

## 2019 Teacher of the Year:

# Susan Douglas, Almira School District

Susan Douglas did not drive a traditional route to the classroom. At Washington State University, she majored in criminal justice. In her first job out of school, she was a police officer in Hendersonville, TN, near Nashville.

More than a decade passed before she returned home to Washington. By now, she had a master's degree from the University of Tennessee and an expansive resume that included work in legal services, mental health and legislative affairs.

But how do you apply those experiences when you marry a farmer and move to Almira, WA? For Douglas, you start by volunteering in the local school.

It was a transformative experience in which Douglas found her true calling. She didn't belong in a police car or legislative office, but in a classroom.

Her volunteer work led to a part-time job in special education, more schooling at Gonzaga University and Seattle Pacific University and a full-time job with the Almira School District, where she is now an elementary math and science specialist and special education coordinator.

For someone who did not officially begin her teaching career until the age of 40, a late start did not hinder her progress. If anything, it only super-charged her innovation, creativity and enthusiasm.

While she may teach in one of the area's smallest rural districts, she has earned a reputation as one of the region's most respected educators. In August, that respect was formally recognized when a panel of judges named Douglas NEWESD 101's Teacher of the Year for 2019. With that honor comes automatic nomination for the state Teacher of the Year award.

The Douglas difference begins with what her colleagues call "passion projects" designed to make math and science relevant to the world.

Her real-world studies are practically endless ... Geographic Information Systems (GIS) mapping, robotics, air quality studies, trout in the classroom and, of course, the district's blockbuster Ag STEM Day in which students examine the careers, economics and science of growing, marketing and selling crops.

Her emphasis on developing relationships between students and community is instrumental to student success.

She effectively brings the world to the classroom, showing students the many ways they can become difference makers. "Education and experience empower our students and it is important to provide rich and authentic access to both," she says. "Students want to be relevant in their families, their classroom and their community."



*2019 NEWESD 101 Teacher of the Year Susan Douglas*

For Douglas, her own ability to make a difference lies, in part, on her relentless quest to remain a student herself. Her summers, when not helping on the family farm, are often spent in classes and workshops. Most recently, she conducted research at an active paleontological field site in Montana.

Having been a NEWESD 101 Math and Science Fellow, Douglas believes she has a professional responsibility to constantly seek new ideas and better practices.

Douglas' interest in students does not end when her classes end, says Almira Superintendent Shauna Schmerer. "She is a servant leader for her community, profession and students. She continually inspires students and peers to try harder and be better."

It is an inspiration that produces results.

"Students regularly tell me the difference Susan has made in their lives," says Almira Associate Administrator Anna Thomas. "Whether it is allowing students to research a passion project, or spending time after school to tutor a child, the common message I receive from students is, 'Mrs. Douglas believes in me and listens to me.' To Susan, being an educator is a way of life."

Call her an amazing teacher. Call her a servant leader. Those are just two of the ways to describe the 2019 Teacher of the Year.

**A half century has passed****Lots has changed; some fundamental things have not**

Fifty years ago, the former 39 county offices of education in Washington state were consolidated into 14 intermediate school districts, later renamed educational service districts in the early 1970s. What is now known as NEWESD 101, then, celebrates our first half-century of service this year.

In 1969 gas was 35 cents per gallon, the average price of a new car was \$3,270, average cost for a brand new home was \$15,500, and the average annual income per year was \$8,550. Bell bottom jeans and tie-dye shirts became fashionable for young people; and popular music artists included the *Rolling Stones*, the *Beatles*, *The Jimi Hendrix Experience* and *Creedence Clearwater Revival*.

Richard Nixon was inaugurated as the United States President; the draft lottery was implemented; and Woodstock, the Stonewall Riots and the Charles Manson murders all occurred. Wal-Mart was incorporated, and the first United States astronauts landed on the moon.

And the intent of intermediate school districts (now ESDs) was then what it substantively remains in part today – to provide support and information to individual school districts, striving toward a more even playing field for students (and staff) across the state – regardless of school or district.

A half century hence, all of us in education remain in the midst of striving for equity and quality for all, whether it be in educational offerings, quality of facilities, or compensation for professionals whose life's work is to serve students.

Fifty years ago in our region and across the diversity of our country, however, the educational enterprise was preparing students for a different future than what has evolved. We had not yet hit a true technological age and all that is now part of our everyday lives and realities, nor had the ongoing battle for civil rights and equity of opportunity for all yet made all of the strides that have since been accomplished, even as we have significant distance yet to travel on this crucial journey.

Facts, as much as were known, existed; the concept of an “alternative fact” was not espoused – that would have then been called an untruth. Societal disagreements were growing and increasingly evident, especially with respect to a war that was becoming increasingly unpopular, and political differences of course were present. Yet there was no “cable” television or radio “news” and no Internet; newspapers, networks and libraries were sources of information and citizens needed to be informed consumers of it.

While much of our current reality, and the depth of division over any number of issues, are different than in 1969, a focus on the needs of students and on preparing each of them for successful futures has not changed. It has, however, gotten better, and it must continue to. We know more about how people learn and about multiple learning styles.

We understand more deeply that we must attend to inequities of opportunity – and achievement gaps that result – for students of varying socioeconomic and ethnic and cultural backgrounds; who speak different languages; and for those who must deal with adverse childhood experiences and issues associated with mental health and physical safety.

The privilege that those of us who work as part of the NEWESD 101 team feel for the opportunity to work with so many outstanding educators, on behalf of almost 100,000 fine young students, across public school districts and private and charter schools in seven counties – *has not changed*.

We are grateful to partner with you, proud of the work done by you and your students, value the parents and guardians and larger communities who support you ... and our commitment to do even more and better over the *next* 50 years is embraced by each of us with renewed passion and zeal.



Michael Dunn, Superintendent

**Welcome to new superintendents**

The NEWESD 101 region welcomes 11 administrators to new superintendent positions for the 2018-19 school year:

Thomas Pulliam, Benge; Rich McFarland, Chewelah;

Paul Clark, Colton; Wayne Massie, Harrington; Steve Gaub, Keller; Todd Spear, Lamont; Don Vanderholm, Lind-Ritzville; Rick Linehan, Rosalia; Kristina Allen, Summit Valley; Mark Heid, Tekoa; and Ben Ferney, Valley.

Congratulations to all and welcome aboard.

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Comments, questions or suggestions should be sent to the editor, NEWESD 101, 4202 S. Regal St., Spokane, WA 99223, (509) 789-3540.

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# Keeping schools safe

The run-up to this year's start of school had the usual appearance of routine, but it wasn't. In 14 Spokane area districts, a quiet, but powerful initiative began over the summer when NEWESD 101 officially launched a regional threat assessment cooperative.

While schools have been increasing security over many years, last year's shooting in Freeman created regional incentive for something more comprehensive, systemic and permanent than locked doors and security cameras.

Following a series of regional meetings and trainings, the 14 districts rallied behind the idea of forming a regional cooperative, directed by NEWESD 101, to implement Oregon's acclaimed Salem-Keizer Threat Assessment System.

Salem-Keizer is more than a step-by-step guide to enhanced school safety. Indeed, it is a way of thinking that addresses safety through an evidence-based, multi-disciplinary approach. It begins from the premise that policies written in response to violence can be ineffective, even counter-productive, because they are too often based on anger and emotion.

John Van Dreal, a school psychologist and safety/risk director who developed the program, argues that school safety is not achieved through the discipline code – through suspensions and expulsions – because such punitive measures leave aggressive students less supervised and more free to target other students and/or staff.

Rather, the Salem-Keizer model focuses on early interventions to keep students safe. The overriding aim is to prevent and defuse threats through a school and community based approach.

There are three primary objectives: 1) identify and assess potentially harmful or lethal behaviors and determine the action required; 2) organize resources and strategies to manage

threatening situations; and 3) maintain a sense of psychological safety for students, teachers and parents, allowing teaching and learning to occur without distraction or fear.

The first order of business for Leon Covington (see accompanying feature), who is directing the regional program for NEWESD 101, is to assist districts in creating Level 1 assessment teams.

Level 1 screenings, conducted at the school level, are a first line of action recommended for investigation and documentation of potential concerns about dangerous student activities, behaviors, ideation and/or communication.

Subsequent work will focus on Level 2 assessments, requiring more intense intervention through teams comprised of school personnel, law enforcement, public mental health, juvenile justice, state youth authorities and the courts.

The cooperative is funded, in part, through a \$90,000 harm reduction grant from Kaiser Permanente, \$15,000 from the Providence Community Foundation and \$10,000 from the Empire Health Foundation.

NEWESD 101 and the 14 districts extend their thanks to these outstanding community partners for their generous commitment to local schools. Together, we are making our region a state leader in school safety.

## Participating districts:

Central Valley • Cheney • Deer Park • East Valley  
Freeman • Great Northern • Liberty • Mead  
Medical Lake • Nine Mile Falls • Orchard Prairie  
Reardan-Edwall • Riverside • West Valley

## Leon Covington: Pointing True North

Leon Covington found his *True North* 20 years before the term was made famous by a best-selling book on leadership.

Covington grew up in Inglewood, CA, in the heart of Greater Los Angeles. Then, graduating from high school at 17, the compass pointed him in a new direction – north to Price, Utah. There, a basketball scholarship awaited at what is now called Utah State University Eastern.

Two years later, offered a choice of scholarships at four-year institutions, he felt the strongest pull, again from the north. He packed his bags for Lewiston, ID, enrolling at Lewis-Clark State College as an Education and Social Science major.

His time in Lewiston was transformational. He found his calling during an internship with the Northwest Children's Home, a treatment center for abused, neglected and abandoned children. That led to a full-time job with the organization following his graduation in 1992.

Seven years later, a new opportunity beckoned. This time it was in Spokane, still further north, where he has built an impressive resume that includes work as a family and child counselor, trainer and clinical social worker.

Then in June, he took on a challenge – he calls it a tremendous opportunity – that is among the region's highest priority educational issues. As NEWESD 101's first-ever regional threat assessment coordinator, Covington is assisting 14 local districts in implementing the Salem-Keizer threat assessment model.

It's serious, ground-breaking work that will provide a valuable template for other counties and districts as the initiative moves forward.

In Covington, NEWESD 101 found the perfect candidate to launch the ship. He brings 25 years of experience and a serious, thoughtful approach, coupled with an easygoing manner and spry sense of humor.

Just how spry? Well, he quips, Spokane is probably the last stop on his northward trek, as he is running out of real estate this side of Canada. But it's a good thing, he says. As a kid growing up near The Forum, the one-time home of basketball's Los Angeles Lakers, he never developed much interest in hockey.



Leon Covington

## Edilsa Mendoza

Edilsa Mendoza was a preschooler when she and two older sisters left an orphanage in Colombia, near the Equator in South America, bound for their new home in Washington state.

It was December. Her memory is of Eastern Washington being brutally cold and a place where the people spoke a strange language she had never heard before. Getting off the plane, she also saw something she had never seen before – the ground covered in a blanket of white. Welcome to America.

Gradually, the shock wore off. In time, the weather, language and culture became familiar and comfortable. The transformation started at home. The cold was melted by the warm hearts of the Bishop family of Garfield, WA, who had long dreamed of adopting a child. But upon learning of Edilsa and her sisters, the Bishops could not bear the thought of separating a family so they adopted all three.

Thus began a new life in Eastern Washington, where all three still live today. Edilsa, now a wife, mother and working professional, also is a member of the NEWESD 101 family. Three years ago, she joined the staff as a classified instructor at the Spokane County Juvenile Detention Center (JDC) School.

She and her NEWESD 101 colleagues administer the JDC educational program for incarcerated youth ranging in age from 8-18. It is a unique teaching environment that requires a special mindset, temperament and sense of empathy.

“Many of the kids we see have a hard time trusting people because many adults have given up on them,” she says.

“If people don’t like them, or don’t want to be around them, they know it instantly. The key is to open your eyes and heart.”

She does just that, six hours per day, with a full load of English, Math and Transition classes.

While her own childhood circumstances were different from those of her students, she sees an important similarity in how to reach a person coming from a different place or experience. It all starts with opening your eyes and heart.



*JDC Principal Larry Gardner discusses lesson plans with Edilsa Mendoza.*

## Dr. Tina Boogren, October 20

Renowned educator and speaker Dr. Tina Boogren comes to northeastern Washington October 20 for a full-day workshop directed to new teachers, mentors and others who support beginning teacher induction.

Boogren, who is part of Marzano Research, will share strategies and skills to create the most effective environments for new teachers to thrive. Participants will learn effective classroom management strategies and how to maintain positive relationships with students.

The registration deadline is September 25. For more information, contact Dianna Harrington at (509) 789-3605 or [dharrington@esd101.net](mailto:dharrington@esd101.net).

## Drug Takeback events, October 20 & 27

In 2011, the state Division of Behavioral Health and Recovery launched the Community Prevention and Wellness Initiative (CPWI) to provide substance abuse prevention services and strategies through local coalitions in high-need communities. Two such communities served by NEWESD 101 are the West Central and East Valley communities.

This fall, both communities will host drug takeback events providing citizens with information and resources on prescription medications, risks of suicide and safe ways to lock up home medications. The goal is distribute 400 lock boxes in each community.

West Central will host its event October 20 at the West Central Community Center from 10-3; East Valley, on October 27 at the CHAS Valley Clinic from 9-2. For more information, contact Annie Murphey at (509) 703-8756 or [amurphey@esd101.net](mailto:amurphey@esd101.net).

## Clock hours: New price September 1

Effective September 1, 2018, the price of Washington state clock hours will increase from \$2 to \$3 per clock hour.

The new rate will apply to clock hours purchased in GoSignMeUp on or after this date, even if the credits were earned before September 1. It will be possible, however, to secure the old rate of \$2 per hour in some circumstances. NEWESD 101 will continue to honor the old rate if the request is received with a paper clock hour form showing \$2 pricing.

Be aware that individuals are responsible for keeping their own clock hours documentation for OSPI recertification, so we recommend either a paper file folder or an electronic one to retain your documents.

NEWESD 101 will be using GoSignMeUp again this year so be sure to keep your information current by updating any job changes, new email addresses, etc. Please do not create a new account if you cannot remember your password.

## Spanish immersion program breaks new ground

In east central Spokane lies one of the region's classic school buildings, the Libby Center, constructed by Spokane Public Schools 90 years ago. While the exterior view screams "old school," the magic within its walls is far from traditional and old.

Indeed, for the last two decades, the former middle school has been a center for gifted education and staff development. A year ago, the school's uniqueness ratcheted up another notch with the creation of Spokane County's first language immersion program.

In the inaugural year, the program welcomed 50 kindergarten students who received half of their instruction in English; half in Spanish. Those students, now first-graders, were joined this fall by a new cohort of 50 kindergartners. The district's goal is to add a new class each year through all of the elementary grades.

By fifth grade, students will have achieved a high degree of Spanish language fluency in all subject areas.

Instruction covers the traditional kindergarten and first-grade subjects, but within a daily rotation of languages.

Closely coordinated teaching teams ensure seamless transitions. Teachers Melina Rios (Spanish) and Morgan Yost-Zaro (English) form the kindergarten team; Jennifer Macias-Morris (Spanish) and Kate Hellenthal (English), the first-grade team.

The program was built on a strong research base and the experience of Jeannette Vaughn, the district's director of program support and innovation, who worked in a similar immersion program in San Diego.

Libby Center Principal Dr. Debra DeWitt says feedback from parents has been overwhelmingly positive. Steve Schreiner, a NEWESD 101 employee whose daughter is a current kindergarten participant, says his five-year old was speaking Spanish at home only weeks after beginning the program.



*Jennifer Macias-Morris anchors one half of the first-grade teaching team.*

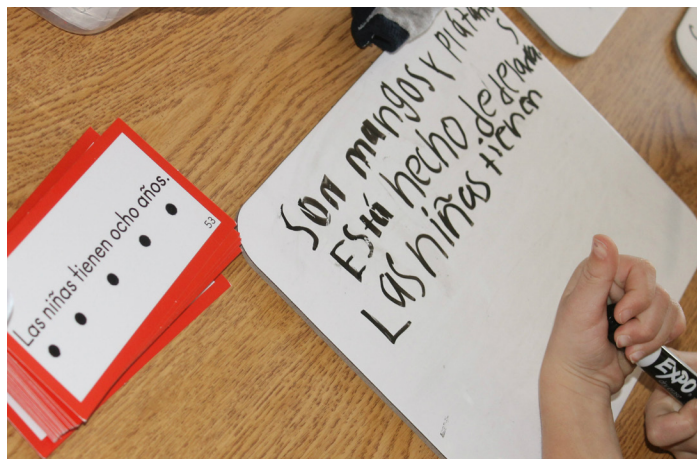
"I know she's learning a skill that could change the direction of her life," says Schreiner. "That's important. But I also know she's immersed in a culture of innovation: one that values communication, risk-taking and growth. Her teachers are focused not just on what she should learn, but on the person she will become. That's incredible."

Kindergarten placement is based on a lottery, with applications for fall enrollment due in February.

*Para mas informacion:*

<https://www.spokaneschools.org/Page/34200>.

The website includes a short promotional video. Please watch. You, too, will find it incredible.



*Reading, writing, speaking ... instruction is comprehensive and authentic.*

### Classified nominations now open

Who will be the region's next Classified Employee of the Year? The answer to that question lies, in part, in the hands of every school employee in the NEWESD 101 region.

Your loyal colleague in the next room, office, kitchen, playground or on the bus ... a person you adore, a person committed to kids, a person who never seeks personal recognition? No matter how deserving, he/she can't win, can't even be considered, without being nominated.

What's stopping you? Online nominations are open through January 25, 2019. The award is open to any classified employee who plans to continue working through the 2019-20 school year and has not previously received the award. For more information and the nomination form: <https://goo.gl/3cXgRh>

## Hope. Or Fear. What kids see from us

Regardless of where any of us works or what our particular role is, at the beginning and end of each day all of us who work in or with P-12 education in the region are ultimately responsible to kids; to the students in school. Were it not for *their* existence, there would be no reason for *our* service.

I reflect on what kids see from the adults in their schools. Are they able to discern our WHY, respect our HOW, and be comforted by our TRUE NORTH. At a time of multiple and worrisome polarities in a nation we share, our cognizance of the impact of *our* examples and role models on the youth we serve seems particularly important. At least to me.

When kids observe us, and if they listened to our conversations when we talk with others about them and our work with or in support of them, would they confidently perceive that we chose this profession precisely because of our love, caring and concern for young people?

Would they easily distinguish that our clear focus is *on them*; is about what *they* need and deserve; and is mindful of how they learn best? Would they see us willing to change and adapt, rather than being oppositional to strategies or programs that perhaps were not once needed but now are? Would our WHY shine brightly?

Would they see in us an understanding of *who they are* and the reality of their lives, and that we willingly continue to learn so that we are equipped to meet them and their needs *where they are*? Would they perceive us sincere in a pursuit of deeper

knowledge around cultural competence, adverse childhood experiences and diversity?

Would it be evident that HOW we do our jobs is informed by, and imbued with respect for, the actuality of childhood and adolescence *today*?

What would they take from watching how we treat them, our colleagues, our superiors and any subordinates? Would they see fundamental respect and decency, clarity of shared purpose, and knowledge that how we conduct ourselves impacts how they view, and treat, themselves and others. Is our NORTH STAR a beacon of light for them?

At a time when there is much more need for HOPE than for fear, kids need and deserve the best of ourselves – of who we are and what we have to give – in our words and in our deeds. Our *why* and *how* and the truth of our “*north*,” matters. As Desmond Tutu said, “Hope is being able to see that there is light despite all the darkness.”

For your commitment to helping kids see that light, and for serving and supporting *each* of them – regardless of their different talents, interests and identities – in finding and following the illumination of their own unique desired paths, thank you. For being their hope; not adding to their fear.



Michael Dunn, Superintendent

## YouthBuild now enrolling

YouthBuild, a U.S. Department of Labor program assisting young people with education and job training, is enrolling members for its January 2019 cohort.

The program, administered locally by NEWESD 101, supports young people, ages 18-21, in earning their high school diploma or equivalency, while simultaneously earning up to \$800/month for on-the-job training.

Training is offered in building construction and health care tracks.

The construction path is a recognized pre-apprenticeship program that includes hands-on home construction in partnership with Habitat for Humanity. The health care path is coordinated with the Arc of Spokane, a community center for adults with developmental disabilities.

Student time is equally divided between the classroom and worksite.

If you know someone who might be interested in the January cohort, please contact Lilly Shaffer at [lshaffer@esd101.net](mailto:lshaffer@esd101.net) or (509) 789-3703.

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# Pedal pushers find new niche in Columbia

For city kids, learning to ride a bike is as common and expected as learning to walk.

For country kids, not so much. Lacking sidewalks and quiet residential streets, safe biking locations are often few and far between. Bike racks at the local school – virtually non-existent.

The Columbia School District is probably typical of the limited biking culture found in most rural districts. Located in Hunters, in rural Stevens County, all students are housed on a single campus along a narrow highway. The school grounds and a nearby campground offer the only two safe places to ride a bike.

While some might bemoan these limited options, enterprising staff in Columbia have seen an opportunity to build something new; both new opportunity for students and a new culture that includes bicycles as a viable form of exercise.

The district recently applied for and won a Bicycle and Pedestrian Safety grant from OSPI that provided for the purchase of 30 bikes, helmets and a utility trailer to store them.



*The OSPI grant included acquisition of this well-organized utility trailer.*



*Students Collin Johnson and Izzy Newby traverse the school grounds.*

Athletic director Curt Nelson and physical education teacher Clayton Erickson are incorporating the bikes (seven-speed, thumb-shifters) into the PE program for grades 7-12. That nearby campground? It presents 550 feet of vertical rise. One student biker already has conquered it.

More than just a riding and exercise experience, the program also includes a significant safety component. Students are required to learn traffic laws and rules of the road, proper signaling, appropriate clothing and fitting/adjusting equipment.

That, however, is just the beginning. Future plans call for off-site bike excursions, creation of a bike tune-up and repair program within the school and even possible development of a bike dirt track around the school grounds.

Superintendent Bill Wadlington is particularly interested in the tune-up and repair program, seeing it as an entry way to employment or future business ownership.

For now, students are just enjoying the thrill of doing something they haven't done before – shifting gears and feeling the thrill of wind in their face. And that 550-foot hill? Watch out. More conquests are imminent.

## Next early learning event coming March 5

Mark your calendars ... NEWESD 101's next Early Childhood Dinner and Dialogue event is scheduled March 5, 2019, 4:30 p.m. at the NEWESD 101 Talbott Event Center.

This program will follow up on a successful October event focused on school readiness and kindergarten transition. Like the fall event, which was co-sponsored by Community Minded Enterprises, KSPS Public Television and the Spokane County Library District, the March forum will include a variety of early learning leaders and educators from across the region.

The March program will concentrate on the economic returns of early investment in children and ways of building regional partnerships. Registration is free and STARS hours are available. For more information, contact Rachel Eifler at [reifler@esd101.net](mailto:reifler@esd101.net).

## Register now for Knowledge Bowl

Knowledge Bowl 2019 is just around the corner. The annual high school academic competition is scheduled February 22, 2019 at Whitworth University. The registration deadline is February 1.

Knowledge Bowl is an oral and written competition testing team knowledge of traditional secondary subjects (math, science, history, language, literature, music and geography) and current events. Schools will compete by size classification for regional honors and qualification for the state finals March 23 in Yakima.

Registration forms already have been mailed to regional coaches. Misplaced your form or didn't receive it? No problem. Just contact Kim Cameron ([kcameron@esd101.net](mailto:kcameron@esd101.net), 509-789-3547) or Vince Eberly ([veberly@cvsd.org](mailto:veberly@cvsd.org), 509-228-5219).

### **Dr. Connie Kliwer**

When Dr. Connie Kliwer joined the staff of NEWESD 101 this fall, she didn't need much time for introductions.

Rather than welcoming a stranger, her arrival was more like a reunion, welcoming an old friend to the neighborhood.

Indeed, for more than 20 years, Kliwer has been a trusted figure on the regional educational scene. Along the way, she has amassed a wealth of experience as a school psychologist in Spokane; psychologist and special education director in West Valley; and, most recently, seven years as superintendent and elementary principal in her hometown of Tekoa.

Now, in her new assignment as NEWESD 101's director of Special Education, Kliwer is putting that experience to work for 59 districts that look to the ESD for professional learning, consultation, program support and direct services.

Services include school psychology, speech and language therapy, administrative assistance and referrals for occupational therapy, physical therapy and vision instruction.

While the job is large, the challenges and opportunities are a perfect fit for an administrator whose graduate studies included an emphasis on servant leadership, a philosophy centered on the well being and growth of others. Kliwer embodies its core values including empathy, awareness and willingness to listen.



*Dr. Connie Kliwer*

At NEWESD 101, her attention focuses on meeting the needs of schools enrolling almost 100,000 students across seven counties and 14,000 square miles.

Every day, wherever she goes, her focus is on other people; helping them grow, helping them succeed.

Every day, wherever she goes, she walks the walk of a servant leader.

### **Kettle Falls ...**

## **In with the old means new home for the young**

In Kettle Falls, the old and young have been united in perfect harmony. One of the oldest buildings in town has been repurposed to serve the youngest residents in town.

Welcome to the Meyers Falls School, also known as the brand new Kettle Falls Learning Center.

The historic school house is more than 80 years young. It was one of the first buildings constructed in the "new" Kettle Falls when the original town was forced to higher ground by the completion of Grand Coulee Dam and the filling of Lake Roosevelt.

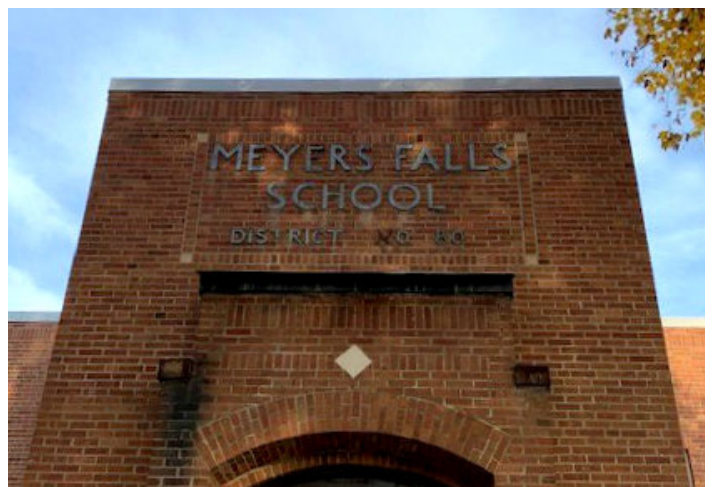
Though the name of the city and school district were eventually changed, the name of the building stayed the same. "Meyers Falls School District 80" is still emblazoned above the door in metal letters.

The building has seen many uses through the years, including its most recent service as the district administrative office. Today, it is a much livelier place, enrolling 50 children enrolled in pre-school and after-school programs.

And while the building may look old on the outside, the inside is entirely new. Renovations have included a new restroom, kitchen, classroom and office space; and new infrastructure including electrical systems and fire monitoring.

A \$10,000 grant from Providence Health Care has provided a final added touch in the form of books and curriculum materials.

With a new lease on life, the building remains true to its original purpose. Even in its 80s, the sprightly old school house continues to open new doors for the young people in Kettle Falls.



## Milestone anniversaries: 50 and 20

It is a platinum kind of year at NEWESD 101. When a 50th anniversary (traditionally recognized by the color gold) coincides with a 20th (emerald green and white) the color conflict is perhaps best resolved by combining the two.

The anniversary color of 70 is platinum. It seems an appropriate choice for two institutions observing milestone anniversaries in 2019; two institutions recognized for stellar, platinum-quality performance across the decades.



**NEWESD 101: 50 years** – Washington's nine Educational Service Districts have evolved from a system that began as 39 individual county offices of education. Then in 1969, the state Legislature replaced the county offices with a more efficient system of 14 regional units originally known as Intermediate School Districts, or ISDs.

Later consolidation (coupled with a change in name from ISDs to ESDs) reduced the number of districts to 12 in 1972; then nine, in 1977.

In the 50 years since launch, the regional approach to cooperative educational services has stood the test of time. Through the years, legislative studies and audits have consistently commended the ESDs for providing affordable, high-quality service to schools.

Indeed, a unique feature of ESDs is their funding model. Unlike local districts, which are heavily funded by the state, ESDs are largely self-supporting organizations. At NEWESD 101, for example, state core funding accounts for only about 3 percent of the overall budget. The other 97 percent comes through self-initiative including competitive grants, cooperatives and fees for service.

The 50th anniversary will be recognized in state events throughout the year, including a legislative reception in Olympia. In February, the anniversary also was recognized at the ceremonial opening of NEWESD 101's Talbott Event Center (see story, page 3).



While educational needs have significantly changed over a half-century, one thing has stayed the same. NEWESD 101 remains true to its founding mission and values. Our mission is one of service. It always has been; it always be. For 50 years, it has been an honor to serve the schools of northeastern Washington.

**School Nurse Corps: 20 years** – In 1999, the Legislature approved another piece of landmark legislation; this one, perhaps the most important in state history with regard to student health.

Creation of the statewide School Nurse Corps erased inequities in the identification and management of student health needs, particularly in rural schools lacking access to a school nurse.

For the last 20 years, NEWESD 101 has successfully directed school nurse services in Adams, Ferry, Lincoln, Pend Oreille, Spokane, Stevens and Whitman counties (see story and photo, page 3).

Between the two anniversaries, it is indeed a platinum celebration year.

### Mini-grants offered

The Northeast Washington Education Council (NEWEC) is offering mini-grants of \$250 to \$500 for the acquisition of school supplies, equipment and student enrichment activities. NEWEC is a tax-exempt, 501(c)(3) affiliate of NEWESD 101.

The competition is open to all P-12 public schools and state-approved private and charter schools in the seven-county NEWESD 101 region. The NEWEC Board anticipates making approximately four awards.

Applications may be accessed at <https://bit.ly/2sRvZY7>. The application deadline is March 20, 2019.

# Music? Or just noise?

I visit schools often ... the nature of my role. Whenever I visit a school or school district, I am attentive to the message(s) I experience and perceive; to the sense and feel *and intent* of the culture.

I would like to believe I have always paid attention to this, yet in a time of increased diversity in the nation we share, and unfortunately in a time when some seem more focused on division rather than unity, I am perhaps more aware than before.

I drive past a high school almost daily – one closest to my residence. At this school its message and culture are clear and pervasive – YOU BELONG. As in, *everyone* belongs – no matter who a student might be.

And it is not just a nice slogan on the outside of the school, on its walls inside, or on its publications – though it can be found in each of those places – it IS what the school intends and strives to be. A community where *all* belong, *all* are welcomed, *all* are supported to be themselves and find their future. What it is *not* is noise that means nothing to anyone.

In late January, I visited another high school where a similar message and “feel” were palpable. This school is in southwest Washington, and we were there to watch a nephew and niece play for their respective high school basketball teams. At this school, its message begins with WE ARE, and progresses from there.

Everywhere I looked there were signs and posters about *everyone* belonging as part of the “WE” – messages of acceptance, appreciation and respect for all; of the ills of and lack of tolerance for bullying; and visible evidence that WE includes *each* gender, and *all* races, religions, orientations, socioeconomic backgrounds.

And candidly, as I observed students interacting, it appeared to be more than just messages on shirts and walls; its evidence was hard to miss.

Like all of us, my educational journey included learning about *Maslow's Hierarchy of Needs* and *Bloom's Taxonomy*. Throughout the entirety of my career, I have reflected on both. While a case can be made for the import of each, I would purport that *Maslow's* must come before *Bloom's*.

Until basic needs are met, and a sense of safety, belonging and genuine RELATIONSHIPS are established, achievement of higher levels of the taxonomy (which *is* important) is hindered. Without the security of belonging, talk of higher level thinking and achievement is mostly noise.

These two schools appear to know that. While assuredly each of them strives to promote and support quality student achievement, they understand that such an outcome will be an outgrowth of genuine and accepting relationships that are fostered – in a way where *all* belong, and *all* matter.

So I consider ... as an educator, as a student, as a parent ... what would I most want? A school that strives for belonging before achievement, or one in which achievement is the overriding goal? I would choose the former, a school in which it is made clear *that everyone counts, is important, is valued and belongs*.

A school that makes real music, and not just meaningless noise.



Michael Dunn, Superintendent

## Saluting our leaders, past and present

### Phil Champlin joins the Board

NEWESD 101 is pleased to announce the appointment of Phil Champlin to its Board of Directors. He was appointed in January to fill a vacancy created by the retirement of long-time director Gary Coe.

Champlin is a well-recognized figure in Eastern Washington, having spent the last 10 years as executive director of the HUB Sports Center, a non-profit community sports venue in Liberty Lake.

He holds an MBA from the Marshall School of Business at the University of Southern California and a bachelor's degree in managerial economics from the University of California, Davis.



**Continued on page 4.**

Phil Champlin

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Comments, questions or suggestions should be sent to the editor, NEWESD 101, 4202 S. Regal St., Spokane, WA 99223, (509) 789-3540.

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# School Nurse Corps celebrates 20 years

Julie Schultz, Alma McNamee and Linda Smith. Call them the terrific trio that has molded and grown a program impacting almost 100,000 students across northeastern Washington.

Schultz, McNamee and Smith are the heart of NEWESD 101's School Nurse Corps (SNC), the regional arm of a statewide program celebrating its 20th year in 2019.

Schultz, the director; McNamee, the team leader; and Smith, the administrative assistant, support a seasoned group of 30 registered nurses providing direct services to 51 regional districts and targeted support to an additional eight through professional learning and administrative assistance.

Unlike their predecessors of another generation who were kept busy by the predictable and routine (e.g., hearing tests and scraped knees), today's school nurses deal with a host of complex and life-threatening medical conditions such as asthma, severe allergies, seizures and diabetes.

School nurses today assess and identify health needs, develop individual health and emergency care plans, provide medication management, assist with immunization compliance and provide health education for students and staff. Without the school nurses, many students would receive little or no support in managing their health conditions.

Direct service, however, is just one side of the SNC coin. In addition to the daily work that goes on in schools, Schultz and McNamee also provide consultation and training for school nurses, staff, including administrators, and families in every district.

They are never more than a phone call or text message away from assisting with an urgent or chronic challenge.

In short, the job of the SNC is big and getting bigger. "Since 2002-03," says Schultz, "we've seen a 246-percent increase in the number of health conditions in the same number of students being served."



*On the front lines of health: Members of the SNC fill a critical role in schools.*

The nurses' positive impact is seen across a wide range of measures including improved mental and physical health, reduced absenteeism and increased academic achievement.

Nurses serving the NEWESD 101 region in 2019 include Beth Anheier, Amanda Baker, Kassi Breiter, Angela Brown, Kathy Conlin, Merilee Corbit, Laurie Crandall, Teresa D'Lerma, Becky Droter, Joan Dunn, Jolene Erickson, Cindy Hansen, Dianne Heaslet, Nicole Hendrickson, Robin Higginbotham-Jasmin, Lisa Hixson, Miranda Holling, Connie Johnson, Rebecca Kimball, Lori Koellen, Alma McNamee, Ariel Merrell, BJ Oja, Dena Olson, Larae Peterson, Misty Reed, Aimee Schell, Brittani Schoonover, Julie Schultz, Amber Sellars, Debbie Wolfe and Denise Wollweber.

Ask any of them the value of a happy, healthy, successful child. All will agree. The benefit is priceless.

## Open for business

NEWESD 101's Talbott Event Center is now open. In late fall, crews finished work on an extensive improvement project that included construction of a 7,000-square foot addition.

The expanded center now includes a wing with an expansive large hall that can be divided into four individual spaces. With that flexibility, the facility can now accommodate crowds of 200 and more at individual events.

The addition was attached to the north side of the existing conference center, which also received floor and wall updates to match the new construction.

The facility is named after former NEWESD 101 Superintendent Brian Talbott, Ph.D., who led the agency from 1982-98.

Individual rooms also are named after NEWESD 101 luminaries. The J. Leigh Schultheis and Carl Putnam rooms are named after former NEWESD 101 board members and the Deb Ramsay room is named in honor of the agency's esteemed director of technology and design services who passed away in 2017.



Rooms in the new north wing – the Bi-County, Panorama, Spokane and Whitman rooms – are named after the four sub-regions of the NEWESD 101 service area.

If you haven't already attended a workshop in the Talbott Center, feel free to stop by for a visit.

# Nothing like pellets to warm the heart

Every year, as school budgets are built, superintendents and business managers plan for unexpected emergencies ... roof leaks, broken water pipes and, the one everyone fears ... a boiler failure in the middle of winter.

Boilers dominate disaster planning to an almost obsessive degree. But, ask anyone who has been through one and they will tell you there is almost nothing worse. Don Baribault, superintendent of the Northport School District, knows first-hand, having experienced a boiler failure in the elementary school a couple of years back.

From that cold, dark beginning, however, comes a story with a warm, glowing outcome.

But first, for those who are not familiar with Northport, some context is helpful. Northport is a large district – not in students, but in geographic size. The district's 160 students are scattered across 327 square miles surrounded by the Colville National Forest in Stevens County.

Spokane is more than 100 miles to the south. The closest district to the north is in Rossland, British Columbia.



*Snow and fog outside are no match for this equipment keeping it warm and toasty on the inside.*

So, you get the picture ... Northport is in a scenic area with not many people and even fewer furnace repairmen when the heat goes off.

Thus, when Baribault looked at long-term heating solutions, he had to think outside the box. He also had to think long and hard about finances, as major capital upgrades can be a particular challenge in small districts.

His solution? Apply for a very unique grant supporting bioenergy. The Washington Department of Natural Resources and state Department of Commerce were offering a first of its kind grant to fund the installation of a wood pellet boiler in a public building.

Northport applied and won. The project was funded in its entirety at a cost of \$430,000. Three months into operation, Baribault called the award a gift that keeps on giving, as fuel costs are down 50 percent and air pollutants by 70 percent.

Wisewood Energy, a Portland-based biomass energy developer, designed and constructed the entire project, which included installation of a pellet storage silo, auger to fill the silo and an automated hopper to feed the fire.

Today, inside the elementary school, pleasant temperatures complement the warm smiles found on the faces of students and staff, no longer worrying if the heat will go out.

Baribault is smiling, too. In preparation of next year's budget, one big worry has been taken off the list.

## Next up: Benge

Northport isn't the only district joining the modernization movement. In January, the Benge School District was selected for a Small Rural Modernization Grant totaling \$729,952. The OSPI award will fund a multi-faceted project that includes windows, heat pump and site work-drainage.

The OSPI program funds projects in small rural districts with significant building needs beyond the district's allowable debt or ability to pay.

Benge is a K-6 district in Adams County that typically enrolls 12-14 students per year. Congratulations to Superintendent Thomas Pulliam and the Benge Board of Directors.

## Saluting our leaders, past and present (continued from page 2)

### Honoring Carl Putnam, 1917-2018

As NEWESD 101 welcomes the arrival of a new leader, it also mourns the passing of another. Carl Putnam, a founding member of the board in 1969, passed away in November at the age of 101.

When he retired from the board at the end of 1997, he was the longest-serving educational director in the state, completing 50

years of total service at the local and regional levels. His string of continuous board service dated to the 1930s, only interrupted by Army duty in World War II.

While more than 20 years have passed since Carl's service at NEWESD 101, his imprint is still seen today in the attitude, spirit and vision of those he mentored and inspired.



*Carl Putnam*

## 2019 Classified Employee of the Year:

# Robin Hendrickson: Take a bow

Walk in the library at Franklin Elementary School in Pullman and a definite theme emerges. For fans of Harry Potter, it's like entering Hogwarts heaven.

Hogwarts and Ravenclaw banners hang from the ceiling. A few feet away is a "Reading is Magic" banner touting the first book in the Potter series, the *Sorcerer's Stone*.

Yes, it's all part of the plan to get kids excited about reading. The architect of the plan is Robin Hendrickson, Franklin's library para-support educator.

To say Hendrickson has been successful would be an understatement. In fact, her impact on the school has been so significant that Principal Stephanie Bray felt special recognition – beyond the school, beyond the district and beyond Whitman County – was in order.

Last fall, when nominations were opened for regional Classified Employee of the Year, Bray was confident Hendrickson would be a strong contender, even in a field matching the best of the best in seven counties.

Bray was right. Six months later, Hendrickson has been crowned the 2019 regional winner, an award that puts her in the running for statewide honors later this spring.

Hendrickson's success in the library comes as no surprise to those who know her. Words, language and books practically define her. They are her passion; a passion she loves to share with young readers.

Her devotion to books and learning dates to her own K-12 schooling in Wenatchee. From there, it was off to William Woods University in Missouri, where one of her undergraduate majors was English Literature. Following graduation, she was a professional writer and magazine editor for 20 years.

Between those experiences, her knowledge of and appreciation for literature is practically contagious. "Franklin would not be the same place without her," says Bray.

One example of Hendrickson's creativity is her "How a book is made" project designed to build library skills and knowledge. Over the course of nine lessons, students meet with authors; review genres, learn the role of writers, editors, illustrators, publishers and distributors; review the elements of a good book cover; and even learn the essential components of library labeling and shelving.



*Under the tutelage of Robin Hendrickson, reading is indeed magic at Pullman's Franklin Elementary School*

At the conclusion of the project, students create and display their own cover illustrations.

It's all done in a warm and inviting space tailored to specific student interests, says Bray. "She puts students first and prioritizes the library, its environment and materials based on what is needed for the success of all students."

All in all, Franklin colleagues call her one of the most versatile and dedicated people on the staff. And if you need an expert to settle an argument over Harry Potter, just consider that an added bonus of friendship.

## Ferris' Darci Hastings honored

**Congratulations to Ferris High School's Darci Hastings. The veteran Spokane educator is the state's newly minted Science Teacher of the Year. In two decades of teaching, Hastings has distinguished herself for high standards and strong relationships with students that cultivate love of learning. Well done, Darci.**

# Good questions

*To ask ourselves. And of one another*

Undoubtedly, many are aware of three implicit questions that Lou Holtz, former football coach – retired now and in the College Football Hall of Fame – said every player has about a coach, and that every coach has about his or her players.

In the midst of current realities as a nation *and* in the enterprise of education – nationally, statewide and locally – now might be an opportune time to consider each of them.

*Can I trust you?*

In both good times and those more challenging, what matters most are the *relationships* we have with one another. *Genuine* relationships built on *trust*, day in and day out, that are forged on a foundation of giving the best of ourselves *to* and *for* one another. Mutuality.

Though we may have different roles, perspectives, or perhaps find ourselves on different sides of particular issues, we should have the backs of each other – importantly of our students and their families, but *also* of our colleagues – even those whose roles and responsibilities may be different than our own. On any team, whether *coach* or *player*, is it not about each other and the *us*, together, rather than about the individual?

*Are you committed?*

The question is at once simple *and* complex. Assuredly, commitment means having high expectations, working hard, doing one's best. Yet not for ourselves, but doing so *for* those we serve, and jointly with those *with* whom we serve.

It can be all too easily seen and felt when anyone is engaged more for themselves or for just a few, than when their commitment is indeed to something larger, and greater...when their commitment is to the *whole*.

And when this is the case both when times are

easy and positive, *and* when they are not. As I once heard football legend John Brodie say, "it is oftentimes when things are *not* going well that you can truly see the best in people."

*Do you care about me?*

As in, do we care about others for *who* they are, not merely *what* they are? The kids in our districts, schools and programs are more than students and learners. The adults are more than their job roles. We are each uniquely human, with our own hopes, dreams, abilities, joys and frustrations.

To achieve real and enduring "success," requires that we truly come to *know* and *care* about one another as *individuals*. It requires that we respect whatever differences – in role, background, perspective – that might exist and sincerely treat one another with abiding respect. That we strive for the "*win-wins*," rather than someone wins while others don't.

If those we serve or those with whom or for whom we work asked these good questions about any of us, what would *their* answers be? Whatever our perspective as a citizen or employee, whatever our role in our respective organizations, do others perceive us as in it for ourselves, or that we strive for one another and a greater good?

There are *some* people, *some* forces, and *some* external pressures that would prefer to sow seeds of deeper division. It seems to me that when we keep these three questions front of mind – for ourselves *and* each other – common ground is more easily found and ultimate success more likely achieved. That we unite through the *best* of who we are and should always want to be.



Michael Dunn, Superintendent



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**Stay in touch:** While this edition of Focus is the last of the school year, we invite you to stay in touch with us online throughout the summer. All of NEWESD 101's online platforms will be continually updated with news and summer course offerings. Web: [www.esd101.net](http://www.esd101.net); Facebook: <https://www.facebook.com/newesd101/>; Twitter: <https://twitter.com/newesdnews>; LinkedIn: <https://www.linkedin.com/company/15205998/admin/>.

# Crafting privilege

It's a Thursday lunch hour at NEWESD 101. Traveling from districts as near as Spokane to as far as Ferry County, nearly a dozen administrators and special education directors gather at the Talbott Event Center.

Entering the Bi-County Room, they approach a buffet of string, scissors and a vibrant assortment of beads. To an outside observer, this may look like an afternoon jewelry-making class; in actuality, it's an introductory exploration into the concept of privilege.

Prior to the monthly special education directors meetings, this smaller group – led by NEWESD 101's Center for Special Education Services department – participates in a book study of "Blind Spot: Hidden Biases of Good People."

The book is a New York Times bestseller by Mahzarin R. Banjali and Anthony G. Greenwald examining the ways people consciously and more often subconsciously prejudge the character, abilities and potential of others. To compliment a chapter discussion on mindfulness, the group engages in a "Beads of Privilege" exercise.

A list of five statements lay beside eight separate bowls of beads. Participants take a bead for every statement personally applicable to them and attach the beads to a string. Each statement represents a particular privilege symbolic of nationality, class, ability, gender, race, etc.

Sample statements: If people typically assume that you can speak English proficiently, take a blue bead. If you've taken a vacation outside the country within the past few years, take a green bead.

Take another green bead if you've never been evicted or homeless.

At the end of the exercise, all participants hold a colorful bracelet unique to their personal experiences and privilege. The activity encourages educators to achieve a greater awareness of their own privileges and, at the same time, empathy for others – in many instances, students – who don't share the same privileges.

Ultimately, says Dr. Brenda J. Allen, professor and author of the acclaimed book, "Difference Matters: Communicating Social Identity," the exercise helps educators recognize the way they can use their privileges individually and collectively to work for equity and social justice. For more information on the privilege bead activity, please visit the Teaching Materials section of Dr. Allen's website, [www.differencematters.info](http://www.differencematters.info). --Tracy Poindexter-Canton



## Meet new superintendents

The NEWESD 101 region welcomes three new superintendents for the 2019-20 school year. They are, from left, Brett Baum, Liberty. Shawn Woodward, Mead; and Kevin Young, Republic.

Welcome aboard, gentlemen.



Brett Baum



Shawn Woodward



Kevin Young

## NEWASA honors community stalwarts

Every spring, the Northeast Washington Association of School Administrators honors individuals and organizations whose contributions of time and resources enrich the education of regional students.

This year, NEWASA extended its highest honors to four

organizations and one individual who have championed the cause of public education. The region thanks the Empire Health Foundation; Kaiser Permanente; Providence Health Foundation; Hagan Foundation; and Amy Bragdon, adviser to the Hagan Foundation, for their unflagging support of education.



Roger Bragdon, Hagan Foundation Board, and Amy Bragdon, Hagan Foundation adviser.



Sara Clements-Sampson, Providence Health Foundation and Kelly Sanford and Michelle Kirksey from Kaiser Permanente.

## Aaron Miles

Where did you meet your spouse? If you turn that into a “Can you top this” question, Aaron Miles always wins for the most creative and unlikely place. It was on the field of competition or, more accurately, the court of competition.

Miles and his wife Lyndi met on a basketball court in Bozeman, MT where both were enrolled at Montana State University.

Lyndi, a former basketball star at Lewis and Clark High School in Spokane, was a scholarship player and starter on the Montana State women’s basketball team. Aaron, a 6-foot-4 former high school player, was part of a men’s team recruited to periodically scrimmage the women’s squad.

A first date followed but not to dinner or a movie. These two were competitive. They played tennis. Between the two venues, Aaron says he committed no flagrant fouls or double faults. The pair hit it off and married in 2012.

Following graduation, a career start in Montana and post-

graduate studies at Linfield College in Oregon, the expanded Miles family, now including daughter Tayla, is back in Lyndi’s hometown. In February, Aaron joined NEWESD 101 as a staff accountant.

It’s a great job for someone who loves budgets as much as basketball. Why? They both involve statistics, analysis and attention to detail. Whether calculating fringe benefit costs or field goal percentages, you gotta love the numbers, he says.

But back to the beginning. Who won those early contests on the basketball and tennis courts? It’s a state secret, Aaron says. He will never tell.



Aaron Miles

## Two receive state art awards

Congratulations to Mackenzie Weiland and Grace Thompson. The two students at Mt. Spokane High School received awards at the 2019 state High School Art Show in Olympia.

Weiland received the OSPI staff award for her piece, “Hiding in the Garden.” Thompson earned honorable mention honors for her entry, “Gus.” Both qualified for the state competition after earning first-place awards in NEWESD 101’s regional competition held in March. To see a gallery of all winning entries in the NEWESD 101 regional show, please visit: <https://bit.ly/2VHnBYb>



From left, Mackenzie Weiland’s “Hiding in the Garden” and “Gus” by Grace Thompson

## Grants offered in arts

Funding for local art projects is available through the Spokane Arts Grant Awards (SAGA). Individuals and organizations (including schools) may apply for awards up to \$10,000.

Applications are accepted three times per year, on February 1, June 1 and October 1. Multiple awards are made every round. For application guidelines and more information, visit [www.spokanearts.org/grants](http://www.spokanearts.org/grants).

## Changes coming to course registration, clock hours

In July, NEWESD 101 will migrate course registration and clock hours data from GoSignMeUp (GSMU) software to pdEnroller.

### What does this mean for you?

It means no worries. If you already have a course registration/clock hours account through GSMU, it is not necessary to set up a new one with pdEnroller. Your data from September 1, 2017 will be automatically transferred to the new system. You only need to create a new password the first time you login.

**Please DO NOT SET UP A NEW ACCOUNT...** If you cannot find your account, please contact Mary Kempel at (509) 456-2715 or [mkempel@esd101.net](mailto:mkempel@esd101.net).

### What can you do to prepare?

Login to your current account at <https://registration.esd101.net/Public/Course/Browse> before July 1 to make sure your existing information is correct.

Feedback from existing users of pdEnroller is highly positive. Users report the software is easy to navigate and track data.

**Any additional updates will be posted on the NEWESD 101 website – [www.esd101.net](http://www.esd101.net) – before the conversion.**

