

WAETAG

Washington Association of Educators of the Talented and Gifted

WAETAG Newsletter Spring 2015

www.waetag.net

In This Issue

[WAETAG 2015 Call for Presenters](#)

[WAETAG 2015 Call for
Exploratorium Proposals](#)

[WAETAG Summer Scholarships](#)

[Gifted Education Institute](#)

[Summer Programs at Whitworth](#)

[WAETAG Board](#)

[WAETAG Mission Statement](#)

[Save the Date! WAETAG 2015
Conference](#)

[Create a Bright Future for Gifted
Learners](#)

[Teach Them Early: EASY ≠ SMART](#)

[From the Corner of ESD 113](#)

[Updates from Around the State](#)

[WAETAG Elections - VOTE NOW](#)

WAETAG 2015 Call for Presenters



The deadline for conference presenter proposals is July 15, 2015. We will notify presenters regarding selection of proposals by August 15, 2015.

Selections will be made based upon the following considerations:

* The proposed breakout supports the conference theme (ideas for

Dear Jan,

President's Message

Kari DeMarco



Well, it's an interesting time to be in education, to say the least. Rolling walkouts, McCleary decision, Common Core, TPEP, SBAC, etc. This job has never been boring (ha!), but right now it is kind of bubbling over with "interesting" topics.

The same can be said for gifted education. It's an interesting time to be on the front lines. We have the new WACs (great stuff!), not enough funding (dang dang dang), and most of us are already maxed out. How much can we do in a given day? But we know it's about the kids, and our busy days

are no excuse to give short shrift to kids. They need us!

WAETAG's goal as an organization is to equip our fellow educators, to make it easier for them to serve students. Ultimately, the kids are our mission. In order to reach them, we try to reach you. YOU are the ones on those front lines, helping kids learn something new every day, and you need some tools.

At our 2015 WAETAG Conference, we are cutting to the chase. Attendees last year loved the hands-on, Monday-ready ideas we had at our conference, and they asked for even more. So, this year our entire theme is designed to "Bulk Up Your Toolkit!"

We hope to give you the right tools for the right job at the right time. Join us October 16th and 17th at the beautiful Hotel Murano in Tacoma. We will have ideas for everyone: administrators, counselors, elementary teachers, secondary teachers, "regular classroom" teachers and self-contained gifted program teachers, those who are new to gifted education and veterans.

We have knowledgeable, riveting keynote speakers in Ian Byrd, Lori Comallie-Caplan, and Kathryn Picanco. Additionally, we are upping our game in interactive, collaborative breakout sessions. YOU can submit a speaker proposal! We are bringing back Speed Lessons, where YOU share (verbally and/or written version) your best lesson idea. We are introducing Exploratorium, in which YOU can share your students' sample projects for others to enjoy and tweak. We want this year's conference to be a true collaboration, so you come away with ideas galore, ready to implement in your classroom, ready to serve kids, help them learn and keep education interesting for them!

immediate application, not just theory)

* The proposed breakout supports timely issues in the state and nation in gifted education.

* The proposed breakout targets a key audience, such as administrators, secondary elementary or teachers, etc., such that a balance of breakout sessions provides something for the variety of conference attendees.

* The speaker has a history of doing especially high quality presentations.

Selection tips:

We value presenters that incorporate movement, interaction, sharing and don't just lecture/read slides. Additionally, we avoid people who want to be there as a sales pitch for merchandise, rather than giving professional information.

We will have two distinct conference days:

* Friday, October 16 will have three 90-minute breakout sessions with a maximum of five presentations per session. The sessions for teachers and administrators should pertain to the conference theme, "Bulk Up Your Toolkit," with ideas for the classroom or program building. All sessions need to have an activity for conference participants, such as

- A hands-on component with teaching tips and materials provided
- A brainstorming/discussion component in small job-alike groups.

* Saturday, October 17 will have three 50-minute breakout sessions, also with multiple breakouts in each session.

Please visit our [website](#) for more information.

Call for Exploratorium Proposals

Save the Date!



October 16 & 17, 2015
Hotel Murano
Tacoma, WA

Create a Bright Future for Gifted Learners

Jennifer Vanderbeek



Sun was the primary element of life in ancient Egypt, as it represented light, warmth and growth. In ancient times the sun was first worshiped as Horus, later as Ra. Last summer, while working on lesson plans in the hot sun, I became fascinated with the scientific study of light. While preparing to teach some STEM (Science, Technology, Engineering and Mathematics) activities combined with an Ancient Egyptian unit, I asked myself, how can I make light come alive in my gifted classroom? How can I encourage my students to illuminate their "inner light"? It was at that moment I decided to focus less on what others around me were doing, and instead focus on becoming the light that I wish to shine into the world. I realized that I needed to be the lamp for my students. An old religious saying I once heard said, "Be a light unto yourself." And Rumi, the poet said, "If light is in your heart, you will find your way home." I was just beginning to feel the impact we could all be making as teachers with our students.

Implementing this learning would mean the students would first need to learn with their mind, but also open their heart. The mind would need to understand light, enjoy playing with it, then experiment, build and create with it. The heart would need to create a loving space, to work with others, to find its own shining lamp. We could use our knowledge to create so many interesting projects like building cameras, kaleidoscopes, telescopes and more. We could also use our heart to spread acts of kindness to each other in the classroom and the community.

I would like to share some of my favorite light-work activities this year - since scientists think the sun will be around for at least another five billion years! A wonderful tic-tac-toe worksheet on light and its properties can be found in the book *Differentiating Instruction with Menus: Science Grade 3-5* (Prufrock Press Inc.). Here, students can choose to build a Kaleidoscope; demonstrate how optical instruments use light; write a report on the first camera or microscope; and collect different examples of transparent, translucent and opaque materials. Students can also learn to investigate reflection and refraction with a



This year's WAETAG conference will feature a space for attendees to view student products coupled with classroom ideas and teacher directions/tips for implementation.

Submitting teachers will need to laminate their teacher materials or have them in a presentation sleeve. These materials will stay with the display. Conference attendees will be able to access the teacher materials online in a digital drop box.

We will post signs asking attendees not to touch or handle the displays but saying they are welcome to take pictures.

If you have one or more projects you would like displayed in the Exploratorium, please fill out one proposal for each display.

WAETAG Summer Scholarship Winners

Vicki Edwards

This year, 29 students applied to receive a scholarship for summer enrichment. The programs selected by students were comprised of enrichment from all academic areas and many opportunities outside of Washington State. The majority of the scholarship applications were for tuition to attend the UW Robinson Summer Stretch, which speaks volumes about the relevance and student-friendly focus of the program.

This year, two students were selected to each receive a \$500.00 scholarship for summer enrichment.

Kaylee Wolfington, 9th grade,

fun disappearing glass rod experiment found on the [Exploratorium](#) website. Don't forget to include fun activities on solar energy and the importance of the sun! The NEA has a [Solar Energy lesson plan](#) that is full of ideas for teachers.

I wonder if the Ancient Egyptians knew that the Sun's rays took 8 minutes to reach us, since it is about 93 million miles away from Earth? I wonder if they knew that if the sun suddenly went out, that eight minutes later Bastet (the cat) would no longer be able to bask in warmth of the sunlight, and the lotus would eventually stop growing. So, I leave you with a poem by Wilfred Peterson that will help light the path back to the classroom.

"Let your light shine. Be a source of strength and courage. Share your wisdom. Radiate love." - Wilfred Peterson

Teacher Classroom Resources:

1. *Fascinating Science Projects*- Light written by Sally Hewitt
2. *Eyewitness Science Light* written by David Burnie
3. *The Way It Works Light* written by Neil Ardley
4. *175 Science Experiments to Amuse and Amaze your Friends* written by Brenda Walpole
5. *Bill Nye The Science Guy's Big Blast of Science* by Bill Nye

Teach Them Early: EASY ≠ SMART

Wendy Clark



With the end of another year upon us, I think ahead to the coming fall when I will undoubtedly have the same conversation with several of my new third grade families. They are concerned. Their child is upset that school is too hard, perhaps the teacher doesn't like them. They don't understand. In past years, their child enjoyed school even though sometimes it was too boring. They are worried. Will their smart child dislike school and not reach their potential?

My end of the conversation usually goes something like this: "I understand why you're concerned. Your child is very capable, and so far in school most things have come quite easily, possibly too easily. I'm trying to meet his or her needs by providing work at his or her level, which may be higher than your child's grade-level's standards. It's important for your child to work through these new challenges and learn now that EASY does not equal SMART." At this last comment, I get mixed reactions. While many recognize the need for a mindset that welcomes challenge and hard work, some don't agree that eight-year-olds should be expected to work through difficult tasks that challenge their abilities, no matter how far above grade level their abilities lie.

Understandably, the majority of the K-2 years are spent learning the most technical aspects of reading, that letters make sounds that translate into words. It is extremely important that we spend much energy getting students to learn how to read in K-2 so that they can more easily transition from *learning to read* to *reading to learn*. So, what happens with students who come to school knowing how to read? The same can be wondered about the ability to compute and decompose multi-digit numbers or write sophisticated stories. If we're not careful about the kind of feedback and praise we give students, students may end up thinking that they must be so smart because things come easily to them. What happens then when they come upon a challenge? As analogies go, once young kids think that "easy = smart", then it isn't a huge leap for them to feel that "hard = dumb."

How do we prevent or fix this kind of thinking? We need to be careful with our praise and focus on the effort put forth. This will help to

Snohomish, WA, will experience life hours away from her hometown, Snohomish while attending Cougar Quest 2015 in Pullman, Washington.

"Books are full of experiences and captivating ideas that are sometimes simply impossible. But a summer camp that is in Eastern Washington, nearly 4 hours from my home? Now that's an adventure! My goal is to have an enriching summer that can help me grow as a person and in knowledge."

Samantha Tien, 5th Grade, Bellevue, WA, will be attending the UW Summer Challenge Program with a focus on Creative Thinkers, Writers and Artists.

"By attending a summer camp at UW, I could focus on reaching my goal in the academic world, to strive for excellence while acknowledging that I can never be perfect. I can reach my goal in the social/behavioral world, to be flexible in my thinking. The skills that I hope to master during the summer are skills that I am sure will benefit me for life and make an imprint on my thinking habits as well as communication skills."

These two young ladies have set the bar high and continue to inspire others with their passion to extend learning beyond the academic school calendar. Following strict guidelines for scholarship application, as well as creating a concise and convincing argument for the funds are challenging for any writer. For all who applied this year, thank you for your effort and dedication to learning. Please check the WAETAG website next January and consider applying for the 2016 Summer Scholarship.

**Gifted Education
Institute:
Personalizing Learning**

develop a growth mindset as opposed to a fixed one. Carol Dweck, a Stanford University psychologist, has published a lot of research in this area. People with a fixed mindset believe that their intelligence and talents are static and may not spend time trying to develop them. Years of praising students for tasks that require little to no effort may inadvertently help lead them to a fixed mindset, and keep them from attempting challenging tasks that put them at risk of failure. By recognizing the high intelligence and talents in our gifted students early, and providing encouragement and praise for efforts during difficulties, we can help them to develop resiliency. To not only persevere through challenges, but to also seek them out in order to foster capabilities is a worthy goal for all students. Hard work does matter, and students need to develop grit. However, having either a fixed or a growth mindset won't make anyone more or less gifted. [This article](#), published in Psychology Today, shows that while hard work may trump talent, that's only the case if talent doesn't also work hard.

In small districts like mine, where the basis of our highly capable program in the early grades is clustering students with teachers who have had some training in the area of giftedness, it is essential that teachers learn to foster a growth mindset. Clustered students are in general education classrooms, where it may be easy for them to get the message that putting forth little effort will result in the highest grades, rewards or praise. Simply measuring their work against the grade level standards or bell curve of the class isn't enough. We need to keep them challenged, recognizing attempts and failures as opportunities to help them develop a growth mindset. [This video](#) by Northwest Gifted Child Association is a fabulous example of how students that don't experience challenge in their early elementary years don't learn how to learn and develop grit. This often leads to underachievement and fear of failure when they are older.

Carol Dweck has outlined four steps to help develop grit and move from a fixed to a growth mindset. You can read about them [here](#). These steps can help students recognize and talk back to negative, fixed mindset thoughts. Using this kind of metacognition, students then begin to take action and seek opportunities for growth. Gifted students need to know and understand their giftedness, to recognize that their unique traits and strengths. Teach them early. Yes, many tasks may still come easier to them because they are smart or talented, but when the going gets tough the easy:smart::hard:dumb analogy will no longer hold them back.

For more on this topic:

[How Not to Talk to Your Kids](#)

[Living and Creating: Fear is Not a Disease](#)

[The Power of Belief - Mindset and Success](#)

[Making a Difference: Motivating Gifted Students Who Are Not Achieving](#)

From the Corner of ESD 113: HC Teacher and Parent Forums Work!

Susan Casey



Highly Capable Teacher and Parent Forums have proven to be a rich arena for ideas, as well as a wonderful support for many!

Following our summer 2013 study with the cadre of HC trainers at Whitworth, folks at ESD 113 worked hard to maintain a continued progression of educational forums for parents as well as educators and coordinators of Highly Capable/Gifted student learners. From January 2014 until now, eight forums were offered through ESD 113 Capital

Through Cluster Grouping and Differentiation Strategies

In a personalized learning environment, student academic readiness, interests, and learning preferences make learning more efficient and effective. This three-day institute focuses on the Total School Cluster Grouping Model, a research-based approach of intentionally grouping students according to their strengths and needs in a mixed-ability classroom. This model, created by Marcia Gentry, is proven to improve teaching, learning and achievement in all students. The institute will assist school districts in the creation or expansion of a comprehensive program of services to meet the needs of their highly capable students. Those who seek information and practical help in implementing cluster grouping and would like to expand their use of differentiation practices will find this institute an invaluable experience.

Whitworth University June 22-24, 2015

Cost: \$350 per person. Discounts available for groups of 10 or more

[Register online](#)

[More information](#)

Summer Programs at Whitworth University

Camp Metamorphosis: A non-residential program for highly capable students entering **grades 4-6**. Campers will interact with peers while exploring three engaging academic areas of choice. July 6-10, 2015, 9:00 A.M. - 4:30 P.M., on the Whitworth campus. [Information and Registration](#)

Camp Opportunity: A non-residential camp for gifted youth entering **grades 7-9**. We will

Region, located in Tumwater, WA.

WAETAG board members Laurie McGovern and Susan Casey combined efforts with Kathy Jacobson, Highly Capable Coordinator from ESD 113, to host these informal sessions. Previous forums held in Thurston County and Mason County demonstrated the many advantages for networking with others in our local regions in order to help meet the needs of HC and Gifted student learners, as well as their parents and teachers.

Others are encouraged to coordinate meetings at their local ESD. These forums serve to:

- INTRODUCE parents and teachers of Highly Capable and Gifted learners to experienced teachers in their local area;
- INFORM parents and teachers of organizations, research, and resources;
- UPDATE parents and educators of the recent state mandates for this sub-population of student learners;
- OFFER SUPPORT to parents and teachers via communication with educators, guest speakers, and other parents as they learn about identifying and meeting the needs of HC students;
- GENERATE IDEAS AND HELP PROBLEM-SOLVE.

You will find a rich list of resources compiled by those who have been attending the HC Forums at ESD 113 on [WAETAG's website](#) under the Events/Opportunities tab.

Updates from Around the State

Charlotte Akin



We continue to build supporting infrastructure for the state mandate for highly capable. The availability of training, workshops, and forums across the state through the ESDs is ongoing, continuing and growing in each of our regions. The Online Document Handbook, funded by the University of Washington, is still in the works. Stay tuned!

Marcia Holland and I met with Gary Kipp, the Director of the Association for Washington State Principals (AWSP), in December regarding the lack of training for administrators in the state. Gary suggested two things. First, he felt we needed to have a presence at the AWSP/WASA conference in Spokane in the summer. We submitted proposals for this and Kari DeMarco's proposal was accepted! This is a huge and well-attended conference, so it is good we have our foot in the door.

Gary's other suggestion was to participate in his organization's trainings for those seeking administrative credentials. Gary said he needed from us a list of regional trainers (which we already had through our work with the ESDs!) and a list of Principal Champions. We have been able to deliver both of those things and are hoping his organization will take it from there.

Another important piece of infrastructure is the need for adequate funding. At Gifted Education Day in Olympia in March, we got the recommendation for categorical funding that is being requested by OSPI. It is several times more than the current funding level (\$9,685,000) at an average of \$70,069,033 for the next six years. The House budget proposal has no new funding for HCP. The Senate had advanced a bill co-sponsored by Ann Rivers (R) and Christine

engage campers' innate creative and innovative abilities through sustainability projects involving science, technology, engineering, art and mathematics! July 27-31, 9:00 A.M. - 4:30 P.M. [Information and Registration](#)

WAETAG Board

President
[Kari DeMarco](#)

Past President
[Charlotte Akin](#)

Vice President
[Vicki Edwards](#)

Secretary
[Laurie McGovern](#)

Financial Manager
[Tina Tidd](#)

Tech. Advisor
[Jan Kragen](#)

Regional Representatives

ESD 101
[Mike Cantlon](#)

ESD 105
[Wendy Clark](#)

ESD 112
[Lisa Morgan](#)

ESD 113
[Susan Casey](#)

ESD 114
OPEN

ESD 121
[Jennifer Vanderbeek](#)

ESD 123:

Rolfes (D) with \$16,921,000 and \$18,925,000 for HCP for the next biennium. Though it didn't pass, there is still a chance for something to be included as a line item as the budget negotiation process continues this spring. The McCleary Court also is expecting a plan for full funding from the Legislature.

While we are definitely making progress with infrastructure, particularly in the area of professional development, there is still a need for help with funding and program development support.

WAETAG Elections

Please **VOTE NOW!** The deadline is Friday, June 19.

Secretary: Laurie McGovern

Laurie McGovern is a third grade teacher at Pioneer Primary School in Shelton. She is the Highly Capable Coordinator of Pioneer Primary School and directs and facilitates workshops for first through fifth graders in an after school arts program called Imagination Station. Laurie has served on the WAETAG Board as secretary or regional representative for many years.

Technology Adviser: Jan Kragen

A National Board Certified Teacher, I currently serve as the Tech Adviser on the Executive Board of WAETAG. I'm running to fill that position again. You know me best as the person who keeps the WAETAG website updated. I've been teaching since 1977 and involved in gifted education since 1983. Since I arrived in North Kitsap in 1989, I have taught fourth through seventh grades. At the moment, I am teaching a self-contained fifth grade class. I serve on my district's Highly Capable Advisory Team. I'm the WAETAG-trained educator of gifted trainer for ESD 114; I've taught classes for my district, my ESD, other districts, and the WAETAG conference. I also regularly contribute to "Stories from School," an educational blog site hosted by Washington's Center for Strengthening the Teaching Profession. I invite all of you to browse around my personal website for all kinds of teacher resources: [kragen.net](#).

ESD 101 Representative: Brenda Millay-Mai

Brenda Millay-Mai is currently a teacher at Odyssey, a magnet school for highly capable students, located at Libby Center in Spokane, Washington. She has been a teacher of gifted and talented students for over twenty-seven years, working in both Renton and Spokane. Brenda, along with Mike Cantlon, developed Odyssey (a full time, self-contained school for highly capable students in grades 5-8). She has also taught in Tessera (a pull-out enrichment school for gifted children, grades 3-6). While teaching for Tessera, part of her work included developing screening procedures, administering testing, and participating in the identification of highly capable children eligible to receive services from Spokane Public Schools. In addition, she has been a teacher for People to People Programs and has led high school students in world travel. Brenda has also been a mentor teacher, helping new teachers adapt to the varied demands of teaching highly capable students.

ESD 112 Representative Lisa Morgan

Lisa Morgan has enjoyed serving as the WAETAG ESD 112 Representative for the past six years. She has been teaching gifted 3rd and 4th graders at Image Elementary in the Evergreen School District for 14 years. She received her Masters in Teaching from Washington State University. Lisa has been member of WAETAG for 14 years and has attended and presented at many conferences. She teaches Highly Capable workshops for teachers and administrators in ESD 112. Lisa also teaches a year round after school program called "Conservation

[Mary Moore](#)

ESD 171
OPEN

ESD 189
[Linda Varner](#)

Private Schools
[Sandi Wollum](#)

Newsletter Editor
[Kyra Richardson](#)

Conference Chair
[Vicki Edwards](#)

Conference Registration
[Patty Anderson](#)

OSPI Representative
[Gayle Pauley](#)

NWGCA Representative
[Sue Wilson-Schmitz](#)

SENG Representative
[Roger Fisher](#)

Visit our [website!](#)

WAETAG Mission Statement

WAETAG was formed by educators dedicated to the improvement of educational opportunities for gifted students, by strengthening services to and providing information for professionals serving these students in all settings. Toward that goal, WAETAG has adopted the following aims and purposes:

Increase public and professional awareness of the need for

Kids." Through their work, Image Elementary became the first school in Washington to achieve Level Six certification from Washington Green Schools. Lisa was recently selected as a National Green Ribbon Schools Representative for Washington State. She lives in Ridgefield, Washington with her family. When not teaching, she enjoys kayaking on the Columbia River.

ESD 113 Representative: Dominic Kehoe

Dominic Kehoe is a middle school math and science teacher at NOVA School in Olympia. NOVA school is an independent school serving highly capable students in Olympia, Washington. Dominic is also a PhD student at Seattle Pacific University researching gifted education, and is completing his principal certification.

ESD 114 Representative: Desiree Hall

My name is Desiree Hall. I am currently a 5th grade classroom teacher in the Bremerton School District. I have been continually striving to allow opportunities for our highly capable students to learn in a general education setting. I am a passionate stakeholder in this, because I am also a parent of a highly capable student and I want not only the best for him, but for all students. To be an ESD 114 Representative on WAETAG's board of directors would be not only an honor, but also an opportunity for me to continue serving our students at a high quality of teaching and learning.

I have been an active participant at both the district and building level with implementing initiatives. I have experience training and coaching teachers in the Washington state teacher/principal evaluation projects through monthly training. I've trained and supported new and seasoned teachers using the "Engineering is Elementary" engineering curriculum. I have been a professional development coach for Science Technology Engineering Math, a professional development coach and facilitator for Iris Connect Science Technology Engineering and Math, as well as a Technology trainer for various technology integrated lessons and programs. I have also been a teacher mentor for new teachers, part of the Assessment/Common Core/Teacher/Principal Evaluation Planning Team Committee, where I attend monthly meetings and then help to implement in our building. I worked with the Planning and Implementation Committee for the Bremerton School District all-day kindergarten. Most recently I am working within our district on creating and implementing advance student learning plans for highly capable students.

ESD 171 Representative: Shelley Saslar

As Managing Director of Student Support at North Central ESD 171 in Wenatchee, Shelley Saslar has been involved with a variety of student support programs for over fifteen years, some of which included:

- * Federally-funded programs: Middle School Prevention Coordinators; Supplemental Services; Grants to Reduce Alcohol Abuse; 21st Century Community Learning Center after school programs; and Title 1 Part D Educational Advocates;
- * State-funded programs: WaKIDS; Compassionate Schools; Truancy Prevention Programs; and Bullying Prevention; and
- * Foundation grants and local cooperatives: Highly Capable Programs; Readiness To Learn; Bill & Melinda Gates Foundation literacy alignment; and McKinney-Vento Program for homeless youth.

Shelley holds a Master's of Science in Counseling and School Counseling from Central Washington University in Ellensburg, WA, and is an University of Washington alumna (1994) with a Bachelors' degree in psychology. Prior to joining NCESD, she was employed at Children's Home Society in Wenatchee for three years, working in community mental health counseling, Readiness to Learn, and Big Brothers/Big Sisters programs. Shelley lives in Wenatchee with her husband and 11-year-old son. She enjoys skiing, backpacking, and watching her son play baseball.

ESD 189 Representative: Linda Varner

Linda Varner is currently the Highly Capable Specialist for Snohomish

appropriate educational opportunities for talented and gifted students.

Encourage development of programs for professional preparation and growth in gifted and talented education.

Assist with national, state, and local legislation to provide consistent challenge for all students.

Cooperate with other groups to organize and to enhance educational opportunities for all students.

Support quality programs which increase challenging educational opportunities for all students.

School District. She has taught over 20 years in a 4/5/6 self-contained Highly Capable classroom before becoming the district Highly Capable specialist. Linda is a committed advocate for our Highly Capable students and their families. She understands the importance of the student's social/emotional development, program options and for students to have academic opportunities and challenges each day at school. Linda works as a trainer for the ESD 189 with both large and small districts along with coaching Future Problem Solving. She is excited about the many recent positive changes for our Highly Capable students, but knows that there is still a lot of advocacy work to be done to provide students with the appropriate instruction and learning opportunities they need.

[Forward this email](#)



This email was sent to jankragen@gmail.com by demarco.k@wenatcheeschools.org | [Update Profile/Email Address](#) | Rapid removal with [SafeUnsubscribe™](#) | [About our service provider.](#)



WAETAG | 235 Sunset Ave | Wenatchee | WA | 98801