

AGENDA

4:30 p.m. 1. Adoption of Agenda

(5 min.) 2. Consent Agenda

a. Approval of Minutes

b. Personnel Report

c. Voucher Lists

d. Resolution 999: Boundary Line Adjustment and Quit Claim Deed with
Everett Community Collegee. Resolution 1001: View Ridge Elementary School New Construction in
Lieu of Modernizationf. Resolution 1002: James Monroe Elementary School Replacement –
Intent to Construct

g. Bid Award: Monroe Elementary School Replacement

h. Declaration of Surplus Property

i. Highly Capable Students Program Annual Grant

LYNN

JEFF/GINA/JENNIFER

MIKE

MIKE

MIKE

MIKE

JEFF/JENNIFER

TERRY/SUE/BECKY

(15 min.) 3. Recognition of Retirees

(15 min.) 4. Public Comment

a. Audience Comments Regarding Items Not on the Agenda

b. Audience Comments Regarding Items on the Agenda

(15 min.) 5. Superintendent's Comments

GARY

(5 min.) 6. Items for Information and/or Board Discussion

a. Proposed Revised Policy 8100—Transportation (regarding walking
distance and clarifying definition of hazardous walking conditions)
(1st reading)

MIKE/MOLLY

(15 min.) b. District Athletic Program

MATT/ROBERT

(10 min.) c. 2010-2011 Strategic Plan (1st reading)

MATT

(60 min.) d. Fiscal Year 2010-2011 Budget Presentation

JEFF

7. Action Items

(5 min.) a. Proposed Revised Policy 1450—Minutes (regarding “no” votes &
abstentions) (2nd reading & adoption)

GARY

(15 min.) 8. Board Comments

9. Work/Study Session

(30 min.) a. Study Session—Strategic Plan End-of-Year Report

MATT

(45 min.) b. Work Session—Debrief Community Engagement #2: Partnerships

PAM/KENNETH

10. Executive/Closed Session

(15 min.) a. Executive Session—Review the Performance of a Public Employee

1. ADOPTION OF AGENDA

2. CONSENT AGENDA

The administration recommends approval of the following Consent Agenda items:

- a. Approval of Minutes (ATTACHMENT);
- b. Personnel Report (ATTACHMENT); LYNN
- c. Voucher Lists (ATTACHMENT); JEFF/GINA/JENNIFER
- d. Resolution 999: Boundary Line Adjustment and Quit Claim Deed with Everett Community College (ATTACHMENT); MIKE
- e. Resolution 1001: View Ridge Elementary School New Construction in Lieu of Modernization (ATTACHMENT); MIKE
- f. Res. 1002: James Monroe Elem. School Replacement-Intent to Construct (ATTACH.); MIKE
- g. Bid Award: Monroe Elementary School Replacement (ATTACHMENT); MIKE
- h. Declaration of Surplus Property (ATTACHMENT); JEFF/JENNIFER
- i. Highly Capable Students Program Annual Grant (ATTACHMENT). TERRY/SUE/BECKY

3. RECOGNITION OF RETIREES

MARY

4. PUBLIC COMMENT

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

5. SUPERINTENDENT'S COMMENTS

6. ITEMS FOR INFORMATION and/or BOARD DISCUSSION

- a. Proposed Revised Policy 8100—Transportation (regarding walking distance and clarifying definition of hazardous walking conditions) (1st reading) MIKE/MOLLY
The attached proposed revised Policy 8100—Transportation, regarding walking distance and clarifying definition of hazardous walking conditions, is provided at this time for first reading with second reading and adoption to be recommended at a future Board meeting (ATTACHMENT). The superintendent's cabinet has reviewed this proposed revised policy and recommends the Board of Directors approve the policy as submitted. Changes to Policy 8100 are necessary to implement the Reduced Educational Program approved by the Board on April 20, 2010 in Resolution 989. These changes include revising the distance a student must walk to school before being eligible for district-provided transportation (1 mile radius distance) and clarifying the criteria used for determining hazardous walking conditions. This will bring the district's transportation policy in line with the state funding formula.
- b. District Athletic Program MATT/ROBERT
The administration will present information about District athletic programs, informing the Board of Directors about successes of athletic programs within the District (ATT.). Data regarding participation, academic awards and team successes will be shared.
- c. 2010-2011 Strategic Plan (1st reading) MATT
The 2010-2011 Strategic Plan is presented to the Board for first reading with adoption to be recommended at a future Board meeting (ATTACH.). Draft copies of the 2010-2011 Strategic Plan were presented to the Board at the March 23, 2010 work study session and during the June 8 school Board meeting.
- d. Fiscal Year 2010-2011 Budget Presentation JEFF
Jeff Moore, Executive Director of Finance & Operations, will present the 2010-2011 budget for all funds for first reading with formal adoption to be recommended at the July 6, 2010 Board meeting (ATTACHMENT). RCW 28A.505.050 requires adoption of the 2010-2011 budgets for the General, Transportation Vehicle, Capital Projects, Debt Services and Associated Student Body funds by August 31, 2010. Presentation

and adoption of Resolution 989—2010-2011 Reduced Educational Program, occurred at the April 20, 2010 Board meeting. High school Associated Student Body fund budgets were presented by students at the May 11, 2010 Board meeting.

7. ACTION ITEMS

- a. Proposed Revised Policy 1450—Minutes (regarding “no” votes & abstentions)
(2nd reading)

GARY

The attached proposed revised Policy 1450—Minutes, regarding “no” votes and abstentions, is provided to the Board of Directors for second reading and adoption (ATTACHMENT). At the May 25, 2010 Board meeting, discussion took place about possible revisions to Policy 1440—Meeting Conduct & Order of Business, and/or Policy 1450—Minutes, regarding the addition of language about “no” votes and abstentions. Feedback from the Board indicated that the language is more appropriately placed in Policy 1450. Thus, the attached proposed Revised Policy 1450 was presented to the Board for first reading at the June 8 Board meeting and is provided at this time for second reading and adoption.

8. BOARD COMMENTS

9. WORK/STUDY SESSION

- a. Study Session—Strategic Plan End-of-Year Report

MATT

Each year, the Board of Directors adopts action items in the Strategic Plan to provide direction to the administration to assist in focusing their work for the upcoming school year. These Strategic Actions are summarized annually at the conclusion of each school year. The purpose of this Board study session is to review the End-of-Year Strategic Plan Report for the 2009-2010 school year (ATTACHMENT).

- b. Work Session—Debrief Community Engagement #2: Partnerships

PAM/KENNETH

The administration and consultants will present information and perspectives gleaned from the second and third community engagement events on topics important for the District's strategic planning renewal process (ATTACHMENT). The second community engagement event focused on conversations about Community and Family Partnerships, and the third event was a Student Engagement Event focused on conversations around technology. The two remaining community engagement events, scheduled to occur during the next three months, will be focused on Equity & Access; and Work, Career and College Ready.

10. EXECUTIVE/CLOSED SESSION

CALENDAR

June	22	Last day of school
July	4	Holiday—Independence Day observed
	6	Regular Board Meeting—4:30 p.m.
August	17	Special Election August Primary
	24	Regular Board Meeting—4:30 p.m.
September	6	Holiday—Labor Day
	7	Regular Board Meeting—4:30 p.m.
	8	First Day of School
	21	Regular Board Meeting—4:30 p.m.

EVERETT PUBLIC SCHOOLS AUDITORIUM SCHEDULE

June	24-25	Spring Dance Recital	Sky Valley Dance
	26	Dance Performance	Dance Elite

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 Thursday, May 20, 2010 at 5 p.m., in Conference Room C3 of the Everett School District 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 to discuss various options for offering a supplemental educational programs and operations support levy to the District voters. Executive or closed sessions were not held. No action was taken at this special meeting.

At 6:10 p.m., President Petersen adjourned the special meeting.

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, June 8, 2010, beginning at 4:30 p.m., in the Board Room of the Educational Service Center, 4730 Colby Avenue, Everett, Washington. Those in attendance were: Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

ADOPTION OF AGENDA

President Petersen called for any revisions to the agenda. There were none. Jeff Russell moved to adopt the agenda. Kristie Dutton seconded the motion. Board member Olson moved to amend the agenda to address: 1) posting the audio recordings of Board meetings on the District website as soon as they are available rather than waiting until the minutes are approved; 2) amending the format of the voucher lists to budget codes; and 3) the Board's recent violation of the Open Public Meetings Act on the WSSDA listserv. President Petersen called for a second. There was none and the motion died for lack of a second. President Petersen then called for a vote on the original motion which had been moved and seconded. The motion passed, with four Board members voting "yes" and Board member Olson voting "no."

**ADOPTION OF
AGENDA**

CONSENT AGENDA

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

- a. Approval of Minutes (as corrected) (E:206/10);
- b. Personnel Report (E:207/10);
- c. Voucher Lists (E:208/10);
- d. Alternative Programs Annual Report 2009-2010 and Alternative Learning Experience Programs & Staffing Ratios for 2010-2011 (E:209/10);
- e. Interagency Memorandum of Understanding Between the Division of Children and Family Services and the Everett School District Regarding Educational Stability for Children in Foster Care (E:210/10);
- f. Declaration of Surplus Property (E:211/10);
- g. Revisions to Fee Schedules for Community Use of Facilities (E:212/10);
- h. International Field Trip—Cascade High School Band & Choir Students Travel to Beijing, China and Seoul, South Korea in the Spring of 2011 (E:213/10);
- i. Classified Non-Represented Non-Exempt 2010-2011 Salary Schedule (E:214/10);
- j. Event Support Personnel 2010-2011 Salary Schedule (E:215/10);
- k. Pacific Northwest Regional Council of Carpenters 2010-11 Salary Schedule (E:216/10);
- l. Everett Professional & Technical 2010-2011 Salary Schedule, Positions on the Professional & Technical Salary Schedule, and Professional & Technical Employees Vacation Schedule (E:217/10);
- m. Service Employees International Union Local 925 2010-11 Salary Schedule (E:218/10);
- n. Everett Association of Paraeducators 2010-2011 Salary Schedule (E:219/10);
- o. Everett Association of Educational Office Personnel 2010-11 Salary Schedule (E:220/10);
- p. Financial Reports as of April 30, 2010 (E:221/10).

The motion carried unanimously.

**CONSENT
AGENDA**

RECOGNITION OF RETIREES

Two retirees were welcomed: Joann Gutzmer and Doug Kloke.

**RECOGNITION OF
RETIREES**

PUBLIC COMMENT

President Petersen called on the one individual who asked to make public comment.

Audience Comments Regarding Items Not on the Agenda:

Andrea Meissner—Everett High School parent—Provided written comment as well as verbal—she is concerned regarding continued harassment of her daughter (E:222/10).

Audience Comments Regarding Items on the Agenda:

None.

SUPERINTENDENT'S COMMENTS

Dr. Cohn called on Silver Lake Elementary principal Mary O'Brien to share information about Silver Lake's school improvement process (E:223/10).

Next, Dr. Cohn circulated a booklet he received recently at a change of command for Naval Station Everett. Such contacts demonstrate the partnerships our district has with the military.

ITEMS FOR INFORMATION

JoAnne Buiteweg, English teacher and English department chairperson at Sequoia High School, was honored as the 2010-2011 Everett Public Schools Teacher of the Year (E:224/10). Among those on hand to honor JoAnne were her husband and two children.

The Administration provided the Board members (for draft review) with a newly-revised draft of the 2010-2011 Annual Strategic Plan which was forwarded electronically to Board members prior to tonight's meeting (E:225/10). A revised plan was distributed at tonight's meeting (attached). Board member feedback was sought. First reading of this document will come at the June 22 Board meeting, with adoption to be recommended at a future Board meeting.

The attached proposed revised Policy 1450—Minutes, was provided for first reading, with second reading and adoption to be recommended at a future Board meeting and was done in response to the Board's request that the Board's policy instructions be clear about directors who do not vote on the prevailing side of an issue (E:226/10). In addition, the proposed revision specifies that the names of directors who abstain on an issue and their reason for abstaining will be included in Board meeting minutes.

The audit reports were provided for the Board of Directors' information (E:227/10). Jeff Moore commented, noting that this is the seventh straight year of no audit findings.

President Petersen moved tonight's Board Comments ahead of the Action Items.

Board member Dutton thanked her colleagues for attending the Superintendent's Scholar awards event and Dr. Cohn for his comments. She also reminded the group of the upcoming graduation ceremonies later this month.

Board member Russell commended Dr. Cohn for his comments at the Walsh-Platt event.

Board member Olson said it is a mistake not to be posting the audio recordings of a Board meeting right after the Board meeting. She also recommended adding the budget code to the voucher lists. Thirdly, in her opinion there was a violation of the Open Public Meetings Act on the WSSDA listserv when she, then President Petersen and then Board member Dutton were part of a discussion about board meeting protocol. This should not be repeated. President Petersen said an opinion from the Policy & Legal Services Director at NSBA is that it was not a violation of the OPMA because there was

PUBLIC COMMENT

SUPT'S COMMENTS

TEACHER OF THE YEAR SELECTION

2010-2011 ANNUAL STRATEGIC PLAN (draft review)

PROPOSED REVISED POLICY 1450—MINUTES (regarding "no" votes & abstentions) (1st reading)

WA STATE AUDITOR'S REPORTS—9/1/08 THRU 8-31-09 (issued May 17, 2010)

BOARD COMMENTS

not a discussion going on among the three Board members and the final response was to a person in Marysville, not to Mr. Petersen or Ms. Olson. Board member Andrews said accusing the Board of a violation is premature and not a fair conclusion—it is like a conversation directors have at a conference—there was no action taken. Ms. Olson disagreed and provided a copy of the listserv exchange for the record (E:228/10).

Board member Andrews addressed Board member Olson's statement about the voucher lists and adding budget codes. In her opinion, doing so would add a lot of paper and work to the process. Jeff Moore replied that the format search could be endless. Board member Olson said, at the time of the decision of the approval to modify the format of the voucher lists, she was under a different impression about the meaning of "category." Board member Andrews noted that the Board was supplied three choices for viewing when deciding about the configuration of the voucher lists and went with the one currently in use.

President Petersen called for a rest break at 6 p.m.

President Petersen re-convened the regular meeting at 6:10 p.m.

ACTION ITEMS

The recommendation was that the Board of Directors adopt Resolution 1000—Authorization to Issue Contracts to Administrative Supervisory Staff, and Adoption of Interim Administrative 2010-2011 Salary Schedule 1, Interim Administrative 2010-2011 Salary Schedule 2, Interim School Administrative 2010-2011 Salary Schedule (Res. 30/10). Board member Dutton moved to adopt the aforementioned Resolution 1000. Carol Andrews seconded the motion. Discussion followed.

Board member Olson said that no discussion with the Board had occurred prior to putting the adoption before the Board for action. She noted the presence of car allowances, vacation buy back and extra days. Dr. Cohn responded that the Board had received the information previously, the Board had held a closed session to discuss these professional negotiations and individual Board members had also discussed the contract terms and salary schedules with the superintendent, including Ms. Olson. Dr. Cohn said the car allowance is a fairly standard compensation provision for when a staff member needs to use their own vehicle. The allowances are counted as income for IRS purposes. The extra days are provided for work above and beyond their regular contracts. Every effort is made to make compensation packages competitive.

Board member Dutton said she appreciates the work of all of the administrators in the room—they do awesome work. There is a process in place to ensure that we remain competitive in our industry. Board member Russell said we do not need to be apologetic for compensating our administrators well. Public education is the single most important institution in our society. Board member Olson said the resolution is neither fair nor equitable and that administrators are getting a four percent increase over last year.* These numbers were provided on Friday, giving little time for a review. Dr. Cohn responded that the information was provided beforehand, as noted earlier.

Board member Russell moved the previous question. Board member Dutton seconded the motion and the motion passed with 4 "yes" and one "no," that being Board member Olson. President Petersen moved to a vote on the motion for adoption of Resolution 1000. The vote was four "yes" and one "no," that being Board member Olson.

President Petersen recessed the Board into a closed session at 6:40 p.m. to discuss collective bargaining. The closed session concluded at 7 p.m. and returned to open session.

BOARD COMMENTS (cont'd.)

**ADOPTION OF RES.
1000—AUTHORIZE
ISSUANCE
CONTRACTS TO
ADMIN. SUPV. STAFF
& ADOPTION OF
INTERIM ADMIN. 2010-
2011 SALARY
SCHEDULE 1, INTERIM
ADMIN. 2010-2011
SALARY SCHEDULE 2,
INTERIM SCHOOL
ADMIN. 2010-2011
SALARY SCHEDULE
(closed session discussion
may be held)**

**ADDENDUM—CLOSED
SESSION REGARDING
COLLECTIVE
BARGAINING**

The recommendation was that the Board of Directors authorize the superintendent to execute the successor collective bargaining agreement between the Everett Education Association/United Teachers of Everett and Everett School District No. 2 (E:229/10). Kristie Dutton moved to authorize the superintendent to execute the successor collective bargaining agreement between the Everett Education Association/United Teachers of Everett and Everett School District No. 2. Carol Andrews seconded the motion.

Board members Dutton and Andrews thanked the team for their hard work. President Petersen said it is marvelous to come to an agreement at this time of year.

The motion carried with 4 "yes" and 1 abstention, that being Board member Russell who abstained because his wife is a teacher in the district and a member of the EEA. Immediately following the Board's vote, Superintendent Cohn took a moment to text Kim Mead, EEA President, to inform her of the results of the Board's vote.

At 7:10 p.m., President Petersen called for a rest break and for the Board to move to Conference Room A where the executive session was to be held beginning at 7:15 p.m. for one hour to review the performance of a public employee.

WORK/STUDY SESSION

None.

EXECUTIVE/CLOSED SESSION

Because Board member Olson did not join the Board for 15 minutes and the start of the session was delayed, President Petersen did not begin the executive session until 7:25 p.m. when all Board members were in the conference room. He stepped outside the room to re-announce that the purpose of the executive session was to evaluate the performance of a public employee, that the executive session would last approximately one hour, and that action may be taken afterward.

At 7:40 p.m., Board member Olson left the executive session and did not return to the Board meeting.

At 8:25 p.m., President Petersen opened the door and said the executive session would extend for 30 minutes.

At 8:55 p.m., President Petersen opened the door and said the executive session would extend for 10 minutes.

At 9:05 p.m., President Petersen concluded the executive session and called for a brief rest break to move to the Board Room to re-convene in open session.

At 9:15 p.m., President Petersen re-convened the regular meeting in the Board Room for consideration of an addendum action item to approve an addendum to the superintendent's contract (E:230/10). Board member Olson was not present.

President Petersen called for a motion to have an addendum to the agenda for action Action Item 7c—Approve Addendum to Superintendent's Contract. Kristie Dutton moved to have the aforementioned addendum added to the agenda. Jeff Russell seconded the motion and the motion carried unanimously. Carol Andrews moved to approve the addendum to the Superintendent's contract. Jeff Russell seconded the motion and the motion carried unanimously. Board member Dutton thanked Dr. Cohn for a great year on behalf of District staff and students. President Petersen echoed those comments and said that Dr. Cohn has addressed the many tasks the Board asked of him such as community relations, labor relations and board development and professionalism.

**TENTATIVE
AGREEMENT
BETWEEN EPS &
EEA UNITED
TEACHERS OF
EVERETT** *(closed
session discussion
may be held)*

**EXECUTIVE
SESSION—
REVIEW THE
PERFORMANCE
OF A PUBLIC
EMPLOYEE**

**ADDENDUM—
ACTION ITEM—
APPROVE
ADDENDUM TO
SUPT'S
CONTRACT**

Dr. Cohn said he appreciates the support of the Board members and their level of commitment.

*Dr. Cohn noted for the record that there was NOT a four percent salary increase for cabinet members as was mentioned earlier in the meeting, their salary adjustments are commensurate with other staff, and that other compensation was re-assigned.

With no further discussion President Petersen adjourned the regular meeting at 9:20 pm.

**ADDENDUM—
ACTION ITEM—
APPROVE
ADDENDUM TO
SUPT'S
CONTRACT
(cont'd.)**

Gary Cohn, Secretary

Ed Petersen, President

EVERETT SCHOOL DISTRICT NO. 2
PERSONNEL REPORT

2. b.

June 22, 2010

I. NEW PERSONNEL

II. RETIREMENTS - RESIGNATIONS - TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Reason</u>
Michelle Bottenberg	Paraeducator	06/22/2010	Resignation
Richard E. Cleveland	School Counsleor	06/22/2010	Resignation
Francis G. Fitzpatrick	Custodian	08/10/2010 (revised)	Retirement
George Ortiz	Teacher	06/22/2010	Resignation
Sandra Slaker	Speech/Language Pathologist	06/22/2010	Retirement

VI. LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Period of Leave</u>	<u>Reason</u>
Kathleen Bean	Teacher	08/2010-06/2011	Childcare (.5 FTE)
Alissa Dersom	Teacher	08/2010-06/2011	Childcare
Jennifer Haldimann	Teacher	08/2010-06/2011	Childcare
Bona Park	Teacher	08/2010-06/2011	Personal
Christine Sirutis	Teacher	08/2010-06/2011	Childcare
Nicole Steinke	Teacher	08/2010-06/2011	Professional

Board Agenda Request Form

Date of Board Meeting: 6/22/2010

2. C.

Subject

Title:

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

Recommendation:

The Administration recommends the Board of Directors approve the Voucher Lists for pay date May 28, 2010 (General-2, Capital Projects, ASB, Trust and Agency) and June 4, 2010 (General, ASB, Trust and Agency).

Background

Purpose/Summary:

Board approval of District disbursements is required by RCW 42.24.080.

Previous Related Action:

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

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

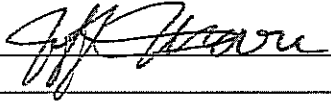
☒ Attachment(s)

Presentation Time Minute(s)

of pages 25

Submitted By: Jeff Moore

Contact Person(s): Gina Zeutenhorst

Signature: 

Jennifer Farmer

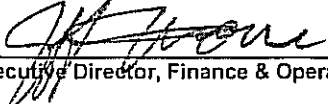
Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: 

Executive Director, Finance & Operations

By: _____

Executive Director, Facilities & Operations

Date: JUNE 14, 2010

Date: _____

Comments:

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

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 Jun. 22, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222472 through 00222655 in the total amount of \$ 554,600.96

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222472	05/28/2010	ABSOLUTE MOBILITY CENTER <i>NEW EQUIP 5,000 OR GREATER VAL</i>	<u>5,184.00</u> 5,184.00
00222473	05/28/2010	ADVANTAGE POINT LEARNING <i>CONTRACT SERVICES</i>	<u>569.50</u> 569.50
00222474	05/28/2010	ALEXANDER-SMITH, SUSAN <i>LEARNING ALLOCATION</i>	<u>105.00</u> 105.00
00222475	05/28/2010	ALLIANCE NURSING <i>CONTRACT SERVICES</i>	<u>2,570.29</u> 2,570.29
00222476	05/28/2010	ALTERNATIVES UNLIMITED INC <i>CONTRACT SERVICES</i>	<u>3,326.75</u> 3,326.75
00222477	05/28/2010	ALVARADO, MIRZA <i>FINES AND DAMAGES</i>	<u>5.00</u> 5.00
00222478	05/28/2010	AMERICAN LASER INC <i>SUPPLIES AND MATERIALS</i> <i>MAINTENANCE & REPAIRS</i>	<u>589.46</u> <u>75.35</u> 664.81
00222479	05/28/2010	ANDERSON, EILEEN <i>SUPPLIES AND MATERIALS</i>	<u>12.18</u> 12.18
00222480	05/28/2010	AP EXAMS <i>CONTRACT SERVICES</i>	<u>16,042.00</u> 16,042.00
00222481	05/28/2010	ASL INTERPRETER NETWORK <i>CONTRACT SERVICES</i>	<u>151.50</u> 151.50
00222482	05/28/2010	ASSOCIATED PETROLEUM PRODUCTS <i>SUPPLIES AND MATERIALS</i>	<u>22,864.78</u> 22,864.78
00222483	05/28/2010	ASYST COMMUNICATIONS CO INC <i>NON TAGABLE FURNITURE/EQUIP</i>	<u>285.00</u> 285.00
00222484	05/28/2010	AV MARKETPLACE <i>AUDIO VISUAL SUPPLIES</i>	<u>3,144.00</u> 3,144.00
00222485	05/28/2010	BALMER, JOHN <i>TRAVEL OUT OF DISTRICT</i>	<u>53.00</u> 53.00
00222486	05/28/2010	BARHANOVICH, JOHN <i>SUPPLIES AND MATERIALS</i>	<u>19.10</u> 19.10

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			19.10
00222487	05/28/2010	BARNES AND NOBLE	SUPPLIES AND MATERIALS
			598.93
			598.93
00222488	05/28/2010	BARTON, CARLA	SUPPLIES AND MATERIALS
			133.43
			133.43
00222489	05/28/2010	BELLEVUE COMMUNITY COLLEGE	TUITION/REGISTRATION/MEMBRSHIP
			2,913.98
			2,913.98
00222490	05/28/2010	BERTHOLET, NANCY LYNN	CONTRACT SERVICES
			750.00
			750.00
00222491	05/28/2010	BIRDSONG, MICHELLE	LEARNING ALLOCATION
			74.26
			74.26
00222492	05/28/2010	BOWMAN, HOPE	FOOD SERVICE LOCAL REVENUES
			20.80
			20.80
00222493	05/28/2010	BRITT, CHERYL	LEARNING ALLOCATION
			301.51
			301.51
00222494	05/28/2010	BUGGE, VANESSA	LEARNING ALLOCATION
			79.69
			79.69
00222495	05/28/2010	CAREERSTAFF UNLIMITED	CONTRACT SERVICES
			4,253.00
			4,253.00
00222496	05/28/2010	CARTER, SHANNON	FOOD SERVICE LOCAL REVENUES
			22.45
			22.45
00222497	05/28/2010	CASILLAS, AMY	LEARNING ALLOCATION
			64.13
			64.13
00222498	05/28/2010	CATANZARO, ANNA	SUPPLIES AND MATERIALS
			13.03
			LEARNING ALLOCATION
			43.01
			56.04
00222499	05/28/2010	CATERING TO YOUR CHILD	CONTRACT SERVICES
			398.00
			398.00
00222500	05/28/2010	CINTAS CORPORATION #460	CONTRACT SERVICES
			230.54
			230.54
00222501	05/28/2010	CITY OF EVERETT	WATER
			2,845.35
			2,845.35
00222502	05/28/2010	CLARK, SHAWNA	SUPPLIES AND MATERIALS
			194.79
			194.79
00222503	05/28/2010	COLLEGE NANNIES & TUTORS	CONTRACT SERVICES
			1,859.68
			1,859.68
00222504	05/28/2010	COLLINS, KEN	SUPPLIES AND MATERIALS
			21.83
			21.83
00222505	05/28/2010	COLORS BY CARLA	SUPPLIES AND MATERIALS
			418.29
			CONTRACT SERVICES
			1,212.72
			1,631.01
00222506	05/28/2010	COMCAST CABLE COMMUNICATIONS INC	TELEPHONE
			161.84
			161.84
00222507	05/28/2010	CONNERY, SHELLEY	SUPPLIES AND MATERIALS
			157.52
			157.52
00222508	05/28/2010	COOPER, DARCIE	SUPPLIES AND MATERIALS
			108.71
			108.71

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
0222509	05/28/2010	COOPER, MARCI	SUPPLIES AND MATERIALS
			6.99
			6.99
0222510	05/28/2010	CREWS, MICHELLE	FINES AND DAMAGES
			5.00
			5.00
0222511	05/28/2010	CRYSTAL SPRINGS WATER	SUPPLIES AND MATERIALS
			229.40
			229.40
0222512	05/28/2010	CTS LANGUAGE LINK	CONTRACT SERVICES
			135.46
			135.46
0222513	05/28/2010	CURTISS, ROMES	SUPPLIES AND MATERIALS
			33.74
			33.74
0222515	05/28/2010	DAIRY VALLEY DISTRIBUTING	SUPPLIES AND MATERIALS
			9,660.98
			9,660.98
0222516	05/28/2010	DATA BASE	CONTRACT SERVICES
			19.13
			19.13
0222517	05/28/2010	DAVIS, DAVID L	SUPPLIES AND MATERIALS
			72.61
			72.61
0222518	05/28/2010	DEDRICK, SUE	TUITION/REGISTRATION/MEMBRSHP
			10.00
			10.00
0222519	05/28/2010	DREW, RHONDA	TRAVEL IN DISTRJCT
			33.60
			33.60
0222520	05/28/2010	DRUG FREE BUSINESS	CONTRACT SERVICES
			52.00
			52.00
0222521	05/28/2010	DUBIN, BARBARA	SUPPLIES AND MATERIALS
			54.95
			54.95
0222522	05/28/2010	DURKIN, KIM	SUPPLIES AND MATERIALS
			22.87
			22.87
0222523	05/28/2010	ELDER, GREGG V	SUPPLIES AND MATERIALS
			26.65
			26.65
0222524	05/28/2010	EPD INC	CONTRACT SERVICES
			2,467.92
			2,467.92
0222525	05/28/2010	EVANS, LYNN	WIRELESS SERVICE
			40.80
			40.80
0222526	05/28/2010	EVERETT PUBLIC SCHOOLS	SUPPLIES AND MATERIALS
			22.43
			TUITION/REGISTRATION/MEMBRSHP
			129.50
			151.93
0222528	05/28/2010	EVERETT PUBLIC SCHOOLS	SUPPLIES AND MATERIALS
			10,777.98
			AUDIO VISUAL SUPPLIES
			608.00
			PAPER
			89.79
			TEXTBOOKS/WORKBOOKS/INST KITS
			55.86
			TUITION/REGISTRATION/MEMBRSHP
			150.00
			TRANSP IN LIEU OF TRANSP
			2,655.00
			TRAVEL OUT OF STATE
			979.48
			15,316.11
0222529	05/28/2010	EVERETT PUBLIC SCHOOLS FOUNDATION	CONTRACT SERVICES
			8,000.00
			8,000.00
0222530	05/28/2010	EVERETT PUBLIC SCHOOLS	SUPPLIES AND MATERIALS
			166.00
			166.00
0222531	05/28/2010	EVERGREEN PRINTING & GRAPHICS INC	SUPPLIES AND MATERIALS
			558.01

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			558.01
00222532	05/28/2010	FEDERAL EXPRESS CORPORATION	CONTRACT SERVICES
			96.14
			96.14
00222533	05/28/2010	FISCHER, RACHEL	SUPPLIES AND MATERIALS
			14.88
			14.88
00222534	05/28/2010	FITNESS FINDERS INC	SUPPLIES AND MATERIALS
			547.21
			547.21
00222535	05/28/2010	FLAGHOUSE INC	NON TAGABLE FURNITURE/EQUIP
			186.13
			186.13
00222536	05/28/2010	FLYNN, TRACEY	TRAVEL IN DISTRICT
			113.40
			113.40
00222537	05/28/2010	FOCUSED FITNESS	CONTRACT SERVICES
			20,666.68
			20,666.68
00222538	05/28/2010	FOLEY, DARLEEN	LEARNING ALLOCATION
			65.19
			65.19
00222539	05/28/2010	FOLLETT LIBRARY RESOURCES	SUPPLIES AND MATERIALS
			37.27
			TEXTBOOKS/WORKBOOKS/INST KITS
			2,797.21
			2,834.48
00222540	05/28/2010	FOOD SERVICES OF AMERICA INC	INVENTORY LUNCHROOMS
			317.85
			SUPPLIES AND MATERIALS
			32,281.27
			CONTRACT SERVICES
			189.50
			32,788.62
00222541	05/28/2010	FORCK, MARY ANN	POSTAGE
			6.05
			CONTRACT SERVICES
			8.69
			14.74
00222542	05/28/2010	FOSLIEN, LISA	SUPPLIES AND MATERIALS
			53.96
			53.96
00222543	05/28/2010	FRANZ FAMILY BAKERIES	SUPPLIES AND MATERIALS
			2,006.23
			2,006.23
00222544	05/28/2010	FRED MEYER	NON TAGABLE FURNITURE/EQUIP
			34.93
			34.93
00222545	05/28/2010	FUEL CELL STORE	TEXTBOOKS/WORKBOOKS/INST KITS
			682.96
			682.96
00222546	05/28/2010	GIANT MAGNET	TUITION/REGISTRATION/MEMBRSHP
			717.00
			717.00
00222547	05/28/2010	GOPHER SPORT	SUPPLIES AND MATERIALS
			25.68
			NON TAGABLE FURNITURE/EQUIP
			561.27
			586.95
00222548	05/28/2010	GRAVES, JESSICA	LEARNING ALLOCATION
			245.17
			245.17
00222549	05/28/2010	H&L SPORTING GOODS	SUPPLIES AND MATERIALS
			72.07
			NON TAGABLE FURNITURE/EQUIP
			1,128.04
			1,200.11
00222550	05/28/2010	HAAN CRAFTS CORP	SUPPLIES AND MATERIALS
			296.87
			296.87
00222551	05/28/2010	HAYSLIP, GORDON	LEARNING ALLOCATION
			189.00
			189.00
00222552	05/28/2010	HEWITT HOMESCHOOL	LEARNING ALLOCATION
			599.80

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			599.80
00222553	05/28/2010	HICKEY, DAVID	<i>FINES AND DAMAGES</i>
			6.00
			6.00
00222554	05/28/2010	HICKMAN, DEBBIE	<i>SUPPLIES AND MATERIALS</i>
			14.83
			14.83
00222555	05/28/2010	HILTON	<i>TRAVEL OUT OF DISTRICT</i>
			386.68
			386.68
00222556	05/28/2010	HONG, NAKSUN	<i>ALL DAY KINDERGARTEN TUITION</i>
			10.00
			10.00
00222557	05/28/2010	HULL, LAURIBETH	<i>TRAVEL IN DISTRICT</i>
			85.65
			85.65
00222558	05/28/2010	HUSKER, JUDITH	<i>FINES AND DAMAGES</i>
			10.00
			10.00
00222559	05/28/2010	INFOBASE PUBLISHING	<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			43.34
			43.34
00222560	05/28/2010	JENSEN, JAMIE	<i>SUPPLIES AND MATERIALS</i>
			24.50
			24.50
00222561	05/28/2010	JOHNSON, MICHAEL	<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			33.95
			33.95
00222562	05/28/2010	JW PEPPER AND SON INC	<i>SUPPLIES AND MATERIALS</i>
			241.88
			241.88
00222563	05/28/2010	KELLY, KENLEIGH	<i>SUPPLIES AND MATERIALS</i>
			39.00
			39.00
00222564	05/28/2010	KEY CURRICULUM PRESS INC	<i>SOFTWARE/HARDWARE AGREEMENTS</i>
			1,216.46
			1,216.46
00222565	05/28/2010	KING COUNTY DIRECTORS ASSOCIATON	<i>SUPPLIES AND MATERIALS</i>
			2,681.23
			<i>PAPER</i>
			347.85
			3,029.08
00222566	05/28/2010	KOEHLER, REGINA	<i>SUPPLIES AND MATERIALS</i>
			15.27
			15.27
00222567	05/28/2010	KRAUSE, MARILYN D	<i>TRAVEL IN DISTRICT</i>
			55.40
			55.40
00222568	05/28/2010	LAFAVE, DONNA	<i>TRAVEL IN DISTRICT</i>
			65.80
			65.80
00222569	05/28/2010	LANG, TERESA	<i>TRAVEL IN DISTRICT</i>
			270.95
			270.95
00222570	05/28/2010	LARAMA, DARREN	<i>CERT INSTR SUPPLEMENTAL/EXTRA</i>
			63.85
			63.85
00222571	05/28/2010	LEADING EDGE GYMNASTICS	<i>CONTRACT SERVICES</i>
			185.70
			185.70
00222572	05/28/2010	LEARNING CONSORTIUM INC	<i>CONTRACT SERVICES</i>
			2,400.00
			2,400.00
00222573	05/28/2010	LEGOWIK ZOHN, CAROLE	<i>SUPPLIES AND MATERIALS</i>
			64.82
			64.82
00222574	05/28/2010	LICHTY, DON	<i>TRAVEL IN DISTRICT</i>
			212.30
			212.30
00222575	05/28/2010	LINNABARY, YVONNE	<i>SUPPLIES AND MATERIALS</i>
			410.49

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			410.49
00222576	05/28/2010	LITTLEWOOD, CRYSTAL	LEARNING ALLOCATION
			147.50
			147.50
00222577	05/28/2010	LUNN, PATRICE	TEXTBOOKS/WORKBOOKS/INST KITS
			19.99
			19.99
00222578	05/28/2010	MARTINEZ, MELISSA	TEXTBOOKS/WORKBOOKS/INST KITS
			62.16
			62.16
00222579	05/28/2010	MCPHERSON, DEBBIE	SUPPLIES AND MATERIALS
			150.00
			150.00
00222580	05/28/2010	MEDIC REPAIR	RENTAL EQUIPMENT
			360.36
			360.36
00222581	05/28/2010	MERRILL CORPORATION	PAPER
			1,676.53
			1,676.53
00222582	05/28/2010	METCALFE, ROBERT	ALL DAY KINDERGARTEN TUITION
			212.50
			212.50
00222583	05/28/2010	MICRO COMPUTER SYSTEMS INC	SUPPLIES AND MATERIALS
			228.06
			AUDIO VISUAL SUPPLIES
			6,656.83
			COPIER SUPPLIES
			891.27
			NON TAGABLE FURNITURE/EQUIP
			600.60
			NON TAGABLE TECHNOLOGY EQUIP
			635.51
			CONTRACT SERVICES
			1,853.51
			NEW EQUIP 5,000 OR GREATER VAL
			5,565.79
			NON COMPUTER<\$5000 THEFT SENS
			1,892.44
			COMPUTER EQUIP<5,000 THEFT SEN
			7,446.34
			25,770.35
00222584	05/28/2010	MILLS MUSIC INC	MAINTENANCE & REPAIRS
			38.32
			38.32
00222585	05/28/2010	MOELLER, SUSAN L	CONTRACT SERVICES
			112.82
			112.82
00222586	05/28/2010	MOUNTAIN HOME BIOLOGICAL	SUPPLIES AND MATERIALS
			1,016.92
			1,016.92
00222587	05/28/2010	NAYLOR, MARILYN	SUPPLIES AND MATERIALS
			27.35
			27.35
00222588	05/28/2010	NCS PEARSON INC	SUPPLIES AND MATERIALS
			86.27
			86.27
00222589	05/28/2010	NEXTEL COMMUNICATIONS INC	WIRELESS SERVICE
			809.15
			809.15
00222590	05/28/2010	NOLTE, JACKIE	LEARNING ALLOCATION
			90.00
			90.00
00222591	05/28/2010	NORTH CHAPTER SOCCER REF ASSOC INC	CONTRACT SERVICES
			410.32
			410.32
00222592	05/28/2010	NORTHERN ENERGY INC	CONTRACT SERVICES
			53.85
			53.85
00222593	05/28/2010	NORTHWEST K-8 LEARNING SUPPORT INC	RENTALS-FACILITIES
			35.00
			CONTRACT SERVICES
			672.00
			707.00
00222594	05/28/2010	PACIFIC COPY & PRINTING INC	PRINTING
			98.43

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			98.43
0222595	05/28/2010	PATRICKS PRINTING INC <i>PRINTING</i>	393.12
			393.12
0222596	05/28/2010	PEERY, CARLA J <i>CONTRACT SERVICES</i>	500.00
			500.00
0222597	05/28/2010	PERKINS COIE <i>LEGAL FEES</i>	7,672.64
			7,672.64
0222598	05/28/2010	PIMENTA, AMALIA <i>SUPPLIES AND MATERIALS</i>	109.16
			109.16
0222599	05/28/2010	PITNEY BOWES RESERVE ACCOUNT <i>CLEARING ACCOUNT</i> <i>POSTAGE</i>	1.49 1,285.51
			1,287.00
0222600	05/28/2010	PRESTON, ERIKA <i>LEARNING ALLOCATION</i>	17.99
			17.99
0222601	05/28/2010	PROVIDENCE EVERETT MEDICAL CENTER <i>CONTRACT SERVICES</i>	20,848.23
			20,848.23
0222602	05/28/2010	PUD NO 1 SNOHOMISH CO <i>ELECTRICITY</i>	156,533.44
			156,533.44
0222603	05/28/2010	PUGET SOUND ENERGY <i>GAS</i>	27,450.68
			27,450.68
0222604	05/28/2010	REFUGEE & IMMIGRANT SERVICES NW <i>CONTRACT SERVICES</i>	717.85
			717.85
0222605	05/28/2010	REKHTIN, OKSANA <i>TRAVEL IN DISTRICT</i>	62.05
			62.05
0222606	05/28/2010	RIVERSIDE TOPSOIL <i>SUPPLIES AND MATERIALS</i>	410.64
			410.64
0222607	05/28/2010	ROBINSON, SEAN <i>SUPPLIES AND MATERIALS</i>	28.36
			28.36
0222608	05/28/2010	RON MAY TOWING & RECOVERY INC <i>CONTRACT SERVICES</i>	96.81
			96.81
0222609	05/28/2010	SAFEWAY INC <i>SUPPLIES AND MATERIALS</i>	55.96
			55.96
0222610	05/28/2010	SCANTRON CORPORATION <i>SUPPLIES AND MATERIALS</i>	174.47
			174.47
0222611	05/28/2010	SCHEFFLER, LISA <i>SUPPLIES AND MATERIALS</i>	30.95
			30.95
0222612	05/28/2010	SCHOLASTIC INC <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	16,256.95
			16,256.95
0222613	05/28/2010	SCHOOL SPECIALTY INC <i>SUPPLIES AND MATERIALS</i>	945.49
			945.49
0222614	05/28/2010	SCHULDT, STEPHANIE <i>TRAVEL IN DISTRICT</i>	44.40
			44.40
0222615	05/28/2010	SCOTT, CHRISTY L <i>SUPPLIES AND MATERIALS</i>	50.60
			50.60
0222616	05/28/2010	SEATTLE AQUARIUM, THE <i>TUITION/REGISTRATION/MEMBERSHIP</i>	900.00
			900.00
0222617	05/28/2010	SEATTLE POTTERY SUPPLY INC <i>SUPPLIES AND MATERIALS</i>	1,096.04

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			1,096.04
00222618	05/28/2010	SERVICE PAPER COMPANY	<i>SUPPLIES AND MATERIALS</i>
			5,422.81
			5,422.81
00222619	05/28/2010	SERVICE REPRODUCTION CO	<i>SUPPLIES AND MATERIALS</i>
			23.68
			23.68
00222620	05/28/2010	SHUVALOVA, LARISA	<i>SUPPLIES AND MATERIALS</i>
			56.27
			56.27
00222621	05/28/2010	SISSON, EMILY	<i>SUPPLIES AND MATERIALS</i>
			21.53
			21.53
00222622	05/28/2010	SLAKER, SANDRA	<i>SUPPLIES AND MATERIALS</i>
			129.00
			129.00
00222623	05/28/2010	SMITH, KAJA	<i>SUPPLIES AND MATERIALS</i>
			36.17
			36.17
00222624	05/28/2010	SPORT SUPPLY GROUP INC	<i>NON TAGABLE FURNITURE/EQUIP</i>
			369.46
			369.46
00222625	05/28/2010	STIGER, GRETCHEN	<i>TRAVEL OUT OF DISTRICT</i>
			148.00
			148.00
00222626	05/28/2010	STOLZENBURG, BARBARA A	<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			29.23
			29.23
00222627	05/28/2010	SUNBELT STAFFING	<i>CONTRACT SERVICES</i>
			3,517.50
			3,517.50
00222628	05/28/2010	SYLVAN LEARNING	<i>CONTRACT SERVICES</i>
			22,752.00
			22,752.00
00222629	05/28/2010	TECHNOLOGY STUDENT ASSOC	<i>TUITION/REGISTRATION/MEMBRSHIP</i>
			90.00
			90.00
00222630	05/28/2010	TEXAS EDUCATIONAL PAPERBACKS INC	<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			1,386.45
			1,386.45
00222631	05/28/2010	THUMMA, MARCIA	<i>CONTRACT SERVICES</i>
			140.00
			140.00
00222632	05/28/2010	TOP ECHELON CONTRACTING INC	<i>CONTRACT SERVICES</i>
			2,475.00
			2,475.00
00222633	05/28/2010	TUTORING 123 ABC	<i>CONTRACT SERVICES</i>
			375.50
			375.50
00222634	05/28/2010	UNITED STATES POSTAL SERVICE	<i>POSTAGE</i>
			2,873.88
			2,873.88
00222635	05/28/2010	UNIVERSITY BOOKSTORE	<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			509.44
			509.44
00222636	05/28/2010	USA MOBILITY WIRELESS INC	<i>WIRELESS SERVICE</i>
			83.83
			83.83
00222637	05/28/2010	VAN DRIEL, STEPHANIE	<i>SUPPLIES AND MATERIALS</i>
			104.28
			104.28
00222638	05/28/2010	VERIZON NETWORK INTEGRATION CORP	<i>TELEPHONE MAINTENANCE</i>
			21,787.26
			21,787.26
00222639	05/28/2010	VERIZON NORTHWEST	<i>E911 Lines</i>
			117.57
			117.57
00222640	05/28/2010	WA ALLIANCE OF BLACK SCH EDUCAT I	<i>TUITION/REGISTRATION/MEMBRSHIP</i>
			475.00
			475.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222641	05/28/2010	WA ASSOC OF EDUCATIONAL GRANTS M TUITION/REGISTRATION/MEMBRSH	500.00
			500.00
00222642	05/28/2010	WA STATE HOLOCAUST CONTRACT SERVICES	59.27
			59.27
00222643	05/28/2010	WAGGONER, MARY TRAVEL OUT OF DISTRICT	160.19
			160.19
00222644	05/28/2010	WEINSTOCK, JEFF TRAVEL OUT OF STATE	584.81
			584.81
00222645	05/28/2010	WHIZZ EDUCATION INC TECHNOLOGY SOFTWARE	80.00
		SUBSCRIPTION SERVICES	200.00
		SOFTWARE/HARDWARE AGREEMENTS	32,579.80
			32,859.80
00222646	05/28/2010	WHOLE SYSTEMS LEARNING CONTRACT SERVICES	6,052.48
			6,052.48
00222647	05/28/2010	WILDER, PENNY SUPPLIES AND MATERIALS	101.34
			101.34
00222648	05/28/2010	WILLIAMS, ALISON LEARNING ALLOCATION	167.52
			167.52
00222649	05/28/2010	WILSON, GINA TUITION & FEES	75.00
			75.00
00222650	05/28/2010	WINECOFF, NATALIA CONTRACT SERVICES	810.00
			810.00
00222651	05/28/2010	WINTCH, NOREEN TEXTBOOKS/WORKBOOKS/INST KITS	16.38
			16.38
00222652	05/28/2010	WOODLAND PARK ZOO TUITION/REGISTRATION/MEMBRSH	787.00
			787.00
00222653	05/28/2010	WORTHINGTON, JODI SUPPLIES AND MATERJALS	17.51
		TRAVEL OUT OF DISTRICT	18.70
			36.21
00222654	05/28/2010	WRIGHT, SHERRI TRAVEL IN DISTRICT	80.10
			80.10
00222655	05/28/2010	ZEVENBERGEN, BEVERLY TRAVEL IN DISTRICT	89.40
			89.40
TOTAL			\$554,600.96

Everett School District No. 2

Disbursement Approval

The undersigned Board of Directors of the Everett School District No 2 Snohomish County, Washington, do hereby certify that the merchandise and/or services specified have been received and are approved for payment in the amount of \$12,920,254.46 this 22nd of June 2010.

Secretary

Board Member

Board Member

Board Member

Board Member

Board Member

Warrant Numbers:

<u>From</u>	<u>Through</u>	<u>Description</u>	<u>Amount</u>
221372	221372	Supplemental Payroll	562.31
221620	221625	Supplemental Payroll	6,375.43
222276	222344	May Payroll	6,713,294.98
222345	222394	May Payroll Vendors	3,696,217.16
Electronic Transfer		May Payroll Taxes	<u>2,503,804.58</u>
TOTAL			\$ 12,920,254.46

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

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 Jun. 22, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222730 through 00222837 in the total amount of \$ 207,335.68

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222730	06/04/2010	ADA BADMINTON & TENNIS	SUPPLIES AND MATERIALS
			524.98
			524.98
00222731	06/04/2010	ADVANCED MULTIMEDIA DEVICES INC	MAINTENANCE & REPAIRS
			80.00
			80.00
00222732	06/04/2010	ALPINE REFRIGERATION SYSTEMS INC	CONTRACT SERVICES
			3,380.57
			3,380.57
00222733	06/04/2010	AMERICAN LASER INC	SUPPLIES AND MATERIALS
			3,155.08
			MAINTENANCE & REPAIRS
			75.35
			3,230.43
00222734	06/04/2010	ANDERSON, KARI	SUPPLIES AND MATERIALS
			71.15
			71.15
00222735	06/04/2010	AP EXAMS	CONTRACT SERVICES
			5,227.00
			5,227.00
00222736	06/04/2010	AP EXAMS	SUPPLIES AND MATERIALS
			24,505.00
			24,505.00
00222737	06/04/2010	APPLE COMPUTER INC	NON TAGABLE FURNITURE/EQUIP
			3,500.95
			3,500.95
00222738	06/04/2010	ARAMARK UNIFORM SERVICES	CONTRACT SERVICES
			638.01
			638.01
00222739	06/04/2010	ARGUS PACIFIC INC	CONTRACT SERVICES
			749.40
			749.40
00222740	06/04/2010	ARTS COUNCIL OF SNOHOMISH COUNTY	TUITION/REGISTRATION/MEMBRSH
			250.00
			250.00
00222741	06/04/2010	ASSOC OF WA SCHOOL PRINCIPALS INC	TUITION/REGISTRATION/MEMBRSH
			270.00
			270.00
00222742	06/04/2010	AUGMENTATIVE COMMUNICATION CON: NON TAGABLE FURNITURE/EQUIP	
			625.00
			625.00
00222743	06/04/2010	BALLARD, JENNIFER J	CONTRACT SERVICES
			75.00
			75.00
00222744	06/04/2010	BATTERY SPECIALISTS	SUPPLIES AND MATERIALS
			61.80

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			61.80
00222745	06/04/2010	BENENATI, MICHELLE	<i>TUITION & FEES</i>
			25.00
			25.00
00222746	06/04/2010	BLACKWELL, DENETTE	<i>LEARNING ALLOCATION</i>
			60.00
			60.00
00222747	06/04/2010	BROSES WHOLESALE FLORIST INC	<i>SUPPLIES AND MATERIALS</i>
			81.14
			81.14
00222748	06/04/2010	CAREERSTAFF UNLIMITED	<i>CONTRACT SERVICES</i>
			2,108.00
			2,108.00
00222749	06/04/2010	CENTURY MARTIAL ART SUPPLY	<i>SUPPLIES AND MATERIALS</i>
			198.56
			198.56
00222750	06/04/2010	CHEVRON AND TEXACO	<i>SUPPLIES AND MATERIALS</i>
			1,267.91
			<i>CONTRACT SERVICES</i>
			-7.78
			1,260.13
00222751	06/04/2010	CITY OF MILL CREEK	<i>CONTRACT SERVICES</i>
			396.24
			396.24
00222752	06/04/2010	COAST REAL ESTATE SERVICES	<i>CONTRACT SERVICES</i>
			706.04
			706.04
00222753	06/04/2010	COHN, GARY	<i>SUPPLIES AND MATERIALS</i>
			615.41
			615.41
00222754	06/04/2010	CRYSTAL SPRINGS WATER	<i>SUPPLIES AND MATERIALS</i>
			202.37
			202.37
00222755	06/04/2010	DATA BASE	<i>CONTRACT SERVICES</i>
			117.59
			117.59
00222756	06/04/2010	DELEON, ROSE	<i>SUPPLIES AND MATERIALS</i>
			200.00
			200.00
00222757	06/04/2010	DERSOM, MARK	<i>SUPPLIES AND MATERIALS</i>
			499.52
			499.52
00222758	06/04/2010	DISPLAY & COSTUME SUPPLY INC	<i>SUPPLIES AND MATERIALS</i>
			88.79
			88.79
00222759	06/04/2010	EDEN ADVANCED PEST TECHNOLOGIES	<i>CONTRACT SERVICES</i>
			92.82
			92.82
00222760	06/04/2010	EDEN ADVANCED PEST TECHNOLOGIES	<i>CONTRACT SERVICES</i>
			3,080.00
			3,080.00
00222761	06/04/2010	EILER, DEBORAH	<i>SUPPLIES AND MATERIALS</i>
			19.16
			19.16
00222768	06/04/2010	EVERETT PUBLIC SCHOOLS	<i>SUPPLIES AND MATERIALS</i>
			31,191.85
			<i>AUDIO VISUAL SUPPLIES</i>
			13.07
			<i>PAPER</i>
			435.38
			<i>COPIER SUPPLIES</i>
			187.02
			<i>POSTAGE</i>
			16.40
			<i>NON TAGABLE FURNITURE/EQUIP</i>
			1,717.53
			<i>TEXTBOOKS/WORKBOOKS/INST KITS</i>
			2,217.35
			<i>TECHNOLOGY SOFTWARE</i>
			152.83
			<i>LEARNING ALLOCATION</i>
			22.71
			<i>CONTRACT SERVICES</i>
			530.69
			<i>TUITION/REGISTRATION/MEMBRSHIP</i>
			2,144.00
			<i>TRANSP IN LIEU OF TRANSP</i>
			3,608.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
		TRAVEL OUT OF DISTRICT	16,631.86
		TRAVEL OUT OF STATE	631.08
		NON COMPUTER<\$5000 THEFT SENS	437.99
			59,937.76
00222769	06/04/2010	FIRE CHIEF EQUIPMENT INC	MAINTENANCE & REPAIRS
			615.89
			615.89
00222770	06/04/2010	FORCK, MARY ANN	SUPPLIES AND MATERIALS
			18.67
			18.67
00222771	06/04/2010	FOSLIEN, LISA	SUPPLIES AND MATERIALS
			31.71
			31.71
00222772	06/04/2010	FREEBERG, JENNIFER	SUPPLIES AND MATERIALS
			200.00
			200.00
00222773	06/04/2010	G&H GOLDFISH	SUPPLIES AND MATERIALS
			61.32
			61.32
00222774	06/04/2010	GEISZLER, CONNIE	LEARNING ALLOCATION
			875.00
			875.00
00222775	06/04/2010	GLUTTING, EMILY	SUPPLIES AND MATERIALS
			36.08
			36.08
00222776	06/04/2010	GOMEZ, KATHY	CONTRACT SERVICES
			11,400.00
			11,400.00
00222777	06/04/2010	GOODMAN, KRISTIN	SUPPLIES AND MATERIALS
			15.27
			15.27
00222778	06/04/2010	GOPHER SPORT	NON TAGABLE FURNITURE/EQUIP
			187.84
			187.84
00222779	06/04/2010	HAFNER, JONI	SUPPLIES AND MATERIALS
			36.07
			36.07
00222780	06/04/2010	HARVARD BUSINESS REVIEW INC	TUITION/REGISTRATION/MEMBRSH
			131.38
			131.38
00222781	06/04/2010	HAWKEY, TANIS	LEARNING ALLOCATION
			142.00
			142.00
00222782	06/04/2010	HENDRIX, RACHEL	LEARNING ALLOCATION
			8.99
			8.99
00222783	06/04/2010	HESELGRAVE INTERNATIONAL INC	CONTRACT SERVICES
			400.00
			400.00
00222784	06/04/2010	K & L GATES	LEGAL FEES
			3,823.83
			3,823.83
00222785	06/04/2010	KING COUNTY DIRECTORS ASSOCIATON	SUPPLIES AND MATERIALS
			5,941.24
			PAPER
			2,862.54
			NON TAGABLE FURNITURE/EQUIP
			107.33
			8,911.11
00222786	06/04/2010	KNAPP, JANIS	SUPPLIES AND MATERIALS
			10.84
			10.84
00222787	06/04/2010	LASKY, DAVID L	CONTRACT SERVICES
			150.00
			150.00
00222788	06/04/2010	LEADING EDGE GYMNASTICS	CONTRACT SERVICES
			185.70
			185.70
00222789	06/04/2010	LIND, KIM	TRAVEL IN DISTRICT
			156.20

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			156.20
00222790	06/04/2010	LITTLEWOOD, CRYSTAL	LEARNING ALLOCATION
			31.60
			31.60
00222791	06/04/2010	LOTT, CONSTANCE	FOOD SERVICE LOCAL REVENUES
			32.70
			32.70
00222792	06/04/2010	LULL, DENISE	LEARNING ALLOCATION
			10.30
			10.30
00222793	06/04/2010	MANDY, DIANN	SUPPLIES AND MATERIALS
			34.11
			34.11
00222794	06/04/2010	MARTINEAU, MARILYN C	LEARNING ALLOCATION
			166.13
			166.13
00222795	06/04/2010	MAULE, JUDY	SUPPLIES AND MATERIALS
			20.31
			20.31
00222796	06/04/2010	MCCULLOUGH, RICHARD A	CONTRACT SERVICES
			5,200.00
			5,200.00
00222797	06/04/2010	MILL CREEK VACUUM AND SEWING CEN	NON TAGABLE FURNITURE/EQUIP
			459.90
			MAINTENANCE & REPAIRS
			881.48
			1,341.38
00222798	06/04/2010	MT PILCHUCK MUSIC EDUCATORS ASSOC	TUITION/REGISTRATION/MEMBRSH
			250.00
			250.00
00222799	06/04/2010	MURPHY, MICHELLE	FINES AND DAMAGES
			15.00
			15.00
00222800	06/04/2010	NATIONAL ACHIEVER SERVICES	SUPPLIES AND MATERIALS
			183.96
			183.96
00222801	06/04/2010	NORTH SOUND ELITE	RENTALS-FACILITIES
			300.00
			300.00
00222802	06/04/2010	PACIFIC SCIENCE CENTER	TUITION/REGISTRATION/MEMBRSH
			432.00
			432.00
00222803	06/04/2010	PARKER, MARIAN	TRAVEL IN DISTRICT
			75.95
			75.95
00222804	06/04/2010	PATTERSON BUCHANAN FOBES LEITCH	LEGAL FEES
			997.50
			997.50
00222805	06/04/2010	PERKINS COIE	LEGAL FEES
			13,277.23
			13,277.23
00222806	06/04/2010	PIMENTA, AMALIA	SUPPLIES AND MATERIALS
			60.69
			TEXTBOOKS/WORKBOOKS/INST KITS
			58.20
			118.89
00222807	06/04/2010	PITNEY BOWES RESERVE ACCOUNT	CLEARING ACCOUNT
			16.66
			POSTAGE
			2,647.34
			2,664.00
00222808	06/04/2010	PUGET SOUND ENERGY	GAS
			10,449.92
			10,449.92
00222809	06/04/2010	REFUGEE & IMMIGRANT SERVICES NW	CONTRACT SERVICES
			2,225.65
			2,225.65
00222810	06/04/2010	ROCKENSTIRE, MARY KAY	SUPPLIES AND MATERIALS
			16.47
			16.47
00222811	06/04/2010	SAFEWAY INC	SUPPLIES AND MATERIALS
			204.46

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			204.46
00222812	06/04/2010	SAXTON BRADLEY INC	NON TAGABLE FURNITURE/EQUIP
			1,179.36
			1,179.36
00222813	06/04/2010	SCHOOLMART	NON TAGABLE FURNITURE/EQUIP
			1,261.57
			1,261.57
00222814	06/04/2010	SEABERG, RANDI	TRAVEL IN DISTRICT
			39.70
			39.70
00222815	06/04/2010	SEATTLE POTTERY SUPPLY INC	CONTRACT SERVICES
			475.00
			475.00
00222816	06/04/2010	SERVICE PAPER COMPANY	SUPPLIES AND MATERIALS
			1,679.39
			1,679.39
00222817	06/04/2010	SMITH, SALLI	SUPPLIES AND MATERIALS
			12.98
			12.98
00222818	06/04/2010	SONITROL PACIFIC INC	CONTRACT SERVICES
			14,989.00
			14,989.00
00222819	06/04/2010	SPACESAVER NORTHWEST LLC	SUPPLIES AND MATERIALS
			24.10
			POSTAGE
			11.06
			35.16
00222820	06/04/2010	STEPHENS, STACY	SUPPLIES AND MATERIALS
			91.42
			91.42
00222821	06/04/2010	STEVENSON, JANA	TRAVEL IN DISTRICT
			51.70
			51.70
00222822	06/04/2010	STRONG, DEBRA	SUPPLIES AND MATERIALS
			62.90
			62.90
00222823	06/04/2010	STRONG, VALERIE	SUPPLIES AND MATERIALS
			21.79
			21.79
00222824	06/04/2010	SUNBELT STAFFING	CONTRACT SERVICES
			1,943.00
			1,943.00
00222825	06/04/2010	TOP ECHELON CONTRACTING INC	CONTRACT SERVICES
			2,475.00
			2,475.00
00222826	06/04/2010	TROPICANA CHILLED DSD	SUPPLIES AND MATERIALS
			627.20
			627.20
00222827	06/04/2010	UNITED GROCERS INC	SUPPLIES AND MATERIALS
			500.00
			500.00
00222828	06/04/2010	US HEALTHWORKS MEDICAL GROUP WA	CONTRACT SERVICES
			118.00
			118.00
00222829	06/04/2010	VANDRIEL, PAULA	TRAVEL IN DISTRICT
			21.60
			21.60
00222830	06/04/2010	VILLAGE THEATRE	TUITION/REGISTRATION/MEMBRSHIP
			1,986.00
			1,986.00
00222831	06/04/2010	WAGENHOFFER, MONICA	SUPPLIES AND MATERIALS
			45.51
			45.51
00222832	06/04/2010	WASTE MANAGEMENT NORTHWEST INC	REFUSE
			120.47
			120.47
00222833	06/04/2010	WEBB, THERESA	PRINTING
			342.61
			342.61
00222834	06/04/2010	WHIZZ EDUCATION INC	SOFTWARE/HARDWARE AGREEMENTS
			800.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			800.00
00222835	06/04/2010	WILKINS, SHELLY	<i>TRAVEL IN DISTRICT</i>
			<i>18.80</i>
			18.80
00222836	06/04/2010	WILLIAMS, ALISON	<i>LEARNING ALLOCATION</i>
			<i>86.00</i>
			86.00
00222837	06/04/2010	WORTHINGTON, JODI	<i>SUPPLIES AND MATERIALS</i>
			<i>28.24</i>
			28.24
TOTAL			\$207,335.68

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

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 Jun. 22, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222395 through 00222421 in the total amount of \$ 668,368.43

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222395	05/28/2010	ALTERNATIVE ENVIRONMENTAL TECHN ASBESTOS	6,255.95
			6,255.95
00222396	05/28/2010	ASSOCIATED EARTH SCIENCES INC	125.00
		GEOTECHNICAL REPORT/TESTING	17,961.25
		GEOTECHNICAL TESTING/INSPECT	18,086.25
00222397	05/28/2010	BAYLEY CONSTRUCTION	214,589.97
		GENERAL CONTRACTOR	-3,386.12
		GENERAL CONTRACTOR CNG ORDER	19,430.75
		GENERAL CONTRACTOR WSST	230,634.60
00222398	05/28/2010	BOTESCH NASH & HALL	9,985.66
		GENERAL ARCHITECT/ENGINEER	9,985.66
00222399	05/28/2010	CORSTONE CONTRACTORS LLC	5,064.77
		GENERAL CONTRACTOR	5,064.77
00222400	05/28/2010	CRYSTAL SPRINGS WATER	190.79
		OTHER PROJECT EXPENSES	190.79
00222401	05/28/2010	DAILY JOURNAL OF COMMERCE	388.80
		ADVERTISEMENTS	388.80
00222402	05/28/2010	DYKEMAN ARCHITECTS	120,108.30
		GENERAL ARCHITECT/ENGINEER	48,635.80
		ARCHITECT/ENGINEER ADDITIONAL	5,764.68
		ARCHITECT/ENGINEER REIMBURSABL	174,508.78
00222403	05/28/2010	EVERETT PUBLIC SCHOOLS	66.90
		OTHER PROJECT EXPENSES	907.93
		FURNITURE	974.83
00222404	05/28/2010	EVERETT PUBLIC SCHOOLS	83,241.98
		CLASSIFIED SALARIES	21,335.73
		EMPLOYEE BENEFITS	28.00
		MEMBERSHIP DUES	216.66
		PHONES/PAGERS	87.17
		OTHER PROJECT EXPENSES	26,545.70
		CONSTRUCTION MANAGEMENT (OSPI)	131,455.24
00222405	05/28/2010	HERALD INC, THE	367.16
		ADVERTISEMENTS	367.16

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			367.16
00222406	05/28/2010	HILL INTERNATIONAL	CONSTRUCTION SUPERVISION
			12,759.25
			12,759.25
00222407	05/28/2010	HWA GEOSCIENCES INC	MATERIALS TESTING/INSPECTION
			2,818.00
			2,818.00
00222408	05/28/2010	KELLER ELECTRIC INC	OTHER CONTRACTOR
			4,811.43
			4,811.43
00222409	05/28/2010	KRAZAN AND ASSOCIATES	MATERIALS TESTING/INSPECTION
			1,219.00
			1,219.00
00222410	05/28/2010	LOOMIS CONSTRUCTION CO	OTHER CONTRACTOR
			3,338.89
			3,338.89
00222411	05/28/2010	MCKINSTRY CO	OTHER GENERAL SUPPORT
			9,000.00
			9,000.00
00222412	05/28/2010	MENG ANALYSIS	COMMISSIONING
			1,975.46
			1,975.46
00222413	05/28/2010	MICRO COMPUTER SYSTEMS INC	COMPUTERS/HARDWARE
			638.82
			638.82
00222414	05/28/2010	NAC ARCHITECTURE	GENERAL ARCHITECT/ENGINEER
			36,660.00
			36,660.00
00222415	05/28/2010	NORTHWEST INFORMATION SERVICES	OTHER GENERAL SUPPORT
			5,999.98
			5,999.98
00222416	05/28/2010	PACIFIC NORTHWEST TITLE CO	OTHER PROJECT EXPENSES
			218.40
			218.40
00222417	05/28/2010	PUD NO 1 SNOHOMISH CO	OTHER PROJECT EXPENSES
			85.60
			85.60
00222418	05/28/2010	SHOCKEY BRENT INCORPORATED	LAND USE/ENVIRONMENTAL
			7,301.37
			7,301.37
00222419	05/28/2010	SNOHOMISH HEALTH DISTRICT	PERMITS
			467.00
			467.00
00222420	05/28/2010	STEWART & ASSOCIATES INC	ROOFING CONSULTANT
			760.00
			760.00
00222421	05/28/2010	TYLER TECHNOLOGIES	SOFTWARE
			2,402.40
			2,402.40
TOTAL			\$668,368.43

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

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 Jun. 22, 2010, the Board, by a _____ vote, does approve
for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222425 through 00222471 in the total amount of \$ 37,673.66

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

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222425	05/28/2010	ACTION AUTO PARTS <i>SUPPLIES AND MATERIALS</i>	<u>163.11</u> 163.11
00222426	05/28/2010	ARANGO, DIANA <i>SUPPLIES AND MATERIALS</i>	<u>36.19</u> 36.19
00222427	05/28/2010	BAKERS MEDICAL SERVICES <i>SUPPLIES AND MATERIALS</i>	<u>161.42</u> 161.42
00222428	05/28/2010	BOAL, BRAD <i>CONTRACT SERVICES</i>	<u>300.00</u> 300.00
00222429	05/28/2010	CREATIVE DESIGN INC <i>SUPPLIES AND MATERIALS</i>	<u>402.50</u> 402.50
00222430	05/28/2010	DURHAM SCHOOL SERVICE LP <i>CONTRACT SERVICES</i>	<u>1,945.50</u> 1,945.50
00222431	05/28/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	<u>822.71</u> 822.71
00222432	05/28/2010	EVERETT PUBLIC SCHOOLS <i>REVENUE-ASB</i>	<u>10.00</u> 10.00
00222433	05/28/2010	EVERETT PUBLIC SCHOOLS <i>DUE TO OTHER FUNDS</i>	9,596.12
		<i>PAYROLL REIMB ASB ONLY</i>	9,596.12
		<i>CERT INSTR SUB TRAVEL/INSERVE</i>	-2,520.00
		<i>CLEARING ACCOUNT ASB</i>	-5,844.57
		<i>CERT INDUSTRIAL INSURANCE</i>	-147.82
		<i>CERT UNEMPLOYMENT</i>	-2.63
		<i>CERT FICA</i>	-200.61
		<i>CERT RETIREMENT</i>	-109.18
		<i>CLASS INDUSTRIAL INSURANCE</i>	-201.23
		<i>CLASS UNEMPLOYMENT</i>	-5.87
		<i>CLASS FICA</i>	-450.46
		<i>CLASS RETIREMENT</i>	-113.75
			<u>9,596.12</u>
00222434	05/28/2010	GADEK, JASON <i>TRAVEL OUT OF DISTRICT</i>	<u>33.00</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			33.00
00222435	05/28/2010	GORDON, ELIZABETH	REVENUE-ASB
			30.00
00222436	05/28/2010	H&L SPORTING GOODS	SUPPLIES AND MATERIALS
			2,964.41
00222437	05/28/2010	HICKMAN, CHARLES M	CONTRACT SERVICES
			300.00
00222438	05/28/2010	HOBSON, GEORGE	REVENUE-ASB
			10.00
00222439	05/28/2010	JOHNSON, JANE	CONTRACT SERVICES
			152.00
00222440	05/28/2010	JOSTENS RECOGNITION PLUS INC	SUPPLIES AND MATERIALS
			828.06
00222441	05/28/2010	KING COUNTY DIRECTORS ASSOCIATON	SUPPLIES AND MATERIALS
			151.61
00222442	05/28/2010	KRISPY KREME	SUPPLIES AND MATERIALS
			135.00
00222443	05/28/2010	LA PALMERA	SUPPLIES AND MATERIALS
			415.88
00222444	05/28/2010	LOWES	SUPPLIES AND MATERIALS
			77.12
00222445	05/28/2010	MARINER HIGH SCHOOL	SUPPLIES AND MATERIALS
			70.00
			40.00
			110.00
00222446	05/28/2010	MARTIN, ANN	REVENUE-ASB
			44.00
00222447	05/28/2010	MC GEE, MICHAEL	CONTRACT SERVICES
			300.00
00222448	05/28/2010	MILLER, MARC	CONTRACT SERVICES
			300.00
00222449	05/28/2010	MOFFAT, LESLEY	TRAVEL OUT OF STATE
			308.00
00222450	05/28/2010	MORROW, BARBARA	CONTRACT SERVICES
			200.00
00222451	05/28/2010	MUSIC THEATRE INTERNATIONAL	SUPPLIES AND MATERIALS
			747.00
00222452	05/28/2010	NCA SUMMER CAMPS	CONTRACT SERVICES
			5,586.00
00222453	05/28/2010	NORTHWEST INTERSCHOLASTIC ATHLET	CONTRACT SERVICES
			325.00
00222454	05/28/2010	ONEIL, SKIP	SUPPLIES AND MATERIALS
			86.69
00222455	05/28/2010	ORIENTAL TRADING CO INC	SUPPLIES AND MATERIALS
			411.70
00222456	05/28/2010	OXFORD INN & SUITES	CONTRACT SERVICES
			190.54
00222457	05/28/2010	PACIFIC NORTHWEST THEATRE ASSOC I	SUPPLIES AND MATERIALS
			395.58

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			395.58
0222458	05/28/2010	PONCE, CINDY	REVENUE-ASB
			60.00
			60.00
0222459	05/28/2010	PRICE, TAMMY H	SUPPLIES AND MATERIALS
			32.10
			32.10
0222460	05/28/2010	QFC	SUPPLIES AND MATERIALS
			16.97
			16.97
0222461	05/28/2010	SAFEWAY INC	SUPPLIES AND MATERIALS
			146.86
			146.86
0222462	05/28/2010	SNO CO BASEBALL UMPIRES	CONTRACT SERVICES
			4,941.70
			4,941.70
0222463	05/28/2010	SOUND LIGHT KARAOKE	CONTRACT SERVICES
			21.84
			21.84
0222464	05/28/2010	STADIUM FLOWERS INC	SUPPLIES AND MATERIALS
			686.51
			686.51
0222465	05/28/2010	SWANBY, DEBORAH	SUPPLIES AND MATERIALS
			59.28
			1,000.00
			1,059.28
0222466	05/28/2010	TEMPLORA, SHERYL	TRAVEL OUT OF DISTRICT
			33.00
			33.00
0222467	05/28/2010	TROPHIES & AWARDS UNLIMITED	SUPPLIES AND MATERIALS
			110.61
			110.61
0222468	05/28/2010	UCA RESORT HOTEL CAMPS	CONTRACT SERVICES
			1,700.00
			1,700.00
0222469	05/28/2010	VINDICO PRINTING & DESIGN	SUPPLIES AND MATERIALS
			960.00
			960.00
0222470	05/28/2010	WEBER, EDWARD	CONTRACT SERVICES
			300.00
			300.00
0222471	05/28/2010	WILLARD, SARAH E	SUPPLIES AND MATERIALS
			65.65
			65.65
TOTAL			\$37,673.66

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

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 Jun. 22, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222667 through 00222729 in the total amount of \$ 36,930.05

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222667	06/04/2010	4A BOOSTER CLUB CONTRACT SERVICES	500.00 500.00
00222668	06/04/2010	ALEXANDER PRINTING COMPANY INC SUPPLIES AND MATERIALS	109.20 109.20
00222669	06/04/2010	ALEXANDER, SHEA CONTRACT SERVICES	120.00 120.00
00222670	06/04/2010	ALFYS PIZZA SUPPLIES AND MATERIALS	75.82 75.82
00222671	06/04/2010	ALFYS PIZZA SUPPLIES AND MATERIALS	100.26 100.26
00222672	06/04/2010	ALLNOCH, TERESA SUPPLIES AND MATERIALS	223.60 223.60
00222673	06/04/2010	AMERICAN ASSOC OF TEACHERS OF GER CONTRACT SERVICES	300.00 300.00
00222674	06/04/2010	AMERICAN CANCER SOCIETY CONTRACT SERVICES	200.00 200.00
00222675	06/04/2010	ANDERSON, JIM TRAVEL IN DISTRICT	221.00 221.00
00222676	06/04/2010	ANDERSONS SUPPLIES AND MATERIALS	445.95 445.95
00222677	06/04/2010	ASSOC OF WA SCHOOL PRINCIPALS INC CONTRACT SERVICES	1,700.00 1,700.00
00222678	06/04/2010	AWARDS OF PRAISE INC SUPPLIES AND MATERIALS	379.82 379.82
00222679	06/04/2010	BAUDVILLE INC SUPPLIES AND MATERIALS	167.95 167.95
00222680	06/04/2010	BEST WESTERN INC TRAVEL IN DISTRICT	2,639.80 2,639.80
00222681	06/04/2010	BEST WESTERN INC TRAVEL IN DISTRICT	382.50 382.50

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222682	06/04/2010	BEST WESTERN INC	TRAVEL IN DISTRICT
			2,641.36
			2,641.36
00222683	06/04/2010	BLAZING BAGELS	SUPPLIES AND MATERIALS
			35.00
			35.00
00222684	06/04/2010	BOYD COFFEE COMPANY	SUPPLIES AND MATERIALS
			98.16
			98.16
00222685	06/04/2010	BROSES WHOLESALE FLORIST INC	SUPPLIES AND MATERIALS
			34.13
			34.13
00222686	06/04/2010	CASCADE VALLEY BLENDS	SUPPLIES AND MATERIALS
			220.60
			220.60
00222687	06/04/2010	CASCADE WHOLESALE	SUPPLIES AND MATERIALS
			85.29
			85.29
00222688	06/04/2010	CENTENNIAL HIGH SCHOOL	CONTRACT SERVICES
			300.00
			300.00
00222689	06/04/2010	CHEVRON AND TEXACO	SUPPLIES AND MATERIALS
			8.00
			8.00
00222690	06/04/2010	DE VRY GREENHOUSES LTD	SUPPLIES AND MATERIALS
			1,367.50
			1,367.50
00222691	06/04/2010	DECA IMAGES	SUPPLIES AND MATERIALS
			111.00
			111.00
00222692	06/04/2010	DISPLAY & COSTUME SUPPLY INC	SUPPLIES AND MATERIALS
			212.62
			212.62
00222693	06/04/2010	DUNNE-MARBLE, CATHERINE	REVENUE-ASB
			2.00
			2.00
00222694	06/04/2010	DURHAM SCHOOL SERVICE LP	CONTRACT SERVICES
			3,890.40
			3,890.40
00222695	06/04/2010	E-ROCK ENTERTAINMENT	CONTRACT SERVICES
			400.00
			400.00
00222696	06/04/2010	EVERETT GOSPEL MISSION	CONTRACT SERVICES
			150.33
			150.33
00222697	06/04/2010	EVERETT PUBLIC SCHOOLS	SUPPLIES AND MATERIALS
			889.88
			CONTRACT SERVICES
			157.00
			TRAVEL IN DISTRICT
			3,868.80
			TRAVEL OUT OF STATE
			1,262.16
			6,177.84
00222698	06/04/2010	EVERETT PUBLIC SCHOOLS	DUE TO OTHER FUNDS
			1,073.08
			PAYROLL REIMB ASB ONLY
			1,073.08
			CERT INSTR SUB TRAVEL/INSERVE
			-980.00
			CERT INDUSTRIAL INSURANCE
			-17.13
			CERT UNEMPLOYMENT
			-0.98
			CERT FICA
			-74.97
			1,073.08
00222699	06/04/2010	FISHER, LISA	SUPPLIES AND MATERIALS
			34.94
			34.94
00222700	06/04/2010	FRED MEYER	SUPPLIES AND MATERIALS
			44.59
			44.59
00222701	06/04/2010	GL SPORTS	SUPPLIES AND MATERIALS
			227.31
			227.31

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222702	06/04/2010	H&L SPORTING GOODS	<i>SUPPLIES AND MATERIALS</i>
			<u>1,816.76</u>
			1,816.76
00222703	06/04/2010	HAGGEN INC	<i>SUPPLIES AND MATERIALS</i>
			<u>225.20</u>
			225.20
00222704	06/04/2010	HASSTEDT, JIM	<i>REVENUE-ASB</i>
			<u>66.00</u>
			66.00
00222705	06/04/2010	HESELGRAVE INTERNATIONAL INC	<i>CONTRACT SERVICES</i>
			<u>162.51</u>
			162.51
00222706	06/04/2010	KING COUNTY DIRECTORS ASSOCIATON	<i>SUPPLIES AND MATERIALS</i>
			<u>194.25</u>
			194.25
00222707	06/04/2010	KRUSE, TATIANA	<i>CONTRACT SERVICES</i>
			<u>250.00</u>
			250.00
00222708	06/04/2010	LA PALMERA	<i>SUPPLIES AND MATERIALS</i>
			<u>500.00</u>
			500.00
00222709	06/04/2010	LYNDEN CHRISTIAN BASKETBALL	<i>CONTRACT SERVICES</i>
			<u>470.00</u>
			470.00
00222710	06/04/2010	MCINTYRE, CYNTHIA	<i>SUPPLIES AND MATERIALS</i>
			<u>78.91</u>
			78.91
00222711	06/04/2010	MICHAELIS, CORY	<i>TRAVEL IN DISTRICT</i>
			<u>103.00</u>
			103.00
00222712	06/04/2010	MONTGOMERY, JUDI	<i>SUPPLIES AND MATERIALS</i>
			<u>25.76</u>
			25.76
00222713	06/04/2010	MOUNT VERNON BASKETBALL CLUB	<i>CONTRACT SERVICES</i>
			<u>520.00</u>
			520.00
00222714	06/04/2010	NATIONAL ASSOC SEC SCHL PRINC INC	<i>SUPPLIES AND MATERIALS</i>
			<u>230.50</u>
			230.50
00222715	06/04/2010	OFFICE INTERIORS INC	<i>SUPPLIES AND MATERIALS</i>
			<u>63.31</u>
			63.31
00222716	06/04/2010	OTIS SPUNKMEYER INC	<i>SUPPLIES AND MATERIALS</i>
			<u>112.30</u>
			112.30
00222717	06/04/2010	PACIFIC NORTHWEST THEATRE ASSOCIA	<i>SUPPLIES AND MATERIALS</i>
			<u>68.98</u>
			68.98
00222718	06/04/2010	PAPA JOHNS PIZZA	<i>SUPPLIES AND MATERIALS</i>
			<u>919.80</u>
			919.80
00222719	06/04/2010	PEACE, CHRISTOPHER	<i>CONTRACT SERVICES</i>
			<u>20.00</u>
			20.00
00222720	06/04/2010	QFC	<i>SUPPLIES AND MATERIALS</i>
			<u>185.78</u>
			185.78
00222721	06/04/2010	REISENAUER, TIM	<i>SUPPLIES AND MATERIALS</i>
			<u>101.40</u>
			101.40
00222722	06/04/2010	SAFEWAY INC	<i>SUPPLIES AND MATERIALS</i>
			<u>228.39</u>
			228.39
00222723	06/04/2010	SCREEN PRINTING NORTHWEST INC	<i>SUPPLIES AND MATERIALS</i>
			<u>245.70</u>
			245.70
00222724	06/04/2010	SEATTLE PACIFIC UNIVERSITY	<i>CONTRACT SERVICES</i>
			<u>900.00</u>
			900.00
00222725	06/04/2010	SNOHOMISH HIGH SCHOOL	<i>CONTRACT SERVICES</i>
			<u>650.00</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			650.00
00222726	06/04/2010	SUMMIT VENDING	<i>SUPPLIES AND MATERIALS</i>
			<u>215.09</u>
			215.09
00222727	06/04/2010	TODD, JOHN	<i>REVENUE-ASB</i>
			<u>15.00</u>
			15.00
00222728	06/04/2010	UCA RESORT HOTEL CAMPS	<i>CONTRACT SERVICES</i>
			<u>3,811.00</u>
			3,811.00
00222729	06/04/2010	UNITED GROCERS INC	<i>SUPPLIES AND MATERIALS</i>
			<u>70.36</u>
			70.36
TOTAL			\$36,930.05

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

Fund: TRUST AND AGENCY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of Jun. 22, 2010, the Board, by a _____ vote, does approve
for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222422 **through** 00222424 **in the total amount of \$** 541.18

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
0222422	05/28/2010	CASCADE HIGH SCHOOL	
		SUPPLIES AND MATERIALS	330.00
		CONTRACT SERVICES	126.00
			<u>456.00</u>
0222423	05/28/2010	EVERETT PUBLIC SCHOOLS	
		SUPPLIES AND MATERIALS	25.18
		CONTRACT SERVICES	30.00
			<u>55.18</u>
0222424	05/28/2010	EVERETT PUBLIC SCHOOLS	
		SUPPLIES AND MATERIALS	30.00
			<u>30.00</u>
TOTAL			\$541.18

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 06/22/2010

Fund: TRUST AND AGENCY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of Jun. 22, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00222666 **through** 00222666 **in the total amount of \$** 90.70

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00222666	06/04/2010	EVERETT PUBLIC SCHOOLS	
		SUPPLIES AND MATERIALS	43.70
		CONTRACT SERVICES	47.00
			90.70

TOTAL \$90.70

Board Agenda Request Form

Date of Board Meeting: 06/22/10

2. d

Subject

e:

Resolution No. 999: Boundary Line Adjustment and Quit Claim Deed - Everett Community College

Recommendation:

The Administration recommends that the Board approve Resolution No. 999: Boundary Line Adjustment and Quit Claim Deed - Everett Community College.

Background

Purpose/Summary:

This resolution will authorize and direct the administration to execute certain documents clarifying property boundaries between Everett Community College (ECC) and the district. Possible discrepancies in property boundaries have existed since 1967 when the district was required to transfer property used for community college purposes over to the State Board of Community and Technical Colleges. This process, which has been approved by the State Board of Community & Technical Colleges, will include a quit claim deed, easement relinquishment and a boundary line adjustment to resolve the outstanding discrepancies.

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

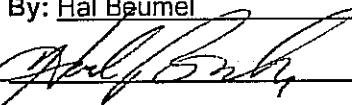
☒ Attachment(s)

Presentation Time Minute(s)

of pages 30

Submitted By: Hal Beumel

Contact Person(s): Hal Beumel

Signature: 

Approval

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

☒ Approved

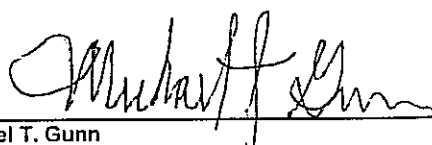
☐ Denied

☐ Revised (see attached)

By: _____

Jeffrey D. Moore
Executive Director, Finance & Operations

By: _____


Michael T. Gunn
Executive Director, Facilities & Operations

Date: _____

Date: 6/11/10

Comments:

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 999

A Resolution of the Board of Directors (the "Board") of the Everett School District No. 2 (the "District") to (i) execute a Quit Claim Deed, (ii) complete a boundary line adjustment, and (iii) terminate certain easement agreements, in connection with conveying all of the District's right, title, and interest in the property known as the Everett Community College.

WHEREAS, between 1941 and 1967, Everett Community College and its predecessor, Everett Junior College, were operated by Everett School District No. 2.

WHEREAS, under authority granted by the Community College Act of 1967, Laws of 1967, Ex. s., ch. 8 (the "Act"), Everett Community College came under the authority of the State Board for Community College Education, predecessor of the State Board for Community and Technical Colleges (the "State Board").

WHEREAS, Section 30 of the Act provides that, following an inventory, title to or all interest in real estate held as of the date of passage of the Act by or for a school district and obtained for community college purposes shall vest in or be assigned to the State Board.

WHEREAS, the real property (the "Everett Community College Property") described in the deed attached at Exhibit A is listed on the inventory of property used for or obtained with funds budgeted for community college purposes by Everett School District No. 2 during 1965-66 and transferred to the State Board pursuant to the Act.

WHEREAS, although Everett Community College, has continuously occupied, maintained, and operated the Everett Community College Property since 1967, title for the Everett Community College Property is not vested of record in Everett Community College.

WHEREAS, the District claims no title or interest in the Everett Community College Property.

WHEREAS, the District and Everett Community College now seek to resolve the defect in record title by applying for a boundary line adjustment under Title 18 of the City of Everett Municipal Code substantially in the form attached hereto as Exhibit B (the "Boundary Line Adjustment").

WHEREAS, in connection with the Boundary Line Adjustment, the District and Everett Community College seek to terminate (i) that certain Reciprocal Easement Agreement recorded under Auditor's File Number 9805220793, records of Snohomish County, Washington pursuant to an instrument in the form attached hereto as Exhibit C; and (ii) that certain Reciprocal Easement Agreement recorded under Auditor's File Number 9805220792, records of Snohomish County pursuant to an instrument in the form attached hereto as Exhibit D (each, an "Easement Relinquishment").

NOW THEREFORE, BE IT RESOLVED as follows:

1. The Board shall, and hereby does, authorize and direct the District's Superintendent or his authorized designee, on behalf of the District, to (i) execute a Quit Claim Deed in the form attached hereto as Exhibit A; (ii) complete, execute, and submit an application for the the Boundary Line Adjustment; and (iii) execute the Easement Relinquishments.

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

Ed Petersen, President

Jessica Olson, Director

Kristie Dutton, Director

Jeff Russell, Director

Carol Andrews, Director

ATTEST:

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

EXHIBIT A

QUIT CLAIM DEED

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After recording, return to:

Everett School District No. 2
Attn: Chuck Booth
4730 Colby Avenue
Everett, WA 98203

WASHINGTON STATE RECORDER'S Cover Sheet (RCW 65.04)

DOCUMENT TITLE(S) (or transactions contained therein):

QUITCLAIM DEED

REFERENCE NUMBER(S) OF DOCUMENTS ASSIGNED OR RELEASED:

N/A

☐ Additional reference #s on page ____ of document(s)

GRANTOR(S) (Last name first, then first name and initials)

Everett School District No. 2

☐ Additional names on page ____ of document

GRANTEE(S) (Last name first, then first name and initials)

State Board for Community and Technical Colleges, Everett Community College

☐ Additional names on page ____ of document

LEGAL DESCRIPTION (abbreviated: i.e., lot, block, plat or section, township, range)

Ptn. of NW 1/4 NW 1/4 of Sec. 17, T. 29N, R. 5E, W.M.

☒ Additional legal is on Exhibit A of document

ASSESSOR'S PROPERTY TAX PARCEL/ACCOUNT NUMBER

29051700201800; 29051700201900

☐ Assessor Tax # not yet assigned

QUITCLAIM DEED

The Grantor, **Everett School District No. 2**, a Washington municipal corporation (formerly known as Everett School District No. 24, a Washington municipal corporation), for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, does hereby convey and quitclaim to the **State Board for Community and Technical Colleges, Everett Community College**, the described real estate situated in County of Snohomish, State of Washington more particularly described on Exhibit A hereto.

DATED _____, 2010.

EVERETT SCHOOL DISTRICT NO. 2,
a Washington municipal corporation

By: _____

Its: _____

STATE OF WASHINGTON)
) ss.
COUNTY OF SNOHOMISH)

On this ____ day of _____, 2010, before me, the undersigned, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the person who signed as _____ of Everett School District No. 2, a Washington municipal corporation, the municipal corporation that executed the within and foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said municipal corporation for the uses and purposes therein mentioned.

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

(Signature of Notary)

(Print or stamp name of Notary)

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

EXHIBIT A
Legal Description

That portion of the northwest quarter of the northwest quarter of Section 17 and the northeast quarter of the northeast quarter of Section 18, Township 29 North, Range 5 East, W.M., Snohomish County, Washington described as follows:

Commencing at the northwest corner of said Section 17, said corner being the northeast corner of Block 166, First Addition To Legion Park, according to the Plat thereof recorded in volume 12 of Plats, page 123, records of said County; thence S01°05'04"W, along the west line of said section and the east line of said plat, 119.29 feet to the northeast corner of Lot 3, Block 166 of said plat and THE POINT OF BEGINNING of the herein described tract; thence N89°23'17"W, along the north line of said lot, 207.88 feet to the northwest corner of said lot, said corner being on the east right of way margin of Wetmore Avenue, as established by said plat; thence S00°34'49"W, along said east margin and the east right of way margin of Wetmore Avenue as established by Swalwell's 4th Addition according to the Plat thereof recorded in Volume 7 of Plats, page 44, records of said county, 631.06 feet; thence S88°55'16"E 107.01 feet; thence S00°12'28"E 155.38 feet; thence N89°05'59"E 223.93 feet; thence N00°32'00"E 118.35 feet; thence S89°28'00"E 279.23 feet, thence; S24°04'27"E 168.12 feet to a non-radial intersection with a 65.00 foot radius curve to the right, the center of which bears S06°16'49"W; thence southeasterly, along said curve through a central angle of 79°59'06" a distance of 90.74 feet to a point of tangency; thence S03°44'05"E 3.89 feet' thence N81°24'48"E 2.71 feet to a radial intersection with a 75.00 foot radius curve to the right, the center of which bears S81°24'48"W thence southerly, along said curve through a central angle of 11°13'58" a distance of 14.70 feet to a point of tangency; thence S02°38'46"W 18.51 feet to a point of tangency with a 45.00 foot radius curve to the right; thence southwesterly, along said curve through a central angle of 32°28'25" a distance of 25.50 feet to a point of tangency; thence S35°07'11"W 12.61 feet to a point of tangency with a 65.00 foot radius curve to the right; thence southwesterly, along said curve through a central angle of 54°39'20" a distance of 62.00 feet; thence S00°51'33"W 122.98 feet to the north right of way margin of 10th Street as established by Bailey Addition To Everett according to the Plat thereof, recorded in Volume 9 of Plats, page 78, records of said county; thence S89°23'46"E, along said north margin, 132.97 feet to the southeast corner of Lot 17, Block 179 of said Plat, said corner being on the west right of way margin of the alley running through said Block 179; thence N00°31'28"E, along said west margin and the west margin as established by said Swalwell's 4th Addition, 374.72 feet to the northerly terminus of said alley as vacated by City of Everett Ordinance Number 4092, recorded under Auditor's File Number 2026775 records of said county; thence S89°23'50"E, along said northerly terminus, 24.00 feet to the east margin of said alley; thence S00°31'28"W, along said east margin 374.72 feet to the to the north right of way margin of said 10th Street; thence S89°23'46"E, along said north margin, 120.09 feet to the southeast corner of Lot 18, Block 179 of said Bailey Addition, said corner being on the west right of way margin of Lombard Avenue as established by said plat; thence N00°30'56"E, along said west margin and the west right of way margin of Lombard Avenue as established by said Swalwell's 4th Addition, 651.24 feet to the northeast corner of Lot 24, Block 164 of said Swalwell's 4th Addition; thence

S89°12'06"E, along the north line of said Swalwell's 4th Addition, 80.00 feet to the northwest corner of Lot 11, Block 163 of said Swalwell's 4th Addition; thence N00°30'56"E, along the northerly prolongation of the east right of way margin of said Lombard Avenue, 285.00 feet; thence N66°41'06"W 416.79 feet; thence N89°28'03" W 439.28 feet to the west line of said section 17 and the east line of said First Addition To Legion Park; thence N01°05'04"E, along said common line, 0.93 feet to the POINT OF BEGINNING

Contains 765,991± square feet (17.5847 acres);

AND TOGETHER WITH:

That portion of the northeast quarter of the northeast quarter of Section 18, Township 29 North, Range 5 East, W.M., Snohomish County, Washington described as follows:

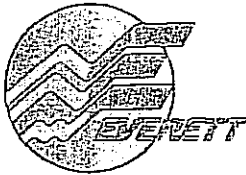
Commencing at the northeast corner of said Section 18, said corner being the northeast corner of Block 166, First Addition To Legion Park, according to the Plat thereof recorded in volume 12 of Plats, page 123, records of said County; thence S01°05'04"W, along the east line of said section and the east line of said plat, 119.29 feet to the northeast corner of Lot 3, Block 166 of said Plat; thence N89°23'17"W, along the north line of said lot, 207.88 feet to the northwest corner of said lot, said corner being on the east right of way margin of Wetmore Avenue, as established by said plat; thence S00°34'49"W, along said east margin and the east right of way margin of Wetmore Avenue as established by Swalwell's 4th Addition according to the Plat thereof recorded in Volume 7 of Plats, page 44, records of said county, 631.06 feet to THE POINT OF BEGINNING of the herein described tract; thence S88°55'16"E 107.01 feet; thence S00°12'28"E 155.38 feet; S89°05'59"W 109.18 feet to the east right of way margin of said Wetmore Avenue; thence N00°34'49"E, along said east margin, 159.12 feet to the POINT OF BEGINNING

Contains 16,996 ± square feet (0.3902 acres).

EXHIBIT B

BOUNDARY LINE ADJUSTMENT

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**CITY OF EVERETT
PLANNING & COMMUNITY DEVELOPMENT
LAND USE PERMIT APPLICATION**

- ☒ Boundary Line Adjustment
- ☐ Lot Certification
- ☐ Nonconforming Use/Building
- ☐ Planning Director's Review Process I Decision
- ☐ Planning Director's Review Process II Decision
- ☐ Rezone
- ☐ SEPA (and conceptual site plan review)
- ☐ Shoreline
- ☐ Short Subdivision
- ☐ Special Property Use: Review Process II
- ☐ Special Property Use: Review Process III
- ☐ Subdivision
- ☐ Variance
- ☐ Other _____

FOR OFFICE USE ONLY

FILE # _____

FEE \$ _____ RECEIPT # _____

STAMP IN DATE _____

Applicant EVERETT SCHOOL DISTRICT NO. 2 Phone 425-385-4198

Address 4730 COLBY AVE. EVERETT, WA. 98023 Fax _____

Property Owner EVERETT SCHOOL DISTRICT NO. 2 & EVERETT COMMUNITY COLLEGE Phone _____

Address 4730 COLBY AVE. EVERETT, WA. 98023

Primary Contact (if other than applicant) STEPHEN J. SCHREI, P.L.S. Phone 425-827-3063

Address 10604 NE. 38TH PL. SUITE 101, KIRKLAND WA. 98033 Fax _____

Property Address or Location 916 OAKES AVE. EVERETT, WA. 98201

Tax Parcel Number 29051700201900 & 29051700201800

Legal Description (attach if necessary) SEE ATTACHED

Zoning 2.2 Comprehensive Plan Designation COLLEGES / UNIVERSITIES

Area of Property (Acres/Square Feet) 23.9± ACRES

Project Description BOUNDARY LINE ADJUSTMENT

Name of the planner who conducted the Pre-Application meeting (or signed waiver) _____

I am the owner or am authorized by the owner to sign and submit this application. I grant permission for City staff and agents to enter onto the subject property for the sole purpose of making any inspection of the property which is necessary to process this application. I certify under penalty of perjury of the laws of the State of Washington that the information on this application and all information submitted herewith is true, complete, and correct.

Signature by Owner/Applicant/Agent _____ Date _____

City and State where this application is signed _____
City State



City of Everett Planning/Community Development Department
2930 Wetmore Avenue, Suite 8-A
Everett, WA 98201-4044

BOUNDARY LINE ADJUSTMENT # _____
DECLARATION OF OWNERSHIP

Know all men by these presents:

That I/we, the undersigned, depose and state that I/we are the owner/owners of land described by this declaration;
and do hereby declare that I/we have no objections to the proposed boundary line adjustment.

Abbreviated Legal description of property: A PORTION OF THE NORTHWEST QUARTER OF THE NORTHWEST
QUARTER OF SECTION 17 AND THE NORTHEAST QUARTER OF
THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29
NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY,
WASHINGTON.
Assessor's parcel number:
29051700201900 & 29051700201800

Cross reference: See Record of Surveys Auditor File # _____ recorded in
Volume _____ of Surveys on page _____ Records of Snohomish County, Washington, for Boundary Line
Adjustment map and approvals.

IN WITNESS WHEREOF, said corporation has caused this instrument to be executed by its proper officers and its
corporate seal to be hereunto affixed this _____ day of _____, 20__.

Signature (s) _____

Title(s) _____

STATE OF WASHINGTON

County of _____)^{ss}

I certify that I know or have satisfactory evidence that _____
signed this instrument, on oath stated that (he, she, they) (was, were) authorized to execute the instrument and
acknowledged it as the _____ of EVERETT SCHOOL DISTRICT NO. 2, A
WASHINGTON MUNICIPAL CORPORATION (formerly known as EVERETT SCHOOL DISTRICT NO. 24, A
WASHINGTON MUNICIPAL CORPORATION), to be the free and voluntary act of such party for the uses and
purposes mentioned in the instrument

Dated: _____

Signature of
Notary Public: _____

(Seal or stamp)

Residing at: _____
My commission expires: _____

STATE OF WASHINGTON

County of _____)^{ss.}

I certify that I know or have satisfactory evidence that _____ signed this instrument, on oath stated that (he, she, they) (was, were) authorized to execute the instrument and acknowledged it as the _____ of THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

(Seal or stamp)

Dated: _____

Signature of
Notary Public: _____

Residing at: _____
My commission expires: _____

STATE OF WASHINGTON

County of _____)^{ss.}

I certify that I know or have satisfactory evidence that _____ signed this instrument, on oath stated that (he, she, they) (was, were) authorized to execute the instrument and acknowledged it as the _____ of EVERETT COMMUNITY COLLEGE to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

(Seal or stamp)

Dated: _____

Signature of
Notary Public: _____

Residing at: _____
My commission expires: _____

EXISTING LEGAL DESCRIPTIONS:

PARCEL A

ALL THAT PORTION OF THE NORTH 561 FEET OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., DESCRIBED AS FOLLOWS:

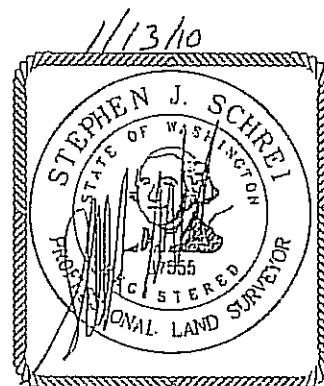
COMMENCING AT THE CITY OF EVERETT STANDARD MONUMENT AT THE INTERSECTION OF 9TH STREET AND LOMBARD AVENUE; THENCE EAST ON THE MONUMENT LINE OF 9TH STREET, 18 FEET TO THE EAST PROPERTY LINE OF LOMBARD AVENUE AS PLATTED IN SWALWELL'S 4TH ADDITION; THENCE ANGLE LEFT 90° AND FOLLOWING THE EAST PROPERTY LINE OF LOMBARD AVENUE FOR 184.47 FEET TO THE NORTH LINE OF SWALWELL'S 4TH ADDITION; THENCE TO THE POINT OF BEGINNING; THENCE CONTINUING NORTH ON THE EAST PROPERTY LINE OF LOMBARD AVENUE PRODUCED IN ITS PRESENT DIRECTION A DISTANCE OF 285.00 FEET; THENCE ANGLE LEFT 67°12'02" FOR A DISTANCE OF 416.79 FEET; THENCE ANGLE LEFT 22°46'57" FOR A DISTANCE OF 440.77 FEET TO THE EAST LINE OF THE PLAT OF FIRST ADDITION TO LEGION PARK; THENCE ANGLE LEFT 89°28'47" AND FOLLOWING THE EAST LINE OF THE PLAT OF LEGION PARK FOR A DISTANCE OF 443.77 FEET TO THE INTERSECTION WITH THE NORTH LINE OF SWALWELL'S 4TH ADDITION; THENCE ANGLE LEFT 90°20'15" AND FOLLOWING THE NORTH LINE OF SWALWELL'S 4TH ADDITION FOR A DISTANCE OF 829.16 FEET TO THE POINT OF BEGINNING; AND

LOTS 3 THROUGH 9, INCLUSIVE, BLOCK 166 FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SNOHOMISH COUNTY, WASHINGTON. AND

LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 164; AND
LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 165; AND
LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 166; AND
LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 177; AND
LOTS 1 THROUGH 9, INCLUSIVE AND LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 179, ALL IN SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON. AND

LOTS 9 THROUGH 26, ALL INCLUSIVE, BLOCK 179;
BAILEY'S ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SNOHOMISH COUNTY, WASHINGTON

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW



EXISTING LEGAL DESCRIPTIONS:

PARCEL B

COMMENCING AT THE SECTION CORNER COMMON TO SECTIONS 7, 8, 17 AND 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M.; THENCE SOUTHERLY FOLLOWING THE EAST LINE OF SECTION 18, FOR A DISTANCE OF 1009.96 FEET; THENCE ANGLE LEFT OF 90°16'30" FOR 144.76 FEET TO THE EAST PROPERTY LINE OF ROCKEFELLER AVENUE PRODUCED NORTHERLY IN ITS PRESENT DIRECTION, TO THE TRUE POINT OF BEGINNING; THENCE CONTINUING ON THE SAID STRAIGHT LINE FOR 264 FEET TO THE WEST PROPERTY LINE OF OAKES AVE., PRODUCED NORTHERLY IN ITS PRESENT DIRECTION; THENCE ANGLE TO THE RIGHT OF 90°17'05" AND FOLLOWING THE AFORESAID WEST PROPERTY LINE OF OAKES AVENUE PRODUCED 204.59 FEET TO THE NORTH PROPERTY LINE OF TENTH STREET PRODUCED; THENCE ANGLE TO THE RIGHT 90° AND FOLLOWING THE NORTH LINE OF TENTH STREET PRODUCED FOR 264 FEET TO THE EAST LINE OF ROCKEFELLER AVE., PRODUCED; THENCE ANGLE 90° TO THE RIGHT AND FOLLOWING THE EAST PROPERTY LINE OF ROCKEFELLER AVE., PRODUCED 205.44 FEET TO THE TRUE POINT OF BEGINNING; AND

LOTS 9 THROUGH 26, INCLUSIVE, BLOCK 177, BAILEY'S ADDITION TO EVERETT, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SNOHOMISH COUNTY, WASHINGTON; AND

LOTS 1 THROUGH 9, INCLUSIVE AND LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 178, SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON.

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW.

PARCEL C

LOTS 1 THROUGH 9, INCLUSIVE, BLOCK 177, SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON;

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW.

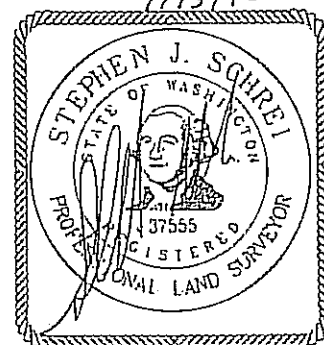


ADJUSTED LEGAL DESCRIPTIONS:

PARCEL A:

THAT PORTION OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17 AND THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 17, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE WEST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT AND THE POINT OF BEGINNING OF THE HEREIN DESCRIBED TRACT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.88 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.06 FEET; THENCE S88°55'16"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET; THENCE N89°05'59"E 223.93 FEET; THENCE N00°32'00"E 118.35 FEET; THENCE S89°28'00"E 279.23 FEET, THENCE; S24°04'27"E 168.12 FEET TO A NON-RADIAL INTERSECTION WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S06°16'49"W; THENCE SOUTHEASTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 79°59'06" A DISTANCE OF 90.74 FEET TO A POINT OF TANGENCY; THENCE S03°44'05"E 3.89 FEET THENCE N81°24'48"E 2.71 FEET TO A RADIAL INTERSECTION WITH A 75.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S81°24'48"W THENCE SOUTHERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 11°13'58" A DISTANCE OF 14.70 FEET TO A POINT OF TANGENCY; THENCE S02°38'46"W 18.51 FEET TO A POINT OF TANGENCY WITH A 45.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 32°28'25" A DISTANCE OF 25.50 FEET TO A POINT OF TANGENCY; THENCE S35°07'11"W 12.61 FEET TO A POINT OF TANGENCY WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 54°39'20" A DISTANCE OF 62.00 FEET; THENCE S00°51'33"W 122.98 FEET TO THE NORTH RIGHT OF WAY MARGIN OF 10TH STREET AS ESTABLISHED BY BAILEY ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SAID COUNTY; THENCE S89°23'46"E, ALONG SAID NORTH MARGIN, 132.97 FEET TO THE SOUTHEAST CORNER OF LOT 17, BLOCK 179 OF SAID PLAT, SAID CORNER BEING ON THE WEST RIGHT OF WAY MARGIN OF THE ALLEY RUNNING THROUGH SAID BLOCK 179; THENCE N00°31'28"E, ALONG SAID WEST MARGIN AND THE WEST MARGIN AS ESTABLISHED BY SAID SWALWELL'S 4TH ADDITION, 374.72 FEET TO THE NORTHERLY TERMINUS OF SAID ALLEY AS VACATED BY CITY OF EVERETT ORDINANCE NUMBER 4092, RECORDED UNDER AUDITOR'S FILE NUMBER 2026775 RECORDS OF SAID COUNTY; THENCE S89°23'50"E, ALONG SAID NORTHERLY TERMINUS, 24.00 FEET TO THE EAST MARGIN OF SAID ALLEY; THENCE S00°31'28"W, ALONG SAID EAST MARGIN 374.72 FEET TO THE TO THE NORTH RIGHT OF WAY MARGIN OF SAID 10TH STREET; THENCE S89°23'46"E, ALONG SAID NORTH MARGIN, 120.09 FEET TO THE SOUTHEAST CORNER OF LOT 18, BLOCK 179 OF SAID BAILEY ADDITION, SAID CORNER BEING ON THE WEST RIGHT OF WAY MARGIN OF LOMBARD AVENUE AS ESTABLISHED BY SAID PLAT; THENCE N00°30'56"E, ALONG SAID WEST MARGIN AND THE WEST RIGHT OF WAY MARGIN OF LOMBARD AVENUE AS ESTABLISHED BY SAID SWALWELL'S 4TH ADDITION, 651.24 FEET TO THE NORTHEAST CORNER OF LOT 24, BLOCK 164 OF SAID SWALWELL'S 4TH ADDITION; THENCE S89°12'06"E, ALONG THE NORTH LINE OF SAID SWALWELL'S 4TH ADDITION, 80.00 FEET TO THE NORTHWEST CORNER OF LOT 11, BLOCK 163 OF SAID SWALWELL'S 4TH ADDITION; THENCE N00°30'56"E, ALONG THE NORTHERLY PROLONGATION OF THE EAST RIGHT OF WAY MARGIN OF SAID LOMBARD AVENUE, 285.00 FEET; THENCE N66°41'06"W 416.79 FEET; THENCE N89°28'03" W 439.28 FEET TO THE WEST LINE OF SAID SECTION 17 AND THE EAST LINE OF SAID FIRST ADDITION TO LEGION PARK; THENCE N01°05'04"E, ALONG SAID COMMON LINE, 0.93 FEET TO THE POINT OF BEGINNING

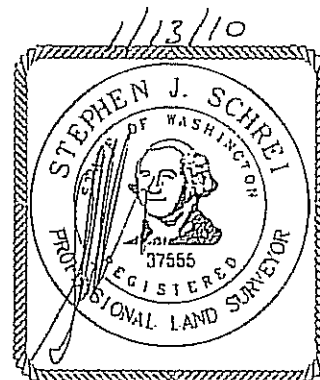


ADJUSTED LEGAL DESCRIPTIONS:

PARCEL B:

THAT PORTION OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17 AND THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 17, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE WEST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.88 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.06 FEET; THENCE S88°55'16"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET TO THE POINT OF BEGINNING OF THE HEREIN DESCRIBED TRACT THENCE N89°05'59"E 223.93 FEET; THENCE N00°32'00"E 118.35 FEET; THENCE S89°28'00"E 279.23 FEET, THENCE; S24°04'27"E 168.12 FEET TO A NON-RADIAL INTERSECTION WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S06°16'49"W; THENCE SOUTHEASTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 79°59'06" A DISTANCE OF 90.74 FEET TO A POINT OF TANGENCY; THENCE S03°44'05"E 3.89 FEET THENCE N81°24'48"E 2.71 FEET TO A RADIAL INTERSECTION WITH A 75.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S81°24'48"W THENCE SOUTHERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 11°13'58" A DISTANCE OF 14.70 FEET TO A POINT OF TANGENCY; THENCE S02°38'46"W 18.51 FEET TO A POINT OF TANGENCY WITH A 45.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 32°28'25" A DISTANCE OF 25.50 FEET TO A POINT OF TANGENCY; THENCE S35°07'11"W 12.61 FEET TO A POINT OF TANGENCY WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 54°39'20" A DISTANCE OF 62.00 FEET; THENCE S00°51'33"W 122.98 FEET TO THE NORTH RIGHT OF WAY MARGIN OF 10TH STREET AS ESTABLISHED BY BAILEY ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SAID COUNTY; THENCE THE FOLLOWING TWO COURSES AND DISTANCES ALONG SAID NORTH MARGIN; THENCE N89°23'46" W 27.12 FEET; THENCE N89°23'09"W 648.44 FEET TO THE SOUTHWEST CORNER OF LOT 17, BLOCK 177 OF SAID BY BAILEY ADDITION, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF SAID WETMORE AVENUE AS ESTABLISHED BY SAID PLAT; THENCE N00°34'49"E, ALONG SAID EAST MARGIN, 306.99 FEET TO A POINT THAT BEARS S89°05'59"W FROM THE POINT OF BEGINNING; THENCE N89°05'59"E 109.18 FEET TO THE POINT OF BEGINNING.



ADJUSTED LEGAL DESCRIPTIONS:

PARCEL C:

THAT PORTION OF THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHEAST CORNER OF SAID SECTION 18, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE EAST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.88 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.06 FEET TO THE POINT OF BEGINNING OF THE HEREIN DESCRIBED TRACT; THENCE S88°55'16"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET; S89°05'59"W 109.18 FEET TO THE EAST RIGHT OF WAY MARGIN OF SAID WETMORE AVENUE; THENCE N00°34'49"E, ALONG SAID EAST MARGIN, 159.12 FEET TO THE POINT OF BEGINNING



RECORD OF SURVEY
FOR BOUNDARY LINE ADJUSTMENT

A PORTION OF THE NW. 1/4, NW. 1/4, SEC. 17 AND THE NE. 1/4, NE. 1/4, SEC. 18,
TOWNSHIP 29 N., RANGE 5 E., W.M., IN THE CITY OF EVERTT, SNOHOMISH COUNTY, WASHINGTON

RECORDING NO.

VOL./PAGE

LEGAL DESCRIPTIONS BEFORE BOUNDARY LINE
ADJUSTMENT:

PARCELS A

ALL THAT PORTION OF THE NORTH 561 FEET OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., DESCRIBED AS FOLLOWS:

COMMENCING AT THE CITY OF EVERETT STANDARD MONUMENT AT THE INTERSECTION OF 8TH STREET AND LOMBARD AVENUE; THENCE EAST ON THE MONUMENT LINE OF 8TH STREET, 18 FEET TO THE EAST PROPERTY LINE OF LOMBARD AVENUE AS PLATTED IN SWALWELL'S 4TH ADDITION; THENCE ANGLE LEFT 90° AND FOLLOWING THE EAST PROPERTY LINE OF LOMBARD AVENUE FOR 164.47 FEET TO THE NORTH LINE OF SWALWELL'S 4TH ADDITION; THENCE TO THE POINT OF BEGINNING, THENCE CONTINUING NORTH ON THE EAST PROPERTY LINE OF LOMBARD AVENUE PRODUCED IN ITS PRESENT DIRECTION A DISTANCE OF 285.00 FEET; THENCE ANGLE LEFT 07°12'02" FOR A DISTANCE OF 416.79 FEET; THENCE ANGLE LEFT 22°46'57" FOR A DISTANCE OF 440.77 FEET TO THE EAST LINE OF THE PLAT OF FIRST ADDITION TO LEGION PARK; THENCE ANGLE LEFT 89°28'47" AND FOLLOWING THE EAST LINE OF THE PLAT OF LEGION PARK FOR A DISTANCE OF 443.77 FEET TO THE INTERSECTION WITH THE NORTH LINE OF SWALWELL'S 4TH ADDITION; THENCE ANGLE LEFT 00°20'16" AND FOLLOWING THE NORTH LINE OF SWALWELL'S 4TH ADDITION FOR A DISTANCE OF 829.16 FEET TO THE POINT OF BEGINNING; AND

LOTS 3 THROUGH 9, INCLUSIVE, BLOCK 166 FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SNOHOMISH COUNTY, WASHINGTON; AND

LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 164; AND
LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 165; AND
LOTS 11 THROUGH 24, INCLUSIVE, BLOCK 166; AND
LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 172; AND
LOTS 1 THROUGH 9, INCLUSIVE AND LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 179, ALL IN SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON; AND

LOTS 9 THROUGH 26, ALL INCLUSIVE, BLOCK 179;
BAILEY'S ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SNOHOMISH COUNTY, WASHINGTON.

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW.

APPROVAL: BOUNDARY LINE ADJUSTMENT NO. _____

THE CITY OF EVERTT HEREBY DETERMINES THAT THIS BOUNDARY LINE ADJUSTMENT CONFORMS TO E.M.C. 18.72 AND IS HEREBY APPROVED.

NOTED: THE CITY OF EVERTT DOES NOT IN ANY WAY WARRANT NOR GUARANTEE THE ACCURACY OF THIS RECORD OF SURVEY.

EXAMINED AND APPROVED THIS ____ DAY OF _____, 2010

PLANNING DIRECTOR

CROSS REFERENCE:

SEE BOUNDARY LINE ADJUSTMENT FOR DECLARATION OF OWNERSHIP AND LOT LEGALS UNDER AUDITOR'S FILE

NO. _____

AUDITOR'S FILE NO. _____

FILED FOR RECORD THIS ____ DAY OF _____, 2010
AT ____ M. IN BOOK ____ OF ____ AT PAGE ____
RECORDS OF SNOHOMISH COUNTY, WASHINGTON
AT THE REQUEST OF D.R. STRONG CONSULTING ENGINEERS

AUDITOR, SNOHOMISH

DEPUTY COUNTY AUDITOR

LEGAL DESCRIPTIONS BEFORE BOUNDARY LINE
ADJUSTMENT:

PARCELS B

COMMENCING AT THE SECTION CORNER COMMON TO SECTIONS 7, 8, 17 AND 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M.; THENCE SOUTHERLY FOLLOWING THE EAST LINE OF SECTION 18, FOR A DISTANCE OF 1009.96 FEET; THENCE ANGLE LEFT OF 80°16'30" FOR 144.76 FEET TO THE EAST PROPERTY LINE OF ROCKEFELLER AVENUE PRODUCED NORTHERLY IN ITS PRESENT DIRECTION, TO THE TRUE POINT OF BEGINNING; THENCE CONTINUING ON THE SAID STRAIGHT LINE FOR 264 FEET TO THE WEST PROPERTY LINE OF OAKES AVE., PRODUCED NORTHERLY IN ITS PRESENT DIRECTION; THENCE ANGLE TO THE RIGHT OF 00°17'05" AND FOLLOWING THE AFORESAID WEST PROPERTY LINE OF OAKES AVENUE PRODUCED 304.59 FEET TO THE NORTH PROPERTY LINE OF TENTH STREET PRODUCED; THENCE ANGLE TO THE RIGHT 80° AND FOLLOWING THE NORTH LINE OF TENTH STREET PRODUCED FOR 284 FEET TO THE EAST LINE OF ROCKEFELLER AVE., PRODUCED; THENCE ANGLE 80° TO THE RIGHT AND FOLLOWING THE EAST PROPERTY LINE OF ROCKEFELLER AVE., PRODUCED 205.44 FEET TO THE TRUE POINT OF BEGINNING; AND

LOTS 9 THROUGH 26, INCLUSIVE, BLOCK 177, BAILEY'S ADDITION TO EVERETT, ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SNOHOMISH COUNTY, WASHINGTON; AND

LOTS 1 THROUGH 9, INCLUSIVE AND LOTS 26 THROUGH 34, INCLUSIVE, BLOCK 178, SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON.

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW.

PARCELS C

LOTS 1 THROUGH 9, INCLUSIVE, BLOCK 177, SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SNOHOMISH COUNTY, WASHINGTON;

TOGETHER WITH THOSE PORTIONS OF VACATED STREETS AND ALLEYS ADJACENT THERETO, WHICH WOULD ATTACH BY OPERATION OF LAW.

LEGAL DESCRIPTIONS AFTER BOUNDARY LINE
ADJUSTMENT:

PARCELS A

THAT PORTION OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17 AND THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 17, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE WEST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.89 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.08 FEET; THENCE S88°55'18"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET; THENCE N89°05'59"E 223.93 FEET; THENCE N00°32'00"E 118.35 FEET; THENCE S89°28'00"E 278.23 FEET; THENCE S24°04'27"E 168.12 FEET TO A NON-RADIAL INTERSECTION WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S08°16'49"W, THENCE SOUTHEASTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 78°50'08" A DISTANCE OF 90.74 FEET TO A POINT OF TANGENCY; THENCE S03°44'05"E 3.89 FEET THENCE N81°24'48"E 2.71 FEET TO A RADIAL INTERSECTION WITH A 75.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S81°24'48"W, THENCE SOUTHERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 113°58" A DISTANCE OF 14.70 FEET TO A POINT OF TANGENCY; THENCE S02°38'45"W 18.51 FEET TO A POINT OF TANGENCY WITH A 45.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 32°28'25" A DISTANCE OF 25.50 FEET TO A POINT OF TANGENCY; THENCE S35°07'11"W 12.61 FEET TO A POINT OF TANGENCY WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 54°38'20" A DISTANCE OF 62.00 FEET; THENCE S00°51'33"W 122.88 FEET TO THE NORTH RIGHT OF WAY MARGIN OF 10TH STREET AS ESTABLISHED BY BAILEY ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SAID COUNTY; THENCE S88°23'46"E, ALONG SAID NORTH MARGIN, 132.97 FEET TO THE SOUTHEAST CORNER OF LOT 17, BLOCK 179 OF SAID PLAT, SAID CORNER BEING ON THE WEST RIGHT OF WAY MARGIN OF THE ALLEY RUNNING THROUGH SAID BLOCK 179; THENCE N00°31'28"E, ALONG SAID WEST MARGIN AND THE WEST MARGIN AS ESTABLISHED BY SAID SWALWELL'S 4TH ADDITION, 374.72 FEET TO THE NORTHERLY TERMINUS OF SAID ALLEY AS VACATED BY CITY OF EVERETT ORDINANCE NUMBER 4082, RECORDED UNDER AUDITOR'S FILE NUMBER 2028775 RECORDS OF SAID COUNTY; THENCE S89°23'50"E, ALONG SAID NORTHERLY TERMINUS, 24.00 FEET TO THE EAST MARGIN OF SAID ALLEY; THENCE S00°31'28"W, ALONG SAID EAST MARGIN 374.72 FEET TO THE TO THE NORTH RIGHT OF WAY MARGIN OF SAID 10TH STREET; THENCE S89°23'46"E, ALONG SAID NORTH MARGIN, 120.08 FEET TO THE SOUTHEAST CORNER OF LOT 18, BLOCK 179 OF SAID BAILEY ADDITION, SAID CORNER BEING ON THE WEST RIGHT OF WAY MARGIN OF LOMBARD AVENUE AS ESTABLISHED BY SAID PLAT; THENCE N00°30'56"E, ALONG SAID WEST MARGIN AND THE WEST RIGHT OF WAY MARGIN OF LOMBARD AVENUE AS ESTABLISHED BY SAID SWALWELL'S 4TH ADDITION, 651.24 FEET TO THE NORTHEAST CORNER OF LOT 24, BLOCK 164 OF SAID SWALWELL'S 4TH ADDITION; THENCE S89°12'08"E, ALONG THE NORTH LINE OF SAID SWALWELL'S 4TH ADDITION, 80.00 FEET TO THE NORTHWEST CORNER OF LOT 11, BLOCK 163 OF SAID SWALWELL'S 4TH ADDITION; THENCE N00°30'56"E, ALONG THE NORTHERLY PROLONGATION OF THE EAST RIGHT OF WAY MARGIN OF SAID LOMBARD AVENUE, 285.00 FEET; THENCE N68°41'06"W 416.79 FEET; THENCE N89°28'03" W 439.28 FEET TO THE WEST LINE OF SAID SECTION 17 AND THE EAST LINE OF SAID FIRST ADDITION TO LEGION PARK; THENCE N01°05'04"E, ALONG SAID COMMON LINE, 0.83 FEET TO THE POINT OF BEGINNING.

LEGAL DESCRIPTIONS AFTER BOUNDARY LINE
ADJUSTMENT:

PARCELS B

THAT PORTION OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 17 AND THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 17, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE WEST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.89 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.08 FEET; THENCE S88°55'18"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET TO THE POINT OF BEGINNING OF THE HEREIN DESCRIBED TRACT; THENCE N89°05'59"E 223.93 FEET; THENCE N00°32'00"E 118.35 FEET; THENCE S89°28'00"E 278.23 FEET; THENCE S24°04'27"E 168.12 FEET TO A NON-RADIAL INTERSECTION WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S08°16'49"W, THENCE SOUTHEASTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 78°50'08" A DISTANCE OF 90.74 FEET TO A POINT OF TANGENCY; THENCE S03°44'05"E 3.89 FEET THENCE N81°24'48"E 2.71 FEET TO A RADIAL INTERSECTION WITH A 75.00 FOOT RADIUS CURVE TO THE RIGHT, THE CENTER OF WHICH BEARS S81°24'48"W, THENCE SOUTHERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 113°58" A DISTANCE OF 14.70 FEET TO A POINT OF TANGENCY; THENCE S02°38'46"W 18.51 FEET TO A POINT OF TANGENCY WITH A 45.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 32°28'25" A DISTANCE OF 25.50 FEET TO A POINT OF TANGENCY; THENCE S35°07'11"W 12.61 FEET TO A POINT OF TANGENCY WITH A 65.00 FOOT RADIUS CURVE TO THE RIGHT; THENCE SOUTHWESTERLY, ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 54°38'20" A DISTANCE OF 62.00 FEET; THENCE S00°51'33"W 122.88 FEET TO THE NORTH RIGHT OF WAY MARGIN OF 10TH STREET AS ESTABLISHED BY BAILEY ADDITION TO EVERETT ACCORDING TO THE PLAT THEREOF, RECORDED IN VOLUME 9 OF PLATS, PAGE 78, RECORDS OF SAID COUNTY; THENCE THE FOLLOWING TWO COURSES AND DISTANCES ALONG SAID NORTH MARGIN; THENCE N89°23'46" W 27.12 FEET; THENCE N89°23'08" W 648.44 FEET TO THE SOUTHWEST CORNER OF LOT 17, BLOCK 177 OF SAID BY BAILEY ADDITION, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF SAID WETMORE AVENUE AS ESTABLISHED BY SAID PLAT; THENCE N00°34'49"E, ALONG SAID EAST MARGIN, 306.99 FEET TO A POINT THAT BEARS S89°55'59"W FROM THE POINT OF BEGINNING; THENCE N89°05'59"E 108.18 FEET TO THE POINT OF BEGINNING.

PARCELS C

THAT PORTION OF THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 18, TOWNSHIP 29 NORTH, RANGE 5 EAST, W.M., SNOHOMISH COUNTY, WASHINGTON DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHEAST CORNER OF SAID SECTION 18, SAID CORNER BEING THE NORTHEAST CORNER OF BLOCK 166, FIRST ADDITION TO LEGION PARK, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 12 OF PLATS, PAGE 123, RECORDS OF SAID COUNTY; THENCE S01°05'04"W, ALONG THE EAST LINE OF SAID SECTION AND THE EAST LINE OF SAID PLAT, 119.29 FEET TO THE NORTHEAST CORNER OF LOT 3, BLOCK 166 OF SAID PLAT; THENCE N89°23'17"W, ALONG THE NORTH LINE OF SAID LOT, 207.89 FEET TO THE NORTHWEST CORNER OF SAID LOT, SAID CORNER BEING ON THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE, AS ESTABLISHED BY SAID PLAT; THENCE S00°34'49"W, ALONG SAID EAST MARGIN AND THE EAST RIGHT OF WAY MARGIN OF WETMORE AVENUE AS ESTABLISHED BY SWALWELL'S 4TH ADDITION ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 7 OF PLATS, PAGE 44, RECORDS OF SAID COUNTY, 631.08 FEET TO THE POINT OF BEGINNING OF THE HEREIN DESCRIBED TRACT; THENCE S88°55'18"E 107.01 FEET; THENCE S00°12'28"E 155.38 FEET; THENCE S89°05'59"W 109.18 FEET TO THE EAST RIGHT OF WAY MARGIN OF SAID WETMORE AVENUE; THENCE N00°34'49"E, ALONG SAID EAST MARGIN, 109.12 FEET TO THE POINT OF BEGINNING.

SHEET 1 OF 3

VOL./PAGE

SURVEYOR'S CERTIFICATE:

THIS MAP CORRECTLY REPRESENTS A SURVEY MADE BY ME OR UNDER MY DIRECTION IN CONFORMANCE WITH THE REQUIREMENTS OF THE SURVEY RECORDING ACT AT THE REQUEST OF THE EVERETT SCHOOL DISTRICT IN JUNE, 2009.

37555

STEPHEN J. SCHREI

CERTIFICATE NO.



DRS D.R. STRONG
CONSULTING ENGINEERS
ENGINEERS PLANNERS SURVEYORS

A PORTION OF THE NW. 1/4, NW. 1/4 SEC. 17 &
THE NE. 1/4, NE. 1/4 SEC. 18, TWP. 29 N., RGE. 5 E., W.M.

DATE 6/12/09

DRAWN SJS

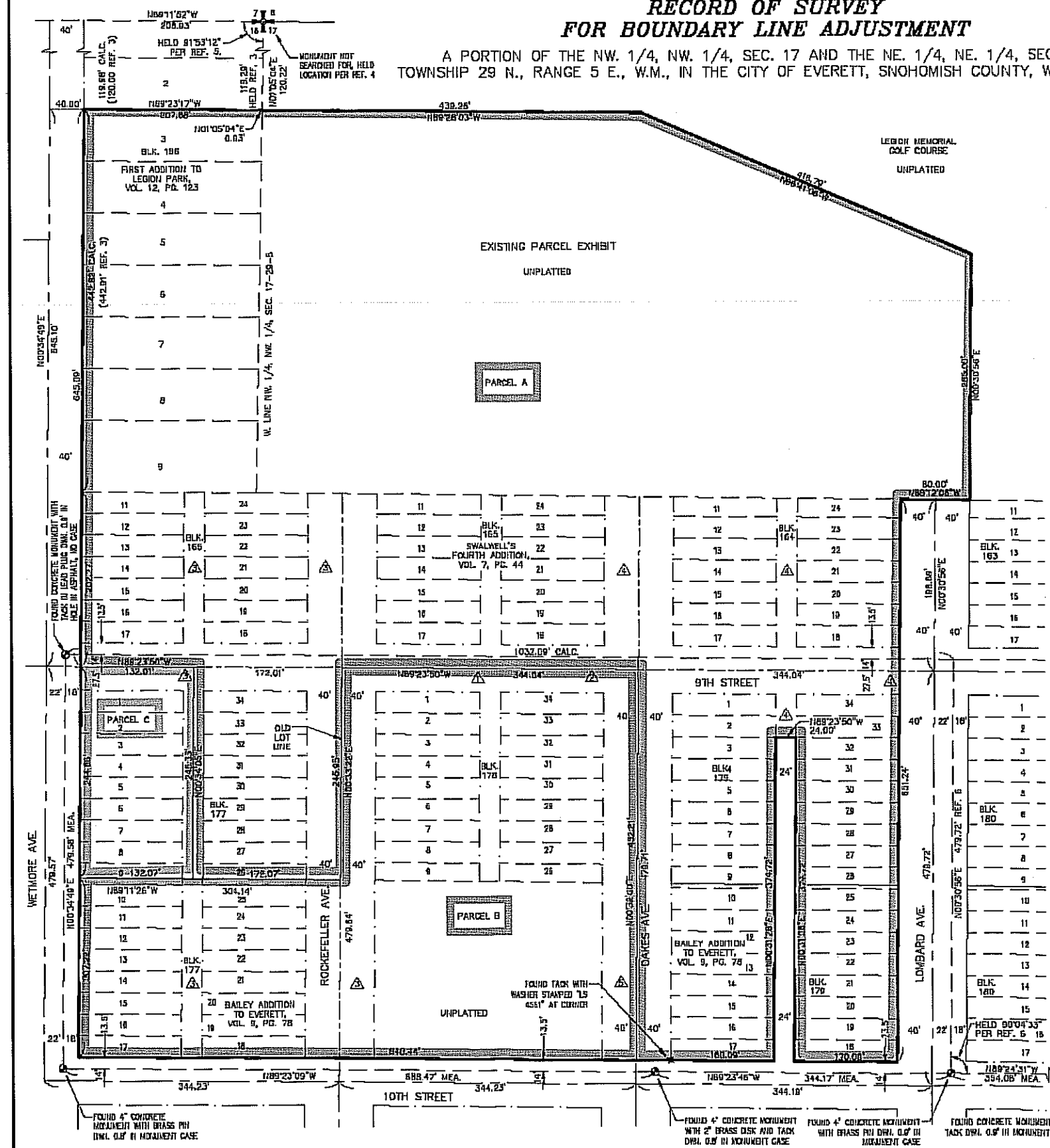
JOB NO. 08089

10804 NE 38th PLACE, SUITE 101
KIRKLAND, WA 98033

425.827.3083 OFFICE
800.982.1402 TOLL FREE
425.827.2423 FAX
www.drsstrong.com

RECORD OF SURVEY FOR BOUNDARY LINE ADJUSTMENT

A PORTION OF THE NW. 1/4, NW. 1/4, SEC. 17 AND THE NE. 1/4, NE. 1/4, SEC. 18,
TOWNSHIP 29 N., RANGE 5 E., W.M., IN THE CITY OF EVERETT, SNOHOMISH COUNTY, WASHINGTON



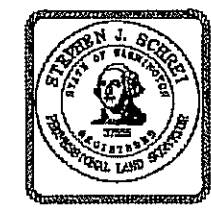
- SURVEYOR'S NOTES:**
1. ALL TITLE INFORMATION SHOWN ON THIS MAP HAS BEEN EXTRACTED FROM CHICAGO TITLE INSURANCE COMPANY CERTIFICATE FOR BOUNDARY LINE ADJUSTMENT ORDER NUMBER 5610507, AMENDMENT NO. 1 DATED JUNE 22, 2009. IN PREPARING THIS MAP, D.R. STRONG CONSULTING ENGINEERS INC. HAS CONDUCTED NO INDEPENDENT TITLE SEARCH NOR IS D.R. STRONG CONSULTING ENGINEERS INC. AWARE OF ANY TITLE ISSUES AFFECTING THE SURVEYED PROPERTY OTHER THAN THOSE SHOWN ON THE MAP AND DISCLOSED BY REFERENCED CHICAGO TITLE CERTIFICATE. D.R. STRONG CONSULTING ENGINEERS INC. HAS RELIED WHOLLY ON CHICAGO TITLE INSURANCE COMPANY REPRESENTATIONS OF THE TITLE'S CONDITION TO PREPARE THIS SURVEY AND THEREFORE D.R. STRONG CONSULTING ENGINEERS INC. QUALIFIES THE MAP'S ACCURACY AND COMPLETENESS TO THAT EXTENT.
 2. ALL SURVEY CONTROL INDICATED AS "FOUND" WAS RECOVERED FOR THIS PROJECT IN JULY, 2008.
 3. ALL DISTANCES ARE IN FEET.
 4. THIS IS A FIELD TRAVERSE SURVEY. A LEICA FIVE SECOND COMBINED ELECTRONIC TOTAL STATION WAS USED TO MEASURE THE ANGULAR AND DISTANCE RELATIONSHIPS BETWEEN THE CONTROLLING MONUMENTATION AS SHOWN. CLOSURE RATIOS OF THE TRAVERSE MET OR EXCEEDED THOSE SPECIFIED IN WAC 332-130-060. ALL MEASURING INSTRUMENTS AND EQUIPMENT ARE MAINTAINED IN ADJUSTMENT ACCORDING TO MANUFACTURER'S SPECIFICATIONS.
 5. THE SECTION SUBDIVISION FOR THIS SURVEY IS BASED ON THE RECORD OF SURVEY RECORDED UNDER AUDITOR'S FILE NO. 200106255000, REFERENCE NO. 4.

- RIGHT OF WAY VACATIONS:**
- △ CITY OF EVERETT ORDINANCE NO. 3378, RECORDED UNDER AUDITOR'S FILE NO. 1029018, VACATING 8TH STREET FROM THE EAST LINE OF ROCKEFELLER AVENUE TO THE EAST LINE OF THE ALLEY BETWEEN ROCKEFELLER AVENUE, DAKS AVENUE AND THE ALLEYS IN BLOCK 165 AND 178, SWALWELL'S FOURTH ADDITION TO THE CITY OF EVERETT.
 - △ CITY OF EVERETT ORDINANCE NO. 3148, RECORDED UNDER AUDITOR'S FILE NO. 050517, VACATING 8TH STREET FROM THE ALLEY BETWEEN DAKS AVENUE AND ROCKEFELLER AVENUE TO DAKS AVENUE.
 - △ CITY OF EVERETT ORDINANCE NO. 4082, RECORDED UNDER AUDITOR'S FILE NO. 1767138, VACATING ROCKEFELLER AVENUE FROM THE NORTH LINE OF 10TH STREET TO THE NORTH LINE OF SWALWELL'S FOURTH ADDITION TO THE CITY OF EVERETT AND THE ALLEY WEST OF ROCKEFELLER AVENUE FROM THE NORTH LINE OF 10TH STREET TO THE SOUTH LINE OF 9TH STREET AND FROM THE NORTH LINE OF 9TH STREET TO THE NORTH LINE OF SWALWELL'S FOURTH ADDITION TO THE CITY OF EVERETT AND 9TH STREET FROM THE EAST LINE OF WETMORE AVENUE EAST TO THE WEST LINE OF ROCKEFELLER AVENUE.
 - △ CITY OF EVERETT ORDINANCE NO. 4282, RECORDED UNDER AUDITOR'S FILE NO. 2028756, VACATING DAKS AVENUE FROM THE SOUTH LINE OF 9TH STREET TO THE NORTH END OF OAKS AVENUE AND 8TH STREET FROM THE WEST LINE OF OAKS AVENUE TO THE WEST LINE OF LOMBARD AVENUE AND THE ALLEY WEST OF LOMBARD AVENUE FROM 9TH STREET NORTH TO THE NORTH LINE OF BLOCK 164, SWALWELL'S FOURTH ADDITION TO THE CITY OF EVERETT AND THE ALLEY WEST OF LOMBARD AVENUE FROM THE SOUTH LINE OF 9TH STREET SOUTH FOR 50 FEET.
 - △ CITY OF EVERETT ORDINANCE NO. 1283-86, RECORDED UNDER AUDITOR'S FILE NO. 0010130076, VACATING OAKS AVENUE SOUTH OF 9TH STREET AND NORTH OF 10TH STREET.

AREAS:	BEFORE BLA:	AFTER BLA:
PARCEL A	708,068± SQ. FT. (16.1145± ACRES)	765,091± SQ. FT. (17.5947± ACRES)
PARCEL B	310,482± SQ. FT. (7.0157± ACRES)	250,924± SQ. FT. (5.6922± ACRES)
PARCEL C	32,302± SQ. FT. (0.7429± ACRES)	16,998± SQ. FT. (0.3902± ACRES)



BASIS OF BEARINGS:
N89°23'46"W BETWEEN THE MONUMENTS FOUND IN PLACE ALONG 10TH STREET AT LOMBARD AVENUE AND OAKS AVENUE PER REFERENCE NUMBER 4

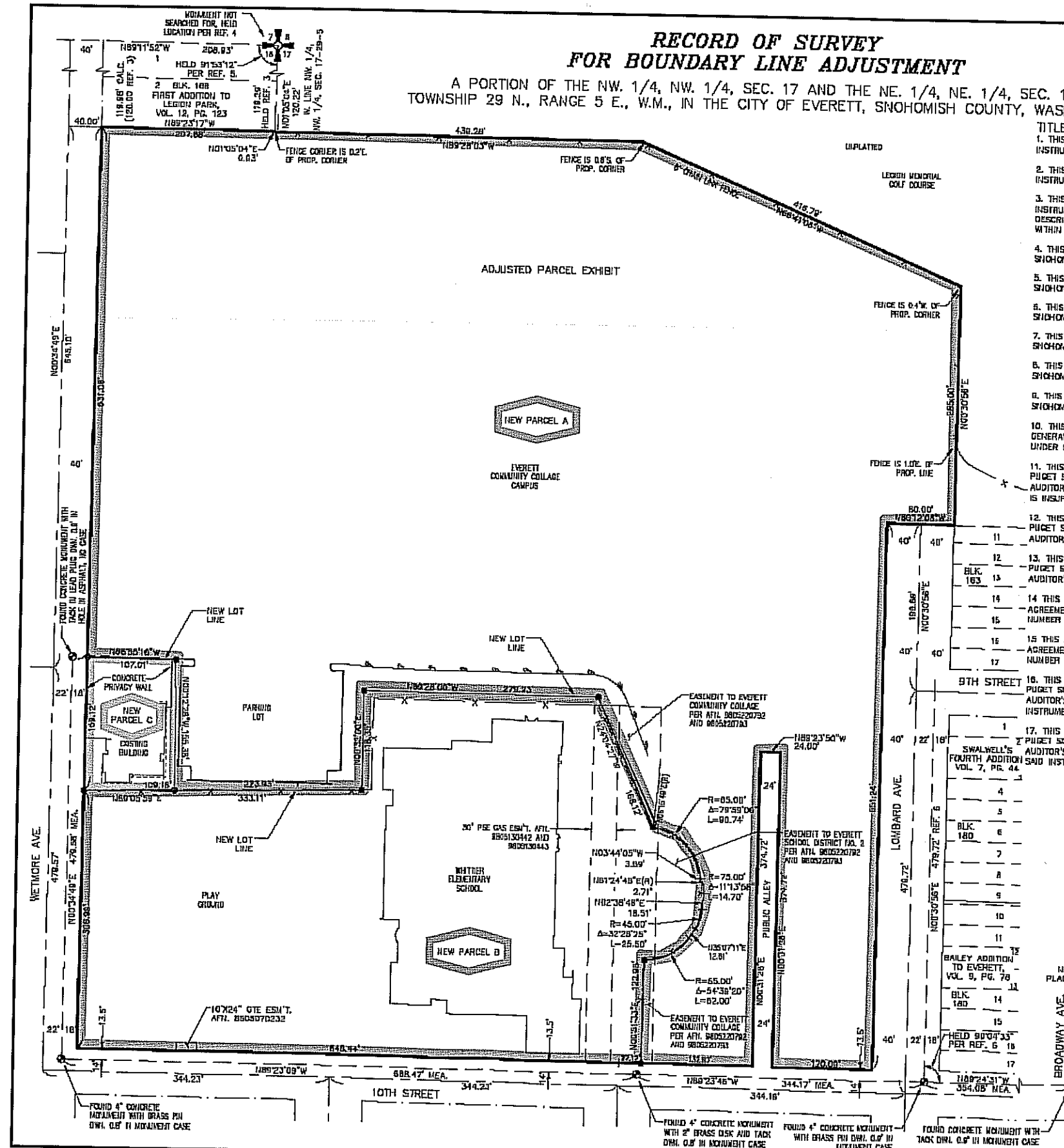


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RECORD OF SURVEY FOR BOUNDARY LINE ADJUSTMENT

A PORTION OF THE NW. 1/4, NW. 1/4, SEC. 17 AND THE NE. 1/4, NE. 1/4, SEC. 18,
TOWNSHIP 29 N., RANGE 5 E., W.M., IN THE CITY OF EVERETT, SNOHOMISH COUNTY, WASHINGTON

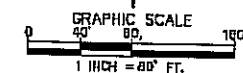


TITLE RESTRICTIONS:

1. THIS SITE IS SUBJECT TO THE COVENANTS, CONDITIONS AND RESTRICTIONS AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 918949.
2. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN AGREEMENT AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 1445734.
3. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN AGREEMENT AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 1137043. THE LEGAL DESCRIPTION OF THE EASEMENT AREA WITHIN SAID INSTRUMENT DESCRIBES PROPERTY NOT LOCATED WITHIN THIS SITE.
4. THIS SITE IS SUBJECT TO THE RESERVATIONS CONTAINED IN THE DEED RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 1092139.
5. THIS SITE IS SUBJECT TO THE RESERVATIONS CONTAINED IN THE DEED RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 858854.
6. THIS SITE IS SUBJECT TO THE RESERVATIONS CONTAINED IN THE DEED RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 858855.
7. THIS SITE IS SUBJECT TO THE RESERVATIONS CONTAINED IN THE DEED RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 1020261.
8. THIS SITE IS SUBJECT TO THE RESTRICTIONS CONTAINED IN INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 378863.
9. THIS SITE IS SUBJECT TO THE RESTRICTIONS CONTAINED IN INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605670232.
10. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF GENERAL TELEPHONE COMPANY OF THE NORTHWEST, INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605670232.
11. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF PUGET SOUND ENERGY INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8604090325. THE LEGAL DESCRIPTION CONTAINED WITHIN SAID INSTRUMENT IS INSUFFICIENT TO DETERMINE THE EASEMENT'S EXACT LOCATION WITHIN THIS SITE.
12. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF PUGET SOUND ENERGY INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605130442.
13. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF PUGET SOUND ENERGY INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605130443.
14. THIS SITE IS SUBJECT TO THE TERMS, CONDITIONS AND PROVISIONS OF A RECIPROCAL EASEMENT AGREEMENT AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605220792.
15. THIS SITE IS SUBJECT TO THE TERMS, CONDITIONS AND PROVISIONS OF A RECIPROCAL EASEMENT AGREEMENT AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 8605220793.
16. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF PUGET SOUND ENERGY INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 200705140370. THE LEGAL DESCRIPTION CONTAINED WITHIN SAID INSTRUMENT IS INSUFFICIENT TO DETERMINE THE EASEMENT'S EXACT LOCATION WITHIN THIS SITE.
17. THIS SITE IS SUBJECT TO THE TERMS AND CONDITIONS OF AN EASEMENT FOR IN FAVOR OF PUGET SOUND ENERGY INC. AS DISCLOSED BY INSTRUMENT RECORDED UNDER SNOHOMISH COUNTY AUDITOR'S FILE NUMBER 200808120555. THE LEGAL DESCRIPTION OF THE EASEMENT AREA WITHIN SAID INSTRUMENT DESCRIBES PROPERTY NOT LOCATED WITHIN THIS SITE.

LEGEND:

- SET 5/8" X 24" REBAR WITH PLASTIC CAP STAMPED "DRS 37555"



BASIS OF BEARINGS:

N89°23'46"W BETWEEN THE MONUMENTS FOUND IN PLACE ALONG 10TH STREET AT LOMBARD AVENUE AND OAKS AVENUE PER REFERENCE NUMBER 4.

DRS D.R. STRONG
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www.drsstrong.com

EXHIBIT C

RELINQUISHMENT OF EASEMENT

[The rest of this page is intentionally left blank]

AFTER RECORDING MAIL TO:

Everett School District No. 2.

Attn: Chuck Booth

4730 Colby Avenue

Everett, WA 98203

Document Title(s) (or transactions contained therein)(all areas applicable to you document must be filed in)

1. Relinquishment of Reciprocal Easement Agreement
- 2.

Reference Numbers of Documents Assigned or Released:

9805220793

☐ Additional reference #s on page ____ of document(s)

Grantor(s) (Last name first, then first name and initials)

1. State Board for Community and Technical Colleges, Everett Community College
2. Everett School District No. 2

Additional names on page ____ of document

Grantee(s) (Last name first, then first name and initials)

1. State Board for Community and Technical Colleges, Everett Community College
2. Everett School District No. 2

Additional names on page ____ of document

Legal description (abbreviated:i.e. lot, block, plat or section, township, range)

Portion of the NW 1/4 of Section 17, Township 29 North, Range 5 East, W.M.

Additional legal is on page ____ of document

Assessor's Property Tax Parcel/Account Number

29051700201800

29051700201900

Assessor Tax # not yet assigned

The Auditor/Recorder will rely on the information provided on the form. The staff will not read the document to verify the accuracy or completeness of the indexing information provided herein.

Relinquishment of Reciprocal Easement Agreement

State Board for Community and Technical Colleges, Everett Community College and Everett School District No. 2, a municipal corporation of the State of Washington, the parties to that certain Reciprocal Easement Agreement, recorded under Auditor's File Number 9805220793, records of Snohomish County, Washington, for and in consideration of mutual benefits hereby acknowledged do hereby terminate said Reciprocal Easement Agreement and forever relinquish, release, and abandon any and all rights, obligations and intrests, if any, including without limitation any easements and contractual rights, that either may have under said Reciprocal Easement Agreement.

IN WITNESS WHEREOF, each has executed this instrument on this 13th day of May, 2010

**State Board for Community and Technical
Colleges, Everett Community College**

By: Charles N. East

Its: Executive Director

By: _____

Its: _____

**Everett School District No. 2, a
Washington municipal corporation**

By: _____

Its: _____

STATE OF WASHINGTON)
THURSTON) ss.
COUNTY OF SNOHOMISH)

On this 13th day of May, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared Charles N. Earl, to me known to be the Executive Director of the State Board for Community and Technical Colleges, the agency that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said agency for the uses and purposes therein mentioned, being authorized so to do.

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



Amanda L Bunch
(Signature of Notary)
Amanda L Bunch
(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State
of Washington, residing at Olympia.
My appointment expires: 12-14-10.

STATE OF WASHINGTON)
) ss.
COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the _____ of Everett Community College, the agency that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said agency for the uses and purposes therein mentioned, being authorized so to do.

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

(Signature of Notary)

(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State
of Washington, residing at _____.
My appointment expires: _____.

STATE OF WASHINGTON)
) ss.
COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the _____ of Everett School District No. 2, a Washington municipal corporation, the municipal corporation that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said municipal corporation for the uses and purposes therein mentioned, being authorized so to do.

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

(Signature of Notary)

(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State
of Washington, residing at _____
My appointment expires: _____

EXHIBIT D

RELINQUISHMENT OF EASEMENT

[The rest of this page is intentionally left blank]

AFTER RECORDING MAIL TO:

Everett School District No. 2.

Attn: Chuck Booth

4730 Colby Avenue

Everett, WA 98203

Document Title(s) (or transactions contained therein)(all areas applicable to you document must be filed in)

1. Relinquishment of Reciprocal Easement Agreement
- 2.

Reference Numbers of Documents Assigned or Released:

9805220792

☐ Additional reference #s on page ____ of document(s)

Grantor(s) (Last name first, then first name and initials)

1. State Board for Community and Technical Colleges, Everett Community College
2. Everett School District No. 2

Additional names on page ____ of document

Grantee(s) (Last name first, then first name and initials)

1. State Board for Community and Technical Colleges, Everett Community College
2. Everett School District No. 2

Additional names on page ____ of document

Legal description (abbreviated:i.e. lot, block, plat or section, township, range)

Portion of the NW 1/4 of Section 17, Township 29 North, Range 5 East, W.M.

Additional legal is on page ____ of document

Assessor's Property Tax Parcel/Account Number

29051700201800

29051700201900

Assessor Tax # not yet assigned

The Auditor/Recorder will rely on the information provided on the form. The staff will not read the document to verify the accuracy or completeness of the indexing information provided herein.

Relinquishment of Reciprocal Easement Agreement

State Board for Community and Technical Colleges, Everett Community College and Everett School District No. 2, a municipal corporation of the State of Washington, the parties to that certain Reciprocal Easement Agreement, recorded under Auditor's File Number 9805220792, records of Snohomish County, Washington, for and in consideration of mutual benefits hereby acknowledged do hereby terminate said Reciprocal Easement Agreement and forever relinquish, release, and abandon any and all rights, obligations and intrests, if any, including without limitation any easements and contractual rights, that either may have under said Reciprocal Easement Agreement.

IN WITNESS WHEREOF, each has executed this instrument on this 13th day of May, 2010

**State Board for Community and Technical
Colleges, Everett Community College**

By: Charles N. Earl

Its: Executive Director

By: _____

Its: _____

**Everett School District No. 2, a
Washington municipal corporation**

By: _____

Its: _____

STATE OF WASHINGTON)
THURSTON) ss.
COUNTY OF SNOHOMISH)

On this 13th day of May, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared Charles N Earl, to me known to be the Executive Director of the State Board for Community and Technical Colleges, the agency that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said agency for the uses and purposes therein mentioned, being authorized so to do.

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



Amanda L Bunch
(Signature of Notary)
Amanda L Bunch
(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State
of Washington, residing at Olympia.
My appointment expires: 12-14-10.

STATE OF WASHINGTON)
) ss.
COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the _____ of Everett Community College, the agency that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said agency for the uses and purposes therein mentioned, being authorized so to do.

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

(Signature of Notary)

(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State
of Washington, residing at _____.
My appointment expires: _____.

STATE OF WASHINGTON)
) ss.
COUNTY OF SNOHOMISH)

On this _____ day of _____, 2010, before me, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____, to me known to be the _____ of Everett School District No. 2, a Washington municipal corporation, the municipal corporation that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said municipal corporation for the uses and purposes therein mentioned, being authorized so to do.

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

(Signature of Notary)

(Print or stamp name of Notary)

NOTARY PUBLIC in and for the State
of Washington, residing at _____.

My appointment expires: _____.

Board Agenda Request Form

Date of Board Meeting: 06/22/10

2.e.

Subject

Title:

Resolution No. 1001: View Ridge Elementary School New Construction in Lieu of Modernization

Recommendation:

The Administration recommends that the Board approve Resolution No. 1001: View Ridge Elementary School New Construction in Lieu of Modernization.

Background

Purpose/Summary:

To be eligible for state match funding for View Ridge Elementary School, which will be demolished and replaced in lieu of modernization in its entirety, the Washington Administrative Code requires that existing facility space being replaced will not be used for instructional purposes after the new construction is completed. It also requires that the facility or space being replaced will be ineligible for any future financial assistance.

Previous Related Action:

On October 20, 2009 the Educational Specifications for View Ridge Elementary School Modernization was approved by the Board of Directors.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

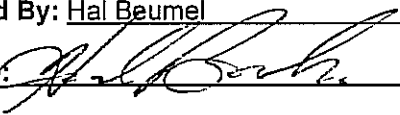
☒ Attachment(s)

Presentation Time Minute(s)

of pages 1

Submitted By: Hal Beumel

Contact Person(s): Hal Beumel

Signature: 

Approval

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

☒ Approved

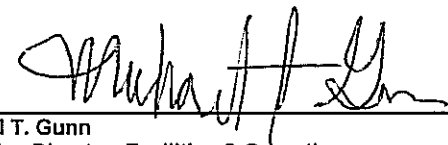
☐ Denied

☐ Revised (see attached)

By:

Jeffrey D. Moore
Executive Director, Finance & Operations

By:


Michael T. Gunn
Executive Director, Facilities & Operations

Date:

Date:

6/11/10

Comments:

EVERETT SCHOOL DISTRICT NO. 2

**VIEW RIDGE ELEMENTARY SCHOOL
NEW CONSTRUCTION IN LIEU OF MODERNIZATION**

RESOLUTION NO. 1001

A RESOLUTION certifying that the existing facilities identified in the project application (Form D-3) submitted to the Office of Superintendent of Public Instruction on May 14, 2010 will be surplus and replaced in lieu of modernization of existing facilities and that those portions of the existing facilities will not be used in the future for instructional purposes or be eligible for future state financial assistance.

WHEREAS, the Everett School District has undertaken a project to modernize View Ridge Elementary School; and

WHEREAS, both local and state funds will be used for this project; and;

WHEREAS, there are laws and rules regarding District eligibility for state assistance; and;

WHEREAS, it is required that the District certify per WAC 392-347-042 that the existing facility or space to be replaced will not be used for instructional purposes after the new construction is completed, and that the facility or space will be ineligible for any future financial assistance;

THEREFORE, BE IT RESOLVED that the Everett School District will be demolishing the existing View Ridge Elementary School buildings that will be replaced by a new facility.

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

Ed Petersen
President, Board of Directors

Jessica Olson, Member

Kristie Dutton, Member

Jeff Russell, Member

Carol Andrews, Member

ATTESTED BY:

Gary D. Cohn
Secretary, Board of Directors

Board Agenda Request Form

Date of Board Meeting: 06/22/10

2. f.

Subject

Title:
Resolution No. 1002 James Monroe Elementary School Replacement - Intent to Construct

Recommendation:
The Administration recommends that the Board approve Resolution No. 1002: James Monroe Elementary School Replacement - Intent to Construct.

Background

Purpose/Summary:
This resolution is a requirement in the state match funding process. By approving this resolution the Board certifies that the proposed James Monroe Elementary School Replacement project will be completed in accordance with the design and specifications submitted to the Office of Superintendent of Public Instruction for the purpose of obtaining state matching funds.

Previous Related Action:
On May 25, 2010 the Board approved the Constructability Review.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

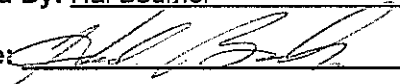
☒ Attachment(s)

Presentation Time Minute(s)

of pages 1

Submitted By: Hal Beumel

Contact Person(s): Hal Beumel

Signature: 

Approval

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

☒ Approved

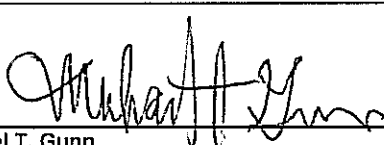
☐ Denied

☐ Revised (see attached)

By:

Jeffrey D. Moore
Executive Director, Finance & Operations

By:


Michael T. Gunn
Executive Director, Facilities & Operations

Date:

Date:

6/11/10

Comments:

EVERETT SCHOOL DISTRICT NO. 2

RESOLUTION NO. 1002

James Monroe Elementary School Replacement - Intent to Construct

WHEREAS, the Board of Directors of Everett School District No. 2 has determined a need to replace James Monroe Elementary School, and;

WHEREAS, the taxpayers of the school district have approved a school construction bond to provide funding for the modernization of James Monroe Elementary School, and;

WHEREAS, the Office of Superintendent of Public Instruction has determined that the James Monroe Elementary School is eligible for state matching funds for modernization;

NOW THEREFORE BE IT HEREBY RESOLVED, The Board of Directors of Everett School District No. 2 does hereby certify that the modernization of James Monroe Elementary School will be completed for the purposes for which the state matching funds are being provided, as required in WAC 392-344-130.

Dated this _____ day of _____, 2010 at a regular meeting of the Board of Directors, Everett School District No. 2.

BOARD OF DIRECTORS:

Ed Petersen, President

Jessica Olson, Member

Kristie Dutton, Vice President

Jeff Russell, Member

Carol Andrews, Member

ATTEST:

By: _____

Gary D. Cohn
Superintendent and
Secretary of the Board

Board Agenda Request Form

Date of Board Meeting: 06/22/10

2. g.

Subject

Title:

Bid Award: James Monroe Elementary School Replacement

Recommendation:

The Administration recommends the Board of Directors approve the bid for the James Monroe Elementary School Replacement to Spee West Construction for the base bid of \$15,880,000.00 less deductive Alternative 3-3 for a total contract amount of \$15,830,000 plus WSST.

Background

Purpose/Summary:

This project bid on June 8, 2010. Seven bids were received ranging from \$15,880,000 to \$17,864,000. The project cost estimate was \$15,895,000. Alternate number 3-3 provides a credit of \$50,000 for deleting linoleum floor covering in hallways and common spaces and installing district standard vinyl composition tile. A summary of the bids and a letter from Dykeman Architects recommending the award of the bid are attached. This work is scheduled to be completed by March 2012.

Previous Related Action:

On February 9, 2010 the Board authorized a Call for Bids for the James Monroe Elementary School Replacement.

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

☒ Attachment(s)

Presentation Time Minute(s)

of pages 2

Submitted By: Hal Beumel

Contact Person(s): Hal Beumel

Signature: 

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Executive Director, Finance & Operations

By: 

Executive Director, Facilities & Operations

Date: _____

Date: 6/11/10

Comments:

DYKEMAN

INSPIRING EVERYDAY SPACES



architecture
interior design
planning
graphic design

June 08, 2010

Mr. Hal Beumel
Director of Construction
Everett Public Schools
3715 Oakes Avenue
Everett, WA 98201

RE: James Monroe Elementary School Replacement
Bid # B02:09/10, submitted June 08, 2010
Dykeman Project 2009-043

Dear Mr. Beumel:

We have reviewed the bid, qualifications, and references submitted by Spee West Construction for the project referenced above. Based on our review, We recommend awarding the contract for James Monroe Elementary School Replacement to Spee West Construction.

Sincerely,

Tim Twietmeyer, AIA

CC: Mike Gunn, Darcy Walker (Everett Public Schools)/ File

EVERETT SCHOOL DISTRICT NO. 2

PROJECT NAME: James Monroe Elementary School Replacement

BID DATE/TIME: June 8, 2010 Bids Due 2:00 pm PM Bids Open 3:00 pm

ARCHITECT: Dykeman Architects ARCHITECT'S ESTIMATE: \$ 15,895,000.00

BID NUMBER: BO2:09/10

BIDDER NAME	BID FORM & SIGNED	(5) ADDENDUMS	BID GUARANTY BOND	BIDDER'S QUALIFICATION	AFFIDAVIT CONCERNING CONFLICTS OF INTEREST	NONCOLLUSION AFFIDAVIT	LIST OF SUBCONTRACTORS	BASE BID	UNIT PRICE NO. 1	UNIT PRICE NO. 2	UNIT PRICE NO. 3	UNIT PRICE NO. 4	UNIT PRICE NO. 5	UNIT PRICE NO. 6	UNIT PRICE NO. 7	BID RANK
Bayley Construction	x	x	x	x	x	x	x	\$16,965,000.00	1,800.00	20,250.00	16,500.00	20,250.00	11,000.00	15.00	2.75	5
								ALTERNATES:	2-A 5,000.	2-B 150,000.	2-C 200,000.	3-1 -110,000.	3-2 -3,000.	3-3 -50,000		
Berschauer Phillips	x	x	x	x	x	x	x	\$17,040,000.00	16,000.00	18,000.00	15,000.00	18,000.00	5,000.00	12.00	2.50	6
								ALTERNATES:	2-A 4,400.	2-B 140,000.	2-C 235,000.	3-1 -94,000.	3-2 -2,800.	3-3 -47,750.		
Colacurcio Brothers Construction	x	x	x	x	x	x	x	\$16,290,000.00	11,500.00	13,500.00	7,000.00	12,750.00	2,812.50	12.75	2.10	2
								ALTERNATES:	2-A 4,000.	2-B 143,000.	2-C 127,000.	3-1 -104,000.	3-2 -2,800.	3-3 -47,800.		
Graham Contracting	x	x	x	x	x	x	x	\$16,865,000.00	2,375.00	17,063.00	2,125.00	16,125.00	5,750.00	13.80	2.40	4
								ALTERNATES:	2-A 5,000.	2-B 130,000.	2-C 230,000.	3-1 -94,000.	3-2 -2,200.	3-3 -4,700.		
JV Constructors, Inc.	x	x	x	x	x	x	x	\$17,864,000.00	16,000.00	18,000.00	15,000.00	18,000.00	6,250.00	20.00	3.00	7
								ALTERNATES:	2-A 5,000.	2-B 150,000.	2-C 250,000.	3-1 -106,000.	3-2 -3,000.	3-3 -39,000.		
Spee West Construction	x	x	x	x	x	x	x	\$15,880,000.00	9,000.00	16,500.00	9,000.00	16,500.00	3,750.00	12.00	2.50	1
								ALTERNATES:	2-A 2,500.	2-B 200,000.	2-C 200,000.	3-1 -100,000.	3-2 -2,000.	3-3 -50,000.		
WG Clark Construction	x	x	x	x	x	x	x	\$16,331,000.00	20,000.00	22,500.00	18,750.00	22,500.00	6,250.00	15.00	2.50	3
								ALTERNATES:	2-A 1,000.	2-B 129,200.	2-C 221,350.	3-1 -98,000.	3-2 -2,000.	3-3 -49,000.		

UNIT PRICES:	AMOUNT:
No. 1: Authorized Trench Overexcavation	\$ /B.C.Y.
No. 2: Authorized Trench Overexcavation Fill	\$ /ton
No. 3: Authorized Bulk Overexcavation	\$ /B.C.Y.
No. 4: Authorized Bulk Overexcavation	\$ /ton
No. 5: TSI Fittings Concealed	\$ /each
No. 6: TSI Runs Concealed	\$ /L.F.
No. 7: Wall Mastics	\$ /L.F.

- ALTERNATIVES:
- 2A: Trench Excavation Safety Provision
 - 2B: Existing Building Demolition
 - 2C: Hazardous Material Abatement
 - 3-1: Classroom Lighting (deductive)
 - 3-2: Covered Play Area Lighting (deductive)
 - 3-3: Flooring (deductive)

Board Agenda Request Form

Date of Board Meeting: 06/22/2010

2. h.

Subject

Title:

Declaration of Surplus Property

Recommendation:

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

Background

Purpose/Summary:

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

Previous Related Action:

Additional Information

Agenda Placement:

☐ Information

☐ Action

☒ Consent Agenda

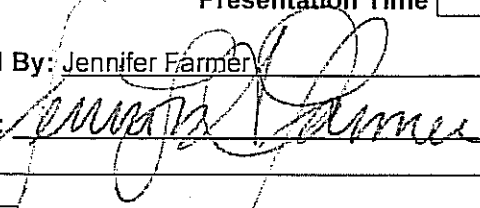
☒ Attachment(s)

Presentation Time Minute(s)

of pages 1

Submitted By: Jennifer Farmer

Contact Person(s): Jennifer Farmer

Signature: 

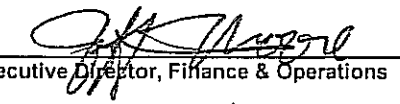
Approval

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: JUNE 14, 2010

Date: _____

Comments:

VEH #	YEAR	VIN	LICENSE	MILEAGE
18238	2001	1GBHG31F4Y1120168	57574C	166719
18239	2001	1GBHG31F9Y1121087	57575C	142254
19410	1998	1GDHG31FXW1104089	25050C	171983
19411	1998	1GDHG31F1W1105292	23051C	185707
19412	1998	1GDHG31F4W1106193	25052C	176695
28003	2000	1GDJG31F1Y1267170	57576C	139597
28004	2000	1GDJG31F2Y1259207	57573C	154729
28005	2000	1GDJG31F0Y1259769	57577C	152264

Board Agenda Request Form

Date of Board Meeting: June 22, 2010

2.i.

Subject

Title: Highly Capable Students Program

Recommendation: Annual approval of grant for district use of funds for 2010-2011

Background

Purpose/Summary:

This is a grant we routinely apply for and receive annually. It is an entitlement grant based upon district student enrollment. We have received this grant for many years. Highly Capable Program Grants support school districts in the development of identification procedures and appropriate educational program options for students who demonstrate academic abilities beyond the norm. Each district that seeks an allocation of state funds for a program for highly capable students shall submit an annual application on forms provided by the superintendent of public instruction for approval. The district's annual application requires approval by formal action of the district's board of directors. The grant provides partial support for Highly Capable Program, grades 2 – 5. The funding period is July 1, 2010 through August 31, 2011.

Additional Information

Agenda Placement:

☐ Information

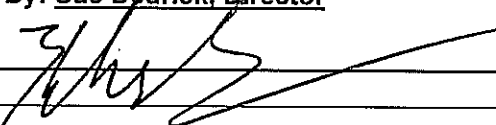
☐ Action

☒ Consent Agenda ☒ Attachment(s)

of pages 11

Submitted By: Sue Dedrick, Director

Contact Person(s): Sue Dedrick, Extension 4030

Signature: 

Approval

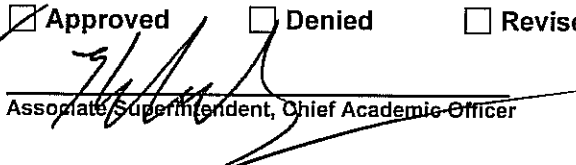
Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

☒ Approved

☐ Denied

☐ Revised (see attached)

By:


Associate Superintendent, Chief Academic Officer

By:

Associate Superintendent, Chief Instructional Officer

Date:

Date:

Comments:

Memorandum

DATE: June 15, 2010
TO: Everett Public School Board of Directors
FROM: Terry Edwards
Re: 2010-2011 Highly Capable Grant

Highly Capable Program Grants support school districts in the development of identification procedures and appropriate educational program options for students who demonstrate academic abilities beyond the norm.

Each district that seeks an allocation of state funds for a program for highly capable students shall submit an annual application on forms provided by the superintendent of public instruction for approval (WAC 392-170-020). The district's annual application requires approval by formal action of the district's board of directors.

Everett Public Schools routinely applies for and receives the highly capable program grant on an annual basis. It is an entitlement grant based upon district student enrollment. We have received this grant for many years. The grant provides partial funding for program management and implementation of identification and selection procedures, professional development opportunities, and curriculum materials and supplies for highly capable classrooms. The funding period is July 1, 2010 through August 31, 2011.

The Highly Capable program is an alternative placement for elementary students who require additional and accelerated experiences. The elementary program begins at grade two and continues through grade five. In the self-contained classes, students experience a compacted and accelerated math program, appropriate level of reading material and strategies, and complex and higher level thinking and inquiry. The self-contained program is provided for each identified student following parent approval for placement. Highly Capable Program classrooms are available at four elementary schools and students are transported to these sites.

217 Highly Capable Students Program**Fiscal Year:** 10-11**Milestone:** Draft (Printed 6/15/2010)**District:** Everett School District**Organization Code:** 31002**ESD:** Northwest Educational Service District 189**Title:** Director of Categorical Programs**Last Name:** Dedrick**First Name:** Sue**Alternate Last Name:** Edwards**Alternate First Name:** Terry**Address:** 4730 Colby Ave.**City:** Everett**State:** WA**Zip Code:** 98203**Phone:** 425.385.4030**Alternate Phone:** 425.385.4050**Fax:** 425.385.4052**Email:** sdedrick@everettsd.org**Alternate Email:** tedwards@everettsd.org

217 Highly Capable Students Program**Fiscal Year:** 10-11**Milestone: Draft** (Printed 6/15/2010)**District:** Everett School District**Organization Code:** 31002**ESD:** Northwest Educational Service District 189**Page 1****Highly Capable Program Assurances****Each Local Education Agency (LEA) plan shall provide assurance the LEA will ensure that:**

1. The application and program plan are approved annually by the School Board.
2. A written program description including, but not limited to, procedures for notification, nomination, assessment, selection, placement procedures, and program options is on file.
3. Parental permission is obtained in writing prior to conducting assessment(s) unique to the HC program identification process and providing special services and programs (WAC 392-170-047).
4. Parental notice includes a full explanation of the procedures for identification and program options, and provides an explanation of the appeal process (WAC 392-170-047).
5. The screening and/or identification process for determining student eligibility for highly capable program adheres to the use of:
 - a. Equitable accessibility for all nominated students
 - b. Multiple criteria for determination of superior intellectual ability (WAC 392-170-040)
 - c. Nondiscrimination in the use of tests (WAC 392-170-060)
 - d. Nondiscrimination in the review of testing results (WAC 392-170-065)
6. The process and policies for selection of the most highly capable include procedures as defined in WAC 392-170-075.
7. Quality assurance measures are in place for coding students who have been assessed and identified as highly capable on the state assessment.
8. The district program evaluation plan includes monitoring for the program components as defined in WAC 392-170-087.
9. The district will fulfill all responsibilities consistent with WAC 392-170.
10. The district will submit the annual application (217) and end-of-year report (250) by July 1, 2010.

(check this box)**District officials have read and understand these assurances.****Name of Authorized Representative:**

Dr. Gary Cohn

Position/Title of Authorized Representative:

Superintendent

Date: (example 6/5/10)

6/15/10

Highly Capable Program Coordinator

Name: Becky Ballbach
Title: Curriculum Specialist
Location: Everett Public Schools
Email Address: rballbach@everettsd.org
Phone Number: 425.385.4086
Fax Number: 425.385.4052

Highly Capable Parent Organization**Is there a parent organization in your area?** No**Contact Name:****Organization:****Email Address:****Phone Number:**

Page 2

Alert! The application is due July 1, 2010. The application will not be reviewed until the 2009-10 End-of-Year Report is approved.

Estimated Allocation

NOTE: The Estimated Allocation is for planning purposes only; funding will depend upon actual district FTE enrollment.

Projected district's total basic education FTE enrollment: 17,840

Estimated Allocation:

\$165,259

Students Projected to Serve by Grade Level

The total number of students to be served with the State HCP grant allocation **must be 2.314-3% of the district's FTE enrollment.** Additional students served with

district, federal or other funds are not reported in this application.

2.314% of District's Total Basic Education FTE:

413

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		86	79	78	78	102							423

Annual Notification of Any Major Identification Activity (WAC 392-170-042)

Identify method used to circulate annual notification of any major identification activity to parents and students throughout the community: Enter date for each type of notification. (example 6/5/10)

10/23/2009 District publications

11/7/2009 School publications

Newspapers

11/1/2009 District website

12/9/2009 Other

Specify Other:

Parent information Nights at 4 schools; Connect Ed phone call notification; parent letters and packets mailed to private schools

Student Nomination

With regard to the district's nomination process, identify the location where teachers, other staff, parents, students, members of the community, and other sources may submit a student referral/nomination. (WAC 392-170-045)

☒ District Office

☒ School Offices

☐ Classroom Teachers

☐ Highly Capable Program Coordinator

☐ Specialists

☐ Other

Specify Other:

Assessment Instruments (WAC 392-170-040; 055)

Multiple criteria/assessments are required for determination of HC students (WAC 392-170-040; 055).

If "other" is selected, provide the name of the assessment instrument used.

Referral and/or nomination do not qualify as an assessment instrument.

Cognitive Ability:

- ☒ Cognitive Ability Test (COGAT)
- ☐ Raven
- ☒ WISC (Enter WISC Version)
- ☐ Otis-Lennon
- ☒ Other

Specify Other: Naglieri Nonverbal Abilities

Specific Academic Achievement:

- ☐ State Assessment
- ☐ NWEA MAP
- ☒ ITBS
- ☐ ITED
- ☒ Other

Specify Other: Wechsler Individual Achievement Test -II

Exceptional Creativity (e.g., check list or test):

- ☐ Structure of Intellect-Divergent Thinking Short Form (SOI)
- ☐ Structure of Intellect-Form L, (SOIL)
- ☐ Torrance Test of Creative Behaviors
- ☒ Renzulli Checklist
- ☐ Other

Specify Other:

Multidisciplinary Selection Committee Members (WAC 392-170-070)

The multidisciplinary selection committee for the final selection of the most highly capable students for participation in the district's program for highly capable students shall consist of the following professionals:

- A classroom teacher with training and experience in teaching highly capable students: Provided, that if such a classroom teacher is not available, a classroom teacher shall be appointed. Specify job title for each person serving on the committee for this category.

HC Program Teacher

- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results. Specify job title for each person serving on the committee for this category.

School Psychologist

- A district administrator with responsibility for the supervision of the district's program for highly capable students. Specify job title for each person serving on the committee for this category.

Curriculum Specialist, Highly Capable program

- Such additional professionals, if any, the district deems desirable. Specify job title for each person serving on the committee for this category.

Elementary Principal with a Highly Capable program
Executive Director, K-12 Education

Professional Development

Indicate planned professional development activities. (Check all that apply)

- ☐ Identification Procedures
- ☐ Program Options
- ☒ Curriculum and Instruction
- ☒ Student Assessment
- ☒ Developing Highly Capable Educational Plans
- ☒ Program Evaluation
- ☐ Other

Specify Other:

Identification Process Evaluation Plan (RCW 28A.185; WAC 392-170-087)

Indicate the data collected and processes reviewed to evaluate effectiveness of the identification process:

NOTE: This is an ongoing evaluation plan.

DATA:

- ☒ Data for Nominated Students (age, gender, ethnicity, etc.)
- ☐ Data for Individuals Nominating Students (parents, teachers, community members, etc.)
- ☒ Data for Identified Students (age, gender, ethnicity, etc.)
- ☒ Data for Selected Students (age, gender, ethnicity, etc.)
- ☒ Other Data

Specify Other:

WASL scores to help identify underrepresented populations

PROCESSES:

- ☒ Notification of Testing Process
- ☒ Nomination Procedures
- ☒ Screening Tools and Procedures
- ☒ Parental Permission
- ☒ Appeals Process
- ☒ Multiple Criteria for Determination
- ☒ Tests Used
- ☒ Assessment Process
- ☒ Selection Committee Representation

- ☒ Selection Process
- ☒ Non-discrimination in the Use of Tests
- ☒ Non-discrimination in the Review of Testing Results
- ☐ Other Process

Specify Other:

HCP Student Academic Achievement Evaluation (RCW 28A.185; WAC 392-170-087)

Indicate the data collected to evaluate and measure the academic achievement (growth and progress) of highly capable students.

- ☒ Teacher Observation
- ☒ Classroom Based Assessment
- ☒ District Assessment
- ☒ State Assessment
- ☐ Other

Specify Other:

Fiscal - Expenditure Evaluation (RCW 28A.185; WAC 392-170-087)

Indicate the individual(s) responsible for reviewing HCP expenditures.

- ☐ Superintendent
- ☒ District Administrator
- ☒ District Business Manager
- ☐ School Administrator
- ☒ HCP Teacher/Coordinator
- ☐ Other

Specify Other:

Page 3

State Funded HC Program Options - Continuum of Services (WAC 392-170-070)

State Grant Funded HC Program Only - Identify the program option(s) available to identified HC students by grade.

Option	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained Gifted Classroom	☐	☐	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐
Part-Time Grouping (Content Specific)	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
Advanced Subject Placement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Advanced Grade Placement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Independent Study	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Regular Classroom with Differentiated Instruction	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Honors	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Advanced Placement (AP)/International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Pre-AP/IB	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cluster Grouping	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mentorships	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Specify Other:

Description of Program Option(s)

Name and describe the program option(s) listed above. Include in the description how the program options address the unique academic needs of highly capable students (WAC 392-170-036) through:

- Curriculum
- Instruction
- Classroom Assessment

The Highly Capable program is an alternative placement for elementary students who require additional and accelerated experiences. The elementary program begins at grade two and continues through grade five. In the self-contained classes, students experience a compacted and accelerated math program, appropriate level of reading material and strategies, and complex and higher level thinking and inquiry. The self-contained program is provided for each identified student following parent approval for placement. Highly Capable Program classrooms are available at four elementary schools and students are transported to these sites.

The Highly Capable classes provide additional material such as the Junior Great Books and accelerated math curriculum. Lucy Calkins' Units of Study for Writing are also used with Highly Capable students. Storypath Social studies curriculum is also provided in Highly Capable classrooms. Characteristics of the program include

challenging academic materials, higher level thinking and inquiry, curriculum-related field trips and open-ended tasks.

When students enrolled in the elementary Highly Capable program promote to middle school, they are placed in the 6th grade Challenging Options program for language arts and mathematics.

Page 4

Annual School Board Approval of the HCP Application (WAC 392-170-025)

Enter Date of Board Approval: 6/22/2010

WAC 392-170-025 - District Application

The district's annual application shall be approved by formal action of the district's Board of Directors. Upload Minutes showing application approval.

In the table below, identify location of Required Written Documentation for State Funded Highly Capable Program.

Written Documentation	District Files	School Files	HC Coordinator Files	HC Teacher Files	Website	Other Location
Identification Process						
Nomination Procedures (WAC 392-170-045)	☐	☐	☒	☐	☐	
Assessment Process Including Multiple Criteria for Determination and Non-discrimination Practices (WAC 392-170-040; 055; 060; 065)	☐	☐	☒	☐	☐	
Screening of Nominees & Selection Process (WAC 392-170-050; 075)	☐	☐	☒	☐	☐	
Multidisciplinary Selection Committee (WAC 392-170-070)	☐	☐	☒	☐	☐	

Parent Permission

Parent Permission to

Conduct Assess-ments
Which Includes Full
Explanation of
Identification
Procedures, Program
Options, and Appeals
Process (WAC 392-
170-047)

☐ ☐ ☒ ☐ ☐

Parent Permission to
Provide Initial Services
and Programs for
Students Which
Includes Full
Explanation of
Identification
Procedures, Program
Options, and Appeals
Process (WAC 392-
170-047)

☐ ☐ ☒ ☐ ☐

Program Services

Program Options,
Services, Recorded
Description of the
Educational Program
Provided for Each
Student Selected, and
HCP Student
Educational Program
Plans (WAC 392-170-
037; 078; 080)

☐ ☒ ☒ ☐ ☐

Program Evaluation and Monitoring

District Identifi-cation
Evaluation Process
(WAC 392-170-087)

☐ ☐ ☒ ☐ ☐

HC Student Academic
Achieve-ment
Evaluation Plan (WAC
392-170-087)

☐ ☒ ☒ ☐ ☐

Program Expendi-tures
Evaluation Plan (WAC
392-170-087)

☒ ☐ ☒ ☐ ☐

UPLOAD DOCUMENTS HERE

File names may *not* include the pound sign (#).

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

ESD:

Northwest Educational Service District 189

CoDistID:

31002

Organization:

Everett School District

Grant Number:**Form Package Name:**217 Highly Cap
Student**Program
Number:**

74

**Revenue Account
Number:**

4174

**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:

2010-11 Funding

Budget Type:

Original

Object of Expenditure

Activity	Total	Supplies Instr. Resources. & Non-Capitalized Purchased Services Travel Capital Outlay								
		Debit Transfer 0	Credit 1	Salaries-Certificated 2	Salaries-Classified 3	Benefits & Payroll Taxes 4	5	7	8	9
15 Public Relations	\$0		XXXX							
21 Superv. - Instruction	\$113,343		XXXX	51,253	30,500	24,090	5,000		2,500	
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupil Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$45,776		XXXX	25,000		5,000	11,276		4,500	
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	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	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
Budgeted Expenditures	\$159,119	\$0	\$0	\$76,253	\$30,500	\$29,090	\$16,276	\$0	\$7,000	\$0

Budgeted**Indirect Expenditures:**

\$6,141

Total**Budgeted****Expenditures: \$165,260**

FTE Program Staff:

Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
		0.5	0.725

Comments:**Modified By Modified On**

By Org.

Rebecca

6/15/2010

Modified By Modified On

By OSPI

By OSPI

Ballbach

3:30 PM

Board Agenda Request Form

Date of Board Meeting: June 22, 2010

6. a.

Subject

Title: Proposed revisions to Board Policy 8100 – Transportation – 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: Changes to Policy 8100 are necessary to implement the Reduced Educational Program approved by the Board on April 20, 2010 in resolution 989. These changes include revising the distance a student has to walk to school before being eligible for district provided transportation (1 mile radius distance) and clarifying the criteria used for determining hazardous walking conditions. This will bring the district's transportation policy in line with the state funding formula.

Previously Related Action: Resolution 989 – Reduced Educational Program approved April 20, 2010.

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Molly Ringo

Contact Person(s): Mike Gunn

Signature: Molly Ringo

Approval

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

☐ Approved

☐ Denied

☐ Revised (see attached)

By:

Associate Superintendent, Chief Academic Officer

By:

Associate Superintendent, Chief Instructional Officer

Date:

Date:

Comments:

NON INSTRUCTIONAL OPERATIONS

Transportation

The District may provide at its expense, safe and efficient transportation to and from school for a student living in the District:

- A. whose residence bus stop is beyond a one mile walking radius distance from the school to which the student is assigned; ~~for grades K-5; one and one-half miles for grades 6-8; and two miles for grades 9-12; or~~
- B. whose walking route to school is hazardous, and there are no alternative walkways without hazards, when applying the SPI Guidelines for Determining the Existence of Hazardous Walkways Walking Conditions (1994 version); or
- C. whose handicapping condition prevents him/her from walking; or
- D. who has another compelling and legally sufficient reason to receive transportation services.
- E. In lieu of providing transportation, the District may provide the parent or guardian of a student who is eligible for transportation, reimbursement for private transportation at the state mileage reimbursement rate.

The District's transportation program shall comply with state law and regulation. Transportation services of the District may include approved bus routes, District-approved field trips, school activities (participants only) and extracurricular activities (rooters). The Superintendent is authorized to permit a parent/guardian of a student enrolled in school, subject to suitable regulations and safeguards, to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

Legal References: RCW 28A.160

Student Transportation

Adopted: October 19, 1981
Revised: September 25, 1995
Revised: February 10, 1997
Revised: July 14, 1997
Updated: February 2001
Proposed: June 2010

Board Agenda Request Form

Date of Board Meeting:

June 8, 2010

6. b.

Subject

Title: Athletic Program update

Recommendation: Present information about the athletic programs to the board.

Background

Purpose/Summary: The purpose of this presentation is to inform school board members about the successes of the athletic programs within the Everett School District. Data regarding participation, academic awards, and team successes will be shared.

Previous Related Action: None

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

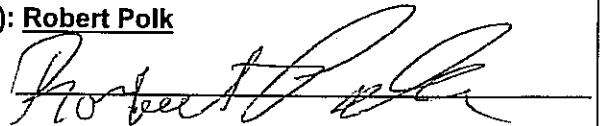
☐ Attachment(s)

of pages _____

Submitted By: Matt McCauley

Contact Person(s): Robert Polk

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: _____

Date: _____

Comments:

Athletics, Activities, Health & Fitness Update



Health/Fitness

- Completed 3rd year of the PEP Grant
 - New equipment
 - Teacher training
 - Development of new curriculum
 - Presentation of new curriculum will be made at a later date

Fitness Tests

- Pacer- Cardio-respiratory endurance test.
Replaces the mile run
- Sit and Reach- Measure flexibility of hamstrings
- Push-ups- Measure of muscular strength and endurance in upper body
- Sit-ups- Measure of muscular strength and endurance in abdominal muscles

Fitness Standards – 50 percentile (National Norms)

Activity		Age						
		13	14	15	16	17	18	
Pacer-20M	F	23	23	23	32	41	41	
Pacer-20M	M	41	41	51	61	61	72	
Push-Ups	F	7	7	7	7	7	7	
Push-Ups	M	10	12	14	16	18	18	
Sit/Reach-In.	F	9.5	9.5	9.5	9.5	9.5	9.5	
Sit/Reach-In.	M	8.5	8.5	8.5	8.5	8.5	8.5	
Sit-Ups	F	37	37	36	35	34	34	
Sit-Ups	M	42	45	45	45	44	44	

Fitness Data Comparison

HS/MS Data	2007-08 Met Standard	2008-09 Met Standard	% Change
Pacer	61%	72%	+11%
Sit/Reach	71%	78%	+7%
Sit-Ups	45%	53%	+8%
Push-Ups	66%	72%	+6%

Athletics

- Coaches Education
 - 100% compliance with WIAA standards
 - Coaching Principles Course
 - Pre-season Meetings
 - First Aid/CPR courses

Athletics

- Walsh-Platt Award winners-
 - Juliette Becker – Jackson Cross Country/Track
 - Malaki Seonoo – Everett Football/Track
- Coach of the Year
 - Bill Hull – Cascade Cross Country
 - Kyle Peacocke – Everett Softball
 - Steve Johnson – Jackson Basketball

2008-09 Athletic/Activity Participation

*Band, Choir, Drama, Cheer, Dance/Drill. Does not include other clubs/activities.

School	Athletics M/F	Activities* M/F	Total M/F	% Participating
CHS	397/263 660	129/186 315	526/449 975	975/1739 56%
EHS	447/280 735	128/158 286	575/438 1013	1013/1464 69%
JHS	498/369 867	130/160 290	557/479 1157	1157/1936 60%

2008-09 Cumulative GPA Comparison

Athlete vs. Non-Athlete

School	Athlete	Non-Athlete
CHS	2.89	2.39
EHS	2.92	2.15
JHS	3.17	2.57

2008-09 WASL Comparison

Athlete vs. Non-Athlete

	Math		Reading		Writing	
	Athlete	Non-Athlete	Athlete	Non-Athlete	Athlete	Non-Athlete
CHS	26%	15%	46%	59%	55%	55%
EHS	23%	15%	67%	49%	87%	71%
JHS	32%	25%	87%	71%	94%	76%

2008-09 Attendance comparison

Athlete vs. Non-Athlete

School	% of Total Absences		Absences/Person	
	Athlete	Non-Athlete	Athlete	Non-Athlete
CHS 1833 absences	28%	72%	0.77	1.23
EHS 1766 absences	27%	73%	0.65	1.77
JHS 2245 absences	35%	65%	0.90	1.37

Athletic/Activity Programs

- HS Activities: Cheer, Clubs, Dance/Drill, Drama, Music
- MS Activities: Clubs, Drama, Drill, Music
- HS Athletics: Baseball, B/G Basketball, Bowling, B/G Cross Country, Football, B/G Golf, Soccer, Softball, B/G Swimming, B/G Tennis, B/G Track and Field, Volleyball, Wrestling
- MS Athletics: B/G Basketball, B/G Cross Country, Football, Softball, B/G Track and Field, Volleyball, Wrestling

Western Conference High Schools

- Adjustments to Western Conference (Wesco)
 - Mixed 3A/4A league for many years
 - Increase in number of 3A schools in league leads to re-organization
 - 2010-11: 11- 4A and 8 - 3A schools
 - 3 divisions – 4A North, 4A South, 3A
 - Cascade moves to South Division with Jackson
 - Everett moves to 3A Division

Everett Middle School League

- Sixth year
- Comprised of EPS middle schools only
- Formed out of desire to save transportation costs and decrease lost class time
- Relatively successful
 - Desire by many coaches and community members to compete outside the district

Athletics – Cascade Competition Accomplishments

- Boys Cross Country- 3rd District/14th State
- Boys Golf-
 - Anthony Chiarelli Individual Division Champion
- Several district playoff qualifiers

Athletics – Everett Competition Accomplishments

- Wrestling – Alec Bird State Champion
- Boys Cross Country- 1st District/8th State
- Volleyball- 2nd District/8th State
- G. Soccer- 1st Division
- Softball- 1st District/3rd State
- Boys Tennis-
 - Soelling/Snyder Doubles Division/District Champions
- Girls Tennis- 1st Division
 - Lauritzen/Nguyen Doubles Division Champions
- Girls Golf- 1st Division/District
 - Stefanie Soelling Individual District Champion

Athletics – Jackson Competition Accomplishments

- B. Cross Country- 1st Division/1st District/2nd State
 - Blake Nelson District Individual District Champion
- Volleyball- 1st Division/3rd District/8th State
- G. Soccer- 1st Division/1st District
- B. Tennis- 1st Division/1st District
- Football- 1st Division
- B. Basketball- 1st Division/3rd District/2nd State
- Softball- 1st Division/1st District/3rd State
- Boys Track- 1st Division/1st District
- Boys Golf- 1st District

Athletics – Cascade Team/Individual Honors

- **WIAA Scholastic Awards (3.0-4.0 Team GPA)**
 - G. Golf, G. Track, G. Tennis, Softball, B. Soccer, G. Soccer, G. Basketball, B. Swim, G. Swim, G. Bowling, Volleyball
- **Scholar-Athlete Awards**
 - Fall- Katie Michaelson, Garrett Johnson
 - Winter- Sunprett Bhangoo, Eric Marks
 - Spring- Taylor Pilkenton, Jacob Malsom
- **Walsh-Platt Nominees**
 - Danielle Love
 - Kaitie Brush
 - Dylan Hopper
 - Chris McGrath

Athletics – Everett Team/Individual Honors

- **WIAA Scholastic Awards (3.0-4.0 Team GPA)**
 - G. Track, B. Track, G. Tennis, Softball, G. Golf, Bowling, Wrestling, B. Swim, G. Swim, B. Basketball, G. Basketball, B. Tennis, B. Cross Country, G. Cross Country, Volleyball, G. Soccer
- **Scholar-Athlete Awards**
 - Fall- Kylie Beeson, Craig Plendl
 - Winter- Kelsey Holmes, Matt Gebert
 - Spring- Bryce Gonzales, Stefanie Soelling
- **Walsh-Platt Nominees**
 - Malaki Seanoa
 - Molly Burton
 - Sele Vance
 - Alec Bird

Athletics – Jackson Team/Individual Honors

- **WIAA Scholastic Awards (3.0-4.0 Team GPA)**
 - B. Cross Country, G. Cross Country, G. Swim, G. Soccer, B. Tennis, Volleyball, B. Basketball, G. Basketball, B. Swim, G. Bowling, Wrestling, Baseball, Softball, G. Golf, B. Golf, B. Track, G. Track, G. Tennis, B. Soccer
- **Scholar-Athlete Awards**
 - Fall- Juliette Becker, Andrew Gay
 - Winter- Allison Mae Stephens, Ryan Todd
 - Spring- Danielle Yun, Mike Wishko
- **Walsh-Platt Nominees**
 - Mike Wishko
 - Emily Girard
 - Juliette Becker
 - Mitchell Briggs

District Overall

- 61% of High School students involved in WIAA activities/athletics
- 46 Varsity teams earned WIAA Academic Awards
- 10 League Championships
- 8 District Championships
- 7 State Trophies
- 1 State Champion

Board Agenda Request Form

Date of Board Meeting: June 22, 2010

6. C.

Subject

Title: 2010-2011 Strategic Plan

Recommendation:

The 2010-2011 Strategic Plan is presented to the Board by the administration for first reading.

Background

Purpose/Summary:

The Strategic Plan is revised annually to direct the work of the district in the coming school year. This is the first reading.

Previous Related Action:

Draft copies of the 2010-2011 Strategic Plan have been presented to the board at the March 23, 2010, work study session and during the June 8 school board meeting.

Additional Information

Agenda Placement:

☒ Information

☐ Action

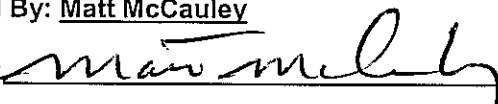
☐ Consent Agenda

☐ Attachment(s)

of pages 3

Submitted By: Matt McCauley

Contact Person(s): Matt McCauley

Signature: 

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: 
Associate Superintendent, Instruction

By: _____
Executive Director, Finance

Date: _____

Date: _____

Comments:

**EVERETT PUBLIC SCHOOLS
2010-11 STRATEGIC PLAN**

Ensure each student learns to high standards.

1. STUDENT LEARNING OBJECTIVE

Each student demonstrates achievement of district and state standards as each progress toward graduation from high school and becomes a productive and responsible citizen.

- 1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.**

Strategic Actions

- 1.1a Refine district-wide systems for monitoring student academic progress, attendance and on-time graduation status to further improve effective communication with staff, students and parents.
- 1.1b Enhance use of student data for efficient evaluation and monitoring of each student's progress toward grade level expectations and on-time graduation.
- 1.1c Continue to implement the district improvement plan to guide student learning and school improvement with a focus on ELL students, special education students, and students identified as low income.
- 1.1d Augment partnerships with preschool providers.

- 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.**

Strategic Actions

- 1.2a Implement the adopted K-5 reading program at all elementary schools.
- 1.2b Review the Culminating Exhibition process and requirements.
- 1.2c Continue integrating the state Environmental and Sustainability standards into the district science curriculum.
- 1.2d Review the K-12 mathematics program.

- 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.**

Strategic Actions

- 1.3a Examine the effectiveness of elementary school strategies for accelerating learning for students not meeting standard.
- 1.3b Develop, implement, and demonstrate effectiveness of initiatives to increase the number of middle school students who demonstrate readiness for high school as defined by indicators of academic progress and attendance.
- 1.3c Decrease by 10% the number of students not graduating on time among all student groups including each ethnic group, low socio-economic status, ELL, and students who receive special education services.
- 1.3d Increase the participation and successful completion of diverse students in rigorous course offerings.
- 1.3e Develop an articulated plan for early college participation by high school students.

- 1.4 Provide effective professional development to increase instructional competencies and student achievement.**

Strategic Actions

- 1.4a Provide additional training to school and district leaders in organizing, facilitating and maintaining professional learning communities and instructional data collection.
- 1.4b Expand training in effective instructional practices such as GLAD, AVID, and Observing Evidence of Learning (OEL).
- 1.4c Provide content training for teachers and principals regarding mathematics and reading instruction and use of formative/interim assessments.
- 1.4d Strengthen professional development to enhance cultural awareness and multi-cultural competencies of district staff.

2. DISTRICT ORGANIZATION OBJECTIVE

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.

Strategic Actions

- 2.1a Implement additional strategies and training, acknowledging the Equity and Access Advisory Council's recommendations, to support welcoming environments in classrooms, schools and the district.

2.2 Align district decision-making, resource allocations and operations.

Strategic Actions

- 2.2a Renew the district's ten year strategic plan utilizing broad-based community engagement.
- 2.2b Prioritize district resources and operational practices with a focus on student achievement.
- 2.2c Implement the district technology plan in alignment with the strategic plan to enhance instruction, improve student achievement, and increase operational efficiencies.
- 2.2d Upgrade the current Student Information System (SIS) and identify, procure and implement the Learning Management System (LMS) in alignment with the technology plan.

2.3 Recruit, hire and retain quality staff.

Strategic Actions

- 2.3a Continue Everett Public Schools focus on recruiting a diverse workforce.
- 2.3b Enhance training to administrative and supervisory staff on effective evaluation practices.

3. PARTNERSHIPS OBJECTIVE

Partnerships result in students learning to high standards.

- 3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.**

Strategic Actions

- 3.1a Support the schools' and district's efforts to build and foster partnerships by publicizing the partnership opportunities and student learning benefits. Reinforce the ways public support and involvement enhances student success.
- 3.1b Support the schools' and district's efforts to build student college and career readiness by promoting opportunities for community and family involvement in college and career readiness programs and events.
- 3.1c Highlight the work and accomplishments of the district's councils and task forces to encourage broader community contributions to the district's work in improving student achievement.

DRAFT

EVERETT PUBLIC SCHOOLS 2010-11 STRATEGIC PLAN

1. STUDENT LEARNING OBJECTIVE

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

Strategic Actions

1.1a Refine district-wide systems for monitoring student academic progress, attendance and on-time graduation status to further improve effectively communicate with staff, students and parents.

~~1.1b Provide student data disaggregated by gender, ethnicity, special population and socio-economic status to staff, students, and parents for efficient evaluation and monitoring of each student's progress toward grade-level expectations and on-time graduation.~~

1.1b Enhance use of student data for efficient evaluation and monitoring of each student's progress toward grade level expectations and on-time graduation.

~~*1.1c Implement~~ Continue to implement the district improvement plan to guide student learning and school improvement ~~and the improve student achievement by with a focus on ELL students, special education students, and students identified as low income.~~

1.1d Develop a plan for ~~Strengthen~~ Augment partnerships with preschool providers. ~~in the Everett School District.~~

1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

Strategic Actions

~~1.2a Evaluate and revise the District Technology Plan to enhance instruction, improve student achievement, and increase operational efficiencies. (Moved to 2.2d)~~

~~1.2b Develop and implement a comprehensive plan to focus instruction to improve student achievement by ELL, special education students and students identified as low income. (Moved to 1.1c)~~

~~1.2ca Review, field test and adopt~~ Implement a new K-5 reading program (Good Habits, Great Readers).

1.2a Implement the adopted K-5 reading program at all elementary schools.

~~*1.2b Review and revise the district's high school Culminating Exhibition process and requirements.~~

1.2dc Integrate ~~Continue the integration of~~ Continue integrating the state Environmental and Sustainability standards into the district science curriculum.

~~1.2d Conduct a K-12 review of~~ Review the district's K-12 mathematics program.

DRAFT

1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

Strategic Actions

~~1.3a Continue to refine~~ Examine the effectiveness of elementary school strategies for accelerating learning for students not meeting standard.

~~1.3b Develop and implement~~ Develop, implement, and demonstrate effectiveness of initiatives to increase the number of middle school students who demonstrate readiness for high school as defined by indicators of academic progress and attendance.

~~1.3c Design and implement strategies to~~ Decrease by 10% the number of students not graduating on time among all student groups including each ethnic group, low socio-economic status, ELL, and students who receive special education services.

~~1.3d Increase the number and diversity of students who successfully complete rigorous course offerings.~~

1.3d Increase the participation and successful completion of rigorous course offerings by diverse students.

~~1.3e Implement strategies to ensure continued enrollment of returning seniors through their graduation.~~

1.3f Develop an articulated plan for early college participation by high school students.

1.4 Provide effective professional development to increase instructional competencies and student achievement.

Strategic Actions

~~*1.4a Effectively implement and support school-based professional learning communities which emphasize effective instruction in conjunction with improved assessment for learning and grading for learning practices. Provide additional training to school and district leaders in instructional data collection through observation walks and organizing, facilitating and maintaining professional learning communities.~~

1.4a Provide additional training to school and district leaders in organizing, facilitating and maintaining professional learning communities and instructional data collection.

~~*1.4b Continue to provide training in GLAD, AVID, and differentiated effective instructional practices.~~

1.4b Expand training in effective instructional practices such as GLAD, AVID, and Observing Evidence of Learning (OEL). Review of Evidence, and Five Dimensions Framework of Effective Instruction.

*1.4c Provide content training for elementary teachers and principals regarding mathematics and reading instruction emphasizing the new state standards and use of formative/interim assessments.

1.4d ~~Implement a comprehensive~~ Strengthen professional development plan to enhance cultural awareness and multi-cultural competencies of district staff.

DRAFT

2. DISTRICT ORGANIZATION OBJECTIVE

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.

Strategic Actions

~~2.1a Review and determine implementation of the recommendations from the Superintendent's Task Force on Diversity.~~

~~2.1ba Implement additional strategies and training, acknowledging the Equity and Access Advisory Council's recommendations, to support welcoming environments in classrooms, schools and the district with a special emphasis on relationships with students and minority parents.~~

~~2.1c Expand training and resources for Everett Public Schools to meet the requirements outlined in the district emergency plan and in SSB 5097 to maintain all work sites as safe places to work and learn. (Completed)~~

2.2 Align district decision-making, resource allocations and operations.

Strategic Actions

~~*2.2da Renew the district's ten year strategic plan utilizing broad-based community engagement, and an environmental scan. (New)~~

~~2.2ab Prioritize district resources and operational practices to conserve with a focus resources for on student achievement.~~

~~*2.2c Systematize decision making to ensure resources are identified to meet short and long term obligations. Implement the district technology plan in alignment with available technology funding over the next six years the strategic plan to enhance instruction, improve student achievement, and increase operational efficiencies. (Formerly 1.2a)~~

~~2.2bd Coordinate and align instructional and operational technology initiatives with a focus on student learning. Upgrade the current Student Information System (SIS) and identify, procure and implement the Learning Management System (LMS) in alignment with available resources and the technology plan.~~

2.3 Recruit, hire and retain quality staff.

Strategic Actions

2.3a Continue Everett Public Schools focus on recruiting a diverse workforce.

2.3b Enhance training to administrative and supervisory staff on effective evaluation practices. for classified staff.

DRAFT

3. PARTNERSHIPS OBJECTIVE

Partnerships result in students learning to high standards.

3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

Strategic Actions

~~Communicate with and involve stakeholders in ways that support the district mission and meet diverse needs by:~~

~~*3.1a Supporting the schools' and district's efforts to build and foster partnerships by publicizing the partnership opportunities and student learning benefits. Reinforce the ways public support and involvement enhances student success.~~

~~3.1b Assessing community information needs and opinion about the district and schools.~~

~~3.1c Increasing the number of subscribers using the *InTouch* subscription e-mail system by at least 25%.~~

~~*3.1b Support the schools' and district's efforts to build student college and career readiness by promoting opportunities for community and family involvement in college and career readiness programs and events. (New)~~

~~*3.1db-c Incorporating applicable elements of the Diversity Task Force recommendations into district communications. Enhance district communications to reflect accomplishments of district councils and task forces.~~

~~Highlight the work and accomplishments of the district's councils and task forces to encourage broader community contributions to the district's work in improving student achievement.~~

~~*3.1d Showcase how community involvement in the strategic planning process helps shape the district's new strategic plan. (New)~~

~~3.2 Enhance communication to the public on state and district learning goals, graduation requirements, student progress, and district finances.~~

Strategic Action

~~*3.2a Integrate existing Continue to enhance Further refine electronic communications systems with district data to capitalize upon these technologies to continually to increase efficiency effectiveness and consistency and to reduce costs.~~

** Represent changes to this document since sending the draft to Board members on 6/4/10.*

Board Agenda Request Form

Date of Board Meeting: 06/22/2010

6.d.

Subject

Title:

Fiscal Year 2010-2011 Budget Presentation

Recommendation:

Jeff Moore, Executive Director of Finance & Operations, will present the 2010-2011 Budget for all funds. The administration will recommend formal adoption at the July 6, 2010 Board meeting.

Background

Purpose/Summary:

RCW 28A.505.050 requires adoption of the 2010-2011 Budgets for the General, Transportation Vehicle, Capital Projects, Debt Services, and Associated Student Body funds by August 31, 2010.

Previous Related Action:

Presentation and adoption of 2010-2011 Reduced Educational Program, Resolution 989, occurred at the April 20, 2010 Board Meeting.

High school Associated Student Body Fund budgets were presented by students at the May 11, 2010 Board meeting.

Additional Information

Agenda Placement:

☒ Information

☐ Action

☐ Consent Agenda

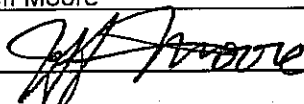
☒ Attachment(s)

Presentation Time 30 Minute(s)

of pages 10+

Submitted By: Jeff Moore

Contact Person(s): Shirley Rochon

Signature: 

Karen Buchmann

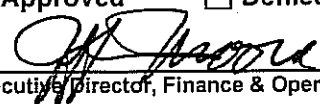
Approval

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: JUNE 14, 2010

Date: _____

Comments:

2010-11 Operating Budget



Everett Public Schools

Presentation to the Board of Directors

June 22, 2010

Presentation Outline

- Reduced Educational Program (REP) Review
 - REP relationship to the operating budget
 - Fiscal Advisory Council outcome
 - Board approved REP
- 2010-11 General Fund Budget
 - GF financial summary
 - Fund balance history
 - Revenue and expenditure detail
- Fiscal outlook for the 2011-13 State biennium
- 2010-11 budgets for other funds

Part I

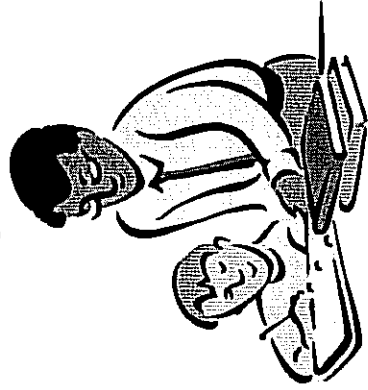
Reduction of Educational Program

REP Relationship to Operating Budget

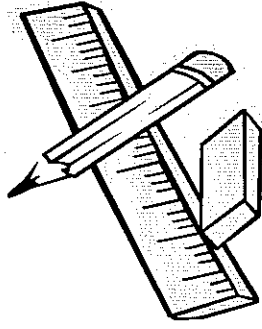


REP Relationship to Operating Budget

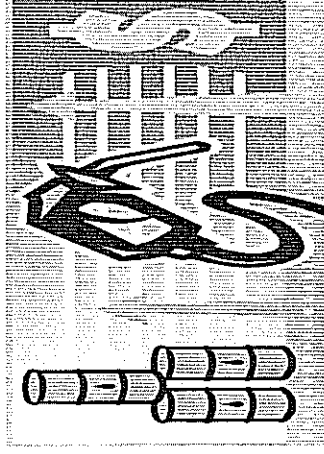
- Reduction focus on current year revenues and expenditures rather than the budget plan



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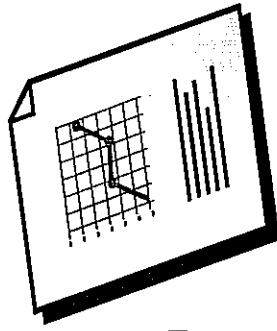
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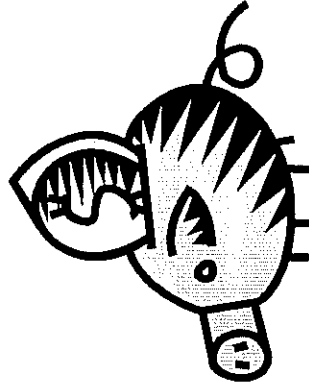
Current Staffing

Current Operations

Estimated Increases



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REP

Exp & Rev Capacity

Operational Budget

Fiscal Advisory Council Outcome

■ Broad representation of diverse backgrounds

Community, non profit, parent	Ted Wenta		Principal – Cascade High	Cathy Woods
Community, business, parent	Tom Lane		Principal – Evergreen Middle	Joyce Stewart
Community, retired, parent	Pam LeSesne		Principal – View Ridge Elementary	Kert Lenseigne
Community, business, parent	Eric Sprink		Exec. Director – Area One	Jim McNally
Student – Cascade High	Vietkhanh Vu		Chief Academic Officer	Terry Edwards
Student – Everett High	Josh Ogden		Exec. Director Human Resources	Lynn Evans
Staff representative	Jared Kink		Exec. Director Special Services	Kris McDowell
Staff representative	PattyAnn Toomey		Exec. Director, Facilities & Operations	Mike Gunn
Staff representative	Jodie Moyer		Exec. Director, Finance & Operations	Jeff Moore

Fiscal Advisory Council Outcome

FAC \$3 million reduction model

Budget Reduction Model - \$3 Million					
Fiscal Advisory Council - Reduced Educational Program for 2010-2011					
FAC members independently evaluated the defined \$7 million list of reductions to assign a percentage for each of the 15 categories. This table includes the lowest and the highest percentage listed by any one member and the overall average. The cost model then totals the accumulation of the average.					
\$7 Million List	Estimated Value	Description of Reduction	Low	Average	High
District wide non-employee cost reductions					
\$400,000		<i>Student transportation</i> - Currently the district provides busing at our elementary and middle schools at a higher level than that required and funded by the State. This reduction would stop busing for students who live within one mile of our schools who also meet standards for safe walking pathways.	0%	49%	100%
\$300,000		<i>Student transportation</i> - This proposal would integrate the use of Everett Transit and Community Transit by utilizing vouchers for high school students who can ride public transit instead of school buses.	0%	73%	100%
\$1,183,000		<i>Various savings possibilities</i> - Utility costs, non-classroom software licenses, reduced staff professional development and 7.5-10% reduction of school and departmental discretionary spending.	40%	78%	100%
Increased revenue					
		<i>Increase athletic use fees</i> - Last year the district joined most neighboring districts by requesting that athletes begin paying a fee for athletic participation. This action would increase the middle school from \$25 per sport to \$40 and high school from \$75 per sport to \$100.	0%	80%	100%
\$75,000		<i>Increase community rental fees</i> - The district recovers part of the cost for community use of our facilities through rental fees. This proposal would increase those rates by 15%.	0%	88%	100%
\$54,000		<i>Increase lunch prices</i> by 25 cents to a total cost of \$2.75 at elementary school, \$3.00 at middle school and \$3.25 at high school.	0%	82%	100%
\$185,000		<i>Central support staff reductions</i>			
\$720,000		<i>Reduce central administrative and support positions</i> of 100 staff members by 7. (6.6%) This would include individuals on both the administrative and professional technical salary schedule.	0%	48%	100%
\$59,000		<i>Reduce maintenance/grounds</i> of 34 staff members by 1. (2.9%)	0%	51%	100%
School support staff					
\$160,000		<i>Reduce school clerical, paraprofessional, health services and other school support positions</i> of 271 staff by 3. (1.1%)	0%	17%	100%
\$105,000		<i>Reduce custodial positions</i> of 73 staff by 2. (2.8%)	0%	9%	60%
\$28,000		<i>Reduce high school coaches and advisors</i> by 3 per school	0%	48%	100%
Certificated staff					
\$1,490,000		<i>Reduce elementary teaching positions</i> of 456 by 20.5 across 17 schools, continuing to honor class size goals. (4.5%)	0%	19%	36%
\$460,000		<i>Reduce middle school teaching positions</i> of 194 by 5 across 5 schools, continuing to honor class size goals. (2.4%)	0%	40%	100%
\$1,020,000		<i>Reduce high school teaching positions</i> of 208 by 11 across 4 schools, continuing to honor class size goals. (3.7%)	0%	25%	50%
\$370,000		<i>Reduce district-wide instructional support</i> of 12 by 4. (33.3%)	0%	40%	100%
\$7,009,000		Total estimated savings			
					\$2,861,150

Fiscal Advisory Council Outcome

FAC \$5 million reduction model

Budget Reduction Model - \$5 Million					
Fiscal Advisory Council - Reduced Educational Program for 2010-2011					
FAC members independently evaluated the defined \$7 million list of reductions to assign a percentage for each of the 16 categories. This table includes the lowest and the highest percentage listed by any one member and the overall average. The cost model then totals the accumulation of the average.					
\$7 Million List	Estimated Value	Description of Reduction	Percent of \$7 million total		
			Low	Average	High
					Estimated Value of Average %
District wide non-employee cost reductions					
	\$400,000	Student transportation - Currently the district provides busing at our elementary and middle schools at a higher level than that required and funded by the State. This reduction would stop busing for students who live within one mile of our schools who also meet standards for safe walking pathways.	0%	59%	100%
	\$300,000	Student transportation - This proposal would integrate the use of Everen Transit and Community transit by utilizing vouchers for high school students who can take public transit instead of school buses.			
	\$1,183,000	Various savings possibilities - Utility costs, non-essential software licenses, reduced staff training and 7.5-10% reduction of school and departmental discretionary spending.	70%	93%	100%
		Increased revenues	80%	93%	100%
	\$75,000	Increase athletic use fees - Last year the district joined most neighboring districts by requesting that athletes begin paying a fee for athletic participation. This action would increase the middle school from \$25 per sport to \$40 and high school from \$75 per sport to \$100.	0%	93%	100%
	\$54,000	Increase community rental fees - The district recovers part of the cost for community use of our facilities through rental fees. This proposal would increase those rates by 15%.	0%	92%	100%
	\$185,000	Increase lunch prices by 25 cents to at total cost of \$2.75 at elementary school, \$3.00 at middle school and \$3.25 at high school.	0%	93%	100%
Central support staff reductions					
	\$720,000	Reduce central administrative and support positions of 106 staff members by 7. (6.6%) This would include individuals in both the administrative and professional technical salary schedule.	40%	70%	100%
	\$59,000	Reduce maintenance/grounds of 34 staff members by 1. (2.9%)	0%	89%	100%
School support staff					
	\$160,000	Reduce school clerical, paraprofessional, health services and other school support positions of 271 staff by 3. (1.1%)	0%	49%	100%
	\$105,000	Reduce custodial positions of 73 staff by 2. (2.8%)	0%	63%	100%
Athletics					
	\$38,000	Reduce high school coaches and advisors by 3 per school	0%	82%	100%
Certificated staff					
	\$1,890,000	Reduce elementary teaching positions of 456 by 20.5 across 17 schools, continuing to meet class size goals. (4.5%)	42%	59%	90%
	\$460,000	Reduce middle school teaching positions of 194 by 5 across 5 schools, continuing to meet class size goals. (2.6%)	42%	81%	100%
	\$1,020,000	Reduce high school teaching positions of 298 by 11 across 4 schools, continuing to meet class size goals. (3.7%)	42%	84%	100%
	\$170,000	Reduce district-wide instructional support of 12 by 4. (33.3%)	0%	77%	100%
	\$7,000,000	Total estimated savings			\$5,046,800

Fiscal Advisory Council Outcome

- Commitment to a balanced recommendation
 - 13 workshop meetings – 25 hours
 - Data and homework between meetings
 - Program and department presentations
 - Learning public education complexity
 - Facilitation of 3 evening community meetings
 - Preliminary list of over \$7 million reductions
 - Published the formal report on the District website
 - Members attended the April 20th Board meeting

Board Approved REP

April 20th Adoption of Resolution 989

COPY

RESOLUTION NO. 989

ADOPTION OF 2010-11 REDUCED EDUCATIONAL PROGRAM

WHEREAS, the State has finalized a 2010 Supplemental Budget that imposes a significant reduction in resources for K-12 education, and in light of rising local costs, the Everett School District does not have the financial resources to maintain its educational program at the present level for the 2010-11 school year; and

WHEREAS, in order to establish the level of school district expenditures within the level of reasonably anticipated revenues, it is necessary to make certain reductions in the District's educational program, including reductions in certificated and classified positions for the 2010-11 school year; and

WHEREAS, it is necessary at this time for the Board of Directors to adopt a reduced educational program for the 2010-11 school year so that certificated and classified employees who would be affected by said plan may be provided timely notification in accordance with applicable law and contract provisions; and

WHEREAS, the Board of Directors has considered the 2010-11 Reduced Educational Program recommended by the Superintendent, which is attached hereto and by this reference made a part hereof;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Everett School District as follows:

1. The Board hereby adopts the 2010-11 Reduced Educational Program attached hereto; and
2. The Superintendent is authorized to take such action as may be required by law, collective bargaining agreements, and Board policy to implement the plan, including notifying employees who will be affected by the implementation of the 2010-11 Reduced Educational Program.

ADOPTED at a regular open public meeting of the Board of Directors held April 20, 2010.

EVERETT SCHOOL DISTRICT NO. 2,
A municipal corporation of the State of Washington

Shirley Helgeson
Board Member

Christie Spitzer
Board Member

Jeff R. Rull
Board Member

Lin Chen
Board Member

Paul Erickson
Board Member

[Signature]
Secretary of the Board of Directors

ATTEST:

Board Approved REP

Description		FTE	Savings	Projected Impacts
District-wide non-employee cost reductions				
Pupil transportation to 1 mile per state funding model			\$400,000	More elementary and middle school students will walk to school.
Pupil transportation for special programs			\$23,000	Program changing locations, savings due to reduced travel distance for busses.
Utilities / estimated energy savings			\$75,000	Continued implementation of energy conservation management program.
Software license reductions from new fiber network			\$150,000	Software licenses would not be renewed due to system upgrades.
School discretionary spending reduction 5%			\$100,000	Reduced classroom materials, field trips.
Department discretionary spending reduction 5%			\$120,000	Reduced departmental programs and activities.
			\$868,000	
Increased Revenues				
Athletic participation fee increase - (HS to \$100, MS to \$40)			\$75,000	Athletic fees will increase for all students with scholarships available. Participation may be impacted.
Building User Fees by 10%			\$36,000	Community users of district facilities would pay increased user fees.
			\$111,000	
Central Support Staff				
Director		1	\$155,000	Reduced central administration support for programs.
Manager Specialist		0.5	\$62,000	Realign responsibilities to focus on technology levy implementation. Cost would shift to capital projects.
Clerical & Technicians		2	\$114,000	Reduction of hours and/or positions resulting in reduced district support services hours of operation.
Environmental program support		1	\$30,000	Restructuring of environmental education at Lively & Silverton Environmental Centers.
Realign Info Systems staff with proportion of levy work			\$100,000	Technology staff costs for technology levy implementation would shift to capital projects.
		4.5	\$461,000	
Certificated Staff				
Elementary				
Classroom (18 FTE funded by ARRA)		15	\$1,384,000	Potential for more split grade classrooms and/or more classrooms at or just above class size goals.
Middle				
Classroom		5	\$461,000	More classrooms at class size goals and more challenges to build master schedule that meets requests for specific classes.
High				
Classroom		3.5	\$323,000	More classrooms at class size goals and an increase in scheduling challenges to meet student's first choice requests.
District wide Certificated Staff				
Instructional Facilitators		2	\$184,500	Reduced coaching support for classroom teachers.
		25.5	\$2,352,500	
		30	\$3,792,500	

Board Approved REP

- Outcomes of the approved REP
 - \$3.8 million of cuts/new funds identified
 - REP changes are the basis for the 2010-11 Budget
 - Emphasis was to minimize District program impacts
 - Some impact from multi-year cuts are unavoidable
 - Reduced student transportation
 - Increased scheduling challenges at secondary schools
 - Increased multi-age classes/classes at goal at elementary
 - Decreased instructional facilitators
 - Increased fees for athletics and building use
- Enrollment shift further challenges high schools

Part II

Review of the 2010-11

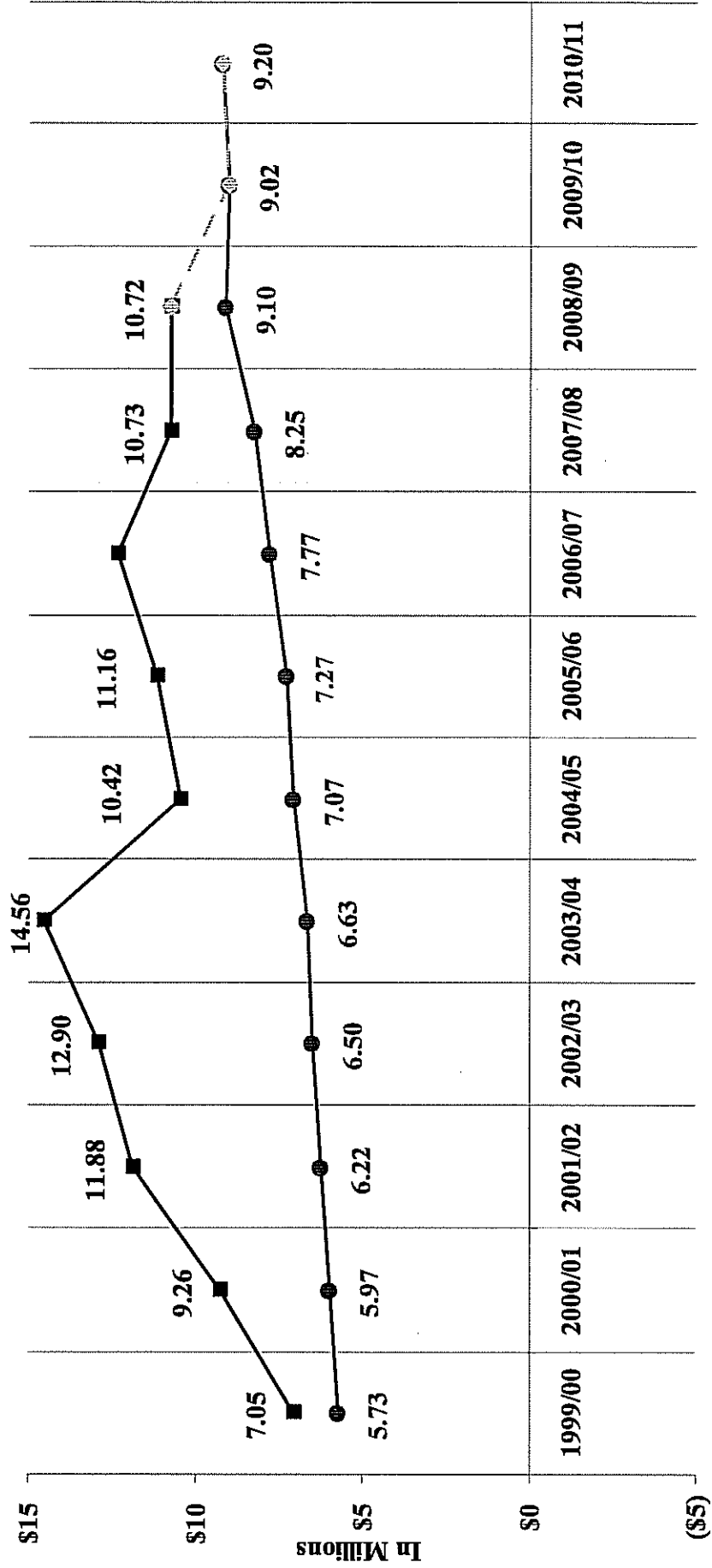
General Fund Budget

General Fund Financial Summary

	<u>2009-10 Budget</u>	<u>2010-11 Budget</u>
Beginning Fund Balance	\$ 9,212,446	\$ 9,017,904
□ Reserved	2,939,000	2,467,000
□ School Carryovers	450,000	300,000
□ Grant/Categorical Carryovers	1,730,000	527,674
□ Unreserved	4,093,446	5,723,230
Revenues	\$184,041,391	\$185,705,424
Expenditures	\$184,194,395	\$185,478,870
Operating Transfers	\$ 0	\$ 0
Ending Fund Balance	\$ 9,059,442	\$ 9,244,458
□ Reserved	5,119,000	3,227,000
□ Unreserved	3,381,333	6,017,458

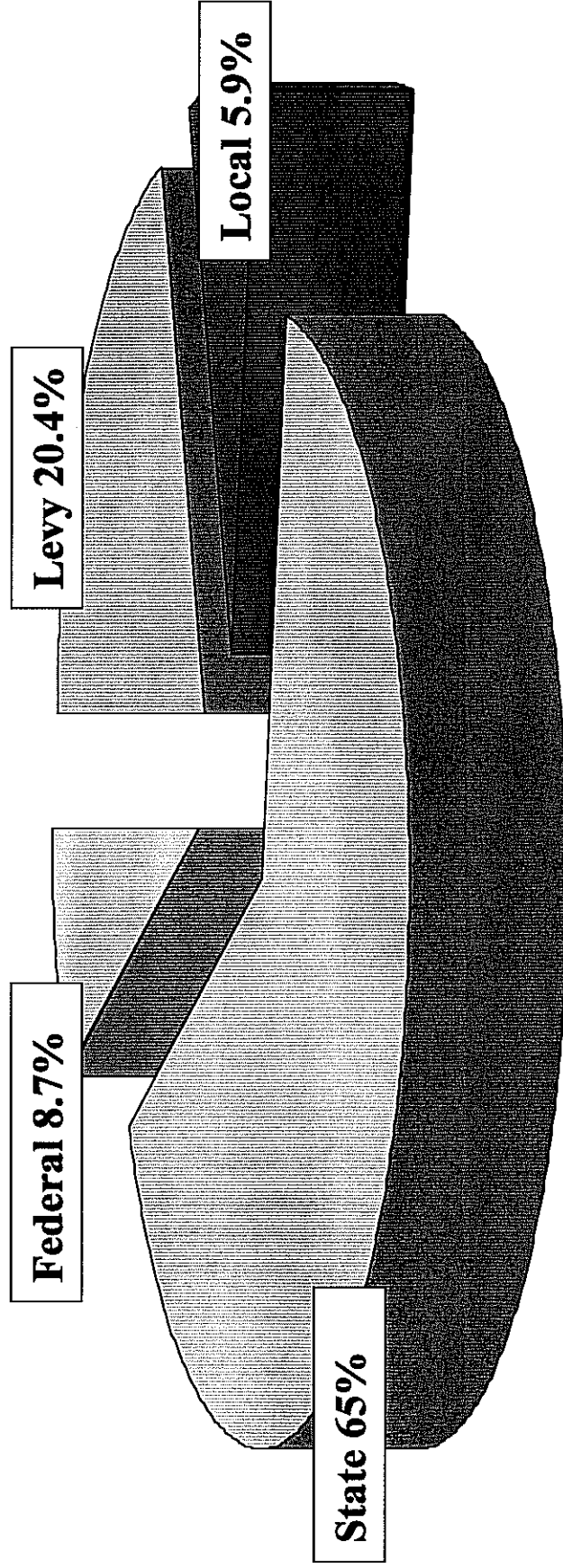
Fund Balance History

General Fund – Ending Fund Balances



—●— 5% FUND BALANCE —■— ACTUAL FUND BALANCE - - - - - TARGET FUND BALANCE

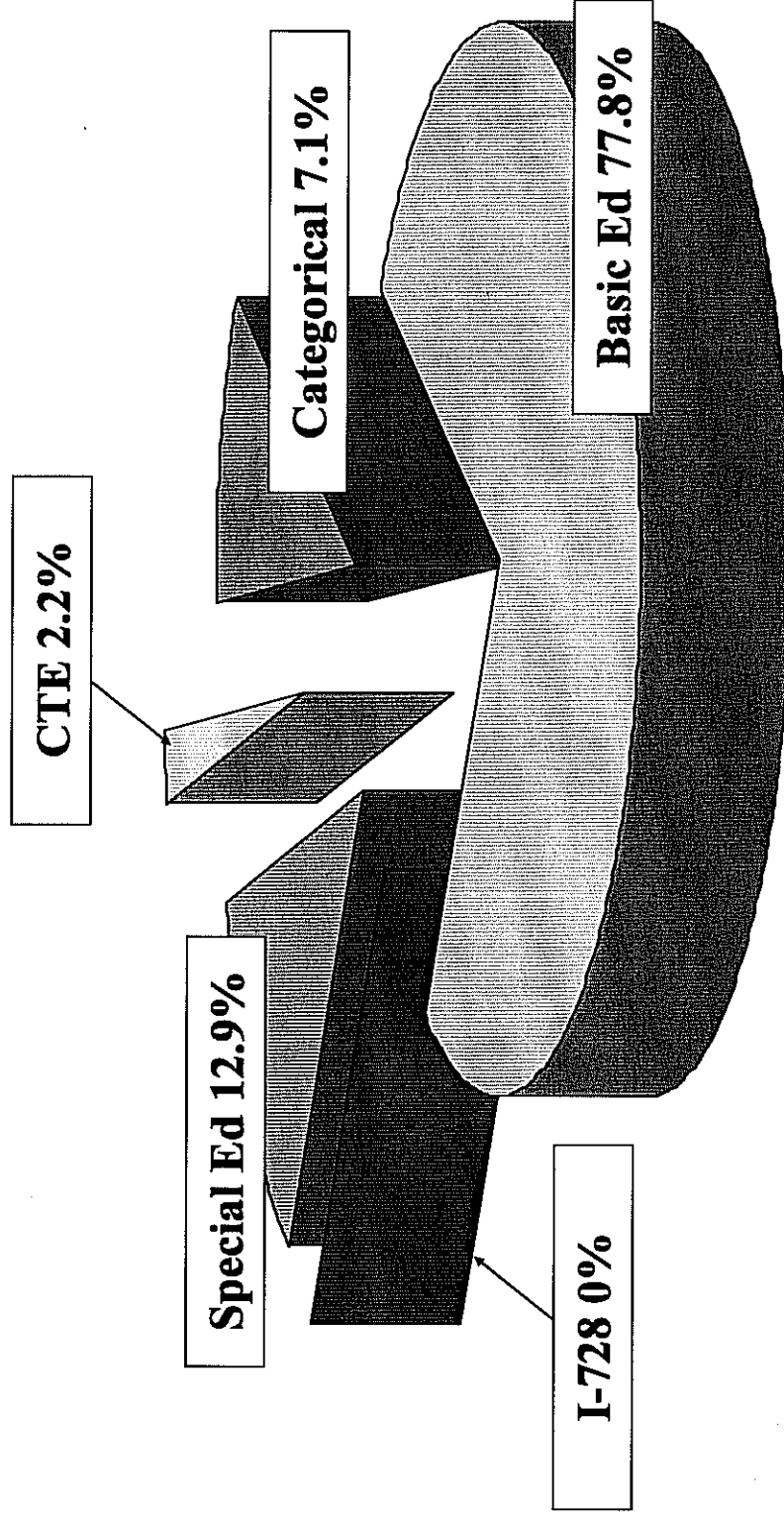
Budgeted Revenues



Budgeted Revenues

	<u>2009-10 Budget</u>	<u>2010-11 Budget</u>
■ Revenue	\$ 184,041,391	\$ 185,705,424
□ Levy	35,610,000	37,851,005
□ Local	11,801,902	10,889,189
□ State	118,058,324	120,671,610
□ Federal	18,571,165	16,293,620

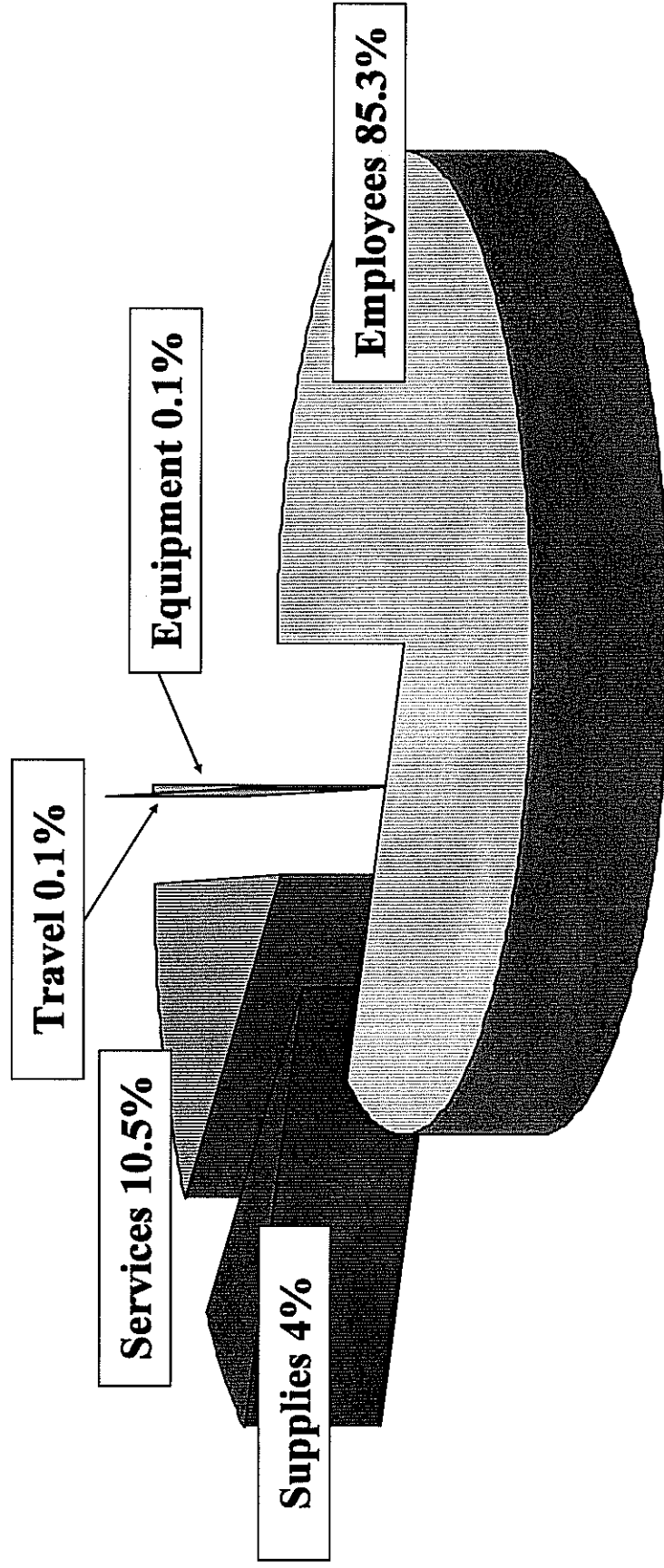
Budgeted Expenditures by Program



Budgeted Expenditures by Program

	<u>2009-10 Budget</u>	<u>2010-11 Budget</u>
■ Expenditures	\$ 184,194,395	\$ 185,478,870
□ Basic Ed	140,834,461	144,402,635
□ Fiscal Stabilization Funds	3,373,912	0
□ Special Ed	17,234,692	17,846,473
□ Federal Special Ed	3,579,171	4,103,693
□ Federal Stimulus IDEA	2,026,004	2,039,461
□ CTE	4,337,896	3,994,862
□ Categorical Programs	12,808,259	13,091,746

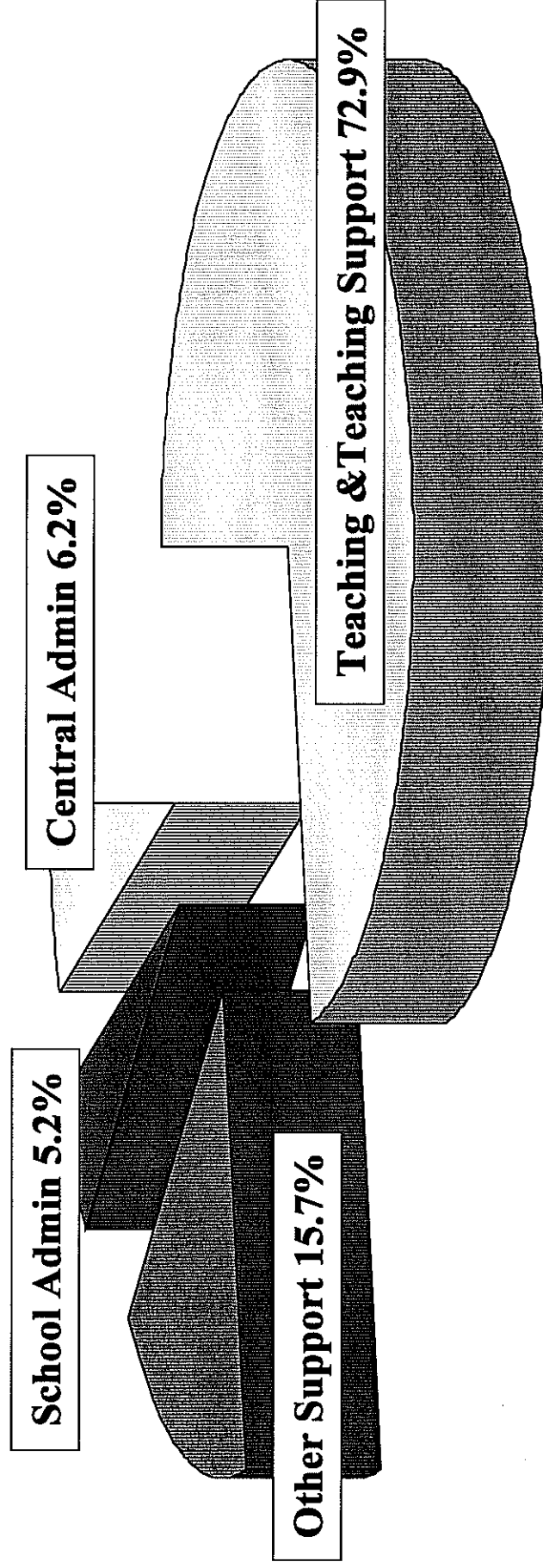
Budgeted Expenditures by Object



Budgeted Expenditures by Object

	<u>2009-10 Budget</u>	<u>2010-11 Budget</u>
■ Expenditures	\$ 184,194,395	\$ 185,478,870
■ Certificated Salaries	93,497,825	94,075,963
■ Classified Salaries	25,957,216	27,111,331
■ Employee Benefits	36,578,714	36,962,906
■ Supplies	8,447,307	7,481,285
■ Services	19,142,264	19,433,914
■ Travel	160,357	180,747
■ Equipment	410,712	232,724

Budgeted Expenditures by Activity



Budgeted Expenditures by Activity

	<u>2009-10 Budget</u>	<u>2010-11 Budget</u>
■ Expenditures	\$ 184,194,395	\$ 185,478,870
□ Teaching	116,638,271	116,723,852
□ Teaching Support	18,495,597	18,521,686
□ School Administration	9,342,166	9,685,958
□ Central Administration	10,920,940	11,460,298
□ Other Support	28,797,421	29,087,076

General Fund Summary

- This budget continues to provide fiscal stability while meeting the objectives of the Strategic Plan
- The budget balances expenditures and revenues to target a total ending fund balance of 5% and a unreserved undesignated fund balance of 2.5%
- The REP defines adjustments to actual revenues and expenditures not budgeted
- Impacts from multi-year cuts are unavoidable

Part III

Fiscal Outlook for the 2011-13 State Biennium

May 24th Board meeting 2011-12 projection

Estimated Budget Shortfall	(3,270,323)	(8,090,805)	(4,722,305)	385,524
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Outlook for the 2011-13 Biennium

■ Factors that darken our “Likely” projection

- State will lose \$3 billion of Federal funding out of the \$33.4 billion budget or 8.9%
- More evident need to support retirement system

IN OUR VIEW / STATE PENSION OBLIGATIONS

Another fiscal time bomb

“You can pay me now, or pay me later.” In the 1970s, that was the axiomatic slogan for Fram, a maker of air and oil filters.

Published: Sunday, June 6, 2010

Its value goes far beyond auto maintenance, of course. It applies particularly well to personal finances — pay that credit-card balance now, for example, or pay a lot more later.

It's a message that's too often ignored by state lawmakers when it comes to funding public employee pensions. Predictably, it has created a fiscal problem that, in the absence of dramatic solutions, could soon become overwhelming.

- Potential for anti-tax voter initiatives

Outlook for the 2011-13 Biennium

■ Factors that improve our “Likely” projection

□ Optimistic Economic Forecasts

	Summary • We are coming out of the “Great Recession” – The recovery is gaining traction – Private spending – both consumer and business – is firming – Job growth has finally returned – Probability of a double-dip is receding • Headwinds – Financial markets – volatility; credit to small business – Construction – Greek sovereign debt crisis’ impact on WA will be minimal, if contagion is avoided • WA outperformance still on track – Exports – Stable aerospace and software publishing
Arun Raha WA Economic & Revenue Outlook 09 June 2010	WASHINGTON STATE ECONOMIC AND REVENUE FORECAST COUNCIL

Slide 1

□ Passage of the Supplemental Levy

Part IV

2010-11 Budgets for Other Funds

Associated Student Body Fund

Beginning Fund Balance	\$1,089,219
Revenues	\$3,491,371
Expenditures	\$3,649,189
Ending Fund Balance	\$ 931,401

High School ASB Budgets were presented by students at the May 11, 2010 Board meeting.

Debt Service Fund

Beginning Fund Balance	\$11,723,784
Revenues	\$32,060,904
Expenditures	\$35,577,153
Ending Fund Balance	\$ 8,207,535

Expenditures for principal and interest are based on bond payment schedules.

Capital Projects Fund

Beginning Fund Balance	
Reserve for Bond Proceeds	\$96,172,186
Other Reserves	70,132,555
Unreserved	15,252,041
Revenues	10,787,590
Expenditures	\$13,877,876
Operating Transfers	\$39,961,110
Ending Fund Balance	\$ 1,125,676
Reserve for Bond Proceeds	\$68,963,276
Other Reserves	40,177,429
Unreserved	21,147,410
	7,638,437

Capital Projects Fund

■ **Major Construction Projects**

- \$4.2 million - Jefferson Elementary Completion
- \$1.1 million – Whittier Elementary Completion
- \$14.6 million – James Monroe Elementary
- \$6.6 million – View Ridge Elementary
- \$2.0 million – Jackson High Cafeteria Expansion
- \$880,000 – Hawthorne Heating and Air Conditioning
- \$235,000 – Madison Roofing Replacement

■ **Technology Initiatives**

- \$3.1 Million to Begin Technology Plan Implementation
- \$165,000 Learning Management System
- \$365,000 Various Instructional Technology Initiatives

Transportation Vehicle Fund

 Beginning Fund Balance	\$218,113
 Revenues	\$ 63,264
 Expenditures	\$281,000
 Ending Fund Balance	\$ 377

*The expenditure budget has been
established to accommodate the purchase
of one or more buses.*

Thank You

Board Agenda Request Form

Date of Board Meeting: June 22, 2010

7. a.

Subject

Title: Proposed revisions to Board Policy 1450 – Minutes (regarding “no” votes & abstentions) – Second Reading/Adoption

Recommendation: The attached proposed revised Policy 1450—Minutes, regarding “no” votes and abstentions, is provided to the Board of Directors for second reading and adoption (ATTACHMENT). The superintendent's cabinet has reviewed this policy and recommends the Board of Directors approve the policy as submitted.

Background

At the May 25, 2010 Board meeting, discussion took place about possible revisions to Policy 1440—Meeting Conduct & Order of Business, and/or Policy 1450—Minutes, regarding the addition of language about “no” votes and abstentions. Feedback from the Board indicated that the language is more appropriately placed in Policy 1450.

Purpose/Summary:

The attached proposed Revised Policy 1450 was presented to the Board for first reading at the June 8 Board meeting.

Previously Related Action:

Discussion at the May 25, 2010 Board meeting. First reading at the June 8, 2010 Board meeting.

Agenda Placement:

☐ Information

☒ Action

☐ Consent Agenda

☒ Attachment(s)

of pages 1

Submitted By: Dr. Gary Cohn

Contact Person(s): Dr. Gary Cohn

Signature: _____

PROPOSED REVISION

1450

Page 1 of 1

THE BOARD OF DIRECTORS

Minutes

The secretary of the Board or designee shall keep the minutes of all Board meetings. When issues are discussed that may require detailed record the Board may direct the secretary to record the discussion verbatim. Such verbatim records shall be maintained according to legal requirements.

Minutes shall be comprehensive and shall show:

- A. The date, times and place of the meeting.
- B. The presiding officer.
- C. Members in attendance.
- D. Items discussed during the meeting and the results of any voting that may have occurred, including the names of directors who do not vote on the prevailing side of an action, and the names of directors who abstain as well as the reason for the abstention.
- E. Action to recess for executive session with a general statement of the purpose.
- F. Time of adjournment.

Unofficial minutes shall be delivered to Board members in advance of the next regularly scheduled meeting of the Board and shall also be available to other interested citizens. Minutes need not be read publicly, provided that members have had an opportunity to review them before adoption.

A file of permanent minutes of all board meetings will be maintained in the office of the Board secretary to be made available for inspection upon the request of any interested citizen.

Cross Reference:	Board Policy 8410	Records Management and Retention
Legal References:	RCW 28A.400.030 RCW 40.14.070 RCW 42.32.030	Superintendent's duties Destruction, disposition of local government records—Preservation for historical interest—Local records committee, duties—Record retention schedules Minutes

Adopted: November 21, 1980
Revised: October 25, 1993
Updated: March 2001
Revised: March 9, 2010
Proposed: June 2010

Board Agenda Request Form

Date of Board Meeting: June 22, 2010

9. a.

Subject

Title: 2009-2010 Strategic Plan End-of-Year Report

Recommendation: None – study session information.

Background

Purpose/Summary:

Each year, the school board approves action items in the Strategic Plan to provide direction to the administration to assist in focusing their work for the upcoming school year. The Strategic Actions are summarized annually at the conclusion of each school year. The purpose of this Board study session is to review the End-of-Year Strategic Plan Report for the 2009-2010 school year.

Previous Related Action:

2008-2009 End-of-Year Report study session on June 23, 2009.

Additional Information

Agenda Placement:

☐ Study Session ☐ Information ☐ Action ☐ Consent Agenda ☐ Attachment(s)
of pages _____

Submitted By: Matt McCauley

Contact Person(s): Matt McCauley

Signature: _____

Approval

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

☐ Approved ☐ Denied ☐ Revised (see attached)

By: _____
Associate Superintendent, Instruction

By: _____
Executive Director, Finance

Date: _____

Date: _____

Comments:

EVERETT PUBLIC SCHOOLS

2009 -10 STRATEGIC PLAN SUMMARY REPORT

Student Learning

Objective 1

Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act and to ensure the district meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

Student Learning - Objective 1

Sept. 22nd

- Progress Toward Graduation – Summer School 2009

Oct. 6th

- Instructional Programs: Reading Adoption Field Test

October 20th

- Information Technology

November 3rd

- Early Childhood Program Development
- Partnerships with Preschool Providers

Student Learning - Objective 1

November 17th

- Categorical Programs, Grants, & Bilingual Program Study

December 8th

- GEAR-UP Program

January 12th

- AYP School Improvement Planning

March 23rd

- Technology Plan Approval

Student Learning - Objective 1

May 11th

- High School Readiness: Middle Schools
- State-of-the-School Reviews

May 25th

- Progress Toward Graduation

July 6th

- 2009-2012 District Improvement Plan

Highlights Student Learning - Objective 1

- On-Time Graduation focus.
- Weekly meetings focusing on increasing the percentage of students graduating on-time.
- Graduation goals were set for each school.
Goal = 1140 Graduates

Highlights

Student Learning - Objective 1

- Counselors and Success Coordinators met with red and yellow students to provide support.
- The district Technology Plan has been submitted to OSPI. Planning for the use of the Technology Levy Funds is underway.
- District wireless technology is complete.

Highlights

Student Learning - Objective 1

- The field testing of Good Habits, Great Readers (GHGR) has been highly successful.
- Full implementation of Good Habits, Great Readers is underway.
- AVID expansion to CHS and SHS for 2009-2010 has been successful.

Highlights Student Learning - Objective 1

- Increased rigor and high school readiness
 - Increase in the number of 8th graders taking algebra / geometry.
 - 2005 -- 418 students
 - 2009 -- 844 students
 - 2010 -- 909 students
- Increase in the number of students enrolled in Advanced Placement and College In the High School courses by 9.6%.

Highlights Student Learning - Objective 1

- Implemented the Environmental and Sustainability Standards in science.
- Provided additional extended-day math support to the four elementary schools in AYP status.
- Continued the infusion of GLAD strategies across the district.

Highlights

Student Learning - Objective 1

- Instructional Leadership Team Professional Development
 - Learning Targets
 - Formative Assessment
 - Format for team / peer observation walks (Center for Educational Leadership – 5 Dimensions)
 - Calibration of effective instructional practices

Highlights

Student Learning - Objective 1

- Professional Development for Beginning Educators
 - 1st and 2nd year teachers received monthly training devoted to the following:
 - Classroom Management
 - Planning for Purposeful Lessons
 - Effective Instructional Strategies
 - Assessment Strategies
 - **Culturally Responsive Pedagogy and Practice**
 - Self Reflection and Professional Growth

Highlights

Student Learning - Objective 1

- Cultural Competency Coaching
- District Instructional Facilitator worked individually with beginning educators through learning-focused conversations.
 - Collect data through classroom observation
 - Discussion around data trends, successes, and challenges
 - Questioning around the 5 Dimensions of Teaching and Learning to include Classroom Environment and Culture

Highlights

Student Learning - Objective 1

AYP School Improvement Support

- Two-year School Improvement Plans developed
- School Improvement Facilitators provided support to principals
- Hawthorne Elementary School – Mission and Vision Retreat
- Hawthorne Elementary School – Restructuring Plan

Highlights

Student Learning - Objective 1

AYP School Improvement Support

- Consolidated School Reviews
- Visitations to successful schools.
- Emphasis on School Improvement Teams

District Organization

Objective 2

- The school district is organized to ensure each student learns to high standards in a safe and secure environment.

District Organization - Objective 2

February 9th

- Budget Development Process

March 9th

- Fiscal Outlook and Budget Development

April 20th

- Recruitment/Retention/Affirmative Action
- Equity and Access Advisory Council

Highlights

District Organization - Objective 2

- An Equity and Access Advisory Council was developed
 - Visitation to Federal Way Public Schools
 - Team of district staff designing district professional development around cultural competency
- Counselors worked with students of color
- Educational Effectiveness Surveys were conducted with parents, students, and staff

Highlights

District Organization - Objective 2

- The Fiscal Advisory Council was initiated and developed recommendations
- Plans to upgrade the Student Information System (SIS) were developed and future plans for a Learning Management System (LMS) were designed

Partnership

Objective 3

- Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

Partnership - Objective 3

February 23rd

- Communications Systems Update

Highlights Partnership - Objective 3

- Outreach to parents regarding perceptual surveys was implemented.
- Parental responses to perceptual surveys were very high compared to other districts according to the Center for Educational Effectiveness (CEE).
- Information was provided to the public regarding the February Levy measures.

Highlights Partnership - Objective 3

- Fiscal Advisory Council work was made available to our community.
- Incorporated social media into community efforts

ADDITIONAL ACCOMPLISHMENTS

- Increased structure and systems components
 - Nine district councils
 - Strategic Planning Process
 - Perceptual surveys (parents, students, staff)
- Cabinet-level processing
 - School Improvement Plans
 - State of the School Reviews

ADDITIONAL ACCOMPLISHMENTS

- Community engagement
- Healthy relationships with the various employee associations
- Two-year contract with the teachers association



Everett Public Schools

EVERETT PUBLIC SCHOOLS

2009-2010 STRATEGIC PLAN END-OF-YEAR REPORT June 2010

Published by the Office of Associate Superintendent for Instruction
Matt McCauley, Associate Superintendent/Chief Instructional Officer
Emily Wade, Executive Staff Assistant

4730 Colby Avenue
Everett WA 98203
425-385-4020

The Everett School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This holds true for all district employment and opportunities. Inquiries regarding compliance procedures may be directed to the school district's Affirmative Action Officer, Carol Stolz, 3715 Oakes Avenue, Everett WA 98201.

2009-2010 Strategic Implementation Plan

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

1.1a Refine district-wide systems for monitoring student academic progress, attendance and on-time graduation status to effectively communicate with staff, students and parents. (TE/KT)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Enhance student grade level transitions through improved student led conference and enhanced student registration process.	JoAnne Fabian Linda Holtorf Becky Ballbach Counselors Ken Toyn High School and Middle School Principals	Initial Completion- April 2010 Ongoing revisions through August 2010	All 9 th – 12 th grade students and incoming 9 th graders (current 8 th grade students) are registering for 2010-2011 school year via Home Access version of Academic Tracker. School counselors provided multiple classroom guidance lessons in grades 8 -12 in preparation for the High School student registration process. School counselors and success coordinators met with each grade level in small groups to assist students with course selection and registration in Home Access. Students in grades 9 -12 put their 4 year plans in Academic Tracker.	Students are placed in the correct courses. All students are in classes the first day of school. Students will be able to review and revise their existing High School and Beyond Plan annually in Home Access and parents will have access to this information beginning the fall of 2010.
			8 th -9 th grade transition conferences	

			provide an opportunity for individual students and parents to meet with high school staff and be able to ask questions and receive information that eases their concerns and increases their confidence in the middle to high school transition.	
Improve the reporting tools and processes to assist school staff in tracking student progress.	Linda Holtorf		Refined reports that are used to track unknown withdrawals. Communications with office staff regarding students with unknown withdrawals were conducted on a regular basis. A new U-Tracker temporary staff position was implemented to follow up with unknown withdrawals and is in effect.	Extended Graduation Rate from OSPI of 90.2%. Number of drop outs decreased by 25% on 1st of April.
Fully implemented four-year plans at high schools.	JoAnne Fabian	Complete	Students' four year plans were used to develop schedules for the coming school year.	Student schedules better met student interests, and accuracy in scheduling has increased.
Fully implemented electronic transcript evaluation.	Principals Assistants	Complete	High School staff are utilizing the electronic transcripts to evaluation student progress.	Student scheduling accuracy increase/more students on track to graduate.
Counselor conferences with all students in 'Red' and 'Yellow' Status.	Linda Holtorf Principals Assistants	Complete	Students at-risk of meeting graduation requirements were identified and plans are being implemented for summer school recruiting.	More students on track to graduate.
Development of Athletic and Activity codes for students to indicate interest in participation in activities and athletics.		June 2010	Students use codes to indicate interest in participation in the coming school year. This data will help determine needs and future direction.	Increased student participation and engagement.

Deployment of a new and improved Elementary School Progress Report aligned with State Performance Expectations to improve parent communication in all elementary schools.	Ken Toyn Ric Williams	December 2009	Project completed. See additional detail in 1.1b.	Parents are provided with a report card structure that better facilitates the achievement of their children.
Select a commercially available application to upgrade the current Student Information System to enhance the process of effectively collecting, managing, displaying and communicating individual student data for the improvement of student achievement.	Ken Toyn Terry Edwards Jeff Moore Jennifer Farmer	August 2010 - January 2011	Application selection process completed. Procurement and implementation plan defined. The existing Student Information System (SIS) will be upgraded and a Request for Proposal (RFP) for peripheral instructional support programs is underway.	Technology Advisory Council is defining the process necessary to select the best system within the resources available.

2009-2010 Strategic Implementation Plan

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

1.1b Provide student data disaggregated by gender, ethnicity, special population and socio-economic status to staff, students, and parents for efficient evaluation and monitoring of each student's progress toward grade level expectations and on-time-graduation. (TE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increase the collection of common math assessment data from classrooms; utilize professional development through "Review of Evidence of Student Learning" to enhance collaborative planning for math instruction.	Dick Sander	June 2010	District-wide classroom unit assessments created this year and for teacher use. Use of Success Tracker at K-5. Review of Evidence training at Feb. LID (1.5 hrs). Professional Learning Communities (PLC) work at various elementary schools and focus on same idea.	A need for: (1) more test items for end-of-unit tests; (2) interim test, easy to administer, similar to ST below. Success Tracker has a test item bank Review of student work is a common theme of school level PLC work.
Student math achievement data is disaggregated by academic population, ethnicity, and socio-economic status.	JoAnne Fabian Dick Sander	Ongoing	Data reports have been utilized with the On-Time Graduation Committee in planning efforts to provide support to students in need.	On-Time Graduation increased – math credit recovery options and strategic interventions have been identified.

Implement a new elementary report card aligned with State Performance Expectations to improve parent communication.	Ric Williams	August 2010	Spring 2009: EPS entered into an inter-district agreement with the Puget Sound ESD for an online standards-based elementary progress report. A Curriculum Content Committee completed the following: • Reviewed alignment to WA State PEs in each area based on teacher feedback from pilot. • Developed a parent guide for each grade level, K-5, identifying what is taught in each content area for each trimester Following parent conferences, March 22-26, a feedback survey was sent out to all K-5 teachers, principals, in-house trainers, and office managers. Feedback will be used to make improvements for the end-of-year Tri-3 Progress Reports.	Teachers at the pilot schools, Garfield, Silver Lake, and Cedar Wood, completed a feedback survey. Their overall approval/satisfaction across various components of the new progress report was ~ 80-85%. Issues that needed to be addressed were: • Alignment to State PEs in Writing, Mathematics, and Social Studies; • Parent Guide for Content taught during each Trimester; • Guidelines for Determining Proficiency; • Trimester Benchmarks; and • Kindergarten Skills assessment and reporting tool. Learning Across the Year brochures were developed, providing parents with an overview of what is taught each trimester. School presentations were provided to those schools that did not have a representative on the committee, and those schools where their representative requested support.
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Enhance and manage online systems, databases, and reporting tools that provide individual student data to staff, students, and parents to efficiently evaluate and monitor each student's progress toward grade level expectations and for the improvement of student achievement.	Ken Toyn	April 2010	Pentamaton modifications completed to meet new federal mandate for race & ethnicity. Database exports to ES Progress Report application developed and automated. Various Cognos updates installed and tested. IMS 2 and related applications continue to function despite reliability issues. DRA2 Online Management System rollout completed and all end-users trained on effective use. Final training will be completed August 2010.	System modifications and enhancements are being considered in concert to define the critical relationships and the optimal integration for efficient and effective operations.
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2009-2010 Strategic Implementation Plan

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

1.1c Implement the district improvement plan to guide student learning and school improvement. (TE/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increase school and district knowledge of parent, student and staff perceptions to provide information related to continuous improvement of student learning.	Matt McCauley Terry Edwards	Ongoing	Educational Effectiveness Surveys (EES) were conducted through each school to collect perceptual data from parents, students, and staff. These surveys were conducted in November 2009.	Increased awareness of school needs and district-wide needs through parent, student, and staff responses.
	Matt McCauley	January 2010	Center for Educational Effectiveness met with principals and central office staff to review EES results and demonstrate variations in sharing the data with school staff.	Principals were trained in strategies to utilize the data with staff. Two tools were provided to assist them and Sue Mills with the Center for Educational Effectiveness has assisted in some schools in the sharing of the data.
	Principals	Ongoing	Principals began sharing the data with school staff and PTAs.	
	Gary Cohn Sally Lancaster JoAnne Fabian	Winter 2010	ESS data was reviewed by Cabinet and then activities facilitated with Superintendent's Cabinet to provide understanding of trends	Increased parent perception that the district is interested in their perspective.

			and opportunity gaps.	Increased collective understanding of district trends and opportunity gaps amongst Cabinet members.
Improve teacher practice through ongoing focused professional development.	Loretta Comfort Literacy	Ongoing	<u>SECONDARY</u> Conducted book studies of Kelly Gallagher's <i>Readicide</i> and <i>Deeper Reading</i>. Implemented a Writing Course using <i>Teaching Adolescent Writers</i> as the primary text. Worked with Middle School and High School Literacy Leaders on professional development in reading and writing strategies as well as focused instruction on organization in writing. Facilitating Writing Task Force at North Middle School to align writing instruction. Facilitating Content Reading strategies at the high school level (CHS & JHS.) Writing Scoring Anchor training in the 4-Trait Rubric for all teachers 6-10. Review of Evidence meetings to	Teachers are implementing these strategies in the classroom. Teachers are implementing strategies in the classroom; requests have been made for additional classes. Lit Leaders are sharing information with colleagues in buildings and providing trainings; shared electronic folders have been developed to support the literacy best practices this group creates and shares. Semi-monthly work sessions to create a writing plan based on writers workshop model. Monthly meetings with various content-area staff members to create plan for all teachers taking on the instruction of reading in their content areas. Literacy department is investigating revision of parts of the rubric as well as new prompts and annotations. Teachers are more aware of the complexities of the rubric and are teaching their students writing based on it. Grade-level teachers are fulfilling the

		Oct. 2009	analyze student data and support building SIP plans. Curriculum is developed according to student needs using best practices in reading and writing (Literacy teachers, grades 6-10.) Challenge/Honors Curriculum Alignment trainings (grades 8 & 9.) Junior Great Books shared Inquiry training and support (middle school.) Training in persuasion and argumentation in reading, writing and communication GLEs. Novel Adoption Curriculum Development.	goals of their SIP plans; they are requesting more sophisticated data as they become more proficient users of data. They are sharing their work via an electronic folder in Moodle. 9th-grade teachers spoke with all 8th grade students at Gateway MS & Heatherwood MS about the transition to 9th grade honors English. Teams from Gateway, Heatherwood, JHS & district office will attend the AP Vertical Alignment workshop. The team is working together on curriculum alignment. Junior Great Books training occurred in trimester 2 with all HC and Challenge teachers. Coaching sessions will follow the week of March 22. Literacy Facilitators will support during this training and henceforward. The strategies will be taught to all 8th grade teachers. Teachers have incorporated argumentation/persuasion into their curriculum maps. Its use was evident in the mid-year writing assessment papers. Lessons have been developed and will be shared via an electronic folder.
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			<u>ELEMENTARY</u> Reading Cadre meets monthly to train and provide professional development for teachers in buildings. Writing Cadre meets three times per year to learn about OSPI updates and best practices in writing. Lucy Calkins Writing workshops have been provided after school. Primary Writing Classes and Intermediate Writing classes are offered. Daily 5 Classes are offered to elementary staff to improve the implementation of Daily 5 activities. School-based classes and PD. Professional Development for Hi-Cap (reading standards, new curriculum, research.) During non-student LID days staff engaged in analyzing student work; through questioning strategies (classroom) and written	Reading Specialists delivered Regie Routman training and Good Habits, Great Readers training to their teachers. Cadre members take information back to teachers in building; they are creating lessons for the new writing maps. Many teachers are using Calkins' strategies in the classroom; classes are offered frequently to accommodate requests for them. Most teachers in the district have taken these classes; each time we offer them, the classes fill up; feedback is very positive. The Daily 5 structure is important to our reading adoption; teachers are taking classes and implementing principles into their classrooms. Continued requests from principals Participants will take the WEST-E exam to become highly qualified in reading. Over 80 teachers attended 50 sessions. The most important impact is teachers are using the instructional materials. This training is an
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			work (assessments).	investment in maintaining the quality of instruction as staff turns over during the course of the adoption.
Coordinate transportation with instruction departments to provide pupil transportation services in compliance with ESEA and IDEA.	Bob Collard Terrie DeBolt	Ongoing	To be included in reports to the Board regarding District implementation of ESEA and IDEA programs.	Annual customer satisfaction survey of administrators measuring satisfaction with the ability of the Transportation Department to support ESEA and IDEA goals and requirements and responsiveness in meeting requests.
Increase transportation opportunities for homeless students to participate in school programs and activities.	Bob Collard Terrie DeBolt	Ongoing	The District's efforts to ensure compliance with the McKinney-Vento Act.	The District adjusts student pick-up times and routes in order to support participation in after-school programs and activities and no student is unable to participate due to transportation.

2009-2010 Strategic Implementation Plan

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.1 Coordinate district activities and resources to meet the requirements of the Elementary and Secondary Education Act (ESEA) and to ensure the District meets or exceeds the established State Uniform Bars as measured by the State Assessment System.

1.1d Develop a plan for partnership with preschool providers in the Everett School District. (IE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Community Services Office maintains a supportive environment (including access to facilities, low costs, etc.) for daycare providers using district facilities.	Bob Collard Ysella Perez	Ongoing	Annual working agreements were renewed.	Through frequent contact with preschool and daycare providers, close communications are maintained and issues addressed as they are identified. The annual review and approval of the working agreement between the District and YMCA provides a vehicle for making improvements.
Establish needs and common interest.	Lynn Lahey	Ongoing	In process of gathering and synthesizing research & data. Shared importance of early learning/experiences for Volunteers of America media production (use in Spring 2010.)	Increased partnership with Volunteers of America. Continued educational partnership with the YMCA.
Connect with Early Learning Environments & Providers	Lynn Lahey Instructional Dept. Communication Dept.	March 2010; ongoing	Added new Kindergarten Questionnaire to kindergarten registration materials gathering information on child, early learning experiences and preschool siblings.	Increased awareness of student readiness for kindergarten.

	Lynn Lahey	Ongoing; monthly meetings	Snohomish County's Early Learning Coalition's plan for an "Early Learning for Life Initiative" completed and served as basis for grant request to Boeing to support work promoting children's social/emotional wellness in county.	Volunteers of America to facilitate & coordinate work to lay the foundation of county-wide initiative to better address the social emotional needs of young children.
Increase community and family awareness of what is needed to be prepared for kindergarten.	Lynn Lahey	Jan - March 2010; Ongoing	Grant funded for \$75,000 for 2010. "Getting Ready for Kindergarten Checklist" included in all kindergarten registration packets. Kindergarten section of website updated to be more user friendly Kindergarten; registration materials streamlined for easier use by parents and schools. Early Childhood Education Curriculum Specialist (ECE Curr. Spec.) & district Kindergarten teacher provided first class on kindergarten readiness for Pre-K providers at VOA Child Care Resource & Referral Begin work with YMCA on alignment of their Pre-K program with district kindergarten curriculum; YMCA funded by \$35,000 Boeing grant.	All families of entering kindergarteners have access to consistent information on readiness.
Partner with Snohomish County Association for the Education of Young Children (SCAEYC) to co-	Lynn Lahey	February 27, 2010	Early Childhood Education Curriculum Specialist served on conference planning team and	Increased district connection with Pre-K providers and community agencies serving families and

sponsor “Rejuvenate” Conference for early childhood educators.			district provided facility. Over 150 participants from early childhood education in area. District staff shared information on best practices in five workshops at Rejuvenate on: • Teaching Social Skills to Young • <i>Facilitating Language Skills of Young Children</i> • Early intervention, special education eligibility and resources • Strategies to support early literacy & math learning • Getting Ready for Kindergarten	children.
Provide high quality professional development and tools.	Lynn Lahey	March 2010	“Getting Ready for Kindergarten Checklist” and information provided to pediatricians and preschools throughout district. Provided March 13 class for Pre-K providers at VOA Child Care Resource & Referral; twenty district preschool teachers & directors, home Pre-K providers participated. Created and piloted prototype for Kindergarten Family Literacy event; materials to be available for use at all schools in 2010-2011 with free books provided by Page Ahead grant.	More consistent information about readiness shared with community. Interest in future collaboration and sharing increases. Kindergarten Family Literacy Event held at Hawthorne Elementary Jan 2010; 55% of kindergarten families participated in hands-on activities focused supporting literacy development at kindergarten.

					Games and materials sent home for family follow-up use.
Monitor and align work with work being done throughout state (through DEL, OSPI, Gates Grant recipients.)	Lynn Lahey	December 2009 to current Fall 2009 – Spring 2010	Gather information on work being done in early learning across state and US. ECE Curriculum Specialist met with Gates Grant Facilitators in Edmonds SD and Skagit/Whatcom County re Gates Grant PreK-3 projects. ECE Curriculum Specialist attended workshop on Foundations of Early Literacy provided by Gates Grant in Skagit County.	In discussion with Gates grant recipients on ways Everett SD can learn from, connect with and leverage work being done through the Pre-K-3 Gates Grants.	
Align and connect quality Pre-K and Kindergarten.	Kelly Marks, Special Services ECE Facilitator Kim Durkin, Special Services Administrator Lynn Lahey, ECE Curriculum Specialist	Ongoing	ECE Curriculum Specialist meeting regularly with Special Education Administrator & Coordinator responsible for early childhood. Participate together in NW ESD Early Childhood Meetings & Professional Development on Inclusion, Response to intervention, etc.	ECEAP teacher and Developmental Pre-K teachers observe in each other's classrooms, focusing on targeted needs & strategies. Developmental Pre-K staff consult with ECEAP on strategies to support language development.	
Develop clearly defined kindergarten and common assessments district-wide.	Christy Clausen Sue Dedrick Ric Williams Ric Williams Lynn Lahey	In process Fall 2009 Dec 2009 to March 2010	Pilot of new reading materials to include kindergarten in three schools. Feedback on kindergarten report card in fall 2009 was reviewed. Used feedback and input from kindergarten teachers, curriculum	Kindergarten Assessment Group met and developed revised assessment, recording/ reporting forms and report card more aligned with state standards.	

	(co-leads)		specialists, elementary principals and assessment director to develop revised and aligned kindergarten report form, assessment, recording/reporting form and parent brochure on Learning Across the Year in K for pilot. Projected next steps: refining assessment and related materials; creating standardized kindergarten assessment kit.	Piloting in all elementary schools during March 2010.
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**2009-2010
Strategic Plan Progress**

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
District Improvement Plan Strategy 1: Align District mathematics and reading curriculum, instructional materials, and formative and summative assessments to increase student achievement.	Loretta Comfort	June 2011	<u>LITERACY</u> DRA is used in buildings routinely with K-3 students. With the Good Habits, Great Readers implementation, the DRA-2 will be used K-5. Good Habits, Great Readers comes with a variety of formative and summative assessments to support the targets. District reading assessments, grades 3-5, are based on state reading targets. These are administered in individual buildings. Middle and high schools follow a reading targets calendar based on the GLEs; district reading assessments are based on these targets.	Teachers use DRA results as well as other assessments to form guided reading groups. Teachers beginning to use formative assessments from GHGR (i.e. summary & retelling rubrics, running records, checklists.) The scores on the district reading assessments have shown increase in scores in nearly all targets.

Align reading and mathematics instructional standards, performance expectations and instructional materials.	Loretta Comfort	June 2011	<u>ELEMENTARY</u> Good Habits, Great Readers materials were analyzed for each reading GLE target by the Core adoption team. <u>SECONDARY</u> Anchor lessons have been developed for each target at middle school. High school teachers in the Novel Adoption meetings and on their own are developing lessons around the newly adopted novels following the reading targets calendar. <u>MATHEMATICS</u> All aspects of Math Blueprints (K-8) including content outline, pacing guidelines, and links to supplemental lessons, and end-of-unit assessments aligned to current Performance Expectations are available to staff. Specific professional development at each elementary school targeting use of the blueprint (on-line) took place. High school content-pacing calendars aligned to current Performance Expectations.	Good Habits, Great Readers was adopted and is being implemented by the field test schools. All materials are aligned with our GLEs and are used by teachers in a balanced literacy model; the remaining 14 buildings will implement the program in the 2010-11 school year. Teachers are using and adapting these lessons in their classrooms. Consistency of instructional content is improved as teachers are following a content pacing guide. Increased ability for Professional Learning Community conversations to focus on student assessment evidence based on the common unit assessments. Provided elementary teachers with increased understanding of the new blueprint and its alignment with the state performance expectations. Increased consistency of instructional content and alignment with state performance expectations.
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Update curriculum maps and pacing charts for teachers	Dick Sander	Sept. 2010	On-line Blueprint (each grade level K-8), course instructional calendars for algebra and geometry (both Discovering and CL) are aligned to current Performance Expectations.	Blueprint accessible through district web page.
Refine end-of-semester and end-of-course exams for Algebra and Geometry to support new State end-of-course and HSPE assessments.	Dick Sander	Sept. 2010	Algebra 1: End of first semester and End-of-Year test has been finished. Geometry: End-of-Year tests are available.	Tests are available to be utilized at the end of the 2010 school year and will provide evidence of course alignment with the new state standards.
Refine classroom-based formative assessments for K-5 teacher use.	Dick Sander	Ongoing	End-of-Unit assessments are available for teacher use. Success Tracker (Pearson) available for K-5.	Teachers are using both of these sources for assessments.
<u>Science K-5</u> Draft embedded assessments identified and linked to pacing guides.	Bob Sotak Anna Williamson	November 2009	Completed assessment activities linked to specific standards in report card.	Increased teachers ability to identify and communicate student performance based on state science standards.
Refine and implement end of unit performance expectations and assessment for teacher use.	Dick Sander	Fall 2010	These new assessments reflect the emphasis of the state Performance Expectations.	Increased focus on state standards.
<u>Science 6-12</u> End of unit assessments 6-8	Bob Sotak Anna Williamson Brian Day	1 st draft Fall 2009	Complete, needs review and refinement.	
End of unit assessments 9-10		9 th draft Fall 2009	Complete, needs updating.	
End of unit assessments 11-12		10 th draft Spring 2010	In progress	
		Chemistry Draft 2010	In progress	

Align reading and mathematics instructional standards, performance expectations and instructional materials.		(3/5 units) Physics 2011 Fall 2010	Performance Expectations are aligned through the Blueprints (pacing/content guide.) Alignment with instructional materials is Ongoing this year.	Align reading and mathematics instructional standards, performance expectations and instructional materials.
	Dick Sander			

2009-2010
Strategic Plan Progress

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

1.2a Evaluate and revise the District Technology Plan to enhance instruction, improve student achievement, and increase operational efficiencies. (JM/KT)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Evaluate and revise the District Technology Plan to enhance instruction, improve student achievement, and increase operational efficiencies.	Ken Toyn	April 2010	Members of the Instructional Technology Department worked with school administrators and teachers to determine needs. A comprehensive three-year plan was written and submitted.	The three-year Technology Plan has been submitted to OSPI. This plan will guide the planning work related to the recent technology levy approved by our voters in February 2010.

**2009-2010
Strategic Plan Progress**

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

1.2b Develop and implement a comprehensive plan to focus instruction to improve student achievement ELL, special education students and for students identified as low income. (TE/SD/KM/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Align secondary math curriculum and instructional expectations among Basic Ed., Special Ed., and ELL.	Sue Dedrick Dick Sander Kris McDowell	Ongoing February 2010	Special Education teachers were included with math teachers during the fall LID day. Training for middle school special education teachers on district math curriculum.	All 7 th and eighth grade special education math resource students receive "double dip" of math courses.
Establish and maintain focus on math instruction.	Kris McDowell Sue Dedrick	 May 2011	Ongoing professional development plan for special education tied to standards. ELL coaches, GLAD certified trainers and math facilitators developed professional development for high school math teachers to learn strategies to make language content more comprehensible for ELLs.	This training will take place during the 2010-11 school year and will involve all middle and high school mathematics teachers.

Coordinate and align math and reading curriculum and instruction in Special Education and ELL classrooms.	Sue Dedrick		Secondary ELL offerings were coordinated and standardized at the HS and MS levels. Teachers received ongoing professional development in the language acquisition literacy curriculum, Visions. <u>ELEMENTARY</u> In adopting a reading program, the needs of special education and ELL were addressed throughout the process to ensure the materials will assist in meeting the needs of students on an IEP. <u>SECONDARY</u> When adopting novels for high school, the needs of ELL and special education were addressed; there was representation from those constituencies on the adoption team. Both elementary and secondary teachers use GLAD strategies in their classrooms. Full-day professional development with K-8 Special Education math	The Visions program is being implemented with fidelity in all ELL middle and high school classrooms. Reading training for special education teachers in Good Habits, Great Readers. Good Habits, Great Readers (GHGR) was adopted for use by all students; there is a very strong component to differentiate to the level of a student's ability using guided reading and the DRA assessment. Ancillary materials and support elements have been purchased for use with these populations. GLAD strategies are employed in the classrooms. Increased teacher effectiveness in delivering mathematics instruction
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	Dick Sander		training focused on specific district-wide classroom instructional strategies.	ted to state standards.
Focus instruction to improve student achievement by ELL, special education students and students identified as low income.	Sue Dedrick	January 2010	A decision was made at the end of last year to discontinue offering Advanced Composition and Literature to high school ELL students. Data from student grades in basic education classes indicated that rather than providing needed support, the class was preventing ELL students from moving into and succeeding in regular English courses.	Mid-year check of HS student grades showed they are as successful in regular English as ELLs who had taken an additional year of Advanced Comp Lit in the past.
		October 2009	A standard protocol for processing and evaluating foreign transcripts was finalized.	High school transcripts of students from outside the US are evaluated and students are given appropriate credit in a timely fashion. Award of credits is equitable.
		January 2010	Elementary schools having large ELL populations field tested a new supplemental online language development program for ELL students at Levels 1 and 2 on the Washington Language Proficiency Test (WLPT.) The program is called Imagine Learning English (ILE.)	Imagine Learning English (ILE) produces data reports of student progress in language acquisition. The results, showing growth in vocabulary and literacy for students at field test schools, was remarkable for the majority of students. It also clearly identified the students for whom the program was not effective, and who needed different interventions.
		March 2011		Due to the success of ILE at the 5 field test schools, it will be adopted for the entire elementary program in

Kris McDowell	October 2009 November 2009 December 2009 Fall 2009 Summer 2010 Ongoing Summer 2010	Glad training and support for special education teachers. Intervention process delineation for ELL and special education students. All special education teachers implemented the new elementary report card after training. Implementation of new preschool assessment kits to align with kindergarten assessment. "Life, Space, Crisis intervention training" for behavior support teachers. Participation in on time graduation project to assure that all students are progressing toward graduation. Summer school offerings for special education students to recover credit.	2010-11. Teachers trained to utilize GLAD strategies in special education classrooms. Increased intervention support for ELL and special education students. Consistent communication with parents of special education students. Consistency in reporting student performance throughout the district. These kits will provide pre-school providers and thus students with increased preparation for kindergarten. Students leaving preschool are assessed with the same standards in mind as kindergarten students, providing kindergarten teachers with usable student data. To be determined. Check of transcripts mid year identified that 75% of freshman and sophomore classes are within 2 credits of "green" status.

	Loretta Comfort	Ongoing	<u>ELEMENTARY</u> DRA, WASL & district reading assessment scores are analyzed for individual and groups of students. <u>SECONDARY</u> WASL & district reading assessment scores are analyzed for individual and groups of students. One math facilitator serves at three targeted schools for 4 days a week. Also an extended day program was instituted at these schools.	SIP plans reflect the focus of instruction. Assistance to students who were identified as being close to meeting standard and who would help ensure the schools meet “safe harbor” were provide additional math support.
Budget department works closely with categorical programs as a set of checks and balances of regulatory requirements and to actively pursue the maximum revenues available.	Jeff Moore Shirley Rochon Karen Buchmann	Ongoing	Successful categorical applications submitted for federal and state revenues such as Safety Net.	Efficient use of resources and no audit findings.

2009-2010
Strategic Plan Progress

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

1.2c Review, field test and adopt a new K-5 reading program. (TE/LC)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Field test and prepare for district-wide implementation of a new K-5 reading program.	Loretta Cornfort Christy Clausen	June, 2010	Current Status: Field testing new reading curriculum in (3) schools, for entire school year. Held (5) meetings with Core Reading Review Committee to select top curricula for field test & adoption. Completed (4) training dates with K-5 Reading Review Committee & selected <i>Good Habits, Great Readers</i> for field test & adoption. Observed all field test teachers using the new curriculum and assessing students with the DRA 2. District Literature Facilitator involved in field test (i.e. demonstrates lessons, meets with classroom teachers and reading	Consistency is seen with instruction, across grades and within grade levels. All teachers within a field test school are able to articulate their instruction and ask questions about strategic work for students. Students are showing increased desire to read, enjoy reading the new books, and are engaged in higher-level thinking as they discuss and read the texts. Field test teachers demonstrating increased confidence when teaching shared reading. All K-5 grade levels are now teaching guided reading. Field test teachers are using DRA data to inform guided reading groups. Teachers are monitoring

			specialists on a continuous basis). District Literature Facilitator met with principals, periodically, to assess implementation status. Facilitators did visitations to schools to monitor field test status. Field test schools are sharing their insight and experiences with fellow colleagues across the district. Teachers from field test schools are aligned with the implementation calendar and pacing instruction appropriately. The other (14) schools have received information about the curriculum, preparing for new materials, and acquiring training on practices related to new curriculum.	student progress more efficiently than in the past. Field test teachers are able to explain reading proficiency, text levels, progress seen/not seen, and beginning to gather various assessments to inform instruction (i.e. retellings, summary rubrics, DRA scores, book frames, unit checklists). The other (14) schools, not involved in the field test, demonstrate a readiness to receive and implement the curriculum. Field test schools using curriculum support documents to align and articulate instruction (i.e. literacy block schedules, reading strategy calendars, learning targets for units, guidelines for guided reading.)
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2009-2010 Strategic Plan Progress

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.2 Align, articulate, and coordinate the district adopted K-12 curriculum.

1.2d Integrate the state Environmental and Sustainability standards into the District science curriculum. (TE/BS)

Activities	Primary Responsibility	Anticipated Completion Date	Status: Evidence of Implementation (Board Report)	Evidence of Impact
Integrate the state Environmental and Sustainability standards into the District science curriculum. Phase 1: Alignment document showing identifying current alignment, and plan to make Environmental & Sustainability and Science connections more intentional—field testing any needed changes.	Bob Sotak	Phase 1: Spring 2010	Alignment Complete K-5, 8-12 in progress. K-5 roll out and feedback at Spring Science Advocates meeting.	New solar energy curriculum component implemented in 9 th grade coordinated science course. (Supports Cedar Wood Solar energy grant.)
Align Lively Environmental Center program with Science and Environmental and Sustainability standards. Phase 1: Develop and field test lessons. Phase 2: Begin implementing new programs in the fall.	Bob Sotak	Phase 1: Spring 2010 Phase 2: Fall 2010	Team met and identified lessons aligned with science program. First three on way for field testing in May.	Grade level field study lessons developed and field tested with students and teachers (elementary science advocates).

Create a CTE/Science cross credit course focusing on Sustainability and the Environment Phase 1: Form study team to identify course outline.	Bob Sotak Carl Fender	Phase 1: Spring 2010	On hold until S.T.E.M. (Science, Technology, Engineering, and Math) plan developed. Looking for Community College partner.	Identified similar courses in area to use as models. Working with Washington GreenSTEM to locate program support funding.
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2009-2010 Strategic Plan Progress

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Student Learning Objective 1

Strategy: 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

1.3a Refine elementary school strategies for accelerating learning for students not meeting standard. (MM/JM/MR)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Provide before and after school academic support for identified students. Provide summer school for identified students.	Matt McCauley Molly Ringo Jim McNally	Ongoing Aug. 2010	The schools have been implementing these strategies throughout the year. Each school identifies which students are in greatest need of additional time and support. Schools in AYP Step sanctions identified students of focus through AYP and Safe Harbor calculations.	Schools have seen positive progress for many students, particularly in the area of reading. Schools are finding it more difficult to make the same progress in mathematics.
Provide push-in and/or pull-out services for students who need additional attention and time.	Molly Ringo Jim McNally Sue Dedrick	Ongoing	Title I resources have been allocated to provide paraprofessional support. Schools are using push-in and pull-out additional support for students in need.	Paraprofessional staff have been implementing support. Teachers with higher numbers of high needs students value the additional adult support.
Identify the number of students by grade level who need to meet standard to get into "safe harbor".	Principals	Ongoing	The schools in AYP status have identified the particular students who need additional support to meet standards.	These students are receiving additional services in reading and math.
Provide schools in AYP status with additional math support to help students meet standard.	Jim McNally Principals Terry Edwards Sue Dedrick	April 2010	The schools have hired a .5 math staff member to work the later afternoon and after school. These four staff members are meeting with students after school.	We need to wait for MSP results.

Implement web-based supplemental math materials (Math Whizz) for instructional and home-based enhancement of math instruction and practice.	Dick Sander		All 17 elementary + middle school SpEd have full teacher implementation (classroom) package. Each elementary school has 15 – 25 home (web-based) licenses and targeted schools (LOE, EME, GAE) have ~120 licenses.	Student usage and progress is tracked with web-based product.
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2009-2010 Strategic Plan Progress

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

1.3b Develop and implement initiatives to increase the number of middle school students who demonstrate readiness for high school as defined by indicators of academic progress and attendance. (MM/JM/MR)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Develop an 8 th grade version of 9 th grade science: Accelerated Coordinated Science. Course includes 8 th grade and 9 th grade science standards.	Bob Sotak Science	Fall 2010	8 th grade Coordinated Science implemented at 4 of 5 middle schools with plans to include the 5 th school for 2010-11.	Course title in 8 th grade now Accelerated Coordinated Science.
Establish criteria to identify students and scale up to all schools with critical mass of qualifying students.		Fall 2010 Spring 2011	Changed course name to Accelerated Science to indicate challenging nature of the course. Reviewing student progress in the course in order to determine how best to identify qualifying students—other than being concurrently taking Geometry in 8 th grade.	Completed field test of course at four middle schools. Four sections of freshmen will be able to start in 10 th grade biology in the fall. This will translate into more students ready for advanced science classes beginning the fall of 2011.
Implement at all middle schools.				Collaboratively developed selection criteria for the course based on prior success in math and science.
Evaluate and make modifications as needed.				Developed informational charts to help clarify how this course is different and how it incorporates content from both 8 th and 9 th grades.
				Expanding the course to all five middle schools beginning next fall.

Field test MS offering geometry for 8 th grade students: Revise pacing guide; Develop common assessment; Provide training for staff; Provide materials and equipment unique to the course.	Dick Sander Mathematics	Spring 2010	Four middle schools using program. Pacing guides nearly complete, but will need work this summer.	Request from one middle school to develop a 7 th grade Accelerated Science to help scaffold students so they will be able to take the 8 th grade course (North). Continual improvement with middle school mathematics preparation related to rigorous course offerings. Increased teacher preparedness in delivering content instruction.
Increase the number of students enrolled in Algebra I and coordinated science.	Mart McCauley Molly Ringo Jim McNally MS Principals	Fall 2009	Increased numbers of students have enrolled in Algebra I and coordinated science.	We will review end of the year grades to determine student success in algebra, geometry, and coordinated science at the middle school level.
Implemented a pilot of the "Explorer" assessment for students in AVID at North Middle School and 7 th grade students at Heatherwood Middle School.	Jim McNally Molly Ringo	June 2010	The ACT "Explorer" assessment tool was piloted at North Middle School and Heatherwood Middle School.	We will have results summer 2010.
Refined the middle school transition.	Molly Ringo Jim McNally Principals	Spring 2010	Schools have worked with the high schools to identify the most important elements for high school readiness and refined the transition meetings process.	The transitions meeting process has been refined. Each middle school held a transition meeting for 8 th grade students. High school staff determined what the most important information was to present and

				Each 8 th grade student and parent had the opportunity to meet with a team of middle school and high school staff to prepare for the transition.	gather during the transition meeting process.
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**2009-2010
Strategic Plan Progress**

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

1.3c Design and implement strategies to decrease by 10% the number of students not graduating on time among all student groups including each ethnic group, low socio-economic status, ELL, and students who receive special education services. (IE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Regular weekly On-Time Graduation Committee meetings held to address student achievement and programs to assist students in meeting graduation requirements.	JoAnne Fabian Terry Edwards	Ongoing	On-Time and Extended Graduation rates climbing for each ethnic group as reported by OSPI. Final OTG goal pending graduation data for class of 2010.	Demographic breakdown of data was reviewed. Credit recovery programs designed and implemented. AVID placements increased. Staff member hired and tracked down students who have left the systems and coded as unidentified. U Tracker – Grant received to pay for the staff member assigned to tracking down students.
Expand summer school offerings to target students that are off trajectory to graduate with their class. Change algebra, geometry,	Bob Sotak JoAnne Fabian	August 2010	Courses ready to offer. Summer school July 6- Aug 13.	Schedule development in process of hiring staff for Summer 2010. Credit Recovery Summer School Super Senior Summer Slam

Coordinated Science to full summer school program for credit recovery. Combine credit recovery 3 week summer program with 6 week summer program to provide saving in program overhead, allowing funding to support more students.					Math/Science EOY Credit Recovery Additional offerings of PE/Health
Expand online course offerings to allow students to access courses during the school year and in the summer. Include OnLine with regular summer school (continuation of past program.)	Sotak/Lancaster	August	Courses ready to offer. Summer school July 6- Aug 13.	To be determined.	
Implement credit recovery programs for secondary students via extended day or embedded in the school day as a "double dose" option.	JoAnne Fabian C. Matthews Cathy Woods		<u>Cascade High School</u> 2 sections of Bruin Academic Mastery offered to sophomores who failed one or more core classes in 9 th grade. Extended day offerings at end of first semester to students in danger of failing. Algebra I credit recovery offered to students who failed first semester with at least a 45 percent average. This will be offered 2 days a week after school for six weeks starting in April. Parents were contacted by phone and by letter.	34 students enrolled 1 st semester. 22 students enrolled 2 nd semester. 24 students in math classes and 26 students in English classes who were failing at the end of the semester earned credit in these classes. So far, we have 18 students who have confirmed that they plan to participate.	
			Credit Recovery summer school for	11 students enrolled. 8 graduated in	

			seniors short of credits to graduate. Plan to offer the same opportunity this year. <u>Everett High School</u> Reducing F's has been a focus of our SIP plan and is reflected in the reading, writing, math and science goals. Those departments in particular are tracking and talking about their progress in having more students passing. Counselors: - fully implemented academic tracker and 4 year planned - o phase one – academic tracker and 4yr grad plan - o phase two starts this spring with college ready edits of 4 yr plan - all have 4 year plans - Red yellow green plans for all students- 70% of students done - Making presentation to all students - Early class schedules to ensure that errors are caught and fixed in time to benefit the student - Senior check ins with administrators - Looking at master schedule to	summer. One graduated in September, one graduated in February. During this credit recovery program, the 11 students recovered 13.5 credits (27 total courses.) Focus on Red Yellow Green reductions in red especially at the 9th grade: 9th 2009- 42 and 2010 – 21 10th 2009 – 85 and 2010- 87 11th 2009 – 118 and 2010- 96 12th 2009 -69 and 2010- 68 12/15 – 1661 F grades 1031 at end of semester Total F reduction from first semester of 2009 – 11.3% SAM Credit recovery # and attendance improvement- 33 students in now.
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			make sure special services and ELL students were properly placed in courses - Master schedule change in math and PE to align more appropriately to address upper classmen being placed out of introductory courses - Opened math courses to address upperclassmen's needs for math SAM Class Just in time math Reinvention of the POI - add staff to implement the program - developed plan and system with staff - rolled out to staff Recruiting students to higher level courses -added AP govt -realigning tech prep Staff development -academically productive behaviors -Pyramid Of Interventions -CEE Survey data: completed data carousel with staff, PTA next, then students Administrators -working with individual teachers to determine the reason for high failure rates and support staff -1 F Letters -students progress reports monthly
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2009-2010 Strategic Plan Progress

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

1.3d Increase the number and diversity of students who successfully complete rigorous course offerings. (MM/TE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Provide information to staff and students regarding rigorous course offerings.	JoAnne Fabian Allison Larsen		Provided data regarding the increase in enrollment in AP and College In the High School (CIHS) courses. Research and communicated to counselors regarding college equivalencies of Advanced Placement (AP) and College In the High School (CIHS) course credits leading to college graduation. Beginning to assemble web-based resource toolkit for college/career readiness. Beginning use of AP potential to recruit students for AP and CIHS courses.	Increased awareness of the benefits for students taking college credit courses through Advanced Placement offerings and/or College In the High Schools.
Implement Academic Youth Development (AYD) at all high schools to enhance Algebra readiness for ninth grade students.	Dick Sander		Summer session (Aug 10th – 15): 50 students, 6 teachers. Agile Mind training (the math	Evidence will be identified at the conclusion of the summer session.

				curriculum part of AYD) (PD): 3 days this year for 6-12 teachers.	
Increase student enrollment in challenging math courses in pre-calculus, and AP Statistics.	Dick Sander JoAnne Fabian	Ongoing			Increased course offerings Increased AVID classes
Develop and implement new high school math programs in College Algebra review and Bridges to Algebra II	Dick Sander			Bridges to Algebra II: 5 sections (2 @ CHS, JHS, 1 @ EHS) this new course revisits important concepts/skills of high school math (mainly Algebra) and is designed to increase achievement in Algebra II – which is taken the senior year. College Algebra Review: Course at each high school to assist students with college math expectations.	Effectiveness will be determined by these students' achievement in Algebra 2 next year. EPS students involved with College Math Placement Test pilot (local college consortium). All post-Algebra 2 students to test this spring.
Increase the number of students of color/diversity prepared for and attending post high school education.	JoAnne Fabian Becky Ballbach Matt McCauley	Ongoing		The Equity and Access Council is in the process of developing an annual work plan. Efforts are underway to inform and encourage students of color to envision going to post-secondary education. Dr. Cohn has requested the counselors expand the fall college nights to include families of color and low socioeconomic status to attend and incorporate a middle school and elementary component. 7th and 8th grade parents of low income students were provided information regarding the state's scholarship program for low income.	College ready data reviewed by OTG. 4 year plans have been expanded to include college ready planning. Additional AVID offerings in the district. Pilot of the Explore assessment at North Middle School and Heatherwood Middle School. Becky Ballbach has met with counselors and the planning of the fall college nights is underway.

**2009-2010
Strategic Plan Progress**

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.3 Expand the time and methods by which learning opportunities are provided in order to ensure that each student meets standard and continues in our schools through graduation and beyond.

1.3e Implement strategies to ensure continued enrollment of returning seniors through their graduation. (TE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Success coordinators and counselors identified and communicated with non-graduates to encourage their continued enrollment in Everett Public Schools or to assist them in identifying a program in which to complete their credit requirement.	JoAnne Fabian Terry Edwards HS Principals	Ongoing	<u>Cascade High School</u> Counselors meet with seniors who will not have met graduation requirements by June to make plans. Students were encouraged to enroll in the credit recovery summer school if they had two or fewer credits to recover. They were encouraged to register for a 5th year if that was more appropriate. Counselors, success coordinators, and administrators meet regularly with the students to ensure that they are on-track with classes and other requirements, including CE. <u>Everett High School</u> Success Coordinators are tracking and meeting with students by credit or test -a couple moved away - one refused to return even after parent contact -1 finishing now	17 continuing seniors were enrolled at CHS on October 1, 2009. One moved away. Five have now graduated. Another student re-enrolled at semester. The 12 remaining students are attending and making progress toward graduation.

		- June - August - August - August - Sept.-Grad - As needed	-rest reenrolled <u>Jackson High School</u> - June meeting with seniors and counselor to develop graduation plan. - Individual phone calls in August to returning seniors to discuss plan and discuss graduation plan. - Hand-schedule each returning senior to ensure student to teacher match and that graduation needs are meeting. - Evening meetings with senior and parents to discuss graduation plans and challenges or issues. - Monthly meeting with counselor/Success Coordinators to check on progress and provide motivation to continue. - When needed a seven period option is offered to provide returning seniors one more option.	- Counselors are identifying credit deficient seniors and will working with them and will meet with them in June to develop a plan. - There is ongoing communication with the seniors and their parents. This includes individual meetings, letters and phone calls. - Once our returning seniors are identified, counselors upon their return in August will hand-schedule every returning senior. - Twice per year evening meetings are scheduled for seniors, struggling students and their parents. Support options and plans are developed. - Our counselors and Success Coordinators currently are meeting with all seniors who are struggling. Support options and encouragement are provided. - On a limited case-by-case basis we have allowed seniors who need additional credits to graduate to enroll in a seventh class, during their lunch, with parent
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					permission. The student and parent are required to sign a contract detailing the expectations for this opportunity.
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2009-2010 Strategic Plan Progress

Student Learning Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.4 Provide effective professional development to increase instructional competencies and student achievement.

1.4a Effectively implement and support school based professional learning communities which emphasize effective instruction in conjunction with improved assessment for learning and grading for learning practices. (JM/MR/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Provide ongoing support to teachers new to profession and/or district.	Lynn Evans	Ongoing	Instructional Coach provides monthly professional development in effective teaching practices for 1st and 2nd year teachers. Instructional Coach provides 1:1 mentoring for 1st and 2nd year teachers. Instructional Coach provides guided observations for all 1st year teachers and self- selected other teachers. Instructional Coach provides classroom observations with data collection, feedback, and self reflection for 1st and 2nd year teachers. Instructional Coach oversees work on in school mentors with new to professional teachers	1st and 2nd year teachers are more confident in their practice. Retention rate among new teachers is high. Instruction for students is consistent.

Implement Professional Learning Communities (PLC) to encourage staff planning and instructional coordination.	Lynn Evans Matt McCauley Dick Sander	Ongoing	Implement Professional Learning Communities (PLC) with beginning educators to encourage cross-district staff planning, instructional coordination and sense of community. Instructional Coach provided opportunities for beginning educators to work in job alike group. Work proceeding at each school. EME, GAE, LOE, JFE, are part of targeted math program.	Instruction for students is more consistent. Teachers build strong cross district cohort. Implement Collaborative Learning Communities (CLC) to encourage staff planning and instructional coordination.
Implement Professional Learning Communities (PLC) to encourage staff planning and instructional coordination.	Matt McCauley Jim McNally Molly Ringo Dick Sander		Schools have effectively utilized the time made available related to the collective bargaining agreement. In addition, many schools have developed schedules for team to meet by providing substitutes. Dick Sander developed an elementary math cadre that meets periodically identifying needs and assisting with the district's math efforts.	PLCs have been meeting and through State of the School Reviews it is evident that not enough time is available and schools would like to see time built into the calendar.
Focus Instructional Leadership Team meetings on effective instructional practices. * Skillful Leader training * Measuring Progress Video * Center for Educational Leadership (CEL) training	Matt McCauley Jim McNally Molly Ringo	Ongoing	Oct. ILT – “Learning Targets” Nov. ILT – “Formative Assessment” Jan. ILT – 5 Dimensions of Teaching and Learning Feb. ILT – 5 Dimensions of Teaching and Learning	Evaluations were conducted at the conclusion of each session. A group of principals acted as an advisory team to the design of each session.

Continue "Grading for Learning" efforts.	Terry Edwards Matt McCauley Jim McNally Molly Ringo OTG Principals	Ongoing	Focus of OTG and level meetings has included "Grading for Learning" implications, progress, and continued efforts.	Principals have continued the efforts at the schools through staff meeting topics, levels meetings, department meetings, and individual conversations.
Implement Observing Evidence of Learning grant Year 1: Summer training: lead teachers (20) and building administrators.	Bob Sotak	August 2009	Summer training completed.	Teachers prepared to implement OEL three times during the 2009-2010 school year.
All secondary science teachers (60) participate in three 2-day (6 days total) Observing Evidence of Learning (OEL) sessions.		Spring 2010	All teachers will have completed six days of OEL by end of April.	Increased calibration of effective classroom lesson design and delivery by science teachers. Increased teacher collaboration in professional development of effective instructional practices.

2009-2010
Strategic Plan Progress

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.4 Provide effective professional development to increase instructional competencies and student achievement.

1.4b Continue to provide training in GLAD, AVID, and differentiated instruction. (TE/LE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increase the number of diverse students participating in programs such as AVID, Advanced Placement, Running Start, Highly Capable, College in the High School, which assist them in preparing for college.	Joanne Fabian	Ongoing	Support and expansion of programs underway.	AVID expanded to Eisenhower and JHS in the coming year – 6 schools total.
				AVID Elementary in Planning phase at Garfield.
				AVID Path training hosted in Everett in October 2009.
	Allison Larsen		Provided data regarding AP Exam scores. Provided data regarding increased student enrollment in AP and CIHS courses. Beginning use of AP Potential to	Several Administrators and experienced AVID teachers taking Culturally Relevant Teaching strand at AVID. As a district we had approximately 450 students attend the Everett Community College Students of Color Conference.

				recruit students for AP and CIHS courses.	
Continue to ensure that GEAR UP students are enrolled in and supported through challenging math courses.	JoAnne Fabian	Ongoing			Number of students exited from program – 7. 4 teachers provided with AP Training. AVID training for GEAR UP Teachers.
Implement AVID at high school sites to encourage non-traditional college going students.	JoAnne Fabian Lynn Evans			Classified training occurred: Office managers 2/1/10 Office support 3/26/10	Planning at Eisenhower and JHS In 2011 all high schools and two middle schools will be AVID schools – 4 schools will be certified in 2011.
Continue to provide ELL training (GLAD) to basic education teachers.	Sue Dedrick	February 2010		GLAD Training was provided for the following groups between October and February: High School Science teachers (14, plus one paraeducator) K-12 Special Education teachers (21) Elementary (10 teachers, 4 paraeducators, 1 counselor) Middle and High School Science teachers (21) Elementary (20 teachers, 5 paraeducators, 1 counselor)	Evaluations indicated that teachers and paraeducators intended to implement GLAD strategies when they returned to the classroom. Anecdotal evidence from principals confirmed this. This is not the first training for secondary science teachers, who requested this additional GLAD training. They have enthusiastically embraced GLAD in their classrooms.

Provide ELL training (GLAD) to all secondary science teachers.	Bob Sotak	Winter 2010	Virtually all secondary science teachers have completed GLAD training.	Increased use of GLAD strategies in science instruction.
GLAD resource materials reproduced and prepared to be included in K-5 science kits.	Bob Sota	Spring 2010	Materials development completed by GLAD teachers, being reviewed by elementary science facilitator. SRC staff organizing volunteers to prepare packets for each kit.	Increase district-wide consistency in use of GLAD strategies in grades K-5 to enhance science instruction.
GLAD resource materials roll out: Science advocates spring meeting		Spring 2010		

**2009-2010
Strategic Plan Progress**

**Student Learning
Objective 1**

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.4 Provide effective professional development to increase instructional competencies and student achievement.

1.4c Provide content training for elementary teachers and principals regarding mathematics instruction emphasizing the new state standards. (TE/DS)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Professional development on State K5 math performance expectations aligned with District math adoption.	Dick Sander	Ongoing	K-5 Blueprint PD (one-hour) training at each school. LJL target of specific number-sense PEs. PEs are part of every PD contact with teachers.	Teachers are using Unit assessments (K-8) that have been aligned to state PEs. Classroom instructional goals (1 Can statements) reflect new expectations.
Math instructional facilitators provided job embedded professional development on performance expectations and math and reading strategies.	Dick Sander	Ongoing	Developed an elementary math cadre to assist in identifying elementary needs.	Math and Reading instructional Facilitators will provide job embedded professional development on performance expectations and math and reading strategies.
Provide an array of summer professional development options to teachers to increase math and reading content knowledge and instructional skills.	Dick Sander		Initial summer (2009) one-day PD: blueprints/instruction attended by ~20% elem and ~80+ % middle school teachers.	Provide an array of summer professional development options to teachers to increase math and reading content knowledge and instructional skills.

2009-2010
Strategic Plan Progress

Student Learning
Objective 1

Each student demonstrates achievement of district and state standards as each progresses toward graduation from high school and becomes a productive and responsible citizen.

Strategy: 1.4 Provide effective professional development to increase instructional competencies and student achievement.

1.4d Continue to implement a comprehensive professional development plan to enhance cultural awareness and multi-cultural competencies of District staff. (LE/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Implement a staff development plan to increase instructional strategies to close the achievement gap.	Lynn Evans Matt McCauley		Instructional Coach is collecting strategies for insertion into all district training. All paraeducators require LETRS training (reading/literacy.)	Instructional Coach will work with facilitators and specialists to integrate this knowledge across the PDC offerings. Instructional Coach will present information to principals and program leaders for integration across curriculum areas.
Provide ongoing district-wide staff training emphasizing the priority of building relationships between students, teachers and administrators to each student can become successful academically, socially, and emotionally.	Matt McCauley Lynn Evans		Recommendations from last year's Superintendent's Task Force on Diversity have been reviewed by the Equity and Access Advisory Council and considerations are being developed in the Equity and Access Advisory Council Work Plan.	Yet to be determined.
Provide ongoing training and experiences for students and staff to increase cultural competencies.	Lynn Evans Matt McCauley		Instructional Coach has attended training in cultural competency. HR staff has attended training in cross-cultural communication.	Instructional Coach applies strategies with 1:1 mentoring of beginning educators to reinforce the need for cultural sensitivity with students and their families.

Visitation team to Federal Way Public Schools to identify there goals and plans for staff development related to multi-cultural competency	Matt McCauley	Spring 2009	Instructional Coach attends monthly OSPI Mentoring Roundtables which focuses on cultural sensitivity. A team of eight EPS members spent a day meeting with Federal Way Public School staff.	The team learned about the methods employed by Federal Way Public Schools. The team is meeting in June to review the learnings and identify elements that may benefit Everett. The information is being shared with the Equity and Access Advisory Council.
Attended a presentation by Gary Howard at Western Washington University.	Matt McCauley	Fall 2009	A team of four attended a Gary Howard workshop to determine if this approach to multi-cultural education may be beneficial to Everett Public Schools.	The workshop presentation provided an opportunity to participate in summer training. It was determined that this would not be our next steps in developing a district staff development approach to multi-cultural education at this time.

2009-2010 Strategic Implementation Plan

District Organization Objective 2

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.

2.1a Review and determine implementation of the recommendations from the Superintendent's Task Force on Diversity. (GC/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Gather, review, and evaluate data on disciplinary practices, particularly regarding the types and variety of discipline, frequency and severity of discipline, and level of discipline.	Matt McCauley	Ongoing	An Equity and Access Advisory Council has been developed, has developed operating norms, and is in the process of developing goals.	The Equity and Access Advisory Council will be reviewing disciplinary data in June 2010.
Develop and implement a plan to ensure that staff, students, and parents feel a sense of a safe and welcoming environment in their school and the district.	Matt McCauley	Ongoing	Educational Effectiveness Surveys were conducted at all schools. These perceptual surveys provided valuable data to inform school and district needs.	Students, parents, and staff had the opportunity to inform the schools and districts of their perceptions. Survey data was reviewed by Cabinet, the Superintendent's Leadership Team and school staffs.
Develop a district wide Diversity Committee reporting to the Superintendent comprised of Everett Public Schools employees (including district-wide executive leadership, teachers and staff), parents, students and community members and stakeholders to continue the work of the task force	Matt McCauley	Ongoing	An Equity and Access Advisory Council has been developed, has developed operating norms, and is in the process of developing goals and a work plan for 2010-11.	Five Equity and Access Advisory Council meetings to date. Norms developed. Work plan is in development

and move diversity efforts forward. The composition of the committee shall include persons from diverse backgrounds.					
Continue to focus on recruitment and selection of qualified minorities to create a diverse work force.	Lynn Evans	Ongoing	Reports provided by Human Resources show an improvement in the ability of the District to attract and hire a diverse workforce that reflects our community.	To the extent that positions are open and identified to be filled, work with Human Resources to attract qualified minority candidates. Provide training opportunities that will enhance the skill set of a new employee.	

**2009-2010
Strategic Implementation Plan**

***District Organization
Objective 2***

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.

- 2.1b** Implement additional strategies and training to support welcoming environments in classrooms, schools and the district with a special emphasis on relationships with students and minority parents. (MM/JM/MR)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Continue to evaluate and expand menu to include items that meet the needs of customers with religious restrictions. Translate menus using current nutrition software into Spanish.	Debbie Webber	June 2010	Retrain kitchen managers to the need to meet the food needs of their school's population. Publish a statement regarding vegetarian options on elementary menu. Lunch menu is translated into Spanish at all levels and on the web page.	Vegetarian students and students with religious diet restrictions eat lunch at school. Spanish speaking students utilize the Spanish menu.
Implement strategies to support welcoming environments in classrooms, schools and the district.	Matt McCauley Molly Ringo Jim McNally		School Improvement Plans include a component for Safe and Welcoming Environments Educational Effectiveness Surveys were collected from parents, students, and staff to inform schools of the perspective related to a welcoming and supportive environment	Schools submitted activities and strategies for increasing parent involvement. Data was collected and reviewed at the school level and district level

2009-2010
Strategic Implementation Plan

District Organization
Objective 2

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.1 Foster an environment that respects diversity, equity, civility, and physical and emotional safety.

2.1c Expand training and resources for Everett Public Schools to meet the requirements outlined in the district emergency plan and in SSB 5097 to maintain all work sites as safe places to work and learn. (MR)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Provide regular training to campus security staff.	Molly Ringo	September 2	Campus Security Officers, School Resource Officers, Sgt. Robert Goetz & Cpt. Bill Deckard of the Everett Police Dept. met to discuss summertime law enforcement activities and trends, with an emphasis on gang activity, in preparation for the opening of school.	Campus Security and School Resource Officers began the school year with common understandings regarding school security issues which facilitated communication and teamwork at each school site.
		February 1	Received de-escalation training from Ellis Amdur of Edgework: Crisis Intervention Resources.	Campus Security Officers have reviewed appropriate de-escalation strategies.
		February 16 March 16 May 19 April 15	Campus Security officers attended diversity trainings sponsored by the City of Everett and Everett Public Schools: Russian/Ukraine African American Latin American	Increased awareness of cultures and ethnicities of students and families in the Everett area.

				Received updates from Detective with Everett Police Department's Gang Task Force on local gang trends and activities.	
Establish regular communication meetings between the school district and the three law enforcement agencies that serve the district.			December 2	Met with a liaison from the Snohomish County Sheriffs Office.	Strengthened communication with the Mill Creek Police Dept. and Snohomish County Sheriff's Office.
			September 30, March 25 & May 26	Met with a representative from the City of Mill Creek Police Department.	
			September 2 & March 9	Met with a representative from the City of Everett Police Department.	Strong relations with the Everett Police Dept. have been maintained.
Evaluate communication tools for safety and emergency purposes.	Ken Toyn		June	Audit site satellite phones to ensure unit operations and determine potential procedure or protocol changes and additional user training needs.	Additional communication needs have been identified.
				Create and implement emergency drill using satellite phones.	Based on satellite phone audit, plans are now able to be developed for the emergency drill.
Provide new student safety drills and/or orientations on school buses.	Bob Collard Terrie DeBolt	Ongoing		Friday Reports will be utilized to advise the Board of significant events affecting pupil transportation.	WAC 392-145-080 and District Policy 8123 establish the student safety and bus evacuation requirements. District and contractor administrators monitor and ensure compliance.
Work with schools to review and modify safe walking routes in order to ensure student safety.	Bob Collard Terrie DeBolt	To be completed each fall and spring.		Copies of safe walking routes will be provided to each school.	At the request of school administrators, and using transportation planning software, work with school staff and PTA volunteers to develop safe-walk routes in accordance with RCW 47.04.300 and WAC 392-151-025.

**2009-2010
Strategic Plan Progress**

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

**District Organization
Objective 2**

Strategy: 2.2 Align district decision-making, resource allocations and operations.

2.2a Prioritize district resources and operational practices to conserve resources for student achievement. (JM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Distribute district resources equitably based on achievement gaps and students not at standard.	Jeff Moore Terry Edwards Matt McCauley	May 2010	Assessment of available categorical and basic ed resources, revised regulatory requirements and AYP status of schools is ongoing to determine allocation of resources to schools and departments to best support achievement gaps and students not at standard.	Formal budget development will orchestrate the equitable allocation of resources from all revenue streams to provide a balanced delivery of instruction that supports the needs of each student.
Administer a budget reduction process to determine the allocation of resources for the 2010-11 school year and beyond. Include various stakeholders including students, parents, community, bargaining groups as well as central and school administrators. Evaluate and pursue feasible operational efficiencies of business processes while maintaining adequate internal control processes.	Jeff Moore	March/April 2010	The Fiscal Advisory Council (FAC) was formed in December and over a three month period developed a set of recommended reductions and revenue increases to support the 2010-11 budget development. This list has been posted on the district website and was the basis for the Reduced Educational Program (REP) adopted by the Board at the April 20, 2010 meeting.	The FAC has completed a list of recommended budget reductions. Community input included FAC member participation and 4 evening community education and input events. The FAC process included active communication via a number of mediums. Careful consideration has been given to work with individuals who may be subject to reduced hours or job loss.

Coordinate budget development process.	Jeff Moore, Shirley Rochon, Karen Buchmann	July 2010	Schools and Departments have completed their respective staffing processes. Adoption of the REP facilitates the completion of State form F-195 for Board adoption.	Budget is on schedule to be balanced and adopted on July 6, 2010 in compliance with state laws.
Plan and implement the sale of the final \$49.8 million of bond debt as approved by voters in 2006 to complete the remaining construction projects.	Jeff Moore	October 2009	Financing team was developed including underwriter, bond council and financial advisor to evaluate rate structures, debt mechanisms and plan for issuance of debt. Coordinate debt structure with future bond sales as well as upcoming capital and educational program levies.	Negotiated bond sales occurred in September and closed in October utilizing Qualified School Construction Bonds, Build America Bonds and Standard Unlimited Tax General Obligation bonds to realize savings to our tax payers of \$15 million.
Administer process of Election 2010 for the Educational Program & Operations levy and the Building Repair & Technology levy.	Jeff Moore	February 2010	Debt structure was developed to support the recent Bond sale, as well as the two proposed levies with no increase in the tax rate above the 2010 level of \$4.65 per \$1,000 of AV.	Passage of issues on voter ballots providing financial resources to achieve district objectives.
Foster projects, initiatives, and ways of working with regulatory agencies and auditors to produce positive audit results.	Gina Zeutenhorst All Finance Dept.	Ongoing	Everett again has no finding or management letter items for the seventh year in a row.	Positive audit results or mitigated audit reports when any non-compliance or issues are found in an audit.
Protect the district from loss, theft, misuse, or abuse of district resources.	Gina Zeutenhorst All Finance Dept.	Ongoing	Organizational culture that is proactive, ahead of other districts in displaying first understanding, and implementation of smart practices that reduce the risk of loss, theft, or misuse of district resources.	Positive audit results, or mitigated audit reports when any non-compliance issues are found in an audit.
Implement and update financial software so the district continues to use optimum and crucial current technology.	Gayla Jenner Maureen Morlock All Finance	Ongoing	Technological advancements are inherent with any software product requiring scheduled updates, adequate communication and associated	Allows support staff to operate most efficiently and devote their time and efforts to other important tasks in supporting student learning. District

				education to minimize potential impacts to our users.	employees will have more control and visibility to information.
Proactive risk management to protect district assets – continue to monitor incident reports and investigate hazards and issues as they arise.	Jennifer Farmer Kim Walker	Ongoing		Full premium discounts received annually from the Risk Assessment Survey conducted by the Washington schools Risk Management Pool.	Programs are in place to support the safety of our students, staff, property and our general public while in our facilities or on our sites.
Develop and implement updated Resource Conservation Management program.	Bob Collard Gary Jefferis	Phase I to be completed June 2010. Phase II to be completed June 2011.		Periodic progress reports to be provided through Friday Reports and in budget approval process.	A first year General Fund savings goal of \$125,000 and a total savings by the end of the second year of \$300,000.
Continue to ensure that community has ability to use district sites without interrupting students or school programs.	Bob Collard Ysella Perez	Ongoing		Continued use of district facilities by the community.	Growth in community use revenues and reservation of facilities. Quarterly coordination meetings with Facilities, Maintenance, Athletics and Community Services to maximize facilities and fields availability. Development of a marketing plan to increase the use of the Little Theater.
Work with project teams (consultants and contractors) to create appropriate learning opportunities for students and staff during design and construction.	Hal Beumel	Ongoing		Learning activities incorporated into the schools' educational program by staff with participation of consultants and contractors.	Better understanding of the design & construction process by building staff and students.
Continued involvement of instructional staff in design and construction to provide appropriate facility response to instructional and operational needs.	Hal Beumel	Ongoing		Development of educational specifications prior to schematic design.	Better understanding of process and less confusion, stress and uncertainty of staff during design and construction process.

**2009-2010
Strategic Plan Progress**

***District Organization
Objective 2***

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.2 Align district decision-making, resource allocations and operations.

2.2b Coordinate and align instructional and operational technology initiatives with a focus on student learning. (JM/KT)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Evaluate implementation of Point of Sale (POS) software to Student Stores to replace failing systems. Pursue alignment with general fund POS system.	Gayla Jenner G. Zeutenhorst D. Van Duren Jennifer Farmer	March 2010	Student stores will be evaluated for network & hardware needs to determine feasibility of installing POS software interfaced with district to provide enhanced security and learning tools for students.	Student stores will have greater inventory reporting capabilities, greater security and tools for student cashing, and store revenues will integrate electronically with district software systems.
Provide online credit card payment tool for parents to view/pay student fines for school sites.	Gayla Jenner G. Zeutenhorst D. Van Duren Jennifer Farmer	February 2010	New website is implemented and tied to credit card merchant account, parents notified of the accessibility and opportunity to pay online.	Payments received and processed electronically, fine revenues integrated with district's IFAS software.
Ongoing support of online credit card payments for fines, including balancing, training, administering program, monitoring fees, etc.	D. Van Duren	Ongoing	Ongoing training and customer service to staff users and coordination with vendors to support efficient operations.	Automation of payment processes to decrease outstanding payment for services, fees and fines as well as convenience for customers.
Continue to enhance and maintain current online systems and related infrastructure to enhance student learning and teaching, monitor student academic progress, support district operations, and effectively communicate with staff, students and parents.	Ken Toyn	August 2010	Data Center network core switching platform upgraded for fault tolerance and redundancy and in use. Fiber Optic MAN and related equipment installation completed and in use.	Users were provided with a technology infrastructure that provides the continuous services necessary to support the advancement of student achievement.

			Network server consolidation and virtualization project completed and in use. WIFI network equipment deployed and configured in all eligible buildings and in use. Email archiving system installed as required by statute.	
Update the district's Curriculum & Technology Plan for Student Learning for effectively using technology to enhance student learning, establish flexible solutions that maximize and modernize current inventories, and identify and address gaps in technology that enable the teaching and learning of 21st century skills across all curriculum areas.	Ken Toyn	March 2010 May 2010	Board approved updated plan. OSPI approved plan. District is eligible for federal grants and e-rate discounts. Continue detailed planning for summer 2011 implementation.	Technology Plan provides the framework to define the optimum utilization of resources to support student achievement.
Leverage and promote the strength and flexibility of online, web-based tools to support instructional data and communication requirements as well as to improve the efficiency and effectiveness of the organization.	Ken Toyn	December 2009	Deployed new and improved online Elementary School Progress Report to all elementary schools aligned with State Performance Expectations to improve parent communication. Various new and updated network services were introduced and supported to leverage network infrastructure investments. (i.e. DRA2, online management systems, online payments, new transportation application, WIFI textbook inventory, etc.)	Implementation of new systems will replace outdated and less functional systems.

Define, prioritize, integrate, and communicate all instructional and operational technology development initiatives consistent with available resources and this Strategic Plan via the Technology Advisory Council.	Ken Toyn	August 2010	Council meets on a regular basis. Cabinet receives periodic updates.	Technology Council meets on a regular basis and makes recommendations to the Superintendent's Cabinet on the various initiatives.
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**2009-2010
Strategic Plan Progress**

**District Organization
Objective 2**

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.2 Align district decision-making, resource allocations and operations.

2.2c Systematize decision making to ensure resources are identified to meet short- and long-term obligations. (JM/MG)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Ongoing analysis of enrollment history and trends, collaboration with external agencies for annual enrollment projections to support staffing allocations and budgeted revenues.	Mike Gunn Jeff Moore K. Buchmann	Ongoing	Utilization of the enrollment projections provided by the outside consultant as a basis to work with Facilities and Planning and site principals to support future projections.	Minimize classroom staff adjustments made during first few days of school that may have negative impact on student learning. Meet class size goals in balance with fiscal resources.
Refine monitoring processes for school and department budget status and spending in alignment with budget throughout the year.	Shirley Rochon K. Buchmann	Ongoing	Checks and balances are in place to provide the necessary oversight of fiscal operations.	School principals and budget authorities are informed monthly of their discretionary budget status and remaining capacity reviewed for accuracy.
Oversee grant management for compliance purposes.	Shirley Rochon K. Buchmann	Ongoing	Checks and balances are in place to provide the necessary oversight of fiscal operations.	Clean audit reports with no findings.
Develop and implement Asset Preservation Program to preserve eligibility for future state matching funds for construction projects.	Hal Beumel		Building evaluation and condition report submitted to school board for Gateway MS and Jackson HS for approval no later than 4/1/11.	No reduction in the amount of future state matching funds for modernization of Gateway MS or Jackson HS.

Prepare for implementation of new state-wide transportation funding model expected in 2011-2012.	Mike Gunn Bob Collard Terrie DeBolt	Ongoing	The 2011 Legislature will determine if funding will be available in order for the change to be implemented for the 2011-2012 school year. The 2011-2012 budget to be adopted by the Board will reflect that change.	Communications from OSPI, WSDDA, WASA, WASBO and other organizations will be monitored to remain informed of changes in funding policies and procedures.
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**2009-2010
Strategic Plan Progress**

**District Organization
Objective 2**

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.3 Recruit, hire and retain quality staff.

2.3a Continue Everett Public Schools focus on recruiting a diverse workforce (LJE)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increase workforce diversity, with special emphasis on teaching and administrative positions.	Lynn Evans	Ongoing	Participation in TEA (Teacher Education Advancement) initiative with Everett Community College. Partnership with Marysville and Monroe. Advertise in publications for diverse readers. Continue to be on the look out for diverse candidates.	18 students of color enrolled in pre-service courses at Everett Community College. HR and ESD administrative staff mentor the students. Maintain diversity despite economic downturn
			Student Intern/Teacher Affiliation Agreements Bi-annual Student Intern Workshop provides district overview, opportunities, hiring practices and helpful hints.	One hundred fifty-one (151) student interns/teachers from fifteen (15) universities and two states. Promote the Intern Substitute certificate which enables a <i>student teacher</i> to substitute in the classroom to which they are assigned for student teaching, in the absence of the supervising teacher.

Ensure all teachers meet Highly Qualified Teacher status.	Lynn Evans		In person recruiting: Campus visits & career fairs including the 28 th Annual University of Washington Diversity Career Fair	Strong pool of potential candidates which we know and who know district curriculum. Continued a recruiting relationship with UW. Provided opportunity to inform students of employment such as classified, IT, engineers, constructional management, communications/public relations, etc. to a diverse group of students. Recruit paraeducators and lead toward teacher program.
			Provided course work in reading and math – WESTE exam study courses	

**2009-2010
Strategic Plan Progress**

**District Organization
Objective 2**

The school district is organized to ensure each student learns to high standards in a safe and secure environment.

Strategy: 2.3 Recruit, hire and retain quality staff.

2.3b Enhance training to administrative and supervisory staff on effective evaluation practices for classified staff.

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Provide training for classified administrators in supervision and evaluation of classified staff.	Lynn Evans	Ongoing	1/2 day training with attorney on effective evaluation procedures. Support in addressing performance concerns through assistance with plans for improvement, letters of direction, investigations, and employee discipline.	Setting of common standards of performance. More consistent application of evaluation process.

**2009-2010
Strategic Plan Progress**

**Partnerships
Objective 3**

Partnerships result in students learning to high standards.

Strategy: 3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

3.1a Supporting the schools' efforts to build and foster partnerships by publicizing the partnership opportunities and student learning benefits; reinforce the ways public support and involvement enhances student success. **(LE)**

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Develop community partnerships with numerous community groups and work cooperatively in a manner beneficial to all concerned with a focus on what is best for our students and families.	Mary Waggoner		In spring 2009, the position of Partnership Coordinator was eliminated. As a result, the communications department focused fewer staff resources on first-of-the-year efforts to gather back to school supplies, support of United Way and Comcast day-long volunteer efforts, encouraging Culminating Exhibition mentors and panelists, maintaining the volunteer registration and clearance process and publicizing partnerships that make a difference for students. We partnered with the Census Bureau and local organizations supporting census efforts to get information out to staff, students and parents through our website, parent newsletter, principals' packet and staff e-newsletter. Some publications were in	1,300 backpacks and supplies were gathered and distributed at the first of the school year. Coordinated donations of office and school supplies from various organizations and got them in to the hands of students and staff. Print issues of Everett Schools, news releases and Points of Pride on the web have featured partnership relationships with direct impacts on student learning. As a result of the STRIVE story in the winter issue of Everett Schools, the special education department received an offer of a cash donation to the program (details about that donation are in the works between the donor, who wishes to remain

			other languages to reach a more diverse population. We also promoted census curriculum resources for staff. We partnered with Volunteers of America and United Way to publicize community resources, classes and services to our staff and parents. One specific resource we promoted was United Way's free tax preparation for community members. We promoted that service through school newsletters, NewsLinks staff e-newsletters and InTouch parent newsletters. We continued our partnership with Everett Community College to have work study students read with students at elementary schools. We partnered with Snohomish Health District to create awareness and materials about H1N1 prevention to reassure the public of our proactive measures to keep students safe and healthy.	anonymous, and special education administration). United Way Day of Caring again brought dozens of volunteers to work in schools in September 2009. On April 24, several hundred Comcast volunteers dedicated a full day to fix up and clean up projects at H.M. Jackson, Sequoia and Heatherwood. We publicized the need for Culminating Exhibition (C.E.) panelists and mentors as part of our follow up to the Superintendent's community meetings, Everett Schools Winter edition and a community letter from the Superintendent that went to nearly 5,000 neighbors of our schools. We received responses from some who confirmed they were going to sign up to help. We streamlined our volunteer application and clearance process, making it easier, paperless and more efficient with it now being online. This helped all volunteers, including those volunteering as C.E. mentors, and directly benefits students. As of June, 2010, we have had nearly 1,100 volunteers apply online, which is approximately one third of our total
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				applications since our launch date of Sept. 21, 2010. We had over 200 clicks on a Volunteers of America newsletter we linked to in an InTouch parent newsletter, showing that people are clearly in need of and interested in community resources and services for their children and for themselves.
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**2009-2010
Strategic Plan Progress**

**Partnerships
Objective 3**

Partnerships result in students learning to high standards.

Strategy: 3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

3.1b Assessing community information needs and opinion about the district and schools. (LE/CS)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Implemented the Educational Effectiveness Survey in the fall of 2009.	Matt McCauley Terry Edwards Mary Waggoner	December 2009	Parent, student, and staff perceptual surveys were implanted at all sites to include grades 4 – 12.	Data was processed at the schools, with the Superintendent's Leadership Team on three occasions, and by Cabinet on several occasions.
Fiscal Advisory Council	Jeff Moore	Ongoing	Several meetings in which community members participated in determining priorities for district budgeting.	The Fiscal Advisory Council provided a responsive recommendation to the Board regarding a Reduced Educational Plan.
Superintendent's Community Meetings regarding the state of the district and budgetary implications.	Gary Cohn Mary Waggoner	Winter of 2009-10	Dr. Cohn presented at numerous community breakfast meetings to share the status of the district and realities of the state fiscal environment.	Attendance at the breakfast meetings was strong and involved key community members.

**2009-2010
Strategic Plan Progress**

**Partnerships
Objective 3**

Partnerships result in students learning to high standards.

Strategy: 3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

3.1c Increasing the number of subscribers using the *InTouch* subscription e-mail system by at least 25%. (MW)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increasing the number of subscribers using the <i>InTouch</i> subscription e-mail system by at least 25%.	Mary Waggoner	Complete	We encouraged people to sign up for <i>InTouch</i> in nearly every electronic and print publication we sent.	Our <i>InTouch</i> subscribers now number over 12,000.

**2009-2010
Strategic Plan Progress**

**Partnerships
Objective 3**

Partnerships result in students learning to high standards.

Strategy: 3.1 Design and implement systems for engaging students, staff, parents, employee organizations, educational organizations, community, and businesses in partnerships that support classroom efforts to bring student learning to high standards.

3.1d Incorporating applicable elements of the Diversity Task Force recommendations into district communications. (MW/MM)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Increase communication with students, parents, and staff about how to access support, assistance, and community services.	Mary Waggoner	Ongoing	Partnered with the Census Bureau and local organizations supporting census efforts emphasized anonymity of the count process and how resulting data would benefit community. Partnership with Volunteers of America and United Way highlighted resources, classes and services available for parents and staff. United Way's free tax preparation for community members continues to help low income families and staff. The <i>find help for families</i> link on district website puts parents and staff in touch with local and regional agencies offering support for unemployment, finances, housing, health, parenting, volunteer, education and training	1,300 backpacks and supplies were gathered and distributed at the first of the school year and have led to more strategic efforts involving more organizations planned for fall of 2011 Within two hours of the link being distributed through InTouch, more than 200 people clicked on a Volunteers of America newsletter linked to in an InTouch parent newsletter. More than 2,000 "hits" are recorded on the <i>find help for families</i> webpage since its posting in fall 2009.

				needs. The communications department coordinates with the district administrator overseeing school counselors to share information about resources available for students and families.	
Increase representation of diverse groups participating in school and district committees and forums.	Mary Waggoner			Community Engagement events: The Community Engagement organizers are going to great effort to gather a diverse group for each of their events, talking to each person who expresses interest in participating. They are translating news releases into Spanish to ensure their message is being received by a wider audience. Superintendent's breakfasts and lunches: We asked schools to suggest parents they felt were key communicators in their school. Many of these parents were liaisons for a population whose first language was not English or were English language learners themselves. A more diverse group of parents and community members participated in the superintendent's breakfasts and lunches. District publications, including the website, feature students and adults representing our diverse population.	

Strategic Plan Progress

Partnerships Objective 3

Partnerships result in students learning to high standards.

Strategy: 3.2 Enhance communication to the public on state and district learning goals, graduation requirements, student progress, and district finances.

3.2a Integrate existing electronic communications systems with district data to capitalize upon these technologies to continually increase efficiency and consistency and to reduce costs. (MW/KT)

Activities	Primary Responsibility	Anticipated Completion Date	Evidence of Implementation	Evidence of Impact
Enhance communication to the public on state and district learning goals and graduation requirements.	Ken Toyn Mary Waggoner Terry Edwards	Ongoing	This activity is ongoing. Information about graduation requirements remains on the website. The email <i>InTouch</i> system helps remind parents of key dates and activities, and principals routinely use ConnectEd to notify parents of key dates and events. Middle to high school transition activities each spring lay the ground work for students to succeed as they move from 8th to 9th grade and most schools imported a Cognos report into Connect-ED to announce these events. News of the district's improved graduation rate was front and center on the website, in news releases, and in public presentations by Dr. Cohn. The same is true of the district's higher-than-state average WASL	We now use the existing Winocular applications (used by Human Resources) to gather our volunteer applications electronically. This has eliminated a lot of incomplete and illegible forms, data entry and the effort to correct all of these. We streamlined our volunteer application and clearance process, making it easier, paperless and more efficient with it now being online. As of April 1, 2010 we have had nearly 1,000 volunteers apply online, which is approximately one third of our total applications since our launch date of Sept. 21, 2010. We use data collected from Winocular and stored in Microsoft Access to make Connect-ED calls twice a year to notify volunteers when they are about to expire, which

			scores for 2009. Every issue of Everett Schools, <i>InTouch</i> message and the major focus of news releases, Points of Pride and home page focus of the district website was tied to student achievement. Superintendent's letter to school neighbors focused on achievement and encouraged volunteer efforts at school to help sustain high levels of achievement. We used Connect-ED to announce classroom teacher assignments at the beginning of the school year, saving the district money and time by eliminating letters mailed to parents. We are now using more free online social media applications to reach a wider audience with our existing resources, drawing them to our website and to make announcements. These messages are often about student achievement or invited them to community budget meetings, which further covered district learning goals and student progress. Media staff often subscribe to these feeds as well.	eliminates paper, postage, and individual phone calls. We received many renewals and responses from those volunteers as a result of our call. The number of social media subscribers (Facebook and Twitter) has grown since we implemented them. We sometimes see our messages re-broadcast by other organizations such as NWESD189 as well as individual subscribers. Reporters have stated that they learned of stories from our social media outlets and followed up with the district to get further information for their articles.
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Board Agenda Request Form

Date of Board Meeting: 06/22/10

9. b.

Subject

Title:

Work Session: Debriefing of Two Community Engagement Events for Strategic Planning Renewal

Recommendation:

N/A

Background

Purpose/Summary:

The administration and consultants will present information and perspectives gleaned from the second and third community engagement events on topics important for the district's strategic planning renewal process. The second community engagement event focused on conversations about Community and Family Partnerships, and the third event was a Student Engagement Event focused on conversations around technology. The two remaining community engagement events, scheduled to occur during the next 3 months, will be focused on Equity & Access; and Work, Career and College Ready.

Previous Related Action:

None

Additional Information

Agenda Placement:

☒ Work Session

☐ Action

☐ Consent Agenda

☒ Attachment(s)

Presentation Time 30 Minute(s)

of pages 2

Submitted By: Mike Gunn

Contact Person(s): Mike Gunn

Signature: _____

Approval

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

☒ Approved

☐ Denied

☐ Revised (see attached)

By: _____

Jeffrey D. Moore
Executive Director, Finance & Operations

By: _____

Michael T. Gunn
Executive Director, Facilities & Operations

Date: _____

Date: 6/11/10

Comments:

Community Engagement Event: April 27, 2010
Community and Family Partnerships

On Tuesday, April 27, 2010, approximately 60 members of the Everett community and public schools came together at Cascade High School to discuss the importance of community and family partnerships to the Everett Public Schools.

The evening began with table participants getting to know each other through a structured introduction process that included sharing why they were there and what they thought about community and family partnerships with respect to the school district. Posters showing the logos and visions of many local organizations with a history of educational partnerships surrounded the tables to show participants the variety of opportunities in this community. Three guests speakers talked about their efforts at community partnerships: Art Ruben represented the Lions Club and discussed its community partnership activities; Sam Whiting spoke about Boeing's partnerships with education programs; and Carl Zapora spoke of the work of the United Way of Snohomish County. Each shared valuable insights to help participants frame their own perspectives on the roles and importance of community and family partnerships to the Everett School District.

After lively discussions about what they had heard from presenters and a brief question and answer period, participant groups were asked to respond to two important questions: 1. Given all you have seen, heard and discussed tonight, what important needs could be served by community and family partnerships with Everett public schools? What actions could the district take to create and sustain a broad range of community and family partnerships?

Discussions focused on a variety of topics important to the district. Many participants discussed the importance of having liaison resources between the community and the district, and recommended increasing the number of volunteers in the schools. Suggestions were made to strengthen partnerships already in place, for example, ties with the early learning community. Communication was a significant focus for table discussions: topics and recommendations centered around information-sharing and outreach activities, as well as specific strategies for increasing communication efforts. It was noted that community members would like to see more opportunities like these community engagement events.

It was also noted that partnership activities need to be carefully managed to ensure they support and enhance the district educational mission. And a number of people cited effective partnerships as a core value of the district. Further, some way to assess the effectiveness and usefulness of such partnerships was deemed necessary. Overall, the themes of resource sharing and collaboration resounded throughout the evening.

Participants shared enthusiasm and energy for the topic at hand, and many took opportunities to thank district leaders for inviting them to participate in these events. Analysis of feedback forms completed at the end of the session corroborated the enthusiasm and commitment of participants. Everyone felt that their opinions were heard, and felt comfortable sharing those opinions most or all of the time. In general, they felt the process was a good one, and that the panel was an effective method to use in this setting. Finally, of the 44 participants who completed feedback forms, 38 said they want to participate in such an event again, and 6 said they might like to do so if they had time in their schedules.

Student Engagement Event: May 18, 2010

Technology

On Tuesday, May 18, 2010, a diverse group of 37 students representing all four grades and all four high schools, in the Everett Public Schools attended a Student Engagement Event to add their ideas to the information being gathered for the district's strategic renewal process. It was an evening filled with high energy and hard work. Participants rated it a success.

With music playing and an ongoing slide show depicting technological change in its many facets in the background, thirty-seven students engaged in focused and heartfelt table conversations. This event was student-initiated, and a team of students helped design and deliver it. Participants were first challenged to share information about how their perceptions of technology differed from their parents' perceptions. They watched several video clips about the potential impact of technology on students, education, and the world. They listened to questions raised by several facilitators about the potential impact of technological change on the future of education, extracurricular activities, support systems and partnerships, communication and collaboration, facilities, and tools for the future. Then they engaged in lively discussions about what they had heard and seen, and what it all meant to them.

In the last hour of the event, student groups were asked to discuss this question *"Given all that you have seen, heard, and discussed tonight about the impact of technology on your lives, how do you believe this will affect students in the future, and what could that mean for education in Everett?"* Their ideas were captured on chart pages and used as the basis for a gallery walk to vote for their priorities. This data will be collated and analyzed for use in the strategic planning renewal process. Their comments were often insightful and ranged from identifying changes that could be made now to concerns with how to identify and pay for needed technologies.

Preliminary review of the culminating ideas from the students shows five major areas in which they focused their discussions about the impact of technology: teaching and learning, access issues, the technology itself, social-economic-equity/access issues, and personal responsibility around technology. As they talked about how technology will affect teaching and learning, most students saw a need to maintain a face-to-face style of teaching and learning that balances the use of technology in the classroom. They want to open new avenues for using technology in the classroom, and at the same time, ensure that teachers know how to use the technology available to them.

The access issues they discussed ranged from finding ways to ensure that all students (especially those who are socio-economically disadvantaged) have the same access as other students to concerns over restrictions on internet access that may block them from finding useful information and websites in their work. In terms of the technology itself, students wondered how to keep up to date. They also said they wished that technology could advance more gradually so that their generation wouldn't leave the previous one (parents/grandparent) behind and unemployed because of the drastic change in technology. Students discussed social networking, how technology affects diverse student populations, and the impact of all the available technology on student lives. And there were comments and conversations about personal responsibility in the use of technology.

At the end of the evening, students had shared their beliefs and perceptions and their ideas in a most effective way. Each one who attended deserves our thanks and appreciation.