

# education CONNECTION

Northwest Educational  
Service District 189  
*Together We Can*

Winter/Spring 2012

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## Northwest Educational Service District 189

*Together We Can*

**E**ducational Service Districts have a 40-year history of providing vital services functioning as advocates for local districts. Northwest Educational Service District 189 (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, Fiscal Services, Technology Services, Prevention Center, Special Programs and Services, Teaching and Learning, and Educational Technology Support Center. Visit us online at [www.nwesd.org](http://www.nwesd.org) for more information.

### 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.

### Professional Certification

Many of the application materials for Washington State teacher certification are available to download at: [www.k12.wa.us/cert](http://www.k12.wa.us/cert). If you have specific questions, you can email Sally Pagh, NWESD Certification Specialist, [spagh@nwesd.org](mailto:spagh@nwesd.org). Include your mailing and email addresses, and current certification number.

### Clock Hours

Email Lana Haugen for assistance: [lhaugen@nwesd.org](mailto:lhaugen@nwesd.org).

### Fingerprinting

Fingerprinting is available by appointment, Monday through Friday, between the hours of 8:30 a.m. and 3:00 p.m. Photo ID and payment in the form of cash, cashier's check, money order payable to NWESD, debit or credit card (Visa or MasterCard). Call 360.299.4000 for an appointment.

## Clock Hours

Want an easy way to keep track of all your clock hours and credits in one place? esdWorks, our professional development registration system, can help you! It has a Personal Records feature that's easy to access and use. Just follow these steps:

- Go to: <http://www.nwesd.org>.
- Below the slide show, click on 'Register for Classes'.
  - If you do not have an account, click 'My Account' and follow the process.
  - If you do have an account, click on the sign-in button.
- You'll be prompted to enter the email address and password you used to create your account.
- Click on the link to 'My Account Information'.
- Click on the link to 'Personal Records'.

If you need assistance creating an account, or if you have forgotten your username and password, please contact Susan Singer, 360.299.4016 or [ssinger@nwesd.org](mailto:ssinger@nwesd.org).

At this point you can begin entering class information for credits and clock hours you've earned. From the 'My Account Information' page you'll also see where you can get an unofficial clock hour transcript for courses with NWESD clock hours.

You may enter information for any course you have taken from any provider, whether they offered clock hours, college credit, STARS, or even if you just audited a course.

You can print a report and add courses and credits anytime you wish. The records will be available the next time you access your account. To add clock hour credits previously issued by NWESD (since 2008-2009 school year), click the box 'Include Official Credits' and they will appear on the unofficial transcript. You can enter date parameters if you wish. If you received NWESD clock hour credits before 2008-2009, then you will need to manually enter them on this report.

For an official clock hour transcript, or if you have questions, please contact: Lana Haugen, [lhaugen@nwesd.org](mailto:lhaugen@nwesd.org), 360.299.4019

# Important Tips to Remember!

**REGISTER ONLINE** anytime at [nwesd.org/workshops](http://nwesd.org/workshops). Pay easily online through our secure payment system.

**REGISTER EARLY** Classes that do not meet minimum enrollment one week prior will be canceled.

**INCLEMENT WEATHER** Call the weather hotline to ensure that your class has not been canceled. **360-299-4078**

## Quick Class Guide

Date	Course Title	Instructor	Event	Page
<b>AUTISM OUTREACH PROJECT (AOP)</b>				
Feb 23, 2012	Autism in Early Childhood (Birth to Three)	Mancini	19683	16
Mar 1, 2012	Growing Up with Autism: One Parent's Perspective	Meyer	19695	17
Mar 8, 2012	Supporting Students with Autism Spectrum Disorders in the Classroom	Mertes	19593	17
Mar 15, 2012	Developing Visual Thinking and Visual Support Strategies for Students with Autism	Kaulitz	19594	17
Mar 22, 2012	Sensory Processing in Students with Autism Spectrum Disorders	Zielske	19595	17
Apr 16, 2012	Addressing the Behavior, Social, Sensory, and Self-Regulation Needs	Smith Myles	19693	16
<b>EDUCATIONAL TECHNOLOGY SUPPORT CENTER (ETSC)</b>				
Feb 11, 2012	Productivity Tools for the Classroom	Lemmer	20628	19
Feb 18, 2012	21st Century Skills for Teachers	Lemmer	20630	18
Feb 25, 2012	Google Apps for Education	Lemmer	20631	18
Mar 3, 2012	Web 2.0 Resources for Teachers	Lemmer	20632	19
Mar 10, 2012	Beginning iPad Training for Educators	Costello, Piper	20713	20
Mar 10, 2012	iLife in the Classroom (Apple Macintosh Only)	Lemmer	20633	19
Mar 10, 2012	Intermediate iPad Training for Educators	Costello, Piper	20716	20
Mar 24, 2012	Advanced iPad Training for Educators	Costello, Piper	20717	20
<b>PREVENTION CENTER</b>				
Feb 27, 2012	Online Issues of Abuse	Hodge	19750	14
Mar 26, 2012	Online Issues of Abuse	Hodge	19751	14
Apr 23, 2012	Online Issues of Abuse	Hodge	19752	14
<b>TEACHING &amp; LEARNING (T&amp;L)</b>				
Feb 22, 2012	Developing the Essential Strategies of Computation Fluency	Nickerson	20745	21
Feb 23, 2012	Intervention Strategies for Struggling Students in Mathematics	Nickerson	20746	21
Mar 7, 2012	Engaging Students in Math and Science: How to Motivate Learners	Somera, Grisham	19449	21
Apr 17, 2012	So, What Do They Really Know? Tying It All Together	Tovani	19850	21





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## 2011 - A Year to be Proud

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Alongside all of you, we have been watching the budgets shrink and the resources dwindle, much past the point of being painful. Looking back on the last year's worth of Education Connection articles, I see they have tended to revolve around the progressively worsening state of funding for education. What is surprising and hopeful in this dark time, is the large number of awards and honors that our schools have received, due to the hard work of dedicated educators, in these tough times. When the state of school budgets and core funding is at its worst, the staff and students in our schools continue to make us proud.

Consider, for example, the 2011 Washington School of Distinction award winners. The School of Distinction Award is representative of **five years of exceptional improvement** in reading and mathematics – the top five percent of school achievement in the state. These schools must also perform at least at the state average in EACH grade level within their school in reading and mathematics, as well as in key exams like the WASL/MSP. The selection criteria are designed to prevent one gifted group of students from skewing the results – this award represents long term investment by teachers and staff to improve the education in their school.

Being listed as a School of Distinction one time is a recognition worth celebrating, and in the past five years we've seen a steady increase in schools across the NWESD region receiving this award. In 2007, five schools were honored as Schools of Distinction. The very next year the number was thirteen. In 2011 we celebrated with **21 schools across the region, 11 of which were repeat winners!** That means that nearly a quarter of the schools receiving a School of Distinction designation came from the NWESD region - what an unbelievable statistic! *Please see page 6 for more information about the award process and a list of schools honored this year.*

Another great example of outstanding achievement is found in Everett, where Silver Lake Elementary has been recognized by OSPI as one of six Title I, Part A Academic Achievement Schools. This honor is given to schools with exceptional student performance or demonstrated significant progress in closing the achievement gap. This award was accompanied by \$10,000 to further develop the great work being done by the teachers and staff at Silver Lake.

Unheralded educators are doing extraordinary things every day, everyone plays an important role in the success of our students.

We also see individuals honored for their tireless efforts to inspire our students and cultivate new opportunities for them to learn. For example:

- Dan Alderson, an English teacher from Lake Stevens, was recently awarded the 2011 Milken Educator award for the State of Washington.
- Jody Dylan of Mount Baker Middle School was selected as the Washington State Science Teacher of the Year for 2011.
- Victoria Bosket from Emerson in Everett was recognized with the Public School Employees of Washington Presidential Leadership Award for her work with ELL students.

These are just a few of the outstanding educators that grace our schools every day, and you can read more about their achievements in the following pages.

Of course, outstanding work comes from our educational support staff as well. Recently the School Nurse Organization of Washington awarded three individuals from the NWESD region with high honors for their work for the health of our students:

- Renee Bowzer of Mount Vernon was honored as School Nurse of the year.
- Randy Elsbree of Blaine was awarded as the Non-Nurse Administrator of the year.
- NWESD's own Lorali Gray was awarded as the School Nurse Administrator of the year.

I have not presented a comprehensive listing of the awards received in the last year, nor is it inclusive of all the great work done daily by the staff in our schools. Unheralded educators are doing extraordinary things every day; everyone plays an important role in the success of our students.

**THANK YOU** for working so hard for the children in our region! Please know that your efforts are genuinely appreciated, and think of the NWESD when you are challenged, could use assistance, or want to bounce an idea off of another professional. Service is our middle name and we will provide the best support possible. ***Together We Can*** accomplish so very much more...



Outstanding improvement in student achievement led to a special honor for 99 schools statewide; all received the 2011 Washington School of Distinction Award from The Center for Educational Effectiveness (CEE), the Association of Educational Service Districts (AESD), the Association of Washington School Principals (AWSP), Phi Delta Kappa-Washington Chapter (PDK-WA), Washington Association of School Administrators (WASA), Washington State Association of Supervision and Curriculum Development (ASCD) and Washington State School Directors' Association (WSSDA).

Of the 99 schools honored statewide, 21 of them are within the NWESD region. These schools demonstrated five years of exceptional improvement in reading and mathematics - the top five percent of school achievement in the state. Eleven of these schools were repeat winners, many having won this prestigious award two or three times.

Specifics of the methodology used to determine 2011 winners were summarized in the following bullets:

- The 2011 performance, as with the previous five years, was translated into a "Reading/Math Level Index" and met the minimum threshold: at or above the state median for the grade band.
- Unlike previous years where enough longitudinal data only existed in grades 4, 7, and 10, we now have longitudinal data from 2006-2011 in all grades.
- Three grade bands were used for calculation: 3, 4, and 5 for elementary schools, 6, 7, and 8 for middle or junior high schools and 10 for high schools. A school must have data in two of three grades to be considered for that band.
- The final data point was calculated using the Measures of Student Progress (3rd, 4th, 5th, 6th, 7th, and 8th grade) and High School Proficiency Exam (10th grade) from spring 2011.
- Using data from 2006 – 2011 provided six data points which identified five improvement steps.
- A "Reading/Math Level Index" was calculated for all grades in band... e.g., a K-8 school would be eligible in both elementary and middle/junior high bands.
- A school must have data in at least three of six years to be considered, one of which must be 2011.
- "Improvement" was defined as the slope of linear trend over the five years.
- The number of schools comprising 5% was based on the number of schools at each grade band with 2011 data.



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# Schools of Distinction

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Anacortes High School  
Anacortes Middle School  
Arlington High School  
Wade King Elementary School  
Blaine Middle School  
Conway School  
Coupeville Elementary School  
Brier Elementary  
Cedar Wood Elementary  
Eisenhower Middle School  
Gateway Middle School

Silver Lake Elementary  
North Lake Middle School  
Mariner High School  
Mukilteo Elementary  
Olivia Park Elementary  
Nooksack Valley High School  
Lyman Elementary School  
Samish Elementary School  
Valley View Middle School  
Sultan Elementary School

*“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.”*

Greg Lobdell,  
Co-founder and President of CEE



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# Supporting Autism Spectrum Disorders in Your Classroom

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## Did you know...

Autism spectrum disorders (ASDs) affect an estimate of 1 in 110 children. Statistics from the U.S. Centers for Disease Control and Prevention (CDC) reveal that ASDs are the fastest growing developmental disability in the United States. In Washington State, OSPI special education placement data shows that over 60% of students with autism spend 40 to 100% of the school day in general education classrooms. It is very likely that you will have a child with an autism spectrum disorder in your classroom at some point!

## What are autism spectrum disorders?

Autism spectrum disorders (ASDs) are a group of neuro-developmental disabilities characterized by impairments in reciprocal social interactions, verbal and non-verbal communication skills, and stereotyped behavior, interests, and activities. The most commonly known ASDs are autistic disorder, pervasive developmental disorder-not otherwise specified (PDD-NOS), and Asperger Syndrome. Children on the autism spectrum experience challenges communicating and relating to people and often struggle with sensory processing, motor development, executive functioning, and emotion-regulation. There is a wide variation in the severity of symptoms, ranging from mild to severe. No two children are alike!

## What does it mean to be “on the spectrum”?

Each individual with autism is unique. Many of those on the autism spectrum have exceptional abilities in visual skills, music and academics. Approximately 40% have average to above average intellectual abilities. Indeed, many persons on the spectrum take pride in their distinctive abilities and “atypical” ways of viewing the world. Others with autism have significant disabilities

and are unable to live independently. About 25% of individuals with ASD are nonverbal but can learn to communicate using other means ([www.autismspeaks.org](http://www.autismspeaks.org), 2011).

## How does autism impact students in the classroom?

Students with autism spectrum disorders may exhibit symptoms which are directly grounded in neurological differences causing them to respond and behave in ways different from other students. It is important to remember that there is a neurological basis for these behaviors and they should not be seen as purposeful or manipulative.

In addition to the three core deficit areas of difficulty with communication, repetitive behaviors, and social competence, students on the autism spectrum may experience challenges with the following:

- Sensory sensitivity including over/under sensitivities to sound, touch, taste, light, colors, and aromas.
- Fine and gross motor skills including cutting, writing, tying shoes, coordination, and balance.
- Executive functions such as planning, organization, time management, working memory, and task initiation.
- Emotional vulnerability due to difficulty in coping with demands of school and being the targets of bullying.

## Are there effective teaching strategies for students with autism spectrum disorders?

Yes! Keep in mind that teaching strategies which work for students with autism spectrum disorders can also be helpful strategies for all students in your classroom. Here are a few examples:

- Visual, visual, visual! Most students with autism respond as visual learners. Visual strategies include schedules, outlines, and cues to provide concrete



information about expectations.

- Routines, scripts, and schedules can reduce anxiety and minimize the impact of transitions. Be clear, concise, and consistent!
- Use a reward system to motivate and reinforce students. Set realistic goals, identify reinforcing activities, and use their special interests as an advantage. The restricted interests common to autism spectrum disorders can be used as a highly effective and motivating learning strategy.
- Behavior plans make an impact.
- Identify the triggers and function of behaviors, teach students self-regulation and coping strategies, use positive behavior supports, and meet sensory needs.

Teach social thinking! Support social opportunities in the classroom for all students, use social thinking strategies and curricula, make social thinking concepts explicit, create deliberate opportunities for generalization, and provide ample opportunities to practice with peers.

### **Eleven fundamentals to keep in mind...**

- Autism is a neurological/biological disorder, not a psychological/emotional condition.
- Individuals with autism can learn and many make dramatic improvements.
- All individuals with autism are challenged, to varying degrees, in their abilities to communicate, understand social give and take, process sensory/emotional information, and behave in a typical way.

- Communication challenges can encompass a broad range both in terms of understanding and speaking, including understanding gestures or spoken language, delays in processing, misunderstanding idioms or sarcasm, timing conversational exchanges, and remaining on topic.
- Many people with autism are visual learners or have attention difficulties that make visual supports essential.
- Most individuals with autism are concrete thinkers who will make literal interpretations of jokes, idioms, or sarcasm.
- Social skills are missing, but interest in friendships and social interaction is present.
- Anxiety and frustration are common.
- Teamwork and communication are essential to developing appropriate support; ask for help and compare notes with parents and other staff.
- Each student is an individual – with a distinct set of likes and dislikes, strengths and challenges, and a unique personality.
- Relax, have fun, celebrate successes, and treasure the individual!

*(Adapted from Autism Speaks School Community Tool Kit)*



### **Where can more information be found?**

The Autism Outreach Project provides training, information, and a free lending library to help parents, families, and educators work with your students with autism. As a State-Needs Project through the Office of Superintendent of Public Instruction, the Department of Early Learning, and the NWESD,

we provide assistance across the state of Washington.

Located in Anacortes, we offer autism workshops both onsite and by video conference directly to your location.

Through the NWESD website,

search our collection of over 1500 books, DVDs, and curriculum materials spanning the autism spectrum which can be mailed directly to you for a short-term loan. Our staff is available to provide resources and information. We're here to help!

Visit the resources on our website at <http://www.nwesd.org/autism> or contact us by phone at 1-888-704-9633, or by email at [autism@nwesd.org](mailto:autism@nwesd.org).

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## Professionals Honored by School Nurse Organization

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**L**ast October, the School Nurse Organization of Washington (SNOW) honored award recipients at a dinner ceremony during their fall conference in Tacoma. Awards were presented in only three areas this year, all bestowed to professionals in the NWESD region!

The purpose of these SNOW awards is to publicly recognize and honor individuals who go above and beyond to serve students and schools through the provision and coordination of quality school nursing services and health programs, advocacy, and leadership in school health. To be considered for these honors, candidates are first nominated by a colleague, who gathers evidence of qualifications and support letters from numerous professionals. The nomination package is submitted to and screened by a resolute committee, to establish eligibility for these revered awards. Only those individuals who meet stringent criteria and demonstrate exemplary service advance to the final candidate selection.

**Randy Elsbree was named the Non-Nurse Supervisor of the Year**

for his dedication and support of school nurse services in the Blaine School District. He is known for advocacy of school nursing services and continued allocation of resources on behalf of the school nurse staff, in pursuit of excellence for the profession and entire Blaine community.

Through his diligent efforts, school nursing is pushed to excellence, for students across the district. Recognition of the support received by Mr. Elsbree is deeply appreciated by the School Nurse staff. A supporting colleague wrote: "We join this entity <SNOW> in applauding the work that Randy leads on behalf of students and families in the Blaine School District."



**Randy Elsbree**

# Anacortes School District in Top 5%

Using several criteria, including socio-economic status and state assessments, Anacortes School District 103 emerged as “one of the top 5% of performing districts in our state” according to the Washington School Research Center (WSRC) at Seattle Pacific University. These findings were based on achievement data from 2005-2010.

The WSRC conducted an interview and study of the district in December and the district will be included in a follow up study and publication from WSRC called *Compliance to Commitment: A Report on Effective School Districts in Washington State*. This document was last done in 2004 by WSRC and the authors Abbot, Baker, Stroh. The BERC group will also be participating in the study and interviews.

Congratulations to the Anacortes School District!

**Renee Bowzer was named School Nurse of the Year** and she exemplifies nomination requirements and standards of practice. Having been a school nurse in the State of Washington for 26 years and life long learner, Ms. Bowzer assumes responsibility for her continued professional development, and contributes to the growth of others as a dynamic member of SNOW. She has acted as professional development chair, standards committee member, and conference planning committee member (2009). Colleagues supporting her nomination unanimously praised Ms. Bowzer as “wonderfully unique” while modeling collaboration, commitment, and passion for the entire school district community, with competence and good humor. Another supporter wrote, “Renee Bowzer is one of those elite employees; having her as one of the faces of this community gives instant honor to the community itself.” Clearly, Ms. Bowzer is a deserving recipient, demonstrating a level of service within the Mt. Vernon School district which is, “unquestionably beyond what would be expected.” With a body of clinical knowledge and a systems approach to problem solving gained from years of research, education and nursing practice, Ms. Bowzer supports and serves school communities and developing professionals in the Mt. Vernon School District.

**Lorali Gray was named School Nurse Administrator of the Year.** Ms. Gray joined the leadership team at Northwest Educational Service District (NWESD) in August 2007,

after years of experience as a leader in school nursing and a direct provider of school nurse services in a local district. As School Nurse Corps (SNC) Administrator at the NWESD, Ms. Gray exemplifies leadership while coordinating school health services at regional and local levels. She continues to epitomize leadership in the field of School Nurse Administration, as an active member, committee representative, and the current Research Sub-Committee Chair of SNOW, through her work with the Washington State Nursing Commission, and in her role as the NWESD representative to the state-wide network of School Nurse Corps Administrators, in collaboration with the Office of the Superintendent of Public Instruction (OSPI). Not only does Ms. Gray present with a breadth of nursing expertise and administrative talents, her personal demeanor engages all ages through compassion and integrity.



**Lorali Gray and Renee Bowzer**

As administrator for the SNC, and in partnership with OSPI, Ms. Gray orchestrates a complex system to support schools, children, and youth, as well as providing mentoring and clinical supervision of SNC staff within the thirteen school district membership. In addition to her responsibilities at NWESD, Ms. Gray works with continuing education and secondary education institutions as a guest lecturer, and has authored and co-authored numerous articles promoting a greater understanding of school health and school nurse services.



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# Whatcom Juvenile Detention Center Staff Honored with Golden Apple

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**I**n January of last year the Whatcom County Juvenile Detention Center School (JDCS) staff teamed-up with Whatcom County Library System (WCLS) to set up a monthly book club at the facility.

For five mornings each month WCLS public library staff visit with a group of teens to read aloud together and discuss a book. The JDCS staff are active participants in the book group, encouraging teens to discuss and write down their thoughts. “It seems clear to me that these discussions are a real opportunity to build empathy, to see things through another’s eyes,” said a recent book group facilitator Julie Addis-Smith. The book she shared with the teens was *Stuck in Neutral* by Terry Trueman; a story told from the perspective of a young man with cerebral palsy who cannot communicate with others. Addis-Smith noted, “Our discussions during this book group led us to reaffirm the value of every life.”

The JDCS staff is passionate about literacy and reading. Without a book budget they do their best to build up their in-house library, and teen inmates have regular visits to check out books. The staff reads teen books so they can recommend titles, and that care and knowledge has a big impact on the teens as readers.

Many teens that spend time in the Whatcom County Juvenile Detention Center leave with a new appreciation

of books. “I read some books I can recommend to you,” said one teen to a WCLS library staff member after his release. This young man proceeded to talk about three books that had really made him think during his stay at the Juvenile Detention Center. “This kind of conversation convinces us we’re making a difference,” said Aubri Keleman, WCLS Teen Services Coordinator. “This is not the first time we have had a conversation like this with a teen after their release, and we know it will not be the last,” Keleman said.

Every year the Whatcom County Library System presents the Golden Apple award to honor community members or organizations that actively build connections between books and young people. This year WCLS was proud to recognize Suzanne Harris and Lani Brogan for their work with the teens at the JDC school and for their passion for reading that encourages the teens to keep reading. Their dedication and support of the program is the reason the JDC book group can happen. The pair’s determination to keep their own library running has an impact on every teen they spend time with. [The] WCLS is honored to partner with Ms. Harris and Ms. Brogan, and celebrate their work for literacy and young people.

Juvenile Detention Center School Staff Honored with Golden Apple Award, in *Whatcom County Library System*. Retrieved January 10, 2012 from <http://www.wcls.org/golden-apple-award-2011>

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# Honors for Everett Paraeducator

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Not all of Emerson Elementary's students speak English as a first language. Those "English Language Learners" or "ELL" students are fortunate to be welcomed, encouraged and supported through their English language acquisition by Emerson's paraeducator Victoria Bosket.

Bosket works hand-in-hand with Emerson ELL teachers to help students navigate the complexities of learning English at the same time they are building math, reading and writing skills. Victoria's quiet, persistent, ever-present and optimistic support of their learning has earned her the adoration of students, gratitude of families, respect of her school colleagues, and now state recognition by Public School Employees of Washington.

In July, during the PSE state conference, Bosket received the Presidential Leadership Award. The award's criteria clearly denotes that Bosket is not only an exemplary educator; she is also an exemplary leader among her co-workers in Everett Public Schools and across the state.

Bosket's nature is quiet, behind-the-scenes advocacy for students and staff. So it is no surprise to those who know her that almost three months have passed since she earned the award – or that information about the award came to light because someone else mentioned it.

Jean Sarcletti is a district paraeducator who has worked with Bosket for many years. "Knowing that Victoria would never tell you about her award, I'm calling it to your attention," Sarcletti told Superintendent Gary Cohn. Cohn and the board of directors formally recognized Bosket's achievements at the Sept. 27, 2011 school board meeting.

Among the comments in support of Bosket's award, Sarcletti wrote, "Victoria is highly regarded in our district by anyone who is on a board, committee, or in a school with her. Her quiet demeanor belies the compassion she has for all educators – classified, certificated or administrative."

Cynthia Jones, who worked with Bosket as principal at Emerson Elementary, says, "Victoria is an outstanding educator who

sets high standards and expectations for her students while providing them with high levels of support so they can be successful. She sets the same high standards in her work with adults, both within our school, as president of the district paraeducator association, and as a leader in district and state-level work. Victoria has the ability to see different points of view and find the commonalities, while not compromising her beliefs and integrity."

Cohn appreciates Bosket's collaborative style. "Whether it is in a volunteer capacity as a member of an advisory council or the strategic planning committee or as an employee representative, Victoria explores issues thoroughly, approaches issues with problem-solving skills and works with all those involved to reach consensus and positive results.

"I'm always pleased when our staff are recognized inside and outside of the district for their work. Victoria represents the best of all of us, and we are so proud of her honor. We are all better off for being able to work with her."

## The Marysville Getchell High School campus continues to win impressive awards ... for support of student learning!

National School Boards Association - 2011 Grand Prize

American School and University - 2011 High School Citation

School Planning and Management - 2011 Grand Prize, and most recently the

Council of Educational Facility Planners – 2011 MacConnell Award – top prize from 34 entries worldwide

The annual CEFPI (Council of Educational Facility Planners International) awards showcase high-performing school facilities which exemplify a comprehensive planning process, the development of a comprehensive educational specifications program, a design that meets the requirement of the educational program with special emphasis on functionality of educational spaces, and illustrates innovative design solutions that achieve multiple educational goals.

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# Washington State Science Teacher of the Year from Mount Vernon District

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**M**ount Vernon School District recently announced that Jody Dylan, Mount Baker Middle School science teacher, has been selected as Middle School Science Teacher of the Year by Washington State Science Teachers Association (WSTA). WSTA is a professional organization dedicated to advocating and promoting quality science education for all, at all levels of instruction. Each year the state-wide organization recognizes one elementary, middle and high school teacher for this honor. Dylan will receive an honorarium of \$500 and was recognized at the Washington State Science Teachers Association Convention on December 8-10, 2011.

Jody Dylan has taught in the Mount Vernon School District since 2004, working diligently and tirelessly to improve science education at Mount Baker Middle School and across the district. "I have had the privilege of knowing and working with many talented science teachers over my career, and Jody easily ranks in the top 1%. She is a star among middle school science teachers. Jody is a master teacher who forms supportive relationships with all students and consistently pushes to improve her instructional practice," stated Dr. Carl Bruner, Mount Vernon School District Superintendent.

Dylan is recognized for playing a leadership role with her colleagues in the North Cascades Olympic Science Partnership and the College Readiness in Science Project—both multi-district partnerships with Western Washington University designed

to improve science instruction for all students in member districts. She is passionate about providing high level opportunities for all students.



"Since the 2001 Mount Baker Middle School Science Olympiad team formation, we have seen this group grow quickly in popularity. It has become one of the most diverse middle school teams in the state, and includes a number of minority students and students with disabilities. This diversity reflects Jody's commitment to including and challenging all students," said Dr. Bruner.

## Prevention Center

### Online Issues of Abuse (Three opportunities to take this online class)

The impact of exposure to abuse/neglect has far-reaching cognitive implications for children including stunted brain growth, diminished academic functioning, poor impulse control, difficulty focusing, low self-esteem, anger bursts, and poor peer relationships/social skills. Participants will acquire knowledge of the indicators of abuse/neglect, Washington State law regarding mandated reports, and dynamics of violent families. **Meets certification/re-certification requirements.**

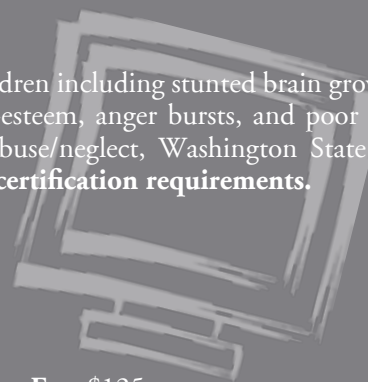
#### Date/Time(s):

Event ID: 19750 Feb 27, 2012 through Mar 30, 2012

Event ID: 19751 Mar 26, 2012 through Apr 27, 2012

Event ID: 19752 Apr 23, 2012 through May 25, 2012

**Presenter(s):** Corey Hodge | **Facilitator:** Jane Morgan | **Clock Hours:** 10 | **Registration Fee:** \$125





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# Lake Stevens Educator Wins National Award, \$25,000

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**D**an Alderson, an English teacher at Lake Stevens High School, has won the 2011 Milken Educator Award for Washington. The award includes a \$25,000 cash prize.

Dan Alderson is a National Board Certified Teacher and a graduate of Gonzaga and City Universities. He began his professional career as a grocery store manager before he became a teacher and has taught at Lake Stevens High School for all of his seven years in the profession.

From his role as a school and statewide leader and his impeccable instructional talent to his technology expertise and even his attire – in every way, colleagues describe Alderson as the consummate professional. During his candidacy for National Boards, he frequently mentored. He also regularly presents to the Lake Stevens staff on subjects as varied as technology tools and better use of data.

Data drives many of Alderson's teaching decisions. Recently, a group of students were struggling to meet standard in social studies. Alderson's research uncovered that they were actually struggling readers. After that he was able to work with their parents and other teachers to get them on a plan to improve their reading.

Alderson is an advocate for standards

based grading in the purest sense. Instead of completing an identical set of assignments with fixed due dates, students in his class can demonstrate that they meet standard in a variety of ways and on their own timelines. This means that Alderson provides approximately 150 different instructional plans – one for each student. Students of varying reading levels will work on the same concepts but with texts that are hand selected by Alderson for their abilities.

Alderson's grade book remains essentially open for an entire unit as students are continuously meeting standard in a variety of ways. He has also worked closely with the district and parents to make sure parents can navigate this standards-based approach and easily understand where their students are on the path towards meeting standard.

Teachers regularly report that Alderson's students arrive in their classrooms with excellent preparation, and his students frequently produce the most impressive writing for the school's award winning literary journal. Alderson works to help his colleagues develop classroom-based assessments that give formative assessment data the school can use to adjust instruction on an ongoing basis. Alderson frequently has the highest percent of students meeting standard, and his former principal Ken Collins credits Dan's work with helping the school bring its pass rate on the state assessment from

65 percent to 90 percent in reading and 68 percent to 95 percent in writing.

Although Alderson's work is clearly driven by data, he understands that education is, at its core, about the individual story of each student. His commitment to that story is evident as he helps students examine their own lives for tales of heroism, when he walks beside a student who has failed as they make their way back to a place of pride and success and as he uses rap to coax poetry out of the most unlikely of students.

His colleagues Kati Tilley and Chris Neuman simply state: "Dan is just amazing," and "He's the best teacher I know. He's one of a kind."

Olson, Nathan. Lake Stevens Educator Wins National Award, \$25,000. In *The OSPI Communications Office*. Retrieved January 11, 2012, from <http://www.k12.wa.us/Communications/PressReleases2011/MilkenAward.aspx>.





## Interactive Video Locations:

Trainings will be presented at the NWESD and will be available at educational service districts, school buildings, and other locations statewide through video conferencing. Contact Patty Yates, [pyates@nwesd.org](mailto:pyates@nwesd.org) or 888-704-9633, for information on participating by video conference.

## Recommended Pre-Reading:

Some AOP courses recommend pre-reading from the textbook *Learners on the Autism Spectrum: Preparing Highly Qualified Educators*, ed. by Kari Dunn Buron and Pamela Wolfberg. Shawnee Mission, Kansas: Autism Asperger Publishing, 2008.

Copies of the textbook can be obtained by calling toll-free 877-277-8254 or online at <http://www.aapcpublishing.net/>. Participants are strongly encouraged to purchase the textbook for future reference. A limited number of copies may be available for loan through the Autism Outreach Project lending library.

# Autism Outreach Project

## Addressing the Behavior, Social, Sensory, and Self-Regulation Needs of Learners with Autism Spectrum Disorders

Event ID: 19693

Students with autism spectrum disorders (ASD) experience challenges which impact learning and functioning in the classroom environment. This two-day training will provide a comprehensive overview of evidence-based practices and supports based on the latest research. Participants will learn how to create a comprehensive yet manageable program for students with ASD; identify social, communication, self-regulation, sensory, and academic interventions; and develop a plan to address the cycle of tantrums, rage, and meltdowns.

**Presenter(s):** Brenda Smith Myles

**Facilitator:** Patricia Yates

**Clock Hours:** 12

**Registration Fee:** \$150

**Location:** Heathman Lodge, Vancouver

**Date/Time(s):**

Apr 16-17, 2012 – 9:00 AM-4:00 PM

## Autism in Early Childhood (Birth to Three)

Event ID: 19683

Family support and education is vital in early intervention for young children (from birth to three years of age) with autism spectrum disorders (ASD). This course will focus on evaluation of early communicators, common communicative characteristics observed in children during this age, and strategies to help facilitate communication and social development. Participants will gain insight into early identification of ASD and understanding of when to make a referral for evaluation.

**Presenter(s):** Jim Mancini

**Facilitator:** Patricia Yates

**Clock Hours:** 6

**Registration Fee:**

\$90 Professional / \$20 Parent

**Location:** Interactive Video Locations

**Date/Time(s):**

Feb 23, 2012 – 8:30 AM-3:30 PM

## Register Early!

Events not meeting minimum enrollment by the cut-off date, generally one week prior to start date, risk cancellation at the discretion of the organizer.



## Developing Visual Thinking and Visual Support Strategies for Students with Autism Spectrum Disorders

Event ID: 19594

Students with autism spectrum disorders (ASD) rely on visual processing for learning and have a visual meta-linguistic way of thinking. This course will describe how these students “think to learn.” Participants will discover how learning with a visual brain affects academic learning, social skills, behavior, and communication. Specific visual thinking supports and effective strategies across content areas and settings will be explored.

**Presenter(s):** Carole Kaulitz

**Facilitator:** Patricia Yates

**Clock Hours:** 6

**Registration Fee:**

\$90 Professional / \$20 Parent

**Location:** Interactive Video Locations

**Date/Time(s):**

Mar 15, 2012 – 8:30AM -3:30 PM

## Growing Up with Autism: One Parent's Perspective

Event ID: 19695

In order to create positive and effective educational programs, it is important for teachers and staff to have an understanding of the experiences of families living with children with autism spectrum disorders (ASD). This course will focus on the impact of the educational system on students with autism and their families. The presenter will draw both on her real-life experience as a parent of a young man with classic autism and her knowledge as an autism consultant. Participants will learn strategies and share ideas to enhance parent-professional collaboration and support the educational process.

Recommended textbook pre-reading:  
*Learners on the Autism Spectrum, Chapter 13*

**Presenter(s):** Monica Meyer

**Facilitator:** Patricia Yates

**Clock Hours:** 6

**Registration Fee:**

\$90 Professional / \$20 Parent

**Location:** Interactive Video Locations

**Date/Time(s):**

Mar 1, 2012 – 8:30 AM-3:30 PM

## Sensory Processing in Students with Autism Spectrum Disorders: Identifying Patterns and Support Strategies

Event ID: 19595

Students with autism spectrum disorders (ASD) often exhibit extreme responses to everyday experiences. Understanding and identifying sensory processing patterns is essential to designing effective interventions aimed at increasing engagement across all environments. This course will provide a foundational understanding of sensory processing characteristics in students with ASD. Participants will learn best practice strategies and interventions for sensory processing challenges.

Recommended textbook pre-reading:  
*Learners on the Autism Spectrum, Chapter 6*

**Presenter(s):** Jane Zielske

**Facilitator:** Patricia Yates

**Clock Hours:** 6

**Registration Fee:**

\$90 Professional / \$20 Parent

**Location:** Interactive Video Locations

**Date/Time(s):**

Mar 22, 2012 – 8:30 AM-3:30 PM

## Supporting Students with Autism Spectrum Disorders in the General Education Classroom: One Size Doesn't Fit All

Event ID: 19593

Students with autism spectrum disorders (ASD) are increasingly being educated in inclusive general education classrooms.

Educators need information and guidance to work effectively with these students.

This course will outline the learning characteristics of students with high-functioning autism and Asperger's Syndrome and provide effective strategies to maximize their success.

Participants will leave with resources to ensure a positive and productive learning environment for these students.

**Presenter(s):** Gretchen Mertes

**Facilitator:** Patricia Yates

**Clock Hours:** 6

**Registration Fee:**

\$90 Professional / \$20 Parent

**Location:** Interactive Video Locations

**Date/Time(s):**

Mar 08, 2012 – 8:30 AM-3:30 PM



AOP has classes all year long!

If you would like to have the full Autism Outreach Project catalog, let us know!

Call Toll Free: 888-704-9633

Email Us: [autism@nwesd.org](mailto:autism@nwesd.org)

Online: [www.nwesd.org/autism](http://www.nwesd.org/autism)



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# Educational Technology Support Center (ETSC)

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With the concepts and skills attained in these courses, participants will progress along the continuum of classroom technology integration, as defined by the OSPI-adopted Tiers of Technology Integration, thereby enabling them to model these 21st century skills and develop strategies for transferring those skills to their students. Tiers of Technology Integration resources are available online at <http://www.k12.wa.us/EdTech/TechLiteracy/TechIntTiers.aspx>.

## 21st Century Technology Skills for Teachers

Event ID: 20630

Technology proficiency is no longer an option in the classroom. In order to prepare students for the 21st century world in which they will live and work, educators from all roles, levels and subject areas must themselves be familiar with and practiced in the digital technologies and competencies that underpin that world.

Through a combination of face-to-face instruction and online exercises/activities, this course will address basic to intermediate computer proficiencies and operational skills (e.g., file management; setting of preferences; level 1 troubleshooting); principles of internet safety and digital citizenship (etiquette, rights & responsibilities, security); and information literacy – the ability to locate, organize, and analyze information using digital technologies. With the concepts and skills attained in this course, participants will be able to model and develop strategies for transferring these 21st century skills to their students.

**Presenter(s):** J'aime Lemmer

**Facilitator:** Dorothy Moller

**Clock Hours:** 18

**Registration Fee:** \$200

**Location:** NWESD & Online

**Date/Time(s):**

Feb 18, 2012 – 9:00 AM-1:00 PM

May 12, 2012 – 9:00 AM-1:00 PM

**Note:** This hybrid program consists of two face-to-face sessions equal to eight hours of instruction and 30 hours of online learning/exercises completed over a 12-week period.

## Google Apps for Education

Event ID: 20631

Google is far more than the premier web search tool on the planet. Currently offered to K-12 education, Google Apps is a suite of free web-based communication and collaboration tools. Through a combination of face-to-face instruction and online exercises, educators from all roles, levels, and subject areas will experience the many facets of this powerful and adaptable suite. Topics covered will include creating and sharing documents, file management, creating and using forms (including self-grading multiple-choice assessments), student websites, and ePortfolios (Googlios). With the concepts and skills attained through this course, participants will be able to communicate and collaborate more efficiently with their colleagues and in classroom applications.

**Presenter(s):** J'aime Lemmer

**Facilitator:** Dorothy Moller

**Clock Hours:** 15

**Registration Fee:** \$170

**Location:** NWESD & Online

**Date/Time(s):**

Feb 25, 2012 – 9:00 AM-1:00 PM

May 12, 2012 – 1:00 PM-4:00 PM

**Note:** This hybrid program consists of two face-to-face sessions equal to seven hours of instruction and 24 hours of online learning/exercises completed over an 11-week period.



### **Productivity Tools for the Classroom**

**Event ID: 20628**

Classroom tools of past generations have given way to new digital tools and resources. How will you as an educator develop and enhance your professional skills by utilizing these new tools?

Through a combination of face-to-face instruction and online exercises, this course examines integrating computer applications and technology resources into the teaching and learning process using common productivity tools. Utilizing Microsoft Office, OpenOffice, and GoogleApps, participants will enhance their knowledge of word processing skills including tables and mail merge, spreadsheet skills, and presentations for lesson introduction/reviewing exercises.

**Presenter(s):** J'aime Lemmer  
**Facilitator:** Dorothy Moller  
**Clock Hours:** 12  
**Registration Fee:** \$135  
**Location:** NWESD & Online  
**Date/Time(s):**  
 Feb 11, 2012 – 9:00 AM-1:00 PM  
 May 05, 2012 – 9:00 AM-1:00 PM

**Note:** This hybrid program consists of two face-to-face sessions equal to eight hours of instruction and 12 hours of online learning/exercises completed over a 10-week period.

### **Web 2.0 Resources for Teachers**

**Event ID: 20632**

The term Web 2.0 refers to internet resources that serve as a two-way medium, enabling not just the consumption of digital content but its creation as well. The web offers a constantly expanding wealth of Web 2.0 tools and resources (many of which are free) that educators can incorporate in their instructional practice regardless of their role, their grade bands, or their subject area.

Among the tools that will be explored and utilized in this project-based course are those that enable the:

- editing of videos and photos
- creation of online slide shows and presentations
- organizing and sharing of bookmarked and tagged web resources
- creation of digital storyboards

In addition to becoming familiar with these resources in the context of “teacher tools,” participants will also consider how to introduce them to students for purposes of sharing and collaboration, as well as to promote creativity and higher order cognitive skills.

**Presenter(s):** J'aime Lemmer  
**Facilitator:** Dorothy Moller  
**Clock Hours:** 12  
**Registration Fee:** \$135  
**Location:** NWESD & Online  
**Date/Time(s):**  
 Mar 03, 2012 – 9:00 AM-1:00 PM  
 May 26, 2012 – 9:00 AM-1:00 PM

**Note:** This hybrid program consists of two face-to-face sessions equal to eight hours of instruction and 12 hours of online learning/exercises completed over a 10-week period.

### **iLife in the Classroom (Apple Macintosh Only)**

**Event ID: 20633**

Familiarity with the basics of Mac OS is a prerequisite. New users of Apple's iLife suite of applications will become familiar with the programs, and experienced users will increase their knowledge and skills through this course. Participants will import photos into iPhoto to arrange, edit and publish the images; import video and stills to assemble an iMovie; and import a sound track and share a podcast using GarageBand.

**Presenter(s):** J'aime Lemmer  
**Facilitator:** Dorothy Moller  
**Clock Hours:** 15  
**Registration Fee:** \$170  
**Location:** NWESD & Online  
**Date/Time(s):**  
 Mar 10, 2012 – 9:00 AM-1:00 PM  
 Jun 02, 2012 – 9:00 AM-1:00 PM

**Note:** This hybrid program consists of two face-to-face sessions equal to eight hours of instruction and 21 hours of online learning/exercises completed over an 11-week period.



**Weather Hotline**  
**360.299.4078**



### **iPad Training for Educators**

This series of three trainings for teachers, administrators, and educational assistants – particularly those who work with special needs and/or ELL students – will explore the iPad according to participant interests, needs, and prior experience. **Participants are required to bring an iPad that has the initial activation process completed.**

In the **beginning**, training participants will learn the basics of the iPad including the use of standard features and apps. Class time will be divided between instruction and hands-on practice.

The **intermediate** training will expand on experience with the iPad's 'native apps' and its interface. Participants will explore apps and practices that other teachers have found effective with special needs and ELL students with emphasis on strategies for organizing and managing student use of iPads.

The **advanced** training is divided into two three-hour sessions. In the first session, instructors will explore the vast array of available apps and collaborate with participants to identify student needs the iPad might support. Each educator will begin to create a simple instructional modification to try out in the classroom. The second session will then provide an opportunity to share and reflect on the iPad interventions utilized and discuss how the participants might expand the instructional use in the future.

**Presenter(s):** Craig Costello, Marilyn Piper

**Facilitator:** Dorothy Moller

**Location:** NWESD

#### **Beginning iPad Training for Educators**

**Event ID:** 20713

**Clock Hours:** 3

**Registration Fee:** \$70

**Location:** NWESD

**Date/Time(s):**

Mar 10, 2012 – 9:00 AM-12:00 PM

#### **Intermediate iPad Training for Educators**

**Event ID:** 20716

**Clock Hours:** 3

**Registration Fee:** \$70

**Location:** NWESD

**Date/Time(s):**

Mar 10, 2012 – 1:00 PM-4:00 PM

#### **Advanced iPad Training for Educators**

**Event ID:** 20717

**Clock Hours:** 6

**Registration Fee:** \$140

**Date/Time(s):**

Mar 24, 2012 – 1:00 PM-4:00 PM

Apr 14, 2012 – 1:00 PM-4:00 PM



## Developing the Essential Strategies of Computation Fluency

Event ID: 20745

In this course, participants will learn how computational fluency develops from a deep understanding of number and number sense. We will demonstrate important visual aids for developing powerful mental strategies that begin with number facts and broaden as they extend to greater numbers. This interactive course will be as much “hands on” as it is “minds on.” Participants will leave with a range of practical activities and games to use immediately in the classroom.

**Presenter(s):** Rob Nickerson

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$175

**Location:** NWESD

**Date/Time(s):**

Feb 22, 2012 – 8:30 AM-3:30 PM

**Note:** *To order the required grade level text, which is **not included** in the registration fee, visit the Origo website.*

- Grade K (<http://www.origoeducation.com/mym/>) – Number
- Grades 1-6 (<http://www.origoeducation.com/the-think-tank-computation-and-number-sense/>)

## Engaging Students in Math and Science: How to Motivate Learners

Event ID: 19449

Learn how to create a classroom environment which is intellectually engaging for students and that motivates them to participate actively in their own learning of math and science concepts.

**Presenter(s):** Adrienne Somera, Jeanette Grisham

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$25

**Location:** Burlington Public Library

**Date/Time(s):**

Mar 7, 2012 – 8:30 AM-3:30 PM

# Teaching & Learning

## Intervention Strategies for Struggling Students in Mathematics

Event ID: 20746

Identifying conceptual, and not just procedural, holes in students’ thinking enables us to implement more effective techniques for working with struggling mathematics students. In this course we will examine the purposeful use of concrete, pictorial, and symbolic representations to fill the conceptual “holes” of struggling students. Particular attention is given to making connections between concrete, pictorial, verbal, and symbolic representations of key concepts.

**Presenter(s):** Rob Nickerson

**Facilitator:** Nancy Menard

**Clock Hours:** 6

**Registration Fee:** \$175

**Location:** NWESD

**Date/Time(s):**

Feb 23, 2012 – 8:30 AM-3:30 PM

**Note:** *To order the required grade level text, which is **not included** in the registration fee, visit Origo website.*

- Grades 2, 3, 4 – Box and Book of Facts: Addition/Subtraction (<http://www.origoeducation.com/the-box-of-facts/>)
- Grades 3, 4, 5, 6, 7, 8 – Box and Book of Facts: Multiplication/Division (<http://www.origoeducation.com/the-box-of-facts/>)

## So, What Do They Really Know? Tying It All Together

Event ID: 19850

If you have not yet had a chance to hear Cris Tovani speak, do not miss out on our final class in this popular series. Cris will describe the systems and structures used in her own classroom and show how to use assessments to monitor student growth and provide targeted feedback that enables students to master content goals. She will also share ways to bring students into the assessment cycle so they can monitor their own learning, maximizing motivation and engagement. Participants who attended the earlier Tovani classes will have an opportunity to share how they applied their learning in their own classrooms.

**Presenter(s):** Cris Tovani

**Facilitator:** Anita Garcia-Holzemer

**Clock Hours:** 5

**Registration Fee:** \$125

**Location:** NWESD

**Date/Time(s):**

Apr 17, 2012 – 8:30 AM-2:30 PM

Back by popular demand, Cris Tovani will return for another literacy series to be offered next school year. Watch for her class on Common Core State Standards to begin in fall of 2012. Registration will begin later this summer.



# Registration Form

## PERSONAL INFORMATION

Name \* \_\_\_\_\_  
Home Email \* \_\_\_\_\_ Home Phone \* \_\_\_\_\_  
Home Address \* \_\_\_\_\_  
City \* \_\_\_\_\_ State \* \_\_\_\_\_ Zip Code \* \_\_\_\_\_

## WORK INFORMATION

Certification Number \_\_\_\_\_  
Work Email \* \_\_\_\_\_ Work Phone \* \_\_\_\_\_  
District/Business \* \_\_\_\_\_  
School \_\_\_\_\_ ESD Region \_\_\_\_\_  
Position \* \_\_\_\_\_ Grade \_\_\_\_\_

## SESSION INFORMATION

Session ID #	Title	Date	Fee
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Video Conf. Location (if app.) \_\_\_\_\_ Total Fee \_\_\_\_\_

## PAYMENT INFORMATION

Check Enclosed # \_\_\_\_\_ *Make check or PO payable to NWESD*  
Purchase Order # \_\_\_\_\_  
District/Business issuing PO \_\_\_\_\_

### Credit Card Information

☐ Personal Card ☐ District/Company Card

Credit Card # \_\_\_\_\_

Exp. Date \_\_\_\_\_ Authorized Amt. \_\_\_\_\_

Name on Card \_\_\_\_\_

Billing Address on Card \_\_\_\_\_

Phone Number Associated with Card \_\_\_\_\_

Authorized Signature \_\_\_\_\_

## REGISTRATION

\* Required fields

✓ Register early. Classes not meeting minimum enrollment one week prior to start date risk cancellation.

✓ Payment for registration fees is required in advance.

✓ Mail or fax this form with payment to:

NWESD - Registrations  
1601 R Avenue  
Anacortes, WA 98221

Fax: 360-299-4070

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

## CANCELLATION POLICY

✓ A 48-hour written request is required for a refund.

✓ An administrative fee of \$20 may be charged.

✓ If you cannot attend but can find a replacement, please let us know.

## PERSONAL INFORMATION

✓ NWESD does not share your personal information with other agencies.

## CLOCK HOURS OR CREDIT

✓ Clock hour forms, college credit forms, and fees will be collected at the course.

Need help registering?

Susan Singer  
[registrar@nwesd.org](mailto:registrar@nwesd.org)  
360-299-4016

## NWESD Use Only

Cashier Rec'd \_\_\_\_\_

Acct Code \_\_\_\_\_

pv

# Registration Center

## Two Ways to Register!

### (1) Register Online:

Using your credit card or an approved purchase order, you can register for any NWESD class ONLINE!

Note: All "in process" purchase order registrations will be rejected.

### (2) Register by Mail or Fax:

Attendees may still register by mail or fax using the registration form in this catalog.

Mail the form with payment to:  
Registrar, NWESD  
1601 R Avenue  
Anacortes WA 98221

Fax the registration form with credit card or purchase order information to: 360.299.4070.

**Course Facilitators** are available for questions about each course

#### Autism Outreach Project

Patty Yates, 360.299.4015  
pyates@nwesd.org

#### Prevention Center

Jane Morgan, 360.299.4066  
jmorgan@nwesd.org

#### Special Programs and Services

Janet Chase, 360.299.4011  
jchase@nwesd.org

#### Teaching & Learning (T&L)

Anita Garcia-Holzemer, 360.299.4044  
agarcia@nwesd.org  
Nancy Menard, 360.299.4020  
nmenard@nwesd.org

## Register Early!

Events not meeting the minimum enrollment by cut-off date, generally one week prior to start date, risk cancellation at the discretion of the organizer.

Register today!

[www.nwesd.org/workshops](http://www.nwesd.org/workshops)

## Registration Shortcut

The quickest way to register for courses:

- Visit [www.nwesd.org/workshops](http://www.nwesd.org/workshops)
- Either sign in with your existing account or, if you are a new user, create an account
- Register using esdWorks Online!



## et plugged into NWESD!

The NWESD resources are just a click away! The **Education Connection** is available online, in an easy-to-read magazine format! Visit [www.nwesd.org/catalog](http://www.nwesd.org/catalog) to see the latest course catalog and to subscribe to email notifications when a new publication is released.

Visit us on **Facebook** and **Twitter** for breaking news about NWESD offerings and updates from our member districts. You can join the conversation by visiting our homepage and clicking on the icons in the lower left.



## Advanced Education At Your Convenience

### CE Credits Online



Northwest Educational  
Service District 189  
*Together We Can*

NWESD has partnered with CE Credits Online to provide online courses.

Earn college credit and/or clock hours without having to leave the comforts of your home. All NWESD educators receive discounts on the registration costs of the course.

- Coaching to Improve Reading
- Coaching to Improve Teaching and Learning
- The Constructive Discipline Series
  - Giving Directives That Students Will Follow
  - Stopping Disruptive Behavior
  - Conducting the Parent Conference
  - Rights & Responsibilities in the Disciplinary Process
- Differentiating Instruction in the Regular Classroom
- How to "Read and Write" in Math: Improving Problem Solving and Communication in Mathematics
- Today Classroom: Foundations of and Current Trends in Education

For more information please visit [www.ccreditsonline.org](http://www.ccreditsonline.org)  
You may also contact  
Sandra at (888) 263-9980 ext. 107  
or [sandra@ccredtsonline.org](mailto:sandra@ccredtsonline.org).



# Out of the Loop?

## *4 easy ways to stay current*

**D**o you want to stay up-to-date on breaking news in education and professional development opportunities offered by the NWESD? Here are 4 easy ways to stay current!

1. **Get the weekly Education Connection email.** Each Tuesday, get the latest classes and workshops delivered straight to your inbox. Subscribe by going to [nwesd.org/workshops](http://nwesd.org/workshops) and clicking the link for the weekly email.
2. **Join the NWESD on Facebook.** Get important updates and news while you're checking the status of all your favorite pages and groups. [Facebook.com/NWESD](https://www.facebook.com/NWESD)
3. **Request a mailed catalog.** Prefer your information in print? No problem! Request a printed copy of the Education Connection mailed right to your door every quarter. Just email [publisher@nwesd.org](mailto:publisher@nwesd.org) or call 360.299.4714.
4. **Follow Us.** Sometimes we just want the scoop in 140 characters or less. Follow us on [Twitter.com/NWESD189](https://twitter.com/NWESD189). We'll be brief!



1601 R Avenue Anacortes, WA 98221  
Ph. 360.299.4000 Fx. 360.299.4070  
[www.NWESD.org](http://www.NWESD.org)