



## REGULAR BOARD MEETING - REVISED

Keene-Riverview Elementary, MPR, 832 Park Avenue

Tuesday, June 11, 2019 07:00 PM

### I. 7:00 p.m. - Call to Order

1. Pledge of Allegiance
2. Approval of Agenda
3. Communications
4. Recognition:
  - *PSD Retirees'*
  - *2018/19 Student Board Representatives*

### II. Information Items:

1. PTA Update
2. New Prosser High School Courses Approved by the District Instructional Materials Committee
  - [IMC Approved Courses \(p. 3\)](#)
3. Career and Technical Education Program Highlights and Plans

### III. Protocol for Addressing Board:

[Welcome to the Board Meeting \(p. 5\)](#)

### IV. Hearing of Visitors:

### V. Reports:

1. Assistant Superintendent's Report of Curriculum and Instruction
2. Assistant Superintendent's Report of Business and Operations
3. Superintendent's Report
4. Board Members' Reports
5. Student Representatives' Reports

### VI. Consent Items: REVISED

1. Certificated Personnel - REVISED
  - [Cert - June 11, 2019 \(p. 6\)](#)
2. Classified Personnel
  - [Class - June 11, 2019 \(p. 7\)](#)
3. Approval of Minutes

Regular Board Meeting - May 28, 2019 (p. 8)

Special Board Meeting - June 4, 2019 (p. 15)

**4. Contracts and Personal Service Agreements**

Contracts and PSAs (p. 16)

**5. Volunteer Coaches**

Vol Coach (p. 17)

**6. Vouchers**

Payable June 14, 2019 (p. 18)

**7. Donations**

Donations (p. 44)

**VII. Old Business:**

**1. Reports on Implementation of Policy No. 6700: Nutrition and Physical Fitness**

Policy No. 6700: Nutrition and Physical Fitness (p. 45)

6700P: Nutrition and Physical Fitness (p. 51)

Analysis of CEP (p. 56)

Provision 2 (p. 61)

Account Balances (p. 63)

**VIII. Action Items: REVISED**

**1. District-Wide CTE/Perkins Plan Approval**

District-Wide CTE/Perkins Plan Approval (p. 64)

**2. Out-of-State Travel: PHS Boys' Basketball Team Tournament Camp, Bend, Oregon**

Boys' Basketball Camp (p. 148)

**3. 2019 PSD Summer School Programs/Risk Management - REVISED**

Summer School/Risk Mngmnt (p. 149)

**IX. Discussion Items:**

**X. Appointment and Swearing In of 2019/20 Student Board Representatives**

**XI. Future Meetings:**

- *Regular Board Meeting, June 25, 2019, Keene-Riverview Elementary, 7:00 p.m.*
- *Regular Board Meeting, July 9, 2019, Keene-Riverview Elementary, 7:00 p.m.*

**XII. Adjournment:**

**XIII. 2019-20 Budget Study Session**

Budget Documents (p. 158)

## **BOARD PACKET**

**TO:** Board of Directors

**SUBJECT:** New Prosser High School Courses Approved by the District Instructional Materials Committee

**AGENDA:** Information

**DATE:** June 11, 2019

**PREPARED BY:** Deanna Flores, *Assistant Superintendent of Curriculum and Instruction*

### **Background**

The Prosser School District Instructional Materials Committee (IMC) met on May 30, 2019 to review new course and curriculum adoption proposals submitted by Prosser High School and Housel Middle School.

Both curriculums were approved by the committee and per policy are in the community review portion of the process. Those curriculums will be brought to the Board at a later Board meeting.

The committee carefully reviewed each course proposal, asked clarifying questions and discussed the proposed courses at length. Each course was evaluated to ensure it was addressing appropriate standards. The following courses, with brief descriptions, were approved by the District IMC for Prosser High School:

#### **Career and Technical Education:**

##### ***Clothing and Fashion Design***

Exposes students to aspects of fashion design and merchandising, study of textiles, weaving, dying fabric, and a design project.

##### ***Cultural Foods***

Students will study and learn to prepare foods that are common in other cultures.

##### ***Sports and Entertainment Marketing***

Designed to teach marketing concepts through the sports and entertainment industry, as well as related careers. Teaches the basics of marketing, including product/service management, distribution, selling, marketing information management, financing, pricing, and promotion.

##### ***Marketing Management***

Overview of marketing, management, selling, buying, advertising and promotion, distribution, financing, product planning, pricing, information and risk management, and entrepreneurship.

##### ***Administrative Support Services***

Prepares students to perform the duties of administrative assistants, including business communication, business law, word processing, data entry, office machines operation and

maintenance, office procedures, business etiquette, public relations, filing systems, record management, and report preparation.

***Intro to Business/Business Management***

Focuses on the general study of business, including processes of interchanging goods and services, business organization, and accounting.

**College in the High School (students can earn dual credit for high school and college):**

***Spanish III (EWU)***

Spanish language grammar, vocabulary, reading, oral practice and writing.

***Spanish IV (EWU)***

Highest level Spanish course where students will focus on achieving an intermediate level of speaking, reading, writing and listening.

***Pre-Calculus (CWU)***

Develops the concepts and procedural skill in advanced algebra preparing students for calculus. Includes trigonometric functions and identities, function families including linear, quadratic, exponential, logarithmic, polynomial, and rational.

**Science (One-year approval only):**

***Forces, Motion and Energy***

Physical science course involving the study of structures and states of matter. Focuses on the mechanical side of physics, momentum, forces, and energy, with an emphasis on solving real world problems.

***Climate Science***

Studies the dynamic systems that shape our planet's climate, learning about the Earth's energy balance and gain understanding of the ways global and regional climates are influenced by the interactions between the sun and earth's many systems.

Several courses were not approved due to the committee's need for additional or updated information. The high school staff and administration can resubmit those courses prior to the final IMC meeting of the year.



# SCHOOL BOARD MEETINGS

Prosser School District No. 116 \* 1126 Meade Avenue, Suite A \* Prosser, WA 99350

## Welcome to a meeting of Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its board of directors.

### How the Board Operates

As the board meeting progresses, you may notice that there is quick action on some items. This is because the board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine. You'll be able to follow the action more carefully if you pick up a copy of the agenda that is available.

Board members are: Scotty Hunt, President; Jesalyn Cole, Vice-President; Andy Howe, Peggy S. Douglas and Scott Coleman. Student representatives are Naomi Akinbade, Layne Padelford and Kord Tuttle.

### About Board Meetings

Business meetings are held twice each month, usually on the 2nd and 4th Tuesdays. The first meeting of the month is also a time for the various educational programs of the district to provide an educational presentation to the Board. These meetings begin at 7:00 p.m.

The board encourages input on all issues under discussion at the business meetings.

### About Executive Sessions

The board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should

know though, that the board will only discuss issues in executive session. It must, by law, take all actions in an open meeting. The law also limits what the board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer or staff member or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the district. Before going into executive session, the board president must estimate the time the board will return to open session.

### Study Sessions

Board Study Sessions are held by the board to address specific issues and to give the board an opportunity to have staff make presentations regarding specific areas of instruction or operation. Study sessions are open meetings and offer the community an opportunity to hear the issues being discussed. Study sessions follow the same protocols as regular board meetings for addressing the board with questions or concerns.

### Addressing the Board

You may present a concern to the board during the time reserved for hearing public comment. If this is the case we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character or motives of any individual.
- Do keep your comments concise, non-emotional and brief.

The board is interested in hearing your concerns and your compliments too. It's best to call the superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the board president to recognize you during the hearing section.

### Board Hearings

The school board can be compared to a "court of last resort." If a concern cannot be solved by first talking with the teacher, principal, or appropriate district personnel, it may be forwarded to the board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

### About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district

School board members attend meetings, keep communications open with other members of the community and represent the needs of the district before local, state and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the board must make are not directly related to instruction. School board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the district's legal interests, and providing for long-range planning.

## **BOARD PACKET**

**TO:** Board of Directors  
**SUBJECT:** Certificated Personnel - **REVISED**  
**AGENDA:** Consent  
**DATE:** June 11, 2019  
**PREPARED BY:** Mr. Matthew Ellis, *Superintendent*

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### *Certificated Employees*

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*Kathy Gustafson has submitted a letter of resignation from her position as a second grade teacher at Keene-Riverview Elementary, effective the end of the 2018/19 school year.*

*Dot Starkey has been recommended as a special education teacher at Whitstran Elementary for the 2019/20 school year.*

*The following current PSD staff members have been recommended for summer school employment:*

*Ryan Russell, HMS science*  
*Ryan Wood, HMS enrichment*  
*Mark Little, HMS math*

*Ann Sipe, Summer School Intervention Supervisor*  
*Fred Bray, K-5 Migrant Summer School Director*

*Crystal Thomas, 3-5 intervention reading*  
*Ann Sipe, 3-5 intervention math*

*Vicki Wentz, K-2 intervention reading*  
*Julia Johnston, K-2 intervention math*

*The following current PSD staff members have been recommended for K-5 migrant summer school:*

*Linda Barnes*  
*Joann Schnellbach*  
*Eva Petroff*  
*Mercedes Munoz*  
*Brittney Staudenmaier*  
*Heidi Fassler*

*The following current PSD staff members have been recommended for GEAR UP Summer School:*

*Jason Crook – PHS Math*  
*Jessica Huntington – HMS Math*

# BOARD PACKET

**TO:** Board of Directors  
**SUBJECT:** Classified Personnel - **REVISED**  
**AGENDA:** Consent  
**DATE:** June 11, 2019  
**PREPARED BY:** Craig Reynolds, *Assistant Superintendent*

## CLASSIFIED EMPLOYEES

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**Patrick McCullough** has resigned his position as a bus driver effective at the end of the 18/19 school year.

**Elvia Villanueva** has been hired as a paraeducator for the migrant summer school.

**Mayra Mejia** has been hired as the office assistant/health room assistant for the K-5 migrant summer school.

**Lisa Huerta** has been hired as the secretary/records clerk for the K-5 migrant summer school.

**Janet Barboza** has been hired as a paraeducator for the K-5 migrant summer school.

**Karen Jimenez** has been hired as a paraeducator for the K-5 migrant summer school.

**Liz Vigil** has been hired as a paraeducator for the K-5 migrant summer school.

**Alex Rojas** has been hired as a paraeducator for the K-5 migrant summer school.

**Arturo Aguayo** has been hired as a paraeducator for the K-5 migrant summer school.

**Jessica Ibarra** has been hired as a paraeducator for the K-5 migrant summer school.

**Jennifer McClure** has been hired as a special education paraeducator for the K-5 summer school.

**Angela Taylor** has been hired as a special education paraeducator for the k-5 summer school.

**Karissa Garza** has been hired as the payroll officer.

## Board Meeting May 28, 2019

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### STUDY SESSION:

A study session of the Board of Directors of Prosser School District was called to order at 6:31 p.m. by Mr. Scotty Hunt, President. Other Board members present included Mr. Andy Howe and Mrs. Jesalyn Cole. Also present were Mr. Matt Ellis, Superintendent; Mrs. Deanna Flores and Mr. Craig Reynolds, Assistant Superintendents and Sonia Rivera, Secretary. Student representative Layne Padelford arrived at the end of the session. There was also an audience of District staff and community members. Directors Peggy S. Douglas and Scott Coleman; secretary, Julie Hyatt and student representatives, Naomi Akinbade and Kord Tuttle were excused from the meeting.

The study session was held at Keene-Riverview Elementary, 832 Park Avenue. The purpose of the study session was for the Biliteracy Team to make a presentation to the Board of Directors.

### Biliteracy Team Presentation

Leonor de Maldonado, Bilingual and Migrant Grants Coordinator, said she is excited about the Late Exit Bilingual program, which currently serves 581 students in our District. Staff from Keene-Riverview and Whitstran Elementary Schools, provided a poster display of their program. Principals Kris Moore and Kevin Gilman spoke extensively on the program at their buildings. Sally Juzeler also commented that Heights will have their first biliteracy class next year and is excited about it. Brochures and pamphlets with valuable information about the program were distributed. President Hunt and Jesalyn Cole asked questions of the staff and thanked them for their hard work. President Hunt said he would like an update in October.

The study session adjourned at 7:17 p.m.

### REGULAR BOARD MEETING:

The regular meeting of the Board of Directors of Prosser School District was called to order at 7:21 p.m. by Mr. Scotty Hunt, President. Other Board members present included Mr. Andy Howe and Mrs. Jesalyn Cole. Also present were Mr. Matt Ellis, Superintendent; Mrs. Deanna Flores and Mr. Craig Reynolds, Assistant Superintendents and Sonia Rivera, Secretary. Student representative Layne Padelford was also in attendance. There was also an audience of District staff and community members. Directors Peggy S. Douglas and Scott Coleman, student representatives Naomi Akinbade and Kord Tuttle and secretary, Julie Hyatt were excused from the meeting.

The meeting was held at Keene-Riverview Elementary, 832 Park Avenue.

Minutes from the May 14, 2019, regular Board meeting were presented and approved.

### APPROVAL OF AGENDA:

Motion by Andy Howe, seconded by Jesalyn Cole and motion carried unanimously to approve the revised agenda. Revisions included changes to Returning Certificated Personnel on the Consent Agenda and the addition of an attachment to the Special Services Update.

### COMMUNICATIONS:

Key Leaders Luncheon

## Board Meeting May 28, 2019

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Mr. Ellis announced that the invitations given to the Board members tonight were from Prosser Thrive Coalition. Please RSVP to the luncheon by June 17. The discussion will be relating to drug trafficking in our area.

### INFORMATION ITEMS:

#### Special Services Update

Mr. Ellis announced that Syndi Duehn went home ill and then said that Dr. Duehn wanted to thank the Board for being so supportive of the recent Field Day event.

#### PHS School Improvement Plan Review

Mr. Lusk presented his responses to the Board, discussing the following portions of the PHS school improvement plan and the questions which the Board had listed in a document sent to Mr. Ellis in December:

Site-team diversity, (including English language learners and special education); the graduation rate increase goal from the previous year, including a description of the state's credit requirement; a listing of the number of graduates at this point (247) as well as the statistics of other seniors, (some of whom are coming back to earn necessary credits, some enrolling in online school, some dropped for non-attendance and one earning a GED). The graduation rate this year is currently 84.2%. Kevin discussed ways students may earn credits over the course of their PHS experience.

Mr. Lusk addressed reasons why some students fail and the opportunities used by PHS to help them succeed. The Student Success Academy, MAC and Red Comet courses, the PASS program and Thrive, are examples of those opportunities. Link Crew was successful in the past in helping 8<sup>th</sup> graders transition to the high school. Some of the reasons for failure included transportation issues, as well as other things outside school which negatively impact students. Mr. Lusk also stated that special education students can attend school until they are 21 years of age, but are allowed to graduate with the class they choose.

Kevin discussed at length, the efforts made to increase those students who pass their math assessments, although he said that nation-wide, it is a struggle. The merits of being "pro-active" was discussed, as opposed to being "reactive" in dealing with students' success in passing courses. The culture and climate of the school was also discussed. Mr. Lusk thinks this is a strong point for our District and listed several reasons how PHS works to positively impact its culture and climate. Mr. Lusk said the PHS staff was shocked when the Thrive kids shared their mental health presentation about the number of students who are struggling. Attendance was also discussed, with this year's attendance statistics provided by Mr. Lusk. He thinks we have work to do in changing the expectation in our community of the importance of attending school regularly. Kevin listed some of the incentives PHS is currently using, to encourage students to attend school.

The Board members asked Mr. Lusk a variety of questions about his presentation, for which he provided clarification.

### PROTOCOL FOR ADDRESSING BOARD:

Mr. Ellis did not read the protocol for addressing the Board.

## Board Meeting May 28, 2019

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### HEARING OF VISITORS:

None

### REPORTS:

#### Assistant Superintendent's Report – Curriculum and Instruction

- Thursday is the first Instructional Materials Committee meeting.
- Attended HMS AVID Family Night recently and it was a great event.

#### Assistant Superintendent's Report – Business and Operations

- April 2019 Financial Reports
- May 2019 Student Enrollment
- Suggested a study session on the budget, it was tentatively scheduled for June 11.

#### Superintendent's Report

- Thanked the Board for attending the FFA banquet and AVID Family Night.
- Attended construction meetings recently.
- Two security guards are being hired.
- PSD sponsored a vaccination clinic recently due to the measles outbreak.
- Bargaining with principals continues, next mediation session is in June.
- Praised Deanna and Craig for the work with the audit and CPR, as well as their staff for all of their help.
- Reported on a meeting today with two gentlemen, who have been successful in the Tri-Cities, working on long-range facilities planning. Mr. Ellis read the list of projects which he was asked to compile. They included lights on the softball field, concessions and bathrooms at the baseball field, updates to the football stadium, the early learning center, sprinkler systems at HMS and PHE, updates to Housel, tennis courts re-surfacing, roofing at PHS, maintenance and bus garage updates, sidewalks and parking lots resurfaced and technology. The plan for long-range facilities is to maintain them by possibly passing another bond as well as looking at different streams of funding.

Mr. Ellis discussed moving forward with long-range planning. This discussion will continue under the vision and planning section and may take place at a study session in the near future.

#### Board Members' Reports

##### Andy Howe

None

##### Jesalyn Cole

None

##### Scotty Hunt

- Attended the HMS/PHS band/choir concert recently. It was a really good concert and the room was packed.

#### Student Representatives Reports

##### Layne Padelford

- Baccalaureate is Wednesday, June 6, graduation is June 8, senior luncheon is June 7.
- Announced the upcoming drama banquet.



## Board Meeting May 28, 2019

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- Caps and gowns are being delivered Thursday.
- Thanked those who attended the FFA banquet last week.

### CONSENT ITEMS:

*Motion by Andy Howe, seconded by Jesalyn Cole and motion carried unanimously to approve the Consent Agenda as presented.*

### Certificated Personnel

*Shawn Duncanson submitted a letter of resignation from his position as a special education resource room math teacher at Housel Middle School, effective the end of the 2018/19 school year.*

*Nicholas Serdahl submitted a letter of resignation from his position as a third grade teacher at Whitstran Elementary School, effective the end of the 2018/19 school year.*

*Angela Witters submitted a letter of resignation from her position as a science teacher at Housel Middle School, effective the end of the 2018/19 school year.*

*Kipp Campbell submitted a letter of retirement from her position as a preschool teacher, effective the end of the 2018/19 school year.*

### Classified Personnel

*Karen Jimenez was hired as the library assistant at Prosser Heights Elementary School.*

*John Chumley was hired as the armed security officer at Prosser Heights Elementary School. His duties will begin in the 2019/20 school year.*

*Patrick McCullough was hired as the armed security officer at Keene-Riverview Elementary School. His duties will begin in the 2019/20 school year.*

### Approval of Minutes

*Minutes from the May 14, 2019 regular Board meeting.*

### Contracts and Personal Service Agreements:

#### 1. M.I. DJ Productions:

*M.I. will provide DJ equipment rental services for Prosser High School's Spring Fling Dance on May 31, 2019. The cost for this service is \$300.00, and will be funded by the dance team ASB account.*

#### 2. Teacher for Visually Impaired (TVI) Services:

*The Prosser special education program has contracted with ESD 123 in the past, to provide TVI services for our Extended School Year (ESY) to our visually impaired students. This summer we have the opportunity to contract directly with Amanda Carpenter to provide services for three students. We would pursue this option at the cost of \$3,000.00 to be paid for out of the special education budget.*

### Volunteer Coaches

*None*

## Board Meeting May 28, 2019

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### Vouchers and Payroll

*"The following vouchers as audited and certified by the auditing officers, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, are approved for payment. In addition, payroll warrants in the amount of \$2,583,903.56 were also approved.*

*General Fund Voucher numbers 197078 through 197198 totaling \$174,400.29*

*Capital Projects Fund Voucher number 200000135 totaling \$27,192.00*

*Associated Student Body Fund Voucher numbers 186298 through 186329 totaling \$26,311.63*

*Payroll Warrant numbers 52668 through 52707 totaling \$2,583,903.56".*

### Returning Certificated Personnel

*The list of certificated personnel, who are returning for the 2019/20 school year, as of today's date was attached.*

### Old Business

None

### ACTION ITEMS:

#### Resolution No. 05-19: Declaring Surplus Equipment and Supplies

The packet listing equipment and supplies that were either obsolete or considered surplus to the needs of the Prosser School District was included in the Board packet. District personnel have had the opportunity to review the list of items for possible use in their buildings or departments. A surplus list and letter will be sent out to private and other public schools in our area notifying them of our surplus. In accordance with RCWs, textbooks will be offered to students first. The method of disposal will be a public sale in June.

Motion by Jesalyn Cole, seconded by Andy Howe and motion carried unanimously to approve Resolution No. 05-19: Declaring Surplus Equipment and Supplies, in accordance to RCW 28A.335.180.

ROLL CALL: Unanimous

### 2019-20 School Improvement Planning

Over the past year, we have pushed principals to develop their instructional leadership skills. This includes improving instruction through school improvement planning. This proposal was submitted to the Board to promote transparency at the building level, improve the building leadership's ability to plan with data, and to streamline the work of principals and assistant principals.

Last year, Prosser School District hired Travis Schulhauser of Education Equity Partners Northwest to assist the District in disaggregating and interpreting data. This proved to a powerful experience for all of the leaders.

This year, authorization was requested to add on to this work. Education Equity Partners Northwest will be adding on to the data we work with and will be providing Prosser School District with a School Improvement Planning platform, Data Dashboard to measure student



outcomes, and software to collect artifacts and evidence for principal evaluations. The components of the service are listed below.

Basic School Improvement Planning Tool and Principal Evaluation includes:

Custom Online SIP Tool with phone support – this tool is developed specifically for Prosser and includes the following:

- Strategy development page
- Evidence and Artifacts connected directly to strategies
- Direct connection to the Principal Evaluation for seamless uploading of evidence and artifacts
- Live web view of School Improvement Plan to meet the state expectations
- Automatic development of School Improvement Plan PDF for uploading into the WA State system if necessary
- SIP has been approved by WA State as an acceptable ESSA comprehensive/targeted support planning tool
- Access to key School Improvement Planning metrics that are automatically updated as the state releases new data
- Customized tools linked to the School Improvement Planning Tool to help leaders have a single instrument for planning and tracking improvement tool
- Customizable evaluation designation: Comprehensive or Focused
- 2-way communication built into the evaluation for continued leadership growth

Metrics Include:

- Smarter Balanced Assessment
- WA State Index
- ELPA
- College Attendance and Persistence
- Smarter Balanced Assessment ELA and Math proficiency and growth
- Graduation Rate for HS

Leadership Support

- In-Person Training
- Online Support
- Telephone Support

The total cost for the software, data and professional development is \$22,750. As part of the selection process, other software companies were considered and cost comparisons were evaluated. Although other software companies offer similar pricing, the package of tools that they offer is less comprehensive. Money to support this work will come from categorical funding and surplus budgeting in other areas. The categorical funding includes monies from the Office of System and School Improvement (OSSI) Grant. Surplus areas will include various areas in District Office budgets.

Motion by Andy Howe, seconded by Jesalyn Cole and motion carried unanimously to approve consulting services with Education Equity Partners Northwest.

## Board Meeting May 28, 2019

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### DISCUSSION ITEMS:

#### Vision and Planning Process

Mr. Ellis explained that there is a lot of work that we need to take on as a District. Adopting a vision and then communicating that vision is our goal. Mr. Ellis asked the Board to review the document and tell him about anything that stands out so the vision becomes more clear. The beginning of the conversation is that we want every student in the District to succeed. This topic will be brought back next month as a Discussion item.

#### Inter-local Agreements

Mr. Ellis said we currently have many several inter-local agreements, but he wanted to mention three: Two agreements with the City of Prosser and our agreement with the Paterson School District. Mr. Ellis and the Board agreed to have a joint Board meeting with Paterson School District.

#### Negotiations

Mr. Ellis provided an update on principal, PSE and PEA negotiations.

#### Staff Update

Mr. Ellis announced that a couple of positions are being cut, but so far, we are filling the rest of the positions which have been vacated by resignations.

#### Summer School Update

Deanna provided the Board with an update on summer school hiring. The Summer Meal Program will end July 26. Mr. Hunt is concerned about the meal program ending so soon and would like Mrs. Flores to check into this. Deanna will check with Darlene Morrow and report back to the Board.

#### Summer Professional Development

Deanna announced that there are several profession development trainings available in the summer. She distributed a handout showing dates and locations of the trainings and then explained them to the Board.

### FUTURE MEETINGS:

- Special Board Meeting, Interview of Student Board Representative Candidates, June 4, 2019, Staff Development Room, 6:30 p.m.
- Regular Board Meeting, June 11, 2019, Keene-Riverview Elementary, 7:00 p.m.

President Hunt announced there would be an exempt session at the conclusion of the regular Board meeting to discuss negotiations.

### ADJOURNMENT:

President Hunt adjourned the regular Board meeting at 8:45 p.m.

\_\_\_\_\_  
Clerk to the Board

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Board President

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Secretary to the Clerk of the Board

## Special Board Meeting June 4, 2019

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### CALL TO ORDER:

A special meeting of the Prosser School District Board of Directors was called to order by President Scotty Hunt at 6:30 p.m. The meeting was held at the staff development room, 1500 Grant Avenue, Prosser, WA, 99350.

Other Board members present included Andy Howe and Peggy S. Douglas. Also present were Superintendent, Matt Ellis and Secretary, Julie Hyatt. Board members Scott Coleman and Jesalyn Cole was excused from the meeting.

The purpose of the special meeting was to interview student board representative candidates.

### APPROVAL OF AGENDA:

The agenda was approved by a unanimous consensus of the Board.

### Student Board Representative Interviews:

Martha Akinbade was interviewed.  
Rebekah Bestebreur was interviewed.  
Zane Castilleja was interviewed.  
Cacia Roy was interviewed.

The interviews concluded at 7:39 p.m.

### EXECUTIVE SESSION:

Motion by Peggy S. Douglas, seconded by Andy Howe and motion carried unanimously to adjourn into executive session at 7:40 p.m. The purpose of the executive session was to evaluate the qualifications of a candidate for appointment to elective office. – RCW 42.30.110 (1) (h). The executive session was expected to last 30 minutes.

### ADJOURNMENT OF EXECUTIVE SESSION:

The executive session ended at 8:05 p.m.

### RESUME SPECIAL BOARD MEETING:

#### ACTION ITEM:

#### Appointment of Student Board Representative (s)

Motion by Peggy S. Douglas, seconded by Andy Howe and motion carried unanimously to appoint Martha Akinbade, Rebekah Bestebreur, Zane Castilleja and Cacia Roy to the Prosser School District Board of Directors for the 2019/20 school year.

### FUTURE MEETINGS:

- Regular Board Meeting, June 11, 2019, Keene-Riverview Elementary, 7:00 p.m.
- Regular Board Meeting, June 25, 2019, Keene-Riverview Elementary, 7:00 p.m.

### ADJOURNMENT:

President Hunt adjourned the special Board meeting at 8:08 p.m.

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Clerk to the Board

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Board President

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Secretary to the Clerk of the Board

**Prosser School District No. 116**  
**Contracts and Personal Service Agreements**  
**Consent**  
**June 11, 2019**

**CONTRACTS/AGREEMENTS:**

**1. Erin Penn:**

Erin Penn will provide a volleyball clinic for Prosser High School's summer volleyball athletes from July 8th thru July 10<sup>th</sup>, 2019. The cost for the services is \$4,186.00. Payment will be made through the volleyball ASB account.

**2. Therapia Staffing:**

At the last school Board meeting it was approved to enter into a contract with Healthcare Staffing for a speech and language pathologist (SLP). This company was unable to fulfill the agreement to provide the therapist that we had interviewed and does not have a replacement applicant. We have substituted the Healthcare Staffing contract with a contract with Therapia Staffing. This contract will provide us with an SLP that will provide services to KRV, PHS, and the preschool. The cost is \$108,000 for 180 days of services and will be paid for out of the special education budget.

**RECOMMENDATION:**

It is recommended that the Board of Directors approve the above Contracts/Agreements.

## **BOARD PACKET**

**TO:** Board of Directors  
**SUBJECT:** Volunteer Coaches  
**AGENDA:** Consent  
**DATE:** June 11, 2019  
**PREPARED BY:** Matt Ellis, *Superintendent*

### **VOLUNTEERS**

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**Deanne Moore** has completed paperwork to be a volunteer cross country coach with Prosser High School.

The following vouchers, as 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, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 11, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$222,593.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:  
Warrant Numbers 231570 through 231656, totaling \$222,593.84

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
231570	2K BAKERY	06/14/2019	14.30
231571	ALONZO, JESSICA D	06/14/2019	171.50
231572	AMAZON.COM	06/14/2019	72.53
231573	AP EXAMS	06/14/2019	2,665.00
231574	APOLLO	06/14/2019	1,341.21
231575	APPLE, INC	06/14/2019	1,298.86
231576	AVANT ASSESSMENT LLC	06/14/2019	10.00
231577	AVID CENTER	06/14/2019	970.00
231578	BAYER, MELINDA LOU	06/14/2019	106.00
231579	BENTON COUNTY TREASURER	06/14/2019	10.27
231580	BENTON COUNTY PUD	06/14/2019	25,971.44
231581	BENTON FRANKLIN JUVENILE JUSTI	06/14/2019	1,215.00
231582	BOUND TO STAY BOUND BOOKS	06/14/2019	66.31
231583	BUILDING VISION	06/14/2019	1,477.87
231584	CAREERSTAFF UNLIMITED	06/14/2019	6,201.50
231585	CASCADE NATURAL GAS CORP	06/14/2019	1,458.39
231586	CHAPMAN, JOHN JAY	06/14/2019	2,700.00
231587	CHARTER COMMUNICATIONS	06/14/2019	9,188.30
231588	CI INFORMATION MANAGEMENT	06/14/2019	22.26
231589	CITY OF PROSSER	06/14/2019	15,999.99
231590	COLE, KRISTAL L	06/14/2019	97.54
231591	COLUMBIA BASIN COLLEGE	06/14/2019	40,328.65
231592	DELL	06/14/2019	174.40
231593	DEMCO	06/14/2019	32.51
231594	DOMINO'S PIZZA PROSSER	06/14/2019	1,506.35
231595	ESD #105	06/14/2019	9,222.55
231596	ESD #123	06/14/2019	49,163.90
231597	ESTRELLITA	06/14/2019	602.03
231598	FOLLETT SCHOOL SOLUTIONS, INC	06/14/2019	542.57
231599	FOOD DEPOT	06/14/2019	58.85
231600	FP MAILING SOLUTIONS	06/14/2019	143.35
231601	FUN AND FUNCTION	06/14/2019	126.51
231602	GLUBRECHT-SARTIN, ATHENA M	06/14/2019	66.57

Check Nbr	Vendor Name	Check Date	Check Amount
231603	GRANDVIEW LUMBER	06/14/2019	319.04
231604	GROENEVELD, JULAINE K	06/14/2019	160.20
231605	HACHTEL, CONNIE F	06/14/2019	99.06
231606	HANSEN PIANO	06/14/2019	125.00
231607	COOK'S ACE HARDWARE	06/14/2019	89.67
231608	HOUGHTON MIFFLIN	06/14/2019	221.54
231609	IPEVO	06/14/2019	215.03
231610	K C D A	06/14/2019	951.70
231611	KENNEWICK SCHOOL DIST	06/14/2019	3,914.00
231612	KIRK, LINDA W	06/14/2019	68.98
231613	LADINES, JON	06/14/2019	900.00
231614	LIONEL ENNS PHD BCBA-D	06/14/2019	6,425.00
231615	LOPEZ, ARACELI	06/14/2019	90.90
231616	LOWRY, MICHELLE	06/14/2019	4,480.00
231617	MAVERICKLABEL.COM	06/14/2019	80.30
231618	MOON SECURITY SERVICES INC	06/14/2019	266.24
231619	MORROW, DARLENE M.	06/14/2019	122.74
231620	MURPHEY, JENNIFER A	06/14/2019	80.00
231621	NATIONAL ASSOC OF AGRICULTURAL	06/14/2019	700.00
231622	NW TEXTBOOK DEPOSITORY CO	06/14/2019	1,561.71
231623	OETC (OREGON TECHNOLOGY CONSOR	06/14/2019	2,101.20
231624	OFFICE DEPOT INC	06/14/2019	5,750.90
231625	ORDUNO, MARIA I	06/14/2019	1,400.00
231626	ORIENTAL TRADING CO	06/14/2019	134.58
231627	OXARC INC	06/14/2019	50.17
231628	PACIFIC STEEL	06/14/2019	1,864.93
231629	PADELFORD, CLARICE	06/14/2019	72.29
231630	RAINWATER INC	06/14/2019	196.39
231631	REALLY GOOD STUFF, INC	06/14/2019	90.94
231632	RESEARCH PRESS	06/14/2019	80.98
231633	RIBBONS GALORE INC	06/14/2019	43.53
231634	RIVERSIDE STORAGE	06/14/2019	537.00
231635	SCHOOL SPECIALTY	06/14/2019	285.69
231636	SMITH, JOSEFINA	06/14/2019	29.13
231637	SMITH, TINA L.	06/14/2019	58.00
231638	SOTO, RAMIRO F	06/14/2019	101.49
231639	Vendor Continued Check	06/14/2019	0.00
231640	STAPLES BUSINESS ADVANTAGE	06/14/2019	2,155.48
231641	SWAN, KAYLIE ANNE	06/14/2019	200.00
231642	TAYLOR, DANYELLE M	06/14/2019	27.12
231643	TEACHER DIRECT	06/14/2019	242.80
231644	THOMAS, CRYSTAL	06/14/2019	306.07
231645	TINSLEY, KARLENE	06/14/2019	360.34
231646	TLC ENTERPRISES	06/14/2019	287.80
231647	TURNITIN LLC	06/14/2019	3,975.41
231648	USIP	06/14/2019	1,000.00
231649	VALLEY PUBLISHING CO	06/14/2019	167.00
231650	WA-ACTE	06/14/2019	5,155.00
231651	WAL-MART COMMUNITY	06/14/2019	1,151.26
231652	WASBO	06/14/2019	175.00

Check Nbr	Vendor Name	Check Date	Check Amount
231653	WEISZ, KERRY M	06/14/2019	58.00
231654	WRIGHT, GALE M	06/14/2019	60.66
231655	WSPA	06/14/2019	300.00
231656	YAKIMA BINDERY	06/14/2019	277.06
87	Computer	Check(s) For a Total of	222,593.84



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
231570	2K BAKERY	06/14/2019	5/23/2019		0	14.30	14.30
10 E 530 5320 24 5000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		14.30	
231571	ALONZO, JESSICA D	06/14/2019	MUFFIN TINS		0	171.50	171.50
10 E 530 9897 44 5000 075 0000 0000 0				General Fund/Expenditures/Food Services-Catering		171.50	
231572	AMAZON.COM	06/14/2019	556939959788	Books	1101800056	31.71	72.53
10 E 530 0100 23 5000 110 0000 0000 0				General Fund/Expenditures/Basic Education		34.44	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-2.73	
			565536848967	Books	1101800056	40.82	
10 E 530 0100 23 5000 110 0000 0000 0				General Fund/Expenditures/Basic Education		44.33	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-3.51	
231573	AP EXAMS	06/14/2019	480930 5/23/2019		0	2,665.00	2,665.00
10 R 960 0000 21 2100 450 0000 0000 1				General Fund/Revenues/Program 00		2,665.00	
231574	APOLLO	06/14/2019	940022051	Monthly Maintenance Fee	7401800001	1,341.21	1,341.21
10 E 530 9700 64 7950 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,341.21	
231575	APPLE, INC	06/14/2019	AA21626111	iPads for KRV PD (Sue Severson Bray, Brittney Staudenmaier, Kathy Esparza, Julie Legard)	7601800184	1,298.86	1,298.86
10 E 530 0151 31 5310 120 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		1,298.86	
231576	AVANT ASSESSMENT LLC	06/14/2019	13236		0	10.00	10.00
10 E 530 5104 33 7005 450 0000 0000 0				General Fund/Expenditures/Title I-Homeless		10.00	
231577	AVID CENTER	06/14/2019	00041319	AVID EXCEL- HMS	6001800107	970.00	970.00
10 E 530 6400 31 7000 060 0000 0000 0				General Fund/Expenditures/Limited English Proficien		970.00	
231578	BAYER, MELINDA LOU	06/14/2019	CENTRALIA		0	106.00	106.00
10 E 530 0100 27 8030 450 0000 0000 0				General Fund/Expenditures/Basic Education		106.00	
231579	BENTON COUNTY TREASURER	06/14/2019	101843020124000 2019		0	10.27	10.27
10 E 530 9700 65 7880 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		10.27	
231580	BENTON COUNTY PUD	06/14/2019	97731028-06/01/2019		0	25,971.44	25,971.44
10 E 530 9700 65 7820 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		724.27	
10 E 530 9700 65 7820 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		153.70	
10 E 530 9700 65 7820 092 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.20	
10 E 530 9700 65 7820 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		230.55	
10 E 530 9700 65 7820 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		200.19	
10 E 530 9700 65 7820 110 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,273.19	
10 E 530 9700 65 7820 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		5,719.97	
10 E 530 9700 65 7820 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,658.03	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7820 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		5,947.77	
10 E 530 9700 65 7820 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		8,673.59	
10 E 530 9700 65 7820 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		209.95	
10 E 530 9700 65 7820 060 0000 0000 0				General Fund/Expenditures/District-Wide Support		82.02	
10 E 530 9700 65 7820 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		82.01	
231581	BENTON FRANKLIN JUVENILE JUSTI	06/14/2019	5765		0	1,215.00	1,215.00
10 E 530 9700 12 7000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,215.00	
231582	BOUND TO STAY BOUND BOOKS	06/14/2019	116852	Library Book Order	1101800054	66.31	66.31
10 E 530 0100 22 5060 110 0000 0000 0				General Fund/Expenditures/Basic Education		66.31	
231583	BUILDING VISION	06/14/2019	137		0	1,477.87	1,477.87
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,477.87	
231584	CAREERSTAFF UNLIMITED	06/14/2019	35651-475198		0	3,002.00	6,201.50
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,002.00	
			35651-475870		0	3,199.50	
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,199.50	
231585	CASCADE NATURAL GAS CORP	06/14/2019	5/30/2019		0	1,458.39	1,458.39
10 E 530 9700 65 7840 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		238.80	
10 E 530 9700 65 7840 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		13.83	
10 E 530 9700 65 7840 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		32.03	
10 E 530 9700 65 7840 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		16.20	
10 E 530 9700 65 7840 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		14.63	
10 E 530 9700 65 7840 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7840 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		783.78	
10 E 530 9700 65 7840 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		128.69	
10 E 530 9700 65 7840 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		216.60	
10 E 530 9700 65 7840 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7840 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		13.83	
231586	CHAPMAN, JOHN JAY	06/14/2019	JUNE 2019	Monthly Rent Agreement	7201800009	2,700.00	2,700.00
10 E 530 9700 63 7000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,700.00	
231587	CHARTER COMMUNICATIONS	06/14/2019	0000456052119	Metro Ethernet Year 4 of 5	7201800002	9,188.30	9,188.30
10 E 530 9731 72 7890 076 0000 0000 0				General Fund/Expenditures/Erate		9,188.30	
231588	CI INFORMATION MANAGEMENT	06/14/2019	0075601	OFFICE:SHRED	1201800085	22.26	22.26
10 E 530 0100 27 5000 120 0000 0000 0				General Fund/Expenditures/Basic Education		22.26	
231589	CITY OF PROSSER	06/14/2019	5/28/2019		0	15,999.99	15,999.99
10 E 530 9700 65 7850 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		31.56	
10 E 530 9700 65 7860 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		201.23	
10 E 530 9700 65 7870 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		51.12	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7880 100 0000 0000 0				General Fund/Expenditures/District-Wide Support		5.79	
10 E 530 9700 65 7850 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,023.92	
10 E 530 9700 65 7860 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,298.82	
10 E 530 9700 65 7870 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,497.06	
10 E 530 9700 65 7880 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		323.97	
10 E 530 9700 65 7850 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		269.41	
10 E 530 9700 65 7870 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		380.38	
10 E 530 9700 65 7880 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		175.73	
10 E 530 9700 65 7850 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		304.41	
10 E 530 9700 65 7870 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		432.18	
10 E 530 9700 65 7880 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		149.08	
10 E 530 9700 65 7850 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.06	
10 E 530 9700 65 7850 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		33.92	
10 E 530 9700 65 7860 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		20.87	
10 E 530 9700 65 7870 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		54.61	
10 E 530 9700 65 7880 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		34.42	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.89	
10 E 530 9700 65 7850 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.85	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		31.52	
10 E 530 9700 65 7850 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7860 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7870 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7880 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7850 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		434.47	
10 E 530 9700 65 7860 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		703.52	
10 E 530 9700 65 7870 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		624.67	
10 E 530 9700 65 7880 120 0000 0000 0				General Fund/Expenditures/District-Wide Support		915.28	
10 E 530 9700 65 7850 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		61.99	
10 E 530 9700 65 7860 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		205.75	
10 E 530 9700 65 7870 073 0000 0000 0				General Fund/Expenditures/District-Wide Support		108.59	
10 E 530 9700 65 7850 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		159.06	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		269.78	
10 E 530 9700 65 7870 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		208.75	
10 E 530 9700 65 7850 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,018.61	
10 E 530 9700 65 7860 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		876.37	
10 E 530 9700 65 7870 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		921.56	
10 E 530 9700 65 7880 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		33.51	
10 E 530 9700 65 7850 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		255.33	
10 E 530 9700 65 7880 240 0000 0000 0				General Fund/Expenditures/District-Wide Support		10.04	
10 E 530 9700 65 7850 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		52.03	
10 E 530 9700 65 7860 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		231.00	
10 E 530 9700 65 7870 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		93.85	
10 E 530 9700 65 7880 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		165.88	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		63.24	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		3.62	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		2.54	
10 E 530 9700 65 7850 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		440.17	
10 E 530 9700 65 7860 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		480.01	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7870 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		633.11	
10 E 530 9700 65 7880 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		136.99	
10 E 530 9700 65 7850 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		65.70	
10 E 530 9700 65 7870 130 0000 0000 0				General Fund/Expenditures/District-Wide Support		114.08	
10 E 530 9700 65 7880 093 0000 0000 0				General Fund/Expenditures/District-Wide Support		63.20	
10 E 530 9700 65 7880 093 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.69	
10 E 530 9700 65 7880 093 0000 0000 0				General Fund/Expenditures/District-Wide Support		11.10	
10 E 530 9700 65 7850 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.06	
10 E 530 9700 65 7860 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		101.14	
10 E 530 9700 65 7870 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		44.46	
10 E 530 9700 65 7880 063 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.70	
10 E 530 9700 65 7850 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.06	
10 E 530 9700 65 7880 055 0000 0000 0				General Fund/Expenditures/District-Wide Support		45.28	
231590	COLE, KRISTAL L	06/14/2019	STOPWATCHES		0	97.54	97.54
10 E 530 0100 28 5000 240 0000 0000 0				General Fund/Expenditures/Basic Education		97.54	
231591	COLUMBIA BASIN COLLEGE	06/14/2019	MAY 2019		0	40,328.65	40,328.65
10 E 530 0179 27 7000 072 0000 0000 0				General Fund/Expenditures/Running Start		32,876.92	
10 E 530 3151 27 7450 450 0000 0000 0				General Fund/Expenditures/Voc Director		7,451.73	
231592	DELL	06/14/2019	10319688258	Laptop Dock for Kevin Gilman	7601800185	174.40	174.40
10 E 530 9700 72 5000 110 0000 0000 0				General Fund/Expenditures/District-Wide Support		174.40	
231593	DEMCO	06/14/2019	6614452	Library Supplies	1101800058	32.51	32.51
10 E 530 0100 22 5000 110 0000 0000 0				General Fund/Expenditures/Basic Education		32.51	
231594	DOMINO'S PIZZA PROSSER	06/14/2019	143377	Pizza for PHS AVID Family Night	6001800093	1,008.10	1,506.35
10 E 530 5101 27 5000 450 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		1,008.10	
			143509	Refreshments for AVID Family Night	2401800104	498.25	
10 E 530 0153 27 5000 240 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		498.25	
231595	ESD #105	06/14/2019	0000058311	Monthly Data Processing Fee	7201800020	9,222.55	9,222.55
10 E 530 9700 72 5030 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,795.73	
10 E 530 9700 72 7500 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,426.82	
231596	ESD #123	06/14/2019	0000028627		0	500.00	49,163.90
10 E 530 0194 27 7000 450 0000 0000 0				General Fund/Expenditures/Student Competitions		500.00	
			0000028648		0	41,582.90	
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		41,582.90	
			0000028667		0	7,081.00	
10 E 530 0109 27 7000 071 0000 0000 0				General Fund/Expenditures/Substance Abuse Prevention		7,081.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
231597	ESTRELLITA	06/14/2019	24619	KRV Kinder & 1st Grade Biliteracy Consumables 2019-2020	6001800096	602.03	602.03
10 E 530 0145 27 5000 120 0000 0000 0				General Fund/Expenditures/Instructional Materials		602.03	
231598	FOLLETT SCHOOL SOLUTIONS, INC	06/14/2019	1358130	LIBRARY:SCANNER	1201800089	493.45	542.57
10 E 530 0100 22 5000 120 0000 0000 0				General Fund/Expenditures/Basic Education		493.45	
			481427f	Books	2401800094	49.12	
10 E 530 0100 22 5060 240 0000 0000 0				General Fund/Expenditures/Basic Education		49.12	
231599	FOOD DEPOT	06/14/2019	196509		1893	43.58	58.85
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		43.58	
			196518		353	15.27	
10 E 530 0100 31 5000 060 0000 0000 0				General Fund/Expenditures/Basic Education		15.27	
231600	FP MAILING SOLUTIONS	06/14/2019	RI104067469	Postage meter	7201800003	143.35	143.35
10 E 530 9700 13 7000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		143.35	
231601	FUN AND FUNCTION	06/14/2019	378089	SPECIALIST SUPPLIES	1201800082	126.51	126.51
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		137.39	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-10.88	
231602	GLUBRECHT-SARTIN, ATHENA M	06/14/2019	5/22/19 CONTEST		0	36.97	66.57
10 E 530 0188 27 5000 450 0000 0000 0				General Fund/Expenditures/PBIS Incentives		36.97	
			SHOW UP CONTEST		0	29.60	
10 E 530 0188 27 5000 450 0000 0000 0				General Fund/Expenditures/PBIS Incentives		29.60	
231603	GRANDVIEW LUMBER	06/14/2019	394228	Shop Supplies	4561800035	319.04	319.04
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		319.04	
231604	GROENEVELD, JULAINE K	06/14/2019	FIELD TRIP		0	160.20	160.20
10 E 530 2100 27 5000 240 0000 0000 0				General Fund/Expenditures/Spec Ed - State		160.20	
231605	HACHTEL, CONNIE F	06/14/2019	BEST		0	72.00	99.06
10 E 530 5102 31 8030 060 0000 0000 0				General Fund/Expenditures/Title I -Staff Dev		72.00	
			POSTERS		0	27.06	
10 E 530 0153 27 5000 240 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		27.06	
231606	HANSEN PIANO	06/14/2019	23655	Piano tuning for Housel Middle School.	2401800099	125.00	125.00
10 E 530 0100 27 7000 240 0000 0000 0				General Fund/Expenditures/Basic Education		125.00	
231607	COOK'S ACE HARDWARE	06/14/2019	A493884	Open PO for CTE	4561800002	23.86	89.67

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Supplies			
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		23.86	
10 E 530 3161 27 5000 450 0000 0000 0				General Fund/Expenditures/Business		0.00	
10 E 530 3165 27 5000 450 0000 0000 0				General Fund/Expenditures/Home/Family		0.00	
10 E 530 3167 27 5000 450 0000 0000 0				General Fund/Expenditures/Technology Education		0.00	
			a493928	Open PO for CTE	4561800002	54.97	
				Supplies			
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		54.97	
10 E 530 3161 27 5000 450 0000 0000 0				General Fund/Expenditures/Business		0.00	
10 E 530 3165 27 5000 450 0000 0000 0				General Fund/Expenditures/Home/Family		0.00	
10 E 530 3167 27 5000 450 0000 0000 0				General Fund/Expenditures/Technology Education		0.00	
			A95529	Open PO for CTE	4561800002	10.84	
				Supplies			
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		10.84	
10 E 530 3161 27 5000 450 0000 0000 0				General Fund/Expenditures/Business		0.00	
10 E 530 3165 27 5000 450 0000 0000 0				General Fund/Expenditures/Home/Family		0.00	
10 E 530 3167 27 5000 450 0000 0000 0				General Fund/Expenditures/Technology Education		0.00	
231608	HOUGHTON MIFFLIN	06/14/2019	954354316	CogAT Form 7 Assessments for Highly Capable Program	6001800109	221.54	221.54
10 E 530 0172 27 7000 060 0000 0000 0				General Fund/Expenditures/Districtwide Assessments		221.54	
231609	IPEVO	06/14/2019	002201905V00000134	Document Cameras for HGTS	7601800181	215.03	215.03
10 E 530 0100 23 5330 130 0000 0000 0				General Fund/Expenditures/Basic Education		215.03	
231610	K C D A	06/14/2019	300397428	Open PO for CTE Supplies	4561800001	951.70	951.70
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		237.93	
10 E 530 3161 27 5000 450 0000 0000 0				General Fund/Expenditures/Business		237.93	
10 E 530 3165 27 5000 450 0000 0000 0				General Fund/Expenditures/Home/Family		237.93	
10 E 530 3167 27 5000 450 0000 0000 0				General Fund/Expenditures/Technology Education		237.91	
231611	KENNEWICK SCHOOL DIST	06/14/2019	IN003270		0	1,214.00	3,914.00
10 E 530 2100 21 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,214.00	
			IN003283		0	2,700.00	
10 E 530 3151 27 7450 450 0000 0000 0				General Fund/Expenditures/Voc Director		2,700.00	
231612	KIRK, LINDA W	06/14/2019	MAY 2019 TRAVEL		0	29.00	68.98
10 E 530 0100 26 8010 064 0000 0000 0				General Fund/Expenditures/Basic Education		29.00	
			VACCINE SUPPLY 2019		0	39.98	
10 E 530 0100 26 5000 064 0000 0000 0				General Fund/Expenditures/Basic Education		39.98	
231613	LADINES, JON	06/14/2019	6/1/2019		0	900.00	900.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0199 25 7000 071 0000 0000 0				General Fund/Expenditures/Reserve		900.00	
231614	LIONEL ENNS PHD BCBA-D	06/14/2019	1147		0	1,600.00	6,425.00
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,600.00	
			1148		0	3,025.00	
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,025.00	
			1157		0	1,800.00	
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		1,800.00	
231615	LOPEZ, ARACELI	06/14/2019	LUNCH REFUND		0	90.90	90.90
10 R 960 9800 22 2298 130 0000 0000 0				General Fund/Revenues/Food Services		90.90	
231616	LOWRY, MICHELLE	06/14/2019	0000029		0	4,480.00	4,480.00
10 E 530 2100 26 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		4,480.00	
231617	MAVERICKLABEL.COM	06/14/2019	146152-V	Federal Program Asset Stickers	7601800160	80.30	80.30
10 E 530 9700 72 5000 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		80.30	
231618	MOON SECURITY SERVICES INC	06/14/2019	979512	2018/2019 Annual contract for: video and monitoring of PHS facilities	7201800008	266.24	266.24
10 E 530 9700 64 7910 450 0000 0000 0				General Fund/Expenditures/District-Wide Support		266.24	
231619	MORROW, DARLENE M.	06/14/2019	CATERING SUPPLY		0	12.94	122.74
10 E 530 9897 44 5000 075 0000 0000 0				General Fund/Expenditures/Food Services-Catering		12.94	
			TACO SHELLS		0	109.80	
10 E 530 9800 42 5430 075 0000 0000 0				General Fund/Expenditures/Food Service		109.80	
231620	MURPHEY, JENNIFER A	06/14/2019	CPR		0	80.00	80.00
10 E 530 0100 26 7000 064 0000 0000 0				General Fund/Expenditures/Basic Education		80.00	
231621	NATIONAL ASSOC OF AGRICULTURAL	06/14/2019	C190171	CASE ASA Final Certification Fee Rylee Suhadolnik	4561800042	700.00	700.00
10 E 530 3160 27 7000 450 0000 0000 0				General Fund/Expenditures/Agriculture		700.00	
231622	NW TEXTBOOK DEPOSITORY CO	06/14/2019	114-291-212	Words Their Way - KRV	6001800092	1,400.29	1,561.71
10 E 530 0145 27 5070 120 0000 0000 0				General Fund/Expenditures/Instructional Materials		1,400.29	
			114-291-364	Words Their Way 3rd Grade Biliteracy Start Up WS	6001800103	161.42	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0149 27 5000 110 0000 0000 0				General Fund/Expenditures/Start-Up		161.42	
231623	OETC (OREGON TECHNOLOGY CONSOR	06/14/2019	OCS86014	Adobe Creative Cloud Subscription	4561800038	2,101.20	2,101.20
10 E 530 3161 27 7000 450 0000 0000 0				General Fund/Expenditures/Business		2,101.20	
231624	OFFICE DEPOT INC	06/14/2019	310099952001	AVID SUPPLIES	1201800054	1,245.62	5,750.90
10 E 530 0153 27 5000 120 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		1,245.62	
10 E 530 0153 27 5000 120 0000 0000 0			310099953001	AVID SUPPLIES	1201800054	95.55	
10 E 530 0153 27 5000 120 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		95.55	
10 E 530 0100 27 5000 120 0000 0000 0			315568480001	SPECIALIST SUPPLIES	1201800069	90.07	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Basic Education		8.54	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		81.53	
10 E 530 0100 27 5000 120 0000 0000 0			315568481001	SPECIALIST SUPPLIES	1201800069	9.55	
10 E 530 0100 27 5000 120 0000 0000 0				General Fund/Expenditures/Basic Education		0.91	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		8.64	
10 E 530 0112 27 5000 120 0000 0000 0			315568501001	SPECIALIST SUPPLIES/ FIRST GRADE	1201800071	120.23	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		100.96	
10 E 530 0115 27 5000 120 0000 0000 0				General Fund/Expenditures/1st Grade		19.27	
10 E 530 0112 27 5000 120 0000 0000 0			315568569001	SPECIALIST SUPPLIES	1201800072	169.19	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		169.19	
10 E 530 0112 27 5000 120 0000 0000 0			315568571001	SPECIALIST SUPPLIES	1201800072	35.67	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		35.67	
10 E 530 9700 72 5000 076 0000 0000 0			315568934001	Supplies	7601800179	81.64	
10 E 530 9700 72 5000 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		81.64	
10 E 530 0100 21 5000 060 0000 0000 0			316273218001	Supplies for Curriculum Office	6001800098	57.01	
10 E 530 0100 21 5000 060 0000 0000 0				General Fund/Expenditures/Basic Education		57.01	
10 E 530 0112 27 5000 120 0000 0000 0			316273271001	SPECIALIST SUPPLIES	1201800083	22.50	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		22.50	
10 E 530 0112 27 5000 120 0000 0000 0			316273272001	SPECIALIST SUPPLIES	1201800083	76.86	



Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		76.86	
			316273273001	SPECIALIST SUPPLIES	1201800083	4.82	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		4.82	
			316273355001	Copy paper	2401800101	1,334.69	
10 E 530 0100 27 5020 240 0000 0000 0				General Fund/Expenditures/Basic Education		1,334.69	
			319159617001	Printers/Toner for Heights	7601800183	767.13	
10 E 530 0100 27 5000 130 0000 0000 0				General Fund/Expenditures/Basic Education		244.44	
10 E 530 0100 27 5320 130 0000 0000 0				General Fund/Expenditures/Basic Education		522.69	
			319159618001	Printers/Toner for Heights	7601800183	1,640.37	
10 E 530 0100 27 5000 130 0000 0000 0				General Fund/Expenditures/Basic Education		522.69	
10 E 530 0100 27 5320 130 0000 0000 0				General Fund/Expenditures/Basic Education		1,117.68	
231625	ORDUNO, MARIA I	06/14/2019	TUITION		0	1,400.00	1,400.00
10 E 530 5210 31 7000 110 0000 0000 0				General Fund/Expenditures/Title II TQ - Part A		1,400.00	
231626	ORIENTAL TRADING CO	06/14/2019	696561533-01	Stress Balls-PBIS	4501800113	134.58	134.58
10 E 530 0188 27 5000 450 0000 0000 0				General Fund/Expenditures/PBIS Incentives		134.58	
231627	OXARC INC	06/14/2019	60399460	Open PO for Metal Shop Supplies	4561800003	50.17	50.17
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		50.17	
231628	PACIFIC STEEL	06/14/2019	3777343	Metal Shop Supply	4561800028	1,864.93	1,864.93
10 E 530 3160 27 5000 450 0000 0000 0				General Fund/Expenditures/Agriculture		1,864.93	
231629	PADELFORD, CLARICE	06/14/2019	SUPPLIES 5/22/19		0	21.58	72.29
10 E 530 0100 23 5000 450 0000 0000 0				General Fund/Expenditures/Basic Education		21.58	
				tablecloths	0	50.71	
10 E 530 5101 27 5000 450 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		50.71	
231630	RAINWATER INC	06/14/2019	042676	Yearly Purchase Order for the Water softener for KRV Production kitchen	7501800001	129.48	196.39
10 E 530 9800 44 7000 075 0000 0000 0				General Fund/Expenditures/Food Service		129.48	
			042677	Annual Renewal	6001800024	4.32	
10 E 530 0100 21 7000 060 0000 0000 0				General Fund/Expenditures/Basic Education		1.44	
10 E 530 5320 24 5000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		1.44	
10 E 530 9730 72 7000 076 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		1.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			042678	Monthly water cooler rental and bottled water delivery (6 bottles per month) to Special Services Office.	6301800000	4.32	
10 E 530 2100 21 5000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		4.32	
			087314	Monthly water cooler rental and bottled water delivery (6 bottles per month) to Special Services Office	6301800001	12.95	
10 E 530 2100 21 5000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		12.95	
			087805	Annual Renewal	6001800024	19.42	
10 E 530 0100 21 7000 060 0000 0000 0				General Fund/Expenditures/Basic Education		6.47	
10 E 530 5320 24 5000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		6.47	
10 E 530 9730 72 7000 076 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		6.48	
			087811	Monthly water cooler rental and bottled water delivery (6 bottles per month) to Special Services Office	6301800001	25.90	
10 E 530 2100 21 5000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		25.90	
231631	REALLY GOOD STUFF, INC	06/14/2019	6883315	specialist supplies	1201800081	90.94	90.94
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		90.94	
231632	RESEARCH PRESS	06/14/2019	F628393	COUNSELOR: SUPPLIES	1201800090	80.98	80.98
10 E 530 0100 24 5000 120 0000 0000 0				General Fund/Expenditures/Basic Education		87.94	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-6.96	
231633	RIBBONS GALORE INC	06/14/2019	165476	Award Ribbons for Sped Field Day Event	6301800077	43.53	43.53
10 E 530 2100 21 5000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		47.27	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-3.74	
231634	RIVERSIDE STORAGE	06/14/2019	JUNE 2019	2018/2019 Rentals of storage units.	7201800007	537.00	537.00
10 E 530 2100 21 7340 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		134.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5320 24 7000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		55.00	
10 E 530 9700 13 7340 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		112.00	
10 E 530 9700 64 7340 074 0000 0000 0				General Fund/Expenditures/District-Wide Support		79.00	
10 E 530 9700 72 7340 076 0000 0000 0				General Fund/Expenditures/District-Wide Support		157.00	
231635	SCHOOL SPECIALTY	06/14/2019	208122876179	SPECIALIST SUPPLIES	1201800074	285.69	285.69
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		228.94	
10 E 530 0160 27 5000 120 0000 0000 0				General Fund/Expenditures/Donation Expenditures		56.75	
231636	SMITH, JOSEFINA	06/14/2019	SUPPLIES		0	29.13	29.13
10 E 530 5320 24 5000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		29.13	
231637	SMITH, TINA L.	06/14/2019	SPOKANE		0	58.00	58.00
10 E 530 0100 28 8030 450 0000 0000 0				General Fund/Expenditures/Basic Education		58.00	
231638	SOTO, RAMIRO F	06/14/2019	LTC		0	45.00	101.49
10 E 530 2100 31 7000 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		45.00	
			MAY 2019		0	56.49	
10 E 530 2100 21 8010 063 0000 0000 0				General Fund/Expenditures/Spec Ed - State		56.49	
231639	Vendor Continued Void	06/14/2019					0.00
231640	STAPLES BUSINESS ADVANTAGE	06/14/2019	34015306976	AVID/SECOND GRADE SUPPLIES	1201800055	32.13	2,155.48
10 E 530 0116 27 5000 120 0000 0000 0				General Fund/Expenditures/2nd Grade		16.98	
10 E 530 0153 27 5000 120 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		15.15	
			3415304975	AVID/SECOND GRADE SUPPLIES	1201800055	61.88	
10 E 530 0116 27 5000 120 0000 0000 0				General Fund/Expenditures/2nd Grade		32.71	
10 E 530 0153 27 5000 120 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		29.17	
			3415304978	AVID/SECOND GRADE SUPPLIES	1201800055	37.24	
10 E 530 0116 27 5000 120 0000 0000 0				General Fund/Expenditures/2nd Grade		19.68	
10 E 530 0153 27 5000 120 0000 0000 0				General Fund/Expenditures/AVID Staff Dev		17.56	
			3415304979	SPECIALIST SUPPLIES	1201800059	147.69	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		147.69	
			3415304980	SPECIALIST SUPPLIES	1201800059	21.38	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		21.38	
			3415304981	SPECIALIST SUPPLIES	1201800059	19.21	
10 E 530 0112 27 5000 120 0000 0000 0				General Fund/Expenditures/Specialist		19.21	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 23 5000 450 0000 0000 0			3415304982	Office Supplies	4501800100	228.05	
				General Fund/Expenditures/Basic Education			228.05
10 E 530 0100 23 5000 450 0000 0000 0			3415304983	Office Supplies	4501800100	108.52	
				General Fund/Expenditures/Basic Education			108.52
10 E 530 0100 27 5000 450 0000 0000 0			3415304984	office supplies	4501800102	165.67	
				General Fund/Expenditures/Basic Education			165.67
10 E 530 0100 24 5000 450 0000 0000 0			3415304985	supplies for counseling	4501800104	297.71	
				General Fund/Expenditures/Basic Education			297.71
10 E 530 0100 24 5000 450 0000 0000 0			3415304986	supplies for counseling	4501800104	75.78	
				General Fund/Expenditures/Basic Education			75.78
10 E 530 0100 27 5000 450 0000 0000 0			3415304987	office supplies	4501800106	171.49	
				General Fund/Expenditures/Basic Education			171.49
10 E 530 0100 27 5000 450 0000 0000 0			3415304988	Toner for Science Department-S. Watkins	4501800107	109.75	
				General Fund/Expenditures/Basic Education			109.75
10 E 530 0100 27 5000 450 0000 0000 0			3415304989	Classroom Supplies for Sped Dept	4501800115	40.55	
				General Fund/Expenditures/Basic Education			40.55
10 E 530 2100 21 5000 063 0000 0000 0			3415304990	Ink Cartridges/Office Supplies	6301800074	184.38	
				General Fund/Expenditures/Spec Ed - State			184.38
10 E 530 2100 21 5000 063 0000 0000 0			3415304991	Ink Cartridges/Office Supplies	6301800074	101.86	
				General Fund/Expenditures/Spec Ed - State			101.86
10 E 530 0100 26 5000 064 0000 0000 0			3415304992	Paper for Health Concerns	6401800013	352.19	
				General Fund/Expenditures/Basic Education			352.19
231641 SWAN, KAYLIE ANNE		06/14/2019	LUNCH REFUND		0	200.00	200.00
10 R 960 9800 22 2298 130 0000 0000 0				General Fund/Revenues/Food Services			200.00
231642 TAYLOR, DANYELLE M		06/14/2019	BUSINESS CARDS		0	27.12	27.12
10 E 530 9730 72 5000 076 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office			27.12

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
231643	TEACHER DIRECT	06/14/2019	INV/2019/13560/77	FIRST GRADE SUPPLIES	1201800080	242.80	242.80
10 E 530 0115 27 5000 120 0000 0000 0				General Fund/Expenditures/1st Grade		263.68	
10 L 601 0000 00 0000 000 0000 0000				General Fund/Accounts Payable		-20.88	
231644	THOMAS, CRYSTAL	06/14/2019	WABE		0	306.07	306.07
10 E 530 6400 31 8030 060 0000 0000 0				General Fund/Expenditures/Limited English Proficien		306.07	
231645	TINSLEY, KARLENE	06/14/2019	BOOKS, INK, SUPPLIES		0	360.34	360.34
10 E 530 0100 27 5000 450 0000 0000 0				General Fund/Expenditures/Basic Education		360.34	
231646	TLC ENTERPRISES	06/14/2019	338		0	287.80	287.80
10 E 530 9700 12 7010 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		287.80	
231647	TURNITIN LLC	06/14/2019	in1161459	Turnitin renewal	4501800109	3,975.41	3,975.41
10 E 530 0100 27 5000 450 0000 0000 0				General Fund/Expenditures/Basic Education		3,975.41	
231648	USIP	06/14/2019	9477		0	1,000.00	1,000.00
10 E 530 9795 64 7000 450 0000 0000 0				General Fund/Expenditures/Insurance Claims		1,000.00	
231649	VALLEY PUBLISHING CO	06/14/2019	36333	2018-2019 Open PO for job listings	7201800016	167.00	167.00
10 E 530 9700 14 7050 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		167.00	
231650	WA-ACTE	06/14/2019	8982		0	5,155.00	5,155.00
10 E 530 3151 21 7000 450 0000 0000 0				General Fund/Expenditures/Voc Director		660.00	
10 E 530 3161 27 7000 450 0000 0000 0				General Fund/Expenditures/Business		1,870.00	
10 E 530 3165 27 7000 450 0000 0000 0				General Fund/Expenditures/Home/Family		1,360.00	
10 E 530 3167 27 7000 450 0000 0000 0				General Fund/Expenditures/Technology Education		1,265.00	
231651	WAL-MART COMMUNITY	06/14/2019	913900664026		0	340.11	1,151.26
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		340.11	
				914200638459	0	128.94	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		128.94	
				9143000215458	0	43.78	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		43.78	
				914800169332	0	48.59	
10 E 530 3165 27 5000 450 0000 0000 0				General Fund/Expenditures/Home/Family		48.59	
				914800307425	0	331.73	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		331.73	
				914900807594	0	74.43	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		74.43	
				915000433350	0	134.06	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		134.06	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			915100559958		0	49.62	
10 E 530 3465 27 5000 240 0000 0000 0				General Fund/Expenditures/Home/Family HMS		49.62	
231652	WASBO	06/14/2019	300002633		0	175.00	175.00
10 E 530 9700 13 7390 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		175.00	
231653	WEISZ, KERRY M	06/14/2019	SPOKANE		0	58.00	58.00
10 E 530 0100 28 8030 450 0000 0000 0				General Fund/Expenditures/Basic Education		58.00	
231654	WRIGHT, GALE M	06/14/2019	LANYARDS		0	60.66	60.66
10 E 530 0170 27 5000 110 0000 0000 0				General Fund/Expenditures/Camp Wooten		60.66	
231655	WSPA	06/14/2019	12356	Registration for Julie Hyatt to attend the WSPA Conference February 24-28, 2019 in Kennewick, WA.	7101800006	300.00	300.00
10 E 530 9700 12 7000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		300.00	
231656	YAKIMA BINDERY	06/14/2019	290223-0	2018/2019 Open PO for District Office supplies.	7201800011	116.33	277.06
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		58.17	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		58.16	
			290313-0	2018/2019 Open PO for District Office supplies.	7201800011	52.35	
10 E 530 9700 12 5000 071 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.18	
10 E 530 9700 13 5000 072 0000 0000 0				General Fund/Expenditures/District-Wide Support		26.17	
			290499-0		0	108.38	
10 E 530 0100 21 5000 060 0000 0000 0				General Fund/Expenditures/Basic Education		48.17	
10 E 530 5320 24 5000 060 0000 0000 0				General Fund/Expenditures/Migrant Ed		48.17	
10 E 530 9730 72 5000 076 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		12.04	

87 Computer Check(s) For a Total of 222,593.84

The following vouchers, as 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, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 11, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$26,783.59. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:  
Warrant Numbers 200000136 through 200000137, totaling \$26,783.59

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
200000136	ARCHITECTS WEST, P.A.	06/14/2019	20,163.33
200000137	INLINE COMPUTER & COMMUNICATIO	06/14/2019	6,620.26
2	Computer	Check(s) For a Total of	26,783.59

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000136	ARCHITECTS WEST, P.A.	06/14/2019	10250		0	20,163.33	20,163.33
20 E 530 0013 21 7010 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		20,163.33	
200000137	INLINE COMPUTER & COMMUNICATIO	06/14/2019	36760	GoPro time lapse camera & Service	8001800002	6,620.26	6,620.26
20 E 530 0013 21 7100 100 0450 0000 0				Capital Projects/Expenditures/PHS NEW CONSTRUCTION		6,620.26	
2 Computer Check(s) For a Total of							26,783.59



The following vouchers, as 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, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 11, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$60,123.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:  
Warrant Numbers 186330 through 186374, totaling \$60,123.21

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
186330	A & A MOTORCOACH	06/14/2019	3,463.15
186331	ALL AMERICAN CAMPS	06/14/2019	4,080.00
186332	APPELGATE, WENDY S	06/14/2019	84.28
186333	BACHOFNER, LAURA B	06/14/2019	44.39
186334	BSN SPORTS LLC	06/14/2019	6,614.04
186335	COLGREN, SUZANNE I	06/14/2019	41.14
186336	DIAZ, SELENA	06/14/2019	143.17
186337	DOMINO'S PIZZA SPOKANE	06/14/2019	156.26
186338	DOUBLE D TROPHIES	06/14/2019	30.32
186339	EASTERN WASHINGTON UNIVERSITY	06/14/2019	7,410.00
186340	EASTMONT HIGH SCHOOL	06/14/2019	140.00
186341	EG WRESTLING BOOSTER	06/14/2019	365.00
186342	ELITE ATHLETE	06/14/2019	402.00
186343	ENGRAVINGS UNLIMITED INC	06/14/2019	361.93
186344	EPCO INC / IN STITCHES	06/14/2019	624.99
186345	EVERGREEN FUNDRAISING	06/14/2019	3,321.60
186346	FLORAFINDER LLC	06/14/2019	192.83
186347	GRANDVIEW HIGH SCHOOL	06/14/2019	150.00
186348	HANFORD HIGH SCHOOL	06/14/2019	185.00
186349	HAYTER, STEPHEN A	06/14/2019	212.74
186350	HOUSEL MIDDLE SCHOOL IMPREST	06/14/2019	300.00
186351	INGVALSON, COREY P	06/14/2019	478.71
186352	INSTRUMENTALIST AWARDS LLC	06/14/2019	283.00
186353	JOSTENS RENAISSANCE	06/14/2019	134.00
186354	KD'S COUNTRY FLORAL	06/14/2019	78.84
186355	KIC WRESTLING CAMPS	06/14/2019	2,400.00
186356	LINFIELD COLLEGE	06/14/2019	17,110.50
186357	MIRABEAU PARK HOTEL AND CONFER	06/14/2019	3,129.72
186358	NASSP	06/14/2019	95.00
186359	PASCO HIGH SCHOOL	06/14/2019	79.00
186360	PEPSI COLA YAKIMA	06/14/2019	512.87
186361	PROSSER THRIVE COALITION	06/14/2019	169.47
186362	PURE FOCUS SPORTS	06/14/2019	3,076.00

Check Nbr	Vendor Name	Check Date	Check Amount
186363	RUIZ, MIGUEL	06/14/2019	300.00
186364	SANDY'S TROPHIES	06/14/2019	103.01
186365	SHEPHERD, CARA	06/14/2019	49.43
186366	SHOPKO STORES OPERATING CO., L	06/14/2019	45.40
186367	SILVER CLOUD INN LAKE UNION	06/14/2019	1,251.84
186368	SMART FOOD SERVICES WHAREHOUSE	06/14/2019	452.32
186369	TAYLOR, TESSA NICHOLE	06/14/2019	23.52
186370	TCSRA	06/14/2019	909.10
186371	TOPPENISH BADBOY WRESTLING	06/14/2019	400.00
186372	WASHINGTON STATE WRESTLING FOU	06/14/2019	345.00
186373	WIAA	06/14/2019	96.00
186374	ZURCHER, OLIVIA A	06/14/2019	277.64
45	Computer	Check(s) For a Total of	60,123.21

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186330	A & A MOTORCOACH	06/14/2019	88250	Whitstran	0	3,463.15	3,463.15
40 E 530 3150 01 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FIFTH-BELL		3,463.15	
186331	ALL AMERICAN CAMPS	06/14/2019	GIRLS BASKETBALL		0	4,080.00	4,080.00
40 E 530 2210 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL GI		4,080.00	
186332	APPELGATE, WENDY S	06/14/2019	VELCRO		0	84.28	84.28
40 E 530 2120 01 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/ARCHERY		84.28	
186333	BACHOFNER, LAURA B	06/14/2019	dance supplies		0	44.39	44.39
40 E 530 1040 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		44.39	
186334	BSN SPORTS LLC	06/14/2019	901155391	Baseball hats	4521800121	1,753.93	6,614.04
40 E 530 2100 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASEBALL		1,753.93	
			904434874	Baseball Spirit	4521800208	3,147.15	
				pack orders			
40 E 530 2100 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASEBALL		3,147.15	
			904575627	Football jersey	4521800183	179.40	
40 E 530 2140 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		179.40	
			904703701	Spring Sport	4521800189	36.21	
				Supplies			
40 E 530 2010 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/CONTEST MGT		36.21	
			904930339	Baseball piped	4521800216	1,138.55	
				pants, part of			
				spirit pack			
				orders			
40 E 530 2100 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASEBALL		1,138.55	
			905237673		0	179.40	
40 E 530 2140 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		179.40	
			905237675	Football	4521800200	179.40	
				replacement			
				jersey			
40 E 530 2140 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		179.40	
186335	COLGREN, SUZANNE I	06/14/2019	PICNIC SUPPLIES		0	41.14	41.14
40 E 530 4610 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/HONOR SOCIETY		41.14	
186336	DIAZ, SELENA	06/14/2019	COSTUMES		0	143.17	143.17
40 E 530 4999 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/DRAMA		143.17	
186337	DOMINO'S PIZZA SPOKANE	06/14/2019	559396	Band, pizza for	4521800264	156.26	156.26
				after lilac			
				parade			
40 E 530 4360 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BAND		156.26	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186338	DOUBLE D TROPHIES	06/14/2019	2618	Band - Plaque Engraving	4521800282	30.32	30.32
40 E 530 4360 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BAND		30.32	
186339	EASTERN WASHINGTON UNIVERSITY	06/14/2019	CAMP 2019_1		0	7,410.00	7,410.00
40 E 530 2110 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		7,410.00	
186340	EASTMONT HIGH SCHOOL	06/14/2019	GIRLS GOLF 2019	Girls Golf Wenatchee golf championship	4521800198	140.00	140.00
40 E 530 2185 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GOLF-GIRLS		140.00	
186341	EG WRESTLING BOOSTER	06/14/2019	18/19	Boys Wrestling Pacific Coast Wrestling entry fee	4521800130	365.00	365.00
40 E 530 2170 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING		365.00	
186342	ELITE ATHLETE	06/14/2019	53917	Track - javeline	4521800289	402.00	402.00
40 E 530 2150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/TRACK		436.57	
40 L 601 0000 00 0000 000 0000 0000				Associated Student Body Fund/Accounts Payable		-34.57	
186343	ENGRAVINGS UNLIMITED INC	06/14/2019	9032	Athletic Banquet awards	4521800310	361.93	361.93
40 E 530 2004 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/ATHLETIC GENE		361.93	
186344	EPCO INC / IN STITCHES	06/14/2019	19379		0	624.99	624.99
40 E 530 2100 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASEBALL		624.99	
186345	EVERGREEN FUNDRAISING	06/14/2019	708	Soccer Fundraiser	2421800046	3,321.60	3,321.60
40 E 530 2250 04 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/SOCCER GIRLS		3,321.60	
186346	FLORAFINDER LLC	06/14/2019	1015196		0	192.83	192.83
40 E 530 4150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FFA		192.83	
186347	GRANDVIEW HIGH SCHOOL	06/14/2019	BOYS GOLF 2019	Boys Golf, Golf invite at Grandview High	4521800275	150.00	150.00
40 E 530 2180 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GOLF-BOYS		150.00	
186348	HANFORD HIGH SCHOOL	06/14/2019	BK19076	Girls Golf Hanford Invite	4521800199	185.00	185.00
40 E 530 2185 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GOLF-GIRLS		185.00	
186349	HAYTER, STEPHEN A	06/14/2019	MEAT		0	212.74	212.74
40 F 530 4150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FFA		212.74	
186350	HOUSEL MIDDLE SCHOOL IMPREST	06/14/2019	1764		0	300.00	300.00
40 E 530 6100 04 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/SAUL HAAS		300.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186351	INGVALSON, COREY P	06/14/2019	BINS		0	478.71	478.71
40 E 530 2140 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		86.71	
40 E 530 2150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/TRACK		392.00	
186352	INSTRUMENTALIST AWARDS LLC	06/14/2019	1902	Band - Student Awards	4521800284	283.00	283.00
40 E 530 4360 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BAND		307.34	
40 L 601 0000 00 0000 000 0000 0000				Associated Student Body Fund/Accounts Payable		-24.34	
186353	JOSTENS RENAISSANCE	06/14/2019	EXT-58496-543	ASB - characteristic buttons for student body	4521800295	134.00	134.00
40 E 530 1040 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		145.52	
40 L 601 0000 00 0000 000 0000 0000				Associated Student Body Fund/Accounts Payable		-11.52	
186354	KD'S COUNTRY FLORAL	06/14/2019	prom 2019	Junior Class, purchasing flowers for prom court.	4521800266	78.84	78.84
40 E 530 3020 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/CLASS OF 2020		78.84	
186355	KIC WRESTLING CAMPS	06/14/2019	GIRLS CAMP		0	2,400.00	2,400.00
40 E 530 2175 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/WRESTLING GIR		2,400.00	
186356	LINFIELD COLLEGE	06/14/2019	FOOTBALL CAMP		0	17,110.50	17,110.50
40 E 530 2140 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FOOTBALL		17,110.50	
186357	MIRABEAU PARK HOTEL AND CONFER	06/14/2019	422721	Band hotel rooms for Lilac Parade trip	4521800228	3,129.72	3,129.72
40 E 530 4360 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BAND		3,129.72	
186358	MASSP	06/14/2019	9001157404	ASB - MASSP MEmbership	4521800299	95.00	95.00
40 E 530 1040 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/GENERAL		95.00	
186359	PASCO HIGH SCHOOL	06/14/2019	420674	Track and Field Pasco Invite Fee	4521800270	79.00	79.00
40 E 530 2150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/TRACK		79.00	
186360	PEPSI COLA YAKIMA	06/14/2019	010402792	FFA - pop for banquet	4521800298	268.13	512.87
40 E 530 4150 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/FFA		268.13	
			010618713	Baseball concession drinks	4521800255	244.74	
40 E 530 2100 05 0000 000 0000 0000 0				Associated Student Body Fund/Expenditures/BASEBALL		244.74	
186361	PROSSER THRIVE COALITION	06/14/2019	1005	Thrive Club -	4521800280	169.47	169.47

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 4655 05 0000 000 0000 0000 0				supplies for drug awareness week activities			
			Associated Student Body Fund/Expenditures/MUSTANG CIA			169.47	
186362	PURE FOCUS SPORTS	06/14/2019	BOYS BASKETBALL CAMP		0	3,076.00	3,076.00
40 E 530 2110 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL BO			3,076.00	
186363	RUIZ, MIGUEL	06/14/2019	DJ EQUIPMENT RENTAL		0	300.00	300.00
40 E 530 2270 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/DANCE TEAM			300.00	
186364	SANDY'S TROPHIES	06/14/2019	113435	Boys Wrestling end of season awards	4521800294	103.01	103.01
40 E 530 2030 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC AWAR			103.01	
186365	SHEPHERD, CARA	06/14/2019	BANQUET SUPPLIES		0	49.43	49.43
40 E 530 2210 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL GI			49.43	
186366	SHOPKO STORES OPERATING CO., L	06/14/2019	0548		0	45.40	45.40
40 E 530 1040 01 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			45.40	
186367	SILVER CLOUD INN LAKE UNION	06/14/2019	554740	State Tennis Rooms Check in 5/23 Check out 5/25 2 Double Queens	4521800302	625.92	1,251.84
40 E 530 2040 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC TRAV			625.92	
			554790	State Tennis Rooms Check in 5/23 Check out 5/25 2 Double Queens	4521800302	625.92	
40 E 530 2040 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/ATHLETIC TRAV			625.92	
186368	SMART FOOD SERVICES WAREHOUSE	06/14/2019	5/20/2019	FFA Week ice cream and food	4521800229	452.32	452.32
40 E 530 4150 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			452.32	
186369	TAYLOR, TESSA NICHOLE	06/14/2019	PICTURES 2019		0	23.52	23.52
40 E 530 4150 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			23.52	
186370	TCSRA	06/14/2019	2019-154	Girls soccer officials	2421800047	909.10	909.10
40 E 530 1040 04 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			909.10	
186371	TOPPENISH BADBOY WRESTLING	06/14/2019	GIRLS CAMP		0	400.00	400.00
40 E 530 2175 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING GIR			400.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
186372	WASHINGTON STATE WRESTLING FOU	06/14/2019	GUT CHECK	Boys Wrestling Entry Fee for Gut Check Tournament	4521800131	345.00	345.00
40 E 530 2170 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING			345.00	
186373	WIAA	06/14/2019	23984		0	96.00	96.00
40 E 530 2170 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/WRESTLING			96.00	
186374	ZURCHER, OLIVIA A	06/14/2019	PIZZA 5/31/2019		0	277.64	277.64
40 E 530 4150 05 0000 000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA			277.64	
				45 Computer	Check(s) For a Total of		60,123.21

## **BOARD PACKET**

**TO:** Board of Directors  
**SUBJECT:** Legends Casino Donations  
**AGENDA:** Consent  
**DATE:** June 11, 2019  
**PREPARED BY:** Craig Reynolds, *Assistant Superintendent*

### **Background**

The District has received generous donations from Legends Casino in the following amounts.

- Eva Petroff (Heights Elementary) received a total of \$2,000 to be used for STEM manipulatives and materials. The donation will be deposited into the ASB general fund.
- Khristyne Means (Heights Elementary) received a total of \$3,312.30 to be used to purchase chromebooks and wireless internet access points. The donation will be deposited into the ASB general fund.
- Dan Norris (Prosser High School) received a total of \$2350.00 to be used to purchase a 4-valve euphonium instrument.

### **Recommendation:**

It is recommended that the Board of Directors accept the donations from Legends Casino.



## Nutrition and Physical Fitness

The Board recognizes that childhood obesity has reached epidemic levels in Washington and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, diabetes and other chronic diseases.

Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. The Board supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our District's youth. Therefore, it is the policy of the Board to:

- A. Provide students access to nutritious food;
- B. Provide opportunities for physical activity and developmentally appropriate exercise; and
- C. Provide accurate information related to these topics.

The Superintendent shall develop and implement a comprehensive District-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch and Breakfast Program. To implement the program, the Superintendent shall adopt and implement a comprehensive curriculum on health, fitness and nutrition consistent with the Essential Academic Learning Requirements (EALRs). The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12. The input of staff, students, parents and public health professions in the development of the curriculum is encouraged.

Nutrition, health and fitness topics shall be integrated within the sequential, comprehensive health education curriculum taught and coordinated with the District's nutrition and food service operation.

The District shall take a proactive effort to encourage students to make nutritious food choices. The Superintendent shall ensure that:

- A. A variety of healthy food choices are available during the academic day and whenever food is sold or served on District property or at District-sponsored events;
- B. Schools shall regulate and attempt to reduce the sale or serving of foods or snacks high in fat, sodium or added sugar; see Procedure 6700P.
- C. Nutritious meals served by the school nutrition and food services operation complies with state and federal law.

### Nutrition

#### Nutrition Standards

The District shall provide school breakfasts and lunches which meet the nutritional standards required by state and federal school breakfast and lunch programs. All meals served in school shall conform to current U.S. Dietary Guidelines for Americans. Any food or beverage sold or made available during the academic school day must meet the District policy and procedure guidelines in 6700 and 6700P.

### **Food Services Program**

The District supports the philosophy of the National School Lunch and Breakfast Programs and shall provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food service program, provided that any decision to enter into a contract with a private food service agency shall require the approval of the Board. Expenditures for food supplies shall not exceed estimated revenue.

Because of the potential liability of the District, the food service program shall not accept donations of food other than as provided in this policy without the express approval of the Board. Should the Board approve a food donation, the Superintendent shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school lunch menu.

### **Meal Charge Policy**

#### **I. Purpose/Policy:**

- a. The purpose of this policy is to establish consistent meal account procedures throughout Prosser School District regarding meal charges and collection of charges.
- b. Unpaid charges place a financial strain on the food services department and the District.
- c. The District will to the maximum extent possible enroll all eligible students in the free/reduced meal program.
- d. The District will make all reasonable efforts to collect payment for all meals served that are not covered under the free/reduced meal program.

#### **II. Scope of Responsibility:**

- a. Food Service Department: responsible for maintaining charge records and notifying parent/guardians with written documentation of outstanding balances.
- b. School Principals: responsible for maintaining coordination with the food service department staff to obtain free/reduced applications from all students.
- c. School District: Responsible for supporting the food services department in collection of debt and reconciliation of accounts.
- d. Parent/Guardian: Responsible for prepayment of meal accounts and bringing current all past-due meal charges for their children.

#### **III. Administration:**

- a. Prosser School District will comply with all provisions of the U.S. Department of Agriculture Food and Nutrition Services requirements, the National School Lunch Program, the National School Breakfast Program and the Washington State Hunger-Free Students' Bill of Rights Act.
- b. All households of children within the District in kindergarten through grade twelve will be provided an application for free/reduced meal benefits to determine student eligibility.
- c. Approximately three weeks prior to school starting, all enrolled families will be mailed a free/reduced meal application from the food service department. The mailing will include information on the application process, notice of availability of applying by paper format or online via Skyward. The mailing and application will be distributed to all families in both English and Spanish.

- d. If a parent/guardian of a student needs assistance with application materials in a language other than English, the District shall offer appropriate and timely assistance to the parent/guardian.
- e. If no application has been submitted for the student to determine eligibility for free/reduced meals by the 30<sup>th</sup> day of school, the District will mail another application to the student's family/guardian and the family will be notified via automated phone message that the student does not have an application on file.
- f. Efforts will continue throughout the school year on an at least a monthly basis to make additional attempts to contact the student's parent or guardian to obtain a submitted application. Documentation of attempts will be maintained.
- g. If a student, who based on information available to the school or District, is likely eligible for free/reduced price meals but has not submitted an application to determine eligibility, the school shall, in accordance with the authority granted under 7 C.F.R. Sect. 245.6(d), complete and submit the application for the student.
- h. The District has a duty to identify homeless students, students in foster care, runaway students and migrant students and ensure their access to free meals.
- i. At least monthly, the District shall directly certify students for free meals if the student qualifies because of enrollment in assistance programs, including but not limited to the supplemental nutrition assistance program, the temporary assistance for needy families, and Medicaid.
- j. A monthly report of negative balances will be provided by the food service department to the assistant superintendent of business and operations. A quarterly report of the status of approved applications and negative balances by school will be provided by the Superintendent to the Board of Directors.
- k. No adults can charge meals or beverages. Payment for adults must be made at the time of purchase.
- l. Payment Options:
  - i. Online Payment: Payments can be made through the use of a credit or debit card through your Skyward account.
  - ii. Pay in Person: Payments can be made by cash or check to the student's meal accounting person at their school.
    - 1. Elementary students: put payment in an envelope with student's first and last name and teacher's name on the outside.
    - 2. Middle/high school students: put payment in an envelope with student's first and last name and their Student ID# on the outside.
    - 3. District Office: payment can be made in-person at the Prosser School District Office, 1126 Meade Ave. Please include your student's first and last name, school, teacher's name or Student ID#.
  - iii. Mail: Payment can be made by mail by sending payment to: Prosser School District, Food Service Department, 832 Park Ave., Prosser, WA 99350. Please include student's first and last name and either the student's teacher's name or Student ID#.
- m. All families will be notified of the District's meal charge policy and prepayment options in writing before the school year begins and with each new transfer student. This policy will also be posted on the food services department website.
- n. Notification/Collection of Delinquent Account:

- i. Parents/guardians of students will be notified the day that a student's meal account balance has a negative balance. All communications from a school or the school district about meal accounts, amounts owed for meals and collection efforts will be directed only to the student's parent or guardian. School and District staff will not discuss the status of delinquent accounts with the student.
- ii. Upon reaching a negative balance, daily notification will be made by automated caller to the student's parent/guardian that the student's account has a negative balance and request immediate payment to the meal account.
- iii. If the student's account remains in a negative balance for more than three meals, in addition to the daily automated call, the food services department staff will also send a letter via mail to the student's parent/guardian notifying of the delinquent account requesting immediate payment.
- iv. If a student's meal account has five or more meals charged with insufficient funds, the student's school principal, assistant principal, or school counselor will contact the parent or guardian for the purpose of: (a) offering assistance with completing an application to determine the student's eligibility for free/reduced meals, (b) determine whether there are any household issues that may prevent the student from having sufficient funds for school meals and offer any appropriate assistance.
- v. In cases of repeated nonpayment, or no later than ten days after the student's school meal account has reached a negative balance, the Superintendent or designee will contact the student's parent/guardian to discuss reasons for nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parent/guardian need assistance in completing an application for free/reduced price meals or need referral to social services. The District has a duty to exhaust all options to certify the student for free or reduced meals. In the event that the District is unable to directly certify the student for free/reduced priced meals, the District shall provide the parent/guardian a paper copy of or an electronic link to an application for free/reduced meals and encourage the parent/guardian to submit the application.
- vi. The Superintendent may enter into a repayment plan with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time.
- vii. Unpaid meal charges may be carried over at the end of the school year (i.e., beyond June 30) as a delinquent debt and collection efforts may continue in the new school year.
- viii. The District's efforts to collect debt shall be consistent with District policies, state and federal guidelines and 2 CFR 200.426. The District shall not spend more than the actual debt owed in efforts to collect unpaid meal charges.
- ix. At the discretion of the Superintendent, the District may determine that further collection efforts for delinquent debt are useless or too costly, at which time the debt will be classified as a "bad debt".
- o. No school or District personnel or school volunteer may:
  - i. Deny any student, regardless of their ability to pay, a meal;
  - ii. Take any action that would publicly identify a student who cannot pay for a school meal or for meals previously served to the student, including but not

- limited to requiring students to use separate service lines, to wear a wristband, hand stamps, or other identifying marker (name tags, post-its, etc.), or by serving the student an alternative meal (all students regardless of their ability to pay will be provided access to the same meal choice options as all other students);
- iii. Require a student who cannot pay for a school meal or for meals previously served to the student to perform chores or other actions in exchange for a meal or for the reduction or elimination of a school meal debt;
  - iv. Require a student to dispose of an already served meal because the student's inability to pay for the meal or because of money owed for meals previously served to the student;
  - v. Take any adverse or disciplinary action against any student based on the student's ability to pay for meals or because of money owed for meals previously served to the student;
  - vi. Allow any disciplinary action that is taken against a student to result in the denial or delay of a meal to the student; or
  - vii. Require a parent or guardian to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

#### **Free And Reduced-Price Food Services**

The District shall provide free and reduced-price breakfasts and lunches to students according to the terms of the National School Lunch and Breakfast Programs and the laws and rules of the state. The District shall inform parents of the eligibility standards for free or reduced-price meals. Reasonable efforts shall be made to protect the identity of students receiving such meals. A parent has the right to appeal any decision with respect to his/her application for free or reduced-price food services to the assistant superintendent or Superintendent.

School meals may be provided to anyone other than students of the District at the greatest price charged any student plus an amount representing the portion of the lunch cost paid for from local, state and federal assistance (cash and food).

#### **Surplus Commodities**

The District shall use food commodities made available under the Federal Food Commodity Program for school menus.

### **Physical Education**

#### **Health and Fitness Curriculum**

The Superintendent shall adopt and implement a comprehensive health and fitness curriculum consistent with the EALRs. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies and will be in place by the end of the 2008-2009 school year.

All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education. This includes instruction and practice in basic movement and fine motor skills, progressive physical fitness, and wellness activities through age-appropriate activities. All high school students are required to complete two credits of health and fitness. The District encourages all high schools to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The District shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. The District is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours. Refer to Procedure 6700P.

Cross References:	Board Policy 2100	Instructional Program Offerings
	Board Policy 4260	Use of School Facilities
Legal References:	RCW 28A.230.040	Physical Education – Grades 1-8
	28A.230.050	Physical Education in High School
	28A.235	Surplus or Donated Food Commodities for School Hot Lunch Programs
	28A.235.120	Lunchrooms — Establishment and operation — Personnel for — Agreement for
	28A.235.130	Milk for children at school expense
	28A.623.020	Nonprofit meal program for elderly — Authorized — Restrictions
	69.04	Food, Drugs, Cosmetics, and Poisons
	69.06.010	Food service worker permit
	69.06.020	Permit exclusive and valid throughout state — Fee
	69.06.030	Diseased persons — May not work — Employer may not hire
	69.06.050	Permit to be secured within fourteen days from time of employment.
	69.06.070	Limited duty permit
	WAC 180-50-135	Physical Education – Grade school and high school requirement.
	WAC 180-51-085	Physical Education Requirement-Excuse
	7 CFR, Parts 210 and 220	
	7 CFR, Part 245.5	

Management Resources: *Policy News*, December 2004 Nutrition and Physical Fitness Update

**Adoption Date: September 6, 2005**  
**Amended Date: June 6, 2006, September 11, 2018**

## **Nutrition and Physical Fitness**

### **Foods and Beverages Sold During the Academic School Day**

Any food or beverage sold or made available to students during the academic school day shall meet the following guidelines:

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole grain products and fiber-rich fruits and vegetables to provide students a variety of choices to maintain a balanced diet.
2. Foods and beverages available during the school day should include a variety of healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.
3. Foods and beverages available during the school day should minimize use of trans and saturated fats, sodium and sugar as defined by the Dietary Guidelines for Americans.
4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle and high school students, respectively.
5. If a la carte foods are available, they should include a variety of choices of nutritious foods, such as fruits, vegetables, whole grains and low-fat or non-fat dairy foods.
6. Nutrition information for products offered in snack bars, a la carte, vending and school stores should be readily available at the product display.
7. Drinking water and hand-washing facilities should be conveniently available for students at all times.
8. Carbonated beverages should not be available to elementary or middle school students during the academic school day.
9. Carbonated beverages should only be available in the high school and should only be available where a full array of milk, juices, water and other products are available.
10. Classroom snacks should reinforce the importance of healthy choices.
11. Classroom celebrations, especially in elementary schools, should encourage healthy choices, and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations.
12. Schools should encourage fundraisers that promote positive health habits such as the sale of non-food and nutritious food items, as well as fundraising to support physical activity events.
13. Foods and beverages sold at fundraisers should reinforce the importance of healthy choices.
14. Parent education regarding nutrition should be included with monthly school menus.
15. The District should make every effort to reference the USDA list of foods of minimum nutritional value with exemptions, for guidance in choosing food made available to students during the academic school day.

**Exemptions**

WHERE AND WHEN	NUTRITION POLICY
Elementary School Classroom Snacks	Elementary classrooms may serve nutritious snacks in the morning or afternoon (not during lunchtime) under the teacher's guidance. The classroom snack may be provided by the school food service, the teacher, parents, or other groups and should be at no cost to the students.
Elementary Classroom Celebrations and/or Birthday Parties	Healthy good choices, portion control, and/or the use of non-food options are encouraged at birthday and classroom celebrations. However, foods otherwise restricted by the policy are permitted at these special functions. It is recommended that such events be scheduled after the end of the classes' lunch period so that these celebrations will not replace a nutritious lunch.
Snacks for Standardized Test Days	Schools and parents may provide additional nutritious snacks for students taking standardized tests. As with classroom snacks, these must comply with the limits outlined in the Prosser School Nutrition Policy.
Field Trips, Athletic, Extra-Curricular, Band and Other Competitions	The nutrition policy does not apply to students who leave campus for campus-approved field trips or to travel to athletic, extra-curricular, band or other competitions. The school day is considered to have ended for these students. School activities, athletic functions, etc. that occur after the normal school day are not covered by the policy.
Fundraising	Only items that meet the nutritional guidelines may be used for fundraising on an elementary school campus during the school day; however, schools or school-approved organizations may take orders or sell vouchers during the school day for candy or other restricted items and deliver these items after the end of the school day.
Other	Certain exemptions are allowed for school nurses, students with special needs and school or district events that have been approved by campus officials. (NOTE: Federal regulations do not allow FMNV's to be sold or given away during meal periods where reimbursable meals are served or consumed, including during any exempted events.)

**School Cafeterias**

- A. Any student may eat in the school cafeteria or other designated place.
- B. Meal prices will be established by the superintendent and food service supervisor, with the approval of the board at the beginning of each year.
- C. Healthy option foods should be competitively priced.
- D. Meal prices will be conspicuously posted in each cafeteria or designated meal area.



**Nutrition Education**

Nutrition education at all levels of the district's integrated curriculum should include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including understanding the relationship of nutrition and food nutrients to physical performance and body composition; recognizing patterns of growth and development, understanding the concept of control and prevention of disease; acquiring skills to live safely and reduce health risks; understanding how environmental factors affect health; learn the benefits of healthy eating; understand essential nutrients; learn about nutritional deficiencies; understand the principles of healthy weight management; understand the use and misuse of dietary supplements; learn safe food preparation, handling, and storage; and appreciate cultural diversity related to food and eating;
- B. Age-appropriate nutrition-related skills, including gathering and analyzing health information; using social skills to promote health and safety; understand how emotions influence decision making; analyze health and safety information and develop a health and fitness plan and a monitoring system, to plan and prepare a healthy meal, understand and use food labels, and to critically evaluate nutrition information, misinformation, and commercial food and advertising; and
- C. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

*The district shall have a classroom based assessment or other strategies in place for health and fitness by the end of the 2008-09 school year.*

**Nutrition and Food Services Operation**

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the superintendent is responsible for:

- A. Encouraging all students to participate in the school's child nutrition meal program
- B. Providing varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans.
- C. Providing adequate time and space to eat meals in a pleasant and safe environment. Schools shall ensure:
  - 1. Seating is not overcrowded;
  - 2. Rules for safe behavior are consistently enforced;
  - 3. Appropriate supervision is provided.

**Staff Development**

Ongoing in-service and professional development training opportunities for staff in the area of food nutrition will be encouraged.

**Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the school principal is responsible for ensuring:

- A. Nutrition educational materials and meal menus are made available to parents;

- B. Parents are encouraged to promote their child's participation in the school meals program. If their children do participate in the school meal program, parents should provide their children with health snacks/meals;
- C. Families are invited to attend exhibitions of student nutrition projects or health fairs;
- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

## **Physical Education**

### **Health and Fitness**

It is the district's position that all students have equal and equitable opportunities for physical activity and fitness education in our schools. The superintendent is encouraged to review and consider implementing physical activity and fitness education program improvements. The goals of the district are:

- A. All children, from kindergarten through grade 12, will participate in a quality, standards-based physical activity/fitness education programs;
- B. All schools will have certificated physical education teachers providing instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with national standards.

Schools shall require students in grades one through eight to engage in physical education averaging 100 instructional minutes per week and all high school students shall complete two credit(s) of health and fitness.

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in our communities to participate in quality physical activity, fitness, sports and recreation programs.

Schools should identify safe and active routes to school and promote alternative methods for children to travel to and from school, such as walking and bicycle programs.

Schools shall prohibit the use of physical activity and withholding of physical education class and other forms of physical activity as punishment.

### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school principal is responsible for ensuring:

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;

- C. Families are invited to attend and participate in physical education activity programs and health fairs;
- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

#### **Advisory Committee**

The district shall convene a Nutrition and Physical Activity advisory committee to assist in development of the district wide nutrition and physical fitness policy. The committee shall include food service directors and staff, parents, building level administrators, school board members, students, nutritionists, health care professionals, physical education staff, and the public and interested community organizations.

#### **Program Evaluation**

##### **A. Nutrition:**

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the superintendent is responsible for evaluating and assessing whether the board policy and procedure are implemented, including a periodic assessment of the school meal program with input from students, parents, and staff.

##### **B. Physical Education:**

District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health-related programs using tools like the Physical Best Program, Healthy Kids Survey, CDC School Health Index or an OSPI approved assessment. Results of these surveys and assessments will be reported to the board, school sites, and made available to parents and community on an annual basis.

**Prosser School District  
Analysis of Community Eligibility Provision (CEP)**

> CEP Reference Sheet Attached

Based on 2018-19 meal counts (estimated for May and June)

Lunch =	1,047/day	Free
	135/day	Reduced
	<u>186/day</u>	Paid
	1,368	Total

Breakfast =	442/day	Free
	44/day	Reduced
	<u>38/day</u>	Paid
	524	Total

> See CEP Monthly Federal Reimbursement Estimator with no participation change  
 Results based on 20 days in a month is a decrease in revenue of \$11,468.68  
 Prorated over 176 school days = \$100,924.38  
 Plus the loss of reduced and paid charges YTD \$112,637

> In order to break even, participation would need to increase by 11.75% for lunch  
 and 18% for breakfast  
 See Reimbursement Estimator reflecting these percentages

## Community Eligibility Provision (CEP)

The Community Eligibility Provision (CEP) allows schools with high numbers of low-income children to serve free breakfast and lunch to all students without collecting school meal applications. CEP is available to public, private and tribal schools.

### Requirements:

- ✓ Local Education Agencies (LEAs) or schools must have an identified student percentage of at least 40% (based on data from April 1<sup>st</sup> of the school year prior to implementing CEP)
- ✓ Identified Student Percentage:

$$\text{Identified Student \%} = \frac{\text{\# of Identified Students}}{\text{Total \# of Enrolled Students}} \times 100$$

- *Identified Students:*
  - Students directly certified for Basic Food, TANF, and foster children that are included on the direct certification list from EDS.
  - Students that are directly certified for FDPIR, that are included on a list from the FDPIR office.
  - Migrant or homeless students that are on lists received from the Migrant Student Coordinator or Homeless Liaison.
  - Students participating in Head Start, Even Start, and ECEAP that are included in a list from the program administrator.
  - Note: student who are categorically eligible based on information, such as a case number, submitted on a free and reduced-price meal application are NOT included.
- *Enrolled Students:*
  - Students who are enrolled and attending school; and have access to at least one meal service daily (NSLP and/or SBP).
- ✓ The reimbursement rate for both lunch and breakfast is determined by multiplying the percent of Identified Student by 1.6
  - The resulting number is the percent of meals reimbursed at the "free" rate, with the remainder being reimbursed at the "paid" rate.
- ✓ Participating schools receive the same reimbursement rate (or higher rate if the level of direct certification increases) for 4 years.

## **Annual Poverty Data Collection:**

In Washington State, funding for state education programs use individual student free and reduced price information. Schools participating in CEP will need to implement an alternate method to collect this data annually. The Family Income Survey may be used to collect this data.

## **Benefits of Community Eligibility Provision:**

- ✓ All students receive meals at no charge
- ✓ All students receive the benefits of nutritious school meals
- ✓ Decreases paperwork for families as no applications need to be completed
- ✓ Decreases paperwork for schools with no applications to process and eliminates the verification process.

**For CEP schools in the fourth year** of their cycle with an ISP of less than the required 40% but at least 30% as of April 1, you may choose to continue the program on grace period:

- ✓ These schools may continue participating in CEP for one grace year (a fifth year).
  - This gives your LEA the opportunity to try restoring the ISP without having to immediately revert to standard counting and claiming.
- ✓ Claiming percentages will change for the grace year.
  - The claiming percentages are based on the ISP representative of April 1.
  - These claiming percentages may be lower than claiming percentages from the four-year CEP cycle.

If the school regains an ISP of 40% as of April 1 of the grace year, a new four-year cycle may be approved beginning the year following the grace year.

LEAs may use the end of the cycle to evaluate CEP and regroup schools and/or bring on new schools.



## Community Eligibility Provision (CEP) Monthly Federal Reimbursement Estimator

Use to *estimate* the level of Federal reimbursement received under the CEP

District Name: Prosser

### Step 1: Calculating the Identified Student Percentage

If grouping schools, use the grouping calculator to assist in determining 1.1 and 1.2.

Enter the number of identified students and enrolled students that is reflective of April 1<sup>st</sup> in 1.1 and 1.2 [Click to define: Identified Students](#)

1.1) Enter the number of identified students 1,219

1.2) Enter the TOTAL student enrollment 2,600

ISP Base Number, rounded to 4 decimal places **0.4690**

ISP Percentage of identified students = **46.90%**  
*\*\*This percentage must be at least 40% to be eligible\*\**

Percentage of meals reimbursed at the Federal FREE rate = **75.04%**

Percentage of meals reimbursed at the Federal PAID rate = **24.96%**

### Step 2: Federal Reimbursement Rates

Select the current reimbursement rates used for each program (without the \$0.06).

The additional \$0.06 is applied in the next box

	Lunch	Breakfast
Free	\$3.33 ▼	2.14 ▼
Paid	0.33 ▼	0.31 ▼

Select "\$0.06" if the SFA is certified for the additional \$0.06.

\$0.06 ▼

### Step 3: Monthly Meal Data

Enter in the number of LUNCHES and/or BREAKFASTS served in a month in 3.1 and 3.2

3.1) Enter the total number of LUNCHES served in a month: 27,360

3.2) Enter the total number of BREAKFASTS served in a month: 10,480

Total number of MEALS served in a month: **37,840**

Step 4: Anticipated Participation Change due to serving all FREE meals (for example enter 2 for 2%):	NLSP	SBP
		<b>0.00%</b>

Total number of LUNCHES reimbursed at FREE rate= **20,531**

Total number of LUNCHES reimbursed at the PAID rate= **6,829**

Total number of BREAKFASTS reimbursed at FREE rate= **7,864**

Total number of BREAKFASTS reimbursed at the PAID rate= **2,616**

### CEP Difference:

This section displays the estimated difference between operating CEP and the current Federal reimbursements and student payments (if applicable). If the differences boxes are green then CEP will generate the same or more Federal revenue, if the box is red then current procedures generate higher Federal Revenue

### Estimated CEP Monthly Federal Reimbursements

Reimbursement for LUNCH = **\$72,263.40**

Reimbursement for BREAKFAST = **\$17,639.92**

Total Reimbursement Level= **\$89,903.32**

Federal Reimbursement per LUNCH= **\$2.64**

Federal Reimbursement per BREAKFAST= **\$1.68**

### Optional Comparison: Enter current monthly Federal reimbursements and student payment revenue

LUNCH= **\$80,550.00**

BREAKFAST= **\$20,822.00**

LUNCH Difference=	<b>-\$8,286.60</b>	Total Difference
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BREAKFAST difference=	<b>-\$3,182.08</b>	<b>-\$11,468.68</b>
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# Community Eligibility Provision (CEP) Monthly Federal Reimbursement Estimator

Use to *estimate* the level of Federal reimbursement received under the CEP

District Name: Prosser

Step 1: Calculating the Identified Student Percentage	
If grouping schools, use the grouping calculator to assist in determining 1.1 and 1.2.	
Enter the number of identified students and enrolled students that is reflective of April 1 <sup>st</sup> in 1.1 and 1.2	<a href="#">Click to define: Identified Students</a>
1.1) Enter the number of identified students	1,219
1.2) Enter the TOTAL student enrollment	2,600
ISP Base Number, rounded to 4 decimal places	<b>0.4690</b>
ISP Percentage of Identified students = <i>**This percentage must be at least 40% to be eligible**</i>	<b>46.90%</b>
Percentage of meals reimbursed at the Federal FREE rate =	<b>75.04%</b>
Percentage of meals reimbursed at the Federal PAID rate =	<b>24.96%</b>

Step 2: Federal Reimbursement Rates	
Select the current reimbursement rates used for each program (without the \$0.06). The additional \$0.06 is applied in the next box	
<b>Lunch</b>	<b>Breakfast</b>
Free <input style="width: 100px;" type="text" value="\$3.33"/>	Free <input style="width: 100px;" type="text" value="2.14"/>
Paid <input style="width: 100px;" type="text" value="0.33"/>	Paid <input style="width: 100px;" type="text" value="0.31"/>
Select "\$0.06" if the SFA is certified for the additional \$0.06.	
<input style="width: 100px;" type="text" value="\$0.06"/>	

Step 3: Monthly Meal Data		
Enter in the number of LUNCHES and/or BREAKFASTS served in a month in 3.1 and 3.2		
3.1) Enter the total number of LUNCHES served in a month:	27,360	
3.2) Enter the total number of BREAKFASTS served in a month:	10,480	
Total number of MEALS served in a month:	<b>37,840</b>	
Step 4: Anticipated Participation Change due to serving all FREE meals (for example enter 2 for 2%):	<i>NLSP</i>	<i>SBP</i>
	<b>11.75%</b>	<b>18.00%</b>
Total number of LUNCHES reimbursed at FREE rate=	<b>22,943</b>	
Total number of LUNCHES reimbursed at the PAID rate=	<b>7,632</b>	
Total number of BREAKFASTS reimbursed at FREE rate=	<b>9,280</b>	
Total number of BREAKFASTS reimbursed at the PAID rate=	<b>3,086</b>	

Estimated CEP Monthly Federal Reimbursements	
Reimbursement for LUNCH =	\$80,560.35
Reimbursement for BREAKFAST =	\$20,815.86
Total Reimbursement Level =	<b>\$101,376.21</b>
Federal Reimbursement per LUNCH =	\$2.64
Federal Reimbursement per BREAKFAST =	\$1.68

**CEP Difference:**

This section displays the estimated difference between operating CEP and the current Federal reimbursements and student payments (if applicable). If the differences boxes are green then CEP will generate the same or more Federal revenue, if the box is red then current procedures generate higher Federal Revenue

Optional Comparison: Enter current monthly Federal reimbursements and student payment revenue		
LUNCH =	\$80,550.00	
BREAKFAST =	\$20,822.00	
LUNCH Difference =	\$0.05	Total Difference
BREAKFAST difference =	-\$6.14	\$0.05



## Provision 2

Provision 2 is a four year claiming option that reduces the burden of processing applications, simplifies meal counting/claiming procedures and allows schools with high numbers of participating low-income children to serve meals at no cost to all students. This potentially increases participation in school meal programs and decreases school food service administration costs. This provision has been an option for schools since 1980.

### Requirements:

- ✓ Base year eligibility determination is collected, and meals are counted and claimed by eligibility type
- ✓ Schools must serve meals to all participating children at no charge for a period of 4 years
- ✓ Schools or districts are required to pay the difference between Federal reimbursement and the cost of providing the meals at no charge, using non-federal sources
- ✓ LEAs must apply and notify OSPI CNS prior to implementation. OSPI CNS must review base year eligibility determination prior to final approval of claiming percentages

### How Provision 2 works:

- Establish a base year:
  - A base year, the first year, is conducted, to establish Free, Reduced Price and Paid meal percentages.
  - Collect Free/Reduced Price applications and direct certification throughout the year.
  - Count and claim meals by eligibility category.
- Years 2-4:
  - Meal counts are claimed by total meals served each day.
  - Reimbursement during these years is determined by applying the annual average claiming percentages of free, reduced and paid meals calculated from the base year meal count data from breakfast and lunch. The same set of claiming percentages will be used each month.
  - At the end of the 4<sup>th</sup> year, the district can request and the State agency may approve an extension of the Provision 2 program for another four years if the socioeconomic status of the community is unchanged.

# OSPI CNS School Nutrition Programs Reference Sheet

## Annual Poverty Data Collection:

In Washington State, funding for state education programs use individual student free and reduced price information. Schools participating in Provision 2 will need to implement an alternate method to collect this data annually. The Family Income Survey may be used to collect this data.

## Benefits of Provision 2:

- All students receive meals at no charge.
- All students receive the benefits of nutritious school meals.
- Decreases paperwork for families as no applications are needed after the base year.
- Decreases paperwork for schools with no applications to process and eliminates the verification process after the base year.
- Percentages are established based on meal participation of the base year not based on entire economic base.

<b>Provision 2 comparison to Community Eligibility Provision (CEP)</b>	
<b>Provision 2</b>	<b>CEP</b>
-No minimum economic profile (free/reduced income level) to participate -Claiming percentages are established in the base year by actual Free, Reduced Price and Paid meals served -Available to schools that serve lunch only -Can separate and select Provision 2 option for Breakfast only, Lunch only or both meals	-Schools must have 40% Directly Certified to participate -Claiming percentages established based on Direct Certification only -Participating schools must serve both breakfast and lunch -Both breakfast and lunch meals must be claimed at the established percentage

## Reference:

- ✓ USDA Provision 2 Guidance
- ✓ SP 59-2013: Review of Provision 2/3 Base Year

## Acronym Reference

- <b>CNS</b> - <b>OSPI</b> - <b>USDA</b>	Child Nutrition Services Office of the Superintendent of Public Instruction United States Department of Agriculture
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## Food Service Account Balances as of May 31, 2019

Whitstran	\$ 51.50
Keene-Riverview	\$ 4,778.69
Heights	\$ 7,625.41
Housel	\$ 6,466.28
High School	\$ 7,385.39
<b>Totals</b>	<b>\$26,307.27</b>

## **BOARD PACKET**

**To:** Board of Directors  
**Subject:** District-Wide CTE/Perkins Plan Approval  
**Agenda:** Action  
**Date:** June 11, 2019  
**Prepared by:** Travis Devore, *CTE Director*

### **Background:**

The Federal Perkins Act mandates that school districts maintain current 5-year CTE (Career and Technical Education) program plans. Plans are developed by individual program advisory committees consisting of representative from industry within our community. The District-Wide 5-year plan is reviewed annually by the general CTE advisory committee which consists of representatives from each program advisory committee.

The following plans are included for your review and approval:

- 1) Prosser School District CTE District-Wide Plan
- 2) Prosser School District CTE Agriculture Department 5-Year Plan
- 3) Prosser School District CTE Agriculture Department Program Review
- 4) Prosser School District CTE Business Education Department 5-Year Plan
- 5) Prosser School District CTE Business Education Department Program Review
- 6) Prosser School District CTE Family and Consumer Science Education 5-Year Plan
- 7) Prosser School District CTE Family and Consumer Science Education Program Review
- 8) Prosser School District CTE Technology Education and STEM Department 5-Year Plan
- 9) Prosser School District CTE Technology Education and STEM Department Program Review

### **Recommendation:**

It is recommended the Prosser School District Board of Directors approve the attached Plans and Program Reviews, to maintain compliance with the Federal Perkins Act.

## Prosser School District Career and Technical Education District Wide Plan

### Prosser School District

**District Goal:** The mission of the Prosser School District is to educate, graduate and empower all students to become responsible and contributing members of society.

Focus Area	2019 – 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Add Sports and Entertainment Marketing course in Bus Ed.</li> <li>• Add Intro to Business Course.</li> <li>• Add Fashion Merchandising and Apparel and Cultural Foods course in FACSE</li> <li>• Investigate offerings for computer science at HS.</li> <li>• Investigate addition of Farm Safety course for industry certifications.</li> <li>• Look into options for starting Construction Program.</li> <li>• Review course Frameworks and update as needed.</li> <li>• Implement Drone Unit in Ag Tech.</li> <li>• Skilled and Tech Sci Program Approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Add Construction program to HS offerings through additional teacher hiring.</li> <li>• Investigate adding robotics courses to high school.</li> <li>• Investigate adding health sciences and construction programs to high school.</li> <li>• Review course Frameworks and update as needed.</li> <li>• STEM and Health Sci Program Approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Add Health Sciences program and teacher to HS.</li> <li>• Review course Frameworks and update as needed.</li> <li>• FACSE Program Approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate adding health sciences and construction programs to high school.</li> <li>• Review course Frameworks and update as needed.</li> <li>• Bus Ed Program Approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Review course Frameworks and update as needed.</li> <li>• Ag Ed Program Approval.</li> </ul>
<b>Equipment and Facilities</b>	<ul style="list-style-type: none"> <li>• Purchase new shop equipment to replace equipment that could not be moved to new building.</li> <li>• Purchase new sewing machines to</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to fund equipment purchases to keep current with industry standards</li> <li>• Purchase computer lab per rotation schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to fund equipment purchases to keep current with industry standards</li> <li>• Purchase computer lab per rotation schedule.</li> <li>• Purchase Stop Saw for new woodshop</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to fund equipment purchases to keep current with industry standards</li> <li>• Purchase computer lab per rotation schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to fund equipment purchases to keep current with industry standards</li> <li>• Purchase computer lab per rotation schedule.</li> </ul>

## Prosser School District Career and Technical Education District Wide Plan

	<p>accommodate space in new building.</p> <ul style="list-style-type: none"> <li>Continue to fund equipment purchases to keep current with industry standards</li> <li>Purchase computer lab per rotation schedule.</li> <li>Research/redesign greenhouse facility/equipment for new facility</li> </ul>	<ul style="list-style-type: none"> <li>Implement Design of High Density Orchard at new site.</li> </ul>			
<b>Work Based Learning</b>	<ul style="list-style-type: none"> <li>Support curriculum based field trips.</li> <li>Evaluate work release options.</li> <li>Develop guest speaker resource list</li> <li>Use industry based assessments and certification when applicable.</li> <li>Precision Exams administration training.</li> </ul>	<ul style="list-style-type: none"> <li>Support curriculum based field trips.</li> <li>Evaluate work release options.</li> <li>Increase guest speaker resource list</li> <li>Use industry based assessments and certification when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Support curriculum based field trips.</li> <li>Evaluate work release options.</li> <li>Develop guest speaker resource list</li> <li>Use industry based assessments and certification when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Support curriculum based field trips.</li> <li>Evaluate work release options.</li> <li>Develop guest speaker resource list</li> <li>Use industry based assessments and certification when applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Support curriculum based field trips.</li> <li>Evaluate work release options.</li> <li>Develop guest speaker resource list</li> <li>Use industry based assessments and certification when applicable.</li> </ul>
<b>Advisory Committees</b>	<ul style="list-style-type: none"> <li>Skilled and Tech Sci Program Approval.</li> <li>Program advisory review courses and labor market data.</li> <li>Review Committee membership and recruit new when needed</li> <li>Facilitate 5 year plan and program evals</li> </ul>	<ul style="list-style-type: none"> <li>STEM and Health Sci Program Approval.</li> <li>Program advisory review courses and labor market data.</li> <li>Review Committee membership and recruit new when needed</li> <li>Facilitate 5 year plan and program evals</li> </ul>	<ul style="list-style-type: none"> <li>FACSE Program Approval</li> <li>Program advisory review courses and labor market data.</li> <li>Review Committee membership and recruit new when needed</li> <li>Facilitate 5 year plan and program evals</li> </ul>	<ul style="list-style-type: none"> <li>Bus Ed Program Approval.</li> <li>Program advisory review courses and labor market data.</li> <li>Review Committee membership and recruit new when needed</li> <li>Facilitate 5 year plan and program evals</li> </ul>	<ul style="list-style-type: none"> <li>Ag Ed Program Approval.</li> <li>Program advisory review courses and labor market data.</li> <li>Review Committee membership and recruit new when needed</li> <li>Facilitate 5 year plan and program evals</li> </ul>

## Prosser School District Career and Technical Education District Wide Plan

<p><b>Program Improvement and Recruitment</b></p>	<ul style="list-style-type: none"> <li>Evaluate and update recruitment materials for incoming freshman.</li> <li>Utilize program specific advisory input and workforce data to determine program and course offerings</li> <li>CTSO participation in open house and orientation nights.</li> <li>Integrate Middle School &amp; PHS Skills USA and TSA activities</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and update recruitment materials for incoming freshman.</li> <li>Utilize program specific advisory input and workforce data to determine program and course offerings</li> <li>CTSO participation in open house and orientation nights.</li> <li>Hire full time CTE Administrator with CTE Director and Administrator Certifications.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and update recruitment materials for incoming freshman.</li> <li>Utilize program specific advisory input and workforce data to determine program and course offerings</li> <li>CTSO participation in open house and orientation nights.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and update recruitment materials for incoming freshman.</li> <li>Utilize program specific advisory input and workforce data to determine program and course offerings</li> <li>CTSO participation in open house and orientation nights</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and update recruitment materials for incoming freshman.</li> <li>Utilize program specific advisory input and workforce data to determine program and course offerings</li> <li>CTSO participation in open house and orientation nights.</li> </ul>
<p><b>Post HS and Articulation</b></p>	<ul style="list-style-type: none"> <li>Add at least one dual credit options in FACSE and Technology Education.</li> <li>Implement dual credit for any new courses if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Review Ag Ed dual credit agreements</li> <li>Implement any courses as dual credit that haven't been completed.</li> <li>Implement dual credit for any new courses if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Implement dual credit for any new courses if applicable.</li> <li>Update Dual Credit Agreements per timeline</li> </ul>	<ul style="list-style-type: none"> <li>Implement dual credit for any new courses if applicable.</li> <li>Update Dual Credit Agreements per timeline</li> </ul>	<ul style="list-style-type: none"> <li>Implement dual credit for any new courses if applicable.</li> <li>Update Dual Credit Agreements per timeline</li> </ul>
<p><b>Student Leadership</b></p>	<ul style="list-style-type: none"> <li>Encourage staff to provide leadership in class.</li> <li>Provide extended time to staff for leadership out of the classroom.</li> <li>Support programs with transportation costs for CTSO activities.</li> <li>Encourage CTSO affiliate options to reduce student barriers.</li> <li>Use precision exams 21<sup>st</sup> century skills assessment</li> </ul>	<ul style="list-style-type: none"> <li>Encourage staff to provide leadership in class.</li> <li>Provide extended time to staff for leadership out of the classroom.</li> <li>Support programs with transportation costs for CTSO activities.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage staff to provide leadership in class.</li> <li>Provide extended time to staff for leadership out of the classroom.</li> <li>Support programs with transportation costs for CTSO activities.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage staff to provide leadership in class.</li> <li>Provide extended time to staff for leadership out of the classroom.</li> <li>Support programs with transportation costs for CTSO activities.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage staff to provide leadership in class.</li> <li>Provide extended time to staff for leadership out of the classroom.</li> <li>Support programs with transportation costs for CTSO activities.</li> </ul>

## Prosser School District Career and Technical Education District Wide Plan

<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• New Staff CPR/1<sup>st</sup> Aid</li> <li>• Program Specific Prof. Development.</li> <li>• WA-ACTE</li> <li>• Conditional and Probationary Cert Plans</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff CPR/1<sup>st</sup> Aid</li> <li>• Program Specific Prof. Development.</li> <li>• WA-ACTE</li> <li>• Conditional and Probationary Cert Plans</li> </ul>	<ul style="list-style-type: none"> <li>• New Staff CPR/1<sup>st</sup> Aid</li> <li>• Program Specific Prof. Development.</li> <li>• WA-ACTE</li> <li>• Conditional and Probationary Cert Plans</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff CPR/1<sup>st</sup> Aid</li> <li>• Program Specific Prof. Development.</li> <li>• WA-ACTE</li> <li>• Conditional and Probationary Cert Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• New Staff CPR/1<sup>st</sup> Aid</li> <li>• Program Specific Prof. Development.</li> <li>• WA-ACTE</li> <li>• Conditional and Probationary Cert Plans</li> </ul>
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General Advisory Chairperson \_\_\_\_\_ Date \_\_\_\_\_

CTE Director \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

School Board Minutes Attached



INSTRUCTOR(S) NAME: RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: AGRICULTURE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<b>CURRICULUM</b>			
<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum and instructional materials are up-to-date</li> <li>▪ Curriculum is aligned to the essential learning's and grade level expectations</li> <li>▪ Course competencies are aligned to local/state/national standards</li> <li>▪ Safety competencies are integrated into the curriculum</li> <li>▪ Safety is taught and assessed</li> <li>▪ Competencies for employability are integrated into the curriculum</li> <li>▪ Employability skills are taught, assessed and documented</li> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Non-traditional career objectives are integrated into the curriculum</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Develop a new framework for Ag Tech</li> <li>• Research new course offerings in preparation of PHS schedule restructure</li> <li>• Research hi-density apple orchard curriculum</li> <li>• Continue dual-credit offerings in Animal Science and Plant Science</li> <li>• CASE Training(s) for non-certified teacher(s)</li> <li>•</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Adopt CASE Biotechnology course materials.</li> <li>• Research new course offerings in preparation of PHS schedule restructure               <ul style="list-style-type: none"> <li>○ Such as a General Ag Safety - 3<sup>rd</sup> Tri class that would result in an industry certifications</li> </ul> </li> <li>• Implement CASE Biotech</li> <li>• Implement Ag Leadership</li> <li>• Implement a Drone unit in Ag Tech and/or Horticulture</li> <li>• CASE Training(s) for non-certified teacher</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate course offerings for new school wide schedule</li> <li>• Implementing construction and design of Hi-Density Apple Orchard</li> <li>• CASE Training(s) for non-certified teacher(s).</li> <li>• Research new course offerings in preparation of PHS schedule restructure               <ul style="list-style-type: none"> <li>○ Such as a General Ag Safety - 3<sup>rd</sup> Tri class that would result in an industry certifications</li> </ul> </li> <li>•</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue alignment of instructional materials to meet industry standards &amp; advisory committee recommendations</li> <li>• Evaluate and update curriculum frameworks for advisory committee approval</li> <li>• Continue technology updates including software</li> <li>• Continue aligning – Ag Classes as needed by State Standards</li> <li>• Continue investigating certificate requirements in other Ag Classes</li> <li>• Review employability skills based on state standards for Ag Classes</li> <li>• Expand Ag. Mechanic Project Curriculum</li> </ul>			
<b>EQUIPMENT/FACILITIES</b>			
<p><b>Equipment/Facilities</b></p> <ul style="list-style-type: none"> <li>▪ Labs/shops have appropriate equipment</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Research Wood Shop Equipment</li> <li>• Purchase CASE equipment as needed for curriculums</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Research/redesign greenhouse facility/equipment for new facility</li> <li>• Research/redesign land lab usage for new facility</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Prepare Metal Shop Equipment for relocation</li> <li>• Prepare Greenhouse Equipment for relocation</li> </ul>

INSTRUCTOR(S) NAME: RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: AGRICULTURE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<ul style="list-style-type: none"> <li>▪ Facilities and environment meet safety standards</li> <li>▪ Safety plan is on file</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Science Glassware for 3<sup>rd</sup> Ag Science Classroom</li> <li>• Purchase Wood Shop Lathe</li> <li>• Purchase Wood Shop Disc Sander</li> <li>• Purchase Wood Shop Scroll Saw</li> <li>• Purchase Wood Shop Stop Saw</li> <li>• Purchase Wood Shop Band Saw</li> <li>• Purchase Wood Shop Drill Press</li> <li>• Purchase Wood Shop jointer</li> <li>• Purchase Wood Shop Table Saw</li> <li>• Purchase Wood Shop Orbital Saw</li> <li>• Replace Grow Mats in the Greenhouse</li> <li>• Purchase new portable power tools</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase VRTEX welding Simulator - GMAW/ MIG Trainer</li> <li>• Purchase 15 multi-process or advanced process welders.</li> <li>• Purchase new hydraulic piranha metal shear.</li> <li>• Recertify metal shop cold saw for electrical certification</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase trellis and fruit trees for new school orchard.</li> <li>•</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Participate in New Building Planning Committees/ attend meetings</li> <li>• Evaluate Greenhouse Models for New Construction</li> <li>• Monitor equipment and tool inventory/replace as required</li> <li>• Ensure safety tests on file for each student in appropriate classes</li> <li>• Material Data Sheets on file in Ag Shop</li> <li>• Safety Education will be evaluated and updated as required</li> <li>• Evaluate safety procedures and equipment in labs</li> </ul>			
<b>WORK-BASED LEARNING</b>			
<p>Work-Based Learning</p> <ul style="list-style-type: none"> <li>▪ WBL opportunities are available for all students</li> <li>▪ Non-traditional career options are provided</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate WBL effectiveness-continue to recruit students for WBL</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate WBL effectiveness-continue to recruit students for WBL</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate WBL effectiveness-continue to recruit students for WBL</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Students SAE programs provided, monitored, evaluated and data recorded through AET</li> </ul>			

INSTRUCTOR(S) NAME: RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: AGRICULTURE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	<ul style="list-style-type: none"> <li>• Lab experience in class settings are used</li> <li>• Industry Field Trips</li> <li>• Industry guest speakers</li> <li>• Jobs related to courses</li> <li>• Documents on File at District Office- Used for- Evaluations, Meetings, Student Observations, Travel, FFA and Education</li> </ul>		
<b>ADVISORY COMMITTEES</b>			
<p>Advisory Committees</p> <ul style="list-style-type: none"> <li>• Review and endorse curriculum; assure alignment to program standards</li> <li>• Provide expertise in the design, development and delivery of programs/courses</li> <li>• Review labor market information</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Provide Skills Gap information &amp; local labor market information</li> <li>• Continue to evaluate Total Ag Program to map our courses/career area clusters.</li> <li>• Hold Advisory meeting in November/December/January</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and identify areas of expertise needed for committee representation.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and identify areas of expertise needed for committee representation.</li> </ul>
	<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Program of Work Identified with goals</li> <li>• Continued support of FFA activities</li> <li>• Minutes of meetings on file at Vocational Directors Office</li> <li>• Program Evaluation and 3 year plan development</li> </ul>		
<b>PROGRAM IMPROVEMENT/STUDENT RECRUITMENT</b>			
<p>Program Improvement/Student Recruitment</p> <ul style="list-style-type: none"> <li>▪ A student recruitment plan has been developed</li> <li>▪ A program promotion plan is in place</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate program based on student/parent/community</li> <li>• Highlighting activities on website and district newsletter</li> <li>• Implement additional 8<sup>th</sup> grade orientation night for parents.</li> <li>• Collaborate with local 4-H to host Balloon Rally BBQ</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• FFA Officers visit local 4-H Groups</li> <li>• Ag Teachers visit local Middle School Programs</li> <li>• Teachers visit local Metal and Wood Shop programs</li> <li>• Collaborate with local 4-H to host Balloon Rally BBQ</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Collaborate with local 4-H to host Balloon Rally BBQ</li> </ul>

INSTRUCTOR(S) NAME: RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: AGRICULTURE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	<ul style="list-style-type: none"> <li>Have FFA alumni host reception during 8<sup>th</sup> grade orientation</li> </ul>		
	<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Posters</li> <li>Brochures</li> <li>Write ups in School Bulletin</li> <li>Write ups Community Newspapers</li> <li>Counselor Brochures</li> </ul>		
<b>POST HS/ ARTICULATION</b>			
Post HS/Articulation <ul style="list-style-type: none"> <li>Post-high school information is integrated into the program</li> <li>Articulation agreements are in place where feasible</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Continue to develop Programs of Study</li> <li>Implement Dual-Credit agreements with CBC</li> </ul> <b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Investigate Tech Prep options</li> <li>Career Learning Projects continued</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Renew Dual-Credit agreements for ASA and ASP at years end.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Evaluate and adapt Programs of Study as needed</li> </ul>
<b>STUDENT LEADERSHIP</b>			
Student Leadership <ul style="list-style-type: none"> <li>Leadership competencies are integrated into the curriculum</li> <li>Leadership skills are demonstrated and documented</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Attend National FFA Convention/Contests if qualified.</li> <li>Increase number of state proficiency award applications.</li> <li>Develop student tracking system to increase state FFA Degrees and American FFA Degrees</li> <li>Evaluate CDEs that provide skill sets relevant to the Yakima Valley.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Evaluate student representation at State CDEs from previous year.</li> <li>60 or more students qualified for State FFA CDEs.</li> <li>Utilize AET to monitor State FFA and American FFA Degree progress</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>60 or more students qualify for State FFA CDEs.</li> </ul>

INSTRUCTOR(S) NAME: RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: AGRICULTURE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	I.e. Ag Communications, Dairy Cattle Evaluation <ul style="list-style-type: none"> <li>• Evaluate and Modify Leadership point system to reflect affiliate.</li> <li>• C-50 or more students qualified for State FFA CDEs.</li> </ul>		
	<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>• Update State Leadership Standards into curriculums</li> <li>• Career Development Events infused into curriculums</li> <li>• ALL SAE's documented through AET.</li> <li>• Presentations &amp; Speeches</li> <li>• Community presentations if applicable</li> </ul>		
<b>PROFESSIONAL DEVELOPMENT</b>			
<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ Teachers have knowledge, training and pathway-related industry skills in their program area</li> <li>▪ Teachers have recent training in their content area</li> <li>▪ Teachers maintain current CTE certification and first aid/CPR certification</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Continued professional development in areas of expertise</li> <li>• WAAE Conference</li> </ul> <b>Continuing Activities</b> <ul style="list-style-type: none"> <li>• Certified Teachers</li> <li>• Basic Education Certification:</li> <li>• CTE Certification</li> <li>• First Aid/CPR Renewals</li> <li>• WAAE Conference</li> <li>• WA-ACTE Conference (when not during YVFR)</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Continued professional development in areas of expertise</li> <li>• WAAE Conference</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Continued professional development in areas of expertise</li> <li>• WAAE Conference</li> </ul>

BUILDING PRINCIPAL APPROVAL: \_\_\_\_\_

CAREER AND TECHNICAL EDUCATION DIRECTOR APPROVAL: \_\_\_\_\_

**INSTRUCTOR(S) NAME:** RYLEE SUHADOLNIK, STEVE HAYTER, OLIVIA ZURCHER \_\_\_\_\_

**SCHOOL DISTRICT:** PROSSER **SCHOOL NAME:** PHS **PROGRAM:** AGRICULTURE

**ADVISORY COMMITTEE APPROVAL:** \_\_\_\_\_

**SCHOOL BOARD CHAIR:** \_\_\_\_\_

# CTE Program Evaluation for Agriculture Education

## Instructors: Stephen Hayter, Rylee Suhadolnik, Olivia Zurcher

This document was developed to assist in evaluating Career and Technical Education Programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. On-site Reviews, Audits and Visits
2. Annual CTE Program Evaluation
3. Five-Year Program Re-Approval
4. Consolidated Program Review (CPR) Evaluation

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, Action Item, target date for completion, and when action is completed.

### EDUCATOR LICENSING

<b>CRITERIA 1:</b>			
<b>All instructors are licensed and appropriately endorsed and current.</b>			
<i>QUALITY INDICATORS</i>			
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.			
	Comments	Rating	
The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.		<b>Yes</b>	No
The instructor holds a current First Aid and CPR card.		<b>Yes</b>	No
The instructor is on track for renewal of certification.		<b>Yes</b>	No
The instructor has Certifications required by industry.		<b>Yes</b>	No
The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	N/A	Yes	No
Program Advisory board has approved instructor.		<b>Yes</b>	No

### CTE Program Evaluation (continued)

The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.				<b>Yes</b>	<b>No</b>
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - CTE Director	
Additional Information and/or Comments:					

## CURRICULUM, INSTRUCTION AND EVALUATION

<b>CRITERIA 2</b>					
<b>Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks</b>					
<b>The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.</b>					
<i>QUALITY INDICATORS</i>					
2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.					
2.2 Each course is aligned with CIP Code descriptions.					
2.3 Each course offered uses state approved standards, objectives, and competencies.					
2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need					
2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.					
2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.					
2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field.					
2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.					
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - Advisory Committee Minutes	



## CTE Program Evaluation (continued)

					<ul style="list-style-type: none"> <li>- CTE Director</li> <li>- Share Drive</li> <li>- CASE curriculum taught by teachers</li> </ul>
Additional Information and/or Comments:					

### ACADEMIC INTEGRATION

<b>CRITERIA 3</b>
<b>The program teaches and assesses academic integration within the program.</b>
<i>QUALITY INDICATORS</i>
<p>3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in:</p> <ul style="list-style-type: none"> <li>• Core academic subjects, and</li> <li>• Career and Technical Education subjects</li> </ul>
3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working
<p>3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards</p> <ul style="list-style-type: none"> <li>• Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor</li> </ul>
<p>3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards comprised of sequenced progression of multiple courses technically more intensive and rigorous.</p> <ul style="list-style-type: none"> <li>• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory               <ul style="list-style-type: none"> <li>○ Level of competency defined by industry or national standards</li> <li>○ Absence of national standards locally developed industry-defined standards validated by program specific advisory</li> <li>○ Aligns with post secondary education allowing for articulation</li> </ul> </li> </ul>
3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.
3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.
3.7 Course is aligned to meet equivalency credit in an academic program if applicable.

### CTE Program Evaluation (continued)

Unsatisfactory	Basic	Proficient <b>X</b>	Distinguished	Evidence/Artifact - Frameworks on share drive
Additional Information and/or Comments:				

## STUDENT ACCESS TO PROGRAM

<b>CRITERIA 4</b>	
<b>Equal access is provided to all students, including non-traditional and special populations.</b>	
<i>QUALITY INDICATORS</i>	
4.1	Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?</li> </ul>
4.2	Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance <ul style="list-style-type: none"> <li>• Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.</li> </ul>
4.3	Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender?</li> </ul> <p>Are there opportunities for nontraditional and special populations to receive training?</p>
4.4	Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> <li>• Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?</li> </ul>
4.5	Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> <li>• What instructional, evaluation and/or testing accommodations do you make for special population students?</li> </ul>
4.6	Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs

## CTE Program Evaluation (continued)

<ul style="list-style-type: none"> <li>• Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap.</li> <li>• Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs</li> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>				
4.7 Entire curriculum is available to all students.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> <ul style="list-style-type: none"> <li>- Skyward rosters</li> <li>- Accommodations provided to students in need – supplied by Special Ed dept.</li> <li>- Standard curriculum</li> </ul>
Additional Information and/or Comments:				

## ACCOUNTABILITY

<b>CRITERIA 5</b>
<b>Process used to evaluate and continuously improve performance</b>
<i>QUALITY INDICATORS</i>
5.1 Data is used to analyze student progress.
5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Non traditional) (Race is identified as American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race;

## CTE Program Evaluation (continued)

White; Two or more)				
5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students				
5.5 Data from follow up surveys are used to improve courses/programs.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - Teacher evaluation reports from administration
Additional information, evidence, and/or Comments:				

## SAFE PRACTICES

<b>CRITERIA 6</b>				
<b>Safe practices are understood and implemented.</b>				
<i>QUALITY INDICATORS</i>				
6.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.				
6.5 Safety is integrated into the curriculum and is assessed.				
6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments: <ul style="list-style-type: none"> <li>- Safety is always taught, but an older facility and some older equipment are not entirely up to the proper safety standards.</li> <li>- MSDS sheets are not displayed, or within easy access.</li> </ul>				

## CTE Program Evaluation (continued)

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### FACILITIES

<b>CRITERIA 7</b>				
<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>				
<i>QUALITY INDICATORS</i>				
7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures				
7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.				
7.3 Labs and equipment meet industry training standards and facility safety standards.				
7.4 Student workstations are adequate and appropriately equipped.				
7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.				
7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.				
7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards. (scanners, printers, digital cameras, etc.)				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - CTE Director
Additional Information and/or Comments: <ul style="list-style-type: none"> <li>- Crowded classrooms, because of student enrollment, means they are not adequate.</li> <li>- Infrastructure to support and run technology needs to be improved.</li> <li>-</li> </ul>				

## CTE Program Evaluation (continued)

### INSTRUCTIONAL MATERIALS

<b>CRITERIA 8</b>				
<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>				
<i>QUALITY INDICATORS</i>				
8.1 Instructional materials support state approved standards and objectives.				
8.2 Adequate instructional materials are available for all students in all courses.				
8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.				
8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.				
8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - Teachers for curriculum -
Additional Information and/or Comments:				

### LEADERSHIP AND EMPLOYABILITY

<b>CRITERIA 9</b>				
<b>21<sup>st</sup> Century Skills (employability and leadership skills) are an integral part of all CTE courses.</b>				
<i>QUALITY INDICATORS</i>				
9.1 21 <sup>st</sup> Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.				
9.2 Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO				
9.3 Competencies for 21 <sup>st</sup> Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 <sup>st</sup> Century skills are taught, assessed and documented.				
9.3 a Students demonstrate 21 <sup>st</sup> Century skills integrated in approved curriculum framework and applied in real world application.				
9.3 b Leadership alignment is embedded in the curriculum framework.				

## CTE Program Evaluation (continued)

<ul style="list-style-type: none"> <li>• Reflects the leadership activities embedded in curriculum and instruction</li> <li>• Includes leadership skills taught and assessed within the class for all students</li> <li>• Requires the 21<sup>st</sup> Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction</li> </ul>				
9.4 Leadership and employability activities provide opportunities for students to participate in community service and service learning activities.				
9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.				
9.6 School/district makes reasonable provision for <del>travel expenses and</del> release time for the advisor(s) to participate in Leadership activities.				
9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 <sup>st</sup> century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> <ul style="list-style-type: none"> <li>- FFA Awards and roster</li> <li>- Frameworks</li> <li>- CTSO Minutes, roster, and activities</li> </ul>
Additional Information and/or Comments:				

## LONG-RANGE PLANNING

<b>CRITERIA 10</b>
<b>There is a 5-year written plan that provides program direction and improvement.</b>
<i>QUALITY INDICATORS</i>
10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.

### CTE Program Evaluation (continued)

10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> <li>• Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.</li> </ul>				
10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - 5year plan on share drive
Additional Information and/or Comments:				

## ADVISORY COMMITTEE

<b>CRITERIA 11</b>				
<b>The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.</b>				
<i>QUALITY INDICATORS</i>				
11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. <ul style="list-style-type: none"> <li>•What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?</li> </ul>				
11.2 The advisory committee provides input and recommendations for program improvements.				
11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - Committee minutes on share drive



## CTE Program Evaluation (continued)

Additional Information and/or Comments:			
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### PROGRAM OF STUDY

<b>CRITERIA 12</b>				
<b>Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.</b>				
<i>QUALITY INDICATORS</i>				
12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study				
12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post secondary education.				
12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.				
12.4 The program of study is fully aligned with current technical content standards.				
12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.				
12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.				
12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - Scope and sequence on share drive

## CTE Program Evaluation (continued)

Additional Information and/or Comments:
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### CERTIFICATION, WORKBASED LEARNING

<b>CRITERIA 13A – Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.</b>				
<i>QUALITY INDICATORS</i>				
13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post secondary education.				
<b>CRITERIA 13B – Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning Document.</b>				
<b>13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available</b>				
13B.2 Worksite learning (internships) is available to students completing the program.				
13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment				
13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments: 13A.1, 13B.2, and 13B.3 are not present				

## CTE Program Evaluation (continued)

### CAREER GUIDANCE

<b>CRITERIA 14</b>				
<i>QUALITY INDICATORS</i>				
14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.				
14.2 Career planning, career development and/or transition to employment and post-secondary				
14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future				
14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> <ul style="list-style-type: none"> <li>- Careers unit embedded in each curriculum</li> <li>- Guest speakers from industry</li> </ul>
Additional Information and/or Comments:				

### PROGRAM EVALUATION

<b>CRITERIA 15</b>
<b>The program is Evaluated by the Advisory – Evidence is with the completion of this Program Evaluation Form and submitted</b>

CTE Program Evaluation (continued)

**PROFESSIONAL DEVELOPMENT**

<b>CRITERIA 16</b>				
<b>Instructors participate in appropriate professional association and professional development activities.</b>				
<i>QUALITY INDICATORS</i>				
16.1 Instructors maintain membership in related state and national professional organizations.				
16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.				
16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.				
16.4 Instructors participate in job shadows, internships, and industry site visits.				
16.5 Instructors use scientific based research and data to improve instruction				
16.6 Instructor uses practices to involve and engage in parent and community				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> - CTE Director
Additional Information and/or Comments:				

## CTE Program Evaluation (continued)

**After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.**

Advisory Chairperson \_\_\_\_\_

CTE Director \_\_\_\_\_

Building Principal \_\_\_\_\_

School Board Chair \_\_\_\_\_

INSTRUCTOR(S) NAME: DOUG FASSLER, KALI GILBERTSON, JENNIFER MCMURTREY

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: BUSINESS

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<b>CURRICULUM</b>			
<p>Curriculum:</p> <ul style="list-style-type: none"> <li>▪ Curriculum and instructional materials are up-to-date</li> <li>▪ Curriculum is aligned to the essential learning and grade level expectations</li> <li>▪ Course competencies are aligned to local/state/national standards</li> <li>▪ Safety competencies are integrated into the curriculum</li> <li>▪ Safety is taught and assessed</li> <li>▪ Competencies for employability are integrated into the curriculum</li> <li>▪ Employability skills are taught, assessed and documented</li> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Non-traditional career objectives are integrated into the curriculum</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Develop additional learning activities for both Multimedia and Computer Applications to stimulate student interest and keep current with professional practices.</li> <li>• Continue to evaluate curriculum materials and software to ensure instruction stays current with professional standards.</li> <li>• Purchase textbooks for new courses</li> <li>• Framework approval for Administrative Support Services, Computerized Accounting Concepts, Intro to Business/Business Management</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate curriculum materials and software to ensure instruction stays current with professional standards.</li> <li>•</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate curriculum materials and software to ensure instruction stays current with professional standards.</li> <li>• Purchase Student Store equipment as needed</li> </ul>
<b>EQUIPMENT/FACILITIES</b>			
<p>Equipment/Facilities</p> <ul style="list-style-type: none"> <li>▪ Labs/shops have appropriate equipment</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate equipment needs and purchase necessary items</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate equipment needs and purchase necessary items</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Evaluate equipment needs and purchase necessary items</li> <li>• Update lab in room 304</li> </ul>

INSTRUCTOR(S) NAME: DOUG FASSLER, KALI GILBERTSON, JENNIFER MCMURTREY

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: BUSINESS

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<ul style="list-style-type: none"> <li>▪ Facilities and environment meet safety standards</li> <li>▪ Safety plan is on file</li> </ul>	<ul style="list-style-type: none"> <li>• Renew OETC Consortium agreement</li> <li>• Renew contract with CCI Learning for Jasperactive</li> <li>• Update lab in room 303</li> <li>• Joining technology committee to implement new classroom technology in new CTE classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Renew OETC Consortium agreement</li> <li>• Renew contract with CCI Learning for Jasperactive</li> <li>• Update lab in room 305</li> </ul>	
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Purchase computers as it relates to the computer replacement cycle</li> <li>• Purchase replacement equipment as necessary</li> <li>• Update Software/renew licenses</li> </ul>			
WORK-BASED LEARNING			
<p>Work-Based Learning</p> <ul style="list-style-type: none"> <li>▪ WBL opportunities are available for all students</li> <li>▪ Non-traditional career options are provided</li> </ul>	<p><b>Focus Activities:</b></p> <p>Compile non-traditional career data for specific industries related to courses.</p>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to evaluate students/options for work base.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Invite guest speakers</li> <li>• Explore relevant video materials that explore workplace experiences and career opportunities</li> <li>• Increase participation in business leadership club</li> <li>• Incorporate business and career-related news using TV and newspapers</li> <li>• WOIS Program renewal</li> <li>• Provide updated demographic information relevant to non-traditional careers</li> <li>• Use newspapers, TV, and online sources for jobs data</li> <li>• Field trips to technical schools to explore non-traditional career options</li> </ul>			

INSTRUCTOR(S) NAME: DOUG FASSLER, KALI GILBERTSON, JENNIFER MCMURTREY

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS PROGRAM: BUSINESS

ADVISORY COMMITTEES

<p>Advisory Committees</p> <ul style="list-style-type: none"> <li>Review and endorse curriculum; assure alignment to program standards</li> <li>Provide expertise in the design, development and delivery of programs/courses</li> <li>Review labor market information</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Suggest program modifications</li> <li>Move meeting to fall to accommodate new courses and implementation of plan</li> <li></li> </ul> <p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>Update 5-year plan/approval</li> <li>Review Program Evaluation document.</li> <li>Review existing program of work</li> <li>Review marketplace information</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Suggest program modifications</li> <li></li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Suggest program modifications</li> <li></li> </ul>
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PROGRAM IMPROVEMENT/STUDENT RECRUITMENT

<p>Program Improvement/Student Recruitment</p> <ul style="list-style-type: none"> <li>A student recruitment plan has been developed</li> <li>A program promotion plan is in place</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Continue to showcase student work as recruiting tool.</li> <li>Classes cross credited</li> <li></li> </ul> <p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>Distribute course information to all sophomores, juniors, and seniors.</li> <li>Describe course and benefits in registration catalog.</li> <li>Use ASB TV bulletin to advertise courses.</li> <li>Achieve top 15 in certifications</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Continue to showcase student work as recruiting tool.</li> <li>Classes cross credited</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li></li> </ul>
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POST HS/ARTICULATION

<p>Post HS/Articulation</p> <ul style="list-style-type: none"> <li>Post-high school information is integrated into the program</li> <li>Articulation agreements are in place where feasible</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Implement Articulation agreements with YVCC and CBC for applicable courses.</li> <li></li> </ul> <p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>Integrate videos with post-secondary opportunities</li> <li>Share newspaper articles with career information</li> <li>Conduct Internet research</li> <li>Promote articulation agreement with CBC and encourage students to register for Tech Prep college credit when implemented.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Continue with Articulation agreements with YVCC and CBC</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>Explore articulation agreements with Perry Technical Institute</li> </ul>
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**INSTRUCTOR(S) NAME:** DOUG FASSLER, KALI GILBERTSON, JENNIFER MCMURTREY

**SCHOOL DISTRICT:** PROSSER **SCHOOL NAME:** PHS **PROGRAM:** BUSINESS

STUDENT LEADERSHIP			
<b>Student Leadership</b> <ul style="list-style-type: none"> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Leadership skills are demonstrated and documented</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Expand leadership opportunities for freshman.</li> <li>• Continue participation at State level</li> <li>• Expand FBLA</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Continue participation at State level</li> <li>• Expand FBLA</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>• Leadership competencies are integrated into the curriculum for all courses.</li> <li>• Leadership skills are demonstrated and documented in the curriculum for all courses</li> <li>• Continue Junior Achievement Titan participation</li> </ul>			
PROFESSIONAL DEVELOPMENT			
<b>Professional Development</b> <ul style="list-style-type: none"> <li>▪ Teachers have knowledge, training and pathway-related industry skills in their program area</li> <li>▪ Teachers have recent training in their content area</li> <li>▪ Teachers maintain current CTE certification and first aid/CPR certification</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Attend technology classes and/or workshops</li> <li>• Renew first aid and CPR card</li> <li>•</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Continue meeting requirements for certifications.</li> <li>•</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Renew first aid and CPR card</li> <li>•</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>• Attend workshops, conferences, and courses, working toward certification renewal requirements</li> <li>• Attend additional training to stay current in business and computer subjects</li> <li>• WA-ACTE Summer Conference</li> <li>• FBLA Regional Conferences</li> <li>• WOIS Subscription</li> </ul>			

**INSTRUCTOR(S) NAME:** DOUG FASSLER, KALI GILBERTSON, JENNIFER MCMURTREY

**SCHOOL DISTRICT:** PROSSER **SCHOOL NAME:** PHS **PROGRAM:** BUSINESS

**BUILDING PRINCIPAL APPROVAL:** \_\_\_\_\_

**CAREER AND TECHNICAL EDUCATION DIRECTOR APPROVAL:** \_\_\_\_\_

**ADVISORY COMMITTEE APPROVAL:** \_\_\_\_\_

**SCHOOL BOARD CHAIR:** \_\_\_\_\_

# CTE Program Evaluation for Business Education

## Instructors: Kali Gilbertson, Jennifer McMurtrey, Douglas Fassler

This document was developed to assist in evaluating Career and Technical Education Programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. On-site Reviews, Audits and Visits
2. Annual CTE Program Evaluation
3. Five-Year Program Re-Approval
4. Consolidated Program Review (CPR) Evaluation

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, Action Item, target date for completion, and when action is completed.

### EDUCATOR LICENSING

<b>CRITERIA 1:</b>		
<b>All instructors are licensed and appropriately endorsed and current.</b>		
<i>QUALITY INDICATORS</i>		
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.		
	Comments	Rating
The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.		Yes                  No
The instructor holds a current First Aid and CPR card.		Yes                  No
The instructor is on track for renewal of certification.		Yes                  No
The instructor has Certifications required by industry.		Yes                  No
The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.		Yes                  No
Program Advisory board has approved instructor.		Yes                  No

### CTE Program Evaluation (continued)

The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.			Yes	No
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Located in teacher classrooms.
Additional Information and/or Comments:				

## CURRICULUM, INSTRUCTION AND EVALUATION

<b>CRITERIA 2</b>				
<b>Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks</b>				
<b>The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.</b>				
<i>QUALITY INDICATORS</i>				
2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.				
2.2 Each course is aligned with CIP Code descriptions.				
2.3 Each course offered uses state approved standards, objectives, and competencies.				
2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need				
2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.				
2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.				
2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field.				
2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

			High School & Beyond Plan Frameworks on share drive
Additional Information and/or Comments:			

### ACADEMIC INTEGRATION

<b>CRITERIA 3</b>
<b>The program teaches and assesses academic integration within the program.</b>
<i>QUALITY INDICATORS</i>
3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> <li>• Core academic subjects, and</li> <li>• Career and Technical Education subjects</li> </ul>
3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working
3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards <ul style="list-style-type: none"> <li>• Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor</li> </ul>
3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards <p style="margin-left: 20px;">comprised of sequenced progression of multiple courses technically more intensive and rigorous.</p> <ul style="list-style-type: none"> <li>• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory                 <ul style="list-style-type: none"> <li>○ Level of competency defined by industry or national standards</li> <li>○ Absence of national standards locally developed industry-defined standards validated by program specific advisory</li> <li>○ Aligns with post secondary education allowing for articulation</li> </ul> </li> </ul>
3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.
3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.

## CTE Program Evaluation (continued)

3.7 Course is aligned to meet equivalency credit in an academic program if applicable.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Frameworks on share drive Precision Exams Microsoft Office Exams
Additional Information and/or Comments:				

## STUDENT ACCESS TO PROGRAM

<b>CRITERIA 4</b>	
<b>Equal access is provided to all students, including non-traditional and special populations.</b>	
<i>QUALITY INDICATORS</i>	
4.1	Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?</li> </ul>
4.2	Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance <ul style="list-style-type: none"> <li>• Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.</li> </ul>
4.3	Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender?</li> </ul> <p>Are there opportunities for nontraditional and special populations to receive training?</p>
4.4	Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> <li>• Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?</li> </ul>
4.5	Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> <li>• What instructional, evaluation and/or testing accommodations do you make for special population students?</li> </ul>

## CTE Program Evaluation (continued)

4.6	<p>Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs</p> <ul style="list-style-type: none"> <li>• Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap.</li> <li>• Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs</li> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>			
4.7	Entire curriculum is available to all students.			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished X</b>	<b>Evidence/Artifact</b> In rooms 303, 304, 305
Additional Information and/or Comments:				

## ACCOUNTABILITY

<b>CRITERIA 5</b>
<b>Process used to evaluate and continuously improve performance</b>
<i>QUALITY INDICATORS</i>
5.1 Data is used to analyze student progress.
5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Non traditional) (Race is identified as American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)
5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students
5.5 Data from follow up surveys are used to improve courses/programs.

### CTE Program Evaluation (continued)

Unsatisfactory	Basic	Proficient X	Distinguished	Evidence/Artifact Student Growth Goals Classroom Assessments
Additional information, evidence, and/or Comments:				

## SAFE PRACTICES

<b>CRITERIA 6</b>				
<b>Safe practices are understood and implemented.</b>				
<i>QUALITY INDICATORS</i>				
6.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.				
6.5 Safety is integrated into the curriculum and is assessed.				
6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
Unsatisfactory	Basic	Proficient	Distinguished X	Evidence/Artifact Excel Spreadsheet on instructors' computer
Additional Information and/or Comments:				

## FACILITIES



## CTE Program Evaluation (continued)

<b>CRITERIA 7</b>				
<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>				
<i>QUALITY INDICATORS</i>				
7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures				
7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.				
7.3 Labs and equipment meet industry training standards and facility safety standards.				
7.4 Student workstations are adequate and appropriately equipped.				
7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.				
7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.				
7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards. (scanners, printers, digital cameras, etc.)				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> X	<b>Evidence/Artifact</b> 5 year plan on share drive In rooms 303, 304, 305
Additional Information and/or Comments:				

## INSTRUCTIONAL MATERIALS

<b>CRITERIA 8</b>				
<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>				
<i>QUALITY INDICATORS</i>				
8.1 Instructional materials support state approved standards and objectives.				
8.2 Adequate instructional materials are available for all students in all courses.				

## CTE Program Evaluation (continued)

8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.				
8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.				
8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> X	<b>Evidence/Artifact</b> 5 year plan on share drive In rooms 303, 304, 305
Additional Information and/or Comments:				

## LEADERSHIP AND EMPLOYABILITY

<b>CRITERIA 9</b>
<b>21<sup>st</sup> Century Skills (employability and leadership skills) are an integral part of all CTE courses.</b>
<i>QUALITY INDICATORS</i>
9.1 21 <sup>st</sup> Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
9.2 Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO
9.3 Competencies for 21 <sup>st</sup> Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 <sup>st</sup> Century skills are taught, assessed and documented.
9.3 a Students demonstrate 21 <sup>st</sup> Century skills integrated in approved curriculum framework and applied in real world application.
9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> <li>• Reflects the leadership activities embedded in curriculum and instruction</li> <li>• Includes leadership skills taught and assessed within the class for all students</li> <li>• Requires the 21<sup>st</sup> Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction</li> </ul>
9.4 Leadership and employability activities provide opportunities for students to participate in community service and service learning activities.
9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.

### CTE Program Evaluation (continued)

9.6 School/district makes reasonable provision for <del>travel expenses and</del> release time for the advisor(s) to participate in Leadership activities.				
9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 <sup>st</sup> century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> X	<b>Distinguished</b>	<b>Evidence/Artifact</b> FBLA binder in room 304 MOS Certifications Frameworks on share drive
Additional Information and/or Comments:				

## LONG-RANGE PLANNING

<b>CRITERIA 10</b>				
<b>There is a 5-year written plan that provides program direction and improvement.</b>				
<i>QUALITY INDICATORS</i>				
10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.				
10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> <li>• Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.</li> </ul>				
10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> X	<b>Evidence/Artifact</b> 5 year plan on share drive

## CTE Program Evaluation (continued)

Additional Information and/or Comments:
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### ADVISORY COMMITTEE

<b>CRITERIA 11</b>				
<b>The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.</b>				
<i>QUALITY INDICATORS</i>				
11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. <div style="margin-left: 40px;">•What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?</div>				
11.2 The advisory committee provides input and recommendations for program improvements.				
11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> X	<b>Evidence/Artifact</b> Meeting minutes on share drive
Additional Information and/or Comments:				

### PROGRAM OF STUDY

<b>CRITERIA 12</b>
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## CTE Program Evaluation (continued)

<b>Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.</b>				
<i>QUALITY INDICATORS</i>				
12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study				
12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post secondary education.				
12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.				
12.4 The program of study is fully aligned with current technical content standards.				
12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.				
12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.				
12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> X	<b>Distinguished</b>	<b>Evidence/Artifact</b> Frameworks on share drive MOS Certifications Precision Exams
Additional Information and/or Comments:				

## CERTIFICATION, WORKBASED LEARNING

<b>CRITERIA 13A – Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.</b>				
<i>QUALITY INDICATORS</i>				
13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post secondary education.				

## CTE Program Evaluation (continued)

<b>CRITERIA 13B – Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning Document.</b>				
13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available				
13B.2 Worksite learning (internships) is available to students completing the program.				
13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment				
13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> X	<b>Distinguished</b>	<b>Evidence/Artifact</b> Frameworks on share drive High School & Beyond Plan
Additional Information and/or Comments:				

## CAREER GUIDANCE

<b>CRITERIA 14</b>				
<i>QUALITY INDICATORS</i>				
14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.				
14.2 Career planning, career development and/or transition to employment and post-secondary				
14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future				
14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b> X	<b>Distinguished</b>	<b>Evidence/Artifact</b> Frameworks on share drive

## CTE Program Evaluation (continued)

				Mustang Period Activities High School & Beyond Plan
Additional Information and/or Comments:				

### PROGRAM EVALUATION

<b>CRITERIA 15</b>
<b>The program is Evaluated by the Advisory – Evidence is with the completion of this Program Evaluation Form and submitted</b>

CTE Program Evaluation (continued)

**PROFESSIONAL DEVELOPMENT**

<b>CRITERIA 16</b>				
<b>Instructors participate in appropriate professional association and professional development activities.</b>				
<i>QUALITY INDICATORS</i>				
16.1 Instructors maintain membership in related state and national professional organizations.				
16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.				
16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.				
16.4 Instructors participate in job shadows, internships, and industry site visits.				
16.5 Instructors use scientific based research and data to improve instruction				
16.6 Instructor uses practices to involve and engage in parent and community				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b> X	<b>Evidence/Artifact</b> Collective Bargaining Contract FBLA Conferences Extended Day spreadsheet on instructors' computers
Additional Information and/or Comments:				



## CTE Program Evaluation (continued)

**After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.**

Advisory Chairperson \_\_\_\_\_

CTE Director \_\_\_\_\_

Building Principal \_\_\_\_\_

School Board Chair \_\_\_\_\_

INSTRUCTOR(S) NAME: KAREN GROENENDALE, HANNAH PERKINS

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: FACSE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<b>CURRICULUM</b>			
<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum and instructional materials are up-to-date</li> <li>▪ Curriculum is aligned to the essential learning's and grade level expectations</li> <li>▪ Course competencies are aligned to local/state/national standards</li> <li>▪ Safety competencies are integrated into the curriculum</li> <li>▪ Safety is taught and assessed</li> <li>▪ Competencies for employability are integrated into the curriculum</li> <li>▪ Employability skills are taught, assessed and documented</li> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Non-traditional career objectives are integrated into the curriculum</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Approve Early Childhood Education; offer to juniors</li> <li>• Develop Fashion Merchandising &amp; Design courses</li> <li>• Approve Fashion Merchandising &amp; Design Frameworks.</li> <li>• Approve frameworks in Personal Finance, Foods 1, Cultural Foods, Culinary Arts</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Maintain enrollment in courses at 25-30.</li> <li>• Offer Early Childhood Education II to seniors</li> <li>• Students earn Early Childhood Education Pre Professional Certification, Child Development Associate Degree</li> <li>• Add Preparatory Courses</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Offer Early Childhood Education II to seniors</li> <li>• Students earn Early Childhood Education Pre Professional Certification, Child Development Associate Degree</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to review and revise course curriculum and potential new courses</li> <li>• Continue to match courses to assessment standards and current needs/ interests of students</li> <li>• Continue to look at new classes and ways to teach each course</li> <li>• Continue to incorporate non-traditional materials for diverse populations</li> <li>• Continue to align classes and to link with other programs</li> <li>• STAR events encouraged by all FCCLA members</li> </ul>			
<b>EQUIPMENT/FACILITIES</b>			
<p><b>Equipment/Facilities</b></p> <ul style="list-style-type: none"> <li>▪ Labs/shops have appropriate equipment</li> <li>▪ Facilities and environment meet safety standards</li> <li>▪ Safety plan is on file</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Computer software for fashion merchandising and apparel.</li> <li>• Work with architects to make sure kitchens in new school are up to industry standards.</li> <li>• Equipment for new high school</li> <li>• Purchase license for personal finance programs</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify and purchase new equipment needed for new high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Build storage in new school</li> </ul>

INSTRUCTOR(S) NAME: KAREN GROENENDALE, HANNAH PERKINS

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: FACSE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Kitchen safety test must be passed in order to cook, tests are kept on file throughout semester</li> <li>• Annual inspection. MSDS on file.</li> <li>• Inventory and order replacement kitchen supplies</li> </ul>		
<b>WORK-BASED LEARNING</b>			
<p>Work-Based Learning</p> <ul style="list-style-type: none"> <li>▪ WBL opportunities are available for all students</li> <li>▪ Non-traditional career options are provided</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Invite local employers to present about local employment related to various courses.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Place students at preschools, child development centers, local food service businesses.</li> <li>• Pursue local businesses for students to obtain after school or summer employment.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Pursue local businesses for students to obtain after school or summer employment.</li> <li>• Invite local employers to present about local employment related to various courses.</li> </ul>
	<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• WBL opportunities are created for students, including videos, and field trips</li> <li>• Non-traditional career options are available in classes; i.e.: Adv Foods for men and women; child-care and teaching options.</li> <li>• Guest speakers at beginning of semester and videos throughout semester on careers and health</li> <li>• Extended days are documented in given excel spreadsheet and saved on server and emailed to CTE Dir. Each month.</li> </ul>		
<b>ADVISORY COMMITTEES</b>			
<p>Advisory Committees</p> <ul style="list-style-type: none"> <li>• Review and endorse curriculum; assure alignment to program standards</li> <li>• Provide expertise in the design, development and delivery of programs/courses</li> <li>• Review labor market information</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Adopt Frameworks for Fashion Merchandising and Apparel, Foods classes, Early Childhood Education</li> <li>• Add Personal Finance</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Careers in Education back into class schedule</li> <li>• Add Foods I semester course</li> <li>• Provide feedback for FCCLA Events</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Careers in Education back into class schedule</li> <li>• Identify Preparatory Courses needed</li> </ul>
	<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue to implement advisory committee goals</li> <li>• 5 year plan approval</li> <li>• Review curriculum</li> </ul>		

INSTRUCTOR(S) NAME: KAREN GROENENDALE, HANNAH PERKINS

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: FACSE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	<ul style="list-style-type: none"> <li>Program Evaluation approval.</li> </ul>		
<b>PROGRAM IMPROVEMENT/STUDENT RECRUITMENT</b>			
Program Improvement/Student Recruitment <ul style="list-style-type: none"> <li>A student recruitment plan has been developed</li> <li>A program promotion plan is in place</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Addition of FCCLA to Middle School.</li> <li>Integrate Middle School &amp; PHS FCCLA activities</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Rock-a-thon</li> <li>Integrate Middle School &amp; PHS FCCLA activities.</li> <li>Have FCCLA Officers present to middle school FACS Classes.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Have FCCLA Officers present to middle school FACS Classes.</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Review additional ways to recruit for classes, and arrange a program of study that will attract students who want to pursue FACSE related occupations.</li> </ul>			
<b>POST HS/ARTICULATION</b>			
Post HS/Articulation <ul style="list-style-type: none"> <li>Post-high school information is integrated into the program</li> <li>Articulation agreements are in place where feasible</li> </ul>	<b>Focus A</b> <ul style="list-style-type: none"> <li>Offer Early Childhood Education Dual Credit with CBC/YVCC</li> <li>Precision Exams in all advanced courses</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Early Childhood Education articulation with CBC/YVCC</li> <li>Research ProStart Culinary Certification</li> <li>Precision exams in all advanced courses</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Careers in education articulation with CBC</li> <li>Offer ProStart Culinary Certification</li> <li>Precision exams in all advanced courses</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Special speakers and videos, implement field trips researched from the previous year</li> <li>Career Research Components in all Classes - WOIS</li> </ul>			
<b>STUDENT LEADERSHIP</b>			
Student Leadership <ul style="list-style-type: none"> <li>Leadership competencies are integrated into the curriculum</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Qualify Students for Regional and State FCCLA Conference STAR Events.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Qualify students for regional and state FCCLA Conference STAR Events, State Officer Applications</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Qualify students for regional, state and national FCCLA conference STAR events</li> </ul>

INSTRUCTOR(S) NAME: KAREN GROENENDALE, HANNAH PERKINS

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: FACSE

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<ul style="list-style-type: none"> <li>▪ Leadership skills are demonstrated and documented</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of competencies</li> <li>• Implement new ways to integrate leadership competencies</li> <li>• Continue to require the following:</li> <li>• Leadership paper/points</li> <li>• FCCLA regional and state meetings for FCCLA members</li> <li>• Encourage 3 Power of One for all officers</li> <li>• Encourage Lettering in FCCLA for officer</li> </ul>		
<b>PROFESSIONAL DEVELOPMENT</b>			
Professional Development <ul style="list-style-type: none"> <li>▪ Teachers have knowledge, training and pathway-related industry skills in their program area</li> <li>▪ Teachers have recent training in their content area</li> <li>▪ Teachers maintain current CTE certification and first aid/CPR certification</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Fall FACSE Conference</li> <li>• Summer CTE Conference</li> <li>• Regional and State FCCLA conferences</li> <li>• Content Area Training in Culinary, Fashion, Interior Design</li> <li>• CPR/1<sup>st</sup> Aid Training</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Regional and state FCCLA Conference</li> <li>• Fall FACSE Conference</li> <li>• Summer CTE Conference</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>• Summer WACTE conference and fall FACSE conference</li> <li>• Regional and state FCCLA conferences</li> <li>• National FACSE Conference</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>• Participate in WACTE summer Conference</li> <li>• Participate in Fall and Spring FACSE Conferences.</li> </ul>			

BUILDING PRINCIPAL APPROVAL: \_\_\_\_\_

CAREER AND TECHNICAL EDUCATION DIRECTOR APPROVAL: \_\_\_\_\_

ADVISORY COMMITTEE APPROVAL: \_\_\_\_\_

SCHOOL BOARD CHAIR: \_\_\_\_\_

# CTE Program Evaluation for Family and Consumer Science Education

## Instructors: Karen Groenendale and Hannah Perkins

This document was developed to assist in evaluating Career and Technical Education Programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. On-site Reviews, Audits and Visits
2. Annual CTE Program Evaluation
3. Five-Year Program Re-Approval
4. Consolidated Program Review (CPR) Evaluation

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, Action Item, target date for completion, and when action is completed.

### EDUCATOR LICENSING

<b>CRITERIA 1:</b>		
<b>All instructors are licensed and appropriately endorsed and current.</b>		
<i>QUALITY INDICATORS</i>		
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.		
	Comments	Rating
The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.		Yes <input checked="" type="checkbox"/> No
The instructor holds a current First Aid and CPR card.		Yes <input checked="" type="checkbox"/> No
The instructor is on track for renewal of certification.		Yes <input checked="" type="checkbox"/> No
The instructor has Certifications required by industry.		Yes <input checked="" type="checkbox"/> No
The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.	N/A	Yes No
Program Advisory board has approved instructor.		Yes <input checked="" type="checkbox"/> No

### CTE Program Evaluation (continued)

The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.			Yes X	No
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Certificates on file
Additional Information and/or Comments:				

## CURRICULUM, INSTRUCTION AND EVALUATION

<b>CRITERIA 2</b>				
<b>Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks</b>				
<b>The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.</b>				
<i>QUALITY INDICATORS</i>				
2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.				
2.2 Each course is aligned with CIP Code descriptions.				
2.3 Each course offered uses state approved standards, objectives, and competencies.				
2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need				
2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.				
2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc.) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.				
2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field.				
2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

				Approved Frameworks on share drive; on file
Additional Information and/or Comments:				

### ACADEMIC INTEGRATION

<b>CRITERIA 3</b>
<b>The program teaches and assesses academic integration within the program.</b>
<i>QUALITY INDICATORS</i>
3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> <li>• Core academic subjects, and</li> <li>• Career and Technical Education subjects</li> </ul>
3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working
3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards <ul style="list-style-type: none"> <li>• Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor</li> </ul>
3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards <p>comprised of sequenced progression of multiple courses technically more intensive and rigorous.</p> <ul style="list-style-type: none"> <li>• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory                 <ul style="list-style-type: none"> <li>○ Level of competency defined by industry or national standards</li> <li>○ Absence of national standards locally developed industry-defined standards validated by program specific advisory</li> <li>○ Aligns with post secondary education allowing for articulation</li> </ul> </li> </ul>
3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.
3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.



## CTE Program Evaluation (continued)

3.7 Course is aligned to meet equivalency credit in an academic program if applicable.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Advisory committee minutes on file Frameworks on share drive Precision Exams
Additional Information and/or Comments:				

### STUDENT ACCESS TO PROGRAM

<b>CRITERIA 4</b>	
<b>Equal access is provided to all students, including non-traditional and special populations.</b>	
<i>QUALITY INDICATORS</i>	
4.1	Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?</li> </ul>
4.2	Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance <ul style="list-style-type: none"> <li>• Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.</li> </ul>
4.3	Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender?</li> </ul> <p>Are there opportunities for nontraditional and special populations to receive training?</p>
4.4	Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> <li>• Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?</li> </ul>
4.5	Fair and impartial assessment practices are incorporated into the classroom.

## CTE Program Evaluation (continued)

•	What instructional, evaluation and/or testing accommodations do you make for special population students?			
4.6	<p>Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs</p> <ul style="list-style-type: none"> <li>• Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap.</li> <li>• Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs</li> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>			
4.7	Entire curriculum is available to all students.			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Rosters in classroom Frameworks on share drive; Parapro in classes
Additional Information and/or Comments:				

## ACCOUNTABILITY

<b>CRITERIA 5</b>
<b>Process used to evaluate and continuously improve performance</b>
<i>QUALITY INDICATORS</i>
5.1 Data is used to analyze student progress.
5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).
5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Non traditional) (Race is identified as American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)
5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such

## CTE Program Evaluation (continued)

category of students and performance of all students				
5.5 Data from follow up surveys are used to improve courses/programs.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Student Growth Goals Classroom Assessments
Additional information, evidence, and/or Comments: Teachers are continually striving to close the achievement gap by providing individual help, utilizing visual aids and support materials for explanation to Limited English students, and choosing learning activities that students will relate to.				

## SAFE PRACTICES

<b>CRITERIA 6</b>				
<b>Safe practices are understood and implemented.</b>				
<i>QUALITY INDICATORS</i>				
6.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.				
6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.				
6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.				
6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment meet or exceed the related federal, state and county safety standards.				
6.5 Safety is integrated into the curriculum and is assessed.				
6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.				
6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Food Handler Certification; ECE Director Qualified
Additional Information and/or Comments: Older equipment requires additional maintenance to meet safety standards.				

## CTE Program Evaluation (continued)

### FACILITIES

<b>CRITERIA 7</b>				
<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>				
<i>QUALITY INDICATORS</i>				
7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures				
7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.				
7.3 Labs and equipment meet industry training standards and facility safety standards.				
7.4 Student workstations are adequate and appropriately equipped.				
7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.				
7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.				
7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards. (scanners, printers, digital cameras, etc.)				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> 5 year plan on share drive and in room 132
Additional Information and/or Comments: 5 Year plan addresses needs for updated facilities, equipment and technology upgrades				

### INSTRUCTIONAL MATERIALS

<b>CRITERIA 8</b>				
<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>				
<i>QUALITY INDICATORS</i>				
8.1 Instructional materials support state approved standards and objectives.				
8.2 Adequate instructional materials are available for all students in all courses.				



## CTE Program Evaluation (continued)

8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.				
8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.				
8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> 5 year plan on share drive and in room 132
<p>Additional Information and/or Comments:            Some instructional materials are older than 5 years. Access to the internet is slow, but improving. As class sizes increase, more laptops are needed.</p>				

## LEADERSHIP AND EMPLOYABILITY

<b>CRITERIA 9</b>
<b>21<sup>st</sup> Century Skills (employability and leadership skills) are an integral part of all CTE courses.</b>
<i>QUALITY INDICATORS</i>
9.1 21 <sup>st</sup> Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.
9.2 Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO
9.3 Competencies for 21 <sup>st</sup> Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 <sup>st</sup> Century skills are taught, assessed and documented.
9.3 a Students demonstrate 21 <sup>st</sup> Century skills integrated in approved curriculum framework and applied in real world application.
9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> <li>• Reflects the leadership activities embedded in curriculum and instruction</li> <li>• Includes leadership skills taught and assessed within the class for all students</li> <li>• Requires the 21<sup>st</sup> Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction</li> </ul>
9.4 Leadership and employability activities provide opportunities for students to participate in community service and service learning activities.
9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.
9.6 School/district makes reasonable provision for <del>travel expenses and</del> release time for the advisor(s) to participate in Leadership activities.

### CTE Program Evaluation (continued)

9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 <sup>st</sup> century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> FCCLA minutes on file Frameworks on share drive
Additional Information and/or Comments:				

### LONG-RANGE PLANNING

<b>CRITERIA 10</b>				
<b>There is a 5-year written plan that provides program direction and improvement.</b>				
<i>QUALITY INDICATORS</i>				
10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.				
10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation. <ul style="list-style-type: none"> <li>• Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.</li> </ul>				
10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> 5 year plan on share drive
Additional Information and/or Comments: 5 Year Plan is signed and approved by the Advisory Committee annually				

## CTE Program Evaluation (continued)

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### ADVISORY COMMITTEE

<b>CRITERIA 11</b>				
<b>The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.</b>				
<i>QUALITY INDICATORS</i>				
11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. •What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?				
11.2 The advisory committee provides input and recommendations for program improvements.				
11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Meeting minutes on share drive
Additional Information and/or Comments:				

### PROGRAM OF STUDY

<b>CRITERIA 12</b>				
<b>Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.</b>				
<i>QUALITY INDICATORS</i>				
12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study				
12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post secondary education.				

## CTE Program Evaluation (continued)

12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.				
12.4 The program of study is fully aligned with current technical content standards.				
12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.				
12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.				
12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact Frameworks on share drive Precision Exams</b>
Additional Information and/or Comments:				

## CERTIFICATION, WORKBASED LEARNING

<b>CRITERIA 13A – Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.</b>				
<i>QUALITY INDICATORS</i>				
13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post secondary education.				
<b>CRITERIA 13B – Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning Document.</b>				
13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available				
13B.2 Worksite learning (internships) is available to students completing the program.				
13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment				
13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>



## CTE Program Evaluation (continued)

				Frameworks on share drive High school and Beyond Plan
Additional Information and/or Comments: Dual credit course in Child Development/Child Care Basics in 5 year plan Students qualify for Food Handlers Certificate.				

## CAREER GUIDANCE

<b>CRITERIA 14</b>				
<i>QUALITY INDICATORS</i>				
14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.				
14.2 Career planning, career development and/or transition to employment and post-secondary				
14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future				
14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> Frameworks on share drive High School and Beyond Plan Mustang Period Activities Field Trips
Additional Information and/or Comments:  				

## PROGRAM EVALUATION

## CTE Program Evaluation (continued)

**CRITERIA 15**

**The program is Evaluated by the Advisory – Evidence is with the completion of this Program Evaluation Form and submitted**

CTE Program Evaluation (continued)

**PROFESSIONAL DEVELOPMENT**

<b>CRITERIA 16</b>				
<b>Instructors participate in appropriate professional association and professional development activities.</b>				
<i>QUALITY INDICATORS</i>				
16.1 Instructors maintain membership in related state and national professional organizations.				
16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.				
16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.				
16.4 Instructors participate in job shadows, internships, and industry site visits.				
16.5 Instructors use scientific based research and data to improve instruction				
16.6 Instructor uses practices to involve and engage in parent and community				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b> WACTE Conference FACSE Conference FCCLA Conference
Additional Information and/or Comments:				

## CTE Program Evaluation (continued)

**After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.**

Advisory Chairperson \_\_\_\_\_

CTE Director \_\_\_\_\_

Building Principal \_\_\_\_\_

School Board Chair \_\_\_\_\_

**INSTRUCTOR(S) NAME: ALLEN GUSTAVSON & RYAN WOOD**

**SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: TECH ED. & STEM**

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<b>CURRICULUM</b>			
<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum and instructional materials are up-to-date</li> <li>▪ Curriculum is aligned to the essential learning's and grade level expectations</li> <li>▪ Course competencies are aligned to local/state/national standards</li> <li>▪ Safety competencies are integrated into the curriculum</li> <li>▪ Safety is taught and assessed</li> <li>▪ Competencies for employability are integrated into the curriculum</li> <li>▪ Employability skills are taught, assessed and documented</li> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Non-traditional career objectives are integrated into the curriculum</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Integrate AutoCAD 2019 into instruction and curriculum</li> <li>• Integrate AutoCAD Architecture 2019 into instruction and curriculum</li> <li>• Integrate Rhino 3D 5 into instruction and curriculum</li> <li>• Add Sketch Up Pro into curriculum</li> <li>• Add Pre CADD course to schedule</li> <li>• SWAT – D Smith Conditional Cert</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Add AutoDESK Revit into instruction and curriculum</li> <li>• Investigate implementation of a AutoDESK Civil 3D into curriculum and instruction</li> <li>• Course Renewals</li> <li>• Investigate implementation of Video Technology course.</li> <li>• Investigate adding full time construction teacher at new building</li> <li>• Re-align 6<sup>th</sup> – 8<sup>th</sup> robotics curriculum</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Investigate implementation of a AutoDESK Revit Structural and MEP into Curriculum and Instruction</li> <li>• Investigate senior internship course</li> <li>•</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Continue alignment of instructional materials to meet industry standards &amp; advisory committee recommendations</li> <li>• Evaluate and update curriculum frameworks for advisory committee approval</li> <li>• Continue technology updates including software</li> <li>• Continue aligning – CADD as needed by State Standards</li> <li>• Art Credit evaluation</li> <li>• Reevaluate adding a math prerequisite (successful completion of Algebra 1) to the CADD 1 course.</li> </ul>			
<b>EQUIPMENT/FACILITIES</b>			
<p><b>Equipment/Facilities</b></p> <ul style="list-style-type: none"> <li>▪ Labs/shops have appropriate equipment</li> <li>▪ Facilities and environment meet safety standards</li> <li>▪ Safety plan is on file</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Reposition projector and projector screen to back of room.</li> <li>• Add individual head phones with microphone to each student computer</li> <li>• Add a mat board cutter to the CADD Lab</li> <li>• Raspberry PI's and boards at HMS</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Investigate converting CADD Lab storage room into small Video Studio</li> <li>• Investigate purchasing video equipment, including cams, audio, switching and props.</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• If attain Video Technology course, expand software (Adobe Suite) and additional hardware as needed</li> </ul>

INSTRUCTOR(S) NAME: ALLEN GUSTAVSON & RYAN WOOD

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: TECH ED. & STEM

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
	<ul style="list-style-type: none"> <li>Tables and Chairs for HMS robotics lab.</li> </ul>		
	<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Monitor equipment and tool inventory/replace as required</li> <li>Insure safety tests on file for each student in appropriate classes</li> <li>Safety Education will be evaluated and updated as required</li> <li>Evaluate safety procedures and equipment in labs</li> </ul>		
<b>WORK-BASED LEARNING</b>			
Work-Based Learning <ul style="list-style-type: none"> <li>WBL opportunities are available for all students</li> <li>Non-traditional career options are provided</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>WBL possibilities at local engineers and architects offices.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Inter possibilities local architects and engineers for drafting and CADD</li> <li>Guest speakers in CADD for design and architecture.</li> <li>MS STEM Guest Speakers</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Investigate further possibilities for WBL opportunities.</li> </ul>
	<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Lab experience in class settings are used</li> <li>Industry Field Trips</li> <li>Industry guest speakers</li> <li>Jobs related to courses</li> <li>Guest speakers from local technical colleges (Perry Tech)</li> </ul>		
<b>ADVISORY COMMITTEES</b>			
Advisory Committees <ul style="list-style-type: none"> <li>Review and endorse curriculum; assure alignment to program standards</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Review/Approve courses for adoption in Jan 2018.</li> <li>Initiate Individualized T and I Committee.</li> <li>Addition of STEM representation</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Investigate addition course offerings that would benefit job market in our area.</li> <li>Addition of Construction representation</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Evaluate program equipment needs</li> </ul>

INSTRUCTOR(S) NAME: ALLEN GUSTAVSON & RYAN WOOD

SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: TECH ED. & STEM

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<ul style="list-style-type: none"> <li>Provide expertise in the design, development and delivery of programs/courses</li> <li>Review labor market information</li> </ul>	<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Program of Work Identified with goals</li> <li>Minutes of meetings on file at CTE Directors Office</li> <li>Program Evaluation and 3 year plan development</li> </ul>		
<b>PROGRAM IMPROVEMENT/STUDENT RECRUITMENT</b>			
Program Improvement/Student Recruitment <ul style="list-style-type: none"> <li>A student recruitment plan has been developed</li> <li>A program promotion plan is in place</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Highlight student projects</li> <li>Student work display in hallways.</li> <li>HMS CTE Showcase</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Student work display in hallways.</li> <li>Class highlights on ASB TV in hallway.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Find additional ways to promote classes.</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Implement new math prerequisite (successfully passed Algebra 1) for the CADD 1 class. Implement new class, Pre CADD, for students who don't meet prerequisite math.</li> </ul>			
<b>POST HS/ARTICULATION</b>			
Post HS/Articulation <ul style="list-style-type: none"> <li>Post-high school information is integrated into the program</li> <li>Articulation agreements are in place where feasible</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Guest speakers</li> <li>Expand Career Units</li> </ul>	<b>Focus Activities</b> <ul style="list-style-type: none"> <li>Submit CADD courses for CBC Dual Credit</li> <li>Offer AutoCAD certifications</li> <li>Plan and implement tour of Northwest schools of Architecture and Engineering.</li> </ul>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Offer Rhino certifications</li> </ul>
<b>Continuing Activities:</b> <ul style="list-style-type: none"> <li>Investigate Tech Prep options</li> <li>Career Learning Projects continued</li> </ul>			
<b>STUDENT LEADERSHIP</b>			
Student Leadership	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Recruit Members for Skills USA</li> </ul>	<b>Focus Activities:</b>	<b>Focus Activities:</b> <ul style="list-style-type: none"> <li>Add Video Technology contest to Skills USA contests.</li> </ul>

**INSTRUCTOR(S) NAME:** ALLEN GUSTAVSON & RYAN WOOD

**SCHOOL DISTRICT:** PROSSER **SCHOOL NAME:** PHS & HMS **PROGRAM:** TECH ED. & STEM

PROGRAM STANDARDS AND CHARACTERISTICS	2018-2019	2019-2020	2020-2023
<ul style="list-style-type: none"> <li>▪ Leadership competencies are integrated into the curriculum</li> <li>▪ Leadership skills are demonstrated and documented</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit members for Skills USA Quiz Bowl Team</li> <li>• Have in place the local officer team for Skills USA</li> <li>• HMS TSA Affiliation and Charter</li> <li>• HMS CTE Showcase</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a local officer training and leadership retreat for newly elected officer team.</li> <li>• Retain officers and increase membership to 50 members.</li> <li>• Add all leadership events and Architectural Drafting to contests for Skills USA</li> <li>• Prepare top students to run as regional and state officers for Skills USA</li> <li>• Emphasize community service for all members of Skills USA</li> <li>• Attend TSA State Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare top students to run for National Officer Candidates.</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Documentation of competencies</li> <li>• Leadership taught through group work and student projects.</li> </ul>			
<b>PROFESSIONAL DEVELOPMENT</b>			
<p>Professional Development</p> <ul style="list-style-type: none"> <li>▪ Teachers have knowledge, training and pathway-related industry skills in their program area</li> <li>▪ Teachers have recent training in their content area</li> <li>▪ Teachers maintain current CTE certification and first aid/CPR certification</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• WA-ACTE Conference</li> <li>• Become involved in regional Skills USA advisor meetings</li> <li>• Code.org Conference</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Attend AutoDESK University</li> <li>• Attend Adobe Premiere training</li> <li>• NCCCE Conference</li> </ul>	<p><b>Focus Activities:</b></p> <ul style="list-style-type: none"> <li>• Attend AutoDESK University</li> <li>• Attend additional video training thru vendor training courses.</li> </ul>
<p><b>Continuing Activities:</b></p> <ul style="list-style-type: none"> <li>• Maintain Certifications</li> <li>• WA-ACTE Conferences</li> <li>• Software Training as needed.</li> </ul>			

**BUILDING PRINCIPAL APPROVAL:** \_\_\_\_\_



**INSTRUCTOR(S) NAME: ALLEN GUSTAVSON & RYAN WOOD**

**SCHOOL DISTRICT: PROSSER SCHOOL NAME: PHS & HMS PROGRAM: TECH ED. & STEM**

**CAREER AND TECHNICAL EDUCATION DIRECTOR APPROVAL: \_\_\_\_\_**

**ADVISORY COMMITTEE APPROVAL: \_\_\_\_\_**

**SCHOOL BOARD CHAIR: \_\_\_\_\_**

# CTE Program Evaluation for Technology Education

## Instructors: Allen Gustavson and Ryan Wood

This document was developed to assist in evaluating Career and Technical Education Programs throughout the district. Quality CTE programs are those which meet program criteria based on the quality indicators provided. The criteria is based on RCW 28A.700.010; Career and Technical Education Program Standards (Foundation; Exploratory; and Preparatory); Perkins Act of 2006 (Section 113 (2) (A); Section 134 (3) through (12); and Perkins Assurances. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request. This document is to be used as the basis for the following processes:

1. On-site Reviews, Audits and Visits
2. Annual CTE Program Evaluation
3. Five-Year Program Re-Approval
4. Consolidated Program Review (CPR) Evaluation

The review will determine ratings for the following quality indicators. Programs will develop a plan to meet established Criteria and Quality Indicators including the specific issue to be addressed, Action Item, target date for completion, and when action is completed.

### EDUCATOR LICENSING

<b>CRITERIA 1:</b>		
<b>All instructors are licensed and appropriately endorsed and current.</b>		
<i>QUALITY INDICATORS</i>		
1.1 The instructor is licensed and appropriately endorsed to teach all corresponding courses / programs. Using the ratings below, determine the instructor endorsement status for each course / program taught.		
	Comments	Rating
The instructor holds a valid CTE teaching certificate for the content area in which he or she is assigned.		<b>Yes</b> No
The instructor holds a current First Aid and CPR card.		<b>Yes</b> No
The instructor is on track for renewal of certification.		<b>Yes</b> No
The instructor has Certifications required by industry.		<b>Yes</b> No
The instructor, if on a probationary or conditional certificate, has an updated teacher PDP on file.		<b>Yes</b> No
Program Advisory board has approved instructor.		<b>Yes</b> No

### CTE Program Evaluation (continued)

The instructor has Work based learning endorsement, if required for CTE courses/programs teaching.			Yes	No
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments:				
Training plans on file with CTE Director. Certificates on file with OSPI.				

## CURRICULUM, INSTRUCTION AND EVALUATION

<b>CRITERIA 2</b>				
<b>Curriculum, instruction, and evaluation are based on the state-approved standards and frameworks</b>				
<b>The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.</b>				
<i>QUALITY INDICATORS</i>				
2.1 Each course offered in the program is approved by the Office of Superintendent of Public Instruction (OSPI) and aligned with a current approved framework.				
2.2 Each course is aligned with CIP Code descriptions.				
2.3 Each course offered uses state approved standards, objectives, and competencies.				
2.4 Curriculum is based on occupational need and developed and maintained in consultation with program specific advisory committee. Labor market data is used to demonstrate occupational need				
2.5 Courses and programs relate to state or regional occupational opportunities and prepare students for postsecondary opportunities or entry into high skills, high wage jobs in current and emerging occupations.				
2.4 Program articulates with related post-secondary training, education programs and/or apprenticeships. Written agreements (dual enrollment, articulation, internships, etc) are developed, implemented and updated regularly allowing students to earn dual credit through CTE Dual Credit, AP, or other agreements or programs.				
2.5 Program prepares students for current and future workforce entry, state or nationally approved apprenticeship, or post secondary education in related field.				
2.7 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

Additional Information and/or Comments:  
 Advisory Committee Minutes  
 CTE Director

### ACADEMIC INTEGRATION

<b>CRITERIA 3</b>				
<b>The program teaches and assesses academic integration within the program.</b>				
<i>QUALITY INDICATORS</i>				
3.1 Each course integrates coherent and rigorous content aligned with challenging academic learning standards and relevant career and technical education program standards to ensure learning in: <ul style="list-style-type: none"> <li>• Core academic subjects, and</li> <li>• Career and Technical Education subjects</li> </ul>				
3.2 Demonstrate application of state and national core learning standards in context of preparing for living, learning, and working				
3.3 If an exploratory courses/programs, demonstrates foundational and career cluster specific skills required to meet current industry and nationally defined standards <ul style="list-style-type: none"> <li>• Teach to current industry and nationally defined standards as evidenced in curriculum frameworks, endorsed by local program specific advisory committee and approved by OSPI program supervisor</li> </ul>				
3.4 If preparatory courses/programs, demonstrates industry identified competencies while integrating state and national core standards <p>comprised of sequenced progression of multiple courses technically more intensive and rigorous.</p> <ul style="list-style-type: none"> <li>• Current industry defined standards, evidenced in curriculum frameworks, endorsed by program specific advisory                         <ul style="list-style-type: none"> <li>○ Level of competency defined by industry or national standards</li> <li>○ Absence of national standards locally developed industry-defined standards validated by program specific advisory</li> <li>○ Aligns with post secondary education allowing for articulation</li> </ul> </li> </ul>				
3.5 Attainment of Career and Technical Education skill proficiency including student achievement on technical assessments, aligned with industry-recognized standards.				
3.6 Adopted Course Equivalency Policy and Procedure is used for developing and adopting local equivalencies.				
3.7 Course is aligned to meet equivalency credit in an academic program if applicable.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

Additional Information and/or Comments: Frameworks on share drive.			

### STUDENT ACCESS TO PROGRAM

<b>CRITERIA 4</b>	
<b>Equal access is provided to all students, including non-traditional and special populations.</b>	
<i>QUALITY INDICATORS</i>	
4.1	Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program promotional materials seek to be representative of gender, race, color, national origin or disabilities?</li> </ul>
4.2	Instruction programs are designed to enable special populations to meet the Perkins local adjusted levels of performance <ul style="list-style-type: none"> <li>• Provide activities to prepare special populations for high skill, high wage, high demand jobs leading to self-sufficiency.</li> </ul>
4.3	Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• What is done to increase enrollment of special population students, especially male/female enrollments in programs considered nontraditional for their gender?</li> </ul> Are there opportunities for nontraditional and special populations to receive training?
4.4	Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• What do promotion or recruitment activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> <li>• Is there an equal access to CTE programs provide to meet needs of all students in nontraditional and technology occupations regardless of gender?</li> </ul>
4.5	Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> <li>• What instructional, evaluation and/or testing accommodations do you make for special population students?</li> </ul>
4.6	Non-discrimination strategies are in place to overcome barriers that result in lowering access to or lowering success for special populations in career and technical education courses/programs <ul style="list-style-type: none"> <li>• Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or handicap.</li> </ul>

## CTE Program Evaluation (continued)

<ul style="list-style-type: none"> <li>• Plan is developed for removal of barriers which may exist which limit access by student with disabilities to any program, including Career and Technical Education programs</li> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>				
4.7 Entire curriculum is available to all students.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments: Skyward Rosters Accommodations provided to students in need, supplied by the Special Education Department Standard Curriculum.				

## ACCOUNTABILITY

<b>CRITERIA 5</b>				
<b>Process used to evaluate and continuously improve performance</b>				
<i>QUALITY INDICATORS</i>				
5.1 Data is used to analyze student progress.				
5.2 Data is used to show students are meeting Perkins district adjusted level of performance on core indicators (Language Arts/Reading, Math, Technical Skills assessments, Non-traditional participation and completion, Graduation Rates, and Postsecondary Education or Employment).				
5.3 Adjusted level of performance is identified for each core indicator of performance and a plan is developed to reach disaggregated data for each indicator of performance for categories of students in ESEA. (Race, Ethnicity, Gender [male and female], Special Ed/Disability status, Migrant, Limited English [English Proficiency], Low Income [Status as Economically disadvantaged], Non traditional) (Race is identified as American Indian/Alaskan Native; Asian; Native Hawaiian/Other Pacific Islander; Black/African American; Hispanic/Latino; Any other race; White; Two or more)				
5.4 Strategies have been identified to close the achievement gap. Identify and quantify disparities or gaps in performance between any such category of students and performance of all students				
5.5 Data from follow up surveys are used to improve courses/programs.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

Additional information, evidence, and/or Comments:

Teacher evaluation reports from the administration.

### SAFE PRACTICES

#### CRITERIA 6

**Safe practices are understood and implemented.**

#### *QUALITY INDICATORS*

6.1 State, Labor and Industry (L&I), and/or district health and safety policies and procedures are utilized.

6.2 The program provides safe and appropriate environments that support Career and Technical Education Program Standards.

6.3 The instructor has the appropriate state recognized training for the safe use and maintenance of the equipment.

6.4 Conduct a safety evaluation of the program's facility and equipment on an annual basis. Facilities and equipment or exceed the related federal, state and county safety standards.

6.5 Safety is integrated into the curriculum and is assessed.

6.6 Where applicable, standard precautions as set forth by OSHA, L&I, and Risk Management are implemented.

6.7 Where applicable, Material Safety Data Sheets (MSDS) are properly displayed and located for easy access for review.

Unsatisfactory	Basic X	Proficient	Distinguished	Evidence/Artifact

Additional Information and/or Comments:

Lab safety and proper handling of all district owned electronic equipment is taught and enforced in the CAD Lab, including all computer systems, printers, projectors, monitors, etc...

### FACILITIES

#### CRITERIA 7

**Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.**

#### *QUALITY INDICATORS*

## CTE Program Evaluation (continued)

7.1 Facilities provided for the program are consistent with program standards and objectives. Lab and equipment are appropriate to support OSPI approved curriculum frameworks and industry training procedures				
7.2 Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction, and student skill development.				
7.3 Labs and equipment meet industry training standards and facility safety standards.				
7.4 Student workstations are adequate and appropriately equipped.				
7.5 Technology is incorporated into program of instruction. Up-to-date technology is used for instruction and evaluation/testing.				
7.6 There is a plan for technology upgrades and/or software purchases to maximize student learning and align with industry standards.				
7.7 There is a plan for computer equipment to be upgraded, maintained, or purchased to maximize student learning and align with industry standards. (scanners, printers, digital cameras, etc.)				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
<p>Additional Information and/or Comments:                      The CAD Lab is close to industry standards. All computer systems and furniture work well in the CAD environment. Slow network problems, power resources and cabling are the only known issues.</p>				

## INSTRUCTIONAL MATERIALS

<b>CRITERIA 8</b>
<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>
<i>QUALITY INDICATORS</i>
8.1 Instructional materials support state approved standards and objectives.
8.2 Adequate instructional materials are available for all students in all courses.
8.3 Instruction is enriched with appropriate instructional technology and related resources such as computers and software, access to Internet, audiovisual aids, etc.
8.4 The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule on the program Goal Chart.
8.5 Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.



## CTE Program Evaluation (continued)

Unsatisfactory	Basic	Proficient X	Distinguished	Evidence/Artifact
Additional Information and/or Comments: Teachers for curriculum.				

### LEADERSHIP AND EMPLOYABILITY

<b>CRITERIA 9</b>				
<b>21<sup>st</sup> Century Skills (employability and leadership skills) are an integral part of all CTE courses.</b>				
<i>QUALITY INDICATORS</i>				
9.1 21 <sup>st</sup> Century Skills (leadership and employability) are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.				
9.2 Leadership skills are developed and practiced at highest level through integration of aligned state-recognized CTSO				
9.3 Competencies for 21 <sup>st</sup> Century skill, identified in the Leadership document (employability and leadership skills), are integrated into the curriculum. 21 <sup>st</sup> Century skills are taught, assessed and documented.				
9.3 a Students demonstrate 21 <sup>st</sup> Century skills integrated in approved curriculum framework and applied in real world application.				
9.3 b Leadership alignment is embedded in the curriculum framework. <ul style="list-style-type: none"> <li>• Reflects the leadership activities embedded in curriculum and instruction</li> <li>• Includes leadership skills taught and assessed within the class for all students</li> <li>• Requires the 21<sup>st</sup> Century Skills to be matched to the specific activities/event/projects and specifically aligned to the unit of instruction</li> </ul>				
9.4 Leadership and employability activities provide opportunities for students to participate in community service and service learning activities.				
9.5 Leadership activities provide opportunities for students to participate in regional, state or national competitions.				
9.6 School/district makes reasonable provision for <del>travel expenses and</del> release time for the advisor(s) to participate in Leadership activities.				
9.7 If course is using a locally developed leadership plan, it must demonstrate the leadership skills (21 <sup>st</sup> century skills) practiced at the highest level through classroom integration of programs and activities and through a Program of Work. The plan (Program of Work) must be approved by OSPI and meet or exceed the standards of the recommended CTSO.				
Unsatisfactory	Basic	Proficient X	Distinguished	Evidence/Artifact

## CTE Program Evaluation (continued)

Additional Information and/or Comments:

Skills USA roster  
Frameworks

### LONG-RANGE PLANNING

#### CRITERIA 10

**There is a 5-year written plan that provides program direction and improvement.**

#### *QUALITY INDICATORS*

10.1 District conducts an annual evaluation of Career and Technical Education programs using standards and indicators.

10.2 Instructors have developed a 5-year Goal Chart that is reviewed and updated annually. The program instructor identifies goals and objectives in relation to the Career and Technical Program Standards and indicators based on the program evaluation.

- Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.

10.3 Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

Additional Information and/or Comments:

Five-year plan is located on the district's share drive.

## CTE Program Evaluation (continued)

### ADVISORY COMMITTEE

<b>CRITERIA 11</b>				
<b>The program utilizes an advisory committee. Functions of the advisory committee include development, implementation, and annual program evaluation, and long-range planning.</b>				
<i>QUALITY INDICATORS</i>				
11.1 Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups. <ul style="list-style-type: none"> <li>•What are the demographics of the CTE advisory committees in terms of gender, color, national origin and disabilities?</li> </ul>				
11.2 The advisory committee provides input and recommendations for program improvements.				
11.3 The advisory committee meets three or more times per year and has written minutes on file with the CTE Office.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments: Committee minutes and agendas are on the districts share drive.				

### PROGRAM OF STUDY

<b>CRITERIA 12</b>				
<b>Program of Study for each approved career and technical education program has been implemented which sequences academics and career and technical education content, leading students to attain a postsecondary degree, industry-recognized certificate or credential, or entry into the work place with a skill set conducive toward career advancement.</b>				
<i>QUALITY INDICATORS</i>				
12.1 CTE courses are organized into a program of study that includes Scope and Sequence of courses that are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain firsthand experience in the career field. Exploratory and Preparatory courses are included in the Program of Study				
12.2 Courses offered allow students to complete or concentrate in a CTE career cluster and/or pathway preparing for transition to post secondary education.				
12.3 The pathway includes a formal apprenticeship, certificate program, a two-year degree program or a four-year degree program.				
12.4 The program of study is fully aligned with current technical content standards.				

### CTE Program Evaluation (continued)

12.5 Curriculum is related to foundational knowledge and skills of broad range of career options in related program of study.				
12.6 Academic (Washington State Learning standards) and career and technical education content is aligned and integrated in a coordinated, non-duplicative progression of courses.				
12.7 The program of study leads to an industry-recognized certificate or credential at the secondary level, if applicable, and/or leads to an industry-recognized certificate or credential and/or dual credit at the postsecondary level.				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments:  Scope and sequence is on the district's share drive.				

### CERTIFICATION, WORKBASED LEARNING

<b>CRITERIA 13A – Certifications – assessment of student competency of knowledge and skills as determined by industry defined standards.</b>				
<i>QUALITY INDICATORS</i>				
13A.1 Course/programs leads to certificate or credential state or nationally recognized by trade, industry or other professional association as necessary for employment or advancement.				
13.A.2 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in field and/or articulated college credit leading to post secondary education.				
<b>CRITERIA 13B – Work Based Learning provides students with experiences and understanding of all aspects of the industry students are entering. WBL opportunities are identified in Washington WBL Learning Document.</b>				
<b>13B.1 Job shadows, mentors, community service, and other activities for student learning in the community are available</b>				
13B.2 Worksite learning (internships) is available to students completing the program.				
13B.3 Students are able to complete a qualifying class in their pathway for a work based learning assignment				
13B.4 Through instruction students experience and develop understanding in all aspects of industry associated with specific CTE courses.				
<b>Unsatisfactory</b>	<b>Basic X</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>

## CTE Program Evaluation (continued)

Additional Information and/or Comments:  13A, 13A2, 13B2, 13B3 are not present.			

### CAREER GUIDANCE

<b>CRITERIA 14</b>				
<i>QUALITY INDICATORS</i>				
14.1 Demonstrate knowledge of career options within related career cluster or pathways is integrated into the curriculum.				
14.2 Career planning, career development and/or transition to employment and post-secondary				
14.3 Provides access for students to information regarding career awareness and planning with respect to an individual's occupation and academic future				
14.3 Career guidance and academic counseling provided to students to include information about post-secondary education and training options, industry certification, and employment				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments: Careers are emphasized in projects throughout the curriculum.				

### PROGRAM EVALUATION

<b>CRITERIA 15</b>
<b>The program is Evaluated by the Advisory – Evidence is with the completion of this Program Evaluation Form and submitted</b>

CTE Program Evaluation (continued)

**PROFESSIONAL DEVELOPMENT**

<b>CRITERIA 16</b>				
<b>Instructors participate in appropriate professional association and professional development activities.</b>				
<i>QUALITY INDICATORS</i>				
16.1 Instructors maintain membership in related state and national professional organizations.				
16.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development in-service, and other sources of training.				
16.3 Instructors participate in required training and complete approved preparation and yearly in-services requirements (if applicable) for programs such as Applied Math, AP, CASE, Core Plus and Project Lead the Way.				
16.4 Instructors participate in job shadows, internships, and industry site visits.				
16.5 Instructors use scientific based research and data to improve instruction				
16.6 Instructor uses practices to involve and engage in parent and community				
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient X</b>	<b>Distinguished</b>	<b>Evidence/Artifact</b>
Additional Information and/or Comments:  CTE Director				

## CTE Program Evaluation (continued)

**After the evaluation has been filled out, attach the Goal Chart and have the following page signed and turn in a hard copy to the CTE Office with scores from the advisory attached.**

Advisory Chairperson \_\_\_\_\_

CTE Director \_\_\_\_\_

Building Principal \_\_\_\_\_

School Board Chair \_\_\_\_\_

## **BOARD PACKET**

**To:** Board of Directors  
**Subject:** Out-of-State Travel: PHS Boys' Basketball Team Tournament Camp, Bend, Oregon  
**Agenda:** Action  
**Date:** June 11, 2019  
**Prepared by:** Bryan Bailey, *PHS Athletic Director*

### **Background:**

Boys' basketball is requesting to attend the Basketball Team Tournament Camp in Bend, OR. The tournament will be June 30 through July 3, 2019. Parents will be in charge of getting their athletes to and from camp, if they choose to attend. The cost of the camp will be paid by each individual player and supplemented by PHS basketball through fundraising. The total cost of summer opportunities is \$150, with options to reduce that overall amount pending participation in fundraising activities. Summer opportunities include local summer league, Prosser Tournament, Eastern Basketball Camp, and Bend Team Tournament.

Please understand all summer activities are the financial responsibility of the student/athletes of the program themselves. There is no cost to the District for these activities.

### **Recommendation:**

It is recommended the Board of Directors approve the out-of-state travel request for the boys' basketball team to attend the Basketball Team Tournament Camp in Bend, Oregon.



## Board Packet

**TO: Board of Directors**  
**SUBJECT: 2019 PSD Summer School Programs/Risk Management -  
REVISED**  
**AGENDA: Action**  
**DATE: June 11, 2019**  
**PREPARED BY: Deanna Flores, Assistant Superintendent**

### Background

This year's summer schools will be held at Prosser Heights Elementary, Housel Middle School and Prosser High School.

**Special Ed Summer School/Extended School Year (ESY):** Students will attend K-5 reading and math intervention at Prosser Heights and Housel Middle School Summer School.

**K-5 Migrant Summer School:** will commence June 19 through July 19 (Prosser Heights Elementary); hours are from 8:30 a.m. to 1:00 p.m. Staff will be present from 8:00 a.m. to 1:30 p.m.

- **Exhibit A – Prosser Heights Elementary:** Migrant Summer School will occupy up to 12 classrooms and use the playground area under the direction of Migrant Summer School Director Fred Bray. Students will be supervised at arrival, during class time, outdoors and departure time by up to 12 teachers and 6 paraeducators. Students to be served are current kindergarten through grade 5 migrant students. They will receive academic language acquisition, with an emphasis on math, science and English language arts.

**K-5 Reading & Math Intervention Summer School:** Will commence June 18 through July 31 (Prosser Heights Elementary); hours are from 9:30 a.m. to 11:30 a.m. on Tuesdays, Wednesdays and Thursdays. Staff will be present from 9:15 a.m. to 11:45 a.m. on Tuesdays, Wednesdays and Thursdays.

- **Exhibit B – Prosser Heights Elementary:** The Reading and Math Intervention Summer School will occupy three to four classrooms. Students will be supervised at arrival, during class time, outdoors and departure time by up to 4 teachers and up to six paraeducators. Students to be served are those currently in kindergarten through grade five who have not achieved grade level in reading or mathematics.

**Housel Middle School Migrant/21<sup>st</sup> Century Summer School (STEM):** Will commence June 19 through July 19 (HMS); hours are from 8:20 a.m. to 12:50 p.m. Staff will be present from 7:50 a.m. to 1:20 p.m.

- **Exhibit C – AVID 7/8 Math Bridge:** AVID 7/8 grade math will occupy 1 classroom, gyms, and the outdoor area under the direction of Housel 21<sup>st</sup> Century Summer School Director, Laura Hermosillo. Students will be supervised at arrival, during class time, outdoors and departure time by up to 3 teachers, 1 paraeducator and 21<sup>st</sup> Century staff. Students will be served in the area of mathematics.

- **Exhibit D – AVID 7/8 Grade Science - Mission Possible/Washington Green Zombie Guacamole:** AVID 7/8 grade science will occupy 1 classroom, gyms and the outdoor area under the direction of Housel 21<sup>st</sup> Century Summer School Director, Laura Hermosillo. Students will be supervised at arrival, during class time, outdoors and departure time by up to 3 teachers, 1 paraeducator and 21st Century staff. Students will be served in the area of science.
- **Exhibit E – Enrichment - Robotics:** AVID 7/8 grade robotics will occupy 1 classroom, gyms and the outdoor area under the direction of Housel 21<sup>st</sup> Century Summer School Director, Laura Hermosillo. Students will be supervised at arrival, during class time, outdoors and departure time by up to 3 teachers, 1 paraeducator and 21st Century staff. Students will be served in the area of robotics.

**Housel Middle School GEAR UP Summer School:** will commence June 19 through July 19 (HMS); hours are from 8:20 a.m. to 12:50 p.m. Staff will be present from 7:50 a.m. to 1:20 p.m.

- **Exhibit F – 8th Grade Math:** Eighth grade math will occupy 1 classroom, gyms and use the outdoor area under the direction of Housel GEAR UP Summer School Director San Juanita Rivera. Students will be supervised at arrival, during class time, outdoors and departure time by 1 teacher and up to 2 GEAR UP staff. Students to be served are those currently in grade 8 needing help with mathematics.

**Prosser High School GEAR UP Summer School:** will commence June 19 through July 19 (PHS); hours are from 8:20 a.m. to 12:50 p.m., Monday through Thursday. Staff will be present from 7:50 a.m. to 1:20 p.m.

- **Exhibit G – 9th Grade Math:** Ninth grade math will occupy 1 classroom and use the outdoor area under the direction of Prosser High School GEAR UP Director San Juanita Rivera. Students will be supervised at arrival, during class time, outdoors and departure time by 1 teacher and up to 2 GEAR UP staff. Students to be served are those currently in grade 9 needing help with mathematics.

## **Recommendation**

It is recommended that the Board of Directors approve the 2019 Summer School Programs providing the establishment of reasonable measures to provide safeguards to the students.







UNITED SCHOOLS INSURANCE PROGRAM  
SUMMER PROGRAMS  
RISK MANAGEMENT ANALYSIS  
2019 HOUSEL MIDDLE SCHOOL MIGRANT/21<sup>ST</sup> CENTURY SUMMER SCHOOL (STEM)  
Exhibit D

**School District:** Prosser                      **Building:** Housel Middle School  
**Contact Person:** Laura Hermosillo                      **Phone:** 786-1732 / 509-792-4694  
**Name of Activity:** AVID 7/8 Grade Science – Mission Possible/Washington Green Zombie Guacamole

1. **Dates and Times:** June 19 – July 19, 2019 8:20 a.m. to 12:50 p.m.
2. **Describe the activities schedule/routine:** Students will arrive at school and be supervised outside. As students enter building, hallways will be supervised as students go to the classroom. Supervision continues in classrooms. In the gym or outside area, students are then supervised by teacher(s)/paraeducator(s) as students are dismissed for the day. This includes the hallways, outside areas and field trips.
3. **Facilities/Grounds to be used:** One classroom, gym and playground area at Housel Middle School.
4. **Identify the students to be served:** 7/8 grade students will be served.
5. **Identify the supervisor(s) and appropriate background information:** Supervisors are adults, 1 director, 3 certified teachers and 1 paraeducator. **All have playground/outdoor supervisory experience.**
6. **Supervision Plan:** Students will be supervised at all times by certified teacher and/or a paraeducator. This includes in the classroom, hallways, gym and outdoor area.
7. **List safety concerns, equipment, and precautions to be taken:** When students are involved in physical activities, supervisors will actively monitor student participation, level of physical involvement, and cooperation between other minimal contact sporting activities. *Supervisors will have in their possession some form of verbal communication equipment in hand at all times during physical activities.*

Fee Requirement: None

Student Medial Insurance: \_\_\_\_\_ Parent Permission: \_\_\_\_\_

Emergency Medical Release: \_\_\_\_\_ Medical Exam: \_\_\_\_\_

Warning on Inherent Dangers: \_\_\_\_\_

WIAA out-of season standards: Satisfied \_\_\_\_\_ Not Satisfied \_\_\_\_\_

School Board Action of Approval: Yes \_\_\_\_\_ No \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

District's Superintendent Signature: \_\_\_\_\_



UNITED SCHOOLS INSURANCE PROGRAM  
SUMMER PROGRAMS  
RISK MANAGEMENT ANALYSIS  
2019 HOUSEL MIDDLE SCHOOL GEAR UP SUMMER SCHOOL  
Exhibit F

**School District:** Prosser                      **Building:** Housel Middle School  
**Contact Person:** San Juanita Rivera                      **Phone:** 786-1732  
**Name of Activity:** 8<sup>th</sup> Grade Math

1.     **Dates and Times:** June 19 – July 19, 2019 8:20 a.m. to 12:50 p.m.
2.     **Describe the activities schedule/routine:** Students will arrive at school and be supervised outside. As students enter building, hallways will be supervised as students go to the classroom. Supervision continues in classrooms. In the gym or outside area, students are then supervised by teacher(s)/paraeducator(s) as students are dismissed for the day. This includes the hallways, outside areas and field trips.
3.     **Facilities/Grounds to be used:** One classroom, gym and playground area at Housel Middle School.
4.     **Identify the students to be served:** 8th grade students will be served.
5.     **Identify the supervisor(s) and appropriate background information:** Supervisors are adults, 1 director, 1 certified teacher and 2 tutors/GEAR UP staff. **All have playground/outdoor supervisory experience.**
6.     **Supervision Plan:** Students will be supervised at all times by certified teacher and/or GEAR UP staff. This includes in the classroom, hallways, gym and outdoor area.
7.     **List safety concerns, equipment, and precautions to be taken:** When students are involved in physical activities, supervisors will actively monitor student participation, level of physical involvement, and cooperation between other minimal contact sporting activities. *Supervisors will have in their possession some form of verbal communication equipment in hand at all times during physical activities.*

Fee Requirement: None

Student Medical Insurance: \_\_\_\_\_ Parent Permission: \_\_\_\_\_

Emergency Medical Release: \_\_\_\_\_ Medical Exam: \_\_\_\_\_

Warning on Inherent Dangers: \_\_\_\_\_

WIAA out-of season standards: Satisfied \_\_\_\_\_ Not Satisfied \_\_\_\_\_

School Board Action of Approval: Yes \_\_\_\_\_ No \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

District's Superintendent Signature: \_\_\_\_\_





**2019-20 Budget Study Session  
June 11, 2019**

**State Budget**

>The state of Washington has passed the biennial budget but I am still waiting for the final details and analysis by the OSPI fiscal staff. The software update (Form F-203) to calculate Basic Education and other state funding sources is supposed to be completed by Friday, June 7, 2019.

**Budget Calendar**

- >Required to have a preliminary budget available to the public by July 10, 2019
- >Proposed public hearing and passing of budget resolution on August 13, 2019
- >Budget must be adopted no later than August 31, 2019

**Enrollment Review**

- >PSD Enrollment History, including Number of Full-time Equivalent (FTE) certificated staff by year (attached)
- >2019-20 enrollment projection by building (attached)

**K-3 Compliance Worksheet**

>For the 2018-19 school year, the state funded school districts as if they had class sizes of 17 students in grades Kindergarten through Third Grade. For the 2019-20 school year, in order to receive full funding for the certificated staff in grades K-3, districts have to show that they meet the class size of 17. If they do not meet this class size, districts will be allocated certificated staff based on the actual class size. Three (3) worksheets are attached which will be discussed:

>For 2019-20, OSPI has provided a **Class Size Calculator**. Based on this calculator and on our current staff, we will be 1.3 teachers short of meeting the class size of 17. This would result in an estimated decrease in revenue of \$141,989.

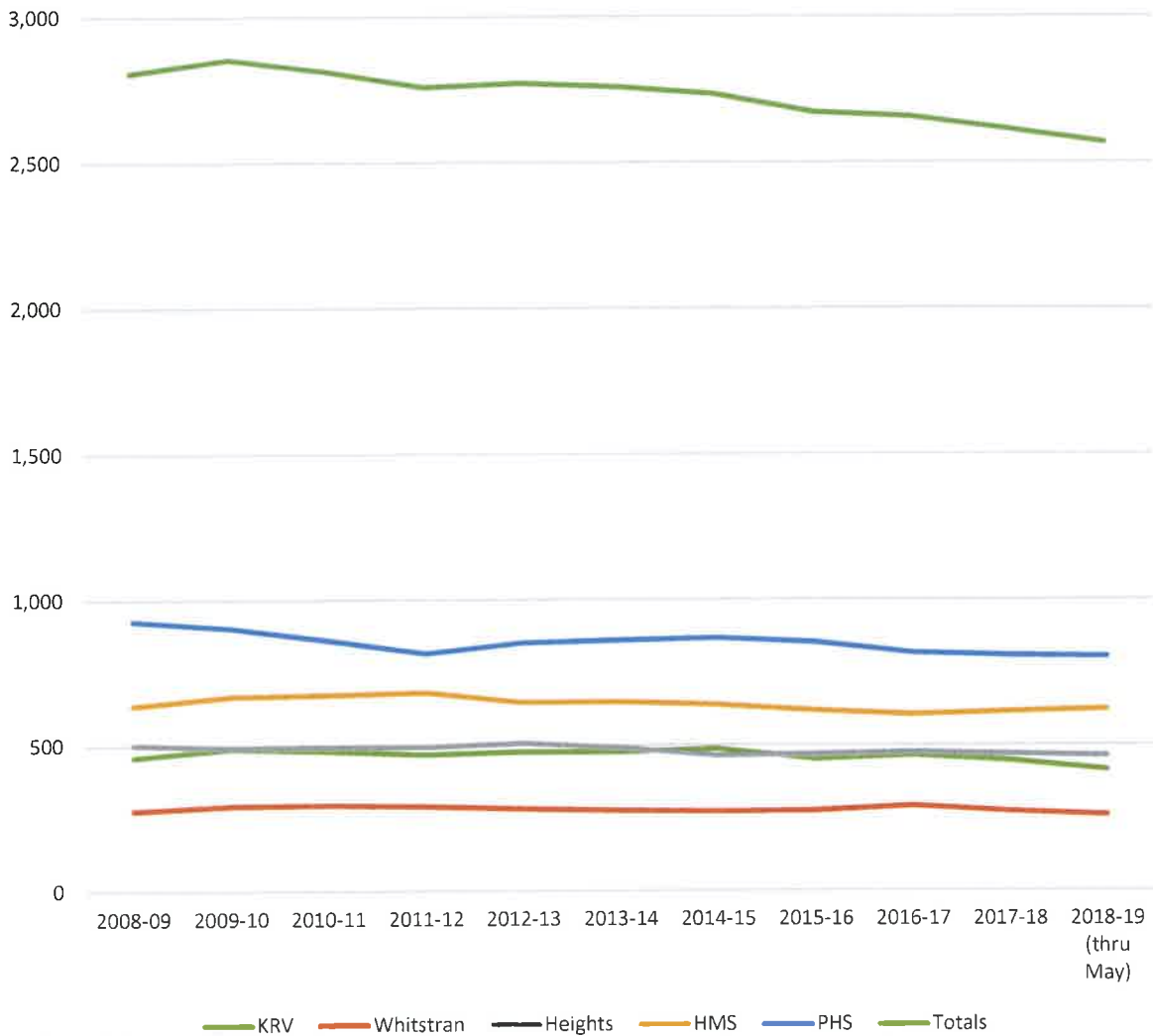
>If we hired one (1) additional teacher (probably a Kindergarten teacher at KRV), the revenue decrease would be \$32,782 but we would also have increased costs for hiring the teacher.

>The last worksheet shows that we would break even with state revenue if 1.3 teachers were hired (but still have to pay for the hiring of the teachers).

**Apportionment**

If the state does release Form F-203 by tomorrow, I will bring a worksheet to the Board meeting that shows the decrease of state revenues based on our estimated enrollment decrease.

### PSD Enrollment History



YTD Average	KRV	Whitstran	Heights	HMS	(includes Falls) PHS	Totals	# Cert FTE in BEA
2008-09	461	278	503	638	929	2,809	140.881
2009-10	491	294	494	671	905	2,854	146.865
2010-11	483	297	497	675	863	2,814	146.922
2011-12	470	292	496	683	818	2,759	147.153
2012-13	480	283	508	649	853	2,773	148.153
2013-14	478	276	492	651	862	2,760	148.747
2014-15	488	272	464	640	869	2,734	148.196
2015-16	453	275	470	620	855	2,672	148.114
2016-17	466	292	476	606	818	2,657	141.849
2017-18	448	273	469	616	809	2,614	140.278
2018-19 (thru May)	416	260	463	624	805	2,568	139.173

**Prosser School District  
2019-20 Enrollment Projection by Building**

School	Bgt FTE's 2018-19	Only May 2019 Actual FTE's	May 2019 Roll Forward 2019-20	Ave. FTE's Thru May 2019	Ave. FTE's Roll Forward 2019-20	Projection 2019-20	Less 1%	Diff from 18-19 Bgt	Full		Less 1%
<b>KRV</b>											
K	129	117	125	118	125	127	126	(3)			
1st	138	139	117	142	118	121	120	(18)	165.0	K	164
2nd	152	154	139	156	142	140	139	(13)	158.0	1	157
Totals	419	410	381	416	385	388	385	(34)	180.0	2	179
									198.0	3	196
									197.0	4	195
<b>Whitstran</b>									199.0	5	196
K	38	37	37	37	37	38	38	0	1,097		1,087
1st	36	40	37	40	37	37	37	1			
2nd	44	42	40	42	40	40	40	(4)			
3rd	44	42	42	42	42	42	42	(2)	213.0	6	211
4th	46	46	42	47	42	42	41	(5)	216.0	7	214
5th	51	52	46	52	47	48	47	(4)	206.0	8	204
Totals	259	259	244	260	245	247	245	(14)	635		629
									214.0	9	212
<b>PHE</b>									223.0	10	221
3rd	152	151	154	152	156	156	154	2	180.0	11	178
4th	143	150	151	151	152	155	154	11	172.0	12	170
5th	156	161	150	160	151	151	149	(7)	789		781
Totals	451	462	455	464	459	462	457	6			
									2,521	Totals	2,497
<b>HMS</b>											
6th	208	218	213	215	212	213	211	3			
7th	206	201	218	206	215	216	214	8			
8th	200	202	201	202	206	206	204	4			
Totals	614	621	632	624	634	635	629	15			
<b>PHS</b>											
9th	206	223	202	226	202	214	212	6			
10th	216	218	223	217	226	223	221	5			
11th	184	170	218	174	217	180	178	(6)			
12th	198	171	170	189	174	172	170	(28)			
Totals	804	782	812	806	819	789	781	(23)			
<b>Totals</b>	<b>2,547</b>	<b>2,534</b>	<b>2,525</b>	<b>2,568</b>	<b>2,541</b>	<b>2,521</b>	<b>2,497</b>	<b>(50)</b>			
<b>Incr/(Decr)</b>		<b>(13)</b>	<b>(22)</b>	<b>21</b>	<b>(6)</b>	<b>(26)</b>	<b>(50)</b>				
		from bgt		from bgt			from bgt				

This tab has been pre-loaded with all January data for the 2018-19 school year.

## Class Size Calculator For 2019-20 School Year Budgeting

1. Select a school district in the dropdown menu for January Student FTE, Teacher FTE and 3121% data to be filled

Prosser School District <--select district

2. Enter the budgeted student and teacher FTE for the 2019-20 school year in the highlighted cells

### K-3 Compliance

May Student FTE	* Teacher FTE	Sped Teacher FTE	3121%	Funded Sped Teacher	Total Teachers	Demonstrated Class Size	State Budget Class Size	
696.00	38.442	3.630	33.0%	1.199	39.641	17.56	17.00	
Class Size will be used in Apportionment (Not less than 17 & not to exceed 25.23 )							17.56	

		+ Planning Time	* Salary & Benefits
Enrollment ÷ Class Size of 17 = Staff Units	40.941	47.287	4,467,342
Actual Teachers displayed above	39.641	45.785	4,325,443
Teacher Ratio Variance	(1.300)	Allocation Variance	(141,898)

\* 2018-19 current staffing

This tab has been pre-loaded with all January data for the 2018-19 school year.

## Class Size Calculator For 2019-20 School Year Budgeting

1. Select a school district in the dropdown menu for January Student FTE, Teacher FTE and 3121% data to be filled

Prosser School District <--select district

2. Enter the budgeted student and teacher FTE for the 2019-20 school year in the highlighted cells

### K-3 Compliance

May Student FTE	* Teacher FTE	Sped Teacher FTE	3121%	Funded Sped Teacher	Total Teachers	Demonstrated Class Size	State Budget Class Size
696.00	39.442	3.630	33.0%	1.199	40.641	17.13	17.00
Class Size will be used in Apportionment (Not less than 17 & not to exceed 25.23 )							17.13

		+ Planning Time	* Salary & Benefits
Enrollment ÷ Class Size of 17 = Staff Units	40.941	47.287	4,467,342
Actual Teachers displayed above	40.641	46.940	4,434,560
Teacher Ratio Variance	(0.300)	Allocation Variance	(32,782)

\* adding 1 teacher

This tab has been pre-loaded with all January data for the 2018-19 school year.

## Class Size Calculator For 2019-20 School Year Budgeting

1. Select a school district in the dropdown menu for January Student FTE, Teacher FTE and 3121% data to be filled

Prosser School District

<--select district

2. Enter the budgeted student and teacher FTE for the 2019-20 school year in the highlighted cells

### K-3 Compliance

May Student FTE	* Teacher FTE	Sped Teacher FTE	3121%	Funded Sped Teacher	Total Teachers	Demonstrated Class Size	State Budget Class Size
696.00	39.742	3.630	33.0%	1.199	40.941	17.00	17.00
Class Size will be used in Apportionment (Not less than 17 & not to exceed 25.23 )							17.00

		+ Planning Time	* Salary & Benefits
Enrollment ÷ Class Size of 17 = Staff Units	40.941	47.287	4,467,342
Actual Teachers displayed above	40.941	47.287	4,467,342
Teacher Ratio Variance	(0.000)	Allocation Variance	0

\* adding 1.3 teachers