Adapting to the 2020 fall start of school

The word “new” is used every time with the start of any school year. For 2020, the words “unique” and “challenging” and “unprecedented” have been added to the mix. That’s why the word “innovation” is being included, too.

Here are a few of the innovations ESD 105 has been doing to assist our region’s educators and students during this new school year:

Learning Management Systems

During June, OSPI requested that the Association of Educational Service Districts (the collective nine regional ESDs in the state) develop a statewide training program to assist school administrators and teachers on the top learning management systems for use in online classroom instruction.

This led to a professional development session in July on “Selecting a Learning Management System” to help school administrators and leaders increase their understanding about various LMS features and to guide decisions on choosing the best one for their school districts and buildings. In those free sessions, participants got an overview of the basic components and teacher/student interfaces available with the five top LMS platforms: Google Classroom, Microsoft Teams, Seesaw, Canvas, and Schoology.

In August, the AESD began offering “LMS 101” online professional development to teachers throughout Washington on those five platforms. The resources generating the highest interest in registrations were for the trainings in Google Classroom (the most popular), Canvas, and Seesaw. Trainings in all five platforms have been available multiple times as series of three one-hour live sessions, or as a self-paced option to allow educators to take a deeper dive into the material on their own time.

Each LMS series is designed to help participants navigating the use of their selected LMS, gain ideas for organizing instructional activities and assessments through those systems, develop an understanding of LMS best practices for both remote and in-person learning, and make use of their LMS for assessments and communication with students and parents.

These “LMS 101” trainings on the five platforms began on August 25, and offer the option of clock hours for participants. Registration for the self-paced on-demand sessions are open through Friday, October 23, and must be completed by October 28.

And, upcoming: The AESD will also be offering “LMS 201” trainings that will allow a deeper dive into the LMS systems at a grade band level, as well as additional classes on select tools.

Further details and registration can be found through the AESD website at www.waesd.org/distance-learning-pd/. To learn more about the “LMS 101” series, e-mail Darcie Jamieson (darcie.jamieson@esd105.org) or Larry Davison (larry.davison@esd105.org).

School Safety

ESD 105 hosted the state-required annual School Safety Summit during June 15-19 that staff members Chris Weedin and Emily Nelson converted into an entirely Zoom-based offering that generated online attendance by about 170 school resources officers from throughout the state.

On Oct. 22 from 6 to 7 p.m., ESD 105 will present “Bridges to Safety: A Panel Discussion with School Resource Officers to Promote Racial Equity.” This free online event is open to parents, school staff, and community groups. See registration details on our homepage.

Migrant Education

ESD 105 Migrant Academic Services coordinator for literacy Maggie Mendoza partnered with leads at Wahluke and Catholic Charities Serving Central Washington to offer “Play and Learn” activities scheduled to run from February...
Adapting — Continued from page 1

to July for migrant preschool children who were on waiting lists for preschool in their school districts. The program’s activities offered weekly socialization and preschool learning experiences for children and their caregivers.

The offerings had been in operation for a short time when the stay-at-home order was issued. The team quickly adjusted and began providing learning materials through packets that were sent home. Educators recorded instructional videos in Spanish for parents and caregivers to use with the materials.

Paraprofessional Testing

Although the facilities of ESD 105 have remained closed to the general public since mid-March, the agency has reintroduced paraprofessional testing services in the Greenough Conference Center’s Columbia Room as of September 24. Under current operations, a maximum of three people per session can take the test. Participants must attest to being symptom free, temperatures will be taken upon arrival, and hand sanitizer is required prior to using the computer station. All stations are also disinfected after a testing is concluded.

For scheduling, please contact Linda Hauck at linda.hauck@esd105.org and see further information on our website at www.esd105.org/domain/46.

Open Doors 105

Until recently, enrollees in the Open Doors 105 program who were completing instruction toward getting their GED had to go to an outside GED testing site (such as Yakima Valley College, Central Washington University, or ESD 123 in Pasco). However, when educational facilities throughout the state became closed in the spring, that shut off access for Open Doors 105 students to finalize that last part of their process.

So, active work started in May for allowing the Open Doors 105 location in the ESD 105 Annex building to become authorized as a GED testing site. This process involved demonstrating a floor plan for the testing area, providing numerous photos of the testing station and computer/microphone setup, and supplying documentation on who would be proctoring the tests. Part of the urgency: Some enrollees had concluded their instructional work at Open Doors 105 and were needing to complete the final step of obtaining their GED certificate so they could enter classes this fall at Yakima Valley College or Perry Tech.

At the end of July, computer-based testing company Pearson VUE approved the Open Doors 105 location as a GED testing site, and the first student was able to take that test there on July 29. Students who take their GED test at Open Doors 105 are now able to learn their results within an hour of finishing the exam.

Blossoms Early Learning Center

The ESD’s Blossoms Early Learning Center in Yakima reopened for in-person services on July 20 with reduced class sizes and a new of practices to keep children, parents and staff safe. The group size at the time of that reopening was eight preschool children and two teachers in each classroom, with plans to increase group sizes during the fall as conditions allow.

“Children have adapted well to the new procedure,” said Cynthia Juarez, ESD 105 executive director for Early Learning. “They wear their masks with ease and have learned quickly how to follow the new safety rules. It’s all been worth it to get children and teachers back in the classroom where they can interact with their peers and engage in in-person learning.”
This fall, Megan Anderson-Reilly has a new responsibility as a Spanish teacher among the staff at Davis High School. It's a return to the place where she had her initial tenure with the Yakima School District, back during 2003-2007 when she was an English language development teacher and an instructor of physical science and biology for English language learners.

But it was her past six years at Yakima’s Washington Middle School where she made several memorable contributions for English language learners -- the type of impacts that helped contribute to her becoming recognized this fall as the ESD 105 Regional Teacher of the Year for 2020-21.

In 2017, Megan started up the school’s Newcomer Center -- the first such program in the Yakima School District -- to help native Hispanic students from a variety of backgrounds adjust to their new school system. The Newcomer Center provides accelerated language development, builds academic skills, addresses social-emotional learning, promotes cultural appreciation, and develops involved connections with families. The teacher made contacts with newcomer programs at other schools throughout the county to identify processes and resources to use in developing the one that was created for the Yakima School District.

Also at Washington Middle School, Megan had students learn English vocabulary by going into the school office or into another classroom to engage in conversations with students of on-grade-level English speakers. Plus, she developed a bingo-like game to help students practice word pronunciation and to clarify unknown terms.

“My students’ confidence grew quickly as they engaged in asking and answering questions,” Megan wrote in her application materials for the regional award. “It was a flurry of conversation, introductions, and youthful positive energy. They saw themselves as English speakers.”

Megan also assigned newly arrived students to the Newcomer Center with a bilingual classmate at the school to assist the arrivals in connecting with the school and to their mainstream classes. Plus, she successfully pursued a service that connects Newcomer Center students with a counselor from an outside agency in order to support them with their social-emotional needs. And she has conducted numerous professional development sessions for teachers throughout Washington Middle School and the rest of the Yakima School District to share best practices in helping them educate the English-language-learning students in their classrooms.

Plus, as Washington Middle School principal William Hilton noted in his recommendation letter: “When schools closed, she wanted to contact each student and provide not only educational support but emotional support, as well.”

Megan taught English language arts and science to 5th-12th grade students in Puebla, Mexico, during 2007-2008, then worked as an adjunct instructor for English as a second language classes at Yakima Valley College during 2008-2013 before returning the the school district.

“I believe educators must be leaders in promoting equity for our students,” the Regional Teacher of the Year wrote in her application. “Equity requires putting systems in place so that every student has a chance to succeed.”

Megan Anderson-Reilly was presented her regional plaque during a small ceremony outside the ESD 105 Allen Building on August 27 with superintendents Kevin Chase of ESD 105 and Trevor Greene of the Yakima School District.
Head Start services expand to Kittitas County

ESD 105 is now bringing its Head Start programs into a fourth county.

In June, the U.S. Department of Health and Human Services’ Office of Head Start selected ESD 105 to oversee services during the next five years for Kittitas County Head Start, which is located at 220 E. Helena Avenue in Ellensburg. Under the competitive grant, ESD 105 will receive $2,112,923 for each of the next five years to conduct the Head Start programs there—a total of more than $10.5 million through the next half decade.

Head Start provides preschool services to low-income children who are 3 to 5 years old, offering them nutritional assessments, dental care, and vision and hearing tests. Another program at the Ellensburg location—Early Head Start—uses a combination of center-based and home-based models for new parents and pregnant women to enhance their role in their child’s early development.

ESD 105 will have 72 Head Start slots at Ellensburg, split among four classrooms (although it will be eight per room this fall), with six hours of services Monday-Friday from September through mid-June. The preschool program’s school year will be extended by about two weeks from the previous length at that site.

Early Head Start there will offer 36 total slots, running from September through August.

ESD 105 plans to offer transportation services that were not previously being offered at the Kittitas County Head Start site. Two bus drivers living in the Ellensburg area who had been part of the ESD 105 McKinney-Vento and ECEAP transportation services during the 2019-20 school year have been reassigned to the Head Start routes in Ellensburg.

Since 2015, ESD 105 has overseen Head Start programs in the Yakima area, East Wenatchee, and Bridgeport. ESD 105 has been partnering for the past five years with the Yakima-based Enterprise for Progress In the Community (EPIC) as its subcontractor for Head Start services. EPIC will also serve as the subcontractor to provide direct services for Kittitas County Head Start.

The new federal grant involving the Kittitas County program is part of a combined annual award of $8,634,705 that ESD 105 received to also continue operating the agency’s existing Head Start programs in Yakima, East Wenatchee, and Bridgeport for the next five years.

The Ellensburg Head Start site has been most recently managed by a Denver-based contractor that assumed responsibilities for the work there from the previous grantee, Bright Beginnings. ESD 105 formally assumed the new administrative and financial roles for the Ellensburg location on August 1, following a transitional process in July.

Migrant Student Leadership Clubs begin

— By Donald Bender, ESD 105 Migrant Family Engagement & Student Leadership Coordinator

This summer, the ESD 105 Migrant Department piloted a remote Migrant Student Leadership Club in collaboration with the Latino Community Fund.

Supported through $10,500 from OSPI, this innovative project intends to design and test continuous learning student leadership strategies that school districts can adapt for their own use with support from the ESD. The club activities have been designed to build lifelong skills for students related to health, mental wellness, financial literacy, post-secondary education, careers, community engagement, self-confidence, resiliency, and positive cultural identity.

The pilot is providing the following:

• Purchase of Fire 7 Kindle Readers and other applications that include immersion reading support and bilingual dictionaries for second language learners and reluctant reader
• Purchase of Amazon Fire 7 tablets to manage and deliver digital resources, with participants attending leadership activities via Zoom
• Access to public library digital resources, including e-books in English and Spanish, ESL programs, multimedia literature, and library cards
• Participation in statewide student leadership workshops as well as conferences
• Partnerships with local non-profit organizations that offer internship and scholarship opportunities designed to address the strengths and needs of the migrant community
• Development of financial literacy and preparation for post-secondary education by opening a Guaranteed Education Tuition (GET) savings account

The project is continuing this fall with students and migrant advocates from Wapato, Granger, West Valley, Selah, Yakima, and Grandview. The focus will be on selecting migrant students who are English language learners and out-of-school youths. The pilot phase involved 29 students during the summer, with hopes to increase that count to 64 this fall.
MASH: New statewide service prepares to put behavioral teletherapy onto schools’ radar

Student behavioral help is now available through online connections throughout the state, thanks to a multi-agency service involving ESD 105.

At the start of September, our ESD 105 Special Services department in cooperation with the Wenatchee-based ESD 171, the Bremerton-based ESD 114, and the OSPI Inclusionary Practices Project officially launched the operations of a new service called Moving All to Success and Health, a.k.a. “MASH.”

This program will be supporting schools and families in the work of helping students who need to overcome challenges in excessive negative behaviors or social barriers, all toward the goal of re-engaging those students into traditional education.

From ESD 105, behavioral support program manager Katy Mattern is one of MASH’s trio of leaders, serving as the project’s behavior lead. She’s joined by Anna Troutman of ESD 171 (the lead teacher), and by social worker Nan Jordan of ESD 114 (the project’s community engagement person).

This multi-ESD effort will provide students and families throughout the state with direct access to teletherapy services and cybercounseling over the internet. Instruction will incorporate curriculum called “Character Strong” and “AIM (Accept, Identify, Move)” focused on applied behavior analysis and mindfulness. Students and parents assisted by this new work will be able to interact one-on-one with members of the MASH leadership team as well as with other staff members who will be part of this service.

Want to learn more about this service? Contact: MASH@ncesd.org or katy.mattern@esd105.org

Science coordinator’s new discovery? Retirement!

For 14 years, Mike Brown has been the dependent variable in regional K-12 science.

Our Regional Science Education coordinator retired at the end of August, wrapping up a tenure with the ESD that began in July of 2006. Prior to coming to ESD 105, Mike had taught science at Selah for 7th and 8th grade (and, for a bit, 9th grade), joining that school district as a substitute in the fall of 1984 before soon being hired there full-time.

Mike had his first thoughts about becoming a science teacher while he was a student at Naches Valley High School. But he also pursued some classes at Yakima Valley Community College and Central Washington University for teaching art, before deciding that there were more opportunities available for teaching science.

That decision ultimately led Mike to interacting with hundreds of south central Washington’s teachers during his past 14 years with ESD 105. In that time, he was the person responsible for knowing everything that needed to be known about the science instruction materials currently used in kindergarten through 5th grade classrooms in 19 of our region’s school districts as well as a few area private schools. He’s also been the person who has worked with local teacher-trainers to help do pilot testing and eventually help spread the use of those resources for other instructors from classrooms throughout the region.

Mike feels the proudest accomplishments he’s had with ESD 105 is the process of implementing new materials for our region’s teachers. He oversaw the use of the Science and Technology for Children kits, then guided teachers on the rollout of the newer Smithsonian Science for the Classroom resources.

“Science education is more authentic now to what scientists and engineers do, and I think it’s more challenging for teachers to implement,” he said. “I have a lot of elementary teachers who bemoan the fact that they can only spend so much time on science lessons.”

Looking back at the focus of his career, Mike added: “Kids like science. They get a chance to wonder and think and experience and problem-solve. Science is the perfect partner for math, English language arts, and other subjects.”
**Who’s now part of your ESD ...**

### Migrant Education —
- **Erica Peppers** became our new Migrant Academic Services coordinator for math and science in September. She’ll be offering trainings and other supports to schools and teachers toward helping them align math and science curriculum for the instruction of their migrant students. Erica was a kindergarten teacher at Highland for the past year, and taught third grade there for the six years prior to that. The Highland High School graduate was also once a parapro with the school district for three years. Erica attended Heritage University, where she received her bachelor’s degree in elementary education (with K-8 certification) and her master’s degree in teacher leadership and in curriculum implementation and design.

### Special Education —
- **Yareli Calvario** began work in August as a behavior technician as part of the new MASH (Moving All to Success and Health) program. She’s conducting online skill-based therapy work with students (currently via Zoom) and is working with other staff connected with MASH on activities designed to assist students with behavioral challenges. Yareli is also available to consult with parents and is providing in-person work directly with students in the East Valley and Selah school districts. She was a family advocate with EPIC in Yakima for the past four years and earlier provided in-home work for developmentally delayed adults. The graduate of Yakima’s Davis High School is pursuing an A.A. degree in early childhood education at Yakima Valley College.

### Early Learning —
- **David Floyd** joined ESD 105 as a Head Start support specialist on March 23 (one week after the statewide school facility closures). David’s role is to track the inventory of all the ESD 105 Head Start sites and to do outreach to obtain the non-federal 20% share of the operational costs of the ESD 105 Head Start programs through business grants, volunteer work, and other contributions. He most recently worked in registration at Yakima’s Virginia Mason Memorial Hospital. The graduate of W.F. West High School in Chehalis obtained his bachelor’s degree in business management through Western Governors University.

- **Alicia Harlington** also began work in August as a behavior technician. Her duties involve an assignment with a student in the Selah School District to take anecdotal data, observe behavior during a Zoom class, and use applied behavior analysis therapy to help support positive classroom conduct. Alicia is a Davis High School graduate who had an internship with our ESD 105 Early Learning department from August through December of last year toward the completion of her B.A. in human development from Washington State University. This fall marks the completion of her registered behavior license through Florida Technical Institute.

### Meet Wahluke’s new leader
Our south central Washington region has one administrator who is starting his first school year this fall behind a superintendent’s desk. Andy Harlow is the interim superintendent at the Wahluke School District through this coming June, having moved into that position last April.

Harlow is now in the 21st year of his career in public education – all of those at Wahluke. He started there as a junior high social studies teacher, then served for seven years as that school’s principal.

Wahluke’s new leader earned his B.A. in broad area history from Central Washington University and his M.A. in educational leadership through Grand Canyon University.

### Our new science guy
**Luke Matlack** became the Regional Science Education coordinator for ESD 105 on August 1. He’ll be supporting schools in professional development on implementing the Next Generation Science Standards, and will guide the public and private schools in our K-5 Regional Science Cooperative on their use of the curriculum materials through the STEM Resource Center. Luke has been our Migrant Math and Science coordinator since joining ESD 105 in January of 2015. He was previously a master trainer in our Science department during his time as a math and science specialist at Mabton.
How you can maintain your mental focus during this fall’s adjustments!

— By Susan Martin, ESD 105 School Climate Coordinator

“I am exhausted, overwhelmed, close to burn out and I do not want to do any more Zoom meetings!”

“Some days I want to have a full blown, 2-year-old style tantrum!” Does any of that sound even remotely familiar to you right now? If so, then: STOP -- and REWIND!

This kind of thinking can quickly escalate and leave any of us feeling worse instead of better. We must each take care of ourselves first, in order to best meet the needs of our students, families, and co-workers.

Here are some very useful reminders each of us can use to help stay our best self during the start of our different school year this fall ....

Focusing through physical fitness

- **Water is the magic elixir!** Staying hydrated can improve brain function by as much as 15%. Feeling sluggish in the afternoon? Have a glass of water. Keep water near you for easy access. Staying properly hydrated means that the number of ounces of water you drink every day should be half of the number of pounds you weigh. (For example, 75 ounces of water for a 150-pound person.)

- **Sleep:** You have control over what time you go to bed and what time your alarm goes off. Getting enough restful sleep is a key to healthy living. If you are sleeping restlessly, is it because of too much screen time? Do you need to practice mindfulness to calm your swirling thoughts? There are several free and easy apps that can help, including the Calm App, Insight Timer, and Headspace.

- **Nutrition and exercise:** You know this and so do I. We must put healthy foods into our bodies in order for them to perform at peak efficiency. Plan and cook a healthy meal. Of, if you would rather not cook, choose a local venue that serves healthy choices. Have your friend who eats healthy provide you with a meal in exchange for a chore you are willing to do in exchange. Be creative about bartering during this time of COVID-19.

Monitoring your remote workspace

Interacting via Zoom, Microsoft Teams, Google or whatever learning management system your school has adopted requires screen time for you. Here are suggestions to consider helping manage screen fatigue:

- Consider the light. Not too much or too little behind or in front of your screen.

- Consider the ergonomics of your workspace, such as the chair and keyboard height.

- When participating, turn off your view of yourself. It is exhausting to watch yourself and how you respond to everything, while you’re also trying to keep track of other participants. If possible, use the speaker view for some meetings.

- Suggest that your team members all try the same background. (“Brady Bunch” style.) This can be calming to your nervous system.

- Too much screen clutter or clutter in your space can contribute to feelings of anxiety and low energy. Clean and remove clutter in order to make your home work space be a pleasant place for you.

Seek out support ... and offer support!

Working from home and teaching virtually can bring new kinds of challenges and exhaustion. Maintain contact with a trusted friend, family member, or co-worker. Nearly all of us appreciate being asked to help in times of need, yet very few of us are willing to ask for that help. Supporting others is a healthy activity that has as many positive benefits for the giver, as well as for the receiver.

If discussing your stress and worries with a friend is not an option, or is not enough help, reach out to your Employee Assistance Program. Another option is to check in with WaListens.org (833-681-0211), a new state program that provides non-clinical support for those experiencing stress.
Good news from around our region!

**KITTITAS:**  Current Kittitas School District 11th grader Kirstin Johnson received the Grand Prize award in September in the Washington Apple Education Foundation’s 25th annual Year of the Apple Art Contest. Kirstin’s colored pencil artwork of four apples is titled “Far From The Tree,” and will be included in the 2021 edition of the Corteva Agriscience calendar poster.

**GOLDFENALE:** Goldendale Future Farmers of America has been chosen as one of 10 finalists in the category of Chapter Recruitment to compete for a 2020 National Premier Chapter in Strengthening Agriculture award from the National FFA organization. The National Chapter Award Program recognizes outstanding FFA chapters throughout the country that improve chapter operations using the national quality FFA chapter standards and a program of activities that emphasizes growing leaders, building communities and strengthening agriculture. There are almost 9,000 FFA chapters nationwide. Goldendale was recognized for its activity in which each member received a jacket to be displayed on the student’s locker. A gold star is added to the locker jacket for each FFA event the member attends.