Curriculum & Instruction Policy Committee  
Monday, December 12, 2016, 4:30 – 6:30 pm  
Board Office Conference Room, John Stanford Center

Call to Order
1. Board members present  
2. Staff present  
3. Approval of agenda  
4. Approval of November 14, 2016 meeting minutes

Items Requiring Board Action or Informational Board Action Reports
1. Annual Approval of Schools (Starosky) Intro January 4  
2. Exercising option to extend the contract for Middle School and High School  
yearbooks with Herff Jones for an additional year. (Kinoshita, Toner) Intro January 4

Standing Agenda Items
1. Update on 2016-17 Superintendent SMART Goals 1-3

Board Policies and Procedures
to the Board (Kinoshita)

Special Attention Items
1. Indian Heritage High School (Nielsen)  
2. K-5 English Language Arts (ELA) Adoption Update (Toner/Vasquez)  
3. Math Adoption Update (Kinoshita/Box)  
4. Advanced Learning Update (Jessee/Martin)  
5. Prioritizing for 2017 C&I Work Plan (Burke/Tolley/Van Duzer)

Upcoming Meetings
• January 9, 2017– C&I Policy Committee Meeting

(Please note that this is a working committee. Documents may change before the meeting and/or prior to introduction before the Board. The Board Office maintains the archive for documents that were presented at the meeting. Due to the June 2015 change to the district website, documents for this meeting are provided on the pages below.)
Curriculum & Instruction Policy Committee
Monday, November 14, 2016, 4:30 – 6:30 pm
Board Office Conference Room, John Stanford Center

Minutes

Director Burke called the meeting to order at 4:30pm.

Directors Burke, Geary, and Pinkham were present. Dir. Harris arrived at 4:41pm.

Dir. Burke made a motion to amend the agenda to move up the discussion on the 20 Minute Survey to accommodate staff schedules. Dir. Geary seconded. The motion to amend the agenda as discussed passed unanimously.

Dir. Burke made a motion to approve the minutes as published. Dir. Pinkham seconded. The minutes were approved by a vote of 2-0-1. Directors Geary and Pinkham voted yes. Dir. Burke abstained as he was not present for the October committee meeting.

Items Requiring Board Action or Informational Board Action Reports

Annual Approval of Schools

Mike Starosky, Michael Stone and Jon Halfaker provided an overview of the Board Action Report regarding the Comprehensive School Improvement Plans (CSIPs). This is an annual process that comes to the School Board for approval. Mr. Stone noted the past tool that principals used, which was cumbersome, and feedback received indicated that it did not give a comprehensive look at each building and there were inconsistencies. Mr. Stone indicated that the previous tool is no longer in use, and the server no longer works. He noted a new simple word document on SharePoint, where principals have access to their own and other school plans. Mr. Stone noted that plans were adjusted per feedback from School Board Directors, building leaders and the community. He read through the various sections within the document as well as some guiding questions for school leaders to assist in providing a comprehensive plan.

Dir. Burke asked for clarification on the goals. Mr. Halfaker noted the overlap and alignment with the school goals. Dr. Starosky noted transparency, support and follow through with this new process. He noted the timeline for when this item will go to the Board, and the process of the Education Directors (EDs) going over every CSIP to ensure they are complete, comprehensive and consistent. Dr. Starosky noted there has been better feedback this year in the process.

Dir. Harris arrived at 4:41pm.

Dr. Starosky noted the example in the packet from Fairmont Park. He discussed the materials presented in the packet. He also noted the positive feedback from constituents regarding being able to see where the money is coming from and where it is going to, all in one place on the
Dr. Starosky noted the future tool beyond this year. Mr. Stone noted the future cycle this item will be spring driven, which is better aligned with budgeting and end of year data, and more aligned with other district level goals.

Dir. Burke asked about the timeline for weighted staffing standards. Mr. Stone noted it is in February, and that this timing will be aligned for the CSIP planning in the future. He noted English Language Learners (ELL) and Special Education (SpEd) staffing starts in March and April, and that schools would be developing their plans for the next year and to be ready for August.

Dir. Pinkham asked what the follow up from the schools will be. Dr. Starosky noted that after the meeting tomorrow, the EDs will follow up with the school leaders to give them an opportunity to correct the plan. Mr. Halfaker noted that the guiding questions have been the driver to the questions in the plans so far. He noted that with the plans on SharePoint, he can check them at any time, and the school leaders can also look at other schools for examples.

Dir. Harris noted she is pleased to see the attention paid to the CSIP, due to last year they were lacking. She asked if the Building Leadership Team (BLT) members and EDs sign off on this for accountability. Mr. Stone noted that a suggestion came through and that on the example the principal had indicated that the BLT approved in on a specific date. Mr. Stone further noted that the EDs are going through every single one, and they are all going through them together, and providing feedback consistently. Dir. Harris asked when they will be uploaded for the December 7 Board Meeting. Mr. Stone noted they will be uploaded with the Board agenda packet the week prior to the introduction. Dir. Harris asked if this document can be aligned with the Multi-Tiered Systems of Support (MTSS) goals. Mr. Stone noted that the behavioral, school, parent components, and others will be included. Dir. Harris asked if this can be used as a data set for answers on if strategies are working on. Mr. Stone noted that is the future state for the CSIPs. Dr. Starosky noted it will give clear indicators of the intention to measure, and in the future there will be better alignment. Dir. Harris asked for the estimate on when in the future this will occur. Dr. Starosky noted the complexities involved with other departments and various components, so it’s hard to be specific at this point, however, it will not be this year. He noted that this is a stepping stone to get to where they want the CSIPs to be. Dr. Starosky noted this is a framework for discussion on what is being measured and how they are measuring.

Dir. Geary noted that advanced learning is always a hot spot, and she sees the components in the document, and feels that the language is not common and are vaguely referenced. She is concerned that it is not meeting both ends of the spectrum and meeting the needs of all of our students. Dir. Geary noted concern that the documents will not be so easy to compare due to this. Dir. Burke thanked the team for the work to get this to a cleaner place. He has some concerns with the differentiation on the building level on advanced learning, which was more clearly stated in years past. Mr. Stone noted the second component/box where there is a specific guiding question on how they are providing advanced learning services that is included in the document that will be addressed. Mr. Tolley noted the guiding questions for each section, and that the portion on advanced learning is a required response. Dir. Geary noted that she wants consistent language amongst the community discussions, otherwise it leads to miscommunication. Dir. Burke noted adding a designated header that would break that out.

Dir. Burke noted that he does not feel this item is ready to move this item forward to the full Board. He would like to see better clarity on how the leaders are doing this work. Mr. Tolley noted in the past, this item was moved forward for consideration in this same manner as what is being presented today. Mr. Stone discussed the timeline if this item does not move forward. Directors and staff discussed the consequences of moving the timeline. Dr. Starosky asked for
what the committee is needed prior to moving this item forward to the full Board. Dir. Burke would like more CSIP examples and would like to see the guiding questions.

Dir. Harris made a plea to decrease the jargon and for clear writing for the constituents. Dr. Starosky noted the request, and said that is also what he and the Education Directors are looking for.

DECISION: This item will come back to the C&I Policy Committee on December 12, 2016 with the requested modifications and additions.

20 Minute Survey Results
Dir. Burke noted the 20 Minute survey that had been conducted, and noted that bell times always comes up in this discussion. He noted his request to Michael Tolley to have transportation be a part of this discussion at committee today. Mr. Tolley noted that this briefing paper in the packet is around the three tier system.

Sherri Kokx noted the Superintendent’s Friday Memo on the survey results, and noted the approximately 12,000 respondents to the survey. She noted the questions on the survey on where to put the additional time. Ms. Kokx discussed the results as listed in the briefing paper. She noted the recommendation of the Department of Teaching & Learning, that in a three tier model, the additional time would be split ten min before and after school. Ms. Kokx noted the early release time portion which discussed the preferences of the staff, the Seattle Education Association (SEA) and families. She noted the recommendation is for Wednesdays early release due to the results and having meaningful and productive professional development (PD) for teachers. Pegi McEvoy noted that arrival/departure times (which are based upon bell times) are incorporated into the transportation service standards. These will go to the Operations Committee in December with the full Board voting on it in January. She noted there has been conversation on two tiers, and it has been a historical conversation. Ms. McEvoy noted the concerns with the cost associated with a two-tier model, and the projection is as high as $3.8 million. She asked the transportation staff to look for additional efficiencies to draw down the costs, and discussed the options and considerations that will come to the Operations Committee and also within the budget conversations. Ms. McEvoy noted this is a puzzle as there is a deficit in the budget, and staff is looking for ways to make it a viable option. Ms. Kokx noted that many respondents noted that they did not have enough information to make certain decisions, and she further noted the respondents did not want to make the decisions if it cost more, or made the students have to walk farther distances to get to and from school.

Dir. Pinkham asked for the data on the respondents. Ms. Kokx noted that information was include in a Friday Memo in the past, and noted that there is raw data. Dir. Harris asked if that can be sent to the full Board. Ms. Kokx noted that she will provide that information in this week’s Friday Memo. Dir. Burke noted that the two/three tier system will be resolved during the transportation standards conversation, and that they are researching cost reducing options, and asked if there is a risk that the State would not reimburse a two-tier model. Ms. McEvoy noted that she feels that there wouldn’t be more risk than there is now. Dir. Burke asked if they have looked for outside ways to fund/pay externally. Ms. McEvoy noted that they have been looking internally only at this point. Dir. Burke noted that would be interesting to look at external funding sources.

Policy 2415, High School Graduation Requirements
Dan Gallagher provided an overview of the Board Action Report, reviewed the background section, and noted previous work sessions where this item has been discussed. He noted the new State Law requiring students to have 24 credits to graduate, instead of the current 21 credits. Mr.
Gallagher pointed out the redlined version of the policy and noted the top of the page shows where the change that has been made to the policy. Mr. Gallagher noted that the change will happen now, so that the class of 2021, current 8th graders, who will be registering for high school in the next couple of months will clearly know the graduation requirements. He noted another policy he will discuss later, that will address community engagement and other items.

Dir. Harris noted international baccalaureate (IB) program mentioned in this policy and that there is not sustained funding to this program. Mr. Tolley confirmed. Mr. Gallagher noted that this policy may have continued revision in the future, and that next year’s C&I Policy Committee work plan it will be revisited in the fall. He noted the targeted audience for this current change is that the 8th grade students who will need to know what will be required to graduate. Mr. Gallagher noted that this policy change is a conservative policy change at this time, and that staff is working toward making progress. He noted they are working on the IB issue as well, it just is not being addressed in the policy change at this time.

**DECISION:** Dir. Pinkham made a motion to move this item forward to the full Board with a recommendation for consideration. Dir. Geary seconded. The motion passed unanimously.

Creative Advantage/CTE Media Arts Skills Center Programs and Creative Advantage Regional Arts Showcase (Informational Only)

Gail Sehlhorst, Michael Stone, Dan Gallagher provided an overview of this Board Action Report. Mr. Stone noted that this item went to the Audit & Finance Committee last week, and is being presented here today as informational only. Mr. Stone noted that the Seattle Foundation is working with Vulcan to help support the regional arts showcase and to develop a media arts curriculum at the skills center. Ms. Sehlhorst gave a brief overview of the creative advantage program, as outlined in the action report. Ms. Selhorst noted the purpose of equitable access to arts and culture and the community based arts organizations in the city who partner with Seattle Public Schools (SPS). She noted the goal to have every elementary school student to have visual art and music instruction and to make connections with arts learning with professional artists who come to the schools. Ms. Selhorst noted the focus groups to assist in finding out what the students want to highlight for the continuum of learning, and that they will be hiring a coordinator to move the work forward. She also noted working on a toolkit to be able to replicate the program throughout the district and to find more funders.

Lara Davison noted the work with SPS has been exemplar. She noted the work done in the past was to make connections between arts and career. Ms. Davison noted some strong programs already within the district, but noted that they are not available across the district, only at certain schools. She noted the growth in our region for arts and media. Ms. Davison noted the work on the skills center to develop the hands-on college prep, led by industry professionals to help students be successful in this particular workforce.

Ms. Selhorst noted students would be at home half of the day, and at the skills center the other half of the day. She noted doing work with the University of Washington (UW) to find careers in demand, so that the SPS students would graduate career ready. She noted the pilot over the summer for students to have free access to courses to be tested this summer, and that the program will launch in the fall. Ms. Selhorst noted hiring a media arts specialist and a project manager to help realize the work, as there are some barriers in place on marketing to the students to enroll. Dan Gallagher noted that this is funded through apportionment, and that state dollars will follow to make the program self-sustaining. Mr. Sehlhorst noted that this is about capacity building for sustainability.
Dir. Harris asked where the physical location will be. Ms. Sehlhorst noted that decision will be a part of the research, and knows that transportation is a barrier for students. She noted that it would be good to be in a centralized location, but that is to be determined, and they are looking at partnering with industries to be in a real environment. Mr. Gallagher noted the great work of this program, and this investment will allow SPS to determine the playbook for any type of course in the different media/arts industries and to use this as a playbook to replicate across the district. Mr. Gallagher reiterated the challenges with transportation and locations, and noted looking into exploring additional satellite sites for less constraints for physical locations and capacity challenges. He noted that this program will help drive further investment for additional settings.

Dir. Pinkham asked about the budget. Ms. Sehlhorst noted the typo in the document and that there is $710,000 for the total project. The total is correct, but there is a typo in the line item. Staff noted they will make the adjustment prior to introduction to the full Board.

**Standing Agenda Items**

Dir. Burke noted with the new Superintendent SMART goals for this new year, that instead of alternating the updates from MTSS-A to MTSS-B, that the committee will be having a new standing agenda items section.

**Transition of Standing Agenda Items**

**2015-16 Superintendent SMART Goals 1-3**

Michael Tolley noted the recent work session that concluded regarding the work around the 2015-16 SMART Goals, and noted the transition to the 2016-17 whole child framework around MTSS Goals 1-3, as described in the provided rubric.

**2016-17 Superintendent SMART Goals 1-3**

Kyle Kinoshita noted Goal 1 is an implementation of MTSS, and noted that this year it is not split between A and B, as it was providing a false dichotomy to divide those two parts. He noted a decision to reduce those areas in to two goals where the academic and social emotional goals were Goal 1. Dr. Kinoshita noted the benchmarks on the handout, and discussed the implementation of building a MTSS system at five schools where they could learn from and apply at other schools. He noted Goal 2 and the focus of making it culturally relevant and to eliminate opportunity gaps for a specific group of students, in particular, African American male students. Wyeth Jessee noted the Teaching & Learning (T&L) retreat last Thursday that was centered on Goals 1 and 2 to come together and think about eliminating the opportunity gaps in a systemic way. He noted the rubric and the collaboration piece. Mr. Jessee noted that to change the outcomes in every school, they need to change the way things are done in the district office to service the school in a more productive way. He discussed the case studies and how the application at schools would look like. Mr. Jessee noted using the data to help make a mind shift to really service the schools, and to have accountability here at the district office in order for the classrooms to really see the impacts. He noted that the work needs to be coordinated and channeled in a specific direction and to prioritize the work of the district with individual schools and using the CSIPs to guide that work and the direction. Mr. Jessee noted also putting together a professional development (PD) plan district wide and continuing that discussion on how to formalize and prioritize the PD plan to target the right resources to schools. Mr. Jessee noted wanting consistency across the schools and speaking in apples to apples by using the data access points. He noted the MTSS advisory team and cadre, who are looking at language and definitions, and discussed the importance of speaking a common language across the district. Mr. Jessee noted that this guidance has been given to school leaders to have them use in their CSIPs and will continue to enhance that work.
Dr. Kinoshita noted that the draft of these two goals is driving the work to increase the coordination and cooperation at the district and school levels. He noted that it is pointing out the gaps in the system and data to keep track of the student and is driving the activity and the work that will be done. Mr. Tolley noted the support of the Board in this work, and that the tools were not in place before. He thanked the Board for pushing the work forward to get the appropriate tools in place. Mr. Jessee noted that they will have the data tool identified in December.

Dir. Pinkham asked about the scorecard that was presented at the work session, where 1/3 of Native American students are in special education, and 1/8 of SPS students overall are in special education. He asked for the comparison in other districts, and if this is due to parent referral for testing. Mr. Jessee noted that if we do not know how to serve students, and feel like the student needs remediation, that opens the can for a referral to special education. He noted that the overall special education population is below 13%, that there are still issues with reporting certain populations. Mr. Jessee noted that if they do not have the data to pinpoint, they will not know where to target and start the remediation of the issues. Mr. Jessee noted the need to be culturally responsive and changing strategies within the populations, and the ideas of using the shared database to pinpoint the real issues. Dr. Kinoshita noted working with a school in his past work and noted the support system that were in place without having to develop an Individualized Education Plan (IEP) for them, and can focus the supports where they are actually needed.

Dir. Geary asked about collaboration strategies and not reinventing the wheel. Mr. Jessee noted that Gail Morris brought that up and noted this specific high need school and the need to be coordinated and that multiple departments were going to the school multiple times without the coordination to really address the issues, and to really share the areas of expertise across departments and teams. He gave examples of how to coordinate within the funding and resources that we have.

Dir. Harris noted that it all sounds very good, but she doesn’t have an understanding of what is meant by the assessments request for proposal (RFP), how the $11 million underspend has been spent and what is the return on investment. She is in favor of blowing up silos and wants to see the overlapping of the work in a visual, as there is nothing tangible to market what it is that the district is doing, and then she doesn’t feel it can be measured. Dir. Burke noted the need to not force something on to our schools, but also does not want the schools to reinvent the wheel 99 times. He noted the need to provide the right level of resource base, and asked if the MTSS groups are being provided with a body of knowledge that schools can implement the practice. Mr. Jessee noted that both comments and questions are related, and clarified that they are asking for a district of 99 schools with over 53,000 students to have a product to go district wide at this point in time. He noted that the school year started two months ago, and he has draft products, but they are not ready to publish to go to market at this time. Mr. Jessee noted that he is getting stakeholder input, and noted that the working teams are exploring the materials and the work. Mr. Jessee noted the gaps and the complexities of the work that he is discussing and noted that people are coming to the table and ready to make the shift. He noted the desire to not be in a rush and to make sure the work that is done is done right. Dir. Burke asked for help with time managing the expectations. Mr. Jessee noted that he can have some draft materials for the next C&I Policy Committee meeting. Dir. Burke asked how many leaders from outlier schools are on the advisory team. Mr. Jessee noted 6 principals, and about half are outliers. He noted there is representation in the group.

Dir. Geary asked for the updates to have information on where we have been, where we are, and where we are going to have more clarity in tracking the progress. Mr. Jessee noted the request.
**Board Policies and Procedures**

**Policy 2420, High School Grade and Credit Marking Policy**

Dan Gallagher provided an overview of the documents per conversation from the last C&I Policy Committee Meeting. He noted the packet that he brought forth today and noted the slides are copies from the September 28th Work Session on Policy 2420, and discussed the timeline as listed in the slides. He noted Principals Jill Hudson and Jill Medsker are on special assignment to lead principals and groups to revision high school, which is also tied to the 24 credit transition. Mr. Gallagher pointed out the handout that outlines the policy issues that will need to be addressed and read through the handout titled Policy Revisioning and Stakeholder Engagement Timeline.

Dir. Harris asked if this went through the community engagement tool for each of these categories. Mr. Gallagher confirmed yes, and pointed out the bottom which discusses the tool and engagement. He noted that the tools are still in draft and that there is not a score associated at this point. Mr. Gallagher noted that there is collaboration as a first step, and noted that he erred on the humble side for collaboration. He noted involving families along the step after identifying and highlighting concrete options that may have been overlooked by families.

Dir. Burke noted the framework and the resources provided. Mr. Gallagher noted that this is a big deal and it needs to be done carefully. He noted that they are exploring all sides, including State Law, Board Policy, other stakeholders and legislation, and human resource policies. All of which are included in the different levels of collaboration along the timeline.

Dir. Geary noted that the visual on this is that families are just going to be told/informed, and not collaborated with to be a part of the brainstorming process. She noted to maximize the brainpower in the community in this process. Mr. Gallagher noted the request. Dir. Harris suggested to bring this to the next community engagement meeting, as we run the risk of not using the community engagement tool in the way it was intended and that families may see this in draft form and give push back. Dir. Burke noted that request, and mentioned that it is a new tool that everyone is trying to figure out how to leverage. Mr. Gallagher appreciates the feedback and is also learning along the way. He doesn’t want to convey a sense of finality due to the number that says just to inform, as he wants to be responsive to get feedback from many aspects.

**Special Attention Items**

**K-5 English Language Arts (ELA) Adoption Update**

Kathleen Vasquez noted they just finished the field test, and that an update was sent in the Friday Memo to the Board last week. She noted that at the meeting of the focus groups last week the feedback received was that the field test was a huge success, and they uncovered a lot of information that they wouldn’t have had by just reading the materials. She noted the alignment to the rubric, and all of the committee members heard feedback from all field testers. Ms. Vasquez noted that this has been a great process and recommends it for all adoption committees in the future. She noted that the field test cost $30,000 and noted that it is money well spent to get great information in a short amount of time. Ms. Vasquez noted a clear third place that families and field testers are unhappy with. She further noted that with the remaining two options that families prefer one and field testers prefer the opposite. Ms. Vasquez noted the forms online that 225 families had filled out, and 22 staff members had filled out. She noted the problem of practice was to get teachers to participate in the responses and noted it went out district wide and tried various communication strategies to get the feedback. Ms. Vasquez noted that on December 9th the committee will review the survey data from families, which closes November 30th. Then on the 13th they will go to the Instructional Materials Committee (IMC) with the number 1 and 2 choices.
Dir. Harris asked how involved the Education Directors (EDs) were in soliciting for staff feedback. Ms. Vasquez noted that the field tester data is separate from the staff member data. She noted that there are a total of 49 feedback inputs received. Ms. Vasquez noted last year the number was a lot higher for feedback. Dir. Harris asked that we charge the EDs to charge that feedback. Mr. Tolley noted that they could address that with the EDs and that there is still time. Dir. Burke asked about the work of the reviewers of the pilot study and if that will be used during the roll out of the instructional materials. Ms. Vasquez confirmed that yes, there is clear ways to see how to support the teachers during implementation, and that both are strong choices. She noted the creation of PD and online resources that are available. Ms. Vasquez noted that she will present the findings at the December committee meeting.

Advanced Learning Update
Mr. Jessee thanked Kari Hanson and Stephen Martin for their work for the Advanced Learning (AL) School Board Work Session. He noted the organizing of the next steps for the work plan and noted areas of prioritization. Mr. Jessee discussed the draft work plan, as outlined in the document within the packet. He noted the positive feedback received and that constituents were excited on next steps and the commitment to improving AL and the Highly Capable Cohort (HCC). Mr. Jessee noted using the data streams and equity piece for outcomes of this work. He read through the stages to get the work going and to continually move it forward. Mr. Jessee noted the timeline of the work and the intention to be prepared to do the work with intention. He noted the input from the priorities that came to the surface at the work sessions and noted the large body of work for all three options listed within the document.

Dir. Harris asked for the timeline around the work, the economic needs and the resources that will be needed, especially with the levy cliff. Mr. Jessee noted the schedule depends on what is chosen by the Directors, as there are many different layers. He noted the implications and also considerations for testing windows and student enrollment. Mr. Jessee noted he could come back with timelines once the level of work is established. Mr. Jessee noted the plan for the budget is to work within the means that we already have and noted that Mr. Martin’s team is equipped to do the work.

Dir. Burke asked the Directors to weigh in on their priorities. Directors discussed their personal recommendations for the priorities, and discussed pros and cons for each. Dir. Geary noted for option #3 that perhaps it be look at for 2018-19 year, as it would be difficult to tackle at this point in the current school year, to ensure we are reaching more students and eliminating the opportunity gap. Mr. Jessee confirmed yes, and noted the tension is to move it now and fix it, but if it moves too fast, they steam roll over some issues and the end up in an area that was perhaps not intended. He noted that they can come back with regular updates to the committee to inform the Board as it is very fluid, and they need to do an authentic review with the stakeholders. Dir. Harris suggested putting this in a Friday Memo to get input from other Board members and the public. She noted that AL has the perception that it does not have the resources to actually do all of this good work, she is not interested in failing, but looks at this skeptically. Mr. Tolley noted to look closely at the budgetary piece. He also noted the research and evaluation team is leading the work to support the department to do the work necessary for these aspects and noted that there will be additional supports. Dir. Harris wants to see it in writing with the budget piece. Dir. Burke noted that Mr. Jessee will come back next month with an update for the item that is made priority. Mr. Tolley noted that taking on all of AL at one time is not possible and noted the committee is being asked to take a look at the various options and to prioritize the work to move
forward. Dir. Burke summarized and noted that the committee has asked to begin with spectrum services and the community engagement process.

**Instructional Materials for new Buildings**

Dr. Kinoshita noted that the district is looking for solutions and pointed out the draft document in included in the packet. He noted the aging instructional materials at SPS and that there is a need to purchase materials for new schools that will be opening. The old materials are either outdated or are not available for purchase. Dr. Kinoshita discussed the options as listed in the handout and discussed the waiver process to select materials for those new schools. He noted that on the SPS website there is no Superintendent Procedure for waivers, that all he could find was in a draft form, and there were outstanding issues to be addressed. Dr. Kinoshita noted staff and cabinet will tighten up the process and review the waiver process. Dir. Burke asked what Dr. Kinoshita’s recommendation would be. He noted that the recommendation would be option #1, and that there still needs to be work done in the waiver process and the procedure. Dir. Burke agrees and that the schools and the materials have to meet a certain level of rigor and accountability in order to approve a waiver. Dir. Pinkham asked about Options schools. Dr. Kinoshita noted that those schools would already have adopted materials and further noted that it depends on the school. He noted that in the Collective Bargaining Agreement (CBA), a school can apply to be a Creative Approach School (CAS) which would exempt them from this process as well. Mr. Tolley noted the staff and parent involvement in the CAS, and that is not the same as the waiver process.

**C&I Work Plan**

Nate Van Duzer noted that in December all of the School Board Committees will be reviewing coming the 2017 committee work plans and noted that the approval will come in January after the new committee assignments are designated.

Dir. Burke noted to email himself or Mr. Van Duzer about what is in the parking lot and to discuss the prioritization that is going on.

The meeting adjourned at 6:42pm.

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**BAR for Annual Approval of Schools**

**DECISION:** Directors requested to have this item come back to the C&I Policy Committee on December 12, 2016 with additional examples of the Continuous Improvement Plans before making a recommendation to the full Board.

**BAR for Policy 2415, High School Graduation Requirements**

**DECISION:** Dir. Pinkham made a motion to move this item forward for consideration by the full Board. Dir. Geary seconded. This motion passed unanimously.

**BAR for Creative Advantage/CTE Media Arts Skills Center Programs and Creative Advantage Regional Arts Showcase**

This item came to the C&I Policy Committee as informational only. The Audit & Finance Committee reviewed the item on November 10, 2016 and made their committee recommendation.
I. TITLE

Annual Approval of Schools per WAC 180-16-220  For Introduction: January 4, 2017
                                                For Action: January 18, 2017

II. WHY BOARD ACTION IS NECESSARY

School Board approval of schools within the District is a requirement of Washington Administrative Code (WAC), Section 180-16-220.

III. FISCAL IMPACT/REVENUE SOURCE

Failure to approve the schools at this time will mean the District could forfeit some or all of our basic education allocation and/or $11,799,000 of Title I funds for the 2016-2017 academic year.

Expenditure: NA  One-time  Annual  Other Source

IV. POLICY IMPLICATION

Annual approval is necessary to ensure compliance with State laws and regulations. The annual approval process also ensures that each school has a data-driven school improvement plan to promote student learning.

Board Policy A 02.00 states that we must have clear, long-term district goals. These goals will inform Continuous School Improvement Plans (C-SIPs).

V. RECOMMENDED MOTION

I move that the School Board approve each school within the District as having a school improvement plan that is data driven, promotes a positive impact on school learning, and includes a continuous improvement process, pursuant to WAC 180-16-220.
VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on November 14, 2016. The Committee asked for additional documentation and to see the guiding questions document and to be brought back to committee in December for a recommendation. This motion was again discussed at the Curriculum & Instruction Policy Committee meeting on December 12, 2016. The Committee reviewed the motion and _____________.

VII. BACKGROUND INFORMATION

Washington Administrative Code Section 180-16-220(2)(a) requires that each school in the school district “…be approved annually by the school district board of directors…”

A School Board’s annual approval of schools certifies to the State that each school has a school improvement plan in place. School improvement plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process for monitoring, adjusting, and updating the plan. Each building’s Continuous School Improvement Plan (C-SIP) includes all of these elements.

The Associate Superintendent for Teaching and Learning and his designees have created and overseen a process for the review of each school’s C-SIP, and has certified that each school does have a C-SIP that meets the terms of WAC 180-16-220.

It is in the best interests of the District for the Board to approve each school.

• All of our schools have current 2016-17 C-SIPs on file at the schools, with their Executive Directors of Schools, and in the Grants office. All C-SIPs are also posted online on our district website (http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15987)
• All schools have updated their C-SIPs based on student data from spring 2016 by November 15, 2016. C-SIPs are working documents and will be adjusted during the year as additional data is made available to schools (e.g. Measurement of Academic Progress (MAP) data, graduation data, attendance data).
• All revised C-SIPs will be uploaded to the district website by November 30, 2016.
• Executive Directors of Schools and the Grants and Fiscal Compliance departments provided technical assistance to principals and their designees in creating their 2016-17 C-SIPs, and will provide ongoing support as requested by principals.

Each Building’s C-SIP will:

• Fully comply with all applicable laws and regulations; in this case, compliance is necessary for the release of basic education allocation and/or Title I funds.
• Use data to drive instructional/programmatic planning.
• Connect school-based activities with our district’s Strategic Plan.
• Provide supplemental and/or individualized services for underperforming students, targeting specific areas where the students are performing below standard.
• Include professional development and other resources essential to successfully implement key strategies and achieve student learning targets.

There is no requirement that the School Board approve each school’s C-SIP. Instead, the requirement is only that the School Board ensures that the plans are in existence. Since the adoption of this regulation in 2002, the Chief Academic Officer or Associate Superintendent for Teaching and Learning has certified that plans compliant with WAC 180-16-220 exist for each school. For this year, Chief of Schools Mike Starosky certifies to the School Board that each school within the District has a C-SIP that meets the terms of WAC 180-16-220 (see attached).

VIII. STATEMENT OF ISSUE

Whether to approve the schools in the district as having a school improvement plan as required by Washington Administrative Code Section 180-16-220.

IX. ALTERNATIVES

The School Board could decide not to approve this motion, in which case the district would not be in compliance with WAC 180-16-220. A School Board’s failure to approve schools, and to communicate that approval to the State, could result in a district not receiving some or all of its basic education allocation and/or Title I funds.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

• Smarter Balance Assessment.
• District data including MAP, classroom-based assessments, an analysis of achievement gaps/education gaps, graduation and attendance rates, school segmentation levels, survey data from student, staff and family surveys.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Principals are engaging staff, families, community members, and district leaders in the development and ongoing monitoring/adjusting of goals, strategies, and activities within their C-SIPs. One common way they are gaining this engagement is through Building Leadership Teams, which include staff and family/community representation. Community engagement on School Reports also provides input to schools on how to adjust C-SIPs for 2016-2017. The 2016-17 C-SIPs for each SPS school can be found on the SPS District Website (http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15987).

XII. ATTACHMENTS

• Washington State Legislature WAC 180-16-220
• Board Policy A 02.00
• Chief of Schools Certification of C-SIP Completion
• New C-SIP Template
• Guiding Questions Worksheet
WAC 180-16-220

Supplemental basic education program approval requirements.

The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW 28A.150.220(4).

(1) **Current and valid certificates.** Every school district employee required by WAC 181-79A-140 to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC 181-82-105, 181-82-120, and 181-82-125, respectively.

(2) **Annual school building approval.**
   (a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.
   (b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:
      (i) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";
      (ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and
      (iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.
   (c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.
   (d) The school improvement plan shall address, but is not limited to:
      (i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;
      (ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;
      (iii) The use of technology to facilitate instruction and a positive impact on student learning; and
      (iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.
   (3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

School Board Adopted Policy

The Board of Directors believes that with district-wide performance goals and adherence to our Instructional Philosophy goals (see Policy C 01.00) we will achieve continuous improvement and all of our students will achieve academic success. This will occur through close monitoring and regular reporting on progress, differentiated supports and interventions, and consistent consequences based on performance.

To do this we must have clear long-term district goals, to be outlined in the District’s scorecard based on the District’s strategic plan, and annual school performance targets, to be included in the annual school reports. These goals will inform both school improvement plans (CSIPs) and departmental improvement plans. To track and report progress toward our goals, we will use accurate, timely and relevant data, and ensure that employees are trained in the use of that data to make decisions that best support their students’ academic success. The District scorecard will track annual progress across the whole system, and annual school reports will show school progress toward key student performance outcomes; both reporting tools will be shared publicly every fall.

We believe that school performance and circumstances should drive the type and level of support, intervention or autonomy a school receives. To do this the Superintendent will use a school performance framework to evaluate how all schools are doing against annual performance targets. This framework must be data driven, looking at a variety of indicators of student academic success, and include an assessment of leadership quality, staff collaboration and effectiveness, and school climate information (to be informed by family, student and staff surveys). To help track annual and mid-year progress to the performance targets, the Superintendent shall develop and maintain a comprehensive system of student assessment, including summative, formative and benchmark assessments.

The school performance framework will use school performance data to group and segment schools based on both absolute performance and growth measures. It will also include a set of actions the District will take with schools based on their performance segment and need. In general, schools that are high performing on multiple dimensions will be given greater autonomy in specific areas. Schools that are making solid growth and meeting their annual performance targets will receive the targeted support to continue on their trajectory. And schools that are not meeting their annual performance targets will receive prescriptive guidance from the district. The two ends of this performance spectrum are described below.
Schools that are high performing on both the absolute and growth dimensions and have no significant achievement gaps between high poverty and low poverty students will have ‘earned autonomy’ for the following decisions: academic and social-emotional programs and interventions; selection of professional development; C-SIP goals and planning; and budget flexibility for discretionary spending.

Schools that have three years of low growth and sustain low absolute performance will be subject to one or more of the following actions taken by the Superintendent:
- Change school leadership
- Change school staff
- Direct instructional strategies and professional development
- Change curricular materials and or programs
- Conduct regular accountability reviews throughout the year with the principal, CAO, and Instructional Directors
- Close and/or reconstitute the school

Regardless of academic achievement, all schools and programs are expected to use approved district materials and curriculum, including assessments.

Performance Monitoring

In order to monitor our progress towards our performance goals, the Superintendent is directed to establish and implement a three-tier performance model:

**District level:** Annual District and Departmental Scorecards
**School level:** Annual School Reports, including segmentation of schools and differentiated responses based on individual school needs and annual school improvement plans
**Individual level:** Useful, goal-based annual performance evaluations for all employees

Performance Reporting

To best support the school planning timeframe and the district’s budget calendar, segmentation and accountability decisions will be made every winter based on the prior year’s performance data. During this period, schools will continue to use their CSIP goals and plans to inform the
development of their budgets; and in the case of schools requiring greater District guidance, the Superintendent’s staff will reference those same goals in determining appropriate interventions. Accountability and autonomy decisions must be made in advance of spring staffing and will then inform the summer-fall new CSIP plan development.

The School Board directs the Superintendent to publicly report the results of the annual District Scorecard and School Reports each fall. In addition, the School Board directs the Superintendent to provide the School Board with an annual report on the number of effective performance evaluations against the total number of employees, which shall be subdivided into categories of employee. The report on evaluations shall occur no later than November of each year.
To: Board of Directors for Seattle Public Schools

From: Dr. Mike Starosky, Chief of Schools

Date: ____________________

RE: Annual Approval of Schools certification of plans

I certify that all the schools and/or programs in Seattle Public Schools attached to this memorandum have an updated Continuous School Improvement Plan that complies with Washington Administrative Code (WAC) 180-16-220.

________________________________________
Dr. Mike Starosky
Chief of Schools
Continuous School Improvement Plan (CSIP)

2016 - 2018

Principal

School Overview

Introduction
The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mission and Vision

<table>
<thead>
<tr>
<th>Mission</th>
<th>Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type Here</td>
<td>Type Here</td>
</tr>
</tbody>
</table>
**School-Wide Programs/Multi-Tiered System of Support**

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</td>
<td></td>
</tr>
<tr>
<td>We will use research-based strategies that help targeted students.</td>
<td></td>
</tr>
<tr>
<td>Our school offers professional development that is high quality and ongoing.</td>
<td></td>
</tr>
<tr>
<td>Our school will increase parent/family engagement.</td>
<td></td>
</tr>
<tr>
<td>Our staff is involved in decision-making.</td>
<td></td>
</tr>
<tr>
<td>We will assist our students to meet standard.</td>
<td></td>
</tr>
<tr>
<td>Retain high quality, highly effective, and highly qualified staff.</td>
<td></td>
</tr>
<tr>
<td>How do we support the transitions of new students and families into our school?</td>
<td></td>
</tr>
<tr>
<td>Our system of support assures</td>
<td></td>
</tr>
</tbody>
</table>
our most highly qualified staff are supporting our students.

The following table describes how funds are allocated to support and improve student learning.

<table>
<thead>
<tr>
<th>Building Based Goals</th>
<th>We have chosen to focus on the following area(s) over the 2016-17 school year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gap Closing Goal(s)</strong></td>
<td></td>
</tr>
<tr>
<td>Problem of Student Learning</td>
<td><strong>What will success look like?</strong> (SMART Goal to target level of performance desired)</td>
</tr>
</tbody>
</table>
| - Insert the current state of learning (data) | - Connected to your Problem of Student Learning, what is your gap-closing goal for a subset of students?  
- What student achievement indicators will you monitor over the year to inform your progress toward meeting your student achievement goals (ex. formative assessments, screeners, observation data, survey data)? | | |

### Multi-Tiered System of Support Budget

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Funding Type</th>
<th>Funding Source</th>
<th>Amount</th>
<th>How Funds will improve student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Combined Funds</td>
<td>General Education Dollars</td>
<td>Descriptive Text</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Specific Use Funds</td>
<td>Transitional Bilingual</td>
<td>Descriptive Text</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Combined Funds</td>
<td>Self Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Combined Funds</td>
<td>PTSA Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Combined Funds</td>
<td>Free &amp; Reduced Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>Specific Use Funds</td>
<td>Learning Assistance Program (LAP)</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>2016-2017</td>
<td>Specific Use Funds</td>
<td>Learning Assistance Program (LAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster of Teachers/ Grade Level Goal(s)</td>
<td>Problem of Student Learning</td>
<td>What will success look like? (SMART Goal to target level of performance desired)</td>
<td>Assigned to:</td>
<td>Target Date for Completion:</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Whole School Goal</strong></td>
<td>Problem of Student Learning</td>
<td>What will success look like? (SMART Goal to target level of performance desired)</td>
<td>Assigned to:</td>
<td>Target Date for Completion:</td>
</tr>
<tr>
<td><strong>School Culture Goal</strong></td>
<td>Problem of Student Learning</td>
<td>What will success look like? (SMART Goal to target level of performance desired)</td>
<td>Assigned to:</td>
<td>Target Date for Completion:</td>
</tr>
</tbody>
</table>
## CSIP Guiding Questions

<table>
<thead>
<tr>
<th>School-Wide Programs/Multi-Tiered System of Support</th>
<th></th>
</tr>
</thead>
</table>
| Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards. | • Based on the analysis of data, what are some concerns about student learning?  
• What evidence (e.g.: SBA data, school-based assessments, student voice, classroom observations, etc.) supports these concerns?  
• What is the specific student learning problem to be addressed in this cycle of inquiry? (Goal Setting Form)  
• What student strengths are there to build upon?  
• Why this problem over others? |
| We will use research-based strategies that help targeted students. | • How do we address the needs of all children in the school, particularly low-achieving students?  
• What alternative instructional techniques and services will we implement for our Advanced Learners (ALO), Students with Disabilities (SWD), and English Language Development (ELD) students?  
• How do we progress monitor student learning on a regular basis?  
• What will we do to strengthen the core academic program of the school? |

Bold items must be addressed in the school improvement plan
### CSIP Guiding Questions

| Our school offers professional development that is high quality and ongoing. | **Describe your professional development plan.**  
| How does our professional development drive the School Improvement Plan?  
| How does our work in professional development improve instruction? Does it have an effect on student achievement?  
| How have we allocated sufficient resources (ex. money, time) toward implementing professional development?  
| How are ALL staff involved in professional development? |
| Our school will increase | **How are families involved and engaged in our school community and in their child’s education?** |

Bold items must be addressed in the school improvement plan.
| parent/family engagement. | • **How is communication with parents ongoing and two-way?**  
• **Review results of Parent Survey**  
  o Are there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?  
  o How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys completed and returned?  
  o Are there any suggestions from parents that need to be addressed immediately or should be discussed at this meeting for a change in Family Engagement? |  |
| Our staff is involved in decision-making. | • **How is staff involved in the development of the school improvement plan?**  
• **How is staff involved in decision making at the school? Refer to your decision-making matrix.** |  |
| We will assist our students to meet standard. | • **How do we identify students who are not achieving the state standards during the school year?**  
• **What do we do to help these students?**  
  o Refer to your MTSS plan |  |
| Retain high quality, highly | • **What are we doing to support teachers and their employment and retention at our school?** |  |

**Bold items must be addressed in the school improvement plan**
**CSIP Guiding Questions**

<table>
<thead>
<tr>
<th>Effective, and highly qualified staff.</th>
<th>• What is the experience level of our staff?</th>
</tr>
</thead>
</table>
| How do we support the transitions of new students and families into our school? | • How does our program for transiting preschool students into our school benefit our students?  
• How do we involve local preschool programs in our improvement work?  
• How can we increase communication between local preschool programs and our school?  
• How do we transition our 5th or 8th students into their middle or high-school? |
| Our system of support assures our highly qualified staff are support students. | • Are we utilizing all staff in the best way possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for extra reading instruction, do those individuals have reading credentials? |

**Bold items must be addressed in the school improvement plan**
SCHOOL BOARD ACTION REPORT

DATE: November 30, 2016
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction, kdkinoshita@seattleschools.org

1. TITLE

Exercising option to extend the contract for Middle School and High School yearbooks with Herff Jones for an additional year.

For Introduction: January 4, 2017
For Action: January 18, 2017

2. PURPOSE

This Board action would extend the District’s contract with its current yearbook vendor for one year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to approve an extension of the contract with Herff Jones in an amount not to exceed $400,000 for the management and classroom support in the preparation and printing of middle school and high school yearbooks, in the form of the draft Agreement attached to this Board Action Report and presented to the School Board, with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

a. Background

In November 2015, a review committee of yearbook advisors representing both middle and high schools was convened to conduct an initial review of potential yearbook vendors. As a result of a competitive process at the end of 2015, Herff Jones was selected for the vendor for furnishing yearbooks to schools. The contract is in force until February 28, 2017, with a provision that with mutual agreement of both parties, it could be extended up to three (3) additional, one-year terms under the same terms and conditions, pending satisfactory performance by the vendor.

b. Alternatives

1. Do not contract with a vendor identified through a competitive request for proposal (RFP) process, and allow each school to select its own yearbook vendor. This alternative is not recommended for two reasons: (1) through the RFP process, the District has obtained competitive pricing, which is lower than each school could obtain on its own, and (2) the District would be in violation of the State Law and the Superintendent’s Procedures for Contracting, which call for competition at this dollar level.
2. Do not renew the contract with Herff Jones, and re-open the competitive process to identify a new vendor. This alternative is not recommended as the review committee conducted an extensive three-month research process to obtain a competitive three-year agreement based on superior ratings and the best price point. To conduct another search with required steps would prevent schools from engaging in production and completion of yearbooks in time for availability at the end of the year.

3. Contract with two different yearbook companies rather than one. This recommendation was considered by the original committee; however, disadvantageous pricing from the vendors would preclude this as an equitable option.

4. Do not renew the contract and proceed without service from any vendor, and require yearbook advisors to perform all of their own yearbook functions without support. This alternative is not recommended, since yearbook advisors do not have the capacity to perform all of the work associated with yearbook creation and printing themselves.

c. **Research**

From October to December 2015, a Curriculum, Assessment and Instruction Department committee that included broad participation from secondary schools reviewed proposals from Balfour, Herff Jones, and Jostens as finalists for selection. After examining quality of product; quality of service to schools; overall experience, reputation, and expertise; experience and quality of staff; ability to provide service in expedient manner; workshops/seminars for students and yearbook staff; and willingness to accept the District’s terms and conditions, the committee identified Herff Jones as the top rated candidate. The District receives a 15% discount on the basic book price from Herff Jones as a result of awarding the contract to all middle schools and high schools identified in the RFP.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will not exceed $400,000.

The revenue source for this motion is each secondary school’s Associated Student Body (ASB) funds.

Expenditure: [ ] One-time [ ] Annual [X] Other Source

6. **COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

[ ] Not applicable

[ ] Tier 1: Inform

[X] Tier 2: Consult/Involve

[ ] Tier 3: Collaborate
Herff Jones’ agreement features one-year renewals of its contract for Middle School and High School yearbooks based on satisfactory annual evaluations of the vendor’s product and service. A survey was conducted with yearbook advisors in November 2016. Although there were limited returns on surveys despite repeated attempts to contact yearbook advisers, all indicators were marked “satisfactory”. Four out of the five recommended continuation with Herff Jones, with numerous complimentary comments. One adviser, though marking “satisfactory” on every indicator and acknowledging “excellent” service, marked not to continue as he desired Herff Jones to offer less expensive options so as to provide a reduced cost to less affluent students.

7. **EQUITY ANALYSIS**

Yearbooks can be an expense for less affluent students. However, the research done to arrive at the selection of Herff Jones demonstrated that it provided the most advantageous contract from an economic standpoint.

8. **STUDENT BENEFIT**

Yearbooks are a hallmark of students’ experiences within a school year and across their years in middle and high school. They hold memories of experiences, pictures of time times and names of important people who touched their lives while in school.

9. **WHY BOARD ACTION IS NECESSARY**

- ☑ Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)
- ☐ Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)
- ☐ Adopting, amending, or repealing a Board policy
- ☐ Formally accepting the completion of a public works project and closing out the contract
- ☐ Legal requirement for the School Board to take action on this matter
- ☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item
- ☐ Other: ____________________________________________________________

10. **POLICY IMPLICATION**

This introduction is in compliance with Policy No. 6220, Procurement.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on December 12, 2016. The Committee reviewed the motion and _____________.

12. **TIMELINE FOR IMPLEMENTATION**
Upon approval of this motion, a contract will be executed with Herff Jones for middle school and high school yearbook production for the 2017-2018 year.

13. **ATTACHMENTS**

- Draft contract amendment with Herff Jones (for approval)
- Original contract with Herff Jones (for reference)
- Sample order form
- Copies of Vendor/Contractor Performance Evaluations (surveys)
  - Hamilton International Middle School
  - Cleveland STEM High School
  - Mercer Middle School
  - Denny International Middle School
  - Chief Sealth International High School
  - Roosevelt High School
THIS AMENDMENT is made between the Seattle School District No. 1, (hereinafter called "District"), and HERFF JONES (hereinafter called "Vendor") regarding Contract No. RFP09503, Middle School and High School Yearbooks.

Whereas, the District and the Vendor entered into a contract dated February 25, 2016; and,

Whereas, the District and the Vendor acknowledge that the contract allows for up to three (3) annual contract renewals and wish to exercise its first option to renew and extend the term of the contract for one (1) additional year; and the District would like to update the District Representative in the contract document.

Whereas, the estimated annual contract amount will remain $400,000.00.

NOW, THEREFORE, District and Vendor agree as follows:

1. The term of the contract is extended from March 1, 2017 to February 29, 2018.

2. The District Representative for this contract has been changed to:

   Kyle Kinoshita, Ed.D
   Chief of Curriculum, Assessment & Instruction
   Seattle School District No. 1
   Mail Stop 32-156
   P.O. Box 34165
   Seattle, WA 98124-1165

3. Any of the other provisions of the subject contract not modified in writing shall remain in full force and effect.
This Agreement, Contract No. RFP09503, is effective March 1, 2016 by and between Seattle School District No. 1, a Washington municipal corporation (District), and Herff Jones (Vendor). The District and Vendor agree as follows:

1. **SCOPE OF WORK AND SCHEDULE**

Vendor shall provide services as described in Exhibit A, Scope of Services and Exhibit E, Management Plan. Vendor is authorized to proceed upon receipt of this signed Agreement. This contract shall be in effect from the effective date through February 29, 2017. Either party may terminate this Agreement at any time upon thirty (30) days written notice.

The Vendor and the District agree that this contract may, with mutual agreement of both parties, be extended up to three (3) additional, one-year terms under the same terms and conditions, pending satisfactory performance by the vendor.

2. **CONTRACT PRICE**

District agrees to pay Vendor an amount not to exceed $400,000 (the "Maximum Authorized Compensation") as shown in Exhibit H, Pricing for management and classroom support in the preparation and printing of middle school and high school yearbooks as identified in the Request for Proposal RFP09503. Vendor acknowledges that the contract covers all District middle and high schools as shown in Exhibit A.

This amount shall constitute complete compensation for all costs and fees incurred, including any expenses for meals, travel, lodging, and Washington State sales tax, if applicable. Any increase above this amount will require agreement by the parties.

Compensation will be paid monthly to the extent that Vendor presents documented evidence of fees earned and expenses incurred during the period for which payment is requested, and in no case shall the total compensation exceed the Maximum Authorized Compensation. Vendor shall submit its invoices in the form and according to the schedule prescribed in the General Conditions, to the address listed in paragraph 3.

3. **COMMUNICATION**

The District's representative for this contract is Misa Garmoe, Director of School Operations. All correspondence, requests, notices and other communications to the District, in relation to this Agreement, shall be in writing and shall be delivered to:

To the District: Misa Garmoe  
Director School Operations  
Seattle School District No. 1  
Mail Stop 31-522  
P.O. Box 34165  
Seattle, WA 98124-1165

To the Vendor: Jennifer Gregerson  
Yearbook Sales Representative  
Herff Jones  
10969 Villa Monte Court  
Mukilteo, WA 98275

Either party may from time to time change such addresses by giving the other party notice of such change in accordance with the provisions in Paragraph 3. above.

4. **VENDOR'S REPORTS**

Vendor shall provide reports as requested by District and as specified in Exhibit A, Scope of Services.
5. **PERSONNEL**

Vendor shall assign the personnel listed in Exhibit D, Resumes and Service Representatives, for the performance of the Work and shall not (for so long as they remain in Vendor's employ) reassign or remove any of them without the prior written consent of District.

6. **THIS AGREEMENT INCLUDES THE FOLLOWING ATTACHMENTS:**

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Scope of Services from RFP09503</td>
</tr>
<tr>
<td>B</td>
<td>Specifications from Herff Jones in response to RFP09503, dated October 29, 2105.</td>
</tr>
<tr>
<td>C</td>
<td>Company Profile from Herff Jones in response to RFP09503 dated October 29, 2105.</td>
</tr>
<tr>
<td>D</td>
<td>Resumes and Service Representatives from Herff Jones in response to RFP09503 dated October 29, 2105.</td>
</tr>
<tr>
<td>E</td>
<td>Management Plan from Herff Jones in response to RFP09503 dated October 29, 2105.</td>
</tr>
<tr>
<td>F</td>
<td>Addendum No. 1, dated October 21, 2015.</td>
</tr>
<tr>
<td>G</td>
<td>Services Contract General Conditions (Short Form)</td>
</tr>
<tr>
<td>H</td>
<td>Pricing from Herff Jones and as amended November 20, 2015</td>
</tr>
</tbody>
</table>

**HERFFJONES**

*at*

Jennifer Gregerson  
(Vendor Representative)

<table>
<thead>
<tr>
<th>Date Signed</th>
<th>12/10/15</th>
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</table>

**SEATTLE SCHOOL DISTRICT NO. 1**

Dr. Larry Nyland  
(Superintendent)

<table>
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<tr>
<th>Title</th>
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<td>Date Signed</td>
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++ecfl Tanes  
(Company Name)

*4'1'-22 {0}1493*

Employer I.D. No. or Social Security No.
Exhibit A, Scope of Services

Provide management and classroom support in the preparation and printing of middle school and high school yearbooks as required in RFP09503 and as described in to the Herff Jones management plan submitted in response to this RFP. This management plan includes:

- Communication guidelines and Herff Jones staff contacts and responsibilities, and
- Services and support available to District staff and students assigned to each school's yearbook program, including workshops, classroom activities, educational materials, promotional and yearbook sales support, budget tracking and support, general troubleshooting, computer programs and technical support, delivery schedules, guarantee/warranty service, collection and accounting of all monies, refund policy/practices, special order service requests, company policy and method for handling adjustments for errors made in production of yearbooks, and a list for yearbook production supplies, special offers or "extras," and color programs.

All of the District's high schools and middle schools are included in this contract, except for those schools which self-publish. In addition, any secondary facilities added or closed during the term of the contract will automatically be included or excluded.

<table>
<thead>
<tr>
<th>High Schools:</th>
<th>Middle Schools:</th>
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<tbody>
<tr>
<td>Ballard</td>
<td>Denny</td>
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<tr>
<td>Cleveland</td>
<td>Eckstein</td>
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<td>Franklin</td>
<td>Hamilton</td>
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<td>Garfield</td>
<td>AkiKurose</td>
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<td>Nathan Hale</td>
<td>Madison</td>
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<td>Ingrahan.1</td>
<td>McClure</td>
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<td>Rainier Beach</td>
<td>Mercer</td>
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<tr>
<td>Roosevelt</td>
<td>Washington</td>
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<tr>
<td>Chief Sealth</td>
<td>Whitman</td>
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<tr>
<td>West Seattle</td>
<td>Salmon Bay</td>
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</tbody>
</table>

SPECIAL CONDITIONS

A. Production
All production of the yearbooks shall be accomplished under the supervision of Herff Jones. Should outside contracting be utilized, such subcontracting shall be identified herein and approved by the District prior to their use.

B. Quality Control
All yearbooks shall be carefully inspected for blemishes, defects, or damages prior to shipment. Any book that is defective shall be replaced at no cost to the buyer. More than one error in the yearbooks could lead to rejection of all books.
C. Consultation Services
Herff Jones shall contact each yearbook advisor each month to determine if visits to schools are required. The publisher's representative shall make consultation calls at least every two (2) weeks when notified of specific needs. Vendor shall provide at least ten (10) consultation calls at no additional costs. Consultation services from any and all subcontractors used by the Vendor shall be available to the District. Telephone support shall be provided by all such subcontractors as a minimum standard of assistance.

D. Quantities
Identified quantity requirements are substantially correct. The District reserves the right to adjust the quantities purchased either up or down based on need or circumstances at the agreed upon prices.

E. Deliveries
Deliveries required shall be freight prepaid, F.O.B. destination, and prices shall include all freight and delivery charges.

The Herff Jones Management Plan follows and is hereby incorporated in this contract as Exhibit E.
1. BASIC SPECIFICATIONS:

MIDDLE SCHOOL YEARBOOK
Black and White 64 pages

COMPREHENSIVE HIGH SCHOOL YEARBOOK
Black and White 208 pages

COMPREHENSIVE HIGH SCHOOL YEARBOOK
All Color 208 pages

SMALL HIGH SCHOOL YEARBOOK
All Color 44 pages

The following are included in the basic specs for this RFP:

- Paper stock: 80 lb paper stock/ Gloss enamel, velvet white, dull enamel, matt finish, textured white and colored stock in one signature are included for paper stock.
- Page submission: includes signature-page submission, multiple-page submission, facing-face submission, and individual-page submission

The following are excluded from the basic specs, and would be considered as options for schools which choose them:

- 100 lb paper stock
- Cost difference with recycled paper
- Additional applied color on silkscreen (two inks are included in the basic specs)
- Full color litho due October 1
- Full color litho due November 1
- Full color litho due December 1
- Kivar base material
- Die cost for school-designed embossed cover
- Graining
- Quarter binding
- Additional applied color on lithograph
- Additional applied color on embossed
- Metaloy or similar effect
- Other specialty base materials (such as metallic finishes)
- Debossing for name plate
- Custom debossing
• Four color process from transparency for endsheets
• Company designed four color stock for endsheets
• Spot color beyond four-process color
• Tipping-in charges
• Plastic covers
• Name stamping
• Nameplates
• Second line on namestamp or nameplate

2. **HIGH SCHOOL YEARBOOK SPECIFICATIONS**

Basic Book Requirements:
The following requirements will be included in the basic book price.

**Pages-208**

**Trim Size** - 8 ½ by 11

**Paper Stock** - 80 lb. glossy white, semi-gloss, or matte

**Cover** -
145 lb. or heavier
2 additional applied silkscreen colors
Choice from at least 30 base materials
No limit to size of coverage on cover design
Includes Title, Year, and School Name on spine without added cost

**Four Color Process (CMYK)** - 48 pages
*unlimited use of CMYK color mixes on color process pages

**Pre-Press Production:**
• Digital submission. List price reduction for digital submission.
• Page creation: Pages created on MAC or PC, PageMaker or InDesign, or online creation
• On-line submission (PDF). List price reduction for PDF online submission per page.
• Portraits (individual pictures) may be flowed from a CD by school or vendor. CD will be provided from photographer for underclassmen photos.
• Senior portraits can be a combination of CD submission and hard copy cropped photos.
• Plug-ins must be included in price.

**Layout Submission:**
• Schools may use computer submission or hand drawn submission.
• Single page units may be submitted and will count toward deadlines.
• Pages may be submitted from any signature and will count toward deadlines. (Please note: this includes signature-page submission, multiple-page submission, facing-face submission, and individual-page submission)

Proofs:
• Proofs are to be furnished of all pages, end sheets, and cover except on final deadline.
• There is to be no charge for corrections when company errors equal or exceed staff errors.
• First corrections to portrait proofs will be at no charge and a second set of proofs will be provided at no charge.
• All signatures, shipping costs on submissions, and proof returns at no charge to school.
• No charge for corrections on proofs if error is Vendor,-s.
• No charge for school corrections to type submitted with proofs if on disc with 71% printout.
• No charge for reproofs.
• No charge for color proofs.

Deadlines:
• Final deadline shall be six to eight weeks prior to delivery of book.
• Delivery of books shall be determined and established by yearbook adviser and set with representative by mid-September of each school year.
• School shall have the opportunity to make up time lost from missed deadlines by submitting copy early on subsequent deadlines.
• Delays in deadlines due to school closure (i.e., fire, snow, or other disaster) shall not be penalized if Vendor is notified immediately of such unavoidable delay.

Materials and Supplies:
Vendor will provide all production and marketing materials, as well as additional layout materials, when needed, at no extra cost to school.

Binding - Smythe sewn

Endsheets:
• 2-color end-sheets as base cost.
• Cost reduction for no printing on end sheets.
• Additional costs for additional spot color.
• Additional costs for CMYK. Four-Color Process taking into consideration that the base-cost is set at two color.

Cover Artist - 1 hour of time per school for cover and endsheet design.

Gear Kit of Supplies - This should be standard.
Workshops - One day of training for software must be included.

Toll Free Phone Support - Available during normal business hours, with twelve (12) hour turnaround.

Classroom Training and Workshops - Fall training by vendor representative.

Proofs - Schools will be furnished proofs of all pages, cover, and endsheets if applicable upon receipt of copy.

The Vendor must send a copy of the itemized final cost for the yearbook/memory book to the Purchasing Office and the yearbook/memory book adviser prior to production. The yearbook adviser will approve and send a copy to vendor.

3. MIDDLE SCHOOL YEARBOOK SPECIFICATIONS

Basic Book Requirements. The following requirements will be included in the basic book price.

Pages - 64 Black & White

Trim Size - 7 ¾ x 10 1/2

Paper Stock - 80 lb. glossy white, semi-gloss, or matte

Cover - 98 lb minimum hard cover
  Vendor design with 2 colors included

Endsheets - Vendor design with school choice.

Pre-Press Production:
  • Digital submission. List price reduction for digital submission.
  • Page creation: Pages created on MAC or PC, PageMaker or InDesign, or online creation.
  • On-line submission (PDF). List price reduction for PDF online submission per page.
  • Portraits (individual pictures) may be flowed from a CD by school or vendor. CD will be provided from photographer.

Layout Submission:
  • Schools may use computer submission or hand drawn submission.
  • Single page units may be submitted and will count toward deadlines.
  • Pages may be submitted from any signature and will count toward deadlines.
Proofs:
- Proofs are to be furnished of all pages, end sheets, and cover except on final deadline.
- There is to be no charge for corrections when company errors equal or exceed staff errors.
- First corrections to portrait proofs will be at no charge and a second set of proofs will be provided at no charge.
- All signatures, shipping costs on submissions, and proof returns at no charge to school.
- No charge for corrections on proofs if error is Vendor's.
- No charge for school corrections to type submitted with proofs if on disc with 71% printout.
- No charge for reproofs.
- No charge for color proofs, if any.

Deadlines:
- Final deadline shall be six to eight weeks prior to delivery of book.
- Delivery of books shall be determined and established by yearbook adviser and set with representative by mid-September of each school year.
- School shall have the opportunity to make up time lost from missed deadlines by submitting copy early on subsequent deadlines.
- Delays in deadlines due to school closure (i.e., fire, snow, or other disaster) shall not be penalized if Vendor is notified immediately of such unavoidable delay.

Materials and Supplies:
Vendor will provide all production and marketing materials, as well as additional layout materials, when needed, at no extra cost to school.

Binding- Smythe sewn

Endsheets:
- 2-color end-sheets as base cost.
- Cost reduction for no printing on end sheets.
- Additional costs for additional spot color.
- Additional costs for CMYK. Four-Color Process taking into consideration that the base-cost is set at two color.

Cover Artist - 1 hour of time per school for cover and endsheet design.

Gear Kit of Supplies - This should be standard.

Workshops-One day of training for software must be included.

Toll Free Phone Support-Available during normal business hours, with twelve (12) hour turnaround.
Classroom Training and Workshops - Fall training by vendor representative.

Proofs - Schools will be furnished proofs of all pages, cover, and endsheets if applicable upon receipt of copy.

All deadlines are agreed upon in writing between the school and the representative.

The Vendor must send a copy of the itemized final cost for the yearbook/memory book to the Purchasing Office and the yearbook/memory book adviser prior to production. The yearbook adviser will sign approval and send a copy to vendor.
IT'S WHO WE ARE

Height, shoe size and eye color are written in a child's DNA, but personality is a nature versus nurture debate. It was 1920 in an old firehouse off Capitol Avenue in Indianapolis where Harry Herff and Randall Jones started an insignia company that would bear their names. Celebrating achievement was the company's blueprint, and the corporation grew focusing on recognition, motivation and education. Today Herff Jones has joined with Varsity Spirit and BSN Sports under the larger umbrella of Varsity Brands.

With a mission to inspire achievement and create memorable experiences for young people, Varsity Brands elevates the student experience, promotes participation and celebrates achievement through three unique but interrelated businesses: Herff Jones, A Varsity Achievement Brand; BSN SPORTS, a Varsity Sport Brand; and Varsity Spirit. Together, all three promote personal, school and community pride through their customizable products and programs to K-12 schools and colleges/universities, as well as church organizations, professional and collegiate sports teams and corporations. All are a part of the recognition, motivation and education that is rooted in our DNA and nurtured by our history. Our business has always been about people. That's why we exist. It's who we are.

TOGETHER WE CAN

Like you, we believe in the magic of a healthy school. Day after day, when we're working on campuses, we're proud to offer resources to help you build a stronger community. for nearly 100 years, Herff Jones has worked closely with customers in all levels of education to celebrate achievement through graduation products, class rings and jewelry, yearbooks, motivation and recognition tools.

We know that nothing captures the energy and excitement at your school like a yearbook filled with photographs and achievements. At Herff Jones, we are experts at combining the art of yearbook design and printing with the science of new publishing technologies. We do whatever it takes to support school yearbook advisers and staffs with training, insights and new ways to deliver a product that will stand the test of time.

As a corporate citizen, Herff Jones has a wide selection of ready-to-use, hands-on, motivational and educational programs designed to inspire and acknowledge your efforts. We are the founding sponsor of the Believe in U Scholarship Award, a national scholarship program for deserving student leaders who are nominated by their administrators. Herff Jones has also co-sponsored the Journalism Education Association's Yearbook Adviser of the Year program since its inception in 1995.

As a global citizen, one of Herff Jones' primary objectives is to conduct business in a manner that will protect the environment, as well as the health and safety of our employees, customers and communities.

We are committed to creating products in the most environmentally responsible way without sacrificing quality, price or service.

Our environmental efforts include:

- Recycling more than 2,150 tons of paper and more than 200 tons of aluminum annually; using 10 percent post-consumer fiber paper stocks and 100% recycled material cover board
- Recycling metal cover dies and empty toner cartridges from our plants and offices
- Sending obsolete computers and monitors to certified recycling centers
- Eliminating film by using digital systems
- Using natural corn starch as press powder and organic bindery glue
- Printing with vegetable-based inks
- Receiving regular inspections from outside agencies to ensure we meet and exceed government regulations.

Discriminating schools agree that Herff Jones consistently delivers a product of the highest quality and standards.
Paige supports schools and advisors by making sure they know how to use the desktop publishing tools, and that they know their deadlines and their budgets. She also manages our student and adviser workshops.

**CASCADE HIGH SCHOOL YEARBOOK**
Paige was part of the yearbook staff where she designed spreads, contributed pictures and copy to their first ever all color yearbook. Paige also designed the cover of the yearbook for her senior year using PageMaker and Photoshop.

**DAYTON HIGH SCHOOL YEARBOOK**
Coy worked on the Dayton Yearbook helping with photography and layouts, as well as working the sales process to get more books in the hands of students.

**WORK EXPERIENCE**
**Associate Senior Living Advisor, A Place for Mom** 2014-2015
Develop strong relationships with clients and business partners. Kept accurate records to ensure up-to-date family information and status, as well as maintain accurate sales forecasts. Met and exceeded sales metrics.

**Senior Resource Coordinator, A Place for Mom** 2010-2014
First point of contact for the family. Assisted Advisors in maintaining a good line of communication while helping to move the family through the sales process.

**Sales Associate, Nordstrom** 2010
Maintained outstanding customer service when working with clients. Met and exceeded sales goals.

**EDUCATION**
2011 - BA in Sociology from Evergreen State College
2006 - Graduated from Dayton High School with Honors

---

**JENNIFER GREGERSON**
Independent Yearbook Representative
425.239.5241

**PAIGE DECHAMBEAU**
Associate Yearbook Representative
425.239.2205

**COY FLETCHER**
Associate Yearbook Representative
509.540.0525

**YEARBOOK REP since 2001**
My yearbooks ship on time, so seniors and underclassmen have time to sign their books. My advisers are kept informed of expectations, deadlines and budgets. My yearbook staffs are supported with ideas, training and troubleshooting.

**NEW YORK UNIVERSITY YEARBOOK**
Lead Editor junior and senior year; designed yearbook cover and layouts; educated staff in yearbook journalism, desktop publishing, organization and coverage; Contributed photography, writing and design; marketed book to student body; earned Journalism minor.

**KAMIKAK HIGH SCHOOL YEARBOOK**
Edited 304 page book, sold to 95% of student body; trained staff in PageMaker and conventional layouts; directed parent ad sales efforts; managed proofs; attended yearbook workshops.

**WORK EXPERIENCE**
**Yearbook Sales Representative, Herff Jones** 2001- Present
Working throughout the Puget Sound assisting yearbook staffs in design, production, and delivery; budgeting assistance; facilitating creative process of theme, cover design, layouts, and copy ideas; teaching yearbook staffs.

**EDUCATION**
2014 - Masters in Urban Planning from University of Washington
2000 - BA in French Language and Literature from New York University
1996 - Graduated from Kamiak High School with honors

**YEARBOOK REP since 2014**
Paige supports schools and advisors by making sure they know how to use the desktop publishing tools, and that they know their deadlines and their budgets. She also manages our student and adviser workshops.

**CASCAIDE HIGH SCHOOL YEARBOOK**
Paige was part of the yearbook staff where she designed spreads, contributed pictures and copy to their first ever all color yearbook. Paige also designed the cover of the yearbook for her senior year using PageMaker and Photoshop.

**WORK EXPERIENCE**
**Executive Director, Japanese Gulch Group** 2012-2014
Managed all the daily operations of the nonprofit. Coordinated with community stakeholders in raising the $6 million dollars needed to purchase 98 acres of forested property for preservation.

**Legislative Assistant to Rep Lias, Washington House of Representatives** 2008-2012
Managed the office of the Representative and coordinated support staff in creating legislation, constituent casework and special projects. Was also the lead tester on several internal technology enhancements.

**EDUCATION**
2015 - Masters in Public Administration from Seattle University
2007 - BA in Public Administration from Western Washington University
2003 - Graduated from Cascade High School with honors

**YEARBOOK REP since 2015**
Works all across the region with schools helping them with their designs and supporting the in school internal sales programs.
Customer Service Adviser, 2008-present
• Assist school advisers and representatives with all aspects of yearbook production
• Offer technical support of product software programs
• Problem solve, troubleshoot, and manage 250 accounts

Thermo Fisher Scientific Sales Support, 2005-2008
• Assist sales representatives in serving accounts
• Ensure product shipment in proper method and timely manner

Global Accessories Sales Administration/Customer Service Supervisor, 1997-2005
• Assist sales representatives in serving accounts
• Resolved customer pricing questions
• Streamlined payment and return procedures to increase performance and customer satisfaction

Education
• Bachelor's in Communications and Public Relations, Utah State University

Technical Support Adviser, October 2007-present
• Exposure to most phases of yearbook production
• Adobe-certified; college courses in computer servicing, database administration, networking concepts, programming
• Customer service experience
• Provide technical support and training to customers, sales representatives and in-plant employees

Herff Jones Yearbook Production, 1998-2007
• Implemented procedures and maintenance schedules for plate imaging
• Trained co-workers in operation and maintenance of computer to plate machines

Education
• Bachelor’s of Computer Science, Stevens-Henager College

CUSTOMER SERVICE ADVISERS (CSA)
Our dedicated support team of customer service advisers concentrate on a much smaller number of schools than our competitors. The CSAs are committed to personal service and know their advisers - and sometimes editors - on a first-name basis. Rob is available by phone or email. He is able to provide personal and responsive service. There are no other teams, no red tape and no confusions. Just call Rob: he knows you and he knows your school. He is available from 7:00 am to 3:30 pm. When he is making rounds at the plant, he wears a portable headset. Rob takes calls from advisers and yearbook staff members.

TECHNICAL SERVICE ADVISERS (TSA)
Getting your questions answered as quickly and efficiently as possible is very important to us. Our Adobe-certified team of experts, available from 5am-8pm, is only a toll-free phone call or email away. If you need more immediate assistance and cannot get to a phone, try using AskMe to “speak” with a TSA right on your computer. And if things just aren’t working the way they ought to, our TSAs can provide remote support through our exclusive ShowMe program where a TSA can work with you on your computer. LaDawn is your one-stop shop for Tech Support. There are no call centers, no supervisors and no layers of management. LaDawn knows the answers, and she’s the one to call. She takes calls from both yearbook advisers and staff.
YOUR SUPPORT TEAM

We are proud to partner with our schools. Together, we work to capture and sell an amazing history of the year.

Working with Herff Jones places you in partnership with the printing plant and our team. You can count on us throughout the year to assist in training your staff, implementing new computer software, brainstorming, designing pages and selling ads and yearbooks. Herff Jones stands behind its commitment to quality service, and we are pleased to offer the following service guarantee to your school:

- TWICE per month scheduled site visits
- Phone, fax and e-mail availability daily
- Knowledgeable assistance from plant personnel
- Ongoing technical and instructional support
- 24-hour online access to account information
- Regular budget updates

OUR BACKGROUND

We encourage the yearbook staff to contact us or your resources at the printing plant at any time when they have questions. We are available by phone or email, as is Rob and LaDawn. Rob works with a limited number of schools, less than most company customer service advisers, and is always available to help solve problems and provide answers.

In most cases, a phone call can be answered in a few hours. If we are in a classroom or meeting, we will return your call as soon as possible. We take calls from both yearbook advisers, editors, and staff members. We check email constantly during the day. We often return emails within the hour, but we guarantee a return by that evening. Contacting Jennifer, Paige and Coy should never be a problem.

THE TEAM

[F] 866.226.1645
ybk@SoundYearbooks.com
10969 Villa Monte Court, Mukilteo, WA 98275
JENNIFER GREGERSON

[P] 425.239.5241
jgregerson@herffjones.com
PAIGE DECHAMBEAU

[P] 425.239.2205
npdechambeau@herffjones.com
COY FLETCHER

[P] 509.540.0525
tfletcher@herffjones.com

ACCOUNT EXAMPLES

We work with a number of schools of similar size to the Seattle Schools.

High Schools ordering more than 1000 copies, with more than 200 pages:
- Kamiak High School
- Emerald Ridge High School

High Schools ordering 500-1000 copies, with 160-200 pages:
- North Kitsap High School
- White River High School
- Port Angeles High School

High Schools ordering less than 500 copies, with 80-200 pages:
- Kent Meridian High School
- Seattle Christian School
- Aces Alternative School

Middle Schools ordering more than 500 copies, with more than 80 pages
- Harbour Pointe Middle School
- Tahoma Junior High School

Middle Schools ordering less than 500 copies, with less than 80 pages
- Glacier Middle School
- Mill Creek Middle School
- Cedar River Middle School
ABILITY TO SUPPORT VIA A TEAM OF TI-REE

Though the associates on the team may be new to yearbook publishing both have extensive experience in working with clients and product management from their past work experiences. Both have also had the opportunity already to work closely and build valuable relationships with the current yearbook advisors through their work at yearbook camp, local trainings and multiple class visits.

Herff Jones is committed to training, educating and preparing our representatives. Paige and Coy have attended ten days of intensive training in their first six months of employment, as well as annual visits to our printing plant in Logan, Utah, and bi-annual sales conferences where they receive additional training and education.

We also believe our team approach provides a strength that our competitors cannot match. Most companies have only one representative covering all the facets of a successful yearbook production year. With a team of three, we each have a broad base of understanding, but are also able to specialize in topics such as training and technological troubleshooting, yearbook sales, design and journalism. This also means that we are more flexible and can more quickly answer questions and schedule visits.
COMMUNICATION GUIDELINES

You can reach out to any member of our team with any of your questions. We are here to serve. We coordinate communications by using the ybk@soundyearbooks.com email. This email goes directly to Jennifer, Paige and Coy. It helps keep all three of us in the loop, and means that you’ll get your question answered three times faster.

We also readily communicate by text or phone.

JENNIFER specializes in your budget and finance questions, as well as technical troubleshooting and training.

PAIGE specializes in support for your ideas, technical troubleshooting and training.

COY specializes in book sales and marketing, but also provides support for all elements of yearbook production.

ROB can make fixes at the plant for you on pages you have submitted. He can also answer questions about deadlines, specifications, and production questions.

LADAWN is a resource for technical troubleshooting and training.

1 SOUND YEARBOOKS is the grand finale to our workshop agenda is Sound Yearbooks, held in mid-July each year. In 2015, you may join us at the University of Puget Sound in Tacoma, from June 30-July 2. Yearbook staffs leave with a strong foundation in yearbook skills, as well as ideas and work they can use to start their year off right.

CURRICULUM:
• Theme and Cover Development
• Copy and Caption Writing
• Yearbook Technology
• Theme Design Project
• Editors Seminar
• Yearbook Leadership
• Advisers Seminar
• InDesign
• Yearbooks 1
• Yearbooks 2
• Digital Photography
($295 resident tuition for students and advisers, $250 if commuting)

2 WJEA J-DAY eHerff Jones representatives and advisers comprise most of the yearbook teaching staff at the Journalism Education Association "Yearbook Day" at the University of Washington in mid-September. Herff Jones sponsors the Advisers and Speakers lunch buffet. Herff Jones schools are encouraged to attend this workshop.

CURRICULUM:
• theme and cover design
• copy and caption writing
• Photoshop tips and tricks
• layout design and graphics
• and more!

($15 to JEA, for students and advisers)

4 NEW ADVISERS WORKSHOP Join Paige, Coy, Jennifer and fellow new advisers, at the Ravenna Eckstein Community Center, to get all the basics.

CURRICULUM:
• eDesign and/or InDesign training
• deadline management
• organization and grading
We provide a comprehensive recruiting package as well as instructional materials for new and veteran advisers to help train the staff and bring new ideas into the classroom.

1 TRUE POTENTIAL PACKAGE is based on the premise that a great yearbook starts with a great staff. Recruiting that staff is a simple, five-step process. Materials help promote the yearbook program, attract the best candidates and celebrate with the selected students. Eye-catching posters, games that help students find their yearbook jobs, recommendation forms, applications and more are included to help you find the perfect balance of talents and personalities.

The Why Yearbook? brochure and video provide important information about the educational and professional value of working on a yearbook staff.

2 DESKTOP PUBLISHING WITH ADOBE® INDESIGN is a comprehensive guide to yearbook design using InDesign which contains specific activities and hands-on lessons to help students master the program. The booklet comes with a CD that includes the page elements necessary to complete the lessons. Students can evaluate their work by comparing it to the samples shown in the booklet. Fact sheets also provide information for InDesign tools, palettes, keyboard shortcuts, indexing and panel pages.

3 TEACHING YEARBOOK JOURNALISM, available in both adviser and student editions, teaches yearbook basics, copywriting, coverage, design and photography. Flexible lesson plans allow you to follow the curriculum as is, or adapt the order to fit any teaching style or class schedule. The lesson plans are accompanied by assignments, activities, worksheets, rubrics and grading guidelines. The 16 PowerPoint presentations reinforce the concepts covered in the lesson plans. Skill Set cards condense additional lessons into brief activities for clubs or class starters. Whether you are a brand-new adviser looking for a place to start or a veteran looking for ideas, this program will meet your needs.
SALES ASSIST offers schools a boost to their yearbook sales program and allows the adviser to consider the unique needs of their school. You’ll have the ability to create a PDF to use electronically (as on email attachment) or in print (as a handout in homeroom or at an event). The Yearbook Order Center will also create, print and mail a customized flier to anyone who hasn’t already purchased the book as a result of the school-run sales promotions. Parents can pay using a credit card or check.

YEARBOOK ORDER CENTER allows schools the opportunity to accept payment for the yearbook and/or ads using an electronic check or credit card via a tool-free number or online at yearbookordercenter.com. All sales are recorded for easy access and reporting within Herff Jones eBusiness.

ONLINE AD CREATION Many schools have discovered the advantages of offering parents the opportunity of purchasing ads recognizing their students in the yearbook. Not only do tribute ads generate income for the yearbook staff to create the book of their dreams, they give parents - and their honored students - a sense of ownership in the yearbook. Using our online ad creation program, parents can customize school-selected templates with their own text and images. The school receives a finished file to be placed on the ad pages. Creating ads has never been easier for parents or the yearbook staff.

eBUSINESS is Herff Jones’ web application that allows customers to track in-school and online yearbook and ad sales, print receipts and reports, manage personalization and accessory options.

YEARBOOKS ON SALE BUY YOURS TODAY!
## BUDGET TRACKING
### NO GUESSES BUDGETING

We're part of a team, and a hallmark of a great team is good communication. Our regular budget updates will keep you up to speed and clear on your order. I am sensitive to the numerous budgetary concerns that face yearbook advisers. That's why regular and accurate budget updates are a priority for me. I will issue a budget update each month or each time a school makes a change to their book specifications, whichever is more frequent. I bring in or mail in two copies of the budget, one for the adviser and one for the ASB bookkeeper. This way, all interested parties can be kept informed easily. You'll find that you are more aware of costs working with me than with many other companies.

### Printing Agreement

**Quantity**: 800 All Color, 500 Copies, 208 Pages

<table>
<thead>
<tr>
<th>Cover</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rounded and Backed</td>
<td>(type of binding used on the book)</td>
<td></td>
</tr>
<tr>
<td>Artwork</td>
<td>one hour included in the bid</td>
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</tr>
<tr>
<td>Cover Proof C-8.5&quot; x 11&quot; Laser</td>
<td>included in base- one full color single page cover proof</td>
<td></td>
</tr>
<tr>
<td>One ink on the cover</td>
<td>included in the bid</td>
<td></td>
</tr>
<tr>
<td>Option to do an Embossed Cover</td>
<td>(does not include die costs, which are based on final design)</td>
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<th>Description</th>
<th>Price</th>
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</thead>
<tbody>
<tr>
<td>Black ink</td>
<td>with a different design on the front and back endsheets</td>
<td></td>
</tr>
<tr>
<td>Endsheet Proof C-8.5&quot; x 11&quot; Laser</td>
<td>included in base- one full color single page endsheet proof</td>
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<thead>
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<th>Price</th>
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<tr>
<td>800</td>
<td>80# Gloss-weighted paper, standard and included in bid</td>
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<td>800</td>
<td>Printed color proof copies with a CD included in the digital files</td>
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<tr>
<th>Miscellaneous</th>
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<tr>
<td>Seattle Distl Discoun.</td>
<td>(this is included in the bid. It is a credit of 15% on the base printing agreement.)</td>
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</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASE NO DESIGN. GS5 pc = 71m</td>
<td></td>
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### Printing Agreement Total

$10,059.92

### Additional Items

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<tr>
<th>Cover</th>
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<tbody>
<tr>
<td>Final Artwork by the Creative Artists in Logan, UT, estimated</td>
<td>$1,100.00</td>
<td></td>
</tr>
<tr>
<td>Gloss Laminat9h (a shiny glossy lamination, different from the soft matte that we did last year)</td>
<td>$350.00</td>
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<tr>
<td>Full-Color Design on the cover</td>
<td>$1,403.92</td>
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<table>
<thead>
<tr>
<th>Endsheet Total</th>
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<th>Price</th>
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<tbody>
<tr>
<td>Upgrade to a Full-Color design for the endsheet, with a different design on the front and the back</td>
<td>$1,403.92</td>
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<table>
<thead>
<tr>
<th>Other</th>
<th>Description</th>
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<tbody>
<tr>
<td>Add 200 copies</td>
<td>$5,402.00</td>
<td></td>
</tr>
<tr>
<td>Credit for 2015 Cover Artwork</td>
<td>-$400.00</td>
<td></td>
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<tr>
<td>Credit for 2015 Late Fees</td>
<td>-$800.00</td>
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<tr>
<td>Supplement, 12 pages, 700 copies</td>
<td>$3,011.00</td>
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<tr>
<td>Silver Foil on Cover</td>
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</tr>
<tr>
<td>Option: Soft Matte Lamination, total cost</td>
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### Other Total

$11,875.00

### Estimated Herff Jones Printing Expenses

$26,192.76

### Estimated Price Per Copy

$37.42
COMPUTER PROGRAMS & TECHNICAL SUPPORT

DESKTOP SUBMISSION

We fully support Adobe® InDesign®, the leading desktop page creation program. Students learn real-world software that will prepare them for college, careers and beyond. Herff Jones has kit resources, InDesign extensions and downloadable tools that will make life in the yearbook room much easier.

PAGE SUBMISSION SUPPORT

• All layouts are created on the Herff Jones submission template using Adobe InDesign.
• Photos may be placed with the Herff Jones Image In extension or Adobe Photoshop®. Photos may also be submitted to the plant as hard copies for scanning.
• Templates, pre-designed layouts and artwork libraries are available to aid in creating yearbook pages.
• A font collection of more than 650 Postscript and Open Type fonts is provided at no charge to the school.

PORTRAITS

• The staff may place images onto their layouts with HJ Panel Builder.
• The plant will also flow photos and names as requested onto layouts designed by students or Herff Jones.

ePAGE

• We support online submission of InDesign pages. ePage reserves space on the Herff Jones server for your school to upload your files for each deadline.

ePROOFS

Our eProofs feature in ePage allows you to receive your electronic page proofs as quickly as possible. You can download your proofs right from our secure website or we can send your proofs on CD. You see finished pages with photos in position. You make the corrections and control the final content.

HJ PLANNER

• Use the HJ Planner wizard to enter sections and topics, apply deadlines, identify color or spot color pages and assign staff members. Export ladder information to the HJ Planner Assistant to create the templates for every spread of your yearbook. Print several ladder formats and lists of staff assignments with this highly effective planning tool.

HJ EXTENSIONS

Our InDesign extensions for CS6 and Creative Cloud are designed specifically to aid in the production of your yearbook pages:

• HJ Panel Builder calculates the number of pages, builds the photo frames and flows portraits around candid, sidebars and text.
• HJ Layout Builder can place any of the GOI Design layouts onto a Herff Jones page template.
• HJ Image In allows quick placement and cropping of photos into layouts. After selecting an image, you can crop, scale and adjust the photo right on your layout.
• HJ Flip Layout turns one layout into four by quickly flipping your design vertically, horizontally or both. You may flip the entire spread or just selected elements on one or both pages.
• HJ Index Builder creates your entire index in three steps. Even if you choose not to include an index in your book, you can import a Master List of names and use the coverage filter in HJ Index Builder to verify that all students are included.
• HJ Name Check makes it easy to locate the correct spelling of student names and insert into captions or copy.
• Not to worry if you are using an earlier version of InDesign, as we have plug-ins and templates available on our yearbook website to support previous versions.

HJ COVER DESIGNER

HJ Cover Designer lets your staff select a professionally designed Herff Jones cover and test-drive different base materials, inks, foils and mascots. You may save the various covers you create or print thumbnails to preview offline.
ONLINE SUBMISSION

Work on your yearbook pages any time, anywhere using our browser-based, award-winning, online page creation tool. Simple yet powerful and created with the end-user in mind, eDesign offers all the choices you need, packaged into an easy-to-manage format.

eDESIGN

- No need for you to buy or install new software.
- Submit images from digital cameras, photo CDs or send photo prints to your plant to be scanned and uploaded. You can even upload images from a smartphone using Herff Jones eShare!
- Submit double-page spreads or single pages.
- Spell check on the fly, including student names using Master List.
- Use the Master List to tag images with the names of the students.
- The Coverage Report monitors which students have low, adequate or overexposed coverage in your book, and how that relates to who has bought a yearbook, k or an ad.
- Move pages around in the eDesign ladder and the remaining pages adjust.
- Use the Library to organize images, artwork and templates.
- Design custom covers and endsheets.
- Preserve the integrity of your yearbook designs with the lock and unlock page elements feature.
- Simplify the process of Rowing, correcting and reflowing your student portraits.
- Check pages for missing or incorrectly placed elements before you submit them.
- Access the most common shortcuts with Key Commands.
- Create a great looking book with the professionally-designed GOI Design layout, pop-in art collections.
- Add and change custom page background colors, or use images.
- Take advantage of the built-in Image Editor to apply interesting effects like Cut Out Background, Colorsplash or Duotones to your candid images, or just reduce red eye.
- Preserve the great layouts from this year’s book as templates for next year’s book with Save It Forward.
- Use the dynamic and searchable Help feature to answer questions.
- Use practice pages to experiment with different layout ideas.
- Keep certain pages and images secret, such as hall of fame or staff dedication pages.
- Jump from page to page within the book.

- Utilize industry-leading text features including hundreds of fonts, text wrap, text on a path and photo in text.
- Use Index Builder to scan all possible index entries in your book, then ignore, edit, add or reconfigure entries as needed before they are flowed onto the page.
- Send and Sell allows you to use book sales data, ad sales data and coverage data to direct market yearbooks and ads to selected audiences, thus enhancing your overall marketing efforts.
- Use the Cover Designer to create your own lithograph cover, or import the cover you’ve created outside of eDesign to display on your ladder.

PROOFS

- Create your own PDF proofs and eliminate mailing time between your school and the plant.

SMART TEMPLATES

- Change design disasters into beautiful spreads with Smart Templates' simple drag-and-drop action.
- Try different looks by replacing one GOI Design layout with another. Smart Templates work with custom-designed eDesign templates and end art collections.
- Move photos around page layouts with the click of a mouse using Smart Colorsplash or Duotones to your candid images, or just reduce red eye.
- Preserve the great layouts from this year’s book as templates for next year’s book with Save It Forward.
- Use the dynamic and searchable Help feature to answer questions.
- Use practice pages to experiment with different layout ideas.
- Keep certain pages and images secret, such as hall of fame or staff dedication pages.
- Jump from page to page within the book.
DIGITAL POSSIBILITIES

Technology changes daily. We all want the latest gadget that allows us to do it better and faster. Herff Jones is a leader in state-of-the-art yearbook technology.

Herff Jones was the first yearbook company to implement 100 percent digital pre-press workflow, the first to offer fully-editable proofs over the internet and the first to provide schools with a program for 100 percent digital submission of materials for production. We utilize CTP (Computer to Plate) direct-to-plate technology, PDF workflow, Color Management, etc. We continue to remain on the cutting edge of advancements in the yearbook industry so we can provide you with complete support, prompt turnaround and problem-free production that result in yearbooks of the highest quality.

Our company is constantly taking advantage of the newest technology to produce the best yearbooks possible. Your digital yearbook pages are output via high-resolution computer-to-plate systems for perfect registration and the sharpest reproduction possible. Each page is carefully proofed for quality control throughout the production process. We provide our customers with the best of both worlds by combining the latest technology with the expertise of our experienced personnel.

+ONE APP

In addition to the printed volume, yearbook buyers now have access to a complete digital version that's accessible from most smartphones and tablets. Plus One is available at Google Play and in the iPhone App Store.

EASY TO ACCESS: Simply use your existing Herff Jones credentials to log in and set up your online site.

GET DIALED IN ON YEARBOOK ACCESS

Online updates from your plant will keep you informed about the status of your yearbook. Your password-protected website will tell you what pages have been received, what pages are on proof, whether your deposits are paid and more. Log in whenever or wherever it's convenient. A single log-in provides access to production and business information, eDesign, eShare, ePage, eProof and eService. You can even email your customer service adviser, technical service adviser or rep directly from the website.

eSHARE

eShare allows everyone on campus and members of the community to submit digital images for possible inclusion in the yearbook. Images and caption information are uploaded to a secure website for your school. This is an easy way to collect great images for the yearbook and create excitement about the yearbook in both the school and the community. Anyone can download HJ eShare, the industry's first smartphone app, from their phone's App Store, and start uploading images today. Parents and students can take photos at school events with their smartphones and upload them immediately to the yearbook staff.

SO MANY POSSIBILITIES: Use an announcement of the digital version to entice hard copy yearbook sales now, promote a campus-wide distribution or release the digital version after they've had time to savor and sign the printed piece and simply want a digital version to share with friends.

YOU'RE IN CONTROL: You set the "go-live" date to allow students access to the digital version when it makes sense at your school.

PERFECT COMPANION: Any student who has already purchased a yearbook will have access to the digital version as long as student IDs and buyer names are current in eBusiness.
YEARNBOOK PRODUCTION TOOLS

INCLUDED IN YOUR KIT ALL ITEMS FREE
These items will assist you in creating the cover, endsheets and pages of your yearbook.

FONTS
This booklet displays more than 650 fonts that you can use free of charge to create your yearbook pages. For InDesign users, the fonts are available for download and included on the Software DVD. eDesign users will find them in Book Setup.

GO! DESIGN
This booklet contains information about Hedif Jones cover designs and our GO! Design program which provides 14 predesigned book styles and hundreds of interchangeable page elements for added design flexibility.

GRAPHICS
This booklet shows the graphics available for use in eDesign or InDesign. From page borders and backgrounds to stylized headlines and mascot art, there are thousands of options to enhance your yearbook pages.

SAMPLE SIGNATURE
The 16-page signature is folded and untrimmed with color printing on one flat and black and white on the other flat to assist you in planning the affordable use of color in your book and to help you explain and show how the pages of your book are printed.

WORLD YEARBOOK SAMPLE
This 16-page supplement covers the biggest news, sports and entertainment stories of the year. The magazine can be sewn in if ordered for every book, or sold with an adhesive strip attached so buyers can place them into their own yearbooks.

COLORS POSTER
(The color blends available in InDesign and eDesign are displayed to give you a reference for the colors you see on your computer screen. The back of the poster features palettes inspired by 25 vibrant images. The CMYK equivalents are shown so the colors can be added for use in your book as well.

AVAILABLE ONLINE
TECHNOLOGY
This booklet provides instructions for staffs using InDesign to create their yearbooks. Download the PDF file at yearbooks.biz > Resources > Manuals.

BUSINESS
All the information you need to conduct a successful yearbook sales campaign is available here. Explanations of the book sales materials shown on the opposite page and suggestions for their use are included. Download the PDF file at yearbooks.biz > Resources > Manuals.

AVAILABLE TO ORDER
BASICS
This booklet provides information on yearbook planning, journalism and staff organization. Contact your CSA, or use the form on the back of this brochure to fax your order to the plant.

LAYOUTS
This booklet shows the collection of more than 250 yearbook designs available through HJ Layout Builder. Contact your CSA, or use the form on the back of this brochure to fax your order to the plant.

YEARBOOK PLANNER
This colorful planner will help you stay organized as you create your yearbook. Helpful, yearbook-specific tips are included.

AUTOGRAPH SUPPLEMENT
These four-color, eight-page supplements can be ordered and sewn into every book or purchased individually with an adhesive strips bought can place them into their yearbooks. Consider selling autograph supplements as a fundraiser on distribution day.
for every month. Some non-traditional holidays are listed in case you find yourselves in need of a celebration!

SOFTWARE DVD FOR INDESIGN USERS

This DVD contains templates, color palettes, fonts and more. Order the disk or download all the components at yearbooks.biz > resources > HJ Software > Log In > 2016 HJ Software.
YEARBOOK STAFF RECRUITMENT ITEMS
WHY YEARBOOK? BROCHURE
This brochure provides parents, administrators and guidance counselors with important information about the benefits of being part of a yearbook staff. Sold in packages of 25. $25/25 brochures

PAGE PRODUCTION SUPPLIES
CROPPING PENCILS
The Cropping Pencil is a soft pencil used to mark photos for cropping. Five Cropping Pencils are included in Your Kit. $1.00

PICTURE STICKERS - EDESIGN
These picture stickers are for submitting prints that are to be scanned and uploaded for eDesign users. Free

ART BOARD
Art Board, available in size 700, 800 and 900, is a large, sturdy board which is to be used for all original artwork for the yearbook. Free

QUICK KEYS MOUSEPAD
Whether you use eDesign or InDesign, those quick key short-cuts (along with your TSA hotline information) will be easy to find. It is the most useful way to keep this essential info at hand. The fabric-top pad is 6x8." $2.45

REPORTER'S NOTEBOOK
Get quotes, jot down ideas, sketch layouts, create to-do lists and so much more with this great 4"x8" notebook. Available individually or in packs of 12. $1.50 each or $125/12

CELEBRATE MINI CERTIFICATES
Recognize achievements by your yearbook staff with the colorful Celebrate Certificates. Templates for Adobe® InDesign® and MS Word can be found in the Resources> Templates/Palettes section. $5/15

NOTE CARDS
Keep staff motivated and feeling successful with these colorful cards. Display them around the room or give them as rewards for a job well done! Packs of 20 include four of each design. $5

GENERAL TROUBLESHOOTING
We encourage every adviser to keep us apprised of their needs. Problems do arise, and these usually are related to hardware, software or network issues. When there is a problem, we stick with you until it is resolved. This might mean additional visits, or a few calls to LaDawn, but we will pursue a solution until we find it!
We have often counseled advisers on such problems as copyright, libel, obscenity, staff interpersonal relations, staff management, and other issues that seem to crop up when producing a product that people care so deeply about.
People in our plant, though not legally required to do so, often notice problems of questionable material or an inaccurate caption, and pass this on to the customer service adviser, who will tell our team or the school.

DELIVERY SCHEDULES
Deadlines will be determined by advisor and representative during first month of school. We will happily make adjustments to fit your calendar.
PROPOSED SCHEDULE

208-244 Pages
• May 21 ship date (move deadlines out one week for May 28 ship date)
• November 23
• December 21
• February 15
• March 7
• April 11

80-204 Pages
• December 21
• February 15
• March 7

676 Pages
• April 4

Spring Supplement:
• May 9 for May 21 ship date, arrival May 27
• May 1 for May 28 ship date, arrival June 3
expedited shipping available for actual FedEx or UPS cost

Spring Supplement Offset Litho
• 2 week turnaround plus 1 day delivery.
• May 11 would provide May 26 delivery
special expedited printing time available at no additional charge upon request

REFUND POLICY/PRACTICES
Money can be deducted from the school's bill for an adjustment. In the past, we have noticed the plant tends to be more generous in giving extra color or a similar "enhancement" on the following year's yearbook as an adjustment, and everyone wins!

SPECIAL ORDERS SERVICE REQUESTS
We look forward to fulfilling special orders and service requests. We enjoy meeting your needs, which may change from year to year, depending on your staff and experience.

ADJUSTMENT POLICY, INCLUDING A RETURN OF DAMAGED BOOKS
In a project with the complexity of a yearbook, occasionally there are problems which merit an adjustment on behalf of the school. Since no two people look at a resolution of these problems the same, it is essential that Jennifer plays a vital role in resolving the problem between the school and the plant.

We are here to serve you and will endeavor to make your year go well, from start to finish.

The first step is for the adviser to clearly identify the problem and propose what he or she feels is a fair adjustment. The plant is then apprised of the situation and may accept the proposal or make a counter offer. Occasionally at this point we can step in and suggest a middle ground, or sometimes the process may take a few more steps in the negotiation.

Our return policy for damaged or imperfect books is simple. A variable number of overrun copies is sent with your yearbook order (up to 20 copies). These are meant to be replacements for damaged books. The overruns, if not sold or used, or the damaged books in their place, can be credited back by sending them to the plant. We provide the credit after we receive the ripped out front page of the book (no need to ship back the entire book). If a school finds that there are more damaged books than overruns (which would be very unusual), we can talk about options: see the adjustment policy. We would negotiate on a credit for those particular books or a credit for book items for the next year.

GUARANTEE/WARRANTY SERVICE (REGULARITY AND TIMELINESS)
Your deadlines and ship date are a mutual agreement and expectation. We have never delivered a book late, as long as you generally meet your deadlines, within several weeks or at least 1-2 months.

COLLECTION AND ACCOUNTING OF ALL MONEYS
Our corporate lockbox in Chicago collects payments sent in, and corporate credit department in Indianapolis tracks your payments. Your local support team and your in-plant Customer Service Adviser can track this information. You will also find it available on the YearbookAccess.com website.
COLOR PROGRAMS

EXPECT THE BEST: COLOR PLUS QUALITY

Color Plus technology helps your yearbook pictures look their very best. In the industry, only Herff Jones enhances individual photos, not batches or flats for your book. We believe readers deserve true skin tones, balanced color and optimal contrast. Best of all, Herff Jones provides this service at no charge to our customers.
October 21, 2015

ADDENDUM NO. 1 FOR RFP NO. RFP09503: MIDDLE SCHOOL AND HIGH SCHOOL YEARBOOKS

This addendum shall become part of the contract documents and modifies the original bidding documents for RFP No. RFP09503: Middle School and High School Yearbooks. Please acknowledge this addendum in your response. Failure to do so may subject the proposer to disqualification.

Please note that the District will select the successful firm(s) based on the best interests of the District, all factors considered. The District reserves the right to reject any or all proposals, waive minor irregularities, and make the award(s) in its best interest.

Answers to Questions:

Question No. 1: Can I please find out how many books and pages each of the schools are currently doing?

Answer: The following information for Middle Schools and High Schools are averages.

- High Schools: Approximately 450 copies of yearbooks were produced last year with 208 color pages. Some schools produced larger books, and some produced as small as 100 pages.

- Middle Schools: Approximately 300 copies of yearbooks were produced last year with 64 color pages.

END OF ADDENDUM NO. 1

Diane T. Navarro
Contracting Services Manager
SERVICES CONTRACT
GENERAL CONDITIONS (SHORT FORM)

ARTICLE 1 - VENDOR'S SERVICES AND RESPONSIBILITIES

1.1 Services. Vendor shall furnish all personnel, equipment and materials for the performance of all services under this Agreement. Such services, together with all drawings, specifications, materials, information, property, and other items provided or to be provided to District under this Agreement, are sometimes collectively referred to herein as the "Services."

1.2 Manner of Performance. Vendor's Services shall be performed with the degree of care and diligence ordinarily exercised under similar circumstances in the applicable disciplines and as expeditiously as is consistent with such standards of professional skill and care and the orderly progress of the Services. At the time of performance, Vendor shall be properly licensed, equipped, organized and financed to perform the Services.

1.3 District's Representatives. District may designate one or more individuals or firms as its representative for administration of this contract. If a representative is assigned by District, it shall not have authority to assign additional Services or to reduce the Services to be performed by the Vendor under this contract.

1.4 Correction of Noncompliance. Vendor shall, at no cost to District, promptly and satisfactorily correct any Services found to be defective or not in compliance with the requirements of this Agreement or the requirements of any governmental authority, law, regulations or ordinances.

1.5 Vendor's Personnel. All personnel employed by Vendor engaged in the Services shall be fully qualified and shall be authorized under applicable federal, state, and local laws to perform such Services. Vendor shall, if so requested by District, remove from the performance of the Services any person District reasonably deems incompetent. Failure of District to so object shall not relieve Vendor of responsibility for such person. If any personnel are reassigned or replaced by Vendor upon District's request, Vendor shall replace them with personnel approved by District.

1.6 Vendor Employee Background. Pursuant to RCW 28A.400.330, Vendor shall prohibit from providing Services at a public school where there may be contact with children, any employee of Vendor who has pled guilty to or been convicted of any felony crime involving the physical neglect of a child under Chapter 9A.42 RCW, the physical injury or death of a child under Chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under Chapter 46.61 RCW), sexual exploitation of a child under Chapter 9A.68A RCW, sexual offenses under Chapter 9A.44 RCW where a minor is the victim, promoting prostitution of a minor under Chapter 9A.88 RCW, the sale or purchase of a minor child under RCW 9A.64.030, or violation of similar laws of another jurisdiction. Failure to comply with this section shall be grounds for District to immediately terminate the contract.

1.7 Compliance With Laws

1.7.1 General. Vendor shall comply, and be certain that its Services comply, with all applicable laws, ordinances, regulations, resolutions, licenses of record, permits of record, and other requirements applicable to the Services, in effect at the time of performance of the Services as interpreted by cognizant authorities. Vendor shall furnish such documents as may be required to effect or evidence such compliance. All laws, ordinances, regulations, and resolutions required to be incorporated in agreements of this character are incorporated in this Agreement by this reference.

1.7.2 Nondiscrimination.
A. Applicable state laws concerning prevailing wages, hours, workers' compensation and other conditions of employment are called to the attention of bidders for their compliance. Bidder shall include in the bid any filing fees required to comply with applicable labor laws.
B. During the term of this Agreement, Vendor shall comply with applicable local, state and federal laws prohibiting discrimination with regard to race, creed, color, national origin, sex, sexual orientation, marital status, age or the presence of any sensory, mental or physical handicap.

C. Any Vendor who is in violation of these requirements, or an applicable nondiscrimination program shall be barred forthwith from receiving awards of any purchase order from Seattle School District No. 1 or shall be subject to other legal action or contract cancellation unless satisfactory showing is made that discriminatory practices have terminated, and that reoccurrence of such acts is unlikely. This includes compliance with Section 503 and 504 of the Vocational Rehabilitation Act of 1973 and Sections 2012 and 2014 of the Vietnam Era Veterans Readjustment Act of 1974.

ARTICLE 2 - PAYMENTS TO VENDOR

The compensation shall be made no more frequently than monthly and if paid on a lump sum basis shall be in proportion to the Services performed. Each of Vendor's invoices shall set forth in a detailed and clear manner a complete description of the Services covered thereby, on a form substantially similar to that customarily used by District and shall be supported by such receipts, documents, and other information as District may reasonably request. The invoices shall include separate listings of Services for particular schools or programs, if requested by the District. District shall pay each of Vendor's invoices within thirty (30) days after District's receipt, provided that all required documentation is included and accurate.

ARTICLE 3 - REIMBURSABLE EXPENSES

As shown in contract.

ARTICLE 4 - VENDOR'S ACCOUNTING RECORDS

The Vendor's records of performance of Services shall at all times be subject to review by and the approval of District, but the making of (or failure or delay in making) such review or approval shall not relieve Vendor of responsibility for performance of the Services in accordance with this Agreement. Records of Reimbursable Expenses shall be kept in accordance with generally accepted accounting principles.

Vendor shall promptly furnish District with such information related to the Services as may be requested by District. Until the expiration of three (3) years after final payment of the compensation payable under this Agreement, Vendor shall provide District access to (and District shall have the right to examine, audit and copy) all of Vendor's bookst documents, papers and records which are related to the Services or this Agreement.

ARTICLE 5 - DISTRICT OWNERSHIP AND USE OF DOCUMENTS

5.1 District Ownership. All drawings, specifications, materials, information, property and other items obtained or developed in connection with the Services or the cost of which is included in the Reimbursable Expenses (including, but not limited to, documents, designs, drawings, plans, specifications, calculations, maps, sketches, notes, reports, data, estimates, reproductions, renderings, models, mock-ups, completed Services and Services in progress), together with all rights associated with Districtship of such items (such as copyright, patent, trade secret and other proprietary rights), shall become the property of District when so obtained or developed or when such expense is incurred, as the case may be, whether or not delivered to District. Vendor shall deliver such items, together with all materials, information, property and other items furnished by District or the cost of which is included in the Reimbursable Expenses, to District upon request and in any event upon the completion, termination or cancellation of this Agreement. However, Vendor may at its own expense retain copies of any such items for its own records or for use in the furtherance of its professional knowledge.

5.2 License. District shall have a permanent, assignable, nonexclusive, royalty-free license and right to use all concepts, methods, processes, products, writings and other items (whether or not copyrightable or patentable) developed or first reduced to practice in the performance of the Services or otherwise whether by Vendor, any of
5.3 Nondisclosure. Vendor shall not, without the prior written consent of District, disclose to third parties any information obtained in connection with the Services unless: (a) the information is known to Vendor prior to obtaining the same directly or indirectly from District or in connection with the Services; (b) the information is in the public domain at the time of disclosure by Vendor; or (c) the information is obtained by Vendor from a third party who did not obtain the same directly or indirectly from District or in connection with the Services. If so requested by District, Vendor shall obtain from its employees, subcontractors and their respective employees nondisclosure agreements in the form and content satisfactory to District. Submission or distribution to meet official regulatory requirements or for other purposes in connection with the activity for which the Services were rendered is not to be construed as publication in derogation of District's or Vendor's rights.

ARTICLE 6 - RELEASE, INDEMNIFICATION AND HOLD HARMLESS

6.1 Release and Indemnification. Vendor releases and shall indemnify and hold harmless District, its successors and assigns, and the directors, officers, employees and agents of District and their successors and assigns (collectively, the "Indemnitees") from all claims, losses, harm, costs, liabilities, damages and expenses (including, but not limited to, reasonable attorneys' fees) relating to the services arising (whether before or after completion of the Services) out of any act, error or omission of any of the following: Vendor; Vendor's subcontractors or subcontractors; the directors, officers, employees or agents of Vendor or any of its subcontractors or subcontractors; or anyone acting on Vendor's behalf in connection with the Services or this Agreement. However, Vendor shall not be required to so indemnify any of the Indemnitees against liability or damages to the extent caused by or resulting from the negligence of such Indemnitees. The indemnification obligation under this paragraph shall not be affected by any limitation on the amount or type of damages, compensation or benefits payable by or for Vendor or any subcontractor under any worker's compensation act, including Title 51, RCW, any disability benefit acts, or any other employee benefit acts. Vendor and any subcontractor hereby waive, for themselves and their successors, any right to claim such limitation as a defense, set off, or other reduction of rights to indemnification under this paragraph. Vendor further agrees that this waiver has been mutually negotiated by the parties.

6.2 Workers' Compensation. Vendor expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits or liability payable by Vendor) that might otherwise be afforded under any industrial insurance, workers' compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Act, Title 51 of the Revised Code of Washington). By executing this Agreement, Vendor acknowledges that the foregoing waiver has been mutually negotiated by the parties.

6.3 Patent; Copyright. Vendor releases and shall defend, indemnify and hold harmless the Indemnitees from all claims, losses, harm, costs, liabilities, damages, expenses (including, but not limited to, reasonable attorneys' fees) and royalties arising (whether before or after completion of the Services) out of or in connection with any claim, action, suit or proceeding based upon infringement of any patent, copyright, trade secret or other proprietary right or upon the wrongful use of any confidential or proprietary concept, method, process, product, writing, information or other item and arising out of or in connection with performance of the Services or the use or intended use of any of the Services. Further, if any of the Services or any use or intended use of the Services constitutes an infringement of any patent, copyright, trade secret or other proprietary right or the wrongful use of any confidential or proprietary concept, method, process, product, writing, information or other item, Vendor shall at its expense either procure for the Indemnitees the right to use the infringing item or modify the infringing item so that it becomes noninfringing; provided, however, that this paragraph 6.3 does not apply to any claim, action, suit or proceeding based upon infringement which is related to any materials or equipment designated solely by District for use by the District.

ARTICLE 7 - INSURANCE AND BONDS

7.1 General Provisions
Exhibit G
Standard Form of Contract

A. Vendor shall, at its sole cost and expense, with respect to Vendor, its subcontractors of any tier, and their employees, officers, representatives and agents, ensure that Vendor and its subcontractors maintain in effect at all times during the performance of the Work coverage or insurance in accordance with the applicable laws relating to workers' compensation and employer's liability insurance (including, but not limited to, the Washington Industrial Insurance Act), regardless of whether such coverage or insurance is mandatory or merely elective under the law. Prior to commencing the Work, Vendor shall furnish to District assurance and evidence acceptable to District of coverage or insurance with respect to all persons performing the Work in accordance with the applicable laws relating to workers' compensation and employer's liability insurance (including, but not limited to, Certificate(s) of Compliance as issued by the Washington State Department of Labor and Industries).

B. Without limiting the generality of paragraph (a) above, Vendor shall purchase and maintain insurance as set forth below for all its employees, officers, representatives and agents engaged in Work on this Project under this Contract. In case any such Work is subcontracted, Vendor shall require the subcontractor to provide the same insurance coverage for all of the latter's employees, officers, representatives and agents engaged in such Work. In case any class of employees engaged in hazardous work under this Contract and the site of the Project is not protected under the above Washington State Industrial Insurance Act, or "stop-gap" insurance, Vendor shall provide and shall cause each subcontractor to provide compensation insurance and employer's liability insurance with a private insurance company.

C. Prior to the commencement of performance of the Work, Vendor shall, at its sole cost and expense, secure such liability insurance as will protect Vendor, its employees, officers, representatives and agents, District and District's Representative, from and against any and all claims and liabilities arising out of bodily or personal injury (including death) or property damage that may result from Vendor's operations or performance of Vendor's obligations under this Contract, whether such performance is by Vendor or any of its Support. All such insurance shall be placed with such insurers and under such forms of policies as may be acceptable to District.

7.2 Vendor's Liability Insurance. Vendor shall, at its own expense, secure and maintain Commercial General Liability Insurance including Products and Completed Operations; Broad Form Property Damage; Stop Gap; Contractual Liability (and Collapse, Explosion and Underground). Without limiting the generality of the foregoing, such insurance shall protect District, District's Representatives, Construction Manager, Architect/Engineer and Vendor from the following claims which may arise out of, result from or relate to Vendor's, operation or performance under the Contract:

   a. claims under workers' or workmen's compensation, disability benefit and other similar employee benefit act;
   b. claims for damages because of bodily injury, occupational sickness or disease, or death of its employees;
   c. claims for damages because of bodily injury, sickness or disease, or death of any person other than its employees;
   d. claims for damages, insured by usual personal and advertising injury liability coverage which are sustained (1) by any person as a result of an offense directly or indirectly related to the employment of such person by Vendor, or (2) by any other person;
   e. claims for damages, other than to work itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom (including, but not limited to, the usual Broad Form Property Damage Liability coverage); and
   f. claims for damages because of bodily injury or death of any person or property damage arising out of the ownership, maintenance or use of any motor vehicle.

All required liability policies shall be written on an "occurrence" and not "claims-made" form.

The insurance required by 7.2 shall include contractual liability insurance applicable to Vendor's indemnification obligations under this Agreement.

All required liability policies shall be specifically endorsed as primary insurance, and not contributory to any other insurance or self-insurance available to District.

7.3 Limits of Liability. The liability insurance required herein shall be written for not less than that stated in these Contract Documents; or one million dollars ($1,000,000), whichever is greater. Except for workers' compensation, limits shall be project specific and dedicated to work performed under this Contract, unless
otherwise agreed to by District. The amounts of insurance shall not be less than:

<table>
<thead>
<tr>
<th>Insurance Type</th>
<th>Coverage Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>workers' compensation</td>
<td>statutory</td>
</tr>
<tr>
<td>employer's liability (stop gap)</td>
<td>$1,000,000 each accident</td>
</tr>
<tr>
<td>(stop gap)</td>
<td>$1,000,000 disease-policy limit</td>
</tr>
<tr>
<td>commercial general liability</td>
<td>$1,000,000 each employee (per occurrence/aggregate)</td>
</tr>
<tr>
<td>bodily injury and property damage</td>
<td>$1,000,000/$2,000,000</td>
</tr>
<tr>
<td>personal and advertising injury</td>
<td>$1,000,000/$2,000,000</td>
</tr>
<tr>
<td>products and completed operations</td>
<td>$1,000,000/$2,000,000</td>
</tr>
<tr>
<td>tenant's legal liability</td>
<td>$100,000</td>
</tr>
<tr>
<td>automobile liability (owned, non-owned, leased or hired)</td>
<td>$1,000,000 per occurrence</td>
</tr>
<tr>
<td>umbrella/excess coverage</td>
<td>$2,000,000 per occurrence</td>
</tr>
<tr>
<td>professional liability</td>
<td>$1,000,000 each occurrence</td>
</tr>
</tbody>
</table>

7.4 **Coverage Period.** Vendor or its Subcontractors shall maintain the foregoing insurance and coverages in full force and effect at all times; (a) until all of Vendor's obligations under this Contract have been fully performed, all of the Work has been fully accepted by District and all operations of Vendor and its employees, officers, representatives, agents and subcontractors (including, but not limited to, removal of equipment and other property) on or about the site of the Work have been concluded; and (b) in the case of completed operations and products liability insurance, until the expiration of one (1) year after all of Vendor's obligations under this Contract have been fully performed.

7.5 **Certificates of Insurance.** Prior to the execution of the Contract (or within such further time as District may allow in writing), Vendor shall deliver to District Certificates of Insurance in a form acceptable to District as evidence that policies providing insurance with such provisions, coverages and limits are in full force and effect. Such Certificates shall state specifically the name of this Project and its address, and shall evidence the District and District's Representatives, if any, as insureds or additional insureds. These certificates shall contain a provision that coverages afforded by the policies will not be canceled until at least 45 days prior written notice has been given to District and additional insureds. Vendor shall also furnish District with such additional assurance and evidence of such insurance (such as copies of all insurance policies, certified by an authorized representative of the insurer) as District may from time to time request. The certificate shall also evidence that the policies are issued as primary insurance and noncontributory to any insurance or self-insurance applicable to District.

7.6 **Renewal, Termination, Cancellation, Expiration, and Alteration.** In the event of any renewal, termination, cancellation, expiration or alteration in any policy of insurance required under this Contract, Vendor shall deliver to District a Certificate of Insurance with respect to any such renewal, termination, cancellation, expiration or alteration, as the case may be prior to inception of any such coverage.

7.7 **Additional Insureds; Right of Subrogation.** Vendor shall ensure that any policies of insurance that Vendor or any of its subvendors are required to carry, provide or have provided as insurance against loss of or damage to property or bodily harm that may occur in connection with the Work or this Contract shall name District and District's Representatives as additional insureds and include a waiver of the insurer's right of subrogation against District, the Construction Manager, the Architect/Engineer and District's Representative. To the extent permitted by its insurance policies, Vendor hereby waives its rights of subrogation against District, the Construction Manager, the Architect/Engineer and District's Representative.
Exhibit G
Standard Form of Contract

7.8 **No Limitation.** The requirements of this Contract as to insurance and acceptability to District of insurers and insurance to be maintained by Vendor and its Support are not intended to and shall not in any manner limit or qualify the liabilities and obligations assumed by Vendor under this Contract.

7.9 **District's Right to Maintain Insurance.** If Vendor or any of its subcontractors fails to maintain the insurance coverage as required by this Part 2, District may obtain such insurance coverage as is not being maintained, in form and amount substantially the same as set forth above, and District may charge to or otherwise recover from Vendor (e.g., by offset against any amounts due or which may become due Vendor under this Contract), the cost of such insurance.

**ARTICLE 8 - CHANGES**

8.1 **Notice.** District may at any time, by written notice thereof to Vendor, make changes in the Services to be performed under this Agreement (including, but not limited to, additions to or deletions from any Services, suspension of performance, and changes in the schedule and location of performance). Vendor shall, within ten (10) days after receipt of notice of any change which Vendor believes to be outside the scope of Services, give District written notice of such belief, otherwise the change shall be deemed to be within the scope of Services.

8.2 **Adjustment.** If any change under paragraph 8.1 causes an increase or decrease in the cost of or the time required for performance of the Services, an equitable adjustment in the compensation and/or schedule under this Agreement shall be made to reflect such increase or decrease and this Agreement shall be modified in writing accordingly. Such equitable adjustment shall constitute full compensation to Vendor for such change.

**ARTICLE 9 - TERMINATION OF THIS AGREEMENT**

9.1 **Termination of Agreement by District for Cause.**

9.1.1 If Vendor shall fail to fulfill in a timely and proper manner its obligations under this Agreement, or if Vendor shall violate any of the provisions of this Agreement, or if Vendor becomes insolvent or the subject of any proceeding under bankruptcy, insolvency or receivership law or makes an assignment for the benefit of creditors, District shall thereupon have the right to terminate this Agreement by giving written notice of such termination and specifying the effective date thereof as a certain date at least seven (7) days after the notice, during which period Vendor shall have the right to cure the default.

9.1.2 Whether or not this Agreement is so terminated, Vendor shall be liable to District for any damage or loss resulting from such failure or violation by Vendor described in subparagraph 9.1.1, including, but not limited to, costs in addition to those agreed to herein for prosecuting Services to completion and delay damages paid or incurred by District. The rights and remedies of District provided by this paragraph are cumulative with and in addition to any other rights and remedies provided by Law or this Agreement.

9.1.3 District shall be liable to Vendor for Vendor's just and equitable compensation for any satisfactory services completed, but in no event shall this compensation exceed the percentage of total services satisfactorily completed at the time of termination times the total compensation payable under this Agreement. District may withhold payments to Vendor equal to any claim made in writing by District for the purpose of set-off until such time as the exact amount of damages due District from Vendor is determined. In no event shall District be liable for any consequential or incidental damages, including, but not limited to, loss of profit on other projects or of reputation incurred by Vendor as a result of such termination. If District purports to terminate all or a part of this Agreement for cause, and it is determined that insufficient cause existed, such termination shall be deemed to have been a termination for convenience of District pursuant to paragraph 10.2, and the rights of the parties shall be determined accordingly.

9.2 **Termination for Convenience by District.** District may, at its option, terminate all or a portion of the services not then performed under this Agreement at any time by so notifying Vendor in writing. In that event, all finished or unfinished documents and other materials as described above shall, at the option of District, become its
property upon compensation therefor in accordance with this Agreement, and District shall indemnify and hold
harmless Vendor and its agents and employees from any claims arising from District's subsequent use of such
documents and other materials, except to the extent Vendor is solely or concurrently negligent. If the Agreement is
terminated by District as provided herein, Vendor's compensation for the Services shall be (i) that portion of the
compensation for services performed prior to termination, and (ii) proper compensation for Reimbursable Expenses.
District shall not be liable for any consequential or incidental damages, including, but not limited to, loss of profits
on other projects of reputation incurred by Vendor as a result of such termination.

**ARTICLE 10 - MISCELLANEOUS**

10.1 **Time.** Time is of the essence with regard to performance of this Agreement.

10.2 **Subcontracting.** Except for any services to be performed by subcontractors specified in the contract,
Vendor shall not (by contract, operation of law or otherwise) delegate or subcontract performance of any Services to
any other person or entity without the prior written consent of District.

10.3 **Independent Contractor.** Vendor shall at all times be an independent contractor and not an agent or
representative of District with regard to performance of the Services as authorized by this Agreement. Vendor shall
not represent that it is, or hold itself out as, an agent or representative of District.

10.4 **Nonwaiver.** The failure of either party to insist upon or enforce strict performance by the other party of any
of the provisions of this Agreement or to exercise any rights under this Agreement shall not be construed as a waiver
or relinquishment to any extent of its rights to assert or rely upon any such provisions or rights in that or any other
instance.

10.5 **Assignment.** Neither District nor Vendor shall assign, sublet or transfer any interest in this Agreement
without the written consent of the other.

10.6 **Entire Agreement.** This Agreement represents the entire and integrated agreement between District and
Vendor and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement
may be amended only by written instrument signed by both District and Vendor.

10.7 **Applicable Law; Venue.** This Agreement shall be interpreted, construed, and enforced in all respects in
accordance with the laws of the State of Washington. Venue in any litigation shall be in King County, Washington.

10.8 **Debarment.** Vendor, by accepting this contract, warrants that it is not presently debarred, suspended,
proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions (defined as not being
eligible to receive federal funds) by any local, state or federal department or agency. Vendor agrees to be bound by
the terms of School Board Policy No. 6973, which provides additional requirements applicable to debarment of
contracts from receiving future contracts with the District.

10.9 **Cooperation with District Auditor and State Auditor.** Vendor agrees to provide reasonable cooperation with
any inquiry by either the district or State Auditor relating to the performance of this contract. The District has the
right to audit records of the Vendor relating to payment or performance under this contract, for one year after
completion of this contract. Failure to cooperate may be cause for debarment from award of future contracts.

**END OF SERVICES CONTRACT**

**GENERAL CONDITIONS (SHORT FORM)**
Please note: Attachment 2 must be returned by the proposer in the submittal.

Proposers may submit proposals for all high schools and middle schools, high schools only, or middle schools only.

1. **IDGHSCHOOL YEARBOOK BOOK PRICING**

Standard Pricing and Quantity:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Book 500</td>
<td>20.00</td>
</tr>
<tr>
<td>Less than 500</td>
<td>30.00</td>
</tr>
<tr>
<td>Additional copies</td>
<td></td>
</tr>
<tr>
<td>1-50</td>
<td>18.00</td>
</tr>
<tr>
<td>51-100</td>
<td>18.00</td>
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<tr>
<td>101-200</td>
<td>18.00</td>
</tr>
<tr>
<td>201-300</td>
<td>18.00</td>
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<tr>
<td>301-400</td>
<td>18.00</td>
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<tr>
<td>401+</td>
<td>18.00</td>
</tr>
</tbody>
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Special Pricing and Quantity:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Book (Total Order) 1 - 50</td>
<td>$87.55 (min. order 50)</td>
</tr>
<tr>
<td>51 - 100</td>
<td>$37.69 (min. order 50)</td>
</tr>
<tr>
<td>208 PAGES</td>
<td>100 PAGES</td>
</tr>
<tr>
<td>87.55</td>
<td>$33.62</td>
</tr>
</tbody>
</table>

Late page charges: $0

Late page policy:

For 2017, Herff Jones has changed our late page policy. There are no longer any charges. Schools have an allowance of 14 late days on all deadlines except the final. After the cumulative 14 days, yearbook delivery date will be rescheduled one day for every two days late. Late days can be made up with early days on other deadlines (except for the final, which cannot be missed).

High Schools:

Ballard
Cleveland
Franklin
Garfield
Nathan Hale
Ingraham
Rainier Beach
Roosevelt
Chief Sealth
West Seattle
### Additional Options and Pricing:

<table>
<thead>
<tr>
<th>Option Description</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1 - Additional Blank pages in book (4 pages)</td>
<td>$800 per order</td>
</tr>
<tr>
<td>Option 2 - Additional Printed pages in book (4 pages)</td>
<td>$1000 per order</td>
</tr>
<tr>
<td>Option 3 - Additional pages of four color process (8 pages)</td>
<td>$2000 per order</td>
</tr>
<tr>
<td>Option 4 - Additional pages of four color process (16 pages)</td>
<td>$4000 per order</td>
</tr>
<tr>
<td>Option 5 - Additional pages black &amp; white (4 pages)</td>
<td>$500 per order (for BW books only)</td>
</tr>
<tr>
<td>Option 6 - Additional pages black &amp; white (8 pages)</td>
<td>$1000 per order (for BW books only)</td>
</tr>
<tr>
<td>Option 7 - Additional pages black &amp; white (16 pages)</td>
<td>$2000 per order (for BW books only)</td>
</tr>
<tr>
<td>Option 8 - Additional art for cover and endsheets</td>
<td>$65 per hour</td>
</tr>
</tbody>
</table>

List other options with pricing:

**Cover options:**
- Additional silkscreen: $1.00 per copy
- Full Color Litho: $1000 if submitted 10/1; $1400 if submitted 11/1; $1600 if submitted 12/1
- Special cover materials: $0.65-$1.60 depending on material
- Foil: $1.25 per copy

**End sheet options:**
- Additional litho ink (two inks included in base): $400
- Full color litho: $1000 if submitted 10/1; $1400 if submitted 11/1; $1600 if submitted 12/1
  
  Add to above, full color litho, if different front and back: $300
- Foil application: $1.25 per copy

**Page Stock options:**
- 80#: included
- 100#: $1.65 per copy
- 100# for one signature: $0.65 per copy

**Fold-outs and tip-ins:**
- Tipping charge, by HJ, between signatures: $1.00 per copy
- Tipping charge, by HJ at other random location: $1.30 per copy
- Adhesive strip applied, for school placement: $0.10 per copy
- Four page center bind folding: Included; 8 page gatefold folding: $1.00 per copy

**Supplements:**
- Offset Litho Printed Supplements: 8 color pages, 500 copies: $4.50 per copy
- Digital Printed Supplements: 8 color pages, 500 copies: $3 per copy
- Additional options not listed above, such as name stamping, with pricing:
  - Namestamps: $3.00 per copy
  - Nameplates: $4.90 per copy
  - UV Gloss or UV matte coating: 8 pages or endsheets or cover: $1.00 per copy

  For best results, print on 100# paper
2. **MIDDLE SCHOOL YEARBOOK PRICING**

Standard Pricing and Quantity:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Book</td>
<td>500: 4.40</td>
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<tr>
<td></td>
<td>Less than 500: 6.58</td>
</tr>
<tr>
<td>Additional copies</td>
<td>1 - 50: 4.00</td>
</tr>
<tr>
<td></td>
<td>51 - 100: 3.75</td>
</tr>
<tr>
<td></td>
<td>101 - 200: 3.75</td>
</tr>
<tr>
<td></td>
<td>201 - 300: 3.75</td>
</tr>
<tr>
<td></td>
<td>301 - 400: 3.75</td>
</tr>
<tr>
<td></td>
<td>401+: 3.75</td>
</tr>
</tbody>
</table>

Special Pricing and Quantity:

<table>
<thead>
<tr>
<th>Quantity (Total Order)</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Book</td>
<td>$1265.00; 50 copy minimum order</td>
</tr>
<tr>
<td>Late page charges:</td>
<td>$0</td>
</tr>
</tbody>
</table>

Late page policy: For 2017, Herff Jones has changed our late page policy. There are no longer any charges. Schools have an allowance of 14 late days on all deadlines except the final. After the cumulative 14 days, yearbook delivery date will be rescheduled one day for every two days late. Late days can be made up with early days on other deadlines (except for the final, which cannot be missed).

Middle Schools: This means it’s important for us to have a collaborative conversation and choose deadlines that work for you!
Additional Options and Pricing:

Option 1 - 100 lb hard cover, smythe sewn, endsheet 65# colored undecorated

Option 2 - Additional blank pages in book (4 pages) $350 per order**

Option 3 - Additional printed pages in book (4 pages) $500 per order

Option 4 - Additional pages of four color process (8 pages) $1000 per order

Option 5 - Additional pages of four color process (16 pages) $2000 per order

Option 6 - Additional pages black & white (4 pages) $400 per order

Option 7 - Additional pages black & white (8 pages) $800 per order

Option 8 - Additional pages black & white (16 pages) $1600 per order

**alternate: $0.75 for 8 blank pgs)

List other options with pricing:

Cover options:
Additional silkscreen: $1.00 per copy
Full Color Litho: $1000 if submitted 10/1; $1400 if submitted 11/1; $1600 if submitted 12/1
Special cover materials: $0.65-1.60, depending on material
Foil: $1.25 per copy

End sheet options:
Additional litho ink (two inks included in base): $400
Full color litho: $1000 if submitted 10/1; $1400 if submitted 11/1; $1600 if submitted 12/1
Add to above, full color litho, if different front and back: $300
Foil application: $1.25 per copy

Page Stock options:
80#: included
100#: $1.65 per copy
100# for one signature: $0.65 per copy

Fold-outs and tip-ins:
Tipping charge, by HJ, between signatures: $1.00 per COPY
Tipping charge, by HJ at other random location: $1.30 per copy
Adhesive strip applied, for school placement: $0.10 per copy

Four page center bind folding: Included; 8 page gatefold folding: $1.00 per copy

Supplements:
Off Set Litho Printed Supplements: 8 color pages, 500 copies: $4.50 per copy
Digital Printed Supplements: 4 color pages, 500 copies: $3 per copy
Add $1 per copy for every 4 additional pages

Additional options not listed above, such as name stamping, with pricing:
Namestamps: $3.00 per copy
Nameplates: $4.90 per copy
UV Gloss or UV matte coating: 8 pages or endsheets or cover: $1.00 per copy

For best results, print on 100# paper
3. **SPECIAL SERVICES**

Please indicate the charge, if any. Be sure to mark "NC" for "No charge" when appropriate.

<table>
<thead>
<tr>
<th></th>
<th>B&amp;W</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>NC</td>
<td>NC</td>
</tr>
<tr>
<td>B.</td>
<td>NC</td>
<td>NC</td>
</tr>
<tr>
<td>C.</td>
<td>NC</td>
<td>NC</td>
</tr>
<tr>
<td>D.</td>
<td>NC</td>
<td>NC</td>
</tr>
</tbody>
</table>

Proposer will furnish a list of proposed prices or transaction fees for all services/materials, including those listed above. The price schedules shall include all costs associated with providing yearbooks for the term of the contract. Any increases in pricing during the duration of this contract(s) will be mutually agreed upon in writing between the District and the vendor and shall be clarified specifically in the winning contract. Proposer(s) are not to include sales tax.

Please attach any company policy regarding mixing such special effects as screens, rule lines, and rule linesButted to photos if different than indicated above.

Proposer must describe in detail the total package to the District.

4. **OVERTIME CHARGES**

In the event that the school does fall into deadline problems, indicate charge for putting the school back on its original shipping date. **Please be specific.**

For 2017, Herff Jones has changed our late page policy. There are no longer any charges. Schools have an allowance of 14 late days on all deadlines except the final. After the cumulative 14 days, yearbook delivery date will be rescheduled one day for every two days late. Late days can be made up with early days on other deadlines (except for the final, which cannot be missed. This means it’s important for us to have a collaborative conversation and choose deadlines that work for you!

In addition, please indicate whether schools are allowed to make up for late pages. Specifically describe your program.

Yes, each early day can count towards a late day. They are calculated based on the percentage of the deadline. 1 page on a 10 page deadline would be 1/10 of an early day, for instance.
5. CURRICULUM PROGRAMS

Please describe and submit examples of curriculum programs offered. Indicate cost of programs:

A. InDesign Curriculum
   $10 copies, $5 for additional

B. eDesign tutorial videos, worksheets and lessons
   Yearbook Journalism Curriculum (powerpoints, lesson plans, worksheets)
   $Free

C. ____________________________
   $10 copies, $5 for additional

D. ____________________________

6. MERCHANDISING PROGRAMS

Please identify merchandising materials available to schools, and the associated costs.

A. Book Sales and Marketing Materials
   $promotional banners $100
   10% or $1.50 per ad,
   $charged to parents

B. Online ad creation via HJ website

C. Sales Assist: includes 1 mailer to parents
   $Free

D. ____________________________
   $_________________________

7. REPRESENTATIVE AND COMPANY EXPERIENCE AND OFFERINGS

A. Please identify your computer training experience.

   See attached management plan and resumes. I have over 15 years experience doing direct in-school training with schools on InDesign, eDesign and other programs to facilitate yearbook production. Paige has worked for the last two years doing the same. Coy began this fall and is an excellent eDesign trainer.
B. Please identify your yearbook production background.

I have 15 years experience working for Herff Jones, and worked to produce my middle school, high school and college yearbooks.

See additional detail on resumes and company profile provided

C. Please list any available programs not already considered above.

If all Seattle schools elect to work with Herff Jones, these schools each earn a 15% discount on the basic book price (full color or black and white).

The Herff Jones Believe in You Motivation Program creates classrooms, campuses and communities where every student is empowered to change the world through choice and action by providing hands-on, engaging and interactive resources and partnerships that improve graduation rates, build character, develop leadership, increase participation and recognize achievement. Scholarship programs, materials for initiatives at school, etc., are available.

D. What incentive do you offer schools for price reductions (e.g., early submissions of complete signatures)?

Complete signature submission for full color book, first two deadlines saves $300

PDE submission- each page submitted as PDF without later corrections or changes, saves $5.00 per page

1% deduct it basic book cost paid in full by November 14th of each book printing year

E. What do you offer the District that sets you apart from other yearbook vendors?

Exceptional service via a team of three dedicated professionals. Regular visits, incredibly frequent communications, and true service: not just printing!

Unparalleled color reproduction- individual color correction for every single photo! Our software uses facial recognition to ensure corrections improve facial clarity

Easy to use eDesign program and InDesign plugins

PLEASE INCLUDE SAMPLES OF B&W AND COLOR PAGES SHOWING CLARITY OF REPRODUCTION OF MULTI-ETHNIC POPULATIONS.
Please fill out this form exactly as shown.
Please do not: (1) change or cross off headings, (2) add additional information, or (3) say "see attached."
This pricing sheet is based on the specifications noted in the RFP.
This pricing sheet includes basic book prices, additional copies, and only the options listed below. It excludes all other options.
Unit Prices: If the amount does not equal the product of the unit price and the quantity, the unit price will govern, and the amount will be corrected accordingly.

<table>
<thead>
<tr>
<th>Name of Yearbooks Firm</th>
<th>Herff Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Representative</td>
<td>Jennifer Gregerson</td>
</tr>
<tr>
<td>Date</td>
<td>November 20, 2015</td>
</tr>
<tr>
<td>Signature of Representative</td>
<td></td>
</tr>
</tbody>
</table>

## HIGH SCHOOL YEARBOOKS

### Black and White High School Yearbook, 208 pages
(Amount = Quantity times price)

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black and White Yearbook, 208 pages</td>
<td>500</td>
<td>$15.00</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>Additional copies, Black &amp; White yearbook</td>
<td>100</td>
<td>$10.00</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Option 2 from RFP, Additional printed pages in yearbook (4 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$140.00</td>
</tr>
<tr>
<td>Option 4 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, additional art per hour</td>
<td>10 hours</td>
<td>$65.00</td>
<td>$650.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td>$9,850.00</td>
</tr>
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</table>

### Color High School Yearbook, 208 pages
(Amount = Quantity times price)

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color High School Yearbook, 208 pages</td>
<td>500</td>
<td>$20.00</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Additional copies, Color High School Yearbook, 208 pages</td>
<td>100</td>
<td>$18.00</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Option 2 from RFP, Additional printed pages in yearbook (4 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$140.00</td>
</tr>
<tr>
<td>Option 4 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, additional art per hour</td>
<td>10 hours</td>
<td>$65.00</td>
<td>$650.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td>$13,150.00</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Unit Price</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Color High School Yearbook, 44 pages</td>
<td>500</td>
<td>$9.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Additional copies, Color High School Yearbook, 44 pages</td>
<td>100</td>
<td>$9.00</td>
<td>$900.00</td>
</tr>
<tr>
<td>Option 2 from RFP, Additional printed pages in yearbook (4 pages)</td>
<td>600</td>
<td>$63.75</td>
<td>$255.00</td>
</tr>
<tr>
<td>Option 4 from RFP, Additional pages of four color proc(i!ss (16 pages)</td>
<td>600</td>
<td>$64.69</td>
<td>$1,035.00</td>
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<tr>
<td>Option 8 from RFP, additional art per hour</td>
<td>10 hours</td>
<td>$65.00</td>
<td>$650.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$7,340.00</strong></td>
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</table>

MIDDLE SCHOOL YEARBOOKS

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black and White M. S. Yearbook, 64 pages</td>
<td>500</td>
<td>$4.11</td>
<td>$2,055.00</td>
</tr>
<tr>
<td>Additional copies, Black &amp; White M. S. yearbook</td>
<td>100</td>
<td>$1.83</td>
<td>$183.00</td>
</tr>
<tr>
<td>Option 5 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, Additional pages of Black and White (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$3,358.00</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color M. S. Yearbook, 64 pages</td>
<td>500</td>
<td>$6.26</td>
<td>$3,130.00</td>
</tr>
<tr>
<td>Additional copies, Color M. S. yearbook</td>
<td>50</td>
<td>$6.26</td>
<td>$313.00</td>
</tr>
<tr>
<td>Option 5 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, Additional pages of Black and White (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>$4,563.00</strong></td>
</tr>
</tbody>
</table>
MEMO FOR CONTRACT ROUTING


BY: Nancy Milgate

RE: RFP09503: Middle School & High School Yearbooks

ROUTING INFORMATION

The Middle School and High School Yearbooks contract was approved by the School Board on February 3, 2016.

There was a change made to the BAR per Michael Tolley, Assistant Superintendent of Teaching and Learning, to assign Misa Garmoe, Director of School Operations as the new owner of this contract. Up to this point the owner was Kathleen Vasquez, Program Manager of Literary & Social Studies.

The Bargaining Unit checklist and Classification Checklist forms attached to the contract documents were previously completed by Kathleen Vasquez, and the Superintendent Routing form was begun by Kathleen Vasquez and contains a few signatures, including the Superintendent's.

In order to continue routing this contract in a timely manner, the completed Bargaining Unit and Classification forms will remain in the contract packet, and the current Routing Form will be used to collect the remainder of signatures. This Memo will serve to make it official that Misa Garmoe, Director of School Operations, is now the contact person from this point forward.

Once both contracts have been executed, please return the Herff Jones contract to Contracting Services. We will copy for our files and mail Herff Jones their contract.
TO: Superintendent (for approvals over $100,000)  
Assistant Superintendent for Business and Finance (for approvals up to $100,000)  

FROM: Initiator  

DATE:  

PHONE:  

SUBJECT: Request for Approval  

The subject and attached material have been reviewed with the appropriate staff members as indicated by the signatures below. All policies and legal requirements have been followed. If the material meets your approval, please sign and return to my office. The page(s) requiring your signature have been tagged.  

Attachment(s)  

Related policy or RCW(s)  

---  

**APPROVAL (PRELIMINARY APPROVAL FOR CONTRACTS OVER $250,000):**  

<table>
<thead>
<tr>
<th>Amount Range</th>
<th>Signature 1</th>
<th>Signature 2</th>
<th>Signature 3</th>
<th>Date 1</th>
<th>Date 2</th>
<th>Date 3</th>
<th>Date 4</th>
<th>Date 5</th>
<th>Date 6</th>
<th>Date 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,000 to $100,000</td>
<td>Asst. Supt. for Bus. and Finance or Exec. Dir. Finance</td>
<td>Director</td>
<td>Assistant Supt. for Business and Finance</td>
<td>2/22/16</td>
<td>2/19/2016</td>
<td>2/18/16</td>
<td>2/24/2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100,000 to $250,000</td>
<td>Superintendent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINAL APPROVAL FOR CONTRACTS OVER $250,000 (Initiator is responsible for providing a copy of the approved Board Action Report to Accounting):**  

Board Action approval date: February 3, 2016  

Signers should return this form and attachments to Accounting. Accounting is responsible for routing.
CONTRACTOR NAME AND ADDRESS
(Legal Name - MUST be same as registered with Tax ID number)
Herff Jones, LLC
Name

OBA
4501 W 62nd St
Address
Indianapolis IN 46268
City State Zip

CONTRACT MUST BE FULLY EXECUTED IN ADVANCE OF SERVICES
600 600552
WA State Business license UBI#)
425-239-5241
Phone Fax
jgregerson@herffjones.com(Jennifer Gregerson)
Email

This agreement is made between the Seattle School District ("the District") and the above-named contractor (the "Contractor")

District employees, other than personnel in the District Financial Services Department are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.

This agreement must be fully executed in advance of services. District employees, other than personnel in the District Financial Services Department are not authorized to make promises for contractual services, promises for a particular period of time or promises of a particular level of payment. Any verbal or written statements to that effect by District employees other than Financial Services personnel are null and void.

As an authorized representative of the originating school/department and having budget authority to authorize the disbursement of funds from the budget line give below, I declare that:
1. I have personally verified the existence of funds available within the appropriate unit to pay this contract.
2. I am satisfied that the contractor meets the eligibility requirements for an independent contractor as outlined in the attached Classification Checklist.
3. The services being provided do not violate any labor agreement regarding contracting out for services.

Having completed these steps, I hereby authorize the release of funds from the budget line coded below.

PrintName

Signature

Executive Director for Schools

FISCAL YEAR FUND FUND CENTER/COST CENTER COMMITMENT ITEM

FINITE SEATTLE PUBLIC SCHOOLS APPROVAL

Contracts up to $75,000

Contracts $75,000 over $100,000

Funds Available

Grants Acctg Review

For Accounting Use Only

Date

7ecw 20016

Accounting Manager

7Ei 7Ei

7Ei kwa

Superintendent

24g/6/2016

Funds Encumbered

Contract Acctg Review

7ecw 20016

7ecw 20016
Guzzardo, Marie A

From: Milgate, Nancy
Sent: Thursday, February 18, 2016 12:37 PM
To: Orr, Karla; Dravet, George A; Gregerson, Jennifer
Cc: Personal Service Contracts; Paperman, Joseph B
Subject: RE: Yearbooks Contract - W-9 Form

Hello Karla,
I've cc'd our accounting people to this email so they can understand your explanation.

Thanks for getting back to me.

Nancy

From: Orr, Karla [mailto:ksorr@herffjones.com]
sent: Thursday, February 18, 2016 11:43 AM
To: Dravet, George A; Gregerson, Jennifer; Milgate, Nancy
Subject: RE: Yearbooks Contract - W-9 Form

Hi Nancy,

We are unable to issue a W-9 with Herff Jones, LLC on line 1 because Herff Jones, LLC (35-1637714) is a disregarded entity for income tax purposes. Hercules Achievement Inc. is the parent company of Herff Jones, LLC. Hercules Achievement, Inc. is not registered to do business in the State of WA, because they are a Delaware company that is strictly a holding company. They have no business activity in the State of WA. The W-9 is accurate in reflecting that Herff Jones, LLC is a dba of Hercules Achievement, Inc. (47-2261493). Herff Jones, LLC is registered to do business in the State of WA. Contact me directly if you have further questions.

Thank you,

Karla Orr | Tax Manager | Herff Jones, A Varsity ACHIEVEMENT Brand
4501 W 62nd Street | Indianapolis, IN 46268 | t 317-612-3410 | ksorr@herffjones.com

Graduation | Class Rings & Jewelry | Yearbooks | Motivation & Recognition

herffjones.com

CONFIDENTIALITY NOTICE: This e-mail and any attachments are for the exclusive and confidential use of the intended recipient. If you are not the intended recipient, please do not read, distribute or take action in reliance to this message. If you have received this in error, please notify us immediately by return a-mail and promptly delete this message and its attachments from your computer system.

From: Dravet, George A
Sent: Thursday, February 18, 2016 2:30 PM
To: Gregerson, Jennifer; Purichia, Trina K; Orr, Karla
Subject: RE: Yearbooks Contract - W-9 Form

I will have my Tax Manager respond.

t<arla - Can you assist here?

Thanks,
Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

1. Name as shown on tax return:
   a. First Name: W.  
   b. Last Name: J.
   c. Mailing Address:
      i. Street: 54321 Main St.
      ii. City:
      iii. State: IL
      iv. Zip Code: 60301

2. D.O.B.:
   a. Day: 1
   b. Month: 2
   c. Year: 1990

3. I am a U.S. citizen or other U.S. person (defined below); and
   a. My U.S. social security number is: 123-45-6789
   b. My U.S. taxpayer identification number (TIN) is: 123-45-6789

4. Instructions on Social Security
   a. This form must be completed and signed by the person to whom the TIN is being issued.
   b. This form must be completed and signed by the person to whom the TIN is being issued.

5. Certification
   a. I certify that I am a U.S. citizen or other U.S. person.
   b. I certify that I am a U.S. citizen or other U.S. person.

6. General Instructions
   a. Future use of this form will be required by the IRS.
   b. Future use of this form will be required by the IRS.

7. Sign and date:
   a. Signature:
   b. Date:

8. This form must be completed and signed by the person to whom the TIN is being issued.
If "Non-revenue" appears after Tax Registration Number, the account is not registered with the Department of Revenue. However, it may be registered with other agencies in the state.

<table>
<thead>
<tr>
<th>Entity Type:</th>
<th>W-UTED UBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAICS Code:</td>
<td>453210</td>
</tr>
<tr>
<td>NAICS Definition:</td>
<td>OFFICE SUPPLIES AND STATIONERY STORES</td>
</tr>
</tbody>
</table>

| Account Opened: | 8/1/1985 12:00:00 AM |
| Account Closed: | OPEN |

<table>
<thead>
<tr>
<th>Mailing Address:</th>
<th>AI TH TAX DEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO BOX68501</td>
<td></td>
</tr>
<tr>
<td>1N0IANA015,1H46268-0501</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Location:</th>
<th>9922 EMONTGOMERY AVE</th>
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</thead>
<tbody>
<tr>
<td>SPOKANE VALLEY, WA 99206-4158</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ReSeller Permit No:</th>
<th>A02089717</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permit Effective:</td>
<td>1/1/2014</td>
</tr>
<tr>
<td>Permit Expires:</td>
<td>12/31/2017</td>
</tr>
</tbody>
</table>

FOR NON-COMMERCIAL USE ONLY

2/18/2016 9:24 AM
Customer # (Business license #): 158981
Legal Name: HERFF JONES INC Trade Name: HERFF JONES LLC
4501 W 62ND ST INDIANAPOLIS, IN 46268
NAICS: 453210, Office Supplies and Stationery Stores
License types:
   BUSINESS LICENSE  Renewal Date: 12/31/2016  Phone: (317) 329-3346
Seattle Public Schools
Bargaining Unit Checklist

The information provided below will assist the Seattle Public Schools in determining whether a service may be performed by an independent contractor and whether the individual can appropriately be classified as a contractor with the District. Please note that this page should be completed by the Principal/Program Manager contracting the Independent Contractor and must be attached to the SEATTLE SCHOOL DISTRICT PERSONAL SERVICES CONTRACT FORM for processing and approval.

Name of contractor or business

Tax Payer Identification #

Please answer YES or NO to the following two (2) questions:

SECTION 1. BARGAINING UNIT CHECKLIST

Yes D No
Is the service being provided included in a current district position that a current employee could do or could be trained to do?

Yes D No
Will the service contract bypass and/or violate collective bargaining agreements or District hiring process/procedures or any other District policies (i.e., Hiring of Relatives, Child Labor Laws)?

Bargaining units include but are not limited to:
1) Seattle Education Association
   Certificated
   Paraprofessional
   SAEOP
2) International Union of Operating Engineers
   Custodial/gardeners
   Nutrition services
   Security specialists, alarm monitors
3) Machinists 28919
   Machinists
   Auto machinists
   Teamsters 117/174
   Warehouse workers
   Truck drivers
4) PASS (Principals Assoc of Seattle Schools)
5) Seattle/King Cty Building & Trades Council

Please Note:
If the answer is "Yes" to EITHER of the above two questions, the individual cannot be classified as a contractor. (Please contact your Personnel Analyst for staffing concerns and contact the Payroll Department for Retirement information.)

If the answer is "No" to both of the questions listed above, please proceed to the Determining Employee versus Independent Contractor Checklist.

I, Seattle School District's Principal or Department Manager confirm that the above information is true.

Name (print)

Signature

Title

Last Updated 12/23/2014
SEATTLE PUBLIC SCHOOLS
DETERMINING EMPLOYEE versus INDEPENDENT CONTRACTOR CLASSIFICATION CHECKLIST

SECTION 1. GENERAL

<table>
<thead>
<tr>
<th>Name of Individual/Business:</th>
<th>Ind/Bus E-mail Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>/lc:rrfjJ1iz: r LLC.</td>
<td>j 9nl.9,, 1&quot;&lt;111 6&gt;l/4erPffl' n e. s. c e1,-,,</td>
</tr>
</tbody>
</table>

For Individuals: (check one)
- US Citizen
- Resident
- Tax Alien
- Nonresident Alien

<table>
<thead>
<tr>
<th>Individual E-mail Address:</th>
<th>Taxpayer Identification Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tt-::2 / L--93</td>
<td></td>
</tr>
</tbody>
</table>

School or Program Location: C\3/3

<table>
<thead>
<tr>
<th>Phone Number/Address:</th>
<th></th>
</tr>
</thead>
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SECTION 2. MULTIPLE RELATIONSHIPS WITH THE DISTRICT

0 Yes 1 No

0 Yes 0 Does the District expect to hire this individual as an employee to provide the same or similar services immediately following the termination of his/her independent contractor service?

0 Yes 0 During the previous 12 months prior to the date on which the independent contractor service commenced, was the individual an employee (including hourly, temporary or substitute) to provide the same or similar service?

Please Note:
If the answer is "Yes" to ANY of the above three questions, the individual should be classified as an EMPLOYEE and paid through the normal payroll process. See footnote*.

SECTION 3. RETIREMENT BENEFITS

0 Yes 0 Is this individual drawing state retirement benefits?

SECTION 4. RELATIONSHIP WITH THE DISTRICT

The individual does not receive extensive instructions on how to perform his/her job, except perhaps topics to discuss. The individual does provide or could be available to perform this job at other businesses/schools. The individual does not receive benefits from the Seattle Public School District, nor does the individual expect to receive benefits from the District. The District and the individual agree, either in writing or orally, that the relationship is strictly that of an independent contract relationship.

I, Seattle School District's Principal or Department Manager, confirm that the above paragraph is true and therefore the individual is an independent contractor. If the above statement is not true, the individual may be an employee.

Name(print):-

Signature: -"7t-t1"It', -"r'b'o'"......--------Date: -"V2...V l-J .... -2_rJ / ?__ 

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<th>Phone Number:</th>
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<td>206.258.034</td>
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*If the department requesting services disagrees with this determination, please complete the Internal Revenue Services SS-8 form (available at www.irs.gov), provide documentation to provide answers, and submit completed packet to the Contracts Desk in Accounting. Accounting and Payroll will work with the department to make a final decision.

Attachment to Personal Services Contract
Last Updated 02/19/2015
Seattle Public Schools
Documentation of Competition
OR
Sole Source Justification Form
for Personal Services Contracts (PSC’s)

Instructions:

This form must be completed for any Personal Services Contract CPSC1 over $25,000. For any Personal Services Contract funded by federal grant money, regardless of the amount, this form must accompany the PSC.

The initiator is required to complete either Section A or Section B, and obtain the required approvals as shown in Section C, before the PSC can be approved.

Section A
Documentation of Competition for any PSC over $25,000 or for any federally funded PSC

Document how competition was obtained for this contract.
Complete either: (1) for an informal competition OR (2) for a formal competition.

(1) Informal competition. If an informal competition was conducted, describe the vendors contacted, the criteria used, and the results. Attach documentation to this form if necessary.

(2) Formal competition. The RFP number and name are:

RFP number: fPD16D3
RFP name: hAt/lR.. StLo.(&i dt5A.i.A.oo/ 1/et<A...hi!HJ-kS

Signature

Page 1 of 5

PROCEDURE G45.01.SP
ATTACHMENT 3
DESCRIPTION: DOCUMENTATION OF COMPETITION OR SOLE SOURCE JUSTIFICATION FORM/PERSONAL SERVICES CONTRACT
Approved August 2008
Page J of 5

Last Updated September 2011
Seattle Public School Personal Services Contract Package

Your Personal Services Contract (PSC) package must be completed and approved by the Director of Finance before services may begin. Allow a "minimum" of 7 working days for approval. You will be contacted when PSC has been approved.

This final package must include all of the following original hard copy forms:

- Personal Services Contract (4 pages) form completed in full, signed by contractor, signed by principal/program manager then to Accounting for approval. All contracts greater than $25,000 must also receive preliminary approval from the appropriate Education Director. Include contractor's name, address, email address, detailed description, including when and who is receiving services, daily schedule of service, location of services, service start and end dates - along with hourly or daily payment terms. Flat Fee should be "upon confirmation of completed services" and show payment timeline, pre-approved reimbursable expenses, and TOTAL Value not to exceed amount. Fund and grant coding must be provided, and budget must be available in SAP to encumber funds and create your PO#.

1) Section 8/ Insurance - Vendor must provide a Certificate of Insurance if contract is more than $50,000.00. For insurance coverage limits information, contact pscontracts@seattleschools.org

2) The Bargaining Unit Cbmiikill: il Emm must be completed, signed by Principal or Department Head and attached to the PSC. A contractor cannot be contracting for a job that is traditionally performed by District employees covered by a collective bargaining agreement.

3) The Classification Checklist form must be completed, signed by Principal or Department Head and attached to the PSC; this is to determine employee vs. independent contractor classification. A contractor cannot be a district employee. A contractor should generally have a federal employer identification number, which is included on the PSC form, and matches the W-9.

4) The IRS W-9 Form, Request for Taxpayer Identification and Certification, completed in full for a corporation or individual, signed and attached.

5) A copy of the contractor's Washington State Business license (UBI#) http://bls.dor.wa.gov/licenseSearch/

6) Cleared Fingerprint Record BePPct (Link) Must be attached (fingerprint valid for 2 years) when contracting with individuals who have regularly scheduled unsupervised access to children. RCW 28A.400.303. click here. If not needed, explain WHY in an attachment:

7) The QocymentalJoo of Competition or Sole source Jystification form must be attached for all federally funded personal service contracts, regardless of the amount, or for all non-federally funded contracts over $25,000. This applies to all contracts when only one provider or supplier is available to meet the District's needs, signed by principal/program manager recommending approval AND the other departmental signatures as needed.

8) If needed, Internal Revenue Service SS-8 form, Determination of Worker Status for Purposes of Federal Employment Taxes and Income Tax Withholding.

Send original hard copies of your Complete PSC package to Accounting (Mail Stop: 33 343 / Attn: PSContracts) "Forms are available at mysps.seattleschools.org>Business & Finance Forms>Section 1. Accounts Payable"

Questions? email: pscontracts@seattleschools.org

Last Updated 10/14/2015
**CERTIFICATE OF LIABILITY INSURANCE**

**DATE (MM/DD/YYYY)**: 12/09/2015

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFRMS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

### PRODUCER
- **MARSH USA INC.**
- **CHASE TOWER**
- **111 MONUMENT CIRCLE, SUITE 4300**
- **INDIANAPOLIS, IN 46204-2492**
- **Attn: Indianapolis certify@marsh.com**
- **10116-Herff-gwav-15-16 Main**

### INSURED
- **HERFF JONES, LLC**
- **4501 WEST 62ND STREET**
- **INDIANAPOLIS, IN 46268**

### COVERAGES CERTIFICATE NUMBER:
- **CH-066485297-01**
- **REVISION NUMBER:** 10

**THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.**

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<th>TYPE OF LIABILITY</th>
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<tr>
<td>A COMMERCIAL GENERAL LIABILITY</td>
<td>BODILY INJURY (Per occurrence)</td>
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<td>GENERAL LIABILITY</td>
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<tr>
<td>AUTOMOBILE LIABILITY</td>
<td>BODILY INJURY (Per occurrence)</td>
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<td>PROPERTY DAMAGE</td>
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<td>UMBRELLA LIABILITY</td>
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<td>EACH OCCURRENCE</td>
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**DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

- **Seattle School District No. 1**, a Washington municipal corporation (District), and its representatives, if any are included as additional insured (except workers’ compensation) where required by written contract. This insurance is primary and non-contributory over any existing insurance and limited to liability arising out of the operations of the named insured and/or are required by written contract. Waiver of subrogation is applicable where required by written contract. Contractual Liability is included in the General Liability coverage.

**CERTIFICATE HOLDER**

- **Seattle Public Schools**
- **Contracting Services**
- **MS22:337**
- **PO Box 34165**
- **Seattle, WA 98124-1165**

**CANCELLATION**

- **SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.**

- **AUTHORIZED REPRESENTATIVE**
  - of Marsh USA Inc.  
  - Shirley Murray
COMMERCIAL GENERAL LIABILITY

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

BLANKET ADDITIONAL INSURED
(CONTRACTORS)

This endorsement modifies insurance provided under the following:
COMMERCIAL GENERAL LIABILITY COVERAGE PART

1. WHO IS AN INSURED - (Section ii) is amended to include any person or organization that you agree in a written contract requiring insurance to include as an additional insured on this Coverage Part,
   a) Only with respect to liability for "bodily injury", "property damage" or "personal injury";
   b) If, and only to the extent that, the injury or damage is caused by acts or omissions of you or your subcontractor in the performance of "Your work" to which the "written contract requiring insurance" applies.

2. The insurance provided to the additional insured by this endorsement is limited as follows:
   a) In the event that the Limits of Insurance of this Coverage Part shown in the Declarations exceed the limits of liability required by the "written contract requiring insurance", the insurance provided to the additional insured shall be limited to the limits of liability required by that "written contract requiring insurance". This endorsement shall not increase the limits of insurance described in Section III - Limits of Insurance.
   b) The insurance provided to the additional insured does not apply to "bodily injury", "property damage" or "personal injury" arising out of the rendering of, or failure to render, any professional architectural, engineering or surveying services, including:
      i. The preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders or change orders, or the preparing, approving, or failing to prepare or approve, drawings and specifications; and
      If. Supervisory, Inspection, architectural or engineering activities.
   c) The insurance provided to the additional insured does not apply to "bodily injury" or "property damage" caused by "your work" and included in the "products completed operations hazard" unless the "written contract requiring insurance" specifically requires you to provide such coverage for that additional insured, and then the insurance provided to the additional insured applies only to such "bodily injury" or "property damage" that occurs before the end of the period of time for which the "written contract requiring insurance" applies.

3. The insurance provided to the additional insured by this endorsement is excess over any valid and collectible "other insurance", whether primary, excess, contingent or on any other basis, that is available to the additional insured for a loss we cover under this endorsement. However, if the "written contract requiring insurance" specifically requires that this insurance apply on a primary basis or a primary and non-contributory basis, this insurance is primary to "other insurance" available to the additional insured which covers that person or organization as a named insured for such loss, and we will not share with that "other insurance... But the insurance provided to the additional insured by this endorsement still is excess over any valid and collectible "other insurance", whether primary, excess, contingent or on any other basis, that is available to the additional insured when that person or organization is an additional insured under such "other insurance".

4. As a condition of coverage provided to the additional insured by this endorsement:
   a) The additional insured must give us written notice as soon as practicable of an occurrence or an offense which may result in a claim. To the extent possible, such notice should include;
COMMERCIAL GENERAL LIABILITY

i. How, when and where the "occurrence" or offense took place;

II. The names and addresses of any injured persons and witnesses; and

iii. The nature and location of any Injury or damage arising out of the "occurrence" or offense.

b) If a claim is made or "suit" is brought against the additional insured, the additional insured must:

f. Immediately record the specifics of the claim or "suit" and the date received; and

ii. Notify us as soon as practicable.

The additional insured must see to it that we receive written notice of the claim or "suit" as soon as practicable.

c) The additional insured must immediately send us copies of all legal papers received in connection with the claim or "suit... cooperate with us in the investigation or settlement of the claim or defense against the suit", and otherwise comply with all policy conditions.

d) The additional insured must tender the defense and indemnity of any claim or "suit" to any provider of "other insurance" which would cover the additional insured for a loss we cover under this endorsement. However, this condition does not affect whether the insurance provided to the additional insured by this endorsement is primary to "other insurance" available to the additional insured which covers that person or organization as a named insured as described in paragraph 3 above.

5. The following definition is added to SECTION V. - DEFINITIONS:

"Written contract requiring insurance" means that part of any written contract or agreement under which you are required to include a person or organization as an additional insured on this Coverage Part, provided that the "bodily Injury" and "property damage" occurs and the "personal injury" is caused by an offense committed:

a. After the signing and execution of the contract or agreement by you;

b. While that part of the contract or agreement is in effect; and

c. Before the end of the policy period.
I. TITLE

Contract for Middle School and High School yearbooks with Herff Jones

For Introduction: January 20, 2016
For Action: February 3, 2016

II. WHY BOARD ACTION IS NECESSARY

Per School Board Policy No. 6220, Procurement, Board action is required for review and approval of Personal Services Contracts where the total amount of compensation exceeds $250,000.

III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will not exceed $400,000.

The revenue source for this motion is each secondary school Associated Student Body (ASB) funds.

Expenditure: D One-time D Annual Other Source

IV. POLICY IMPLICATION

Per School Board Policy 6220, Procurement, Board action is required for review and approval of Personal Services Contracts where the total amount of compensation exceeds $250,000.

V. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute a contract with Herff Jones in an amount not to exceed $400,000, including three (3) optional annual extensions, for the management and classroom support in the preparation and printing of middle school and high school yearbooks, in the form of the draft Agreement presented to the School Board, with any minor additions, deletions and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.
pricing with Balfour. A final calculation review of pricing points surfaced a wider discrepancy between Balfour and Herff Jones relative to pricing making Herff Jones the clear front runner. Additionally, the District will receive a 15% discount on the basic book price from Herff Jones as a result of awarding the contract to all middle schools and high schools identified in the RFP. Jostens was noted for having strengths in product, experience, and expertise, however their pricing was more than double the proposed price of Herff Jones, eliminating them from consideration. Ultimately, Herff Jones offered the best product in terms of overall quality, staff experience and expertise, ability to provide service to schools, and their extremely competitive pricing. The committee's recommendation was consistent with each advisor's individual final score. While Curriculum & Instruction oversaw the process to select the yearbook vendor, School Operations will be the contact for this contract.

VIII. STATEMENT OF ISSUE

Approval of the contract, covering the period from March 1, 2016 to February 28, 2017, with three renewals possible, allows for middle and high schools to work with a yearbook vendor selected through a competitive process.

IX. ALTERNATIVES

1. Do not contract with a vendor identified through a competitive RFP process, and allow each school to select its own yearbook vendor. This alternative is not recommended for two reasons: (1) through the RFP process, the District has obtained competitive pricing, which is lower than each school could obtain on its own, and (2) the District would be in violation of the Superintendent's Procedures for Contracting, which call for competition at this dollar level.

2. Do not contract with any vendor, and require yearbook advisors to perform all of their own yearbook functions without support. This alternative is not recommended, since yearbook advisors do not have the capacity to perform all of the work associated with yearbook creation and printing themselves.

3. Contract with two different yearbook companies rather than one. This recommendation was considered by the committee; however, pricing from the vendors would preclude this as an equitable option because the vendor's pricing would create inequity in pricing of the yearbook in schools across the district.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

Herff Jones has had three, one-year renewals of its current contract for Middle School and High School yearbooks based on satisfactory annual evaluations of the vendor's product and service.

XI. TIMELINE FOR IMPLEMENTATION/COMMUNITY ENGAGEMENT

Upon approval of this motion, a contract will be executed with Herff Jones for middle school and high school yearbook production for the 2016-2017 year.

XII. ATTACHMENTS
This Agreement, Contract No. RFP09503, is effective March 1, 2016 by and between Seattle School District No. 1, a Washington municipal corporation (District), and Herff Jones (Vendor). The District and Vendor agree as follows:

1. SCOPE OF WORK AND SCHEDULE

Vendor shall provide services as described in Exhibit A, Scope of Services and Exhibit E, Management Plan. Vendor is authorized to proceed upon receipt of this signed Agreement. This contract shall be in effect from the effective date through February 29, 2017. Either party may terminate this Agreement at any time upon thirty (30) day written notice.

The Vendor and the District agree that this contract may, with mutual agreement of both parties, be extended up to three (3) additional, one-year terms under the same terms and conditions, pending satisfactory performance by the vendor.

2. CONTRACT PRICE

District agrees to pay Vendor an amount not to exceed $400,000 (the Maximum Authorized Compensation) as shown in Exhibit H, Pricing for management and classroom support in the preparation and printing of middle school and high school yearbooks as identified in the Request for Proposal RFP09503. Vendor acknowledges that the contract covers all District middle and high schools as shown in Exhibit A.

This amount shall constitute complete compensation for all costs and fees incurred, including any expenses for meals, travel, lodging and Washington State sales tax, if applicable. Any increase above this amount will require agreement by the parties.

Compensation will be paid monthly to the extent that Vendor presents documented evidence of fees earned and expenses incurred during the period for which payment is requested, and in no case shall the total compensation exceed the Maximum Authorized Compensation. Vendor shall submit its invoices in the form and according to the schedule prescribed in the General Conditions, to the address listed in paragraph 3.

3. COMMUNICATION

The District's representative for this contract is Misa Garmoe, Director of School Operations, Kathleen Vesilieu, Program Manager, Seattle Schools. All correspondence, requests, notices and other communications to the District, in relation to this Agreement, shall be in writing and shall be delivered to:

To the District:  
Misa Garmoe  
Director of School Operations  
Seattle School District No. 1  
Mail Stop 31 522  
P.O. Box 34165  
Seattle, WA 98124-1165

To the Vendor: Jennifer Gregerson  
Yearbook Sales Representative  
Herff Jones  
10969 Villa Monte Court  
Mukilteo, WA 98275

Either party may from time to time change such addresses by giving the other party notice of such change in accordance with the provisions in Paragraph 3. above.

4. VENDOR'S REPORTS
Seattle Public Schools is beginning the RFP process for securing a yearbook vendor beyond this school year. The current yearbook contract with Herff Jones expires in February 2016. Therefore, we must go through a process to determine which yearbook vendor is the best fit for SPS moving forward. SPS will give all interested vendors, including Herff Jones, an opportunity to propose a competitive package. As part of the process, vendors are presented with a RFP questionnaire. Their responses will help to inform the review and selection process for the next contract.

In order to ensure SPS considers the local needs to all schools when attracting a yearbook vendor, we request your input into the development of an RFP outlining the qualifications, specifications and competitive pricing you believe is important.

Please review the following sections of the attached RFP before you provide your thoughts/insights for consideration by Friday, September 25th.

In early November, we will be convening a review team that will review the proposals and selecting a short list of vendors as finalists. Vendor selection is anticipated for mid-November. If you are interested in serving on the review committee, please indicate below.

**Your name:** [Click here to enter text]  
**School Name:** [Click here to enter text]

I am interested in participating on the review team: [ ] Yes [ ] No

<table>
<thead>
<tr>
<th>Sections of the RFP</th>
<th>Questions</th>
<th>Thoughts/insights for consideration</th>
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<tr>
<td><strong>Qualifications</strong></td>
<td>How long should the contract be? (2 years, 3 years, etc.)</td>
<td>Click here to enter text.</td>
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<tr>
<td>Length of the contract (p. 4 of RFP document)</td>
<td>How many renewals of the contract should be allowed?</td>
<td>Click here to enter text.</td>
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<tr>
<td>Special Conditions (p. 13)</td>
<td>Have you seen a need/desire for an electronic copy of the yearbook available in addition to the hard copy for your student body?</td>
<td>Click here to enter text.</td>
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<tr>
<td><strong>Specifications</strong></td>
<td>Does the number of pages/options available support your yearbook content and design? If not, please indicate quantities needed.</td>
<td>Click here to enter text.</td>
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<tr>
<td>(attachment 1)</td>
<td>Are there specifications that need revision considerations? (basic book requirements, proofs, deadlines, materials, workshops, support, training, proofs?)</td>
<td>Click here to enter text.</td>
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<td><strong>Pricing</strong></td>
<td>Do the basic quantities and additional copy amounts support your school's yearbook production needs?</td>
<td>Click here to enter text.</td>
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<td>(attachment 2)</td>
<td>Are there additions/revisions you would like to see in the Additional Options and Pricing section?</td>
<td>Click here to enter text.</td>
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<td>Are there additions/revisions you would like to see in the Special Services section?</td>
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**Additional thoughts/insights for consideration regarding the RFP guidelines:** [Click here to enter text].
Note: points shown are **preliminary** points; the final evaluation points in some categories may change as a result of clarifications about vendor proposals, vendor interviews, references, or other factors.

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<th>Vendor</th>
<th>Quality of Products (20 points)</th>
<th>Quality of Service to Schools (15 points)</th>
<th>Overall Quality of Experience, Reputation, Expertise, Stability (25 points)</th>
<th>Experience and Qual. of Staff (15 pts)</th>
<th>Ability to provide service in an expedient manner (5 pts)</th>
<th>Workshops, Seminars for Student Yearbook Staff (5 pts)</th>
<th>Willingness to accept Districts terms and conditions (10 points)</th>
<th>Total Qualification Points (out of 80)</th>
<th>Price (msh/hs yearbook combined price)</th>
<th>Total Points for Price (out of 20)</th>
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Comments from Evaluators:

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<th>Vendor</th>
<th>Quality of products</th>
<th>Quality of service to schools</th>
<th>Overall experience, reputation, expertise, stability (10 points)</th>
<th>Experience and Qual. of staff (8 pts)</th>
<th>Ability to provide svc. in expedient manner (5 pts)</th>
<th>Workshops, Seminars for student yearbook staff (6 pts)</th>
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<th>Total Qualification points (out of 80)</th>
<th>Price (yearbook combined price)</th>
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Comments from Evaluators: Balfour: Many typos in proposal. Not all resumes included. Multiple errors in proposal. 1 rep for so many schools. 2 different typos, grammatical errors. Quality of books nice. Herff Jones: Have 2-3 staff with less than 3 years experience with company. Jostens: Proposal was excellent, books are average. Few local staff. No summer camps available. Color on pictures in yearbooks are yellow. Walsworth: Yearbook on YellowMcClancy. Overall, RFP binder showed less cohesive thought & prep by (CM). No mention of summer camps or support, virtual cover sessions. Less professional proposal with many typos. 2-3 staff with less than 3 years experience with company, local staff is few. Mentions Paga Maker? Is this a typo? No workshops/seminars mentioned in proposal. Binding, photos not retouched. Less inspiring curriculum materials. Availability of camp/seminars Is an issue.
Note: points shown are finalist points after clarifications from vendors; the final evaluation points in some categories may change as a result of clarifications about vendor proposals, vendor interviews, references, or other factors.

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<tr>
<th>Vendor</th>
<th>Overall</th>
<th>Experience and Qual. of staff</th>
<th>Ability to provide svc. in expedient</th>
<th>Workshops, Seminars for student yrbook staff 5 ts</th>
<th>Willingness to accept District’s terms and conditions 10 points</th>
<th>Total Qualification points (cumulative 80)</th>
<th>Price Points (ms/hs yearbook combined price)</th>
<th>Total Points for price</th>
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Comments from Evaluators: Elalfour, Typos and grammatical errors/problems in presented materials speak to a lack of quality awareness. Content is reasonable. Has two reps, one of who is part time. Mentioned a software platform I didn’t recognize. Their product was acceptable. Herff Jones: Has 3 representatives. Seems solid. Their product was acceptable. Jostens: No summer workshop unless just for SealWe, however, the collaboration that happens between districts is useful for yearbook teaching. Color on mugs yellowish. Their product was acceptable. Availability of scheduled camps/seminars is an issue although the Adobe CS 6 is appealing. Has 2 representatives.
Agreement, Contract No. RFP09503, is effective March 1, 2016 by and between Seattle School District No. 1 and Herff Jones (Vendor# 117032). This agreement shall be in effect through February 29, 2017.

There is no encumbrance needed for this agreement since there is not one central general fund account to expense. Rather, individual Middle and High School Student Activity Fund Purchase Order Numbered Forms submitted with a HERFF JONES invoice for A/P payment process will be the active contract for service, production and delivery of that school's yearbooks.

2/18/2016:mag
SEATTLE PUBLIC SCHOOLS
Student Activity Fund
Purchase Order
P.O. Box 34165 Seattle, WA 98124-1165

DATE: r:1/5- fS-15

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SCHOOL DISTRICT ARE NOT EXEMPT FROM WASHINGTON STATE SALES TAX

INSTRUCTIONS:

GENERAL CONDITIONS OF PURCHASE:

Seattle Schools reserves the right to cancel all orders if not used within promised.

Accounting Department
P.O. Box 34165
Seattle, WA 98124-1165

Cost Center ASB Name:

Franklin HS

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<td>GREEN - ACCOUNTING</td>
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WHITE - VENDOR
Remit Payments To:
PO BOX 99394
Chicago, IL 60693-9394

Order Shipped: 21-May-2015

S
Ms. Lisa Rice, Yearbook Adviser
H Franklin High School
P 3013 South Mount Baker Boulevard
T Seattle, WA 98144-6199

Your Customer Service Adviser, Robert Griffin, can be reached at (435)753-7830 m state, (800)453-2732 out of state, Fax (435)753-7895, E-mail rdgriffin@herffjones.com
Your Herff Jones Sales Representative, JENNIFER GREGERSON, can be reached at (425)239-5241. E-mail jgregerson@herffjones.com

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Total: 12,726.52
Order Shipped: 21-May-2015

Ms. Lisa Rice, Yearbook Adviser
Franklin High School
3013 South Mount Baker Boulevard
Seattle, WA  98144-6199

Order Shipped: 21-May-2015

Ms. Lisa Rice, Yearbook Adviser
Franklin High School
3013 South Mount Baker Boulevard
Seattle, WA  98144-6199

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Thank You. We appreciate your order!
Instructions

Please fill out this form exactly as shown.

Please do not: (1) change or cross off headings, (2) add additional information, or (3) say "see attached."

This pricing sheet is based on the specifications noted in the RFP.

This pricing sheet includes basic book prices, additional copies, and only the options listed below. It excludes all other options.

Unit Prices: If the amount does not equal the product of the unit price and the quantity, the unit price will govern, and the amount will be corrected accordingly.

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<td>Additional copies, Black &amp; White M. S. yearbook</td>
<td>100</td>
<td>$1.83</td>
<td>$183.00</td>
</tr>
<tr>
<td>Option 5 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, Additional pages of Black and White (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td>$3,358.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color M. S. Yearbook, 64 pages</td>
<td>500</td>
<td>$6.26</td>
<td>$3,130.00</td>
</tr>
<tr>
<td>Additional copies, Color M. S. yearbook</td>
<td>50</td>
<td>$6.26</td>
<td>$313.00</td>
</tr>
<tr>
<td>Option 5 from RFP, Additional pages of four color process (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td>Option 8 from RFP, Additional pages of Black and White (16 pages)</td>
<td>600</td>
<td>$35.00</td>
<td>$560.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td>$4,563.00</td>
</tr>
</tbody>
</table>
**SEATTLE PUBLIC SCHOOLS**  
**VENDOR / CONTRACTOR PERFORMANCE EVALUATION**

Instructions: This form must be completed for (1) all contract renewals, (2) all contracts worth $250,000 or more at the conclusion of the contract, and (3) all contracts before they are presented to the School Board for final Board acceptance. Rate the vendor or contractor’s performance as shown below. Be factual and do not include unsubstantiated opinions. Before completing this performance evaluation, offer the vendor or contractor a reasonable amount of time (i.e., seven days) to review your draft evaluation and provide a response.

<table>
<thead>
<tr>
<th>Contractor Name:</th>
<th>HerffJones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Title and Number:</td>
<td>RFP09503: Middle and High School Yearbooks</td>
</tr>
<tr>
<td>Contract Term:</td>
<td>1 year</td>
</tr>
<tr>
<td>Contract Period:</td>
<td>From: March 1, 2016 To: February 29, 2017</td>
</tr>
<tr>
<td>Contract Value:</td>
<td>$400,000</td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
</tbody>
</table>

### DEFINITIONS OF PERFORMANCE RATINGS

**SATISFACTORY**  
Meets contractual requirements. The actions taken by the contractor appear or were satisfactory.

**UNSATISFACTORY**  
Does not meet contractual requirements, and recovery is not likely in a timely manner. The contractor's corrective actions appear or were ineffective.

**INSUFFICIENT INFORMATION TO RATE**  
Not Applicable  
There is not sufficient information to rate performance.

### PERFORMANCE RATING

<table>
<thead>
<tr>
<th>Work performed in compliance with contract terms</th>
<th>satisfactory</th>
<th>Unsatisfactory</th>
<th>DN/A</th>
<th>Insufficient info. to rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials, supplies and equipment provided as required?</td>
<td>Unsatisfactory</td>
<td>CN/A</td>
<td>D Insufficient info. to rate</td>
<td></td>
</tr>
</tbody>
</table>

**Page 1 of 3**
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff availability</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Timeliness of work</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Staff professionalism</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Customer service</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Quality of work</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Communication and Accessibility</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Prompt and effective correction of situations and conditions</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Contractor compliance with Wage &amp; Benefits (if appropriate)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Documentation records, receipts, invoices and computer generated reports received in a timely manner and in compliance with contract specifications</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Would you recommend using this firm again?  No  (Explain)

OVERALL ASSESSMENT  

Comments:  I enjoy working with the representatives from Staff Jones. I believe we should continue the relationship.

Name of Evaluator:  Bonnie Anderson  
Title:  Teacher/YP Advisor  
(Signature)  
Date:  11/28/16

FISCAL INFORMATION:
Original Contract Value $  
Dollar amount of increase (decrease) $  
Percent of increase (decrease) %  
Reason for increase (decrease)  

Page 3 of 3
**SEATTLE PUBLIC SCHOOLS**

**VENDOR/ CONTRACTOR PERFORMANCE EVALUATION**

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<tr>
<td>Contract Term:</td>
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</tr>
<tr>
<td>Contract Period:</td>
<td>From: March 1, 2016  To: February 29, 2107</td>
</tr>
<tr>
<td>Contract Value:</td>
<td>$400,000</td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
</tbody>
</table>

**Contract Title and Number:** RFP09503: Middle and High School Yearbooks

---

**DEFINITIONS OF PERFORMANCE RATINGS**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Insufficient Information to Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets contractual requirements. The actions taken by the contractor appear or were satisfactory.</td>
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</tr>
<tr>
<td>There is not sufficient information to rate performance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**PERFORMANCE RATING**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>COMMENTS (Attach additional sheets if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work performed in compliance with contract terms</td>
<td>satisfactory</td>
<td>D Unsatisfactory ON/A D Insufficient info. to rate</td>
</tr>
<tr>
<td>Materials, supplies and equipment provided as required?</td>
<td>Satisfactory</td>
<td>IJ Unsatisfactory ON/A D Insufficient info. to rate</td>
</tr>
</tbody>
</table>

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Page 1 of 3
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Staff availability</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Timeliness of work</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Staff professionalism</td>
<td>Satisfactory</td>
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<tr>
<td>Customer service</td>
<td>Satisfactory</td>
</tr>
<tr>
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<td>Unsatisfactory</td>
</tr>
<tr>
<td>Communication and Accessibility</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Prompt and effective correction of situations and conditions</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Contractor compliance with Wage &amp; Benefits (if appropriate)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Documentation records, receipts, invoices and computer generated reports received in a timely manner and in compliance with contract specifications</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Would you recommend using this firm again?  
Yes ONo  
(Explain)  

OVERALL ASSESSMENT  
A. satisfactory  
D Unsatisfactory  

Comments:  


Name of Evaluator:  
Teresa Serilona

Title:  
Media Teacher

Date:  


Supervisor Review

Chief of Curriculum, Assessment, and Instruction

Date:  


FISCAL INFORMATION:

Original Contract Value $ ____________________________

Dollar amount of increase (decrease) $ ____________________________

Percent of increase (decrease) ________  %

Reason for increase (decrease) ____________________________


Page 3 of 3
**Instructions:** This form must be completed for (1) all contract renewals, (2) all contracts worth $250,000 or more at the conclusion of the contract, and (3) all contracts before they are presented to the School Board for final Board acceptance. Rate the vendor or contractor's performance as shown below. Be factual and do not include unsubstantiated opinions. Before completing this performance evaluation, offer the vendor or contractor a reasonable amount of time (i.e., seven days) to review your draft evaluation and provide a response.

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<th>Herff Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Title and Number:</td>
<td>P09503: Middle and High School Yearbooks</td>
</tr>
<tr>
<td>Contract Term:</td>
<td>1 year</td>
</tr>
<tr>
<td>Contract Period:</td>
<td>From: March 1, 2016 To: February 29, 2017</td>
</tr>
<tr>
<td>Contract Value:</td>
<td>$400,000</td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
</tbody>
</table>

**DEFINITIONS OF PERFORMANCE RATINGS**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Insufficient Information to Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets contractual requirements. The actions taken by the contractor appear or were satisfactory.</td>
<td>Does not meet contractual requirements, and recovery is not likely in a timely manner. The contractor’s corrective actions appear or were ineffective.</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERFORMANCE RATING**

<table>
<thead>
<tr>
<th>Work performed in compliance with contract terms</th>
<th>Comments (Attach additional sheets if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/satisfactory" alt="Satisfactory" /></td>
<td></td>
</tr>
<tr>
<td><img src="https://example.com/unsatisfactory" alt="Unsatisfactory" /></td>
<td></td>
</tr>
<tr>
<td><img src="https://example.com/ON/A" alt="ON/A" /></td>
<td></td>
</tr>
<tr>
<td><img src="https://example.com/CJ" alt="CJ Insufficient info. to rate" /></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Materials, supplies and equipment provided as required? | |
|--------------------------------------------------------| |
| <img src="https://example.com/satisfactory" alt="Satisfactory" /> | |
| <img src="https://example.com/unsatisfactory" alt="Unsatisfactory" /> | |
| <img src="https://example.com/ON/A" alt="ON/A" /> | |
| <img src="https://example.com/0" alt="0 Insufficient info. to rate" /> | |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
</table>
| Staff availability                           | Msatisfactory  
D Unsatisfactory  
ON/A  
D Insufficient info. to rate |
| Timeliness of work                           | SSatisfactory  
O Unsatisfactory  
ON/A  
D Insufficient info. to rate |
| Staff professionalism                        | a'Satisfactory  
O Unsatisfactory  
ON/A  
0 Insufficient info. to rate |
| Customer service                             | tSatisfactory  
O Unsatisfactory  
ON/A  
0 Insufficient info. to rate |
| Quality of work                              | fSatisfactory  
O Unsatisfactory  
ON/A  
0 Insufficient info. to rate |
| Communication and Accessibility               | f'Satisfactory  
D Unsatisfactory  
ON/A  
D Insufficient info. to rate |
| Prompt and effective correction of situations and conditions | p'Satisfactory  
D Unsatisfactory  
ON/A  
D Insufficient info. to rate |
| Contractor compliance with Wage & Benefits (if appropriate) | D Satisfactory  
D Unsatisfactory  
ON/A  
D Insufficient info. to rate |
| Documentation records, receipts, invoices and computer generated reports received in a timely manner and in compliance with contract specifications | 2F Satisfactory  
D Unsatisfactory  
ON/A  
0 Insufficient info. to rate |
Comments: Hertif Jones doesn't allow us to use certain cheaper options (such as a paperback cover) which would make it easier to sell for a cheaper price. We would have to reduce the number of pages and get less support for something like that to happen, according to the Hertif Jones representative.

Name of Evaluator: David Reynolds
(Print) (Signature)

Title: Technology Teacher

Date: 11/11

Supervisor Review

Chief of Curriculum, Assessment and Instruction

Date: 11/22/16

Signature

Kyle Kinoshita

FISCAL INFORMATION:

Original Contract Value $____________________

Dollar amount of increase (decrease) $____________________

Percent of increase (decrease)___________%

Reason for increase (decrease)__________________________________

Would you recommend using this firm again?

☐ Yes ☑ No
(Explain)
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<th>Contractor Name:</th>
<th>Contract Title and Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herff Jones</td>
<td>RFP09503: Middle and High School Yearbooks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Ten:</th>
<th>Contract Period:</th>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td></td>
<td>March 1, 2016</td>
<td>February 29, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contract Value:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$400,000</td>
<td></td>
</tr>
</tbody>
</table>

### DEFINITIONS OF PERFORMANCE RATINGS

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Insufficient Information To Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets contractual requirements. The actions taken by the contractor appear or were satisfactory.</td>
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<td>Not Applicable</td>
</tr>
<tr>
<td>Work performed in compliance with contract terms</td>
<td></td>
<td>There is not sufficient information to rate performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Comments (Attach additional sheets if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Satisfactory</td>
<td>Always get even more than needed.</td>
</tr>
<tr>
<td>0 Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>D Insufficient info. to rate</td>
<td></td>
</tr>
<tr>
<td>C Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>C Insufficient info. to rate</td>
<td></td>
</tr>
</tbody>
</table>

Materials, supplies and equipment provided as required?
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff availability</td>
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<td>Unsatisfactory</td>
</tr>
<tr>
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<td>Unsatisfactory</td>
</tr>
<tr>
<td>Documentation records, receipts, invoices and computer generated reports received in a timely manner and in compliance with contract specifications</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
OVERALL ASSESSMENT

(satisfactory
CJ Unsatisfactory

Comments: At a school with 60% of the kids on free or reduced lunch, being able to get a hardback, full-color, 64 pp book for just under $20 is extraordinarily awesome. Kids can get a book if they really want one, just by saving a few dollars a month throughout the school year. It's a bargain and the books are beautiful.

Name of Evaluator: [Handwritten]
(Signature)

Title: JJ UAckr-/ Miił'5Qy D _1- "-1-0-10.,.... _IL k--

Supervisor Review

Chief of Curriculum Assessment
Title and Instruction

Date ____________

Si ________

FISCAL INFORMATION:

Original Contract Value $ ________________

Dollar amount of increase (decrease) $ ________________

Percent of increase (decrease) ________%

Reason for increase (decrease) __________________________

Would you recommend using this firm again? Yes/No (Explain)

Page 3 of 3
**SEATTLE PUBLIC SCHOOLS**

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<tr>
<th>COMMENTS (Attach additional sheets if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>la. Satisfactory D Unsatisfactory ON/A D Insufficient info. to rate</td>
</tr>
<tr>
<td>J81 Satisfactory D Unsatisfactory ON/A a Insufficient info. to rate</td>
</tr>
</tbody>
</table>

Page 1 of 3
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Staff availability</td>
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</tr>
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<td></td>
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<td>Insufficient info. to rate</td>
</tr>
</tbody>
</table>
Would you recommend using this firm again? Yes No 
(Explain)

OVERALL ASSESSMENT

Satisfactory
D Unsatisfactory

Comments:

can our it J reps!

Super helpful, always available

Name of Evaluator: Sarah Martin 
(Print)

Title: Teacher / Chief Sealth H.S.

Date: 11/(-1/)

Supervisor Review

Chief of Curriculum Assessment and Instruction

Date: 11/22/16

Signature Kyle Kinoshita

FISCAL INFORMATION:

Original Contract Value $ ____________________________

Dollar amount of increase (decrease) $ _________________

Percent of increase (decrease) ________%

Reason for increase (decrease) ____________________________________
Instructions: This form must be completed for (1) all contract renewals, (2) all contracts worth $250,000 or more at the conclusion of the contract, and (3) all contracts before they are presented to the School Board for final Board acceptance. Rate the vendor or contractor's performance as shown below. Be factual and do not include unsubstantiated opinions. Before completing this performance evaluation, offer the vendor or contractor a reasonable amount of time (i.e., seven days) to review your draft evaluation and provide a response.

<table>
<thead>
<tr>
<th>Contractor Name:</th>
<th>Herff Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Title and Number:</td>
<td>RFP0103: Middle and High School Yearbooks</td>
</tr>
<tr>
<td>Contract Term:</td>
<td>1 year</td>
</tr>
<tr>
<td>Contract Period:</td>
<td>From: March 1, 2016 To: February 29, 2017</td>
</tr>
<tr>
<td>Contract Value:</td>
<td>$400,000</td>
</tr>
</tbody>
</table>

### DEFINITIONS OF PERFORMANCE RATINGS

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Insufficient Information to Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets contractual requirements. The actions taken by the contractor appear or were satisfactory.</td>
<td>Does not meet contractual requirements, and recovery is not likely in a timely manner. The contractor's corrective actions appear or were ineffective.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is not sufficient information to rate performance.</td>
</tr>
</tbody>
</table>

### PERFORMANCE RATING | COMMENTS (Attach additional sheets if necessary)

<table>
<thead>
<tr>
<th>Work performed in compliance with contract terms</th>
<th>¾ satisfactory</th>
<th>IJ Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient info. to rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials, supplies and equipment provided as required?</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient info. to rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Page 1 of 3
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff professionalism</strong></td>
<td>Satisfactory</td>
<td>Jen, Coy, Rob and Page are always available to help at a moment's notice.</td>
</tr>
<tr>
<td><strong>Timeliness of work</strong></td>
<td>Unsatisfactory</td>
<td>Quick turn around on proofs.</td>
</tr>
<tr>
<td><strong>Customer service</strong></td>
<td>Insufficient info. to rate</td>
<td>Excellent.</td>
</tr>
<tr>
<td><strong>Quality of work</strong></td>
<td>Satisfactory</td>
<td>Beautiful yearbook printing</td>
</tr>
<tr>
<td><strong>Communication and Accessibility</strong></td>
<td>Satisfactory</td>
<td>Yes, phone, email, text and in person.</td>
</tr>
<tr>
<td><strong>Prompt and effective correction of situational and conditions</strong></td>
<td>Satisfactory</td>
<td>Extremely responsive to any concerns.</td>
</tr>
<tr>
<td><strong>Contractor compliance with Wage &amp; Benefits (if appropriate)</strong></td>
<td>Satisfactory</td>
<td>Yes, invoices received online.</td>
</tr>
</tbody>
</table>
Would you recommend using this firm again?

<table>
<thead>
<tr>
<th>12(Res0No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ltIf;iQiuP1trvM1tt1</td>
</tr>
</tbody>
</table>

(Explain)

OVERALL ASSESSMENT

Comments:

Herff Jones Yearbooks and its local representatives at Quad Yearbooks provide timely and friendly support for the yearbook advisors and for my students. The product is beautifully printed at a competitive price. The Herff Jones reputation of excellence is well deserved.

Name of Evaluator: Janine Magidman  
Title: Yearbook Adviser Teacher

Date: 11/2/16

Supervisor Review:

Chief of Curriculum Assessment and Instruction

Date: 11/2/16

FISCAL INFORMATION:

Original Contract Value $ ________________

Dollar amount of increase (decrease) $ ________________

Percent of increase (decrease) ________________

Reason for increase (decrease) ________________

Page 3 of 3
MTSS Progress Update

SMART Goal #1: By May 31, 2017, establish an aligned focus on the “whole child” through the implementation of a district-wide Multi-Tiered System of Support (MTSS) framework that clearly identifies methods for providing culturally responsive, differentiated instructional and behavioral supports for each and every student.

<table>
<thead>
<tr>
<th>SMART Goal #1 Outcomes</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) MTSS Teams are using a decision-making protocol</td>
<td>Schedule: Green</td>
</tr>
<tr>
<td>2) Action Plans are created from MTSS meetings</td>
<td>Budget: Green</td>
</tr>
<tr>
<td>3) Development and orientation to MTSS Framework</td>
<td></td>
</tr>
<tr>
<td>4) Aligned personnel, resources, and streams of work support schools at tiered levels</td>
<td>Progress: Green</td>
</tr>
</tbody>
</table>

Progress Summary
- The MTSS Cadre and Advisory Committees formed. These groups include Central Office, School, and Community stakeholders and will drive and inform implementation.
- Central Office staff and Principals have been provided orientation to the MTSS Whole Child Framework.
- Schools have been identified within each of the three cohorts of MTSS implementation: Emerging, Operationalizing, and Optimizing
- The tools and resources being created at the Central Office level have been aligned to the above outcomes.
- The first of three Teaching and Learning Retreats have been held to increase collaboration and cohesion.
- Marketing and communication strategies (one-pagers, use of social media, stakeholder communications) are in process

Common Tools and Procedures

<table>
<thead>
<tr>
<th>SMART Goal #1 Outcomes</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Use of District-approved tools for MTSS implementation</td>
<td>Schedule: Green</td>
</tr>
<tr>
<td>2) PBIS elements are in place and assessed using the fidelity tool in 25 schools</td>
<td>Budget: Green</td>
</tr>
<tr>
<td></td>
<td>Progress: Green</td>
</tr>
</tbody>
</table>

Progress Summary
- The MTSS Cadre have created draft tools and resources, such as the MTSS Implementation Guide, Quick Check Fidelity Tool, Decision-making Protocol, and the MTSS Toolkit. These are now being reviewed by the Advisory Committee, Family and School Partnership groups, and other stakeholders for input.
- The PBIS and MTSS groups have begun calibration and alignment of efforts.
Progress Summary

- The District Balanced Scorecard was strategically put on hold until the District could select a tool that would allow schools to access and use student data more effectively.
- Through an RFP process, eight vendor proposals were received for a student data portal, and a short-list of three selected.
- Vendor demonstrations and sandbox accounts for the student data portal have been completed, final reviews are in process by various stakeholders including the City of Seattle.
- The Research and Development team have been studying Early Warning Indicators nationwide, and will propose EWIs for Seattle Public Schools in January 2017.

Professional Development

<table>
<thead>
<tr>
<th>SMART Goal #1 Outcomes</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Metrics for differentiated PD established</td>
<td>Schedule: Yellow</td>
</tr>
<tr>
<td>2) Differentiated PD provided to schools based on tiered needs</td>
<td>Budget: Green, Progress: Yellow</td>
</tr>
</tbody>
</table>

Progress Summary

- Metrics for differentiated MTSS PD have been established.
- A Comprehensive Professional Development plan and calendar have been drafted and are now being aligned with coordinated PD across all Teaching and learning. In order to be intentional and allow for the most effective use of resources, the MTSS PD plan has been delayed to ensure alignment across Teaching and Learning.
- Schools have been identified within each of the three cohorts of MTSS implementation, so that PD can be differentiated based on need.
- Approximately 10-15 schools have received PD related to their specific MTSS implementation needs.

**Legend**

- Green: No risk; on target
- Yellow: Some risk; delayed or at risk of being over budget
- Red: High risk; Considerably delayed or over budget
December 12, 2016

To: Dr. Larry Nyland, Superintendent

From: Michael Tolley, Associate Superintendent for Teaching and Learning and Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction

Subject: Required report to the Curriculum and Instruction Policy Committee regarding School Board Policy 2020, Waiver of Basic Instructional Materials

As per School Board Policy 2020, Waiver of Basic Instructional Materials, the School Board shall be informed about the number and type of waivers requested and the disposition, including rationale, of those requests.

Currently there are existing waivers for English Language Arts (ELA) and Mathematics.

Attached is the document outlining schools by their waived subject content area and their current status, verified with the principal in November 2016.

At this time, four schools having approved waivers in English Language Arts (ELA) stated their request would be to continue in their waiver status until the newly adopted English Language Arts (ELA) materials are in place; which is projected to occur in the fall of 2017.

Attachments: Waiver status spreadsheet; verified November 2016
Policy 2020, Waiver of Basic Instructional Materials (for reference)
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRINCIPAL</th>
<th>PROGRAM</th>
<th>APPLICATION YEAR</th>
<th>APPROVED YEAR/STATUS</th>
<th>EXPIRATION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montlake</td>
<td>Melissa Gray</td>
<td>enVision</td>
<td>2013</td>
<td>2013-2014</td>
<td>Jun-16</td>
<td>School needs new waiver</td>
</tr>
<tr>
<td>Sanislo</td>
<td>Erika Ayer</td>
<td>Jump Math</td>
<td>2013</td>
<td>2013-2014</td>
<td>Jun-16</td>
<td>No longer needs waiver</td>
</tr>
<tr>
<td>Loyal Heights</td>
<td>Wayne Floyd</td>
<td>Math in Focus</td>
<td>2013</td>
<td>2013-2014</td>
<td>Jun-16</td>
<td>No longer needs waiver</td>
</tr>
<tr>
<td>Daniel Bagley</td>
<td>Carla Holmes</td>
<td>Montessori</td>
<td>2014</td>
<td>2014-2015</td>
<td>Jun-17</td>
<td>Waiver still in effect</td>
</tr>
<tr>
<td>Fairmount Park</td>
<td>Julie Breidenbach</td>
<td>Math in Focus 6-7</td>
<td>2014</td>
<td>2014-2015</td>
<td>Jun-17</td>
<td>Waiver still in effect</td>
</tr>
<tr>
<td>John Muir</td>
<td>Brenda Ball Cuthbertson</td>
<td>Math in Focus 5-6</td>
<td>2014</td>
<td>2014-2015</td>
<td>Jun-17</td>
<td>Waiver still in effect</td>
</tr>
<tr>
<td>Boren STEM K-8</td>
<td>Ben Ostrom</td>
<td>Singapore 6-8</td>
<td>2015</td>
<td>2015-2016</td>
<td>Jun-18</td>
<td>Waiver still in effect</td>
</tr>
<tr>
<td>Cascadia</td>
<td>Rina Geoghagan</td>
<td>Glencoe 6-7</td>
<td>2016</td>
<td>2016-2017</td>
<td>Jun-19</td>
<td>Waiver still in effect</td>
</tr>
<tr>
<td>Lowell</td>
<td>Colleen Stump</td>
<td>Reading Wonders</td>
<td>2014</td>
<td>2014-2015</td>
<td>Jun-16</td>
<td>No longer needs waiver</td>
</tr>
<tr>
<td>McGilvra</td>
<td>Maria Breuder</td>
<td>Reading Wonders</td>
<td>2015</td>
<td>2015-2016</td>
<td>Jun-18</td>
<td>Waiver still in effect, plans to use new ELA adoption</td>
</tr>
<tr>
<td>Frantz Coe</td>
<td>Virginia Turner</td>
<td>Reading Wonders</td>
<td>2015</td>
<td>2015-2016</td>
<td>Jun-18</td>
<td>Waiver still in effect, plans to use new ELA adoption</td>
</tr>
<tr>
<td>Olympic View</td>
<td>Andrew Bean</td>
<td>Reading Wonders</td>
<td>2015</td>
<td>2015-2016</td>
<td>Jun-18</td>
<td>Waiver still in effect, plans to use new ELA adoption</td>
</tr>
<tr>
<td>John Muir</td>
<td>Brenda Ball Cuthbertson</td>
<td>Reading Wonders</td>
<td>2015</td>
<td>2015-2016</td>
<td>Jun-18</td>
<td>Waiver still in effect, plans to use new ELA adoption</td>
</tr>
</tbody>
</table>

2Dec16  complete and all information verified with principals

Presented by: K. Kinoshita
It is the policy of Seattle Public Schools to adopt basic instructional materials, as set forth in School Board Policy 2015. Basic instructional materials are intended to be research and evidence based, and appropriate for all students.

In some instances, a school may wish to use alternative instructional materials as the basic instructional materials, rather than the School Board-adopted instructional materials. A school’s decision to implement alternative instructional material is different from the use of supplementary material (covered by Superintendent Procedure 2015 SP.C) and is intended to fully replace the Board-adopted basic instructional material as part of a coherent, building-based curriculum plan. The purpose of allowing basic instructional material waivers is to encourage innovation in buildings and to allow schools to customize a student’s experience.

When the district begins a process to adopt new instructional materials, pursuant to Policy 2015, staff participating in the adoption process should evaluate the school-level data for the subject up for adoption of all schools with the relevant grades. The purpose of the school-level data evaluation is to learn how our students are doing with the materials that are currently in use, whether basic instructional materials or waiver materials. This information will give the adoption team a grounding in what is currently in use and how it is working. In the cases where a school wishes to use an alternative basic instructional material, the school must apply to the Superintendent for a waiver. The waiver request must:

- Include evidence that the proposed alternative basic instructional material meets district and state standards, and is research and evidence based; and
- Clearly state the rationale for using different materials and explain how the requested materials will both raise overall achievement and close the achievement gap; and
- Indicate how the school staff and community has been involved in making the recommendation to use alternative basic instructional materials, including information on how the school-based decision matrix was used in this process and evidence that staff have agreed to implement the alternative materials fully; and
- Indicate how the waiver materials will be rolled out school-wide, including the professional development plan; and
• Identify district, school-based, or grant, or other funding that will be used to support the purchase, upkeep, training and on-going professional development on these materials

Schools for which a waiver is granted must take all relevant district and state assessments, and must, on average over the 3-year waiver period, meet or exceed the gains demonstrated by peer schools that are using the district-adopted materials for all segments of their population in order to continue using the alternative basic instructional materials.

The Assistant Superintendent will ensure that a waiver petition process be established that ensures that decisions are made in a timely way to allow reasonable purchase, training and development of new curriculum materials. A waiver request must be completed by the Principal of the school and submitted to the Executive Director of Schools (EDS) or equivalent position. The EDS shall review the request and make a recommendation to the Assistant Superintendent of Teaching & Learning. The Assistant Superintendent shall review the request and the recommendation of the EDS and make a recommendation to the Superintendent. The Superintendent shall review all materials and make a decision on the request. If denied, the school principal may appeal the decision to the School Board.

Approved waivers shall be granted for a 3-year period, after which the school’s data and continued interest in the waiver will be assessed. The Superintendent shall have the final decision about revoking the waiver or continuing it for another 3-year term. If a waiver is revoked the school will be required to return to district-adopted materials.

Schools that received a waiver prior to the 2011-12 school year will retain their waiver for the 3-year period, and will be assessed during the 2013-14 year to determine if the data supports continuing a waiver and if the schools are interested in continuing.

The Superintendent shall annually inform the School Board about the number and type of waivers requested and the disposition, including rationale, of those requests.

The Superintendent is authorized to develop procedures to implement this policy.
Adopted: March 2012  
Revised: N/A  
Cross Reference: Policy 2015  
Related Superintendent Procedure: 2015SP.A; 2015SP.B; 2015SP.C  
Previous Policies: N/A  
Legal Reference: N/A  
Management Resources: N/A
NATIVE AMERICAN EDUCATION OPTIONS COVER MEMO

DATE: Friday, December 9, 2016
TO: The Curriculum & Instruction Policy Committee Members
FROM: Dr. Larry Nyland and Stephen Nielsen
REGARDING: Native American Options
       (This item will be presented at the Monday, December 12 C&I Policy Committee Meeting)

Dear C&I Policy Committee Members:

Included in this packet are the following items for your review and reference:

- **Native American Education Options Briefing Report**
- **Reference Materials** *(These documents were emailed to the School Board on Saturday, November 26 at 6:57AM):*
  - 11/26/2016 Native American Information Email (sent from Deputy Superintendent Stephen Nielsen)
  - 2016 Native American Update
  - 2015 Native American Education Overview and Update
  - Indian Heritage HS History
  - Native American Students Heat Map
  - BAR on BEX IV: Wilson-Pacific Elementary and Middle School: Ed Specs (Dated: March 13, 2014)
  - Specific Program Questions
  - Process for Creating a New Program or School
  - Questions on Indian Heritage *(This document was emailed to the School Board on Monday, November 28 at 7:22PM)*

Sincerely,

Superintendent Larry Nyland, and

Deputy Superintendent Stephen Nielsen
Native American Education Options

Background:

Seattle Public Schools (SPS) has about 1000 Native American students that identify primarily as “Native American.” These students are widely distributed but tend to be moving farther south as Seattle gentrifies.

We receive $112,000 in funding for Native American students from Title VI and have a legally constituted Parent Advisory Committee that governs those funds.

Seattle Schools provides about $250,000 in baseline funds; $250,000 in Title I; and $30,000 in English Language Learning (ELL) for Native American Education Support Programs within the School District.

We provide three tiers of service – much like Multi-Tiered Systems of Support (MTSS):

- **Tier 1** is training for teachers in cultural awareness and “Since Time Immemorial” curriculum; we have trained 328 K-12 teachers and librarians since 2010; funding is needed to reach more teachers. Cost: $205/teacher. The estimated amount to complete training this year is $65,000.
- **Tier 2** is the tutoring and mentoring in after school programs in four locations; we serve about 300 students. Cost: $500/student
- **Tier 3** is more intensive at two locations: Denny-Sealth serves 60 Native American students. Licton Springs serves 30 Native American students. Cost: $5000/student

Three Challenges:

- **Licton Springs K-8 location and service**: Licton Springs K-8 has been assigned 150 seats (7 classrooms) at the Robert Eagle Staff Middle School building. The school, temporarily located at Lincoln, currently occupies space for 300 students (14 classrooms). The current enrollment of Licton Springs K-8 at Lincoln is 127.

  Current boundaries (just adopted) along with the Highly Capable Cohort (HCC) pathway (Jan 4th meeting) do not leave space for 14 Licton Springs K-8 classrooms. Enrollment trends also do not show the need for additional space. Alternatives are explored below.

- **Restoration of Indian Heritage High School**: Urban Native Education Alliance (UNEA) has made many appeals for restoration of Indian Heritage High School. Indian Heritage High School hit its high point (enrollment of 125 students in the mid-1990s) after several years of dynamic leadership by Robert Eagle Staff; enrollment declined (to 70) after Robert Eagle Staff retired. The school was combined with Middle College Northgate in 2000. Bus rides were long for many students. Graduation rates were low, about 30%.

  The essential question: what services and professional development for staff is best to better serve Native students?

- **Improved Services for Native American students**: In the School Board resolution regarding the Duwamish Tribes, potential alternatives for improving Native American success were requested. Seattle data is similar to state data with graduation rates much too low at 50-55%.
**Licton Springs K-8:**

The Robert Eagle Staff Middle School building has been designed with seven classrooms for Licton Springs K-8 based on previous School Board action. Licton Springs K-8 currently enjoys the use of 14 classrooms at Lincoln (also based on School Board action). The design at Robert Eagle Staff Middle School utilized the previous class configurations and enrollment at Pinehurst. The School Design Advisory Team (SDAT), which included Licton Springs K-8 staff and principal, recommended and the School Board approved 7 classrooms at the Robert Eagle Staff Middle School building for Licton Springs K-8; creating more classrooms will require changes in boundaries; changes in HCC pathways; portables – and may need to change in near future as enrollment increases in the area.

**Options:**

**A. Seven Classrooms at Robert Eagle Staff Middle School:**

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aligns with historical enrollment of around 120-140 students</td>
<td>• Allows for Licton Springs K-8 to grow to only 180 students</td>
</tr>
<tr>
<td>• Aligns with program before it moved into Lincoln</td>
<td>• Some in community believe there was a promise made of more space.</td>
</tr>
<tr>
<td>• Aligns with November 2014 School Board approved 7 classrooms</td>
<td>• Evidence to support this claim is based upon assumed intent. Differing opinions of intent create atmosphere of mistrust.</td>
</tr>
<tr>
<td>• Provides Licton Springs K-8 state of the art science classroom for environmental science program</td>
<td></td>
</tr>
<tr>
<td>• Science room could also be used for art</td>
<td></td>
</tr>
<tr>
<td>• Provides Robert Eagle Staff Middle School the space needed to serve their attendance area and HCC-well balanced comprehensive school that is inclusive and serves all students</td>
<td></td>
</tr>
</tbody>
</table>

**B. Fourteen Classrooms at Robert Eagle Staff Middle School:**

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Would address the interest of various stakeholder groups.</td>
<td>• Enrollment does not drive this need</td>
</tr>
<tr>
<td></td>
<td>• Would limit space for Robert Eagle Staff Middle School</td>
</tr>
<tr>
<td></td>
<td>• Does not align with Board approved design plan for Robert Eagle Staff Middle School</td>
</tr>
<tr>
<td></td>
<td>• Would waste much needed capacity space in the Northwest Region</td>
</tr>
<tr>
<td></td>
<td>• Less than 10 students per classroom based on current enrollment</td>
</tr>
</tbody>
</table>
C. Cedar Park

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides space to grow to an enrollment of 340 students</td>
<td>• No cultural significance</td>
</tr>
<tr>
<td>• Has own art and music rooms, gym, play space</td>
<td>• Historical trauma-perception of moving Native Americans from one location to another</td>
</tr>
<tr>
<td>• Elementary students would not share space with 800 middle school students</td>
<td>• Transportation concerns</td>
</tr>
<tr>
<td></td>
<td>• Survey data is mixed about this option</td>
</tr>
<tr>
<td></td>
<td>• Inefficient use of classroom capacity in the Northeast Region because Licton Springs K-8’s historical enrollment does not drive the need for 340 seats</td>
</tr>
</tbody>
</table>

D. Let principals at Robert Eagle Staff Middle School and Licton Springs K-8 determine use of space, with priority to the middle school

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased enrollment capacity of Licton Springs K-8</td>
<td>• Principals may disagree</td>
</tr>
<tr>
<td>• Students’ learning needs and master schedule drive use of space, not SDAT plans</td>
<td>• Unpredictable year to year</td>
</tr>
<tr>
<td>• Allows for collaboration and integration between schools, which benefits all students</td>
<td></td>
</tr>
</tbody>
</table>

Key Questions:
- Should we provide additional classrooms to expand Licton Springs K-8?
- Should we hold a School Board Work Session on this topic?

Restoration of Indian Heritage High School:

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Satisfies UNEA if located in North</td>
<td>a. Former Indian Heritage High School struggled to enroll 100 students</td>
</tr>
<tr>
<td>b. Could serves up to 100 (50% of High School students; if they agree to attend)</td>
<td>b. Graduation rates appear to have been lower (30%) than present SPS rates (50-55%).</td>
</tr>
<tr>
<td>c. Neutral: Have not engaged Native community at large to determine their wishes</td>
<td>c. This would be the only locally funded Native High School with no Bureau of Indian Education/Tribal support in the state</td>
</tr>
<tr>
<td></td>
<td>d. Would cost about $500,000 above staffing standards. Must use local funds adding to our budget gap. The successful Heritage High School in</td>
</tr>
</tbody>
</table>
Marysville School District also receives extra Marysville School District resources and another $411K from the Tulalip Tribe this year to make the school viable.
e. A single location creates long transportation time and added transportation cost. Past history of Indian Heritage High School could imply that single location of the school contributed to its decline.
f. Greatest concentration of Native students are in the South/South West region, not North
g. Not clear whether local added cost is best use of limited resources to support Native students.
h. A small High School does not allow for 24 credit earning offerings and graduation requirements
i. Limited number of Native American teachers

(Please see the attached document “Discussion of the Process for Creating a New Program or School.”)

Key Questions:

- Should we move forward with planning for an Indian Heritage High School?
- Should we encourage the development of an Indian Heritage Compact/Charter School?
- Should we hold a School Board Work Session on this topic?

UNEA request/options:

A. **Summit with all stakeholders to determine how best to serve Native Students.**

   It is recommended that we hold regional meetings to authentically engage our SPS Native American parents. UNEA purports to represent SPS families but often brings far more representatives from outside the district making it difficult to hear SPS Native American parent voices.

B. **Meeting with UNEA to consider Indian Heritage High School facilities and cost factors.**

   We will prepare answers to the questions and meet with UNEA. As indicated above the cost is prohibitive; particularly in a year in which we are cutting $74M from our budget. We will also provide information to them in regard to how they could apply for school start up; compact; charter.
C. **Request for more space at Robert Eagle Staff Middle School for Licton Springs K-8.**

Those options are listed above. UNEA can sign up for public testimony at upcoming School Board meetings.

D. **Request for dedicated (leased) space.**

Our policies are clear; we lease space, at up to a 50% reduction in rent, when space is available. We are more than willing to meet with UNEA to discuss options on those terms. UNEA is asking that we give them space. We are unable to do this barring a change in School Board policy or Board action setting aside School Board policy specifically for them. We currently rent space (at 50% reduction) to Africa Town, Nordic Heritage, and Seattle Parks.

**Improved Services for Native American Students:**

Training SPS Teachers: Provides Professional Development for the Since Time Immemorial (STI), Washington State Tribal History curriculum, mandated by WA State law, HB 5433. This curriculum is aligned to Washington State History-

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers will learn how to navigate the curriculum website</td>
<td>• The STI curriculum does not currently have an assessment tool, which makes it challenging to determine how well teachers are doing and how many teachers are using it</td>
</tr>
<tr>
<td>• Teachers can plan their units collaboratively</td>
<td></td>
</tr>
<tr>
<td>• Teachers may ask staff specific questions pertaining to the STI curriculum and how to align them to other content</td>
<td></td>
</tr>
<tr>
<td>• The STI curriculum is aligned to State Standards</td>
<td></td>
</tr>
<tr>
<td>• The STI curriculum has videos for teachers to use in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

Additional Tutoring locations: Huchoosedah After School Programs are offered through a Human Services Department (HSD) Grant from the City of Seattle. This tutoring program is located at Highland Park, John Muir, Sandpoint, and Olympic View. This program provides academic support and cultural activities for students at these schools-

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Staff would be able to help more students academically</td>
<td>• Transportation is the largest barrier, many students cannot attend due to this barrier</td>
</tr>
<tr>
<td>• Students would have more cultural opportunities which include art and projects</td>
<td>• The HSD Grant from the City of Seattle is limited to grades K-5</td>
</tr>
</tbody>
</table>
Additional Denny-Sealth Programs: Sequacib Native American Leadership Class at Chief Sealth High School and Denny Middle School, 0.5 credit class for academic support and Native history/events-

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
</table>
| • This would allow students to stay in their neighborhood school and acquire the credits they need to graduate  
• Creates Identity Safety for our Native students in their neighborhood school  
• Allows Native American students to receive additional academic support in the classroom  
• Provides post-secondary preparation  
• Provides contemporary Native events and news | • Low number of Native students in other high schools make it a challenge to fill the classroom  
• Limited number of Native teachers and paraprofessionals  
• Limited classroom space in schools |

Restoring Indian Heritage High School: North/South Regions: Creating a new site in the north and south ends of the city-

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
</table>
| • See pros listed above in “Indian Heritage High School” section  
• Would address the request of UNEA | • All of the reasons listed above in “Indian Heritage High School” section plus more added cost given two schools.  
• Dilute limited resources (materials, staff and $$) across multiple sites  
• Have not engaged community at large to determine their wishes |

UNEA creating a charter/compact-

<table>
<thead>
<tr>
<th>Pros:</th>
<th>Cons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UNEA would have their own school to manage</td>
<td>•</td>
</tr>
</tbody>
</table>

**Key Questions:**

• Should we dedicate additional funding to Indian Education Programming?  
• Should we hold a School Board Work Session on this topic?
TO: School Board

Supports for Native students, including those provided at Chief Sealth and other schools, are making a positive difference for many.

The Urban Native Education Alliance (UNEA) has requested forming a Native Heritage High School. To help you with background and understanding of how other Native schools operate, we share this packet of information that may assist you with your thinking.

Attached you will find the documents (4 attachments) that were sent to the Native American Council and CC’d to the School Board on Thursday, November 3, 2016. Please note that there have been minor edits to the 2016 Native American Update document (shown in track changes) since then.

In addition, the fifth attachment is the BAR on BEX IV: Wilson-Pacific Elementary and Middle School: Ed Specs (Dated: March 13, 2014).

Important links to review:


- **Tribal Schools – State – Tribal Compact and Bureau of Indian Education (BIE) Contract:** [http://www.k12.wa.us/IndianEd/ProgramsSchools.aspx](http://www.k12.wa.us/IndianEd/ProgramsSchools.aspx)

- **Title VII Indian Education Programs — By District:** [http://www.k12.wa.us/IndianEd/IndianEdPrograms.aspx](http://www.k12.wa.us/IndianEd/IndianEdPrograms.aspx)

- **OSPI Washington State Report Card** –


- **State-Tribal Education Compact between the Washington State Superintendent of Public Instruction and the Muckleshoot Indian Tribe:** [http://www.k12.wa.us/IndianEd/pubdocs/MuckleshootTribalCompact.pdf](http://www.k12.wa.us/IndianEd/pubdocs/MuckleshootTribalCompact.pdf)

Chief Leschi is the largest of tribal schools and has the greatest monetary support from tribes. Chief Leschi did not report graduation rates.

The links also includes the 2013 law passed by the legislature providing opportunity for tribes to work with the state to establish tribal compact schools. Given that tribes are sovereign nations, the law provides a way for tribes to have control of their school while also receiving state, local, and federal funds. The tribal compact schools work in conjunction with the pertinent local school district for coordination of enrollment, and in our case, might include providing space similar to how CBOs partner with us.

Also, please read the Information prepared by Nate on creating a process for creating a new program or school. The ideas and path described would be pertinent to further discussion on this topic.

Please contact me with questions.

Stephen Nielsen
Deputy Superintendent
To: Interested Partners  
From: Larry Nyland  
Date: November 3, 2016  
RE: Native American Planning

I meet every six weeks or so with the Native American Council – two representatives from each of the seven organizations that support Native youth in the Seattle area. Primary contacts shown below:

- Red Eagle Soaring- Fern Renville  
- Seattle Indian Health Board- Marc Taylor  
- UNEA- Sarah Sense-Wilson  
- Chief Seattle Club- Colleen Echo Hawk-Hayashi  
- Cowlitz Tribal Health- Seth Studley  
- Title VII Parent Advisory Committee PAC- Emma Medicine White Crow, Chandra Hampson, Amy Markishtum  
- UW Education, Megan Bang

Our focus has been around exchanging information and advice as to how we can best work together to make each of our resources have the best benefit for students. This is not a decision-making body – although the advice has been helpful in coordinating programs, resolving data issues and refining programs.

At our last meeting, we had about 20 guests come to the meeting unexpectedly. They were under the impression that we were voting on reinstating Indian Heritage High School. We set aside most our time to hear the concerns about current programming and the testimonials in support of Indian Heritage High School. At the end of that meeting I promised to respond with additional information. That information is included below and in several attachments.

Background:
- Seattle has about 1,000 students that identify as Native American (maybe as many as 3,000 that mark multi-ethnic; and only about 500 that are officially registered tribal enrolled).
- Native students are widely distributed across the district. Distribution map is attached.
- Indian Heritage HS was combined with Middle College in 2000 due to low enrollment; by 2013 there were only three Native students at Middle College / Northgate.
- Pinehurst School was scheduled for closure but retained as Licton Springs
- Licton Springs serves about 135 students – 35 Native American – with a Native American focus
- During the 2015-16 year the district:
  - Added a Native themed program at Denny and Sealth
  - Renamed Woodrow Wilson Middle School – Robert Eagle Staff  
  - Renewed the Indigenous Peoples’ Day Proclamation and provided materials  
  - Trained 328 teachers in the state curriculum: Since Time Immemorial  
  - Trained staff at Licton Springs; Ingraham HS; and Cascade Parent Partnership  
  - Catalogued the library of Native American materials  
  - Created data “work around” to find more of the students who self-identify as Native  
  - Provided tutoring at seven locations with the highest Native enrollments  
  - Moved toward a model of coaching teachers  
  - Met six times with the Native American Council (representatives from seven Native CBOs)

Native American Programs:  
Gail Morris provides oversight for Native Education. She supervises:
- two certified teachers,  
- two para-educators,  
- one family support worker,  
- an after-school coordinator and  
- seven part-time after-school tutors.

Community Engagement:
- Gail meets with our official Native American (Title VII) Parent Advisory Committee and acts as liaison with six other community based organizations that represent Native American students and their families.  
- Superintendent meets with Native American Council – informally composed of two representatives from each of seven Community Based Organizations (CBOs).
Funding:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title VII provides funding for students who are “enrolled” tribal members – about 500 in Seattle School District. Students are funded at $217.69 per student for a total of $112,000. These funds are under the oversight of the Title VII Parent Advisory Committee.</td>
<td>$112,000</td>
<td>15%</td>
</tr>
<tr>
<td>Title II funds have been used to provide some of the Since Time Immemorial training for teachers. We must rely on teachers to volunteer their time for this training – as we do for nearly all PD in Seattle. Gail has requested $100,000 to extend this training.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Title I and LAP provide support for two FTE intervention specialists and an instructional assistant</td>
<td>$260,000</td>
<td>35%</td>
</tr>
<tr>
<td>Title III (ELL) provides $250 per student for students that have been tested for language needs. These funds help provide staff PD, Supplies and staff/community engagement.</td>
<td>$30,000</td>
<td>4%</td>
</tr>
<tr>
<td>City funds provide .5 FTE for after school support.</td>
<td>$48,000</td>
<td>7%</td>
</tr>
<tr>
<td>Grants from Tribes and Foundations provide less than $100,000 per year.</td>
<td>$10,000</td>
<td>1%</td>
</tr>
<tr>
<td>District funds provide:</td>
<td>$275,000</td>
<td>38%</td>
</tr>
<tr>
<td>- $125,000 to support the Native American program – management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- $150,000 per year to support Denny-Sealth program (30 students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licton Springs is a small K-8 operating at Lincoln HS and scheduled to move to Robert Eagle Staff in the fall of 2017. It was kept open as a small Native focused school and receives considerable district support to sustain the program ($2K per student). About one-fourth of the 130 students are Native.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$735,000</td>
<td>100%</td>
</tr>
</tbody>
</table>
On September 29th, the UNEA brought about 20 guests to the Native American Council meeting (many in attendance were alumni, volunteers, community members and leaders). Many of the Native American Council members did not attend due to advance notice they had received from UNEA inviting guests to come give testimony on saving Indian Heritage High School. Much of the agenda was given over to hearing the requests of the UNEA representatives.

1) **Cascade Parent Partnership** Complaint that the district has not served students well. **Response:** We conducted a Since Time Immemorial training with Cascade PPP and Licton Springs K-8 with both principals in attendance along with Marni Campbell on August 29, 2016. We are still attempting to resolve the complaint referred to at the meeting.

2) **Heat Map.** There are differences of opinions about where Native students live in Seattle. And, the data likely varies some on (multi) ethnicity. Using only students who are “enrolled” there are somewhat more Natives in the Southwest. Using a broader definition (which picks up many who self-identify as Hispanic or another race) there are slightly more Natives in the North. Heat map is attached.

3) **Indian Heritage High School** was discussed at some length with many advocating for: a place for Native American students to gather for cultural events; a place where they can be Native students with pride and without discrimination. There was much disagreement on how successful the program had been and how long it had been in existence. Many came to the meeting expecting that the School Board was looking for a recommendation on renewing this program. The Superintendent explained that the decision to close the school was made long ago (2002). As promised the attached data shows the history of the student enrollment and graduation data for the years 1992-2000.

4) **Reinstatement:** Participants also asked how they could request that the program be reinstated. The Superintendent promised to provide that information. **Response:** We are still researching procedures for requesting the start (restart) of a new school and will respond to that question soon.

5) **Funding.** There were also many questions about funding. Some had the idea that there were considerable federal funds that were not being used on behalf of students. Some mentioned a test that students were given. The District promised to provide an overview of the program showing where the funds come from and how they are used. **Response:** All funds received for Native students are assigned to the Native American program. The District provides over 2/3 of the funds. Title I and LAP provide about 1/5 of the funds. Title VII (Indian Education) funds total $113K and are directed by the Title VII PAC. ELL funds (this is where the testing comes in) are provided if students have language limitations.

6) **Native High Schools.** The BIA/BIE continues to fund some Native schools in Washington. They are not accepting applications for new BIA/BIE schools. Some of the BIE schools have applied for state funds and tribal funds to use in addition to their BIE funding. Marysville’s Heritage HS may be the only district high school that is not BIE supported. Tulalip Tribes provides supplemental support for Marysville Heritage HS.

7) **Current Programs** – We heard brief reports from Gail and from Boo regarding program implementation this fall. Given the shortness of time, these were more from the heart rather than the details about how students are being served. Gail will be reporting to the Board (annual report) in December. The 2015 Native Ed Board Report is attached. As indicated in the funding report above, the Indian Education program provides services at seven locations throughout the District. And we have a Denny-Sealth program that serves about 30 students.

8) **October 12th Board Meeting:** The school board did approve a resolution advocating Duwamish treaty rights. And they heard presentations by Haida Heritage, Gail Morris and Dr. Nyland regarding Indigenous Peoples’ Day.

9) **Gathering Place** – Near the end of the meeting and in conversations after the meeting, there was great interest in a formal gathering place. Daybreak STAR and the Woodrow Wilson site have served that purpose in the past. Evidently, the Duwamish longhouse does not provide sufficient space. A suggestion was made to secure a facility for all Native community groups to have their educational programming, activities and events. **Response:** District policy provides for:

a. Low cost for temporary use of spaces where the program has a partnership agreement with the principal.
b. Up to a 50% reduction in rental cost where the program meets partnership requirements and dedicated space is available. The District has such agreements with Nordic Heritage, Africa Town and now Parks and Rec at Schmitz Park.

Note: Indian Country Today has distributed a story regarding Robert Eagle Staff Middle School. The information below confirms or in some cases corrects information in that story:

- Yes, Robert Eagle Staff Middle School will open in 2017 on the site of the former Indian Heritage High School (and former Wilson-Pacific Middle School).
- Yes, the Murals by Andrew Morrison have been preserved and will be featured as part of the heritage for that site.
- Yes, Robert Eagle Staff was the much beloved principal of the Indian Heritage High School and is honored by the naming of this new school for him.
- No, Indian Heritage High School did not have 100% graduation rates. See attached information.
- Yes, Seattle’s graduation rate for Native students is 53.1%. WA state graduation rate is 56.4%. Marysville Heritage HS graduation rate is 41%
- Indian Heritage was combined with Northgate Middle College in 2000; it was moved from the Wilson-Pacific site to Northgate Mall Middle College in 2013.
- No, Indian Heritage is not a K-8. Licton Springs (K-8) (formerly Pinehurst) was moved to Lincoln HS and about 25% of their students are Native.
- The UNEA can apply to partner with the Robert Eagle Staff principal to provide after school programs there; leasing space at Robert Eagle Staff Middle School would require space available, 50% rent and a formal partnership agreement.
- Yes, Robert Eagle Staff Middle School will have space for 850 students; including Licton Springs (150 students).
- Yes, Marysville Heritage HS and other Native HS do require considerable outside funding (Tribal and/or BIE).
- Yes, 3,000 students identify “some” Native as part of their identity. Many of those are multi-ethnic and identify a different primary racial identity. Only about 500 identify Native as their primary ethnicity.
Native American Education Overview and Update

Native Education Background – Report from Fall, 2015

Native American Students:
• Seattle has about 500 self-identified Native American students (far more when multi-racial are included; fewer when we count only “enrolled” tribal members).
• Students are distributed widely across the district.

Funding:
• Native Education receives funding from Title VII, district funds and other sources.

Native American Programs:
• Gail Morris provides oversight for Native Education. She supervises:
  • two certified teachers,
  • two para-educators,
  • one family support worker,
  • an after-school coordinator and
  • seven part-time after-school tutors.

Community Engagement:
• Gail meets with our official Native American (Title VII) committee and acts as liaison with six other community based organizations that represent Native American students and their families.

Native Education Updates

Student Supports:
• Increased After-school programs. Three new after-school programs have been added. In an effort to serve widely distributed students, Gail has added after-school services in each region of the city. The district offers seven after-school programs for Native American students, at these locations: Licton Springs K-8, Broadview Thomson K-8, Greenwood, Sandpoint, Whitman Middle (6th grade), John Muir and Highland Park. Note that school sites may change in the coming year.
• Increased Partnerships. Gail has developed partnerships with the Seattle Parks and Rec (summer internships) and Native Education high school credit retrieval.
• Increased Teaching. Funding has been set aside for a new Native American Intervention and Mentoring Class. We have allocated $150,000 in new funding for an intervention and mentoring class at Chief Sealth High School and Denny Middle School, where we have the largest group of Native American students. We are working with the principals at both schools to recruit a teacher and get the classroom implemented by the second semester.

Native Curriculum Teaching Resources:
• Since Time Immemorial, the state Native American curriculum is now available to all of our teachers. This curriculum teaches Washington’s tribal history, culture and government. Social studies teachers and other district staff received training on Aug. 25 and Sept. 1. Librarians are scheduled for training on Oct. 13. Additionally, district curriculum specialists are working on incorporating the curriculum into the scope and sequence and developing CBAs aligned to the content.
• Native Library. Huchoosedah has catalogued the district collection of Native American materials (student and teacher material). We are working on hiring a librarian to catalogue all books online, so that they will be available to all teachers in SPS#1.
• Cultural Training. Cultural training was provided for all staff at Ingraham High School, where we have about a dozen Native American students.

Recognition:
• Robert Eagle Staff Middle School. The new middle school (at Wilson-Pacific) has been named in honor of Robert Eagle Staff, long-time well-loved Native American educational leader in Seattle.
• Indigenous People’s Day. Building principals will have a menu of meaningful activity or lesson options to recognize Indigenous Peoples Day in October and Native American History Month in November.
Sept. 1990 – 1996 Wilson – program split into Indian Heritage School and Huchoosedah program (Urban Indian Education), with Bob Eaglestaff as principal (School)

Sept. 1997- 2000 Wilson – Indian Heritage High School (School)

Sept. 2000-2001 Indian Heritage Middle College High School (program of Middle College at Seattle North Community College – no longer a separate school – data aggregated with other Middle College sites)

Sept 2001 Program moved back to Wilson, remained a program of Middle College until 2013 when only 3 students registered for the program. Last remaining native teacher moved to Mall Academy at Northgate and program closed.

<table>
<thead>
<tr>
<th>Year</th>
<th>Native Enrollment District</th>
<th>Indian Heritage (% minority)</th>
<th>Gr. On time / Total</th>
<th>C. GPA</th>
<th>Drop Out</th>
<th>Expulsion /Suspension</th>
<th>Transfer in or out</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>1195</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1991</td>
<td>1381</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1992</td>
<td>1436</td>
<td>109 (90%)</td>
<td>5</td>
<td>61</td>
<td>32 (combined)</td>
<td>117</td>
<td></td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1993</td>
<td>1390</td>
<td>109 (84.4%)</td>
<td>8</td>
<td>21</td>
<td>34 (combined)</td>
<td>115</td>
<td></td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1994</td>
<td>1455</td>
<td>114 (82.6%)</td>
<td>8</td>
<td>12</td>
<td>2.34</td>
<td>22</td>
<td>3</td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1995</td>
<td>1442</td>
<td>122 (77.7%)</td>
<td>6</td>
<td>16</td>
<td>2.21</td>
<td>15</td>
<td>7</td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1996</td>
<td>1404</td>
<td>124 (77.6%)</td>
<td>11</td>
<td>2.12</td>
<td>23</td>
<td>7</td>
<td>24</td>
<td>Eaglestaff 6-12</td>
</tr>
<tr>
<td>1997</td>
<td>1479</td>
<td>122 (87.3%)</td>
<td>10</td>
<td>14</td>
<td>2.21</td>
<td>17</td>
<td>7</td>
<td>Andrew Lawson</td>
</tr>
<tr>
<td>1998</td>
<td>1467</td>
<td>96 (85.7%)</td>
<td>8</td>
<td>9</td>
<td>2.18</td>
<td>21</td>
<td>10</td>
<td>Andrew Lawson</td>
</tr>
<tr>
<td>1999</td>
<td>1447</td>
<td>90 (77.2%)</td>
<td>6</td>
<td>9</td>
<td>2.24</td>
<td>24</td>
<td>2</td>
<td>Joe Drake 9-12</td>
</tr>
<tr>
<td>*2000</td>
<td>1361</td>
<td>70 (77%)</td>
<td>Program – data combined for all Middle College students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joe Drake 9-12</td>
</tr>
</tbody>
</table>

With the exception of 2000 data is extracted from the Data Profile Reports that were generated by the District from 1992 – 1999.

Where Native American Students Live

Schools 2016-17
- AA Elementary School
- Option Elementary School
- AA Middle School
- AA High School
- Option High School
- Service School

Native American Student Density
- Low
- Medium
- High

Attendance Area: 6-8 K-5 K-8

Map Data: 2016-17 Last updated: 10/24/2016
School Board Action Report/Proposed Action

☐ Informational (no action required by Board)  ☒ Action Report (Board will be required to take action)

DATE: March 13, 2014
FROM: José Banda, Superintendent
LEAD STAFF: Dr. Lester Herndon, Assistant Superintendent of Capital, Facilities and Enrollment Planning, (206) 252-0644, ltherndon@seattleschools.org

I. TITLE

BEX IV: Wilson-Pacific Elementary and Middle School: Educational Specifications

   For Introduction: April 23, 2014
   For Action: May 7, 2014

II. WHY BOARD ACTION IS NECESSARY

The Educational Specifications provide the design teams with information about program space required to support the school’s educational program. Board approval of the Educational Specifications fulfills requirements for the Office of Superintendent of Public Instruction state funding assistance.

III. FISCAL IMPACT / REVENUE SOURCE

Action helps to secure up to $4.5 million in state funding assistance for Wilson-Pacific Elementary and Middle School. This resolution does not represent a specific expenditure.

Expenditure: ☐ One-time ☐ Annual ☐ Other

IV. POLICY IMPLICATION

Board Policy No. 6100, Revenues from Local, State and Federal Resources, states, “the Board agrees to comply with all federal and state requirements that may be a condition for the receipt of federal or state funds.”

V. RECOMMENDED MOTION

I move that the Board approve the Educational Specifications, dated April 2014, for the BEX IV Wilson-Pacific Elementary and Middle School project.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on March 20, 2014. The Committee moved this item forward to the full Board with a recommendation for approval.
VII. BACKGROUND INFORMATION

The Educational Specifications provide the design teams with information about the program spaces required to support the school’s educational program. They also include the specific area requirements that give the type, number, and size of spaces.

The Generic Educational Specifications are the written medium through which educators and other stakeholders identify the program factors that are necessary for teaching and learning in order to inform architects and engineers during the design process. This process has focused on the development of district-wide standards to standardize the building and furnishing process, and provide parity throughout Seattle Public Schools. The SPS Strategic Plan has been the source of the vision that will inform all future design process.

Much of the information supplied was provided by Planning Alliance through a consulting contract with Seattle Public Schools. Additional analysis was supplied by Educational Service District 112 and members of the SPS Capital Projects Department.

The Educational Generic Specification document should be used as a “guiding document” that encourages design professionals to explore creative solutions. It should not be considered the final document that would limit the design solutions in design development phase.

Seattle Public Schools has engaged a variety of stakeholders to develop the information to be included in district-wide Generic Educational Specifications. Each stakeholder contributed to the process from his or her area of expertise. There have been multiple levels of engagement to gain necessary input from a comprehensive list of stakeholders. The process included: Nutrition Services, Security, Risk Management, Student Health, Transportation, Playgrounds, Functional Capacity Planning, and various other SPS staff members.

In addition, per the November 20th Amendment #15 for Boundary Adjustment Board Action, the Pinehurst K-8/Native American program has been integrated into the middle school program. The staff and educational leaders from Pinehurst K-8 as well as the Native American community have provided input into how the needs of their program partnership can be met within the framework of the Middle School Educational Specifications. The 150-student K-8 will be integrated alongside an 850-student middle school carefully and sensitively so that it will:

- have a separate entry, identity, and function as a school-within-a-school
- segregate separate the younger children from the older, larger middle school students within the lower two stories of one wing
- provide elementary play areas away from the main middle school courtyard
- share school-wide resources such as the commons and computer labs.

Middle school principals have reviewed the integration of the K-8 within the middle school to ensure that the middle school's programs are not compromised. Further, modifications to the Educational Specifications and the design of the middle school have been minimal, so that it can readily be reconfigured to accommodate middle school programs again should that be the direction in the future.
All of the above participants spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

VIII. STATEMENT OF ISSUE

Whether to approve the BEX IV Wilson-Pacific Elementary and Middle School Educational Specifications.

IX. ALTERNATIVES

Do not approve the BEX IV Wilson-Pacific Educational Specifications. This is not recommended. If the state assistance funding requirements are not met, the District will not receive the state assistance funding for this project.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

- Generic Educational Specifications, Seattle Public Schools, Middle School Site, 2012

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

The Educational Specifications were developed by teachers, building support staff, principals, administrators, parents, and community members. They will support the District’s current educational goals as well as provide the flexibility to accommodate emerging programs.

Upon Board approval, the Educational Specifications will provide the basis for the design of the school.

XII. ATTACHMENTS

- Wilson-Pacific Elementary School Site Specific Educational Specifications
- Wilson-Pacific Middle School Site Specific Educational Specifications
Information Supplement – Specific Program Questions

The question has been raised about how decisions could or should be made around the status of three programs, all of which are slightly different:

1. Cedar Park Elementary
2. Middle College
3. Indian Heritage High School

Cedar Park and Middle College

The status of the existing schools of Cedar Park and Middle College are governed in the Student Assignment Plan (SAP). Per recent Board direction, Cedar Park will be listed under Appendix B of the SAP as an option school and will be subject to the rules governing option schools. Middle College is listed under Appendix C of the SAP as a Service School. That appendix states, “Students are usually placed in a service school based on individual assessment.”

If a Director wanted to change a school from a service school to an option school (or vice versa), that would be done through an amendment to the SAP.

Indian Heritage High School

A separate document discusses the potential process for opening any new school or program. In addition to the options presented in that document, there is one more possible avenue to create a new Indian Heritage High School.

In 2013, the state legislature recognized that tribes, as independent governing entities, should have ability to negotiate directly with the State of Washington to establish tribal compact schools. The advantage of this law respects the wishes and intents of tribes to provide “the teaching of American Indian language, culture, and history...critical to the educational attainment and achievement of American Indian children.” (RCW 28A.715.005)

Washington State currently has eight schools that are operated by tribes through compacts or contracts with the State or the Bureau of Indian Education. RCW 28A.715 spells out the authority for such schools and WAC 392-800 provides even further detail.

The Seattle School District could offer space in an existing school building for any tribal entity that wanted to operate a compact school for Native students in the Seattle area. If this were to be the case, the District would provide the facility space via a lease agreement approved by the Board but would not be responsible for the instructional material. The school would be independently governed by a compact agreement with the state and receive state and federal funding. Successful Tribal compact schools link to tribes for cultural and financial support, and other needs specific to Native students.
Discussion of the Process for Creating a New Program or School

First, it must be determined whether the idea is a new “school” or a new “program.”

I. Program

If it is a program, its development is governed by two policies primarily:

- Policy 2200, Equitable Access to Programs and Services, and its corresponding procedure, and
- Policy F21.00, Specific Areas of Involvement Reserved to the District.

Policy F21.00 states, “The Superintendent makes the final decision on the placements of programs not governed by the student assignment plan. The Board will be informed of upcoming program placement decisions prior to the decision(s) being made and will receive quarterly updates.” Policy 2200 reiterates that the Superintendent has authority for program decisions that are “not governed by the student assignment plan or other Board policies.”

One note is that Board approval is required for the placement of any instructional sites. Policy F21.00 states: “The placement and closure of an instructional site (as defined in H01.00) requires Board approval.” Policy H01.00 defines an instructional site as “a facility or building that houses one or more Seattle Public Schools classrooms. The facility or building may be one site of a multi-site OSPI-registered school and include a physical location not on a school campus...”

Policy 2200 goes into more detail about program decision-making criteria, spelling out eight objectives that must be considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice.

The policy continues, “The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known.” The next updates to the Board are scheduled in January (the annual report delivered to the Full Board) and April (a quarterly report to the Curriculum and Instruction Policy Committee).
A request for a new program not governed by the Student Assignment Plan could be submitted to the Superintendent. The Superintendent could direct the Teaching and Learning Department to conduct an analysis of the request based on the eight factors listed in Policy 2200. While the results of this analysis would be presented to the Board on an informational basis, action on programs, in most cases, resides within the purview of the Superintendent.

II. School

The process for opening a new school is not quite as defined. Several routes are outlined below. Regardless of the route taken, any newly opened school would need to follow state law regarding nondiscrimination in enrollment and hiring practices. The District must also seek a new school code from the Office of Superintendent of Public Instruction, but this process is handled administratively. If a new school community desired an alternative educational experience, it could pursue Board approval under the Alternative Learning Education model and receive state funding through that program (see Policy 2255, Alternative Learning Experience Schools or Programs).

a. New school in new building

New schools that require construction have a lot of well-defined process steps and decisions that must be brought to the Board, including inclusion in the Facilities Master Plan, site acquisition, educational specifications approval and the naming of a school building. Similar steps exist for a major renovation of a school at an existing school site.

b. New school in existing building

The process for new schools placed in an existing building could be handled by starting with Procedure H13.01, Capacity Management – Opening Schools. This procedure states, “While all final decisions about a new school’s programmatic direction, budget, facilities modifications and principal selection are the purview of the Superintendent, it is important to gather community input on the new school.”

A request to open a new school in an existing building could be sent to the Superintendent. The Superintendent could evaluate whether to pursue the request and report to the Board whether or not further analysis will occur. If the Superintendent chooses to analyze the request, a more detailed analysis could be presented to the Board at a future date that includes the use of the Racial Equity Analysis tool and the use of a community engagement process. This analysis could result in a recommendation from the Superintendent about whether or not to proceed with a new school.

A recommendation to open a new school ultimately must be approved by the Board, either through mention in the Student Assignment Plan or a standalone Board action. Later, the Board must annually approve each school per state law. WAC 180-16-220(a) requires that, in order to receive state funding, each school in the district “be approved annually by the school district board of directors under an approval process determined by the district board of directors.” This is done in Seattle via an Annual Approval of Schools Board Action Report each year. (This WAC section also gives details about the school improvement plans that each school must have.)

If a final affirmative decision is made by the Board, the steps outlined in Procedure H13.01 should be followed.
c. Grade extension of existing school

If the Board wanted to extend an existing K-5 to include a middle school component or an existing K-8 school to include a high school component, it could do so through an amendment to the Student Assignment Plan.
Here are responses to some of the questions board members have asked about Indian Heritage HS:

1. **Where would the funds come from?**
   Answer: Other Native American High Schools in Washington have either BIE (Bureau of Indian Education) or Tribal Support. Many have BIE, Tribal support and state funding. Marysville is the only HS (I believe) that is not a BIE school. Tulalip Tribes provide half the cost of the principal, two teachers, counselor and athletics. Potentially close to $500,000.

2. **What would the projected enrollment be?**
   Answer: Seattle and Marysville each have about 1000 students that identify as Native. In Marysville many students live on the reservation where the school is located; their enrollment hovers right at 100 students. Seattle had 109-124 during the Eagle Staff principal time. With Seattle students more widely distributed through the City – many had really long transportation runs.

3. **Where would the proposed location be?**
   Answer: UNEA wants to have it at the Robert Eagle Staff (RES) Middle School location. They found a home there during the closure/transition of Indian Heritage; using the facility for cultural events. In the recent email they are asking that we add portables at the RES location. Other locations could be Webster or Schmitz Park (which is closer to where we have a Native American student concentration).

4. **What was the enrollment before Indian Heritage was closed?**
   Answer: The recent enclosures from Stephen and in an earlier Friday packet include the history for the school. Enrollment was three-year high of 120-125 (1995-97); then 96, 90, 70 when it closed. Principal Robert Eagle Staff was, I suspect, key to keeping the enrollment up; his last year was 1996.

5. **What was the track record for Indian Heritage?**
   Answer: On time graduations were about 30% with more graduating in a 5th year. Expulsions/suspensions averaged about 50 per year. Average GPA was about 2.25. Current graduation rates for other Native American High Schools in Washington are at about 50-55%; similar to Seattle’s graduation rates for Native students.

6. **How would you design the curriculum differently to close gaps?**
   Answer: Good question. Marysville tried to do more hands-on, project-based learning with field trips to the reservation and more culture based projects. We tried many times to get the rigor/relationship balance right; finally adding rigorous literacy/writing to the cultural projects. Laura Van der Plough (who now works for Seattle) was instrumental in providing coaching and PD.

7. **Is there potential for tribal funding?**
   Answer: We have gotten small grants from Muckleshoot in the past ($10-$50K). I don’t think we can count on the $500K that Tulalip puts into Heritage HS in Marysville.

8. **What other solutions are there – short of a high school?**
   Answer: If we think of this like the MTSS pyramid: a) we have 1000 Native students scattered across 100 schools; providing PD for our elementary teachers would cost about $100K ($50/Student); b) Gail provides tutoring in seven locations for about 150? students for about $1000/student; c) Licton Springs provides services for 30 Native students; the Denny-Sealth program provides services for 30 students – for about $5000/student. Another alternative is to support UNEA in submitting a compact (charter) request to OSPI to receive funding for such a school directly from the state; several schools (usually with Tribal support) have qualified for state support under the state compact law for Native schools.
#6: The instructional materials will help my child recognize letters and the sounds they make, understand new vocabulary and read and comprehend challenging texts, and write about what they read.

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#7 The reading materials reflect the diverse children and families of Seattle Public Schools.

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#8: The instructional materials provide opportunities for students to engage in appropriately challenging reading, writing, and speaking/listening tasks.

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#9: The instructional materials provide supports for parents/guardians to help their child at home with reading and writing.

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#10: The supports for families are easy to locate and use.

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#11: The instructional materials provide opportunities for teachers to frequently monitor the progress of their students in reading and

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Total number of respondents 251
## K-5 English Language Arts Adoption Round 2 Staff Feedback

### Evaluation Criteria Category

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<th>#7: The texts included in the resources are engaging, authentic and relevant, and address the needs of a range of readers performing below, at and above grade level.</th>
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<th>Usability/Accessibility</th>
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<th>#11: The instructional materials appropriately address the standards and CCSS instructional shifts by providing: frequent opportunities for students to analyze, synthesize, develop and justify claims using text-based evidence; opportunities to engage in narrative, informational, and opinion writing that are integrated with the reading topics, themes, and concepts that are being studied.</th>
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<th>#13: The instructional materials include easy-to-navigate instructional supports that will guide teacher planning, build a strong home-school connection through online/alternative resources, and allow for differentiation of instruction.</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly disagree (1)</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Blue&quot; vendor</td>
<td></td>
<td>19</td>
<td>26</td>
<td>7</td>
<td>4</td>
<td>3.07</td>
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<tr>
<td>&quot;Orange&quot; vendor</td>
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<td>42</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>3.46</td>
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<tr>
<td>&quot;Gray&quot; vendor</td>
<td></td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>2.69</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>#14: The instructional materials include a variety of well-designed, non-biased, standards-aligned assessment resources (including formative, summative, screening, diagnostic, progress monitoring, benchmark) that evaluate student growth over time and provide information that facilitates communication and informs instruction.</th>
<th>Strongly Agree (4)</th>
<th>Agree (3)</th>
<th>Disagree (2)</th>
<th>Strongly disagree (1)</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Blue&quot; vendor</td>
<td></td>
<td>24</td>
<td>32</td>
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<td>3.38</td>
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<td>&quot;Orange&quot; vendor</td>
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<td>30</td>
<td>36</td>
<td>3</td>
<td>1</td>
<td>3.36</td>
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<tr>
<td>&quot;Gray&quot; vendor</td>
<td></td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>2.83</td>
</tr>
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</table>

**Total number of respondents 162**

---

Provided by: K. Vasquez

12/08/2016
<table>
<thead>
<tr>
<th>Target Date</th>
<th>Milestones and Deliverables</th>
<th>Priority</th>
<th>Responsibility</th>
<th>Status</th>
<th>Percent Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-17</td>
<td>Written communication strategy developed</td>
<td>Medium</td>
<td>Anna Box</td>
<td>Completed</td>
<td>100</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Time-line and communication strategy reviewed by Instructional Materials Committee (IMC)</td>
<td>Medium</td>
<td>Anna Box</td>
<td>Completed</td>
<td>100</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Funding approval requested of SPS budget office</td>
<td>Highest</td>
<td>Anna Box</td>
<td>In Progress</td>
<td>10</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Requirement 1 of budget office initiated with SPS purchasing: launch an RFI regarding viable curricula for $2 million</td>
<td>Highest</td>
<td>Anna Box</td>
<td>In Progress</td>
<td>25</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Requirement 2 of budget office: school board must commit that a $2 million middle school math textbook expenditure is a priority in every budget scenario</td>
<td>Highest</td>
<td>Kyle Kinoshita</td>
<td>In Progress</td>
<td>50</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Adoption committee application forms developed, pending response from budget office</td>
<td>High</td>
<td>Anna Box</td>
<td>In Progress</td>
<td>25</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Adoption webpage and email address created, pending response from budget office</td>
<td>High</td>
<td>Anna Box</td>
<td>In Progress</td>
<td>25</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Communication plan reviewed based on RFI and response from budget office; time line adjusted, reviewed, and communicated if needed</td>
<td>High</td>
<td>Anna Box</td>
<td>Not begun</td>
<td>0</td>
</tr>
<tr>
<td>Jan-17</td>
<td>RFP completed and sent to textbook vendors after SPS budget office agrees to commit funds</td>
<td>Highest</td>
<td>Anna Box</td>
<td>Draft</td>
<td>5</td>
</tr>
<tr>
<td>Jan-17</td>
<td>Committee membership from staff/teachers and community members solicited, pending response from budget office</td>
<td>Highest</td>
<td>Anna Box</td>
<td>In Progress</td>
<td>10</td>
</tr>
<tr>
<td>Feb-17</td>
<td>Applications from teachers/staff and family and community received, reviewed and scored. Committee selected and process approved by IMC.</td>
<td>Highest</td>
<td>Anna Box</td>
<td>Not begun</td>
<td>0</td>
</tr>
<tr>
<td>Feb-17</td>
<td>Applicants notified and confirmed.</td>
<td>Highest</td>
<td>Anna Box</td>
<td>Not begun</td>
<td>0</td>
</tr>
<tr>
<td>Feb-17</td>
<td>C&amp;I updated</td>
<td>High</td>
<td>Anna Box</td>
<td>Not begun</td>
<td>0</td>
</tr>
<tr>
<td>Mar-17</td>
<td>Materials adoption committee convened</td>
<td>Highest</td>
<td>Anna Box</td>
<td>Not begun</td>
<td>0</td>
</tr>
</tbody>
</table>
Advanced Learning Project Plan & Timeline

Introduction:
The Advanced Learning Department is launching a multi-year analysis and continuous improvement process for students and families.

Through an initial review process in the fall of 2016, priorities and work streams were identified. Due to the investigative nature and complexity of the work, these priorities have been divided into phases, to be accomplished over the course of 2-3 years.

Priority 1 - Definition and Structure of Spectrum Services: **Work begins immediately**

Priority 2 - Definition, Structure, and Eligibility Process for Highly Capable Cohort (HCC) Services: **Next steps determined for second semester of 2017-18 and 2018-19 school years**

Priority 1: Services for Spectrum-eligible Advanced Learners

<table>
<thead>
<tr>
<th>Phase 1: Preparation and Planning</th>
<th>December 2016 – May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Stream:</td>
<td>Actions:</td>
</tr>
<tr>
<td>Community and Stakeholder</td>
<td>Interview and survey school leaders, staff, students, and their families</td>
</tr>
<tr>
<td>Engagement</td>
<td>Identify schools for observations/interviews of Spectrum-eligible students</td>
</tr>
<tr>
<td></td>
<td>Actively engage community and provide project updates at each meeting</td>
</tr>
<tr>
<td>Pedagogy and Instruction</td>
<td>Create a protocol for classroom observations</td>
</tr>
<tr>
<td>Data</td>
<td>Research and Development: Begin to compile growth and achievement data for Spectrum-eligible students, construct surveys for data collection</td>
</tr>
<tr>
<td>Equity</td>
<td>Regional and national district comparisons</td>
</tr>
<tr>
<td></td>
<td>Research and Development: Research the experiences of high growth students of color by schools</td>
</tr>
<tr>
<td></td>
<td>Equity Tool training provided to AL team</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Introduction of project to MTSS Advisory and Teaching &amp; Learning Teams</td>
</tr>
<tr>
<td></td>
<td>Update and integrate professional development trainings for advanced learners in the District PD plan</td>
</tr>
</tbody>
</table>

Phase 2: Research, Analysis and Application

<p>| June 2017 – September 2017 |
| Work Stream:               | Actions:                 |
| Community and Stakeholder  | Review and analyze interview and survey input from school leaders, staff, students, and their families |
| Engagement                  | Summarize interview and survey input and begin to connect to other research findings |
|                              | Continue to engage with community and provide project updates |
| Pedagogy and Instruction     | Conduct observations and interviews of the Spectrum program |
|                              | Research Advanced Learner plans as posted in CSIPs |</p>
<table>
<thead>
<tr>
<th>Research and identify Tier 1 and Tier 2 instructional strategy options linked to proposed structures of services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
</tr>
<tr>
<td>Finish compiling spectrum and spectrum-eligible growth and achievement data</td>
</tr>
<tr>
<td>Analyze and align data for high-growth students to specific instructional practices and supports</td>
</tr>
<tr>
<td>Equity</td>
</tr>
<tr>
<td>Application of the Racial Equity Tool</td>
</tr>
<tr>
<td>Summarize services and outcomes of other districts</td>
</tr>
<tr>
<td>Gather input from the Department of Equity and Race Relations, the Equity and Race Advisory Committee, and District leaders</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Begin delivering new trainings on advanced learning listed in the District PD plan</td>
</tr>
</tbody>
</table>

**Phase 3: Conclusions and Next Steps**

October 2017 – December 2017

**Actions:**

Summarize findings:
- Analysis of current district and nation-wide practices
- Equity findings
- Growth and achievement data
- Community perception and input

Summarize research and data-driven recommendations

District and community communication and report

Determine how work from phases 1 and 2 inform investigation of the Highly Capable Cohort
# Seattle Public Schools

## Curriculum and Instruction Committee

### 2016 Committee Work Plan

**Charter guided by Policy 1240, Committees & Policy 1010, Board Oversight of Management:**

- Develop, review and recommend academic policies
- Review status, consistency, and availability of curriculum and assessments
- Ensure leveraged use of Policy 0030, Ensuring Educational and Racial Equity
- Review academic program performance
- Review processes and status for training all certificated staff in curriculum, standards and the district’s Theory of Action
- Oversee the instructional materials adoption process
- Develop an annual committee work plan

<table>
<thead>
<tr>
<th>January 11</th>
<th>Feb 8</th>
<th>March 14</th>
<th>April 4</th>
<th>May 9</th>
<th>June 13</th>
<th>Jul</th>
<th>August 15</th>
<th>Sept 12</th>
<th>October 10</th>
<th>Nov 14</th>
<th>Dec 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Board Policies and Procedures</strong></td>
<td>CTE Annual Rept &amp; Approval (Policy 2170)</td>
<td>Policy 3246/3246SP (Restraint &amp; Isolation) Policy A01.00 (Instructional Philosophy)</td>
<td>Policy A01.00 (Instructional Philosophy)</td>
<td>Policy 2090/2163 (Program Evaluation &amp; Assessment/ Supports &amp; Interventions) Policy E14.04 (Research Activity and Test Admin)</td>
<td>Policy 2090/2163 (Program Evaluation &amp; Assessment/ Supports &amp; Interventions) Policy E14.04 (Research Activity and Test Admin)</td>
<td>D121.00 Student Activity</td>
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<td>D121.00 Student Activities</td>
<td>Policy 2030 (Service Animals in Schools)</td>
<td>Policy 2415, 2420, HS grades, Credit, Graduation</td>
<td>Policy 2190 Advanced Learning</td>
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<td></td>
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<td></td>
<td>* Emergent items TBD</td>
<td>Repeal Policy D121.00</td>
<td>Policy 2415, 2420, HS grades, Credit, Graduation</td>
<td>* Emergent items TBD</td>
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<tr>
<td><strong>Curricula, Assessments Training</strong></td>
<td>Civics for All Update K-5 ELA Adoption</td>
<td>Since Time Immemorial Rollout update</td>
<td>Initiate MS Math Adoption K-5 ELA Adoption Update</td>
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<td>HCC Program Review</td>
<td>MS Math and K-5 ELA Adoption Update</td>
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<td>Math + ELA Adoption Update</td>
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<tr>
<td><strong>Special Attention Items</strong></td>
<td>Academic Inventory Update CSIP Update</td>
<td>CSIP Update</td>
<td>Native American Education Update</td>
<td>Student R&amp;R Approval (Policy 3200)</td>
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<td>Prioritize for following year work plan</td>
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*Updated (Lauren): 9/1/2016*
Parking Lot:
(NEW) Policy 2196 - Academic Acceleration
Policy 2255 – Alternative Learning Experience Schools or Programs
Policy C54.00 Alternative Education
Policy 2255 – Alternative Learning Experience Schools or Programs
Policy E14.04 (Research Activity and Test Admin)
Policy 2090, and 2090 SP
Policy 2163, and 2163SP

Policy 0030 — Ensuring Educational and Racial Equity
Policy 2024 Online Learning
Policy 2161 (See C62.00 and C69.00) – Special Education
Policy 3130 – Student Assignment
Policy A02.00 (Performance Mgmt)
Assessments Policy Development
NEW Policy (CSIPs)
Seattle Public Schools  
Curriculum and Instruction Committee  
2017 Committee Work Plan  

Charter guided by Policy 1240, Committees & Policy 1010, Board Oversight of Management:  
• Develop, review and recommend academic policies  
• Review status, consistency, and availability of curriculum and assessments  
• Ensure leveraged use of Policy 0030, Ensuring Educational and Racial Equity  
• Review academic program performance  
• Review processes and status for training all certificated staff in curriculum, standards and the district’s Theory of Action  
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<th>Sept</th>
<th>October</th>
<th>Nov</th>
<th>Dec</th>
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<td>Policy and Board Reports</td>
<td>Equitable Access Annual Rept (Policy 2200)</td>
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<td>CTE Annual Report (Policy 2170)</td>
<td>Equitable Access Qtrly Rept (Policy 2200)</td>
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<tr>
<td>Board Policies and Procedures</td>
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<td>3121 – Excused and Unexcused Absences</td>
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<td>C26.00, .01 – Instructional Materials</td>
<td>C26.00, .01 – Instructional Materials</td>
<td>3240, D82.00 – Student Discipline</td>
<td>2415, 2420, C16 – High School graduation requirements and credits</td>
<td>2163, 2090 – Assessments and Program Evaluation</td>
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<td>2163, 2090 – Assessments and Program Evaluation</td>
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<td>2415, 2420, C16 – High School graduation requirements and credits</td>
<td>2163, 2090 – Assessments and Program Evaluation</td>
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<td>Curricula, Assessments Training</td>
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<td>Standing Agenda Items</td>
<td>SMART Goal 1-3 Update</td>
<td>SMART Goal 1-3 Update</td>
<td>SMART Goal 1-3 Update</td>
<td>SMART Goal 1-3 Update</td>
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<tr>
<td>Special Attention Items</td>
<td>Advanced Learning Update</td>
<td>Academic Inventory Update</td>
<td>CISIP Update; Advanced Learning Update</td>
<td>Native American Education Update</td>
<td>Student R&amp;R Approval (Policy 3200)</td>
<td>Advanced Learning Update</td>
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</table>

From 2016 C&I parking lot: (New) Policy 2196, Academic Acceleration; Policy C54.00, Alternative Education; Policy 2024, Online Learning; Policy A02.00, Performance Management; (New) CSIPs Policy  
Recent WSSDA updates (applicability to SPS still under evaluation): 3115, Homeless Students: Enrollment Rights and Services; 2162, Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973

Prepared by: N. VanDuzer  
Updated (L. Fode): 11/29/16  
Page 1 of 1