District's educational program and related activities, and the Board has found that those rights with respect to the Encroachment Area described in the Limited Use Permit are surplus to the District's needs; and

WHEREAS, the District published a notice in a newspaper of general circulation in the school district on July 6, 2009 declaring (i) the District's intent to permit the use of the Encroachment Area, (ii) that the Encroachment Area is not needed for school purposes, and (iii) that the Encroachment Area be transferred to the Homeowner, subject to and upon completion of appropriate regulatory processes, payment of the requisite purchase price, and compliance with the other terms of the purchase option set forth in the attached form of Limited Use Permit; and

WHEREAS, the Board has the authority pursuant to RCW 28A.335.040 and RCW 28A.335.050, to permit the Homeowner to use the Encroachment Area, subject to the Limited Use Permit, and upon performance of the terms of the purchase option set forth therein, to convey the Encroachment Area to the Homeowner;

NOW THEREFORE, BE IT RESOLVED as follows:

1. The Board finds and declares that the Encroachment Area and property rights described in the Limited Use Permit with respect to the Encroachment Area are surplus to the needs of the District; and

2. The Board hereby authorizes and directs the District's Superintendent or his authorized designee, on behalf of the District, to enter into and execute the Limited Use Permit and perform the District's obligations thereunder, including without limitations the District's obligations under the purchase option, subject to and upon completion of appropriate regulatory processes, payment of the requisite purchase price, and compliance with the other terms of the purchase option set forth therein; and

3. The Board hereby authorizes and directs the District's Superintendent or his authorized designee, on behalf of the District, to do such other and further things in furtherance of this Resolution as may be necessary or appropriate in furtherance of the foregoing resolution.

ADOPTED, this ____ day of _____, 2010, and authenticated by the signatures affixed below.

President

Director

Director

Director

Director

ATTEST:

By: _____
Superintendent and
Secretary of the Board

EXHIBIT A:

LEGAL DESCRIPTION OF THE HIGH SCHOOL SITE

(PER CHICAGO TITLE INSURANCE COMPANY ORDER NO. 5610045,
DATED DECEMBER 12, 2006)

LOTS 3, 4, 7, 8, 9, 10, 11, AND 12, BLOCK 3, FRIDAY'S SECOND
ADDITION TO EVERETT, ACCORDING TO THE PLAT THEREOF,
RECORDED IN VOLUME 3 OF PLATS, PAGE 56, RECORDS OF
SNOHOMISH COUNTY, WASHINGTON;

TOGETHER WITH THE SOUTH 62 1/2 FEET OF LOT 2, BLOCK 3, OF
SAID FRIDAY'S SECOND ADDITION TO EVERETT AND TOGETHER WITH
THAT PORTION OF SAID LOT 2 DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE WEST LINE OF SAID LOT 2, 62
1/2 FEET NORTH OF THE SOUTHWEST CORNER THEREOF;
THENCE NORTH ALONG SAID WEST LINE TO A POINT WHICH IS 12
1/2 FEET NORTH OF THE SOUTHEAST CORNER OF LOT 13 OF SAID
BLOCK 3;
THENCE EAST 15 FEET;
THENCE SOUTH PARALLEL TO THE WEST LINE OF SAID LOT 2 TO A
POINT WHICH IS DISTANT NORTH 62 1/2 FEET FROM THE SOUTH
LINE OF SAID LOT 2;
THENCE WEST 15 FEET TO THE POINT OF BEGINNING;
AND TOGETHER WITH THE SOUTH 12 1/2 FEET OF LOT 13, BLOCK
3 OF SAID FRIDAY'S SECOND ADDITION TO EVERETT;
AND TOGETHER WITH VACATED PORTION OF GRAND AVENUE
ADJACENT TO LOT 4, BLOCK 3 OF SAID PLAT.

SITUATE IN THE COUNTY OF SNOHOMISH, STATE OF WASHINGTON.

EXHIBIT B:

DEPICTION OF THE ENCROACHMENT AREA

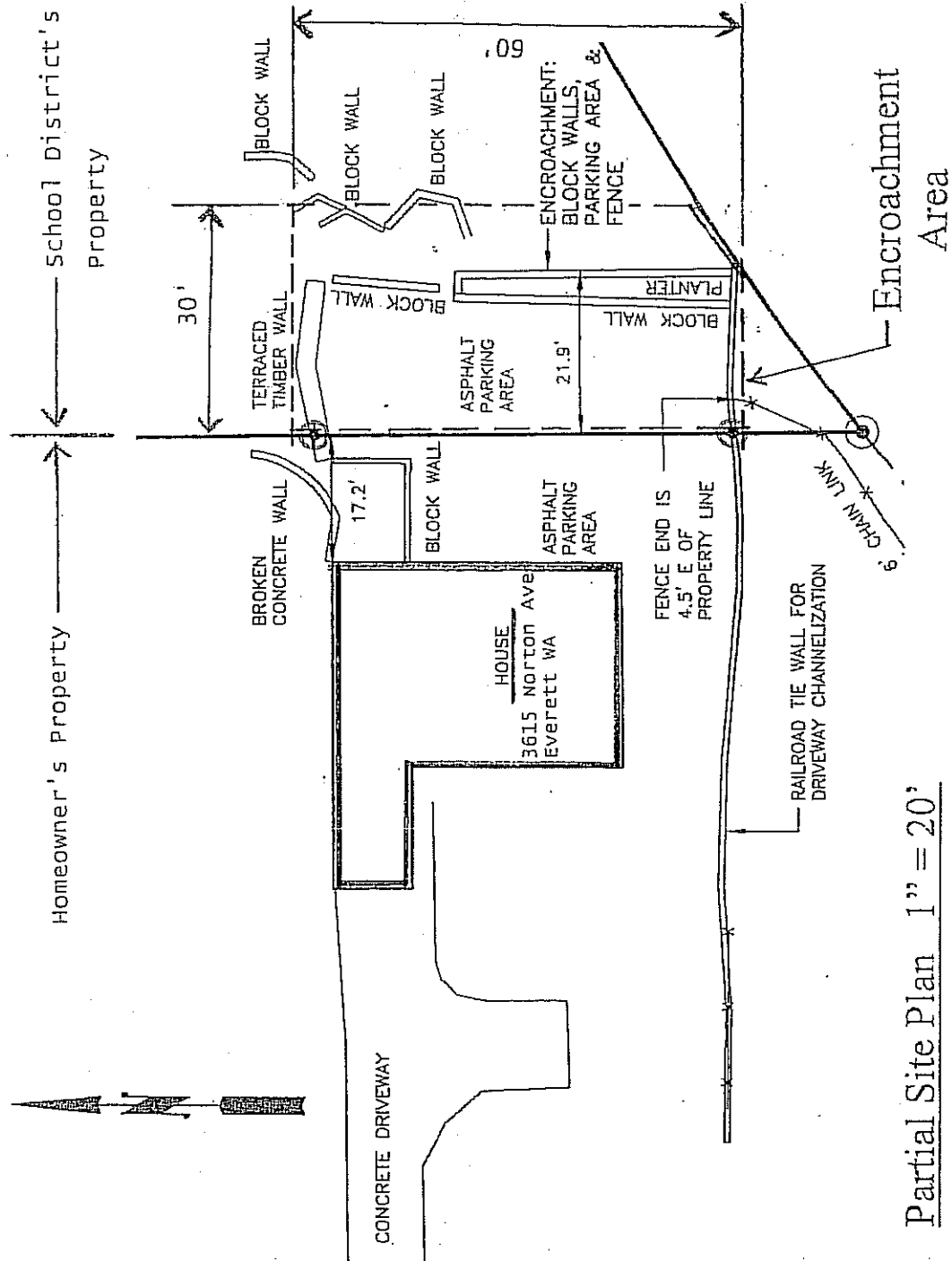


EXHIBIT C:

FORM OF LIMITED USE PERMIT

PERMIT FOR LIMITED USE OF EVERETT SCHOOL DISTRICT PROPERTY

THIS LIMITED USE PERMIT (the "Permit") made this 26th day of August, 2009 ("Effective Date") by and between the EVERETT SCHOOL DISTRICT NO. 2, a Washington municipal corporation ("District") and Whitehall Properties, LLC, a Washington limited liability company ("Whitehall").

RECITALS

A. Whitehall is the owner of certain real property, more particularly described on Exhibit A, attached hereto ("Whitehall Property"), which is adjacent to certain other real property owned by the District, more particularly described on Exhibit C, attached hereto ("District Property").

B. A survey dated January 19, 2007, and recorded under Snohomish County Auditor's File No. 200701225214, discloses that certain site modifications, including removal of vegetation, construction of retaining walls and other structures, and placement of soil fill ("Site Modifications") made in connection with and for the benefit of the Whitehall Property encroach upon the District Property.

C. Whitehall is currently using the portion of the District Property depicted in the attached Exhibit B ("Encroachment Area"), as an extension of the backyard of the Whitehall Property ("Current Use"). The Encroachment Area is approximately 30 feet X 60 feet. Whitehall's owners desire to continue use, and if possible to acquire, the Encroachment Area from the District.

D. Whitehall acknowledged that it holds no property rights in or to the Encroachment Area.

E. The parties desire to enter an agreement governing Whitehall's use of the Encroachment Area that includes, among other things, terms for the payment of rent to the District and an option to purchase the Encroachment Area in favor of Whitehall.

AGREEMENT

1. **Grant of Permit.** Subject to the terms and conditions of this Permit, effective on the Effective Date, the District hereby grants permission to Whitehall to use the Encroachment Area for the Current Use. Whitehall's use of the Encroachment Area is strictly limited to the Current Use and is further subject to the following conditions: (a) Whitehall's use will not impair or interfere with the District's use of the District Property; (b) Whitehall shall not construct any additional structures of any kind, including without limitation, buildings, retaining walls, or fences on the Encroachment Area or cause, permit, or suffer the Encroachment Area to be further altered in any way; (c) Whitehall shall comply with all laws and ordinances applicable to the Encroachment Area and Whitehall's use thereof; and (d) the District may revoke Whitehall's right to use the Encroachment Area in the event the District, in its sole discretion, determines that the Encroachment Area is needed for school purposes. Notwithstanding the foregoing, the Encroachment Area is property of the District and the District reserves the right to nonexclusive use of the same for any purpose.

2. **Term.** Unless otherwise terminated pursuant to the terms hereof, the term of this Permit shall be for Five (5) years beginning on the _____ day of _____, 2010 ("Term").

3. **Rent; Leasehold Excise Tax; Additional Rent.** Whitehall shall pay to the District the sum of One Thousand Two Hundred Twenty Four and No/100 Dollars (\$1,224.00) annually payable in advance as rent ("Rent"). In addition to the annual rent payments, as required by statute, Whitehall shall pay, along with each annual Rent payment, leasehold excise tax to the District at the then current rate. The District shall remit Permittee's leasehold excise tax payments to the Washington State Department of Revenue. The

current leasehold excise tax rate is 12.84% of the annual rent payment, which equals a leasehold excise tax payment of \$157.16 due with the first annual rent payment. Leasehold excise tax payments and all other amounts, including without limitation late charges, interest, and any obligations arising under paragraphs 4 and 5 below, owed to the District by Whitehall pursuant to the terms of this Permit, shall be referred to herein as "Additional Rent."

4. Liens. If any lien is filed against the Encroachment Area or other District Property by any person claiming by, through or under Whitehall, Whitehall, at Whitehall's sole cost and expense, shall immediately discharge the same or furnish to the District a bond in form and amount and issued by a surety satisfactory to the District, indemnifying the District against all liability, costs and expenses, including but not limited to attorneys' fees, which the District may incur, directly or indirectly, as a result thereof and the District's reasonable administrative costs and expenses. If Whitehall shall fail to cause such lien to be immediately discharged of record or bonded, then, in addition to any other right or remedy of the District, the District may bond or discharge the same by paying the amount claimed to be due, and the amount so paid by the District, including reasonable attorneys fees incurred by the District in defending against such lien or in procuring its discharge of record, shall be immediately due and payable by Whitehall as additional rent.

5. Indemnity. Whitehall shall defend, indemnify, and hold the District, its directors, employees and agents harmless from any and all claims, losses, costs, liabilities, damages, and expenses ("Claims") arising from or related to the Site Modifications and use of the Encroachment Area, whether by Whitehall, Whitehall's licensees, invitees, or trespassers, unless such claims are adjudicated to have been due solely to the gross negligence or willful misconduct of the District, its directors, employees or agents. Without limiting the generality of the foregoing, Whitehall's obligations under this paragraph shall apply in cases of concurrent fault of any of Whitehall, the District or third parties. In the event the obligations of Whitehall under this Section 5 are limited by RCW 4.24.115, Whitehall shall defend, indemnify and hold harmless the District to the fullest extent permitted by RCW 4.24.115. In addition, Whitehall waives the protections of Title 51 RCW to the extent necessary to provide the District, its directors, employees and agents the protections otherwise afforded by this paragraph. Whitehall shall procure and maintain in force during the term of this Permit comprehensive general liability insurance policy with combined single limits of not less than \$1,000,000. Such policy shall name the District as an additional primary insured, and a copy of the policy (and any modifications thereto or renewals thereof) shall be delivered to the District. From time to time, upon request of the District, Whitehall shall increase the limits or other terms of such policy to account for changes to risk or insurance industry practices. The parties' rights and obligations under this paragraph shall survive termination of this Permit.

6. Assignment. This Permit is not assignable by Whitehall without the District's consent, which may be withheld in the District's sole discretion. Any attempt to assign this Permit without the District's consent shall be null and void and a material default hereunder.

7. Default. The occurrence of any one or more of the following shall constitute a default and breach of this Lease by Whitehall:

(a) Failure to Pay Rent. Whitehall's failure to make any payment of Rent or Additional Rent required to be paid by Whitehall hereunder, as and when due. Whitehall shall cure any such default under this subsection within three (3) days after written notice thereof by the District to Whitehall.

(b) Failure to Perform. Whitehall's failure to observe or perform any of its non-monetary obligations hereunder. Whitehall shall cure any such default within ten (10) days after written notice thereof by the District to Whitehall; provided, however, that if the nature of Whitehall's default is such that more than ten (10) days are reasonably required for its cure, then Whitehall shall commence such cure within said ten (10) day period, and thereafter Whitehall shall diligently prosecute such cure to completion, but in any event, within thirty (30) days.

(c) Repeated Defaults. Whitehall's failure to perform or observe any of Whitehall's obligations under this Permit after Whitehall has failed to perform or observe any of Whitehall's obligations under this

Permit at least twice previously (despite the fact Whitehall may have cured any such previous failures after notice from the District and within the notice period).

8. Late Charges. If Whitehall fails to pay, when the same is due and payable, any Rent or Additional Rent due pursuant to this Permit, such unpaid amounts shall bear interest at the rate of two percent (2%) per month from the date due to the date of payment unless such amount would violate any applicable usury or other law, in which event such unpaid amounts shall bear interest at the highest rate then allowed by law. In addition to such interest, Whitehall acknowledges that the late payment by Whitehall of any monthly installment of Rent or any Additional Rent will cause the District to incur certain costs and expenses not contemplated under this Permit, the exact amount of such costs being extremely difficult or impractical to fix. Such costs and expenses include, without limitation, administrative and collection costs, processing and accounting expenses. Therefore, if any Rent or Additional Rent payment is not received by the District from Whitehall by the fifth (5th) day after such payment is due, Whitehall shall immediately pay to the District a late charge equal to twelve percent (12%) of such payment. The District and Whitehall agree that this late charge represents a reasonable estimate of such costs and expenses and is fair compensation to the District for its loss and expenses suffered by such nonpayment by Whitehall. Acceptance of this late charge shall not constitute a waiver of Whitehall's breach or default with respect to such nonpayment by Whitehall nor prevent the District from exercising any or all other rights and remedies available to the District under this Permit.

9. Remedies. In the event of any default by Whitehall, the District may at any time after the applicable cure period, with or without notice or demand and without limiting the District in the exercise of a right or remedy which the District may have by reason of such default or breach:

(a) Terminate this Permit. Terminate Whitehall's right to possession of the Encroachment Area by any lawful means, in which case this Permit shall terminate and Whitehall shall immediately surrender possession of the Encroachment Area to the District. In such event, the District shall be entitled to recover from Whitehall all past due Rent and Additional Rent; reasonable attorneys' fees; and the worth at the time of award by the court having jurisdiction thereof of the amount by which the unpaid Rent for the balance of the Term following such award exceeds the amount that Whitehall proves could be reasonably avoided during that period. The "worth at the time of award" shall be determined by discounting such excess amount by the discount rate of the Federal Reserve Bank of San Francisco plus one percent (1%); and

(b) Other Remedies. Pursue any other remedy now or hereafter available to the District under the laws of the State of Washington.

10. Deleted

11. No Property Interest. Whitehall acknowledges that no real property interest is conveyed by this Permit. As further consideration for permission to use the Encroachment Area, Whitehall hereby irrevocably waives any right, claim or interest, in or to the Encroachment Area or any other District Property, whether now existing or arising in the future, regardless of whether the nature, scope, or burden of Whitehall's use of the Encroachment Area or any other District Property exceeds the use permitted hereunder, and this paragraph 11 may be pled by the District as a complete defense to any such claim or claims.

12. Option to Purchase. For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the District, the District grants to Whitehall an option ("Option") to purchase the Encroachment Area from the District pursuant to the terms and conditions set forth in this paragraph.

(a) Exercise of the Option. In order to exercise the Option, Whitehall must give the District written notice of exercise by no later than one (1) year prior to the expiration of the Term; provided that Whitehall may not exercise the Option so long as Whitehall is in default hereunder. If Whitehall fails to timely exercise the Option, the Option shall permanently expire.

(b) Purchase Price. The purchase price for the Encroachment Area shall be the fair market value as determined by an appraisal ("Appraisal") performed by an appraiser reasonably approved in advance by the District's Board, which Appraisal shall have been completed no more than six (6) months prior to Closing (defined below). The cost of the Appraisal shall be paid in advance by Whitehall.

(c) Closing. The closing hereunder ("Closing") shall occur on a date reasonably acceptable to the District and Whitehall on or before the final day of the Term. The parties may, by mutual agreement, extend the date of Closing. If the Term expires prior to Closing as a result of Whitehall's failure to satisfy the conditions set forth herein, then the Option shall permanently expire.

(d) Conditions to Closing. The following conditions shall be satisfied prior to Closing:

(i) Segregation of Land. Whitehall shall have obtained final approval of a boundary line adjustment ("BLA") from the City of Everett, and any other jurisdictions having authority, necessary to legally segregate the Encroachment Area from the District Property such that the Encroachment Area may be conveyed by the District in compliance with all applicable law. All costs and expenses, including without limitation, survey, engineering, environmental, permit, and title company, fees shall be paid in advance by Whitehall. The District shall exercise reasonable efforts, at no cost to the District, as necessary to facilitate completion of the BLA; provided that the District shall not be required to approve the transfer of the Encroachment Area pursuant to the BLA prior to Closing.

(ii) Payment of Amounts Owed. Whitehall shall have cured any and all defaults hereunder and paid all amounts due the District.

13. Site Modifications. In the event of (i) any default by Whitehall beyond the applicable notice and cure period or (ii) the termination or expiration of this Permit without Whitehall having exercised its Option and purchased the Encroachment Area, Whitehall shall immediately vacate and surrender the Encroachment Area and remove the Site Modifications at its sole cost and expense. If Whitehall does not remove the Site Modifications within ten (10) days following termination or expiration of this permit, the District may, in its sole and absolute discretion, remove all of the Site Modifications from the Encroachment Area and Whitehall shall immediately reimburse the District for the reasonable cost of such removal. Whitehall's obligations under this paragraph shall survive the termination or expiration of this Permit.

14. Confidentiality. Whitehall understands that, as a result of the BLA process, Whitehall may have access to certain confidential information of the District ("Confidential Information"), which may occur in a variety of forms, both written and oral. Whitehall shall not disclose, copy, or use any Confidential Information, except in the course of pursuing the BLA and shall comply with all reasonable procedures of, and requests by, the District to protect Confidential Information. Whitehall's obligations set forth in this paragraph shall survive this Permit and continue, without limitation, in perpetuity.

15. Right to Counsel. Whitehall understands the terms of this Permit and has been afforded the opportunity to discuss the Permit with Whitehall's own attorney.

16. No Partnership. Nothing contained in this Permit, whether regarding the BLA or any other matter, shall be deemed or construed by the parties hereto or by any third person to create the relationship of principal and agent, or of partnership, or of joint venture, or of any other association between the District and Whitehall.

17. Venue. This Permit shall be governed by the laws of the State of Washington. The venue for any action to enforce the terms of this Permit or collect any amounts owing hereunder shall be in the Superior Court for Snohomish County, Washington.

EXECUTED as of the date first above written.

ACCEPTED:

Whitehall Properties, LLC

EVERETT SCHOOL DISTRICT NO. 2

By: _____

By: _____

Address _____

Address _____

Telephone No. _____

Telephone No. _____

STATE OF WASHINGTON)

) ss.

COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____ to me known to be the person named in and who executed the foregoing instrument; and he acknowledged to me that he signed the same as his free and voluntary act and deed for the uses and purposes therein mentioned being authorized so to do.

WITNESS my hand and official seal the day and year in this certificate above written.

Notary Public in and for the State of Washington

Printed Notary Name

My commission expires: _____

(SEAL)

STATE OF WASHINGTON)

) ss.

COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____ to me known to be the person named in and who executed the foregoing instrument; and he acknowledged to me that he signed the same as his free and voluntary act and deed for the uses and purposes therein mentioned being authorized so to do.

WITNESS my hand and official seal the day and year in this certificate above written.

Notary Public in and for the State of Washington

Printed Notary Name

My commission expires: _____

(SEAL)

Exhibit A

Legal Description of Whitehall Property

FRIDAYS 2ND ADD TO EVERETT BLK 003 D-01 - TH N 52FT LOT 5 BLK 3

Exhibit B

Depiction of the Encroachment Area

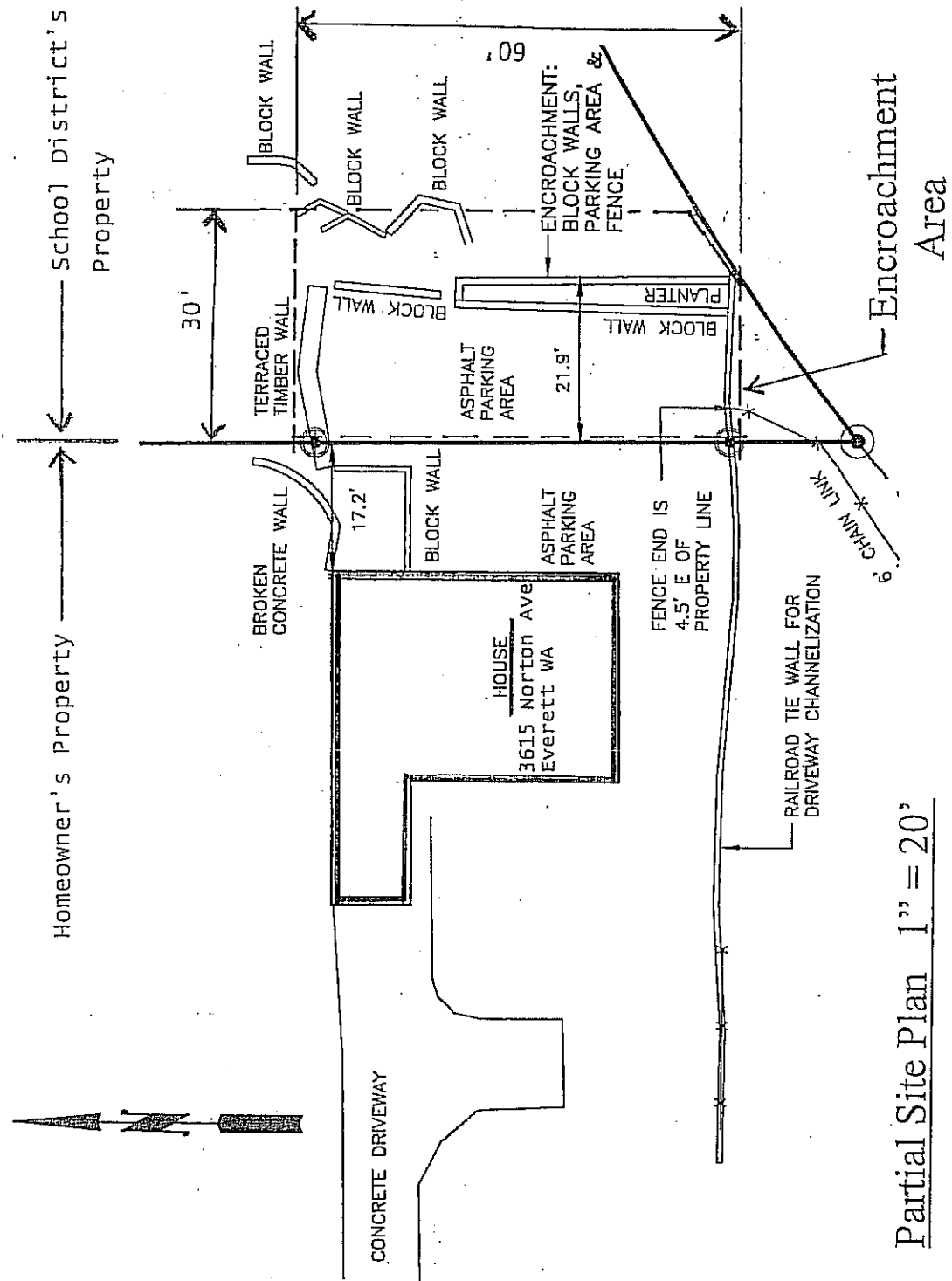


Exhibit C

Legal Description of District Property

(PER CHICAGO TITLE INSURANCE COMPANY ORDER NO. 5610045,
DATED DECEMBER 12, 2006)

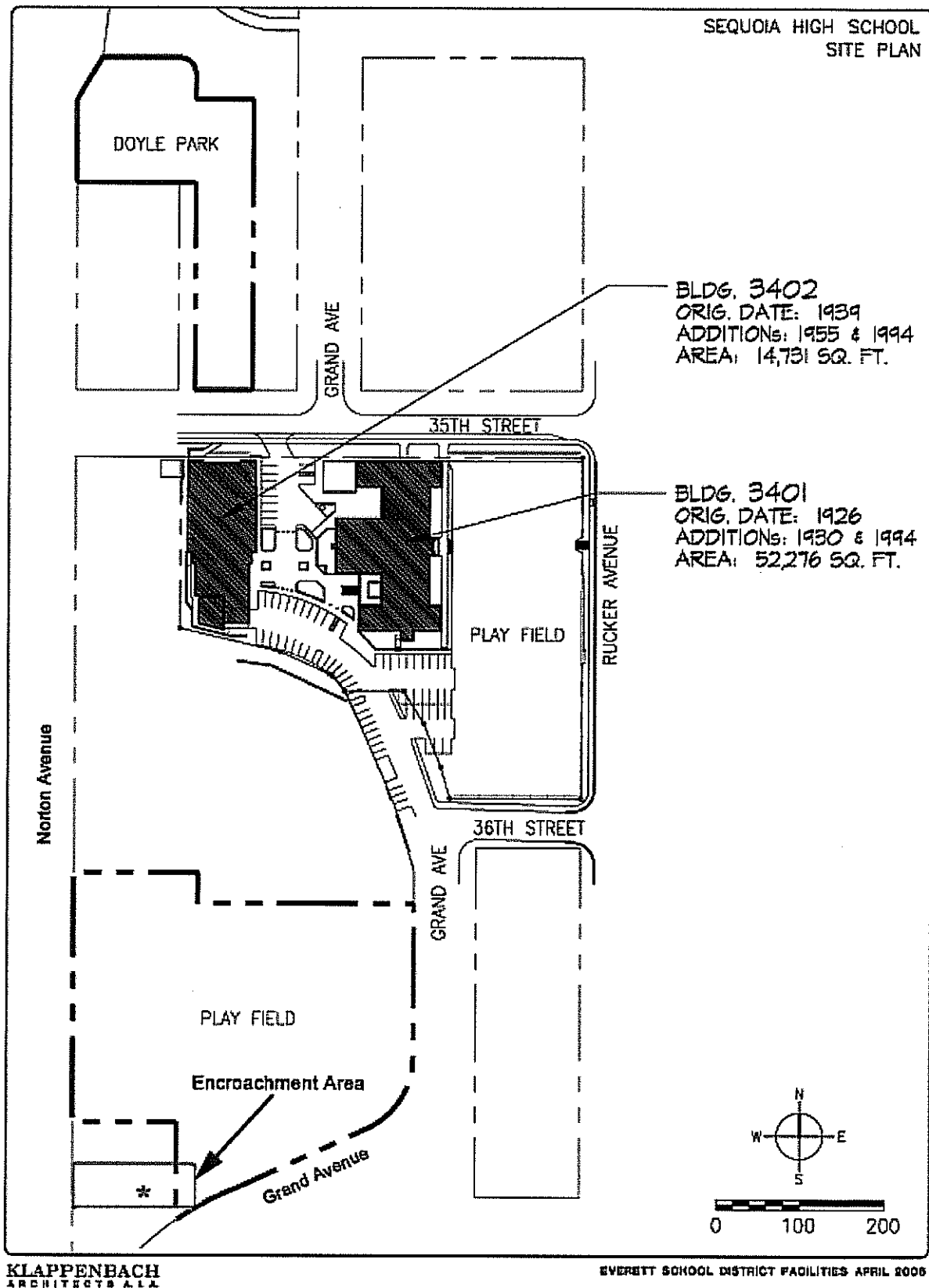
LOTS 3, 4, 7, 8, 9, 10, 11, AND 12, BLOCK 3, FRIDAY'S SECOND
ADDITION TO EVERETT, ACCORDING TO THE PLAT THEREOF,
RECORDED IN VOLUME 3 OF PLATS, PAGE 56, RECORDS OF
SNOHOMISH COUNTY, WASHINGTON;

TOGETHER WITH THE SOUTH 62 1/2 FEET OF LOT 2, BLOCK 3, OF
SAID FRIDAY'S SECOND ADDITION TO EVERETT AND TOGETHER WITH
THAT PORTION OF SAID LOT 2 DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT ON THE WEST LINE OF SAID LOT 2, 62
1/2 FEET NORTH OF THE SOUTHWEST CORNER THEREOF;
THENCE NORTH ALONG SAID WEST LINE TO A POINT WHICH IS 12
1/2 FEET NORTH OF THE SOUTHEAST CORNER OF LOT 13 OF SAID
BLOCK 3;
THENCE EAST 15 FEET;
THENCE SOUTH PARALLEL TO THE WEST LINE OF SAID LOT 2 TO A
POINT WHICH IS DISTANT NORTH 62 1/2 FEET FROM THE SOUTH
LINE OF SAID LOT 2;
THENCE WEST 15 FEET TO THE POINT OF BEGINNING;
AND TOGETHER WITH THE SOUTH 12 1/2 FEET OF LOT 13, BLOCK
3 OF SAID FRIDAY'S SECOND ADDITION TO EVERETT;
AND TOGETHER WITH VACATED PORTION OF GRAND AVENUE
ADJACENT TO LOT 4, BLOCK 3 OF SAID PLAT.

SITUATE IN THE COUNTY OF SNOHOMISH, STATE OF WASHINGTON.

Additional Information



Board Agenda Request Form

Date of Board Meeting: 03/23/2010

2. f.

Subject

Title:

Declaration of Surplus Property

Recommendation:

The Administration recommends that the Board of Directors declare as surplus to the needs of the District the items on the attached memo.

Background

Purpose/Summary:

District policy #7251 provides that the Board of Directors shall take action to declare District property as obsolete and/or surplus to the needs of the District. The items on the attached memo will be surplus in accordance with RCW.

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

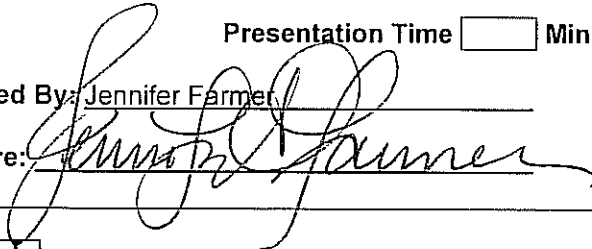
☒ Attachment(s)

Presentation Time Minute(s)

of pages 1

Submitted By: Jennifer Farmer

Contact Person(s): _____

Signature: 

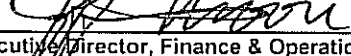
Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved

☐ Denied

☐ Revised (see attached)

By: 
Executive Director, Finance & Operations

By: _____
Executive Director, Facilities & Operations

Date: 3/15/10

Date: _____

Comments:

Farmer, Jennifer

From: Jefferis, Gary
Sent: Tuesday, March 02, 2010 3:38 PM
To: Moore, Jeffrey
Cc: Gunn, Mike
Subject: Surplus of Equipment

The department of Maintenance & Operations requests that the following items be declared surplus:

- Equipment No. 501

1996 John Deere Mower
Model No. 2653
Serial No. MO2653B040113
Hours: 1984
Unit has mechanical failure in its power train.

- Equipment No. 229

1993 Chevrolet S-10 Blazer 4x4
License No. 37988C
Serial No. 1GNDT13WOP2184442
Mileage: 83,100
Unit to be surplusued due to downsizing of fleet, in addition to mechanical issues. Unit not to be replaced.

- Equipment No. 234

1991 Ford Taurus
License No. 18294C
Serial No. 1FACP50U2MG238038
Mileage: 88,100
Unit to be surplusued due to fleet downsizing. Unit will not be replaced.

Gary
Maintenance & Operations
425.385.5200

Board Agenda Request Form

Date of Board Meeting: 03/23/2010

2.8.

Subject

Title:

Award of Contracts - Athletic Equipment Bid

Recommendation:

It is the recommendation of the Administration that the Board of Directors award contracts for athletic equipment to BSN/US Games, Cannon Sports, Flaghouse Sports, Gopher Sports, H&L Sports, Palos Sports, and School Specialty Sports as highlighted on the attached bid tabulation.

Background

Purpose/Summary:

On March 17, 2010, seven bids were received to furnish various schools with athletic equipment to be funded by the PEP grant. The various schools will finalize their procurement decisions based on the pricing received on this bid and will execute purchases of desired items/quantities to meet the needs of their program. Accordingly, the contract amount for each vendor will adjust based on the attached unit prices and final selections by each school.

Previous Related Action:

Authority to call for bids was granted at the August 25, 2009, Board meeting as part of the annual bid list.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

Presentation Time Minute(s)

of pages 11

Submitted By: Jennifer Farmer

Contact Person(s): _____

Signature: _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: 3/19/10

Date: _____

Comments:

EVERETT PUBLIC SCHOOLS																
FINANCE DEPARTMENT																
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																
			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports	
Bid Item #	Est Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
		Ship To: Cascade HS														
1	1	Powerline Stammer Shield (Black) Item# 10380														
2	1	Rebreaskable Board (Yellow) 7 cm Item# 10447														
3	1	Rebreaskable Board (White) Item# 1044														
4	1	Rebreaskable Board (Yellow) Item# 1044														
5	1	Rebreaskable Board (Black) Item# 1044														
6	1	"Desse" (Spin) - Fitness 2000 Poster, Item# FI-FI-4A														
7	1	"Goals" (Swimming) - Paloma Editions 1999, Item# PE101739														
8	1	"Commitment" Women's Running - Front Line 199, Item# F20041														
9	1	"Sacrifice" Cycling (Road Race) - Front Line, Item# F102123														
10	1	"Being Healthy Feels Great" (Jogging Duo) Item# FI-FI-9														
11	2	180 Medicine Ball, GM 68-092						As Specified	\$16.24						1017768	\$8.17
12	4	110lb Medicine Ball, GM 68-093						As Specified	\$19.54						1017769	\$9.41
13	4	150 Medicine Ball, GM 68-094						As Specified	\$28.94							
14	4	40 Medicine Ball, GL 61-301	US GAMES - 1266290 (2kg) p. 163	\$9.60	E/S CSI (16147) P.43	\$19.59	Flaghouse 5806	\$9.73	As Specified	\$16.24					9190	\$20.74
15	4	60 Medicine Ball, GL 61-302	US GAMES - 1266306 (2kg) p. 163	\$12.35	E/S CSI (16148) P.43	\$26.52	Flaghouse 6600	\$12.12	As Specified	\$20.14					91914	\$25.45
16	2	80 Medicine Ball, GL 61-303	US GAMES - 1266313 (4 kg) p. 163	\$14.20	E/S CSI (16149) P.43	\$31.92			As Specified	\$23.94					9194	\$32.44
17	1	Heavy-duty mobile rack holds up to 15 various-size medicine balls	US GAMES - 1162608 - p. 163	\$132.00					As Specified	\$25.24			25128	\$188.93	1261635	\$48.74
18	25	1"11/2" thick blue polyethylene foam mats, GL 65-499	US GAMES - 1271027 - p. 159	\$14.20					As Specified	\$258.84			25144	\$28.03	1271405	\$10.43
19	1	3-speaker, 1-disc Stereo, GL 18-184							As Specified	\$218.84						
20	1	12-speaker, 1-disc Stereo, GL 18-183							As Specified	\$165.44						
21	1	Sony Heavy Duty CD Player, GL 19-171							As Specified	\$95.64			As Specified	\$84.93	25967	\$107.03
22	3	BOSU® Balance Trainer, 65-238	#1257151 p. 173	\$117.40			Flaghouse 14765, As specified	\$132.97	As Specified	\$95.64						
		Full Set High quality solid rubber bumpers with brass inserts, Incl 10, 15, 25, 35, 45lb bumpers, # 320395														
23	1															
24	6	Aluma-Lite Bar Set, # 312004														
25	2	High Hex Bar, # 340178														
26	4	Pro-Ene Power Squat Bar, # 320076														
27	1	Combo Hex Bar, # 340179														
28	2	Heavy Duty Super Squat Cage, # 400241														
29	1	Varsity Power Clean Platform (6'x6'x2'), # 400054														
30	1	Elite Power Clean Platform (6'x6'x2'), # 320452														
31	10	Muscle Clamps, # 320246														
32	1	Seated Row/Climber Bar, # 310160														
33	1	Tricep Press Down Bar, # 310161														
34	1	Wide Flange Plates 10 x 2 1/2			E/S CSI (16237) P.48	\$14.95										
35	1	Wide Flange Plates 10 x 5			E/S CSI (16238) P.48	\$21.67										
36	1	Wide Flange Plates 10 x 10			E/S CSI (16239) P.48	\$36.09										
37	1	Wide Flange Plates 4 x 35			E/S CSI (16240) P.48	\$82.81										
38	1	Wide Flange Plates 4 x 35														
39	1	Wide Flange Plates 4 x 45														
40	5	New Spinner Pro Model# 9-7070-MINTPO 7070														
41	6	Bumper Plate Set, 60811-10														
		Ship To: Everett High School														
42	10	Mikasa Volleyballs, VQ2000	AS SPECIFIED BSN #VBVQ2000 P. 243	\$25.88	A/S MIKASA (61162) P.116	\$24.56	Flaghouse 11527, As specified	\$27.26			As Specified	\$30.50	As Specified	\$26.33	As Specified	\$23.54
43	10	Wilson Jet Mens Ball, B1254	BSN/MACGREGOR - MCX100XH P. 118	\$10.65							As Specified	\$31.00	As Specified	\$25.73		
44	8	Wilson Jet womens ball, B1255	BSN/MACGREGOR - MCX120XH P. 116	\$10.65							As Specified	\$31.00	As Specified	\$25.73		
45	7	Spartan stopwatch #220	AS SPEC. BSN #MSSTP220 P. 288	\$12.30	E/S ULTRAK (5759) P.100	\$7.70					As Specified	\$11.00				
46	5 pr	TC Sports econo game standards (badm. Pickle), TC100	BSN/ALUMAGOAL - ST240S/P P. 251	\$479.00	A/S TC SPORTS (4211) P.83	\$142.70	Flaghouse 10532, As specified	\$132.97			As Specified	\$173.00	As Specified	\$179.93		
47	20	World Class 175G Frisbee, 107157	BSN - MSDSI65Y (165G) P. 328	\$1.59	A/S WHAMO (2127) P.59	\$7.72	Flaghouse 3184, As specified	\$10.34			As Specified	\$11.00			As Specified	\$4.39
48	10	Hacksyacks, 105939	US GAMES - 4201 P. 49	\$2.91	A/S WHAMO (2129) P.60	\$2.73	Flaghouse 2370, As specified	\$3.97			As Specified	\$8.40	As Specified	\$2.93		
49	10	ADA rhinoskin balls 8 1/4, #025	BSN - 440101 P. 319	\$7.60			Flaghouse 8863, Dino skin balls, 8.25"	\$6.93			As Specified	\$18.75	10420	\$15.13		
50	2	ALS ball inflator, IPC	BSN - M5ECCOELEY P. 291	\$41.70	E/S CSI (13099) P.13099 P.38	\$40.95					As Specified	\$83.00				
51	5	Heavy Rope #1, HR1	BSN - 1277647 P. 206	\$34.00			Flaghouse 10731, Power rope, 18lb	\$21.09			As Specified	\$29.00	As Specified	\$18.63		
52	5	Heavy Rope #2, HR2	BSN - 1277854 P. 206	\$38.25			Flaghouse 10735, Power rope, 2 lbs	\$23.63			As Specified	\$32.00	As Specified	\$22.03		
53	2	Champion deluxe folding goal 4'x6', NS11	BSN - 1269031 P. 326	\$41.20							As Specified	\$98.00	As Specified	\$82.53		
54	24	Cones 12" plastic, TC12	BSN - 1040814 (weighted base) P. 1336	\$3.52	E/S CSI (21110) P.61	\$1.22	Flaghouse 2023, As specified	\$1.43			As Specified	\$2.30	As Specified	\$1.83		

EVERETT PUBLIC SCHOOLS																
FINANCE DEPARTMENT																
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																
			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports	
BH Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
55	24	Cones 15" plastic, TC15			E/S CSI (21202) P.61	\$3.72	Flaghouse 5469, As specified	\$1.77			As Specified	\$3.70	As Specified	\$7.33		
56	200	Mouthguards	BSN - MSMOUT P. 166	\$0.28	FOX 40 (20120) P.52	\$0.46	Flaghouse 5374, As specified	\$0.34			As Specified	\$0.50				
57	40	Power Systems versa loop 12" ankle bands									As Specified	\$1.25				
58	1	Power Systems kettlebell DVD, 69076									As Specified	\$29.95				
59	4	KettleBell 4KG, KB4									As Specified	\$13.20				
60	6	KettleBell 6 KG, KB6									As Specified	\$26.40				
61	6	KettleBell 12 KG, KB12									As Specified	\$37.95				
62	4	KettleBell 16KG, KB16									As Specified	\$49.95				
63	2	KettleBell 20 KG, KB20	BSN - 1266618 (10 lb) P. 194	\$10.20							As Specified	\$61.50				
64	2	KettleBell Rack, KB-R In accommodate above items	BSN - 1279948 P. 194	\$385.10							As Specified	\$240.00				
65	2	Medicine Ball 6 KG, RMB6	BSN - 1266337 P. 195	\$20.09	E/S CSI (16151) P.43	\$41.92					As Specified	\$49.90				
66	2	Medicine Ball 7KG, RMB7	BSN - 1266344 P. 195	\$21.95	E/S CSI (16152) P.43	\$46.26					As Specified	\$64.75				
67	2	Ommron body fat analyzer	AS SPEC BSN - #1032338 P. 214	\$25.80					As Specified	\$38.44	As Specified	\$80.00	As Specified	\$41.43		
68	4	Garbage can w/ lid 45 gal capacity w/ wheels									As Specified	\$40.00				
69	6	Star Trac spinner velo bikes									As Specified	\$799.00				
70	3	Ab Toner (includes floor mat)									As Specified	\$45.00				
71	30	K&A dry erase markers assrt, K450P									As Specified	\$1.50				
72	4 sets	Sportime bocce ball, 1067965	BSN - 7221XXXX P. 327	\$10.45	ALT REGENT (21260) P.58	\$33.76					As Specified	\$47.00	15543	\$20.73		
73	5	Champion med balls 2 kg, RMB2	BSN - 1266290 P. 195	\$9.60	E/S CSI (16147) P.43	\$19.59					As Specified	\$22.00				
74	5	Champion med balls 3 kg, RMB3	BSN - 1266306 P. 195	\$12.30	E/S CSI (16148) P.43	\$26.52					As Specified	\$31.00				
75	1	Power Systems Med ball dvd, 93502									As Specified	\$19.95				
76	1	Power systems stability ball dvd, 94215									As Specified	\$14.95				
77	1	Power systems stability ball dvd, 94245									As Specified	\$19.95				
78	1	Flexibility & Flow Fitness Program, E209														
79	1	Cardio Yoga w/Magellan Townsend, E168														
80	1	Beginner Yoga, E202														
81	1	Yogas, Hips & Buns Yoga, E171														
82	1	Zen in Your Den, E145														
83	1	Skin Down Cardio Burn, E232														
84	1	Jillian Michaels - 30 Day Shred (2007)														
85	1	Jillian Michaels - No More Trouble Zones (2008)														
86	1	Danese Austin: Boot Camp - Total Body Blast (2006)														
87	1	Dance off the Inches: Hip Hop Party														
88	1	The Biggest Loser: The Workout-Weight Loss Yoga (2008)														
89	1	The Biggest Loser: The Workout-Boot Camp (2008)														
90	1	The Biggest Loser Workout: Cardio Max (2007)														
91	1	The Complete Collection of Sweatin' the Oldies - Richard Simmons (DVD)														
92	1	Dance Fitness for Beginners with Madonna Grimes: Urban Street Heat (2004)														
93	1	The Biggest Loser Workout: Power Sculpt (2007)														
		Ship To:														
		Jackson High School														
94	1	Bose SoundDock Series 2 (Black)														
95	1	Bose SoundDock Portable Digital Music System for iPod (Black)														
96	1	Bose SoundDock Travel Case (Black)														
97	1	Bose SoundDock Portable Travel Bag														
98	6	Commercial Grade Spin Bike, FMI-VEL X-Series Velocity														
99	1	Leg Extension Machine, PF272														
100	1	Leg Curl Machine, PF273														
101	1	Lat Pulldown Machine, PF210	BSN/ELITE - CHEL24 P. 176	\$1,425.00												
102	1	Seated Row Machine, PF215														
103	2	Power Bench, PFPB1														
104	1	Weight & Body Mass Index, WB-100A														
105	12	EKHO heart rate monitors w/chest strap, WM-25	EKHO WM25 (BSN #1202137) P. 212	\$71.40			Flaghouse 15376, As specified	\$63.84			\$63.74	As Specified	\$78.00	As Specified	\$61.83	
106	12	Accusplit pedometers, 140XLE											As Specified	\$19.50	As Specified	\$17.53
107	5	Champion Medicine Balls 2KG, RMB2	BSN - 1266290 P. 195	\$9.60	E/S CSI (16147) P.43	\$19.55					As Specified	\$22.00				
108	2	Champion Medicine Balls 3KG, RMB3	BSN - 1266306 P. 195	\$12.30	E/S CSI (16148) P.43	\$26.52					As Specified	\$31.00				
109	2	Champion Medicine Balls 4KG, RMB4	BSN - 1266313 P. 195	\$14.20	E/S CSI (16149) P.43	\$31.92					As Specified	\$37.00				
110	2	Champion Medicine Balls 5KG, RMB5	BSN - 1266320 P. 195	\$17.40	E/S CSI (16150) P.43	\$37.27					As Specified	\$44.00				
111	1	Fitness Wall Charts - Back workout, D16.NF3									As Specified	\$24.90				
112	1	Fitness Wall Charts - Chest workout, D16.NF4									As Specified	\$24.90				
113	1	Fitness Wall Charts - Shoulder workout, D16.NF5									As Specified	\$24.90				
114	1	Fitness Wall Charts - Triceps workout, D16.NF6									As Specified	\$24.90				
115	1	Fitness Wall Charts - Leg workout, D16.NF7									As Specified	\$24.90				
116	1	Fitness Wall Charts - Abdominals workout, D16.NF8									As Specified	\$24.90				
117	1	Fitness Wall Charts - Bicep & Forearm workout, D16.NF9									As Specified	\$24.90				
118	2 sets	Canvas Bottom Mesh Bag/set of six 22"x36" assorted colors, PE02262E														
119	1	Racket Transport-Racket cart holds 150 rackets & 100 balls, RA058M.4	US GAMES 1246131 P. 145	\$115.00							As Specified	\$180.00				

EVERETT PUBLIC SCHOOLS																	
FINANCE DEPARTMENT																	
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																	
			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Patos Sports		School Specialty Sports		
Bid Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	
120	12	4" unpadded weight belts (3 smalls, 4 med, 4 lg, 1XL) #D16.WLB4	BSN - CHCLB P. 191	\$21.83	E/S ALTUS (16042-16045) P.47	\$24.29							As Specified	\$28.00			
121	1	Express Workout DVD Set/Glad															
122	1	30 day Shred/John Michaels															
123	1	Spinning DVD Series															
124	1	Spinning Rides - Southern California															
125	1	Spinning Rides - Rockies															
126	1	Patrick Goudeau Play Ball															
127	1	Catie's Basic Step & Body Fusion															
128	1	Tide Platinum Professional Gym Timer															
Ship To:																	
Denny Youth Ctr/Sno Co Juvenile Ctr																	
129	1	Rubber Medicine Ball 4KG	BSN - 1266313 P. 195	\$14.20	E/S CSI (16149) P.43	\$31.92							As Specified	\$37.00			
130	1	Rubber Medicine Ball 6KG	BSN - 1266337 P. 195	\$20.09	E/S CSI (16151) P.43	\$41.92							As Specified	\$49.90			
131	2	BOSU® ProBasic Balance Trainer	AS SPECIFIED BSN - 1257151 P. 199	\$117.40													
132	6	Rubber coated steel workout bars - 16lb bars	BSN - 1266511 P. 194	\$27.16								\$127.94	As Specified	\$125.00	As Specified	\$126.43	
133	6	Weighted Jump Ropes (4lb weight)	BSN - 1024166 P. 206	\$24.85			Flaghouse 10743, As specified	\$37.97	Heavy Rope®				As Specified	\$55.95	As Specified	\$60.73	
134	1	Fitness Chart - Muscle Guide	BSN - MSCHRT P. 210	\$11.00									As Specified	\$56.00	As Specified	\$33.23	
135	4	Dumbbells - 3lb	BSN - 1152051 P. 193	\$2.24	A/S CSI (16206) P.47	\$26.24	Flaghouse 2023, As specified	\$2.97					As Specified	\$24.95			
													As Specified	\$2.95			
136	1	Vinyl Punching Bag - 100lb	BSN/CENTURY - 20028072 P. 274	\$85.10	A/S EVERLAST (0926) P.32	\$135.63							As Specified	\$190.00	As Specified	\$119.93	
			BSN/EVERLAST - 4306XXX P. 273	\$23.00	RINGSIDE (0921) P.32	\$56.24	Flaghouse 8521	\$28.19					As Specified	\$36.95			
137	2 pr	Training Bag Gloves	BSN - MSVOLHB3-12 P. 318	\$13.92									As Specified	\$12.00			
138	2 dz	Foam Tennis Balls (Trainers)	BSN/POOF - 3168 P. 315	\$42.84	A/S CSI (21045/12) P.55	\$34.32	Flaghouse 8995	\$2.91					As Specified	\$97.80	As Specified	\$5.03	
139	1 dz	Foam Footballs	AS SPECIFIED BSN - 246402802170 P. 321	\$162.40	A/S OMNIKIN (1013) P.33	\$155.35	Flaghouse 5799	\$169.14	As Specified			\$178.54	As Specified	\$139.00	As Specified	\$163.33	As Specified
140	1	48" Kinball	AS SPECIFIED BSN - 2071450 P. 321	\$30.20	A/S OMNIKIN (1025) P.33	\$31.46							As Specified	\$29.64	As Specified	\$21.00	As Specified
141	2	Kinball Replacement Ballders (40"-48")	BSN - 6058SPOT P. 336	\$10.20	CSI (21257/2) P.61	\$16.12	Flaghouse 11510	\$12.97					As Specified	\$18.00	As Specified	\$31.43	
142	2 dz	Polyspot Gym Floor Markers (Various Colors)					Flaghouse 4597	\$12.46	No Handles				As Specified	\$27.00	As Specified	\$20.66	
143	12	Wood Top Scooters, 16"											As Specified	\$27.00	As Specified	\$19.83	
144	12	Competition darts (Fimbees - 165 gram)	BSN - MSDIS165Y P. 328	\$1.59	GRAM*	\$1.88							As Specified	\$11.00	As Specified	\$7.43	
145	8	Basketball Nets - Nylon	BSN - 5NBBN90XY P. 130	\$0.72	CSI (617) P.29	\$1.11	Flaghouse 650	\$1.97					As Specified	\$3.40	As Specified	\$1.53	
146	2 pr	Heavy duty Table Tennis Clamp & Net	BSN - 932XXXXX P. 344	\$13.90	E/S CSI (5430+5427) P.93	\$5.31	Flaghouse 17630	\$5.29					As Specified	\$17.50	As Specified	\$19.73	
147	4	Orange deluxe ping pong balls	BSN 930 P. 344	\$5.62	CSI (5437) P.93	\$5.62											
148	4	Round Target Faces (Archery Tayspe - 48")	BSN - 1282566 P. 339	\$10.20	CSI (0093) P.4	\$16.32	Flaghouse 2213	\$16.83					As Specified	\$24.00	As Specified	\$7.96	
149	2	Co-Oper Band for group movement, teamwork, balance for 4-12 individuals															
150	3 dz	Juggle Bugs					Flaghouse 5410, 6-12 persons	\$26.91									
151	1	Electric Inflator/Deflating Ball pump	BSN - 1240672 P. 291	\$56.50	METHO (1300) P.33	\$42.41	Flaghouse 2938	\$46.52					As Specified	\$83.00	As Specified	\$47.23	
Ship To:																	
Sequoia High School																	
152	1	Wii Nintendo System															
153	1	Wii Sports															
154	1	Wii Fit plus game & pad															
155	4	Wii Nunchuk controllers															
156	4	Wii remote controls															
157	1	Wii Quad Charger including Rechargeable batteries															
158	1	Wii Fit charging station including battery															
159	4	Wii motion plus add on to remote															
160	1	Wii SD memory card (2GB)															
161	1	Wii Sports Resort															
162	1	EA Active															
163	2	EA Active Leg Straps & Resistance bands															
164	2	Competitive Bocce Ball sets	BSN - MSUS1602 P. 327	\$90.15			Flaghouse 84	\$81.76							15524	\$34.73	
165	20	Disc golf discs (7 sets of 3)					Flaghouse 12185	\$19.21					As Specified	29.99/set	As Specified	\$21.73	
166	10	Polar E200 Heart rate monitor (watch, transmitter, strap & case, if possible)	POLAR E600 (US GAMES #1151979) P. 149	\$207.99					Monitor only - can be purchased in set of 6 or 12	\$174.54			As Specified			\$154.03	
Ship To:																	
Eisenhower MS																	
167	2	Pace Hydraulic Fitness Machines															
168	2	New Spinner Pro, #9-7070-MINTPO 7070															
169	1	Table Tennis Combeau Sport 240															
170	2	Base iPod Docking Station	BSN/STIGA - 1282610 P. 342	\$786.80													
171	3	Hall of Fame Boards															
172	2	Quattro Bocce sets															
173	1	Class Plus Ultra Net Tennis Pack Premium Class															
174	48	Rhinoksin Balls (8")	BSN/VOIT - 440161 P. 319	\$7.80			Flaghouse 8863, Ono skin balls	\$8.93					As Specified	\$18.00	10428 / SET OF 6	\$68.43	
175	1	Jump Rope Rack	US GAMES - 1245100 P. 68	\$97.45	CSI (13072) P.35	\$80.37	Flaghouse 7494	\$72.57					As Specified	\$99.00	36172	\$24.63	

FINANCE DEPARTMENT
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION

			BSN/US Games	Cannon Sports	Flaghouse Sports	Gopher Sports	H&L Sports	Palos Sports	School Specialty Sports					
Bid Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
176	2	Tennis Ball Bucket Ball Hog Shagger												
177	12	Floor Tape (Various Colors)	BSN FTAP16 P. 250	\$2.29	CSI (42005-42011) P.83 "1" X 60 YDS"	\$2.21	Flaghouse 560/582	\$2.81	As Specified	\$3.00				
		Ship To: Evergreen MS												
178	1	Wii DDR "Tough Series" Fitness Bundle (12-person pkg)												
179	24	DDR Tough Series Training Pads												
180	12	Mesh Vests - Red (no elastic bottom)							As Specified	\$4.60	As Specified	\$5.13		
181	12	Mesh Vests - Kelly Green (no elastic bottom)								\$4.60	As Specified	\$5.13		
182	36	Mesh Vests - Gold (no elastic bottom)								\$4.60	As Specified	\$5.13		
183	9	Rimskin Super Special - 6/set 10"								\$165.00				
184	4	Tumbling mats 1.5"x4'x8' Quad fold mat w/velcro (Green or Black)	BSN - 1041903 P. 306	\$117.50		Flaghouse 602480, 1-3/8" thick	\$152.56			\$269.00	29050	\$182.33		
185	6	Tennis Teaching Balls - High Density Foam	BSN - MSVOLHB3 P. 318	\$1.16		Flaghouse 8995	\$0.78							
186	1	Portable Take-a-Weight Scale							As Specified	\$760.00				
187	1	Bose Sound Dock 10												
188	12	Flourescent Hall Cones - Orange	BSN - 1255706 (sold in dozen packs) P. 336	\$0.30	E/S CSI (21094) P.61	\$0.30			As Specified	\$0.60				
189	12	Flourescent Hall Cones - Red	ALT - BSN - 1255690 (prism pack/sold in dozen packs)	\$0.30	E/S CSI (21094) P.61	\$0.30			As Specified	\$0.60				
190	12	Flourescent Hall Cones - Yellow	BSN - 1276558 (sold in dozen packs) P. 336	\$0.30	E/S CSI (21095) P.61	\$0.51			As Specified	\$0.50				
191	1	Cone Carrier for above items	BSN - 93089 P. 336	\$1.75	CSI (21249) P.61	\$2.24			As Specified	\$3.00				
192	24	Baden Rubber Basketball (#7 official size)	BSN/VOLT - VCBZHXXX P. 116	\$2.70					As Specified	\$8.00				
193	10	Resistance Band - Maroon (extra heavy)			E/S CSI (16144) P.42	\$12.63			As Specified	\$5.51	As Specified	\$6.23		
194	10	Resistance Band - Red (heavy)	US GAMES/CANDO 1249774 P. 160	\$12.10	E/S CSI (16143) P.42	\$11.54			As Specified	\$5.12	As Specified	\$7.43		
195	10	Resistance Band - Green (medium)	US GAMES/CANDO 1249767 P. 160	\$11.20	E/S CSI (16142) P.42	\$10.39			As Specified	\$3.90	As Specified	\$6.63		
196	10	Resistance Band - Purple (light)	US GAMES/CANDO 1249750 P. 160	\$10.30	E/S CSI (16141) P.42	\$9.96			As Specified	\$2.67	As Specified	\$6.23		
197	1 case	Wilson Tennis Balls (3 balls/can)	AS SPECIFIED WILSON - MTWILCAN24 P. 265	\$62.64	WILSON (5547) P.96	\$59.74	Wilson T1001 - 24 cans of three = 1 case	\$74.74	As Specified	\$76.00	As Specified	\$71.83		
		Ship To: Gateway MS												
198	10	Polar Straps extra-small (\$6/ea)										25418 / SET OF 6	\$31.83	
199	10	Polar Straps medium (\$6/ea)					Flaghouse 10710 Medium	\$5.06				25420 / SET OF 6	\$31.83	
200	1	Frisbee Golf Permanent Standards - Full 9 hole course	US GAMES - 12409 (PARPUTT) P. 237	\$1,700.00					As Specified	\$4,780.00	As Specified	\$367.83		
201	15	EKHO watches	AS SPECIFIED US GAMES #1202107 P. 148	\$71.40		Flaghouse 14666, As specified	\$39.87	WM-25 model	\$63.74		As Specified	\$61.63		
202	1	Tripod projector screen (60"x80")												
203	1	Tripod projector screen (80"x80")												
204	1	16" Unicycle												
205	1	IWE Fit DDR									52879	\$4,463.53		
206	1	Curlew Equipment set												
207	1	4 Court Volleyball net												
208	1 pr	Scooter paddles						As Specified	\$10.94		17073	\$9.83		
209	1	Kayak Paddle					Flaghouse 12156	\$13.08	As Specified	\$13.34		17075	\$17.13	
210	1 set	Scooter hockey sticks - made by Cosom	US GAMES - 7693 P. 56	\$42.75			Flaghouse 975	\$11.59				As Specified	\$40.22	
211	1 set	Bongo Ball set	AS SPECIFIED US GAMES #1257021 P. 113	\$43.45			Flaghouse 14912	\$44.37				As Specified	\$53.93	
212	1 set	Steel horse shoe set	BSN 3219XXXX P. 327	\$22.75	REGENT (21264) P.62	\$39.13	Flaghouse 180	\$18.88						
213	24	No kink hula-hoops 30"	AS SPECIFIED BSN #02160XXX P. 329	\$3.65	CRAMER (2105) P.63	\$5.00	Flaghouse 12112	36.97 dz				As Specified	\$53.93	
214	1	Web Cube	AS SPECIFIED US GAMES #1088700 P. 74	\$97.49										
215	1	Super skin 2 all round volleyball					Flaghouse 0063 Dmo Skin	\$8.83						
216	1	Sh & Reach box	US GAMES 1245103 P. 156	\$115.00			Flaghouse 1438	\$122.99		As Specified	\$140.00	As Specified	\$108.93	
217	1	Shuffle board equipment					Flaghouse 823	\$37.97			As Specified	\$76.43		
218	1	Bocce things	US GAMES 15 P. 130	\$76.30										
219	1	Bongo Board - Balance Board	US GAMES - 2664 P. 104	\$39.10					\$76.84					
220	1	Seiko watch printing paper	BSNAULTRAX - MSSTP4995P P. 288	\$205.00	CSI (5717) P.102	\$6.06			As Specified	\$8.60	As Specified	\$352.50		
221	1	Fitness Gram software & site license												
222	3	Fitness for Life' by C.Corbish/R.Lindsey												
		Ship To: Heatherwood MS												
223	15	IP6PRO 360 All pinries w/flat & back #s Blue 1-15							As Specified	\$6.50				
224	15	IP6PRO 360 All pinries w/flat & back #s Green 16-30							As Specified	\$6.50				
225	15	IP6PRO 360 All pinries w/flat & back #s Red 31-45							As Specified	\$6.50				

EVERETT PUBLIC SCHOOLS			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports	
FINANCE DEPARTMENT																
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																
Bid Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
225	15	PEPRO 360 Adv pinnies w/ front & back #s Yellow 40-60									As Specified	\$6.50				
227	1	#9-7070-MINTPO 7070 New Spinner Pro														
228	1	Stationary weight bar rack											As Specified		\$133.33	
229	1	Suunto Heart Zone Program														
230	1	DDR Disney Software														
231	1	Wii Fit Plus Software														
232	1	BOSU Balance Trainer	AS SPECIFIED BSN/BOSU PRO BASIC #1257151 P. 199	\$117.40			Flaghouse 14765, As specified	\$132.97	As Specified	\$95.64	As Specified	\$125.00	As Specified		\$126.43	
233	3	Ripstik Board (Red)														
		Ship To: North MS														
234	2	Kettle Bells 9 lb														
235	2	Kettle Bells 13 lb														
236	2	Kettle Bells 16 lb														
237	6	Bosu Balls (with weight on bottom)					Flaghouse 14765, As specified	\$132.97	As Specified	\$95.64	As Specified	\$125.00	As Specified		\$49.13	
238	40	16" Jump Ropes	BSN - 2548XXXX (SASH ROPES) P. 206	\$2.10	CSI (9513) P. 78 (16")	\$1.80	Flaghouse 51	\$1.94			As Specified	\$2.10				
239	1	Polymeric Platforms (Boxes) 12"	BSN - 20023112 P. 207	\$65.20							As Specified	\$116.00	As Specified		\$134.93	
240	1	Polymeric Platforms (Boxes) 18"	BSN - 20023118 P. 207	\$73.50							As Specified	\$134.00	As Specified		\$159.93	
241	1	Medicine Ball Rack w/Wheels	BSN 1162608 P. 195	\$132.00							As Specified	\$198.00	25130		\$159.93	
242	1	Adjustable Flat Bench	BSN/ELITE CHEL16 P. 175	\$211.59							As Specified	\$290.00				
243	1	Adjustable Incline Bench	BSN/ELITE CHEL23 P. 175	\$586.79			Flaghouse 10977	\$312.37			As Specified	\$640.00				
244	1	Adjustable Decline Bench	BSN/ELITE CHEL31 P. 175	\$551.99							As Specified	\$560.00				
245	1	Flat bench (w/o bars for Olympic Bar)					Flaghouse 10262	\$102.41			As Specified	\$210.00				
246	7	Push up training mats Botly Solid Click Line (SLE200G) Light Commercial Grade Leg Ext Machine	AS SPECIFIED US GAMES 1267167 P. 153	\$25.50			Flaghouse 15682	\$23.47			As Specified	\$42.00	As Specified		\$27.09	\$0.00
247	1	York Barbell (54020/55020) S Commercial Grade Lat Pulldown Weight Machine					Flaghouse 99ZX14310, As specified	\$1,798.77								
248	1	Sectioned Agility Ladder (16 meters)									As Specified	\$240.00				
249	1	Jump Rope Rack	US GAMES - 1246100 P. 68	\$97.45	CSI (13072) P. 35	\$80.37	Flaghouse 7494	\$72.57	As Specified	\$69.94	As Specified	\$89.00				
250	3	Bonded Foam Mats (4'x8'x2")	BSN - 1041903 P. 306	\$117.50	CSI (23112) P. 70 "4" X 8" X 2"	\$100.83	Flaghouse 752480	\$294.17			As Specified	\$230.00	29122		\$201.93	
251	1	Mobile Dumb														

EVERETT PUBLIC SCHOOLS																		
FINANCE DEPARTMENT																		
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																		
			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Pikes Sports		School Specialty Sports			
Bid Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price		
		Emerson Elem																
280	1	Canon Digital Camcorder (FS200)																
281	1	Sony Mini Hi-Fi Stereo System (MHC-EC69)																
282	1	Clock Gene Badf from Muscle Driver USA																
283	1	Studbar Pull-up Bars																
		Ship To:																
		Forest View Elem																
284	1	Traverse Wall Challenge Course Set	#118000 (20' WALL) P. 75	\$2,851.99			Flaghouse 11411, 40 foot wall	\$3,554.55	As Specified									
285	1	Tac-10 Foam Balance Beam	US GAMES - 1251692 P. 100	\$96.00														
286	1	Poly Bones Puzzle	AS SPECIFIED - US GAMES #1154894 P. 61	\$33.22			Flaghouse 11116	\$41.69	As Specified					As Specified		\$47.93		
287	1	Mr. Muscles Puzzle	AS SPECIFIED - US GAMES #1272895 P. 61	\$47.59			Flaghouse 17588	\$47.42						As Specified		\$47.93		
288	1	UltraFoam Scootaddies 12/set																
289	1	Dekae Over/Under Hurdles 6/set																
290	1	Fitness Skillastics Game	AS SPECIFIED US GAMES 1098464 P. 176	\$167.70			Flaghouse 11440, As specified	\$186.13	As Specified					As Specified		\$195.43		
291	1	Scatterball	AS SPECIFIED US GAMES 1161953 P. 130	\$22.60			Flaghouse 14551, As specified	\$21.28						As Specified		\$23.73		
		Ship To:																
		Garfield Elem																
292	1	30 ft. nylon parachute	BSN/US GAMES - #1040036 P. 334	\$87.55	CSI (2166) P.63	\$107.53	Flaghouse 785	\$101.87						As Specified		\$159.00		
293	1	Quickstart 18ft. max Net					Flaghouse 11922	\$84.58						As Specified		\$111.73		
294	2 pt	4ft Pugg soccer goals	AS SPECIFIED BSN - #1063943 P. 232	\$52.00			Flaghouse 10433	\$49.34						As Specified		\$95.86		
295	12	12" Scooters - Blue and Yellow	BSN - GCSC12 P. 335	\$5.85	CSI (2102-2183) P.62	\$7.68	Flaghouse 2407	\$8.61						As Specified		\$14.33		
296	2	Scooter board storage pole	US GAMES 6777 P. 57	\$4.40			Flaghouse 4795	\$15.57						As Specified		\$12.73		
297	10	16.3" solidballs							As Specified					As Specified		\$6.93		
298	10	Foam soccer balls	BSN/POOF - MSPUFSOC P. 318	\$5.90	CSI (21046) P.55	\$5.78	Flaghouse 2548	\$4.27						As Specified		\$5.03		
299	2 sets	Slack-up rope	US GAMES 1276459 P. 117	\$14.05														
300	1	Portable rechargeable inflator							CupStack™ -blue - set/12					\$12.64				
301	24	9" fluorescent poly spots	BSN - 60585POT P. 336	\$0.85	CSI (21034) P.61	\$9.25	Flaghouse 743	12.87 dz						As Specified		\$1.50		
302	6	9.75" Foam footballs	US GAMES - 44095 P. 229	\$4.10	CSI (21045) P.55	\$2.86								As Specified		\$7.50		
303	5	Durable rubber basketballs - Size 5	BSN/VOIT - VCB6HXXX P. 116	\$2.50	CSI (0489) P. 27	\$2.67	Flaghouse 177		\$3.83					As Specified		\$8.00		
304	1 set	Scootball 6/set	US GAMES - 1270402 P. 111	\$16.50	CSI (21258) P.65	\$16.50	Flaghouse 8219		\$18.32 RainbowD					As Specified		\$37.13		
305	12	9" wiffle balls	BSN - 3191XXXX P. 52	\$0.45	CSI (21067) P.10	\$0.40	Flaghouse 754		\$0.44					As Specified		\$0.73		
306	6	Playground balls - Size 8.5 cm(7)	BSN/VOIT - 1033472 P. 317	\$2.04	CSI (9543) P.79	\$2.80	Flaghouse 3131		\$2.56					As Specified		\$2.10		
307	24	4" nylon beanbags	BSN - 1039900 P. 329	\$0.45	CSI (21064) P.57	\$0.55	Flaghouse 485		\$8.93					As Specified		\$15.13		
308	1	Ww System												As Specified		\$9.53		
		Ship To:																
		Hawthorne Elem																
309	15	Classic Tally Counter - Thumb operated counter, chrome plated counter			CSI (5753) P.103	\$3.72	Flaghouse 35		\$4.93	As Specified				\$6.54	As Specified	\$6.50		
310	1	ReboundAIR Rebounder - Mini exercise trampoline																
311	1	Body Bar Fitness Bars - Rack - holds 30 fitness bars	BSN - 1205572 P. 194	\$125.15						As Specified				\$187.84				
312	4	Gopher Biggie Boleyball Trainer - 16" diameter								As Specified				\$141.74				
313	1	Body Fat and Muscle Replicas - A 5lb Fat Replica								As Specified				\$54.95				
314	1	Body Fat and Muscle Replicas - B 5lb Muscle Replica					Flaghouse 11460		\$36.81	As Specified				\$76.54				
		Vinyl Dumbbell Rack Pack - 548lb set of dumbbells w/lockable storage rack					Flaghouse 11558		\$77.57	As Specified				\$71.24				
315	1													As Specified		\$970.00		
316	1	MyPyramid Vinyl Poster Toes Mat-Nutrition & Food Group poster game																
317	1	Rainbow agility ladder - 29' length																
318	1	Rainbow Multi-Dome Activity Sets/6 Standards & 6 Multi-Domes								17" wide				\$59.95				
319	2	Human Body Chart								As Specified				\$133.74				
320	2 dz	Flag Football Belts - Scarlet	BSN - MSFBREDA-12 P. 173	\$8.64	CSI (2069/12) P.49	\$19.08								As Specified		\$19.00		
321	2 dz	Flag Football Belts - Yellow	BSN - MSFBYELA-12 P. 173	\$8.64	CSI (2070/12) P.49	\$19.08								As Specified		\$19.00		
		Ship To:																
		Jackson Elem																
322	5 set	School Smart (SS) PG balls, set,rainbow, 8.5 inch, 1-1084625-501	BSN/VOIT - 1033472 P. 317	\$12.24			Flaghouse 3136, 2 ply playground ball set	\$21.78						10081		\$15.13	As Specified	\$11.77
323	6	School Smart (SS) PG balls,yellow,10 inch, 1-1293617-501	BSN/VOIT - VPG10HYL P. 317	\$2.29			Flaghouse 6838, 2 ply playground balls	\$3.29						10022		\$4.73	As Specified	\$1.82
324	1	Chicken Fat DVD, 1-032885-501												As Specified		\$15.93	As Specified	\$10.35
325	1	Chicken Fat CD Music, 1-521214-501												As Specified		\$7.13	As Specified	\$4.65
326	1	Sq Dancing the American Way, CDs & book, 1-006526-501															As Specified	\$16.02

FINANCE DEPARTMENT
ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION

			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports	
Bid Item #	Est Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
327	4	40-48" Replacement Bladder, 1-21156-501	AS SPECIFIED BSN - #1071450 P. 321	\$29.90	A/S OMNIKIN (1025) P.33	\$31.46									As Specified	\$10.66
328	30	No-Sting Volleyball,aqua & pink, 1-030165-501											10238	\$7.73	As Specified	\$24.49
329	6	VB-Trainer Elite, yellow, 1-023783-501	BSNVOIT - VVBEVOLL P. 242	\$7.60											As Specified	\$6.48
330	1	Parachute Games & Ball Games DVD, 1-032395-501														
331	3	Master Pogo Stick, up to 160#, 1-025512-501	AS SPECIFIED US GAMES #1237825 P. 101	\$34.20									As Specified	\$44.93	As Specified	\$26.17
332	5 set	Ultra Foam Shuttle, 1-019901-501													As Specified	\$6.37
333	2	Sportime BallBouncer, 1-021763-501													As Specified	\$113.32
334	6	Super-Safe Elite Jr. Handball, yellow, 61/4", 1-009578-501											As Specified	\$26.33	As Specified	\$14.31
335	2	Sense-Of-Timer 5 min, orange, 9 3/4"H, 1-030712-501													As Specified	\$9.17
336	5 set	SS Rubber Basketballs, rainbow, mini, 1-016286-501													As Specified	\$16.93
337	1	Best of New Games DVD, 1-1282635-501													As Specified	\$23.06
338	1	Station Games Book, 1-019053-501													As Specified	\$10.98
339	1	Great Activities for PE DVD's, 3rd-5th, 1-1283666-501													As Specified	\$17.30
340	1	JuggleTime DVD, 1-1285087-501											As Specified	\$15.93	As Specified	\$6.49
341	1	6 color Bowling Balls, rainbow, 3lb, 1-027185-501	US GAMES - #1181623 P. 27	\$173.40	Flaghouse 14963	\$172.87							As Specified	\$174.23	As Specified	\$25.16
342	3 set	Sportime Max Soccer Balls, rainbow, #4, 1-016589-171	BSNVOIT - 94400 P. 316	\$20.40											As Specified	\$21.74
343	1 set	LocoMotorModule Poster Series, 11 x 17, 1-024488-171													As Specified	\$5.55
344	2	Robic 502 Countdown Timer, 1-004270-501	AS SPECIFIED BSN #MSSTP502 P. 289	\$12.20	A/S ROBIC (3761) P.99	\$11.45	Flaghouse 9541, As specified	\$11.93							As Specified	\$9.77
345	1	Get Strong 101 DVD, 1-030151-171													As Specified	\$15.79
346	20	SS Heavy-Duty Beach Balls, rainbow, 12", 1-1268773-501													As Specified	\$0.68
347	1 set	Heavy-Duty Mesh Storage Bags, rainbow, 24 x 36", 1-030187-171	US GAMES - 1257663 P. 35	\$11.40			Flaghouse 947	\$14.54					As Specified	\$47.13	As Specified	\$14.46
348	8 set	Gradinbull Foam Fliers, rainbow, 8 1/2", 1-007366-501	US GAMES - #1092455 P. 108	\$16.92			Flaghouse 7717	\$8.37							As Specified	\$8.97
349	2 set	6 Feather/Lyc Baking Ties, 1-005080-501													As Specified	\$26.21
350	2	TwoCourt, yellow & violet, E' x 12", 1-1277070-501														
351	4	8-12" Sportime MAX TwoCourt Ball, yellow & violet, 1-1277069-501													As Specified	\$4.48
352	2 pr	Crazy Legg Shirts, red, 1-007907-501	AS SPECIFIED US GAMES #9900 P. 101	\$60.40			Flaghouse 1064, As specified	\$62.73					As Specified	\$62.83	As Specified	\$32.29
353	1 set	Step'n Shirts, rainbow, 4 7/8"H, 1-1282649-501											As Specified	\$22.33	As Specified	\$31.77
354	2	Fox 40 Mrs, 1-1319281-501													As Specified	\$3.17
355	2 set	Duck Walker, 1-031863-501											As Specified	\$27.13	As Specified	\$5.43
356	3 set	CoreLoops #1-033096-501													As Specified	\$29.99
357	1	Robic 500E Single-Event Stopwatch, 1-004267-501			A/S ROBIC (5771) P.99	\$11.86									As Specified	\$10.92
358	1	Circuit Trainer, 1-1324772-501	US GAMES/FIVE FOR LIFE #1248234 P. 174	\$201.69									As Specified	\$103.93	As Specified	\$102.78
359	1	ShoulderPadders, 1-030846-501													As Specified	\$21.83
360	1 set	Indestructible BeanBag FROG, 1-026664-501	US GAMES - 1064254 P. 124	\$8.24											As Specified	\$14.48
361	1 set	Indestructible BeanBag Turdes, 1-007339-501	US GAMES - 1064261 P. 124	\$8.24											As Specified	\$14.48
362	1 set	BeanBagGorilla's, 1-010537-501	US GAMES - 1064308 P. 124	\$9.60											As Specified	\$12.42
363	1 set	BeanBagBunnies, 1-004460-501	US GAMES -1064292 P. 124	\$8.24												
364	8	RollerRacer "5000 I", 1-008714-501	AS SPECIFIED US GAMES - #742 P. 58	\$64.00	A/S MASON (2130) P.62	\$69.93	Flaghouse 5700, As specified	\$66.26		\$74.44			As Specified	\$70.53	As Specified	\$54.19
365	1	RollerRacer CADDY, 2-011851-501								\$83.84			As Specified	\$171.43	As Specified	\$129.41
366	1 set	Cone Covers, 1-1283566-501													As Specified	\$9.77
367	3 set	No hink hoops, 36", 1-004625-501	AS SPECIFIED BSN - #02170XXX P. 329	\$48.16	E/S CRAMER (2106) P.63	\$79.33	Flaghouse 11147, As specified	\$44.88	As Specified		\$52.84		As Specified	\$65.93	As Specified	\$36.84
368	1	Fil-go Game, 1160											As Specified	\$39.83		
369	1	Christy Lane's Square Dancing Today DVD, CL010DVD							As Specified		\$23.64					
370	1	Christy Lane's Square Dancing Today CD, CL010														
371	1	Christy Lane's Square Dancing Today Guide, 4243														
372	1	Step by Step DVD w/Slim Goodbody, 15387														
373	2 set	Nobbie Footballs, rainbow, 9" long, 104465ET											As Specified	\$23.33		
374	3 set	Nobbie Balls, rainbow, 8", 121385ET														
375	2	Twiston, yellow, TH01											No Bid	As Specified	\$16.93	
376	6	Tafy Counter, TC99			E/S CSI (5753) P.103	\$3.72	Flaghouse 35	\$4.93			As Specified		\$6.50	As Specified	\$3.93	
377	1	Hoop Games DVD, DHGK														
378	1	The Great Balance & Stobaty Handbook, 780973														
379	2	Balance Master, 53002						Flaghouse 7211, As specified	\$40.56				As Specified	\$43.23		
380	1 set	Hang Ten Balance Board, 10628											As Specified	\$22.93		
		Ship To: Jefferson Elem														
381	1	Bose SoundDock 10 Silver 120v													As Specified	\$709.93
382	2	Push-up training mats					Flaghouse 15682	\$23.47			As Specified	\$42.00	As Specified	\$27.93		
383	2	Scooter Board Storage Poles	US GAMES - 6777 P. 57	\$4.40			Flaghouse 4795	\$15.57			As Specified	\$42.00	As Specified	\$12.73		
384	6	28" Cones	BSN - 1040845 P. 336	\$12.84	A/S CSI (21026) P.61	\$22.22	Flaghouse 398	\$12.92	As Specified		\$12.94	As Specified	\$22.80	As Specified	\$18.43	
385	1	Folding Equipment Bags														
386	1	Connect Scooters 12x12" Prism Pack	AS SPECIFIED US GAMES #1245332 P. 55	\$71.45	CRAMER (21198) P.62	\$96.84	Flaghouse 11331	\$80.59					As Specified	\$02.93		
387	1	Fleece balls Prism Pack	US GAMES 215 P. 29	\$12.40			Flaghouse 15213	\$7.78								
388	1	Penquin Spots													As Specified	\$27.13
389	25 pr	Vinyt Dumbbells - 1lb					Flaghouse 30498	\$1.97			As Specified	\$4.00				
390	6	Bowling Balls 2.5lb			CRAMER (526) P.58	\$22.94	Flaghouse 6570	\$13.37			As Specified	\$33.00	As Specified	\$24.33		
391	1	Tri-pod Screen 70"x70"														

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ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION																
		BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports		
Bid Item #	Est. Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
392	5 pk	Wilson EZ Hit Foam Ball 6/package									As Specified	\$12.00				
393	1	Octa-band														
394	3	Animal Ride-Ones														
395	1	Bibbo														
396	1	Flingo														
		Ship To:														
		Lowell Elem														
397	6	Stompers	US GAMES 96722 P. 101	\$3.70												
398	1	Sound Dock											As Specified		\$709.93	
399	4	Deke package - 4 lanes											As Specified		\$383.73	
400	1	Heavy duty inflator	BSN MSELEINF P. 291	\$214.20	E/S CSI (1390) P.38	\$49.75	Flaghouse 5905	\$49.75		As Specified		\$63.00	As Specified		\$123.93	
401	3	mesh bags	BSN - SNBCNET P. 171	\$1.90	CSI (1302) P.37 "WHITE, 24" X 36"	\$3.67	Flaghouse 658	\$2.37		As Specified		\$5.00				
402	1	6' parachutes set of 6	US GAMES #1242652 P. 41	\$57.72			Flaghouse 952	\$10.83								
403	1	colored fleece balls	US GAMES 215 P. 28	\$12.40			Flaghouse 15213	\$7.78								
404	1	48" Kin-Ball Pink	AS SPECIFIED BSN #24640 P. 321	\$162.40	A/S OMNIKIN (1013) P.33	\$156.38	Flaghouse 5799	\$169.14	As Specified		\$178.54		As Specified		\$165.93	
405	1	Kin- Ball Video					Flaghouse 5618	\$18.59	As Specified		\$19.74					
406	3	Blongoball indoor balls	AS SPECIFIED US GAMES #1257069 P. 113	\$5.80			Flaghouse 14824	\$6.19					As Specified		\$7.13	
407	2	Blongoball Complete Set	AS SPECIFIED US GAMES #1257021 P. 113	\$43.45			Flaghouse 14912	\$44.37					As Specified		\$53.93	
		Ship To:														
		Madison Elem														
408	2	40" OmniKin	AS SPECIFIED BSN #24634 P. 321	\$162.40	A/S OMNIKIN (1014) P.33	\$150.91			As Specified		\$153.34		As Specified		\$146.23	27149 \$46.93
409	6	Tachikara SoftV Volleyball	BSN/VOIT VCV4HXXX (RUBBER) P. 243	\$5.40			Flaghouse 7932	\$11.57	As Specified		\$13.64	As Specified	\$13.50	10238	\$7.73	
410	6	Oversize SoftV Volleyball					Flaghouse 15789	\$15.77	As Specified		\$18.14	As Specified	\$17.00	As Specified	\$15.93	
411	1	Incline Mat					CSI (2321) P.71 "4' X 6' X 16"	\$668.25								
412	2	Soft Frisbees					Flaghouse 2955	\$296.68								
413	1	Cart Step-ups					Flaghouse 7717	\$8.27								
414	2	Push up Mat					Flaghouse 15682	\$23.47								
415	1	Running Man					Flaghouse 14721	\$63.36	As Specified		\$70.74	As Specified	\$42.00	As Specified	\$27.93	
416	2	Wrist Bands											As Specified		\$63.83	
417	1	Scoop & Balls	US GAMES #1270402 P. 111	\$15.60	CSI (21123) P.65	\$2.69	Flaghouse 1195	\$2.73					As Specified		\$37.13	
418	4 bx	Vinyl Dumbbells - 5lb						\$6.97								
419	15	Poof Foam Footballs	AS SPECIFIED BSN #3168 P. 318	\$3.57	A/S POOF (21050) P.55	\$4.71	Flaghouse 97	\$2.91	As Specified		\$4.84		As Specified		\$5.03	
420	4	Futsal Sports ball 55m	BSN 1266153 P. 196	\$13.60	E/S CSI (16287) P.44	\$14.65	Flaghouse 38851, Gymastik Ball	\$18.07					As Specified		\$29.17	As Specified \$15.93
		Ship To:														
		Mt. Creek Elem														
421	2	Geomats														
422	1	Big Ball Storage Rack	BSN - 1257557 P. 197	\$129.00			Flaghouse 17616	\$109.96					As Specified		\$216.93	
423	3	Scooter Carrier	US GAMES - #1200447 P. 57	\$51.40	CSI (13069) P.35	\$194.42	Flaghouse 4795	\$15.57					17011		\$12.73	
424	1	Bowling Cart											As Specified		\$269.93	
425	1	Dynes docking station wiremole for Apple iPod									\$174.34					
		Ship To:														
		Monroe Elem														
426	1	Bose SoundDock 10 Silver 120v											As Specified		\$709.93	
427	1	35 Body Bar Storage Rack	BSN - 1205572 P. 194	\$128.15									52453		\$133.33	
428	1	16" Cosom Connect-A-Scooter Prism Pack	AS SPECIFIED US GAMES - 1065361 P. 55	\$107.85			Flaghouse 12222	\$115.71					As Specified		\$118.03	
429	1	30" Multicolor Parachute w/24 handles	BSN/US GAMES 1040036 P. 334	\$87.55	A/S CSI (2166) P.63	\$107.53	Flaghouse 785	\$101.87					As Specified		\$111.73	
430	12	Tally Counters					A/S CSI (5753) P.103	\$3.72	Flaghouse 35				As Specified		\$3.93	
431	1 set	Penguin Spots Set 6/set									As Specified	\$6.50	As Specified		\$27.13	
432	2	Flet Floor Hockey Puck											As Specified		\$5.13	
		Ship To:														
		Penny Creek Elem														
433	30	Pulse Meter														
434	2 sets	Jumbo cone caps														
435	1 set	Tru shape jump ropes														
436	1 set	Tru shape jump ropes														
437	20	Tennis balls foam	BSN MSVOLHB3 P. 318	\$1.16			Flaghouse 8995	\$0.78					As Specified		\$0.65	
438	10	Basketballs	BSN/VOIT - VCB6HXXX (RUBBER) P. 116	\$2.50	CSI (0480) P.25 "RUBBER, OFFICIAL SIZE"	\$3.10	Flaghouse 177	\$3.83					As Specified		\$8.00	

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ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION

			BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports	
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439	2	Kidz ladder	AS SPECIFIED US GAMES #1237733 P. 164	\$62.70					As Specified	\$66.84						
440	10	Resistance tubes - Light/Green	US GAMES/CANDO 1249804 P. 161	\$7.15	E/S CSI (16141) P.42	\$9.98	Flaghouse 37801, Light, yellow	\$9.16	As Specified	\$5.84	As Specified	\$9.30				
441	10	Resistance tubes - Medium/Red	US GAMES/CANDO 1249811 P. 161	\$7.60	E/S CSI (16142) P.42	\$10.39	Flaghouse 37802	\$9.97	As Specified	\$5.94	As Specified	\$9.55				
442	6	High density neece balls - Green														
443	6	High density neece balls - Red														
444	6	High density neece balls - Blue														
445	6	High density neece balls - Yellow														
446	15	High density neece balls - Purple														
447	6	High density neece balls - White														
448	1	Folding crate cart														
449	1	Folding hand cart														
450	1	RVM Collapsible Platform Truck														
		Ship To:														
		Silver Firx Elem														
451	1	Bose SoundDock 10 Silver 120v											As Specified	\$709.93		
452	5 sets	16" Off-Road Scooters w/4-inch wheels (no substitution on size of wheels)	BSN - #1265293 P. 335	\$127.00												
453	4	40/40" Omnikin Replacement Bladders	AS SPECIFIED BSN #1071450 P. 321	\$29.90	A/S OMNIKIN (1025) P.33	\$31.40			As Specified	\$28.84						
454	1	24" Ultra Ball Omnikin Ball							As Specified	\$55.94					As Specified	\$17.45
455	1	24" Omnikin Replacement Bladder			A/S OMNIKIN (1030) P.33	\$16.05			As Specified	\$14.94					As Specified	\$1.56
456	1	35" Omnikin Replacement Bladder							As Specified	\$25.94					As Specified	\$4.46
		Ship To:														
		Silver Lake Elem														
457	1	Bose SoundDock 10 Silver 120v											As Specified	\$709.93		
458	1 set	5lb Enhanced Muscle & 5lb Fat Model														
459	1	45" diameter Standard Duty Parachute, w/32 handles	BSN - #1255898 P. 334	\$207.50												
460	2	Push up Mat: teaching tool for propper push-up form					Flaghouse 15682	\$23.47								
461	10	Heart Squeeze														
462	1 set	Straight arrow markers; polyvinyl 15"x6" 6/set														
463	3	18" Mad Net; 30"-52" high w/poles & storage/carrying bag	AS SPECIFIED BSN #20021837 P. 322	\$97.27			Flaghouse 11927	\$84.58	As Specified	\$91.14						
464	12	Hacky Sacks - crochel foot bags	US GAMES #4201 P. 49	\$2.91	A/S CSI (21166) P.60	\$10.75	Flaghouse 2370, cloth foot bag	\$3.97	As Specified	\$3.44						
465	10	Vinyl covered dumbbells; Blue - 5lb					Flaghouse 4550	\$6.97								
466	1	Stop watch AX Pro 725 (16 memory) 5 yr warranty	AS SPECIFIED BSN #MSSTP725 P. 285	\$15.70	A/S ACCUSPLIT (57007) P.101	\$15.25										
467	1	Ultra Skin Softball Set - Extra soft 6" diameter balls, multi-colors	BSNNVOIT - 1178286 P. 319	\$39.60												
468	1	Ultra Skin Specials - 8-1/4" diameter balls in multi-colors 6/set	BSNNVOIT - 1236149 P. 319	\$54.60												
469	1	Speed Stacks Set - Green	US GAMES - 1276459 P. 117	\$14.05									As Specified	\$13.23		
470	1	Speed Stacks Set - Orange	US GAMES - 1276459 P. 117	\$14.05									As Specified	\$13.23		
471	1	Speed Stacks Set - Purple	US GAMES - 1276459 P. 117	\$14.05									As Specified	\$13.23		
472	1	Speed Stacks Set - Red	US GAMES - 1276459 P. 117	\$14.05									As Specified	\$13.23		
473	1	Vinyl Game Boundary Markers - nonskid lines; add a temp line; 4-12" corners														
474	1	Ultra Skin Footballs 31set														
475	1	Balance Master	AS SPECIFIED US GAMES #1272840 P. 104	\$43.00			Flaghouse 7211, As specified	\$40.56	As Specified	\$46.94						
476	1	Multi-size Scooter Storage Cart	US GAMES #1200447 P. 57	\$51.40												
477	1	Rainbow set of mini-cones; 6" high 6/set							Rainbow® Poly Vinyl cones	\$18.84						
478	7	Intermediate sized basketballs "TeachBalls"														
479	1	Polyvinyl Thrown down bases - Orange w/no numbers 4/set	BSN 1235623 P. 48	\$5.40	E/S CSI (03376) P.14	\$6.97	Flaghouse 143	\$5.47	As Specified	\$26.94						
480	1	The Running Man 6/set					Flaghouse 14721	\$62.36								
481	4	Anti-Burst Exercise Balls 66cc or 26"	BSN - 1266160 P. 195	\$11.75	E/S CSI (16288) P.44	\$14.65	Flaghouse 2679	\$11.94					As Specified	\$35.86		
		Ship To:														
		View Ridge Elem														
482	2 sets	Walking Board Set - Curved														
483	1 set	4-way connector for EG863 curved walking Board Set														
484	2	Continuous return Golf Mat					Flaghouse 4598	\$16.69								
485	3 sets	Oversize Tennis Trainers 12/set					Flaghouse 9632	\$0.98								
486	1	Heavy Duty Parachute 30" dia	BSN - 1040036 P. 334	\$87.55	E/S CSI (2166) P.63	\$107.53	Flaghouse 785	\$101.87					As Specified	\$159.00		
487	3 sets	Shark Skin (playball/handball) 6" 6/set														
488	2	Fun Gripper Balls (Soccer)	US GAMES - 80801 P. 242	\$9.45					Size 4 - 8" dia	\$11.44						
489	2 sets	Ultrason Foam Crossbars 6/set	AS SPECIFIED US GAMES #1008074 P. 41	\$31.14												
490	3 sets	Hawaiian Cloth Cover Volleyballs 6/set														
491	1	8" Jumbo Beach Ball	AS SPECIFIED US GAMES #1255751 P. 123	\$68.00												

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ATHLETIC EQUIPMENT & ACCESSORIES BID TABULATION

		BSN/US Games		Cannon Sports		Flaghouse Sports		Gopher Sports		H&L Sports		Palos Sports		School Specialty Sports		
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492	1	Polo Polo game	AS SPECIFIED US GAMES #1041170 P. 137	\$66.50	A/S CSI (9906) P.73	\$71.66	Flaghouse 674	\$71.66								
493	3 sets	Safety Guard Scooters 6/set			CRAMER (21198) P.62 (12")	\$96.94	Flaghouse 1021	\$52.47								
494	2	Scooter Board Storage Rack	US GAMES #6088 P. 57	\$13.70	E/S CSI (13069) P.35	\$194.42	Flaghouse 4795	\$15.57								
495	1 set	Swing N Hop 6/set	AS SPECIFIED US GAMES 1088786 P. 68	\$8.83			Flaghouse 15345	\$13.32								
496	2 sets	Volt Tuft Coated Foam Flying Discs 6/set	AS SPECIFIED VOIT #1092455 P. 108	\$16.92												
497	1	Dynex AV Dock														
		Ship To:														
		Whittier Elem														
498	1	Body Bar® Mini Bars Rack, Black, 22"H x 24"W x 12"D, 20lb, 25357														
499	4 set	SuperSafe Poly PlayGround ball 6/set, rainbow, 8.5", 1-1017307-501	BSN/VOIT - 1033472 P. 317	\$12.24										As Specified	\$18.43	
500	2 set	School Smart (SS) PG balls 6/set, rainbow, 8.5", 1-1004625-501	BSN/VOIT - 1033472 P. 317	\$12.24										As Specified	\$11.77	
501	12	School Smart (SS) PG balls, yellow, 10", 1-1293617-501	BSN/VOIT - VPG10HXL P. 317	\$2.29										As Specified	\$1.82	
502	30	SS Heavy-Duty Beach Balls, rainbow, 12", 1-1263617-501												As Specified	\$0.68	
503	1	Sq Dancing the American Way, CDs & book, 1-006526-501												As Specified	\$15.02	
504	1	Chicken Fat DVD, 1-032889-501												As Specified	\$10.35	
505	1	Chicken Fat CD Music, 1-521214-501												As Specified	\$4.65	
506	20	Mesh Scrimmage Vests (green) youth, 1-1272723-501	BSN - C46YKEXX P. 171	\$1.70	E/S CSI (1369) P.38	\$2.10								As Specified	\$1.06	
507	5	Mesh Scrimmage Vests (red) youth, 1-1272723-501	BSN - C46YSCXX P. 171	\$1.70	E/S CSI (1374) P.39	\$2.10								As Specified	\$1.22	
508	1 set	Heavy-Duty Mesh Storage Bags 6/set, rainbow, 24 x 36, 1-030167-171	US GAMES #1257663 P. 163	\$11.40			Flaghouse 947	\$14.54						As Specified	\$14.46	
509	1	RSK12 Diabolo DVD, 1-1285075-501												As Specified	\$9.49	
510	4 set	Gradestuff Foam Fleets 6/set, rainbow, 8.5", 1-007366-501	AS SPECIFIED VOIT #1092455 P. 108	\$16.92			Flaghouse 7717, softer saucer	\$8.37						As Specified	\$8.97	
511	2 set	6 FeatherLite Batting Tees 6/set, 1-005080-501												As Specified	\$26.21	
512	30	No-Song Volleyball, aqua and pink, 1-030165-501	US GAMES #5686 P. 254	\$5.98										As Specified	\$2.49	
513	2	TwoCourt, yellow & violet, 6' x 12', 1-1277070-501														
514	4	8-1/2" Sportime MAX TwoCourt Ball, yellow& violet, 1-1277068-501												As Specified	\$4.40	
515	2	Sportime BatBouncer, 39" sq, 1-021763-501												As Specified	\$113.32	
516	3	Super-Safe Elite Jr. Handball, yellow, 6 1/4", 1-009378-501												As Specified	\$14.31	
517	1 pr	Crazy Legz Shts, red, 1-007907-501	AS SPECIFIED US GAMES 9900 P. 101	\$60.40			Flaghouse 1064	\$62.73						As Specified	\$32.29	
518	6 pr	Step'n Shts 6 pairs/set, rainbow, 4 7/8" H, 1-1262649-501												As Specified	\$31.77	
519	2	Sense-Of-Time! 5 min, orange, 9 3/4"H, 1-030712-501												As Specified	\$9.17	
520	3 set	SS Rubber Basketballs 6/set, rainbow, mini, 1-016286-501												As Specified	\$16.93	
521	1	Robic 502 Countdown Timer, 1-004270-501	AS SPECIFIED BSN MSSTP502 P. 288	\$12.20	A/S ROBIC (5761) P.99	\$11.45	Flaghouse 9541	\$11.93						As Specified	\$9.77	
522	4	Robic 500E Single-Event Stopwatch, 1-004267-501			A/S ROBIC (5771) P.99	\$11.66								As Specified	\$10.92	
523	3 set	Ultra Foam Shuttle 3/set, 1-018902-501												As Specified	\$6.37	
524	2	40-48" Replacement Bladder, 1-27156-501	AS SPECIFIED BSN #1071450 P. 321	\$29.90	A/S OMNIKIN (1025) P.33	\$31.46								As Specified	\$10.66	
525	1 set	LocoMotorModule Poster Series, 11 x 17, 1-024488-171												As Specified	\$5.56	
526	1	JuggleTime DVD, 1-1285067-501												As Specified	\$6.49	
527	1	Bowling Ball, rainbow, 3 lb, 1-027185-501	US GAMES 1181623 (PRISM PACK) P. 27	\$173.40			Flaghouse 14963	\$172.87						As Specified	\$26.16	
528	2	Master Pogo Stick, up to 160lb, 1-025512-501	AS SPECIFIED US GAMES #1237825 P. 101	\$34.20										As Specified	\$26.17	
529	1	MedBallRak, 55" W x 15"D x 35"H, 1-1261635-501												As Specified	\$48.74	
530	2	Ultimax Phymetrix, green, 3 kilo, 1-008794-501												As Specified	\$35.01	
531	2	Ultimax Phymetrix, light blue, 4 kilo, 1-009251-501												As Specified	\$45.40	
532	2	Fox 40 Mini, 1-1318201-501												As Specified	\$3.17	
533	4	Duck Walker, 1-031863-501												As Specified	\$5.43	
534	1 set	CoreLaps 6/set, 1-033096-501												As Specified	\$29.99	
535	2	AX120XL Accusplit Pedometer, 1-025287-501												As Specified	\$14.41	
536	1	ShoulderFolders, 1-030846-501												As Specified	\$21.83	
537	1 set	BeanBagFrogs 6/set, 1-1005617-501	US GAMES 1064254 P. 124	\$8.24			As Specified	\$12.94						As Specified	\$4.28	
538	1 set	Indestructible BeanBag FROG 6/set, 1-026664-501	US GAMES 1064254 P. 124	\$8.24										As Specified	\$14.40	
539	1 set	BeanBagTurtles 6/set, 1-1004597-501	US GAMES 1064261 P. 124	\$8.24			As Specified	\$12.94						As Specified	\$6.07	
540	1 set	Indestructible BeanBag Turtles 6/set, 1-007339-501	US GAMES 1064261 P. 124	\$8.24										As Specified	\$14.48	
541	1 set	BeanBagGorillas 6/set, 1-010537-501	US GAMES 1064308 P. 124	\$9.60										As Specified	\$12.42	
542	1 set	BeanBagBunnies 6/set, 1-004480-501	US GAMES 1064292 P. 124	\$8.24												
543	4	RollerRacer "5000" I, 1-008714-501	AS SPECIFIED US GAMES #742 P. 58	\$64.00	A/S MASON (2130) P.62	\$69.93	Flaghouse 5700	\$66.26	As Specified	\$74.44		As Specified	\$70.53	As Specified	\$64.19	
544	1	1-StackMat (Competition Timer & Mat) 1-018519-501												As Specified	\$20.42	
545	1	On the Move Activity Guide, 1-088516-501												As Specified	\$6.72	
546	2 set	Volley: SuperSkin-2 Soft 6/set, rainbow, 8 1/4", 1-030484-501												As Specified	\$63.64	
547	2 set	Volley: SuperSkin-2 Soft 6/set, rainbow, 8 1/4", 1-030472-501												As Specified	\$93.47	
548	1 set	Volley: ZeroBounce Soccer Balls 6/set, rainbow, 8 1/4", 1-031912-501												As Specified	\$93.78	
549	2 doz	Peacock Feathers per dozen, 1-004070-501	AS SPECIFIED US GAMES #15116 P. 127	\$23.68			Flaghouse 11379	\$12.32				As Specified	\$15.93	As Specified	\$8.42	
550	1	Skip-It / Double Dutch Style DVD, 1-1301417-501												As Specified	\$11.63	
551	7	Mini Football, 1-031569-501	AS SPECIFIED US GAMES 1088779 P. 108	\$15.52			Flaghouse 11314	\$16.27				As Specified	\$27.83	As Specified	\$2.16	
552	1 set	Spin Jumper, rainbow, US-1088779														

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Bid Item #	Est Qty	Item Description	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price	"As Specified" or Describe Alternate Item Proposed	Unit Price
553	2	Push Up Training Mat, US-1267167	AS SPECIFIED US GAMES 1267167 P. 153	\$25.50			Flaghouse 15682	\$23.47					25060	\$27.93		
554	3 set	MacGregor Multicolor Basketballs, rainbow, Lil Champ 22", US-1268935	AS SPECIFIED US GAMES #1268935 P. 209	\$15.00												
555	1	Christy Lane's Square Dancing Today DVD, CL009DVD														
556	1	Christy Lane's Square Dancing Today CD, CL009														
557	1	Christy Lane's Square Dancing Today Guide, CL010														
558	1	Get Ready to Square Dance CD (K-3), ACC68														
559	1	Jump Rope: Original Instructional DVD, MR10DVD														
560	1	Jump Rope: Kids Workout DVD, MR30DVD														
561	1	Ropeworks For Kids DVD, RW01DVD														
562	1	ATEC Sports Net II, T0488	AS SPECIFIED BSN #BBSPTINT P. 78	\$73.28												
563	1 set	PE Foam Javelin, assorted, 3' long, 56906SET	US GAMES #1216738 P. 41	\$24.60												
564	1	The Duel Game, AT2064	AS SPECIFIED US GAMES #10887550 P. 102	\$36.60									As Specified	\$44.73		
565	1	Circuit Trainer (timer) 14333	US GAMES/FIVE FOR LIFE #1248234 P. 174	\$201.69									As Specified	\$103.93		
566	2 set	Nobbie Footballs, rainbow, 9' long, 10448SET											As Specified	\$23.33		
567	2 set	Nobbie Balls, rainbow, 8", 12138SET														
568	1	Mini Basketball, red, white, blue, mini, BBRWB					Flaghouse 9478, tan only	\$3.27								
569	1	Mini Basketball, rainbow, mini, 8CBB					Flaghouse 9478, tan only	\$3.27								
570	2	Colored Chickens, rainbow, 9", 2997	US GAMES #1151992 P. 120	\$9.60									As Specified	\$23.13		
571	1	Balancing Egg, G2129	AS SPECIFIED US GAMES #1137354 P. 102	\$32.90									As Specified	\$32.23		
		Ship To:														
		Woodside Elem														
572	1	Passport PD-250, plus Portable PA Systems	US GAMES/AMPLIOX - 282221 P. 196	\$623.00												
573	1	Base SoundDock 10 Silver 120v							As Specified	\$69.95			As Specified	\$709.93		
574	1	Jumbo Cone Caps Station Markers 6/set	BSN - 5TBALOC P. 120	\$132.00	E/S CSI (13121) P. 35	\$267.98	Flaghouse 144	\$67.83			As Specified	\$280.00	As Specified	\$251.93		
575	1	Deluxe Portable Ball Locker	BSN - 1040036 P. 334	\$87.55	A/S CSI (2166) P. 63	\$107.53	Flaghouse 785	\$101.87					As Specified	\$185.33		
576	1	Deluxe Parachutes 30" diameter w/24 handles	AS SPECIFIED US GAMES 1267167 P. 153	\$25.50			Flaghouse 15682	\$23.47			As Specified	\$42.00	As Specified	\$27.93		
577	4	Push Up Training Mat	BSN - SNVBRP P. 250	\$13.20	A/S REGENT (51180) P. 120	\$16.40	Flaghouse 117	\$11.23					As Specified	\$19.13		
578	2	Economy Volleyball Nets	AS SPECIFIED US GAMES #1274097 P. 125	\$8.90												
579	12 sets	Bean Bag Shapes 2.5' cube	AS SPECIFIED US GAMES #1249682 P. 92	\$51.48									As Specified	\$51.13		
580	1 set	5" Numbered Poly Spots (1-30)	US GAMES 215 P. 29	\$12.40			Flaghouse 15213	\$7.78								
581	2 dz	Fleece Balls Prism Pack	US GAMES 1260 P. 96	\$6.00												
582	2	Streamers														
583	2 dz	Juggling Scarves	US GAMES 1206258 P. 127	\$4.44			Flaghouse 5473	\$7.27								

Board Agenda Request Form

Date of Board Meeting:

March 23, 2010

6. a.

Subject

Title: **Proposed Revised Policy 1441—Audience Participation (first reading)**

Recommendation:

Background

During the Board's January workshop, discussion occurred regarding the existing provisions of the Board's policy on accepting public comment during meetings. The Board's legal counsel was consulted regarding the current state of applicable court cases and statutory interpretation on the subject. The board has received formal legal advice, which has been independently verified by secondary counsel, on the matter of regulating public comment during a meeting. In summary, with limited exception the board is not obligated to accept public comment at a Board meeting (exceptions include budget hearings, school closure hearings, policy adoption). It is customary for school boards to include time for public comment on agenda items and on non-agenda items. The board may regulate the time, place, and certain manner of comment by the public. As a result of these legal reviews and advice, extensive revisions to Board Policy 1441 have been prepared for Board consideration and are provided for first reading, with adoption to be recommended at a future Board meeting

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn

The Board of Directors

Audience Participation

The Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. The Board will provide a period of up to 15 minutes during its regular meetings during which the public may comment on non-agenda issues. The Board will also allow individuals to express an opinion prior to Board action on agenda items. If the entire 15 minutes has been used for non-agenda issues, the Board will provide an additional period of up to 10 minutes for public comment on agenda items.

The president of the Board may limit the total amount of time dedicated to public comment at any meeting.

Individuals wishing to address the Board shall sign a Public Comment card available from District staff. The Board president will recognize individuals on a first come, first served basis determined by the order of Public Comment card submission to the Board, unless the president determines another priority method better meets the Board's needs. After being recognized by the Board president, individuals will proceed to make comments, limiting themselves to three (3) minutes. Groups or organizations may designate a spokesperson for the group or organization who will limit his/her remarks to five (5) minutes. Where a spokesperson addresses the Board on behalf of a group or organization, other members of that same group or organization shall be limited to an additional two minutes. The Board requires that those addressing the Board be either residents or employees of the District or the representative of such residents or employees. Any representative of a firm eligible to bid on materials or services solicited by the District shall also be entitled to comment. The Board president may interrupt or terminate an individual's statement when it is too lengthy, repetitious, profane, irrelevant, or otherwise disruptive. The Board as a whole shall have the final decision on the appropriateness of all such rulings.

Limits on public comment at Board meetings are set to allow others a fair and adequate opportunity to be heard, to assure that the regular agenda of the Board is completed, to use the Board's time efficiently, and to maintain an orderly and respectful exchange of ideas and opinions. The public may also provide input to the Board or District administrators outside of meetings by means of written correspondence.

Individuals with disabilities who may need an accommodation to participate in a meeting should contact the Superintendent's office no later than three (3) working days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for an accommodation can be made.

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¶ Near the beginning of the meeting, the president will allow any individual to speak to any other issues. Speakers must sign a Public Comment card prior to addressing the Board.¶

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Legal References: RCW 42.30.030
RCW 42.30.050

Meetings declared open and public
Interruptions—Procedures

Adopted: November 21, 1980
Revised: April 22, 1996
Updated: March 2001
Revised: March 11, 2003

THE BOARD OF DIRECTORS

Audience Participation

At the beginning of each meeting, after the Board has adopted the agenda, the Board president will recognize individuals who wish to speak to the Board. The Board president may determine that public comment on some agenda items will be taken later in the meeting.

Persons who wish to speak to the Board shall:

1. Sign a Public Comment card identifying themselves by name and address and noting the agenda item or other issue that they wish to address;
2. Provide the Public Comment card to the Superintendent or designee in order to be recognized by the Board president on a first come, first served basis, or other method as determined by the president.
3. Refrain from comments that are repetitious, profane, irrelevant, or otherwise disruptive;
4. Limit their presentations to three(3) minutes or, in the case of a spokesperson for a group or organization to five (5) minutes. Where a spokesperson addresses the Board on behalf of a group or organization, other members of that same group or organization shall be limited to an additional two minutes.

The Superintendent may designate District staff to facilitate the public comment process, including collection of Public Comment cards, recognition of those who wish to speak, and monitoring of the time taken by speakers.

Adopted: September 26, 1994
Revised: April 22, 1996
Updated: March 2001

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~~¶ The Board may limit comment to those persons who reside in or are employed by the District or to persons who represent residents or employees.¶~~

~~¶ Any representative of a firm eligible to bid on materials or services solicited by the Board shall also be entitled to comment.¶~~

~~¶ The Board will disallow public comment on issues related to collective bargaining negotiations, current or pending; personnel issues; litigation, current or pending; and the sale or lease of public property.¶~~

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Board Agenda Request Form

Date of Board Meeting:

6. b.

Subject

Title: Proposed New Policy 3424 – Student Sports and Athletic Related Activities—Concussion and Head Injuries
First Reading

Recommendation: The superintendent's cabinet has reviewed this policy and recommends the Board of Directors approve the new policy as submitted.

Background

Purpose/Summary: The proposed new policy corresponds with recommendations provided by the Washington State School Director's Association as a result of the Zackery Lystedt law which was passed during the 2009 legislative session in response to a head injury suffered by Tahoma School District student Zack Lystedt in a 2006 junior high school football game.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Molly Ringo

Contact Person(s): Molly Ringo

Signature: Molly Ringo

Approval

Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

☐ Approved

☐ Denied

☐ Revised (see attached)

By: _____
Associate Superintendent, Chief Academic Officer

By: M. M. C. L.
Associate Superintendent, Chief Instructional Officer

Date: _____

Date: 3/5/10

Comments:

STUDENTS

Student Sports and Athletic Related Activities — Concussion and Head Injuries

Consistent with Washington law, the District will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information and forms to inform and educate coaches, advisors, students, athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the District will distribute a head injury and concussion information sheet to all parents and guardians of student participants in sports and identified activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any practice or competition. Until this acknowledgement form is returned and on file with the District, the student may not practice or compete.

All coaches and advisors, including volunteers, will complete training as required by the District procedure. Additionally, all coaches of competitive sport activities will comply with WIAA guidelines for the management of head injuries and concussions.

<u>Cross References:</u>	<u>Policy 4333</u>	<u>Non School Use of Buildings, Grounds and Equipment</u>
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<u>Legal References:</u>	<u>RCW 28A.600.190</u>	<u>Youth sports—Concussion and head injury guidelines—Injured athlete restrictions—Short title</u>
	<u>RCW 4.24.660</u>	<u>Liability of school districts under contracts with youth programs.</u>

7. a.

Subject

Proposed Tuition for Pre-School Program

The administration recommends the Board of Directors approve a tuition fee of \$116 per month per student for non-special education pre-school students for the 2010-2011 school year.

A requirement of the reauthorization of the Individuals with Disabilities Education Act (IDEA) is that the district provides a continuum of services for students, including those of a pre-school age of 3 to 5 year olds. A requirement of the state and federal government is that this continuum of services includes an inclusive pre-school classroom environment for those students who have been identified as needing such an environment. An inclusive pre-school model would include non-special education students in the classroom. The administration proposes that the cost of providing a pre-school program for the non-special education students be covered with levy funds and student tuition.

First Reading was presented at the March 9, 2010 Board meeting.

Revised 06/22/09

Board Agenda Request Form

Date of Board Meeting: 3/23/10

7. b.

Subject

Title:

2010-2013 Curriculum and Technology Plan for Student Learning

Recommendation:

The Administration recommends the Board of Directors approve the District's revised 2010-2013 Curriculum & Technology Plan for Student Learning.

Background

Purpose/Summary:

The presentation will outline and summarize the 2010-2013 Curriculum & Technology Plan for Student Learning. The district's Curriculum & Technology Plan for Student Learning is a framework for effectively using technology to enhance student learning. It establishes flexible solutions that maximize current inventories and identified and addresses gaps in technology that enable the teaching and learning of 21st century skills across all curriculum areas.

The plan will enable the District to apply for full approval from OSPI and eligibility for state and federal grants. Deadline for submission of our Technology and Learning Plan to ESD 189 is April 5th, 2010.

Previous Related Action:

Technology and Learning Plan revision approved – Fall, 2006
Technology and Learning Plan revision approved – Spring, 2004
Technology and Learning Plan certification extension authorized – January, 2003
Technology and Learning Plan revision approved – Winter, 2001
Technology and Learning Plan revision approved – Spring, 1998
Original Technology and Learning Plan approved – Winter, 1997

Additional Information

Agenda Placement:

☐ Information

☒ Action

☐ Consent Agenda

☐ Attachment(s)

Presentation Time 30 Minute(s)

of pages 18

Submitted By: Ken Toyn

Contact Person(s): Jeanne Willard

Signature: 

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☐ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: _____

Date: _____

Comments:

Board of Directors

Ed Petersen
President

Kristie Dutton
Vice-President

Carol Andrews

Jessica Olson

Jeff Russell

Dr. Gary Cohn
Superintendent



March 23, 2010

Julia Fallon, Educational Technology, OSPI
PO Box 47200
600 Washington Street SE
Olympia, WA 98504-7200

To Whom it May Concern:

On behalf of the Board of Directors of the Everett Public Schools, please accept this letter of strong support for our 2010-2013 Curriculum and Technology Plan for Student Learning through June, 2013.

Technology will play a key role in helping students achieve high standards in all content areas. To this end, we intend to continue to support the teaching and learning of 21st century skills across all curriculum areas for all students.

We have identified funding sources to ensure the success of this plan, and have committed the resources to ensure the successful implementation of the plan. It is our intent to review and revise this plan on an annual basis to meet the needs of our community.

Sincerely,

Ed Petersen
President, Board of Directors

Dr. Gary Cohn
Superintendent



2010-2013 Curriculum & Technology Plan for Student Learning

March 23rd, 2010

**"The challenge is to find the right mix of reliability and flexibility and the right mix of tried-and-true techniques with novel but promising ideas."
– Dan Connolly**

OSPI Tech Planning Cycle & Requirements

- Tech planning cycle runs through April 5, 2010
– the submission deadline for district tech plans.
- A state-approved district technology plan makes it possible to meet two important compliance obligations:
 - Eligibility provisions of Title II, Part D, the EETT (Enhancing Education Through Technology) grant program, which supports technology acquisition, integration and literacy.
 - E-rate requirements that demand a state-approved district technology plan.

2009-10 School Year Tech Planning Process

- Developed a state-approved district technology plan to meet compliance obligations
- Met with Groups across District:
 - Principals, including Aug 17th, 2009 Meeting
 - Curriculum Specialists
 - Special Education Department
 - Teachers, including Curriculum & Technology Teacher Leaders, K-8 Technology Specialists, Teacher-Librarians, and others
 - Students, including 8th Grade UA Computer Labs

First Key Idea

- Professional Development
 - Prepare teachers to facilitate critical thinking and problem-solving in our classrooms, ensuring our students succeed in the 21st century.
 - Present new ways to deliver instruction and to engage students across the learning spectrum using technology.

Second Key Idea

- Modernization
 - Current technology in the district – from computers, printers, software, to information systems – is the accumulation of the last 15 years of technology bonds and levies.
 - Classroom computers, projectors and printers are at the end of their life cycle.

First Key Idea + Second Key Idea = Vision Statement

The district's 2010-2013 Curriculum & Technology Plan for Student Learning is a framework for effectively using technology to enhance student learning. It establishes flexible solutions that maximize and modernize current inventories and identifies and addresses gaps in technology that enable the teaching and learning of 21st century skills across all curriculum areas.



Organization of the 2010-2013 Plan

- Vision Statement
- Five Goals
 - Improve Technology Access: Goals #1 & #2
 - Professional Development Supporting Technology Proficiencies & Integration (OSPI Required): Goals #3, #4 & #5
- Network & Operations Plan
- Appendix
 - Grappling's Technology and Learning Spectrum
 - OSPI's Technology Integration Tiers
 - EPS 2010-2011 Technology Planning: Year One

Goal #1: Improve Technology Access (Modernization)

- Strategy:
 - Establish flexible solutions that maximize and modernize current inventories and identify and address gaps in technology to enable the teaching and learning of 21st century skills across all curriculum areas
- Technology Modernization Project

Goal #2: Improve Technology Access (Data and Assessment)

- Strategy:
 - Provide systematic support for a 21st century data and testing environment for the improvement of student learning
- Student Information Systems
- Resources and Capacity for State Online Assessments

Groundwork for Professional Development Goals

- Grappling's Technology & Learning Spectrum
 - "Just-in-Time"
 - Transformative
- OSPI Tiers of Technology Integration
 - Tier 3: "Teachers enable students to . . ."
- Three District-wide Surveys: Proficiency, Integration, and Leadership
 - 8th Grade Students, Teachers, and Administrators

Goal #3: Technology Literacy of 8th-Grade Students

- Strategy:
 - Develop authentic, integrated ways to solve problems, complete projects, and creatively extend students' abilities to prepare to work, live, and contribute in the 21st century through foundational technology skills
- 70% of students surveyed identified themselves as using technology at a Transformative Level (Tier 3); Goal for 2013 is 75%
- Professional development focus on students effectively using a variety of technologies

Goal #4: Technology Integration Skills of Teachers

- Strategy:
 - Utilize 21st-century knowledge, strategies, and skills to create an effective and motivational learning environment by integrating technology into everyday instruction
- 65% of teachers surveyed identified themselves as using technology at a Transformative Level (Tier 3); Goal for 2013 is 70%
- Professional development focus on learner-centered strategies and solving authentic problems

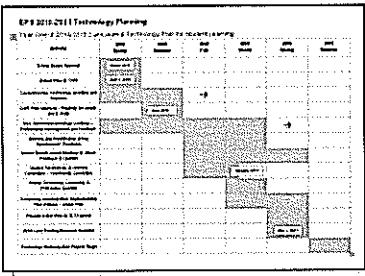
Goal #5: Technology Proficiencies of Administrators, Teachers & Teacher-Librarians

- Strategy:
 - Apply 21st-century knowledge, strategies, and skills to improve and enhance productivity and professional practice in support of student learning
- 75% of staff surveyed identified themselves as using technology at a Transformative Level (Tier 3); Goal for 2013 is 80%
- Professional development focus on communicating a shared vision of effective instruction using technology

Network & Operations Plan

- OSPI Technology Survey & CIPA Compliance
- Network & Telecommunications Plan
 - Voice, Data & Video Strategies
- Technology Assessment
 - District technology standards
 - District technology budget estimates
 - Budget estimates and timeline for maintenance, upgrade and support strategies.

Year One Milestones



The Year Ahead

- 2010-2011 will allow us to:
 - Continue gathering feedback from key groups to identify technologies that address the instructional needs of students in Everett Public Schools.
 - Develop a comprehensive three-year technology modernization plan.
- Funding from the tech levy will become available in May 2011.

Thank you!

- Ken Toyn, Director, Information Systems
- Scott Jenkins, Information Systems
- Jeanne Willard, Instructional Technology and Curriculum & Assessment

2010-2013 Curriculum and Technology Plan for Student Learning



Everett Public Schools

Spring 2010

Original Plan, Winter 1997
Revised, Spring 1998
Revised, Winter 2001
Revised, Spring 2004
Revised, Spring 2007

Vision Statement

Vision Statement

The district's Curriculum & Technology Plan for Student Learning is a framework for effectively using technology to enhance student learning. It establishes flexible solutions that maximize and modernize current inventories and identifies and addresses gaps in technology that enable the teaching and learning of 21st century skills across all curriculum areas.



Technology Goals

Technology Goal # 1 — Improve Technology Access (Modernization)

S.M.A.R.T. Goal: By the spring of 2013, reflective feedback from key stakeholders in Everett Public Schools will demonstrate the effectiveness of the technology modernization process.

Strategy

Establish flexible solutions that maximize and modernize current inventories and identify and address gaps in technology to enable the teaching and learning of 21st century skills across all curriculum areas

Rationale

Current and new technology solutions are more effective when they are available "just in time" for student learning and high-quality instruction, accessible, flexible, and shared across the curriculum areas.

Evaluation Procedure

Reflective Feedback from Key Stakeholders of Impact on Student Learning

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Estimated Cost & Funding Source
District will develop and implement process for how current technology solutions and inventories can be used more effectively to support student learning, high-quality instruction, and adopted curriculum	Action research process for collecting and reflecting on current technology usage	Collect observational data and feedback Computer usage reports	District Instructional Technology Team	6/1/2010-6/30/2013	Results from district inventory	Current staff costs
District will develop and implement process to modernize outdated technology solutions and inventories, when they no longer support student learning, high-quality instruction, and adopted	Action research process for collecting and reflecting on current technology usage	Collect observational data and feedback Computer usage reports	District Instructional Technology Team, Administrators, Teachers	6/1/2010-6/30/2013	Meetings with teacher groups for feedback and professional development Network system	Current staff costs

curriculum					reports and inventory	
District will identify and deploy new technology solutions that allow for flexibility and accessibility within schools and across all curriculum areas	Technology conferences and workshops Building-based trainings	Collect observational data and feedback Computer usage reports	District Instructional Technology Team, Administrators, Teachers, Technical Support Staff	6/1/2011-6/30/2013	New equipment purchases Trainings to support new equipment purchases	Estimated \$2,000,000 per year starting May 2011, Capital Levy funds, Annual Technology Modernization Project (Pending Articulated Action Plan, Winter 2011)
District will adapt to new student needs and learning environments and identify new learning models that are engaging to students in the 21st century, including online textbooks and other electronic resources	Technology conference and workshops Classroom observations of district technology pilots OSPI technology trainings for EETT Peer & TL21 grant recipients Site visits to other districts Building-based trainings Curriculum specific trainings	Collect observational data and feedback Annual EPS Technology Integration, Proficiency & Leadership Surveys	District Instructional Technology Team, Curriculum Specialists, EETT Peer Grant Recipients, TL21 Grant Recipients, Technology Impact Pilot Participants, and Curriculum & Technology Teacher Leaders	6/1/2010-6/30/2013	Meetings with Curriculum & Technology Teacher Leader Cadre New equipment purchases and deployment Trainings to support new equipment purchases Release days Blackboard Google, Moodle, Edublogs Discovery Education Math Whizz READ 180	Costs included in Annual Technology Modernization Project \$50,000 EETT formula funds, Curriculum & Technology Teacher Leader budget \$36,000 EETT Peer Grants, Cadre 3, Year 2 recipients \$14,000 TL21 Grants, Cadre 1, Year 2 recipients \$80,000 General fund \$90,000 Capital Levy funds

Technology Goals

Technology Goal # 2 — **Improve Technology Access (Data and Assessment)**

S.M.A.R.T. Goal: By the spring of 2013, reflective feedback from key stakeholders in Everett Public Schools will demonstrate the effective systematic support for the data and testing environment.

Strategy

Provide systematic support for a 21st century data and testing environment for the improvement of student learning

Rationale

An assessment and reporting solution supports a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments.

Evaluation Procedure

Reflective Feedback from Key Stakeholders of Impact on Student Learning

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Estimated Cost & Funding Source
District will select an integrated assessment and reporting solution to collect, display, and communicate data and to allow for the integration of common assessments into general data collection for the improvement of student learning	District-wide and building-based trainings	Collect observational data and feedback	District Instructional Technology Team, Student Information Systems Team, Curriculum & Assessment Team	6/1/2010-6/30/2011	Online assessment & reporting solution Trainings associated with implementation	\$600,000 Capital Levy funds \$230,000 General fund
District will implement an assessment and reporting solution that emphasizes useful feedback on student performance that is embedded into everyday	Building-based trainings	Collect observational data and feedback	District Instructional Technology Team, Curriculum & Assessment	9/1/2010-6/30/2013	Trainings associated with implementation	Costs included in funding for online assessment and reporting solution, \$45,000 Capital Levy funds

Learning			Team			
District will develop capacity and resources for the administration of online state assessments	Building-based trainings	Collect observational data and feedback from administration of state assessments	District Instructional Technology Team, Curriculum & Assessment Team, Technical Support Staff	9/1/2010-6/30/2013	Administrator and teacher trainings	Current staff costs

Technology Goals

Technology Goal # 3 — Technology Literacy of 8th-Grade Students

S.M.A.R.T. Goal: By the spring of 2013, 75% of all 8th-grade students in Everett Public Schools will demonstrate proficient adaptive and transformative uses of technology (OSPI's Technology Integration Tiers 2 and 3, respectively) as indicated by Grappling's Technology and Learning Spectrum.

Strategy

Develop authentic, integrated ways to solve problems, complete projects, and creatively extend students' abilities to prepare to work, live, and contribute in the 21st century through foundational technology skills

Rationale

"To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability." (Enhancing Education Through Technology Requirement, NCLB, Title II, D Goal 2-A)

Evaluation Procedure

Annual Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Estimated Cost & Funding Source
Students will create original works as a means of personal or group expression using appropriate technology.	K-8 Technology Specialist meetings LID training Summer technology Institute with ESD 189	Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students	District Instructional Technology Team, K-8 Technology Specialists, ESD 189	6/1/2010-6/30/2013	After school meetings LID training Summer technology institute with ESD 189 Google, Moodle, Edublogs	Costs included in LID training \$5,000 EETT formula funds Costs included in Google and Moodle Network Coop Support, \$1,700 General fund Costs included in Edublogs subscription, \$2,300 Capital Levy funds
Students will identify and define authentic problems and significant questions for	Curriculum & Technology Teacher Leader after school	Collect observational data and feedback Analyze Annual	District Instructional Technology	6/1/2010-6/30/2013	Student Technology & Learning	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT

investigations using appropriate technology.	meetings Summer technology institute with ESD 189 Technology conferences and workshops	Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students	Team, Curriculum Specialists, Curriculum & Technology Teacher Leaders, ESD 189		Celebration After school meetings Release days Summer technology institute with ESD 189 Elementary Netbook Pilot	formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds \$30,000 Capital Levy funds, Elementary Netbook Pilot
Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	Teacher-Librarian meetings Summer technology institute with ESD 189 Technology conferences and workshops	Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students	District Instructional Technology Team, Curriculum Specialists, Teacher-Librarians, ESD 189	6/1/2010-6/30/2013	After school meetings Summer technology institute with ESD 189 Worldbook, ABC-CLIO, ProQuest, Opposing Viewpoints, Turnitin Elementary Netbook Pilot	Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in Elementary Netbook Pilot, \$30,000 Capital Levy funds \$50,000 Capital Levy funds
Students will interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	Courses provided by Internet Technology Specialist Summer technology institute with ESD 189	Course evaluations Analyze Annual Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students	District Instructional Technology Team, Internet Technology Specialist, Classroom Teachers, ESD 189	6/1/2010-6/30/2013	Courses Summer technology institute with ESD 189 Google, Moodle, Edublogs	Current staff costs Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in Google and Moodle Network Coop Support, \$1,700 General fund Costs included in Edublogs

						subscription, \$2,300 Capital Levy funds
Students will select and use applications effectively and productively.	Summer technology institute with ESD 189	Course evaluations Analyze Annual Everett Public Schools' Technology Proficiency Survey for 8th-Grade Students	District Instructional Technology Team, ESD 189, Classroom Teachers	6/1/2010-6/30/2013	Summer technology institute with ESD 189	Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds

Technology Goals

Technology Goal # 4 — Technology Integration Skills of Teachers

S.M.A.R.T. Goal: By the spring of 2013, 70% of all teachers in Everett Public Schools will demonstrate proficient adaptive and transformative technology integration (OSPI's Technology Integration Tiers 2 and 3, respectively) as indicated by Grappling's Technology and Learning Spectrum.

Strategy

Utilize 21st-century knowledge, strategies, and skills to create an effective and motivational learning environment by integrating technology into everyday instruction

Rationale

"Applied effectively, technology implementation not only increases student learning, understanding, and achievement but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills." (Howard Pitler, et al., Using Technology with Classroom Instruction that Works, 2007)

Evaluation Procedure

Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Estimated Cost & Funding Source
Teachers will engage in professional development to engage students in exploring real-world issues and solving authentic problems using digital tools and resources.	Curriculum & Technology Teacher Leader after school meetings Teacher-Librarian meetings Curriculum specific trainings, including CTE Summer technology institute with ESD 189 Technology conference and	Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	District Instructional Technology Team, Curriculum Specialists, Curriculum & Technology Teacher Leaders, Teacher-Librarians, ESD 189	6/1/2010-6/30/2013	Student Technology & Learning Celebration After school meetings Release days Summer technology institute with ESD 189 Elementary Netbook Pilot	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in Elementary Netbook Pilot, \$30,000 Capital Levy funds \$30,000 Capital Levy funds

Teachers will engage in professional development to provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.	workshops	Building-based trainings After school trainings Summer DRA2 training READ 180 Day 1, Day 2 Trainings & PLCs	Training evaluations Classroom visits and walkthroughs Analyze Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers Progress Report Survey Annual READ 180 Implementation Surveys	District Instructional Technology Team, Curriculum & Assessment Team, Elementary Literacy Team	6/1/2010-6/30/2013	AVID Netbook Pilot Online assessment & reporting solution Gradebook Progress Reports DRA2 Online Management System READ 180	Costs included in Annual Technology Modernization Project (see above) \$200,000 Capital Levy funds \$105,000 General fund
Teachers will engage in professional development to model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	Teacher-Librarian meetings Summer technology institute with ESD 189 Technology conference and workshops	Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	District Instructional Technology Team, Curriculum Specialists, Teacher-Librarians, ESD 189	6/1/2010-6/30/2013	After school meetings Summer technology institute with ESD 189 Worldbook, ABC-CLIO, ProQuest, Opposing Viewpoints, Turnitin Elementary Netbook Pilot AVID Netbook Pilot	Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in Library, Social Studies, and Plagiarism software licensing, \$50,000 Capital Levy funds Costs included in Elementary Netbook Pilot, \$30,000 Capital Levy funds Costs included in AVID Netbook Pilot, \$30,000 Capital Levy funds	

Teachers will engage in professional development to address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.	District-wide and building-based trainings Technology conference and workshops Curriculum and program specific trainings, walkthroughs Technology conference and workshops	Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	District Instructional Technology Team, Special Education, Categorical Programs, Curriculum Specialists	6/1/2010-6/30/2013	SEAS IEP Management System Assistive technologies GoalView 504 Management System AVID Netbook Pilot Personal Device Access Pilot	\$28,000 Capital Levy funds Costs included in AVID Netbook Pilot, \$30,000 Capital Levy funds
Teachers will exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.	Curriculum & Technology Teacher Leader after school meetings K-8 Technology Specialists meetings Teacher-Librarian meetings Curriculum specific trainings, including CTE Summer technology Institute with ESD 189 Technology conference and workshops	Training evaluations Collect observational data and feedback Analyze Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	District Instructional Technology Team, Curriculum Specialists, ESD 189, Classroom Teachers	6/1/2010-6/30/2013	Student Technology & Learning Celebration LID training After school meetings Release days Summer technology institute with ESD 189	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in LID training

Technology Goals

Technology Goal # 5 — Technology Proficiencies of Administrators, Teachers & Teacher-Librarians

S.M.A.R.T. Goal: By the spring of 2013, 80% of all administrators, teachers and teacher-librarians in Everett Public Schools will demonstrate proficient adaptive and transformative uses of technology (OSPI's Technology Integration Tiers 2 and 3, respectively) as indicated by Grappling's Technology and Learning Spectrum.

Strategy

Apply 21st-century knowledge, strategies, and skills to improve and enhance productivity and professional practice in support of student learning

Rationale

"Those who lead our classrooms must be proficient users of digital technologies as well as highly capable technology integrators whose instructional practice is compatible with a student-centered, project-oriented learning environment." (Technological Proficiencies of Administrators, Teachers and Teacher-Librarians Certified by Washington State, PDF, OSPI Website, February 2010)

Evaluation Procedure

- 1) Annual Everett Public Schools' Technology Leadership & Proficiency Survey for Administrator and 2) Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers

Activities & Tasks	Professional Development	Monitoring Effectiveness	Who Is Responsible	Timeline	Resources	Estimated Cost & Funding Source
Administrators, Teachers & Teacher-Librarians will engage in an ongoing process to develop, implement, and communicate a shared vision for technology's role in teaching and learning.	TAC, SLT, and principal meetings Curriculum & Technology Teacher Leader after school meetings K-8 Technology Specialists meetings Curriculum specific trainings, including CTE Summer technology	Collect observational data and feedback Analyze 1) Annual Everett Public Schools' Technology Leadership & Proficiency Survey for Administrator and 2) Annual Everett Public Schools' Technology Integration & Proficiency Survey	District Instructional Technology Team, Technology Advisory Council, Principals, Curriculum Specialists	6/1/2010-6/30/2013	Student Technology & Learning Celebration LID training After school meetings Release days Summer technology institute with ESD 189	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in LID training

	institute with ESD 189 Technology conferences and workshops	for Teachers			2010-2013 Curriculum & Technology Plan for Student Learning	
Administrators, Teachers & Teacher-Librarians will facilitate and participate in learning communities that stimulate, nurture, and support the study and use of technology.	TAC, SLT, and principal meetings Curriculum & Technology Teacher Leader after school meetings Curriculum specific	Collect observational data and feedback Analyze 1) Annual Everett Public Schools' Technology Leadership & Proficiency Survey	District Instructional Technology Team, Technology Advisory Council, Principals,	6/1/2010-6/30/2013	LID training After school meetings Release days Summer technology institute with	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula

	trainings, including CTE Summer technology institute with ESD 189 Technology conferences and workshops	for Administrator and 2) Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	Curriculum Specialists, Classroom Teachers		ESD 189	funds Costs included in LID training
Administrators, Teachers & Teacher-Librarians will model and promote the frequent and effective use of technology for learning.	TAC, SLT, and principal meetings Curriculum & Technology Teacher Leader after school meetings Curriculum specific trainings, including CTE Summer technology institute with ESD 189 Technology conferences and workshops	Collect observational data and feedback Analyze 1) Annual Everett Public Schools' Technology Leadership & Proficiency Survey for Administrator and 2) Annual Everett Public Schools' Technology Integration & Proficiency Survey for Teachers	District Instructional Technology Team, Technology Advisory Council, Principals, Curriculum Specialists, Classroom Teachers	6/1/2010-6/30/2013	Student Technology & Learning Celebration LID training After school meetings Release days Summer technology institute with ESD 189	Costs included in Curriculum & Technology Teacher Leader budget, \$50,000 EETT formula funds Costs included in Summer Technology Institute with ESD 189, \$5,000 EETT formula funds Costs included in LID training
Administrators, Teachers & Teacher-Librarians will collaborate to collect and analyze data, interpret results, and share findings to improve staff performance and student learning.	TAC, SLT, and principal meetings Building-based trainings Curriculum and program specific trainings	Collect observational data and feedback Analyze 1) Annual Everett Public Schools' Technology Leadership & Proficiency Survey for Administrator and 2) Annual Everett Public Schools' Technology Integration &	District Instructional Technology Team, Technology Advisory Council, Principals	9/1/2010-6/30/2013	After school meetings Release days for Review of Evidence	Costs included in Curriculum budget

		Proficiency Survey for Teachers					
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Narrative, Technology Survey & CIPA Compliance

Narrative	
<p>The District launched a strategic planning process August 2009 that has involved administrators, educators, students, and IT personnel at the building and district level and will result in the continuing development of its comprehensive and broad-based 2010-2013 Curriculum & Technology Plan for Student Learning. This plan will identify strategic instructional technology initiatives, specific resource requirements and related costs, specific action plan budgets and timelines related to instructional and operational technology initiatives.</p> <p>The process includes the following activities:</p> <ol style="list-style-type: none"> 1. Building leadership and staff identify instructional strategies for their School Improvement Plan that use technology to improve student achievement. 2. A comprehensive analysis of the district's central student information systems and online instructional management solutions to determine short and long-term requirements and upgrade as needed. 3. Common themes and similarities are identified across building strategies and matched with teaching and learning goals at the district level. 4. A number of planning sessions scheduled in the spring through late fall of 2010 will bring building and district leaders together to: <ul style="list-style-type: none"> • Identify the activities, outputs and outcomes that will make it possible to meet the building and district school improvement goals. • Calculate the financial and technological resources necessary to meet the goals. • Identify roles and responsibilities for district and building staff. 	
Technology Survey & CIPA Compliance	
Annual Technology Survey	CIPA Compliance
X District has completed the current technology survey and will continue to complete the survey annually.	X The district has completed the current Form 479 and will continue to complete a Form 479 annually.

E-rate Priority One

Network & Telecommunications Plan		
Voice, Data & Video Services	Estimated Budget & Potential Funding Source(s)	
Full Summary		
Objective Provide adequate and reliable network bandwidth as well as voice and video capability to support technology integration into teaching, learning and operations.	Annual cost estimate = \$1,200,000	
Strategies <ul style="list-style-type: none">• Ensure bandwidth for data, voice, and video services is used effectively and efficiently.• Ensure staff and students have sufficient network performance.• Provide sufficient and qualified personnel to manage and maintain the technology infrastructure.• Identify and leverage emerging technologies that are cost-effective, sustainable, "just-in-time" and allow for equitable access for students and staff.• Increase use of "cloud computing" for remote access, sharing of resources and collaborative group work.• Evaluate current systems and upgrade, refine or maintain as needed to reflect changing needs, i.e., e-mail, student information systems, teacher/parent portals, web content management systems, professional development systems, and online assessments systems.• Expand the installation and use of IP video technologies to support instruction and district operations.	<div>Funding budgets and sources:</div> <ul style="list-style-type: none">• Capital Bond• General Fund• Capital Levy proceeds• Interest Earnings• Other Revenue Sources (Grants, etc.)• E-rate discount	
Short Summary		
Telephone Services (POTS, wireless, long distance) K-20 Internet Service Satellite Telephone Services Fiber-Optic MAN	Annual Budget Estimates: \$60,000 General Funds; \$60,000 E-rate discount \$25,000 General Funds \$15,000 General Funds \$155,000 General Funds	

How will these services support your district's learning goals?	<p>The services detailed here support delivering rich online content for teaching and learning, reliable access to student data and communications, and increased family and student engagement. These three elements are critical as administrators and teachers make decisions that impact instructional practice, curricula quality, administration and the school environment.</p>
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Technology Assessment (Standards, Budget, Maintenance, Upgrade & Support) – Section A

District Technology Standards & Budget														
District Standards for Technology	Estimated Budget													
<p>Everett Public Schools (EPS) has a fiber-optic wide-area network ("WAN") using Microsoft OS based servers, Unix hosts, and Windows/Intel clients. Our minimum specifications for instructional use are:</p> <p>Server: Pentium V, 100+GB RAID hard drives, 4GB RAM, Windows Advanced Server 2003, 2008 R2 (Servers consolidated and virtualized on VMware vSphere platform)</p> <p>Desktop PC: Pentium IV, 2.4 GHz CPU, 40GB Hard Drive, 1GB RAM</p> <p>Laptop: HP ProBook 6545b, HP Mini 5102</p> <p>Software used district-wide with main function noted: Operating System: Microsoft OS Databases: Microsoft Database Solutions Spreadsheets: Microsoft Excel Presentation: Microsoft PowerPoint Word Processing: Microsoft Word Desktop Publishing: Microsoft Publisher Staff E-mail Services: Microsoft Exchange Anti-Virus: TrendMicro Antivirus Graphics: Adobe Photoshop Elements Web Browser: Internet Explorer Content Provisioning: Moodle, Blackboard.com Student Information System: Sungard StudentPlus Instructional Management System: Developed In-house</p> <p>Standardized desktop software remotely installed by</p>	<p>Current and prior Capital Bond, General Fund, Capital Levy proceeds, Interest Earnings, and Other Revenue Sources (Grants, etc.) will be used to fund the projects and initiatives herein described. Allocation of funding is dependent on specific action plans and deployment schedules to be determined in the next eight to twelve months.</p> <table border="1"> <thead> <tr> <th>Item</th><th>Cost</th><th>Funding Source</th></tr> </thead> <tbody> <tr> <td>Computer hardware, software modernization and basic maintenance</td><td>Estimate \$2,000,000 - over 3 years</td><td>Local levies, state and federal funding, federal and foundation grants</td></tr> <tr> <td>Tech support (district staff)</td><td>Estimate \$810,000/year</td><td>General Fund, Local levies, state and federal programs & grants</td></tr> <tr> <td>Instructional & Operational Software License & Support agreements</td><td>Estimate \$610,000/year</td><td>General Fund, Local levies, state and federal funding, and E-rate, where applicable</td></tr> </tbody> </table>		Item	Cost	Funding Source	Computer hardware, software modernization and basic maintenance	Estimate \$2,000,000 - over 3 years	Local levies, state and federal funding, federal and foundation grants	Tech support (district staff)	Estimate \$810,000/year	General Fund, Local levies, state and federal programs & grants	Instructional & Operational Software License & Support agreements	Estimate \$610,000/year	General Fund, Local levies, state and federal funding, and E-rate, where applicable
Item	Cost	Funding Source												
Computer hardware, software modernization and basic maintenance	Estimate \$2,000,000 - over 3 years	Local levies, state and federal funding, federal and foundation grants												
Tech support (district staff)	Estimate \$810,000/year	General Fund, Local levies, state and federal programs & grants												
Instructional & Operational Software License & Support agreements	Estimate \$610,000/year	General Fund, Local levies, state and federal funding, and E-rate, where applicable												

<p>Altiris Deployment Solution</p> <p>EPS evaluates district hardware standards annually with the assistance of district leadership, end-users, and outside consulting resources.</p> <p>EPS Technology Team annually reviews software standards. EPS makes updates as needed following review of features, and only when there is an identified need for instructional or operational purposes.</p> <p>EPS obtains much of its instructional software via a subscription/license model; it upgrades this software regularly per the contracted schedule.</p>	
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Technology Assessment (Standards, Budget, Maintenance, Upgrade & Support) – Section B

Maintenance, Upgrade & Support			
Full Summary			
Strategy	Estimated Budget & Funding Source(s)	Timeline	
Modernize computer and network hardware as needed for effective teaching and learning and efficient district operations. Maintain a student to computer ratio of 5:1, as well as an adequate number of teacher and staff computers. Operating Environment Approximately 9,000 computers are currently in use. EPS employs less than 8 FTE who provide on-site and HelpDesk technical support for 2,000 employees and over 18,000 students. Technical support is primarily accomplished by effectively using remote technical support tools.	EPS will budget approximately \$6,000,000 annually from the 2010 Capital Levy for technology acquisition, modernization, and subsequent professional development. EPS funds technical support primarily from local levies, and state and federal programs: <ul style="list-style-type: none">• Salary and benefit expenses of district technical support are approximately \$811,000 annually.• Basic maintenance agreements with outside service providers amount to approximately \$600,000 annually.	2010-2013 General Maintenance, Upgrade & Support Activities <ul style="list-style-type: none">• District-sourced technical support• Upgrade and replacement of computer hardware/software• Maintenance of basic network hardware, software and cabling• Service agreements negotiated annually• Professional development	
Short Summary			
Annual district-wide replacement: Approximately 2,000 computers annually	\$2,000,000 Annually – Capital Levy	2010-2013	Upgrade and replacement of computer hardware and software
8 FTE onsite and HelpDesk technical support: Tech support ratio 1: 1100 computers.	\$811,000 Annually – General Fund		Maintenance of basic network hardware, software and cabling
How will these services support your district's learning goals?	The services detailed here support delivering rich online content for teaching and learning, reliable access to student data and communications, and increased family and student engagement. These three elements are critical as administrators and teachers make decisions that impact instructional practice,		

Review & Update

Technology Plan Review & Update		
Strategies for Evaluation & Update	Person or Team Responsible	Timeline
Full Summary		
Review the district technology plan. Identify progress and plan for annual modifications.	District level technology & learning committee	March 2010: School Board Approval
Analyze Annual EPS Technology Leadership & Proficiency Surveys for student and staff technology literacy, integration and proficiencies and adjust professional development needs.	Curriculum, instruction and assessment director	April 5, 2010: Submit Plan to OSPI
Review technology professional development goals and evaluations of training opportunities.	Technology director	Spring/Summer 2010: Comprehensive Technology Inventory and Analysis
Modify district and building plans where necessary based on Annual EPS Technology Leadership & Proficiency Surveys, the district-level professional development plan, and evaluations of training opportunities.	Technology support staff	June 2010: OSPI Plan Approval – Eligibility for Grants and E-Rate
	District school board members	Spring 2010 – Spring 2011: Key Stakeholder Meetings Continue – Professional Development and Feedback
		Fall/Winter 2010-2011: Analysis and Prioritization of Key Stakeholders' Feedback
		Fall/Winter/Spring 2010-2011: School Board/Cabinet Meetings to Share Feedback & Updates
		Winter 2011: Student Technology & Learning Celebration – Community Connection
		Winter 2011: Annual Technology Leadership & Proficiency Surveys
		Winter/Spring 2011: Technology Modernization Implementation Plan Defined – Action Plan

		<p>Spring 2011: Present Action Plan to SLT/Cabinet/Board</p> <p>May 2011: 2010 Levy Funding Becomes Available</p> <p>Summer 2011: Technology Modernization Projects Begin</p>
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Appendix

- Grappling's Technology and Learning Spectrum
- OSP's Technology Integration Tiers
- EPS 2010-2011 Technology Planning: Year One of 2010-2013 Curriculum & Technology Plan for Student Learning Milestones

Grapppling's TECHNOLOGY AND LEARNING SPECTRUM

Technology Literacy Uses

- Technology Focus - Learning/Acquiring/Practicing Technology Skills NOT Curriculum^{*}
- "Just-in-case" technology skills are acquired for possible future needs
- Literacy classes
 - Learning hardware and software
 - Students projects are technology focused rather than expecting standards to intentionally drive the use of technology for learning
 - Curriculum provides "topics" for technology uses

- Instructional Focus
- Technology-centered pedagogy
- Teacher talk is "technology talk" rather than "learning talk."

- Technology uses are organized for their own sake
- Acquiring and assessing technical skills
 - Offered as separate and/or optional experiences/programs
 - Allowed when "real work" is completed or considered alternative "reward" activities
 - Research done to learn tools and processes
 - Teachers view technology as something to learn or do

^{*} NOTS Content

- Staff Development Focus
- Designated "experts" tend to be self-initiating in learning on their own. Other interested staff mostly learn on their own time and own dime.

Adapting Uses

- Technology Focus - Optional/Adaptive Learning Tasks-InformationConsumers^{*}
- Integrating is translated into "use it for something, anything...just use it"
- Drill and practice with content software
 - Instructional games
 - Productivity tools used to adapt assignments/tasks given in the past without technology
 - Curriculum provides "topics" for technology uses

- Instructional Focus
- Teacher-centered, Direct Instruction pedagogy
- Teacher talk is "same stories with new tools" – there is confusion that new tools make new instructional stories.

- Technology uses are adapted/provided but still optional for traditional curriculum goals.
- Teacher and student roles remain the same
 - Learning/assessment practices are unchanged
 - Student experiences depend upon teacher directed assignments
 - Research is "go look up" and "tell me back" (LOTS)
 - Teachers view technology as interesting but optional and not necessary to achieve present curriculum goals

^{*} CLOSED or LOTS Questions

- Staff Development Focus
- Participation and support while encouraged is still optional as well as unfocused. Staff development funding is inadequate – less than 30% of total technology budget supports staff development.

Transforming Uses

- Technology Focus - Essential -Information Producers^{*}
- Integrating is "just-in-time" technology skills as needed for learning tasks /projects
- Complex learning and thinking tools
 - Community learning tools
 - Assessment tools
 - Productivity tools used to construct meanings, and produce information useful and beneficial to others

- Instructional Focus
- Student-centered, constructivist pedagogy
- Teacher talk is "new stories with new tools."

- Technology uses enable new learning tasks not possible without technology
- Student roles expand to include explorers, producers of knowledge, communicators and self-directed learners
 - Teacher roles expand to include facilitators, designers, learners, and researchers
 - Learning and assessment practices are changed
 - Students initiate technology uses as they create their own learning experiences
 - Research is sustained inquiry for original thinking and conclusions useful to others
 - Teachers view technology as essential for development of higher-order thinking skills (HOTS)

^{*} OPEN or HOTS Questions

- Staff Development Focus
- Essential skills and practices are articulated, expected, supported and measured for all teachers. Adequate funding of at least 30% of technology budget is in place.

OSPI Tiers of Technology Integration into the Classroom Indicators

	Tier 1: Teacher Focus on Productivity	Tier 2: Instructional Presentation and Student Productivity	Tier 3: Powerful Student-Centered 21st Century Learning Environment
Observable Indicators	<p>This tier focuses on the teacher using technology to get their job done.</p> <p>Teachers:</p> <ul style="list-style-type: none"> Locate standards using electronic tools to align lessons (e.g., use the <i>online Grade-Level Resources site</i> and locate EALRs/GLEs on OSPI website) Find instructional resources on the Internet (e.g., find lesson resources at Marco Polo, district, or state websites) Produce, store, and retrieve learning materials electronically (e.g., create lesson plans in Word and store them on file server, create and print handouts for students that can be saved and modified in future years) Keep/organize student information, grades more effectively (e.g., use electronic gradebook, extract achievement data from student information system, graph student progress using Excel) Communicate information to parents and students via web or e-mail (e.g., post upcoming events or assignments on school webpage) Communicate quickly with e-mail (e.g., respond to e-mail from parents, learn about school meetings and events via internal e-mail) 	<p>This tier involves teacher facilitation of large group learning activities and student productivity use of technology.</p> <p>Teachers:</p> <ul style="list-style-type: none"> Conduct one-computer classroom lessons (e.g., use software such as <i>Decisions, Decisions</i> and <i>Timeliner</i> by Tom Snyder, lead virtual field trips to museums using K-20 Network) Deliver presentations with graphics and sound (e.g., teachers use software such as PowerPoint, Keynote, or audio production software) Lead students in brainstorming and sharing ideas (e.g., teachers use word processing programs or software such as <i>Inspiration</i>, use Intel Visual Ranking website) Represent information visually (e.g., teachers create graphs in Excel or with a graphing calculator to visually represent chemical interactions) Facilitate group discussions and lessons (e.g., teachers use interactive whiteboards, LCD projectors, student response systems) Have students write papers and reports on assigned topics using computers or "smart keyboards" such as AlphaSmarts (e.g., require that all student papers must be word-processed) Create scaffolding for student projects (e.g., teachers provide students with writing prompts or project templates) Facilitate students using technology for assessment (e.g., teachers use online quizzes or diagnostic tools, graph and analyze progress with class using Excel) Interactively communicate with parents and students (e.g., teachers initiate and respond to e-mail, conduct on-line surveys, interact through website) 	<p>This tier promotes students to be actively engaged in using technology in individual and collaborative learning activities.</p> <p>Teachers enable students to:</p> <ul style="list-style-type: none"> Create and use online resources to facilitate inquiry (e.g., students create and use online resources such as WebQuests) Engage in inquiry-based projects driven by essential questions (e.g., students create major research projects such as Big 6 essential question projects) Direct their own use of technology (e.g., students stay current with new information through tools such as RSS feeds) Research, analyze data and problem-solve in a global context (e.g., student engage in projects such as ThinkQuest with classrooms in other states or countries) Engage in individual or collaborative project-based learning (e.g., students engage in real-world projects and problem-solving using email or websites) Use modeling and simulations (e.g., students conduct simulations using online resources) Write, develop and publish individual and collaborative products (e.g., students publish projects online to be reviewed by parents or peers) Invent products through programming or production (e.g., students produce how-to videos or movies to share with others) Create scaffolding for their own projects (e.g., students create writing prompts or project templates) Are involved with their parents and teachers in the analysis of student data and meeting standards, or participate in developing their own learning plans (e.g., students use classroom-based assessments and assess their own work) Initiate communication with parents, teachers, community members, or other students (e.g., students display self-directed communication through tools such as weblogs)

EPS 2010-2011 Technology Planning

Year One of 2010-2013 Curriculum & Technology Plan for Student Learning

Activity	2010 Spring	2010 Summer	2010 Fall	2011 Winter	2011 Spring	2011 Summer
School Board Approval	March 2010					
Submit Plan to OSPi	April 5, 2010					
Comprehensive Technology Inventory and Analysis			→			
OSPI Plan Approval – Eligibility for Grants and E-Rate		June 2010				
Key Stakeholder Meetings Continue – Professional Development and Feedback					→	
Analysis and Prioritization of Key Stakeholders' Feedback						
School Board/Cabinet Meetings to Share Feedback & Updates						
Student Technology & Learning Celebration – Community Connection				January 2011		
Annual Technology Leadership & Proficiency Surveys						
Technology Modernization Implementation Plan Defined – Action Plan						
Present Action Plan to SLT/Cabinet						
2010 Levy Funding Becomes Available					May 1, 2011	
Technology Modernization Projects Begin						

Board Agenda Request Form

Date of Board Meeting: 03/23/2010

7.0

Subject

Title:
Resolution No. 988: Preparations for a Reduction of the 2010-2011 Operating Budget

Recommendation:
The Administration recommends the adoption of Resolution No. 988 directing the Superintendent to develop a reduced educational program for the 2010-2011 school year.

Background

Purpose/Summary:
The State of Washington has projected a budget deficit for the remainder of the 2009-2011 biennium of \$2.8 billion. As a result, the State anticipates reducing the funding level to be provided to local school districts. The anticipated reduction when combined with an anticipated reduction in Federal program contributions, and the cumulative effect of inadequate state funding for the support of public education will result in the District needing to make estimated budget reductions as high as \$7 million for the 2010-2011 school year. In order to ensure an orderly commencement of the 2010-2011 school year and to comply with certain state laws and provisions of collective bargaining agreements, the District must begin making preparations for the development of a reduced educational program for the 2010-2011 school year.

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information ☒ Action ☐ Consent Agenda ☐ Attachment(s)

Presentation Time Minute(s) # of pages 2

Submitted By: Jeff Moore Contact Person(s): _____

Signature: _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☐ Approved ☐ Denied ☐ Revised (see attached)

By: _____ By: _____
Executive Director, Finance & Operations Executive Director, Facilities & Operations

Date: _____ Date: _____

Comments:

RESOLUTION NO. 988
PREPARATONS FOR A REDUCTION OF THE 2010-2011 OPERATING BUDGET

WHEREAS, the Washington State Economic and Revenue Forecast Council's February revenue projection estimates an additional \$2.8 billion shortfall for the remainder of the 2009-2011 biennium; and

WHEREAS, the state's projected budget deficit will impact Everett Public Schools' ability to maintain its current educational service levels in 2010-2011; and

WHEREAS, the District's student enrollment is projected to experience a slight decline from the 2009-2010 enrollment to the 2010-2011 enrollment; and

WHEREAS, the District is currently projecting that, based upon the December 2009 Governor's proposed supplemental budget, when combined with local cost increases, the District General Fund expenditures for 2010-2011 will need to be reduced by as much as \$7 million; and

WHEREAS, in light of the significant reduction in the District's total resources relative to costs, it is necessary to make certain reductions in the District's educational program, including reductions in certificated, classified, and administrative positions for the 2010-2011 school year;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Everett Public Schools:

1. The Superintendent is directed to develop a reduced educational program for 2010-2011 for review by the Board at its April 20, 2010 regularly scheduled Board meeting; and
2. The Superintendent is directed to prepare a 2010-2011 operating budget that reduces expenditures to the level of reasonably anticipated revenues; and
3. The Superintendent is directed to take such action as may be required by law and collective bargaining agreements to notify certificated, classified, and administrative employees who will be affected by reductions in positions; and
4. The Superintendent is authorized to make such other plans to implement the reduced educational program as are necessary to comply with the legal and contractual obligations of the District; and
5. The Superintendent is directed to prepare a recommended budget for Board adoption at its July 6, 2010 regularly scheduled Board meeting.

ADOPTED by the Board of Directors of Everett Public Schools, District No. 2, Snohomish County, Washington, at a regular open public meeting of the Board of Directors held March 23, 2010.

EVERETT PUBLIC SCHOOLS

A municipal corporation of the State of Washington

President

Board Member

Vice President

Board Member

Board Member

Attest:

Secretary of the Board of Directors

Board Agenda Request Form

Date of Board Meeting: March 23, 2010

9. a.

Subject

Title: Strategic Plan Study Session #1: Facilitators (Instructional/Curriculum Coaches)

Recommendation:

Background

Purpose/Summary: This study session is the first of four study session topics that the Board identified in the fall of 2009 in conjunction with the renewal process for the District's Strategic Plan. The Board will have an opportunity to learn the historical evolvement of Curriculum/Instructional Coaches and Facilitators, and to learn about the impacts on instructional implementation and current challenges. The Board will have an opportunity to interact with coaches and facilitators along with curriculum specialists and principals to learn first hand about their work and to discuss implications for the future.

Additional Information Related articles attached for reading prior to the study session.

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages _____

Submitted By: Molly Ringo/Mike Gunn

Contact Person(s): Mike Gunn

Signature: _____

Molly Ringo

Approval

Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

☐ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Associate Superintendent, Chief Academic Officer

By: _____

Associate Superintendent, Chief Instructional Officer

Date: _____

Date: _____

Comments:

Teacher Leaders: The Role of Facilitators in Everett Public Schools

Reading:

Attached are several articles describing teacher leadership and the role of Facilitator / Coaches. Please look over these materials as they will form the basis of the presentation and discussion during the Board study session on March 23rd.

Background:

At the March 23rd, 2010 School Board meeting the Board will hold a study session to review and discuss the role of facilitators in improving student achievement. This review will include the following:

- I. A brief overview of teacher leadership and the role of facilitators in helping schools improve student achievement. A review of the literature provided will highlight teacher leadership in general and focus on the diverse aspects of the role of “facilitator” in Everett schools.
- II. A presentation/discussion of “facilitator” from Administrator/Facilitator teams. These perspectives will focus on three questions:
 - a. What were the goals and target audience of the facilitator?
 - b. What processes did they use to provide service?
 - c. What impacts did they accomplish from the services they provided?

Administrator / Facilitator Teams

<u>Administrator</u>	<u>Facilitator</u>	<u>Assignment</u>
Lynn Evans	LaRae Marks	New Teacher
Sue Dedrick	Celia O'Connor-Weaver	ELL
Loretta Comfort	Christy Clausen	Literacy
Robert Sotak	Brian Day	Science
Cathy Woods	Tom Lundberg	Math

- III. Future direction of the “facilitator” in Everett schools including short term budget constraints and long term challenges (i.e. new content standards, new assessments, CORE 24, staff and program evaluation changes, etc.)

What Do Teachers

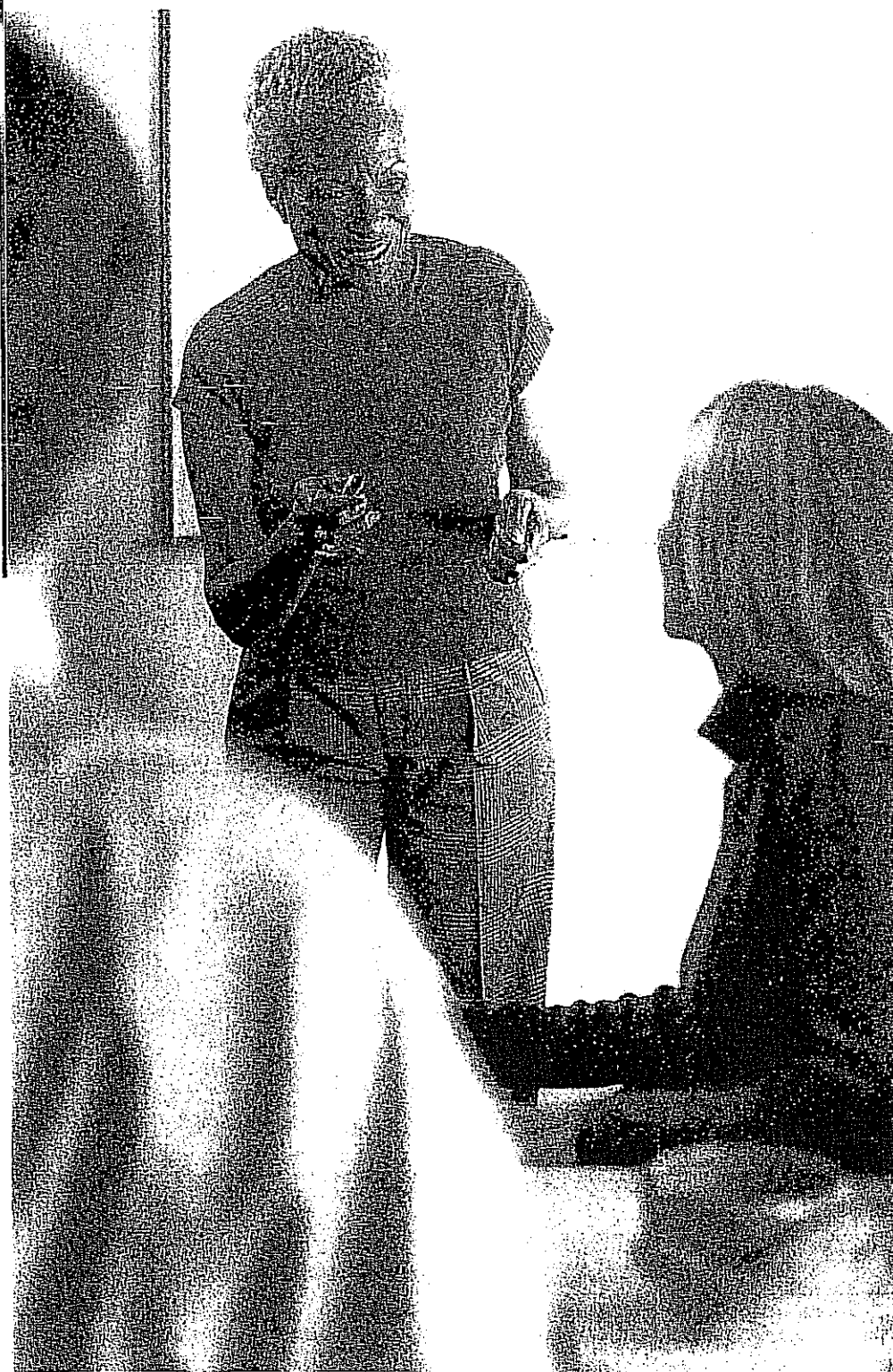
Teacher leaders do not necessarily fit the leader-as-hero stereotype. Instead, they offer unique assets that come from the power of relationships.

Gordon A. Donaldson Jr.

Teacher leadership means different things to different people. Team leaders, department chairs, and respected teachers live it every day. They experience the pushes and pulls of their complex roles, located somewhere between administrative leadership and almost invisible leadership. Yet many administrators, school board members, citizens, and even teachers don't recognize or understand teacher leadership (Ackerman & Mackenzie, 2006). And this lack of understanding adds to the obstacles many teacher leaders face.

At issue is our understanding of leadership itself. Most of us hold the deep-seated assumption that leaders must have appointments and titles that formalize their leadership and officially confirm their knowledge, traits, and competencies. Our analogy of leader as hero tends to package superior judgment and knowledge with superior authority and power.

Many teacher leaders, however, cannot find a comfortable niche in this analogy. Although schools may be



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Bring to Leadership?

formally structured to support hierarchical leadership, the culture within the education profession supports a rich egalitarian ethic. Within this culture, relationships determine who communicates with whom, who shares professional wisdom with whom, and who ultimately influences the quality of teaching and learning (Darling-Hammond, 2001).

Relational Leadership

An alternative to the hierarchical model of school leadership is the relational model, which views leadership as residing not in individuals, but in the spaces among individuals. This model starts by recognizing that relationships already exist among teachers, principals, specialists, counselors, and support staff. The question to ask is, How do these relationships influence the adults in this school to do good things for students? Leadership is a particular type of relationship—one that mobilizes other people to improve practice.

Relational leadership runs through the daily life of every school as educators attend to the *quality of relationships*, insist on commitment to the *school's purposes and goals*, and *examine and improve instruction* (Donaldson, 2006). Leadership is about how individuals together influence these three streams of school life to make learning better for all students. Although school administrators play a vital role in these



Teacher culture based on relationships is hugely influential in schools.

efforts, teachers are uniquely positioned to contribute special assets to the school leadership mix in each of the three areas.

Teacher Asset: Building Relationships

Sylvia, an elementary school teacher, recruited colleagues from each grade level to pilot alternative assessments in math. She began by inviting colleagues with whom she had worked closely and

then asking each of them to reach out to others in their working networks. Sylvia's strong relational skills pulled colleagues together, a marked contrast to her principal's style of pushing teachers to collaborate. Sylvia's reputation as an excellent teacher attracted others, and her inclusive style sent the message that every team member's opinions counted. Because of her knowledge of her colleagues' working styles, she was also wise enough to let the group's

energy and time govern the speed and course of the initiative.

Teacher leaders like Sylvia have earned the trust and respect of other teachers (Bryk & Schneider, 2002). They are in the trenches with colleagues. They struggle with the same instructional issues, and they have demonstrated their success in the eyes of their peers. They are motivated by a desire to help students and support their fellow teachers, not to enforce a new policy or to evaluate others' competencies. Other teachers can go to teacher leaders without fear of judgment or dismissal. Their conversations can be frank, authentic, and caring.

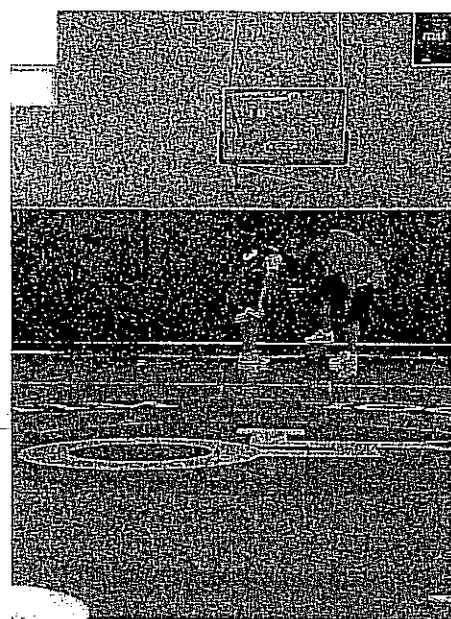
Teacher leaders also have the benefit of working with others in small, intimate, adaptable groups or in one-on-one relationships. They aren't burdened, as administrators are, with setting policy for the whole school. Some of these small units are formal work groups, such as grade-level teams or departments. But many are naturally occurring and informal—clusters of teachers who get into the habit of dropping by one another's rooms, sharing materials, ideas, and challenges or generating a proposal to the principal for a new science initiative. In these less formal clusters, it's often difficult to say who's leading whom. But few would say that leadership doesn't exist among these energetic and closely connected professionals.

Teacher culture based on relationships is hugely influential in schools, often trumping administrative and legislative influence (Spillane, 2006). Although some administrators and policymakers might see this as a problem, strong relationships are teachers' most powerful leadership asset (Goleman, Boyatzis, & McKee, 2002).

Teacher Asset: Maintaining a Sense of Purpose

Patrick, a high school English teacher, became a champion of detracking. His reputation for integrity and commit-

ment among his colleagues enabled him to voice deep—and at first unpopular—concerns that the school was failing its non-college-bound students. His willingness to examine his own teaching and to continue speaking up in conversations and meetings eventually persuaded other teachers to explore ability grouping practices in their own classrooms and to implement more equitable grouping practices school-wide. His belief in the school's goal of equity drew others, including school administrators, into the effort.



To build on their sense of purpose, teacher leaders like Patrick need to listen astutely to their colleagues and help them sort through many issues, keeping basic goals as the top priority. They need to know how to facilitate professional dialogue, learning, and group process—the keys to mobilizing others to action.

These teacher leaders use their relational base to help their colleagues keep their eyes on the prize. Because they are teaching every day, facing the same challenges and reaping the same rewards as their peers, their singular focus on their own instructional work and their commitment to reaching every student act as beacons to those around them.

When the going gets tough and colleagues lose sight of their purpose or begin to question their commitment, teacher leaders' clarity, optimism, and dedication are a powerful antidote.

Teacher Asset: Improving Instructional Practice

Clarissa, a middle school teacher, has always pushed herself to improve. She has also freely shared her struggles with colleagues, often discussing them in weekly team meetings. Her influence has been different from Patrick's; instead of seeking a broad program change, Clarissa informally shares ideas, techniques, and problems from her classroom that cover the spectrum of daily teacher practice—for example, goal setting, assessment, instructional delivery, student management, and use of technology. Over time, she has helped cultivate in her teaching team a spirit of openness and a focus on developing more effective instructional practices.

Clarissa has influenced her colleagues to improve their practice in part through her instructional expertise: her capacity to understand students and their learning needs, to analyze her own instructional choices, and to continually monitor effectiveness. But her leadership assets also grow from her capacity to share professional inquiry with colleagues. She is comfortable revealing her failures and worries, soliciting these in others, and facilitating professional sharing and learning. It takes both a strong cognitive foundation and skilled interpersonal capacities to exercise leadership in improving practice.

Traditionally, we have viewed school improvement and reform as a matter of wholesale replacement of dysfunctional practices with new, "proven" practices. The current reform era, however, has taught us that permanent improvements happen in a much more piecemeal manner (Darling-Hammond, 2001; Elmore, 2004). Teachers have an extraordinary opportunity to exercise

leadership because they are the most powerful influence, next to students, on other teachers' practice (Darling-Hammond, 2003). Whereas principals *can* shape teachers' beliefs, attitudes, and behaviors, other teachers *do* shape them. Teacher leaders understand this and are deliberate about shaping their environment in a positive, responsible way. They draw on their relationships and their strong sense of purpose to help colleagues explore, share, and improve the practices they use daily with students.

who can lead. We have placed too much responsibility and too much power with the few individuals whom we label "leaders" in our school systems. Superintendents, curriculum directors, and principals cannot on their own generate leadership that improves education.

Principals need teacher leaders of all kinds. Although principals are better positioned than teacher leaders are to influence the goal-directed areas of school life, they often have more difficulty leading through positive relationships. Their position and authority give

learning focused on their purposeful improvement of practice.

- Acknowledge that their own goals and initiatives can best be addressed by treating teacher leaders as vital and powerful partners.

Great schools grow when educators understand that the power of their leadership lies in the strength of their relationships. Strong leadership in schools results from the participation of many people, each leading in his or her own way. Whether we call it distributed leadership, collaborative leadership, or shared leadership, the ideal arrangement encourages every adult in the school to be a leader. Administrators, formal teacher leaders, and informal teacher leaders all contribute to the leadership mix. They hold the power to improve student learning in the hands they extend to one another. ■

Strong leadership in schools results from the participation of many people, each leading in his or her own way.

Teacher leaders like Clarissa both model and cultivate professional improvement. They take pains to share what they do with others and to be accessible to colleagues concerning their own issues of improved practice. The power of their leadership stems from the fact that colleagues find these teacher leaders helpful. They are leaders because their own capacity to teach and to improve is infectious and helps others learn more effective ways of working with their own students.

A Complementary Mix of Leaders

The relational model of leadership obligates us to look first at leadership relationships and second at the individuals who are leaders. The leadership litmus test is, Are the relationships in this school mobilizing people to improve the learning of all students? If that test comes up positive, then we can ask, Who's contributing to that leadership—to strong working relationships, to a robust commitment to good purposes, and to relentless improvement of practice?

We must start by disposing of our old assumptions about leadership and about

them a platform for promoting vision and mission and focusing on improvement. But their power over reappointments, assignments, resources, and policies can undercut their working relationships; and their management responsibilities, can distance them from teaching and learning. In this respect, the assets that teacher leaders bring to schools are an essential complement to principal leadership.

We can strengthen school leadership and performance by acknowledging and supporting the vital roles of teacher leaders. Administrators, school boards, and state and federal policymakers should

- Identify and support those clusters of teachers in which professional relationships and commitments are fostering instructional innovation.

- Respect the judgment of these professional clusters and be willing to adjust their own strategies and initiatives to complement such teacher-led innovations.

- Put resources behind the efforts of teacher leaders by supporting shared practice, planning, and professional

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Educational Leadership

*Teachers as
Leaders*

Overcoming to Leadership

Teacher leaders need support to overcome stubborn barriers created by the norms of school culture—autonomy, egalitarianism, and deference to seniority.

Susan Moore Johnson and Morgaen L. Donaldson

Lacey's high school needed her talent and skills. Located in an urban, working-class community, the school was struggling to serve all students well and had failed to make Adequate Yearly Progress for two years running. As a social studies teacher, Lacey had developed considerable skill in teaching with a project-based format during her four years in the classroom, and her students were making steady progress as a result. But the reach of her expertise was limited by her classroom walls. Teachers in her school were dedicated to their students, but not to one another's growth. Whatever they had learned over time—how to do project-based learning, how to facilitate classroom discussions, how to effectively use technology—remained largely private. No one asked; no one told. As a result, the school's instructional capacity remained static, no more than the sum

of individual teachers' strengths and deficits.

Tempered Enthusiasm

The standards and accountability movement has placed extraordinary demands on schools like Lacey's to improve instructional outcomes. To meet these demands, principals are appointing increasing numbers of teacher leaders to work with colleagues in such roles as instructional coach, lead teacher, mentor coordinator, and data analyst. Because recent large-scale retirements have left a shrinking pool of veteran teachers, principals often ask teachers in the second stage of their career, with 4 to 10 years of experience, to take on these specialized roles.

Second-stage teachers may find this opportunity attractive for several reasons (Donaldson, 2005; Johnson & the Project on the Next Generation of Teachers, 2004). First, many of them

feel increasingly competent and confident in their work, and they want to share their acquired expertise with others. Lacey acknowledged, "I'm pretty good" at teaching social studies. She said that over time she had developed "a wider repertoire for teaching students at many levels" and had become more comfortable in her classroom and her school. Research confirms Lacey's sense of increasing skill and effectiveness. On average, students of fourth-year teachers learn more than students of first-year teachers (Rockoff, 2004).

Second, becoming a teacher leader promises to reduce isolation. When they begin their career, many of today's new teachers expect to work in teams but are dismayed to find themselves working alone day after day. Lacey expressed regret about the lack of collegial interaction in her school: "It's just you alone in your classroom. You don't get into each other's classrooms very often."

the Obstacles



Third, becoming a teacher leader offers an opportunity to vary one's responsibilities and expand one's influence. Many second-stage teachers want to have a hand in making decisions about how their school operates. Lacey

criticized "the way it's set up right now. You don't move up. You do the same thing the whole time." She liked the idea of using her growing expertise to help "change the bigger picture."

Thus, competent and confident

second-stage teachers like Lacey welcome opportunities to collaborate with colleagues, learn, grow, and expand their influence. Having taken on these roles, how do second-stage teachers fare?

With colleagues at the Project on the Next Generation of Teachers, we interviewed 20 second-stage teachers who had assumed roles as teacher leaders (Donaldson et al., in press). These teachers worked in a range of settings: elementary and secondary schools, urban and suburban communities, and several metropolitan areas across the United States. We found that, although

Teacher leaders' roles are seldom well defined.

these teachers were initially enthusiastic about their new roles, they encountered unforeseen challenges. The schools in which they worked remained largely unchanged, with an egg-crate structure that reinforced classroom boundaries and a professional culture that discouraged teacher leadership. These findings suggest that, to reap the full benefits of teacher leadership, school administrators need to provide formal support structures and build leadership roles into the structure of the school.

Business as Usual

On the whole, few schools have reorganized to make the most of the



expertise teacher leaders offer. Usually, the new roles are simply appended to a flat, compartmentalized school structure in which classroom teachers continue to work alone. Instructional coaches, for example, are expected to make periodic classroom visits and advise fellow teachers about their practice. But this model does little to change business as usual. The classroom teacher remains isolated and in charge, while the teacher leader arrives only occasionally as a visitor.

Teacher leaders' marginal status is underscored by the fact that their posi-

tions are typically funded with outside grants from year to year, rather than being built into a school's regular budget. Thus, the positions remain add-ons to the school program. When the funds run out, the school can eliminate these roles without seriously disrupting its operations.

In addition, teacher leaders' roles are seldom well defined. Principals often regard teacher leaders as a source of extra help in a school that is strapped for human resources. As a result, many teacher leaders spend their time as apprentices or assistants in administra-

tion—supervising the cafeteria, subbing for absent staff, or overseeing the logistics of testing—rather than using their instructional expertise to improve teaching at the school.

A Triple Threat

Teacher leaders' efforts to share their expertise can also be undermined by the culture of teaching. In fact, the professional norms of teaching present a daunting challenge to teacher leaders who are asked to improve their colleagues' instruction. Our interviews suggested that colleagues often resist these teacher leaders' work because they see it as an inappropriate intrusion into their instructional space, an unwarranted claim that the teacher leader is more expert than they, and an unjustified promotion of a relative novice to a leadership role. Thus, the norms of autonomy, egalitarianism, and deference to seniority that have long characterized the work of teaching remain alive and well in schools.

Protecting Autonomy

Teacher leaders said that they were often rebuffed when they offered to observe in colleagues' classrooms or made suggestions about teaching. Mai, a mathematics coach and fifth-year teacher, was responsible for organizing professional development meetings, demonstrating sample lessons for other teachers, and offering feedback on their teaching. She reported, "I can't even enter one teacher's room because he is not open to me coming to his room while he teaches." She explained further, "There are other teachers, especially teachers who have been teaching for a long time, who aren't comfortable with being observed, period." The school's teachers' union representative told Mai she could not "evaluate or make judgments, good or bad, on teachers or teaching practice. So I can't say, 'You did a great job with

behavior management,' even though that's nice feedback to get." By denying her entrance to their classrooms and restricting the kind of feedback she could provide, Mai's colleagues asserted their right to decide what and how to teach.

Ensuring Egalitarianism

Teachers also questioned the premise that a peer could possess expert knowledge or presume to act on it. Clark, a 10th-year elementary teacher, reported that his colleagues assumed that he and the other instructional facilitator felt superior and avoided him. Frustrated, Clark contrasted his current, strained interactions with the relaxed, collegial relationships that he had enjoyed before he became an instructional facilitator.

Others told of being criticized by peers because their role granted them unusual privileges or special access. Anna, a math consultant and fifth-year elementary teacher, taught full time and ran after-school classes on how to use the district's math curriculum. Several of her peers resented the fact that she could get substitutes to cover her classes so that she could observe and coach other teachers. Anna's role also required her to coordinate often with her principal, which seemed to create distrust and jealousy among her colleagues. It was, she said, "hard not to come off as the principal's pet."

Reinforcing Seniority

Teacher leaders in the second stage of their career often said that their colleagues viewed them as too young or inexperienced to have such a role. When Mai, age 29, tried to assist a veteran teacher in using the district's math curriculum, she was asked confrontationally, "And how old are you?" Even those who were not so young and had entered teaching after another career were criticized for their

inexperience. Dave, a 45-year-old who had been teaching for seven years, was supposed to help others implement a new math curriculum and analyze student test data in his elementary school. Some of his colleagues, although younger, still questioned his appointment, asking, "Why him? Why didn't I get that job? I've been doing this for 18 years."

Teacher Leaders Cope

Such opposition was discouraging—sometimes demoralizing. To persist with their leadership work, the second-stage teachers devised strategies to minimize

To reap the full benefits of teacher leadership, school administrators need to provide formal support structures and build leadership roles into the structure of the school.

their colleagues' resistance and the emotional burden it placed on them. The following coping strategies often helped teacher leaders avoid provoking other teachers' fears, deflect opposition, and diminish tensions when they arose. But these strategies also tended to legitimize the traditional culture of teaching and its norms of autonomy, egalitarianism, and deference to seniority.

Wait to Be Drafted

Although teacher leaders were supposedly chosen for their special expertise, few roles came with explicit qualifications or procedures for selection. When no established process existed for choosing teacher leaders, colleagues often saw appointments as acts of favoritism by the principal. They raised objections on the basis of claims of

seniority, the default mechanism for distributing special rights and privileges among teachers.

Anticipating that veterans might criticize them for their inexperience or question their qualifications, many of the teacher leaders whom we interviewed refrained from volunteering for leadership positions until they were drafted. For example, Eric, a 6th grade instructional coach, anticipated the problem of "coming in as some sort of hothead." Although he wanted the position, Eric hesitated when the principal first offered it; he waited until his more experienced colleagues expressed no

interest in the role and encouraged him to take it. He reasoned that with this approach he could counter any opposition by arguing, "You're the ones who didn't want the role, so I'm expecting you guys to give me a little bit more support." This strategy, he thought, would oblige them "to be on board."

Work with the Willing

Some teacher leaders who encountered resistance or opposition scaled back their efforts and worked only with their most willing colleagues. In doing so, they affirmed their colleagues' right to choose whether to accept their assistance. However, they also reduced their potential schoolwide influence.

Sarah had eight years of experience when she was appointed science curriculum coordinator for the two

elementary schools in her district. In this role, she was supposed to help other teachers create and conduct inquiry-based science lessons. Other teachers had scant knowledge of her responsibilities, however, and administrators did little to help her gain access to classrooms and team meetings. Given this ambiguity and lack of support, Sarah chose to work with teachers who sought her out and ignore those who did not. She explained that she was on her own and limited by traditional boundaries: "I'm not an administrator, so I can't tell someone that they need to have me in their room." Therefore, she decided to help those who already welcomed her expertise. She found that working with these colleagues kept her busy, and she had little need to "drum up business" among other teachers.

Similarly, Lauren, an eighth-year teacher whose role as an elementary school literacy coordinator was also undefined and poorly supported, backed off from the challenges she encountered: "I've kind of given up the fight with the teachers who constantly cancel on me or don't want me in their room." Instead, she focused on improvements made by teachers who sought her help: "That's what inspires you and keeps you moving," she declared.

Work Side by Side

Other teacher leaders tried to foster joint ownership of the reforms their roles were designed to champion and support. They cast themselves as sources of support, not supervisors, permitting their colleagues to decide how to incorporate proposed changes into their classrooms. In doing so, they often reinforced the belief that teacher leaders are no



more expert than their peers.

Anna, for example, said she was advised by more senior colleagues not to present information "in a way that feels suffocating." Anna believed that by casting herself as a collaborator, rather than an authority, she enabled her veteran colleagues to take some ownership over changes to their practice.

Similarly, Kelly—an elementary school literacy coach and sixth-year teacher—described herself to her colleagues as a "facilitator" who connected them to resources that they could use to improve their practice rather than telling them how to teach. By allowing the teachers they worked with to determine how the reforms would play out in their classrooms, Anna and Kelly recognized and reinforced other teachers' autonomy. Their role was to support each teacher's approach to reform, not direct it.

In summary, the teacher leaders whom we interviewed coped with a traditional school organization and a teaching culture that prized and protected norms of egalitarianism, seniority, and autonomy. Because their roles were ill defined, these teacher leaders had to devise ways to be seen as legitimate and to gain access to teachers and classrooms without being rejected or becoming disheartened.

Better Support for Teacher Leaders

Our interviews with teachers in the second stage of their career suggest that many want to vary their responsibilities, collaborate with peers, and influence teaching beyond their classrooms. In many ways, they are ideal candidates to provide the teacher leadership that schools urgently need. However, their accounts also reveal that

their experience as teacher leaders often fails to fulfill their expectations and may do little to build their schools' instructional capacity.

Most teacher leaders we interviewed were left to define their own roles, which proved to be more of a burden than an opportunity. In the absence of any professional framework or established set of differentiated responsibilities to provide guidance or legitimacy for their roles, teacher leaders' offers of advice often strained their relationships with other teachers. No amount of skill, enthusiasm, or determination in these teacher leaders could fundamentally change the structure of schooling or culture of teaching.

We do not infer from this study that roles for teacher leaders are doomed. Rather, we conclude that the roles must be introduced deliberately and supported fully. Informal roles with

unpredictable funding will never be taken seriously. To be viable, these roles must have well-defined qualifications, responsibilities, and selection processes.

In Peer Assistance and Review programs in districts such as Toledo, Ohio; Montgomery County, Maryland; and Rochester, New York, consulting teachers advise and evaluate all beginning teachers and some struggling veterans. The success and sustainability of these programs, the first of which was introduced in Toledo in 1981, suggests that school officials should focus on establishing and supporting a system of long-term, well-defined roles for teacher leaders.

Our interviews made it clear that the principal can make or break the role of teacher leader. It was not enough for the principal to be a passive supporter, as was the case for most of the teacher leaders we interviewed. Rather, he or she needed to anticipate the resistance that teacher leaders might encounter from colleagues and help them broker the relationships they would need to do their work.

A few teacher leaders said that their principals helped by having what one called a "big game plan," which explained to all the staff how teacher leaders would contribute to the school's effort to achieve its goals. Principals can build support for a teacher leader's role by explaining its purpose, establishing qualifications and responsibilities, encouraging applicants for the position, and running a fair selection process. They can work with the schedule and available resources to incorporate the work of teacher leaders into the structure of the school and provide common planning time, substitute coverage for peer observations, and use of faculty meetings for professional development. They can guarantee that teacher leaders are not diverted to take on administrative tasks. Because school culture is so

The success or failure of teacher leaders will depend on their relationships with their colleagues.

crucial to the success of these roles, teachers must see the principal's practices and priorities as reinforcing a new set of norms that promote collaborative work, bridge classroom boundaries, and recognize expertise.

But principals' efforts alone will not enable teacher leaders to succeed. Fundamentally, the success or failure of teacher leaders will depend on their relationships with their colleagues. Teacher leaders need professional development that prepares them to respond to colleagues' resistance respectfully while helping these teachers improve their practice.

Redefining the Norms of Teaching

The traditional norms of teaching—autonomy, egalitarianism, and seniority—exert a powerful and persistent influence on the work of teachers. They reinforce the privacy of the individual's classroom, limit the exchange of good ideas among colleagues, and suppress efforts to recognize expert teaching. Ultimately, they cap a school's instructional quality far below its potential.

If these norms remain dominant, many talented teachers who desire collaboration and expanded influence will become frustrated and leave education in search of another place to build a fulfilling career. Even more troubling—if these norms persist, they will continue to dissuade teachers from sharing vital

knowledge about teaching and learning with their colleagues.

Schools cannot afford to lose promising teachers or squander opportunities to better serve students. It will take the efforts of all educators—district administrators, principals, teacher leaders, and teachers themselves—to redefine the norms of teaching and support teacher leaders in their work so that every school's instructional capacity expands to meet its students' needs. ■

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Ten Roles for Teacher

**Cindy Harrison
and Joellen Killion**

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team



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Leaders

The ways teachers can lead are as varied as teachers themselves.

members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

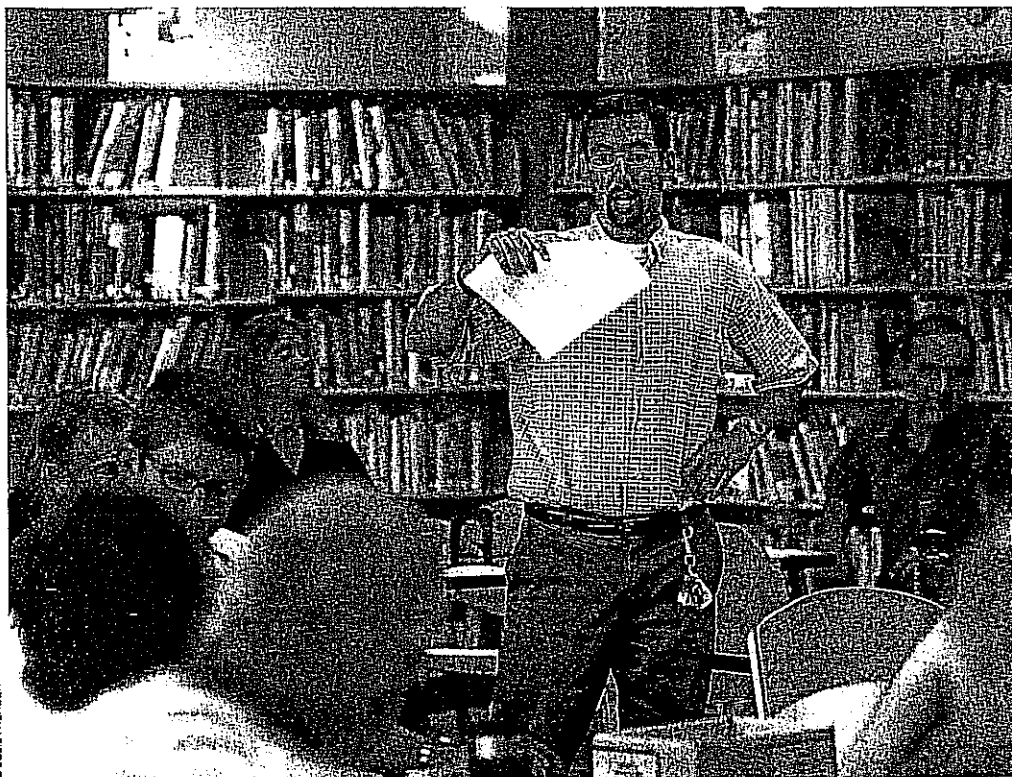
Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers

enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they



Communities of learning can break the norms of isolation present in many schools.

can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a backnapping model (Killion, 2001). This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate

new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from nonattenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are



When teachers learn with and from one another, they can focus on what most directly improves student learning.

appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol

guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Lerner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn't,

begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a forum in which teachers learn from one another. Manuela's commitment to and willingness to talk about learning break down barriers of isolation that existed among teachers.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. ■

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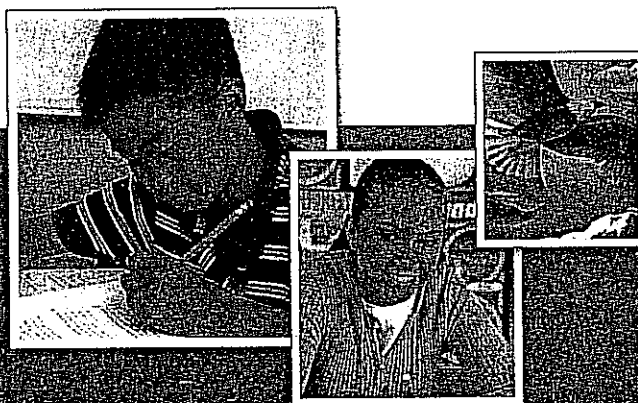
Authors' note: The 10 roles are described in more detail in *Taking the Lead: New Roles for Teachers and School-Based Coaches* by J. Killion and C. Harrison, 2006, Oxford, OH: National Staff Development Council. Although the names have been changed, all examples are based on actual teachers we encountered in our research.

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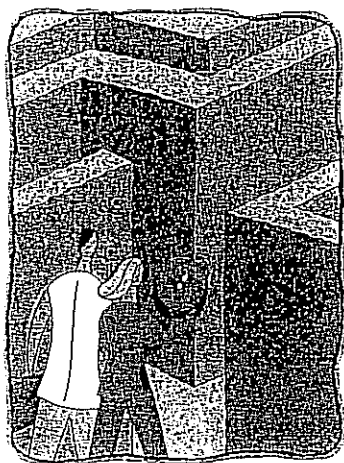
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Roles

FOR SCHOOL-BASED
COACHES
AND
TEACHER LEADERS.

School-based coaches have complex, multifaceted roles. This is one challenge schools and districts face when they choose to implement coaching to improve teaching and student learning. When designing coaching programs, hiring coaches, developing and supporting coaches, and evaluating coaches and coaching programs, defining what coaches do each day is crucial.

The daily work of coaches is likely to determine to a large degree the success of coaching programs. From their experience working with different coaching programs, the authors have seen first-hand the

effects of coaches' work. In some districts, coaches are highly valued by teachers and principals alike and, as a result of the work coaches do in their schools, teacher instructional practice is more focused, classrooms include more focus on core curriculum standards, and student achievement increases. In other schools, where coaches' work is unfocused, coaches strive to be all things to all people. They have little direction regarding their work, teachers question the investment in coaching programs, and, in some districts, coaching programs have ended.

The variations in coaching programs differ widely. Some districts adopt a particular approach to coaching, such as Cognitive CoachingSM (Costa & Garmston, 2002). Other districts adopt programs that have a coaching component and program staff support teachers in the implementation of the program. Other districts create their own coaching program based on the identified needs of the district.

The authors believe the success of a coaching program depends on making smart decisions about the roles of coaches. In some schools, coaches serve primarily as classroom supporters, teachers who work side by side with other teachers to refine instruction. In other schools, coaches facilitate teacher learning by providing training and organizing other forms of professional learning. In still other schools, coaches work with data and help teachers analyze data about student learning and plan interventions for students. These are merely a few of the roles coaches fill.

The next 10 chapters explore various dimensions of coaches' work. What is surprising about the role of coaches is that the specific job expectations differ dramatically from school to school based on the specific job description and performance expectations. Yet, among the differences, there are similarities.

We've identified 10 roles of school-based coaches. These roles include:

1. Resource provider
2. Data coach
3. Instructional specialist
4. Curriculum specialist
5. Classroom supporter
6. Learning facilitator
7. Mentor
8. School leader
9. Catalyst for change
10. Learner

The roles differ in terms of the knowledge and skills coaches employ in each role and the challenges each role presents. Yet, while the roles are distinct, in real life, coaches typically fill multiple roles simulta-

"The instructional coaching program has had a direct impact on increased student achievement at my school. Through data analysis of benchmark assessment results and using that data to inform instructional practices, our coach leads teachers to draw their own conclusions about how to maximize their efforts in their classrooms and focus on what is essential. In addition, sustained staff development involving individuals, small groups, and the entire faculty has increased the learning of our staff, which, in turn, has increased the learning of our students."

— Kathleen Walts

Principal

Kings Park Elementary School
Springfield, Va.

neously. For example, a coach who meets with the science department to analyze student achievement data, may be a data coach, school leader, learning facilitator, and resource provider all at the same time.

Considering the distinction among the roles of coaches is important for four reasons. One is in defining the job expectations for coaches. Often, coaches are directed to support teachers. Yet how coaches are supposed to provide support may be unclear if that is not defined. The distinction among the roles helps district personnel and principals clarify expectations for coaches. Second, for those responsible for preparing coaches for their new roles, the distinction among the roles frames the knowledge and skills that become the content of professional development for novice coaches. Third, coaches might use the descriptions of the various roles to consider how best to serve teachers. The roles will give them specific language to describe the services they may offer their teacher colleagues. Last, the roles provide a way to measure the effectiveness of coaches and hold them accountable for their work. Coaches may keep logs that document what roles they fill when providing services to individuals

or teams of teachers. This will allow coaches to reflect on their work and assess the balance of roles and the effectiveness of each role. Tool 1.1 provides a simple log that a coach can use to chart time during a time and week.

Keep in mind that coaches often fill multiple roles simultaneously. Depending on their job descriptions and their agreements with principals, district supervisors, and teachers whom they serve, coaches may fill some or all of the roles in a typical day. The complexity and challenge of determining what roles to fill, when, and where are the most difficult aspects of a coach's work.

The job of a school-based coach is both complex and challenging regardless of which role he or she is playing. Some coaches fill all 10 roles; others, just a few. Yet, it is not the number of roles that makes coaching difficult, but the agility that is required if coaches are to be successful in serving so many distinct clients. A coach who serves in the more prominent roles of instructional specialist, curriculum specialist, and classroom supporter does not

have an easier time than a coach who is also a resource provider, mentor, learning facilitator, and school leader. Each works mostly with the entire staff, all content areas, and all students.

Coaches must be able to understand the needs of teachers and students and the demands of the content area. In addition, they must have an almost super-human ability to adapt and adjust their practice to fit the moment. This demand for flexibility requires coaches to have far more than surface understanding and capabilities. Instead, they must possess deep understanding and fully integrated skills upon which they can call almost without notice. Coaches also depend on their intuition and sensitivity to read between the lines and choose a course of action with little background knowledge.

Because the work of school-based coaches is broad and often unspecified, understanding the roles helps both coaches and those who supervise them communicate about coaches' work. Knowing about the various roles helps coaches understand possible actions that would help teachers be more effective.

Additional resources

- *Coaches in the High School Classroom: Studies in Implementing High School Reform*, by Molly Schen, Sanjiv Rao, and Ricardo Dobles. New York: Carnegie Corp., 2005.
- *Coaching: A strategy for developing instructional capacity — Promises and practicalities*, by Barbara Neufeld and Dana Roper. Washington, DC: Aspen Institute Program on Education and Providence, RI: Annenberg Institute for School Reform, 2003. www.annenberginstitute.org/images/Coaching.pdf
- *The Heart of the Matter: The Coaching Model in America's Choice Schools*, by Susan M. Poglinco, Amy J. Bach, Kate Hovde, Sheila

Rosenblum, Marisa Saunders, and Jonathan Supovitz. Philadelphia: The Consortium for Policy Research in Education, 2003.

www.cpre.org/Publications/AC-06.pdf

- *Instructional Coaching: Professional Development Strategies That Improve Instruction*, by Annenberg Institute for School Reform. Providence, RI: Annenberg Institute for School Reform, 2004. www.annenberginstitute.org/images/InstructionalCoaching.pdf

VIDEO

- *Instructional Coaching: School-Based Staff Development for Improved Teacher and Student Learning*. Sandy, UT: The School Improvement Network/VideoJournal, 2005.

Labeling the roles gives them language to discuss their work. Understanding the roles gives them concrete services to bring into a contracting meeting with principals and teachers to talk about the available options and to define the scope of their work. Identifying the roles provides them comfort when they feel particularly stressed by their many diverse responsibilities. Understanding the roles helps coaches account for their time and know how they contribute to results within their schools.

Other roles, beyond the 10 identified here, may emerge as school-based coaches become more common in schools. Schools and districts may define certain roles differently from the descriptions in this book. However, this foundation will give coaches a jump-start in describing and naming other roles they fill.

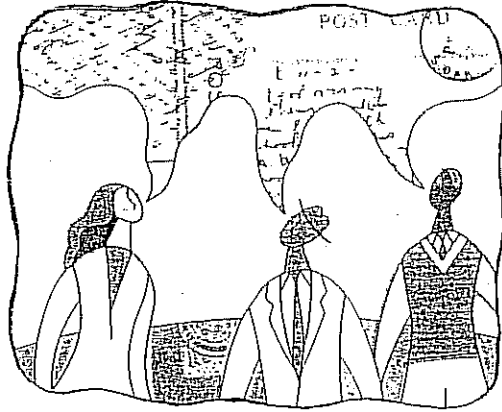
When school-based coaches appear to be everywhere doing everything all the time within a school, it's possible that that image is accurate.

"Coaches are an unusual blend of master classroom teacher, expert listener, and skillful questioner. An effective student achievement coach has a remarkable influence on the culture of a school and its staff members. I have seen case after case where student achievement has improved significantly; when teachers and administrators are asked to explain the increase, they agree it is a result of the instructional leadership of their coach."

— Marnie Danielski
Staff Development Trainer
Adams 12 Five Star School District
Thornton, Colo.

Reference

Costa, A. & Garmston, R. (2002). *Cognitive coaching: A foundation for renaissance schools*, 2nd ed. Norwood, MA: Christopher-Gordon.



Data coach

PURPOSE:

TO ENSURE THAT STUDENT ACHIEVEMENT DATA
DRIVES INSTRUCTIONAL DECISIONS
AT THE CLASSROOM AND SCHOOL LEVEL.

A relatively new role for instructional coaches is assisting teachers to look at a variety of data such as the four types of data recommended by Victoria Bernhardt (2004): student achievement, perception, demographic, and school process data. To help teachers use data most effectively and to facilitate their understanding of data, coaches can engage teachers in discussions about data. When data are available, teachers benefit from opportunities to work together to analyze data and to make decisions about how to use the data.

In this role, coaches help teams of teachers

and/or individual teachers to examine data, understand their students' strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs. Looking at and discussing cohort and student growth data enable teachers to move beyond the data to what needs to happen in their classrooms based on the data. Analyzing school and department- or grade-level trends in the data is only the first step toward designing and adjusting classroom instruction to address the identified needs of students. Too often, the data dialogue stops here...patterns are identified

SNAPSHOT OF A COACH AS A DATA COACH

Nicky Romero, the student achievement coach at Cherokee Elementary School*, works with the principal and assistant principal to plan the upcoming data conversation with 5th-grade teachers. Everyone knows they are a tough group and resist changing their classroom practices. The coach and administrators look through the 5th-grade data and identify trends and patterns. Following the meeting with administrators, Romero designs a data analysis protocol to use in the meeting with 5th-grade teachers.

Romero facilitates the meeting and invites the principal to explain the 5th-grade data and provide a short overview of the whole school's results. Romero gives the team a structured data analysis protocol to guide their examination of grade-level data. The 5th-grade teachers spend several hours examining data. First, teachers celebrate student successes and identify strategies they believe contributed to those successes. The protocol then

guides the team to identify gaps between what they want students to know and be able to do and actual student performance.

Next, teachers complete an advanced organizer (created earlier by the coach) that tracks individual student achievement in literacy and math. Teachers record each student's performance level and add comments about other factors that may influence a student's performance. Focused on student needs and with problem areas identified, Romero encourages teachers to examine their instruction, curriculum, and resources to find leverage points for addressing gaps in student learning. Teachers identify possible interventions, including flexible grouping, ways to differentiate upcoming lessons, and alternative instructional resources and strategies. As teachers leave the meeting, they agree to meet with the coach and principal in five weeks to re-examine student progress.

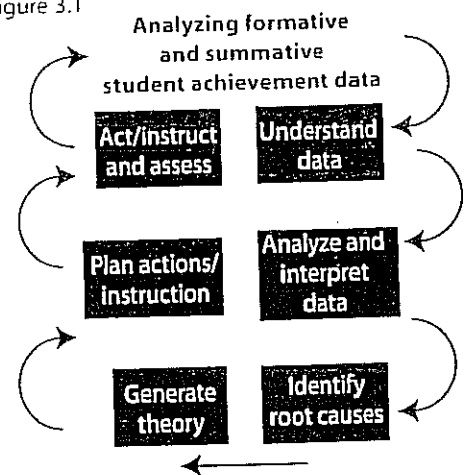
* Fictitious name and school

along with student strengths and weaknesses but there is no collaboration or discussion on next steps for instruction.

Coaches frequently facilitate data dialogues with teams of teachers. Coaches often work with building administrators to identify which data to examine and how to display the data so that the analysis process with teachers is effective and efficient. Many coaches use student achievement data plus survey data. Giving teachers the opportunity to identify additional data they want to examine increases their buy-in to the discussion. Sometimes, a particular team of teachers will not buy into state or district tests but they will believe their common assessments are an accurate measure of learning.

In their work as data coaches, coaches use a process map about the data analysis cycle (see Figure

Figure 3.1



3.1) to help teachers make sense of data.

It is important that time is not spent arguing about the validity of the tests but time is spent talking about teaching and learning.

During data dialogues, coaches facilitate interaction about what types of data are being examined, what the data mean, and what the next steps are by asking probing questions to guide data analysis.

Ensuring the use of more than one source of data for the discussions, coaches engage teachers in discussions on what each piece of data tells them along with what all pieces of data tell them. When data are analyzed, coaches help teachers find root causes, those factors contributing to what the data indicate. Together, coaches and teachers generate theories about how the root causes impact student learning and use additional data to determine which of the multiple potential causes is a major contributor and something within the school's circle of control. For example, schools often recognize that poverty is a major contributor to low achievement. When the root cause(s) are identified, both the coach and teachers work together to create an instructional plan to address the root cause. While schools cannot directly control poverty, teachers can integrate instructional approaches, such as building background knowledge and vocabulary to address poverty. Teachers implement the plan and assess student achievement on an ongoing basis to determine if the instructional plan is working and what adjustments they can make to improve it. When coaches focus conversations on data about student learning in a positive and productive way, the dialogue empowers teachers rather than threatens them. Assuming positive intentions for all teachers in the data dialogue will create a blame-free environment in which to have data discussions. Creating opportunities to identify areas of need is the first step in planning how to address those needs.

Knowledge and skills

To lead data dialogues, coaches know how to establish a risk-free and blame-free environment that allows teachers to feel safe. An essential part of creating this environment is building effective norms for these discussions.

"Coaching has been valuable for the students at my school because now it doesn't matter as much which teacher they get, because they are planning together, making common assessments, and looking at student work through the same lens."

— Michelle Lis
Cluster-Based Instructional Coach
Brookfield Elementary
South Riding, Va.

Tool 3.1 provides examples of norms that can be used in such discussions. Coaches want to help teachers share data on what and how well their students are learning with one another rather than feel competitive or threatened by their peers.

Coaches require a thorough understanding of various types and forms of available data, an understanding of what each data source assesses, and what conclusions can be validly drawn from any data set. Ensuring that more than one source of data is considered is a responsibility for coaches. Coaches use strong facilitation and questioning skills to formulate appropriate questions and to guide teachers in examining data thoroughly and accurately.

Tool 3.2 lists questions that coaches can use to ensure deep discussions about the meaning of data, the patterns in the data and the actions to take based on data. Knowing the types of questions as well as the sequence in which to ask the questions are skills coaches use to encourage thorough examination of the data.

Coaches also know how to assist teachers to plan and take specific actions based on the data to alter their instruction. To determine what actions to take, coaches help teachers identify the potential causes of problems they identify in the data.

Tool 3.3 contains the Fishbone Diagram, a quality management tool that allows teams to identify possible causes of identified problems. Knowing the most likely cause of gaps in student achievement

Additional resources

- *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, by Laura Lipton and Bruce Wellman. Sherman, CT: MiraVia, 2004.
- *From Data to Decisions: Lessons from School Districts Using Data Warehousing*, by Tamara Miele and Ellen Foley. Providence, RI: Annenberg Institute for School Reform at Brown University, 2005.
www.annenberginstitute.org/images/DataWarehousing.pdf
- *Show Me the Proof*, by Stephen White. Englewood, CO: Advanced Learning Press, 2005.
- *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*, by Ruth Johnson. Thousand Oaks, CA: Corwin Press, 2002.
- *Using Data to Improve Student Learning in Elementary Schools*, by Victoria Bernhardt. Larchmont, NY: Eye on Education, 2003.
- *Using Data to Improve Student Learning in*

High Schools, by Victoria Bernhardt.

Larchmont, NY: Eye on Education, 2005.

- *Using Data to Improve Student Learning in Middle Schools*, by Victoria Bernhardt. Larchmont, NY: Eye on Education, 2005.

WEB SITES

- **Just for the Kids.** School reports produced by this organization are powerful tools to help schools identify how they compare to other schools in their states with similar or more disadvantaged student populations and to learn what the highest-performing schools are doing to achieve academic excellence. These reports are based on information from the state department of education and provide an unbiased, data-based view of a school's academic achievement.
www.just4kids.org/jftk/index.cfm?st=US&loc=School%20Data
- **State departments of education.** Most state department web sites offer up-to-date annual school reports that provide data about each school within the state.

helps teachers decide what to do to best address the problem. Coaches need to have knowledge (or know where to find it) about what actions to take to address the learning issues that are identified through the data. Teachers are often stymied by what to do next when they have tried their best to do what they knew how to do the first time around.

Organizational skills are essential for coaches as they do this data work. Being able to accurately assess team members' reactions, questions, and types of discussions lead coaches to have the appropriate tools and structures available to design the data conversations. To facilitate data conversations, coaches use plans or agendas. The coach is also flexible enough to adjust the plan as the conversation moves

ahead. The coach is well versed in a variety of tools and structures that can be used to analyze patterns in the data. Knowing what questions to ask to ensure that teachers deeply examine the available data for patterns and discrepancies among different groups of students or different teachers is essential for effective coaching.

Challenges

Coaches face four challenges in this role. One challenge, displaying the data in user-friendly formats, requires coaches to consider the level of sophistication of teachers in analyzing and interpreting data and adjusting the data displays to accommodate variations in teachers' understanding

of data. For example, coaches can help teachers make sense of data by displaying data in charts and graphs, such as bar and pie charts rather than tables. Using color, clear labels, and multiple different displays of the same data help teachers understand the data more easily.

A second challenge is the coaches' preparation to understand the data before facilitating data dialogues. Coaches prepare a protocol — a series of questions — to guide data analysis and interpretation and action planning. Part of this conversation ensures that teachers address all inequities in the data and do not make excuses for some of the data being the way it is.

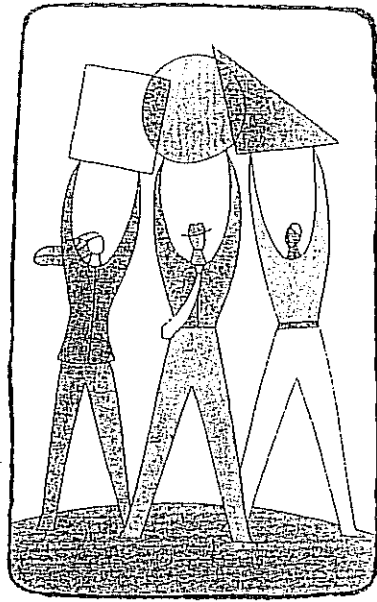
Assisting grade levels or departments to make decisions based on the data, the third challenge, is a necessary and difficult part of effective data dialogues. Coaches help teachers move beyond what the data mean to what actions will close the gap between where their students are and where they want them to be. This may mean spending time talking about possible theories of causation for certain results and then what to do about the results. Coaches ensure

teachers move beyond why the data may be the way it is to what actions should occur in the classroom because of what has been learned from examining the data. Coaches are willing to push the hard conversation to ensure all inequities in the data are addressed.

The fourth challenge is creating a non-threatening, supportive environment that encourages teachers to be open and honest in data analysis. Coaches assess what Bryk and Schneider (2004) call "relational trust" and design strategies to increase this trust between teachers and between teachers and administration if the school is to move forward with increasing student achievement through data conversations.

References

- Bernhardt, V. (2004). *Data analysis for continuous school improvement, 2nd ed.* Larchmont, NY: Eye on Education.
- Bryk, A. & Schneider, B. (2004). *Trust in schools: A core resource for improvement.* New York: Russell Sage Foundation.



Curriculum specialist

PURPOSE:
TO ENSURE
IMPLEMENTATION
OF ADOPTED CURRICULUM.

As a curriculum specialist, a coach's responsibilities are substantial. They include:

- Deepening teachers' content knowledge;
- Developing teachers' understanding of the structure of the curriculum (hierarchical, thematic, conceptual, etc.);
- Aligning the written, taught, and tested curriculum;
- Developing pacing guides;
- Identifying power standards and/or essential learnings;
- Dissecting a standard to identify the essential knowledge and skills students need to achieve the standard;
- Writing benchmarks to measure progress toward the standard;
- Identifying what to assess;
- Analyzing curricular materials to determine which parts of those materials support achievement of the standards; and
- Integrating the content areas to provide additional opportunities for students to practice and apply their learning.

Because many teachers have been consumers of curriculum guides rather than developers of them, their understanding of curriculum may be limited. As a curriculum specialist, a coach helps teachers become savvy consumers of district curriculum guides and developers of their own classroom curriculum. These tasks require some basic understanding of curriculum theory.

Coaches serve as curriculum specialists when they help teachers use district curriculum guides and materials to develop pacing guides, prepare unit and lesson plans, develop assessments, and design accommodations for various learners. Increasing teachers' understanding and implementation of the written curriculum is a major focus of coaches' work because, along with instruction, consistency in and alignment of curriculum leads to increased student learning. When teachers use the adopted curriculum to plan instruction, differentiate what is essential from what is "nice to know," identify power standards — those standards upon which others depend — instructional time is more focused. Coaches help teachers recognize interdisciplinary connections within standards to maximize students' opportunities to learn and apply their learning.

Knowledge and skills

To be successful in the role of curriculum specialist, a coach depends on his or her understanding of national, state, and local curriculum in all disciplines or the focus curricula, how those curricula are structured, the distinction between demonstrative and procedural knowledge, and discrimination and task analysis skills. Coaches know how to determine broad and finite learning outcomes, recognize the sequential, hierarchical, and conceptual relationship within the curriculum, how to "peel" a broad content standard into its essential knowledge and skills, and how to plan pacing guides.

Many of these skills and much of this knowledge depends on an understanding of the developmental needs of the students to whom the curricu-

"Instructional coaches constitute the foundation of change for a staff. Having a total focus on improving instruction and helping teachers perfect their skills is a luxury any principal would love to have. Practically, it is impossible with the multiple demands placed upon us. Coaches are there to make instructional improvements, offer modeling, guide needed practice, connect people to the right resources, offer encouragement and support ... the list goes on and on. This position had been instrumental in assisting me in moving student performance these past years. I may be the instructional leader, but a good coach makes those of us who lead successful."

— Randy Dallas
Principal

Rancho Santa Fe Elementary School
Avondale, Ariz.

lum will be taught. Knowing how a concept appears later in the scope and sequence of a curriculum as it is broadened and deepened is essential. For example, in kindergarten, students are introduced to basic shapes of circle, triangle, square (geometry); in 2nd grade, they are asked to describe the two-dimensional attributes of a shape; in 4th grade, they are introduced to the three-dimensional attribute of shapes; in 8th grade, they are expected to know and measure the angles within a shape. It is important then that a coach working with elementary school teachers have at least a basic understanding of the curriculum that follows so he or she can support teachers in preparing students adequately for the subsequent curriculum. It is also critical that the coach help the teacher develop accurate content knowledge so that the important foundation knowledge is accurate and complete and that the instructional materials used to teach the content are accurate (for example, kindergarten teachers using cubes to teach square).

SNAPSHOT OF A COACH AS A CURRICULUM SPECIALIST

At the beginning of the year, Jerry Fenton*, the instructional specialist at Tomlin Elementary School, assesses the level of implementation of the math curriculum in each classroom. The school is in its second year implementing the Everyday Math program. The biggest issue for teachers last year was keeping up with the expected pace of the curriculum. Teachers struggled with students not mastering every skill before they moved on to the next unit.

In the first few weeks of school, Fenton observes classroom practice and has teachers assess their own level of implementation against the implementation innovation configuration map (Hall & Hord, 2001). He discovers that most teachers are at the developing (second of four) level. Fenton meets with each grade-level team to discuss his observations and their self-assessments. They also examine student performance from the pretests. Based on these three sets of data, they identify the support they want from Fenton. He learns that they all want help with pacing and knowing when to move on. Fenton reminds teachers about the concepts of developing and secure goals for students. This reminder assuages teachers' anxiety about making an incorrect decision related to moving on, especially when they are teaching to developing goals that do not require mastery.

Second-grade teachers decide to plan a unit

together with Fenton so they can learn how to map the time needed for all parts of the unit and how to assess progress throughout the unit. Fenton gathers materials, sets an agenda for the meeting, and facilitates the 2nd-grade team meeting. They examine the curriculum and decide which goals are developing and secure goals for 2nd graders. After they select one goal as the focus of their unit, they identify the concepts and skills within that goal so they can sequence them for instruction. They work together over three meetings to plan the unit and look forward to implementing it. Fenton suggests that one teacher volunteer to teach the unit and that others observe several lessons before they implement it in their classrooms to ensure they have included the best examples, problems, and practice for their students.

Fenton also helps the teachers design several quick assessments of the content to use throughout the unit before the unit assessment.

These quick assessments will give teachers and their students a snapshot of whether students have a basic understanding of the foundation knowledge and skills before they are asked to apply all of them in their unit assessment. In this way, teachers can go back and reteach if they notice that students are missing some of the essential knowledge and skills.

* Fictitious name and school

Knowledge about curriculum not only influences the content a teacher plans to teach, it also affects what is assessed and how it is assessed. If a teacher expects 8th graders to describe events leading up to the Civil War, then she should not design an assessment that asks students to write a persuasive essay taking a stand on whether the North or South is justified in its actions. Helping teachers design assessments that accurately measure the expected outcome at the appropriate developmental level is the work of a coach as curriculum specialist. In addition, the coach as curriculum specialist assists teachers in using the results of an assessment to determine what knowledge and skills students missed and where in a task analysis of knowledge and skills to enter the reteaching.

Knowledge about curriculum not only influences the content a teacher plans to teach, it also affects what is assessed and how it is assessed. If a teacher expects 8th graders to describe events leading up to the Civil War, then she should not design an assessment that asks students to write a persuasive essay taking a stand on whether the North or South is justified in its actions. Helping teachers design

Additional resources

- *Curriculum Leadership: Development and Implementation*, by Allan A. Glatthorn, Floyd Boschee, and Bruce M. Whitehead. Thousand Oaks, CA: Sage Publications, 2006.

WEB SITES

- **Just for the Kids.** Web site identified best practices in more than 20 states and schools that have demonstrated success.
www.just4kids.org/bestpractice/index.cfm
Content-area web sites include resources for teachers. Most include information on national standards, instruction, assessment, and lesson plans.
- **American Council on the Teaching of Foreign Languages.**
www.actfl.org
- **Council for Exceptional Children.**
www.cec.sped.org
- **International Reading Association.**
www.ira.org
- **National Art Education Association.**
www.naea-reston.org
- **National Association for Bilingual Education.**
www.nabe.org
- **National Association for the Education of Young Children.**
www.naeyc.org
- **National Association for Sport and Physical Education.**
www.aahperd.org/naspe/template.cfm
- **National Association for Music Education.**
www.menc.org
- **National Business Education Association.**
www.nbea.org
- **National Council for the Social Studies.**
www.ncss.org
- **National Council of Teachers of English.**
www.ncte.org
- **National Council of Teachers of Mathematics.**
www.nctm.org
- **National Science Teachers Association.**
www.nsta.org
- **Teachers of English to Speakers of Other Languages.**
www.tesol.org

Coaches as curriculum specialists are expected to have a deep understanding of the curriculum. It is not essential that they be content specialists in all content areas. It is essential, however, that they know how to read and use a curriculum guide, how to access other curriculum specialists within the school or district as necessary, and how to access other curriculum resources to support teacher planning.

Several tools will help coaches in the role of curriculum specialist.

A coach might use **Tool 4.1**, a standards-based, unit planning template, as he or she works with individual teachers or team of teams in planning

instructional units.

Tool 4.2 is a standards-based weekly planning template for literacy that coaches can adapt for any content area when planning instruction.

Tool 4.3, *Peeling a Standard*, helps coaches work with teachers to unpack a standard to identify the essential knowledge and skills embedded within the standard and to determine how to sequence instruction on the knowledge and skills to ensure that students meet the standard.

Finally, coaches might use **Tool 4.4** to help teachers plan how they will assess students after instruction.

Challenges

The major challenges facing coaches in the role of curriculum specialist are having an adequate understanding of the curricula of all disciplines and adequate content knowledge in the disciplines within which he or she works. This is particularly challenging for coaches who have developed expertise in one content area but who work with teachers in several or all content areas. This challenge is particularly apparent in middle and high schools when teachers with a content major in one subject area become instructional coaches of teachers in other content areas. Establishing credibility as a curriculum specialist is especially challenging in these situations and may lead a coach to choose roles other than curriculum specialist to maintain the coach's comfort and credibility with teachers. Choosing other roles may become problematic if decisions related to curriculum are the source of low student achievement.

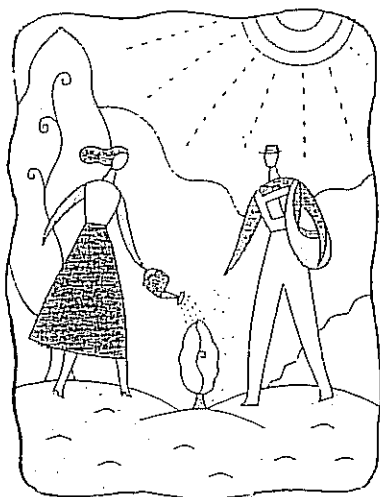
Yet another challenge coaches in the role of curriculum specialist face is having inadequate curriculum and resources available to use as a guide. Many districts and schools still depend on a textbook as their primary curriculum guide, and they

may fall short of addressing the curriculum that is tested.

Coaches as curriculum specialists develop a deep understanding of the tested curriculum and compare it to the written and taught curriculum and with the instructional resources available. One example of the importance of this role is knowing how particular skills are presented or assessed on high-stakes assessments. If, for example, the math book presents problems vertically and the assessment presents them horizontally, the coach can alert teachers to these differences and help them develop practice materials for students to experience problems in a different orientation. Another example is in the use of vocabulary. Textbooks may use the term "ownership" rather than "possession" and the assessment may use the latter. These subtleties can influence how well students perform on high stakes assessments.

Reference

- Hall, G.E. & Hord, S.M. (2001). *Implementing change: Patterns, principles, and pitfalls*. Boston: Allyn & Bacon.



Instructional specialist

PURPOSE:

TO ALIGN INSTRUCTION WITH CURRICULUM
TO MEET THE NEEDS
OF ALL STUDENTS.

Most coaches will spend much of their time in the role of instructional specialist if they hope to impact classroom instruction at the school. The coach and the principal will need to reach an understanding about which instructional strategies should be the focus of the coach's work. The instructional strategies that are the focus of the coach's work should be clearly aligned with the school improvement goals. Examining the level of student achievement gives the coach direction about where to spend his or her time and energy.

A goal of the coach as instructional specialist is

to ensure that teachers implement effective, research-based instructional strategies. A good reference for such strategies is *Classroom instruction that works: Research-based strategies for increasing student achievement*, by Robert Marzano, Debra Pickering, and Jane Polluck (ASCD, 2001). Embedding generic instructional strategy discussions with content-rich examples is essential. **Tool 5.1** summarizes the Marzano strategies.

As instructional specialists, coaches help teachers select and implement the most appropriate strategies to meet the learning needs of all students. **Tool 5.2**

identifies questions that coaches and teachers should consider when selecting an instructional strategy. This role is frequently combined with the role of classroom supporter; coaches often plan with teachers and then demonstrate, co-teach, or observe and offer feedback to teachers. Even when there is effective training for teachers on various instructional strategies, there is often low-level implementation of these strategies in classrooms. In addition, teachers often misunderstand how to align appropriate instructional strategies with appropriate content areas and outcomes. For example, consider a teacher who uses the similarities and differences strategies in every lesson regardless of content and desired student outcomes because that strategy had the highest effect size of the nine Marzano strategies.

Training often falls short of helping teachers know how to select strategies to align with the curriculum and adjust strategies to address the needs of diverse learners. A major responsibility in the coach role is to assist teachers in differentiating instruction and selecting the best strategies for the learning. A coach may spend time with individuals and small groups discussing appropriate instructional strategies to reach the desired student learning outcomes.

Planning units and pacing these units is a useful way for coaches to engage teachers. This allows teachers to get to the application level and assists them in deciding which strategies are most appropriate for different conditions and content.

Knowledge and skills

To be successful in this role, coaches must have a deep understanding of the research on effective instructional strategies and know how to align instruction with content. They need to know and have implemented various instructional strategies and know when each is the most effective strategy to use. Being an effective teacher is essential in this role since coaches not only teach other teachers about various instructional processes and how students learn, but they also need to model effective instruc-

"Our coach has served a vital need for our teachers and students. After examining data and looking at our resources, we identified a need for instructional support in mathematics. Having our coach serve in this role has built the overall capacity of our teachers to instruct in math. In turn, our teachers have learned strategies that transfer nicely to other disciplines."

— Andy Camarda
Principal
London Towne Elementary School
Centreville, Va.

tion. There is an ongoing dialogue about the pros and cons of having instructional specialists model lessons in classrooms or having coaches demonstrate effective instructional strategies in their own classrooms with their own students. Each approach has advantages and disadvantages.

Coaches must also understand standards-based planning, including how to plan instruction to ensure that all students achieve selected content standards. Assisting teachers to look at the big picture first and then planning instructional and assessment strategies are essential skills for coaches. Having a variety of formats for unit planning helps coaches give direction and choice to groups of teachers as they engage in this process. Coaches can use the standards-based unit and weekly planning templates from Chapter 4 as they work with teachers to determine which instructional strategies to use to teach the knowledge and skills. Knowing the difference between *assessment for learning* and *assessment of learning* (Stiggins, 2004) is important as coaches help teachers design appropriate assessments.

Understanding how to integrate a variety of content areas is a helpful skill as teaching all the content areas in isolation from one another is not effective or efficient. Many elementary teachers do not have time to teach all content areas so assisting

SNAPSHOT OF A COACH AS AN INSTRUCTIONAL SPECIALIST

Lilly Pham* is the new instructional coach at Preston Elementary School, a Title I school whose student achievement scores declined three years in a row. Pham is a veteran teacher from a similar Title I school in the district. She has been very effective with students in her own classroom and is dedicated to meeting the needs of each student. She has a particular passion about working with students and teachers in high-needs schools.

From her work with Preston teachers in the first few weeks, Pham discovers that teachers lack unit planning skills. She finds that they are planning each day of instruction without a big picture of overall student learning outcomes. As she works with primary teachers on integrating science and social studies standards into the literacy block, she learns that the school has no planning template or protocol, nor any consistency or common language about instructional strategies used within the school.

She asks the principal to release teachers in each grade level for a full day to work on a model for planning. On planning day, Pham wants to help teachers become more competent about instructional decisions.

Pham asks her central office staff development coordinator, Lory Stevens, to assist her to design the day-long meeting and to facilitate the first team meeting. Pham and Stevens decide that sharing a

model unit with teachers is a good way to start the day, so they create a unit map for literacy that integrates social studies and science and that identifies differentiation strategies for their large population of English language learners and special education students.

As they facilitate the 1st-grade team meeting, one teacher expresses frustration with the unit planning approach and asks why she can't just plan for each day. As Pham and Stevens move in and out of the role of learning facilitator and instructional specialist, they engage teachers in dialogue about standards-based instruction, content standards, assessment, and integration of content areas. Pham and Stevens ask teachers to help them revise the unit-planning template before they work with other grade levels.

After three planning meetings with different grade levels, Pham tells Stevens that the 1st-grade teacher who was frustrated on their first day reported, "I finally get it. I understand the need for the big picture. I was only thinking about my classroom and not about what happens to my students when they leave 1st grade." Several days later, this same teacher asks Pham to review several units she redesigned over the weekend. Pham makes an appointment to meet with her after school to review the units.

** Fictitious name and school*

teachers in integrating social studies and science into literacy and math instruction is important to ensure all content standards are taught and learned by students. At the secondary level, coaches can assist by ensuring that non-core teachers know strategies they could use which would contribute to student learning in the core areas.

Facilitation skills help coaches in this role since

much of the planning occurs in small groups of teachers. The coach helps teachers think about and learn the process of planning rather than actually doing the unit planning for them. The learning for teachers is in the process not necessarily just the outcome of the unit map or pacing map. Asking the right questions to move teams of teachers ahead in the planning process is another key to success.

Additional resources

- *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, by Robert J. Marzano. Alexandria, VA: ASCD, 2004.
- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. Alexandria, VA: ASCD, 2001.
- *Classroom Management That Works: Research-Based Strategies for Every Teacher*, by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering. Alexandria, VA: ASCD, 2003.
- *Data-Driven Differentiation in the Standards-Based Classroom*, by Gayle Gregory and Lin Kuzmich. Thousand Oaks, CA: Corwin Press, 2004.
- *Developing Assessment Literacy: A Guide for Elementary and Middle School Teachers*, by John R. Criswell. Norwood, MA: Christopher-Gordon, 2006.
- *Differentiated Assessment Strategies: One Tool Doesn't Fit All*, by Carolyn Chapman and Rita King. Thousand Oaks, CA: Corwin Press, 2004.
- *Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement, 2nd ed.*, by Gayle Gregory and Carolyn Chapman. Thousand Oaks, CA: Corwin Press, 2005.
- *Differentiated Instructional Strategies: One Size Doesn't Fit All*, by Gayle Gregory and Carolyn Chapman. Thousand Oaks, CA: Corwin Press, 2006.
- *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6*, by Gayle Gregory and Lin Kuzmich. Thousand Oaks, CA: Corwin Press, 2004.
- *A Framework for Understanding Poverty*, by Ruby K. Payne. Highlands, TX: AHA Process, 2001.
- *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*, by Carol Ann Tomlinson. Alexandria, VA: ASCD, 2003.
- *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*, by Carol Ann Tomlinson and Jay McTighe. Alexandria, VA: ASCD, 2006.
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, by Jana Echevarria, Maryellen Vogt, and Deborah Short. Needham Heights, MA: Allyn & Bacon, 2000.
- *Meeting the Needs of Second Language Learners*, by Judith Lessow-Hurley. Alexandria, VA: ASCD, 2003.

Coaches can use **Tool 5.3**, a planning meeting agenda, when they meet with teams of teachers to plan instruction.

To work effectively with teachers, coaches must demonstrate that they believe that all students can learn. They work to help teachers believe that the achievement gap between groups of students (ethnicity, poverty, gender gaps) is not acceptable. Coaches are most effective when they believe teachers have

the knowledge and skills or want to learn the knowledge and skills to eliminate the achievement gaps between different groups of students.

Coaches in this role are more successful when they understand how students learn and how teachers make decisions. When coaches know about, can exhibit, and can articulate their own thinking about selecting and using various instructional strategies, they are better able to support teachers. In addition

- *Pathways to Understanding: Patterns & Practices in the Learning-Focused Classroom*, 3rd ed., by Laura Lipton and Bruce Wellman. Sherman, CT: MiraVia, 1998.
- *So Each May Learn*, by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini. Alexandria, VA: ASCD, 2000.
- *Student-Involved Assessment for Learning*, 4th ed., by Richard J. Stiggins. Englewood, NJ: Prentice Hall, 2004.
- *Teaching Kids With Learning Difficulties in the Regular Classroom*, by Susan Winebrenner. Minneapolis, MN: Free Spirit Publications, 1996.
- *Understanding by Design*, 2nd ed., by Grant Wiggins and Jay McTighe. Alexandria, VA: ASCD, 2005.
- *Working with Second Language Learners*, by Stephen Cary. Portsmouth, NH: Heinemann, 2000.
- School Improvement Network/VideoJournal, 2006.
- *Assessment for Learning: Classroom Assessment for High-Stakes Success* [Elementary and secondary versions]. Sandy, UT: The School Improvement Network/VideoJournal, 2002.
- *At Work in the Differentiated Classroom*. Alexandria, VA: ASCD, 2001.
- *Building Academic Background Knowledge video series*. Alexandria, VA: ASCD, 2005.
- *Classroom Instruction That Works*. Sandy, UT: The School Improvement Network/VideoJournal, 2004.
- *Differentiation to Meet the Needs of All Students* [Secondary]. Sandy, UT: The School Improvement Network/VideoJournal, 2006.
- *Helping Students of Limited English Skills in the Regular Classroom* [Elementary and secondary versions]. Sandy, UT: The School Improvement Network/VideoJournal, 2000.
- *No Excuses: Increasing Minority Student Achievement*. Sandy, UT: The School Improvement Network/VideoJournal, 2006.
- *Unlocking the Secrets of Great Teachers: What the Best Teachers Do Everyday*. Sandy, UT: The School Improvement Network/VideoJournal, 2005.

WEB SITE

- **Just for the Kids.** Web site identifies best practices in successful schools in more than 20 states.
www.just4kids.org/bestpractice/index.cfm

VIDEOS

- *Applied Differentiation: Making it Work in the Classroom* [Elementary]. Sandy, UT: The

to instruction, it is helpful when coaches know about and can implement sound classroom management, higher-order thinking skills, and high-level student engagement strategies. When coaches understand how to differentiate instruction for all students, including non- or limited English speaking, special needs, gifted, low-achieving, male, female, and/or minority students, they will be better able to assist their colleagues improve their instruction.

Tool 5.4 provides guidance on differentiation strategies.

Challenges

This role is very challenging for coaches since it entails such a large amount of knowledge about a variety of strategies. It is often hard for coaches to be versed in all of this content so knowing where to get assistance or ideas to ensure learning for different

kinds of students in the classroom is an essential skill.

Gathering enough information about individual students in a classroom to assist a teacher in designing appropriate instruction is often very time consuming for coaches. Knowing which strategies to use with a particular child often takes lots of time as the specific issue may be different from any other the coach has encountered.

Coaches are challenged when they have only implemented a few instructional strategies in their own classrooms or have worked with a more homogeneous student population. Sometimes coaches may be learning instructional strategies along with teachers in their school and will not have had opportunities to practice those strategies to understand what it takes to implement them successfully. Coaches often have to be risk takers, stepping out there to model or try a new skill in another teacher's classroom without feeling comfortable with the actual skill.

Reading research, practicing new strategies, and introducing new strategies to teachers are continuous challenges facing coaches in the role of instructional specialist. Coaches must be continuous learners and be willing to step back and critique their own practices as a model for all teachers in the building. Preparing lessons to teach in other teacher's class-

"Instructional coaches have provided the assistance necessary to enable our teachers to take their instruction to the next level. Due to their vast knowledge of research-based instructional strategies, they have become integral resources for all teachers. They also provide the strong support necessary for new staff as they help integrate them into our district philosophy. Because of this effective collaboration between teacher and coach, the ultimate winner is the student as evidenced through increased student achievement."

— Heather Cruz

Principal

Verrado Middle School

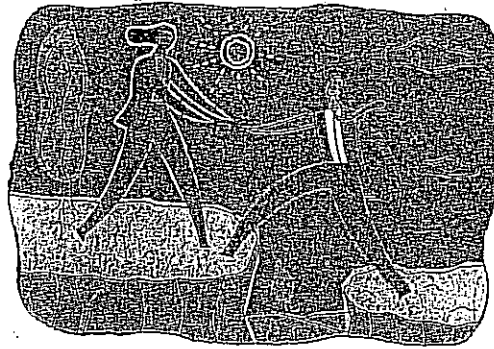
Buckeye, Ariz.

rooms takes a great deal of time and persistence if the lesson is to meet teacher and student needs.

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Marzano, R., Pickering, D., & Polluck, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Stiggins, R. (2004). *Student-involved assessment for learning*. New Jersey: Prentice Hall.



Mentor

PURPOSE:
TO INCREASE INSTRUCTIONAL SKILLS OF THE NOVICE
TEACHER AND SUPPORT SCHOOLWIDE INDUCTION
ACTIVITIES.

School-based coaches often mentor new teachers in their school. Depending on the number of new teachers and expectations for support, this role can be a small or significant part of a coach's work week. The role can become overwhelming if there are so many new teachers that it takes all of the coach's time to meet the needs of these teachers. Or if any of the new teachers are especially needy in terms of their struggles with classroom management, curriculum, differentiation, or other challenges. New teachers are the future of the teaching profession but unless all teachers contribute to the learning of stu-

dents, schools will never reach their goals of increased student learning.

Sometimes, rather than mentoring new teachers directly, coaches support other teachers who mentor novice teachers. They coordinate the services that are provided at the building level for the new teachers. They may provide ongoing support meetings that address the needs of new teachers, support meetings for the mentors of new teachers, or just be a mentor for the actual mentors of the new teachers. Coaches may meet monthly with mentors to discuss the progress of novice teachers, celebrate successes, and

SNAPSHOT OF A COACH AS A MENTOR

On the first day of school, Joseph Garcia*, the student achievement coach at Monroe Middle School, visits the classrooms of each of the school's new teachers. He has helped each one set up classroom rules and sees them posted in the classroom. He observes teacher-student interactions to get a sense of how well each new teacher has created a climate conducive to learning. On the third day of school, he holds an after-school support group for new teachers and those new to the school in which they discuss managerial and instructional issues that arose during the first few days.

Several teachers, even two experienced teachers who are new to the school, indicate that they want help integrating more instruction for their non-English speaking students. Garcia shares a few quick, effective strategies and asks teachers to brainstorm additional ones.

During the second half of the support session, teachers are eager to share stories about their classrooms. Garcia structures the conversation to focus on teachers' decision making. He facilitates the group to generate and discuss multiple options for each of the situations they share. In one case, Garcia uses "peeling the onion" protocol (Tool 7.1) to go more deeply into the problem solving. Garcia wants

to ensure that the conversation moves quickly from complaining or storytelling to deep thinking and generating a variety of ideas for each situation. He believes this exercise will expand novice teachers' repertoires and give them greater decision-making flexibility.

After the first week of school, Garcia learns that one of the novice teachers is struggling with classroom management. He meets with the new teacher to plan a course of action. They agree that Garcia will co-teach the most challenging class for the next three days with the new teacher. Together, they agree on how to structure the classroom and how to divide instructional responsibilities in the lessons they have planned. They also agree how to handle behavior problems in the classroom. After each day of co-teaching, Garcia and the novice teacher debrief what occurred and plan the next lesson. Garcia also makes explicit the strategies he used during the lesson to manage student behavior and compliments the teacher on her effective behaviors. After co-teaching with this novice teacher, Garcia checks in daily with other new teachers and plans to observe each one the following week.

* Fictitious name and school

help mentors address specific problems in novice teachers' classrooms. To support mentors, coaches help them solve problems, understand the developmental stages of teachers, identify strategies to assist novice teachers, locate resources, offer advice, and listen to their concerns.

Coaches who mentor new teachers usually couple the role of mentor with other roles, most frequently classroom supporter and instructional specialist. They provide all types of assistance, from facilitating learning to demonstrating lessons, co-

teaching, or planning instruction. Much of the work in this role focuses on the managerial aspects of the job first — classroom management and material acquisition — before addressing the important issues of curriculum, instruction, and assessment.

Building a trusting relationship with novice teachers is essential for a successful partnership between coaches and novice teachers. Assisting new teachers to access and understand district and school expectations and resources is the coach's first level of support. Coaches offer on-the-spot assistance to

AREAS OF FOCUS FOR BEGINNING TEACHERS

Classroom management and organization

- Classroom set-up
- Discipline
- Student engagement strategies
- Grouping strategies
- Transition strategies

Instruction

- Plan and organization of instruction
- Assessment strategies
- Implementation of curriculum
- Content knowledge

Students

- Differentiation strategies to address individual student needs
- Motivation of students
- Teacher-student "distance"

Parents

- Relationships
- Communication
- Conferences
- Understanding community

School context

- Relationships with colleagues and administration
- School and district policies
- Logistics, resources, procedures, forms, etc.
- School philosophy

Professionalism

- Balancing personal and professional responsibilities
- Coping with feelings of success, failure, and rejection
- Professional growth opportunities
- Materials needed

novice or new-to-the-school teachers because they are "right down the hall" when needed. Coaches can usually adjust their schedules to be in a new teacher's classroom at a variety of times throughout the school day. Site-based coaches really do understand the needs of students at the site since they are with them on an ongoing basis.

In the role of mentor, coaches help new teachers plan lessons, expand their repertoire of instructional strategies, and differentiate instruction for diverse learners. They help novice teachers manage their classrooms, establish classroom routines, select and implement a discipline plan, and locate resources. Coaches often spend time modeling instruction or observing new teachers and giving feedback on their instruction. Coaches strive to develop in novice teachers a practice of continuous improvement by encouraging them to identify professional growth goals and to reflect on their practice. Coaches help both new-to-the-school and novice teachers understand and implement the district curriculum and acclimate to the school and district culture.

At times, the coach serves as a critical friend for new teachers assisting them in working with their peers in grade levels and departments. Often, the coach can problem solve with new teachers about inclusion issues within a school.

Knowledge and skills

To be effective in this role, coaches need to understand the stages of teacher development, know how to match support with teachers' expressed concerns, and have a wide array of classroom management, instructional, and assessment strategies to draw upon. Assessing novice teachers' needs and knowing how to respond to identified needs are important skills for coaches. Knowing the personalities of new teachers and their learning preferences helps the coach select the best intervention to support new teachers without overwhelming them. Coaches, to be successful as mentors, use a wide range of relationship skills to help new teachers feel

STAGES OF TEACHER DEVELOPMENT

The stages of teacher development are offered not as a way to label a teacher, but rather to guide the mentor's decision about what services or support to provide to the teacher to promote the greatest development. Providing services to a teacher at the survival stage that are more appropriate for a teacher at the consolidation stage is a mismatch and may frustrate the teacher more than help him or her. The table below suggests stages of teacher development drawn from over 25 years of research. It

associates those stages with years of teaching; however, the years of teaching alone are insufficient to determine a teacher's stage of development. Some first year teachers, for example, behave as teachers in the Renewal Stage. Also, some third year teachers still demonstrate the behaviors of a teacher in the Survival Stage. It is highly recommended that a mentor consider the teacher's behaviors as indicators of his or her stage of development rather than his or her years of teaching.

STAGE	TEACHERS AT THIS STAGE ...	MENTORS CAN BE MOST HELPFUL IF THEY ...
SURVIVAL STAGE Year 1	<ul style="list-style-type: none"> • Have many specific needs mostly focused on coping with the daily demand of teaching, management issues, classroom organization, and sense of personal and professional competence. • Ask "Can I survive until the end of the week?" • Focus on their own needs and have little understanding of what is happening for students in their classroom. • Frequently do not take responsibility for what occurs in their classroom. • Fail to acknowledge problems. • Tend to blame students, others, resources, just not themselves. • Little sense of control. • Diminished sense of efficacy. 	<ul style="list-style-type: none"> • Provide specific suggestions or "how tos." • Do classroom demonstrations. • Provide limited options so teachers can choose what is most comfortable. • Co-teach with the new teacher. • Give ongoing personal support. • Connect new teachers with other teachers. • Arrange for the new teacher to observe other teachers. • Ensure that new teachers have all the resources they need including curriculum guides, student books, etc. • Check in frequently. • Listen and honor their concerns. • Remember no problem is too insignificant to be a major one to a new professional
CONSOLIDATION STAGE Year 2	<ul style="list-style-type: none"> • Begin to think about the instructional needs of students. • Typically teach to the middle of the class with little differentiation. • Recognize that there is a connection between what he or she does and how well students learn. • Implement rules and routines easily. • Ask "How can I change my instruction so all students learn?" 	<ul style="list-style-type: none"> • Share ideas with the teacher. • Co-teach with the teacher. • Observe and give feedback. • Recognize the teacher's effort and results. • Bring new resources to the teacher's attention. • Engage the teacher in problem solving. • Introduce the teacher to other networks for support and idea exchange. • Engage the teacher in professional learning experiences that include teachers other than new teachers.

STAGE	TEACHERS AT THIS STAGE ...	MENTORS CAN BE MOST HELPFUL IF THEY ...
RENEWAL STAGE Years 3-5	<ul style="list-style-type: none"> • Demonstrate competence in teaching. • Find that some routines need refreshing. • Look for new ideas about teaching, the curriculum, and how students learn. • Have mastered management issues. • Have mastered most basic instructional strategies. • Have a sense of efficacy as a teacher. • Ask "What are some new techniques for ...?" 	<ul style="list-style-type: none"> • Share articles from professional journals. • Connect the teacher with state and national professional associations. • Engage them in professional experiences outside the school, including conferences, networks, etc. • Engage them in action research projects. • Allow them to demonstrate lessons for new teachers. • Arrange for new teachers to observe the teacher. • Provide opportunities for them to reflect on their professional practice. • Suggest that they consider the National Board certification process.
MATURITY Year 6 and beyond	<ul style="list-style-type: none"> • Are interested in new ideas and resources. • Ask questions about the more complex issues related to teaching, such as how to reach a specific type of learner or how to teach a challenging concept. • Refine their beliefs about teaching. • Establish themselves within the professional community. • Analyze the impact they have on student learning and make adjustments. • Take on more leadership responsibilities within the school. • Display a strong sense of personal and professional efficacy. • Demonstrate a commitment to education and to a career in education. • Consider their career future in education. • Ask "What is my role in promoting democratic ideal in education?" or "What is my role in improving the school?" 	<ul style="list-style-type: none"> • Observe and give feedback, especially when the teacher is practicing new instructional strategies. • Engage the teacher in professional networks and communities. • Encourage the teacher to seek leadership opportunities for the teacher. • Encourage the teacher to become a mentor, learning facilitator, department or grade-level chair, committee chair, etc. • Provide support and coaching about leadership skills.

Source: Stroot et al, 1998.

Additional resources

- *Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration*, by Judy F. Carr, Nancy Herman, and Douglas E. Harris. Alexandria, VA: ASCD, 2005.
- *Inducting and Mentoring Teachers New to the District*, by William B. Ribas. Norwood, MA: Christopher-Gordon, 2006.
- *Jim Burke's Letters to a New Teacher: A Month-by-Month Guide to the Year Ahead*, by Jim Burke. Portsmouth, NH: Heinemann, 2006.
- *Learning-Focused Mentoring: A Professional Development Resource Kit*, by Laura Lipton and Bruce Wellman. Sherman, CT: MiraVia, 2006.
- *Making Mentoring Work*, by Laura Lipton and Bruce Wellman. Alexandria, VA: ASCD, 2003.
- *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*, by Laura Lipton, Bruce Wellman, and Carlette Humbard. Sherman, CT: MiraVia, 2001.
- *Mentoring New Special Education Teachers: A Guide for Mentors and Program Developers*, by Mary Lou Duffy and James W. Forgan. Thousand Oaks, CA: Corwin Press, 2004.
- *Mentoring Teachers Toward Excellence: Supporting and Developing Highly Qualified Teachers*, by Judith H. Shulman and Mistilina Sato. San Francisco: Jossey-Bass, 2006.
- *The Reflective Mentor: Case Studies in Creating Learning Partnerships*, by Alyce Hunter and Henry G. Kiernan. Norwood, MA: Christopher-Gordon, 2005.
- *Teacher Mentoring and Induction: The State of the Art and Beyond*, by Hal Portner. Thousand Oaks, CA: Corwin Press, 2005.

WEB SITES

- **New Teacher Center.** The web site of the New Teacher Center at the University of California at Santa Cruz provides resources for new teachers and mentors. It reviews state policies about induction and offers research on teacher induction.
www.newteachercenter.org
- **NewTeacher.com.** Offers information, research, and resources to support new teachers. Provides for dissemination of funds to support teachers, students, and schools.
www.newteacher.com

VIDEOS

- *Effective Mentoring: Building Learning-Focused Relationships*. Sandy, UT: The LPD Video Journal of Education and TeachStream, 2003.
- *New Teacher Training: Classroom Management to Win Students Over — Not Win Over Them*. Sandy, UT: The School Improvement Network/VideoJournal, 2001.

comfortable, yet challenged to improve. They use a delicate balance of pressure and support to encourage continuous improvement. Making agreements about how to work together effectively is crucial to having an effective working relationship between coaches and novice teachers. During one of the first meetings

between coach and the new teacher, a contract is often done that outlines agreements around expectations and ways to communicate with one another. See Chapter 14 on partnership agreements.

Knowing what a new teacher is ready for and when is an important skill for coaches. Coaches

should consider the list of needs of novice teachers (p. 62) and use those needs as a reference when determining their work with novice teachers. Coaches want to be certain that they help beginning teachers develop a solid foundation that includes deep understanding of the curriculum and basic instructional strategies before focusing their support on more sophisticated teaching skills, such as how to differentiate instruction for all students.

One of the primary skill sets coaches use is in technical and cognitive coaching. Knowing how to engage teachers in analyzing their own practice, how to collect, analyze, and share data, how to provide specific and corrective feedback, and how to provide a range of alternatives are important skills for coaches. Coaches also depend on a wide range of knowledge and skills related to curriculum, planning, effective instruction, assessment, and classroom management.

Challenges

The greatest challenge a coach faces as a mentor is moving the novice teacher from dependence to independence as a teacher. Balancing directive coaching with more reflective, metacognitive coaching can be difficult, especially when novice teachers seek direction from their mentors. Coaches may find it easier to be more directive with novice teachers by advising them or giving them specific instructions rather than listening and encouraging them to identify their own alternative practices. Implementing the concept of gradual release with new teachers is essential if the teachers are to make instructional decisions that positively impact student learning when the mentor is not present.

Moving from modeling instruction to co-teaching to observing and providing feedback on a lesson

"Our student achievement coach was a tremendous help to me throughout my first year of teaching. I was worried that I would not get as much assistance from her during my second year, but, to the contrary, we continue to collaborate and work closely together in order to improve our students' learning experience."

— Elisabeth Cook

Teacher

Coronado Elementary School

Thornton, Colo.

are often essential steps to ensuring teachers can perform the work of teaching on their own. Coaches can use the protocol in Tool 7.1 to help identify a teacher's issue.

Another challenge for coaches is balancing the time they spend with novice teachers. Spending a great deal of time with new teachers is easy because they are often eager to learn and welcome support. Yet, coaches frequently have multiple responsibilities within a school and need to balance their varied and often conflicting responsibilities. Coaches want to provide services to the new teacher because they know the new teacher needs and appreciates all of the coach's help. But coaches walk a fine line between supporting the new teacher and pushing them in order to ensure they meet the educational needs of all students.

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How Coaches Can Maximize Student Learning

Heeding the roles and relationships of coaches enhances the likelihood that they will be able to influence school culture, professional learning, and, ultimately, student achievement.

By Jon Saphier and Lucy West

Schools throughout the nation are hiring “coaches” and deploying them in schools in a multitude of ways that may not improve instruction and that rarely affect student learning.

Regardless of the title given to the coach — instructional support specialist, mathematics or literacy resource teachers, curriculum specialists, etc. — this person performs many duties in the school, ranging from presenting demonstration lessons, distributing test prep and other materials, handling lunch and bus duty, assisting the principal, entering data from test scores and analyzing these scores, working with small groups of students who are failing, and buoying up the practice of ineffective teachers by teaching for them regularly or occasionally.

So, exactly what is the role of a coach? What, if any, of these activities will actually affect student learning and improve teaching practices?

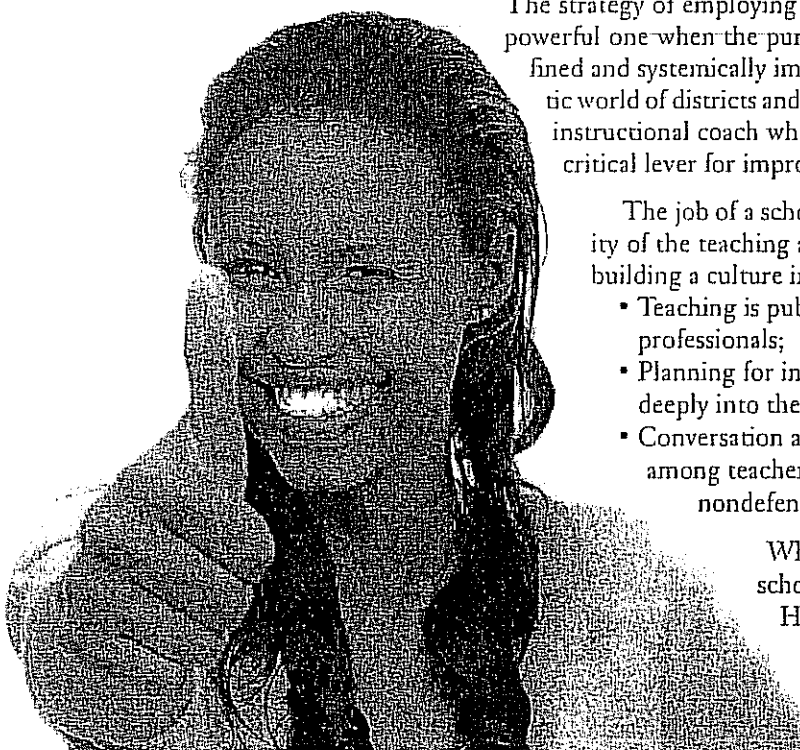
The strategy of employing coaches to upgrade teaching and learning can be a powerful one when the purpose and role of the coach have been carefully defined and systemically implemented. But this is a rare occurrence in the hectic world of districts and schools. We propose a definition for a school-based instructional coach who can be key to improving instruction, which is the critical lever for improving student learning.

The job of a school-based instructional coach is to raise the quality of the teaching and learning in every classroom in the school by building a culture in which:

- Teaching is public and itself the focus of study among professionals;
- Planning for instruction is thorough and collaborative and digs deeply into the content; and
- Conversation and questions about improving student results among teachers are constant, evidence-based, and nondefensive.

When building a dynamic learning culture is the focus, schools get better achievement for students (Hall and Hord 2006).

This outcome can't be accomplished by one-on-one coaching alone, though that is a part of it, and not by the coach as a solo agent. But the coach is in the pivotal position to build the norms above be-



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cause the coach holds the only position designed to have constant contact and classroom access to every teacher in the building *and* to have a primary focus on improving instruction to improve learning.

Although the principal's role as instructional leader also carries this mandate, the principal also wears other hats and is responsible for formally evaluating teacher performance. The evaluative role can sometimes short-circuit the learning aspect of observation and feedback. Therefore, the coach is the primary (and only) role in the present system designed specifically to improve instruction by working side by side with teachers on all aspects of the instructional core.

Building-based coaches and other teacher leaders working in skillful and negotiated relationship with principals are the fulcrum for building this culture. The culture, in turn, is the soil in which seeds are planted in order to improve teaching and learning for both adults and students.

DEFINING COACHING

Coaching is more than just a role with a job description that one person carries out in a school. Coaching is a strategic, systemic approach to improving student learning that has these purposes and practices:

- Coaches and teachers engage in public teaching in front of one another, with the expectation and practice of giving and receiving rigorous feedback aimed at improving student learning.
- Staff members regularly consult and ask each other for help.
- Staff meet in regular groups to discuss how to improve instruction of specific concepts and skills in their curriculum as evidenced in student learning. They do so with honesty and nondefensive self-examination, inquiring into their practices and preferences to study the effect they have on students.
- Questions related to practice permeate adult discourse, and they are authentic questions centering on the most tenacious and ubiquitous issues of teaching and learning. Thus the culture is characterized by inquiry and dialogue (for example, how do we improve student learning while focusing on improving test scores and implementing pacing calendars and other policies that seem out of alignment?).
- Staff members use daily and weekly formative data about student learning (as well as larger interim assessments) to do error analysis, design reteaching, and focus instruction on student needs.

The "coach" is not the only person working to make all this a reality, though the primary purpose of the coach's role is to focus on creating that reality. The whole role — its activities, the coach's schedule, the connections, and the working relationship with other adults (especially the principal) — are all aimed at cultivating these elements of adult culture and instructional practice.

BUILD FROM STRENGTH

The instructional experts/coaches should build from strength, starting with the strongest teachers in their assigned buildings and using their rooms as sites for building the culture of public teaching and joint inquiry into teaching practices. These lead teachers are also a tacit farm team for future coaches. They are the next tier of capacity builders in the system. If the coach focuses on teachers whose practice is close to where the district is heading and brings these teachers into collaboration, as well as deepens their capacity to articulate their pedagogical moves and strengthens their lesson designing habits, then this first round of lead teachers can be partnered with other faculty members, and the coaching strategy becomes one of "peer coaching." The instructional coach can work with a new crop of teachers in year two, and the teacher leaders can continue their work and double its impact by sharing their practice with one other teacher. This is a capacity-building process that grows exponentially, requiring about three or four years to get every teacher fully engaged with new instructional practices. Three or four years may sound like an eternity, but in fact, most districts begin new programs every couple of years with little or no success from the previous programs. When coupled with systems thinking, coaching is a strategy that can lead to sustainable improvement across a school or district.

The coach needs a few teachers who can be allies to orchestrate these activities. When we start from strength, we find teachers who are open and willing to have others view and critique their teaching and walk the talk of learners. These pioneers will be demonstration teachers not necessarily of exemplary teaching, but they will be exemplars of nondefensive self-examination of their practice in relation to evidence of student learning. Once a few people begin to take a risk and find it valuable, then teachers who are hesitant about all of this "professional culture stuff" will be more likely to participate in a productive planning and debriefing cycle hosted in the room of a lead teacher.

Schools err when they focus coaching on the weakest teachers and ask coaches to "fix" these teachers' practice. Schools should not ignore teachers with

When building a dynamic learning culture is the focus, schools get better achievement for students.

Coaches should start their work with the strongest teachers in the school, not the weakest.

weak skills, but focusing on the neediest teachers does not build systemic capacity. It also perpetuates the notion that coaches are for failing or new and unskilled teachers. (This is an odd notion that permeates education more than other fields. In most fields, top-level professionals hire coaches to help them refine their skills.) If a school makes working with the weakest people a top priority for the coach, then teachers will soon believe that a visit from the coach means a teacher is in trouble. "Oh, her job is to fix problem people." Schools want to avoid having teachers thinking and saying, "Oh, I'm fine. Why don't you get back to the people with *real* problems?"

INDIVIDUAL PLANNING CONFERENCES

Coaches should spend a good deal of their time in planning conferences with teachers as a priority over observation and feedback conferences. Especially during the early days of building a coaching relationship, planning conferences offer more potential for improving instruction. Many teaching problems begin when teachers don't anticipate student confusions, can't figure out how to scaffold needed prior knowledge, and don't carefully think out experiences that would allow students to access new knowledge. In other words, many teaching problems begin with inadequate and unskilled planning (Saphier, Haley, and Gower 2008).

Collaborative planning sessions are more likely to ensure that lessons presented to students will center on important concepts related to the academic area. In these planning conferences, the coach encourages the teacher to take an analytical stance toward the written curriculum and empowers the teacher to actively engage with the curriculum — from teaching as *mechanically implementing* curriculum to teaching as *mindfully using curriculum* (West and Staub 2003: 5).

GROUP PLANNING MEETINGS

Teachers must have substantial time for collaborative planning at least every week. This means the school needs to provide common preparation periods of at least one hour for teachers in one content area or one grade. This time allows teachers to meet with the coach and dive into mindful planning of lessons that can be worked on across the grade. The planning needs to address issues mentioned above in the individual planning sessions and differences in beliefs and practices among teachers. The coach leads the planning and debating of lesson designs and instructional strategies by *groups* of teachers and weighs in when differences arise. These discussions should be guided by some tool or set of tools that

encourage people to stay focused on the important variables that must be considered to ensure robust lesson design.

In order for all of these activities to occur regularly and professionally, the coach must rely on and assist the principal and her designees in creating a schedule that provides the necessary talk times. The coach also needs a principal who gives the clear message that she values this work.

PUBLIC TEACHING

Coaches should start their work with the strongest teachers in the school, not the weakest. The coach organizes public teaching and critiques for the improvement of teaching and learning by identifying "lead teachers" for the content area. These lead teachers host collaboration classrooms — not "model" classrooms — in which they nondefensively demonstrate risk taking, public teaching, and self-examination of their own practice. These events can happen a couple of times a year in small groups, or the coach and lead teachers can include individual teachers as needed in a planning, teaching, reflection cycle throughout the year. Eventually, all classes should be open to adult visitation and reflection. Getting to this point depends on the culture of the school when the coaching strategy was implemented. It may take three to five years before all teachers are fully participating in all aspects of professional learning in this public way, but getting there is vital.

The practice of "public teaching" combined with common planning includes two of the threads of what is commonly referred to as lesson study. The coach organizes study lesson cycles for groups of teachers as soon as possible; sometimes, the coach teaches a co-created lesson (a good way to break the ice and gain credibility) with everyone watching. Then everyone examines evidence of student learning. Finally, together they decide what and how to reteach which students and perhaps which pedagogical practices they want to try in their own classes.

COACH AND THE PRINCIPAL

The principal and the coach together in each building and the relationship they have with one another are the main catalysts for improving teaching in the building. We make this claim because they are the people who have the most interaction directly with the teachers — all the teachers. The coach should have a partner relationship with the principal in which they:

- Observe classes together often so as to build a common image of good teaching and learning and share both their process and evolving vision with the whole staff.

- Observe classes together so the coach can teach the principal explicitly what good instruction looks and sounds like in the coach's specialty area if the principal is less familiar with that content.

- Make an initial plan for where to begin, with which teachers, and in what formats, giving thought to how the principal will introduce the coach to the staff and how teachers might be engaged in the work.

- Meet weekly to compare notes on individual teachers and on instructional improvement efforts in the building.

COACH AND THE DISTRICT

The coach should report to a district curriculum director, not the building principal, and be assigned to one large school or two to three small schools. Coaching is a strategy to improve schools across the district, not just to develop a few model classrooms or a lighthouse school. While lab classrooms or schools might be an initial strategy for deploying coaches, developing model classrooms should not be an end in itself. Systems often get stuck at this plateau of improvement. When district leaders understand that the long-term goal is coherence and sustainable improvement across the district, then they will engage coaches and principals in dialogue

about the big picture.

District leadership can provide time and resources for coaches to become a high-powered team with one another, sharing a common vision and mutual purpose. Simultaneously, the district leadership needs to engage principals in the same dialogue and then set the stage for coaches to interact with principals in new and powerful ways that blur the lines of authority and put the focus on teaching and learning.

What we've done in some larger districts is to form a team of all of the coaches from the different geographic zones, sometimes in just one content area and sometimes across content areas. The coaching team then works together to strengthen the skills of all coaches, to build coherent images of effective instruction, and to collaboratively determine what constitutes evidence of student learning. When a coaching team has consistent leadership, a coherent definition and role can evolve that benefits the whole system. Principals must be part of the conversation about the role of coaches and the most productive relationship between principals and coaches. This can be accomplished by having principals and coaches meet during regularly scheduled principal meetings to ensure that there are feedback loops that allow the

Schools err when they focus coaching on the weakest teachers and ask coaches to "fix" these teachers' practice.

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emerging promising practices of coaches in one building to spread to other schools.

The job description, hiring criteria, and hiring process for the coach should emphasize the partnership described above and these values:

- Inquiry;
- Deep collaboration;
- Collective responsibility for student learning;
- Teacher as decision maker;
- Curriculum as a tool for good instruction, not as a prescription for instruction;
- Continual adult learning; and
- Adult norms of dialogue and debate at the same time as sharing and mutual support.

When coaches report to the district, the district can also specify what coaches cannot do. For example, principals often want assistance and are generally short staffed. When the role of the coach is evolving in a district, and when the coach reports to the principal, the principal has a great deal of latitude in how to employ the coach. In many instances, coaches can be found doing lunch or bus duty, working with only the most unskilled teachers, and doing administrative tasks, and they are often given virtually no time to plan with teachers and prepare for working with teachers. Often, principals are unclear how to best use a coach's services and end up using this precious and expensive resource in ways that don't yield much gain. Sometimes, principals need assistance as instructional leaders in determining what effective instruction and evidence of significant learning in a particular content area (for example, mathematics) might entail. Most principals will probably find it easier to seek that help from educators who don't report directly to them, another reason why coaches should report to the district.

Coach selection and deployment is a perfect opportunity for the district to encourage the coach and principal to partner in their quest to improve teaching and learning across a school by recommending that the coach include the principal in planning sessions, informal observations, discussions, and the like to create common images and differentiated professional learning plans for each teacher.

COACHES AND OTHER COACHES

Coaches need training and weekly time with coaches from other schools. In order to have the wherewithal to assist teachers and principals to improve instruction and learning, coaches need a great deal of expertise in a wide variety of things: content knowledge, pedagogical knowledge, change theory, interpersonal skills, big-picture/long-term visioning and planning, etc. An individual is unlikely to have such a complete skill set at the onset of a coach-

ing initiative; therefore, the district will want to set up systems so coaches can learn from their coaching colleagues, the leadership team, and outside consultants. By tapping into each other's passions, expertise, questions, needs, frustrations, and artistry, coaches improve collective and individual capacity to impact student success. In order to do this, coaches must come to see each other as resources and must learn to reach out to one another.

When coaches immerse themselves in communities of practice, experience vulnerability as a positive and productive step on the journey toward developing competence in new skill sets, and even share their incompetence in front of their peers, they are contributing to the development of a high-powered supportive learning community that can, in turn, bring these gifts to the schools and districts where they work. Ironically, when we willingly admit what we don't know and allow others to support us through the learning process, we become sensitive to what it takes to push through resistance and to grow. When we face resistance in the field, we will then be more confident in how to help others push through it. Creating this kind of learning environment is difficult if you've never been a member of a learning team as an adult learner.

CONCLUSION

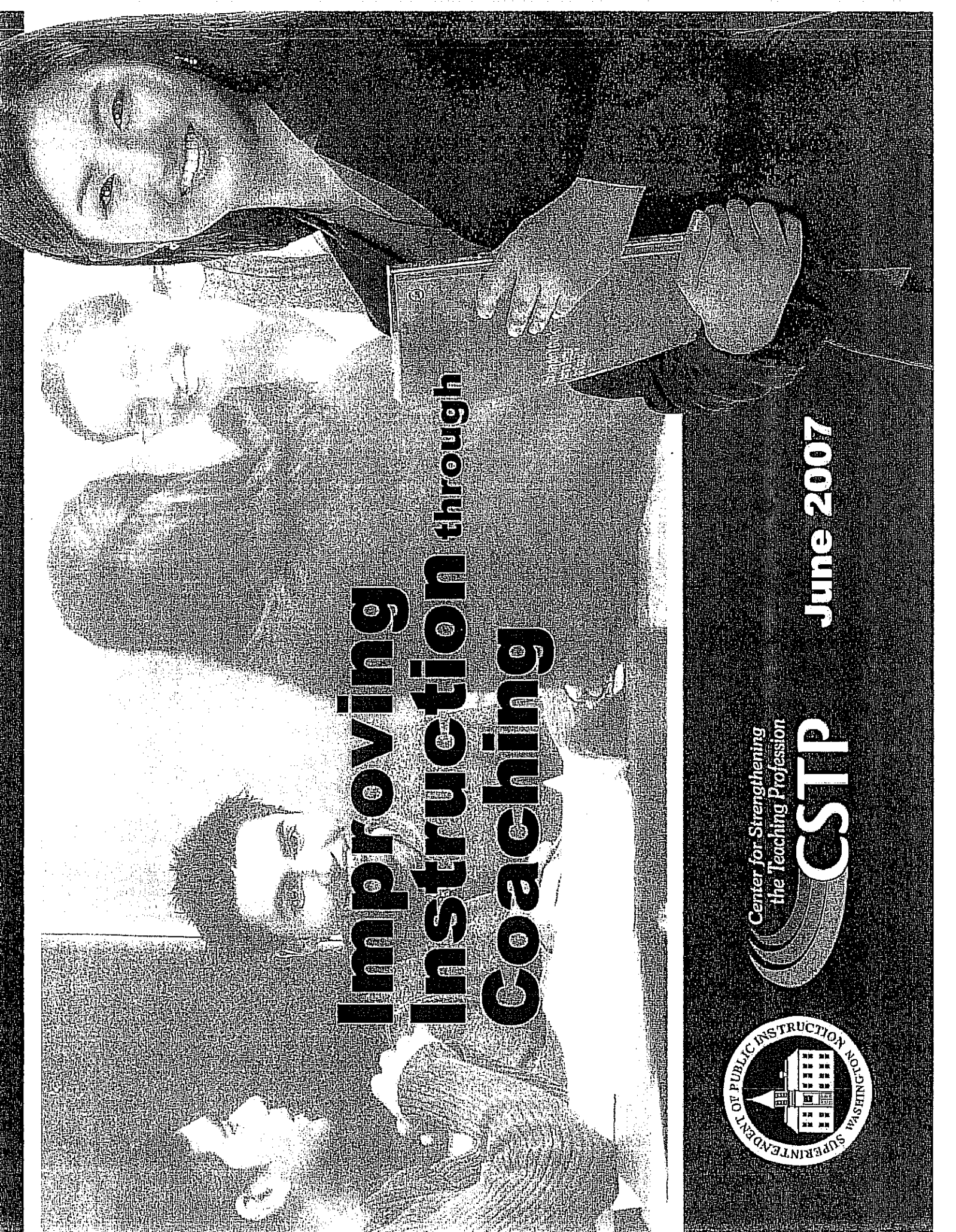
For a corps of coaches in a school district to significantly influence student achievement, the role of the coach must be construed as a change agent and culture builder for professional learning of all adults in the building. This role translates into very specific activities and careful sequencing of entry steps for the coach.

For the coach to operate successfully in that role, the coach and the principal must be in true partnership and focused on the learning environment for adults, with clear ideas of how each plays a part in building the practices of such a culture and how they support one another.

For the two operating principles above to be actualized, the highest levels of district leadership need to think systemically about their interactions with one another and about their supervision of principals.

The coach needs to focus on improved instruction and evidence of student learning of important ideas and rigorous content — the instructional core. Focusing just on pedagogy without content or just on content without pedagogy is insufficient. Focusing just on increasing test scores or implementing new materials is not only insufficient, but can actually undermine the long-term vision of increased and informed professional instructional capacity to improve student achievement.

8



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Math Helping Corps Team Members

Helene Paroff
Assistant Superintendent
ESD 101, Spokane

Terrie Geaudreau
Teaching and Learning Director
ESD 105, Yakima

Charlene Allen
Curriculum/Leadership Support
ESD 113, Olympia

...and the dozens of other Washington educators who reviewed
this work and, in doing so, improved it.



Mentors and Coaches

What are Mentors and Coaches?

For simplicity and clarity, the following definitions of “mentoring” and “coaching” are used:

“Mentoring” is the working relationship established between new/novice teachers (mentees) and experienced teachers (mentors). The primary focus of the mentor/mentee relationship is to strengthen the new teacher’s understanding and initial application of subject area content, instructional practices, school processes and management strategies.¹ The spotlight is on the new teacher.

“Coaching” refers to the release from the classroom of exemplary teachers on a full or part-time basis to work in partnership with experienced colleagues to accelerate professional learning. The spotlight is on content development and the instructional strategies used to enhance student learning and achievement.

Coaches partner with principals, teachers, specialists and para-educators to support instructional improvement in a wide variety of professional development activities that can be categorized as Change Coaching and Instructional Coaching. Change Coaches work with the entire school organization and its resources (time, money, personnel) to support school reform. Instructional Coaches work to improve teachers’ instructional strategies within content areas. Both kinds of coaches facilitate collaborative dialogue and the application of “best practices” to increase effective instruction and student learning. In many schools, these roles overlap; coaching often begins with Change Coaching to establish the ground work and create an environment for the Instructional Coaching that follows. This is a long term process of three to five years.

Thus, coaching combines the complex skills of creating partnerships, establishing trusting relationships, and facilitating instructional growth. Coaches are partners with classroom teachers and principals in the rewarding work of teaching students.

¹ For more detailed explanations, see the CSTP/OSPI document, “Effective Support for New Teachers in Washington State: Standards for Beginning Teacher Induction.”

Why Coaching?

Coaching creates opportunities for professional development for teachers and principals modeled on the expectations of students in standards-based reform. Students need to learn content through educational activities and assignments that require higher-order thinking, critical analysis and problem solving. Teachers need to facilitate such learning by "posing questions, challenging students' thinking, and leading them in examining ideas and relationships."²

Typical professional development (one time, sit-and-get model) is not commonly designed for teachers to experience this type of higher-order, rigorous learning for themselves. Coaching provides authentic learning opportunities based on teachers' daily experiences.³ Coaching facilitates learning from and with colleagues, sustained over time, where reflection, analysis, dialogue and problem solving strategies are applied. These best-practices for students are paralleled in best-practices coaching for adult lifelong learners.

Professional development through conferences, workshops, and summer institutes still offers valid learning approaches. Sessions that focus on new concepts, curriculum overview, and expertise in content and strategies can supplement job-embedded coaching opportunities.⁴

Why

² *Teaching for Understanding: Challenges for Policy and Practice*, Cohen, 1993

³ "Practices that Support Teacher Development," Lieberman, 1995

⁴ *Ibid.*

Goals of:

Change Coaches

Change Coaches support growth and improvement across the entire school by focusing a school's leadership on instruction. Many principals do not have time to remain current in all content areas and in best-practices pedagogy. By enhancing their own classroom-based knowledge and skills through collaboration with a Change Coach, principals become better equipped to support and encourage their teachers' full implementation of new training in content and instructional strategies. Change Coaches may help principals with these large, instruction-oriented, reform-based issues:

- ◆ Developing the collective understanding and language of effective instruction to support teacher growth and implementation
- ◆ Developing trust-building strategies to maximize observation conversations
- ◆ Developing blocks of time for peer classroom observations, team meetings, common planning
- ◆ Developing creative ways to maximize limited funds for instructional improvement
- ◆ Sharing the vision by recruiting teacher leaders to collaborate and sustain full school reform
- ◆ Facilitating examination and use of assessment data to focus instruction and develop school goals

Change Coaches are facilitation specialists entirely focused on school-wide instructional growth and improvement. They interact with building/district leaders and teaching staff to address school reform by creating partnerships based on open dialogue, creative problem solving and collaborative decision-making. Change Coaches individualize their approach and work based on each building's leadership needs, teacher needs and student learning needs. Change coaches do not have the responsibilities assigned to assistant principals, deans of students, or evaluators.

SIROB

Instructional Coaches

The primary goal of Instructional Coaches is to develop the capacity of teachers to implement "best-practices instruction" to meet the learning needs of all students and attain the school's academic goals. Coaches work with individuals, teams, and small professional learning communities, thereby breaking the isolation so common among classroom teachers. Through focused reflection and dialogue, and by working within the context of daily classroom practices, coaches draw out individual potential, eliciting greater growth in the individual/team than could be accomplished by the teacher alone.

In their work with teachers/teams, the guiding goals for Instructional Coaches are to:

- ◆ Build trusting relationships to open possibility for new learning
- ◆ Develop safe environments for collegial conversations on teaching practices
- ◆ Build teacher understanding and use of highly effective, research-based instructional practices⁵
- ◆ Support teachers as they implement new instructional practices
- ◆ Promote school-wide common experiences, knowledge, vision and language
- ◆ Facilitate instructional alignment to GLEs and assessment data
- ◆ Facilitate implementation of the School Improvement Plan (SIP)
- ◆ Develop leadership skills in others to sustain achievement of academic goals
- ◆ Provide professional development activities for teachers

"The Instructional Coach creates an environment where adults engage in collaborative conversations, thereby leading participants to deeper levels of reciprocal thinking and understanding with the underlying goal to improve instruction."⁶ Coaches facilitate a culture of learning where individuals, teams and small professional learning communities regularly engage in formal and informal continuous learning activities.

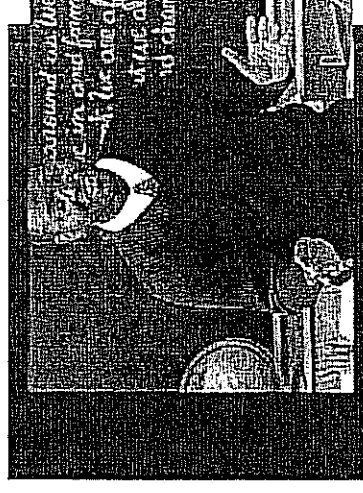
goals

⁵ Refer to the work of Jeffrey Fouts, Marilyn Simpson, and Robert Marzano in the Reference Section of this document
⁶ *Learning to Change*, Fouts, February 2005.

Instructional Coaches (cont.)

Instructional coaching activities will vary according to teacher, school, and district needs. Across the nation, typical coaching programs include many of the following collaborative professional development activities:⁷

- ◆ Develop common understanding of student achievement data:
 - Guided analysis and interpretation of data
 - Methodical review of student learning needs as identified in data
 - Intervention strategies and lesson development to address student learning needs
- ◆ Deepen content knowledge
- ◆ Support teacher implementation of best-practices instructional strategies:
 - Reflect on and discuss their own teaching practices
 - Provide in-class demonstrations and model instructional practices
 - Create safe processes for peer observations and coaching
 - Guide the use of performance data to assess student work and daily progress
 - Develop lesson plans, analyze student performance and implement intervention strategies based on learning targets
- ◆ Support development of differentiated instruction for students of varying levels of achievement/ability
- ◆ Support culturally competent instruction and culturally relevant curriculum
- ◆ Facilitate curriculum alignment and instructional strategies within and across grade levels
- ◆ Develop common rubrics with teachers for standards-based instructional units and assessments
- ◆ Facilitate professional learning activities such as lesson study groups, literature circles, and analysis of student work teams
- ◆ Facilitate parent/community workshops on assessment, standards, curriculum and/or instruction
- ◆ Coordinate district and publisher in-services for teaching staff with new curriculum adoptions



⁷ Refer to the Reference and Resource Sections at the end of this document.

Guidelines for Selecting Effective Instructional Coaches

The two most important factors for recruiting and selecting teachers as potential instructional coaches are highly effective teaching experiences and widespread recognition of their leadership skills. However, not all experienced or highly effective teachers are prepared to serve as coaches.

As the starting point, Instructional Coaches must be knowledgeable about current and past research in "best practices" pedagogy for specific content fields such as literacy, science and/or mathematics. To serve in this leadership role, teachers should demonstrate certain professional qualities and characteristics, have strong interpersonal communication skills and show evidence of specific effective practices essential to successful coaching.

Professional Qualities and Characteristics:

- ◆ Dedicated to lifelong learning and continued personal, professional growth
- ◆ Believes all staff seek to make positive differences in their students' education
- ◆ Believes everyone has the capacity and desire for growth
- ◆ Acts as a facilitative growth agent and an equal partner in learning
- ◆ Respects others' professionalism and ability to make decisions
- ◆ Holds high expectations for self and others
- ◆ Maintains focus on "positive" and on "potential"
- ◆ Recognizes that all learners benefit from reflection and feedback
- ◆ Seeks feedback on own practice, is reflective and coachable
- ◆ Accepts responsibility to effect change
- ◆ Manages time effectively

Effective Interpersonal Communication Skills:

- ◆ Builds rapport and trusting relationships
- ◆ Uses language and physical presence to develop a safe environment for learning
- ◆ Listens with compassion and empathy
- ◆ Demonstrates positive, open, honest and sensitive communications with administrators, teachers, para-educators, parents and students
- ◆ Develops a coaching partnership with individuals and teams
- ◆ Engages in collaborative conversations, actively listening and employing reflective responses to draw out learning
- ◆ Employs appropriate communication tools (pause, paraphrase, probe, inquire, nonverbal, etc.)
- ◆ Develops thinking, reflection and analysis skills in others by employing a wide repertoire of questioning strategies
- ◆ Builds upon the shared expertise of colleagues to facilitate improved instruction
- ◆ Understands the use of data, feedback, and goal setting to apply new knowledge and commit to next steps
- ◆ Recognizes differences in learning styles and needs
- ◆ Values diversity and the uniqueness of various school cultures
- ◆ Understands the challenges of organizational change
- ◆ Works through resistance to effect change with positive outcomes
- ◆ Manages conflict effectively
- ◆ Respects confidentiality and maintains a non-evaluative role

guidelines

Effective Practices and Technical Expertise:

- ◆ Understands standards-based education, integrating EALRs and GLEs with own instructional practice
- ◆ Has experience aligning instruction to school, district, state and federal learning goals
- ◆ Has documented successful teaching experience using effective instructional practices and management strategies
- ◆ Demonstrates application of research/theory into practice
- ◆ Demonstrates knowledge of the state assessment system
- ◆ Demonstrates use of assessment to inform and improve instruction, analyze and develop programs
- ◆ Has successful experience presenting to and instructing adult learners
- ◆ Takes a leadership role in the building, school district, or state-level organization
- ◆ Applies knowledge of research-based, "best practices" instruction for specific content fields such as literacy, science and math
- ◆ Continues research to "stay on the cutting edge"
- ◆ Develops personalized, differentiated learning experiences based on knowledge of diverse student needs
- ◆ Provides student-centered, highly engaged instruction across subject areas
- ◆ Analyzes instructional strengths of self and others, recognizing strengths and tapping into resources to support learning
- ◆ Supports and implements school policies, procedures and initiatives
- ◆ Sets realistic, attainable goals while maintaining program integrity
- ◆ Builds leadership capacity through gradual transfer of responsibility to teachers/teams

Knowledge and Skills of Effective Instructional Coaches

With continuing practice, on-going training, and a multi-year commitment to the process, Instructional Coaches' knowledge and skills will develop and grow. Evidence of effective coaching will be demonstrated in the continued expansion of best practices instruction among the coached teachers. An effective coach possesses knowledge and skills in research-based practices of coaching.

A skillful coach:

Creates Relationships

- Understands elements of organizational change and effects instructional growth through role of coach
- Develops collaborative partnerships among teachers and facilitates shared expertise
- Adjusts coaching approach to value diversity of school cultures and climates
- Manages resistance and conflict skillfully
- Communicates effectively with administrators, teachers, parents, para-educators and other school personnel
- Partners with principals to achieve school improvement goals
- Honors appropriate confidentiality while promoting teacher growth
- Maintains a coaching, non-evaluative relationship with teachers as determined by district bargaining groups

Promotes Dialogue

- Develops trust and a safe environment for all teachers to apply new knowledge/skills
- Actively listens and employs reflective questioning strategies
- Promotes improved instructional practices through coaching strategies
- Uses knowledge of resources and teaching experiences to encourage professional growth

SKILLS

Understands Content and Pedagogy

- Applies adult learning theory to practice
- Deepens content expertise, understanding of theory and instructional practice
- Models effective pedagogy with students in all level/subject classrooms being served
- Facilitates analysis of assessment data to inform instruction
- Sets realistic timeline/goals for professional development with teachers

Provides Teacher Support

- Assists teachers in team building (i.e., professional learning communities, literature circles, lesson study groups, multi-age teams, etc.)
- Develops collective understanding and language of effective instruction
- Deepens pedagogical content knowledge
- Facilitates analysis of instructional strengths and areas for growth
- Assists with professional resources and current research to support instructional growth
- Models effective instructional practices with adult learners
- Promotes achievement of academic goals
- Develops leadership skills in others
- Assesses the expertise of educational professionals as resources and as consultants

Skills

Supporting Instructional Coaches

Whether preparing for initial entry or continuing in an already established role, Instructional Coaches themselves need sustained, job-embedded, formal and informal professional development opportunities. Coaches need ongoing opportunities to refine and sustain their coaching skills through practice, reflection, peer observations and dialogue with other coaches. Coaches need time to learn from and with colleagues performing similar duties. Developing and maintaining effectiveness as an Instructional Coach also requires administrative support at the building and the district levels, and through the local Education Service District. Elements that build efficacy and sustain capacity in coaches include:

- ◆ Access to and positive reinforcement from building and district administration
- ◆ Work balanced between the needs of the building and the district
- ◆ Open communication
- ◆ Multi-year commitment (3-5 years) to maintain trust relationships for continued teacher growth
- ◆ Respect and protection of coach's time and focus
- ◆ Reasonable caseload and supportive work space in a given assignment (grade level, content focus, region)
- ◆ Coaching role totally separated from teacher evaluation
- ◆ Coaching tightly coordinated with mentoring to support new teachers
- ◆ Opportunities to meet with new teacher mentors and other district coaches to provide coordinated, seamless service
- ◆ On-going commitment of financial and time resources to sustain multi-year program
- ◆ Acknowledgement and expectation that teacher/team growth takes time
- ◆ Professional development and time for collaboration among coaches focused on building capacity
 - Enhance coaching skills, remain current with content reform, and acquire collegial support
 - Peer observations of coaching practices with reflection for personal growth

Support

Administrative Support for Coaches

Principals, district administrators, and local Educational Service District professionals must play an important role in supporting coaches.

School-wide change takes time and sustained commitment. Deep changes in teacher practice occur through experience, reflection, collaboration, and continued learning. This requires sustained support for teachers and coaches. Success cannot be measured within a single school year, but over time the academic performance of students should improve as teachers refine their instructional practices. Setting school and district goals with reasonable benchmarks will help coaches and teachers measure progress throughout the year. Goal setting and reflecting together on progress "can foster rich collegial conversations around instruction, deep analysis of student- and school-level data, a renewed sense of commitment to the work with a clear sense of direction regarding next steps."⁸

A clear, fair and rigorous process for hiring coaches is important to guarantee that coaches are credible to the teachers and the administrators with whom they will be working.

Determining well-defined roles and responsibilities from the outset will support coaches' work by ensuring additional responsibilities are not included that would dilute the instructional focus and collaborative time.

Last, all education leaders must clearly and frequently communicate to staff that new instructional strategies are a priority for all teachers in their collaborative work towards school-wide reform.



Support

⁸ Coaching: A Strategy for Developing Instructional Capacity, Neufeld and Roper, 2003, p. 23

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references

Board Agenda Request Form

Date of Board Meeting:

March 23, 2010

9. b.

Subject

Title: Work Session—Community Engagement Debrief

Recommendation:

Background

During its summer planning workshop, the board of directors requested that a strategic plan renewal process and community engagement process be designed; both commenced during the 2009-10 school year. Dr. Pam Posey and Kenneth Jones were retained to design and facilitate both processes. During the fall the board refined community engagement and strategic study session topics, and then approved a strategic planning renewal program. The first community engagement session, on global perspectives, was held last month at Eisenhower Middle School. Approximately 60 people attended, including board members. The board has scheduled a "debriefing" session on the engagement session process and results. Both Mr. Jones and Dr. Posey will join the board to review the experience and discuss outcomes of the event. A summary of respondent feedback on the event process and a summary of the major themes gathered from the "gallery walk" phase of the session are attached for review prior to the work session.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 2

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn

CORE THEMES FROM GALLERY WALK

Change

- ability to accept change
- adaptability
- growing diversity
- increasing rate of change

Communication

- speed or pace
- patterns
- methods
- technology
- multilingual focus

Curriculum and Educational Issues

- focus on teaching information or skills?
- focus on developing flexible critical thinkers
- use diverse population to educate one another
- increase diversity in curriculum
- early childhood cultural competency
- prepare students for global work

Health and Well-Being

- higher expectations leading to increasing stress
- related health and behavior issues

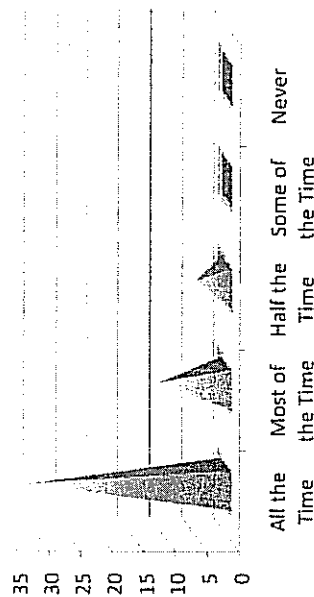
Required Skill Development

- cross-cultural skills
- relational/interpersonal skills (less face-to-face contact)
- interpersonal skills
- problem-solving skills
- self-motivation/initiative
- collaborative skills
- entrepreneurial skills
- computer skills

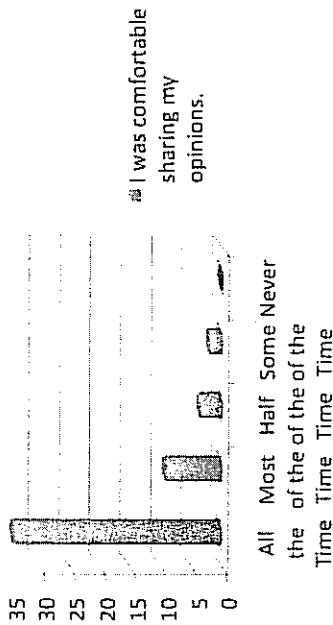
Socioeconomic Shifts

- supporting
- families in poverty
- increasing gap between haves and have-nots

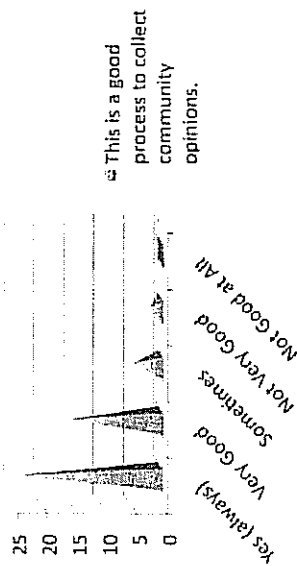
I feel others heard my opinions.



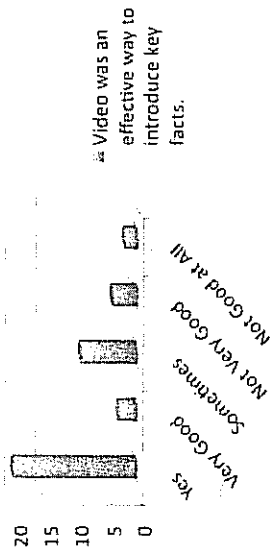
I was comfortable sharing my opinions.



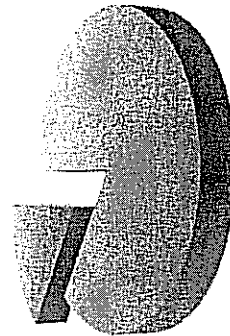
This is a good process to collect community opinions.



Video was an effective way to introduce key facts.



I would like to participate again.



Feedback Summary CE #1 3/2/2010

57 people attended

48 responded with feedback

Board Agenda Request Form

Date of Board Meeting: March 23, 2010

9. C.

Subject

Title: Work Study Session: Annual Strategic Plan 2010-11

Recommendation:

For the work study session administration requests you review the attached Annual Strategic Plan and indicate your perspective regarding whether you believe we should continue, strengthen, modify or remove any of the strategic actions.

Background

Purpose/Summary:

Administration is seeking the Board members' 30,000 foot level perspective regarding the current Annual Strategic Plan. Administration desires to gain insight about which strategic actions we should continue, strengthen, modify, or remove. Board feedback will be used in conjunction with the Superintendent's Leadership Team's feedback in the development of the 2010-11 Annual Strategic Plan. Because of fewer district resources and the effort being put into renewing the Strategic Plan, we are cautioning the Superintendent's Leadership Team to consider carefully any suggestions for additions to the 2010-11 Annual Strategic Plan. A recommendation for first reading will be provided to the Board during the June 22nd meeting and a request for approval will be made at the July 6th Board meeting.

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information ☐ Action ☐ Consent Agenda ☒ XX Work Study Session ☐ Attachment(s)

of pages 4

Submitted By: Matt McCauley

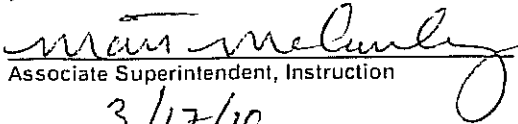
Contact Person(s): Matt McCauley

Signature: _____

Approval

Applicable Associate Superintendent/Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved ☐ Denied ☐ Revised (see attached)

By: 
Associate Superintendent, Instruction

By: _____
Executive Director, Finance

Date: 3/17/10

Date: _____

Comments:



Everett Public Schools

Matt McCauley, Associate Superintendent for Instruction

4730 Colby Avenue
Everett WA 98203

425-385-4020
Fax 425-385-4022

DATE: March 18, 2010

TO: Dr. Gary Cohn, Superintendent

FROM: Matt McCauley, Associate Superintendent for Instruction



RE: WORK STUDY SESSION
BOARD PERSPECTIVE ON THE ANNUAL STRATEGIC PLAN FOR 2010-11

To prepare for the March 23rd Board work study session on the "Annual Strategic Plan," I respectfully request that we enclose this memo, along with a copy of the 2009-10 Annual Strategic Plan, in the Board packet.

Due to the refresh process of the District Strategic Plan, the 2010-11 school year will likely be the last year of this current "Annual Strategic Plan" in this format. We ask that the Board review this year's plan and indicate their perspective on the attached document. We will be utilizing their input and the thinking of the Superintendent's Leadership Team to develop a draft document. The Board will be provided additional opportunities for input prior to bringing a final version to the June 22nd Board meeting for first reading.

Thank you for considering this request.

EVERETT PUBLIC SCHOOLS
2009-2010 STRATEGIC PLAN - REVIEW
Board of Directors' Meeting -- March 23, 2010

Please use the columns on the right to indicate your thinking regarding each of the "Strategic Actions" using the following indicators and please bring this to the March 23rd Board Work Study Session for discussion.

C – Continue S – Strengthen M – Modify R - Remove

1. STUDENT LEARNING OBJECTIVE	C	S	M	R
Each student demonstrates achievement of district and state standards as each progress toward graduation from high school and becomes a productive and responsible citizen.				
1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.				
Strategic Actions				
1.1a Refine district-wide systems for monitoring student academic progress, attendance and on-time graduation status to effectively communicate with staff, students and parents.				
1.1b Provide student data disaggregated by gender, ethnicity, special population and socio-economic status to staff, students, and parents for efficient evaluation and monitoring of each student's progress toward grade level expectations and on-time-graduation.				
1.1c Implement the district improvement plan to guide student learning and school improvement.				
1.1d Develop a plan for partnership with preschool providers in the Everett School District.				
1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.				
Strategic Actions				
1.2a Evaluate and revise the District Technology Plan to enhance instruction, improve student achievement, and increase operational efficiencies.				
1.2b Develop and implement a comprehensive plan to focus instruction to improve student achievement by ELL, special education students and students identified as low income.				
1.2c Review, field test and adopt a new K-5 reading program.				

1. STUDENT LEARNING OBJECTIVE	C	S	M	R
1.2d Integrate the state Environmental and Sustainability standards into the District science curriculum.				
1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.				
Strategic Actions				
1.3a Refine elementary school strategies for accelerating learning for students not meeting standard.				
1.3b Develop and implement initiatives to increase the number of middle school students who demonstrate readiness for high school as defined by indicators of academic progress and attendance.				
1.3c Design and implement strategies to decrease by 10% the number of students not graduating on time among all student groups including each ethnic group, low socio-economic status, ELL, and students who receive special education services.				
1.3d Increase the number and diversity of students who successfully complete rigorous course offerings.				
1.3e Implement strategies to ensure continued enrollment of returning seniors through their graduation.				
1.4 Provide effective professional development to increase instructional competencies and student achievement.				
Strategic Actions				
1.4a Effectively implement and support school based professional learning communities which emphasize effective instruction in conjunction with improved assessment for learning and grading for learning practices.				
1.4b Continue to provide training in GLAD, AVID, and differentiated instruction.				
1.4c Provide content training for elementary teachers and principals regarding mathematics instruction emphasizing the new state standards.				
1.4d Continue to implement a comprehensive professional development plan to enhance cultural awareness and multi-cultural competencies of District staff.				
2. DISTRICT ORGANIZATION OBJECTIVE	C	S	M	R
The school district is organized to ensure each student learns to high standards in a safe and secure environment.				

2. DISTRICT ORGANIZATION OBJECTIVE	C	S	M	R
2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.				
Strategic Actions				
2.1a Review and determine implementation of the recommendations from the Superintendent's Task Force on Diversity.				
2.1b Implement additional strategies and training to support welcoming environments in classrooms, schools and the district with a special emphasis on relationships with students and minority parents.				
2.1c Expand training and resources for Everett Public Schools to meet the requirements outlined in the district emergency plan and in SSB 5097 to maintain all work sites as safe places to work and learn.				
2.2 Align district decision-making, resource allocations and operations.				
Strategic Actions				
2.2a Prioritize district resources and operational practices to conserve resources for student achievement.				
2.2b Coordinate and align instructional and operational technology initiatives with a focus on student learning.				
2.2c Systematize decision making to ensure resources are identified to meet short- and long-term obligations.				
2.3 Recruit, hire and retain quality staff.				
Strategic Actions				
2.3a Continue Everett Public Schools focus on recruiting a diverse workforce.				
2.3b Enhance training to administrative and supervisory staff on effective evaluation practices for classified staff.				
3. PARTNERSHIPS OBJECTIVE	C	S	M	R
Partnerships result in students learning to high standards.				
3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.				
Strategic Actions				
Communicate with and involve stakeholders in ways that support the district mission and meet diverse needs by:				

3. PARTNERSHIPS OBJECTIVE	C	S	M	R
3.1a Supporting the schools' efforts to build and foster partnerships by publicizing the partnership opportunities and student learning benefits; reinforce the ways public support and involvement enhances student success.				
3.1b Assessing community information needs and opinion about the district and schools.				
3.1c Increasing the number of subscribers using the <i>InTouch</i> subscription e-mail system by at least 25%.				
3.1d Incorporating applicable elements of the Diversity Task Force recommendations into district communications.				
3.2 Enhance communication to the public on state and district learning goals, graduation requirements, student progress, and district finances.				
Strategic Action				
3.2a Integrate existing electronic communications systems with district data to capitalize upon these technologies to continually increase efficiency and consistency and to reduce costs.				