

Spring/Summer 2018



Northwest Educational  
Service District 189

*Together We Can*

# education CONNECTION

## Student Programs

Art, Writing, Knowledge | 2



## What is WSIF?

Understanding the  
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## Threat Assessment

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# Together We Can...

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## Extracurricular Student Programs

### NWESD REGIONAL HIGH SCHOOL ART SHOW



*Samantha Johnson. Title: "Thinking."  
Medium: Charcoal/Pastel. Blaine High School.*

#### Regional winners going on to compete at the state level

Edison Soliman, Oak Harbor H.S.  
Samantha Olson, Oak Harbor H.S.  
Robyn Wight, Henry M. Jackson H.S.  
Lisa Collyer, Blaine H.S.  
Nicole Anderson, Henry M. Jackson H.S.  
Kurstin Dumont, Marysville Arts & Tech  
Lauren Rasmussen, Anacortes H.S.

### On the Cover

**Edison Soliman**, Grade 12

**School:** Oak Harbor High School

**Title:** "Home" **Medium:** Color Pencil

**Teacher:** Kit Christopherson



"My inspiration is the Pacific Northwest native cultural stylings of salmon and it reminded me of how dependent Whidbey Island is on salmon both commercially and recreationally. This image is my nephew. I wanted to remind my nephew where home was and I believe that understanding your point of origin, especially with children, is extremely important in our very mobile and quickly changing society." - Edison Soliman

### YOUNG AUTHORS CONFERENCE



*Elementary school students from Anacortes practice their illustration skills during a workshop.*

On March 19-22, at Skagit Valley College in Mount Vernon, Skagit County students participated in the annual Young Authors Conference.

Every year for the past 30 years, students in grades two through eight have attended the conference for peer review and hands-on lessons with professional authors and illustrators.

This year's featured professional author was Kevin Emerson, author of young adult and children's books such as *Last Day on Mars* and the *Atlanteans* series.

### AN ACADEMIC CONTEST KNOWLEDGE BOWL



*Kamiah High School won the Washington State Knowledge Bowl March 17 in Arlington. From left: Margaret Li, Brandon Ross, Sanjay Satish, Mitchell Vallins, Joey Schafer and Abheek Chakrabarti.*

### CONGRATULATIONS

**Kamiah High School**  
First Place in the 4A Division

**Stanwood High School**  
Third Place in the 3A Division

**South Whidbey High School**  
Fourth Place in the 1A Division



Washington State  
**KNOWLEDGE BOWL**

If you missed participating in any of these programs this year, please be sure to contact Joanne Johnson: [jjohnson@nwesd.org](mailto:jjohnson@nwesd.org) to get on a mailing list for a reminder to register next year.

# Spring/Summer 2018 Workshops & Classes (April-August)

Date(s)	Title	Instructor	Event	Page
4/27/2018	Youth Mental Health First Aid Training	Joyce Wells & Madysen Pruss	32277	13
4/30/18, 5/1/18	Concept-based Curriculum & Instruction	Mischelle Darragh & Tiffanee Brown	32475	14
5/10/2018	Implementing Focus and Coherence in Mathematics: Open Up	Mary Ellen Huggins	32352	15
5/10, 6/14, 8/9	ParaProfessional Assessment Testing	Kristi Gunerius	31967	13
5/15/2018	Early Childhood Education Community of Practice	Jennifer Drake Patrick	32135	13
5/16/2018	NGSS 102: Deeper Dive into the Next Generation Science Standards	Brian MacNevin	32219	16
5/18/2018	Youth Mental Health First Aid Training	Dana King & Erik Haakenson	32278	13
6/6/2018	NGSS 101: Deep Dive into the Next Generation Science Standards	Brian MacNevin	32159	15
6/6, 6/7, 7/30	Introduction to Grant Writing	Joyce Lynn Garrett	32480	12
6/26/2018	NGSS 102: Deeper Dive into the Next Generation Science Standards	Brian MacNevin	32471	16
6/21/18, 6/22/18	Maximize Effective Math Instruction by Crafting A Powerful Tool Belt	Andrew Stadel	32389	15
6/22/2018	Youth Mental Health First Aid Training	Natalie Gustafson & Greg Kanehen	32279	13
6/25/2018	Dimensions - From 2D to 3D Printing	Mary Elliott	32485	15
7/12/2018	Introduction to the Engineering Design Process	Benton Seay	32486	15
7/16/18, 7/17/18	Beating Boredom: Sparking Student Engagement	Mary Ann Johnson	32476	14
7/18/18, 7/19/18	5 Practices for Orchestrating Productive Mathematics Discussion	Mary Ellen Huggins	32492	14
7/23/18 - 7/27/18	Tools of the Artist	Christine Wardenburg Skinner	32488	16
7/24/2018	Approaching Equity in Mathematics through Fun and Games	Mary Ellen Huggins & Clint Weckerly	32470	14
8/1/2018	NGSS 101: Deep Dive into the Next Generation Science Standards	Brian MacNevin	32472	15
8/2/2018	High-Leverage Strategies for ELLs: Know Our Students, Know What Works	Katie Brown	32474	15
8/6/18, 8/7/18	The Dynamic World History Classroom	Mary Ann Johnson	32477	16
8/10/2018	NGSS 102: Deeper Dive into the Next Generation Science Standards	Brian MacNevin	32473	16

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





# A Note from our Superintendent

Larry Francois, Anacortes



In 2001, Congress passed the No Child Left Behind (NCLB) law, at that time the latest update to the 1960s-era Elementary and Secondary Education Act (ESEA). Since its original passage, ESEA largely defined the role of the federal government in promoting equity in education, particularly for disadvantaged populations traditionally under-served in America's public schools.

NCLB was adopted with strong bipartisan support and at the time was seen as a bold and ambitious law aimed at ensuring that all students – regardless of gender, ethnicity, primary language, special needs, or household income – would meet state learning standards by 2014. While most in the education community strongly supported the vision and intent of NCLB, it quickly became clear that NCLB was a blunt and simplistic instrument for tackling the myriad of complex and often stubbornly intractable challenges many

schools and communities faced getting all students to achieve at high levels.

Over time, the unintended and negative consequences of NCLB were exposed: narrowing of the curriculum, over-reliance on standardized testing, widely different learning standards across states, growing numbers of schools and districts labeled as “failures,” and in isolated incidents, cheating and deception to show better learning gains than truly existed.

Many hoped that Congress would address these deficiencies when ESEA/NCLB was scheduled for reauthorization in 2007. However, Congress was unable to agree on a bipartisan update to NCLB, so it remained the law of the land for much longer than originally intended. In response, the Obama Administration implemented a series of waivers intended to bypass the most troubling aspects of NCLB and promote its agenda for school reform. While most states and districts utilized the available waivers at some level, many felt that the policies being driven by the waivers were just as flawed as the original NCLB law.

In late 2015, Congress was finally able to reach bipartisan agreement on a new version of ESEA, now called the Every Student Succeeds Act (ESSA). ESSA is intended to return greater control of public education to states and local districts while still promoting the noble NCLB ambition of success for all students. Over the past two years, the Office of the Superintendent of Public Instruction has engaged various stakeholders in developing our statewide ESSA accountability plan to do just that.

The Washington ESSA plan rolled out in March of 2018 and will largely drive reform and improvement efforts across our state into the foreseeable future. Proficiency on math and English/language arts assessments, growth in student achievement, progress of English language learners, 9th graders on track for graduation, dual-credit (high school and college) attainment, graduation rates, and attendance are the accountability measures of the Washington ESSA plan. The plan prioritizes interventions and resources for the bottom 5% of schools across all accountability measures and schools with graduation rates below 67%. In addition, schools struggling with the achievement of student sub-groups in one or more accountability measure(s) are also identified for support.

At the NWESD, our mission and vision is to engage, support, and partner with all schools identified for improvement under the Washington ESSA plan. All members of the NWESD team are deeply committed to this responsibility, and Together We Can help promote equity and opportunity for all students.

While NCLB may have been a flawed law, its enduring positive legacy remains an intentional focus on achievement for ALL kids. ESSA continues that legacy in a more responsive, flexible, and adaptive manner. As we venture down this new road together, please consider the NWESD your friend and partner in this work, and do not hesitate to call on us for whatever assistance you may need.

**Larry Francois**  
NWESD Superintendent

Learn more about the Washington School Improvement Framework (WSIF) on pages 8-9





# Welcome

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## New Regional Superintendents

Mary Sewright, the current Director of Curriculum and Professional Development of the Bethel School District, has been chosen by the Mount Baker School Board as the district's next superintendent, replacing Charlie Burleigh who has taken position in the North Thurston School District. Prior to the Bethel School District, Mary was a teacher in the Tacoma School District at the Region V Learning Center (Transition School for Adjudicated Youth).

Mary has been in the Bethel School District for 26 years from September 1992 through June 2018. She grew up in Mount Vernon and spent a great deal of her youth in the Mount Baker area.

She began her education locally at Washington Elementary School and LaVenture Middle School, and graduated from Mount Vernon High School. She earned her Bachelor of Arts, majoring in Social Science, K-12 Teacher Certification from Pacific Lutheran University; a Master of Education in Educational Administration, PreK-12 Principal Certification from the University of Washington; and her Superintendent Certification from Western Washington University.

Mary's top priority as superintendent is to serve the students, staff, parents, and community members in Mount Baker School District to ensure all PreK-12 programs have safe learning environments where students can learn at high levels and to provide opportunities for students to find their passions and become engaged citizens. She is really excited to work with the NWESD educators and will be reaching out for support and wisdom as she settles into her new position.



**Mary Sewright**  
Mount Baker  
School District

Dr. James Everett has been named the new Superintendent of the Meridian School District, starting July 2018. He will be replacing Tom Churchill who is retiring after for six years in the district. Dr. Everett is no stranger to the Northwest Region. He has been serving students and families in Whatcom County school districts for the past 25 years of his career. He has over 17 years of classroom experience at the middle and high school level, including teaching at the Nooksack Valley and Bellingham School Districts. Previously, Dr. Everett served for five years as Principal of Meridian High School, during which time the school experienced a marked increase in student achievement, which Everett notes as a career highlight.

When asked about his top priority as superintendent, Dr. Everett said, "I am honored to rejoin the great team of teachers, staff, and administrators to lead the Meridian School District. I am looking forward to serving the students, parents, staff, and members of our Meridian community to ensure the quality and integrity of the programs and opportunities we provide are exceptional for all students. Meridian is a district of great pride and tradition. An equity lens and devotion to service with strong, positive relationships underpin this work where emphasis will be on increasing student achievement with great instruction and support."



**James Everett**  
Meridian School District



# 2018 Classified School Employee of the Year

## Angela Kolb, Paraprofessional, LaVenture Middle School



*Pictured: Larry Francois, NWESD Superintendent; Angela Kolb, Award Recipient; Dr. Carl Bruner, Mount Vernon School District Superintendent*

Angela Kolb, a paraprofessional from LaVenture Middle School in the Mount Vernon School District, has been named 2018 Regional Classified School Employee of the Year by the Northwest Educational Service District 189.

The Classified School Employee of the Year program recognizes excellence in the work of public school employees, including paraprofessionals, secretaries, custodians, food service workers, and others. Anyone may nominate a classified public school employee for this award, which is overseen by the Office of Superintendent of Public Instruction (OSPI). All completed nominations are sent to the regional coordinator at each ESD, who in turn selects a regional winner. Ms. Kolb is one of nine regional

winners who will go on to compete for the State Classified School Employee of the Year award.

Ms. Kolb has served in the Mount Vernon School District for eight years. Her work is varied, but includes a focus on helping teachers, administering testing, and working one-on-one with children who have learning disabilities. She also works with the A.L.E. program (Alternative Learning - Experience), which is for children who are no longer able to attend main day schooling for behavior and discipline reasons. The A.L.E. program gives them a chance to learn their way back into a mainstream school day.

“My children are my greatest achievements in my life. I feel great joy in their happiness and a greater responsibility in ensuring that they have the opportunity to live a happy and enriched life. I believe that a solid education is the easiest way to achieve that goal. I began working in education with the same desire to help provide other children with the same opportunities to obtain a happy adulthood. I enjoy working with all of these children and trying to be a positive influence in their lives.” – Angela Kolb

## Early Learning Leadership Summit Recap



On February 28, the Northwest Educational Service District (NWESD) hosted an Early Learning Summit in Anacortes. Forty-eight Early Learning professionals from 21 school districts attended the full-day workshop. Presentations included updates from the NWESD Early Learning department, breakout sessions with county Early Learning Coalition Coordinators, and sessions focused on sharing promising practices in our region. NWESD Early Learning Director Sarah Southard said, “The goals of the Early Learning Summit are to connect, share practices, and plan for coordination and meaningful support across school districts and counties. Some of the important work included presentations from school districts such as Bellingham School District about WaKIDS implementation, Ferndale School District about Kaleidoscope Play and Learn groups, Burlington-Edison School District about Early Entry Kindergarten, and Anacortes School District about Early Learning Coordination.”

The formation of an Early Learning Cooperative is currently in the early stages of development, but data gathered at the Summit showed a high level of interest among Summit participants to partner more closely with each other. The hope is to launch the program during the 2018-2019 school year with the goal of continued alignment of early learning systems across the NWESD region.



# Chromebooks Arrive in Discovery Programs



*Pictured: Students at Whatcom Discovery Center engaged in language arts with their new chromebooks*

A fortunate combination of events has allowed the NWESD Cooperative Programs to implement a new wave of technology for students. After a pilot run in one classroom, Chromebooks were recently delivered to six more classrooms across three schools. The schools, known as our “Discovery Centers” (Skagit Discovery, Snohomish Discovery, and Whatcom Discovery), expect to eventually reach “one-to-one” deployments – where one notebook computer is available for each student.

Chromebooks are basic web browsing notebook computers that can be used whenever teachers deem it appropriate – for research, writing, editing, simulation, and other purposes, in any subject. “The addition of the Chromebooks gives our educators a number of options to expand the learning menu,” offered Anita Tromp, Program Administrator at Whatcom Discovery. “It helps to increase options for differentiating instruction to meet student needs.”

To support students accessing educational sites safely, GoGuardian software was selected to provide for classroom management. This software enables instructors to see

what each student is doing, manage what they see, and generally keep track of their activity. “We want our students to demonstrate 21st century learning skills, but we always want that experience to be a safe one,” offered Pam Sanford, Program Administrator at Skagit Discovery. “We used GoGuardian in my previous district and it was instrumental in helping us support students and nudge them when needed.”

According to Steve Dahl, Assistant Director of Special Programs and Services, the timing for the implementation of Chromebooks came together in the 17-18 school year. The factors enabling this new wave of educational technology include:

- An increase in enrollment at the Discovery centers, leading to increased budgets = good timing
- A change in the method Technology Services’ uses to allocate support costs = sustainable
- Changing web filter technology to a service known as SecURLy that provides more flexible control of student access to web content, especially on mobile devices = flexible and safe

Last fall, a pilot program began with twelve Chromebooks in Corey Carlson’s classroom at Snohomish Discovery. Corey selected “MobyMax” as a web-based curriculum for this trial, then spent a significant amount of time establishing policies, overcoming hurdles around document sharing and printing, and learning how best to manage a classroom full of these devices. “I did not come into this with all the answers, so I told my students I was learning right along with them.” Corey’s experience was so successful that the program quickly expanded to another half

dozen classrooms and will likely continue until all students in NWESD classrooms have one-to-one access to these invaluable education tools.

## **How have students responded?**

Students have demonstrated that they are enthusiastic about the opportunity to engage in learning tasks through the technology. For some, the technology adds a vital set of tools to help them demonstrate what they know and are able to do. For others, having additional curriculum options available through the Chromebooks increases the chances of finding a way of learning that matches their needs.

Peter Roth, Program Administrator at Snohomish Discovery, added, “Staff are always working toward designing learning conditions that work for each learner. We’re mindful that “universal design for learning,” or UDL, is a model for thinking about removing barriers, increasing means of representing information to students, and increasing the options students have to represent what they know and can do. The Chromebooks are truly just tools – but they are tools for learning and we are seeing students respond positively.”

In addition to the many classroom uses, the Chromebooks will be used to complete state testing online. Additionally, the use of Chromebooks and Google tools will allow staff the opportunity to collaborate across a variety of topics and share classroom resources more efficiently. Kyle Bunker, Director of Technology Services for the NWESD, and George Johnson, Network Support Specialist, echoed that supporting learning is at the core of all we do. “We’re thrilled to see what our students and staff can do with these tools.”



# What is the Washington School Improvement Framework?

Washington's updated accountability system has launched, and schools are being identified under the new Washington School Improvement Framework (WSIF), as called for in the federal Every Student Succeeds Act (ESSA). But what is the framework, what does it mean for our schools, and why are we doing this?

## The Why:

The new accountability system in Washington State provides a framework to think about success for every student. There are four key concepts:

1. Pursuing equity through closing achievement gaps
2. Continuous improvement for all schools
3. Obtaining and retaining effective educators
4. Districts' flexibility in using resources

## The What:

The WSIF is the framework for accountability in Washington State. Each school is measured on the framework, and the Office of Superintendent of Public Instruction (OSPI) has identified schools for additional supports, called Comprehensive and Targeted supports. <http://www.k12.wa.us/OSSI/SchoolImprovement/default.aspx>

Under the new support model within OSPI, all schools will gain access to a suite of self-directed foundational supports that will help close opportunity gaps. The goal of the support model is continuous improvement in all schools, and all schools can look into their WSIF data to find areas that may need extra attention.

Beyond the foundational supports available to all schools, schools that fall within the bottom five

percent statewide will qualify for Comprehensive and Targeted supports. Schools will collaborate with OSPI to develop strategies to ensure student success. The new support model will allow districts and schools additional flexibility and resources to provide greater assistance for their students.

Schools that have three or more student groups whose WSIF scores fall below the scores for all students will qualify for targeted supports. These supports will focus on the achievement of the student groups that need it the most and work to close existing opportunity gaps. Schools with one or two struggling student groups may access to self-directed and foundational supports.

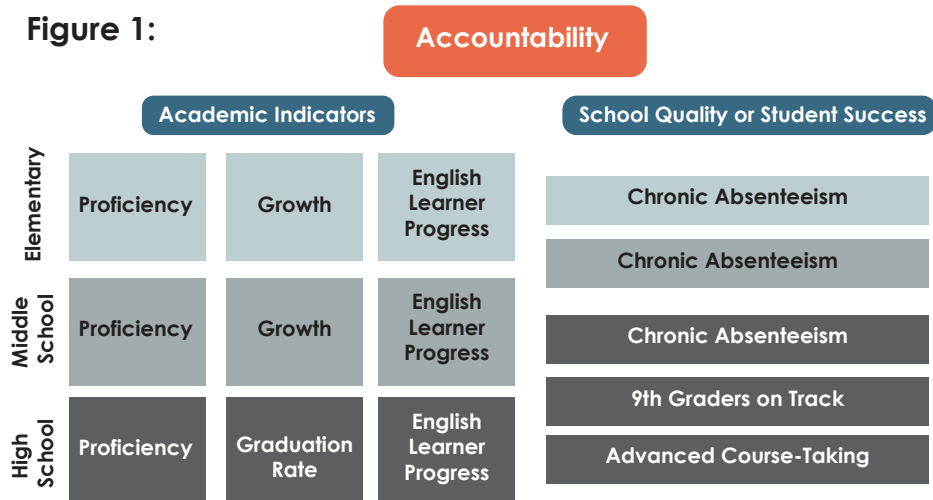
## What makes up the WSIF scores?

There are nine measures in total. Growth and proficiency still make up a big part of the scores for both english language arts and mathematics. Also important are graduation rate and English learner progress. Additionally, there are three new School Quality and Student Success (SQSS) measures meant to help parents and families, as well as school districts, understand the overall school climate, which goes beyond academics. These measures are: regular attendance, 9th graders on track to graduation, and dual credit or advanced course-taking opportunities. (see Figure 1)

The goals of the ESSA Plan, which was developed after the passage of the law in 2015 and inherent to the WSIF, are equity and flexibility. Every student deserves the opportunity to finish school ready for post-secondary aspirations, career, and life. New guidance under

**"The goal of the support model is continuous improvement in all schools"**

Figure 1:







Washington's ESSA Plan allows districts to shift the paradigm and break down funding silos to develop programs that will help our students finish school prepared for our changing world.

**The How:** The Office of System & School Improvement at OSPI is using the process of plan, do, study, and act to define the stages of implementation for school improvement. (see Figure 2)

OSPI is offering assistance to districts with a new website for school improvement, foundational supports that are self-directed for all schools, grant funding for comprehensive supports, and a new electronic grant system.

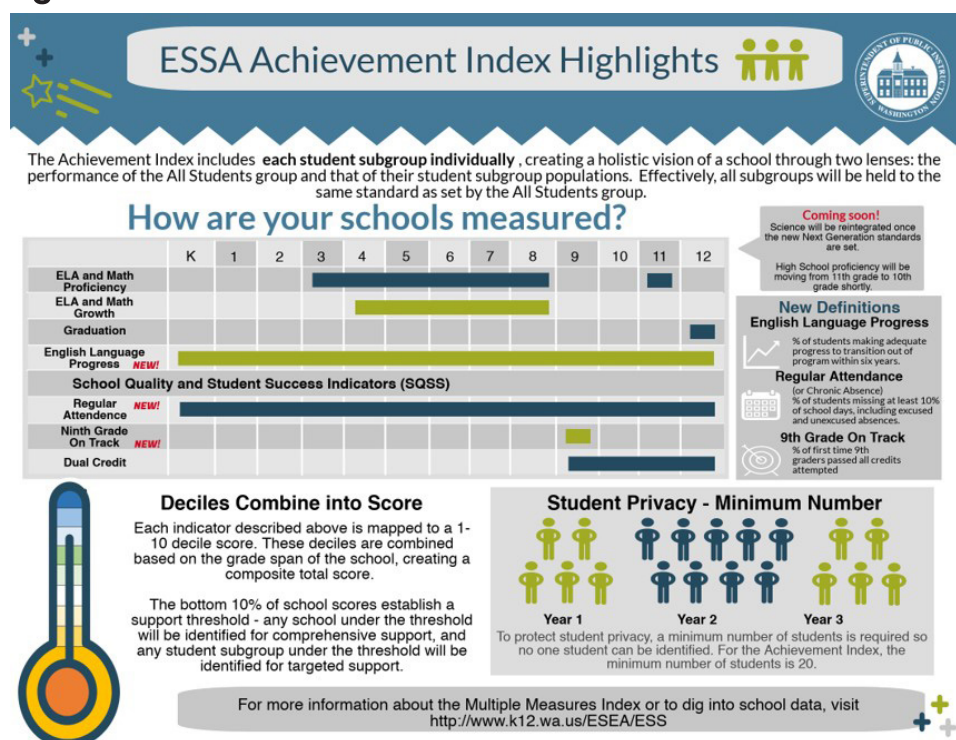
OSPI has created a school improvement framework that helps display each student group individually, creating a holistic vision of a school through two lenses: the performance of all students group and that of its student group populations (see Figure 3). In closing, there is more information to come, including fiscal guidance, a new electronic grants system, revised consolidated programs reviews, tiered supports, family and parent notification guidance, and model communication documents. If you have any questions, please contact your Teaching and Learning NWESD representatives below.

**Figure 2:**

## Stages of Implementation for the System & School

- 1** **STAGE 1**  
Understanding the Washington Improvement Framework and identification status.
- 2** **STAGE 2**  
Extended period of study and sense-making to promote data proficiency, root cause analysis, problem definition, and deep system review. School improvement planning begins in the spring.
- 3** **STAGE 3**  
Capacity building and improvement science. Implementation of school improvement plans with an emphasis on intentional, PDSA designed "interventions."
- 4** **STAGE 4**  
Capacity building on implementation science and institutionalization of improvement behaviors, and programs. Implementation of school improvement plans with an emphasis on expanding PDSA efforts.

**Figure 3:**



**Resources**

**OSPI ESSA**  
[www.k12.wa.us/esea/essa/default.aspx](http://www.k12.wa.us/esea/essa/default.aspx)

**FAQ**  
[www.k12.wa.us/esea/essa/Toolkit/WSIFPublicFAQs.pdf](http://www.k12.wa.us/esea/essa/Toolkit/WSIFPublicFAQs.pdf)

**MORE INFORMATION**  
[www.k12.wa.us/ESEA/ESS](http://www.k12.wa.us/ESEA/ESS)

**NWESD Contacts**

**Pam Estvold**  
[pestvold@nwesd.org](mailto:pestvold@nwesd.org)

**Gayle Everly**  
[geverly@nwesd.org](mailto:geverly@nwesd.org)



# Threat Assessment

## Keeping Our Youth Safe in School



With School Safety at the forefront of everyone's minds these days; there can be a high level of anxiety when we turn on the news. Regrettably, not only did the tragic Florida school shooting occur in February 2018, there have been 33 school shootings<sup>1</sup> since January 1 of this year (at the time of this article - 4/11/18).

Districts across the state continue the difficult and complex work of trying to find solutions, utilizing threat assessment systems and coordinating inter-disciplinary teams to identify and assess risks and provide interventions. It is a time-consuming and costly process. Many smaller districts struggle financially just trying to fulfill the many needs of their students while maintaining a balanced budget.

Our teachers stand on the front lines of classroom struggles. Not only are

they required to educate, they are sometimes forced to put on the mantle of parent, adviser, mental health counselor, protector, and more. They must work hard to adapt to the latest in state rules and requirements, reach markers, achieve testing standards, balance the needs of their individual students, and maintain regular communication with parents and guardians. To say this is a difficult job would be an understatement. These days, it can also be dangerous.

Exposure to school violence can affect student achievement up to three years after an incident, showing marked reductions in test scores.<sup>2</sup> "Our estimates indicate that students, on average, are highly affected when there is a homicidal shooting. These results indicate that policymakers should consider preventive measures such as gun control, and more resources should be made available

to students."<sup>3</sup> Moreover, it is not just students that are affected; teachers, staff, and administrators may become withdrawn, depressed or develop post-traumatic stress disorder. While statewide efforts to develop robust, whole-school approaches that address the mental health and well-being of students are increasing, systems that will support the emotional well-being of affected staff should be considered as well.

As Washington State has become more aggressive in implementing Threat Assessment systems, more and more districts are collaborating and working with community health, mental health, and social service agencies to provide resources and address student behavioral and mental health needs. Networks and teams are being created to identify and assess risk and/or trauma and address student challenges early on, providing multi-tiered support, helping students

to build trust and gain resiliency skills, while creating a safer learning environment and reducing threat and risk factors.

It is encouraging to know that more than 26,000 people in Washington state have been trained in Mental Health First Aid – and across the country, more than one million<sup>4</sup>. We know mental health support is a key element to ensuring the health and well-being of our students as well as being instrumental in the violence prevention process.

Our teachers stand on the front lines of classroom struggles. Not only are they required to educate, they are sometimes forced to put on the mantle of parent, adviser, mental health counselor, protector, and more.



## Incidents of Violence In Schools

	FALL 2016	FALL 2017	
Threats	878	961	9.5% Increase
Incidents	64	100	56% Increase

While the work ahead is complex and arduous, let us consider some sobering facts: “There is a significant increase in the number of actual incidents of violence. When compared to the same time period last year, schools have experienced a 56% increase in violent incidents.”<sup>5</sup>

“While violent incidents or threats have occurred in 48 of the 50 states so far this school year, ten states accounted for 48% of all the threats and incidents that have occurred so far. Twenty states account for more than 70% of all threats and incidents. In the ‘top ten’ states of concern, the number of threats and/or incidents is statistically significant for a number of reasons. These include the sheer number of incidents or threats, the type of events that occurred, and the total of events or incidents per capita when compared to the population of the state.”<sup>6</sup>

On the positive side, awareness is increasing and momentum growing – even students are rising up to make their voices heard, wanting to be a part of the solution. Teachers, staff, administrators, prevention and threat assessment teams, behavioral and mental health and social welfare agencies are all working toward understanding youth trauma, reducing risks and threats, connecting, and creating strong, supportive relationships with our students. There are a multitude of tools available to districts. With a long-term commitment to developing an inclusive, effective system that all districts can utilize, we can greatly reduce and prevent the threat of violence, and create nurturing, safe learning environments for our students.

NWESD’s Behavioral Health and Prevention Services (BHPS) department will continue offering training dates for “Assessing Student Threats in the School.” Additionally, BHPS will be providing threat assessment trainings, both Level 1 and Level 2, as well as developing safety co-operative opportunities and planning next year’s list of professional development on school safety, focusing on multi-disciplinary and whole-school approaches.

## The Top 10 States of Concern (2017 rankings)<sup>6</sup>



- 1 <https://every.tw/1NVpx4i>
- 2 <https://every.tw/2v11IQ3>
- 3 <https://every.tw/2v11IQ3>
- 4 <https://bit.ly/2Hu7NSh>
- 5 <https://bit.ly/2GPLjd8>
- 6 <https://bit.ly/2EzVnFh>

### Contact

**Jodie DesBiens**

Director of Behavioral Health & Prevention Services

(425) 879 - 8810

[jdesbiens@nwesd.org](mailto:jdesbiens@nwesd.org)



# grants

workshops and classes

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

## Introduction to Grant Writing

**Event ID:** 32480

Learn the basics of grant writing in three days! On day one, participants will identify a fundable project, find a funder, parse a request for proposals (RFP), explore the basic components of a grant, and read examples of well-written proposals. The second day will comprise exploration of all aspects of technical writing, an opportunity to develop a narrative that includes all the basic components of the grant, and development of a simple budget and evaluation plan. The third day will focus specifically on preparing state and federal grant applications with special attention given to parsing the RFP and developing more complex narrative responses.

**Presenter:** Joyce Lynn Garrett

**Facilitator:** Kristine Juhl

**Clock Hours:** 22.5

**Registration Fee:** \$250

**Location:** NWESD

**Dates:** June 6, June 7, July 30, 2018

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

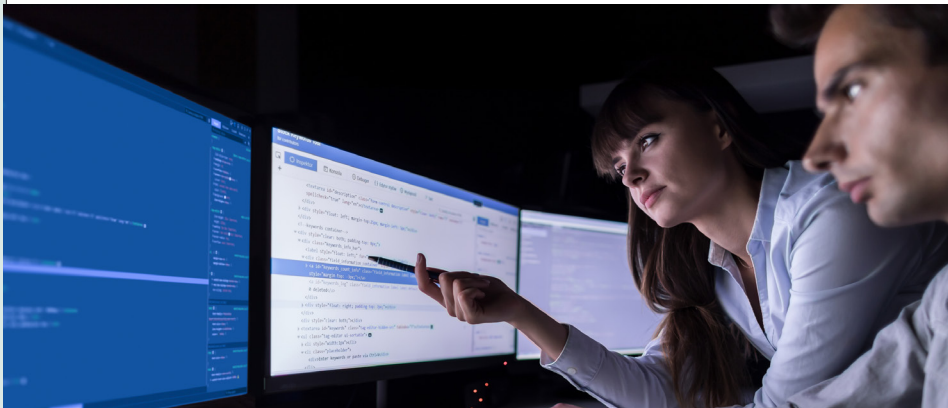


## Does your school need Tech Support? NWESD can help...

We have more than 20 years of experience managing technology departments for both large and small organizations. We specialize in teamwork and inclusion, and we communicate with all stakeholders to accomplish the goals that each district, department, and school has set.

We can help to seamlessly maintain your school system's infrastructure including authentication, security, and backups without disrupting staff and student user experience. Operations work is often software based and can be done remotely with little to no on-site time required.

**Kyle Bunker | (360) 299-4061 | [kbunker@nwesd.org](mailto:kbunker@nwesd.org)**







# special programs

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

## Early Childhood Education Community of Practice

Event ID: 32135

This workshop will offer participants an overview of the Principles of Applied Behavior Analysis (ABA) and provide resources and techniques to be used in the classroom. Participants will engage in discussion and share experiences with colleagues.

**Presenter:** Jennifer Drake Patrick

**Facilitator:** Kristi Gunerius

**Clock Hours:** 3

**Registration Fee:** 0

**Location:** NWESD

**Date:** May 15, 2018

**Time:** 9:00 AM - 12:00 PM

## ParaProfessional Assessment Testing

Event ID: 31967

NWESD administers the ETS ParaPro Assessment by appointment. Register online for one of the following test dates:

- May 10, 2018
- June 14, 2018
- August 9, 2018

After registration is verified, you will receive an email message with test preparation information. Please note that space is limited to eight participants per day.

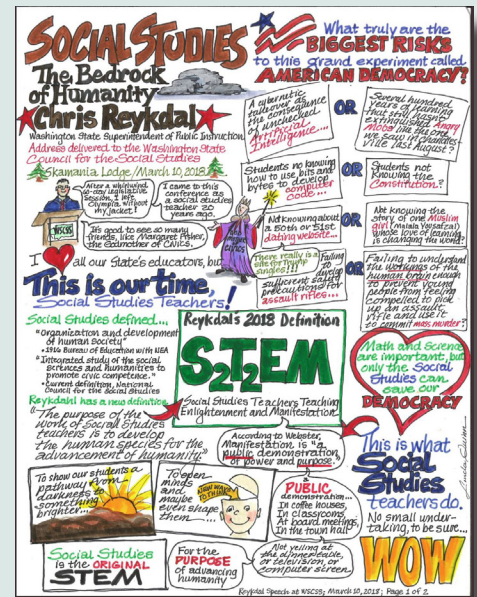
**Facilitator:** Kristi Gunerius

**Registration Fee:** \$115

**Location:** NWESD

**Date:** May 10, June 14, and August 9, 2018 (select one)

**Time:** 9:00 AM - 12:00 PM



A visual representation of OSPI Supt. Chris Reykdal's remarks at a Social Studies Conference in Skamania! This amazing piece of art was created by Linda Quinn, Superintendent of Ferndale School District



# prevention

workshops and classes [register >> nwsd.gosignmeup.com](http://nwsd.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 overviews common supports. This eight-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 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:** 0

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

**Time:** 8:00 AM - 5:00 PM

Event ID: 32277

**Presenters:** Joyce Wells & Madysen Pruss

**Date:** April 27, 2018

Event ID: 32278

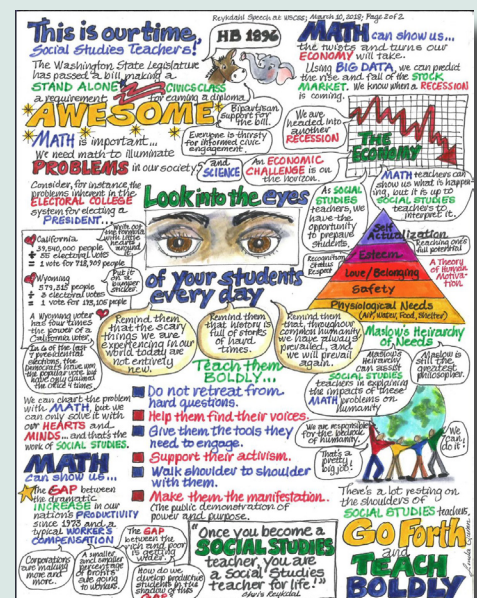
**Presenters:** Dana King & Erik Haakenson

**Date:** May 18, 2018

Event ID: 32279

**Presenters:** Natalie Gustafson & Greg Kanehen

**Date:** June 22, 2018





# teaching & learning

## workshops and classes

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

### 5 Practices for Orchestrating Productive Mathematics Discussion

**Event ID:** 32492

Participants will engage in inclusive discourse strategies that invite all students to participate in student-to-student discussions around mathematical concepts. Throughout the two days, educators will experience and practice pedagogical strategies that engage students in equitable and meaningful learning in appropriate grade level content. We will reference the NCTM's 5 Practices for Orchestrating Productive Mathematics Discussions by Mary Kay Stein and Margaret Schwan Smith.

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 10

**Registration Fee:** \$50

**Location:** NWESD

**Dates:** July 18 & 19, 2018

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

### Approaching Equity in Mathematics through Fun and Games

**Event ID:** 32470

Participants will engage in mathematical games they can use with students to deepen their understanding of grade level concepts that are key K-8 mathematical ideas. You will leave the workshop with materials and resources that will encourage academic discourse while accessing grade level Washington State Learning Mathematics Content and Practice Standards through the use of fun and games.

**Presenters:** Mary Ellen Huggins & Clint Weckerly

**Facilitator:** Nancy Menard

**Clock Hours:** 5

**Registration Fee:** 0

**Location:** NWESD

**Date:** July 24, 2018

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

### Beating Boredom: Sparking Student Engagement

**Event ID:** 32476

When our students tune out or create diversions, we need a dependable set of ways to turn up the focus, engagement, and enthusiasm for our classes. Combining new information from Marzano in *The Highly Engaged Classroom* with the strategies from the two books by Brian Harris on *Battling Boredom*, you will understand what might work that fits your style and students/subjects. We'll analyze dilemmas, including how to get an entire class that is non-productive back on track. You can expect to gain a better understanding of the actions required to overcome school boredom. You'll receive more productive class use of time-on-task, more enthusiasm and focus from learners, and ways to keep yourself motivated too.

**Target audience:** Gr 4-12 classroom teachers.

A \$15 materials fee is payable to the instructor at the first class session.

**Presenter:** Mary Ann Johnson

**Facilitator:** Anita Garcia-Holzemer

**Clock Hours:** 10

**Registration Fee:** \$140

**Location:** Everett Community Resource Center

**Dates:** July 16 - 17, 2018

**Time:** 8:30 AM - 2:30 PM

### Concept-based Curriculum & Instruction

**Event ID:** 32475

In this highly interactive session for K-12 teachers, Mischelle Darragh and Tiffanee Brown will challenge your mind as they contrast 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.

**Presenters:** Mischelle Darragh & Tiffanee Brown

**Facilitator:** Anita Garcia

**Clock Hours:** 12

**Registration Fee:** \$175

**Location:** NWESD

**Dates:** April 30 - May 1, 2018

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



## Coming up in Early Learning!

### WaKIDS 101 Trainings

WaKIDS 101 is the required two-day training that prepares teachers to conduct WaKIDS in the fall. It offers teachers who are new to WaKIDS an introduction to the purpose, structure, and possibility of WaKIDS in order to understand how all three components of WaKIDS help to smooth the transition into kindergarten. By the end of the session, teachers will have the basic skills to begin implementing all components of WaKIDS, including using the online assessment platform, MyTeachingStrategies™ by Teaching Strategies®. With the completion of their Inter-Rater Reliability Certification, teachers will leave feeling confident and ready for fall. Please check OSPI or NWESD website for training dates.

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





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### **Dimensions - From 2D to 3D Printing**

**Event ID:** 32485

3D printing is a new technology and can be a great tool to teach many concepts. However, it can be intimidating to get started. This class will walk you through how 3D printers work and provide you with activities that you can use with your classroom. You will learn how to operate a 3D printer, create a 3D design using free software, and print your own object. The class uses fun, interactive activities appropriate for children to teach about graphs, 2D (pixels), 3D (voxels), and how to use them to design in 3D.

**Target Audience:** Grades 2-5 Teachers

Registration fee includes materials.

**Presenter:** Mary Elliott

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$80

**Location:** Bellingham Makerspace

**Date:** June 25, 2018

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

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### **High-Leverage Strategies for ELLs: Know Our Students, Know What Works**

**Event ID:** 32474

Participants will learn and experience high-leverage strategies that English Language Learners need every day in order to access content. This course is designed for elementary/secondary teachers and ELL Specialists who are wondering: How do I differentiate for various proficiency levels? What best practices should I be using every day? How do I teach content and language at the same time? What works? Participants will walk away with concrete strategies, resources, and a plan for implementation.

**Presenter:** Katie Brown

**Facilitator:** Anita Garcia-Holzemer

**Clock Hours:** 6

**Registration Fee:** \$85

**Location:** NWESD

**Date:** August 2, 2018

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

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

**Event ID:** 32352

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

**Presenter:** Mary Ellen Huggins

**Facilitator:** Nancy Menard

**Clock Hours:** 5

**Registration Fee:** 0

**Location:** NWESD

**Date:** May 10, 2018

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

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### **Introduction to the Engineering Design Process**

**Event ID:** 32486

This course explores the role of teamwork, creativity, and communication in innovative engineering design. Topics include engineering design process and collaborative problem solving techniques. Participants will develop their knowledge and skills in these areas through a hands-on design project using everyday objects.

**Target Audience:** Middle School and High School Teachers.

**Presenter:** Benton Seay

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$80

**Location:** Bellingham Makerspace

**Dates:** July 12, 2018

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

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

**Event ID:** 32389

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 grade levels 6-12.

**Presenter:** Andrew Stadel

**Facilitator:** Nancy Menard

**Clock Hours:** 12

**Registration Fee:** \$300

**Location:** NWESD

**Dates:** June 21 - June 22, 2018

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

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### **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:** 0

**Location:** NWESD

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

**Event ID:** 32159

**Date:** June 6, 2018

**Event ID:** 32472

**Date:** August 1, 2018



# teaching & learning

## workshops and classes

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

### 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.

#### 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.

**Presenter:** Brian MacNevin  
**Facilitator:** Nancy Menard  
**Clock Hours:** 6  
**Registration Fee:** 0  
**Location:** NWESD  
**Time:** 8:30 AM - 3:30 PM

**Event ID:** 32219  
**Date:** May 16, 2018

**Event ID:** 32471  
**Date:** June 26, 2018

**Event ID:** 32473  
**Date:** August 10, 2018

### The Dynamic World History Classroom

**Event ID:** 32477

Have a wonderful time finding approaches to help students get involved and hooked on world history. User-friendly models reveal ways to introduce units to all levels of student reading levels. See research on student engagement and an innovative framework for unit design that helps you generate new strategies. Sharing of participant ideas will be welcomed. We will use research-based strategies to plan engaging units, focus on ways to overcome difficult reading of non-fiction text, and find ways for students to learn about each other while studying the past.

A \$15 materials fee is payable to the instructor at the first class session.

**Presenter:** Mary Ann Johnson  
**Facilitator:** Anita Garcia-Holzemer  
**Clock Hours:** 6  
**Registration Fee:** \$140  
**Location:** Everett Community Resource Center  
**Dates:** August 6 - August 7, 2018  
**Time:** 8:30 AM - 2:30 PM

### Tools of the Artist

**Event ID:** 32488

This is a five-day workshop applying the elements and principles of visual art to enhance the teaching of language. This class will explore how concept, structure, and emotion can be better conveyed in language through one's greater understanding, application, and practice in the visual arts. It will combine using the tools of the artist - the Art Elements of line, shape, value (dark and light), texture, color and form, to the tools of the writer - words, word-phrases, grammatical structure, stanza, paragraph and verse.

We will explore the Art Principles of composition, balance, dominance, harmony, dissonance, symmetry, and asymmetry to similar effects in language, both in prose and poetry. Through the application of the 21st Century rules of practice and Common Core standards, enriched through an art historical perspective, students will expand the use and application of artist's tools of creativity.

**Presenter:** Christine Wardenburg Skinner  
**Facilitator:** Anita Garcia-Holzemer  
**Clock Hours:** 20  
**Registration Fee:** \$250  
**Location:** North Fork Studio  
**Dates:** July 23 - July 27, 2018  
**Time:** 9:00 AM - 2:00 PM

## Going Somewhere?

VESi's online courses are compatible on all devices, so you can take us with you wherever you go.

Courses offered for 30 or 45 Clock Hours with fees starting at just \$200.

View Complete Course List:  
<https://bit.ly/2C6SESd>



**Northwest Educational  
Service District 189**  
*Together We Can*





# Jobs at the NWESD: Join Our Team!



The NWESD provides leadership and cooperative services to our educational communities throughout the five northwest counties in Washington State. We welcome qualified applicants who are interested in supporting school districts in their efforts to increase the number of students meeting state and local standards. We seek dedicated and motivated individuals to join our staff.

## Employees in benefit eligible positions can receive:

- Medical with Vision and Dental Insurance
- Life Insurance
- Long Term Disability
- Paid Leave (vacation, sick and holidays dependent upon position and calendar)
- Participation in the WA State Department of Retirement Systems (DRS)
- DRS Deferred Compensation Plan
- Supplemental plans including Flexible Spending, Dependent Care, Short Term Disability, Accident, and Cancer plans from American Fidelity
- VEBA participation

[nwesd.org/jobs](http://nwesd.org/jobs)

## MIGRANT EDUCATION PROGRAM

The goal of the migrant program is to ensure all migrant students reach academic standards and graduate, to prepare them for responsible citizenship, further learning, and productive employment.

### OFFERING SUPPORT IN THE FOLLOWING AREAS:



#### FAMILY ENGAGEMENT

Parents, your involvement influences student academic success. Learn about program services and activities.



#### EDUCATOR ENGAGEMENT

Professional learning and resources for migrant educators including paraeducators, migrant graduation specialists/student advocates, migrant recruiters/record clerks, pre-school staff, teachers, administrators, and federal program directors.



#### SUMMER LEARNING

Summer learning is essential to the educational success of migrant students. Learn more about summer school programs and academy opportunities.



#### HEALTH AND OUT-OF-SCHOOL YOUTH

Support to migrant families in accessing healthcare and support to out-of-school youth in connecting with reengagement opportunities.

### Contact our team:

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

Clint Weckerly  
Migrant Academic Coordinator  
[cweckerly@nwesd.org](mailto:cweckerly@nwesd.org)  
(360) 299 - 4047

Tanya Rojas  
Out-of-School Youth Health Services  
[trojas@nwesd.org](mailto:trojas@nwesd.org)  
(360) 299 - 4719

[nwesd.org/mero](http://nwesd.org/mero)

# 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

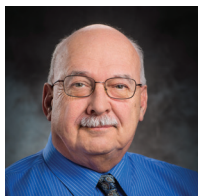
Video Conference Location (if applicable)	Total Fee \$
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Check Enclosed (payable to NWESD) #	Purchase Order #	District/Company Issuing PO	
<b>NWESD Accepts Visa or MasterCard Credit Cards</b>		Personal Credit Card <input type="checkbox"/>	District/Company Credit Card <input type="checkbox"/>
Credit Card No.	<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



## board of directors



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Mount Baker, Nooksack Valley, Orcas  
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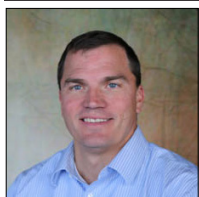
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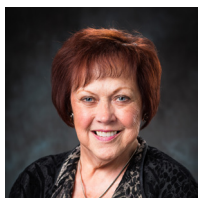
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## Northwest Educational Service District 189

*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.



We are pleased to present  
NWESD's 2016-2017 Annual Report.

View online:  
**[www.nwesd.org/2016-2017-annual-report](http://www.nwesd.org/2016-2017-annual-report)**

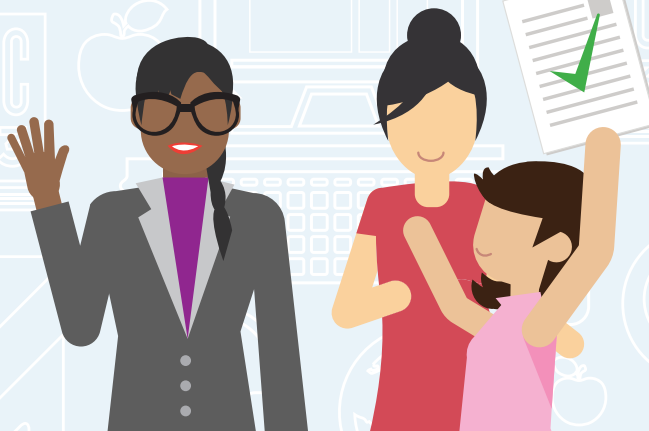
Request a printed copy at  
[communications@nwesd.org](mailto:communications@nwesd.org)



# LEARN! SUPPORT! ACT!

3

Three ways you can help  
your student in school



The Smarter Balanced assessment measures students' progress in English and math toward being ready for success after high school.



## LEARN

Learn more about the Smarter Balanced assessments by watching this video: <http://bit.ly/SBAVideo>

SBA scores fall into one of four levels:

**LEVEL 1 AND 2** — Needs more help and support.  
Talk to your student's teacher.

**LEVEL 3 AND 4** — On track with learning.



## SUPPORT

**Get tips to support** your student if they're struggling in school, or if they need advanced learning opportunities.

GreatSchools Guide: <http://bit.ly/GreatSchoolsGuide>



## ACT: FORM A TEAM WITH YOUR STUDENT'S TEACHER

**Ask:** What are the most important skills and knowledge my student should have by the end of the year? What resources are available for my student?

[www.readywa.org](http://www.readywa.org)

**READY WA**



**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)