

Winter/Spring 2018



Northwest Educational  
Service District 189  
*Together We Can*

# education CONNECTION



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NWESD Migrant  
Coordinator | 9

**STEPHENY LOPEZ**  
Mount Vernon  
High School  
Student,  
Adventurer, &  
Enrique's  
little sister | 8

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# 2018: A Year Full of Possibilities

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#TogetherWeCan

School Spirit at the 2017 Mount Vernon High School Homecoming. Images taken by Mount Vernon High School Photography Instructor Andy Porter.

# Winter 2018 Workshops & Classes

Date(s)	Title	Instructor	Event	Page
1/9/2018	Writing Effective Transition Plans	Kristin Hirschmann	32248	12
1/9/2018	Designing Effective Lesson Plans	Mischelle Darragh & Tiffanee Brown	32341	14
1/10/2018	NWESD School Safety Summit	David Forsythe	32313	11
1/16/2018	Algebraic Thinking & Geometry	Sherri Laboon	32347	13
1/16/2018	Counting and Cardinality	Sherri Laboon	32346	13
1/16/2018	New Interpreters in School Meetings	Shirley Cutshall	32179	12
starts 11/17/18	Principles of Applied Behavior Analysis	Robin Talley	32127	12
1/23/2018	NGSS 102: Deeper Dive Standards	Brian MacNevin	32217	16
1/23/2018	Beginning Foundations in Literacy	Sherri Laboon	32356	13
1/26/2018	Youth Mental Health First Aid Training	Rebecca Ford & Madysen Pruss	32275	11
1/30/2018	Mathematically Productive Routines	Mary Ellen Huggins	32314	15
1/31/2018	Danielson Instructional Framework	Scotland Nash	32336	14
2/8/2018	Modeling with Mathematics for Grades 3-8	Mary Ellen Huggins	32345	15
2/8/2018	Thinking Maps: Visual Language Learning	Katie Brown & Andrea Quigley	32348	16
2/13/2018	NGSS 101: Deep Dive Standards	Brian MacNevin	32157	16
2/14/2018	Student Led IEPs	Kristin Hirschmann	32247	12
2/27/2018	Academic Language: Rich Mathematics Tasks	Mary Ellen Huggins	32351	15
3/7/2018	Danielson Teacher Overview	Scotland Nash	32344	14
3/7/2018	K-2 Teachers: Number & Operations Base Ten	Graham Fletcher	32270	15
3/7/18, 3/14/18	Danielson Training for Teacher Trainers	Scotland Nash	32343	14
3/8/2018	3-5 Teachers: Number & Operations Base Ten	Graham Fletcher	32271	14
3/13/2018	Early Childhood Ed Community Practice	Jennifer Drake Patrick	32134	13
3/20/2018	NGSS 102: Deeper Dive Standards	Brian MacNevin	32218	16
3/23/2018	Youth Mental Health First Aid Training	Dana King & Joyce Wells	32276	11
4/11/2018	NGSS 101: Deep Dive Standards	Brian MacNevin	32158	16
4/27/2018	Youth Mental Health First Aid Training	Joyce Wells & Madysen Pruss	32277	11
5/10/2018	Implementing Focus & Coherence in Math	Mary Ellen Huggins	32352	15
5/15/2018	Early Childhood Ed Community Practice	Jennifer Drake Patrick	32135	13
5/16/2018	NGSS 102: Deeper Dive Standards	Brian MacNevin	32219	16
5/18/2018	Youth Mental Health First Aid Training	Dana King & Erik Haakenson	32278	11

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



# A Note from Our Superintendent

*Larry Francois, Anacortes*



Since 2012, the State Supreme Court's McCleary ruling on basic education funding has largely dominated the legislative process and consumed countless amounts of time and energy from educational leaders across our state. This past legislative session, lawmakers approved a once-in-a-generation overhaul of basic education funding.

Over the next several years, state funding for basic education will significantly grow, funded by an increase in the state school property tax. At the same time, the funding districts raise through local property tax levies will decrease. This shift to less local and greater state funding addresses the constitutional violations that initially led to the McCleary lawsuit.

The State Supreme Court endorsed the Legislature's plan as meeting the constitutional requirement to provide "ample" funding for basic education, with the exception of the timing for the plan's full implementation. That issue will be addressed in the 2018 legislative session, but for all intents and purposes, we have entered the post-McCleary world.

As someone intimately involved with McCleary since 2007 – first as a district superintendent and now as an ESD superintendent – I must confess to mixed feelings about what has been achieved. Undeniably, the Legislature has increased basic education funding by billions of dollars, relieving the burden on communities to fund constitutionally assured basic education programs and services with local levy funds. For the first time in decades, K-12 will once again constitute more than half of all state spending. That investment in public education and our state's future is commendable and bold.

Yet I struggle with the notion that ample funding may have arguably been achieved, but not more equitable funding. I have written and spoken numerous times over the years about the inherent unfairness of a child's zip code and the local tax base creating widely different levels of opportunity and access. I have lived that reality as a parent and an educator. Five months studying the Legislature's McCleary solution lead me to believe that the quest for ample funding may actually worsen existing inequities.

Despite tens of millions of additional dollars coming to our region's 35 school districts, those dollars flow through complex formulas and new rules around local levies that will result in very different funding impacts across districts. I've been asked – and it's a fair question – why that should matter if every district will receive at least as much, if not significantly more, overall funding than they receive now.

For me, the answer is intensely personal. I have a two-year-old granddaughter who enters kindergarten in the fall of 2020. Like many young parents across our region, her parents are challenged by the high costs of housing, transportation, and living expenses common in many parts of our region. Relocating to a more affordable or less congested area (i.e., in a zip code with lower property values and a smaller tax base), should not mean reduced educational options for their daughter.

I recognize that we lived in an inequitable world before McCleary. And while there is much to appreciate about the McCleary solution, I also see much work left to do to bend the arc of existing inequities in a more just direction where all children have high levels of opportunities and access, regardless of zip code.

**Larry Francois**  
NWESD Superintendent

# New Board Member

*Cory Duskin, District 6*

The NWESD Board of Directors is pleased to welcome Cory Duskin as the new District 6 (Arlington, Granite Falls, Index, Marysville, and Sultan) board representative. Cory attended and graduated from the Arlington public school system and attended Washington State University, earning a degree in Political Science/Public Administration. He and his wife are small business owners in Arlington and serve on various community boards, commissions and committees. Cory is the past president of the Greater Arlington Chamber of Commerce and past president of the Rotary club of Arlington. He is currently serving on the Arlington Public schools facilities committee, and has participated in the Arlington School lunch buddy program, mock interview committees, and senior project review boards.



Cory views his participation on the NWESD Board of Directors as another way to serve the community and looks forward to supporting the NWESD public school districts. Please join us in welcoming Cory to the NWESD family!

# 2017 Regional Classified Employee of the Year

*Debra Johnsrud, Edmonds School District, Terrace Park School*

Debra Johnsrud became a paraeducator in 1995 when she realized she wanted to have a more enduring impact on students. She knows that developing positive social skills is often one of the most important achievements for students, and she integrates this goal into all her interactions with students. Debra is committed to making the school warm and kid-centered. She decorates the office seasonally and even has a display of Lego mini-figures in her window to welcome kids to the office.



Always looking for ways to connect with students, Debra walks alongside them so that she can better see and understand their needs. When the sixth-grade class she was working with was struggling with a book report, Debra did a book report with them – eventually bringing cookies for her presentation on *The Chocolate Chip Mystery*. Debra also set up the lunch buddy program at Terrace Park that paired adults with struggling students. When she saw the school needed books and art supplies, she wrote grants to pay for them.

Debra applies this same approach to working with her colleagues. As a 20-year veteran, she knows how essential it is to have happy staff. She is a mentor and intermediary who is always ready to jump in to fill a new role when needed. “Debbie is optimistic, creative, insightful, and an extremely hard worker,” says Principal Mary Freitas. “She can always be counted on to take on new challenges and is constantly looking for ways to grow and develop professionally . . . In Malcolm Gladwell’s book, *Tipping Point*, he talks about a ‘connector’ as a sociable person who brings people together. Debbie is a connector with an educational purpose. She has a big presence at Terrace Park School and a special place in her heart for students.”



# Dedication, Honor, Service

Linne Clarke Haywood, Regional Teacher of the Year, Darrington High School



“While we’re waiting, let’s do: good, bad, yummy, funny.” Linne Clarke Haywood calls to the nine students in her multi-grade speech class, “Six claps! Go!”

The students launch into energetic and suprisingly in unison claps.

At the last clap and without missing a beat, Linne says, “OK, now who wants to go first?!”

Several hands shoot into the air, and Linne makes her selection. What commenced was an excellent rendition of several students’ weekends, complete with descriptions of fun, disapointments, food, and laughter. An ingenious way to warm up

the students for the speech class presentations that followed.

Linne is a creative and enthusiastic teacher; her energy is contagious. It’s not hard to see why the students are drawn to her charisma or why she was nominated for Teacher of the Year by Darrington Principal Rachel Quarterman (*pictured below, on the right*).

Rachel said of Linne, “She’s a passionate leader who’s been here a while. Darrington is a small school of 121 students, four full-time high school staff and four split-time between middle school and high school, but it is the second largest employer in the community. It’s all

about relationships. Linne knows every kid’s story. It’s a balancing act in a small district.”

Like most teachers in a district the size of Darrington, Linne wears several hats. Linne is a full-time teacher; she also teaches a leadership class and is the Associated Student Body (ASB) advisor. She is a senior class advisor and 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.

When asked about her teaching strategies and making sure her students are connected to the world around them, Linne said, “I quickly realized that in our small, rural district





I would have to be creative in order for my students to gain confidence and experience that would help them connect to the world around them. I strive to find opportunities for my students to feel that they are an important part of their surrounding world. I am limited by money, time, and tradition. Field trips are expensive and Darrington is far away from most everywhere. Over the last few years, I have taken students to big events: to hear the Dalai Lama speak and to attend the annual WE Day. I have taken students to Seattle Youth Speaks events, listening (and sometimes participating) and to eloquent and emotional poetry slams. When I take students to Seattle, I squeeze as much out of the day as possible, realizing that many of my students have not had the opportunity to explore the city. We have gone to the Seattle Library, the Seattle Art Museum, the Seattle Shakespeare Company, and once to the Gold

Rush Museum (with a particularly rambunctious group of ninth graders) after reading *Call of the Wild*.

In addition, I bring in speakers and access materials from the Holocaust Memorial Museum and groups such as Amnesty International. Whenever possible, we have authors and professionals speak about their experiences. I have paid for poetry coaches to come to Darrington when I had a group of students who were particularly interested in spoken word expression. I scour the news for information my students can access and relate to. I take students on school tours and invite schools to come speak to my students about their programs. On one occasion, after reading Thoreau's *Walden*, I took a bus with the entire Junior Class to an old growth forest about 40 minutes east of Darrington. We grabbed hands and surrounded the biggest

of the trees and counted ourselves fortunate to be there.

Moreover, I work to make sure that what I teach my students is relevant to the next steps they will take in their adult lives. I use syllabi from local community colleges as well as state universities to ensure they are learning everything they need to know to walk into any classroom with confidence. It seems that everything I do outside of my classroom, I do with one eye focused on how I can synthesize it for my students. Included in my day-to-day lessons are articles I might have read over the weekend or news excerpts taken from my short commute to school. Sometimes I bemoan the fact that I am restricted by my lack of means and that I have to be judicious with my resources, but that just makes me work harder to make my classroom bigger.”

*Linne is a 1992 graduate of Brigham Young University where she received her Bachelor of Science in Business Education. She received her Master of Education in Reading and Literacy from City University in 2008.*

*If you would like to contact Linne for a speaking engagement or to discuss an educational issue email her at: [lhaywood@dsd.k12.wa.us](mailto:lhaywood@dsd.k12.wa.us)*

**Nominations for the 2018-2019 Teacher of the Year** are now open. Visit the OSPI website for more information about the Teacher of the Year nomination and selection process and for the online nomination form [www.k12.wa.us/EducationAwards/TOY/](http://www.k12.wa.us/EducationAwards/TOY/)



# Youth Leadership Adventures



## YOUTH LEADERSHIP

**ADVENTURES (YLA)** is a summer program run by North Cascades Institute, and geared towards motivated high school students who are ready for an unforgettable summer adventure in the North Cascades. Most expeditions include: canoeing, backpacking, camping, and completing stewardship projects along with hands-on training in outdoor leadership, field science, communication skills, and public speaking. No previous outdoor experience is necessary and scholarships are available to students upon request.

Many students are from racially diverse, low-income homes, and have little to no experience in the outdoors. Students are placed in an adventure-themed trip by age: Outdoor Leadership (ages 14-18), Science and Sustainability (ages 16-18). Each day in the back country, the students tackle important lessons together and learn about group dynamics and try their hand at different leadership roles such as Leader of the Day, Cook, Scientist/

Journalist. And when their summer adventure is over, there are continued opportunities for students to learn, grow, and connect through the Youth Leadership Summit in Seattle, a youth ambassador program, and local stewardship opportunities.

## A YOUNG ADVENTURER:



Last summer 16 yr-old Stepheny Lopez, currently a sophomore at Mount Vernon High School, attended an eight-day Youth Leadership Adventure on Ross Lake. Stepheny was out of her comfort zone for several reasons: she didn't know anyone, she had never been canoeing (and has a fear of the water), and she got a little homesick. Stepheny wasn't sure what to expect of the experience, which can be a physical, emotional, and educational experience all rolled into one. Here's a look at her group's trip itinerary:

## ITINERARY:

**Group name:** *The Wildabees*

**Group:** Nine students, one intern instructor, one grad instructor, one staff instructor

**Day 1 (6/29):** Students were picked up at locations close to their homes, and shuttled to the Wilderness Information Center in Marblemount where they met the rest of their group members and got a Leave-No-Trace talk from a Park Ranger. Then onto The Institute's ELC (Environmental Learning Center) where they picked out any gear that they needed to borrow, learned how to pack, got to know their group members, ate dinner, and then were shuttled down to Lower Goodell campground. They set up their tents, some for the first time ever, and had an 'evening program' from a Park Ranger.

**Day 2 (6/30):** Students packed their bags and were driven to the Ross Dam Trailhead on Ross Lake, where they picked up canoes at Ross Lake Resort and paddled to Big Beaver trailhead (4.6 miles).

**Day 3 (7/1):** Students completed a day of stewardship work with Park Service staff: campsite delineation, illegal campfire ring disassembly, campsite clean-up and clean up of trails and campsites. The students camped at Big Beaver on Ross Lake.

**Day 4 (7/2):** Students completed another day of stewardship work. Ranger Andy with the NPS (National Park Service) met with the group at Big Beaver campsite to talk about the Ross Lake area. The students spent another night at Big Beaver.

**Day 5 (7/3):** Students paddled to Lightning Stock Camp (7 miles).

**\*Day 6 (7/4):** Visitor Day! Students met visitors at Lightning Creek Camp, then took a boat to Devil's Creek where they each gave a presentation practicing public speaking.

**Day 7 (7/5):** Students paddled to McMillan Camp (7 miles).

**Day 8 (7/6):** Students paddled back, said their goodbyes, and prepared to go home.

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## Where I Am From

(\*poem written by Stepheny Lopez and read during the YLA Visitor Day 7/4/17)

I come from treasured moments  
of laughter, smiles, and bonding

I live with the elders, blood, eyes,  
power, and protection of the Earth

I am the power of being a Chicana,  
that lives with traditional methods

I carry passion from gaining  
knowledge, which I use to protect my  
community and Mother Nature

I live by the power of  
the creator's wisdom

I hear the wisdom my elders tell me  
through the winds

I come from challenges and improving

I carry the gift from the elders, from  
having a smile to empowering other  
leaders like us

I live by the laws of respecting loyalty,  
and wisdom from what our elders seek

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## REFLECTION:

After having several months to reflect on her experience, Stepheny said she is able to draw upon the lessons she learned in the backcountry more often than she anticipated.

As far as conquering her personal fears, she said that learning basic survival skills, and jumping off of a bridge into the glacier-fed water, has helped her tackle her everyday life. She said that thinking about being in the deep water, canoeing early in the morning helps her to practice staying calm. Because when you're canoeing you have to keep going even if you're frightened, and you'll eventually get to your destination, and your friends can help encourage you to get through the challenges.

This year as a sophomore, Stepheny attributes challenging herself in school to her YLA experience. She is taking an AP history class, she tried out for Wind Ensemble (the highest band you can get into at MVHS),

and she auditioned and got the part of Rafaela in "Stand and Deliver," which played at the Lincoln Theater this fall. Stepheny said these were not things she ever envisioned herself doing, but life is a risk, so we must just do it!

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## STAYING INVOLVED:

Stepheny is excited to stay involved with the Institute and YLA and has been accepted to be a Youth Ambassador where she'll assist in recruiting future YLA students, do community service projects, and learn about college and career opportunities.

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## 2017 YLA PARTICIPANTS

**80** students participated  
**60%** new to a National Park  
**80%** first outdoor program  
**24%** were born outside the US  
**86%** received scholarships  
**50%** on free & reduced lunch  
**60%** people of color

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## % INCREASE FROM STUDENT SURVEY BEFORE & AFTER YLA

"I enjoy science." **19%** ↑  
"I enjoy public speaking." **36%** ↑  
"I see myself as a leader." **40%** ↑  
"I am motivated to create a better future for my community and the environment." **34%** ↑

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## LEARN MORE

Registration for YLA Summer 2018 begins in late January 2018. To refer a student to the program or to request a presentation at your school or club contact:

**Julie Stone**  
Youth Leadership Coordinator  
(360) 854-2579  
[youth@ncascades.org](mailto:youth@ncascades.org)  
[ncascades.org/signup/youth](http://ncascades.org/signup/youth)

## THE NWESD CONNECTION:

Stepheny just happens to be the younger sister of our NWESD Migrant Coordinator Enrique Lopez.

It's easy to see where Stepheny gets her drive. Her older brother Enrique is an amazing role model. After only one year at the NWESD, the Migrant Education Program has conducted four regional convenings - one here at the NWESD for the north sound districts and three in Tumwater for the south sound districts, and they have had 100% turnout from the Migrant Project Districts! The purpose of each convening is to get districts together to support and share each other's work. Together with colleague Tanya Rojas, they have expanded the Migrant Program and added a third staffer, Clint Weckerly who joined the NWESD in December 2017. The Migrant program has grown to over 3,000 identified Migrant students in our region.

Enrique was recently elected to the Sedro-Woolley School Board so that he could continue to make an impact on education in his community.

**TO LEARN MORE** about the NWESD Migrant Program and services available please contact:

**Enrique Lopez**  
Regional Migrant Coordinator  
360-299-4048  
[elopez@nwesd.org](mailto:elopez@nwesd.org)  
[nwesd.org/mero](http://nwesd.org/mero)



*For Visitor Day, Enrique made a surprise visit to Stepheny on Day 6 of her backcountry adventure.*



# CONGRATULATIONS!

**2017**  
**School of Distinction**

One of the 5% highest improving schools in the State of Washington  
for increased ELA/Math achievement and Graduation Rate over the past 5 years.

Logos: WSSDA (Washington State School Directors' Association), AWSP (Association of Washington School Principals), CEE (The Center for Educational Effectiveness), Wasa (Washington Association of School Administrators), WASCD (Washington State Association of Supervision and Curriculum Development), AESD (Association of Educational Service Districts), and a central box celebrating 11 years of high improving schools.



- DARRINGTON-Darrington Elementary
- EDMONDS-Edmonds Elementary
- EVERETT-Garfield Elementary\*
- FERNDALE-Central Elementary\*
- FERNDALE-Windward High
- SEDRO-WOOLLEY-Clear Lake Elementary\*
- SEDRO-WOOLLEY-Samish Elementary\*
- SNOHOMISH-Cathcart Elementary\*
- SNOHOMISH-Centennial Middle
- SNOHOMISH-Seattle Hill Elementary\*
- STANWOOD-CAMANO-Elger Bay Elementary\*

*\* Indicates Repeat Winners*

A total of 11 schools in the Northwest Educational Service District region including seven repeat winners have been recognized with sustained improvement over a five-year period in English language arts (ELA), math, and graduation rate. Schools across Washington have been recognized with the 2017 School of Distinction award, announced on November 6, 2017. The Center for Educational Effectiveness (CEE) in partnership with the Association of Educational Service Districts (AESD), the Association of Washington School Principals (AWSP), Washington Association of School Administrators (WASA), the Washington State School Directors' Association (WSSDA) and the Washington State Association of Supervision and Curriculum Development (WSASCD), have recognized schools in the top 5% of improvement for their levels. Elementary and middle schools are recognized for sustained improvement in ELA and math achievement. High schools are recognized for sustained improvement in graduation rate over the past five years. [Learn more >> http://bit.ly/2j9b9lf](http://bit.ly/2j9b9lf)



## NWESD School Safety Summit

**Event ID:** 32313

Join us for the 2018 NWESD School Safety Summit! Keynote Speaker, Michael Dorn, will address School Safety Fidelity before leading a full afternoon session covering a wide range of school safety topics. Breakout sessions will include Emergency Operation Plans, Threat Assessment Overview, Social Media Bullying, Reunification, Table Tops, Compassion Fatigue, and more.

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. As part of the 2013 White House School Safety Initiative, Michael helped the United States Department of Homeland Security author the IS360 active shooter training program. He has also provided post-incident assistance for 12 active shooter/targeted K-12 school shootings in the United States and Canada. Michael has authored and co-authored 27 books on school and public safety and is currently working on a university textbook.

**Target Audience:** School administrators, HIB compliance officers, school counselors, and school safety personnel.

Lunch will be provided.

**Presenter:** David Forsythe

**Facilitator:** Jane Morgan

**Clock Hours:** 6

**Registration Fee:** \$95

**Location:** NWESD

**Date:** January 10, 2018

**Time:** 8:00 AM - 4:00 PM

## 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:

**Facilitator:** Mia Troy

**Clock Hours:** 8

**Registration Fee:** Free

**Location:** Marysville School District - The Strawberry Room

**Time:** 8:00 AM - 4:30 PM

**Event ID:** 32275

**Presenters:** Rebecca Ford & Madysen Pruss

**Date:** January 26, 2018

**Event ID:** 32276

**Presenters:** Dana King & Joyce Wells

**Date:** March 23, 2018

**Event ID:** 32277

**Presenters:** Joyce Wells & Madysen Pruss

**Date:** April 27, 2018

**Event ID:** 32278

**Presenters:** Dana King & Erik Haakenson

**Date:** May 18, 2018





# special programs

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

## Interpreter Orientation for New (or Nearly New) Interpreters in School Meetings

**Event ID:** 32179

The role of interpreters in schools greatly improves communication between school personnel, families, and agencies. Please join us for an introductory course designed to assist those who are new (or nearly new) to the role of interpreting for meetings in school settings\*.

### Participants in this orientation will:

- Observe and practice basic interpreting skills (positioning, posture, use of hands, accuracy, making requests to rephrase, etc.).
- Examine the steps used when preparing translations of simple documents.
- Identify professional and ethical expectations of interpreters in educational meetings.
- Discuss the role of an interpreter when encountering challenges in the field.

\*Note: This training is intended as an orientation for interpreters that will be providing support in educational meetings with adults. This training is not appropriate for interpreters providing direct services to students.

**Presenter:** Shirley Cutshall

**Facilitator:** Kristi Gunerius

**Clock Hours:** 3

**Registration Fee:** Free

**Location:** NWESD

**Date:** January 16, 2018

**Time:** 12:00PM - 3:00 PM

## Principles of Applied Behavior Analysis

**Event ID:** 32127

“Forty years of single-subject-design research testifies to the efficacy of time-limited, focused applied behavior analysis methods in reducing or eliminating specific problem behaviors and in teaching new skills to children and adults with autism or other developmental disorders.” (National Research Council, 2001).

The quote above summarizes what experts in the field of developmental disabilities have acknowledged for some time: 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.

This rigorous 40-hour\* course is designed to provide those with and without previous experience with 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 and complete all assignments in order to receive the full allocation of available clock hours and the certificate of completion.

### Participants in this training will:

- Examine and apply instructional strategies utilizing the principles of Applied Behavior Analysis;
- Collect and analyze student data; and,
- Develop intervention and instructional plans based upon data collection.

\*Instruction provided in this course meets the coursework requirements for those pursuing Registered Behavior Technician (RBT) Certification. Other requirements apply and those interested in pursuing this option are encouraged to visit this website for additional requirements: <https://bacb.com/rbt/>. Pursuit of RBT certification is not required, nor is it necessary for educational staff providing instruction utilizing the Principles of Applied Behavior Analysis.

**Presenter:** Robyn Talley

**Facilitator:** Kristi Gunerius

**Clock Hours:** 40

**Registration Fee:** \$675

**Location:** NWESD

**Date:** January 17, January 25, January 31, February 7, February 28, & March 8, 2018

**Time:** 9:00 AM - 2:30 PM

## Student Led IEPs

**Event ID:** 32247

This training focuses on the importance of student engagement in the IEP process and steps for developing student skill sets, focusing on self-determination. Participants explore supporting instructional materials that can be infused into existing curriculum, identify participation formats to support students in leading their meetings, and develop a plan for next steps in their districts.

**Presenter:** Kristin Hirschmann, M.Ed.

**Facilitator:** Kristi Gunerius

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Date:** February 14, 2018

**Time:** 9:00 AM - 4:00 PM

## Writing Effective Transition Plans

**Event ID:** 32248

This interactive workshop is designed to ensure that students with disabilities receive the services and supports necessary to pursue their post-school expectations. Participants will explore the six components of transition and examine current IEPs to determine the presence or absence of transition services.

**Presenter:** Kristin Hirschmann, M.Ed.

**Facilitator:** Kristi Gunerius

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Date:** January 9, 2018

**Time:** 9:00 AM - 4:00 PM



## Algebraic Thinking & Geometry

**Event ID:** 32347

The Early Learning mathematics professional development modules primarily focus on teachers of PreK–K. The modules are aligned to the Learning Pathways in Numeracy created by OSPI in 2014. In this three-hour Operations and Algebraic Thinking and Geometry module, participants will develop an understanding of how children connect different meanings, interpretations, and relationships with the operations of addition and subtraction and will develop a deeper knowledge of how children progress in their understanding of geometry and spatial sense. Participants will engage in hands-on activities that can be replicated in the classroom to further develop students' understanding of numbers. Handouts of ideas, activities and resources will be provided.

**Presenter:** Sherri Laboon  
**Facilitator:** Anya Bell  
**Clock Hours:** 3  
**Registration Fee:** Free  
**Location:** NWESD  
**Date:** January 16, 2018  
**Time:** 12:30 PM - 3:30 PM

## Beginning Foundations to Literacy

**Event ID:** 32356

Language and literacy growth in the early years is proven to correlate strongly with success in school and in life. Come be among educators and early learning partners who are aligning their efforts to develop competent early readers and writers in Washington State. Based on the extensive work in our region with nationally recognized literacy expert, David Matteson, we will demonstrate how to build a foundation for early literacy through oral language and fine motor development using a comprehensive literacy strategy. This workshop is intended for newly hired educators currently working in districts or programs who previously participated in professional development with Northwest Educational Service District and David Matteson.

**Presenter:** Sherri Laboon  
**Facilitator:** Anya Bell  
**Clock Hours:** 6  
**Registration Fee:** Free  
**Location:** NWESD  
**Date:** January 23, 2018  
**Time:** 8:30 PM - 3:30 PM

## Early Childhood Education Community of Practice

Please join our Early Childhood Education "Community of Practice" 2017-18 series. A diverse team of educators from a variety of programs (community-based, B-3 providers, and school-based preschool services) will utilize 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.

This is a series of three-hour sessions (each session is independent of the others; you do not need to attend all).

**Presenter:** Jennifer Drake Patrick  
**Facilitator:** Kristi Gunerius  
**Clock Hours:** 3  
**Registration Fee:** Free  
**Location:** NWESD  
**Time:** 9:00 AM - 12:00 PM

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

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

## Counting and Cardinality

**Event ID:** 32346

The Early Learning mathematics professional development modules primarily focus on teachers of PreK–K. The modules are aligned to the Learning Pathways in Numeracy created by OSPI in 2014. Through this three-hour Counting and Cardinality module, participants will explore the early learning pathways for counting and cardinality to develop a deeper knowledge of how children progress in their understanding of early numbers. Participants will engage in hands-on activities that can be replicated in the classroom to further develop students' understanding of numbers. Handouts of ideas, activities, and resources will be provided.

**Presenter:** Sherri Laboon  
**Facilitator:** Anya Bell  
**Clock Hours:** 3  
**Registration Fee:** Free  
**Location:** NWESD  
**Date:** January 16, 2018  
**Time:** 8:30 AM - 11:30 AM

## Early Learning Summit Save the Date!

An opportunity for Early Learning Leadership in each district to connect and learn about promising practices and resources in your communities.

**Location:** NWESD, Reid Harbor  
**Registration Fee:** Free  
**Date:** Wednesday, February 28, 2018  
**Time:** 9 AM– 3:30 PM  
**Audience:** Early Learning Administrators, Instructional Coaches, TOSAs, etc.



360-299-4729 | [abell@nwesd.org](mailto:abell@nwesd.org)

## Early Learning News

The NWESD has received an educational grant from Boeing for the "Early Childhood - Foundations in Numeracy Project."

The grant will prepare educators, parents, and caregivers of young children in Snohomish County with the specific knowledge to facilitate early math learning development with the goal of improving children's school readiness.





# teaching & learning

## workshops and classes

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

### 3-5 Teachers: Number & Operations in Base Ten

**Event ID:** 32271

Understanding of number and operations is essential learning for the elementary grades. This session will uncover the progression of learning in grades 3-5. Participants will explore Three-Act Tasks as a powerful structure for instruction and assessment in the elementary grades.

**Participants will:**

- Engage in grade appropriate Three-Act Tasks and understand how the implementation of low-entry, high-scalability tasks can be used to reach all students.
- Explore the use of Three-Act Tasks as regular practice. Participants will identify when and how these lessons can be used throughout the scope of a unit.
- Understand how problem-based lessons can be used within the instructional framework (opening, work session, close), and the purposeful moves required to orchestrate an effective closing session.
- Identify ways in which problem-based lessons can be used as formative assessment to monitor student growth.
- Connect Three-Act Tasks to conceptual learning and application, and the role they play in modeling with mathematics.

**Presenter:** Graham Fletcher

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$150

**Location:** NWESD

**Date:** March 8, 2018

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

### Concept-Based Instruction Day 3: Designing Effective Lesson Plans

**Event ID:** 32341

Join us for Day 3 of our Concept-Based Curriculum & Instruction: Designing Effective Lesson Plans Using Tools to Support Inquiry and Transfer. What does Concept-Based Curriculum and Instruction actually look like? How do you move from a written Concept-Based unit of study to

what is actually taught in the classroom? How do you design learning experiences that help students uncover important transferable understanding? Learning experiences are what bring a Concept-Based classroom to life and what engages the hearts and minds of students.

In this hands-on inquiry based workshop, participants will experience Concept-Based Curriculum and Instruction in action while also learning effective tools for designing learning experiences that cultivate a deep conceptual understanding. This includes guided time to begin designing a Concept-Based lesson to be used in your own classroom. This workshop is designed for teachers who have previously participated in the initial two-day Concept-Based Curriculum and Instruction for the Thinking Classroom workshop. Appropriate for all grades and content areas.

**Presenters:** Mischelle Darragh & Tiffanee Brown

**Facilitator:** Anita Garcia-Holzemer

**Clock Hours:** 6

**Registration Fee:** \$175

**Location:** NWESD

**Date:** January 9, 2018

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

### Danielson Framework Rater Agreement

**Event ID:** 32336

This is a one-day opportunity for principals to remain compliant with the rater agreement around continued learning in the Danielson Framework. Principals can calibrate ratings with a video observation cycle. Principals can also consider deeper learning in the framework including how principals and teachers can consider equity within the teaching and learning conversation.

**Presenter:** Scotland Nash

**Facilitator:** Jennifer Longchamps

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** Monroe School District

**Date:** January 31, 2018

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

### Danielson Framework Teacher Overview

**Event ID:** 32344

This is an opportunity for teachers to learn more about the Danielson Framework. This event will dive more deeply into the framework and consider how it helps their own understanding of how the language in the framework supports teacher growth and evaluation.

**Presenter:** Scotland Nash

**Facilitator:** Jennifer Longchamps

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Date:** March 7, 2018

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

### Danielson Training for Teacher Trainers

**Event ID:** 32343

This two-day event is for teachers to learn more about the Danielson Framework. On day one, participants will dive more deeply into the framework and consider how it helps their own understanding of how the language in the framework supports teacher growth and evaluation. The second day of training will provide strategies and tools on how to support teachers in their own districts. This second day will not only include deepening understanding of the framework, but will support teachers in how to lead a one-day teacher training in their own district.

**Presenter:** Scotland Nash

**Facilitator:** Jennifer Longchamps

**Clock Hours:** 12

**Registration Fee:** Free

**Location:** NWESD

**Dates:** March 7 & March 14, 2018

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

**Developing Academic Language through Rich Mathematics Tasks**

**Event ID:** 32351

Students' mathematics understanding increases when students are engaged in high-level tasks and student discourse. Teachers and para-educators who serve migrant students will have an opportunity to deepen their own mathematical understanding while learning effective strategies to increase student conceptual understanding and discourse. Participants will identify high-level tasks they can use in their mathematics classroom while incorporating discourse strategies that engage their students in developing conceptual content understanding.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 5

**Registration Fee:** Free

**Location:** NWESD

**Date:** February 27, 2018

**Time:** 9:00 AM - 3:00 PM

**Implementing Focus and Coherence in Mathematics: Open Up**

**Event ID:** 32352

Participants will engage with Open Up mathematics curriculum in order to learn and begin to implement pedagogical strategies that engage students in equitable and meaningful learning in middle school mathematics. We will reference the NCTM's 5 Practices for Orchestrating Productive Mathematics Discussions by Mary Kay Steind and Margaret Schwan Smith.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 5

**Registration Fee:** Free

**Location:** NWESD

**Date:** May 10, 2018

**Time:** 9:00 AM - 3:00 PM

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

**Event ID:** 32270

Understanding of number and operations is essential learning for the elementary grades. This session will uncover the progression of learning in grades K-2. Participants will explore Three-Act Tasks as a powerful structure for instruction and assessment in the elementary grades.

**Participants will:**

- Engage in grade appropriate Three-Act Tasks and understand how the implementation of low-entry, high-scalability tasks can be used to reach all students.
- Explore the use of Three-Act Tasks as regular practice. Participants will identify when and how these lessons can be used throughout the scope of a unit.
- Understand how problem-based lessons can be used within the instructional framework (opening, work session, close), and the purposeful moves required to orchestrate an effective closing session.
- Identify ways in which problem-based lessons can be used as formative assessment to monitor student growth.
- Connect Three-Act Tasks to conceptual learning and application, and the role they play in modeling with mathematics.

**Presenter:** Graham Fletcher

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$150

**Location:** NWESD

**Date:** March 7, 2018

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

**Mathematically Productive Instructional Routines**

**Event ID:** 32314

Participants in this workshop will focus on Mathematically Productive Instructional Routines that focus on making sense around numeracy. Participants will develop a supportive network of educators in the northwest region as they learn and implement four new routines: Number Talks, My Favorite kNOw, Clothesline Activity, and Noticing and Wondering. Participants are encouraged to implement one of the routines in their classroom.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

**Date:** January 30, 2018

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

**Modeling with Math Grades 3-8**

**Event ID:** 32345

Students need opportunities to view the world from a mathematical perspective in order to solve problems they will encounter in their everyday life. This course will provide a structure for students to solve problems through forming their own questions, seeking necessary information to create and revise mathematical models in order to solve the problem. We will examine tasks that are differentiated in their presentation as well as the planning needed for teachers to increase the cognitive demand presented in the tasks. Participants will work collaboratively to create a lesson that can be used with their students.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 5

**Registration Fee:** Free

**Location:** NWESD

**Date:** February 8, 2018

**Time:** 9:00 AM - 3:00 PM

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# teaching & learning

workshops and classes

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## NGSS 101: Deep Dive into the NGSS

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:** 32157

**Date:** February 13, 2018

**Event ID:** 32158

**Date:** April 11, 2018

## WA State Science At-a-Glance

The Next Generation Science Standards (NGSS) are composed of three dimensions:

- 1. Science and Engineering Practices:** Describe how scientists build theories and models about the way our world and systems within it works.
- 2. Cross-cutting Concepts:** Concepts that apply to all four science domains.
- 3. Disciplinary Core Ideas:** The foundational ideas needed for every student to be able to begin his or her own inquiries and practices.

Using the framework NGSS was a collaboration of 26 states. Many have adopted them as their states' curriculum in some form. As new national standards, these will influence curriculum development for years to come. WA Comprehensive Assessment of Science (WCAS) will be administered for the first time in spring of 2018 in grades 5, 8, and 11.

## NGSS 102: Deeper Dive into the NGSS

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.

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 gradeband in a school.

*Prerequisite: A thorough formal introduction to the NGSS equivalent with "A Deep Dive into the NGSS"*

**Presenter:** Brian MacNevin

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** Free

**Location:** NWESD

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

**Event ID:** 32217

**Date:** January 23, 2018

**Event ID:** 32218

**Date:** March 20, 2018

**Event ID:** 32219

**Date:** May 16, 2018

## Thinking Maps:

### A Visual Language for Learning

**Event ID:** 32348

Thinking Maps are an essential tool for a differentiated classroom. The maps are visual representations of thinking directly linked to eight specific thought processes. By visualizing our thinking, we create concrete images of abstract thoughts. The maps can be used in any content area or grade level, from K-12th grade. In this course, you will learn how to use the maps for scaffolding or extending virtually any task students encounter in the classroom, see how the maps help ALL students reach higher levels of critical and creative thinking. Students with IEPs, ELL students, highly capable students, you name it... Thinking Maps work!

**Presenters:** Katie Brown & Andrea Quigley

**Facilitator:** Anita Garcia-Holzemer

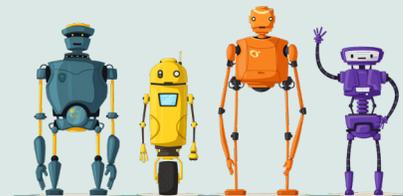
**Clock Hours:** 6

**Registration Fee:** \$150 (An \$8 materials fee is payable to the instructor at the first class session.)

**Location:** NWESD

**Date:** February 8, 2018

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



## Computer Science News

The NWESD has received a computer science grant which will provide K-12 students equitable access to high quality computer science education. To accomplish this goal, five educational service districts on the west side of Washington State formed a consortium to create an innovative delivery system that engages all students in computer science (CS) education. Stay tuned for upcoming workshops including: Code.org training for elementary teachers, a Robotics workshop for grades 4-6 teachers, and a CTE First Robotics Training for high school teachers. More details coming soon!

**Questions? Joanne Johnson**  
[jjohnson@nwsd.org](mailto:jjohnson@nwsd.org)



# extracurricular student programs

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## YOUNG AUTHORS Conference

presented by  
the NWESD and  
Skagit Valley College

**Grades 2-6:**  
Tuesday-Thursday, March 20-22

**Grades 6-8:**  
Friday, March 23

**9 a.m. - 2 p.m. at Skagit Valley  
College, Mount Vernon**

**\$25 per student,  
Reservation deadline:  
January 18, 2018 (or until filled)**

**Featured presenter:**  
Kevin Emerson



Author of 16 novels for children and young adults, most recently *Last Day on Mars*, *Breakout*, and the *Atlanteans* series. His books have been published in ten different countries. Formerly a science teacher and a creative writing teacher.

**Contact Anita Garcia**  
360-299-4044  
agarcia@nwesd.org  
[nwesd.org/young\\_authors](http://nwesd.org/young_authors)

## NWESD REGIONAL HIGH SCHOOL Art Show



Sarah Harris, "England's Mermaid" 2017 Governor's Choice

### ART SHOW

**Opening Reception**  
at the Depot Arts Center, Anacortes  
6 – 9 p.m. Friday night, Feb 2  
Awards presentation at 7 p.m.

**Additional Opening to the Public**  
Saturday, Feb 3, 10 a.m. – 2 p.m.

**High School Art Teachers Register Art Work**  
online at [www.k12.wa.us/Arts/ArtShow/](http://www.k12.wa.us/Arts/ArtShow/)  
between Dec 14, 2017 – Jan 29, 2018

**Three art work drop off locations:**  
8 a.m. – 4:30 p.m. | Jan 25, 26 or 29, 2018

**Anacortes:** The NWESD 1601 R. Ave

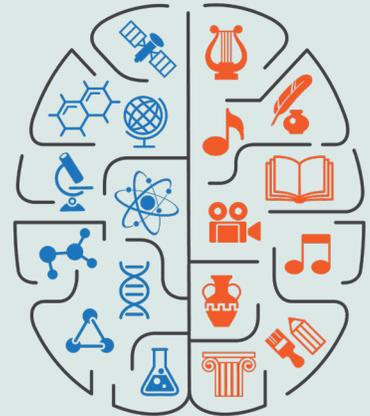
**Marysville:** NWESD Science  
Materials Center, North Building,  
Marysville-Pilchuck HS

**Mount Vernon:** 3633 N. Woodland Dr.

**Contact Nancy Menard**  
360-299-4020  
nmenard@nwesd.org  
[nwesd.org/artshow](http://nwesd.org/artshow)

[nwesd.org](http://nwesd.org) | (360) 299-4000

## AN ACADEMIC CONTEST Knowledge Bowl



Knowledge Bowl is an academic contest for high school teams, where students with expertise in a variety of topics team up to answer randomized questions related to history, math, literature, or science. Knowledge Bowl began in Washington State over 35 years ago. Knowledge Bowl has grown to include not only regional tournaments among rival high school teams, but also a State Tournament held for the past six years in the NWESD region. Over 600 students from 102 schools descend on Arlington High School in mid-March to compete for the State Championship title.

**The NWESD region fields 55 teams from 20 high schools. Three regional tournaments are held during the season, Nov – Jan and a Playoff Tournament in February.**

**Contact Nancy Menard**  
360-299-4020  
nmenard@nwesd.org  
[nwesd.org/knowledge\\_bowl](http://nwesd.org/knowledge_bowl)

Education Connection, Winter/Spring 2018 | 17



# 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 \$

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.	<input type="text"/>	<input type="text"/>	<input type="text"/>	Expiration Date	<input type="text"/>
Authorized Signature	Authorized Amount \$		CVV/CVC (3 digit code on back of card) <input type="text"/>		
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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## 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.



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**Northwest Educational  
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