

WINTER/SPRING 2017



Northwest Educational
Service District 189

Together We Can

education CONNECTION



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Welcome to a new year!

The Northwest Educational Service District staff looks forward to working with you in the new year!

We provide support, guidance, and continued educational learning opportunities for educators and administrators in Island, Snohomish, Whatcom, San Juan and Skagit Counties. We hope you enjoy this Winter/Spring 2017 edition of the *Education Connection* (a combination course catalog and quarterly newsletter). On the following pages, read about new staff, learn about upcoming classes and events, and join us in celebrating award winners in our region.

Together we can...

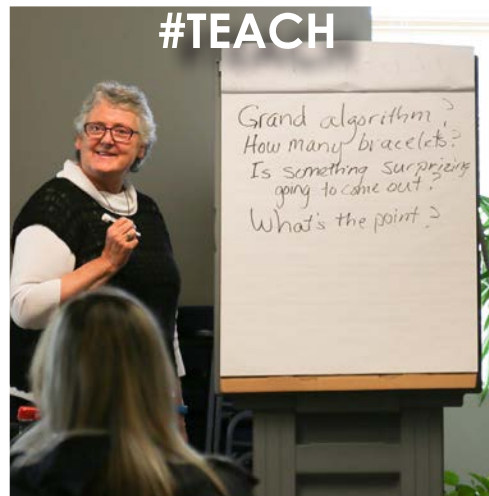
#EXPLORE



#LEARN



#TEACH



#STAYCONNECTED



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

Workshops & Classes at a Glance

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Winter/Spring 2017
(January through May)

To register for classes:
nwsd.gosignmeup.com

Date(s)	Title	Instructor	Event	Page
1/10	Scoring Smarter Balanced Interim Assessments	Kim Kellogg	31836	23
1/11, 3/8, 5/17	Science/Math Network (Whatcom County)	B. MacNevin & M.E. Huggins	31849	23
1/17	Student Threat Assessment Basics	Mike Stamper	31873	19
1/23	Continuity of Operations Plans	Mike Donlin	31872	19
1/25- 26	Teaching Pyramid Observation Tool	Alana Schnitz	31844	21
2/1	Modeling with Mathematics for Grades 1-5	Mary Ellen Huggins	31809	22
2/2 & 3/16	Ratios and Proportional Relationships	Mary Ellen Huggins	31856	23
2/2 & 2/22	Project-based Design for Deeper Learning	Micki Evans & Erin Sanchez	31759	22
2/6 - 3/17	Issues of Abuse for Educators	Corey Hodge	31847	19
2/9	Attendance & Chronic Absenteeism	Mike Stamper	31871	19
2/9, 3/29, & 5/18	Science/Math Network (Snohomish County)	B. MacNevin & M.E. Huggins	31855	23
2/15	School Reunification	Mike Stamper	31874	19
2/16	The Pyramid Model - Practical Strategies	Tim Andrews	31845	21
2/17 & 5/26	The Pyramid Model - Community of Practice	Tim Andrews	31846	21
2/23	Deep Dive Into NGSS	Brian MacNevin	31686	22
3/1	Remote Control to Coding with Sphero	B. MacNevin & M.E. Huggins	31835	23
3/9	Group-Worthy Mathematics Tasks for Grades 6-8	Mary Ellen Huggins	31810	22
3/14	Early Childhood SpEd/Early Intervention PLC Meeting	Lara Cole	31638	20
3/30	Rater Reliability: Calibrating to the 5D+ Framework	Edie Holcomb	31699	22
4/20	Deep Dive Into NGSS	Brian MacNevin	31687	22
5/23	Deep Dive Into NGSS	Brian MacNevin	31688	22
6/20	Deep Dive Into NGSS	Brian MacNevin	31689	22





A Note

From the Superintendent



In the four years between presidential elections, I tend to forget about how ready I am for the election season to be over by the time the voting concludes. Like many of you, I get discouraged and disheartened by the negativity, rancor, hyperbole and seemingly endless charge/counter-charge from the significant to the trivial that fills the weeks leading up to election day.

Although I'm sure I suffer the rose-colored glasses of history, this year seemed to be particularly bitter and divisive. As a parent, I was relieved that my three children are adults capable of sorting through and making personal sense of the more sordid aspects of the national election. I admit that I felt the anxiety and frustration that parents of younger children must

have experienced as they helped their children make sense of it all.

But I took some solace in the recognition of the important role public educators play in teaching our children to successfully navigate and participate in a democratic and increasingly diverse society. In addition to the 21st Century Skills of Collaboration, Communication, Creativity and Critical Thinking, our work also includes two other vital "C" skills – namely, Citizenship and Character.

Across our region, several school districts are actively engaged in a partnership with the Northwest Educational Service District to promote New Pedagogies for Deeper Learning (NPDL). The intent of this work is to enable student engagement with academic content in a much more interactive, personal and socially-responsive manner that brings the content and learning to life through real world application and authentic problem solving intentionally incorporating the six "C" skills noted above. Beyond rote learning and recitation of academic content, NPDL embraces a belief that students learn best when that learning can be directly connected to their lives and ability to influence their community, whether that community be their school, home, neighborhood, town, nation or world. Having served for the past 13 years as a school district superintendent – and most recently having the opportunity to participate in Citizens' Day in the Burlington-Edison School District and interact with dozens of B-E students – I can attest to the tremendous capacity and capability of our young people. Our students are engaged in much deeper learning at much higher levels than I ever experienced as a K-12 student.

Whenever I have the opportunity to spend time around today's young people, I am heartened and encouraged by what the future holds for our society. Over the years, I've met hundreds of committed, engaged and deep-thinking students who could serve as exemplary role models for our state and national leaders. It's a testament to the powerful work of our schools that today's young people have so much to teach all of us about civic responsibility, tolerance, acceptance and responsibility for the world we inhabit.

Whether your candidates or issues won or lost on November 8, the need to foster the six "C" skills in our next generation of leaders remains the key work of public educators everywhere. I invite you to learn more about the NPDL work taking place in the NWESD region. For more information, please contact NWESD Assistant Superintendent for Teaching & Learning, Pam Estvold, at pestvold@nwesd.org or (360) 299-4036.

Larry Francois
NWESD Superintendent

Welcome

Lisa Matthews, Assistant Superintendent for Finance & Compliance



The NWESD is thrilled to announce that Lisa Matthews, former Executive Director of Finance & Operations in the Anacortes School District, has joined the NWESD as Assistant Superintendent for Finance & Compliance. Lisa follows long-time Assistant Superintendent Carol Browder, who retired at the end of December having served the NWESD with distinction since 2003.

In this role, Lisa will provide financial leadership and technical assistance for NWESD programs and services, to include working collaboratively with internal staff and member districts on business, financial and regulatory compliance matters.

Lisa's primary focus during her first few months includes a transition plan developed with Carol Browder, getting to know staff and team members, and reaching out to other departments/programs in the NWESD to understand more about services and the needs of the organization as it relates to the fiscal department.

Before joining the NWESD, Lisa worked in the Anacortes School District since 2007, first as the Director of Business & Finance before elevation to her Executive Director position in 2012. Prior to that, Lisa served from 2003-2007 as the Director of Finance & Port Auditor for the Port of Anacortes and as Director of Finance from 1998-2003 for Shared Healthcare Systems, Inc., the original occupant of the NWESD Anacortes office.

Prior to SHS, Lisa served in a range of auditor, financial analyst, accounting manager and controller positions in the private and public sectors. Lisa is a Certified Public Accountant and a graduate in Business Administration from Washington State University.

Lisa and her husband Rob moved to Anacortes 18 years ago with their two young children. Now moving into the empty nester life, Lisa and Rob can be found frequenting local festivals, community events and establishments.

Please join us in welcoming Lisa to the NWESD family!

“After ten years in public education finance and serving the students of Anacortes, I am so excited to be joining the NWESD; I am really looking forward to supporting programs for students and member districts throughout the region.”



Goodbye and Thank You!

Carol Browder, Assistant Superintendent for Finance & Compliance 2003-2016

At the end of December 2016, Carol Browder rode off into the sunset of retirement. Carol's brilliance, work ethic, quick wit and smile were a joy to be around in the workplace and will be missed! She made an exacting job seem easy, because she was always in a cheerful mood.

To Carol, from everyone at the NWESD and beyond, we want to wish you the best in your new adventure and remember in the words of Frank Eberhart, "The goal of retirement is to live off your assets - not on them." As evidenced below from this informal interview, we know you'll be doing just that and enjoying your time to its fullest. Thank you for everything you have done for the NWESD and best wishes to you on your retirement.

When did you start working at NWESD? Hire date: January 23, 2003.

Favorite memory? Too many great memories to pick just one. Lots and lots of laughter and smiles.

If someone wrote a book about your time working at NWESD, what would the title be? "It's All About the Kids"

Biggest accomplishment? I do not consider any accomplishment to be solely mine as I've always been part of the group effort at NWESD.

Hopes for the future of the NWESD? NWESD 189 will continue to provide top quality support to our educational community to help ensure all students receive the valuable education that each one deserves.

How do you feel about leaving? I am sad to be leaving the incredible NWESD 189, but also very excited at the many plans that my husband and I have to see the world and experience the other opportunities offered by life.

What are you going to be doing? To start with, there will be a lot of sleeping in. Then when that has been accomplished - reading books, traveling, making jewelry and remodeling our home. There are also many things that I have not had the time to do that I'm hoping to learn or accomplish such as scuba diving, tai chi, yoga and anything else that catches my fancy and I will now have the time to do.

Any parting words? Know that what you do is very worthwhile and, regardless of your particular job duties, will improve the education and, thereby, the lives of children. Thank you all for sharing a lot of laughter and smiles along with the incredible opportunity to serve children. It has truly been my pleasure and honor to work with all of you.



Carol's work family (Finance Department): L-R. Sitting: Rose Southwick, Carol Browder, Anna Esquibel. Standing: Terri Johnson, Noreen McKinney, Lori McLeod, Joanie Cochran



Celebrating Carol Browder with the famous Lemon Cake from Gere-a-deli in Anacortes

2016 Schools of Distinction

Edmonds - Sherwood Elementary*

Everett - Garfield Elementary*

Everett - Sequoia High

Everett - Whittier Elementary

Monroe - Salem Woods Elementary

Sedro-Woolley - Clear Lake Elementary*

Snohomish - Cathcart Elementary

Snohomish - Seattle Hill Elementary

** Indicates repeat winners*

Sustained improvement over a five-year period in English language arts (ELA), math, and graduation rate is the reason for 94 schools across Washington State being recognized with the 2016 School of Distinction award. These schools represent 51 elementary, 20 middle/junior high, 23 high schools, and 6 alternative schools already included in these numbers. 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), Washington State School Directors' Association (WSSDA) and the Washington State Association of Supervision and Curriculum Development (WSASCD), has 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.

These 94 schools span all regions of the state, from large urban to small rural communities, and represent all nine Educational Service Districts (ESDs). Some of the student populations in these schools are as high as 98.5% poverty and 67% English language learners, as well as high numbers of challenged learners in special education. As CEE President Greg Lobdell states, "Even though the diversity and context of the communities served by each of these schools across our state are vastly different, the hard work represented by this award is the same and the students are the real winners."

This year represents the 10th year that CEE and their partners have recognized schools with the School of Distinction award. One school, Wilson High in Tacoma Public Schools, has received six consecutive School of Distinction awards. Four schools received their fifth award. Five schools received their fourth award. Seven schools received their third award and forty schools received their second award. Thirty-six schools received the SOD award for the first time.





2017 Superintendent of the Year

*Dr. Gary Cohn
Everett School District*

Dr. Gary Cohn, superintendent of Everett Public Schools, was named the 2017 Superintendent of the Year by the Washington Association of School Administrators (WASA). The announcement was made at WASA's Superintendents Component meeting in Spokane. The award is designed to recognize the outstanding leadership of active, front-line superintendents and pay tribute to those who lead our public schools.

Under Cohn's leadership, Everett is a high performing district that is recognized statewide and nationally for student achievement. Everett students continue to outperform the state averages on assessments in every subject and every grade, and in many cases, surpassing the state averages in double digits. The district's most recent four-year graduation rate is 90 percent, the five-year graduation rate is 94.5 percent. The district also has the highest graduation rate for English language learners in the state. "Washington State is fortunate to have such talented superintendents leading our public schools", said Dr. Bill Keim, WASA Executive Director. "Dr. Gary Cohn is an outstanding selection from that group to serve as our state's 2017 Superintendent of the Year. Gary exemplifies a deep commitment to the success of all students along with the knowledge and skills to translate that vision into reality for Everett's students and community."

As the state's Superintendent of the Year, Cohn also will serve as a candidate for the 2017 American Association of School Administrators' National Superintendent of the Year Award. The national award will be announced in March at the AASA National Conference on Education in New Orleans, Louisiana.

"Anyone involved in schools today knows this type of recognition is an indicator of an outstanding team of professionals."

"It is a tremendous honor to be selected Washington's Superintendent of the Year," shared Dr. Cohn. "Anyone involved in schools today knows this type of recognition is an indicator of an outstanding team of professionals in a school district: teachers, principals, support staff, district leaders, and school board directors who are committed to the success of each student. Everett's team is truly exceptional in working with students, families, community, and partners to remove barriers to success, and in its unwavering commitment to continuous improvement in student achievement. It is a great privilege to serve as superintendent of Everett Public Schools, to be able to work with so many outstanding professionals committed to ensuring each student graduates career and college ready."

Cohn holds a Doctor of Philosophy, Master of Business Administration, Bachelor of Arts, and he earned his superintendent leadership credentials from Seattle University.

2016 Regional Classified Employee of the Year

*Cindy Bartlette
Edmonds School District
Edmonds Elementary*



Cindy Bartlette has worked for Edmonds School District since 1998 when she started as a paraeducator and then became the Office Manager at Edmonds Elementary ten years ago. She is the school's coordinator to help families in need, the photography and yearbook clubs' advisor, mentor for new office managers, grant writer, and coordinator for the school's June celebratory slide show. Cindy is also the co-president of her professional association.

She works closely on schoolwide issues such as truancy, making individualized plans to assist families and get students to school on time. Cindy has also been a leader on the school's Positive Behavior Interventions and Support team. She has led parent trainings and designed promotional materials.

Colleagues praise her combination of compassion and "no nonsense" as particularly effective with students. She reads them well and always seems to know what they need whether it is time to cool down, a quick chat, or a gentle reminder of expectations. Cindy is solutions oriented – always focused on getting students to school, keeping them engaged, and improving their experience. She sees things from a broad perspective. When issues are discussed at school, she will lay out all the aspects of a problem with expertise and a sense of humor.

“ She is a leader who consistently demonstrates a strong knowledge base, excellent organizational skills, and an aptitude for working effectively with both children and adults.”

“It has been a pleasure to work with Cindy for the past seven years,” says counselor Marilyn Harris. “She is a leader who consistently demonstrates a strong knowledge base, excellent organizational skills, and an aptitude for working effectively with both children and adults. Cindy fosters strong and supportive relationships with students, parents, and staff members.”



Nomination deadline for the 2017 Classified School Employee of the Year is January 27, 2017

Visit the OSPI website for more information and for the online nomination form <http://bit.ly/2017CSEoYPromote>



Walking on Sunshine

Elizabeth Loftus, NWESD's Regional Teacher of the Year



OAK HARBOR — Elizabeth Loftus's classroom at Olympic View Elementary is bright and inviting; there are hilarious quotes from her students and paraprofessionals posted on sticky notes in the room. Learning aids and inspirational posters deck the walls, and colorful balls and springy looking chairs are available for alternative seating. It is the day after Halloween, some of the kids report eating candy for breakfast and Loftus takes the news in stride. There is energy in the air, but everything is under control. In Loftus's classroom, there is a lot of physical movement (stretching and dancing) as well as humor, animation, and honesty. Her students clearly connect with and adore her, and her co-workers respect her. Everything has its place, everyone knows the routine, the students seem to love it. Between each subject the song "Walking on Sunshine" floods the classroom speakers, providing a consistent and structured transition for the students to switch gears to a different part of their day. This classroom could be described as a well-oiled machine, so it's hard to imagine that not even a year ago, Elizabeth Loftus was contemplating a career change. After going through one of the toughest years in her teaching career, Loftus was ready to move on from education and concentrate on a career as a Board Certified Behavior Analyst. Thankfully, she had a change of heart.

The 14-year teaching veteran is a leader in special education in the Oak Harbor School District. Now her efforts are being recognized across our state, having been named the 2017 Northwest Educational Service District (NWESD) Regional Teacher of the Year after Olympic View Elementary Principal Laura Aesoph nominated her last spring. As the Regional Teacher of the Year, Loftus will spend the next year presenting her platform to regional community groups, businesses, government officials and future teachers about her experiences.

In her Teacher of the Year application Loftus wrote, "My message is very simple. We need more supports for special education students, particularly those impacted by social/emotional/adaptive needs. We need more resources available to these students and their families. Any and all success I have had as a teacher of these students has been because we worked together as a community

"My belief is that teaching is planting a seed. Sometimes I see the fruits of my labor, and sometimes I don't. But I never stop planting the seeds. One day, a long time from now, I might get to see what those seeds grow into. That is what motivates me every single day."

to support my students. Parents and teachers as partners...I would like resources available to parents of students with this type of special need. Parenting a child with special needs can be isolating and full of questions, and creating a supportive school community that embraces and supports these parents and families is crucial to moving forward. The challenges will not go away. As educators, our challenges are only just beginning, and I feel that this would be one important way to meet the challenges head on. Let's address the increase in mental health concerns with understanding, support, and adequate resources to make a real difference."

What drives Loftus to continue in her teaching career is tackling new research and methodologies for implementing instruction and behavior management. Loftus feels that the best way to learn is becoming proficient in new techniques, learning about new research that focuses on a problem she has in the classroom, and then sharing it with others. Teacher collaboration is one of the best ways to improve upon the craft. Loftus believes that "no man is an island, and that couldn't be more true when it comes to teaching. My belief is that teaching is planting a seed. Sometimes I see the fruits of my labor, and sometimes I don't. But I never stop planting the seeds. One day, a long time from now, I might get to see what those seeds grow into. That is what motivates me every single day."

Olympic View Elementary Principal Laura Aesoph said she nominated Loftus because, "She (Liz) has been one of the best teachers in our school district and it was time she deserved some recognition. She teaches an incredibly tough group of kids while mentoring teachers and parents. She has had a lot of success at mentoring because she's a great teacher and enables parents. With the kids she concentrates on behaviors first and academics second; once kids buy in they can learn to be more successful in the classroom. Liz is surrounded by a great team who are trained well and are proactive to get control of the kids before they lose it. She's not pushy and establishes good relationships using a team approach. I still hear from parents that say she was the best teacher they ever had. That's huge! She looks outside of the circle. Liz is honest, real, calm, funny, and she doesn't lose her cool, she's just really consistent. I nominated her because she helped build a phenomenal program that's been really successful."

Loftus is a 2003 graduate of Franciscan University in Steubenville, Ohio, and received her bachelor's degree in education with a concentration in special education. The Owego, N.Y., native has remained a student throughout her career, earning her master's degree in education at Elmira College in New York in 2007, and just recently completing graduate level coursework from the University of Washington in Applied Behavior Analysis. If you would like to connect with Elizabeth Loftus for a speaking engagement or to discuss an educational issue.

contact: Elizabeth Loftus email: eloftus@ohsd.net phone: 360-279-5182



Taking a movement break with "Go Noodle" and their favorite performers, Koo Koo Kangaroo.



Language Arts time. These students have a special seat with a paraprofessional who helps them attend, modifies instruction and provides accommodations during learning.



Taking a morning movement break with "Go Noodle" practicing "Secret Handshakes."

Nominations for the 2017-18 Teacher of the Year open January, 2017.

Washington's Teacher of the Year program recognizes as many as ten regional finalists and selects one state Teacher of the Year annually. This state Teacher of the Year is Washington's nominee for the National Teacher of the Year.

Visit the OSPI website for more information about Teacher of the Year nomination and selection process and for the online nomination form
<http://www.k12.wa.us/EducationAwards/TOY/default.aspx>

DEEPER LEARNING IN THE NWESD REGION

As educators, we all agree that our students need to be able to successfully navigate a rapidly changing world, participate in a complex and increasingly diverse democracy, and engage fully in the ever-evolving 21st century workplace. We also know that our students must be able to communicate their ideas effectively, think creatively, work collaboratively to solve problems, and manage their own learning. They need to develop dispositions—or mindsets—that empower them to confront new challenges, take initiative, and persevere through difficulties and setbacks. This combination of (1) a deeper understanding of core academic content, (2) the ability to transfer that understanding to novel problems and situations, and (3) the development of core competencies is what we identify as Deeper Learning in the NWESD region.

Deeper Learning for All:

Districts in our region have a vision for deeper learning that will provide each student with the skill set necessary to excel in a complex world. The deeper learning outcomes of collaboration, creativity, critical thinking, citizenship, character, and communication are equal to, and a catalyst for, mastering academic content. We are transforming support for teachers by providing dynamic resources, professional learning, collaboration, and mentoring by teacher-leaders. Our vision aims to support our teachers in being opportunistic in support of each child. Our goal is to leverage the professional capacities of teachers working collaboratively to design and deliver deep, meaningful learning experiences to all students. We also understand the need to leverage the knowledge, expertise, and resources of our entire school community to succeed in our mission. We believe that we must design for Deeper Learning to occur at all levels of our system.

A regional New Pedagogies for Deep Learning (NPDL) associate cluster works together to create change:

Several school districts and their schools in our region have collaborated to create an Associate Cluster for New Pedagogies for Deep Learning or NPDL. They are taking a multi-dimensional approach to create deeper learning through studying their systems, looking at the school and learning conditions, working together to support this change. The cluster members are also looking at the six progressions for deeper learning, and working with teachers on reflecting upon their learning designs, and adding in some activities or experiences for students to increase their 21st Century Skills—collaboration, creativity, critical thinking, communication, character and citizenship.

NWESD is excited to be able to work with these districts to help them define and articulate a learning design that will create deeper learning experiences for their students. This means looking at pedagogical practices. Some of our districts are implementing Lynn Erickson's Concept Based Instructional Units (CBIU) while others are working on implementing Problem Based Learning (PBL). We are also fortunate in our region to be part of the Partnership for Ambitious Science Teachers

**THE DEEPER LEARNING OUTCOMES OF COLLABORATION,
CREATIVITY, CRITICAL THINKING, CITIZENSHIP,
CHARACTER, AND COMMUNICATION ARE EQUAL TO, AND
A CATALYST FOR, MASTERING ACADEMIC CONTENT.**

Leaders (PASTL), which is a group of teachers who are collaborating around a set of high-leverage teaching practices, aligned to Next Generation Science Standards (NGSS), that support teachers in developing a highly rigorous and equitable learning environment. No matter what the pedagogical approach is, these districts are creating deep learning experiences for their students.

The following seven districts and 15 schools are members of the associate cluster with New Pedagogies for Deep Learning—NPDL.

Bellingham SD: Options High School

Burlington-Edison SD: Burlington-Edison High School, Edison Elementary, Bay View Elementary, Lucille Umbarger Elementary, West View Elementary

Granite Falls SD, Crossroads High School, Granite Falls Middle School, Granite Falls High School, Mountain View Elementary

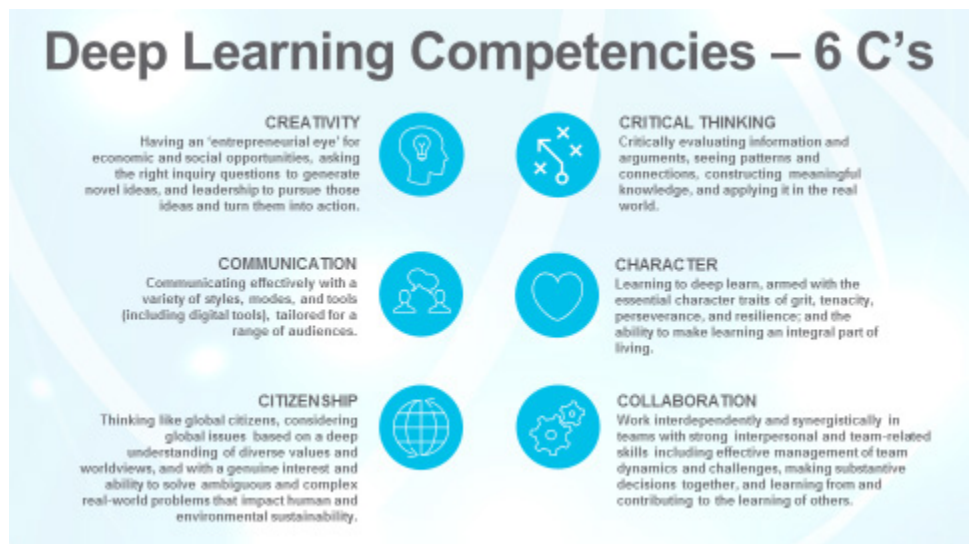
Sedro-Woolley SD: Evergreen Elementary, Cascade Middle School, Sedro-Woolley High School

La Conner SD: La Conner Elementary

Lynden SD: Lynden High School, Lynden Christian School

Learning progressions:

The global competencies for Deep Learning are better known as the 6 C's, and they are the skill sets each student needs to achieve and excel in order to flourish in today's complex world. Teachers use the 6 C's as a basis in designing deeper learning.



Graphic used with permission from NPDL

Change team training:

The schools in the cluster have had four days of leadership training. Most recently they have come together and worked on their action plans, learning designs, application of the deep learning progressions to learning designs, and finally how teachers can use mixed method assessments when assessing their students. This is transformational work, and the 80 teachers, principals and district leaders are engaged in deep learning themselves in order to change their practices.

To learn more,

contact: Pam Estvold,
Assistant Superintendent
Teaching & Learning
email: pestvold@nwsd.org
phone: 360-299-4036



Deeper Learning Conference at the NWESD. Photos L-R “Joanne McEachen, Pam Estvold, Rob Neu”. “Sedro-Woolley School District works together.” “Conference Day 4 KickOff.” “Presenter Max Drummy.”



SCHOOL SAFETY: A SHARED RESPONSIBILITY

School safety is a hot topic these days. Communities and parents are concerned our schools may not be safe places – chronic absenteeism, violence, intruders, bullying, suicide, and sexual assault are just a few of the issues dominating the conversation. Legislators continue to respond to this conversation with a series of bills mandating changes that promise to heavily tax school district resources. House Bill 2449 mandates stringent new rules concerning truancy, including strength-based assessments and Community Truancy Board development. House Bill 1541 mandates a significant shift in school discipline procedures specifically designed to reduce suspensions and expulsions. RCW 28A.320.125 requires all school districts have effective, constantly updated emergency operations plans, including provisions for continuity of operations, reunification procedures, incident command capabilities, and coordination with community emergency services.

This is happening in an atmosphere of shifting paradigms around school culture and climate. Though not new, the intensity of the conversation concerning school climate issues has definitely increased over the past few years. Initiatives that were set aside when money became tight during recessionary times – building initiatives, Positive Behavioral Intervention and Supports (PBIS), and other trauma informed classrooms – have come back to the foreground. Effective access to mental health care for students is another hot topic of conversation, and age and developmentally sensitive educational practices are being discussed by policy makers and school administrators alike.

Simply put, school safety is really about the climate and culture of our districts and schools. Climate is about creating an environment within which our staff can both thrive and collaborate in positive ways. Culture is the actual state of mental health and collaboration within the organization.

In a healthy and safe school, this sense of security and collaboration extends to our students and their families. When we do the hard work of maintaining a positive climate and healthy culture in each of our buildings, students feel safe and are more likely to be engaged.

Chronic absenteeism, whether it is excused or unexcused, is a major contributor to school culture. When students are not in their seats, everyone responds to the empty space in the classroom. Students who are chronically absent struggle to keep up with their peers and create more work for the staff. House Bill 2449, despite having what many perceive to be significant issues, has jump-started the conversation about absenteeism. With provisions requiring intervention when a student has two unexcused absences as well as establishing Community Truancy Boards to deal with students who are chronically truant, this bill is forcing school districts to review their policies and bump up their game.

Another cultural shift is happening in the area of discipline. Significant research shows that punitive approaches to discipline are often ineffective and, in many cases, lead to poor outcomes. Such findings are causing legislators and school administrators to wrestle with the implications of a major change in discipline policies. This shift is likely to prove effective in elevating the climate and culture of our schools in the long run. Near term, however, there are likely to be many twists and turns along the road. At the Northwest Educational Service District (NWESD), our Behavioral Health and Prevention Services department (BHPS) is busy preparing to offer support with a variety of solutions in this area. We have trainers available to help our member districts implement programs like PBIS and OLWEUS Bullying Prevention. Additionally, our staff is developing a student threat assessment system crafted specifically to fit the needs of the NWESD region. We will continue to expand our

capabilities in these areas as we respond to school district and community inquiries.

The changing landscape of school climate and culture is largely being influenced by our ever-emerging understanding of trauma informed behaviors. Traumatic experiences, especially in childhood, can inform behavior patterns throughout a person's life. Developing practices that honor this issue is a major part of the work ahead. NWESD can connect our member districts with ACEs training and related evidenced-based practices in this area. Bringing this full circle, strengthening the connection between school and mental health services is a critical element in improving school climate and culture.

When we think of school safety, we traditionally picture crisis mitigation and management as the central concepts. Here at NWESD, we recognize that many critical incidents have better outcomes if they occur after we have dealt with climate and culture issues. We are putting together training and technical support for a spectrum of crisis mitigation and management situations schools are likely to encounter, such as school emergency operations planning, continuity of operations, incident command and control, school reunification, building effective community partnerships, and implementing emergency operations technology solutions. We can help districts run effective tabletop exercises that inform district and building level drills and procedures, and are currently working with vendors in the private sector to provide a pool of consulting services. In short, we are working on several fronts to respond to the wide range of subjects our member districts have expressed an interest in having us support.

Where do we go from here? At NWESD, we are hearing a cry for help from many of our member districts. Responding to this new round of challenges is stretching many school districts to a breaking point, particularly in districts with limited resources. The need to respond to new mandates begs the question of how to do so in a cost-effective, collaborative way. Sharing common systems, processes and approaches across the region promises to provide both common solutions and significant cost savings. With this in mind, the BHPS department has begun looking at a variety of options, including the possibility of a regional School Safety Cooperative. In the coming weeks and months, we will be looking to our member districts for input and leadership in crafting policy and management systems designed to provide support for school safety improvements with a strong emphasis on school culture and climate.

Questions?

contact: Larry Francois, Superintendent

email: lfrancois@nwesd.org

phone: 360-299-4003

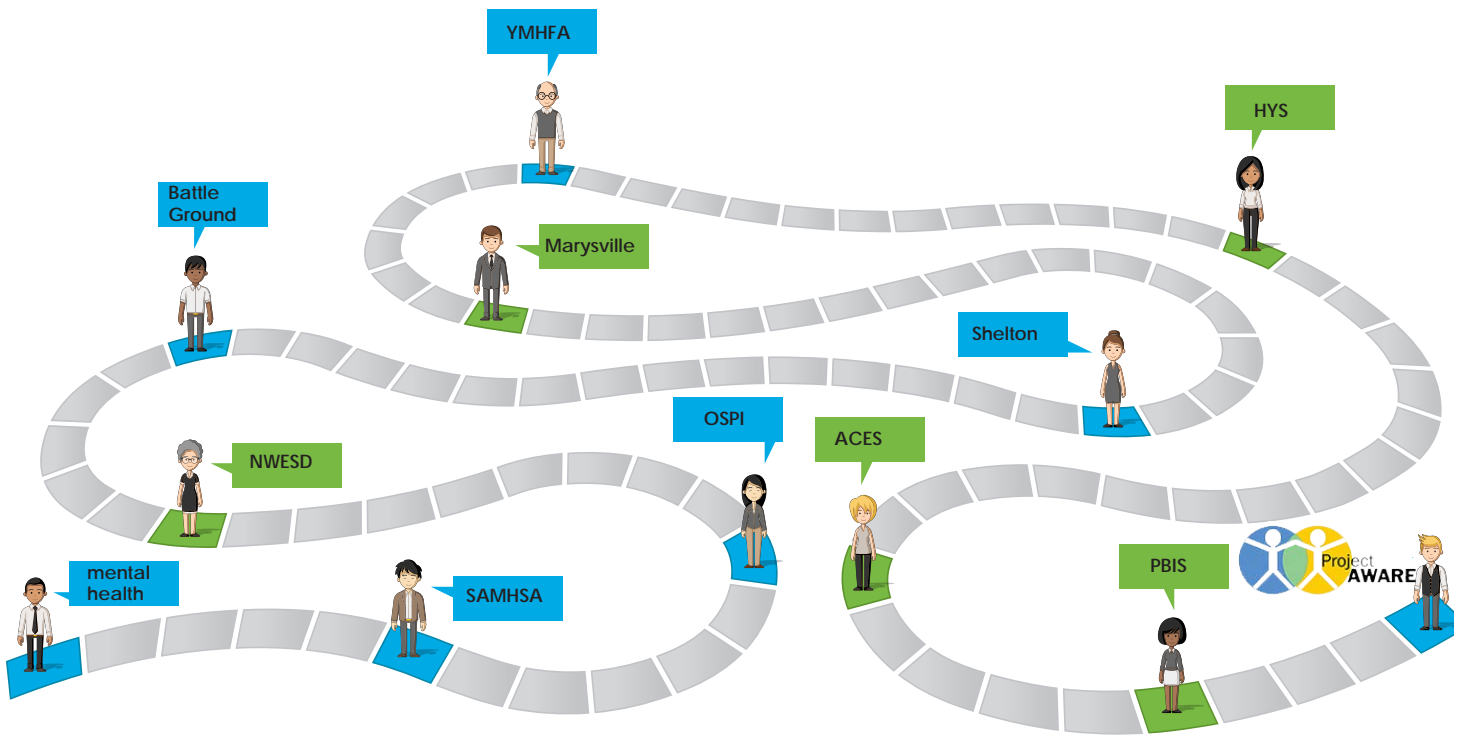
contact: Mike Stamper, School Safety Program Coordinator

email: mstamper@nwesd.org

phone: 360-299-4038



Project AWARE



Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the Project AWARE Program (Advancing Wellness and Resilience in Education) is a five-year, 10-million-dollar grant awarded to the Office of Superintendent of Public Instruction (OSPI) in partnership with Marysville, Battle Ground and Shelton school districts. This pilot program serves to promote awareness of mental health issues among school-aged youth and families as well as provide training for school staff, community members and families in detecting and responding to mental health issues in children and young adults.

The Behavioral Health and Prevention Service department's Project AWARE work, within the Marysville School District, is designed to increase access to mental health services as well as effectively detect, respond to and support students who are experiencing mental health issues. Our experienced Student Assistance Professionals and Mental Health Counselors are qualified not only to train in Youth Mental Health First Aid (YMHFA), but also facilitate, reinforce and refer students to local resources, helping them reach positive outcomes. Improving lines of communication, bridging gaps in accessing mental health services and encouraging healthy relationships are core to the work our Project AWARE staff are doing.

The Adverse Childhood Experiences study (ACEs) found that children who are exposed to childhood trauma may experience a significant number of developmental and psychological issues greatly impacting their ability to reach their full potential. As the number of ACEs increases, so does the risk for these outcomes.¹ Approximately one in three or four children have experienced significant ACEs² and struggle greatly to find positive supports and coping mechanisms. Findings from the 2015 Washington State Healthy Youth Survey (HYS) of over 200,000 students reveal significant increases in the number of students experiencing depression, suicidal thoughts and suicide attempts. While much has been done to fund programs that work to reduce and prevent the prevalence of these issues, there is a dire need for supportive adult role models with whom children and youth can turn to. Project AWARE's multi-faceted approach strives to counter these impacts - we know that "real hope is found in positive, nurturing relationships"³.

Applying Positive Behavior Intervention Supports (PBIS) and YMHFA, Project AWARE goals include increasing the number of teachers, coaches, school staff and others able to detect and respond to mental health issues; reducing behavior issues, bullying, substance and alcohol abuse; punitive discipline practices, attendance problems, and improving overall school climate.

OPEN DOORS

Youth Reengagement



When a student fails to succeed, they appreciate having a second chance to accomplish their goals. Giving students a second chance is at the heart of the Behavioral Health and Prevention Services “Open Doors Reengagement” program. Our Open Doors (OD) program, currently operating at Totem Middle School in Marysville, is designed to give students an opportunity to adjust their course, get back on track, and expand and improve their options for the future.

Based on OSPI’s “Graduation and Dropout Statistics Annual Report”¹, (March 2016), Washington State’s current graduation rate lags behind the national average² of 78.1%. While this is an improvement over previous years, “nearly 1 in 5 students are leaving high school without a diploma”³.

Studies have shown that students will begin to fall behind in their 9th and 10th year of high school⁴ for a multitude of reasons: lack of comprehension, literacy and performance issues, home, life and personal problems, mental or physical abuse, drug and alcohol abuse, disengagement, behavioral and attendance issues, etc. Once a student understands they can no longer graduate with their cohort group, they often choose what they believe is the easiest route - simply dropping out - rather than try the seemingly impossible task of catching up.

“Nearly 1 in 5 students are leaving high school without a diploma.”

Open Doors provides an alternative to those who want to receive their diploma or GED. Set up as a “drop-in” classroom, students are able to choose times that work best with their schedule, allowing them to learn and develop their skills at a pace they can manage. Upon enrollment, a skills assessment is given, progress is monitored and adjustments in lessons are made at each level, staying flexible and keeping in line with students’ needs. Whether students are working on credit retrieval or going after their GED, our staff will work

closely with them in building a path to success and achievement and help guide them in creating a plan for further studies or exploring career options.

Every effort is made to assist students with the practicalities of life, such as seeking out additional community resources, job shadowing, resume development, job search and understanding day-to-day finances and budgeting. As students begin to achieve, they also begin to see their horizon expand and opportunities open up to them. With that comes an increase in confidence and the motivation to continue as a successful, productive member of society.

At its core, our staff at the Open Doors Reengagement program understand that in order for students to take advantage of this second chance, we must develop strong connections because “real hope is found in positive, nurturing relationships”⁵. At Open Doors, we are working hard to ensure that happens with all of our students.

To enroll in this free program, students must be between the ages of 16 and 21, not be enrolled in any other high school, and be a resident of Marysville or Lakewood districts.

For more information on the Open Doors program
contact: Jodie DesBiens, Director
email: jdesbiens@nwsd.org **phone:** 360-299-4010

¹ <http://bit.ly/2fKRXrE>

² <http://bit.ly/2h043xm>

³ <http://bit.ly/2fKYFhc>

⁴ <http://bit.ly/2cJ8s4a>

⁵ <http://bit.ly/2gNpGxL>



prevention

workshops and classes

register >> nwesd.gosignmeup.com

Student Threat Assessment Basics: District and Building Start-up

Event ID: 31873

In this workshop we will explore several models for student threat assessment and discuss the pros and cons of each model. You can expect a lively discussion of risk and how best to mitigate it. At the nuts and bolts level, we will begin planning referral systems, Building Level 1 risk assessment teams, and District Level 2 assessment teams.

Presenter: Mike Stamper

Facilitator: Jane Morgan

Clock Hours: 3

Registration Fee: \$80

Location: NWESD

Date: January 17, 2017

Time: 10:00 AM - 2:00 PM

Continuity of Operations Plans

Event ID: 31872

When disaster strikes returning to, and continuing, normal operations can be one of the biggest challenges faced by any organization. School districts are particularly vulnerable to disruptions due to communication breakdowns and unforeseen leadership gaps. Participants in this workshop will learn about the components of a Continuity of Operations Plan at the school district and building levels. The training is designed to help you begin the process of developing a Continuity of Operations Plan. We will end the day with a tabletop exercise to help you visualize how COOP plans function in a real emergency.

Presenter: Mike Donlin

Facilitator: Jane Morgan

Clock Hours: 5

Registration Fee: \$80

Location: NWESD

Date: January 23, 2017

Time: 9:00 AM - 2:30 PM

Issues of Abuse for Educators

Event ID: 31847

This six-week online course will help educators develop skills in the identification of neglect, physical abuse, emotional abuse, sexual abuse, and sexual exploitation as well as substance use disorders and domestic violence in the home. Information about the impact of abuse on the behavior and learning abilities of students will be provided including the possible indicators of substance use, violence, and youth suicide. Participants will develop strategies to identify students in need of support, implement basic intervention strategies within school and community systems, and comply with mandated reporting requirements. Meets state standards and certification/re-certification requirements.

Presenter: Corey Hodge

Facilitator: Jane Morgan

Clock Hours: 12

Registration Fee: \$150

Location: Online Course

Date: February 6, 2017 – March 17, 2017

Attendance & Chronic Absenteeism: Policy & Practice

Event ID: 31871

Chronic absenteeism and truancy are ongoing problems for schools everywhere. Recent research points to significant negative impacts for students who are chronically absent, whether excused or unexcused. New policies prompted by this research create challenges for our school districts. In this workshop we will explore the research and the policies they have informed here in Washington. The current form of HB 2449 will be discussed and insights provided into proposed changes. The presentation team will work with participants to begin the process of implementation planning.

Presenter: Mike Stamper

Facilitator: Jane Morgan

Clock Hours: Provided by OSPI

Registration Fee: \$75

Location: NWESD

Date: February 9, 2017

Time: 9:00 AM - 3:30 PM

School Reunification

Event ID: 31874

Student reunification is perhaps the most complex and stressful element of any significant school district emergency. This workshop focuses on best practices for student reunification. We will explore the practical aspects of preparing for reunification: incident command, accountability, paperwork, sites, and staffing. We will help you begin the process of developing student reunification plans for your district and buildings. The workshop will culminate in a tabletop exercise designed to allow participants to practice what they have learned.

Presenter: Mike Stamper

Facilitator: Jane Morgan

Clock Hours: 4

Registration Fee: \$80

Location: NWESD

Date: February 15, 2017

Time: 10:00 AM - 3:00 PM





early learning

workshops and classes

register >> nwesd.gosignmeup.com

Early Childhood SpEd/Early Intervention PLC Meeting

Event ID: 31638

This Professional Learning Community (PLC) is designed toward further implementation of evidence-based practices in early childhood education. Participants are encouraged to network and share their expertise/experiences with others. Objectives that will be addressed include:

1. Review Washington State's Early Learning and Development Guidelines to formulate Measurable Annual Goals (MAGs) and data collection tools.
2. Review research/strategies to support parent participation.
3. Review strategies to support appropriate behavior/social skills.
4. Study strategies toward embedded Specially Designed Instruction (SDI) in settings with typically developing peers.

Target audience: Early Childhood and Preschool providers and support.

Presenter: Lara Cole

Facilitator: Kristi Gunerius

Clock Hours: 3

Registration Fee: Free

Location: NWESD

Date: March 14, 2017

Time: 9:00 AM – 12:00 PM

Mark your calendar! July 12, 13, 14, 2017

Growing Kindergarten: Full-Day Kindergarten Conference

Full-day kindergarten is an important element of our state's strategy for improving student outcomes and closing the achievement gap. Much happens during the kindergarten year that makes it special, including welcoming families into the K-12 system, facilitating student success in a developmentally appropriate, standards-based environment, and forging "school readiness" partnerships with the early learning community.

Growing Kindergarten provides dedicated time for kindergarten teachers from across the region to:

- Increase understanding of the current context of kindergarten in Washington State, including the requirements of full-day kindergarten.

- Present examples of rigorous, research-based practices specific to the needs of kindergarteners and kindergarten teachers.

- Share promising practices for meeting and achieving high standards within a child development context.

- Reflect on what makes kindergarten special in the lives of children and families.

Participants can attend one, two or all three days, choosing from a variety of sessions.

Registration will open in April.





Teaching Pyramid Observation Tool

Event ID: 31844

This training will prepare attendees to assess preschool teacher implementation of the Pyramid Model practices using the Teaching Pyramid Observation Tool (TPOT™) instrument for classrooms with children 2 to 5 years of age. The workshop will prepare participants to meet reliability standards of the instrument development team and provide the opportunity to practice using TPOT™ as well as analyze videos and scenarios. The TPOT™ book and assessments will be provided as part of the training.

Prerequisites for registration:

This intensive workshop requires prerequisite knowledge, preparation, and participation in the entire workshop. In order to participate in the workshop, participants must be familiar with the Pyramid Model and have completed Pyramid Model training or completed recommended preparation activities. Participants are strongly encouraged to review the *Inventory of Practices for Promoting Children's Social Emotional Competence* available from Vanderbilt University.

If participants have limited background in the Pyramid Model, they are strongly encouraged to visit the following Pyramid Model websites to view videos and presentations:

- http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm
- <http://csefel.vanderbilt.edu/resources/videos.htm>
- http://challengingbehavior.fmhi.usf.edu/explore/presentations_workshops.htm

There will be a one hour lunch on your own each day.

Target Audience: Administrators and Supervisors of Regional or State Early Learning Programs

Presenter(s): Alana Schnitz, Ph.D., Brookes Publishing

Facilitator: Kristi Gunerius

Clock Hours: 12

Registration Fee: \$300

Location: NWESD

Date: January 25-26, 2017

Time: 9:00 AM - 4:00 PM



The Pyramid Model - Community of Practice Sessions 1 & 2

Event ID: 31846

These two follow-up days are intended to help establish a community of support for teams of up to five early learning participants. Participants will receive support to build implementation plans, practice scoring The Pyramid Model Observation Tool (TPOT™), develop coaching plans using *Benchmarks of Quality*, and acquire make and take support materials.

Participants will have a half hour lunch on their own each day.

Presenter: Tim Andrews

Facilitator: Kristi Gunerius

Clock Hours: 12

Registration Fee: \$400

Location: NWESD

Date(s): February 17, 2017 & May 26, 2017

Time: 9:00 AM - 3:30 PM

The Pyramid Model - Practical Strategies

Event ID: 31845

Tier 1 Positive Behavior Instructional Supports (PBIS) training for the early learning community will focus on successful inclusion strategies designed to build social competence and prevent challenging behavior for young children.

Participants will have a half hour lunch on their own.

Presenter: Tim Andrews

Facilitator: Kristi Gunerius

Clock Hours: 6

Registration Fee: \$120

Location: NWESD

Date: February 16, 2017

Time: 9:00 AM - 3:30 PM





teaching & learning

workshops and classes

register >> nwsd.gosignmeup.com

Deep Dive Into NGSS

Understand the architecture and development of the Next Generation Science Standards (NGSS). Learn about the connections between the Washington State Science Standards and the NGSS 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: 31686

Date: February 23, 2017

Event ID: 31687

Date: April 20, 2017

Event ID: 31688

Date: May 23, 2017

Event ID: 31689

Date: June 20, 2017

Group-Worthy Mathematics Tasks for Grades 6-8

Event ID: 31810

Providing group-worthy mathematics tasks requires a focus on the Common Core content and practice standards as well as laying the groundwork for collaborative work in groups. Group work permits teachers to match students to materials and resources based on their abilities. This strategy can be employed in inclusion classrooms, send-out programs, or self-contained gifted classrooms. Participants in this course will spend time looking at what makes a task group worthy, work habits of productive groups, and how to require both collective group accountability

and individual accountability. Participants will work collaboratively to create a group-worthy task that can be used with highly capable students in their own context.

Presenter: Mary Ellen Huggins

Facilitator: Anita Garcia-Holzemer

Clock Hours: 5.5

Registration Fee: Free for HiCap Cooperative members; \$50.00 for non-members as space allows

Location: NWESD

Date: March 9, 2017

Time: 9:00 AM - 3:30 PM

Modeling with Mathematics: Grades 1-5

Event ID: 31809

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, seek necessary information to create, and then revise mathematical models in order to solve the problem. We will examine tasks that are differentiated in their presentation and the planning needed for teachers to increase the cognitive demand presented in the tasks for highly capable students. Participants will work collaboratively to create a lesson that can be used with highly capable students in either an inclusion classroom, a send-out program, or a self-contained gifted classroom.

Presenter: Mary Ellen Huggins

Facilitator: Anita Garcia-Holzemer

Clock Hours: 5.5

Registration Fee: Free for HiCap Cooperative members; \$50.00 for non-members as space allows

Location: NWESD

Date: February 1, 2017

Time: 9:00 AM - 3:30 PM

Project-based Design for Deeper Learning

Event ID: 31759

This two-day workshop introduces participants to a planning process for how their school or classroom can take an idea and turn it into an authentic project with high impact by applying the design principles of project-based learning. We will demystify the process of aligning projects to the Common Core State Standards and the Next Generation Science Standards and share examples that illuminate how relevant project-based learning provides an engaging instructional approach to deeper learning. This hands-on workshop models the planning process resulting in the development of a community-centered, standards-based project with tangible results for student learning and the community.

Presenters: Micki Evans & Erin Sanchez

Facilitator: Jennifer Longchamps

Clock Hours: 12

Registration Fee: \$200

Location: NWESD

Dates: February 2 & February 22, 2017

Time: 8:30 AM - 3:30 PM

Rater Reliability: Calibrating to the 5D+ Framework

Event ID: 31699

Districts need ongoing professional development for principals to help them refine their skills in observing, analyzing, and rating instruction. To calibrate in district on an ongoing basis is important, but calibrating with the UW-CEL Framework authors is also an important process in rater agreement. NWESD and the Center for Educational Leadership are partnering to offer this one-day training institute for evaluators using the 5D+ Teacher Evaluation Rubric.

Presenter: Edie Holcomb

Facilitator: Jennifer Longchamps

Clock Hours: 6

Registration Fee: \$125

Location: NWESD

Date: March 30, 2017

Time: 8:30 AM - 3:30 PM

Ratios and Proportional Relationships
Event ID: 31856

Ratios and Proportional Relationships is one of the focuses of middle school mathematics. Students develop conceptual understanding as they move from their understanding of fractions to making sense of ratio and proportions. Understanding of ratios is an integral part of mathematics in high school and beyond. During these two sessions, participants will become familiar with ratios and proportional thinking through the use of tape diagrams, ratio tables, double number lines, scaling, and percentages. Connections will be made between grade 6 and 7 *Ratios and Proportional Relationships* and grade 8 *Functions*. Those attending will have time to plan a Ratio and Proportional task for their students to engage in it so that we can look at student work samples at the second session.

Presenter: Mary Ellen Huggins
Facilitator: Nancy Menard
Clock Hours: 6
Registration Fee: Free
Location: NWESD
Dates: February 2 & March 16, 2017
Time: 4:00 PM - 7:00 PM

Remote Control to Coding with Sphero
Event ID: 31835

STEM involves students in the integration of science, technology, engineering and mathematics to solve real world problems. This learning experience will provide educators an initial exposure to technology that can be used to engage students in beginning programming, leading to problem-solving skill development. Participants will be introduced to Sphero, a robot ball, and learn how to control and program the robot using an app on their Android or iOS devices. Before the end of the day, participants will engage in coding, use computational thinking in problem-solving, and have access to additional lessons to use to continue their learning.

The registration fee includes a Sphero robot for each participant to take back to his/her classroom. This course meets STEM clock hour requirements.

Presenter(s): Brian MacNevin & Mary Ellen Huggins
Facilitator: Nancy Menard
Clock Hours: 6
Registration Fee: \$100
Location: NWESD
Date: March 1, 2017
Time: 8:30 AM - 3:30 PM

Science/Math Network
(Snohomish County)

Event ID: 31855
 The Science/Math Network events are designed to engage educators in a phenomenon, experience a learning cycle, and focus on Science, Math, and ELA standards. Participants should attend each session in order to maximize their learning. Choose a three-hour time slot from Session 1, Session 2, and Session 3.

Session 1: February 9, 2017
Session 2: March 29, 2017
Session 3: May 18, 2017
Times are either 8:30-11:30 AM or 12:00-3:00 PM or 4:00-7:00 PM

This course meets STEM clock hour requirements.

Presenters: Brian MacNevin & Mary Ellen Huggins
Facilitator: Nancy Menard
Clock Hours: 9
Registration Fee: Free
Location: Marysville School District
Dates: Feb 9, March 29, & May 18, 2017
Times: 8:30 AM - 11:30 AM or 12:00 PM - 3:00 PM or 4:00 PM - 7:00 PM

Science/Math Network
(Whatcom County)

Event ID: 31849
 The Science/Math Network events are designed to engage educators in a phenomenon, experience a learning cycle, and focus on Science, Math, and ELA standards. Participants should attend each session in order to maximize their learning. Choose a three-hour time slot from Session 1, Session 2, and Session 3.

Session 1: January 11, 2017
Session 2: March 8, 2017
Session 3: May 17, 2017
Times are either 8:30-11:30 AM or 12:00-3:00 PM or 4:00-7:00 PM

This course meets STEM clock hour requirements.

Presenters: Brian MacNevin & Mary Ellen Huggins
Facilitator: Nancy Menard
Clock Hours: 9
Registration Fee: Free
Location: Bellingham Public Library
Dates: Jan 11, March 8, & May 17, 2017
Times: 8:30 AM - 11:30 AM or 12:00 PM - 3:00 PM or 4:00 PM - 7:00 PM

Scoring Smarter Balanced Interim Assessments to Inform Classroom Instruction

Event ID: 31836
 This session is designed to introduce participants to the Teacher Hand Scoring System (THSS) component of the Smarter Balanced Interim Assessments (SBA) which allows educators to hand-score student written responses. Participants will:

- Learn how to access materials in TIDE.
- Analyze anchor sets of student responses designed to support them in understanding how the rubrics and scored papers align.
- Practice scoring student responses accurately to demonstrate understanding of the claim, target, and rubric.
- Reflect upon how the SBA Interim Assessments can be used as a formative assessment to guide instructional decision making.

Presenter: Kim Kellogg
Facilitator: Anita Garcia-Holzemer
Clock Hours: 3
Registration Fee: Free
Location: NWESD
Date: January 10, 2017
Time: 9:00 AM - 12:00 PM



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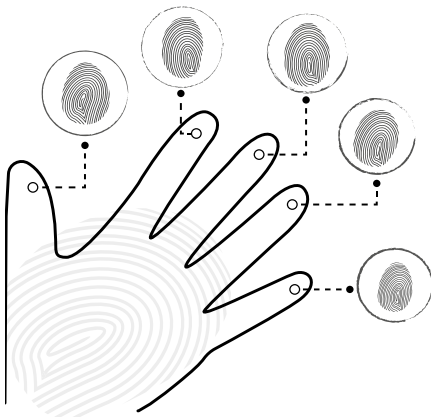


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Fingerprinting Services



The NWESD offers Live Scan fingerprinting, a digital fingerprinting technology that is inkless and captures the fingerprint digitally on a computer. The prints are then forwarded electronically to the OSPI fingerprint database and crossmatched with the FBI and WA State patrol database for a criminal background check or for other purposes.

Fingerprinting is available by appointment only,
Monday through Friday, between the hours of 8:30 a.m. and 3:00 p.m.

You must bring photo ID and payment in the form of cash, cashier's check, debit or credit card (Visa or Mastercard) or money order payable to the NWESD.

To schedule an appointment

contact: Dorothy Moller

email: dmoller@nwsd.org **phone:** 360-299-4043

CALL FOR
ENTRIES!

2017 | NWESD REGIONAL HIGH SCHOOL ART SHOW



Chan Ha Kim, 12th Grade Story book illustration "One Starry Night"

Submission deadline: February 20-23, 2017
Art displayed February 27 - March 10, 2017 | Artist reception March 10
Everett Community Resource Center | 3900 Broadway

questions? nwesd.org/artshow



Join the *NWESD High School Art Teachers Facebook Page*
to get news and updates about the art show and art news in our region

Northwest Educational Service District (NWESD) Course Registration Form

Online: Register online at 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 360-299-4057 or email 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	
NWESD Accepts Visa or MasterCard Credit Cards		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)			

For NWESD Use Only			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 for more information on each of these departments.

NWESD Mission

Together We Can... provide leadership and cooperative services to our educational communities in support of their efforts to increase the number of students meeting state and local standards.

Clock Hours

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

Register early

Classes not meeting minimum enrollment may be cancelled.

Weather Hotline (360) 299-4078



Cover shot: Elizabeth Loftus guides a student through morning reading fluency practice using alternative seating with accordion chairs





2017 Young Authors Conference

presented by the Northwest Educational Service District and Skagit Valley College



March 21-24

Skagit Valley College, Mount Vernon
\$25 per student

Featured presenter: **Lynn Brunelle**



Emmy Award-winning writer

Lynn has over 25 years of experience as a classroom science, English and art teacher, editor, illustrator, and award-winning author of over 45 titles.

Questions? Contact Anita Garcia
360-299-4044 or agarcia@nwesd.org



registration form >> www.nwesd.org/young_authors



**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