



SEPTEMBER 2018 | VOLUME 4

The Fulcrum

LEVERAGING INSTRUCTIONAL PROGRAMS IN
WENATCHEE PUBLIC SCHOOLS

A V I D

P B I S

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SPBD Trends

Thank you for taking the time to complete the Staff Perceptions of Behavior & Discipline Survey. The results are being used by the PBIS Leadership Team and by school teams to plan support and next steps in our implementation journey. The survey identified the following district-wide trends.

STRENGTHS to build on:

- Staff feel supported by administrators
- Staff prioritize the teaching of social, emotional, and behavioral expectations
- Staff feel responsible for teaching behavior
- Staff feel as if they are on the same page with a shared vision

OPPORTUNITIES for further collaboration/dialogue:

- Are we over-reliant on discipline?
- Do we agree on what it means to hold students accountable?
- Do we believe that reinforcing appropriate behavior lowers standards?
- Do we believe that behavior can be changed (read: improved) at any age?

Mindful Students

On June 21, thirty-four teachers, counselors, and instructional coaches spent the day learning strategies for developing mindfulness in students. The training was organized by the WSD PBIS Leadership Team as a focus on addressing the Social Emotional Learning needs of students. By strengthening students' SEL, we better prepare them to meet our PBIS behavioral expectations.

"This training had tangible examples of mindfulness activities that were appropriate for all ages to integrate into the classroom. You have the opportunity to practice the strategies in order to feel more comfortable with leading them with a group of students. These strategies are so important for students and teachers to learn in order to reduce stress and increase optimal learning environments." [Lindsay Brewer, Occupational Therapist, OTR/L](#)

"We need to teach mindfulness if we hope to have students use it with any consistency. Mindfulness training is so successful because it considers the inner needs of the person. Teaching mindfulness is fun!" [James Bowen, Counselor Lincoln Elementary](#)

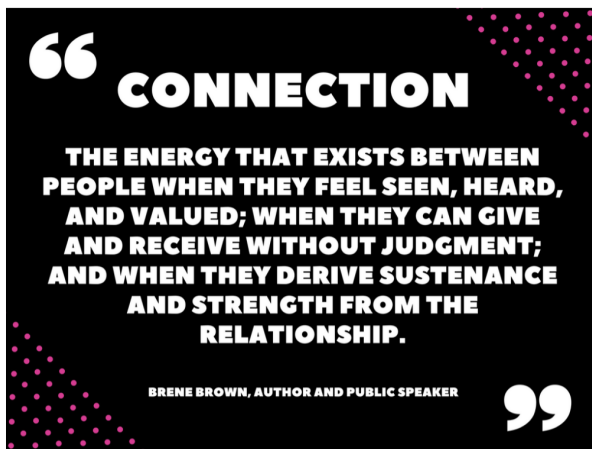
"My time spent in the Mindful Training last June was very worthwhile! The information I learned will help both me and my students this next year to be more intentional and focused. Thank you." [Lynda Huson, 2nd gr. Washington Elementary](#)

The trainer, Lyndsay Morris, will be back in Wenatchee on [Saturday, October 13](#) for another full day training. This K-12 training reveals the framework for teaching the power of connection to self and others through fun, engaging activities, "priming the brain" strategies, relaxations, social/emotional learning and more. Attend this training if you enjoy learning through experiencing interactive activities, connecting with humans and creating action plans. You will leave inspired and prepared to use, teach, and implement immediately.

Participants will earn 6 clock hours and enjoy morning coffee/snacks and an on-site catered lunch. [Click here to register.](#)

Resilience=Connection

Social connection is a key ingredient to building resiliency. Both William Glasser and Abraham Maslow prioritize community and belonging immediately following physical safety. Strategies to meet this basic human need can be quickly added to day-to-day classroom routines and rituals.



The WSD staff who attended the Mindful Student training learned and practiced many connection & "I See You" activities they can share. Additionally, a Google search for "classroom community building activities" brought 123,000,00 results (in 0.46 seconds no less). Clearly, there are many options for including "connectors" into classrooms. Information on the importance of connection can be found [here](#).

Boy-Oh-Boy!

Community-building is important for all students. However, most school discipline is assigned to boys, the majority of teen suicide attempts are boys, and almost all school shooters are boys. Our boys have an urgent need to connect. For a cool example of an "I See You" activity that might help sell the idea to male students, Google "Yankees Roll Call". NOTE: Be sure to preview the videos before showing them to students. The fans who conduct the Roll Call are known as the Bleacher Creatures for a reason...





Bright Spots

SEL Steering Committee

The WSD is taking steps to address the social emotional learning needs of our students. A steering committee consisting of school and community representatives came together in June to accept the charge of creating an integrated, systemic, multi-tiered and comprehensive approach to Social Emotional Learning, throughout our K-12 system. At the meeting, team members committed to engaging in this work with compassion, optimism, and grit. Here are some of their initial reactions:

"I must admit to feeling skeptical that a group as large as the newly-established Social Emotional Learning Committee would be able to be productive. At our first meeting Mike Lane and Mark Helm did an expert job of tending to every detail - from seating arrangements to establishing homework expectations - in a way that made the group feel safe, clear about our direction and goals, and that we can and will make a difference in the lives of our students. The positive energy they were able to bring into the room was palpable and committee members are excited to get started on this important work!"

Kristen Cameron, President, Wenatchee Education Association

"Our first meeting as a district team discussing Social Emotional Learning was exciting as we set out on an important journey to help increase our students' ability to grow in & outside of academics. This has been a very important part of our professional learning at WestSide and it's an honor to a part of this work at the district level. We have a great team assembled to dive into this work and make an impact on our students' lives inside and outside of the classroom."

Kory Kalahar, Principal, Westside High School.

Welcome to the Team!

Nadya Bush has joined the Wenatchee Team as the Assistant Director of Special Programs. Her career in education spans 20 years. She started her teaching career in Siberia, Russia as a Foreign Language Teacher. After moving to Wenatchee, she taught Algebra, History, and ESL at Eastmont HS, supporting Migrant and Bilingual students. She carried on her educational profession as a Migrant/Bilingual Specialist and GLAD Trainer leading Language Acquisition Cooperative for NCESD. Nadya Bush believes in life-long learning, she is tri-lingual and is a National Board Certified Teacher.

Welcome, Nadya!

