

Fall 2017

# education CONNECTION



Northwest Educational  
Service District 189

*Together We Can*

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STEEP  
STAIRS PRESS

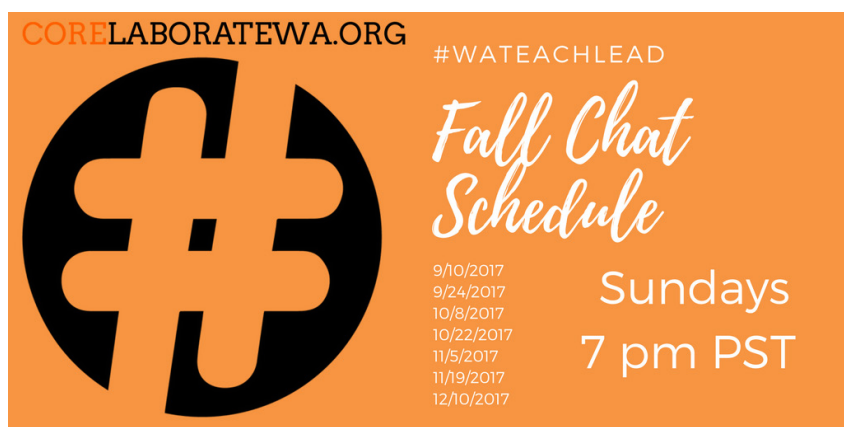
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# Welcome back!

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ReadyWA and Puget Sound Educational Service District (PSESD) believe teacher leadership is essential for successful, large-scale systemic change in education. ReadyWA and PSESD also believe that the use of social media is an effective means of helping to sustain systemic change in instructional practice. Currently, 42 Washington State Teacher Leaders, and eight of the nine ESDs in Washington, (including NWESD), blog and tweet on topics related to teacher effectiveness and standards. Join the conversation!

# Fall 2017 Workshops & Classes

To register for classes: [nwesd.gosignmeup.com](http://nwesd.gosignmeup.com)

Date	Class	Event ID	Instructor	page#
9/28, 11/16, 1/18/2018, 3/22/2018	Mathematically Productive Instructional Routines	32211	Mary Ellen Huggins	16
10/3	NGSS 101: Deep Dive Into the Next Generation Science Standards	32155	Brian MacNevin	16
To be rescheduled	Conducting FBAs and Developing BIPs	32125	Shirley Cutshall	14
10/5, 10/19, 11/2, 11/16, 11/30, 12/14	Principles of Applied Behavior Analysis	32127	Robin Talley	14
10/10	Early Childhood, Special Education Community of Practice	32132	Shirley Cutshall	14
10/12, 10/13	Concept-based Curriculum & Instruction	32010	Mischelle Darragh	16
10/12	Pyramid Practices: Tier 1	32119	Tim Andrews	15
10/4, 11/6	The IEP Process: Balancing Technical & Adaptive Dimensions of the Work	32145	Greg Abell	15
10/17	IEPs: Building the Foundation for Strong Programs	32123	Lori Pollett	14
11/1, 11/2	Concept-based Curriculum & Instruction	32146	Mischelle Darragh	16
11/7	NGSS 102: Deeper Dive Into the Next Generation Science Standards	32216	Brian MacNevin	16
11/14	Collecting and Using Data in Special Education	32124	Lori Pollett	14
12/5	NGSS 101: Deep Dive Into the Next Generation Science Standards	32156	Brian MacNevin	16
12/5	Early Childhood Education Community of Practice	32133	TBD	14
1/19/2018	Pyramid Practices: Tier 2	32120	Tim Andrews	15
1/23/2018	NGSS 102: Deeper Dive Into the Next Generation Science Standards	32217	Brian MacNevin	16





# A Note

## From the Superintendent



As I compose this message, we are near the end of what I hope will be the hottest stretch of weather we experience over what has become an incredibly sunny and dry summer. Yet even in the midst of this hot and hazy week, I can see and hear the first signs of a new school year approaching as growing numbers of educators arrive at the NWESD each day for a wide range of professional learning opportunities. Without a doubt, this is the most important way we support the districts, schools, and educators across our region. It is refreshing and invigorating to be back in the swing of helping to grow professional practice to improve outcomes for all kids.

During my first year as superintendent, I had the opportunity to learn much about the northwest region and how the NWESD supports powerful teaching and learning for over 165,000 students spread across five counties and nearly 9,000 classrooms in close to 450 schools. I also had the opportunity to engage with and seek input from the NWESD staff on the most important reasons why our organization exists and

what we most aspire to become and accomplish as a vibrant and relevant partner to our region's schools.

Out of this yearlong journey of listening, engaging, and learning, I am proud to share the NWESD's revised Mission, Vision, Values, and Goals. These were formally approved by the NWESD Board of Directors in June. The revisions are intended to bring greater clarity, coherence, and a refreshed understanding of the purpose of our work to our external partners as well as to the NWESD teams who provide such a wide and varied range of programs and services to our educational partners. Everything we do as an organization should be in alignment with these statements.

- Mission –** Together We Can...promote *equity* and *excellence* through *leadership* and *service*.
- Vision –** To be an *indispensable partner to* our region's school communities.
- Values –**
  - Responsive *customer service*
  - Open *communication*
  - Regional *collaboration*
  - Flexible *teamwork*
  - Adaptable *professional learning*
  - Positive *relationships*
- Goals –**
  - Provide *quality services* that meet our region's needs.
  - *Prepare students* for college, career, and citizenship.
  - Foster *educator effectiveness* to assure equity and opportunity for all students.

With this renewed focus on our purpose, our work now shifts to living these aspirations in all that we do as an organization. While this is not new work for the NWESD, my hope is that all NWESD staff – regardless of position, location, or the program or service they support – find themselves and their work within our revised mission, vision, values, and goals.

Over the coming months, each NWESD department will be assessing the key work before them in the next several years and developing departmental and individual goals in alignment with our newly articulated purpose. Certainly our routine work and the longstanding programs and services supported by the NWESD will continue. Our greater challenge is to identify those “stretch goals,” the innovative and creative programs, services, and resources we can provide to better support educators across our region as they pursue their missions of providing a world-class education to each and every student they serve.

It is an important journey at an exciting and critical time in public education in our state and nation. Of the many things I've learned about the NWESD over the past year, the most important is that I could not ask for a more dedicated and committed team of professionals to lead this work.

Best wishes for all success in the 2017-18 school year!

**Larry Francois**  
NWESD Superintendent



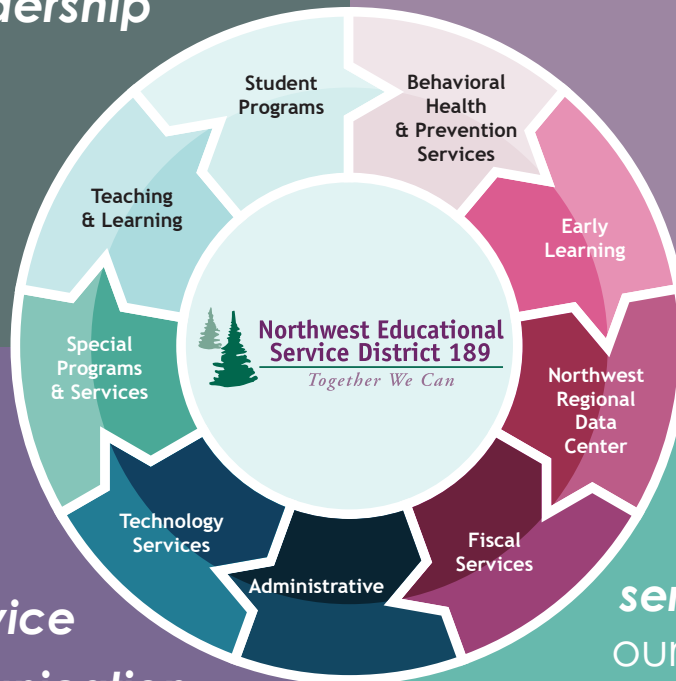


## MISSION

Together We Can...  
promote **equity**  
and **excellence**  
through **leadership**  
and **service**.

## VISION

To be an **indispensable**  
**partner** to our region's  
school communities.



## VALUES

Responsive  
**customer service**  
Open **communication**  
Regional **collaboration**  
Flexible **teamwork**  
Adaptable **professional learning**  
Positive **relationships**

## GOALS

Provide **quality services** that meet  
our region's needs.

**Prepare students** for  
college, career and  
citizenship.

Foster **educator effectiveness**  
to assure equity and  
opportunity for all students.



# Welcome

## New Regional Superintendents



**Whitney Meissner** \*  
La Conner School District

Whitney Meissner, former high school principal and district assessment director for the Chimacum School District, has been chosen to replace former, superintendent Tim Bruce.

Whitney, a Sedro-Woolley High School graduate, was chosen after input from the board, staff, students, and tribal and community members.

Whitney said her top priority as superintendent will be to continue “the great work with the great people and the things (the district) has already been doing.”

Bruce stepped down as the district’s superintendent at the end of the 2015-2016 school year after more than 25 years in the position, and Peg Seeling served as interim superintendent for the 2016-2017 school year.



**Wayne Barrett** \*  
Concrete School District

Wayne Barrett, former principal of 400-student Highland High School in the Omak School District, replaced outgoing superintendent Barb Hawkings on July 1.

Wayne was also the Omak School District’s Career and Technical Education Director, which the Concrete board said will help him provide direction for the 550-student Concrete School District.

He earned his superintendent certification from Washington State University in 2015.

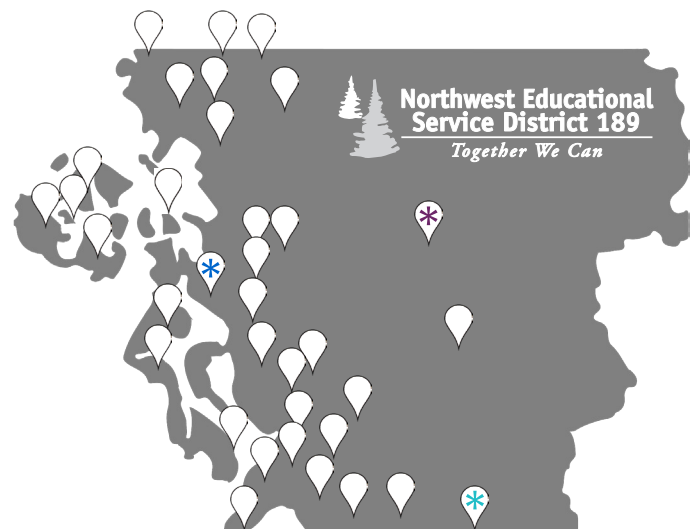
Wayne and his wife Amy have bought 3.84 acres on the South Skagit Highway and are in the process of building a home.



**Brad Jernberg** \*  
Index School District

Brad Jernberg has been serving as an elementary principal at Okinawa Christian School International in Japan for the past two years. Prior to that, he was the principal and district administrator in Lynden for 15 years. Before becoming an elementary principal in Lynden, he spent 10 years in the Snohomish School District.

Brad and his wife Heidi enjoy hiking, skiing, fishing, reading, and spending time with family and friends. They look forward to a new adventure in the Great Northwest and becoming a part of the Index Bear family!





"I am thrilled to be back at the NWESD and working with our partner districts and early childhood agencies. With a focus on early learning, together we can strengthen opportunities for all young children, families, and educators to promote true equity, access, and excellence across our systems."

The NWESD is pleased to announce that Sarah Southard has stepped into the position of NWESD Director of Early Learning, replacing long-time director Karma Hugo, who has moved to the Early Learning Director position at OSPI.



Sarah should be a familiar name to many within the NWESD and across the NWESD region. From 2009 through 2015, Sarah worked at the NWESD as Student and School Success and Migrant Education Coordinator. For the past two years, Sarah has served as the Diverse and Exceptional Learning Specialist in the Burlington-Edison School District. During that time, she has also served as a consultant to the NWESD ELL Cooperative. Sarah has prior experience as a 2nd grade bilingual and adult ESL teacher, preschool teacher and family preservation services therapist. Sarah is currently completing her program administrator certification at Seattle Pacific University. Previously, she earned her MBA at Western Governors' University and her BA in ethnic studies with a minor in Spanish from the University of California, Berkeley.

When asked about returning to the NWESD, Sarah said, "I am thrilled to be back at the NWESD and working with our partner districts and early childhood agencies. With a focus on early learning, together we can strengthen opportunities for all young children, families, and educators to promote true equity, access, and excellence across our systems." Sarah is a long-time transplant to the Skagit Valley and lives with her husband and three children in La Conner. She brings a rich and diverse background and skill set that will benefit the early learning and professional learning work across our region.

We are excited that Sarah is returning to the NWESD family. Please join us in welcoming Sarah (back) to the NWESD!



# Washington State Achievement Awards

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## Congratulations

### Closing the Achievement Gap

Cascade Elementary (Marysville)  
Lynndale Elementary (Edmonds)  
Gold Bar Elementary (Sultan)  
Seaview Elementary (Edmonds)  
Island View Elementary (Anacortes)  
Presidents Elementary (Arlington)  
Carl Cozier Elementary School (Bellingham)  
Concrete Elementary (Concrete)  
Isom Elementary (Lynden)  
Cedarhome Elementary (Stanwood-Camano)  
Twin City Elementary (Stanwood-Camano)  
Odyssey Elementary (Mukilteo)

### English Language Arts Growth

Pioneer Elementary (Arlington)  
Happy Valley Elementary (Bellingham)  
Whatcom Middle School (Bellingham)  
Garfield Elementary (Everett)  
Jefferson Elementary (Everett)  
Glenwood Elementary (Lake Stevens)  
Salem Woods Elementary (Monroe)  
Nooksack Elementary (Nooksack Valley)

### High Progress

Columbia Elementary (Bellingham)  
Endeavour Elementary (Mukilteo)  
Mukilteo Elementary (Mukilteo)  
Fairhaven Middle School (Bellingham)  
Forest View Elementary (Everett)  
Gateway Middle School (Everett)

### Math Growth

Alderwood Elementary (Bellingham)  
Northern Heights Elementary (Bellingham)  
Sherwood Elementary (Edmonds)  
Big Lake Elementary (Sedro-Woolley)  
Lyman Elementary (Sedro-Woolley)

### Overall Excellence

Lowell Elementary (Bellingham)  
Maplewood Parent Coop (Edmonds)  
Cedar Wood Elementary (Everett)  
Mill Creek Elementary (Everett)  
Challenge Elementary (Edmonds)  
English Crossing Elementary (Lakewood)  
Clear Lake Elementary (Sedro-Woolley)

The Washington Achievement Award is based on the Washington Achievement Index. Schools must meet the 95% participation rate on state tests to be eligible. Schools are recognized in seven categories:

1. Overall Excellence
2. High Progress
3. English Language Arts Growth
4. Math Growth
5. Extended Graduation Rate (awarded to high and comprehensive schools only)
6. English Language Acquisition
7. Closing the Achievement Gap

Learn more at: <http://www.k12.wa.us/EducationAwards/WashingtonAchievement/>





# The Exuberant & Enthusiastic Linne Haywood

## NWESD's 2018 Regional Teacher of the Year

Exuberant and enthusiastic are the first words most people use to describe Linne Haywood. She is passionate and fervent when she discusses her students...or a book...or a lesson. She is genuinely excited about being an educator and finds it difficult to contain her zeal. Linne has taught in the Darrington School District since 1999, first as a substitute and then full time. In 2005, Linne was asked to implement and head an alternative learning environment, helping students retrieve credits and attain their diplomas after dropping out of high school. She took on other duties, teaching more and more classes, and after five years in the alternative program, she became a full time classroom teacher. In 2010, she started teaching a leadership class and became ASB (Associated Student Body) advisor. She coaches volleyball, is a senior class advisor, and is the Harassment, Intimidation, and Bullying officer for her district. In addition, she is the building representative for her local union and leads professional development for the high school staff. This year, she partnered with Everett Community College to teach two College in the High School courses, offering her students dual credit with the high school and the local community college.



Photo credit: Office of the Superintendent of Public Instruction

Linne is an avid volunteer and is the president of the local North Counties Family Services Board of Directors. Quick to say "yes," Linne believes that one should "bloom where they are planted" and she is planted and blossoming firmly in the little hamlet of Darrington. Linne and Rick Haywood have four incredibly smart and sassy children, all grown up and all with high school diplomas from Darrington High School. Linne says that one of her greatest joys was being able to have her own children in her classroom, and she honors that opportunity with other people's children on a daily basis.

Linne was a finalist in the Washington State Teacher of the Year nomination process. The 2018 Washington State Teacher of the Year is Mandy Manning from Northeast ESD 101, Spokane School District. Mandy teaches English and math to refugee and immigrant students at Joel E. Ferris High School. The winner was announced on September 11, 2017.

### How is the Teacher of the Year selected?

Washington's educational service districts each select a Regional Teacher of the Year. The state selection committee chooses one of these Regional Teachers of the Year as the Washington State Teacher of the Year. The committee uses the written application, interviews, and a mock keynote to decide which candidate best exemplifies the Teacher of the Year criteria.

### Teacher of the Year criteria:

- The teacher has the respect and admiration of his/her colleagues.
- The teacher is an expert in his/her field who guides students of all backgrounds and abilities to achieve excellence.
- The teacher collaborates with colleagues, students, and families to create a school culture of respect and success.
- The teacher deliberately connects the classroom and key stakeholders to foster a strong community at large.
- The teacher demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning.
- The teacher expresses himself/herself in an engaging and articulate way.

### What does the Regional Teacher of the Year do?

- Attend a long weekend (Friday – Monday) of interviews, leadership retreat and awards ceremony (mid-September).
- Complete a collection of teacher tales to be shared with legislators, educational leaders and other stakeholders.
- Travel the state and his/her regions to share his/her expertise with community groups, businesses, government officials, and future teachers.
- Identify and advocate for educational issues of particular interest to him/her.
- Receive small cash awards and additional prizes in recognition of him/her achievements. [www.k12.wa.us/EducationAwards/TOY/](http://www.k12.wa.us/EducationAwards/TOY/)



- Linne Haywood





# STEEP STAIRS PRESS



## Assignment: Write about an event in your life that changed you

by Shalyn Ens, 2016 graduate

What started as another “I can’t believe the teacher is making me write about myself again” assignment turned into a powerful movement inspired by one senior English class at Scriber Lake High School in the Edmonds School District. Writing about something traumatic and personal can be hard. Digging through jumbled memories and picking apart the pieces into something that would make a nice read is even harder. Sending those stories to a stranger to compile into a book for anyone to read takes extra courage and a willingness to share.

In 2012, Marjie Bowker’s English class realized the power our stories had to change the lives around us. By choosing honesty and realism, the stories and accounts the class wrote and shared have jump-started our movement to where it is now. By the end of a week of writing, editing, and many drafts, a program was started that is still inspiring, while granting permission to others to do the same with their stories. No one expected it to get to where it is now, but here we are, six years later with the sixth book in the “series.” I use the word “series” lightly because it isn’t consecutive, yet each story has been inspired by another before it. These are stories of abuse, trauma, addiction, and mental illness and they have to be heard—this is what we’ve realized. Everyone has a story and a voice, but not everyone has an outlet to make their voice heard, and that’s what is being provided with this program. I’ve had the privilege of taking part in this program and helping lead it the last couple years thanks to the Seattle Public Theater.

Each year, the Seattle Public Theater on Green Lake has allowed us to stage the previous year’s stories. In the fall, Scriber Lake students have the opportunity to participate in a five-day “mini-course” to put between five to eight of the stories from the last book into live theater. By the end of the week, the production is ready to be presented to friends, peers, and other members of the community. Before taking a leadership role in the editing, compiling, advertising, and publishing, I was in this play production program.

When I first enrolled at Scriber, I didn’t know anything about the books, just that some students wrote about past experiences that changed them. I wasn’t able to relate to any of the stories when we read them in class, even though I too had a story that would eventually connect with others. At the time, I thought that having schizophrenic tendencies was something that only older people experienced and that no one would be able to relate to my story. I didn’t think it mattered until the week of the play. Seeing everyone else relating to a story and learning more about each other that way made me want to write my own story, because maybe it would inspire someone—at least one person, somewhere. So I did.

For the first time, people didn’t tell me to be hush about my “condition.” While writing, some celebrated with me and I even found out that others had gone through similar situations. I didn’t have to downplay my experiences. It let me be a voice for those struggling in the healing and acceptance process. The ability that writing has to influence those around us is truly inspiring. Since the day I approached Marjie about writing in the theater production, I’ve been involved with these last two books every step of the way.

This year I helped work individually with students to draw out their story. Fortunately, I already loved to write so getting a few thousand words onto paper wasn’t something that intimidated me, but I know not everyone finds writing fun. After dozens of drafts and hours of working, some stories were still incomplete. A couple students started writing one story and realized there was another worth telling. For example, in our next book *This is a Movement: Owning Our Stories, Writing Our Endings*, two students in particular were holding onto stories they didn’t know they wanted to tell. Nik’s story “Her” started as a rant, an essay about why he shouldn’t have gotten in trouble for a joke he made in class. The final paper was meant to go to our principal, but when he showed it to Marjie, they both realized there was an underlying message, something he needed to get out. Together he and Marjie decided to dig deeper to find out why he had acted out. Through the writing program, he wrote about being bullied, eating disorders, and hallucinations.



Had he not taken that step in the writing experience, it would have been much harder for him to accept and grow from what he went through.

Caleb's story "When Skies are Grey" was directly inspired by one from the previous book. On the last day of the writing program mini-course, he realized he wasn't telling his full story until a student named Ali read her story out loud to the class. In the book, *I'm Finally Awake: Young Authors Untangling Old Nightmares*, Ali wrote about her mother's passing due to alcohol in her story *Any Last Words?* Preceding her mother's death, Ali told her mother she hated her but didn't know that those words would be the last ones she ever said to her. Hearing Ali's story helped Caleb to tell his own. Our books continue to move and inspire even beyond our Edmonds community. We have teachers across the country and even across the ocean asking about the writing process used in this

class and using our books as curriculum. A few of the writers and I have lead dozens of public speaking events including classes at the University of Washington and various teaching conventions, and we've spoken to thousands about our struggles, how we grew from the experience and from writing about it, and how everyone can overcome hardships through the power of writing.

Shalyn Enszt is a Scriber graduate who learned how to use an Oxford comma before she learned to walk. Since joining the writing program, she has been Student of the Month, Edmonds Rotary Daybreakers' Hidden Winner, and Lynnwood Rotary's Youth Challenge Award nominee and winner among other academic acknowledgements. Before and after her early graduation, she participated and leads dozens of speaking events beyond the Edmonds community and has been recognized by multiple newspapers and magazines for her work in both this year's and last year's Steep Stairs Press books. She hopes to become a fiction novelist as well as follow Marjie's footsteps teaching English in Norway. (excerpt from book jacket)

## Scriber Lake High School, Edmonds

"Imagine a school where learning is viewed as an emotional and meaning-making event as well as a cognitive one, where curriculum is delivered in a way that generates a positive emotional charge and has meaning for the learner, where power moves from the adults to the students." - Cal Crow, Ph.D.

Scriber is a public high school of approximately 250 students in the Edmonds School District, located just north of Seattle and one of Washington's oldest alternative schools. Scriber is a school of choice; some students come to Scriber as freshmen, some come seeking a second chance and some land there for a last chance to graduate. The majority of Scriber students have struggled with homelessness, drugs and alcohol, depression, abuse, loss or anxiety - and most have been failed by the system. Or as former student Shalyn Enszt joked, "Scriber is like going to Denny's. You don't go to Denny's, you end up at Denny's."

Steep Stairs Press is led by teachers Marjie Bowker and David Zwischka. Recent graduate Shalyn Enszt provides significant contributions to editing and publishing. Enszt introduces the stories with a student-perspective foreword. Her name is also featured on the cover. The press is named after the steep staircase leading up to the school. The press has now published six story collections that are available on Amazon. The older students and graduates have voluntarily stepped into the traditional roles that comprise a printing company. Shalyn has landed a position as the writer and editor. Nik handles the public relations and marketing, and Carolina stepped into the role of continued education and appears in Marjie's class as a guest teacher from time to time. Marjie Bowker said, "The printing press was an unexpected student-inspired movement, and it has been transformational for the students. Some of the students become writers - many of whom had no previous confidence or interest in writing. These students and their books are proof that most students absolutely want to write." (excerpt from *They are Absolutely Not Ok*).



**All six of the Steep Stairs Press Books can be purchased for \$15.95 on Amazon. Curriculum guides for the narrative writing process are also available. All proceeds go toward supporting Steep Stairs Press' future writing projects.**  
[steepstairspress@gmail.com](mailto:steepstairspress@gmail.com)







# prevention

workshops and classes register >> [nwesd.gosignmeup.com](http://nwesd.gosignmeup.com)

## Youth Mental Health First Aid Training

Youth Mental Health First Aid is a public education program that introduces participants to risk factors and warning signs of mental illnesses, builds understanding of their impact, and provides overviews and common supports. This 8-hour course uses role-playing and simulations to demonstrate how to offer initial help in a mental health crisis and connect persons to the appropriate professional peer social and self-help care. The program also teaches the common risk factors and warning signs of specific types of illnesses like anxiety, depression, substance use, bipolar disorder, eating disorders, and schizophrenia. Sponsored by a Project AWARE grant.

### Participants will learn how to:

- Assess for risk of suicide or harm
- Listen non-judgmentally
- Give reassurance and information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

**Target Audience:** Teachers, coaches, counselors, school administrators, volunteers, and youth workers who work with middle school/high school-aged students, parents, and the general public.

### Dates:

October 10, 2017 – Marysville  
October 13, 2017 – Friday Harbor  
November 17, 2017 – Tulalip  
December 15, 2017 – Marysville



The NWESD Behavioral Health and Prevention Department spends a day every fall to kick off the school year and get ready to provide services in nearly 15 school districts in our region. During their annual kick off they develop, review and refine goals and strategies for the year.

## January 10-11, 2018

### SAVE THE DATE

## NWESD School Safety Summit



**Date:** January 10-11, 2018

**Time:** 9:00 am- 3:30 pm

**Location:** NWESD

**Keynote:** Mike Dorn will present on January 10th on School Safety Fidelity, and will lead a three hour break-out session that will include threat assessment, student supervision, emergency

operation plans (EOP), risk evaluation, school safety fidelity, bullying, among other subjects.

Michael Dorn is the Executive Director of Safe Havens International Inc., a non-profit school safety center. The largest school safety center in the world, Safe Havens has helped conduct school security assessments for more than 6,000 schools across the United States and abroad. During his 25-year public safety career, Michael served as a campus police officer, school district police chief, School Safety Specialist for the State of Georgia and as the Lead Program Manager of the Terrorism Division of the Georgia Office of Homeland Security. A graduate of the FBI National Academy, Michael also received a fellowship from Georgia State University to travel to Israel for advanced training and briefings from the Israel National Police, Israel Defense Forces and Israeli intelligence services. Michael has authored and co-authored 27 books on school safety and public safety. Michael is currently working on a 600-page university textbook *Extreme Violence – Preventing and Preparing for Active Shooters, Active Killers, Hate Crimes and Terrorism Events*. Michael's work has taken him to Central America, Mexico, the Caribbean, Canada, Europe, Asia, India, Africa and the Middle East. Michael helped the United States Department of Homeland Security author the IS360 active shooter training program as part of the 2013 White House School Safety Initiative. Michael has also provided post-incident assistance for 12 active shooter/targeted K12 school shootings in the United States and Canada.

Learn more: [www.safehaveninternational.com](http://www.safehaveninternational.com)





# NEW at NWESD Special Programs

## Pre-Employment Transition Services (Pre-ETS)

*Brian McClay will facilitate Pre-Employment Transition Services for NWESD, assisting identified districts across the region through close communication and coordination with school staff.*

As a result of collaborative efforts between OSPI, the Department of Vocational Rehabilitation, and eight Educational Service Districts (ESDs) across the state, new service supports were recently initiated to assist districts in helping youth overcome barriers to employment and access post-secondary education and training opportunities. Activities include hiring Transition Specialists to support schools in the development of specific Pre-Employment Transition Services, including resources for students and teachers, in an effort to promote post high-school employment and education/training success.

Did  
you  
know?\*

20.5%

of students receiving special education services drop out before graduating.

> 50%

of all leavers are those with a specific learning disability (SLD).

33%

of all leavers are not working and not in any type of post secondary education one year after high school?

### Pre-Employment Transition Services (Pre-ETS) offers:

1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Post-Secondary Education Counseling
4. Workplace Readiness Training
5. Self-Advocacy Instruction

### Together We Can... Partner with Teachers for Student Success:

- Discover student career interests through-
  - \* Administering user-friendly interest inventories
  - \* Analyzing career test data
  - \* Developing a plan for the student's next steps
- Organize and implement career panels based on student assessments data and student interests
- Train students on job-centered soft skills (including interviewing skills & resume building)
- Guide students to the appropriate college and career fields!

\* Post-School Outcomes for 2013–14 Leavers- published 2016 State Data

### Do you have a student who:

- Has a documented disability, §504 plan, or IEP?
- Has need for continued education and/or workforce training after high school, yet doesn't know where to begin?
- Would benefit from additional support and resources relating to continued education and selecting a career path?
- Needs help learning about employment or education/training opportunities available after high school?



## contact

**Brian McClay, NWESD Transition Specialist**  
**bmcclay@nwesd.org**  
**Desk: 360-299-4075 | Cell: 360-298-6631**

### Please consider the following in regards to Pre-ETS:

1. What is your district currently doing to prepare students?
2. What do you wish you could do more of to support students?
3. What support does the district need most at this time?
4. What barriers does your district face while supporting students?





# special programs

workshops and classes [register >> nwesd.gosignmeup.com](http://nwesd.gosignmeup.com)

## Collecting and Using Data in Special Education

**Event ID:** 32124

This course is designed for special education preschool teachers and teachers of students with intellectual disabilities who are responsible for the creation of measurable objectives and ongoing data collection. Beginning teachers and/or those who wrestle with the process of collecting/analyzing data in a systematic manner will benefit as we practice writing measurable annual goals aligned to a data collection method and examine/discuss various systems for the organization/interpretation of data.

**Presenter:** Lori Pollett  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 3  
**Registration Fee:** \$50  
**Location:** NWESD  
**Date:** November 14, 2017  
**Time:** 4:00 PM - 7:00 PM

## Conducting FBAs and Developing BIPs

**Event ID:** 32125

Conducting Functional Behavioral Assessments (FBAs) that are informational and lend themselves to practical Behavioral Intervention Plans (BIPs) may seem like a daunting prospect. While the process represents an intentional focused effort by a team of professionals, it can be encouraging to all involved. This course is targeted toward special education teachers and others that may be called upon to lead the process of an FBA and need practical tools to begin. Please join us as we:

- Examine basic behavioral principles
- Review direct/indirect data collection methods
- Unpack tools designed to help identify the functions of behavior
- Utilize tools to identify potential reinforcers for appropriate behavior
- Develop a positive behavior support plan derived from the FBA
- Examine fidelity checklists for teams implementing behavior plans

**Presenter:** Shirley Cutshall  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 3  
**Registration Fee:** \$20  
**Location:** NWESD  
**Date:** To be rescheduled  
**Time:** 4:00 PM - 7:00 PM

## Early Childhood, Special Education Community of Practice

Please join our Early Childhood Education (ECE) 2017-18 Community of Practice series where a diverse team of educators from a variety of programs (community-based programs, B-3 providers, and school-based preschool services) will join together with the common goal of utilizing research findings and best practices to improve services for children and families. Participants in this series will:

- Analyze current research findings and best practices in ECE and consider applications to daily practice
- Examine, discuss, and implement strategies addressing assessment, adverse childhood experiences, social skills instruction, and Applied Behavior Analysis
- Share results from program improvement efforts in order to build the expertise of other partners in Early Childhood Education

Each session in the four-part series is independent of the others. Attend one or all four!

**Presenter:** Shirley Cutshall  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 3/per session  
**Registration Fee:** 0  
**Location:** NWESD  
**Time:** 9:00 AM – 12:00 PM

**Event ID:** 32132  
**Date:** October 10, 2017

**Event ID:** 32133  
**Date:** December 5, 2017

**Event ID:** 32134  
**Date:** March 13, 2018

**Event ID:** 32135  
**Date:** May 15, 2018

## IEPs: Building the Foundation for Strong Programs

**Event ID:** 32123

Writing an Individualized Educational Program (IEP) that is both compliant and educationally relevant is a daunting task. There are innumerable procedural and technical requirements that must be addressed in the process. Please join us for a day of learning and work. Participants will bring a current student evaluation (and other relevant student data) from which they will draft an IEP\* while examining the important elements of each part of the IEP in a step-by-step fashion.

Participants in this course will:

- Review WACs and OSPI guidance specific to each part of the IEP
- Practice developing measurable annual goals consistent with a data collection tool/method
- Examine specific components of a transition plan, emergency response protocol, and behavior plan
- Apply what they've learned toward the development of a draft IEP for a student

\*Note: Student specific information will remain confidential and under the care of the responsible educator.

**Presenter:** Lori Pollett  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 6  
**Registration Fee:** \$90  
**Location:** NWESD  
**Date:** October 17, 2017  
**Time:** 9:00 AM - 3:30 PM

## Principles of Applied Behavior Analysis

**Event ID:** 32127

Experts in the field of developmental disabilities have acknowledged for some time that instructional strategies utilizing the principles of Applied Behavior Analysis (ABA) are both effective and evidence-based. Practitioners working with special populations may find that a refresher in the specific methodologies used in ABA is warranted; others might be seeking to develop their expertise for the first time.



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This rigorous 40-hour course is designed to provide those with and without previous experience the opportunity to demonstrate both knowledge and application of these strategies. Participants will receive instruction through a cooperative partnership between the University of Washington Autism Center and NWESD. Instruction is provided on-site in Anacortes as well as through online sessions. Additional assignments are also required. Participants will be required to attend all sessions/complete all assignments in order to receive the full allocation of available clock hours and the certificate of completion.

Instruction provided in this course meets the coursework requirements for those pursuing Registered Behavior Technician (RBT) Certification. Pursuit of RBT certification is not required nor is it necessary for educational staff providing instruction utilizing the Principles of Applied Behavior Analysis.

**Presenter:** Robin Talley, University of Washington  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 40  
**Registration Fee:** \$675  
**Location:** NWESD  
**Date(s):** October 5, October 19, November 2, November 16, November 30, and December 14, 2017  
**Time:** 9:00 AM - 2:30 PM

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### **Pyramid Practices: Tier 1** **Event ID:** 32119

Tier 1 Pyramid Practices in early childhood settings address high quality supportive learning environments and nurturing/responsive environments. Please join us as we explore specific, practical strategies that teachers in educational and community early childhood programs can implement right away. Participants in this course will:

- Examine the components of the Pyramid Model with an emphasis on Tier 1
- Observe, discuss, and practice Tier 1 classroom strategies
- Analyze the TPOT (Teaching Pyramid

- Observation Tool) fidelity checklist for Tier 1 practices and possible uses in classrooms
- Create an implementation plan for the strategies for his/her classroom or program

**Presenter:** Tim Andrews  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 6  
**Registration Fee:** \$100 for one day; \$190 for two days; \$280 for all three days (Tiers 1, 2, 3)  
**Location:** NWESD  
**Date:** October 12, 2017  
**Time:** 9:00 AM - 3:30 PM

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### **Pyramid Practices: Tier 2** **Event ID:** 32120

Tier 2 Pyramid Practices are designed to provide targeted intervention for children at risk for social-emotional delays in early childhood environments. Children may show signs that indicate a risk for developing challenging behavior, but have not yet demonstrated a need for individualized intervention. Participants in this course will:

- Observe, discuss, and practice Tier 2 strategies to help children identify and cope with emotions
- Observe, discuss, and practice Tier 2 strategies to provide specific, intensive social skills instruction

**Presenter:** Tim Andrews  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 6  
**Registration Fee:** \$100 for one day; \$190 for two days; \$280 for all three days (Tiers 1, 2, 3)  
**Location:** NWESD  
**Date:** January 19, 2018  
**Time:** 9:00 AM - 3:30 PM

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### **Pyramid Practices: Tier 3** **Event ID:** 32121

Tier 3 Pyramid Practices are designed to assess the needs of children demonstrating significant, persistent behavioral challenges in early childhood settings. Participants will:

- Utilize a case study to assess the social-emotional/behavioral needs of a child
- Utilize a case to develop an individualized plan to address significant behavioral needs
- Plan for the use of fidelity checklists to ensure that interventions are consistent
- Organize tools (assessments, data collection tools, sample reports) to assist with implementation of Tier 3 interventions

**Presenter:** Tim Andrews  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 6  
**Registration Fee:** \$100 for one day; \$190 for two days; \$280 for all three days (Tiers 1, 2, 3)  
**Location:** NWESD  
**Date:** February 20, 2018  
**Time:** 9:00 AM - 3:30 PM

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### **The IEP Process: Balancing the Technical & Adaptive Dimensions of the Work** **Event ID:** 32145

This two-day interactive training prepares participants to design and implement collaborative learning and shared decision-making processes within the context of the I.D.E.A. Participants will recognize and understand both the Technical and Adaptive dimensions of an effective IEP process; be introduced to key concepts, processes, and skills of facilitation; and learn specific strategies for supporting successful IEP meetings.

**Presenter:** Greg Abell  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 12  
**Registration Fee:** Free  
**Location:** NWESD  
**Date(s):** October 4 & November 6, 2017  
**Time:** 9:00 AM - 3:30 PM

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# teaching & learning

## workshops and classes

register >> [nwesd.gosignmeup.com](http://nwesd.gosignmeup.com)

### Concept-based Curriculum & Instruction

**Event ID:** 32010

In this highly interactive session for K-12 teachers, Mischelle Darragh will challenge your mind as she contrasts a three-dimensional concept-based instruction model with the two-dimensional coverage model. Participants will see and discuss how a teacher can use the three-dimensional concept-based model and learn specific practical instructional strategies that engage the hearts and minds of students.

On day two, participants will expand their understanding of the conceptual level of knowledge thinking and understanding through learning the key components in developing a concept-based unit of study. Participants will view examples of three-dimensional units across contents and be guided in developing a collaborative unit of study.

**Presenter:** Mischelle Darragh

**Facilitator:** Anita Garcia

**Clock Hours:** 12

**Registration Fee:** \$175

**Location:** NWESD

**Time:** 8:30 AM - 3:30 PM

**Event ID:** 32010

**Date(s):** October 12 - 13, 2017

**Event ID:** 32146

**Date(s):** November 1 - 2, 2017

### Mathematically Productive Instructional Routines

**Event ID:** 32211

Each session will address mathematically productive instructional routines that focus on student sense-making around numeracy. A new routine will be introduced and practiced at each session. Participants will be asked to implement one of the routines in their classrooms in between sessions. As a community of learners, participants will then share and reflect on their experiences with one another in order to become more proficient.

Participants have an option to attend all four sessions as a 12-clock hour module or attend individually for three clock hours each session. Grade level teams are encouraged to attend together.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 12

**Registration Fee:** Free

**Location:** NWESD

**Date(s):** September 28, November 16, 2017; January 18, March 22, 2018

**Time:** 4:00 PM - 7:00 PM

### NGSS 101: Deep Dive Into the Next Generation Science Standards

Understand the architecture and development of the Next Generation Science Standards. Learn about the connections between the Washington State Science Standards and the Next Generation Science Standards and develop a deeper understanding of the specific standards for your grade level. Increase your understanding of the Washington State implementation timeline for the NGSS and consider key instructional shifts for these new standards.

**Presenter:** Brian MacNevin

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Time:** 8:30 AM - 3:30 PM

**Event ID:** 32155

**Date:** October 3, 2017

**Event ID:** 32156

**Date:** December 5, 2017

### NGSS 102: Deeper Dive Into the Next Generation Science Standards

The Next Generation Science Standards represent an ambitious set of student performance expectations. If you have attended an orientation to the NGSS you have learned about the three dimensions of practices crosscutting concepts and core ideas, and you have learned about their role in engaging students in explaining phenomena from the world around them.

In this class we will dig into the Engineering Design Process into the idea of bundling -- through which the performance expectations are grouped together to help and touch on the idea of three dimensional assessment. Best taken with a buddy who teaches in the same grade-level or grade band in your school.

#### Considerations

- Participants should previously have participated in NGSS 101 or an equivalent thorough formal introduction to the NGSS
- Participants may find it beneficial to take NGSS 102 with a colleague or two who teach in the same grade level or within the same grade band in a school

**Presenter:** Brian MacNevin

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Time:** 8:30 AM - 3:30 PM

**Event ID:** 32216

**Date:** November 7, 2017

**Event ID:** 32217

**Date:** January 23, 2018



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## Upcoming Math Workshops registration opens soon...

### **K-2 Teachers: Number and Operations in Base Ten**

**Instructor:** Graham Fletcher

**Date:** March 7, 2018

### **3-5 Teachers: Number and Operations in Base Ten**

**Instructor:** Graham Fletcher

**Date:** March 8, 2018

Description: Understanding of number and operations is essential learning for the elementary grades. This session will uncover the progression of learning in grades K-2 & 3-5. Participants will explore 3-act Tasks as a powerful structure for instruction and assessment in the elementary grades.

### **Maximize Effective Math Instruction by Crafting A Powerful Tool Belt**

**Instructor:** Andrew Stadel

**Date:** TBD

In this interactive, collaborative, and engaging session, the presenter will provide educators with opportunities to access resources, learn instructional strategies in implementing problem-solving tasks, strengthen number sense, and explore tools to support the mathematical thinking of diverse student populations.

### **For more information contact:**

**Nancy Menard**

**nmenard@nwesd.org | 360-299-4020**

## Change in Residency Certification Renewal Options

The Legislature recently approved the option for residency certificate holders to obtain a five-year renewal of their residency certificate through the completion of 100 clock hours as an alternative to obtaining a Professional certificate. Elementary and secondary level teachers in STEM-related subjects applying for residency certificate renewal after September 1, 2019 must complete at least 15 clock hours with an emphasis on the integration of science, technology, engineering, and math. This requirement applies to the following endorsement areas: elementary education; early childhood education; middle level mathematics and science; secondary mathematics and science; the designated secondary sciences; technology; and career and technical education endorsements. In addition, individuals applying for their first residency certificate renewal must complete course work or an in-service program on issues of abuse. The NWESD provides numerous opportunities throughout the year for teachers to earn clock hours towards their residency certificate renewal, STEM requirement, and issues of abuse course work. Please visit our website at [www.nwesd.org](http://www.nwesd.org) to learn more about the professional development opportunities available and to register for upcoming trainings.

Visit [www.nwesd.org/teaching\\_learning](http://www.nwesd.org/teaching_learning) and look for STEM to view the Certificate Renewal Q&A provided by OPSI.

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# early learning

## State of Children & Families Report



The *State of Children and Families* community report was created to tell the story of young children and families in our region. It helps to inform policy, funding, and resource allocation decisions at all levels.

Organized by the Washington Early Learning Plan *Ready Frames*, this report contains demographic and programmatic data about children, families, professionals, schools, and systems in our region.

Visit the NWESD Early Learning website to view the report online.

### Dedication:

The *2017 State of Children and Families Report* is dedicated to Karma Hugo who took a seed of an idea for this report and grew a model of collaboration, advocacy, and collective-impact that will continue to inspire community-based support for children, families and professionals.

# Northwest Educational Service District (NWESD) Course Registration Form

**Online:** Register online at [www.nwesd.org](http://www.nwesd.org) with a purchase order or credit card.

**Mail-in:** Mail registration form with check (payable to NWESD), purchase order, or credit card information to NWESD, 1601 R Avenue, Anacortes, WA 98221.

**Fax:** Fax registration form with purchase order or credit card information to 360-299-4070.

**Register early** - class sizes are limited. Classes not meeting minimum enrollment may be canceled.

**Cancellations** must be received in writing no later than two working days prior to the course to receive refund. A \$20 administrative fee will be assessed.

**Clock hours and college credit** are available if indicated under individual course descriptions. Payment and application for clock hours and college credit will occur at the end of the course session. Please do not send payment for clock hours or college credit with registration.

**For registration information/assistance** call 360-299-4043 or email [registrar@nwesd.org](mailto:registrar@nwesd.org).

Name (First, MI, Last)			Email Address (required)		
Home Address				Home Phone	
City	State	Zip	Work Phone		
District/Company				Position	
School/Building					Grade

Course Number	Course Title	Start Date	Course Fee

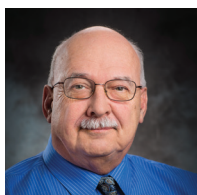
Video Conference Location (if applicable)	Total Fee \$
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Check Enclosed (payable to NWESD) #	Purchase Order #	District/Company Issuing PO
<b>NWESD Accepts Visa or MasterCard Credit Cards</b>		Personal Credit Card <input type="checkbox"/> District/Company Credit Card <input type="checkbox"/>
Credit Card No.		Expiration Date
Authorized Signature	Authorized Amount \$	CVV/CVC (3 digit code on back of card)
Name on Card		Cardholder Phone
Cardholder Billing Address (Street, City, State, Zip)		

<b>For NWESD Use Only</b>				Cashier Initials	Date
Amount \$	Check <input type="checkbox"/>	Purchase Order <input type="checkbox"/>	Credit Card <input type="checkbox"/>	Account Code	



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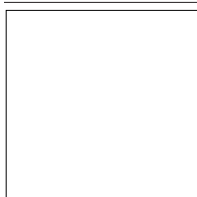
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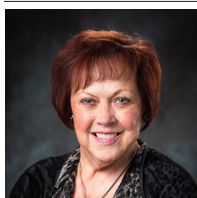
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## Northwest Educational Service District 189

*Together We Can*

Educational Service Districts have served Washington State for more than forty years, providing vital services and functioning as advocates for local districts. Northwest Educational Service District (NWESD) serves Whatcom, Skagit, Snohomish, Island, and San Juan counties.

NWESD's more than fifty programs are organized into seven departments to serve you: Administration, Early Learning, Fiscal Services, Prevention Center, Special Programs and Services, Teaching and Learning, and Technology Services. Please visit us on our website at [nwesd.org](http://nwesd.org) for more information on each of these departments.

### NWESD Mission

Together We Can... promote equity and excellence through leadership and service

### Clock Hours

For assistance with clock hours, please contact Kristine Juhl at [kjuhl@nwesd.org](mailto:kjuhl@nwesd.org) or call her directly at 360-299-4057.

### Register early

Classes not meeting minimum enrollment may be cancelled.

### Let's Keep in Touch!



Visit our website:  
**[www.nwesd.org](http://www.nwesd.org)**



Send an email to  
**[communications@nwesd.org](mailto:communications@nwesd.org)**  
and subscribe to our  
Ed Talks blog.





## A coalition supporting college and career ready learning standards and assessments.

**Who we are:** The [Ready Washington](http://ReadyWashington.org) coalition, led by Partnership for Learning and the Office of Superintendent of Public Instruction, believes all students should be prepared for college, work and life. Ready Washington helps build awareness and understanding about the importance of high expectations to ensure students are mastering the skills and concepts they need to succeed after high school. Coalition members include state education agencies, associations and advocacy organizations that support college and career ready learning standards and aligned assessments.

**How we work:** Through fact sheets, videos, posters, presentations and digital content, Ready Washington provides families and schools with information about how learning standards and assessments help students get ready for postsecondary education, including college, apprenticeships, industry training or other certification, and career. Learn more at [ReadyWA.org](http://ReadyWA.org).

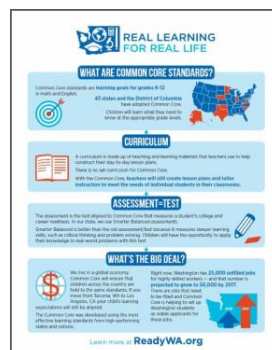
### Where to find us:

Website: [www.ReadyWA.org](http://www.ReadyWA.org)  
Facebook: [Facebook.com/ReadyWA](https://Facebook.com/ReadyWA)  
Twitter: [@ReadyWA](https://Twitter.com/@ReadyWA)  
Instagram: [Instagram.com/ReadyWashington](https://Instagram.com/ReadyWashington)  
YouTube: [YouTube/ReadyWA](https://YouTube.com/ReadyWA)

### Resources:



**School Poster:** What Does Your Future Look Like? Plan your path today.



**Handout:** Expecting more from students.



**Video and Infographic:** Using Smarter Balanced Scores to Chart Your Path.



**Northwest Educational  
Service District 189**

*Together We Can*

1601 R Avenue, Anacortes, WA 98221  
Ph. 360-299-4000 Fx. 360-299-4070  
[www.nwesd.org](http://www.nwesd.org)