

AGENDA

- | | | |
|-----------|--|------------|
| 4:30 p.m. | 1. Adoption of Agenda | |
| (5 min.) | 2. Consent Agenda | |
| | a. Approval of Minutes | |
| | b. Personnel Report | LYNN |
| | c. Voucher Lists | JEFF |
| | d. Membership on Gertrude Jackson Advisory Board | GARY |
| | e. Resolution 1004—Adoption of Everett School District Capital Facilities Plan 2010-2015 | MIKE |
| | f. Agreement Between Everett School District No. 2 and Everett Public Schools Foundation (EPSF) | MATT |
| | g. 2010-2011 Bid List | JEFF |
| | h. Financial Report as of July 31, 2010 | JEFF |
| | i. Carl Perkins CTE Grant | TERRY |
| (0 min.) | 3. Recognition of Retirees | MARY |
| (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. Board Annual Agenda Plan for 2010-2011 | GARY |
| (45 min.) | b. Annual Student Achievement Report and Progress Towards Graduation | TERRY |
| (10 min.) | c. Proposed Revised Policies 1310—Adoption and Amendment of Policies (<i>first reading</i>) | GARY/MOLLY |
| (10 min.) | d. Proposed Revised Policy 1312-Administrative Procedures (<i>first reading</i>) | GARY/MOLLY |
| | 7. Action Items | |
| (5 min.) | a. Proposed New Policy 2114—Online Learning (<i>second reading/adoption</i>) | MATT/MOLLY |
| (5 min.) | b. Proposed Revised Policy 4340—Public Access to District Records (<i>second reading/adoption</i>) | JEFF/MOLLY |
| (10 min.) | c. Board—Superintendent Operating Protocol | ED |
| (5 min.) | d. Board Work Plan 2010-2011 | GARY |
| (5 min.) | e. Board School Assignments | GARY |
| (5 min.) | f. Proposed Revised Board Agenda Format | ED |
| (15 min.) | 8. Board Comments | |
| | 9. Work/Study Session | |
| | 10. Executive/Closed Session | |

1. ADOPTION OF AGENDA

2. CONSENT AGENDA

- a. Approval of Minutes (ATTACHMENT);
- b. Personnel Report (ATTACHMENT); LYNN
- c. Voucher Lists (ATTACHMENT); JEFF
- d. Membership on Gertrude Jackson Advisory Board (ATTACHMENT); GARY
- e. Res. 1004—Adoption of Everett School District Capital Facilities Plan 2010-15 (ATT.); MIKE
- f. Agreement Between Everett School District No. 2 and Everett Public Schools Foundation (EPSF) (ATTACHMENT); MATT
- g. 2010-2011 Bid List (ATTACHMENT); JEFF
- h. Financial Report as of July 31, 2010 (ATTACHMENT); JEFF
- i. Carl Perkins CTE Grant (ATTACHMENT). TERRY

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 GARY

6. ITEMS FOR INFORMATION and/or BOARD DISCUSSION

- a. Board Annual Agenda Plan for 2010-2011 GARY
The Board of Directors' annual agenda plan for 2010-2011 is attached for information (ATTACHMENT). During the Board's summer 2010 workshop, discussion took place about subjects relevant for inclusion in the Board's 2010-2011 meeting schedule. The attached annual agenda plan was constructed as a result of those discussions as well as with input from the superintendent's cabinet. Categories were relabeled in response to Board discussion. During the course of the year a variety of routine operating business items will be added, and strategic topics may be adjusted based on Board and staff input. A current version of the annual plan will be posted to *BoardDocs* and updated from time to time.
- b. Annual Student Achievement Report and Progress Towards Graduation TERRY
An information update on student achievement as measured by the Washington State Measure of Student Progress and the High School Proficiency Exam will be provided (ATTACHMENT). Achievement data will also be provided on the graduating class of 2010 with projections for the class of 2011. The report will provide a status report on District and State assessment data and on Federal AYP status of the district. An overview of the status of the graduating class of 2010 with a discussion of summer school intervention activities and a projection of graduation status for the class of 2011 will be provided. The Board has received annual reports on State and District assessment results and an AYP status of individual schools and the district. The Board has also received a preliminary status report on graduation projections for the class of 2010.
- c. Proposed Revised Policy 1310—Adoption and Amendment of Policies (first reading) GARY/MOLLY
The attached proposed revised Policy 1310—Adoption and Amendment of Policies, is provided for first reading with second reading and adoption to be recommended at a future Board meeting (ATTACHMENT). Proposed revisions to this policy are provided to clarify the language used when referring to adoption, revision and updating of policies. Molly Ringo, Executive Director for Area Two, oversees the policy/procedure revision process for the District and has provided the definitions of the language commonly used in policy revisions. Superintendent's cabinet has reviewed this policy.

- d. Proposed Revised Policy 1312—Administrative Procedures (*first reading*) GARY/MOLLY
The attached proposed revised Policy 1312—Administrative Procedures, is provided for first reading with second reading and adoption to be recommended at a future Board meeting (ATTACHMENT). Proposed revisions to this policy are provided to clarify the language used when referring to adoption, revision and updating of procedures. Molly Ringo, Executive Director for Area Two, oversees the policy/procedure revision process for the District and has provided the definitions of the language commonly used in procedure revisions. The Superintendent's cabinet has reviewed this policy.

7. ACTION ITEMS

- a. Proposed New Policy 2114—Online Learning (*second reading/adoption*) MATT/MOLLY
The recommendation is that the Board of Directors adopt the proposed revised Policy 4340—Public Access to District Records (ATTACHMENT). Last year, the Legislature reexamined the approval and monitoring provisions for online providers, student online learning opportunities and the roles and responsibilities of school districts in supporting online learning. As a result, school districts are required to develop policies and procedures for student access to online learning opportunities. The Superintendent's cabinet has reviewed this policy. First reading of the proposed revised policy occurred at the August 24 Board meeting.
- b. Proposed Revised Policy 4340—Public Access to District Records (*second reading/adoption*) JEFF/MOLLY
The recommendation is that the Board of Directors adopt the proposed revised Policy 4340—Public Access to District Records (ATTACHMENT). Revisions are the result of recent regulatory changes. Jeff Moore, Executive Director of Finance, and Jennifer Farmer, Director of Business Services/Public Records Officer, have reviewed the proposed revisions. It has also been reviewed by legal counsel. First reading of the proposed revised policy occurred at the August 24 Board meeting, at which time President Petersen recommended one modification to the order of presentation in the policy—the modification has been incorporated into tonight's document.
- c. Board—Superintendent Operating Protocol ED
The recommendation is that the Board of Directors approve the proposed Board-Superintendent Operating Protocol for immediate implementation. During the Board's summer 2010 annual planning workshop, a draft Operating Protocol was presented based on the existing protocol and an amendment developed during the past year. The directors discussed the protocol, and adjustments were suggested. In addition, the Superintendent reviewed the draft for currency and conventions, and the enclosed draft offers suggestions for clarification. The revised protocol was crafted to include those suggestions, and is presented for Board approval (ATTACHMENT).
- d. Board Work Plan 2010-2011 GARY
The recommendation is that the Board of Directors approve the attached proposed Board Work Plan for 2010-2011 (ATTACHMENT). During the Board's summer 2010 annual planning workshop, a draft work plan for 2010-2011 was presented, discussed, and adjustments developed. Subsequently, directors and Superintendent's cabinet members reviewed the draft and offered suggestions for clarification. The resulting draft was crafted to include those suggestions, and is presented for Board approval.
- e. Board School Assignments GARY
The recommendation is that the Board of Directors approve the attached list of Board school assignments for the 2010-2011 school year (ATTACHMENT).

f. Proposed Revised Board Agenda Format

ED

The recommendation is that the Board of Directors approve a revised order of business for the regular Board agenda. During the Board's summer 2010 workshop, discussion took place about ways in which to improve the planning for the regular Board meetings, including suggesting agenda items for upcoming meetings. Accordingly, Section 9, "Items for Future Agendas" has been added to the agenda.. Numbering on subsequent sections will change for "Work/Study Session" and "Executive/Closed Session," to Section 10 and Section 11, respectively (ATTACHMENT).

8. BOARD COMMENTS

9. WORK/STUDY SESSION

10. EXECUTIVE/CLOSED SESSION

CALENDAR

September	8	First Day of School
	21	Regular Board Meeting—4:30 p.m.—Board Room
October	5	Regular Board Meeting—4:30 p.m.—Board Room
	19	Regular Board Meeting—4:30 p.m.—Board Room

EVERETT PUBLIC SCHOOLS AUDITORIUM SCHEDULE

September	11	Performance by Dallas Brass	Everett Civic Music
	22	ASB Legislative Meeting	Everett High School
	25	Vocal Men's Workshop Performance	Cascade High School
	26	Concert—Classical I "Ignite the Season"	Everett Philharmonic Orchestra
	29	Peter Van Buskirk	Everett High School

EVERETT PUBLIC SCHOOLS

Everett, Washington

The Board of Directors of Everett School District No. 2, Snohomish County, Washington, attended commencement exercises on Thursday, August 19, 2010, at 7 p.m. at the Everett High School Little Theater, 2331 Hoyt Avenue, Everett, WA 98201. Board members in attendance were Carol Andrews, Kristie Dutton, Ed Petersen and Jeff Russell. Absent: Jessica Olson.

The purpose of the graduation was to observe and congratulate students as they proceeded through commencement exercises.

The commencement exercises concluded at 7:45 p.m.

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, August 24, 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 changes to the agenda. Superintendent Cohn noted that there would be a revised Personnel Report and Item 2d (Everett Coaches/ Extracurricular Association 2010-2011 Salary Schedule) of the Consent Agenda needed to be moved to the Action Items section as Item 7a so that Board member Russell, who has a beneficial interest in the contract adoption of the salary schedule, would be able to vote on the Consent Agenda. With that, Kristie Dutton moved for adoption of the revised agenda. Carol Andrews seconded the motion and the motion carried unanimously.

**ADOPTION OF
AGENDA**

President Petersen acknowledged the presence of former school board member Shirley Vandermeer.

CONSENT AGENDA

Kristie Dutton moved to approve the revised Consent Agenda. Jeff Russell seconded the motion.

CONSENT AGENDA

- a. Approval of Minutes (E:256/10);
- b. Personnel Report (revised) (E:257/10);
- c. Voucher Lists (E:258/10);
- ~~d. Everett Coaches/Extracurricular Association 2010-2011 Salary Schedule~~
- e. Working Agreement Between Everett Public Schools and the YMCA of Snohomish County (E:259/10);
- f. Interagency Agreement No. 2010-ERG-555 with Department of General Administration Engineering and Architectural Services (E:260/10);
- g. Bid Award: H.M. Jackson High School Cafeteria Addition (E:261/10);
- h. State Transitional Bilingual Grant for 2010-2011 (E:262/10);
- i. Proposed Athletic User Fee Increase (E:263/10);
- j. Financial Report as of June 30, 2010 (E:264/10).

The motion carried unanimously.

RECOGNITION OF RETIREES

Lowell Elementary principal Colleen Welsh spoke of the accomplishments of Kim Drews who is retiring. Ms. Drews commented, introducing her husband and daughter.

**RECOGNITION OF
RETIREES**

Mill Creek principal Mary Ann Opperud reviewed the career of retiree Sandra Irwin-Westvang, who could not be present tonight.

PUBLIC COMMENT

President Petersen called for public comment. There was none.
Audience Comments Regarding Items Not on the Agenda: None.
Audience Comments Regarding Items on the Agenda: None.

PUBLIC COMMENT

SUPERINTENDENT'S COMMENTS

Dr. Cohn reviewed Board in-service activities. He distributed a copy of the book Brain Rules along with a small squeezable foam "brain" which can serve as a stress-reliever. He noted the upcoming community engagement activity to be held at Jackson High School at 5:30 p.m. tomorrow. This activity is entitled *College and Work Ready*.

Executive Director for Finance and Operations Jeff Moore provided a broad overview of the jobs bill.

The levy vote is passing by 86 votes. The election will be certified on September 1.

ITEMS FOR INFORMATION

The Eastmont Nature Park Neighborhood Group presented information about the possible establishment of a nature park on the forested 9.86 acre tract located adjacent to Jefferson Elementary School. John Crawford led the presentation and reviewed the accompanying PowerPoint presentation (E:265/10). Also speaking were Shirley Vandermeer, Tony Sarp, Dr. Pat Nolan, Erling Hesla and Debra Harvey. Following questions from the Board, the group requested that the Board hold a study session on the subject. President Petersen said the Board will take their request under advisement.

Information on summer school programs provided during 2010 and their impact on student achievement was presented (E:266/10). The report included information about the continuing efforts to provide extended school year experiences to enrich student learning and provide credit recovery for high school students at risk of not graduating on time.

Associate Superintendent and Chief Academic Officer Terry Edwards opened the presentation by acknowledging the efforts of Cynthia Jones, Bob Sotak, Jim McNally and Joanne Fabian for taking the lead in different aspects of the summer school program. Terry reviewed the evening's PowerPoint presentation, talking about reasons for having summer school, Title I summer programs, Title I/LAP summer programs, ELL summer programs, LAP summer math camp, high school credit recovery, summer enrichment for GEAR UP students, targeted assistance for special education students, summer school impacts and on-time graduation credit recovery. Heretofore, summer school has been a self-sustaining fee-based operation that targeted courses and invited students to participate. Scholarships have been provided with the assistance of the Everett Public Schools Foundation (EPSF) as well as different categorical programs that provided scholarships. Generally summer school was made up of about 80 percent kids wanting to get ahead and 20 percent kids making up credit. Unfortunately, the students who needed to take advantage of summer school to help get back on track to graduate were not the ones who were enrolling in it. Therefore, the District decided to make a shift in philosophy to make summer school more purposeful and focused. With the use of EPSF funds, LAP, Title and other grant monies, the District was able to offer free summer school for students at risk who qualified for these special funds, and then to make summer school by invitation only and actually reach out, find the student, invite them, talk to the parent and "pull" them into summer school. As a result, the composition of summer school almost reversed, with about 70 percent of the attendees at risk of making up credit. High school students who still wanted to accelerate their academic progress could attend summer school for a fee.

Tonight's report described the support structures currently in place for professional development and training for all employees (E:267/10). Executive Director for Human Resources Lynn Evans reviewed the Professional Development Council and the Professional Development Advisory Committee as well as the district's role as an in-service training provider. Professional development initiatives that resulted from the

SUPT'S COMMENTS**EASTMONT NATURE
PARK
NEIGHBORHOOD
GROUP****SUMMER SCHOOL
ACHIEVEMENT
REPORT****PROFESSIONAL
DEVELOPMENT
UPDATE**

2009-2010 Strategic Plan were summarized, along with a presentation of preliminary information regarding the 2010-2011 Strategic Plan professional initiatives.

**PROFESSIONAL
DEVELOPMENT
UPDATE (cont'd.)**

The attached proposed new Policy 2114—Online Learning, was provided for first reading with second reading and adoption to be recommended at a future Board meeting (E:268/10). Last year, the Legislature re-examined the approval and monitoring provisions for online providers, student online learning opportunities and the roles and responsibilities of school districts in supporting online learning. As a result, school districts are required to develop policies and procedures for student access to online learning opportunities. The Superintendent's Cabinet has reviewed the proposed new policy. Executive Director for Area Two Molly Ringo commented.

**PROPOSED NEW
POLICY 2114—
ONLINE LEARNING
(first reading)**

The attached proposed revised Policy 4340—Public Access to District Records, was provided for first reading with second reading and adoption to be recommended at a future Board meeting (E:269/10). Revisions are the result of recent regulatory changes. Legal counsel and District staff reviewed the proposed revisions. Molly Ringo and Jeff Moore commented. Discussion followed about re-arranging the order of the first sentence in the first paragraph, about the first sentence in the second paragraph, and about per-copy fees.

**PROPOSED REVISED
POLICY 4340—
PUBLIC ACCESS TO
DISTRICT RECORDS
(first reading)**

ACTION ITEMS

It was the recommendation of the administration that the Board of Directors adopt the Everett Coaches/Extracurricular Association 2010-2011 salary schedule (E:270/10). The purpose of this proposed action was to provide the appropriate increase to the Everett Coaches/Extracurricular Association as outlined in section 6.01 of the September 1, 2008 through August 31, 2011 collective bargaining agreement between the Everett Coaches/Extracurricular Association and the Everett School District.

**EVERETT COACHES/
EXTRACURRICULAR
ASSOCIATION 2010-
2011 SALARY
SCHEDULE**

Jessica Olson moved to adopt the aforementioned salary schedule. Kristie Dutton seconded the motion and the motion passed, with four voting "yes" and Jeff Russell abstaining because he has a beneficial interest in the contract adoption of the salary schedule.

BOARD COMMENTS

Board members Dutton and Russell commented about the summer high school graduation ceremonies held at the EHS Little Theater. President Petersen commented about the July 6 study session as well as tonight's item dealing with the YMCA. Mr. Petersen also noted that Tim Ford from the State Attorney General's office will be presenting information about the Open Public Meetings Act at the September 21 Board meeting.

**BOARD
COMMENTS**

In closing, Superintendent Cohn clarified with the Board members about auto forwarding to their Board email addresses.

WORK/STUDY SESSION

EXECUTIVE/CLOSED SESSION

President Petersen adjourned the regular meeting at 6:30 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 on Wednesday, August 25, 2010, at 5:30 p.m., at Jackson High School, 1508 -136th Street S.E., Mill Creek, WA 98012. Board members in attendance were Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

The purpose of the special meeting was for the Board to participate in a community engagement session concerning Work, Career & College Ready 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 8:30 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 on Wednesday, September 1, 2010, at 6 p.m. in the Board Room of the Educational Service Center, 4730 Colby Avenue, Everett, Washington. Board members in attendance were Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

The purpose of the special meeting was for the Board to be trained to use *BoardDocs*, the paperless Board meeting system.

No action was taken.

President Petersen adjourned the special meeting at 7:30 p.m.

Gary Cohn, Secretary

Ed Petersen, President

EVERETT SCHOOL DISTRICT NO. 2
PERSONNEL REPORT

2. b.

September 7, 2010

I. NEW PERSONNEL

A. CERTIFICATED

<u>Name</u>	<u>Position</u>	<u>FTE</u>	<u>Date</u>	<u>Status</u>
Linda Butler	Interim Principal	1.00	09/02/2010	Administrative
Catherine Flanagan	Teacher	1.00	09/02/2010	Non-continuing
Kevin Grayum	Teacher	0.60	09/02/2010	Non-continuing (retire/rehire)
Miranda McCraney	Counselor	0.60	09/02/2010	Non-continuing
Kristine Neitman	Librarian	0.20	09/02/2010	Non-continuing

B. CLASSIFIED

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Mary E. Fuda	Paraeducator	09/08/2010
Amy R. Ottersbach	General Office Secretary	09/01/2010
Nahed A. Sabra	Paraeducator	09/01/2010
Natalya Shemigon	Van Driver	09/08/2010

II. RETIREMENTS - RESIGNATIONS - TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Reason</u>
Michael W. Brumley	Paraeducator	08/31/2010	Resignation
Mary Ann Opperud	Principal	09/30/2010	Retirement (revised)
Tricia Schuldt	Paraeducator	08/31/2010	Resignation

V. PROMOTIONS

<u>Name</u>	<u>Previous Position</u>	<u>New Position</u>	<u>Date</u>
Deborah Spoelstra	Paraeducator	Office Assistant	08/30/2010

Board Agenda Request Form

Date of Board Meeting: 09/07/2010

2. C.

Subject

Title:

Voucher Lists - General Fund (2), Capital Projects Fund (2), ASB Fund (2)

Recommendation:

The Administration recommends the Board of Directors approve the Voucher Lists for pay date August 13, 2010 (General, Capital Projects, ASB) and August 20, 2010 (General, Capital Projects, ASB).

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 17

Submitted By: Jeff Moore

Contact Person(s): Gina Zeutenhorst

Signature: _____

Jennifer Farmer

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Jeff Moore
Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: _____

9/27/10

Date: _____

Comments:

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00224908 through 224999,225036 in the total amount of \$ 267,390.18

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

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00224908	08/13/2010	ALDERWOOD WATER DISTRICT <i>WATER</i>	<u>434.08</u> 434.08
00224909	08/13/2010	AMERICAN LASER INC <i>SUPPLIES AND MATERIALS</i>	<u>846.09</u> 846.09
00224910	08/13/2010	AVID CENTER <i>TUITION/REGISTRATION/MEMBRSH</i>	<u>24,120.00</u> 24,120.00
00224911	08/13/2010	BANK OF NEW YORK, THE <i>CLEARING ACCOUNT</i>	<u>303.50</u> 303.50
00224912	08/13/2010	BELLEVUE COMMUNITY COLLEGE <i>TUITION/REGISTRATION/MEMBRSH</i>	<u>2,821.85</u> 2,821.85
00224913	08/13/2010	BIGGS, PHIL <i>NON TAGABLE TECHNOLOGY EQUIP</i>	<u>34.93</u> 34.93
00224914	08/13/2010	CAREERSTAFF UNLIMITED <i>CONTRACT SERVICES</i>	<u>1,557.00</u> 1,557.00
00224915	08/13/2010	CASCADE COFFEE INC <i>SUPPLIES AND MATERIALS</i>	<u>242.00</u> 242.00
00224916	08/13/2010	CASTLE, CYNTHIA M <i>TRAVEL OUT OF DISTRICT</i>	<u>26.00</u> 26.00
00224917	08/13/2010	CINTAS CORPORATION #460 <i>CONTRACT SERVICES</i>	<u>258.16</u> 258.16
00224918	08/13/2010	CITY OF EVERETT <i>WATER</i>	<u>4,170.67</u> 4,170.67
00224919	08/13/2010	CLASS.COM <i>SOFTWARE/HARDWARE AGREEMENTS</i>	<u>11,250.00</u> 11,250.00
00224920	08/13/2010	CTS LANGUAGE LINK <i>CONTRACT SERVICES</i>	<u>287.49</u> 287.49
00224921	08/13/2010	DAIRY VALLEY DISTRIBUTING <i>SUPPLIES AND MATERIALS</i>	<u>639.17</u> 639.17
00224922	08/13/2010	DATA BASE <i>CONTRACT SERVICES</i>	<u>153.04</u> 153.04

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00224923	08/13/2010	DEJONG, KAREN	<i>SUPPLIES AND MATERIALS</i>
			17.09
			17.09
00224924	08/13/2010	DIAZ, AILINETTE	<i>TRAVEL IN DISTRICT</i>
			7.20
			7.20
00224925	08/13/2010	DIRECT JANITORIAL REPAIR CO INC	<i>CONTRACT SERVICES</i>
			60.06
			60.06
00224926	08/13/2010	DREW, RHONDA	<i>TRAVEL IN DISTRICT</i>
			35.20
			35.20
00224927	08/13/2010	DREWS, KIM L	<i>SUPPLIES AND MATERIALS</i>
			22.95
			22.95
00224928	08/13/2010	DRUG FREE BUSINESS	<i>CONTRACT SERVICES</i>
			82.00
			82.00
00224929	08/13/2010	DURKIN, KIM	<i>TRAVEL IN DISTRICT</i>
			189.65
			189.65
00224930	08/13/2010	EDEN ADVANCED PEST TECHNOLOGIES	<i>CONTRACT SERVICES</i>
			857.48
			857.48
00224931	08/13/2010	EPIC	<i>SUPPLIES AND MATERIALS</i>
			66.00
			66.00
00224934	08/13/2010	EVERETT PUBLIC SCHOOLS	<i>SUPPLIES AND MATERIALS</i>
			18,858.09
			<i>AUDIO VISUAL SUPPLIES</i>
			113.09
			<i>COPIER SUPPLIES</i>
			605.90
			<i>NON TAGABLE TECHNOLOGY EQUIP</i>
			91.32
			<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			73.57
			<i>TECHNOLOGY SOFTWARE</i>
			140.87
			<i>CONTRACT SERVICES</i>
			100.00
			<i>SUBSCRIPTION SERVICES</i>
			19.00
			<i>TUITION/REGISTRATION/MEMBRSHIP</i>
			885.00
			<i>TRANSP IN LIEU OF TRANSP</i>
			3,102.00
			<i>TRAVEL OUT OF DISTRICT</i>
			108.06
			<i>TRAVEL OUT OF STATE</i>
			198.40
			24,295.30
00224935	08/13/2010	EVERGREEN PRINTING & GRAPHICS INC	<i>SUPPLIES AND MATERIALS</i>
			513.24
			513.24
00224936	08/13/2010	FARMER, JENNIFER	<i>SUPPLIES AND MATERIALS</i>
			109.02
			<i>TRAVEL OUT OF DISTRICT</i>
			433.50
			542.52
00224937	08/13/2010	FELLER, TERRY	<i>SUPPLIES AND MATERIALS</i>
			21.42
			21.42
00224938	08/13/2010	FISK, HEATHER L	<i>SUPPLIES AND MATERIALS</i>
			80.00
			80.00
00224939	08/13/2010	FLYNN, TRACEY	<i>TRAVEL OUT OF DISTRICT</i>
			336.57
			336.57
00224940	08/13/2010	FOOD SERVICES OF AMERICA INC	<i>SUPPLIES AND MATERIALS</i>
			9,090.10
			<i>CONTRACT SERVICES</i>
			640.03
			9,730.13
00224941	08/13/2010	FRANZ FAMILY BAKERIES	<i>SUPPLIES AND MATERIALS</i>
			303.00
			303.00
00224942	08/13/2010	GARDNER, LINDA A	<i>TRAVEL IN DISTRICT</i>
			136.95

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			136.95
00224943	08/13/2010	HARRINGTON, SARAH TRAVEL OUT OF DISTRICT	365.91
			365.91
00224944	08/13/2010	HEATH, SUSAN L TRAVEL OUT OF DISTRICT	336.57
			336.57
00224945	08/13/2010	JENKINS, SCOTT TRAVEL IN DISTRICT	159.35
			159.35
00224946	08/13/2010	JONES, MILISSA TRAVEL IN DISTRICT	14.60
			14.60
00224947	08/13/2010	JW PEPPER AND SON INC SUPPLIES AND MATERIALS	455.56
			455.56
00224948	08/13/2010	K & L GATES LEGAL FEES	346.96
			346.96
00224949	08/13/2010	KESTLE, ANGELA TRAVEL OUT OF DISTRICT	336.57
			336.57
00224950	08/13/2010	KING COUNTY DIRECTORS ASSOCIATON SUPPLIES AND MATERIALS PAPER	14,176.06
			2,466.20
			16,642.26
00224951	08/13/2010	KRIPPNER, CARINA TRAVEL IN DISTRICT	50.00
			50.00
00224952	08/13/2010	KUMMERLE, CHRIS SUPPLIES AND MATERIALS TRAVEL IN DISTRICT	123.06
			59.10
			182.16
00224953	08/13/2010	MICRO COMPUTER SYSTEMS INC COMPUTER EQUIP<5,000 THEFT SEN	1,683.86
			1,683.86
00224954	08/13/2010	MITCHELL, DIANE TRAVEL OUT OF DISTRICT	336.57
			336.57
00224955	08/13/2010	MULLEN, CRYSTAL TRAVEL OUT OF DISTRICT	126.00
			126.00
00224956	08/13/2010	NUMARA SOFTWARE SOFTWARE/HARDWARE AGREEMENTS	5,077.80
			5,077.80
00224957	08/13/2010	ORG FOR EDUC TECHNOLOGY AND TECHNOLOGY SOFTWARE TUITION/REGISTRATION/MEMBRSH	341.80
			300.00
			641.80
00224958	08/13/2010	OVERLAKE HOSPITAL MEDICAL CENTER CONTRACT SERVICES	7,664.00
			7,664.00
00224959	08/13/2010	PARSONS, ANAYS TRAVEL OUT OF DISTRICT	336.57
			336.57
00224960	08/13/2010	PASSEY, DAVE TRAVEL OUT OF DISTRICT	141.00
			141.00
00224961	08/13/2010	PERKINS COIE LEGAL FEES	13,587.97
			13,587.97
00224962	08/13/2010	PICKETT, KATHY TRAVEL OUT OF DISTRICT	576.48
			576.48
00224963	08/13/2010	PINCH MYERS, ELAINE TRAVEL OUT OF DISTRICT	547.14
			547.14
00224964	08/13/2010	PITNEY BOWES RESERVE ACCOUNT CLEARING ACCOUNT	18.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
		POSTAGE	1,313.00
			1,331.00
00224965	08/13/2010	PREMIER AGENDAS INC	SUPPLIES AND MATERIALS
			2,764.50
			2,764.50
00224966	08/13/2010	PUD NO 1 SNOHOMISH CO	ELECTRICITY
			791.91
			791.91
00224967	08/13/2010	PUGET SOUND ENERGY	GAS
			3,437.79
			3,437.79
00224968	08/13/2010	QUIA CORPORATION	SOFTWARE/HARDWARE AGREEMENTS
			199.00
			199.00
00224969	08/13/2010	RABY, SELMA	TRAVEL OUT OF DISTRICT
			368.91
			368.91
00224970	08/13/2010	REFUGEE & IMMIGRANT SERVICES NW	CONTRACT SERVICES
			650.30
			650.30
00224971	08/13/2010	RICE, NEWEL S	WIRELESS SERVICE
			65.35
			TRAVEL OUT OF DISTRICT
			244.05
			309.40
00224972	08/13/2010	RUPE, CATHY	TRAVEL OUT OF DISTRICT
			337.66
			337.66
00224973	08/13/2010	SAFEWAY INC	SUPPLIES AND MATERIALS
			1.89
			1.89
00224974	08/13/2010	SCHOOL SPECIALTY INC	SUPPLIES AND MATERIALS
			12.48
			12.48
00224975	08/13/2010	SENTRY DOOR AND HARDWARE LLC	LOCKS/HARDWARE
			1,015.41
			1,015.41
00224976	08/13/2010	SERVICE PAPER COMPANY	SUPPLIES AND MATERIALS
			328.95
			328.95
00224977	08/13/2010	SILVER LAKE WATER DISTRICT	WATER
			6,993.94
			6,993.94
00224978	08/13/2010	SOLID WASTE MANAGEMENT	REFUSE
			2,778.00
			2,778.00
00224979	08/13/2010	SULLIVAN, KAREN M	TRAVEL IN DISTRICT
			47.55
			47.55
00224980	08/13/2010	SUNGARD PUBLIC SECTOR PENTAMATIONS	SOFTWARE/HARDWARE AGREEMENTS
			15,589.85
			15,589.85
00224981	08/13/2010	TENNANT SALES AND SERVICE CO	CONTRACT SERVICES
			105.92
			105.92
00224982	08/13/2010	TOOMEY, PATRICIA ANN	SUPPLIES AND MATERIALS
			35.96
			NON TAGABLE TECHNOLOGY EQUIP
			7.08
			43.04
00224983	08/13/2010	TOTAL RENTAL CENTER INC	RENTAL EQUIPMENT
			481.63
			481.63
00224984	08/13/2010	TOYN, KEN	TRAVEL IN DISTRICT
			10.40
			10.40
00224985	08/13/2010	UNITED RENTALS	CONTRACT SERVICES
			707.47
			707.47
00224986	08/13/2010	US BANK OFFICE EQUIP FINANCE	COPIER LEASE & MAINTENANCE
			165.16

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			165.16
00224987	08/13/2010	US HEALTHWORKS MEDICAL GROUP WA <i>CONTRACT SERVICES</i>	<u>118.00</u>
			118.00
00224988	08/13/2010	VANCE, DANA <i>POSTAGE</i>	<u>62.15</u>
			62.15
00224989	08/13/2010	VERIZON <i>TELEPHONE</i>	<u>382.36</u>
			382.36
00224990	08/13/2010	WA ASSOC OF SCHOOL ADMINISTRATOR <i>TUITION/REGISTRATION/MEMBRSH</i>	<u>22,716.17</u>
			22,716.17
00224991	08/13/2010	WALBURN, SHANNON <i>TRAVEL OUT OF DISTRICT</i>	<u>200.00</u>
			200.00
00224992	08/13/2010	WEESE, TAMI <i>TRAVEL OUT OF DISTRICT</i>	<u>126.00</u>
			126.00
00224993	08/13/2010	WELSH, KITTY <i>SUPPLIES AND MATERIALS</i>	<u>196.66</u>
			196.66
00224994	08/13/2010	WILLIAMS, RIC <i>TRAVEL IN DISTRICT</i>	<u>8.10</u>
		<i>TRAVEL OUT OF DISTRICT</i>	<u>43.00</u>
			51.10
00224995	08/13/2010	WITTCO SYSTEMS INC <i>COPIER LEASE & MAINTENANCE</i>	<u>13,624.12</u>
			13,624.12
00224996	08/13/2010	WOLFF, LINNEA <i>SUPPLIES AND MATERIALS</i>	<u>22.81</u>
			22.81
00224997	08/13/2010	WOODLAND PARK ZOO <i>TUITION/REGISTRATION/MEMBRSH</i>	<u>982.00</u>
			982.00
00224998	08/13/2010	WRIGHT, SHERRI <i>TRAVEL OUT OF DISTRICT</i>	<u>547.14</u>
			547.14
00224999	08/13/2010	XEROX CORP <i>COPIER LEASE & MAINTENANCE</i>	<u>5,839.64</u>
			5,839.64
00225036	08/13/2010	EVERETT PUBLIC SCHOOLS <i>IMPREST CASH</i>	<u>50,000.00</u>
			50,000.00
TOTAL			\$267,390.18

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00225072 through 00225193 in the total amount of \$ 414,215.04

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225072	08/20/2010	911 ETC <i>E911 Lines</i>	<u>456.75</u> 456.75
00225073	08/20/2010	ACADEMIC LINK OUTREACH <i>CONTRACT SERVICES</i>	<u>1,017.50</u> 1,017.50
00225074	08/20/2010	ACP DIRECT <i>NON TAGABLE FURNITURE/EQUIP</i>	<u>2,498.31</u> 2,498.31
00225075	08/20/2010	ALDERWOOD WATER DISTRICT <i>WATER</i>	<u>1,777.26</u> 1,777.26
00225076	08/20/2010	ALTERMOTT, JONATHAN <i>TRAVEL OUT OF STATE</i>	<u>389.00</u> 389.00
00225077	08/20/2010	ANAYA, GUSTAVO <i>TRAVEL OUT OF STATE</i>	<u>335.00</u> 335.00
00225078	08/20/2010	ASL INTERPRETER NETWORK <i>CONTRACT SERVICES</i>	<u>171.50</u> 171.50
00225079	08/20/2010	ATLAS PEN AND PENCIL CORP <i>SUPPLIES AND MATERIALS</i>	<u>194.44</u> 194.44
00225080	08/20/2010	AWARDS OF PRAISE INC <i>SUPPLIES AND MATERIALS</i>	<u>1,076.44</u> 1,076.44
00225081	08/20/2010	BAKKEN, JAN <i>TRAVEL OUT OF STATE</i>	<u>371.00</u> 371.00
00225082	08/20/2010	BANK OF NEW YORK, THE <i>CLEARING ACCOUNT</i>	<u>155.25</u> 155.25
00225083	08/20/2010	BILLS BLUEPRINT INC <i>SUPPLIES AND MATERIALS</i>	<u>34.59</u> 34.59
00225084	08/20/2010	BLACKBOARD CONNECT <i>SOFTWARE/HARDWARE AGREEMENTS</i>	<u>66,276.00</u> 66,276.00
00225085	08/20/2010	BUI TEWEG, JOANNE J <i>TRAVEL OUT OF STATE</i>	<u>389.00</u> 389.00
00225086	08/20/2010	BURTON, JAIMIE <i>TRAVEL OUT OF STATE</i>	<u>389.00</u> 389.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225087	08/20/2010	CAREERSTAFF UNLIMITED	CONTRACT SERVICES
			1,633.00
			1,633.00
00225088	08/20/2010	CENTER FOR EDUCATIONAL EFFECTIVENESS	CONTRACT SERVICES
			752.00
			752.00
00225089	08/20/2010	CHESHIRE, TERRY	TRAVEL OUT OF STATE
			340.00
			340.00
00225090	08/20/2010	CHOE, ANNIE	FINES AND DAMAGES
			22.20
			22.20
00225091	08/20/2010	CITY OF EVERETT	WATER
			8,407.25
			8,407.25
00225092	08/20/2010	CLUGSTON, TAMMI	TRAVEL OUT OF STATE
			389.00
			389.00
00225093	08/20/2010	COLLEGE NANNIES & TUTORS	CONTRACT SERVICES
			738.78
			738.78
00225094	08/20/2010	COSTCO	SUPPLIES AND MATERIALS
			1,155.83
			1,155.83
00225095	08/20/2010	CREATIVE PRINTING SERVICE INC	PRINTING
			3,921.92
			3,921.92
00225096	08/20/2010	CRYSTAL SPRINGS WATER	SUPPLIES AND MATERIALS
			186.13
			186.13
00225097	08/20/2010	DAIRY VALLEY DISTRIBUTING	SUPPLIES AND MATERIALS
			700.40
			700.40
00225098	08/20/2010	DAY WIRELESS SYSTEM	MAINTENANCE & REPAIRS
			616.41
			616.41
00225099	08/20/2010	DURHAM SCHOOL SERVICE LP	CONTRACT SERVICES
			7,990.40
			MAINTENANCE & REPAIRS
			1,533.29
			9,523.69
00225100	08/20/2010	DWAYNE LANE INC	NEW EQUIP 5,000 OR GREATER VAL
			61,060.49
			61,060.49
00225101	08/20/2010	EDEN ADVANCED PEST TECHNOLOGIES	CONTRACT SERVICES
			218.70
			218.70
00225102	08/20/2010	ELECTRONIC BUSINESS MACHINES INC	SUPPLIES AND MATERIALS
			218.40
			218.40
00225105	08/20/2010	EVERETT PUBLIC SCHOOLS	SUPPLIES AND MATERIALS
			12,844.82
			POSTAGE
			22.91
			TEXTBOOKS/WORKBOOKS/INST KITS
			2,125.92
			CONTRACT SERVICES
			9.95
			TUITION/REGISTRATION/MEMBERSHIP
			6,171.50
			TRAVEL OUT OF STATE
			3,025.43
			24,200.53
00225106	08/20/2010	EVERETT PUBLIC SCHOOLS	TRAVEL OUT OF STATE
			2,490.00
			2,490.00
00225107	08/20/2010	EVERETT PUBLIC SCHOOLS	CERT INSTR SUB TRAVEL/INSERVE
			280.00
			CLASS OFF/INSTR/SFTY/OTH SUPPL
			120.12
			CERT INDUSTRIAL INSURANCE
			4.91
			CERT UNEMPLOYMENT
			0.28
			CERT FICA
			21.42
			CLASS INDUSTRIAL INSURANCE
			3.88

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
		CLASS FICA	9.18
		CLASS RETIREMENT	6.56
			446.35
00225108	08/20/2010	EVERGREEN PRINTING & GRAPHICS INC PRINTING	2,668.09
			2,668.09
00225109	08/20/2010	FABIAN, JOANNE TRAVEL OUT OF STATE	386.00
			386.00
00225110	08/20/2010	FLAGHOUSE INC NON TAGABLE FURNITURE/EQUIP	296.68
			296.68
00225111	08/20/2010	FLECKENSTEIN, LARRY TRAVEL OUT OF STATE	389.00
			389.00
00225112	08/20/2010	FLINN SCIENTIFIC INC SUPPLIES AND MATERIALS	245.18
			245.18
00225113	08/20/2010	FOLLETT EDUCATIONAL SERVICES TEXTBOOKS/WORKBOOKS/INST KITS	2,332.54
			2,332.54
00225114	08/20/2010	FOLLETT SOFTWARE CO SUPPLIES AND MATERIALS	37.96
		COMPUTER EQUIP<5,000 THEFT SEN	1,960.14
			1,998.10
00225115	08/20/2010	FORNIA, CHANDLER SUPPLIES AND MATERIALS	10.50
			10.50
00225116	08/20/2010	FOSTER, JOANN SUPPLIES AND MATERIALS	200.00
			200.00
00225117	08/20/2010	FRITTS, LAWRENCE TRAVEL OUT OF STATE	360.00
			360.00
00225118	08/20/2010	GEBERT, KRISTIN TRAVEL OUT OF STATE	384.00
			384.00
00225119	08/20/2010	GHARAVI, NEELOUFAR R TRAVEL OUT OF STATE	349.00
			349.00
00225120	08/20/2010	H&L SPORTING GOODS SUPPLIES AND MATERIALS	13,007.51
		NON TAGABLE FURNITURE/EQUIP	6,552.00
			19,559.51
00225121	08/20/2010	HANDWRITING WITHOUT TEARS SUPPLIES AND MATERIALS	46.91
		TEXTBOOKS/WORKBOOKS/INST KITS	16,221.54
			16,268.45
00225122	08/20/2010	HEINDL, DEBBIE ALL DAY KINDERGARTEN TUITION	100.00
			100.00
00225123	08/20/2010	HEMAN, JENNIFER TRAVEL OUT OF STATE	389.00
			389.00
00225124	08/20/2010	HS WOLD CO INC CONTRACT SERVICES	788.42
			788.42
00225125	08/20/2010	IDEAS UNLIMITED SEMINARS INC TUITION/REGISTRATION/MEMBRSHP	1,253.00
			1,253.00
00225126	08/20/2010	IMAGINE CHILDRENS MUSEUM TUITION/REGISTRATION/MEMBRSHP	351.00
			351.00
00225127	08/20/2010	JAMBA JUICE SUPPLIES AND MATERIALS	247.50
			247.50
00225128	08/20/2010	JW PEPPER AND SON INC SUPPLIES AND MATERIALS	477.91

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			477.91
00225129	08/20/2010	KOETJE, STEFANI	TRAVEL OUT OF STATE
			389.00
			389.00
00225130	08/20/2010	KOKX, SHERRI K	SUPPLIES AND MATERIALS
			36.84
			TRAVEL OUT OF STATE
			389.00
			425.84
00225131	08/20/2010	LANCASTER, SALLY A	TRAVEL OUT OF STATE
			389.00
			389.00
00225132	08/20/2010	LEADER SERVICES	CONTRACT SERVICES
			2,784.60
			2,784.60
00225133	08/20/2010	LICHTY, DON	TRAVEL OUT OF STATE
			320.00
			320.00
00225134	08/20/2010	MALLEY, MAUREEN	TRAVEL OUT OF STATE
			401.00
			401.00
00225135	08/20/2010	MCCARTNEY, ROSEMARY	TRAVEL OUT OF STATE
			104.00
			104.00
00225136	08/20/2010	MCCLEAVE, ROBYN	TRAVEL OUT OF STATE
			64.00
			64.00
00225137	08/20/2010	MCCOY, KELLY	TRAVEL OUT OF STATE
			389.00
			389.00
00225138	08/20/2010	MICHAELIS, CORY	TRAVEL OUT OF STATE
			40.00
			40.00
00225139	08/20/2010	MICRO COMPUTER SYSTEMS INC	COMPUTER EQUIP<5,000 THEFT SEN
			841.93
			841.93
00225140	08/20/2010	MILLS MUSIC INC	MAINTENANCE & REPAIRS
			120.45
			120.45
00225141	08/20/2010	MONTANYE, AMY	TRAVEL OUT OF STATE
			349.00
			349.00
00225142	08/20/2010	MOORE WALLACE	PRINTING
			1,388.84
			1,388.84
00225143	08/20/2010	MOTOR TRUCKS INC	CONTRACT SERVICES
			1,938.71
			1,938.71
00225144	08/20/2010	NATIONAL SCHOOL BOARD ASSOC	TUITION/REGISTRATION/MEMBRSH
			1,550.00
			1,550.00
00225145	08/20/2010	NORTHWEST ESD 189	TUITION/REGISTRATION/MEMBRSH
			134.00
			134.00
00225146	08/20/2010	NORTHWEST SCHOOL FOR INNOVATIVE	CONTRACT SERVICES
			4,600.00
			4,600.00
00225147	08/20/2010	NYBERG, BEVERLY	TRAVEL OUT OF STATE
			389.00
			389.00
00225148	08/20/2010	PACIFIC COPY & PRINTING INC	PRINTING
			433.07
			433.07
00225149	08/20/2010	PAYNE, DEBORAH	TRAVEL OUT OF STATE
			389.00
			389.00
00225150	08/20/2010	PETERS, DAVID S	TRAVEL OUT OF STATE
			184.00
			184.00
00225151	08/20/2010	PITNEY BOWES RESERVE ACCOUNT	CLEARING ACCOUNT
			22.56

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
		POSTAGE	1,894.44
			1,917.00
00225152	08/20/2010	PLUMB, CHERYL	TUITION/REGISTRATION/MEMBRSHIP
			350.00
			350.00
00225153	08/20/2010	PUD NO 1 SNOHOMISH CO	ELECTRICITY
			3,378.76
			3,378.76
00225154	08/20/2010	PUGET SOUND ENERGY	GAS
			1,352.97
			1,352.97
00225155	08/20/2010	PUGET SOUND ESD	SAFETY/CODE
			925.00
			925.00
00225156	08/20/2010	RADFORD, SUSAN ANN	TRAVEL OUT OF STATE
			384.00
			384.00
00225157	08/20/2010	RESCH, ROSLYN	SUPPLIES AND MATERIALS
			13.99
			13.99
00225158	08/20/2010	RIDDELL ALL AMERICAN SPORTS CORP	SUPPLIES AND MATERIALS
			922.27
			922.27
00225159	08/20/2010	RIVERSIDE TOPSOIL	SUPPLIES AND MATERIALS
			919.75
			919.75
00225160	08/20/2010	ROBERSON, ANITA	TRAVEL OUT OF STATE
			389.00
			389.00
00225161	08/20/2010	SAFEWAY INC	SUPPLIES AND MATERIALS
			7.98
			7.98
00225162	08/20/2010	SCHOOL OUTFITTERS	NON TAGABLE FURNITURE/EQUIP
			2,451.14
			2,451.14
00225163	08/20/2010	SEAWELL, CHARLOTTE V	TRAVEL OUT OF STATE
			349.00
			349.00
00225164	08/20/2010	SHEPHERD, KELLY	TRAVEL OUT OF STATE
			349.00
			349.00
00225165	08/20/2010	SIMONS, LINDA	SUMMER SCHOOL TUITION
			2.50
			2.50
00225166	08/20/2010	SKATE DECK INC	TUITION/REGISTRATION/MEMBRSHIP
			700.00
			700.00
00225167	08/20/2010	SMITH, MARIE	TRAVEL OUT OF STATE
			349.00
			349.00
00225168	08/20/2010	SNOHOMISH HEALTH DISTRICT	CONTRACT SERVICES
			8,000.00
			8,000.00
00225169	08/20/2010	SOTAK, ROBERT	TUITION/REGISTRATION/MEMBRSHIP
			599.00
			TRAVEL OUT OF DISTRICT
			61.00
			660.00
00225170	08/20/2010	SPERRY, CONNIE	TRAVEL OUT OF STATE
			340.00
			340.00
00225171	08/20/2010	STAFFORD, ANN E	TRAVEL IN DISTRICT
			10.00
			10.00
00225172	08/20/2010	STEINKE, NICOLE	TRAVEL OUT OF STATE
			730.92
			730.92
00225173	08/20/2010	STERICYCLE INC	CONTRACT SERVICES
			10.36
			10.36

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225174	08/20/2010	STIGER, GRETCHEN	TRAVEL OUT OF STATE
			192.56
			192.56
00225175	08/20/2010	STRONG, DEBRA	SUPPLIES AND MATERIALS
			72.05
			72.05
00225176	08/20/2010	SUNGARD PUBLIC SECTOR INC	SOFTWARE/HARDWARE AGREEMENTS
			116,989.31
			116,989.31
00225177	08/20/2010	THIRD PLACE BOOKS	TEXTBOOKS/WORKBOOKS/INST KITS
			814.04
			814.04
00225178	08/20/2010	TIPPING, LYNN	TRAVEL IN DISTRICT
			18.70
			TRAVEL OUT OF DISTRICT
			26.00
			44.70
00225179	08/20/2010	TOUTANT, BRYAN	TRAVEL OUT OF STATE
			479.00
			479.00
00225180	08/20/2010	TYRRELL, LINDA	TRAVEL OUT OF STATE
			389.00
			389.00
00225181	08/20/2010	UNITED PARCEL SERVICE	POSTAGE
			11.61
			11.61
00225182	08/20/2010	UPSTART	SUPPLIES AND MATERIALS
			54.90
			54.90
00225183	08/20/2010	US BANK OFFICE EQUIP FINANCE SERVIC	COPIER LEASE & MAINTENANCE
			566.14
			566.14
00225184	08/20/2010	VERIZON WIRELESS	WIRELESS SERVICE
			1,087.99
			1,087.99
00225185	08/20/2010	WA ASSOC OF SCHOOL ADMINISTRATOR	TUITION/REGISTRATION/MEMBRSHIP
			1,483.43
			1,483.43
00225186	08/20/2010	WALKER FLOORING & INTERIORS INC	MAINTENANCE & REPAIRS
			2,066.14
			2,066.14
00225187	08/20/2010	WALTERS, GAIL	TRAVEL OUT OF STATE
			320.00
			320.00
00225188	08/20/2010	WELLS FARGO FINANCIAL LEASING INC	COPIER LEASE & MAINTENANCE
			182.66
			182.66
00225189	08/20/2010	WOODRUM, RICH	TUITION & FEES
			4.51
			4.51
00225190	08/20/2010	WOODS, CATHY	TRAVEL OUT OF STATE
			349.00
			349.00
00225191	08/20/2010	WORLD COMMUNICATION CENTER	WIRELESS SERVICE
			1,396.26
			1,396.26
00225192	08/20/2010	XEROX CORP	PAPER
			3,635.09
			3,635.09
00225193	08/20/2010	ZEVENBERGEN, BEVERLY	TUITION/REGISTRATION/MEMBRSHIP
			100.00
			TRAVEL OUT OF DISTRICT
			233.57
			333.57
TOTAL			\$414,215.04

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00225000 through 00225035 in the total amount of \$ 3,056,293.67

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225000	08/13/2010	ALTERNATIVE ENVIRONMENTAL TECHN ASBESTOS	7,745.90
			7,745.90
00225001	08/13/2010	BAYLEY CONSTRUCTION	559,834.18
		GENERAL CONTRACTOR	85,000.00
		GENERAL CONTRACTOR CNG ORDER	59,324.74
		GENERAL CONTRACTOR WSST	704,158.92
00225002	08/13/2010	BILLS BLUEPRINT INC	7,931.05
		PHOTOS & REPROGRAPHICS	7,931.05
00225003	08/13/2010	BOTESCH NASH & HALL	4,865.80
		GENERAL ARCHITECT/ENGINEER	4,865.80
00225004	08/13/2010	CAPITAL ARCHITECTS INC.	778.80
		OTHER ARCHITECT/ENGINEER	778.80
00225005	08/13/2010	CASCADE BANK/DUTTON ELECTRIC COM.	4,718.45
		OTHER ELECTRICAL CONTRACTOR	4,718.45
00225006	08/13/2010	COBRA CONSTRUCTION CO	5,332.84
		OTHER CONTRACTOR	5,332.84
00225007	08/13/2010	COLLINS, JENNIFER	99.25
		MILEAGE	99.25
00225008	08/13/2010	CORSTONE CONTRACTORS LLC	47,305.62
		GENERAL CONTRACTOR	10,845.22
		GENERAL CONTRACTOR CNG ORDER	58,150.84
00225009	08/13/2010	CUSTOM DIRT WORKS INC	36,730.50
		OTHER CONTRACTOR	36,730.50
00225010	08/13/2010	DEPARTMENT OF ECOLOGY	1,419.00
		PERMITS	1,419.00
00225011	08/13/2010	DK SYSTEMS INC	4,826.61
		GENERAL CONTRACTOR	4,826.61
00225012	08/13/2010	DUTTON ELECTRIC CO INC	57,965.42
		OTHER ELECTRICAL CONTRACTOR	57,965.42
00225013	08/13/2010	DYKEMAN ARCHITECTS	15,636.40
		GENERAL ARCHITECT/ENGINEER	10,559.92
		ARCHITECT/ENGINEER ADDITIONAL	

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
		ARCHITECT/ENGINEER REIMBURSABL	30.94
			26,227.26
00225014	08/13/2010	EVERETT PUBLIC SCHOOLS	OTHER PROJECT EXPENSES
			18.53
			18.53
00225015	08/13/2010	EVERGREEN STATE HEAT & AC	OTHER CONTRACTOR
			26,054.78
			26,054.78
00225016	08/13/2010	GRAHAM CONTRACTING LTD	GENERAL CONTRACTOR
			1,150,743.81
			GENERAL CONTRACTOR CNG ORDER
			82,679.40
			GENERAL CONTRACTOR WSST
			115,135.88
			1,348,559.09
00225017	08/13/2010	HERALD INC, THE	ADVERTISEMENTS
			137.00
			137.00
00225018	08/13/2010	HILL INTERNATIONAL	CONSTRUCTION SUPERVISION
			11,732.25
			11,732.25
00225019	08/13/2010	HS WOLD CO INC	PAINT INSPECTION
			5,940.00
			5,940.00
00225020	08/13/2010	HUMMEL, JOHN ROLAND	OTHER CONTRACTOR
			491.40
			491.40
00225021	08/13/2010	KEY BANK NA GRAHAM CONTRACTING I	GENERAL CONTRACTOR
			64,917.01
			64,917.01
00225022	08/13/2010	KING COUNTY DIRECTORS ASSOCIATON	OTHER CONTRACTOR
			551,675.33
			551,675.33
00225023	08/13/2010	KLAPPENBACH ARCHITECTS	GENERAL ARCHITECT/ENGINEER
			30,335.72
			30,335.72
00225024	08/13/2010	MC HANDYMAN & MAINTENANCE	OTHER CONTRACTOR
			728.51
			728.51
00225025	08/13/2010	MISSION CRITICAL WIRELESS	OTHER FURNITURE/EQUIPMENT
			3,240.00
			3,240.00
00225026	08/13/2010	PACIFIC MOBILE STRUCTURES	CONTRACTUAL EQUIPMENT
			885.62
			OTHER PROJECT EXPENSES
			452.13
			1,337.75
00225027	08/13/2010	SHOCKEY BRENT INCORPORATED	LAND USE/ENVIRONMENTAL
			6,132.30
			OTHER GENERAL SUPPORT
			1,500.00
			7,632.30
00225028	08/13/2010	SILVER LAKE WATER DISTRICT	OTHER GENERAL SUPPORT
			380.52
			380.52
00225029	08/13/2010	SNOHOMISH HEALTH DISTRICT	PERMITS
			160.00
			160.00
00225030	08/13/2010	SONITROL PACIFIC INC	OTHER CONTRACTOR
			191.11
			191.11
00225031	08/13/2010	SOUNDVIEW AERIAL PHOTOGRAPHY INC	PHOTOS & REPROGRAPHICS
			719.63
			719.63
00225032	08/13/2010	STAR RENTALS	CONTRACTUAL EQUIPMENT
			895.44
			895.44
00225033	08/13/2010	STEWART & ASSOCIATES INC	ROOFING CONSULTANT
			9,870.00
			9,870.00
00225034	08/13/2010	WETHERHOLT AND ASSOCIATES PS INC	ROOFING CONSULTANT
			3,763.80
			3,763.80

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225035	08/13/2010	WILLIAMS SCOTSMAN INC	<i>OTHER CONTRACTOR</i>
			<u>66,562.86</u>
			66,562.86
			TOTAL \$3,056,293.67

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00225037 through 00225042 in the total amount of \$ 228,196.57

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225037	08/20/2010	CLARK, REESE <i>MILEAGE</i>	<u>2.85</u> 2.85
00225038	08/20/2010	EVERETT PUBLIC SCHOOLS <i>CLASSIFIED SALARIES</i> <i>EMPLOYEE BENEFITS</i> <i>PHONES/PAGERS</i> <i>OTHER PROJECT EXPENSES</i> <i>CONSTRUCTION MANAGEMENT (OSPI)</i>	<u>133,134.77</u> <u>26,440.03</u> <u>217.26</u> <u>124.32</u> <u>35,706.67</u> 195,623.05
00225039	08/20/2010	KELLER ELECTRIC INC <i>OTHER ELECTRICAL CONTRACTOR</i>	<u>9,244.40</u> 9,244.40
00225040	08/20/2010	KIM, BRYAN <i>MILEAGE</i>	<u>5.80</u> 5.80
00225041	08/20/2010	ORG FOR EDUC TECHNOLOGY AND CURF <i>OTHER FURNITURE/EQUIPMENT</i>	<u>21,257.02</u> 21,257.02
00225042	08/20/2010	WORLD COMMUNICATION CENTER <i>TELECOMMUNICATIONS</i>	<u>2,063.45</u> 2,063.45

TOTAL \$228,196.57

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00224893 through 00224907 in the total amount of \$ 49,884.17

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00224893	08/13/2010	ALFYS PIZZA SUPPLIES AND MATERIALS	34.48 34.48
00224894	08/13/2010	DEAVER, ANGE REVENUE-ASB	120.00 120.00
00224895	08/13/2010	DOPOLYUK, VIKTOR REVENUE-ASB	10.00 10.00
00224896	08/13/2010	DURHAM SCHOOL SERVICE LP CONTRACT SERVICES	1,200.36 1,200.36
00224897	08/13/2010	E-ROCK ENTERTAINMENT CONTRACT SERVICES	200.00 200.00
00224898	08/13/2010	EVERETT PUBLIC SCHOOLS DUE TO OTHER FUNDS PAYROLL REIMB ASB ONLY CERT INSTR SUPPLEMENTAL/EXTRA CERT INSTR SUB TRAVEL/INSERVE CLEARING ACCOUNT ASB CERT INDUSTRIAL INSURANCE CERT UNEMPLOYMENT CERT FICA CERT RETIREMENT CLASS INDUSTRIAL INSURANCE CLASS UNEMPLOYMENT CLASS FICA CLASS RETIREMENT	2,699.07 2,699.07 -1,686.09 -70.00 -596.80 -12.64 -0.51 -134.34 -105.36 -29.31 -0.60 -45.65 -17.77 2,699.07
00224899	08/13/2010	H&L SPORTING GOODS SUPPLIES AND MATERIALS	3,420.15 3,420.15
00224900	08/13/2010	MOFFAT, LESLEY SUPPLIES AND MATERIALS	92.75 92.75
00224901	08/13/2010	MT PILCHUCK MUSIC EDUCATORS ASSOC CONTRACT SERVICES	25.00 25.00
00224902	08/13/2010	OLSON, ERICK CONTRACT SERVICES	350.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			350.00
00224903	08/13/2010	RUFFNECK WEAR INC <i>SUPPLIES AND MATERIALS</i>	<u>1,396.13</u> 1,396.13
00224904	08/13/2010	UNIVERSITY BOOKSTORE <i>SUPPLIES AND MATERIALS</i>	<u>51.63</u> 51.63
00224905	08/13/2010	VINDICO PRINTING & DESIGN <i>SUPPLIES AND MATERIALS</i>	<u>810.00</u> 810.00
00224906	08/13/2010	WALSWORTH PUBLISHING CO <i>SUPPLIES AND MATERIALS</i>	<u>39,427.14</u> 39,427.14
00224907	08/13/2010	WITTCO SYSTEMS INC <i>CONTRACT SERVICES</i>	<u>47.46</u> 47.46
TOTAL			\$49,884.17

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 09/07/2010

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 Sep. 07, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00225043 through 00225071 in the total amount of \$ 29,972.06

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225043	08/20/2010	A-Z BALLOON WHOLESALERS <i>SUPPLIES AND MATERIALS</i>	<u>21.90</u> 21.90
00225044	08/20/2010	ARGOSY <i>CONTRACT SERVICES</i>	<u>806.00</u> 806.00
00225045	08/20/2010	ASSISTANCE LEAGUE OF EVERETT <i>CONTRACT SERVICES</i>	<u>572.84</u> 572.84
00225046	08/20/2010	B&H PHOTO VIDEO <i>SUPPLIES AND MATERIALS</i>	<u>1,940.00</u> 1,940.00
00225047	08/20/2010	BLACKWELL, JILL <i>SUPPLIES AND MATERIALS</i>	<u>148.55</u> 148.55
00225048	08/20/2010	CRUMPTON, AMY <i>REVENUE-ASB</i>	<u>2.00</u> 2.00
00225049	08/20/2010	DINN BROTHERS INC <i>SUPPLIES AND MATERIALS</i>	<u>454.50</u> 454.50
00225050	08/20/2010	DURHAM SCHOOL SERVICE LP <i>CONTRACT SERVICES</i>	<u>4,009.72</u> 4,009.72
00225051	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>5.00</u> 5.00
00225052	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>5.00</u> 5.00
00225053	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>10.00</u> 10.00
00225054	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>60.00</u> 60.00
00225055	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>12.00</u> 12.00
00225056	08/20/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>8.00</u> 8.00
00225057	08/20/2010	FREEVERSE <i>CONTRACT SERVICES</i>	<u>499.00</u> 499.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00225058	08/20/2010	FROHNING, PAUL	REVENUE-ASB
			5.00
			5.00
00225059	08/20/2010	GLAZERS CAMERA SUPPLY	SUPPLIES AND MATERIALS
			2,611.36
			2,611.36
00225060	08/20/2010	JW PEPPER AND SON INC	SUPPLIES AND MATERIALS
			154.51
			154.51
00225061	08/20/2010	LASHBROOK, DAWN	REVENUE-ASB
			8.00
			8.00
00225062	08/20/2010	LIGHTSABER PROMOTIONS INC	SUPPLIES AND MATERIALS
			390.00
			390.00
00225063	08/20/2010	MULTI SERICE CORPORATION	SUPPLIES AND MATERIALS
			1,120.74
			1,120.74
00225064	08/20/2010	NATIONAL ACHIEVER SERVICES	SUPPLIES AND MATERIALS
			355.88
			355.88
00225065	08/20/2010	NATIONAL ASSOC SEC SCHL PRINC INC	CONTRACT SERVICES
			95.00
			95.00
00225066	08/20/2010	NATIONAL ASSOC SEC SCHL PRINC INC	CONTRACT SERVICES
			81.00
			81.00
00225067	08/20/2010	ORG FOR EDUC TECHNOLOGY AND CURF	CONTRACT SERVICES
			6,453.80
			6,453.80
00225068	08/20/2010	POSTAL ANNEX 7013	SUPPLIES AND MATERIALS
			132.39
			132.39
00225069	08/20/2010	SUSAN G KOMEN FOR THE CURE	CONTRACT SERVICES
			2,554.87
			2,554.87
00225070	08/20/2010	WARM BEACH CONFERENCE CENTER	CONTRACT SERVICES
			6,955.00
			6,955.00
00225071	08/20/2010	WESTERN OREGON UNIVERSITY	CONTRACT SERVICES
			500.00
			500.00
TOTAL			\$29,972.06

Board Agenda Request Form

Date of Board Meeting: 9-07-10

2. d.

Subject

Title:

Membership on Gertrude Jackson Memorial Fund Advisory Board

Recommendation: Approval

Background

Purpose/Summary:

As set forth in the bylaws of the Gertrude Jackson Memorial Trust Fund, the Board of Directors shall annually appoint an advisory board for the fund. Accordingly, the Administration recommends the Board of Directors approve the attached list for appointment for 2010-2011 and re-confirm the advisory board emeritus members Ed Morrow and Dixie Hasselo.

Previous Related Action: Year ly re-appointments

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: _____

Contact Person(s): Gary Cohn

Signature: _____

GERTRUDE JACKSON MEMORIAL FUND

ADVISORY BOARD 2010-2011

Kendall Berry

Judy Olson

Gregg Elder

Gloria Stablein

Douglas Forrey

Leslie Tucker

Mark Hashimoto

Brian Webber

Barbara Johnston

Colleen Welsh

Jim McNally

Members Emeritus:

Dixie Hasselo

Ed Morrow

Board Agenda Request Form

Date of Board Meeting: 09/07/10

2. e.

Subject

Title:
Resolution No. 1004: Adoption of Everett School District Capital Facilities Plan 2010-2015

Recommendation:
The Administration recommends the Board approve Resolution No. 1004: Adoption of Everett School District Capital Facilities Plan 2010-2015.

Background

Purpose/Summary:

This Capital Facilities Plan (CFP) includes a description of the district's educational program standards, school capacity calculations, student enrollment projections, future facilities needs, and a financing plan for facilities. School districts are required by Snohomish County to update their CFP's every two years, and these are then used to establish school impact fees for new housing units permitted in the unincorporated portions of the district. New school impact fees in the unincorporated portions of the district will go into effect January 1, 2011. After adoption by the school board, this CFP will be presented to Snohomish County Council for adoption.

Previous Related Action:

Resolution No. 907: Adoption of Everett School District Capital Facilities Plan 2008-2013 was adopted at the 8/26/08 board meeting.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

Presentation Time ☐ Minute(s)

of pages 64

Submitted By: Hal Beumel

Contact Person(s): Chuck Booth

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: 8-30-10

Comments:

EVERETT SCHOOL DISTRICT No. 2

CAPITAL FACILITIES PLAN

2010 - 2015

August 16, 2010

Produced by Everett School District No. 2
and
Shockey/Brent, Inc.

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 1004

A Resolution of the Board of Directors (the "Board") of the Everett School District No. 2 (the "District") to adopt a Capital Facilities Plan (the "Plan") for school facilities conforming to requirements of the State Growth Management Act and the Snohomish County General Policy Plan.

WHEREAS, in August, 1998, the District approved Resolution 651 adopting a Capital Facilities Plan meeting the requirements of RCW 36.70A (the Growth Management Act) and the Snohomish County General Policy Plan; and

WHEREAS, in June, 2000, September 2002, September 2004, August 2006, and August 2008 the District approved Resolutions 700, 742, 799, 860, and 907 adopting updated Capital Facilities Plans meeting the requirements of RCW 36.70A (the Growth Management Act) and the Snohomish County General Policy Plan; and

WHEREAS, Districts are required to update their Capital Facilities Plan every two years in compliance with the Act and the General Policy Plan; and

WHEREAS, this Plan update was developed by the District in accordance with accepted methodologies and requirements of the Growth Management Act; and

WHEREAS, the proposed impact fees utilize calculation methodologies meeting the conditions and tests of RCW 82.02; and

WHEREAS, a draft of the Plan was submitted to the Snohomish County Department of Planning and Development Services for review with changes having been made in accordance with Department comments; and

WHEREAS, the District finds that the Plan meets the basic requirements of RCW36.70A and RCW 82.02; and

WHEREAS, the District conducted a review of the Plan in accordance with the State Environmental Policy Act, state regulations implementing the act, and District policies and procedures;

Now, Therefore Be It Resolved as follows:

1. The 2010 Capital Facilities Plan for the years 2010-2015 is hereby adopted by the District.
2. The Snohomish County Council is hereby requested to adopt the Plan by reference as part of the capital facilities element of the County's General Policy Plan.
3. The Cities of Mill Creek and Everett are hereby requested to adopt the Plan by reference as part of the Capital Facilities Plan element of their respective General Policy Plans.

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

By: _____
Ed Petersen, President

By: _____
Carol Andrews, Member

By: _____
Kristie Dutton, Vice President

By: _____
Jessica Olson, Member

ATTEST:
By: _____
Dr. Gary D. Cohn, Superintendent
and Secretary for the Board

By: _____
Jeff Russell, Member

**CAPITAL FACILITIES PLAN
2010-2015
EVERETT SCHOOL DISTRICT No. 2**

BOARD OF DIRECTORS

Ed Petersen, President
Kristie Dutton, Vice President
Carol Andrews, Member
Jessica Olson, Member
Jeff Russell, Member

SUPERINTENDENT

Dr. Gary D. Cohn

August 16, 2010

For information on the Everett School District's Capital Facilities Plan contact Michael Gunn, Executive Director Facilities and Operations, Everett School District No. 2, P.O. Box 2098, Everett WA 98213, Phone (425) 385-4190, email: mgunn@everettsd.org

EVERETT SCHOOL DISTRICT No. 2
CAPITAL FACILITIES PLAN
2010-2015

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Section 4	Capital Facilities Inventory
Section 5	Student Enrollment
Section 6	Capital Facilities Plan

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Section 1

Introduction

SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (GMA) outlines thirteen broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The public school districts serving Snohomish County residents have developed capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

This Capital Facilities Plan (CFP) is intended to provide the Everett School District (District), Snohomish County, and other jurisdictions a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2025, and a more detailed schedule and financing program for capital improvements over the six year period 2010-2015.

In accordance with GMA mandates, and Chapter 30.66C Snohomish County Code (SCC), this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle, and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A 6-year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.
- A calculation of impact fees to be assessed and support data substantiating said fees.
- In developing this CFP, the guidelines of Appendix F of the General Policy Plan were used as follows:
 - Information was obtained from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. School districts may generate their own data if it is derived through statistically reliable methodologies. Information is to be consistent with the State Office of Financial Management (OFM) population forecasts and those of Snohomish County.
 - Chapter 30.66C SCC requires that student generation rates be independently calculated by each school district. Rates were updated for this CFP.

- The CFP complies with RCW 36.70A (the Growth Management Act) and, where impact fees are to be assessed, RCW 82.02.
- The calculation methodology for impact fees meets the conditions and tests of RCW 82.02. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.

Unless otherwise noted, all enrollment and student capacity data in this CFP is expressed in FTE (Full time Equivalent)¹ as of October 1 of the year indicated.

Overview of the Everett School District

The Everett School District stretches approximately fifteen miles from Union Slough on the north to 195th Street Southeast at its southernmost boundary. The average width is a little more than two and a half miles, giving the District an area of approximately 39 square miles. The District includes most of the City of Everett, all but a very small area of the City of Mill Creek, and portions of unincorporated Snohomish County. Total population within the District in 2009 is estimated to be approximately 128,308.

The District serves 18,689 students (October, 2009) in seventeen elementary schools, five middle schools, three comprehensive high schools, one alternative high school and 83 portable classrooms. Full and part-time District staff number approximately 2040.

Significant Issues Related to Facility Planning in the Everett School District

The most significant school facility issues facing the Everett School District are: 1) the need to acquire sites appropriate for school facilities anticipated to be needed in the future, and 2) the need to upgrade older facilities so they can continue to serve students in the decades ahead.

- The District anticipates the need to acquire one new elementary school site, and possibly one secondary school site to accommodate new schools needed by 2025 for un-housed students, and new classroom facilities at all grade levels will need to be constructed. Projections for un-housed students are based on enrollment growth and planned program changes.
- The acquisition of property for new schools will be a challenge as the number of suitable properties continues to diminish and over time the prices will escalate.
- The District has embarked, in recent years, on an ambitious plan to modernize older buildings. Despite this endeavor, there still are a couple of 25 to 40 year old facilities which are in need of renovation. Without the necessary modernization, it is an on-going maintenance challenge to keep these schools in service.

¹Full Time Equivalents (FTE) which includes half the students attending Kindergarten and all students attending grades 1-12.

- The District is in the process of modernizing / renovating four elementary schools: Jefferson, Whittier, James Monroe, and View Ridge. At three locations we are adding additional building area to increase student capacity: Jefferson – 24 FTE; James Monroe – 96 FTE; and View Ridge – 72 FTE.
- Even with the relocation and/or purchase of relocatable facilities (portable classrooms), the District will still need to build a new elementary school by the 2015 school year.
- In addition to major new construction and modernization work on school facilities, the District is finding it necessary to address other district-wide needs. Mechanical system upgrades, roofing replacements, seismic upgrades, technology upgrades, and a new central administrative office facility are among these needs.
- The District construction program in recent years has been financed in large part by passage of a \$74.0 million bond issue in 2002, and in 2006 the voters approved a \$198.9 million bond issue including a new elementary school, modernizations, property acquisitions, technology upgrades, and a variety of other projects. In 2010 the voters approved a \$48 million capital levy which includes district-wide technology upgrades, roofing replacements, flooring replacements, HVAC upgrades, and other well needed projects. Other amounts have come from state match and growth mitigation / impact fees.

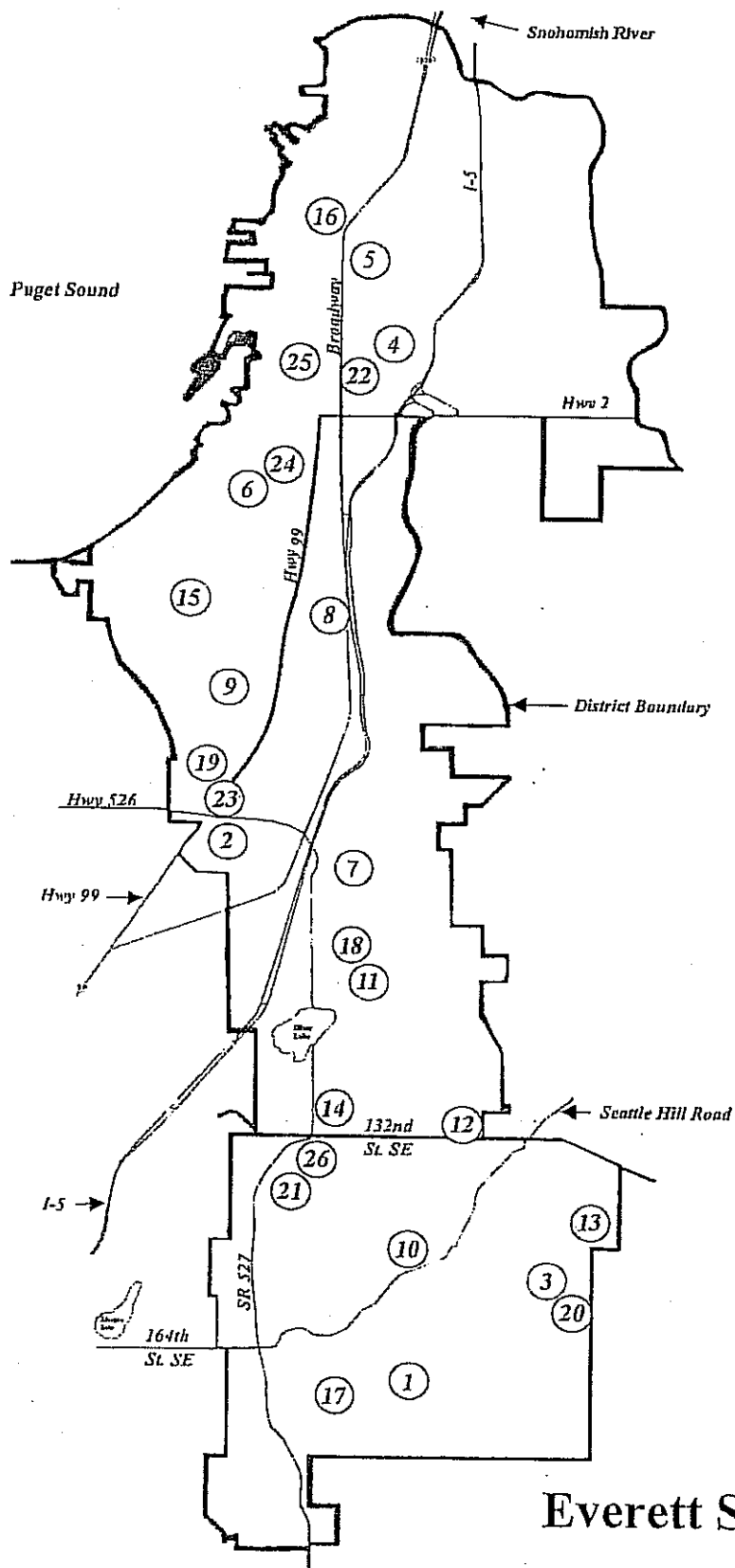


Figure 1
Map of School Facilities



Approximate Scale: 1 mile

School Facilities

1. Cedar Wood ES
2. Emerson ES
3. Forest View ES
4. Garfield ES
5. Hawthorne ES
6. Jackson ES
7. Jefferson ES
8. Lowell ES
9. Madison ES
10. Mill Creek ES
11. James Monroe ES
12. Penny Creek ES
13. Silver Firs ES
14. Silver Lake ES
15. View Ridge ES
16. Whittier ES
17. Woodside ES
18. Eisenhower MS
19. Evergreen MS
20. Gateway MS
21. Heatherwood MS
22. North MS
23. Cascade HS
24. Sequoia HS
25. Everett HS
26. H.M. Jackson HS

Everett School District No. 2

Section 2

Definitions

SECTION 2: DEFINITIONS

Note: Definitions of terms preceded by an asterisk (*) are provided in Ordinance 97-095 as amended by Ordinance 99-107. They are included here, in some cases with further clarification to aid in the understanding of this CFP. Any such clarifications provided herein in no way affect the legal definitions and meanings assigned to them in Ordinance 97-095, as amended.

- * **Appendix F** means Appendix F of the Snohomish County Growth Management Act (GMA) Comprehensive Plan, also referred to as the General Policy Plan (GPP).
- * **Average Assessed Value** means the average assessed value by dwelling unit type of all residential units constructed within the District.
- Board** means the Board of Directors of the Everett School District No. 2 ("School Board").
- * **Boeckh Index** means the current construction trade index of construction costs for each school type. (OSPI currently refers to this index as the Area Cost Analysis)
- * **Capital Facilities** means school facilities identified in the District's capital facilities plan and are "system improvements" as defined by the GMA as opposed to localized "project improvements".
- * **Capital Facilities Plan (CFP)** means the District's facilities plan adopted by its school board consisting of those elements required by Chapter 30.66C SCC and meeting the requirements of the GMA and Appendix F of the General Policy Plan. The definition refers to this document.
- * **Council** means Snohomish County Council.
- * **County** means Snohomish County.
- DCTED** means the Washington State Department of Community, Trade and Economic Development.
- * **Developer** means the proponent of a development activity, such as any person or entity who owns or holds purchase options or other development control over property for which development activity is proposed.
- * **Development** means all subdivisions, short subdivisions, conditional or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Snohomish County.
- * **Development Activity** means any residential construction or expansion of a building, structure or use of land or any other change of building, structure or land that creates additional demand and need for school facilities, but excluding building permits for attached or detached accessory apartments, and remodeling or renovation permits which do not result in additional dwelling units. Also excluded from this definition is "Housing for Older Persons" as defined by 46 U.S.C. § 3607, when guaranteed by a restrictive covenant, and new single-family detached units constructed on legal lots created prior to May 1, 1991.
- * **Development Approval** means any written authorization from the County which authorizes the commencement of a development activity.

* **Director** means the Director of the Snohomish County Department of Planning and Development Services (PDS), or the Director's designee.

District means Everett School District No. 2.

* **District Property Tax Levy Rate** means the District's current capital property tax rate per thousand dollars of assessed value.

* **Dwelling Unit Type** means (1) single-family residences, (2) multi-family one-bedroom apartment or condominium units and (3) multi-family multiple-bedroom apartment or condominium units.

* **Encumbered** means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

* **Estimated Facility Construction Cost** means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs.

* **Facility Design Capacity** means the number of students each school type is designed to accommodate, based on the District's standard of service as determined by the District.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. Most kindergarten students attend half-day programs and therefore are counted as 0.5 FTE. For purposes of this Capital Facilities Plan, all other grades are considered to contain one FTE per student.

GFA (per student) means the Gross Floor Area per student.

* **Grade Span** means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school). Grade spans for the Everett School District include grades K-5 for elementary level, grades 6-8 for middle school, and grades 9-12 for senior high school.

* **Growth Management Act/GMA** means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Sess., as now in existence or as hereafter amended.

* **Interest Rate** means the current interest rate as stated in the Bond Buyer Twenty-Bond General Obligation Bond Index.

* **Land Cost Per Acre** means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

* **Multi-Family Dwelling Unit** means any residential dwelling unit that is not a single-family unit as defined by the ordinance.²

OFM means Washington State Office of Financial Management.

² For purposes of calculating Student Generation Rates, assisted living or senior citizen housing is not included in this definition.

OSPI means Washington State Office of the Superintendent of Public Instruction.

* **Permanent Facilities** means school facilities of the District with a fixed foundation.

Portables: Synonym for Relocatable Facilities.

R.C.W. means the Revised Code of Washington.

* **Relocatable Facilities** (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move into new residential developments and the date that construction is completed on permanent school facilities.

* **Relocatable Facilities Cost** means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

* **Relocatable Facilities Student Capacity** means the rated capacity for a typical portable classroom used for a specified grade span.

* **School Impact Fee** means payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means State Environmental Policy Act.

* **Single-Family Dwelling Unit** means any detached residential dwelling unit designed for occupancy by a single family or household.

* **Standard of Service** means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities the District believes will best serve its student population, and other factors as identified in the District's capital facilities plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

* **State Match Percentage** means the proportion of funds that are provided to the District for specific capital projects from the state's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the state.

* **Student Factor or Student Generation Rate (SGR)** means the number of students of each grade span (elementary, middle/jr. high, high school) that the District determines are typically generated by different dwelling unit types within the district. The District will use a survey or statistically valid methodology to derive the specific student generation rate, provided that the survey or methodology is approved by the Snohomish County Council as part of the adopted capital facilities plan for the District.

Subdivision means small and large lot subdivisions as defined in Title 19 of the Snohomish County Code, and all short subdivisions as defined in Title 20 which are within the definition of "development" above.

Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 32 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Un-housed Students means students projected to be housed in classrooms where class size exceeds standards within the District and students projected to be housed in portable classrooms.

WAC means the Washington Administrative Code.

Section 3

Educational Program Standards

SECTION 3: EDUCATIONAL PROGRAM STANDARDS

Educational Program Standards

School facility and student capacity needs are dictated by the types and amount of space required to accommodate the School Board adopted educational programs. The educational program standards, which typically drive facility space needs, include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (portables).

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by the Everett School District are supplemented by nontraditional or special programs, such as: Special Education, English Language Learner, remediation programs, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, Career and Technical Education, Accelerated Learning Support Classes (ALS), etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Examples of special teaching stations and programs offered by the Everett School District:

- Athletics, Health and Fitness
- Contract Learning
- Career Counseling
- Lighthouse Cooperative
- Denny Youth Center Services
- Drug and Alcohol Counseling
- ECEAP (Early Childhood Educational Assistance Program)
- Elementary Music (designated classroom)
- ELL (English Language Learner)
- Health Services
- Highly Capable Program
- Homeschool Alternative Program
- Intervention Services i.e. Counseling, Social Work
- LAP (Learning Assistance Program)
- Library Instruction
- Online High School
- Readiness to Learn Parent Center
- Wireless Computer Carts
- Science Resource Center
- Accelerated Learning Support
- Advanced Placement
- Special Education
 - Deaf and Hard of Hearing Specialists
 - Positive Behavior Support
 - Occupational Therapy
 - Physical Therapy
 - Pre-School
 - Resource Room
 - School Psychologists

Special Education – continued

- Extended Resource
 - Speech and Hearing Therapy
 - Vision Impaired Service
 - Preschool Assessment Teams(PAT)
- Technology Instruction
- Title I Programs: Reading and Math
- Time Out Room (In-House Suspension)
- Vocational
 - Auto Shop
 - Business and Marketing
 - Health and Human Services
 - Horticulture, Agriculture, Floriculture
 - Technology and Industry

Variations in student capacity between schools are often a result of special programs offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of the buildings housing these programs. Some students, for example, leave their regular classroom for a period of time to receive instruction in these special programs. Newer schools within the district have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the building.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class size, grade span configurations, use of new technology, and other physical aspects of the school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards.

Educational Program Standards for Elementary Schools

- Class size targets are:
 - 22 Kindergarten
 - 24 Regular Education Grades 1-5
 - 10 Developmental Kindergarten / Self Contained
 - 10 Special Education – Positive Behavior Support
 - 15 Special Education – Extended Resource
 - 10 Special Education – Life Skills
- Students are provided music instruction in a separate classroom.
- Students are scheduled into the computer lab as a pull-out program.
- All elementary schools should strive to offer at least one All Day Kindergarten class and one Special Education Resource Room as part of their curriculum.
- Optimum design capacity for new elementary schools is 550 - 565 students (FTE). However, actual capacity of individual schools may vary depending on the educational programs offered or housed at a particular school.

Educational Program Standards for Middle and High Schools

As a result of scheduling conflicts for student programs, the need for specialized rooms for specific programs, and the need for teachers to have a workspace during planning periods, it is not possible to achieve 100% utilization of teaching stations. Based on an analysis of actual utilization of secondary schools, the standard utilization rate is 85%, resulting in the following target class sizes.

- Class size targets:
 - 24.3 Middle School Regular Education
 - 24.3 Middle School Special Education Resource
 - 15 Middle School Special Education Self Contained
 - 15 Middle School Special Education Positive Behavior Support and Life Skills
 - 18 Middle School ELL (English Language Learner)
 - 24 High School Regular Education
 - 24 High School Special Education Resource
 - 15 High School Special Education Self Contained
 - 15 High School Special Education Positive Behavior Support and Life Skills
 - 18 High School ELL (English Language Learner)
 - 24 Alternative High School
- Students will also be provided educational opportunities in classrooms such as:
 - Computer Lab (one at middle schools and three at high schools)
 - Auto Shop (high school only)
 - Music rooms
 - Drama rooms (high school only)
 - Art Labs
 - Home and Family Life Labs
 - Health and Fitness
 - Challenge or Advanced Placement Programs
 - Student Stores
 - Science Labs
- Optimum design capacity is 825 students for middle school and 1500 students for high schools.

Minimum Levels of Service

(Average class size throughout District)

- 25 Kindergarten
- 27 Regular Education Grades 1-5
- 31 Regular Education Grades 6-8
- 35 Regular Education Grades 9-12

School Boundary Changes

The Everett School District recognizes that school boundaries need to be modified occasionally to respond to changes in student enrollment or educational programs. Boundary changes can be an effective method of reducing the need for new school construction, and are also necessary when new schools or classroom additions are built. A good example of changing school boundaries to reduce the need for new schools occurred in the fall of 2008 when the District implemented new, District-wide, middle school boundaries in response to significant enrollment growth at Gateway Middle School in the southern end of the District. Boundary changes, however, can also be disruptive to the educational program and the lives of students and their parents. Therefore, careful consideration of the following should be given before implementing any boundary change:

- The potential negative and positive impacts of any proposed boundary changes should be carefully evaluated.
- Boundary changes should be implemented only after appropriate discussions with affected parties and careful consideration of alternative solutions.
- Boundary changes should be made in the context of long term solutions, and short term solutions that do not address long term issues should be avoided.
- Natural or manmade barriers to safe and efficient transportation routes should be taken into consideration. This applies to pedestrian as well as vehicular transportation.
- It is important, especially at the elementary school level, to ensure students are able to attend schools located close to their own neighborhood, and, if possible, all students living in a neighborhood should attend the same schools.

Section 4

Capital Facilities Inventory

SECTION 4: CAPITAL FACILITIES INVENTORY

Under the GMA, cities and counties are required to inventory capital facilities used to serve existing development. The purpose of the following facilities inventory is to establish a baseline for determining what facilities will be required to address existing deficiencies and accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Everett School District including schools, portables, developed school sites, undeveloped land, and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3). A map showing locations of District school facilities is provided in Figure 1 on page 1-4.

Schools

Everett School District elementary schools include grades K-5, middle schools grades 6-8, and high schools grades 9-12.

OSPI calculates school capacity by dividing gross square footage of a building by a standard square footage per student³. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Match Funds to school districts for school construction. However, this method is not considered an accurate reflection of the capacity required to accommodate the adopted educational program of each individual district.

For this CFP, capacity is based on the number of teaching stations within each building and the space requirements of the educational program. The school inventory is summarized in Table 1.

Portables

Portables are used as interim classroom space to house students until permanent classroom facilities can be provided and to prevent overbuilding. Portables are not a solution for housing students on a permanent basis. The number of portables and their capacities are summarized in Table 2. For this Capital Facilities Plan, costs of portable relocations have not been included in the formula for determining developer impact fees.

Support Facilities

In addition to schools, the Everett School District owns and operates additional facilities which provide operational support functions to the schools. An inventory of these facilities is provided in Table 3.

Land

The Everett School District owns the following additional sites not currently used for school purposes:

- 36th & Norton, 3.25 acres - Currently used as a neighborhood playfield.
- Approximately 8 acres adjacent to Jefferson Elementary School - This site is considered in a poor location for an elementary school and is too small for a middle or high school site. It is unlikely to be used as an elementary school site because it is located immediately adjacent to an existing elementary school.

³ 90 sq. ft. per kindergarten through sixth grade student, 117 sq. ft. per grade seven and grade eight student, 130 sq. ft. per grade nine through grade twelve student, and 144 sq. ft. per disabled student. (WAC 392-343-035)

- Northwest corner of 35th Street & Grand Avenue, 1.5 acres - Size and terrain make it unsuitable for a school. This site is presently leased on a long-term basis to the City of Everett for a small neighborhood park.
- 18.9 acres located at the southeast corner of Seattle Hill Road and State Route 527 (Bothell Everett Highway) - This site is located on a very busy highway near the City of Mill Creek's retail center, and is considered undesirable for a school site due to significant traffic and safety concerns as well as poor location.
- 41st & Broadway, approximately 4 acres contiguous to Memorial Stadium - This site has been selected as the location for a future central administrative facility.
- 29.1 acres on the North side of 180th Street SE, between 43rd Ave SE and 46th Ave SE - This is a potential site of a future elementary school and/or secondary school.

**Table 1
School Inventory**

Elementary School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Basic Ed. (Gr. 1-5)		1/2 Day Kindergarten		All Day Kindergarten		Developmental Kindergarten		Positive Behavior Support (Spec. Ed.)		Extended Resources (Spec. Ed.)		Life Skills (Spec. Ed.)		Other (note 1)	Total School Capacity
			Classrooms	Capacity (X24)	Classrooms	Capacity (X24)	Classrooms	Capacity (X24)	Classrooms	Capacity (X18)	Classrooms	Capacity (X18)	Classrooms	Capacity (X13)	Classrooms	Capacity (X10)		
Cedar Wood	14.40	55,454	19	456	2	44	1	11	0	0	0	0	0	0	0	0	4	511
Emerson	8.05	52,796	20	480	3	66	0	0	0	0	0	0	0	0	0	0	4	546
Forest View	15.30	62,156	20	480	1	22	2	22	0	0	0	0	2	30	0	0	3	554
Garfield	5.60	50,960	15	360	0	0	3	33	0	0	0	0	2	30	0	0	4	423
Hawthorne	8.84	72,395	19	456	0	0	4	44	0	0	0	0	0	0	0	0	5	500
Jackson	5.16	51,652	12	288	1	22	1	11	0	0	2	20	0	0	0	0	3	341
Jefferson	21.37 (2)	49,878	16	384	3	66	0	0	0	0	0	0	2	30	0	0	3	480
Lowell	9.34	58,690	15	360	2	44	1	11	0	0	0	0	0	0	0	0	6	415
Madison	9.64	58,063	17	408	2	44	1	11	0	0	0	0	2	30	0	0	4	493
Mill Creek	9.69	55,646	19	456	2	44	2	22	0	0	0	0	0	0	0	0	2	542
Monroe	9.15	48,865	19	456	2	44	1	11	0	0	0	0	0	0	0	0	4	511
Penny Creek	13.90	64,882	24	576	2	44	2	22	0	0	2	20	0	0	0	0	3	662
Silver Firs	12.82	55,839	18	432	2	44	1	11	1	10	0	0	0	0	0	0	4	497
Silver Lake	11.09	54,846	16	384	2	44	0	0	0	0	0	0	2	30	0	0	4	458
View Ridge	9.47	76,032	19	456	2	44	1	11	2	20	0	0	0	0	2	20	4	551
Whittier	5.20	52,235	17	408	1	22	1	11	0	0	0	0	0	0	0	0	3	441
Woodside	10.84	53,395	19	456	2	44	2	22	0	0	0	0	0	0	0	0	2	522
Total	179.26	973,734	304	7296	29	638	13	253	3	30	4	40	10	150	4	40	62	8447

Middle School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Basic Ed.		Spec. Ed. Resources		Extended Resources (Spec. Ed.)		ELL (English Language Learner)		Accelerated Learning Support		Other (note 1)	Total School Capacity
			Classrooms	Capacity (X24.3)	Classrooms	Capacity (X24.3)	Classrooms	Capacity (X13)	Classrooms	Capacity (X18)	Classrooms	Capacity (X13)		
Eisenhower	19.67	107,252	34	826	2	49	2	30	0	0	2	30	1	935
Evergreen	21.74	116,326	37	899	2	49	3	45	1	18	2	30	1	1041
Gateway	43.7	110,181	33	802	2	49	3	45	0	0	2	30	1	926
Heatherwood	29.21	117,051	30	729	2	49	2	30	0	0	2	30	1	838
North	10.66	94,911	35	851	2	49	2	30	1	18	2	30	1	978
Total	124.98	545,921	169	4107	10	245	12	180	2	36	10	150	5	4718

High School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Basic Ed.		Spec. Ed. Resources		Extended Resources (Spec. Ed.)		ELL (English Language Learner)		Multi/English Support		Other (note 1)	Total School Capacity
			Classrooms	Capacity (X24)	Classrooms	Capacity (X24)	Classrooms	Capacity (X13)	Classrooms	Capacity (X18)	Classrooms	Capacity (X13)		
Cascade	38.85	744,345	67	1608	4	96	3	45	1	18	5	75	3	1842
Everett	11.12	280,459	73	1752	4	96	5	75	1	18	5	75	3	2016
Jackson	42.79	241,490	66	1584	1	24	5	75	1	18	5	75	3	1776
Sequoia	3.02 (3)	67,007	20	480	0	0	0	0	0	0	0	0	1	480
Total	95.78	833,301	226	5424	9	216	13	195	3	54	15	225	10	6114

Notes:

1. Other classrooms not providing capacity: i.e., elementary music rooms, computer labs, preschool, ECEAP, LAP, reading rooms and resource rooms.
2. Jefferson ES site excludes adjacent undeveloped site of 8 acres.
3. Sequoia HS excludes 2 nearby sites - 3.25 acre playground at 36th Street and Norton Avenue and 1.5 acre park at the NW corner of 35th Street and Grand Avenue.
4. Building areas do not include covered play areas.
5. Program locations and capacities are projected as of Fall, 2010 and as determined by Section 3: Educational Program Standards.

Table 2
Portable Classroom Inventory

Elementary School	Basic Ed. (Gr. 1-5)		1/2 Day Kindergarten		All Day Kindergarten		Developmental Kindergarten		Positive Behavior Support (Spec. Ed.)		Extended Resources (Spec. Ed.)		Life Skills (Spec. Ed.)		Other (note 1)	Total School Capacity
	Classrooms	Capacity (X24)	Classrooms	Capacity (X22)	Classrooms	Capacity (X11)	Classrooms	Capacity (X10)	Classrooms	Capacity (X10)	Classrooms	Capacity (X15)	Classrooms	Capacity (X10)		
Cedar Wood	6	144	0	0	0	0	0	0	0	0	0	0	0	0	0	144
Emerson	3	72	0	0	0	0	0	0	0	0	0	0	0	0	1	72
Forest View	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Garfield	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawthorne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Jackson	1	24	0	0	0	0	0	0	0	0	0	0	0	0	1	24
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lowell	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Madison	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mill Creek	5	120	0	0	0	0	0	0	0	0	0	0	0	0	0	120
Monroe	4	96	0	0	0	0	0	0	0	0	0	0	0	0	0	96
Penny Creek	6	144	0	0	0	0	0	0	0	0	0	0	0	0	0	144
Silver Firs	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Silver Lake	1	24	0	0	0	0	0	0	0	0	0	0	0	0	1	24
View Ridge	2	48	0	0	0	0	0	0	0	0	0	0	0	0	0	48
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Woodside	3	72	0	0	0	0	0	0	0	0	0	0	0	0	0	72
Total	35	840	0	0	0	0	0	0	0	0	0	0	0	0	4	840

Middle School	Basic Ed.		Spec. Ed. Resource		Extended Resource (Spec. Ed.)		ELL (English Language Learner)		Accelerated Learning Support		Other (note 1)	Total School Capacity
	Classrooms	Capacity (X24)	Classrooms	Capacity (X24)	Classrooms	Capacity (X15)	Classrooms	Capacity (X14)	Classrooms	Capacity (X15)		
Eisenhower	5	120	0	0	0	0	1	18	0	0	0	140
Evergreen	4	96	1	24	0	0	1	18	0	0	0	139
Gateway	8	192	0	0	0	0	0	0	0	0	0	194
Heatherwood	7	170	0	0	0	0	1	18	0	0	0	188
North	1	24	0	0	0	0	0	0	0	0	0	24
Total	25	607	1	24	0	0	3	54	0	0	0	685

High School	Basic Ed.		Spec. Ed. Resource		Extended Resource (Spec. Ed.)		ELL (English Language Learner)		Math/English Support		Other (note 1)	Total School Capacity
	Classrooms	Capacity (X24)	Classrooms	Capacity (X24)	Classrooms	Capacity (X15)	Classrooms	Capacity (X14)	Classrooms	Capacity (X15)		
Cascade	0	0	0	0	0	0	0	0	0	0	1	0
Everett	0	0	0	0	0	0	0	0	0	0	0	0
Jackson	7	168	0	0	0	0	0	0	0	0	0	168
Sequoia	0	0	0	0	0	0	0	0	0	0	0	0
Total	7	168	0	0	0	0	0	0	0	0	1	168

Notes:

1. Other classrooms not providing capacity: ie. elementary music rooms, computer labs, preschool, ECEAP, LAP, reading rooms and resource rooms.
2. Program locations and capacities are projected as of Fall, 2010 and as determined by Section 3: Educational Program Standards.

Table 3
Support Facility Inventory

Support Facility	Site Size (acres)	Building Area (Sq. Ft.)
Maintenance Facility	1.5	29,080
Vehicle Repair Building	-	7,851
Maintenance Storage Building	0.4	10,594
Longfellow Building & Annex	2.2	32,200
Educational Service Center	8.1	14,741
North Satellite Bus Facility	2.4	12,600
Lively Environmental Center	22	3,894
Central Bus Facility	5.25	24,102
Memorial Stadium	24.7	-
Athletics Building	-	11,925
FB Press Box	-	1,602
Baseball Facility	-	7,625
Batting Cage/Storage	-	2,800
Other Buildings	-	5,639
Total	66.55	164,653

Section 5

Student Enrollment

SECTION 5 - STUDENT ENROLLMENT

Historical and Current Enrollment Trends

Student enrollment in the Everett School District was relatively constant between 1973 and 1983. From 1983 to 2001 enrollment increased steadily due to a healthy local economy and an active housing market, and then gradually decreased from 2002 to 2004 due to slowing economic conditions. Fueled by historically low interest rates and another active housing market in the Mill Creek East UGA Plan area, District enrollment rose again from 2005 to 2009. Enrollment is projected to continue to rise gradually through 2015. Enrollment projections from 2015 to 2025 are linked directly to GMA population forecasts, and are expected to show a gradual increase as well.

2010-2015 Enrollment Projections

This CFP has been prepared using the Kendrick enrollment projection from 2010 through 2015. This enrollment projection method was chosen because it uses a grade progression method (cohort survival analysis) that tracks the progress of students as they progress from grade to grade. This method tracks enrollment each year at each grade span as students move through the K-12 system, and projects enrollment based on actual enrollment changes over the previous five years. After completing the initial forecast, the numbers were adjusted using new home construction data, county population forecasts, and forecasts of the future K-12 population in the county. The Kendrick methodology is described in more detail in Appendix E. The Kendrick enrollment projections are presented in Tables 4, 5, and 6; The OFM – Ratio enrollment projections are presented in Tables 5 and 7; and the OSPI enrollment projections are presented in Table 5. Please note that all enrollment figures shown in this CFP are FTE as of October 1 of the year indicated.

Table 5 also contains enrollment forecasts from two other sources for comparison purposes: A historical cohort-survival projection prepared by OSPI (described in more detail in Appendix C) and an OFM Ratio projection prepared by Shockey/Brent, Inc. The OFM Ratio method (described in more detail in Appendix D) is based on a percentage of the District's population as predicted by OFM and Snohomish County.

Based on the Kendrick enrollment projections, overall District enrollment will increase by 813 students over the next six years, reflecting an increase of approximately 4.5052% over 2009 levels. Table 6 provides a breakdown of the Kendrick enrollment projections by grade span for every year from 2010 to 2015. This table indicates elementary school enrollments will rise each year through 2015; middle school enrollments will rise through 2012, decline slightly in 2013 and then rise again through 2015; high school enrollments will decline through 2012 and then rise through 2015.

2025 Enrollment Projections

Long-range enrollment projections are, by their nature, much more speculative than short-range projections. Nevertheless, they are useful in developing comprehensive plans for future facilities and sites. Enrollment projections for 2025 are presented in Table 7 using the OFM Ratio method since neither OSPI nor Kendrick produce projections that far into the future.

The OFM projections for 2025 indicate that total enrollment in the District will increase to 21,265 FTE, an increase of 15.14% over the 2009 enrollment levels. 2025 enrollments are predicted to be higher than 2009 capacities at the elementary, middle, and high school levels. An analysis of future capacities and facilities needs is provided in Section 6.

Table 4
Enrollment 2000-2015

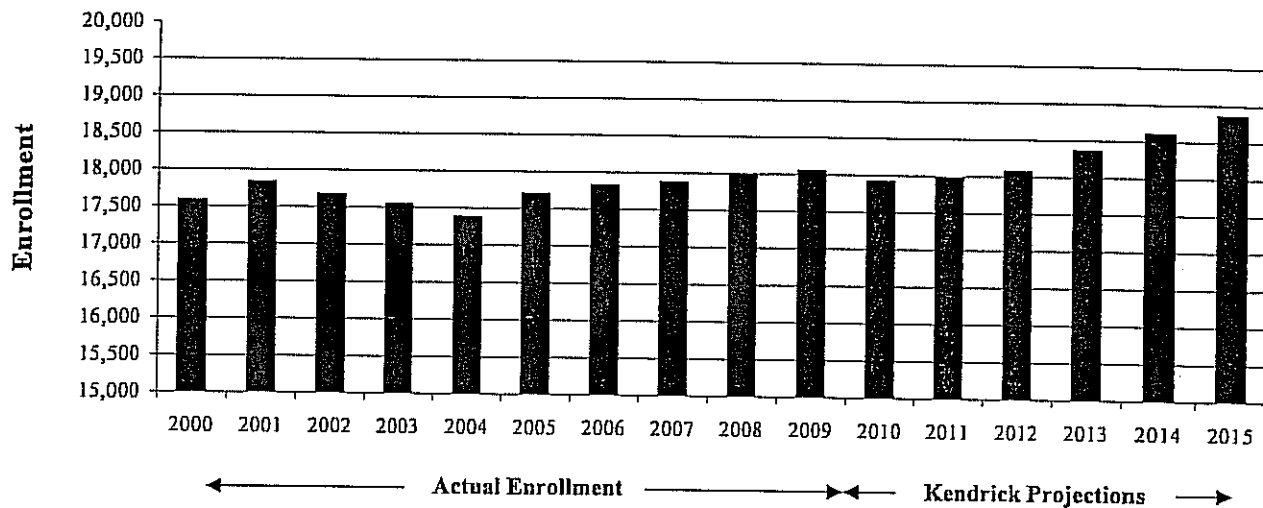


Table 5
Comparison of Enrollment Projections: 2009-2015

	<i>Actual</i>							Projected Total Change	Projected Percent Change
	2009	2010	2011	2012	2013	2014	2015	09-15	09-15
OSPI	18,046	18,059	18,372	18,710	19,172	19,501	19,892	1,846	10.23
OFM Ratio	18,046	18,410	18,570	18,744	18,919	19,117	19,329	1,283	7.11
Kendrick	18,046	17,918	17,984	18,070	18,367	18,610	18,859	813	4.51

Table 6
Kendrick Enrollment Projections: 2009-2015

	<i>Actual</i>						
	2009	2010	2011	2012	2013	2014	2015
Elementary School	8,183	8,316	8,434	8,538	8,765	8,914	9,052
Middle School	4,231	4,289	4,339	4,394	4,319	4,383	4,432
High School	5,632	5,314	5,209	5,140	5,279	5,310	5,375
Total:	18,046	17,919	17,982	18,072	18,363	18,607	18,859

Table 7
OFM Ratio Enrollment Projections: 2025

	2025
Elementary School	9,515
Middle School	5,026
High School	6,724
Total:	21,265

Table 8
Permanent Facility Capacity Calculations 2009-2025

Elementary School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	8183	8316	8434	8538	8765	8914	9052	9515
Capacity Increase Due to Construction Projects		24	0	96	72	0	565	240
Total Capacity (after construction projects)	8447	8471	8471	8567	8639	8639	9204	9444
Amount of Enrollment Above or Below (-) Capacity		-155	-37	-29	126	275	-152	71
2010-2015 Middle School Growth Factor *	(9052-8447) / 757 = 79.92%							

Middle School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	4231	4289	4339	4394	4319	4383	4432	5026
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	316
Total Capacity (after construction projects)	4718	4718	4718	4718	4718	4718	4718	5034
Amount of Enrollment Above or Below (-) Capacity		-429	-379	-324	-399	-335	-286	-8
2010-2015 Middle School Growth Factor *	Growth Factor = 0.00% (no new construction is planned)							

High School	2009	2010	2011	2012	2013	2014	2015	2025
Enrollment	5632	5314	5209	5140	5279	5310	5375	6724
Capacity Increase Due to Construction Projects		0	0	0	0	0	0	650
Total Capacity (after construction projects)	6114	6114	6114	6114	6114	6114	6114	6764
Amount of Enrollment Above or Below (-) Capacity		-800	-905	-974	-835	-804	-739	-40
2010-2015 Middle School Growth Factor *	Growth Factor = 0.00% (no new construction is planned)							

* ((Highest Enrollment from 2010 to 2015) minus (2009 Capacity)) divided by (Sum of Capacity Increases Due to Construction Projects)

Section 6

Capital Facilities Plan

SECTION 6 - CAPITAL FACILITIES PLAN

Facilities Needs 2010-2015

As of 2009, there were not any existing capacity deficiencies at the elementary, middle, or high school levels. District-wide enrollment is projected to decrease slightly in 2010; following this there is a gradual increase each year from 2011 to 2015. During this six year time period the anticipated enrollment levels will be below existing capacities at both the middle and high school levels; but over capacity at the elementary school level. Enrollment and capacity projections are presented together for comparison purposes in Table 8 – *Permanent Facility Capacity Calculations 2009-2025* on page 5-3.

Planned Improvements Adding Student Capacity

The following is an outline of the projects that add capacity and are considered necessary to accommodate the students forecasted in OSPI enrollment projections in the District through 2015. Timelines for these projects can be found in Table 9 – *Capital Facilities Plan*.

Elementary Schools

District-wide elementary school enrollment is projected to reach 9,052 in 2015 as shown on page 5-3, Table 8, an increase of 869 students from the 2009 enrollment of 8,183. This is 605 more students than the existing 2009 elementary school capacity of 8,447. In response to this increase in enrollment: 1) Eight additional classrooms spaces will need to be added to already scheduled elementary school modernizations and/or new in-lieu construction [Jefferson – 24 FTE, James Monroe – 96 FTE students, and View Ridge – 72 FTE]. 2) A new elementary school (Elementary No. 18) with a projected capacity of 565 needs to be constructed. Depending on where the enrollment growth occurs, a potential location for this school is on a parcel of land, owned by the District, situated in the southeast portion of the District. 3) Portable classrooms will need to be relocated in order to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately \$31,115,000.⁴

Middle Schools

District-wide middle school enrollment is projected to rise between 2010 and 2012, decline slightly in 2013, and then increase to its highest level of 4,432 in 2015. The existing 2009 middle school capacity of 4,718 will be adequate to accommodate the anticipated enrollment. To provide for enrollment increases at individual schools, portable classrooms will be brought in to provide sufficient classroom space, while avoiding additional construction expense. The total cost is estimated to be approximately \$75,000.⁴ No other projects adding capacity are planned through 2015.

High Schools

District-wide high school enrollment is projected to decline between 2010 and 2012, and then increase between 2013 and 2015 reaching its highest level of 5,375 in 2015. The existing high school capacity of 6,114 will be able to accommodate the anticipated enrollment. As enrollment increases at individual schools, portable classrooms will need to be brought in to provide sufficient classroom space while avoiding additional construction expense. The total cost is estimated to be approximately \$150,000.⁴ No other projects adding capacity are planned through 2015.

⁴ The portable classroom relocations costs of \$900,000 are not included in the impact fee calculations.

Planned Improvements Not Adding Student Capacity

The following is an outline of the projects that do not add capacity that are considered necessary to accommodate and support the educational program in the District through 2015. Timelines for these projects can be found in Table 9 – *Capital Facilities Plan*.

Elementary Schools

- Modernizations and/or new-in-lieu construction at:
 - Jefferson
 - View Ridge
 - Whittier
 - Woodside
 - Monroe
- The total cost is estimated to be approximately \$67,612,000.

Middle Schools

- Begin the process for a modernization/renovation of North Middle School.
- The total cost is estimated to be approximately \$2,000,000.

High Schools

- Addition to the Cafeteria / Commons area at H.M. Jackson High School
- Modernization of the Gymnasium / Athletics building at Everett High School
- The total cost is estimated to be approximately \$17,424,000.

Other School Projects

- District-wide upgrades to heating, ventilation and air conditioning systems, technology upgrades, and other miscellaneous systems upgrades.
- The total cost is estimated to be approximately \$31,178,000.

Facilities Needs 2016-2025

Planned Improvements

In order to house the District wide OFM projected enrollments from 2016 to 2025, as shown on page 5-3, Table 8 – *Permanent Facility Capacity Calculations 2009-2025*, the District would need to construct classroom additions at various sites throughout the district. We would need to plan for a minimum of 10 (ten) additional classrooms, at the elementary level, with a capacity of 240 FTE. In addition, we need to construct additional building area (square footage) equivalent to: One-third (1/3) of a middle school (316 FTE / 13 classrooms), and One-Third (1/3) of a high school (650 FTE / 27 classrooms). To prepare for this and future growth, the district may need to, depending on where the enrollment growth occurs, purchase a site for new elementary school.

Since most of the undeveloped land suitable for housing development is located in the southeastern portion of the District, it is likely that a disproportionate amount of the anticipated enrollment growth would occur there. This trend could increase the amount of school facilities needed in this area beyond the levels described above. Additionally, due to the difficulties and high cost of transporting students over long distances, the District believes bussing students from one area to another is not the appropriate way to address anticipated south end growth.

INSERT TABLE 9

CAPITAL FACILITIES FINANCING PLAN

Six Year Finance Plan

The *Capital Facilities Plan* (Table 9) demonstrates how the Everett School District intends to fund new construction and improvements to school facilities for the years 2010 through 2015. The financing components include secured funding from capital projects bonds and levies, secured funding from other sources (proceeds from property sales, school mitigation / impact fees, and State Match funds remaining from prior construction projects) and unsecured future funding sources (bonds, levies, and school mitigation / impact fees). The financing plan also separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.

Funding for the Plan

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The Everett School District passed capital improvements bonds for \$96.5 million in 1990, \$68.5 million in 1996, \$74.0 million in 2002 and 198.9 million in 2006. It is anticipated that the District will run a capital improvement bond measure in 2014. Several major projects have been or will be financed by these bonds. In addition, the Everett School District passed a capital improvements levy for \$48 million in 2010.

State Match Funds

State Match Funds come from the common school construction fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School Districts may qualify for State matching funds for a specific capital project. To qualify, a project must first meet a state-established criterion of need. This is determined by a formula that specifies the amount of square footage the State will help finance to house the enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State for eligible projects. The State contribution for eligible projects can range from less than half to more than 70% of the project's cost.⁵

State match funds can be applied only to major school construction projects. Site acquisition and minor improvements are not eligible to receive matching funds from the State. Because availability of State match funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, sometimes matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local

⁵ Paying for Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992, Pg. 30.

funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

The Everett School District is not currently eligible for State Matching funds on projects that provide increased capacity. Over the past 5 years, 2005-2010, the District has completed five (5) modernizations and is currently working on three (3) modernization and/or new in-lieu construction projects. The District did not receive any State Matching Funds for any of these projects.

Projects completed in the past five years:

- o Emerson Elementary
- o Garfield Elementary
- o Silver Lake Elementary
- o Eisenhower Middle
- o Everett High – Little Theater

Project presently under construction:

- o Whittier Elementary
- o Jefferson Elementary
- o James Monroe Elementary

School Impact Fees

Development impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time building permits or certificates of occupancy are issued. Impact fees for the Everett School District are calculated on worksheets contained in Appendix A and are summarized on Table 11 at the end of this section.

Impact fees have been calculated utilizing the formula in Chapter 30.66C SCC. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (portables). Credits have also been applied in the formula to account for State Match Funds to be reimbursed to the District (none anticipated for the Everett School District for facilities needed to serve new growth.) and projected future property taxes to be paid by the owner of a dwelling unit. The costs of projects that *do not* add capacity or which only address existing deficiencies have been eliminated from the variables used in the calculations as indicated in Table 12.

Exclusion of Costs to Correct Existing Deficiencies

2010-2015 Costs

By ordinance, new development cannot be assessed impact fees to correct existing deficiencies. For this CFP update, the base year for determining existing deficiencies is 2009. Thus, capacity deficiencies existing in 2009 must be deducted from the total projected deficiencies in the calculation of impact fees. This is accomplished in Table 8 (page 5-3) for school construction costs by calculating a 2009-2015 Growth Factor percentage for each grade span. This Growth Factor is then used to modify (reduce) certain variables included in the calculation of the School Construction Cost Element, which are shown on the lines labeled "Growth Related (2009-2015)" in Table 12. For example: The total cost of eight additional classrooms and a new elementary school in Table 12 (\$30,440,000)⁶ was multiplied by the Elementary Growth Factor from Table 8 (79.92%) to obtain the "Growth Related (2009-2015)" school construction cost in Table 12 (\$24,327,648) used in the impact fee calculations (Appendix A).

⁶ The portable classroom relocations costs of \$900,000 are not included in the impact fee calculations. Therefore \$31,340,000 minus \$900,000 equals \$30,440,000.

Projects Included in the Calculation of Impact Fees

The calculations of school impact fees in this Capital Facilities Plan are based on the following projects which address future growth-related needs for elementary and middle school facilities in the south end of the District:

2005-2015 Needs:	One New Elementary School	-	\$29,000,000
	Eight Additional Classrooms	-	<u>\$1,440,000</u>
			\$30,440,000

Projects **Not** Included in the Calculation of Impact Fees

The following projects deal primarily with existing deficiencies or do not add capacity, and are not included in the calculation of impact fees:

- Modernization of 5 elementary schools
- Modernization of 1 middle school
- Cafeteria / Commons Addition @ HM Jackson High School
- Modernization of Gymnasium / Athletics Building @ Everett High School
- Heating, Ventilation and Air Conditioning Systems Upgrades
- Building Envelope Upgrades
- Flooring Upgrades
- District-Wide Technology Upgrades
- Miscellaneous Upgrades - District-wide

The proposed locations and capacities of new or expanded capital facilities are:

New Elementary No. 18: Specific location not yet determined, one possibility is the 180th Street SE site. The location of the school will take into consideration the location(s) of the enrollment growth (Capacity 565 FTE)

Eight additional elementary classroom spaces: As part of modernizations and/or new in-lieu construction at Jefferson, James Monroe, & View Ridge (Capacity 192 FTE)

Portable Relocations: Various sites throughout the District. (Capacity 24 FTE ea.)

Calculation Criteria (See Table 12)

Site Acquisition Cost Element

Site Size: The site size gives the optimum acreage for each school type based on studies of existing school sites. Generally, districts will require 11-15 acres for an elementary school; 25-30 acres for a middle school or junior high school; and 40 acres or more for a high school. Actual school sites may vary in size depending on the size of parcels available for sale and other site development constraints such as wetlands. It also varies based on the need for athletic fields adjacent to the school, along with other specific planning factors. The space for site size on Table 12 contains the additional area the District plans to acquire during the six year period, 2009-2015.

Average Land Cost per Acre: The cost per acre is based on estimates of land costs within the District, based on recent land purchases and prevailing costs in the particular real estate market.

Prices per acre will vary throughout the county and will be heavily influenced by the urban vs. rural setting of the specific district and the location of the planned school site. The Everett School District has, in the recent past, researched and evaluated potential land purchases in the southeast area of the District. This is the most likely area of the District to experience growth in the future, and much of it is included in the recently rezoned Mill Creek East UGA or immediately adjacent areas that could be rezoned as well. Developed sites, which sometimes must be acquired adjacent to existing school sites in order to expand these facilities, can cost substantially more.

Additional Land Capacity: Building capacities reflect the District's optimum number of students each school type is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities. The Everett School District designs new elementary schools to accommodate 550 to 565 students, new middle schools 750 students and new high schools 1,500 students.

Student Factor: The student factor (or student generation rate) is the average number of students generated by each housing type - in this case, single-family detached dwellings and multiple-family dwellings. Multiple-family dwellings, which may be rental or owner-occupied units within structures containing two or more dwelling units, were broken out into one-bedroom and two-plus bedroom units.

Pursuant to a requirement of Chapter 30.66C SCC, each school district was required to conduct student generation studies within their jurisdictions. This was done to "localize" generation rates for purposes of calculating impact fees. A description of this methodology is contained in Appendix B.

The student generation rates for the Everett School District are discussed in Appendix A and shown on Table 10.

Table 10
Student Generation Rates*

Housing Type	K-5	6-8	9-12	K-12
Single Family	.308	.122	.136	.566
Multiple Family, 2+ BR	.126	.074	.056	.255
Multiple Family, 0-1 BR	.008	.004	.004	.016

**Note: Due to rounding, calculated K-12 Student Generation Rate totals may not equal the sum of individual grade rates.*

School Construction Cost Variables

Additional Building Capacity: Building capacities reflect the District's optimum number of students each school type is designed to accommodate. These figures are based on design studies of optimum floor area for new school facilities. The Everett School District designs new elementary schools to accommodate 550 to 565 students, new middle schools 750 students and new high schools 1,500 students. For additional classroom space the Everett School District uses a capacity of 24 FTE per room.

Current Permanent Square Footage: From Table 1 on page 4-3.

Estimated Facility Construction Cost: The estimated facility construction cost is based on planned costs or on actual costs of recently constructed schools. The facility cost is the total cost for construction projects as defined on Table 9, including only capacity related improvements. Projects or portions of projects that address existing deficiencies, which are those students who are un-housed as of December 31, 2009 are not included in the calculation of facility cost for impact fee calculation.

Facility construction costs also include the off-site development costs. Costs vary with each site and may include such items as sewer line extensions, water lines, off-site road and frontage improvements. Off-site development costs are not covered by State match funds. Off-site development costs vary, and can represent 10% or more of the total building construction cost.

State Match Credit Variables

Boeckh Index (Area Cost Allowance): This number is generated by OSPI as a guide for determining the area cost allowance for new school construction. The index is adjusted regularly for inflation. As of July 1, 2010 the Boeckh Index has been adjusted to \$180.17 per square foot.

State Match Percentage: The State match percentage is the proportion of funds that are provided to the school districts, for specific capital projects, from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates the District's assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the percentage of the total project to be paid by the State.

If a project were eligible for state matching funds, the Everett School District would receive basic project reimbursement on a State matching ratio. However, because the State has determined that the Everett District has excess student capacity according to the State's formula, the Everett District is not eligible for new construction State match at this time. Therefore, the effective State match ratio is zero. If the Everett School District was eligible to receive state matching funds, the 2010 matching ratio, according to OSPI, would be 52.52%.

Tax Credit Variables

Under Chapter 30.66C SCC, a credit is granted to new development to account for property taxes which will be paid to the school district over the next ten years. The credit is calculated using a "present value" formula.

Interest Rate (20-year GO Bond): This is the interest rate of return on a 20-year General Obligation Bond and is derived from the bond buyer index. The current assumed interest rate is 4.00%.

Levy Rate (in mils): The capital construction levy rate is determined by dividing the District's average capital property tax rate by one-thousand. The current levy rate for the Everett School District is .002100.

Average Assessed Value: This figure is based on the District's average assessed value for each type of dwelling unit (single-family and multiple-family). The average assessed values are based on estimates made by the County's Planning and Development Services Department utilizing information from the Assessor's files. The current average assessed value is \$315,556 for single-

Table 12
Impact Fee Variables Table
Everett School District

Criteria	Elementary	Middle	High
Site Acquisition Cost Element			
Site Size (acres)			
<i>Growth Related (2016-2025)</i>			
Average Land Cost Per Acre			
Total Land Cost			
<i>Growth Related (2016-2025)</i>			
Additional Land Capacity			
<i>Growth Related (2016-2025)</i>			
Student Factor			
Single Family	.308	.122	.136
Multiple Family 1 Bdrm	.008	.004	.004
Multiple Family 2 Bdrm	.126	.074	.056
School Construction Cost Element	8 Classrooms & 1 New School		
Additional Building Capacity	757	0	0
<i>Growth Related (2010-2015)</i>	605	0	0
Current Facility Square Footage	973,734	545,921	833,301
Estimated Facility Construction Cost	\$30,440,000	\$0	\$0
<i>Growth Related (2010-2015)</i>	\$24,327,873	\$0	\$0
State Match Credit			
Boeckh Index-- July, 2009 to June 2010	\$180.17	\$180.17	\$180.17
School Space per Student (OSPI)	90	117	130
State Match Percentage	0.00%	0.00%	0.00%
Tax Payment Credit			
Interest Rate	4.00%	4.00%	4.00%
Loan Payoff (Years)	10	10	10
Levy Rate	0.002307871	0.002307871	0.002307871
Average Assessed Value	\$315,556 (Single Family)	\$99,755 (MF 1 bdrm)	\$145,067 (MF 2 bdrm)
Growth-Related Capacity Percentage			
Permanent Facilities	79.92%	0.00%	0.00%
Discount	50%	50%	50%

IMPACT FEE WORKSHEET
EVERETT SCHOOL DISTRICT
SINGLE-FAMILY RESIDENTIAL

SITE ACQUISITION COST

acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.308	=	\$0 (elementary)
acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.122	=	\$0 (middle school)
acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.136	=	\$0 (high school)
TOTAL SITE ACQUISITION COST											=	\$0

SCHOOL CONSTRUCTION COST

total const. cost	\$24,327,873	/	capacity (# students)	605	x	student factor	0.308	=	\$12,385 (elementary)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.122	=	\$0 (middle school)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.136	=	\$0 (high school)
Subtotal								=	\$12,385

Total Square Feet of Permanent Space (District) 2,352,956 / Total Square Feet of Relocatable Facilities (Portables) 2,417,860

TOTAL FACILITY CONSTRUCTION COST

= 97.32%

= \$12,053

STATE MATCH CREDIT

BOECKH Index	\$180.17	x	OSPI Allowance	90	x	State Match %	0.00%	x	student factor	0.308	=	\$0 (elementary)
BOECKH Index	\$180.17	x	OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.122	=	\$0 (middle school)
BOECKH Index	\$180.17	x	OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.136	=	\$0 (high school)
TOTAL STATE MATCH CREDIT											=	\$0

TAX PAYMENT CREDIT

[(1 + interest rate) ^ 10 - 1] / [interest rate]	4.00%	10	years to pay off bond	- 1] /	4.00%	x
(1 + interest rate) ^ 10 - 1] / [interest rate]	4.00%	10	years to pay off bond	x	0.00230787062	capital levy rate x
assessed value	\$315,556					= \$5,907 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	\$0
FACILITY CONSTRUCTION COST	\$12,053
RELOCATABLE FACILITIES COST (PORTABLES)	\$0
(LESS STATE MATCH CREDIT)	\$0
(LESS TAX PAYMENT CREDIT)	(\$5,907)
(LESS COUNTY DISCOUNT)	(\$3,073)
(LESS ELECTIVE DISTRICT DISCOUNT)	\$0
FINAL IMPACT FEE PER UNIT	\$3,073

IMPACT FEE WORKSHEET
 EVERETT SCHOOL DISTRICT
 MULTIPLE FAMILY RESIDENTIAL -- 1 BDRM OR LESS

SITE ACQUISITION COST

acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.008	=	\$0 (elementary)
acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.004	=	\$0 (middle school)
acres needed	0.00	x	cost per acre	\$0	/	capacity (# students)	0	x	student factor	0.004	=	\$0 (high school)
											=	\$0

TOTAL SITE ACQUISITION COST

SCHOOL CONSTRUCTION COST

total const. cost	\$24,327,873	/	capacity (# students)	605	x	student factor	0.008	=	\$322 (elementary)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.004	=	\$0 (middle school)
total const. cost	\$0	/	capacity (# students)	0	x	student factor	0.004	=	\$0 (high school)
								=	\$322
									Subtotal

Total Square Feet of Permanent Space (District) 2,352,956 / Total Square Feet of School Facilities (Portables) 2,417,860 = 97.32% = \$313

TOTAL FACILITY CONSTRUCTION COST

STATE MATCH CREDIT

BOECKH Index	\$180.17	x	OSPI Allowance	90	x	State Match %	0.00%	x	student factor	0.008	=	\$0 (elementary)
BOECKH Index	\$180.17	x	OSPI Allowance	117	x	State Match %	0.00%	x	student factor	0.004	=	\$0 (middle school)
BOECKH Index	\$180.17	x	OSPI Allowance	130	x	State Match %	0.00%	x	student factor	0.004	=	\$0 (high school)
											=	\$0

TOTAL STATE MATCH CREDIT

TAX PAYMENT CREDIT

(((1 + interest rate) ^ 10) - 1) / 4.00% = 10 years to pay off bond - 1) / interest rate x 4.00% = 0.00230787062 capital levy rate x 4.00% = \$1,867 (tax payment credit)

IMPACT FEE CALCULATION

SITE ACQUISITION COST	\$0
FACILITY CONSTRUCTION COST	\$313
RELOCATABLE FACILITIES COST (PORTABLES)	\$0
(LESS STATE MATCH CREDIT)	\$0
(LESS TAX PAYMENT CREDIT)	(\$1,867)
(LESS COUNTY DISCOUNT)	\$0
(LESS ELECTIVE DISTRICT DISCOUNT)	\$0

FINAL IMPACT FEE PER UNIT \$0

SITE ACQUISITION COST

acres needed	x	cost per acre	/	capacity (# students)	x	student factor	=	\$0 (elementary)
acres needed	x	cost per acre	/	capacity (# students)	x	student factor	=	\$0 (middle school)
acres needed	x	cost per acre	/	capacity (# students)	x	student factor	=	\$0 (high school)
							=	\$0

TOTAL SITE ACQUISITION COST

SCHOOL CONSTRUCTION COST

total const. cost	\$24,327,873	/	capacity (# students)	x	student factor	=	\$5,067 (elementary)
total const. cost	\$0	/	capacity (# students)	x	student factor	=	\$0 (middle school)
total const. cost	\$0	/	capacity (# students)	x	student factor	=	\$0 (high school)
						=	\$5,067

Total Square Feet of Permanent Space (District)	2,352,956	/ Total Square Feet of School Facilities (Portables)	2,417,860
---	-----------	--	-----------

TOTAL FACILITY CONSTRUCTION COST

STATE MATCH CREDIT

BOECKH Index	\$180.17	x OSPI Allowance	90	x	State Match %	x	student factor	=	\$0 (elementary)
BOECKH Index	\$180.17	x OSPI Allowance	117	x	State Match %	x	student factor	=	\$0 (middle school)
BOECKH Index	\$180.17	x OSPI Allowance	130	x	State Match %	x	student factor	=	\$0 (high school)
								=	\$0

TOTAL STATE MATCH CREDIT

TAX PAYMENT CREDIT

[(1 + interest rate) ^ 4.00% - 1] / [(1 + interest rate) ^ 4.00% - 1]	10 years to pay off bond	x	interest rate	x	4.00%	=	\$2,715 (tax payment credit)
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IMPACT FEE CALCULATION

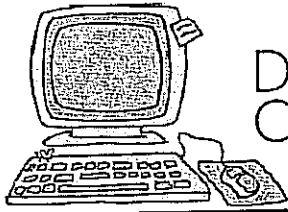
SITE ACQUISITION COST	\$0
FACILITY CONSTRUCTION COST	\$4,931
RELOCATABLE FACILITIES COST (PORTABLES)	\$0
(LESS STATE MATCH CREDIT)	\$0
(LESS TAX PAYMENT CREDIT)	(\$2,715)
(LESS COUNTY DISCOUNT)	(\$1,108)
(LESS ELECTIVE DISTRICT DISCOUNT)	\$0

FINAL IMPACT FEE PER UNIT

\$1,108

Appendix B

Student Generation Rate Study



DOYLE
CONSULTING

ENABLING SCHOOL DISTRICTS TO MANAGE AND USE STUDENT ASSESSMENT DATA

Student Generation Rate Study For the Everett School District

4/5/2010

This document describes the methodology used to calculate student generation rates (SGRs) for the Everett School District. This document and the methodology used are based on the methodology developed by the Everett School District and documented in the District's SGR study dated 7/20/00.

SGRs were calculated for three types of residential construction: Single family detached, multi-family with 2 or more bedrooms, and multi-family with 0-1 bedrooms. Attached condominiums, townhouses and duplexes are included in the multi-family classification since they are not considered "detached", and manufactured homes are included in the single family classification.

1. Electronic records were obtained from Snohomish County containing data on all new construction within the Everett School District from January 2002 through December 2008. This data was extracted from the Metroscan database maintained by the County, and provided in Microsoft Excel format. As compiled by Metroscan, this data included the address, building size, assessed value, and year built for new single and multi-family construction. The data was "cleaned up" by eliminating records which did not contain sufficient information to generate a match with the District's student record data (i.e. incomplete addresses).
2. The District downloaded student records data into Microsoft Excel format. This data included the addresses and grade levels of all K-12 students attending the Everett School District as of March 2010. Before proceeding, this data was reformatted and abbreviations were modified as required to provide consistency with the Metroscan data.

210 Polk Street, Suite 6A • Port Townsend, WA 98368 • (360) 680-9014 • www.doyleconsult.com

3. **Single Family Rates:** The data on all new single family detached residential units in Metroscan were compared electronically with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 4,167 single family detached units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	COUNT OF MATCHES	CALCULATED RATE
K	258	0.062
1	246	0.059
2	185	0.044
3	220	0.053
4	191	0.046
5	182	0.044
6	168	0.040
7	175	0.042
8	167	0.040
9	156	0.037
10	162	0.039
11	124	0.030
12	125	0.030
K-5	1282	0.308
6-8	510	0.122
9-12	567	0.136
K-12	2359	0.566

4. *Large Multi-Family Developments:* Metroscan data does not specifically indicate how many units or bedrooms are contained in large multi-family developments. Phone interviews and site visits were performed to obtain this information from building managers, owners, or residents. Information obtained included the number of 0-1 bedroom units and the number of 2+ bedroom units. Specific addresses or unit numbers of 0-1 bedroom units were obtained where possible. In cases where information had been gathered previously for a prior SGR study, prior study information was used.

Small Multi-Family Developments: This method included all developments in Metroscan containing fourplexes, triplexes, duplexes, townhouses, attached condominiums and townhouses. Metroscan data contained information on the number of bedrooms for all townhouses and condominiums. Site visits and phone interviews were performed for duplex and larger units in cases where number of bedroom data was missing.

5. **Multi-Family 2+ BR Rates:** The multi-family 2+ BR SGR's were calculated by electronically comparing data on 2+ BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 1,504 multi-family 2+ BR units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level(s)*:

GRADE(S)	2+ COUNT OF MATCHES	2+ CALCULATED RATE
K	31	0.021
1	32	0.021
2	37	0.025
3	32	0.021
4	28	0.019
5	29	0.019
6	36	0.024
7	32	0.021
8	43	0.029
9	22	0.015
10	23	0.015
11	18	0.012
12	21	0.014
K-5	189	0.126
6-8	111	0.074
9-12	84	0.056
K-12	384	0.255

6. **Multi-Family 0-1 BR Rates:** The multi-family 0-1 BR SGR's were calculated by electronically comparing data on 0-1 BR multi-family units with the District's student record data, and the number of students at each grade level living in those units was determined. The records of 513 multi-family 0-1 BR units were compared with data on 18,701 students registered in the District, and the following matches were found by grade level: K-5 = 4, 6-8 = 2, and 9-12 = 2. This resulted in the following SGR's by grade level*:

	K-5	6-8	9-12	K-12
Multi-Family 0-1 BR	.008	.004	.004	.016

7. **Summary of Student Generation Rates*:**

	K-5	6-8	9-12	K-12
Single Family	.308	.122	.136	.566
Multi-Family 2+ BR	.126	.074	.056	.255
Multi-Family 0-1 BR	.008	.004	.004	.016

***Calculated rates for grade level groups may not equal the sum of individual grade rates due to rounding.**

Appendix C

OSPI Enrollment Projection Methodology

OSPI Enrollment Projection Methodology

Cohort-Survival or Grade-Succession Technique

Development of a long-range school building program requires a careful forecast of school enrollment indicating the projected number of children who will attend school each year.

The following procedures are suggested for determining enrollment projections:

1. Enter in the lower left corner of the rectangle for each year the number of pupils actually enrolled in each grade on October 1 as reported on the October Report of School District Enrollment, Form M-70, Column A. (For years prior to October 1, 1965, enter pupils actually enrolled as reported in the county superintendent's annual report, Form A-1.)
2. In order to arrive at enrollment projections for kindergarten and/or grade one pupils, determine the percent that the number of such pupils each year was of the number shown for the immediately preceding year. Compute an average of the percentages, enter it in the column headed "Avg. % of Survival", and apply such average percentage in projecting kindergarten and/or grade one enrollments for the next six years.
3. For grade two and above determine the percent of survival of the enrollment in each grade for each year to the enrollment in the next lower grade during the preceding year and place this percentage in the upper right corner of the rectangle. (For example, if there were 75 pupils in actual enrollment in grade one on October 1, 1963, and 80 pupils in actual enrollment in grade two on October 1, 1964, the percent of survival would be $80/75$, or 106.7%. If the actual enrollment on October 1, 1965 in grade three had further increased to 100 pupils, the percent of survival to grade three would be $100/80$, or 125%).

Compute an average of survival percentages for each year for each grade and enter it in the column, "Avg. % of Survival".

In order to determine six-year enrollment projections for grade two and above, multiply the enrollment in the next lower grade during the preceding year by the average percent of survival. For example, if, on October 1 of the last year of record, there were 100 students in grade one and the average percent of survival to grade two was 105, then 105% of 100 would result in a projections of 105 students in grade two on October 1 of the succeeding year.

4. If, after calculating the "Projected Enrollment", there are known factors which will further influence the projections; a statement should be prepared showing the nature of those factors involved, and their anticipated effect upon any portion of the calculated projection.

*Kindergarten students are projected based on a regression line.

State of Washington
STATE BOARD OF EDUCATION
Olympia
OSPI

PROJECTION OF ENROLLMENT DATA

School District: _____ No.: _____ County: _____

DETERMINING SURVIVAL RATE

	Actual Enrollment (October 1st)								Projected Enrollment						
	20__	20__	20__	20__	20__	20__	20__	Ave. % of Survival	20__	20__	20__	20__	20__	20__	20__
Kindergarten															
Grade 1															
Grade 2															
Grade 3															
Grade 4															
Grade 5															
Grade 6															
Grade 7															
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															
Totals															
1 - 5															
1 - 8															
7 - 9															
10 - 12															
9 - 12															
Hcpd.															
Grand Total Incl. Klg.															

We, the undersigned authorized representatives of the aforesaid school district, hereby certify that the information submitted herewith is, to the best of our knowledge and belief, correct and complete.

Date _____

Signed _____
Chairman of the Board

Date _____

Signed _____
Superintendent of Schools

OSPI PROJECTED STUDENT ENROLLMENT 2010-2015

School Type	Grade Level	School Year & Grade Progression Percentage												AVG GP%
		2010	GP%	2011	GP%	2012	GP%	2013	GP%	2014	GP%	2015	GP%	
Elementary	K	774	--	788	--	802	--	815	--	829	--	842	--	--
	1	1,624	103.7%	1,606	103.7%	1,634	103.7%	1,663	103.7%	1,691	103.7%	1,719	103.7%	103.7%
	2	1,548	99.9%	1,623	99.9%	1,605	99.9%	1,633	99.9%	1,662	99.9%	1,690	99.9%	99.9%
	3	1,435	100.7%	1,559	100.7%	1,634	100.7%	1,616	100.7%	1,644	100.7%	1,674	100.7%	100.7%
	4	1,504	100.3%	1,439	100.3%	1,564	100.3%	1,639	100.3%	1,621	100.3%	1,649	100.3%	100.3%
	5	1,453	100.6%	1,512	100.5%	1,447	100.6%	1,573	100.6%	1,648	100.5%	1,630	100.6%	100.6%
Middle	6	1,482	100.1%	1,454	100.1%	1,513	100.1%	1,448	100.1%	1,574	100.1%	1,649	100.1%	100.1%
	7	1,438	100.9%	1,495	100.9%	1,467	100.9%	1,527	100.9%	1,461	100.9%	1,588	100.9%	100.9%
	8	1,384	100.3%	1,442	100.3%	1,499	100.3%	1,471	100.3%	1,531	100.3%	1,465	100.3%	100.3%
High	9	1,614	113.2%	1,567	113.2%	1,632	113.2%	1,697	113.2%	1,665	113.2%	1,733	113.2%	113.2%
	10	1,263	90.9%	1,468	91.0%	1,425	90.9%	1,484	90.9%	1,543	90.9%	1,514	90.9%	90.9%
	11	1,457	101.3%	1,279	101.3%	1,487	101.3%	1,443	101.3%	1,503	101.3%	1,563	101.3%	101.3%
	12	1,083	78.3%	1,140	78.2%	1,001	78.3%	1,163	78.2%	1,129	78.2%	1,176	78.2%	78.2%
			Growth%		Growth%		Growth%		Growth%		Growth%		Growth%	AVG%
Elementary		8,338	101.9%	8,527	102.3%	8,686	101.9%	8,939	102.9%	9,095	101.7%	9,204	101.2%	102.0%
Middle School		4,304	101.7%	4,391	102.0%	4,479	102.0%	4,446	99.3%	4,566	102.7%	4,702	103.0%	101.8%
High School		5,417	96.2%	5,454	100.7%	5,545	101.7%	5,787	104.4%	5,840	100.9%	5,986	102.5%	101.1%
TOTAL		18,059	100.1%	18,372	101.7%	18,710	101.8%	19,172	102.5%	19,501	101.7%	19,892	102.0%	101.6%

Source: OSPI

Note: All enrollments shown are Full Time Equivalents (FTE) as of October 1 of the year indicated.

ACTUAL STUDENT ENROLLMENT 1998-2009

School Type	Grade Level	School Year & Growth Progression Percentage																								
		1998	GP%	1999	GP%	2000	GP%	2001	GP%	2002	GP%	2003	GP%	2004	GP%	2005	GP%	2006	GP%	2007	GP%	2008	GP%	2009	GP%	AVG GP%
Elementary	K	716	—	707	—	659	—	657	—	668	—	684	—	715	—	696	—	718	—	702	—	747	—	783	—	—
	1	1,492	102.6%	1,398	97.6%	1,439	101.8%	1,333	101.1%	1,327	101.0%	1,380	103.3%	1,369	100.1%	1,457	101.9%	1,497	102.2%	1,467	102.2%	1,452	103.4%	1,549	103.7%	102.2%
	2	1,489	100.2%	1,462	98.0%	1,417	101.4%	1,473	102.4%	1,334	100.1%	1,354	102.0%	1,363	98.8%	1,395	101.9%	1,434	98.4%	1,491	99.6%	1,490	101.6%	1,425	98.1%	100.2%
	3	1,457	98.2%	1,492	100.2%	1,471	100.6%	1,423	100.4%	1,429	97.0%	1,383	103.7%	1,350	99.7%	1,395	102.3%	1,419	101.7%	1,453	101.3%	1,453	97.5%	1,500	100.7%	100.3%
	4	1,451	100.4%	1,445	99.2%	1,497	100.3%	1,502	102.1%	1,410	99.1%	1,425	99.7%	1,359	98.3%	1,364	101.0%	1,401	100.4%	1,418	99.9%	1,462	100.6%	1,445	99.4%	100.0%
Middle	5	1,418	99.5%	1,451	100.0%	1,420	98.3%	1,512	101.0%	1,455	96.9%	1,424	101.0%	1,402	98.4%	1,344	98.9%	1,398	102.5%	1,395	99.6%	1,426	100.6%	1,481	101.3%	99.8%
	6	1,392	99.6%	1,390	98.0%	1,434	98.8%	1,454	102.4%	1,457	96.4%	1,462	100.5%	1,415	99.4%	1,403	100.1%	1,335	99.3%	1,425	101.9%	1,383	99.1%	1,425	99.9%	99.6%
	7	1,397	100.0%	1,390	99.9%	1,418	102.0%	1,452	101.3%	1,438	98.9%	1,426	97.9%	1,449	99.1%	1,430	101.1%	1,419	101.1%	1,370	102.6%	1,424	99.9%	1,380	99.8%	100.3%
	8	1,411	103.7%	1,403	100.4%	1,385	99.6%	1,446	102.0%	1,448	99.7%	1,401	97.4%	1,391	97.5%	1,443	99.6%	1,430	100.0%	1,443	101.7%	1,370	100.0%	1,426	100.1%	100.2%
High	9	1,798	128.6%	1,726	122.3%	1,570	111.9%	1,557	112.4%	1,632	112.9%	1,614	111.5%	1,526	108.9%	1,490	107.1%	1,829	126.7%	1,822	127.4%	1,492	103.4%	1,389	101.4%	114.5%
	10	1,395	78.0%	1,358	75.5%	1,468	85.1%	1,477	94.1%	1,461	93.8%	1,500	91.9%	1,470	91.1%	1,461	95.7%	1,512	101.5%	1,464	80.0%	1,476	81.0%	1,438	96.4%	88.7%
	11	1,159	89.0%	1,257	90.1%	1,272	93.7%	1,327	90.4%	1,352	91.5%	1,311	89.7%	1,386	92.4%	1,678	114.1%	1,373	94.0%	1,373	90.8%	1,666	113.8%	1,384	93.8%	95.3%
	12	960	93.0%	1,159	100.0%	1,130	89.9%	1,216	95.6%	1,238	94.8%	1,180	87.3%	1,184	90.3%	1,144	82.5%	1,055	62.9%	1,049	76.4%	1,155	84.1%	1,421	85.3%	86.8%
Elementary Middle School High School			Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%		Growth%	AVG %
		8,023	100.7%	7,955	99.2%	7,903	99.3%	7,900	100.0%	7,623	96.5%	7,650	100.4%	7,558	98.8%	7,651	101.2%	7,867	102.8%	7,926	100.7%	8,030	101.3%	8,183	101.9%	100.2%
		4,200	101.1%	4,183	99.6%	4,237	101.3%	4,352	102.7%	4,343	99.8%	4,289	98.8%	4,255	99.2%	4,276	100.5%	4,184	97.8%	4,238	101.3%	4,177	98.6%	4,231	101.3%	100.2%
		5,312	103.5%	5,500	103.5%	5,440	98.9%	5,577	102.5%	5,703	102.3%	5,605	98.3%	5,566	99.3%	5,773	103.7%	5,769	99.9%	5,708	98.9%	5,789	101.4%	5,632	97.3%	100.8%
	TOTAL	17,535	101.6%	17,638	100.6%	17,580	99.7%	17,829	101.4%	17,669	99.1%	17,544	99.3%	17,379	99.1%	17,700	101.8%	17,820	100.7%	17,872	100.3%	17,996	100.7%	18,046	100.3%	100.4%

Source:OSP

Note: All enrollments shown are Full Time Equivalents (FTE) as of October 1 of the year indicated.

Appendix D

OFM Ratio Enrollment Projection Methodology

OFM Ratio Forecast Methodology

The Growth Management Act requires that capital facilities plans for schools consider enrollment forecasts that are related to official population forecasts for the district. The OFM ratio method computes past enrollment as a percentage of past population and then projects how those percentage trends will continue into the future. Snohomish County prepares the future population estimates by distributing official forecasts from the Washington Office of Financial Management (OFM) down to the school district level. The assumed percentage trends are then applied to these County population forecasts.

The ratio of student population to total population between 2002-2009 is shown below:

Historical Ratio (Actual Student Enrollment)								
	2002	2003	2004	2005	2006	2007	2008	2009
Population	115,569	117,320	119,097	120,901	122,733	124,592	126,150	127,727
FTE Student Enrollment	17,669	17,545	17,379	17,700	17,820	17,872	17,996	18,046
Student/ Population Ratio	15.29%	14.95%	14.59%	14.64%	14.52%	14.34%	14.27%	14.13%

In the Everett School District, enrollment as a percentage of population declined each year, except 2005.

OFM Population-based Forecast

To develop a population-based enrollment projection, the following alternative approaches were studied:

1. The ratios used by the District in its 2008 CFP. The 2025 ratio was estimated to be 14%.
2. A ratio produced by factoring the official OSPI enrollment estimates through 2015 as a percentage of the County's OFM-based population estimates. The resulting ratios increased from 14.20% in 2010 to 14.54% in 2015.

No estimate of 2025 enrollments is provided by OSPI. After 2015, the ratio was assumed to decline at the same rate through 2025 as was assumed by the District in its 2008 CFP. This would likely result in a 2025 ratio of about 14.38%, down from 14.54% in 2015.

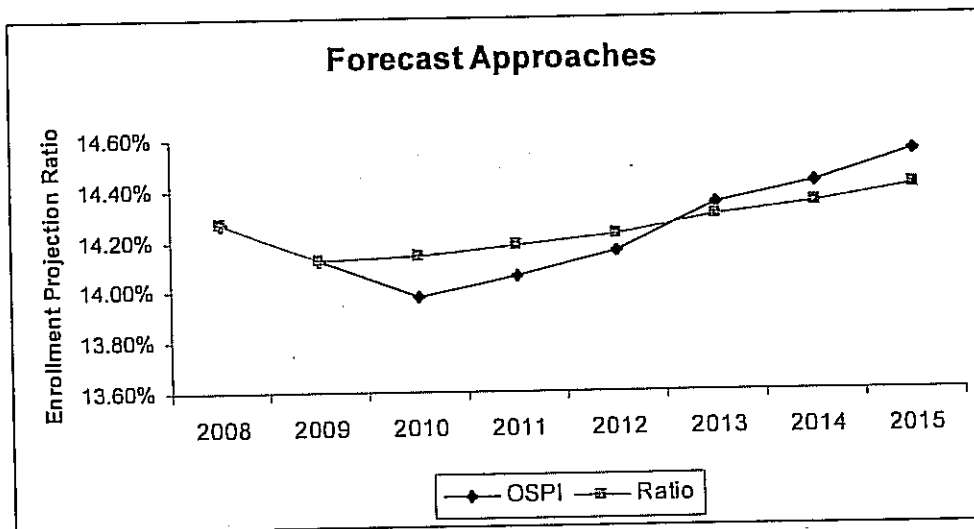
3. An average of the two ratios.

For the 2010 CFP an average of the proportions (Alternative 3) was used. The 2025 ratio of 14.19% is an average of the 14.0% estimate of Alternative 1 and the 14.38% estimated in Alternative 2. It reflects the declining enrollment ratio trend continuing into the future and then leveling out somewhat due to GMA policies (e.g. infill, affordable housing, higher density development within the UGA, etc.) which could draw a higher proportion of students to the Everett School District than was assumed in 2008.

	2008	2009	2010	2011	2012	2013	2014	2015	2025
OSPI	14.27%	14.13%	13.98%	14.06%	14.15%	14.34%	14.42%	14.54%	14.38%*
OFM Ratio			14.14%	14.18%	14.22%	14.30%	14.34%	14.40%	14.19%

* District estimate. Not an official OSPI estimate.

The following graph shows how the OFM ratios compare with the OSPI estimates:



To forecast annual enrollments using this method, the averaged population ratios for each year were applied against the estimated County population estimates:

2010	2011	2012	2013	2014	2015	2025
18,271	18,528	18,801	19,116	19,396	19,704	21,555

Appendix E

Kendrick Enrollment Projection Methodology

Kendrick Enrollment Projection Methodology

W. Les Kendrick, Ph.D., Educational Data Solutions, LLC

Enrollment for the Everett School District was projected using grade progression methods (cohort survival ratios) that track the progress of students as they progress from grade to grade. This method compares the enrollment in a given year at a specific grade (e.g., 2nd grade) to the enrollment at the previous grade from the previous year (1st grade). The ratio of these two numbers provides an indication of whether enrollment typically stays the same, grows, or declines as students progress from one grade to the next. The progression ratios at each grade level were averaged over several years and then applied to the current year grade level enrollment (e.g., 2nd grade) to predict next year's enrollment at the subsequent grade (e.g., 3rd grade). This was done for every grade except kindergarten. The numbers were then adjusted and modified based on additional information about housing and population growth within the District (more on this below).

Kindergarten enrollment was projected by comparing the kindergarten enrollment in a given year to county births 5 years prior to that year (birth-to-k ratio). The average of this number for the last several years was then used to predict next year's enrollment. The average was also applied to future known birth cohorts to project subsequent years. For years in which birth data was not available, births were projected based on forecasts of the county population available from State and local jurisdictions, State birth forecasts, the correlation between State and County birth rates, and an assessment of the most recently available fertility rates for the county.

After completing the initial forecast, the numbers were adjusted using new home construction data, county population forecasts, and forecasts of the future K-12 population in the county. New Home construction data was obtained from New Home Trends, including information about currently permitted units as well as information about future planned development within the Everett School District. Population forecasts for the county were obtained from State and county planning offices. And a forecast of the population for the Everett School District was created based on forecasts of growth for neighborhoods in and around the District and recent population estimates for the District. All of this information was considered and used to adjust the final forecast numbers, so that they would more closely reflect expected changes in housing and population growth within the District's boundary area in the coming years.

Kendrick Enrollment Projections (FTE)

11/24/2009

ELEMENTARY SCHOOL

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
CEDAR WOOD											
	K	58	62	50	28	34	37	36	38	39	39
	1	107	129	75	75	62	65	70	69	72	73
	2	107	132	88	90	84	67	70	75	74	77
	3	105	130	97	84	94	91	72	75	81	79
	4	88	114	89	101	87	102	97	78	81	87
	5	103	105	80	91	105	94	109	105	84	87
TOTALS		568	672	479	469	466	456	454	440	431	442
EMERSON											
	K	50	49	42	45	53	53	52	54	55	56
	1	90	110	105	97	95	115	115	113	118	120
	2	93	82	111	110	96	97	117	117	115	120
	3	104	98	84	103	106	98	98	118	119	116
	4	101	111	101	90	95	108	99	100	120	120
	5	65	100	103	106	87	97	110	100	102	122
TOTALS		503	550	546	551	532	568	591	602	629	654
FOREST VIEW											
	K	0	0	32	55	48	46	45	47	48	49
	1	0	0	80	79	102	104	100	98	103	104
	2	0	0	75	87	76	104	106	102	100	104
	3	0	0	58	79	86	77	106	107	103	101
	4	0	0	63	66	81	88	78	107	109	104
	5	0	0	52	60	79	83	89	80	109	110
TOTALS		0	0	360	426	472	502	524	541	572	572
GARFIELD											
	K	30	33	31	47	36	32	32	33	33	34
	1	75	65	68	63	54	78	69	67	70	72
	2	75	72	67	60	65	54	77	68	66	69
	3	64	74	72	63	53	64	53	75	66	65
	4	66	64	58	74	59	52	63	52	74	65
	5	73	64	66	53	66	59	52	62	51	73
TOTALS		383	372	362	360	333	339	346	357	360	378
HAWTHORNE											
	K	41	38	48	81	47	49	48	50	51	51
	1	83	75	66	93	78	88	91	89	93	95
	2	81	67	77	74	84	78	88	91	89	93
	3	74	79	68	72	72	84	78	87	91	89
	4	73	64	73	67	74	72	84	78	87	90
	5	73	69	62	74	69	75	72	84	78	87
TOTALS		425	392	394	461	424	446	461	479	489	505
JACKSON											
	K	35	32	26	31	35	35	34	35	36	36
	1	65	67	54	53	68	72	70	69	72	73
	2	44	65	63	60	55	72	76	74	72	76
	3	58	41	58	60	61	58	75	79	77	76
	4	63	58	43	61	55	64	61	79	83	81
	5	61	60	57	49	55	58	67	63	83	87
TOTALS		326	323	301	314	329	359	383	399	423	429

		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
JEFFERSON		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	38	39	37	43	39	43	42	44	44	45
	1	86	97	78	85	97	87	95	94	98	99
	2	77	83	84	81	82	95	85	93	92	95
	3	76	84	81	80	76	80	93	83	91	89
	4	86	82	89	86	85	75	78	91	81	88
	5	77	89	82	89	85	84	73	76	88	79
TOTALS		440	474	451	464	464	464	466	481	494	495
LOWELL											
	K	42	38	48	40	55	48	47	49	50	50
	1	84	97	71	91	84	108	93	92	96	97
	2	73	75	87	68	85	79	101	88	86	90
	3	74	68	78	80	75	80	74	95	82	81
	4	70	80	67	78	69	71	75	70	89	77
	5	53	76	80	65	71	65	66	70	66	84
TOTALS		396	434	431	422	439	451	456	464	469	479
MADISON											
	K	41	40	33	42	36	38	37	38	39	39
	1	79	84	94	69	90	78	80	79	82	84
	2	79	76	81	92	59	83	72	74	72	75
	3	81	71	76	77	85	54	76	66	67	66
	4	83	80	68	79	75	78	50	70	60	62
	5	91	83	85	70	68	69	72	46	64	55
TOTALS		454	434	437	429	413	400	387	373	384	381
MILL CREEK											
	K	41	51	45	59	55	57	56	58	59	60
	1	77	98	112	99	125	119	122	120	125	127
	2	93	80	122	112	107	130	124	126	124	129
	3	97	105	103	122	108	110	134	128	131	129
	4	82	111	123	116	115	113	114	140	133	136
	5	109	93	124	125	115	120	117	119	145	139
TOTALS		499	538	629	633	625	649	667	691	717	720
MONROE											
	K	52	54	49	55	45	48	47	49	50	51
	1	95	96	97	102	110	88	94	93	97	98
	2	94	103	100	97	91	106	84	90	88	92
	3	96	85	102	96	91	87	101	80	86	84
	4	94	92	96	95	96	87	83	97	77	82
	5	93	93	89	99	95	93	84	79	92	73
TOTALS		524	523	533	544	528	509	493	488	490	480
PENNY CREEK											
	K	54	63	58	54	64	60	62	65	66	67
	1	141	116	112	124	121	133	123	129	134	136
	2	133	138	110	115	125	121	133	123	128	134
	3	124	134	128	115	128	125	121	132	122	128
	4	130	112	120	133	124	128	124	121	132	121
	5	124	143	106	125	140	125	128	124	120	131
TOTALS		706	706	634	666	702	692	691	694	702	717
SILVER FIRS											
	K	49	45	39	54	48	53	52	54	55	55
	1	89	98	85	72	100	88	97	95	99	101
	2	84	84	80	81	72	96	84	93	91	95
	3	83	83	80	85	90	69	92	81	88	87
	4	88	72	75	76	90	87	66	88	77	84
	5	99	85	62	74	79	87	83	63	84	74
TOTALS		492	467	421	442	479	480	474	474	494	496

SILVER LAKE		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	37	41	32	31	46	42	41	43	44	44
	1	116	91	79	71	73	105	95	93	97	99
	2	95	106	76	76	70	70	100	91	89	93
	3	94	96	101	78	87	67	67	96	87	85
	4	90	99	84	87	75	84	64	64	91	83
	5	82	98	80	79	86	72	80	61	61	87
TOTALS		514	531	452	422	437	440	447	448	469	491

VIEW RIDGE											
	K	50	43	51	47	49	51	50	52	53	54
	1	91	84	77	81	78	80	83	82	85	87
	2	102	91	94	81	87	85	86	90	88	92
	3	92	101	99	96	95	94	91	93	96	95
	4	96	86	101	96	102	103	101	98	100	104
	5	109	86	89	107	111	111	111	109	106	108
TOTALS		540	491	511	508	522	524	522	524	528	540

WHITTIER											
	K	35	42	35	36	36	40	40	41	42	42
	1	71	71	87	78	67	72	81	80	83	84
	2	67	75	74	91	74	67	72	81	80	83
	3	61	72	65	60	83	74	67	72	81	79
	4	52	65	70	60	56	83	74	67	72	81
	5	61	63	71	65	59	56	83	74	67	72
TOTALS		347	388	402	390	375	392	417	415	425	441

WOODSIDE											
	K	43	47	45	61	57	59	58	61	62	62
	1	103	110	115	109	132	127	131	129	134	137
	2	92	94	95	100	106	123	117	121	119	124
	3	103	93	86	96	96	98	113	108	111	109
	4	97	105	92	85	99	89	90	104	100	103
	5	64	85	99	86	98	92	82	83	96	92
TOTALS		502	534	532	537	588	588	591	606	622	627

OTHER											
	K	4	5	5	5	4	5	5	5	6	6
	1	5	9	12	11	14	10	13	13	13	14
	2	6	11	7	15	8	13	9	12	12	12
	3	9	5	17	7	14	9	14	10	13	13
	4	5	6	6	11	8	14	9	14	10	13
	5	7	6	8	8	13	10	18	11	17	13
TOTALS		36	42	55	57	61	61	68	65	71	71

ELEMENTARY		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	K	696	718	702	811	782	792	780	813	828	836
	1	1,457	1,497	1,467	1,452	1,550	1617	1622	1604	1671	1700
	2	1,395	1,434	1,491	1,490	1,426	1540	1601	1609	1585	1653
	3	1,395	1,419	1,453	1,453	1,500	1419	1525	1585	1592	1571
	4	1,364	1,401	1,418	1,461	1,445	1498	1410	1518	1576	1581
	5	1,344	1,398	1,395	1,425	1,481	1450	1496	1409	1513	1573
TOTALS		7,651	7,867	7,926	8,092	8,184	8,316	8,434	8,538	8,765	8,914

MIDDLE SCHOOL

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EISENHOWER										
6	232	217	268	286	310	311	306	315	297	319
7	258	249	235	288	284	310	309	303	313	295
8	245	250	256	277	299	298	322	321	315	325
TOTALS	735	716	759	851	893	919	937	939	925	939

EVERGREEN

6	320	312	315	349	352	363	355	366	345	371
7	305	325	323	360	354	357	369	361	372	350
8	314	300	327	348	358	347	350	361	353	364
TOTALS	939	937	965	1057	1064	1067	1074	1088	1070	1085

GATEWAY

6	353	332	355	190	218	226	220	227	214	230
7	313	363	342	247	196	220	227	220	227	214
8	321	328	372	241	251	198	220	227	220	227
TOTALS	987	1,023	1,069	678	665	644	667	674	661	671

HEATHERWOOD

6	277	273	257	297	302	317	308	317	299	321
7	317	266	278	279	311	313	326	317	327	308
8	297	303	270	276	273	303	302	316	307	317
TOTALS	891	842	805	852	886	933	936	950	933	946

NORTH

6	211	197	221	253	231	250	244	251	237	255
7	225	209	187	237	226	213	230	225	232	218
8	250	239	208	216	236	228	214	231	226	233
TOTALS	686	645	616	706	693	691	688	707	695	706

OTHER

6	10	4	9	8	12	11	10	11	10	11
7	12	7	5	12	9	14	12	12	12	12
8	16	10	10	9	9	10	15	13	13	13
TOTALS	38	21	24	29	30	35	37	36	35	36

	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MIDDLE SCHOOL										
6	1,403	1,335	1,425	1,383	1,425	1,478	1,443	1,487	1,402	1,507
7	1,430	1,419	1,370	1,423	1,380	1,427	1,473	1,438	1,483	1,397
8	1,443	1,430	1,443	1,367	1,426	1,384	1,423	1,469	1,434	1,479
TOTALS	4,276	4,184	4,238	4,173	4,231	4,289	4,339	4,394	4,319	4,383

HIGH SCHOOL

CASCADE		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	9	515	537	565	492	467	489	483	497	514	501
	10	503	487	437	488	481	414	433	428	441	456
	11	534	457	466	481	441	457	391	410	405	417
	12	411	333	335	348	398	343	354	301	317	313
TOTALS		1,963	1,814	1,803	1,809	1,787	1703	1661	1636	1677	1687

EVERETT

	9	462	612	610	451	420	455	450	463	478	467
	10	442	445	407	414	388	312	339	334	344	356
	11	446	369	358	439	391	375	301	327	322	332
	12	337	279	285	271	359	293	280	223	243	240
TOTALS		1,687	1,705	1,660	1,575	1,558	1435	1370	1347	1387	1395

JACKSON

	9	485	603	553	517	482	521	515	529	547	534
	10	455	482	517	502	512	447	483	477	491	509
	11	532	442	460	530	457	503	437	474	468	482
	12	360	381	361	398	478	378	414	357	388	383
TOTALS		1,832	1,908	1,891	1,947	1,929	1849	1849	1837	1894	1908

SEQUOIA

	9	18	57	86	26	13	13	13	13	13	13
	10	46	89	94	55	47	45	45	45	45	45
	11	144	97	79	156	87	89	86	86	86	86
	12	9	28	36	41	166	137	140	134	134	134
TOTALS		217	271	295	278	313	284	284	278	278	278

OTHER

	9	10	20	8	6	7	6	6	6	7	6
	10	15	9	9	14	10	9	9	9	9	9
	11	22	8	10	9	8	9	8	8	8	8
	12	27	34	32	31	20	19	22	19	19	19
TOTALS		74	71	59	60	45	43	45	42	43	42

HIGH SCHOOL		Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
	9	1,490	1,829	1,822	1,492	1,389	1484	1467	1508	1559	1521
	10	1,461	1,512	1,464	1,473	1,438	1227	1309	1293	1330	1375
	11	1,678	1,373	1,373	1,615	1,384	1433	1223	1305	1289	1325
	12	1,144	1,055	1,049	1,089	1,421	1170	1210	1034	1101	1089
TOTALS		5,773	5,769	5,708	5,669	5,632	5314	5209	5140	5279	5310

ALL GRADE LEVELS

<u>ALL GRADE LEVELS</u>										
	Actual Oct. 1 Enrollments					Projected Oct. 1 Enrollments				
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
DIST. TOTALS	17,700	17,820	17,872	17,934	18,047	17,919	17,982	18,072	18,363	18,607

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

2. f.

Subject

Title: Agreement Between Everett School District No. 2 and Everett Public Schools Foundation (EPSF) for the period September 1, 2010 – August 31, 2015.

Recommendation: The Administration recommends the Board of Directors approve the attached agreement between Everett School District No. 2 and Everett Public Schools Foundation (EPSF) for the period September 1, 2010 – August 31, 2015.

Background

Purpose/Summary:

This is a five-year agreement in which each party has the ability to make amendments annually upon mutual agreement. Areas of focus of this contract are: Welcoming Reception/Breakfast for New Staff; Summer School—Online Tuition Support; Support for the Arts; and All Day Kindergarten Tuition Support.

Previous Related Action: August 25, 2009

Additional Information

Agenda Placement:

☐ Information

☒ Action

☐ Consent Agenda

☐ Attachment(s)

of pages 2

Submitted By: Matt McCauley

Contact Person(s): _____

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: 8/31/10

Date: _____

Comments:



Everett Public Schools Foundation

AGREEMENT BETWEEN EVERETT SCHOOL DISTRICT NO. 2 AND EVERETT PUBLIC SCHOOLS FOUNDATION September 1, 2010 – August 31, 2015

This agreement is by and between the Everett School District No. 2, hereinafter referred to as the "District," and the Everett Public Schools Foundation, hereinafter referred to as the "Foundation", for services provided to the Everett Public Schools by the Foundation. The Everett Public Schools Foundation is a non-profit agency whose mission is to develop and provide community support to strengthen academic achievement in the Everett Public Schools. This agreement is a continuation of this service relationship first established in 1992.

CONTRACT AGREEMENT:

The District will compensate the Foundation for services provided pursuant to this contract in the amount of \$32,000. The District will also provide furnished office space for Foundation staff. The Foundation will prepare and provide the District with quarterly itemized summaries of the services provided. The Foundation shall keep and maintain detailed records to support said summaries and shall make records available to the District upon request. We will review the contract annually to review service parameters.

SERVICES PROVIDED BY THE FOUNDATION:

Welcoming Reception/Breakfast for New District Staff

The Foundation will plan and coordinate arrangements for the implementation of a reception or breakfast to greet new staff to the District. In the absence of a formal event, the Foundation will provide assistance as needed throughout the year to provide welcoming events for new employees as requested by the Human Resources Department.

Summer School –Online Tuition Support

The Foundation will provide a grant to the district for students to participate in District credit recovery programs that focus on credit recovery for students who need financial assistance.

Support for the Arts

The Foundation will work with the staff to design and execute a public exhibition of middle school and high school student art to include a reception and awards ceremony.

The Foundation will also continue to support the visual arts through the Superintendent's Selection purchase award. Student art will be properly prepared for permanent display at the educational service center. The award recipient will be publicized by the Foundation.

All Day Kindergarten Tuition Support

The Foundation will provide tuition assistance for students of limited family financial means to attend all-day kindergarten programs at District grade schools through an application process. This application process shall take place during the spring of each year and applicants are chosen by a committee of the Foundation.

Additional services provided above and beyond this contracted agreement:

- Back to school supply drive "Stuff the Bus for Kids".
- Coordination and implementation of the District United Way campaign.
- Classroom grant program.
- Superintendent Scholar Award function.

Reporting

The Foundation will provide the District with a quarterly summary of activities and a report of year-long program activities by July 31st of each year.

Duration

The term of this agreement shall be for a period of five (5) years from the date of this agreement. Either the District or the Foundation may terminate this agreement during its term by written notice to the other party of at least sixty calendar (60) days. During the month of July of each year of the agreement, either party may propose amendments to the agreement. Any such proposed amendment(s) to the agreement must be mutually agreed upon and memorialized in a written addendum to the agreement. Without mutual agreement on any such amendment(s), the agreement will continue as written.

Unless earlier terminated by written notice, this agreement shall expire on August 31, 2015.

DATED this _____ day of _____, 2010.

EVERETT SCHOOL DISTRICT NO. 2

By _____
Dr. Gary Cohn, Superintendent

EVERETT PUBLIC SCHOOLS FOUNDATION

By _____
Dan Gunderson, President, Everett Public Schools Foundation

Board Agenda Request Form

Date of Board Meeting: 09/07/2010

2.8.

Subject

Title:

2010-11 Bid List

Recommendation:

The Administration recommends the Board of Directors adopt the attached Bid List for the 2010-11 fiscal year.

Background

Purpose/Summary:

The Bid List contains those items which the District calls for bids on annually or may need to seek bids on in the coming year. Adoption of the Bid List allows the Administration to solicit bids on these items without further authorization. A recommendation to award contracts to the successful bidders will be brought to the Board for approval.

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): Jennifer Farmer

Signature: Jennifer Farmer

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: [Signature]

Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: Aug 26, 2010

Date: _____

Comments:



Everett Public Schools

Finance Department
3715 Oakes Ave, Room 305
Everett, Washington 98201
425-385-4180

2010-11 Bid List

The following may be bid during the 2010-11 school year as needed:

- Technology support initiatives including such as items as computers, servers, printers, projectors, cameras, software, other peripherals, and related services as needed to support the Technology Plan
- Yearbooks
- Food & Beverages, including Dairy and Bakery products
- Custodial/Maintenance Supplies and Equipment
- Furniture
- Vehicles
- Printing Services
- Office Supplies, including paper
- Document Storage
- Communications Equipment
- Athletic Uniforms & Equipment
- Vending Services
- Student Pictures
- Services/Supplies required for programs supported by Federal Funds

Board Agenda Request Form

Date of Board Meeting: 09/07/2010

2. h.

Subject

Title:

Financial Reports as of July 31, 2010

Recommendation:

The Administration recommends the Board of Director's acceptance of the monthly financial reports.

Background

Purpose/Summary:

Financial reports are provided for the Board of Director's review. The reports include year-to-date information on revenues and expenditures, General Fund projections, a cash report and an investment summary.

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

Presentation Time 0 Minute(s)

of pages 22

Submitted By: Jeff Moore

Contact Person(s): Jeff Moore

Signature: _____

Shirley Rochon

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By:

[Signature]
Executive Director, Finance & Operations

By:

Executive Director, Facilities & Operations

Date:

8-30-10

Date:

Comments:

Everett School District No. 2
P.O. Box 2098
4730 Colby Avenue
Everett, WA 98203

Department of Finance
3715 Oakes Avenue, Room 305
Everett, WA 98201
PHONE (425) 385-4150
FAX (425) 385-4172

DATE: August 20, 2010
TO: Dr. Gary Cohn, Superintendent
FROM: Jeff Moore, Executive Director, Finance & Operations
RE: July 2010 Financial Report

Year-End Reminder

School districts have until the end of October to complete year-end and submit to OSPI on State form F-196. This complex process includes several major steps including the accrual payroll and accounting processes, reconciliation of encumbrances and balancing of all fiscal reporting. Federal revenues are one of the final things to post as they are on a reimbursement basis following the conclusion of all accruals. Accordingly, we plan to provide the year-end report at the November 17, 2010 Board meeting.

Projection Trends

The current projection of a 5.2% ending General Fund balance has been fairly consistent over the past several months. Final year-end is likely to vary to some extent in either direction. Timing becomes a factor in areas such as August/September property taxes, while carryovers can also influence the fund balance. Current trends for expenditures associated with August professional development and final school/categorical carryovers will have the biggest influence on final carryover amounts.

General Fund Overview

Beginning Fund Balance September 2009	\$ 10,721,598
Projected Revenues	178,200,801
Projected Expenditures	179,535,622
Projected Ending Fund Balance August 2010	\$9,386,777

Projected Ending Fund Balance

- ♦ The projected ending fund balance is 5.2% of total expenditures. There is no significant change from the June projected ending fund balance.

Enrollment

- ♦ Enrollment is budgeted at 17,755 FTE. The actual annual average enrollment is 17,889 FTE.

Revenues

- ♦ There are no significant changes in revenues.

Expenditures

- ♦ Expenditure patterns are normal for this time of year.

Unemployment Pool Cooperative (NWESD 189) Update

- ♦ The district remains in a solid position with our balance in the Unemployment Cooperative Pool. Recent budget reductions, in combination with federally mandated benefit extensions, have lowered the Pool balances for several neighboring districts requiring them to increase their employer contribution rates (9 of the 29 member agencies). With the uncertainty of future State budget reductions and federal benefit extensions, we remain secure with a balance that is 50% above the minimum recommended level.

FINANCIAL REPORTS

AS OF JULY 31, 2010



Everett Public Schools

SUBMITTED BY:

JEFFREY D. MOORE
EXECUTIVE DIRECTOR,
FINANCE & OPERATIONS

AND

THE DEPARTMENT OF FINANCE

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Everett Public Schools

GENERAL FUND BUDGET STATUS

FY 2009-2010
REPORT DATE 07/31/10

REVENUES/OTHER FINANCING SOURCES

1000	LOCAL TAXES
2000	LOCAL NONTAX
3000	STATE, GENERAL PURPOSE
4000	STATE, SPECIAL PURPOSE
5000	FEDERAL, GENERAL PURPOSE
6000	FEDERAL, SPECIAL PURPOSE
7000	REVENUES FROM SCH DIST
8000	REVENUES FROM AGENCIES
9000	OTHER FINANCING SOURCES

A. TOTAL REVENUES/OTHER FINANCING SOURCES

EXPENDITURES

00	REGULAR INSTRUCTION
20	HANDICAPPED INSTRUCTION
30	VOCATIONAL INSTRUCTION
50&60	COMPENSATORY EDUCATION
70	OTHER INSTRUCTIONAL PROGRAMS
80	COMMUNITY SERVICES
90	SUPPORT SERVICES

B. TOTAL EXPENDITURES

C. OPERATING TRANSFERS OUT TO TVF & DSF & CPF

D. EXCESS REVENUE/OTHER FINANCING SOURCES OVER(UNDER) EXP & OTHER FIN USES

E. TOTAL BEGINNING FUND BALANCE

F. TOTAL ENDING FUND BALANCE

G.	ENDING FUND BALANCE ACCOUNTS
GL 810	RESERVED FOR OTHER ITEMS
GL 840	RESERVED FOR INVENTORY
GL 850	RESERVED FOR UNINS. RISKS
GL 870	UNRES. DESIG. OTHER ITEMS
GL 875	UNRES. DESIG. CONTINGENCIES
GL 890	UNRESERVED UNDESIGNATED

TOTAL

ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCE	BALANCE	PERCENT TO DATE
\$35,610,000	\$94,821	\$35,045,813		\$564,187	98.42%
11,110,777	164,228	5,181,948		5,928,829	46.64%
95,593,712	9,660,680	86,821,571		8,772,141	90.82%
22,108,689	2,490,848	19,797,587		2,311,102	89.55%
165,000	0	140,186		24,814	84.96%
18,755,088	1,477,448	15,644,443		3,110,645	83.41%
0	0	0		0	0.00%
0	0	0		0	0.00%
698,125	0	711,299		(13,174)	0.00%
\$184,041,391	\$13,888,025	\$163,342,847		\$20,698,544	88.75%
\$111,496,708	\$9,257,751	\$98,950,706	\$602,889	\$11,943,114	89.29%
20,852,964	1,750,786	19,725,027	205,264	922,674	95.58%
4,334,627	344,421	3,636,400	5,241	692,987	84.01%
9,672,681	717,569	8,164,019	126,229	1,382,434	85.71%
2,777,477	301,325	2,329,541	103,132	344,804	87.59%
255,345	27,169	345,589	6,385	(96,629)	137.84%
34,790,030	2,583,799	31,532,247	947,682	2,310,101	93.36%
\$184,179,832	\$14,982,820	\$164,683,527	\$1,996,821	\$17,499,484	90.50%



Everett Public Schools

GENERAL FUND EXPENDITURES BY PROGRAM SUMMARY

FY 2009-2010
REPORT DATE 07/31/10

PROG.	TITLE	BUDGET	CURRENT	YEAR-TO-DATE	ENCUMBRANCE	BALANCE	PERCENT TO DATE
01	BASIC EDUCATION	\$105,965,250	\$8,846,959	\$94,806,967	\$415,983	\$10,742,300	89.86%
11	DISADVNTG ARRA	1,102,264	58,317	1,022,310	158,617	(78,662)	0.00%
13	FED STIMULUS ST	2,242,857	137,779	1,513,172	0	729,685	0.00%
14	FED STIM SPEC EDUC	2,026,004	206,581	1,526,032	22,279	477,693	0.00%
18	HOMELESS ARRA	28,791	0	0	0	28,791	0.00%
19	FED STIM OTHER	131,542	8,097	82,208	6,010	43,324	0.00%
21	HANDICAPPED	17,234,692	1,466,114	16,232,914	112,452	889,325	94.84%
24	HANDICAPPED, SUPPLEMENTAL	3,618,272	284,672	3,492,112	92,811	33,348	99.08%
31	CAREER & TECH	4,199,748	333,542	3,529,702	1,792	668,254	84.09%
38	VOCATIONAL, FEDERAL	134,879	10,880	106,698	3,449	24,733	81.66%
51	DISADVANTAGED	3,514,993	224,946	2,915,820	70,734	528,439	84.97%
52	SCHOOL IMPROVEMENT	1,164,086	92,533	903,386	5,170	255,529	78.05%
55	LEARNING ASSISTANCE (LAP)	1,745,413	160,029	1,410,035	9,010	326,368	81.30%
56	STATE INSTITUTIONS	595,429	45,633	503,448	848	91,133	84.69%
58	SPECIAL & PILOT PROGRAMS	633,400	9,849	719,901	1,659	(88,160)	113.92%
64	LIMITED ENGLISH	363,481	21,457	271,756	2,865	88,860	75.55%
65	TRANSITIONAL BILINGUAL	1,506,574	149,023	1,294,263	35,317	176,993	88.25%
66	STUDENT ACHIEVEMENT	0	0	(6)	0	6	0.00%
69	ROTC PROGRAM	149,305	14,100	145,414	625	3,266	97.81%
73	SUMMER SCHOOL	160,000	9,163	10,002	1,651	148,347	7.28%
74	HIGHLY CAPABLE	212,521	17,914	174,919	10,560	27,042	87.28%
75	MATH/SCIENCE PROF DEV	279,581	25,859	267,275	0	12,306	0.00%
79	OTHER INSTRUCTIONAL	2,125,375	246,408	1,875,365	90,921	159,089	92.51%
89	OTHER COMMUNITY SERVICES	255,345	27,169	345,589	6,385	(96,629)	137.84%
97	SUPPORT SERVICES	22,450,502	1,705,356	19,929,859	569,233	1,951,411	91.31%
98	FOOD SERVICES	5,490,002	270,093	4,982,984	371,085	135,932	97.52%
99	PUPIL TRANSPORTATION	6,849,526	610,347	6,621,401	7,364	220,760	96.78%
*****	REPORT TOTALS	\$184,179,832	\$14,982,820	\$164,683,527	\$1,996,821	\$17,499,484	90.50%



Everett Public Schools

GENERAL FUND EXPENDITURES BY
OBJECT SUMMARY

FY 2009-2010
REPORT DATE 07/31/10

OBJECT	TITLE	BUDGET	CURRENT	YEAR-TO-DATE	ENCUMBRANCE	BALANCE	PERCENT TO DATE
000	DEBIT TRANSFERS	\$572,925	\$18,170	\$500,148	\$0	\$72,777	87.30%
100	CREDIT TRANSFERS	(572,925)	(18,170)	(500,148)	0	(72,777)	87.30%
200	CERTIFICATED SALARIES	92,968,890	7,927,994	83,942,545	0	9,026,345	90.29%
300	CLASSIFIED SALARIES	26,003,598	2,132,918	23,842,519	0	2,161,079	91.69%
400	EMPLOYEE BENEFITS	36,600,724	2,911,429	32,346,331	0	4,254,393	88.38%
500	SUPPLIES & INSTR RESOURCES	8,101,741	399,893	7,314,886	919,593	(132,738)	101.64%
700	CONTRACTUAL SERVICES	19,897,939	1,549,294	16,817,491	1,044,664	2,035,785	89.77%
800	TRAVEL	177,642	19,626	166,325	415	10,902	93.86%
900	CAPITAL OUTLAY	429,298	41,666	253,431	32,149	143,718	66.52%
*****	REPORT TOTALS	\$184,179,832	\$14,982,820	\$164,683,527	\$1,996,821	\$17,499,484	90.50%



Everett Public Schools

FY 2009-2010
REPORT DATE 07/31/10

CAPITAL PROJECTS FUND BUDGET STATUS

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCE	BALANCE	PERCENT TO DATE
REVENUES/OTHER FINANCING SOURCES						
1000 LOCAL TAXES	\$0	\$0	\$0		\$0	0.00%
2000 LOCAL NONTAX	1,000,527	37,103	693,286		307,241	69.29%
4000 STATE, SPECIAL PURPOSE	1,457,277	415,511	1,989,467		(532,190)	136.52%
8000 REVENUES FROM OTHER AGENCIES	0	0	0		0	0.00%
9000 OTHER FINANCING SOURCES	13,160,000	0	49,305,165		(36,145,165)	374.66%
A. TOTAL REVENUES/OTHER SOURCES	\$15,617,804	\$452,614	\$51,987,918		(\$36,370,114)	332.88%
EXPENDITURES						
00 TO BE DISTRIBUTED	\$0	\$103,751	\$1,216,612	\$15,201	(\$1,231,813)	0.00%
10 SITES	88,439	9,173	270,909	163,557	(346,026)	491.26%
20 BUILDINGS	43,745,448	1,563,020	14,628,399	16,674,107	12,442,942	71.56%
30 EQUIPMENT	4,686,628	224,150	1,195,522	758,969	2,732,137	41.70%
50 SALES & LEASE EXPENDITURE	23,000	595	29,444	21,433	(27,876)	221.20%
60 BOND ISSUANCE EXPENDITURE	0	0	97,100	0	(97,100)	0.00%
90 DEBT	175,000	0	0	0	175,000	0.00%
B. TOTAL EXPENDITURES	\$48,718,515	\$1,900,689	\$17,437,985	\$17,633,266	\$13,647,263	71.99%
C. OTHER FINANCING USES	698,125	0	0			
D. EXCESS REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP & OTH FIN USES	(33,798,836)	(1,448,075)	34,549,932			
E. TOTAL BEGINNING FUND BALANCE	65,108,291		73,711,093			
H. TOTAL ENDING FUND BALANCE	31,309,455		\$108,261,026			
I. ENDING FUND BALANCE ACCOUNTS						
GL810 RESERVED FOR OTHER ITEMS	0		0			
GL835 RESERVED FOR ARBITRAGE REBATE	0		207,346			
GL861 RESERVED FOR BOND PROCEEDS	7,420,489		45,947,394			
GL863 RESERVE FOR STATE PROCEEDS	7,456,648		14,857,799			
GL865 RESERVE OF OTHER PROCEEDS	126,884		218,911			
GL870 UNRESERVED DESIGNATED FOR OTHER ITEMS	257,021		251,551			
GL890 UNRESERVED UNDESIGNATED	16,048,413		46,778,025			
TOTAL	31,309,455		108,261,026			



Everett Public Schools

FY 2009-2010
REPORT DATE 07/31/10

DEBT SERVICE FUND BUDGET STATUS

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	BALANCE	PERCENT TO DATE
REVENUES					
1000 LOCAL TAXES	\$36,212,600	\$95,064	\$35,530,974	\$681,626	98.12%
2000 LOCAL NONTAX	500,000	2,076	30,506	469,494	6.10%
5000 FEDERAL, GENERAL PURPOSE	0	0	225,265	(225,265)	0.00%
9000 OTHER FINANCING SOURCES	0	0	156,785	(156,785)	0.00%
A. TOTAL REVENUES	\$36,712,600	\$97,140	\$35,943,530	\$769,070	97.91%
EXPENDITURES					
MATURED BOND EXPENDITURES	\$23,890,000	\$0	\$23,890,000	\$0	100.00%
INTEREST ON BONDS	13,633,798	0	12,329,954	1,303,844	90.44%
BOND TRANSFER FEES	100,000	0	4,523	95,477	4.52%
BOND ISSUANCE FEES	100,000	0	0	100,000	0.00%
B. TOTAL EXPENDITURES	\$37,723,798	\$0	\$36,224,477	\$1,499,321	96.03%
C. OPERATING TRANSFERS					
OTHER FINANCING USES	0	0	0		
TRANSFERS OUT TO TVF & GF & CPF	0	0	0		
D. EXCESS REVENUES/OTH FIN SOURCES OVER(UNDER) EXPENDITURES/OTH FIN USES	(1,011,198)	97,140	(280,947)		
E. TOTAL BEGINNING FUND BALANCE	11,717,198		11,710,893		
F. TOTAL ENDING FUND BALANCE	10,706,000		\$11,429,947		



Everett Public Schools

**FY 2009-2010
REPORT DATE 07/31/10**

ASB FUND BUDGET STATUS

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCE	BALANCE	PERCENT TO DATE
REVENUES						
100 GENERAL STUDENT BODY	\$1,244,835	\$2,446	\$970,297		\$274,538	77.95%
200 ATHLETICS	538,180	10,387	407,348		130,832	75.69%
300 CLASSES	154,450	120	85,812		68,638	55.56%
400 CLUBS	1,060,087	6,741	493,400		566,687	46.54%
600 PRIVATE MONEYS	97,200	1,624	88,524		8,676	91.07%
A. TOTAL REVENUES	\$3,094,752	\$21,318	\$2,045,381		\$1,049,371	66.09%
EXPENDITURES						
100 GENERAL STUDENT BODY	\$1,270,987	\$51,789	\$608,932	\$112,511	\$549,545	56.76%
200 ATHLETICS	713,845	22,637	521,405	49,246	143,194	79.94%
300 CLASSES	142,450	7,173	77,606	3,714	61,131	57.09%
400 CLUBS	1,134,001	28,345	551,892	38,932	543,177	52.10%
600 PRIVATE MONEYS	100,295	6,482	74,819	3,555	21,921	78.14%
B. TOTAL EXPENDITURES	\$3,361,578	\$116,426	\$1,834,653	\$207,957	\$1,318,967	60.76%
C. EXCESS REVENUES OVER(UNDER) EXPENDITURES	(266,826)	(95,108)	210,727			
D. TOTAL BEGINNING FUND BALANCE	1,234,907		1,739,159			
F. TOTAL ENDING FUND BALANCE	968,081		\$1,949,886			



Everett Public Schools

**TRANSPORTATION VEHICLE FUND
BUDGET STATUS**

**FY 2009-2010
REPORT DATE 07/31/10**

REVENUES/OTHER FINANCING SOURCES

2000 LOCAL NONTAX
4000 STATE, SPECIAL PURPOSE

A. TOTAL REV/OTHER FINANCING SOURCES

EXPENDITURES

PROGRAM 92 DEBT SERVICE
PROGRAM 99 PUPIL TRANSPORTATION
CONTRACT SERVICES
ACT 57 CASH PURCH/REBUILD BUSES

D. TOTAL EXPENDITURES

**F. EXCESS REVENUES/OTHER FINANCING SOURCES
OVER (UNDER) EXP & OTH FIN USES**

G. TOTAL BEGINNING FUND BALANCE

I. TOTAL ENDING FUND BALANCE

ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	BALANCE	PERCENT TO DATE
\$5,000	\$35	\$780	\$4,220	15.61%
101,337	0	74,759	26,578	73.77%
\$106,337	\$35	\$75,539	\$30,798	71.04%
\$400,000	\$0	\$224,356	\$175,644	56.09%
\$400,000	\$0	\$224,356	\$175,644	56.09%
(293,663)	35	(148,817)		
366,700		305,795		
73,037		\$156,977		



Everett Public Schools

**TRUST & AGENCY FUND
SUMMARY OF REVENUES
AND EXPENDITURES/EXPENSES**

**FY 2009-2010
REPORT DATE 07/31/10**

	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>
<u>REVENUES</u>		
DONATIONS	\$798	\$27,479
INTEREST EARNINGS	19	232
TOTAL REVENUES	\$817	\$27,711
<u>EXPENDITURES/EXPENSES</u>		
SCHOLARSHIPS	\$2,000	\$2,300
SERVICES/SUPPLIES	1,296	11,238
TOTAL EXPENDITURES/EXPENSES	\$3,296	\$13,538
REVENUES OVER (UNDER) EXPENDITURES/EXPENSES	(2,478)	14,173
TOTAL BEGINNING FUND BALANCE		73,117
TOTAL ENDING FUND BALANCE		\$87,290



GENERAL FUND PROJECTIONS AS OF JULY 31, 2010

BEGINNING FUND BALANCE

\$10,721,598

PROJECTED REVENUES

178,200,801

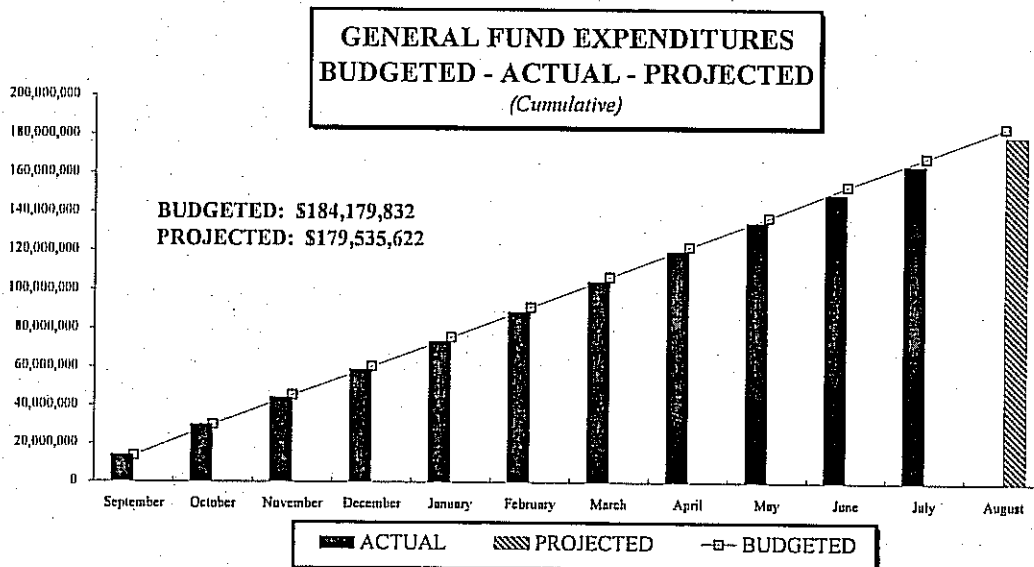
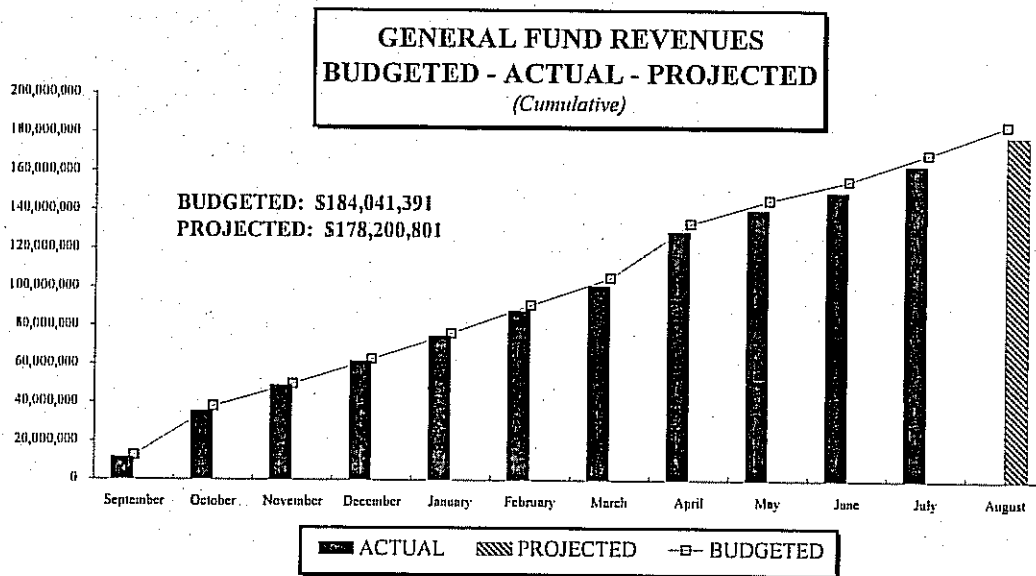
PROJECTED EXPENDITURES

(179,535,622)

PROJECTED ENDING FUND BALANCE

\$9,386,777 *

*INCLUDES ESTIMATED RESERVES OF \$2,467,000 AND
BUILDING AND CATEGORICAL CARRYOVERS OF \$827,674.



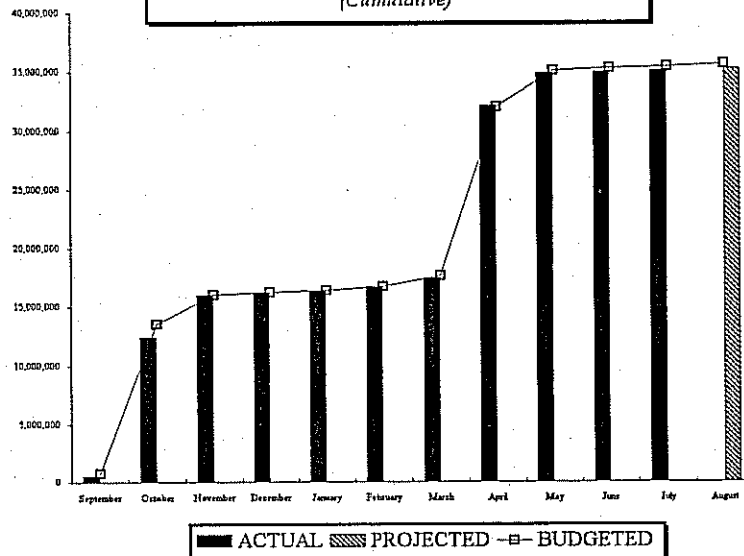


GENERAL FUND LOCAL TAX REVENUES

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	616,605	560,950	
October	11,921,246	11,866,316	
November	2,408,077	3,591,658	
December	184,817	183,342	
January	136,800	144,859	
February	309,639	353,737	
March	898,867	735,160	
April	13,620,775	14,669,626	
May	2,596,331	2,718,593	
June	128,117	126,746	
July	143,236	94,821	
August	262,602		209,919
Total	33,227,109	35,045,809	
*****	*****	*****	
Budget	33,640,245	35,610,000	
% Actual vs. Budget	98.8%	98.4%	
*****	*****	*****	
Rate @ \$1000 AV:	<u>2009</u>	<u>2010 Estimated</u>	
M&O Excess Levy	2.010	2.330	
Debt Service Levy	2.120	2.320	
Technology Levy			
Total Levy	4.130	4.650	

Projected for the Year 35,255,728
% Projected vs. Budget 99.0%

BUDGETED - ACTUAL - PROJECTED
FISCAL YEAR 2009-2010
(Cumulative)



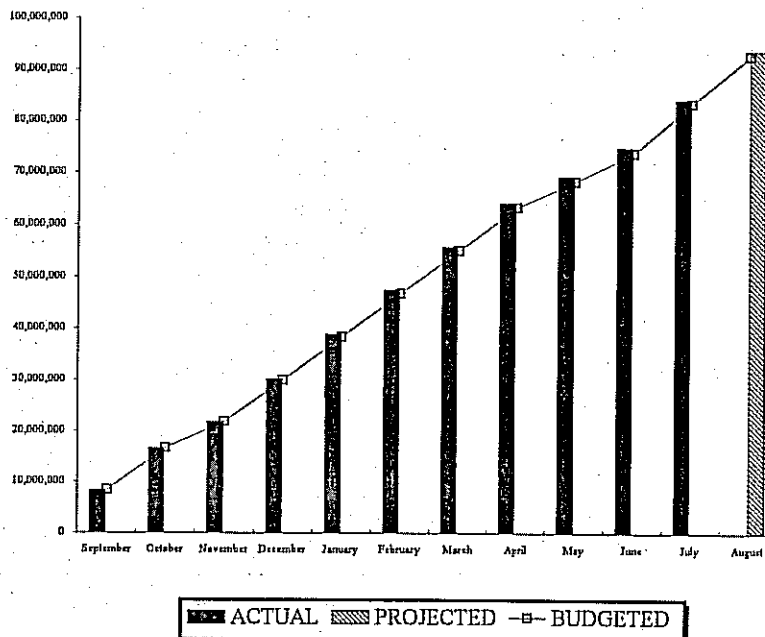


**GENERAL FUND
STATE GENERAL PURPOSE REVENUE
APPORTIONMENT AND
LOCAL EFFORT ASSISTANCE**

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	8,358,843	8,374,617	
October	8,368,618	8,374,617	
November	5,129,360	5,117,822	
December	8,361,029	8,374,617	
January	8,671,877	8,787,156	
February	8,448,390	8,466,230	
March	8,548,527	8,396,142	
April	8,480,998	8,360,547	
May	5,132,514	5,105,303	
June	5,624,485	5,624,854	
July	11,092,742	9,388,634	
August	9,434,117		9,428,852
Total	95,651,500	84,370,540	
*****	*****	*****	
Budget	92,761,137	92,899,302	
% Actual vs. Budget	103.1%	90.8%	

Projected for the Year 93,799,392
% Projected vs Budget 101.0%

**BUDGETED - ACTUAL - PROJECTED
FISCAL YEAR 2009-2010
(Cumulative)**

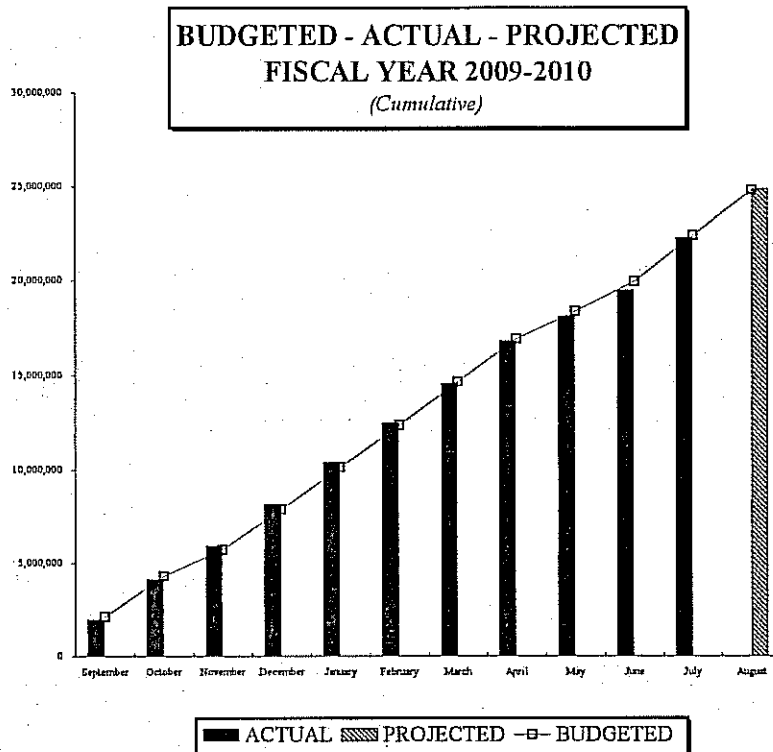




GENERAL FUND STATE SPECIAL PURPOSE REVENUE

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	2,761,095	1,995,974	
October	3,056,691	2,162,157	
November	1,761,337	1,771,775	
December	2,958,984	2,263,131	
January	2,931,167	2,219,340	
February	3,006,164	2,103,188	
March	3,191,485	2,089,845	
April	2,950,642	2,218,388	
May	1,846,217	1,291,414	
June	2,116,144	1,370,511	
July	2,506,313	2,762,894	
August	2,692,400		2,606,566
Total	31,778,638	22,248,618	
*****	*****	*****	
Budget	33,994,025	24,803,099	
% Actual vs. Budget	93.5%	89.7%	

Projected for the Year 24,855,184
% Projected vs Budget 100.2%



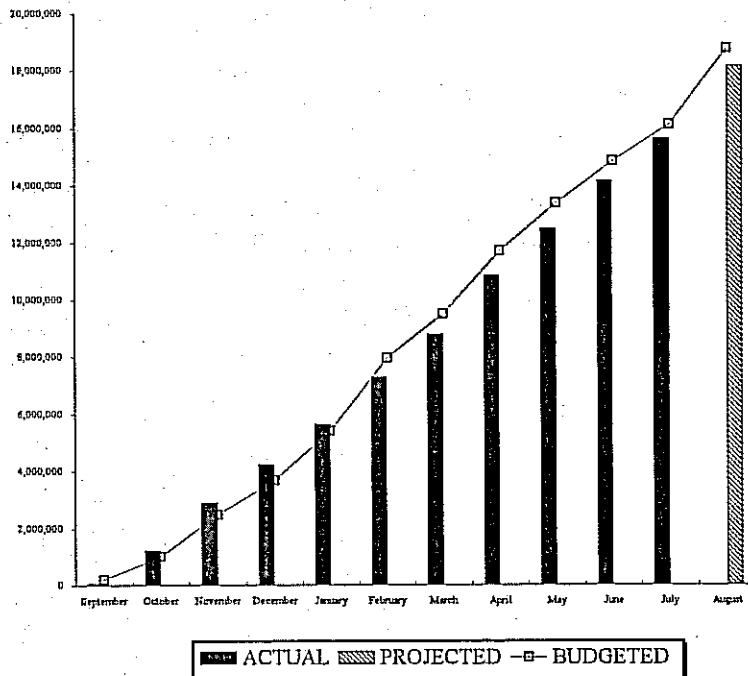
**GENERAL FUND
FEDERAL SPECIAL PURPOSE REVENUE**

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	0	61,396	
October	905,010	1,174,724	
November	1,312,366	1,674,223	
December	1,133,607	1,346,860	
January	1,127,684	1,397,151	
February	1,157,539	1,649,977	
March	1,184,960	1,501,566	
April	1,443,753	2,063,296	
May	1,484,369	1,621,550	
June	1,256,395	1,676,250	
July	1,093,693	1,477,448	
August	1,702,742		2,490,993
Total	13,802,118	15,644,442	

Budget	13,564,111	18,755,088	
% Actual vs. Budget	101.8%	83.4%	

Projected for the Year 18,135,435
% Projected vs Budget 96.7%

**BUDGETED - ACTUAL - PROJECTED
FISCAL YEAR 2009-2010
(Cumulative)**





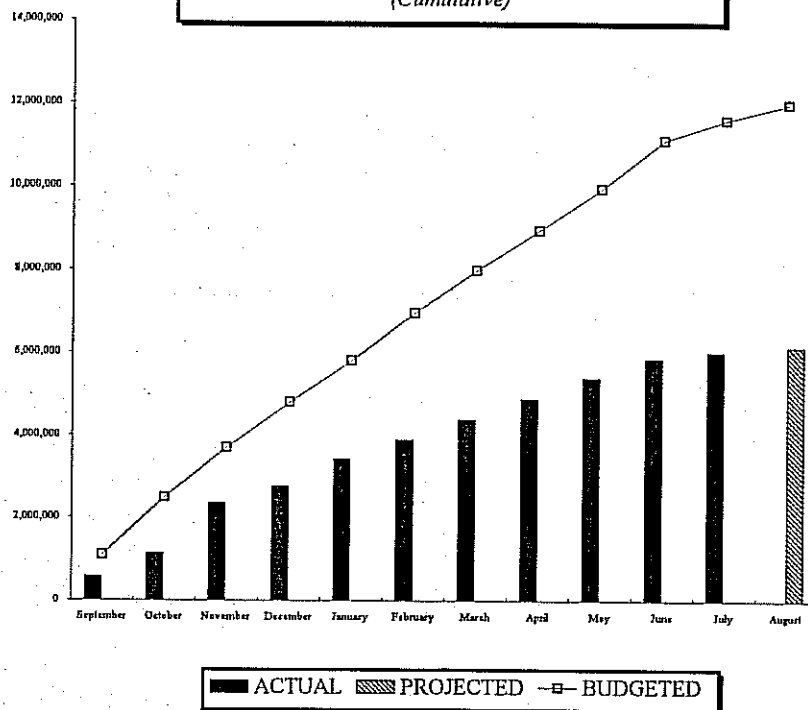
GENERAL FUND MISCELLANEOUS REVENUE

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	615,770	596,549	
October	1,373,947	554,314	
November	482,448	1,218,047	
December	539,344	390,329	
January	593,393	681,717	
February	480,886	466,686	
March	536,311	488,384	
April	461,920	492,675	
May	470,435	525,724	
June	469,552	454,783	
July	134,793	164,228	
August	118,825		121,624
Total	6,277,624	6,033,437	

Budget	12,853,929	11,973,902	
% Actual vs. Budget	48.8%	50.4%	

Projected for the Year **6,155,061**
% Projected vs Budget **51.4%**

**BUDGETED - ACTUAL - PROJECTED
FISCAL YEAR 2009-2010
(Cumulative)**



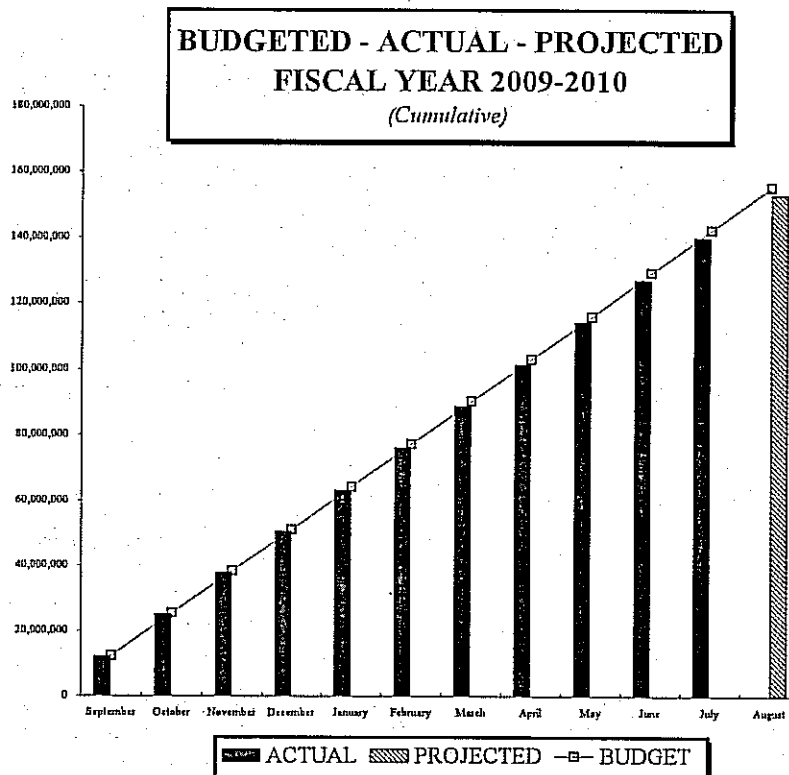


GENERAL FUND SALARY & BENEFIT EXPENDITURES

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	12,305,119	12,178,643	
October	13,241,221	13,020,995	
November	13,001,286	12,802,999	
December	12,960,258	12,629,603	
January	13,384,644	12,686,087	
February	13,011,223	12,940,212	
March	12,784,296	12,720,890	
April	12,708,478	12,650,111	
May	12,804,818	12,779,667	
June	13,136,779	12,749,845	
July	12,946,390	12,972,342	
August	12,642,292		12,979,833
Total	154,926,802	140,131,394	

Budget	160,613,821	155,547,705	
% Actual vs. Budget	96.5%	90.1%	

Projected for the Year 153,111,227
% Projected vs Budget 98.4%





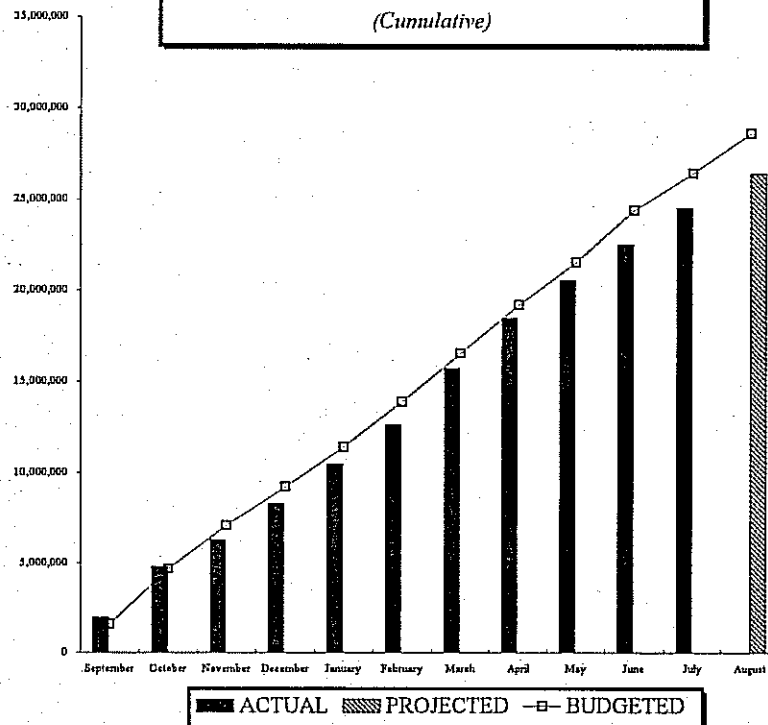
GENERAL FUND EXPENDITURES OTHER THAN COMPENSATION

Month	2008-2009	2009-2010 Actual	2009-2010 Projected
September	2,045,177	1,987,248	
October	3,033,918	2,830,047	
November	2,423,444	1,500,394	
December	1,941,183	2,023,336	
January	2,208,388	2,153,805	
February	2,111,475	2,148,249	
March	1,609,853	3,088,787	
April	3,072,850	2,746,837	
May	2,256,827	2,099,505	
June	2,166,633	1,963,449	
July	1,851,390	2,010,478	
August	1,276,387		1,872,262
Total	25,997,525	24,552,134	

Budget	27,847,395	28,632,127	
% Actual vs. Budget	93.4%	85.8%	

Projected for the Year 26,424,396
% Projected vs Budget 92.3%

BUDGETED - ACTUAL - PROJECTED FISCAL YEAR 2009-2010 (Cumulative)





CASH REPORT

(RECONCILED TO THE COUNTY TREASURER)

FOR THE MONTH OF
JULY 2010

GENERAL FUND

Beginning Balances:		
Imprest Accounts	\$88,405.00	
Cash on Deposit	2,612,703.18	
Warrants Outstanding	(2,581,647.94)	
Investments	<u>10,308,147.88</u>	
Net Cash Plus Investments		\$10,427,608.12
Revenues and Reimbursements Received		13,909,137.16
Disbursements		(15,323,280.26)
Ending Balances:		
Imprest Accounts	\$88,405.00	
Cash on Deposit	2,818,054.59	
Warrants Outstanding	(2,800,245.47)	
Investments	<u>8,907,250.90</u>	
Net Cash Plus Investments		\$9,013,465.02

CAPITAL PROJECTS FUND

Beginning Balances:		
Imprest Accounts	\$1,000.00	
Cash on Deposit	75,248.44	
Warrants Outstanding	(3,666.79)	
Investments	<u>108,636,185.77</u>	
Net Cash Plus Investments		\$108,708,767.42
Revenues and Reimbursements Received		454,549.72
Disbursements		(1,896,629.99)
Ending Balances:		
Imprest Accounts	\$1,000.00	
Cash on Deposit	584,404.94	
Warrants Outstanding	(581,309.47)	
Investments	<u>107,262,591.68</u>	
Net Cash Plus Investments		\$107,266,687.15

DEBT SERVICE FUND

Beginning Balances:		
Cash on Deposit	\$31,607.47	
Investments	<u>11,301,198.89</u>	
Net Cash Plus Investments		\$11,332,806.36
Revenues and Reimbursements Received		97,140.28
Disbursements		0.00
Ending Balances:		
Cash on Deposit	\$16,141.63	
Investments	<u>11,413,805.01</u>	
Net Cash Plus Investments		\$11,429,946.64



CASH REPORT

(RECONCILED TO THE COUNTY TREASURER)

FOR THE MONTH OF
JULY 2010

ASB FUND

Beginning Balances:		
Imprest Accounts	\$21,500.00	
Cash on Deposit	34,809.48	
Warrants Outstanding	(32,060.81)	
Investments	<u>2,009,831.80</u>	
Net Cash Plus Investments		\$2,034,080.47
Revenues and Reimbursements Received		23,589.77
Disbursements		(119,185.33)
Ending Balances:		
Imprest Accounts	\$21,500.00	
Cash on Deposit	13,692.31	
Warrants Outstanding	(13,221.43)	
Investments	<u>1,916,514.03</u>	
Net Cash Plus Investments		\$1,938,484.91

TRANSPORTATION VEHICLE FUND

Beginning Balances:		
Cash on Deposit	\$76.22	
Warrants Outstanding	0.00	
Investments	<u>156,866.08</u>	
Net Cash Plus Investments		\$156,942.30
Revenues and Reimbursements Received		34.93
Disbursements		0.00
Ending Balances:		
Cash on Deposit	\$76.22	
Warrants Outstanding	0.00	
Investments	<u>156,901.04</u>	
Net Cash Plus Investments		\$156,977.23

TRUST & AGENCY FUND

Beginning Balances:		
Imprest Accounts	\$800.00	
Cash on Deposit	889.43	
Warrants Outstanding	(802.91)	
Investments	<u>88,881.87</u>	
Net Cash Plus Investments		\$89,768.39
Revenues and Reimbursements Received		817.39
Disbursements		(3,282.70)
Ending Balances:		
Imprest Accounts	\$800.00	
Cash on Deposit	1,209.73	
Warrants Outstanding	(1,127.91)	
Investments	<u>86,421.26</u>	
Net Cash Plus Investments		\$87,303.08



Everett Public Schools

SUMMARY OF INVESTMENTS JULY 31, 2010

	State Treasurer's Pool	Other Securities	Total
General Fund	\$8,907,250.90		\$8,907,250.90
Capital Projects Fund	97,262,591.68	\$10,000,000.00	107,262,591.68
Debt Service Fund	11,413,805.01		11,413,805.01
ASB Fund	1,916,514.03		1,916,514.03
Transportation Vehicle Fund	156,901.04		156,901.04
Trust & Agency Fund	86,421.26		86,421.26
Totals	\$119,743,483.92 (1)	\$10,000,000.00 (2)	\$129,743,483.92

(1) State Pool Rate for the Month = 0.2720%

(2) Detail of Other Securities

Capital Projects Fund

05/26/11	5mm FHLB	0.6100%	\$5,000,000.00
07/13/11	5mm FHLB	0.5500%	5,000,000.00
Total			\$10,000,000.00

Average Yield on Other Securities = 0.5800%

Board Agenda Request Form

Date of Board Meeting:
September 7, 2010

2.i.

Subject

Title: Carl Perkins CTE Grant

Recommendation:

The Board approves the 2010-2011 Carl Perkins Grant

Background

Purpose/Summary:

The Carl Perkins Grant is used to enhance the academic and career & technical skills of secondary education students who elect to enroll in Career and Technical education programs.

Previous Related Action:

The District has received Perkins funding for several years. As in past years the funding will be used to provide professional development to our CTE staff, and to provide support for student CTE organizations.

Additional Information

Agenda Placement:

☐ Information

☒ Action

☐ Consent Agenda

☒ Attachment(s)

of pages _____

Submitted By: Terry Edwards, Chief Academic Officer

Contact Person(s): Terry Edwards, (425)385-4050

Signature: _____

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:

215 5 Year Perkins Application Plan (District Package)**Fiscal Year:** 10-11**Milestone:** Requested OSPI Approval (Printed 8/30/2010)**District:** Everett School District**Organization Code:** 31002**ESD:** Northwest Educational Service District 189

Title: Director: Career and Technical Education

.....

Last Name: Fender

.....

First Name: Carl

.....

Alternate Last Name:

.....

Alternate First Name:

.....

Address: 4730 Colby Ave

.....

.....

City: Everett

.....

State: WA

.....

Zip Code: 98203

.....

Phone: 425-385-4073

.....

Alternate Phone:

.....

Fax: 425-385-4022

.....

Email: cfender@everettsd.org

.....

Alternate Email: clfender@gmail.com

.....

District: Everett School District
 Organization Code: 31002
 ESD: Northwest Educational Service District 189

Page 1

Grant Administration Timeline for SAS	Link To Document
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SAS Tutorial	Substantially Approvable Status Tutorial (How the SAS page in iGrants functions.)
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OSPI Approval Status (For OSPI Use Only)	SAS Further Action Required	SAS Approval	REAP-Eligible SAS Approval
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Request Substantially Approvable Status (SAS) Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Districts **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

REAP-Eligible School District SAS Process	Select
---	--------

If requesting SAS approval, follow the steps below:

215 5 Year Perkins Application Plan (District Package)
Fiscal Year: 10-11
Milestone: Requested OSPI Approval (Printed 8/30/2010)

District: Everett School District
Organization Code: 31002
ESD: Northwest Educational Service District 189

Title:	Director: Career and Technical Education
Last Name:	Fender
First Name:	Carl
Alternate Last Name:	
Alternate First Name:	
Address:	4730 Colby Ave
City:	Everett
State:	WA
Zip Code:	98203
Phone:	425-385-4073
Alternate Phone:	
Fax:	425-385-4022
Email:	cfender@everettsd.org
Alternate Email:	clfender@gmail.com

Step 1:	Select "Yes" from the drop-down list.
Step 2:	Press the Mark Completed icon on this page.
Step 3:	Send email message (displayed after pressing the Mark Completed icon).
Step 4:	Select REAP Form Package 225 and complete as follows: <ul style="list-style-type: none"> • Describe how combined funds will be used. • Mark completed. • Request OSPI approval.
If not requesting SAS approval, follow the steps below:	
Step 1:	Make sure "No" is displayed in the drop-down list.
Step 2:	Follow steps 2, 3, and 4 above.

- IMPORTANT -
If you completed the REAP section above, **DO NOT** complete sections below.

School District SAS Process		Yes
If requesting SAS approval, follow the steps below:		
Step 1:	Complete the program application pages listed below FIRST , making sure to press the Mark Completed icon on each page. Application pages to complete: <ul style="list-style-type: none"> • Page 2 - Assurances • Page 3 - Request Waiver • Page 4 - Required Uses • Page 5 - Allowable Activities • Page 6 - State Levels of Performance • Page 7 - Teacher Data • Page 8 - Program of Study/Certification 	
Step 2:	Then RETURN to this page to: <ul style="list-style-type: none"> • Complete Budget Overview below. • Select "Yes" from drop-down list. • Press the Mark Completed icon on this page. • Send email message (displayed after pressing Mark Completed icon). 	
If not requesting SAS approval, follow the steps below:		
Step 1:	Make sure "No" is displayed in the drop-down list.	
Step 2:	Press the Mark Completed icon on this page.	

215 5 Year Perkins Application Plan (District Package)
 Fiscal Year: 10-11
 Milestone: Requested OSPI Approval (Printed 8/30/2010)

District: Everett School District
 Organization Code: 31002
 ESD: Northwest Educational Service District 189

Page 1

Grant Administration Timeline for SAS	Link To Document
---------------------------------------	----------------------------------

SAS Tutorial

Substantially Approvable Status Tutorial

(How the SAS page in iGrants functions.)

OSPI Approval Status (For OSPI Use Only)	SAS Further Action Required	SAS Approval	REAP-Eligible SAS Approval
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Request Substantially Approvable Status (SAS) Option

Purpose: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Important! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Districts **will not be able to Request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

REAP-Eligible School District SAS Process

Select

If requesting SAS approval, follow the steps below:

Step 3: WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.

Budget Overview

Note: The budget overview below does not replace the official budget matrix to be completed **at a later date when final allocations have been uploaded to iGrants and announced.** Both the budget overview based on preliminary allocation amounts, plus completed application pages, will be used to determine SAS approval.

Final Allocation: \$116,719	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	\$4,920
Object 2 (Salaries Cert.) CTSO Advisors, Conferences, Day Care Staff	\$38,665
Object 3 (Salaries Class.) Career Centers	\$11,950
Object 4 (Benefits)	\$13,267
Object 5 (Supplies Instr. Res.) Teacher and Career Center Instructional Materials	\$17,896
Object 7 (Purchased Services) Bridges or WOIS, NATEF annual renewal, Software renewal (SAM / TOM)	\$12,792
Object 8 (Travel) Conferences and Workshops	\$15,678
Object 9 (Capital Outlay) Laptop	\$1,410
Indirects	
Total	\$116,578

Perkins Assurances

ALERT! A copy of the printed, signed, and dated assurance pages must be in district files for monitoring/auditing purposes.

Instructions:

1. Review the following assurance statements.
2. Sign, date and print a copy of this assurance section.
3. Place the hard copy of the printed, signed, and dated assurance section in district files for monitoring/auditing purposes.
4. Please key in the requested names of school officials and the dates on which they have signed a printed copy of the assurance section.

Yes Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)]

NOTE: The office of the superintendent of public instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- a. Student participation in and completion of high-demand programs.
- b. Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements:

1. All Career and Technical Education classes/programs receiving state and/or federal Career and Technical Education funding are currently approved by the Office of the Superintendent of Public Instruction (OSPI) and are taught by an instructor who has a current Career and Technical Education certification and whose certification matches the instructional area.
2. The district must have program(s) of study documentation on file.
3. All Career and Technical Education instructors of approved applied academic courses have completed approved preparation and yearly in-service for the course(s) they teach.
4. All Career and Technical Education teachers in approved Career and Technical Education programs hold a current first aid and CPR certificate.
5. The local Career and Technical Education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements.
6. The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC).
7. The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies.
8. All Career and Technical Education programs and activities are conducted in compliance with Title I of the Perkins Act of 2006 and the provisions of the state plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of the federal or state programs.

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

instruction, equipment, and facilities designed to meet the needs of special populations.

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

Superintendent:

Dr. Gary Cohn

Section 504 Coordinator:

Becky Ballbach

Title IX Officer:

Randi Seaberg

General Advisory Chair:

Terri Drayer

Board Chair:

Ed Peterson

Career and Technical Education Director/Administrator:

Carl L. Fender

Date printed copy was signed:
(example 6/5/10)

7/6/2010

enrolled in high schools and skills centers in accordance with WAC 180-51-066 and RCW 28A.230.097. A career and technical course equivalency may be for whole or partial credit.

Superintendent: (Dr. Gary Cohn) _____

Section 504 Coordinator: (Becky Ballbach) _____

Title IX Officer: (Randi Seaberg) _____

General Advisory Chair: (Terri Drayer) _____

Board Chair: (Ed Peterson) _____

Career and Technical Education Director: (Carl L. Fender) _____

Date printed copy was signed: _____

Waiver Request

Carl D. Perkins Vocational and Technical Education Act of 2006

Alert! A local educational agency shall not receive an allocation of Perkins IV grant funds unless the amount of the allocation is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement.

No Does the total allocation amount meet the minimum \$15,000 allocation?

No The district is in a rural, sparsely populated area (335 or fewer students in grades 9-13)

No Will the district apply for a waiver? If districts wish to apply for a waiver, districts must provide services and activities that are of sufficient size, scope, and quality to be effective. (If yes, the following questions must be completed).
[131 (c) (3 a,b)]

3.1 Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective.

Career and Technical Education within Everett Public Schools will engage every student in high-quality, rigorous, and relevant educational pathways and programs, developed in partnership with business and industry, promoting creativity and innovation and allowing students to turn their passions and dreams into paychecks leading to sustainable livelihoods.

The guiding principles provide direction to turn plans to actions that are intended to result in outcomes aligned to the mission and vision for Everett Public Schools.

1. CTE is designed to increase education and career options for all students through career awareness, exploration, and occupational training programs.

2. CTE is deliberately intended to be available and accessible to all students; college-bound and career-bound students, students learning English, and students facing diverse challenges to economic success.

3. CTE is uniquely linked to the world of work, and requires the direct participation of, and partnership with, business, industry, and labor to maximize program quality and work-based learning along with job shadow opportunities for all students.

4. CTE programs are based on locally validated industry standards and curricular content, are responsive to labor market conditions, and provide all students with transferable skills necessary for success in future occupations.

5. CTE integrates academic and technical skills to maximize all students' educational and career outcomes.

6. CTE provides opportunities for applied, contextual learning that increases student engagement and supports improved achievement for all students.

7. CTE offers integrated curricula through sequenced courses, in multiple pathways, bridging educational segments, which prepare all students for higher education, technical training or career entry.

8. CTE programs develop student leadership, career management, and entrepreneurial skills.

9. CTE is dependent on comprehensive career guidance systems (K-16 and beyond) that inform and connect all students with the best possible college and career educational opportunities.

10. CTE provides students, including incumbent workers, with instructional programs for success in college, apprenticeship programs or employment, as well as lifelong learning opportunities to maintain or upgrade their technical knowledge and skills.

11. CTE requires highly prepared instructors, administrators, and staff who are supported by sustained, high-quality, and relevant professional learning, including preservice, inservice, and ongoing professional development.

12. CTE is sustained through ongoing state, federal, and local investments, based on student participation and proven labor market and local workforce needs, that provides funds and resources to ensure CTE programs have modern industry standard facilities, equipment, instructional materials, and competitively paid CTE instructors.

13. CTE is accountable through measuring and reporting student course participation, completion of CTE courses and pathways, student and program certification, transition to postsecondary education, completion of postsecondary certificates and degree programs, short term and long-term employment outcomes, and other measures necessary to ensure program quality.

3.2 What is your plan to provide preparatory programs?

CTE course sequences are available throughout both the K-12 and community college systems within Everett Public Schools. Pathways are increasing in number at the secondary level, with the growing acceptance that they offer powerful ways to engage students in learning and facilitate promotion to higher education, technical training and or careers. Within the community college system, career pathways are not simply viewed as another program, or "major", but rather as a framework for transforming educational institutions to meet the ongoing learning needs of students and industries. The ultimate goal is to provide a seamless system of career exploration, preparation, and skill upgrades linked to academic credits and credentials, available with multiple entry and exit points spanning from middle school through secondary and postsecondary education, to adult and workforce training.

Efforts are currently underway to organize pathways between the K-12, community college and university systems. At the secondary level the implementation of the CTE Model Curriculum Standards and Framework will help standardized and organize the pathways. Throughout the community college and university system, this effort focuses on "cross- walking" existing majors with the pathways.

Preliminary Allocation Amount: \$116,719

Required Uses of the Funds (Section 144 and Section 145)

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

Improve Academic and Technical Skills of Students Enrolled in Career and Technical Education Programs (Sec. 144(b)(4)(B))

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

The Everett school district has been working to increase academic rigor for all students. These efforts have included increased levels of college options in the high school and Tech Prep programs that are articulated with community colleges and provide college credit for students that successfully complete the class. Students are encouraged to take these more rigorous courses by teachers, counselors and success coordinators. Students receive additional motivation to take Tech Prep Classes through cross crediting of the college credit earned with required and elective programs at the high school.

The district is working to increase the connections between CTE and Basic education course. Everett Public Schools has increased the mathematics requirement for all students and have eliminated credit attached to low level mathematics course such as pre-algebra and general math. Students are encouraged to take a pre-set selection prerequisite courses before they have the option of taking non articulated course work. These basic required courses have the effect of increasing the basic skills of all students and allow them to better access the learning in both the CTE and general education courses

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

The district encourages all students to participate in the many challenging options the district provides. Students are required to take solid basic courses in core academic subjects and are then consoled to take advantage of A.P. College in the High School and Tech Prep options. The district has a well developed counseling and career guidance program led by school counselors and assisted by student Success coordinators and Career Center Specialist. Students develop their four year plans

and are highly encouraged to consider college and career preparation programs.

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

It begins with the hiring of staff. Everett Public Schools holds high expectations for staff to deliver efficient and effective instruction to all students in all content areas. The Office of Career and Technical Education also expects rigor and relevance to exceed many basic skill areas due to the application of content. In addition, assessment data on student learning can be aggregated by course offerings. This scoring data can then be reviewed for students both in and / or out of Career and Technical Education classes. Pathway advisory committees also may review the data.

Washington State has also implemented tough Essential Academic Learning Standards or Grade Level Expectations, with corresponding assessments, which apply to all students. Students enrolled in CTE programs must learn and demonstrate proficiency on the same skills as all other students. Much effort is being spent on helping CTE teachers develop the professional strategies necessary to identify, teach and assess those academic skills within the context of their career and technical education subject matter.

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

As programs continue to develop and/or modify their standards they will use "All Aspects of Industry", as a guide for developing industry standards, certification and career planning.

"All aspects" encompasses a broad "industry" or field within the workplace. Curriculum content and focus includes instruction in a wide range of industry or field-wide functions, concerns, issues, and technological knowledge and skills. Illustrative of the areas are community issues, environment issues, economic issues, finance, health, labor issues, leadership, management, planning, safety, technological knowledge and skills, and underlying principles of technology.

Instruction includes strong emphasis on developing problem solving skills and basic and applied academic skills in technological settings. Academic studies focus on mathematics, oral communication, reading, writing, science, and social and behavioral sciences instruction.

Students are provided with extensive experience in and an understanding of those aspects of the broad industry or field they are exploring and/or preparing to enter.

Students completing the instruction are able to link their school studies and related experiences directly to a broad industry or field including the functions, concerns, issues, and technological knowledge and skills associated with that industry or field.

By program design, students will develop a deeper breadth of knowledge within their chosen career and technical education arena. They will be given the opportunity to explore feeder and auxiliary systems and a comprehensive

examination of a particular career pathway including industry skill standards, certifications, career progression and management.

Community and Educational Partnerships (Sec. 144(b)(5))

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

Developing relationships with community and regional employers is one of our top priorities. Their input is critical as we develop conferences, competitions, professional development, college and high school courses, and other events. We want to make sure the information and experiences we are providing to students is tied directly to industry expectations and standards. By bringing instructors, students, community and employers together we increase student and teacher awareness of our local industries and increase the likelihood that students will remain in (or one day return to) the region to live and raise their families.

Currently, the primary interface between business and industry and CTE programs is through various advisory committee structures. Through advisory committees, forums, and relationships with business and industry, including labor and trade organizations and apprenticeship programs, educational and training partnerships inform CTE program design, instruction, and assessment to ensure relevance to the workplace. These partnerships also facilitate the placement of students and teachers in work experience, work-based learning, job shadowing and internships; skills identification and certification; consultation on career pathways and program design; career exploration in all grades and levels; information sharing on labor market demands and economic trends; and teacher recruitment and professional development.

Within the 16 identified career clusters there are advisory committee meetings that meet a minimum of four times per year from each of our program areas in CTE. We have business and industry involved in speaking in many of our classes during the year. Having Work Based Learning at each of our schools has an additional tie to the community and workforce. With the involvement of the local Chamber of Commerce, Snohomish County Workforce Development Council along with our College and Career Fairs, High School and Beyond Nights; this provides forums for teachers, students, parents and community members to work together in helping students find a career interest and how to work towards that interest.

Special Populations (Sec. 144(b)(8 & 9)(A-B))

NOTE: Special populations means individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers, and individuals who are limited English proficient.

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

Everett Public Schools is committed to serving ALL students. Therefore, all Career and Technical Education programs are open to students with diverse needs, facing multiple challenges. CTE takes its responsibility to serve these populations very seriously, not only to comply with federal regulations, but because of its commitment to ensure that each student learns to high standards and graduates on time. Further, this responsibility extends beyond service to these students, to the businesses and organizations that rely on the human resources that all future employees have to offer. Finally, CTE is responsible to the communities in which these students reside, ensuring that students complete programs with the education and skills necessary to contribute positively to their communities' economic and social well-being

In addition to Special Education, each building has an IEP team designated for Section 504. These "teams" are responsible for ensuring that proper programming and scheduling occurs for these students. Identified instructional and program barriers are addressed and removed to help ensure student successes. During regularly scheduled meeting times, instructional strategies are adopted to meet individual student needs.

Preparation for Nontraditional Training and Employment (Sec. 144(b)(10))

4.7 Describe how funds will be used to promote preparation for nontraditional fields. Include recruitment methods and strategies.

Everett Public Schools meets this need by working with the local Chamber of Commerce along with the Snohomish County Workforce Development Council and the Economic Development Council to:

- Provide classroom instruction to eliminate bias, stereotyping, and sexual harassment.
- Include nontraditional career exploration and apprenticeship awareness in student career path development activities.
- Include classroom guest speakers and job shadow opportunities that increase nontraditional career awareness.
- Provide career awareness to students in non traditional areas by means of career / job fair opportunities.
- Provide in-service to district staff regarding preparation for nontraditional employment training, including elimination of sexual harassment and sex bias.

The other aspect is that we help with the Career Centers at each of our high schools and middle schools to address non traditional field and fields of interest.

Lastly, we work with our Community Youth Services to help kids in danger of dropping out of high school, and to help kids that can't afford going on and getting additional training after graduation because of being displaced (homeless, living

with a brother or sister etc..

Professional Development/CTE Personnel

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

Everett Public Schools has an Office of Professional Development. It is the responsibility of this office to organize and conduct various staff training activities in conjunction with departmental staffs. There are on-going professional development opportunities in curriculum development, evaluation and assessment techniques, instructional strategies, technology and other related areas to increase student learning. Career Technical Education teachers are encouraged to access these offerings.

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

Career exploration and guidance are central to CTE. They help ensure that students have access to information and experiences that allow them to envision a wide range of possibilities for their lives and to make informed decisions, both while in their educational programs and throughout their careers — decisions based both on their own interests, needs, and goals, and on a thoughtful assessment of opportunities.

In the 21st century economy, it is expected that workers will likely change jobs, and possibly careers, multiple times during their lifetimes, sometimes voluntarily and sometimes due to economic pressures. In addition, new healthcare and employment policies and tax laws add complexity to employment transitions. In order to make these transitions successfully, individuals must be able to set goals, navigate the possibilities, identify appropriate opportunities, evaluate options, and make wise decisions. Above all, they must understand their own interests, skills, talents, and areas needing development, and know how to research their areas of interest and manage their own careers, accessing opportunities and support as needed, in order to continuously learn and upgrade their skills.

The process of career development is, in other words, the process of discovering one's passion — the source of one's energy and creativity — and then generating and seizing opportunities to bring that passion to life. This process evolves throughout childhood, youth, and adulthood in distinct ways and stages, beginning with open-ended exploration in the earliest years and progressing with time to goal-setting and reevaluation in adulthood.

Career development and guidance within CTE encompasses both the services offered by counselors and career guidance staff and the career exploration that may occur through classroom-based, center-based, or work-based activities. Career exploration activities may range from simple reflection exercises, career-related research, assessments, informational interviewing and speakers to workplace tours, job shadowing, mentoring, and work-based learning, where students have the opportunity to explore "all aspects of an industry."

In 2006-07 Everett Public Schools officially adopted the ASCA National Model and Standards for school counseling programs. These standards align with those developed by the state and by national professional organizations in the area of

personal, social, academic, and career development. A key component of the implementation plan is on-going professional development for counselors to develop necessary skills to facilitate students reaching standards. Counselors will continue to participate in curriculum development and community collaboration activities. Everett recognizes that the accountability and evaluation of the school counseling program are absolute necessities. School counselors and school counseling program must answer the question, "How are students different as a result of the school counseling program?" School counselors are being challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to students' academic success.

This past year, the high school counselors and career specialists, in partnership with Snohomish County Workforce Development Council, and five neighboring districts (Mukilteo, Edmonds, Arlington, Lakewood and Everett) hosted the third annual Everett Public Schools Career and College Fair. Over 130 exhibitors from the top 10 employment sectors, along with many trade schools, career programs, community colleges and universities were represented. Over 2600 students attended the event as part of a field trip during the day, and over 730 students and families from the entire region attended that evening. The career and college fair was designed to help students connect with their potential career goals. This event was an integral component of their overall high school educational planning. Our aim is to help students understand the relationship of their current classes and their future plans. Those who attended this fair were able to talk to people from colleges and universities, trade and apprenticeship programs, career training programs and local employers.

The integration of Career Development at the middle school level will begin its eighth year of implementation. The focus will continue to address the career development standards by integrating career development throughout the content areas. The middle school counselors are implementing a district career development and educational planning curriculum in grades 6, 7, and 8. Interest/Exploration Fairs are scheduled for all district middle schools. High School Career Development will begin their seventh year of implementation. Our community based learning model is being developed to provide the support for students and teachers in extending their learning and integrating the career development standards. Student career portfolios will be designed and implemented to assist students in capturing their experiences, skills and certifications.

The 2009-2010 school year, Everett High School will be in its second year of a FACSE program entitled "Careers in Education", that provides high school students with the opportunity to explore careers in education. It contains instructional components of internships, mentorship's and involvement in student leadership organizations

Perkins funds will be used to provide every high school and middle school student, including all CTE students, with access to Bridges to take a career interest survey, explore careers of interest and build a plan for their high school career and the years graduation which will prepare them to pursue higher education or technical training.

Everett Public Schools will support career development activities for students enrolled in both the alternative education high school and other sites including the homeless and adjudicated youth programs. Students will explore careers, learn planning strategies, enhance decision-making skills and participate in work based learning activities. An emphasis will be placed on providing additional resources to

the District Teen Family program to enhance successful transitions of teen parents between the demands of parenting and being a student. Thus, teen parents will have the opportunity to participate in approved vocational programs that upon acquiring training and adequate skill development will result in employment at a livable wage

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

Everett is undertaking or exploring a variety of activities to facilitate recruitment of skilled CTE teachers to strengthen CTE programs.

- Expand and promote effective and innovative models of CTE teacher preparation to meet the CTE teacher shortage, including the expansion of teacher preparation programs in the community colleges, articulated with the Washington state university system.

- Identify and encourage students in Career and Technical Student Organizations (CTSOs) who may be interested in teaching CTE within their area of career interest.

- Provide mentoring and support programs for all new CTE instructors, ensuring that instructors have both the content and the pedagogical skills required.

- Expand professional development to incorporate high priority topics and strategies, including curricular integration, collaborative strategies, career development, work-based learning, and specialized strategies to effectively serve "special populations", diverse learners, and adult students.

- Promote job shadowing and internships for both CTE and non-CTE faculty, counselors, and administrators, to provide direct exposure to the needs of the workplace and the skills required for student success.

- Promote and support for CTE and non-CTE faculty to learn from one another and to collaborate in the development of curricula, in team teaching, and in forming and strengthening learning communities.

- Promote and support for CTE faculty to collaborate with industry representative in development and delivery of curriculum.

- Promote the sharing of model integrated curricula and strategies and ongoing learning among educators through conferences and electronic tools.

CTE faculty are required to be experts in many areas: the technical skills required in their fields, transferable essential workplace skills, and academic skills required of practitioners in their career areas. In addition, they must be exceptional teachers — able to use a multiplicity of strategies, ranging from didactic instruction to projects, simulations, hands-on applied performance, and supervision in the workplace — to facilitate learning rather than simply convey information. Further, they must know how to assess student performance in correspondingly varied ways. They must also be career guides, mentors, business liaisons, advisory committee chairs, coordinators of field placements, and employment coaches, as well champions for both students and their own programs. Finally, they are held accountable for meeting the needs of students, schools and industry.

CTE instructors in Everett have proven that they are up to the task. Many also need additional support as they juggle the multiple new priorities required of them. In addition, new instructors are needed to address the growing needs of industries and occupations that only recently came into existence, as well as to respond to the

needs of a new generation of CTE students —learners who are more comfortable with the Internet than they are with pens and paper. Finally, instructors are needed who can take on the new challenges of working with an increasing population of diverse lifelong adult learners.

Teacher recruitment in CTE is particularly challenging because teachers need both industry knowledge and pedagogical skills. They must possess integrated technical, workplace, and academic knowledge and skills, and know how to convey this knowledge and facilitate skill development using multiple instructional strategies and assessments.

Challenges to recruiting and retaining staff include: an inadequate supply of individuals who have the breadth of skills required; inadequate supply of credentialing programs, exacerbated by the currently cumbersome and extensive credentialing process that deters otherwise skilled professionals from becoming teachers; difficulties in retaining faculty for part-time positions; and pressures on staff due to a continual need to re-train to keep pace with trends in industry

Page 5

Allowable Activities

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

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

If no Perkins Funds will be used in this activity, please note in the description.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Preparing students for postsecondary education and careers through strong high school programs, career, and technical education. | Perkins
Funds
Utilized
\$10,500 |
|--|---|

The goal of Everett Public Schools is to have our students graduate with skills they can use to obtain employment, enter military service or enroll in a college or university. Cross crediting exists between career technical classes and academic basic skill attainment classes. Students can earn industry-validated skills certificates through completion of a pathway sequence of classes and demonstration of proficiency. Additionally the district has a variety of accepted Tech Prep articulation agreements with our local community colleges.

Everett Public Schools has recently completed a study of the new Washington State High School Graduation Requirements, and each high school is developing a system of support to help every student graduate on time. CTE educators are active on the study teams in each of our four high schools.

Students in Everett Public Schools completing high school will be prepared for success in postsecondary education — including community colleges, four-year colleges, apprenticeships, Adult Education, trade schools, military, or other education and training programs — and for

employment and long-term careers.

Adults in Everett will be prepared with the skills and knowledge necessary to reach their career goals and maintain economic self-sufficiency through access to information, guidance, support services, and educational opportunities offered in Adult Education, and community college programs.

Every student will complete a rigorous CTE course or pathway prior to graduating high school. Age appropriate career guidance information and experiences will engage all students throughout their K-12 educational experience in exploring, planning, managing, and reaching their education and career goals. All CTE courses and programs will be based on industry-endorsed standards, and designed to assist students in acquiring employment readiness and career success skills. These programs will meet documented labor demands, including new and emerging occupations. Programs of study, dual enrollment, articulation of coursework, and related processes will be established to facilitate smooth student transitions from middle school to high school, and beyond, to postsecondary education and training.

Business, industry, and labor participation will be incorporated into all components of the CTE system at the local, regional, and state levels.

CTE teacher preparation programs and sustained professional development will be substantially expanded to ensure an adequate supply of highly prepared instructors necessary to meet student needs. All teachers will have the skills necessary to provide rigorous and relevant instruction among all industry sectors and educational levels to meet diverse student needs.

Comprehensive data collection systems will be developed and coordinated to ensure ongoing program improvement, program accountability, system outcomes, and research.

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

**Perkins
Funds
Utilized**

Evaluation and accountability are key to any system or program improvement process. Multiple accountability systems already exist in Everett to provide data that both meet specific requirements at the federal and state level and support program improvement efforts. These include systems mandated by the federal "No Child Left Behind" act, the Carl D. Perkins Act and the Workforce Investment Act, as well as state systems designed to provide an "Academic Performance Index" for schools, ensure continued funding for high-quality, high-demand community college programs, and assess compliance with the requirements of many different individual programs in both segments. Given the multiplicity of existing accountability systems and, on the other hand, the intended integration of CTE into the very fabric of educational policy as a strategy to serve all students, any discussion of accountability must focus on utilizing, aligning, and expanding upon existing systems, and must emphasize program improvement along with reporting of compliance-driven data. Similarly, to the extent that such a system (or collection of systems) is intended to drive improvement in CTE for the benefit of all its customers — students, businesses, communities, and taxpayers statewide — it must report progress on measures that are meaningful to each of these groups.

Everett Public Schools implements a variety of accountability, data collection, and assessment systems. For the most part, data are currently collected and analyzed primarily for compliance with the requirements of specific, discrete funding streams. Analysis of student outcomes in CTE has been driven in part by the requirements of the Carl D. Perkins Act. However progress is being made in expanding the collection and use of data in more integrated ways — across time, across programs, and across educational segments — in order to produce a clearer picture of how well Everett Public Schools is serving all students. Such an integrated view is particularly important if CTE is to be seen as part of the very fabric of education in Everett.

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

**Perkins
Funds
Utilized**

The district has a partnership coordination office that focuses on creating partnerships that clearly support student learning and is mutually beneficial to the business or agency involved and schools. The majority of CTE related activities are directed towards strengthening program

pathway advisory communities and the district General Advisory Counsel.

Within Everett Public Schools, our Work Base Learning, Culminating Project, Careers in Education, Student Store, Automotive Technology and Sports Medicine classes all provide students with partnerships in work-related experiences. College and Career fairs for middle and high school students will focus on what students can do in high school to prepare for success in the workplace, as high school workers and after graduation. The funds will also be used to assist with the Career Choices / Work Based Learning program. A classroom Para-educator (Career Center Specialist) will assist students with class and work related assignments and help the instructor with preparation of learning materials and recordkeeping services.

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

**Perkins
Funds
Utilized**

Everett Public Schools is committed to serving ALL students. Therefore, all Career and Technical Education programs are open to students with diverse needs, facing multiple challenges, women and minorities. CTE takes its responsibility to serve these populations very seriously, not only to comply with federal regulations, but because of its commitment to ensure that each student learns to high standards and graduates on time. Further, this responsibility extends beyond service to these students, to the businesses and organizations that rely on the human resources that all future employees have to offer. Finally, CTE is responsible to the communities in which these students reside, ensuring that students complete programs with the education and skills necessary to contribute positively to their communities' economic and social well-being

In addition to Special Education, each building has an IEP team designated for Section 504. These "teams" are responsible for ensuring proper programming and scheduling occurs for these students. Identified instructional and program barriers are addressed and removed to help ensure student successes. During regularly scheduled meeting times, instructional strategies are adopted to meet individual student needs.

Everett Public Schools will support career development activities for students enrolled in both the alternative education high school and other sites including the homeless and adjudicated youth programs. Students will explore careers, learn planning strategies, enhance decision-making skills and participate in work based learning activities. An emphasis will be placed on providing additional resources to the District Teen Family program to enhance successful transitions of teen parents between the demands of parenting and being a student. Thus, teen parents will have the opportunity to participate in approved vocational programs that upon acquiring training and adequate skill development will result in employment at a livable wage.

- Providing a unified Federal approach to high school, career and technical and adult education as well as community colleges with a focus in particular on low achieving areas.

**Perkins
Funds
Utilized**

CTE programs within Everett Public Schools continue to offer open-entry/open-exit and career ladder formats give students a chance to tailor their school schedules around their personal lives, creating flexibility to stay enrolled to complete their programs without penalties or being forced to terminate.

The effective use of distance learning and other technologies also facilitates flexibility in course delivery in response to student needs.

Regardless of whether programs are structured in an open-entry/open-exit format or sequentially, or offered in person or online, flexibility for students requires a shift from the conventional "seat time" paradigm to one based on skill mastery and the use of performance-based instructional design approaches.

- Promoting the implementation of education technology, as it applies to access and service delivery, as well as instructional methodology.

**Perkins
Funds
Utilized**

CTE is a unique curricular area in education. It offers rigorous integrated technical and academic content, focused on careers that are intrinsically interesting to students, and delivered through applied, performance- and project-based teaching strategies that facilitate understanding and mastery. It also instills essential transferable workplace and career management skills that students can draw upon over a lifetime of learning and career development. In addition, CTE is,

by necessity, often taught in personalized learning environments — small classes, learning communities, student organizations, and worksites — which further augments the benefits of these programs. Finally, CTE programs are dynamic; curricula need to stay current with rapid changes in the workplace, requiring on-going updates and learning on the part of faculty.

High-quality curriculum and instruction in CTE includes the intentional reinforcement of the academic and technical rigor inherent in CTE and the alignment of CTE with academic and industry standards. It also includes the integration of CTE and academic content through a variety of strategies that foster complementary approaches to teaching and learning — strategies that draw on the best of what both CTE and non-CTE disciplines have to offer.

The importance of explicitly linking academic and CTE teaching and learning in ways that “increase student academic and career and technical achievement” is indisputable. Explicit reinforcement of the academics embedded in CTE, and alignment of CTE with standards, can occur within a single CTE course. Integration of content across disciplines, by contrast, can take many forms and occurs most effectively through cross-disciplinary collaboration. It includes both the infusion of academic content and standards-based instruction into CTE courses and the incorporation of career themes, essential workplace skills, or work-based learning into academic courses. Given the complexity of the task, integration is facilitated by collaboration between CTE and non-CTE faculty, and among faculty and practitioners in the K-12, postsecondary, and business and industry sectors.

Integrated curriculum organizes the content of education in ways that cut across subject-matter boundaries and standards. The integration of CTE and non-CTE content is a strategy for increasing the rigor of CTE coursework and the rigor and relevance of non-CTE coursework. In other words, integrated curriculum is both academically and technically rigorous, providing students with opportunities to apply academic competencies in occupational tasks or career-related projects, and vice versa, leading to higher levels of both cognitive and technical skill. At the same time, it fosters student engagement and learning by helping students make the link between abstract theory and career-related interests.

The instructional strategies that support integrated curriculum differ from conventional subject-matter instruction or the traditional CTE focus on technical skill development. They draw more broadly upon other essential transferable skills and attitudes that lead to success in the workplace — problem identification, problem solving, self-regulation, teamwork, effective communication, follow-through, creativity, and confidence to make decisions, among others.

Funds made available to an eligible recipient under this title may be used:

NOTE: for each **allowable activity box checked**, a description of use of funds is required.

- | | |
|--|---|
| <input checked="" type="checkbox"/> To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that – | Perkins
Funds
Utilized
\$10,000 |
| <ul style="list-style-type: none"> • Improve graduation rates and provides information and postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans | |

Career exploration and guidance are central to CTE. They help ensure that students have access to information and experiences that allow them to envision a wide range of possibilities for their lives and to make informed decisions, both while in their educational programs and throughout their careers — decisions based both on their own interests, needs, and goals, and on a thoughtful assessment of opportunities.

In the 21st century economy, it is expected that workers will likely change jobs, and possibly careers, multiple times during their lifetimes, sometimes voluntarily and sometimes due to economic pressures. In order to make these transitions successfully, individuals must be able to set goals, navigate the possibilities, identify appropriate opportunities, evaluate options, and

make wise decisions. Above all, they must understand their own interests, skills, talents, and areas needing development, and know how to research their areas of interest and manage their own careers, accessing opportunities and support as needed, in order to continuously learn and upgrade their skills.

The process of career development is, in other words, the process of discovering one's passion — the source of one's energy and creativity — and then generating and seizing opportunities to bring that passion to life. This process evolves throughout childhood, youth, and adulthood in distinct ways and stages, beginning with open-ended exploration in the earliest years and progressing with time to goal-setting and reevaluation in adulthood.

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This past year, the high school career specialists and counselors, in partnership with Snohomish County Workforce Development Council, and five neighboring districts (Mukilteo, Edmonds, Arlington, Lakewood and Everett) hosted the fourth annual Everett Public Schools Career and College Fair. Over 130 exhibitors from the top 10 employment sectors, along with many trade schools, career programs, community colleges and universities were represented. Over 2600 students attended the event as part of a field trip during the day, and over 730 students and families from the entire region attended that evening. The career and college fair was designed to help students connect with their potential career goals. This event was an integral component of their overall high school educational planning. Our aim is to help students understand the relationship of their current classes and their future plans. Those who attended this fair were able to talk to people from colleges and universities, trade and apprenticeship programs, career training programs and local employers.

The integration of Career Development at the middle school level will begin its eighth year of implementation. The focus will continue to address the career development standards by integrating career development through out the content areas. The middle school counselors are implementing a district career development and educational planning curriculum in grades 6, 7, and 8. Interest/Exploration Fairs are scheduled for all district middle schools. Community Resource Assistants are working together to develop resources and support for the classroom teacher to integrate the standards in careers.

High School Career Development will begin their seventh year of implementation. Our community based learning model is being developed to provide the support for students and teachers in extending their learning and integrating the career development standards. Student career portfolios will be designed and implemented to assist students in capturing their experiences, skills and certifications.

The 2009-2010 school year, Everett High School will be in it's second year implementing a FACSE program entitled "Careers in Education", that provides high school students with the opportunity to explore careers and obtain entry level skills in the Health and Human Services Pathway. It contains instructional components of internships, mentorship's and involvement in student leadership organizations

Perkins funds will be used to provide every high school and middle school student, including all CTE students, with access to the Bridges information to take career interest survey, explore careers of interest and build a plan for the high school career and the year after graduation which will prepare them to pursue the career(s) of their choice.

Everett Public Schools will support career development activities for students enrolled in both the alternative education high school and other sites including the homeless and adjudicated youth programs. Students will explore careers, learn planning strategies, enhance decision-making skills and participate in work based learning activities. An emphasis will be placed on providing additional resources to the District Teen Family program to enhance successful transitions of teen parents between the demands of parenting and being a student. Thus, teen parents will have the opportunity to participate in approved vocational programs that upon acquiring training and adequate skill development will result in employment at a livable wage.

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

**Perkins
Funds
Utilized**

Developing relationships with regional employers is one of our top priorities. Their input is critical as we develop conferences, competitions, professional development, college and high school courses, and other events. We want to make sure the information and experiences we are providing to students is tied directly to industry expectations and standards. By bringing instructors, students and employers together we increase student and teacher awareness of our local industries and increase the likelihood that students will remain in (or one day return to) the region to live and raise their families.

- ☒ For work-based learning opportunity development for students.

**Perkins
Funds
Utilized
\$1,000**

Each High School has a Work based Learning Coordinator and Career Specialist that work closely with the Career and Technical Education teachers to extend student learning. This is done in part through the students culminating project during their senior year. Additionally, guidance counselors through individual planning provide support in developing a 13th year and beyond plan for all students.

Work-based experiences facilitate learning by promoting engagement, motivation, and relationships to adults who model what is required to succeed in the workplace. Work-based learning, as well as other forms of integrated curriculum and high-quality CTE overall, also accommodates various learning styles by teaching and assessing mastery in multiple ways, including the use of performance tasks. Finally, because standards of performance and behavior in the workplace are sometimes more rigorous than in classrooms, work-based learning can challenge students to achieve to high levels.

- ☒ To improve curriculum development or upgrades.

**Perkins
Funds
Utilized
\$12,500**

Curriculum development is an ongoing component of our annual planning process. Curriculum upgrades will also result from the work of our pathway groups as we work through the program re approval process. Currently for this year, it's the Family and Consumer Science pathway group for re approval. We are also working on Careers in Education, Video Gaming (programming), Manufacturing and Engineering and Automotive Technology.

Equipment is part of the program review and improvement process. Programs requiring upgrades will be verified both through their instructors and pathway advisory. Equipment upgrades will be made to support Career and Technical Education programs.

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

**Perkins
Funds
Utilized**

Everett Public Schools has an Office of Professional Development. It is the responsibility of this office to organize and conduct various staff training activities in conjunction with departmental staffs. There are on-going professional development opportunities in curriculum development, evaluation and assessment techniques, instructional strategies, technology and other related

areas to increase student learning. Career Technical Education teachers and staff are encouraged to access these offerings. Teachers and staff are also encouraged to participate and attend conferences and workshops within program areas.

**Perkins
Funds
Utilized
\$2,500**

- ☑ To provide support for training programs in automotive technologies.

Everett Public Schools will continue with a focus on the Automotive Technology Program. We continue to meet with local colleges to see how our courses align and allow them to obtain further education upon completion of our courses, as well as, completion from high school. This comes in forms of Tech Prep Credit, College-in-the-High School or part of the collaboration between the high school course teachers and their advisory groups.

Our Automotive Technology Program prepares students for the highly technical and rewarding careers within the automotive field. As an ASE/NATEF certified program, this concentration features state of the art equipment used in the automotive industry, training from industry experts, and hands on experience with high performance vehicles equipped with the latest technologies. Advanced students in the program will have opportunities to earn nationally recognized ASE certifications, as well as obtain paid internships at local dealerships.

Major Topics and Skills Learned within the program include but not limited to:

- Use and operation of automotive repair tools and technologies
- Use of automotive repair manuals and wiring diagrams
- Automotive component identification and diagnosis
- Automotive electronics and computer control systems
- Brake systems, Engine Performance, Suspension and steering

According to the Washington Occupation Information Service (WOIS), the demand for skilled Automotive Technicians is expected to grow about as fast as the average for all occupations over the next several years. Demand is high for skilled workers within the Automotive industry across the region. Those considering pursuing this field of study after high school could also benefit by taking the following courses: Computer Applications1 and Integrated Math 3 or equivalent.

Courses within this concentration reinforce the following Academic Skills:

Reading, Writing, Mathematics and Science. Currently we are in conversation with the local community colleges for an articulation agreement for those students who complete the course with a "B" or better.

Automotive Technology will continue to be one of our programs of study for Everett Public Schools. Grant funds will be used for new curriculum and the addition of updated equipment to meet industry standards. With the recertification of the program last year 2007-08 and continuing our NATEF certification it is viable our instructor remain current with industry standards so he will be attending a number of different trainings and workshops throughout the year. We will also be very active with the integration of the Automotive Youth Educational System (AYES) into our program this year. AYES has a job shadow and summer internship incorporated into the program. Students will also be provided an opportunity to participate in automotive competition through Skills USA.

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

**Perkins
Funds
Utilized
\$7,500**

After researching the family wage jobs in King and Snohomish Counties for 2004-2014 and the top ten occupations with highest projected employment, greatest number of net opening and highest growth rate; Everett Public Schools has added into the CTE curriculum four new programs. We will continue to work on articulation agreements for tech prep or college in the high school for each. The programs we have added into the curriculum are: Video Gaming, UW IT Computer science Engineering, Careers in Education and Introduction to Engineering Design.

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

**Perkins
Funds
Utilized**

\$31,500

Within Everett Public Schools leadership skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs. Leadership can be defined as the ability to preside, guide, or manage self, others, activities, or events with responsibility for the final outcome. Integrating leadership skill development into CTE instructional programs enables students to fully utilize the subject matter content they receive. Leadership skills empower each student to assume responsible roles in the family, community, business and industry environments.

All program areas currently have, or are continuing to develop, their Career and Technical Student Organizations (CTSO's). Within the two year rotation schedule for program review and improvement the quality of student organizations within the program area will be assessed.

Funds will be used to supplement district dollars to pay student advisors for a portion of their work developing and maintaining the various student organizations offered.

Within Everett Public Schools leadership skills provides a basic core of skills common to all program areas that educators can integrate and build upon in the classroom.

☒ Transportation to Tech Camps or Technical College visits.

**Perkins
Funds
Utilized
\$2,500**

As programs continue to develop and/or modify their standards they will use "All Aspects of Industry", as a guide for developing industry standards, certification and career planning.

"All aspects" encompasses a broad "industry" or field within the workplace. Curriculum content and focus includes instruction in a wide range of industry or field-wide functions, concerns, issues, and technological knowledge and skills. Illustrative of the areas are community issues, environment issues, economic issues, finance, health, labor issues, leadership, management, planning, safety, technological knowledge and skills, and underlying principles of technology.

Instruction includes strong emphasis on developing problem solving skills and basic and applied academic skills in technological settings. Academic studies focus on mathematics, oral communication, reading, writing, science, and social and behavioral sciences instruction.

Students are provided with extensive experience in and an understanding of those aspects of the broad industry or field they are exploring and/or preparing to enter. Part of these experiences may include career exploration opportunities through participating in the Rotary Career Fair at EvCC, Construction Carnival at Sno Isle Technical School, Career and College Fair, Aviation Technical Service, Site visit to Western Washington University along with other opportunities that may arise through the year.

Students completing the instruction are able to link their school studies and related experiences directly to a broad industry or field including the functions, concerns, issues, and technological knowledge and skills associated with that industry or field.

By program design, students will develop a deeper breadth of knowledge within their chosen career and technical education arena. They will be given the opportunity to explore feeder and auxiliary systems and a comprehensive examination of a particular career pathway including industry skill standards, certifications, career progression and management.

☒ Support for family and consumer sciences programs.

**Perkins
Funds
Utilized
\$1,250**

Everett Public School will continue to offer and support the development of Family and Consumer Science Education Programs. Our continued focus will be on the development and offering of "Careers in Education". These classes provide high school students the opportunity to explore educational careers and obtain university articulated credit. It will contain components of internships, mentorship's, and involvement in student leadership organizations.

Our Careers and Education Program prepares students for the highly rewarding field of education related careers. Students will develop skills in communication, organization and leadership, as well as a solid understanding of learning theories and styles, teaching methods, child development, and classroom management techniques. Students will also have the opportunity to work directly with children in a classroom setting under a mentor teacher, and apply their learning through internships in local elementary and middle school classrooms.

Major topics and skills learned include but not limited to the following:

- Completion of individual and group projects
- Participation in classroom observations in elementary, junior and senior high schools
- Application of learning through internship in a local classroom with mentor teacher
- Opportunities to participate in local, regional and state leadership events and skill challenges
- Opportunity to obtain college credit
- Social, emotional, physical and intellectual development stages
- Learning theories and styles
- Teaching methods, classroom management, and instructional technology
- Leadership skills development and exploration of careers within education
- Family relationships, birth order, heredity and environment

According to the Washington State Employment Security Department, workers with training for education careers are and will continue to be in high demand. High demand occupations within this concentration include Elementary and Secondary Teachers, School Counselors, School Psychologists, and Classroom Assistants. Those considering pursuing this field of study after high school could also benefit by taking the following courses: Integrated Math 3 or equivalent and Computer Applications 1. Currently we are in conversation with the local community colleges and Central University for an articulation agreement for those students who complete the course with a "B" or better.

Grant funds will also be used to provide two additional hours per day of classroom para-educator time to the Family and Consumer Science Education program. The time will be used to help the instructors procure and organize the many materials necessary to operate a large program of this nature. The Para-educator will also help with maintaining student records, and help students with class-related activities when necessary.

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

Activities for mentoring and support services. **Perkins Funds Utilized**

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

The district has a partnership coordination office that focuses on creating partnerships that clearly support student learning and is mutually beneficial to the business or agency involved and schools.

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

For CTE to prepare students to meet rigorous standards and become lifelong learners with employable skills, the K-16 and community college systems need to be designed in ways that enable student persistence and success. Minimally, this entails the development of organizational structures that enable faculty to collaborate, link business and industry with

workplace learning, promote student enrollments and encourage course and program completion.

Development of integrated curricula, team teaching, effective student support, meaningful career guidance and access to work-based learning are all facilitated by the creation of career-themed learning communities — whether embedded within larger structures as "schools-within-schools" or as stand-alone programs. In addition, the use of "block scheduling", seven-and-eight-period days, as well as the effective use of after-school hours, can enable students to enroll in CTE while completing other course requirements, and can facilitate participation in work-based learning. Similarly, enhanced opportunities for student mobility within the district, can facilitate access to career-themed programs that may not be available in every district, due to demand and funding limitations.

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

**Perkins
Funds
Utilized**

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

**Perkins
Funds
Utilized**
\$10,000

Within Everett Public Schools and CTE; curriculum development, grading practices, assessments and instructional practices continue to be an ongoing focus. The development of skill standards followed by curriculum alignment will continue as programs adopt their standards. Additionally, curriculum integration and performance assessments are emphasized.

Page 6

State Levels of Performance (Section 134(b)(2))

Perkins IV requires new performance measures. Districts are required to meet district level performance measurements for each indicator. Districts may either accept the state negotiated level of performance, or have the option of negotiating each of the state's targets. Districts opting to negotiate must set a minimum proposed level that is 3% above the district's performance level from the previous year.

Indicator	State Target	Negotiated District Target Proposed Level
Indicator 1S1 Academic Attainment (Language Arts/Reading)	74.30%	74.3%
Indicator 1S2 Academic Attainment (Mathematics)	62.40%	62.4%

Indicator 2S1 Technical Skill Attainment State proposed target. Subject to change based on counter proposal from OVAE.	398	20
Indicator 3S1 Secondary School Completion	88.52%	88.52%
Indicator 4S1 Student Graduation Rates	73.00%	73%
Indicator 5S1 Placement in Postsecondary Education or Employment State proposed target. Subject to change based on counter proposal from OVAE.	75.36%	75.36%
Indicator 6S1 Nontraditional Participation State proposed target. Subject to change based on counter proposal from OVAE.	26.50%	26.5%
Indicator 6S2 Nontraditional Completion State proposed target. Subject to change based on counter proposal from OVAE.	34.50%	34.5%

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

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

Everett Public Schools Career and Technical Education department is a collaborative partner with the District's Curriculum and Assessment team. Together, they research and review most current best practices for instruction so students are learning to high standards. Currently the District assesses its students with the WASL along with district reading and writing assessments. Everett Public Schools has also formed an On-time Graduation Task Force that is currently looking at how we can better monitor and support students graduating on time.

CTE teachers are engaged in many of the same professional development activities their colleagues that teach core academic subjects at the building and district levels. The focus of these teachers' in-service workshops has been to ensure all students learn to high standards, increase student achievement and on time graduation rates. We are also engaged in the implementation of our new standards for CTE programs as adopted by the Office of Superintendent of Public Instruction (OSPI). They will also be reinforcing state academic learning requirements in our exploratory level courses.

6.2 Indicator III: Describe how the district will increase student attainment of

career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry recognized standards.

A prescribed curriculum is used in our high schools to guide students to take courses of study to fit their individual post-secondary plans. Each high school has an active Career Center that is an integral part of the schools instructional structure. Career Centers, together with schools Counseling Departments, act as conduits of information and guidance to students as they prepare for their exit from high school. The district will continue its efforts to ensure that students exiting our public schools have a plan appropriate to their interests, aptitudes and abilities.

Many of our CTE programs offer direct transcription of community college credit for successful completion of an articulated high school course. This credit, along with the actual technical skills gained, should help inspire many students that may not have had the self-confidence to attempt post-secondary education in the past. Combined with our efforts to help students and their parents become more aware of the opportunities and benefits of post-secondary training and education, we are confident we will hit this target. We also offer Washington Occupational Information Services to all students, which provide detailed data regarding post high school opportunities, both career and education and training. All four of our high schools have career centers where students can receive assistance in their planning efforts

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

Most CTE programs within Everett Public schools lead to some type of industry recognized credentials, a certificate or degree. Everett Public Schools is committed to increasing the passing rate of an industry-recognized assessment for certification by developing a data tracking system and will focus on concentrators in a career cluster. Since most certifications require a payment, students who have been identified on free and reduced lunch will have the opportunity to apply for a scholarship to help pay for the test.

To help with this goal for the 2010 - 2011 school year, Everett Public Schools will identify those second year CTE auto tech students and as their summative assessments they will test in one or more of the identified ASE certification components.

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

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

Everett Public schools has implemented several strategies to improve the district graduation rate. The district has implemented weekly principal and school counselor meetings to focus on graduation/achievement. These meetings have formed the nucleus of a on time graduation committee that has implemented many reform

initiatives including student credit monitoring, HSBE mastery monitoring and interventions, online and summer school classes for credit retrieval. The district has hired on time graduation coordinators at all high schools to provide personalized service to students and families at risk and the district Student services department provides detailed lists of students that are endanger of not meeting annual progress towards graduation.

The district is part of a Gear up grant that has involved 75 at risk students in a 5 year cohort process to ensure on time graduation. In addition, AVID has been implemented at three of our high schools along with one middle school and will be in planning stages for one more high school and one middle school for this coming school year.

The district has developed several partnerships with the Snohomish County Work Force Development Council including Project STAR and Building Bridges to identify and assist at risk and drop out students to reengage with school and work to earn their high school diploma. The district also works cooperatively with Everett and Edmonds Community Colleges referring students to the College Adult Diploma program and GED completion programs when appropriate for students.

Over the last five years the efforts have resulted in the District graduation rate rising from 53 percent to above 90 percent. All high schools continue to make graduation their primary focus for school improvement.

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

Within Everett Public Schools we have a Curriculum and Assessment Department and part of their responsibility is to analyze post-graduation enrollment and employment data of recent high school graduates. Their findings for the graduating class of 2008 indicate the following:

75 percent of the ESD graduates were employed in Washington, Oregon, or Idaho in the year following graduation. Over one-third attended a two year college (37%), and 32 percent attended a four-year college.

Almost half of the ESD graduates (46%) combined employment and college in the first year after graduation. Almost one-third decided to work without attending college (29%), and 17 percent attended college without working.

Male and female graduates had similar patterns of post-high school activities, though females were slightly more likely to attend college, especially four-year institutions.

Roughly one-third of the ESD graduates attended each type of college: two-year college (31%) or four-year college (32%). Overall, these were similar to the attendance rates for the prior cohort.

Male graduates were less likely than the female graduates to attend a four-year college, while a similar proportion attended a two-year college.

Graduates were employed in a variety of industries in the first year after graduation, the vast majority worked in retail trade and services.

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

Everett Public Schools will continue to:

- Provide classroom instruction to eliminate bias, stereotyping, and sexual harassment.
- Include nontraditional career exploration and apprenticeship awareness in student career path development activities.
- Include classroom guest speakers and job shadow opportunities that increase nontraditional career awareness.
- Provide career awareness to students in non traditional areas by means of career / job fair opportunities.
- Provide in-service to district staff regarding preparation for nontraditional employment training, including elimination of sexual harassment and sex bias.
- Provide professional development and training that focus on career guidance, outreach/recruitment, and retention strategies to promote and encourage all students, especially women, to pursue high skill, high wage, or high demand nontraditional occupations.

Evaluation

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

Everett Public Schools is committed to serving ALL students. Therefore, all Career and Technical Education programs are open to students with diverse needs, facing multiple challenges, women and minorities. CTE takes its responsibility to serve these populations very seriously, not only to comply with federal regulations, but because of its commitment to ensure that each student learns to high standards and graduates on time. Further, this responsibility extends beyond service to these students, to the businesses and organizations that rely on the human resources that all future employees have to offer. CTE is responsible to the communities in which these students reside, ensuring that students complete programs with the education and skills necessary to contribute positively to their communities' economic and social well-being.

Data is gathered on challenging course options, i.e. tech prep, college in the high school etc. to help with program evaluation. Within our exploratory programs, we look at course standards and identify WASL standards for areas of support. We also look at data across the district through our On Time Graduation committee to better help student's graduate on-time. Through the On Time Graduation committee we are also looking at strategies for counselors to better help students identify their high school and beyond plan. Everett is also reviewing transition plans for 16 year olds for proper placement. Everett School District is also looking at the AVID Career Curriculum at three of the high schools.

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

Success in CTE and in careers — or even in the component projects and activities that make up a rich CTE program — is best measured through multiple performance-based assessments, including completion of industry-driven and performance-based tasks, presentations, portfolios, tech prep / college in the high school and direct feedback from employers. In CTE, performance-based tasks are often used to assess student learning. In addition, "technical skill assessment that is aligned with industry-recognized standards, including the Washington CTE Model Curriculum Standards" will serve as the basis for assessing "technical skill attainment" for Perkins reporting at the secondary level. At the postsecondary level, grades attained in occupational courses — reflecting the outcomes of performance-based and other assessments — serve as the measure of "technical skill attainment" for Perkins reporting.

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Teacher Data

By teacher name please enter the CIP codes that the Career and Technical Education (CTE) Teachers will teach for the 2010-11 school year. (Include ALL CTE Teachers.)

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

7.1 How many teachers in your district are teaching CTE courses?(Headcount not FTE) 33

Add Teacher CIP Codes

Press the "New" button to complete information for each new record. To avoid losing data, press the "Save" button after completion of each new record *before* pressing the "New" button again.

Name: (First) Jodi	Name: (Last) Galli	Email: jgalli@everettsd.org
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CIP codes: (Up To 7 Entries)

1 521400	2 520301	3 521801	4 521902
5 310504	6	7	

Name: (First) Laurie	Name: (Last) Elmer	Email: LElmer@everettsd.org
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CIP codes: (Up To 7 Entries)

1 110699	2 520301	3 220001	4
5	6	7	

Name: (First) Shane	Name: (Last) Kleven	Email: skleven@everettsd.org
----------------------------	----------------------------	-------------------------------------

CIP codes: (Up To 7 Entries)

1 521400	2 521401	3 521801	4 521902
5 310504	6	7	

Name: (First) John	Name: (Last) Barhanovich	Email: jbarhanovich@everettsd.org
---------------------------	---------------------------------	--

CIP codes: (Up To 7 Entries)

1 320107	2 528888	3	4
5	6	7	

Name: (First) George

Name: (Last) Brush

Email: gbrush@everettsd.org

CIP codes: (Up To 7 Entries)

1 521400	2 521401	3 521801	4 190003
5	6	7	

Name: (First) Jennifer

Name: (Last) Chambers

Email: jchamber@everettsd.org

CIP codes: (Up To 7 Entries)

1 521400	2 521801	3 521902	4 310504
5	6	7	

Name: (First) Rose

Name: (Last) Smith

Email: rsmith@everettsd.org

CIP codes: (Up To 7 Entries)

1	2	3	4
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110699	520301	220001	450601
5 320107	6	7	

Name: (First) Bill	Name: (Last) Trueit	Email: btrueit@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 091001	2 110699	3 500406	4
5	6	7	

Name: (First) Nancy	Name: (Last) Bertholet	Email: nbertholet@everettsd.org
----------------------------	-------------------------------	--

CIP codes: (Up To 7 Entries)			
1 091001	2 110699	3 320107	4
5	6	7	

Name: (First) Yvonne	Name: (Last) Linnabary	Email: ylinnabary@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 520406	2 320107	3	4
5	6	7	

Name: (First) Scott	Name: (Last) Shafer	Email: sshafer@everettsd.org
----------------------------	----------------------------	--

CIP codes: (Up To 7 Entries)			
1 110202	2 110699	3 500602	4 110201
5 110803	6 110801	7	

Name: (First) John	Name: (Last) Low	Email: jlow@everettsd.org
---------------------------	-------------------------	--

CIP codes: (Up To 7 Entries)			
1 110801	2 500406	3 100699	4 470104
5	6	7	

Name: (First) Shelly	Name: (Last) Whitfield	Email: rwhitfield@everettsd.org
-----------------------------	-------------------------------	--

CIP codes: (Up To 7 Entries)			
1 500406	2 110699	3	4
5	6	7	

Name: (First) George	Name: (Last) Ortiz	Email: gortiz@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 151304	2 151301	3	4
5	6	7	

Name: (First) Margaret	Name: (Last) Thorleifson	Email: mthorleifson@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 110803	2 110801	3 110201	4 320107
5	6	7	

Name: (First) Rick	Name: (Last) Wigre	Email: rwigre@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 110699	2 500406	3 500402	4
5	6	7	

Name: (First) Peter	Name: (Last) Smith	Email: psmith@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 470600	2 470604	3	4
5	6	7	

Name: (First) MaryAnne	Name: (Last) Erickson	Email: merickson@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 190003	2 190002	3	4
5	6	7	

Name: (First) Kim	Name: (Last) Fisher	Email: kfisher@everettsd.org
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CIP codes: (Up To 7 Entries)			
1 190003	2 190706	3 190002	4
5	6	7	

Name: (First) Kirsten	Name: (Last) Harvey	Email: kharvey@everettsd.org
------------------------------	----------------------------	-------------------------------------

CIP codes: (Up To 7 Entries)

1 510800	2	3	4
5	6	7	

Name: (First) Susan**Name: (Last)** Tapert**Email:** stapert@everettsd.org**CIP codes: (Up To 7 Entries)**

1 161603	2	3	4
5	6	7	

Name: (First) Laurie**Name: (Last)** Younquist**Email:** lyounquist@everettsd.org**CIP codes: (Up To 7 Entries)**

1 190501	2	3	4
5	6	7	

Name: (First) Leslie**Name: (Last)** Uglem**Email:** luglem@everettsd.org**CIP codes: (Up To 7 Entries)**

1	2	3	4
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190003	190501	190002	190706
5	6	7	

Name: (First) Corie	Name: (Last) Gudgeon	Email: cgudgeon@everettsd.org
----------------------------	-----------------------------	--------------------------------------

CIP codes: (Up To 7 Entries)			
1 190706	2 190501	3 190003	4 130101
5	6	7	

Name: (First) Ashely	Name: (Last) Potts	Email: apotts@everettsd.org
-----------------------------	---------------------------	------------------------------------

CIP codes: (Up To 7 Entries)			
1 190003	2	3	4
5	6	7	

Name: (First) Brenda	Name: (Last) Black	Email: bblack@everettsd.org
-----------------------------	---------------------------	------------------------------------

CIP codes: (Up To 7 Entries)			
1 190003	2 510800	3	4
5	6	7	

Name: (First) Monica	Name: (Last) Lochrie	Email: mlochrie@everettsd.org
-----------------------------	-----------------------------	--------------------------------------

CIP codes: (Up To 7 Entries)

1 190706	2 190501	3	4
5	6	7	

Name: (First) Erin	Name: (Last) Marques	Email: emarques@everettsd.org
---------------------------	-----------------------------	--------------------------------------

CIP codes: (Up To 7 Entries)

1 190003	2 190002	3	4
5	6	7	

Name: (First) Catherine	Name: (Last) Kinch	Email: ckinch@everettsd.org
--------------------------------	---------------------------	------------------------------------

CIP codes: (Up To 7 Entries)

1 198888	2 190002	3 190003	4 190501
5 190706	6	7	

Name: (First) Tammy

Name: (Last) Price

Email: tprice@everettsd.org

CIP codes: (Up To 7 Entries)

1 010608	2	3	4
5	6	7	

Name: (First) Jan

Name: (Last) Wise

Email: jwise@everettsd.org

CIP codes: (Up To 7 Entries)

1 528888	2 320107	3	4
5	6	7	

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

Add Counselors

Press the "New" button to complete information for each new record.
To avoid losing data, press the "Save" button after completion of each new record *before* pressing the "New" button again.

Program(s) of Study

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

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

The following are minimum criteria for program of study assurances:

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

Everett Public Schools will continue to highlight the Automotive Technology Program along with our other program areas and focus on programs of study which lead to being 'Career and College Ready'. We continue to meet with local colleges to see how our courses align with their courses. This comes in the forms of Tech Prep Credit, College-in-the-High School or part of the collaboration between the instructors at both the high school and college along with their advisory groups.

As an example of this collaboration, our Automotive Technology Program prepares students for the highly technical and rewarding careers within the automotive field. As an ASE/NATEF certified program, this concentration features state of the art equipment used in the automotive industry, training from industry experts, and hands on experience with high performance vehicles equipped

with the latest technologies. Advanced students in the program will have opportunities to earn nationally recognized ASE certifications, as well as obtain paid internships at local dealerships. Major Topics and Skills Learned within the program include but not limited to:

- Use and operation of automotive repair tools and technologies
- Use of automotive repair manuals and wiring diagrams
- Automotive component identification and diagnosis
- Automotive electronics and computer control systems
- Brake systems, Engine Performance, Suspension and steering

According to the Washington Occupation Information Service (WOIS), the demand for skilled Automotive Technicians is expected to grow about as fast as the average for all occupations over the next several years. Demand is high for skilled workers within the automotive industry across the region. Those considering pursuing this field of study after high school could also benefit by taking the following courses: Computer Applications and Integrated Math 3 or equivalent.

Courses within this concentration reinforce the following Academic Skills: Reading, Writing, Mathematics and Science. Students who earn a 'B' or better are eligible to earn college credit from Skagit Valley Community College. Students enrolled in the auto program and have achieved mastery in each of the tested areas for ASE can take the industry exam as well.

Our students and parents are informed of these great opportunities through our course catalogues, counselors delivering guidance curriculum to all students and parents informing them on course options and career exploration and planning, high school and beyond events, career fairs, flyers, brochures, 8th grade family nights, 8th / 9th grade transition conferences, college and technical school visits along with curriculum nights.

Add Program of Study

Press the "New" button to complete information for each new record.
To avoid losing data, press the "Save" button after completion of each new record *before* pressing the "New" button again.

Please identify your current program of study:

Career Cluster:

Transportation, Distribution and Logistics

Link To Pathway: Transportation Systems/Infrastructure Planning, Management and

Check all that apply:

- ☒ 4-Year Institution Western Washington University
- ☒ Community College Skagit Valley Community College
- ☒ Technical School Sno Isle Skill Center
- ☒ Apprenticeship

Yes Does this program of study lead to any state or nationally recognized certification?

If yes, please identify certification name.

A-YES / ASE

Please identify the current:

High School Building Code (CO/DIS/SCHL) where this program of study is offered: :

**High School
Bldg. Code
31-002-
3407**

Certification

Yes Does your district offer any program(s) that lead to a recognized industry certification?

(Definition of an Industry-based Certification/License: A certification/ license issued by an appropriate industry for demonstrated knowledge and skill level expertise in a specified area or career.)

If yes, please list all by CIP codes.

(Refer to CIP Code Chart) and certification(s) offered by the district within the district CTE courses to a student during state five year plan. (Ex. 120401-State Licensed Cosmetologist)

Add CIP Code/Certification

Press the "New" button to complete information for each new record. To avoid losing data, press the "Save" button after completion of each new record *before* pressing the "New" button again.

CIP Code 470604	Name of Certification A-YES / ASE - Electrical/Electronic, Brakes, Engine Performance, Suspension and Steering
---------------------------	---

CIP Code 190708	Name of Certification S.T.A.R.S
------------------------	--

CIP Code 110699	Name of Certification MOS-Core
------------------------	---------------------------------------

ESD:

Northwest Educational Service District 189

CoDistID:
31002

Organization:
Everett School District

Grant Number:

Form Package Name:
215 5 Yr Perkins District

Program Number:
38

Revenue Account Number:
6138

Sub Program Number:

Fiscal Period:
10-11

Beginning:
7/1/2010

Ending:
8/31/2011

Fiscal Officer:

Jeff Moore 425-385-4150

Budget Contact Name:

Shirley Rochon

Budget Contact Phone:

425-385-4157

Category:

Budget Type:

Original

Object of Expenditure

Activity	Total	Debit Transfer 0	Credit Transfer 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	Supplies Instr. Resources, & Non-Capitalized 5	Purchased Services 7	Travel 8	Capital Outlay 9
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$0		XXXX							
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$3,627		XXXX	2,656	83	290	415	83	100	
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$108,619	3,320	XXXX	36,479	12,014	13,138	14,210	10,873	15,384	3,201
28 Extracurricular	\$0		XXXX							
29 Pay to School Dist.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX		XXXX				
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX		XXXX	XXXX		XXXX	XXXX
Budgeted Expenditures	\$112,246	\$3,320	\$0	\$39,135	\$12,097	\$13,428	\$14,625	\$10,956	\$15,484	\$3,201

Budgeted Indirect Expenditures:

\$4,332

Total

Budgeted

Expenditures:

\$116,578

FTE Program Staff:

Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3

Comments:

Modified By
By Org.
Carl
Fender

Modified On
By OSPI
8/19/2010

Modified On
By OSPI
12:46 PM

Board Agenda Request Form

Date of Board Meeting: 9-7-10

Subject

Title: Board Annual Agenda Plan for 2010-2011

Recommendation:

The Board of Directors' annual agenda plan for 2010-2011 is presented for information.

Background

Purpose/Summary:

During the Board's summer 2010 workshop, discussion took place about subjects relevant for inclusion in the Board's 2010-2011 meeting schedule. The attached annual agenda plan came about as a result of those discussions as well as input from the superintendent's cabinet.

Additional Information

Agenda Placement:

Information

xx Action

Consent Agenda

xx Attachment(s)

of pages 2

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn



Meeting Date <i>Meeting Type</i>	Strategic Progress Monitoring	Strategic Issues Study Board Development (Work/Study Session) (Executive/Closed Session ¹)	Policy Review	General Operating Business (Reports, Hearings)	Routine Operating- Business (Consent Agenda)
September 7	<ul style="list-style-type: none"> Annual student achievement report (1.1.a) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Public Records; 2nd 	<ul style="list-style-type: none"> Board Operating Protocol Board Work Plan 2010-11 Annual Meeting Plan 	<ul style="list-style-type: none"> Meeting minutes Vouchers Gertrude Jackson membership Capital Facilities Plan 2010-15
September 21	<ul style="list-style-type: none"> Challenging options enrollment (1.3d) Diverse students progress toward graduation (1.3d) 	<ul style="list-style-type: none"> Open Public Meetings Act 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Meeting minutes Vouchers
September 28 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Strategic Study Session #3: School Readiness (1.3f) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
October 5	<ul style="list-style-type: none"> Observing evidence of learning (OEL) grant implementation (1.4b) 	<ul style="list-style-type: none"> Budget 102 (2.2b) Superintendent's Interim Evaluation¹ 	<ul style="list-style-type: none"> Selection and Adoption of Instructional Materials; 1st Graduation requirements, 1st 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Meeting minutes Vouchers
October 19	<ul style="list-style-type: none"> Elementary reading adoption implementation (1.2a) 	<ul style="list-style-type: none"> College and career ready concepts, implications (2.2a) 	<ul style="list-style-type: none"> Selection and Adoption of Instructional Materials; 2nd Graduation requirements, 2nd 	<ul style="list-style-type: none"> Fiscal outlook 	<ul style="list-style-type: none"> Meeting minutes Vouchers Levy authority Basic Education Verification
October 22-23 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Community Engagement: Visioning Event (2.2a) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



Meeting Date <i>Meeting Type</i>	Strategic Progress Monitoring	Strategic Issues Study Board Development (Work/Study Session) (Executive/Closed Session ¹)	Policy Review	General Operating Business (Reports, Hearings)	Routine Operating- Business (Consent Agenda)
November 2	<ul style="list-style-type: none"> State formative assessment grant implementation (1.4c) 	<ul style="list-style-type: none"> GLAD program status, expansion (1.4b) 	<ul style="list-style-type: none"> Course equivalency, 1st 	<ul style="list-style-type: none"> Student Achievement Funds 	<ul style="list-style-type: none"> Meeting minutes Vouchers
November 16	<ul style="list-style-type: none"> Early college participation (1.3e) 	<ul style="list-style-type: none"> AVID program status, expansion (1.4b) Legislative priorities 	<ul style="list-style-type: none"> Course equivalency, 2nd 	<ul style="list-style-type: none"> Fourth Quarter financial report 	<ul style="list-style-type: none"> Meeting minutes Vouchers
November 17-20 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> WSSDA Annual Conference 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
November 23 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Strategic plan development update (2.2a) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
December 7	<ul style="list-style-type: none"> Technology plan status (2.2c) 	<ul style="list-style-type: none"> WASA Management Review 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Board organization 	<ul style="list-style-type: none"> Meeting minutes Vouchers
January 11	<ul style="list-style-type: none"> School improvement plan implementation (1.1b) 	<ul style="list-style-type: none"> Strategic plan development update (2.2a) Superintendent's Mid-Year Evaluation¹ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> First Quarter financial report 	<ul style="list-style-type: none"> Meeting minutes Vouchers



Meeting Date <i>Meeting Type</i>	Strategic Progress Monitoring	Strategic Issues Study Board Development (Work/Study Session) (Executive/Closed Session ¹)	Policy Review	General Operating Business (Reports, Hearings)	Routine Operating- Business (Consent Agenda)
January 25	<ul style="list-style-type: none"> • AYP & school step improvement status (1.1b) • Learning management system upgrade (1.1a) 	<ul style="list-style-type: none"> • Budget program review (2.2b) 	•	•	<ul style="list-style-type: none"> • Meeting minutes • Vouchers
February 8	<ul style="list-style-type: none"> • District Improvement Plan implementation progress (1.1b) 	<ul style="list-style-type: none"> • Strategic plan development update (2.2a) 	•	<ul style="list-style-type: none"> • Budget development process 	<ul style="list-style-type: none"> • Meeting minutes • Vouchers
February 22	<ul style="list-style-type: none"> • 2010-11 Strategic Plan implementation mid-year update 	<ul style="list-style-type: none"> • Equity & Access Advisory Council recommendations (2.1a) • Dashboard discussion (2.2a) 	•	•	<ul style="list-style-type: none"> • Meeting minutes • Vouchers
February 27-28 <i>Special Meeting</i>	•	<ul style="list-style-type: none"> • WSSDA Legislative Conference 	•	•	•
March 8	<ul style="list-style-type: none"> • Elementary reading adoption implementation (1.2a) • Elementary accelerated learning strategies (1.3a) 	<ul style="list-style-type: none"> • Strategic plan draft review (2.2a) • Superintendent's Interim Evaluation¹ 	•	•	<ul style="list-style-type: none"> • Meeting minutes • Vouchers
March 15 <i>Special Meeting</i>	•	•	•	• Budget carousel	•



Meeting Date <i>Meeting Type</i>	Strategic Progress Monitoring	Strategic Issues Study Board Development (Work/Study Session) (Executive/Closed Session ¹)	Policy Review	General Operating Business (Reports, Hearings)	Routine Operating- Business (Consent Agenda)
March 22	<ul style="list-style-type: none"> Strategic plan 1st reading (2.2a) 	<ul style="list-style-type: none"> 2006 Capital bond program review 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Second Quarter financial report 	<ul style="list-style-type: none"> Meeting minutes Vouchers
April 9-11 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> NSBA Annual Conference 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
April 19	<ul style="list-style-type: none"> Strategic plan 2nd reading (2.2a) 	<ul style="list-style-type: none"> Professional development program, policy review (1.4a) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Reduced Educational Program Student Achievement Funds 	<ul style="list-style-type: none"> Meeting minutes Vouchers
May 10	<ul style="list-style-type: none"> Class of 2011 progress toward graduation High school readiness (1.3b) 	<ul style="list-style-type: none"> State of School Review Analysis Community outreach planning 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Recruitment, retention, affirmative action ASB budget presentations 	<ul style="list-style-type: none"> Meeting minutes Vouchers
May 24	<ul style="list-style-type: none"> Challenging options enrollment (1.3d) Diverse students progress toward graduation (1.3c) 	<ul style="list-style-type: none"> Student leadership school board participation Superintendent's Annual Evaluation¹ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Meeting minutes Vouchers
June 7	<ul style="list-style-type: none"> Strategic Plan end of year progress Professional learning communities (1.4a) 	<ul style="list-style-type: none"> Expectations policies 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Meeting minutes Vouchers Alternative Education staffing



Meeting Date <i>Meeting Type</i>	Strategic Progress Monitoring	Strategic Issues Study Board Development (Work/Study Session) (Executive/Closed Session ¹)	Policy Review	General Operating Business (Reports, Hearings)	Routine Operating- Business (Consent Agenda)
June 21	<ul style="list-style-type: none"> Mathematics program review (1.2c) 	<ul style="list-style-type: none"> School calendar 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 2011-12 Budget, 1st 	<ul style="list-style-type: none"> Meeting minutes Vouchers
July 5	<ul style="list-style-type: none"> Special education student progress to graduation (1.3c) 	<ul style="list-style-type: none"> Board workshop planning Superintendent's Interim Evaluation¹ 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 2011-12 Budget, 2nd Third Quarter financial report 	<ul style="list-style-type: none"> Meeting minutes Vouchers
August 23	<ul style="list-style-type: none"> Progress toward graduation; summer school (1.3c) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Meeting minutes Vouchers
August 25-26 <i>Special Meeting</i>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Annual Planning Workshop 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Notes: ¹ Evaluations of a public employee are conducted in executive session. Collective bargaining and professional negotiations discussions are conducted in closed sessions.

² Printed versions of this annual agenda plan may be outdated; this annual plan is updated frequently during the year. The district website will display the current version of this annual plan. Other agenda items may be added prior to and during a regular meeting.

³ Special meetings may be added on short notice, in conformance with the Open Public Meetings Act.

⁴ BoardDocs[®] will display the current version of the official meeting agenda, which is approved by the board at the outset of the meeting.

Board Agenda Request Form

Date of Board Meeting:
September 7, 2010

6. b.

Subject

Title: Progress Towards Graduation

Recommendation:

Information update on student achievement as measured by the Washington State Measure of Student Progress and the High School Proficiency Exam. Achievement Data will also be provided on the Graduating class of 2010 with projections for the class of 2011.

Background

Purpose/Summary:

The report will provide a status report on District and State assessment data and on Federal AYP status of the district. An overview of the status of the graduating class of 2010 with a discussion of summer school intervention activities and a projection of graduation status for the class of 2011 will be provided.

Previous Related Action:

The Board has received annual reports on State and District assessment results and an AYP status of individual schools and the district. The Board has received a preliminary status report on graduation projections for the class of 2010.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda ☒ Attachment(s)

of pages 19

Submitted By: Terry Edwards, Chief Academic Officer

Contact Person(s): Terry Edwards, (425)385-4050

Signature: 

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: 

Chief Academic Officer

By: _____

Date: _____

Date: _____

Comments:

Everett School District

Board Presentation
September 7, 2010

Student Achievement Progress Towards Graduation

Washington State Assessment

- Grades 3-8 Measure of Student Progress MSP
- Grade 10 High School Proficiency Exam HSPE

Changes in State Assessments

What are the changes?
What are the impacts?

Changes in Instructional Targets (Standards)

- Reading? Yes. Added a new target.
- Writing? No. Writing did not change for 2010.
- Math? Yes. New targets for grades 3-8.
- Science? Yes. New targets...

Changes in Test Items

Reading?	Yes. No 4-Point Extended Response, fewer 2-point Short-Answer, and more Multiple-Choice.
Writing?	No. Writing did not change for 2010.
Math?	Yes. No 4-Point Extended Response, fewer 2-point Short-Answer, more Multiple-Choice, and new "Completion" items.
Science?	Yes. No 4-Point Extended Response, fewer 2-point Short-Answer, more Multiple-Choice and new "Completion" items.

Changes in Testing Conditions

Reading?	Yes. From 2 days to 1 day.
Writing?	No. Writing did not change for 2010.
Math?	Yes. From 2 days to 1 day.
Science?	Yes. From 2 days to 1 day.

Summary of Changes

Content Area	Instructional Targets	Test Items	Testing Conditions
Reading	Yes	Yes	Yes
Writing	No	No	No
Math	Yes	Yes	Yes
Science	Yes	Yes	Yes
IMPACTS:	Moving Targets: Many old items and passages	Less Writing, New Item Types, Many Piloted Items	Two days of items in one testing session

MSP / HSPE 2009-10 Preliminary Results Grade 3-5 Reading / Writing

Schools	Reading									Writing		
	Grade 3			Grade 4			Grade 5			Grade 4		
	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change
Cedar Wood	96.4	94.6	-1.6	97.0	97.7	0.7	97.7	94.5	-3.2	94.0	97.7	3.7
Emerson	74.5	68.8	-5.7	63.4	60.2	-3.2	75.8	72.3	-3.5	46.3	60.2	13.9
Forest View	86.5	93.6	7.3	88.1	85.9	-2.2	87.5	84.0	-3.5	85.1	85.9	0.8
Garfield	62.5	55.6	-6.9	50.0	60.0	10.0	63.6	69.1	5.5	50.7	56.4	5.7
Hawthorne	37.5	33.3	-4.2	49.3	43.7	-5.6	56.8	42.9	-13.9	34.8	44.3	9.5
Jackson	54.9	63.1	8.2	69.5	63.5	-6.0	62.8	63.2	0.4	54.2	63.5	9.3
Jefferson	74.0	70.6	-3.4	76.8	62.0	-14.8	78.8	68.8	-10.0	53.8	62.0	8.2
Lowell	51.9	63.4	11.5	64.9	62.7	-2.2	66.2	69.7	3.5	43.4	47.5	4.1
Madison	76.3	75.3	-1.0	70.4	60.3	-10.1	72.7	63.5	-9.2	62.0	75.0	13.0
Mill Creek	86.7	88.8	2.1	91.2	84.7	-6.5	91.1	85.0	-6.1	92.1	89.2	-2.9
Monroe	67.0	75.9	8.9	69.4	67.4	-2.0	74.7	79.8	5.1	70.8	63.0	-7.8
Penny Cree	78.3	81.6	3.3	83.8	81.0	-2.8	84.7	83.2	-1.5	71.6	58.7	-12.9
Silver Firs	89.0	93.3	4.3	86.5	80.9	-5.6	93.4	89.0	-4.4	73.0	83.1	10.1
Silver Lake	66.2	62.7	-3.5	75.3	63.8	-11.5	71.4	72.6	1.2	60.5	71.0	10.5
View Ridge	74.5	78.4	3.9	86.5	77.8	-8.7	80.6	77.7	-2.9	57.3	71.7	14.4
Whittier	81.0	77.1	-3.9	80.0	71.2	-8.8	82.6	68.3	-14.3	71.7	52.5	-19.2
Woodside	78.8	81.7	2.9	85.4	75.5	-9.9	81.1	83.2	2.1	65.5	77.2	11.7
District	73.8	75.6	1.8	77.0	72.0	-5.0	78.8	76.6	-2.2	65.1	69.3	4.2
State	71.4	72.0	0.6	73.6	67.1	-6.5	74.0	69.5	-4.5	60.4	61.0	0.6

MSP / HSPE
2009-10 Preliminary Results
Grade 3-5 Math / Science

Schools	Mathematics									Science		
	Grade 3			Grade 4			Grade 5			Grade 5		
	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change
Cedar Wood	96.8	97.9	-0.9	96.0	95.4	-2.8	94.3	92.7	-1.6	94.3	87.2	-7.1
Emerson	86.3	82.5	-3.8	84.4	88.0	23.6	82.1	48.2	-13.9	48.4	22.9	-25.5
Forest View	81.1	77.8	-3.3	59.7	78.2	18.5	82.1	70.7	-11.4	66.1	49.3	-16.8
Garfield	51.6	55.6	4.0	24.3	40.0	15.7	47.3	47.3	0.0	20.0	27.3	7.3
Hawthorne	37.5	45.7	8.2	16.8	18.6	-0.2	37.8	28.6	-9.2	29.7	12.7	-17.0
Jackson	59.6	49.2	-10.4	39.0	36.5	-2.5	60.5	35.1	-25.4	32.6	24.6	-8.0
Jefferson	74.0	70.6	-3.4	48.8	49.4	0.6	81.2	48.1	-13.1	60.0	53.2	-6.8
Lowell	49.4	49.3	-0.1	41.6	52.5	10.9	54.7	60.6	5.9	49.2	51.5	2.3
Madison	53.9	61.0	7.1	35.2	42.6	7.4	63.6	36.5	-27.1	41.5	27.0	-14.5
Mill Creek	75.8	86.8	11.0	68.7	77.5	8.8	83.1	77.0	-6.1	77.2	67.3	-9.9
Monroe	64.9	62.1	-2.8	32.7	55.4	22.7	69.7	61.8	-7.9	52.5	46.1	-6.4
Penny Creek	77.1	60.8	-16.3	61.0	67.5	6.5	75.0	60.6	-14.4	57.3	46.7	-10.6
Silver Firs	81.7	66.5	-15.2	70.3	78.7	8.4	88.2	78.0	-10.2	72.4	46.3	-26.1
Silver Lake	66.2	76.8	10.6	37.5	58.0	20.5	62.9	54.8	-8.1	62.9	55.4	-7.5
View Ridge	71.3	77.3	6.0	58.9	61.6	2.7	76.7	65.2	-11.5	54.4	51.6	-2.8
Whittier	86.2	48.2	-38.0	35.0	40.7	5.7	64.1	52.4	-11.7	56.7	31.7	-25.0
Woodside	72.7	78.5	5.8	54.5	74.5	20.0	67.8	69.3	1.5	65.2	61.4	-3.8
District	69.4	68.4	-1.0	49.5	59.9	10.4	69.0	60.7	-8.3	57.4	47.8	-9.6
State	66.3	61.7	-4.6	52.3	53.6	1.3	61.9	53.6	-8.3	44.9	34.0	-10.9

MSP / HSPE
2009-10 Preliminary Results
Grade 6-8 All Subjects

Schools	Reading									Writing		
	Grade 6			Grade 7			Grade 8			Grade 7		
	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change
Eisenhower	79.2	72.2	-7.0	70.5	75.3	4.8	69.1	74.0	4.9	76.8	83.5	6.7
Evergreen	75.0	71.2	-3.8	67.2	69.6	2.4	78.5	77.6	-0.9	80.8	83.6	2.8
Gateway	91.1	84.6	-6.5	84.2	89.4	5.2	86.4	89.5	3.1	89.1	94.9	5.8
Heatherwood	83.4	81.7	-1.7	77.9	82.3	4.4	85.9	86.4	0.5	78.6	86.6	8.0
North	67.7	60.4	-7.3	44.7	58.6	13.9	52.5	63.0	10.5	61.3	65.3	4.0
District	78.5	73.8	-4.7	69.0	74.6	5.6	74.9	77.8	2.9	77.4	82.7	5.3
State	72.0	64.5	-7.5	59.3	63.3	4.0	67.5	69.2	1.7	69.8	70.2	0.4

Schools	Mathematics									Science		
	Grade 6			Grade 7			Grade 8			Grade 8		
	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change
Eisenhower	51.9	51.3	-0.6	54.2	68.8	14.6	52.1	63.8	11.7	59.7	59.9	0.2
Evergreen	50.9	58.7	7.8	52.8	67.6	14.8	50.0	62.4	12.4	62.1	70.8	8.7
Gateway	67.5	64.5	-3.0	66.0	78.8	12.8	74.6	78.1	3.5	78.8	82.7	3.9
Heatherwood	66.6	66.9	0.3	69.4	64.9	-4.5	67.0	72.9	5.9	75.9	75.7	-0.1
North	31.5	39.4	7.9	35.7	40.5	4.8	34.4	48.5	14.1	36.5	39.0	2.5
District	53.3	56.3	3.0	55.6	64.4	8.8	55.4	64.9	9.5	62.7	66.0	3.3
State	50.9	51.8	0.9	51.8	55.2	3.4	50.8	51.5	0.7	51.1	54.4	3.3

MSP / HSPE

2009-10 Preliminary Results

Grade 10 All Subjects

GRADE 10	Reading			Writing			Math			Science		
	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change	2009 Actual	Aug. 31, 2010	Change
Schools	85.0	79.7	-5.3	86.9	86.6	-0.3	48.9	42.5	-6.4	48.3	47.9	-0.4
Cascade HS	85.0	79.7	-5.3	86.9	86.6	-0.3	48.9	42.5	-6.4	48.3	47.9	-0.4
Everett HS	84.6	75.4	-9.2	87.5	83.4	-4.1	44.8	40.1	-4.7	50.1	51.3	1.2
Jackson HS	89.8	89.3	-0.5	92.6	92.9	0.3	64.5	55.2	-9.3	57.6	65.6	8.0
Sequoia HS	68.6	73.2	4.6	79.2	90.4	11.2	20.0	10.7	-9.3	14.7	21.4	6.7
District	85.7	81.6	-4.1	88.4	88.1	-0.3	52.0	44.9	-7.1	50.7	53.8	3.1
State	81.2	78.8	-2.4	86.7	85.9	-0.8	45.4	41.6	-3.8	38.8	44.7	5.9

MSP/HSPE 2010 Results

Compared to WASL 2009 Results



State



District

	Reading	Writing	Math	Science
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 10				

2010 MSP/HSPE District Results Compared to State Results

	Reading	Writing	Math	Science
Grade 3	+3.6		+6.7	
Grade 4	+4.9	+8.3	+6.3	
Grade 5	+7.1		+7.1	+13.8
Grade 6	+9.3		+4.5	
Grade 7	+11.3	+12.5	+9.2	
Grade 8	+8.6		+13.4	+11.6
Grade 10	+2.8	+2.2	+3.3	+9.1

Preliminary Data Displays for Data Analysis

The link below will take you to the Preliminary DD4DA (Data Displays for Data Analysis) PowerPoint presentations.

- <http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-3363>

Elementary folders include:

- Grade 3 Reading and Math
- Grade 4 Reading, Writing and Math
- Grade 5 Reading, Math and Science
- Across the grades Reading and Math (include SIP Data Addendum slides for R/M/W/S)

Middle School folders include:

- Grade 6 Reading and Math
- Grade 7 Reading, Writing and Math
- Grade 8 Reading, Math and Science
- Across the grades Reading and Math (include SIP Data Addendum slides for R/M/W/S)

High School folder includes:

- High School Reading, Writing, Math and Science (SIP Data Addendum slides at the end of the PPT)

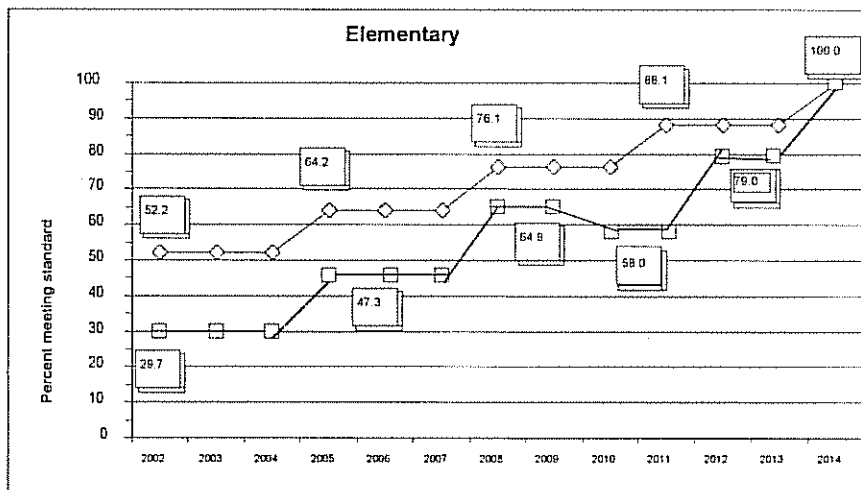
Please note that two of the new Writing strand data results have not yet been released:

- Grade 4 'Purpose to Explain' and 'Purpose to Tell a Story'
- Grade 7 'Purpose to Explain' and 'Purpose to Persuade'

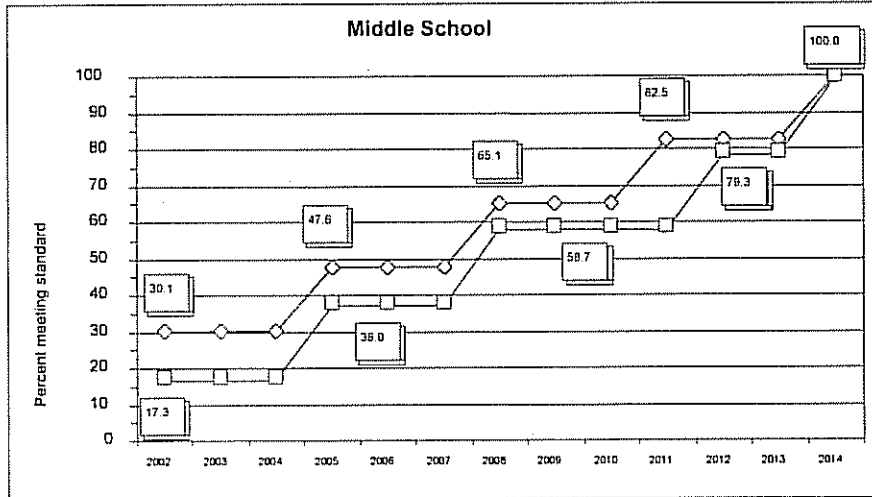
Adequate Yearly Progress

- State Uniform Bar
- Safe Harbor

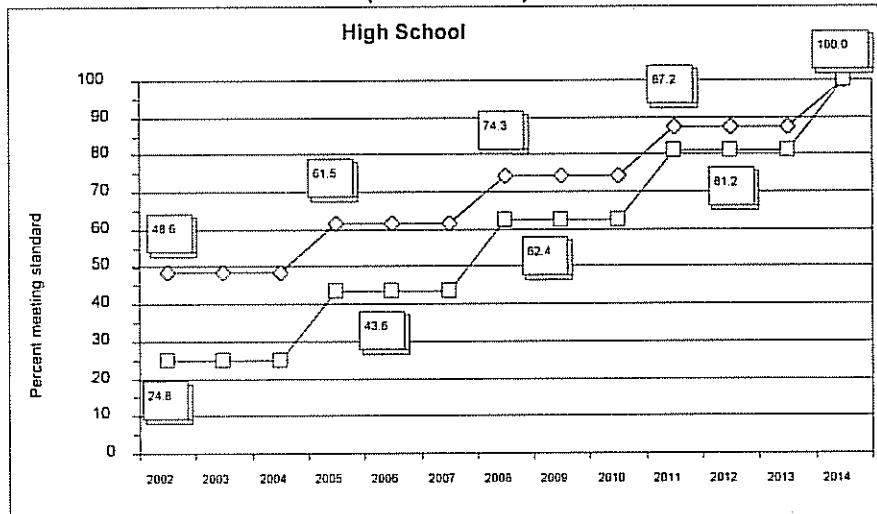
ELEMENTARY SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE
(2000 – 2002)



**MIDDLE SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE
(2000 – 2002)**



**MIDDLE SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE
(2000 – 2002)**



Current Status
2010 Adequate Yearly Progress (AYP)
Everett Public Schools, August 31, 2010

School	Title Sch.	Status for 09-10	Status for 10-11	Reading	Mathematics	Other Indicator
Elementary Grades (3, 4, 5 data weighted and merged)						
Cedar Wood		Yes	Yes	Yes	Yes	Yes
Emerson	T1	Step 1	Step 1	No: ELL (LaInc)	Yes (ELL)	Yes
Forest View		Yes	Yes	Yes	Yes	Yes
Garfield	T1	Step 1	Step 1	Yes	Yes (SpEd)	Yes
Hawthorne	T1	Step 4	Step 5	No: All, Asian, Hsp, Wh, ELL, LaInc	No: All, Asian, Hsp, Wh, LaInc, (ELL)	Yes
Jackson	T1	Yes	Yes	Yes (SpEd)	Yes (SpEd)	Yes
Jefferson		Yes	Yes	Yes	Yes	Yes
Lowell	T1	Step 1	Step 1	Yes	Yes	Yes
Madison	T1	Yes	Yes	Yes	Yes (LaInc)	Yes
Mill Creek		Yes	Yes	Yes	Yes	Yes
Monroe		Yes	Yes	Yes	Yes	Yes
Penny Creek		Yes	Yes	Yes	Yes (LaInc)	Yes
Silver Fir		Yes	Yes	Yes	Yes	Yes
Silver Lake	T1	No-Yr 1	Yes	Yes	Yes	Yes
View Ridge		Yes	Yes	Yes	Yes	Yes
Whittier		Yes	Yr - 1	Yes	Yes	Yes
Woodside		Yes	Yes	Yes	Yes	Yes
District		Step 2	Step 2	No: Hsp, LaInc (Blk, SpEd) (ELL)	Yes (Blk, Hsp, ELL, SpEd, LaInc)	Yes

(Black) - Successful Appeals (Blue) - Met through Safe Harbor

Current Status
2010 Adequate Yearly Progress (AYP)
Everett Public Schools, August 31, 2010

School	Title Sch.	Status for 09-10	Status for 10-11	Reading	Mathematics	Other Indicator
Middle School Grades (6, 7, 8 data weighted and merged)						
Eisenhower		Step 2	Step 3	No: SpEd	No: SpEd	Yes
Evergreen		Step 1	Step 2	No: ELL (SpEd)	Yes (SpEd) (ELL)	Yes
Gateway		Step 1	Yes	Yes	Yes	Yes
Heatherly		Step 2	Step 2	Yes (SpEd)	Yes (SpEd, LaInc)	Yes
North		Step 3	Step 4	No: ELL, SpEd, LaInc (Blk)	No: Hsp, ELL, SpEd, LaInc (Blk) (All)	Yes
District		Step 2	Step 2	Yes (SpEd)	No: Blk (Hsp, LaInc) (SpEd)	Yes

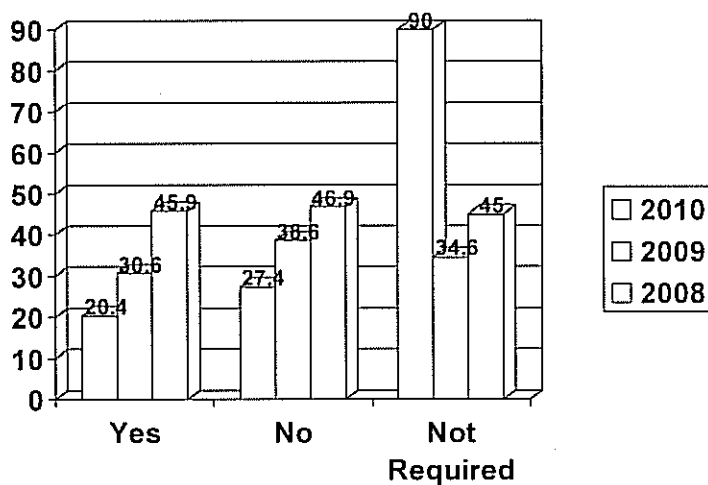
(Black) - Successful Appeals (Blue) - Met through Safe Harbor

Current Status 2010 Adequate Yearly Progress (AYP) Everett Public Schools, August 31, 2010

School	Title Sch.	Status for 09-10	Status for 10-11	Reading	Mathematics	Other Indicator
High School						
Cascade		Step 2	Step 3	No: SpEd	No: All, Hsp, Wh, SpEd, LoInc (Blk)	Yes
Everett		Step 2	Step 3	Yes	No: All, Hsp, Wh, LoInc	Yes
HM		Step 1	Step 1	Yes	Yes (All, Wh, LoInc)	Yes
Sequim		Step 3	Step 4	Yes	Yes	Yes
District		Step 2	Step 2	Yes	No: All, Wh, LoInc	Yes
Home School Resource Center						
Grades 3		Yes	Yes	Yes	Yes	Yes

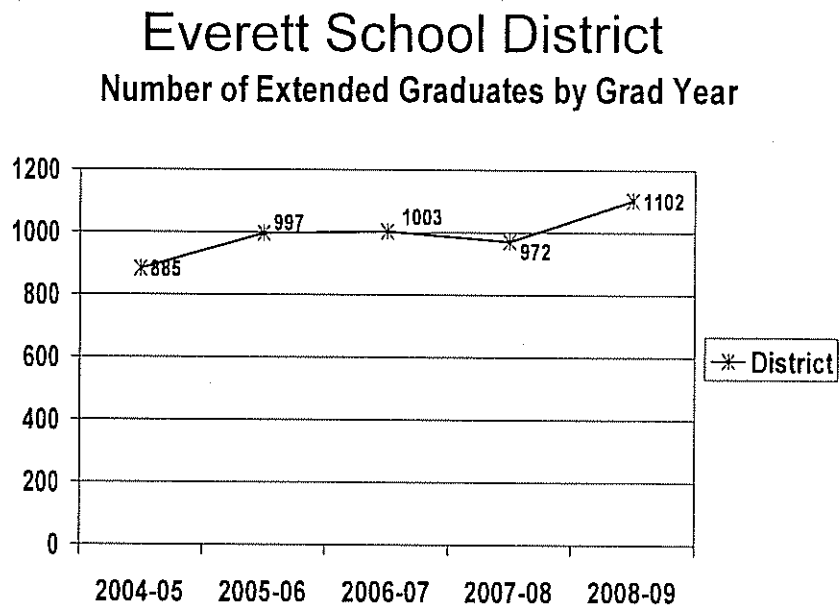
(Black) - Successful Appeals (Blue) - Met through Safe Harbor

District Three Year AYP Trend Data



Graduation Trends

Class of 2010



U's, C's, D's

P210 FINAL 2008-09 Drop Out Numbers

	CHS	EHS	JHS	SHS	Others*	Total
C1s	0	1	1	0	0	2
Ds	1	4	6	11	1	23
Us	<u>23</u>	<u>26</u>	<u>13</u>	<u>40</u>	<u>4</u>	<u>106</u>
Total:	24	31	20	51	5	131

2008-09 C1s, Ds, & Us AS OF 8/10/2009

	CHS	EHS	JHS	SHS	Others*	Total
C1s	2	1	0	0	0	3
Ds	6	12	20	16	6	60
Us	<u>93</u>	<u>142</u>	<u>92</u>	<u>132</u>	<u>22</u>	<u>481</u>
Total:	101	155	112	148	28	544

2009-10 C1s, Ds, & Us AS OF 8/30/2010

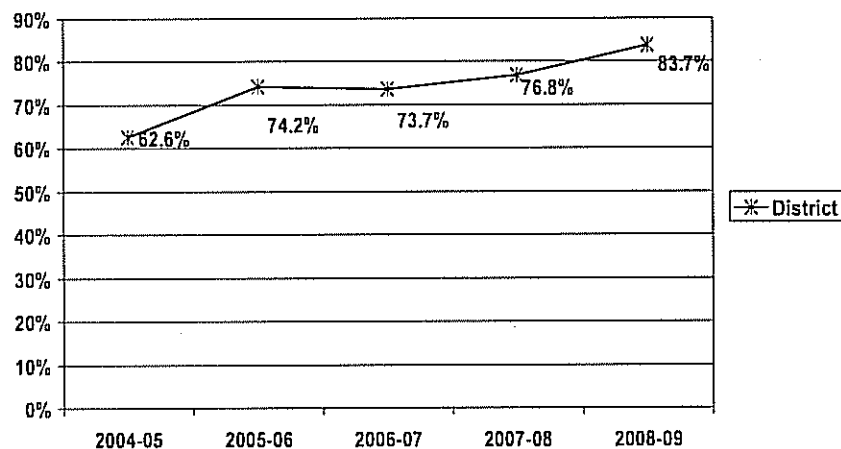
	CHS	EHS	JHS	SHS	Others*	Total
C1s	1	0	0	7	0	8
Ds	0	11	5	15	6	37
Us	<u>53</u>	<u>71</u>	<u>36</u>	<u>134</u>	<u>22</u>	<u>318</u>
Total:	54	82	43	156	28	363

Others*

EIS=5 Us, EVGRN=4Ds+18 Us,
GTWY=1 D, HTWVD=20 Us, NMS=3 Us,
NWLC=2Us

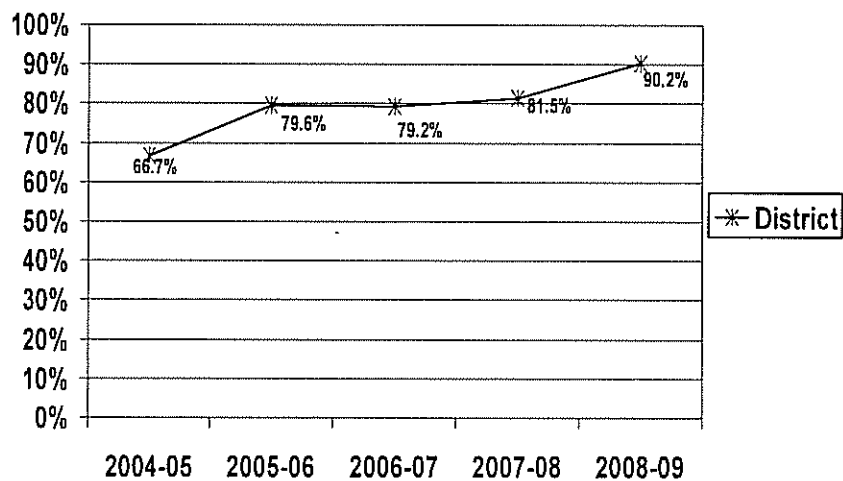
District

On-time Graduation Rate by Grad Year



Graduation Rates for Everett Public Schools

Extended Graduation Rate by Grad Year



Everett School District Class of 2010 Cohort Summary

	G	C	D	U	A	Total
CHS	329	1	0	37	32	399
EHS	273	0	8	53	36	370
JHS	423	1	6	15	27	472
SHS	45	9	13	65	47	179
Other	1	4	2	30	5	42
Total	1071	15	29	200	147	1462

* EHS had 8 graduates with Grad years of 2010 who graduated in 2007 and 2009 (ELL Students).

Pentamation 8/31/10

Class of 2010 Active Super Seniors Progress Update

	Total Students	Reading Not Met	Writing Not Met	Red	Yellow	Green	Letter Not Met	Proposal Not Met	Project Not Met	Present Not Met
CHS	30	8	9	6	6	18	21	20	23	23
EHS	32	8	12	15	6	11	24	22	24	24
JHS	22	0	1	4	5	13	12	13	16	15
SHS	45	6	5	24	8	13	40	42	44	44
Total	129	22	27	49	25	55	97	97	107	106

Pentamillion 9/1/10

Class of 2010 College Ready

	Total Grads	Social Studies 2.0	English 4.0	Math 3.0	Science 2.0	Language 2.0	All Categories	% College Ready
CHS	321	316	259	246	309	220	168	52%
EHS	268	262	196	218	265	227	142	53%
JHS	419	413	330	348	416	360	267	64%
SHS	47	43	21	25	45	26	9	19%

	Total Grads	Social Studies 2.0	English 4.0	Math 3.0	Science 3.0	Language 2.0	All Categories	% College Ready
CHS	321	316	259	246	181	220	137	43%
EHS	268	262	196	218	170	227	114	43%
JHS	419	413	330	348	353	360	251	60%
SHS	47	43	21	25	4	26	1	2%

Pentamillion 8/31/10

Graduation Progress Class of 2011

District High School Credit Demographic Breakdown Class of 2011

Grade 12 (Class of 2011)	District			
End of 2010 (Grade 11)	15.5↓ RED	16-17.5 YELLOW	18↑ GREEN	Totals
Number of Students	262	223	793	1278
Female	94	104	417	615
Male	168	119	376	663
American Indian	7	4	3	14
Asian	26	21	144	191
Black	20	15	28	63
Hispanic	45	28	49	122
Multi	6	4	18	28
Pacific Islander	3	2	2	7
White	155	149	549	853
SES	129	83	158	370
Sped	38	24	39	101
ELL	26	15	12	53

Pentamaton 8/31/10

District Cert Non-Mastery Demographic Breakdown Class of 2011

District	Reading Tests	Writing Tests	Need Reading Only	Need Writing Only	Need Both	Math	Total Students
Active							
Not Met	113	83	55	25	58	487	625
Male	42	30	21	9	21	244	295
Female	71	53	34	16	37	243	330
Asian	9	6	5	2	4	47	58
Black	9	5	5	1	4	31	41
Hispanic	21	17	7	3	14	64	88
American Indian	1	1	1	1	0	5	7
Multi	1	2	1	2	0	12	15
Pacific	2	1	1	0	1	7	9
White	70	51	35	16	35	321	407
SES	65	53	25	13	40	205	283
ELL	25	21	8	4	17	41	70
Sped	32	21	20	9	12	61	102

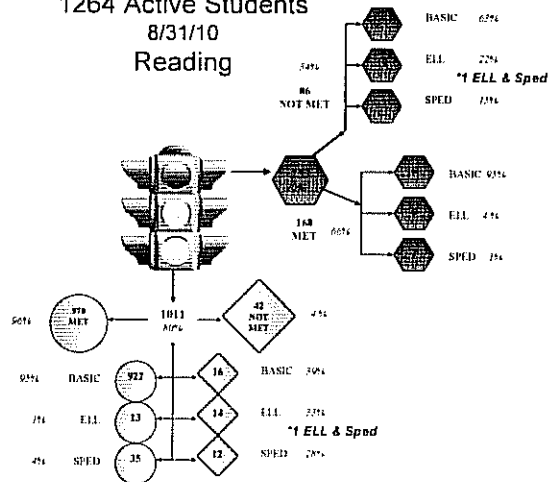
Pentamaton 9/1/10

Cascade High School Credit Demographic Breakdown Class of 2010

Grade 12 (Class of 2010)	Cascade			
End of 2009 (Grade 11)	15.5↓ RED	16-17.5 YELLOW	18↑ GREEN	Total
Number of Students	78	101	205	384
Female	27	48	129	204
Male	51	53	76	180
American Indian	2	2	0	4
Asian	5	7	34	46
Black	13	3	10	26
Hispanic	12	11	5	28
Multi	0	0	2	2
Pacific Islander	0	0	0	0
White	46	78	154	278
SES	43	36	47	126
Sped	14	11	9	34
ELL	9	5	9	23

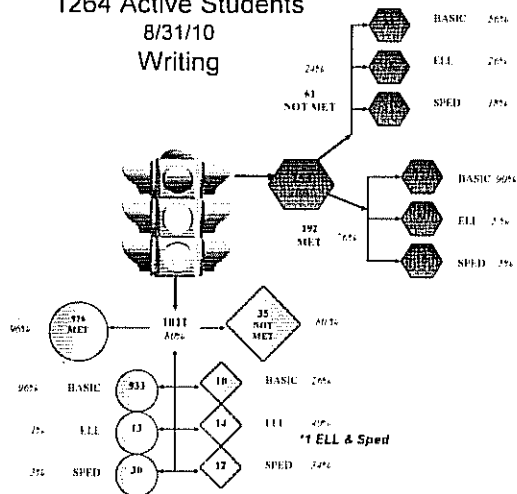
Pentamaton 8/31/10

Everett Public Schools
Class of 2011
1264 Active Students
8/31/10
Reading



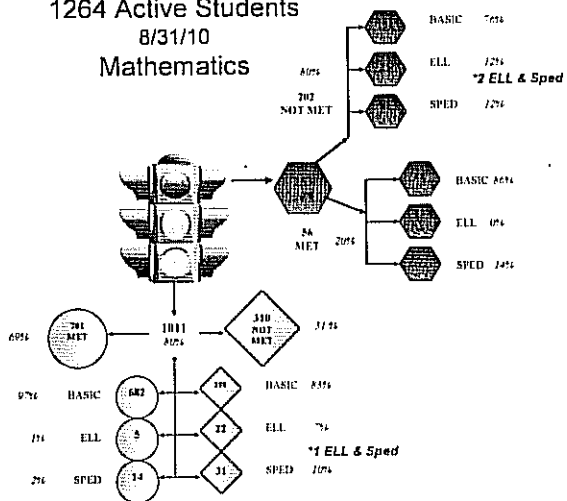
District Data 8/31/10

Everett Public Schools
Class of 2011
1264 Active Students
8/31/10
Writing



District Data 8/31/10

Everett Public Schools
Class of 2011
1264 Active Students
8/31/10
Mathematics



District Data 8/31/10

Questions

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

6. C.

Subject

Title: Proposed revisions to Board Policy 1310 – Adoption and Amendment of Policies – First Reading

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

Background

Purpose/Summary: Proposed revisions to this policy are to provide clarification regarding the language used when referring to adoption, revision and updating of policies. Molly Ringo, Executive Director Area 2, oversees the policy/procedure revision process for the District and has provided the definitions of the language commonly used in policy revisions.

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: _____

Associate Superintendent, Chief Instructional Officer

Date: _____

Date: _____

Comments:

THE BOARD OF DIRECTORS**Adoption and Amendment Revision of Policies**

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion. Unless it is deemed by the Board that immediate action would be in the best interests of the District, the final vote for adoption shall take place not earlier than the next succeeding regular or special Board meeting. Any written statement by any person relative to a proposed policy or amendment revision should be directed to the Board secretary five (5) calendar days prior to the second reading. The Board may invite oral statements from staff members or community members as an order of business. The date of adoption will be noted on the policy. Adoption is defined as the addition of a new policy.

When the Board of Directors is considering a District policy or amendment revision to policy that is not expressly or by implication authorized by state or federal law, but which will promote the education of public school-age students or will promote the effective, efficient or safe management of the District, the proposed policy shall be described in any notice of the meetings at which the policy will be considered, if the notice is issued pursuant to the Open Public Meetings Act, Ch. 42.30 RCW. The Board of Directors shall provide an opportunity for public written and oral comment on such policies before adoption or amendment revision. The date of revision will be noted on the policy. Revision is defined as changes made to the substantive language of an existing policy.

In the event that immediate action on a proposed policy or revision to an existing policy is necessary, the motion for its adoption or revision to an existing policy shall provide that immediate adoption is in the best interest of the District. No further action is required. All new or amended revised policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies adopted or amended revised shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual.

In some instances updates are made to policies. Updates are defined as changes that do not alter the policy language. Examples include changes to legal references, cross references and notations. In these instances, the date of the update will be indicated on the policy. Updates such as these do not require Board action and therefore will not be presented at a Board meeting. However, the Board will be informed of the update.

Legal References:	RCW 28A.320.010	Corporate powers
	RCW 28A.320.040	Bylaws for board and school government

Adopted:	<u>November 21, 1980</u>
Revised:	<u>October 25, 1993</u>
Updated:	<u>March 2001</u>
Revised:	<u>April 25, 2008</u>
Proposed:	<u>July 2010</u>

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

6. d.

Subject

Title: Proposed revisions to Board Policy 1312 – Administrative Procedures – First Reading

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

Background

Purpose/Summary: Proposed revisions to this policy are to provide clarification regarding the language used when referring to adoption, revision and updating of procedures. Molly Ringo, Executive Director Area 2, oversees the policy/procedure revision process for the District and has provided the definitions of the language commonly used in procedure revisions.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Molly Ringo

Contact Person(s): Molly Ringo

Signature: 

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:

THE BOARD OF DIRECTORS

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed or substantively changed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though the Board may request that they be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. Procedures need not be reviewed by the Board prior to their issuance; though on sensitive topics, the Superintendent may request prior Board review.

When a procedure is developed, the date of the adoption will be noted. When a revision is made that changes the actual language of a procedure, the date of the revision will be noted. In some instances, updates are made that do not affect the actual procedure language. Some examples include staff job title changes, address changes or minor modifications to forms associated with a procedure. In these instances, the date of the update will be noted.

Adopted:	<u>November 21, 1980</u>
Revised:	<u>October 25, 1993</u>
Updated:	<u>March 2001</u>
Revised:	<u>March 25, 2008</u>
Proposed:	<u>July 2010</u>

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

7. a.

Subject

Title: Proposed New Policy 2114 – Online Learning – Second Reading/Adoption

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

Background

Purpose/Summary: Last year, the Legislature reexamined the approval and monitoring provisions for online providers, student online learning opportunities and the roles and responsibilities of school districts in supporting online learning. As a result, school districts are required to develop policies and procedures for student access to online learning opportunities.

Jim McNally, Executive Director Area 1 and Sally Lancaster, Sequoia High School/Online High School Principal have reviewed the model policy and procedure from WSSDA and adapted it to fit Everett Public Schools' needs. It has also been reviewed by Superintendent's Cabinet.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 2

Submitted By: Molly Ringo

Contact Person(s): Molly Ringo

Signature: 

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: 8/31/10

Comments:

INSTRUCTION

Online Learning

A variety of learning options, including online courses and programs, are critical for 21st Century learners. The online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, it is desirable to provide a range of online learning opportunities that are equally accessible to all students in the school district. The superintendent is directed to provide information to parents, students and staff regarding online learning options and guidelines for participation.

The superintendent or designee will develop procedures to implement this policy. The procedures will include, but not be limited to, a description of student access to online learning courses/programs, student eligibility criteria, the types of online courses available to students, methods the district will use to support student success, payment of course fees and other costs, granting of course credit and conditions under which no credit will be awarded.

Cross References:	Board Policy 2214	Alternative Learning Experience Programs
	Board Policy 2410	Graduation Requirements
Legal References:	RCW 28A.225	Compulsory School Attendance and Admission
	RCW 28A.250	Online Learning
	RCW 28A.230.090	High School graduation requirements or equivalencies—Reevaluation of graduation requirements—Review and authorization of proposed changes—Credit for courses taken before attending high school—Postsecondary credit equivalencies
	RCW 28A.320.035	Contracting out—Board's powers and duties—Goods and services

PROPOSED NEW POLICY

2114

Page 2 of 2

RCW 28A.150.262	Defining full-time equivalent student—Students receiving instruction through alternative learning experience online programs—Requirements—Rules
RCW 28A.150.220	Basic Education—Minimum instructional requirements—Program accessibility—Rules (Effective September 1, 2011)
WAC 180-51	High School Graduation Requirements
WAC 392-121-182	Alternative learning experience requirements
WAC 392-121-188	Instruction provided under contract
WAC 392-410-310	Equivalency course of study—Credit for correspondence courses, electronically mediated courses, and college courses.
WAC 392-502	Online Learning

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

7. b.

Subject

Title: Proposed Revisions to Policy 4340 – Public Access to District Records – Second Reading

Recommendation: Wording has been revised at the request of Board President Ed Peterson. The superintendent's cabinet has reviewed this policy and recommends the Board of Directors approve the policy as submitted.

Background

Purpose/Summary: Revisions are the result of recent regulatory changes. Jeff Moore, Executive Director Finance and Jennifer Farmer, Director Business Services/Public Records Officer have reviewed the proposed revisions. It has also been reviewed by legal counsel.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Molly Ringo

Contact Person(s): Jeff Moore

Signature: _____

Molly Ringo

Jennifer Farmer

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: _____

Mark McCauley
Associate Superintendent, Chief Instructional Officer

Date: _____

Date: 9/1/10

Comments:

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

Subject

Title:

Board-Superintendent Operating Protocol

Recommendation:

That the Board of Directors approve the proposed Board-Superintendent Operating Protocol for immediate implementation.

Background

Purpose/Summary:

During the Board's summer 2010 annual planning workshop, a draft Operating Protocol was presented based on the existing protocol and an amendment developed during the past year. The directors discussed the protocol, and adjustments were suggested. In addition, the superintendent reviewed the draft for currency and conventions, and the enclosed draft offers suggestions for clarification. The revised protocol was crafted to include those suggestions, and is presented for board approval.

Additional Information

Agenda Placement:

Information

xx Action

Consent Agenda

xx Attachment(s)

of pages 1

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn



Everett Public Schools

Board-Superintendent Operating Protocol

OUR PRINCIPLES, BELIEFS AND TRADITIONS

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must agree on basic ways of working together. Operating principles define the beliefs, values, and methods of working together. Through this protocol we memorialize our principles and traditions and emphasize the importance of clearly communicating our commitment to continuing them.

The manner in which the board members and superintendent conduct their business becomes a model throughout the district for students, teachers, parents, and staff on how problems are solved. The principles we set forth here outline a philosophy of cooperative, collaborative, and consultative behavior that is agreed upon by the Board and Superintendent in Everett Public Schools. The board governs at the policy level of the district always striving to think strategically about the matters over which it deliberates by respecting the distinction between organizational ends and means. As members of the leadership team, we are committed to upholding these principles.

OUR PURPOSE

Students' interests come first. After their safety, we value above all else their achievement. The board will represent the needs and interests of each child in Everett Public Schools as its primary responsibility.

COMMUNICATIONS: LISTENING, COOPERATION AND SUPPORT

Open communication requires trust, respect and a fundamental belief in goodwill among board members and the superintendent.

Listening expresses our concern for others by showing an interest in not only the information but the other person. Active listening benefits each party and is a key to effective communication. We should take sufficient time to summarize and paraphrase what we have heard.

A healthy climate for communication requires trust, respect and a fundamental belief in the goodwill among team members. Messages are open, honest, and tactful. We work to minimize misunderstanding and reduce conflict. We strive for mutual understanding and support.

As a leadership team, we make the following commitments to minimize misunderstandings and reduce conflict by:

- Supporting each other constructively and courteously.
- Maintaining confidentiality.
- Focusing our discussions on issues, not personalities, keeping the tone and demeanor of discussions professional by avoiding defensiveness and personalized anger.
- Encouraging constructive disagreement.
- Upholding the integrity of every individual.
- Pursuing thorough understanding.
- Expressing our opinions and positions on issues honestly and openly while being sensitive to others' opinions, demonstrating that we have recognized the other's point of view.

- Respecting the limited resource of staff time in making individual and whole-board requests for information, and committing that responses to individual requests for information will be shared with all board members.

The board will give direction to the superintendent only as a total board through adopted policies or action taken at a board meeting.

If a board member is acting outside his/her defined role, the board president or other board member(s) will talk with the individual board member regarding the problem.

The board will give the superintendent feedback on his/her performance on a regular basis. An executive session to discuss superintendent performance may be requested by either the board or the superintendent.

The superintendent will let the board know as soon as possible of any major issue that may arise which could be problematic for the district, and will share information with people anticipated to be affected in a timely manner. The team is mutually committed to practicing a “no surprises” policy. We consider a major issue to be one in which student or staff safety, significant liability, or broad public concern could reasonably be attached.

The board president will be the official spokesperson for the board. The superintendent will be the official spokesperson for areas of district operation.

Communication between district staff and the board is encouraged.

Board members should call the school principal or stop in the office prior to visiting classes or the campus.

JUDGMENT AND TRUST

The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense and a strong trust relationship between the board and the superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons trust in each other, allowance for error, and team efforts to address problems through open and transparent discussion of all directors’ and the superintendent’s perspectives are a key part of an effective school district operation. We will approach these situations with the belief the other person is working in good faith with good expectations.

DECISION MAKING

The identification and evaluation of alternatives, an awareness of short- and long-term consequences, an appreciation for the needs of the group, as well as individuals, and sensitivity toward collective action are essential to the decision-making process.

In order to formulate and execute sound decisions, we agree to:

- Resolve problems as close to the point of origin as possible.
- Provide for input from all concerned when possible.
- Use a decision-making style appropriate to the situation.
- Reevaluate the effectiveness of the decision when appropriate.
- Clearly communicate decisions that are made.
- Manage agreement with positive attention to assumptions in order to avoid making decisions based on false assumptions.
- Guard against creating the impression that any single board member decides in place of the whole board; board decisions are made by the whole, not individuals.

- Once a board decision has been reached, all board members support the outcome.

Using this process, we recognize that a decision may sometimes be superseded by a higher level of authority. When this occurs, the rationale will be communicated to those involved before releasing the information.

RESPONDING TO COMPLAINTS AND CONCERNS

Board members will contact the superintendent directly when they hear concerns in the community regarding issues relating to district administration, programs or personnel.

When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, he/she will:

- Listen to the individual's concern.
- Inquire if the individual has discussed the issue with the person immediately responsible.
- Explain that the district process for resolving concerns and conflicts is to address the concern with the person immediately involved. If this has not been done, tell them how to contact the appropriate person. Describe the appropriate channels that should be followed if the complaint is not resolved.
- Remember that anything we say as an individual could be given the meaning by the listener as the "position of the board or superintendent", and therefore we will be careful not to give the appearance of agreeing with the person when we mean to actively listen or to listen sympathetically. We will do our utmost to listen carefully, and to avoid giving the impression by listening that we are on "their side."

The superintendent is responsible for following up with the board members to ensure each is aware of the response provided by the administration.

BOARD MEETINGS

1. The public will have clearly defined opportunities for input to the board of directors at study sessions and public comment section of regular board meetings. Comments will be limited to a time period established by board policy.
 - A. Study session public comments will be held at the end of board discussion and before the conclusion of the meeting.
 - B. At regular board meetings, there will be a public comment section at the beginning of the meeting.
 - C. Members of the audience may comment on "Action" items listed on the agenda and may also comment on policies at both the first and second readings.
2. During the times set aside for public comment, in order to promote a welcoming atmosphere for speakers, the board president will ensure that board members and staff will not debate or argue with the public during board meetings. If the board is questioned by the public during the public comment section, the board president may do the following:
 - A. If the question is concerning district policy: Ask the superintendent to take note and answer the person later after consulting with the president for direction if needed. The superintendent will provide a brief summary of the eventual resolution to the board.
 - B. If the question is concerning areas of district operation: Ask the superintendent to address the issue with the person at a later time. The superintendent will provide a brief summary of the eventual resolution to the board.

- C. Thank the public for making comments to the board without follow-up comment by the president.
 - D. Agree to another board member's request to ask clarifying questions of a speaker.
3. Changes on minutes will be called to the attention of the superintendent's secretary or the superintendent, and in most cases, will not be addressed at meetings. All board members with changes will call the district office prior to the board meeting. An updated copy of the minutes will be given to each board member and to the public at the scheduled meeting.
 4. Board agendas will be developed as a partnership between the board president or designee and the superintendent. The board president and the superintendent will review the agenda in detail prior to the board meeting. Agenda-setting meetings will typically include one other board member. Board members requesting items for the agenda will contact the superintendent or board president with the items.
 5. Board meeting agenda and background material on agenda items will be provided by the superintendent to all board members at least two days before regular board meetings.
 6. Board members will review all material provided and seek clarification or additional information as needed prior to the board meeting. When possible, board members will discuss proposals they have concerns about with the superintendent and/or board president prior to the board meeting. Because we know that board meetings are most productive when all board members are prepared and present, we commit to attending meetings in their entirety and absenting ourselves on the infrequent occasion when absence is unavoidable.
 7. Board members requesting information from staff at board meetings will do so through the superintendent. All items addressed to the board for action or discussion by staff will be given in an objective fashion explaining both the positive and negative aspects of the decisions. If board members feel "rushed" or feel they do not have enough information, the board member will request a "table" or postponement until such time as adequate information is presented.
 8. Open and honest discussion of issues, ideas and positions on proposals is encouraged. The board debates issues, not one another. Board members agree to avoid any words and actions that cast negative impressions on another board member, the superintendent, or on any other individual. Debate and differing perspectives are encouraged while exercising care and respect for others.
 9. Once a final decision has been made on a proposal, board members and the superintendent will individually and collectively publicly support successful implementation.
 10. Executive/closed sessions will be held only when specific needs arise. Board members are extremely sensitive to the letter and spirit of the open public meetings and privacy laws, and will individually and collectively respect their provisions and maintain awareness of the legal ramifications of their meetings and comments.
 11. All discussions that occur during executive sessions are privileged and shall not be shared with anyone unless it is the express decision of the board to do so.

BOARD AND BOARD MEMBER REQUESTS

The board seeks to guide the district through four inter-connected sets of priority-setting tools, which are updated periodically.

1. Strategic Plan and related Action Items

2. Superintendent's Goals
3. Annual Goals for the Board of Directors
4. Annual Operation Budget

Requests for information from the board and its members are intended to advance these priorities established by the board. The superintendent and his/her staff face many challenges in the day-to-day operations of the District, while at the same time providing support for new initiatives. The board prioritizes in order to be clear on the most important strategies and actions for the district. The goals established are ambitious and require extensive focus and attention from the superintendent and his/her staff. Therefore the board seeks to focus its board requests on the goals adopted by the board.

Board Request

This is a request for information or action submitted to the superintendent by the board through concurrence of at least three board members. A board request occurs during a board meeting, whether regular or special, open or closed. In the absence of a board meeting, unless otherwise specified the board president is presumed to make requests on behalf of the board.

Board Member Request

Documents. Board members are entitled to receive a copy of any public document through the Superintendent's Office. All board members' requests for documents will be submitted through the superintendent (or his/her designee), and will be expedited.

General Information. Board members sometimes seek information through the superintendent. Such requests may be simple or complex, and may have financial, legal or workload implications. The superintendent determines (in consultation with the board president when in doubt) if information requests from individual board members are easily resolved or will advance the established goals approved by the board (board goals or goals for the superintendent). If the request doesn't meet this requirement, the superintendent will direct the board member back to the board president or the full board to secure approval as a board request.

Board Agenda Information. Information requests regarding policy items, action items for board meetings or reports to the board are treated as requests for elaboration. These are information requests which are pertinent to board decision making. If these requests are only marginally related to the board agenda topic, or involve significant preparatory time they should come as a full board request. More routine questions would fall in the board member request for information category.

HONESTY, LOYALTY, AND DISAGREEMENT

A sustained commitment to a group, person, or organization survives and is nurtured in an open environment that recognizes the need and right of the parties to construct, express, examine, and synthesize divergent thought. Understanding opposing viewpoints helps us to better represent Everett Public Schools' interests.

We accept the challenge of pursuing a common intent through a review of opinion and fact, to an end that is understood and defensible by all. Once a final decision is reached, each member will support the decision and aid in its implementation.

By way of fulfilling our commitment to the challenge, we agree:

- To support each other constructively and courteously.
- To maintain confidentiality.
- To allow ourselves and others the freedom to admit mistakes.

- To focus our discussions on issues, not personalities, free of defensiveness.
- To pursue thorough understanding.

The Everett Public Schools Board-Superintendent Operating Protocol was reviewed and adopted on September 7, 2010.

Ed Petersen, President

Jeff Russell, Director

Kristie Dutton, Vice President

Jessica Olson, Director

Carol Andrews, Director

Gary Cohn, Superintendent

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

Subject

Title:

Board Work Plan 2010-2011

Recommendation:

That the Board of Directors approve the proposed Board Work Plan for 2010-2011.

Background

Purpose/Summary:

During the Board's summer 2010 annual planning workshop, a draft work plan for 2010-2011 was presented, discussed, and adjustments developed. Subsequently, directors and superintendent's cabinet members reviewed the draft and offered suggestions for clarification. The resulting draft was crafted to include those suggestions, and is presented for board approval.

Additional Information

Agenda Placement:

Information

xx Action

Consent Agenda

xx Attachment(s)

of pages 1

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn



Everett Public Schools

Board of Directors

Work Plan 2010-11

Based upon the results of the Everett Public Schools Board of Directors' annual self-appraisal to assess its performance as a board, its review of the district's accomplishments through the most recently completed year, and its approval of the updated Strategic Plan, the board develops a work plan for the school year. The plan is structured to address board team priorities within the WSSDA School Board Standards framework.

School Board Standards		Work Plan Priorities
Standard 1.	Provide responsible school district governance.	<ul style="list-style-type: none"> • Develop board meeting content which balances near and distant planning horizons; revise the annual agenda plan and board agenda format accordingly • Enhance team-building through successive board training events; updating our operating protocol and practicing means/ends balance • Review the district's 2006 capital facilities and property plans
Standard 2.	Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations.	<ul style="list-style-type: none"> • Complete the new district strategic plan • Determine whether to engage in Lighthouse training during 2011-12 • Study the role of "expectations" in student performance and consider policy options to maximize learning
Standard 3.	Create conditions district-wide for student and staff success.	<ul style="list-style-type: none"> • Develop board view on best practice approach to equity and access goals • Study current programmatic priorities embedded in the operating budget • Study instructional materials and professional development policies • Consider models for student representation on the school board
Standard 4.	Hold school district accountable for meeting student learning expectations.	<ul style="list-style-type: none"> • Determine and review progress on District Improvement Plan metrics in concert with the adoption of the renewed strategic plan • Study data dashboards for board policy use • Review common definitions of "college and career ready"
Standard 5.	Engage the local community and represent the values and expectations they hold for their schools.	<ul style="list-style-type: none"> • Complete the two-year series of community engagement activities with broad participation • Develop a successor plan for board community outreach

Board Agenda Request Form

Date of Board Meeting: 9-7-10

7. e.

Subject

Title: Board School Assignments for 2010-2011

Recommendation:

The recommendation is that the Board of Directors approve the attached list of Board school assignments for the 2010-11 school year.

Background

Purpose/Summary:

The annual practice of designating specific schools to individual Board members has been used to allow the Board to focus on special events at their assigned schools and for ways to learn even more about the great things that are happening throughout the District. Although the Board is encouraged to visit any school and/or function that is of interest to them, the assigned locations for each Board member will be their focus for the year.

Additional Information

Agenda Placement:

Information

☒ Action

Consent Agenda

☒ Attachment(s)

of pages 2

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn

SCHOOL ASSIGNMENTS FOR BOARD MEMBERS

2010-2011

Carol Andrews

Jessica Olson

Ed Petersen

Kristie Dutton

Jeff Russell

High Schools

EHS

CHS

JHS

Sequoia

Middle Schools

Heatherwood

Eisenhower

North

Evergreen

Gateway

Elementary Schools

Penny Creek
Emerson
Jackson Elem.

Silver Firs
View Ridge
Garfield

Cedar Wood
Monroe
Hawthorne

Woodside
Lowell
Whittier
Silver Lake

Mill Creek
Jefferson
Madison
Forest View

Board Agenda Request Form

Date of Board Meeting: September 7, 2010

7. f.

Subject

Title:

Proposed Revised Board Agenda Format

Recommendation:

That the Board of Directors adopt a revised order of business for the regular Board agenda.

Background

Purpose/Summary:

During the Board's summer 2010 workshop, discussion took place about ways in which to improve the planning for the regular Board meetings, including suggesting agenda items for upcoming meetings. Accordingly, "Items for Future Agendas" has been added to the agenda. In addition, several other adjustments have been made to align the agenda to the strategic decision-making model with which the board began working as part of its ends/means training. Numbering on sections will change accordingly, including for "Work/Study Session" and "Executive/Closed Session".

Additional Information

Agenda Placement:

Information

xx Action

Consent Agenda

xx Attachment(s)

of pages 1

Submitted By: Gary Cohn

Contact Person(s): Gary Cohn

**REGULAR MEETING AGENDA
PROPOSED REVISED ORDER OF BUSINESS**

- | | |
|--|-------------------------------|
| 1. Call to Order | <i>Information</i> |
| 2. Roll Call | <i>Information</i> |
| 3. Adoption of Agenda | <i>Action</i> |
| 4. Consent Agenda | <i>Action</i> |
| 5. Recognitions | <i>Information</i> |
| 6. Public Comment | <i>Information</i> |
| 6.01 Audience Comments Regarding Items Not on the Agenda | |
| 6.02 Audience Comments Regarding Items on the Agenda | |
| 7. Superintendent's Report | <i>Information</i> |
| 8. Strategic Progress Monitoring | <i>Information</i> |
| 9. Information/Discussion | <i>Information/Discussion</i> |
| 10. Action | <i>Action</i> |
| 11. Policy Review | <i>Discussion/Action</i> |
| 12. Upcoming Agenda Items | <i>Information</i> |
| 13. Board-Superintendent Team Comments | <i>Information</i> |
| 14. Work/Study Session | <i>Information/Discussion</i> |
| 15. Executive/Closed Session | <i>Information/Discussion</i> |

9/7/10