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SHOUT OUTS
And much more



2018 WHS Swim Team

Awards

WHS Swim Team Scores Top Academic Honor

The Wenatchee High School Swim Team is Washington Interscholastic Activities Association Academic State Champions for the 2018-19 fall sports season. This award goes to the varsity team in each fall sport that has the highest combined GPA from last spring semester. Twenty Wenatchee High School varsity swimmers had a combined GPA of 3.897.



2018 GWATA Award Winners

Staff and students from Foothills Middle School took top honors at the 2018 GWATA Innovators Awards Luncheon. Para-educator and Vex IQ Robotics Coach Brigitte Wiegand was named STEM Educator of the Year, and Vex Robotics Team FBI (Annaliese Gordon, Asanatou Ceesay, Lucia Musachhi, Miranda Nayak, and Taylor Reyes) was named Future Technology Leader.

Brigitte Wiegand and Team FBI, Annaliese Gordon, Miranda Nayak, Taylor Reyes, Lucia Musachhi, Asanatou Ceesay, (not pictured)



Freshman Math is Cool Team: Kai Bromiley, Alex Tovar, Liam Newman, and Liam Willett

Freshman Math Is Cool Team Take First Place at Regionals

The Wenatchee High School Math Is Cool Team clinched first place in their division at the eastern region competition in Spokane. Kai Bromiley placed 4th overall in Algebra II. The team qualified for the Math is Cool Masters in Moses Lake.



A New Look Inside

I'M DIANA HAGLUND the new Communications Director for the Wenatchee School District. It is my pleasure to introduce our newly reformatted Inside Wenatchee Schools IWS Newsletter. The new magazine-style design will allow us to accomplish two goals: To provide you with important news stories and information about the Wenatchee School District in an engaging format and also keep printing cost low.

Transparency and community engagement are top priorities for our school board and district. The IWS newsletter is a critical tool for communicating with you, our stakeholders and an essential opportunity to provide you with a behind-the-scenes look at teaching and learning in our schools.

The cost of newsprint has skyrocketed over the last several months due to newly imposed tariffs. By changing formats, we reduce the amount of newsprint used, improve paper quality while reducing our overall costs for printing and production. In an

uncertain school budget climate, we feel good about this ability to maximize our dollars and continue to provide you with a quality publication that you come to expect from us.

We anticipate that this new design will aid us in telling the stories from around our district in a modern insightful way and that you'll take the time to read it and learn more about our amazing students and staff. I hope Inside Wenatchee School will be a welcome addition to your mailbox on a quarterly basis.

As Communications Director, I welcome your feedback and look forward to continually improving the new format with each issue. It is through this ongoing improvement process that we can gain more knowledge, insight, and ideas for how to better communicate with you in the future. Happy reading.

Diana Haglund

haglund.d@wenatcheeschools.org

Hi,

& Recognition

TODAY WE CAN ALL CELEBRATE

A HIGH SCHOOL DIPLOMA is one way to know a student is ready for a career, college, and life. The graduation rate is one way to know if the K-12 system is meeting the needs of all students.



JEREMY WILLIAMS

WENATCHEE HIGH SCHOOL released data about the graduating class of 2018 including an increase in the on-time graduation rate to 91.5 percent. That's an increase of 5.8 percent from 2017. According to the Office of the Superintendent of Public Instruction (OSPI) this the highest graduation rate for WHS

since 2001, when the state started tracking this data. The next highest percentage on record was in 2011 at 90.6 percent.

District Graduate Rates:

Overall, graduation rates are up across the Wenatchee School District. The District graduation

rate is now the highest it has ever been at 84.3 percent. An increase of 7.6 percent from 2017 where 415 students graduated for a total on-time graduation rate of 76.7 percent. That increase was due to both Wenatchee High School and WestSide High School raising on-time grad rates.

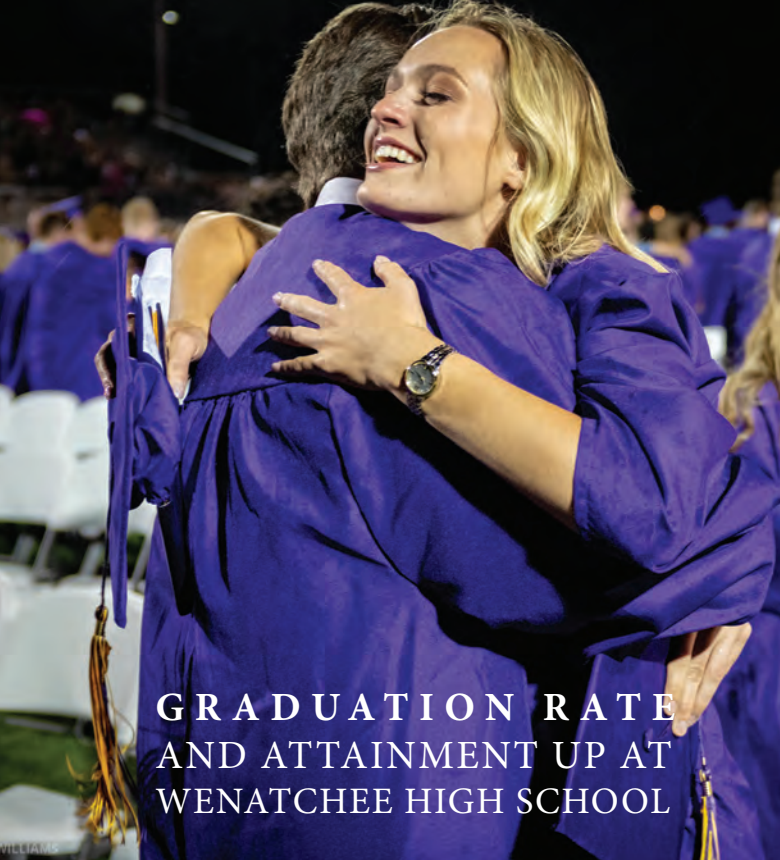
Wenatchee School District High School Graduation Rates:

- Wenatchee High School - 85.7 percent (2017) to 91.5 percent (2018)
- WestSide High School - 42.5 percent (2017) to 52.7 percent (2018)

State and National Graduation Rates:

Wenatchee's graduation rates exceed the state and national averages. The state on-time graduation rate for 2017 was 79.3 percent (most current data), and According to the National Center for Education Statistics, the national on-time graduation rate is 84 percent.

The class of 2018 data also show gains in student attainment in college credit, advanced placement, running start as well as increases in daily attendance rates and a decrease in the school-wide failure rate.



GRADUATION RATE AND ATTAINMENT UP AT WENATCHEE HIGH SCHOOL

Intervention Programs and School Wide Failure Rate Reduction

Interventions that have been put into place in recent years have reduced the school-wide failure rate (failure of one or more classes) at WHS from 8.1 percent to 5.5 percent. Interventions programs include

- ➔ After school Homework Center (staffed with tutors)
- ➔ Lunchtime Assignment Completion
- ➔ Intervention Rooms, In-School Intervention Room (Dean's Den)
- ➔ Intervention Specialist assigned to English and Math
- ➔ Student Support Teams (SST) - meeting weekly
- ➔ Collaboration on secondary school choices for students (WHS, Westside, Tech Center)
- ➔ After School Credit Retrieval
- ➔ Online Course Availability
- ➔ PBIS Building Wide Implementation (Positive Recognition)

College Readiness & Dual Credit

- ➔ 293 students graduated with College Ready transcripts (2 credits in Foreign Language and reached Algebra 2 or higher in math) - 64.7 percent of graduates
- ➔ 202 students earned college credit while at WHS (WVC Credits or College in the High School credits from EWU, CWU, or UW) - 44.6 percent of graduates.
- ➔ 148 students graduated with at least 1 AP course on their transcript - 32.7 percent of graduates.
- ➔ 72 students graduated with an AA Degree from WVC - 15.9 percent of graduates
- ➔ 39 community mentors worked with 52 senior students who were motivated to move on to post-secondary education.

Attendance

Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. An intense focus on attendance by the WHS staff has increased the Average Daily Attendance (ADA) from 91.7 percent to 93.8 percent.

"All of this positive data is due to the hard work of our Wenatchee High School staff, students and community volunteers," said WHS principal Eric Anderson. "Our teaching and support staff have worked tirelessly in the best interest of our students, and the positive results can be attributed to that effort. I also think the partnership we have created with the community has played a positive role as well. I am extremely proud of our students, staff, and community," he said.

In a statement sent to all Wenatchee School District Staff superintendent, Brian Flones said, "We have been working as a district system for many years to improve our on-time graduation rates. Today we can all celebrate our success! I am honored and very proud to work with all of you who have made the difference in helping our students attain their goal and dream of a high school diploma. Every employee in our system makes a meaningful contribution to the learning environment and outcomes for our students."

Larry Mayfield is the new chief financial officer (CFO) at Wenatchee School District. Larry comes to Wenatchee from the Washougal School District where he served as the Business Services Director. Inside Wenatchee, Schools had a chance to catch up with Larry and learn more about him and his new role.

with CHIEF FINANCIAL OFFICE Larry Mayfield

Tell us about yourself

Larry: I was born and raised in Richland, attended Washington State University where I graduated with a degree in business and then went into Public Accounting. I got my CPA and spent the first part of my career working with farmers in Walla Walla, and then decided to spend time working in education. I spent seven years working for the Tacoma School District and wholly revamped all the finances and systems I then worked for the Hanford site before going back into education. I've worked for big and small districts around that state from Prosser to Pasco.

What attracted you to the Wenatchee community?

Larry: I've spent a lot of time in Wenatchee and the surrounding area over the years. My wife's parents and my brother have a cabin near Chelan, so we were always coming through here and enjoying the outdoor recreation. The job came up, and I wanted to go back to Eastern Washington and see some blue sky.

So what does a chief financial officer do in a school district?

Larry: I'm responsible for the daily finances, what we spend, recording, correctly reporting all expenditures. I oversee all of the fiscal compliance issues, budget projections and processes that go along with that, like payroll, accounts payable, contracts and grants. I'm also responsible for the operations side of things here, which includes: construction, maintenance, transportation, food service, and technology.



What did you want to be when you were growing up?

Larry: I always thought I would be something white collar. I always thought of myself as kind of either being an engineer or, some kind of scientist.

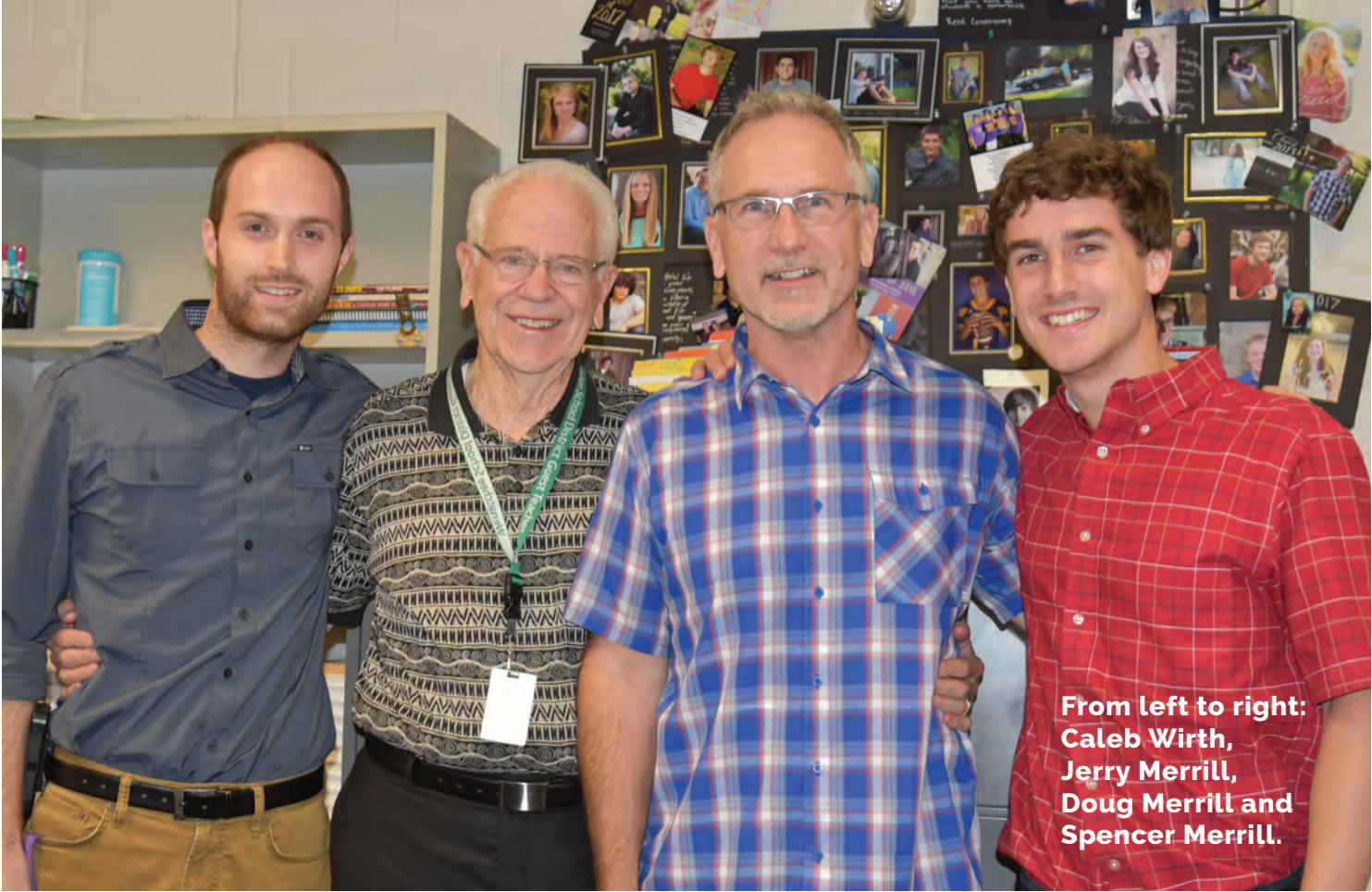
Do you have a hidden talent? Something that people don't know about you?

Larry: I don't do it right now, but I used to barefoot water ski. I would do that a lot when we lived in Richland. We had a fast boat and one day we were out on the river, and I just decided to go for it. I just stepped right out of the ski, it was like stepping right onto the sidewalk. Next thing I know I'm going 40 miles an hour and jumping the wake!

Read the full interview with Larry Mayfield
online at wenatcheeschools.org

THREE GENERATIONS of Teachers at WHS

Big Foot, unicorns, and leprechauns. A rare glimpse of one of these mythical creatures, and you'd be considered lucky. If you're into luck and extraordinary sights, then look no further than the halls of Wenatchee High School. There you'll encounter the Merrill family. Jerry Merrill (grandfather), Doug Merrill (son), Spencer Merrill (grandson), and Caleb Wirth (grandson) —three generations of STEM educators under one roof.



From left to right: Caleb Wirth, Jerry Merrill, Doug Merrill and Spencer Merrill.

Jerry, now retired after more than 25 years in education, is a regular at WHS, subbing in Doug's engineering class. Doug has been a teacher for 30 years, Spencer is a first-year teacher, and Caleb is rounding out his third year as WHS's lead computer technologist.

According to recent data from ACT and the Department of Education, fewer and fewer high school graduates are interested in pursuing education majors, and fewer college students are pursuing teaching careers. This family is beating the odds by not only producing generations of educators but also filling a significant gap in the high-demand teaching areas of science, technology, engineering, and math (STEM).

JERRY MERRILL - CHEMISTRY, RETIRED

Jerry's career in education started after his service in the Korean War. Through the encouragement of a chemistry advisor, Jerry changed his major from pre-med to teaching. "I had an older brother who was a teacher already, so I said, 'Alright.' I began teaching on an emergency certificate during my first year." Eventually, Jerry would go on to complete his

bachelor's, master's, and doctorate degrees and teach at Wenatchee High School, WestSide High School, and Wenatchee Valley College.

Most memorable teaching moment

"Students coming back—those are the most exciting things ... maybe ten years later or fifteen years later, even thirty years later. I can name names, but perhaps the important thing to me is when they say, 'Oh, I had you in class a long time ago.'"

DOUG MERRILL - ENGINEERING

"I started on the path to becoming a teacher because I had seen the family lifestyle that it afforded my dad. He seemed to enjoy his job, and so it was a good example, a good role model for me. I knew that I wanted to do [it] ... I really always enjoyed shop and design. I was able to go into a curriculum at Central Washington University and earned a master's in educational technology from Lesley University."

Most memorable teaching moment

"Probably 2012, when we set the Guinness World Record for the longest marble run, and Spencer was

on that team. That was a great activity to have with that class and, of course, with Spencer."

SPENCER MERRILL — CHEMISTRY/ INTERACTIVE PHYSICS

"For me, I didn't really know what I wanted to do until it was my junior year in high school, I took chemistry with John Spencer, and I loved it. Outside of class, John encouraged me to consider teaching and helped me pursue that path. Being a teacher, a third-generation teacher at that, was never forced upon me. My family let me explore and pick my options, and it just so happened that teaching was ... well, it's in my blood. I chose to be a teacher, and I'm really happy with the decision."

Most memorable teaching moment

"I was student-teaching for a full year at West Seattle High School. I had one student in particular who was struggling to pass, and at the end of the year, we worked about a week before the final every day after school. We set a schedule, and he passed the class because he got a passing score on the final. That was my most exciting moment. The work paid off, you know? It was great."

CALEB WIRTH

"My wife teaches fourth grade at Mission View, so I've heard a fair amount of education stuff, obviously, living in this family as well. I have a bachelor's degree in music from George Fox and a two-year degree in information technology. I've kind of realized with education, these kids spend half of their life at school. I want to be part of that, part of moving our community forward. I'm proud of what our family is doing to support learning."

Most memorable teaching moment

"It's a little different being on the technology side of things. I can't really think of one moment in particular, but I'm pretty excited about putting some pieces in place that will help the network communicate and update machines faster this year so teachers can get down to teaching."

Advice for future teachers

In a time when young people are not entering the teaching profession at the same rate they once did, and when teacher shortages are sweeping the nation, this family has some advice for those thinking about becoming educators.

SPENCER

"For those who are leaders and have a heart for others, teaching is a great way to use those talents."

JERRY

"I think there are opportunities in education today that didn't exist when I started out years ago. Today's teacher has a breadth of opportunities in the classroom to leverage their individual abilities. We should be encouraging everyone who has a strong skill set in a subject area to think about teaching."

DOUG

"Well, I think it's vital for students just to have a love for learning, have a love for a curriculum area that they can share their passion with other people about."

For the Merrills, education is the "family business." "I'm obviously very proud my family," said Jerry. "This was unusual to me, to come back this year. I really was thinking it was time to stay home now and do other things. But when Spencer got the job at WHS, I just had to be here."



Robbie Schott getting to know a group of students during recess time.

Teacher Learning Goes International

If there is one thing education leaders agree can improve classroom instruction, student learning and teacher retention all at once, it's providing professional development opportunities for teachers. Professional development strategies come in all different shapes and sizes, including traditional models such as conferences and workshops. This summer seven Wenatchee School District teachers transcended the boundaries of "traditional" professional development by organizing a two-week international teaching experience in Oaxaca, Mexico.

Matilde Vivanco, Robbie Schott, Stephanie Stubbe, Nancy Ortiz, Cindelia de la Mora,

Carmen Yanez, and Adelita Solis closed the doors of their Newbery and Lewis & Clark classrooms for the summer and boarded a plane bound for Oaxaca, Mexico. There, they would live and teach Spanish and English at the Internado de Educación Primaria No. 13 General de División Ignacio Mejía, a boarding school in the town of Villa de Etla.

Newbery Kindergarten teacher Matilde Vivanco organized the teaching experience for the group. Originally from Mexico, Vivanco had previously taught in the area and had maintained connections with principals and teachers there. "I taught in private and public schools in Mexico.



Students lined up for the presentation of the Mexican flag during the closing ceremony on the last day of school.

After teaching in the United States for some time now, I wanted to go back and see the differences—see what I could learn,” said Vivanco. She didn’t have any trouble recruiting others to accompany her on the trip, either. “I remember Robbie saying, ‘Please, I want to go to Oaxaca.’” He had seen some pictures of the area and was excited about what he could learn as an educator by being immersed in the language and culture.

Although a world apart, the challenges that teachers face in Oaxaca are similar to the ones in Wenatchee classrooms. Many of the students at Internado de Educación Primaria speak only the indigenous languages of Zapotec and Mixtec and are learning Spanish for the first time. “These kids have to learn in a different language, just like our students that arrive only speaking Spanish and are placed in an English-speaking class,” said Cindelia de la Mora. The intrepid Wenatchee teachers found that the same GLAD learning strategies that work with English language learners (ELL) in Wenatchee also worked with their Oaxacan students. “*This was incredibly enlightening for me,*” said de la Mora. “I realized that all kids could learn this way no matter what language they speak or where they are from.” Non-Spanish-speaking

teachers Robbie Schott and Stephanie Stubbe taught in English the whole time and were able to deploy their GLAD strategies to teach English

as well. “With my very terrible Spanish and Google Translate it stretched me emotionally, professionally—it was awesome,” said Schott.

“The kids were so eager to learn; they were engaged and curious even though they didn’t fully understand the language.”

The Oaxacan teachers were noticing a difference, too. “You could see they were excited about the strategies and how [they were] working with their kids. They kept talking among themselves in the background and going, ‘How did you that?’ They were taking lots of notes,” said Carmen Yanez. Even though it was the last weeks of the school year, the Wenatchee teachers felt they made a lasting impact on the school by sharing their knowledge with fellow educators and students. “I feel like I planted a little seed, and am excited to see how it grows,” she said. The group exchanged email addresses with some of the teachers and planned to stay in touch.

But it was the visiting Wenatchee teachers who learned the most profound lessons. Teaching and living in a very resource-poor school and an impoverished community was an eye-opener. “We lived how they lived, we slept where they slept, we ate what they ate, and that’s what we wanted, was to experience life as they do,” said Stephanie Stubbe. “We even brought suitcases packed with lost-and-found items from our schools back home [in Wenatchee] to give to the kids.”



Teachers sort school supplies from students and staff in Wenatchee





Professionally, the team returned reinvigorated and equipped with new ways of thinking and teaching that they are excited to apply to their Wenatchee classrooms. Not only did they become closer as a team of educators, but they also developed a deeper understanding and empathy for their students and gained practical teaching techniques

“I think for all of us, whether it was a small milestone or a big one, we all took away something bigger than we could have imagined,”

from the Oaxaca teachers. “I observed how a teacher that has the same passion as I do but is limited in resources could teach the same concepts using a ruler instead of a computer. It’s a different way

of doing things, and it gets me thinking about how I can incorporate more of that resourcefulness into my teaching,” said Yanez. Teachers who are inspired by colleagues and energized by their learning will make a difference in the classroom. In addition, when teachers are armed with information about the variety of ways in which students learn, they are equipped to help all students improve and meet their own potential. The Wenatchee teachers hope that more such enriching professional development opportunities emerge in the district and feel that they are better educators for having undergone this experience. “I think for all of us, whether it was a small milestone or a big one, we all took away something bigger than we could have imagined,” said Nancy Ortiz.

Cindelia, Matilde, Carmen, Adelita, Stephanie and Nancy after returning from Mexico

Superintendent Search Timeline

Wenatchee School District has begun the search for a new superintendent. In August 2019, Superintendent Brian Fiones will leave the district after 19 years of distinguished and successful leadership. The school board, in collaboration with our stakeholder and national education search firm, Hazard, Young, Attea Associates (HYA) have been working together to identify the qualities needed in a new superintendent over the last month. We thank everyone who has shared their feedback and been involved in this important process.

The next phases of the selection are to begin searching for qualified candidates and to interview those that are a good match with our District. **Below is a timeline that lays out the next several steps in this process.**

DATES	DESCRIPTION OF ACTIVITIES
October 12th – November 1st	Online superintendent search survey
October 23rd & 24th	Leadership Profile Interviews Stakeholder meetings with the school board, staff, parents, students and community members.
November 13th	Leadership Profile Report Consultants present findings from interviews, results of the online survey, and recommended leadership characteristics.
December 1st – January 15th	Position Posting Consultants advertise as confirmed by the Board Screening Interviews Top candidates will be interviewed by HYA consultants
January 22nd	Presentation of Finalists Consultants present a slate of finalists to the Board.
February 4th – February 8th	Board First Interviews
February 19th – 22nd	Board Second Interviews
February 25th – March 1st	Site Visit Board members visit the district of the finalist(s).
March 12th	Appointment of Superintendent Board announces the new superintendent during the board meeting.

SUPER SEND OFF

Flones Receives Super Send-Off on Opening Day

IT WAS A SOLD-OUT SHOW at the Wenatchee School District's Opening Day. To kick off the morning, staff crowded the Wenatchee High School Commons for a continental breakfast and community resource fair before filing into the auditorium for a welcome address from Superintendent Brian Flones. Flones announced his departure as superintendent last spring and will conclude his career as the superintendent in August 2019. The 2018–19 school year will be Flones's nineteenth year as superintendent and thirty-second year in the Wenatchee School District. He began his career in Wenatchee as the athletic director in 1987. He served as dean of students at Wenatchee High School before becoming deputy superintendent and finally superintendent. "I'm proud and honored to have been your superintendent, and I'm going to spend the next several months getting out into your buildings to thank you personally for what you do for our kids," Flones said.

Among his many accomplishments, the Wenatchee Learns process rises to the top. "Our greatest innovative solution began in 2011," Flones said in a leadership report. "Our community visioning process called 'Wenatchee Learns' has put us on a quest to personalize education and rewire local learning for a global future. Over 4,000 Wenatchee residents shared their voice about the future of education



TOP RIGHT:

Staff give Flones a standing ovation and hold up signs of support.

BOTTOM LEFT:

Flones welcomes teacher and staff back during his Opening Day remarks.

in Wenatchee, and 83 community volunteers, parents and staff participated on study teams. These recommendations provided a catalyst for the development of the Wenatchee School District's Strategic Plan, which consists of four strategies with sixteen objectives. Over the past years, initiatives have been implemented from this visioning process with great results."

At the end of Flones's Opening Day welcome address, Wenatchee Education Association President Kris Cameron and Wenatchee High School Teacher Adam MacDonald thanked Flones for his service and presented him with a "Farewell Tour" t-shirt stylized to resemble an AC/DC

concert. After accepting the shirt, Flones was doused with a cooler of confetti by WenEA members while the audience rose for a standing ovation and held up signs that said "We Love You" and "UR The Best."

Opening Day is the only time when all District staff are in the same place at the same time. "We couldn't let Brian get away without a proper send-off," said Cameron. We really wanted to make sure he knows how much we care about him and how grateful we are of his leadership—we'll miss him.

Wenatchee Football Makes a Play to Build Relationships at School

The Wenatchee Panthers Football team has a few new plays up their sleeve this season. Their playbook is packed with routes that focus on building relationships with each other, their peers and the staff at WHS. Not only that, the team is scoring points towards Panther PRIDE, a school-wide effort to create a positive learning environment.

At the start of the season Head Coach, Scott Devereaux led the team through a process to develop a team "covenant," a theme/code they decide they want to adhere to. After about three hours of emotional discussion, the team arrived at Brotherhood - Trust - Heart - Discipline. "The years our teams are most successful (both on the field and off) we have players that buy into that covenant," said Assistant Coach Brandon Harle. This year the senior leaders on the team bought in, in a big way. "I told the team this is what the Seahawks do, and this is what the Patriots do, and this is what Fortune 500 companies do. They stand for something. We're going to decide what we stand for and build from there," said Devereaux.

Each day the coaches and players remind each other of those words and what they look like in action. The older players model these behaviors for, the younger players. "The words in our covenant are all things that we need in life, not just sports and we're living those words every day," said team Co-Captain Junior Wide Receiver Riley Kunz.



The next step for the team was to introduce the idea of the "Teacher of the Week" when school started. "What we're focusing on doing is trying to take our covenant and use it to build connections with the staff, I mean everyone including the janitors," said Kunz. "We push for our guys to be great citizens of WHS and that being a WHS football player carries a deep history and responsibility. We want our guys to be seen as great students first as they are a reflection of our team and culture of the school," said Harle. Each week the team nominates two teachers that represent the team covenant in some way. "We wanted to have those staff members feel like what they do adds to the greater good of our team and of the culture of WHS." Each teacher of the week receives a classroom visit from team captains and an invite to the weekly Wednesday team dinner. Also, each staff member selected will be loaned a jersey to wear on game day and thanks to Wenatchee Athletic Director Jim Beeson and the Chelan County Officials Association, they also get to accompany the captains onto the field for the coin toss during home games.

"I'm so honored," said Math Teacher Diane Owen after learning she selected as teacher of the week. "It shows that sports and team building is more than just winning, it's about relationships, and that we benefit too from their recognition, so it goes both ways," she said. Sports Medicine Instructor and Panther Athletic Trainer Dale Blair was surprised and honored to be chosen as a teacher of the week as well. "Sports are more than wins and losses, and Xs and Os. It's about leadership, discipline, and work ethic. When the kids I'm teaching recognize me for those things, then I know that ... what I'm doing well, it really packs some punch," said Blair.

The team is also trying to strengthen relationships with fellow Wenatchee students. "A couple of players went off to band practice this summer and supplied them with Gatorade and water. The band is out there a heck of a lot longer than we are, and they're working hard," added Co-Captain Sophomore Quarterback Camdon Sirmon.

Beyond the Xs and Os



The team hopes that this new approach to relationship building will break down barriers and create an integrated school team where everyone has a position to play, and no one sits on the sidelines. "The more unified you are as a school, the better you feel as a player, as a student," said Kunz.

Nadya Bush is the new Assistant Director of Special Programs for the Wenatchee School District. Nadya comes to the WSD from the North Central Educational Service District where she served as the Regional Migrant Services Specialist, leading the Language Acquisition Network, a group that provides schools with English language learning support. Before that Nadya spent her career working for Eastmont School District and state migrant programs. Inside Wenatchee Schools (IWS) sat down with Nadya to learn more about her and her new role.



Tell us a little bit about yourself.

Nadya: I'm a transplant from Russia. I was born and raised in a small town in Siberia. I studied education and moved to the United States. I began my career in education about 20 years ago teaching English as a foreign language at the college in Russia and Wenatchee Valley College. I continued teaching throughout my career, mostly at the secondary level. I still teach at the WVC in the evening in the adult Transitional Program. Teaching in that program keeps my skills as an educator fresh, connects me with our community, reminds me of how hard it is to teach and also how rewarding it is. I love that.

What's your family like?

Nadya: My husband Andrew is also a teacher and a football coach. He works for the Yakima School District. I have two teenage stepdaughters and a son. All of them are in high school now.

Let's dig into your job. Can you tell us more about your role as Assistant Director of Special Programs?

Nadya: Ideally, if I had a magic wand, I would create opportunities for all kids who are mobile, whose parents move for work in agriculture and for kids and their families who are learning English as a new language to inspire them and to create opportunities in school and after school to be successful in life later on. On a daily

Meet Nadya Bush, Assistant Director of Special Programs

basis, that means working with the Migrant Parent Advisory Committee and meeting with parents, training teachers how to teach better, training para-pros who work students in the small group setting, providing materials, curricula, educational supplies, technology, whatever they need to support kids and families.

What attracted you to the Wenatchee School District? What about this job got you excited?

Nadya: Wenatchee School District is an excellent district. So, to work for such a strong district that has produced a lot of outstanding citizens piqued my interest. I'm excited to put a little piece of my experience and expertise into producing future doctors, teachers and professionals who will take care of us. I am proud that Wenatchee Valley is a desirable place to live largely because of high-quality schools.

What are the most critical career lessons you've learned so far?

Nadya: I learned that it's a good idea to listen to people's thoughts because no one is smarter than all of us. I learned that you have to stay current with what neuroscience, language development, and linguistics say. So, I strive to incorporate all the knowledge that is out there into practice. Learning is part of what it takes to be professional. You're always growing.

Read the full interview with Nadya Bush online at wenatcheeschools.org



Local Tech Professionals Connect with Students In the Classroom

BY: APPLESTEM NETWORK

Kim Anderson, the Computer Tech and Programming instructor at Wenatchee Valley Technical Skills Center, will spend the next two years training, setting up, and piloting the first Computer Science TEALS course in Wenatchee School District.

TEALS (Technology Education and Literacy in Schools) is a program supported by Microsoft Philanthropies that helps high

schools throughout the United States build sustainable computer science programs. The program pairs trained computer science professionals with classroom teachers to "team-teach" computer science.

Not only is Anderson teaching the first TEALS program in the school district, but his class is the only one in Central Washington with local, in-person mentors. Anderson, along

From left to right: Wenatchee Valley Tech TEALS students Owen Cartozian, Josiah Aguigui, Landon McKenna, Josiah Sandhop, Bryce James, Pete Jelsing, WV Tech Principal, Sarah Smith, Nevaeh Wimberly, and instructor Kim Anderson. not pictured: Ian Blevins

with his industry professionals, is teaching the TEALS Advanced Placement (AP) Computer Science course.

(continued on p22)

The Apple STEM Network played an integral behind-the-scenes role in bringing this opportunity to fruition through connecting Anderson with local professionals, he said.

“The Apple STEM Network has been the driving educational force in our community by highlighting, promoting, and streamlining the pathways of our greater educational systems to match the current and growing economic direction of our Valley,” Anderson added.

So, what does the program look like in Anderson’s classroom? Every morning, students connect with two volunteer industry professionals online - both Programming Engineers with Microsoft and Amazon in Seattle. After they teach the interactive lesson lecture each student receives one-on-one time with the engineers and additional support from Anderson.

Anderson’s afternoon class builds on what happened in the morning. The students watch the lesson taught in the morning, and then work with two local volunteers in-person: Tom Arnold with PetHub and Dan Kjobech with Deepwater Technologies.

Arnold and Kjobech are programming engineers who both own technology companies in Wenatchee. It’s a win-win situation for the students and the growing tech business community in Central Washington, Anderson said.

“This is the best-case scenario for teaching computer science, as the students get information on what’s happening locally and how they can take their skills to the next level and eventually fill jobs locally,” Anderson added.

Before starting this process, Anderson realized that the AP programming class was a big need for local students and employers. He saw that the Technical Skills Center was the perfect solution to host the program since it serves 9 school districts in North Central Washington.

In his two classes, Anderson has students from Wenatchee, Eastmont, WestSide, and Cascade High Schools, as well as several home-schooled students.

“This is an excellent and unique opportunity for students that can easily fit into their current high school requirements and set them on a fast-track in the Computer Science field,” Anderson said. “The beauty is that we have numerous courses articulated with Wenatchee Valley College, and through these programs a student can start at WVC with up to 15 college credits, thus giving them a free quarter of college.”



KARLYN MITCHELL
Mission View Elementary

I would like to give a huge shout out to the **Mission View Staff**. I contracted an Auto Immune Disease that left me paralyzed and in the hospital for the summer. I had many visitors from staff while in the hospital. My principal, Jeff Jaeger, made sure the entire school was ready for my return to work in a wheelchair. Since returning to work, the staff has continually provided meals for our family. They have been so helpful and are always checking to see what I need to do and helping me with daily tasks. I am so thankful that I work at Mission View with this amazing staff.

May not be exactly what I said the first time, but I am just so grateful to the staff here. They are truly amazing!

I want to give a shout out to our **new staff members at WestSide** who have done so very much prep work to be ready to take extra special care of our amazing students. They have had a ton to prepare, learn, and re-learn in order to help us create a safe and comfortable culture in order to truly live our school motto - “Changing Minds, Changing Lives, One at a Time.” Thank you Heidi Bard, Jennifer Cervantes, Lexxi Hallberg, Ashley Ewald, Julie Middleton-Duran, Lupe Rubio, Kevin Sellers, and Graham Stansbery.

Thank you,
KORY KALAHAR, PRINCIPAL
WestSide High School

Shelly Zehm, the school nurse at Orchard Middle School, is fantastic at responding quickly to student needs. Every time I email her with someone to check on, she is cheerful and compassionate in evaluating kids’ health so I can do my main job of teaching. I so appreciate having her as a team member so kids are ready to learn! Thank you so much, Shelly.

KELSEY BORST
Orchard Middle School

I want to give a BIG shout out to **Suzanne Stanton**, our district Homeless Liaison! I have worked with Suzanne for too many years to count and I’m always so touched by her determination to help struggling families be stable enough for their children to attend school regularly. Suzanne faces such hard issues every day and I know they sometimes weigh her down with worry. But she is amazingly resilient and just won’t give up. Thank you, thank you, Suzanne, for everything you have done for every family you’ve had the chance to support.

JIM BOWEN, COUNSELOR
Lincoln Elementary

I want to give a big shout out to our office manager here at Lincoln! **Flor Mendoza** is always willing to go above and beyond to ensure the needs of both staff and students are met. Beyond that, she is there as a friend! I know if I need to talk to someone I can pop my head in and say hello real quick and she will have a smile for me. It is amazing to work with someone like Flor. Thank you for all you do for us here at Lincoln day in and day out.

KRISTINA MASON
Lincoln Elementary

SHOUT!

OUTS

Shout out to WSD staff who have served as one of our valued mentors either last year, currently, or both. In addition to all that our educators and support staff do to informally mentor so many students every single day, these individuals go above and beyond to assist our students throughout their entire senior year who are low-income, first-generation college students with the college application and financial aid processes. With the assistance of their selfless mentors, College Mentor Program seniors in the Class of 2018 were awarded \$288,000 in private scholarships alone!

The real MVPs: Paula Fendley, Carrie Christensen, Eric Anderson, Molly Butler, Donna Moser, Tanner Dotzauer, Jake Bucholz, Brian Higgins, Becky Molitor, Larry Howe, Danielle Ouellette, Mitzi Southard, Heather Bertomeu, Lorena Pulido, Blake Morrell, Maura Danforth, Bev McCreary (sub), Kriss Crilly (sub).

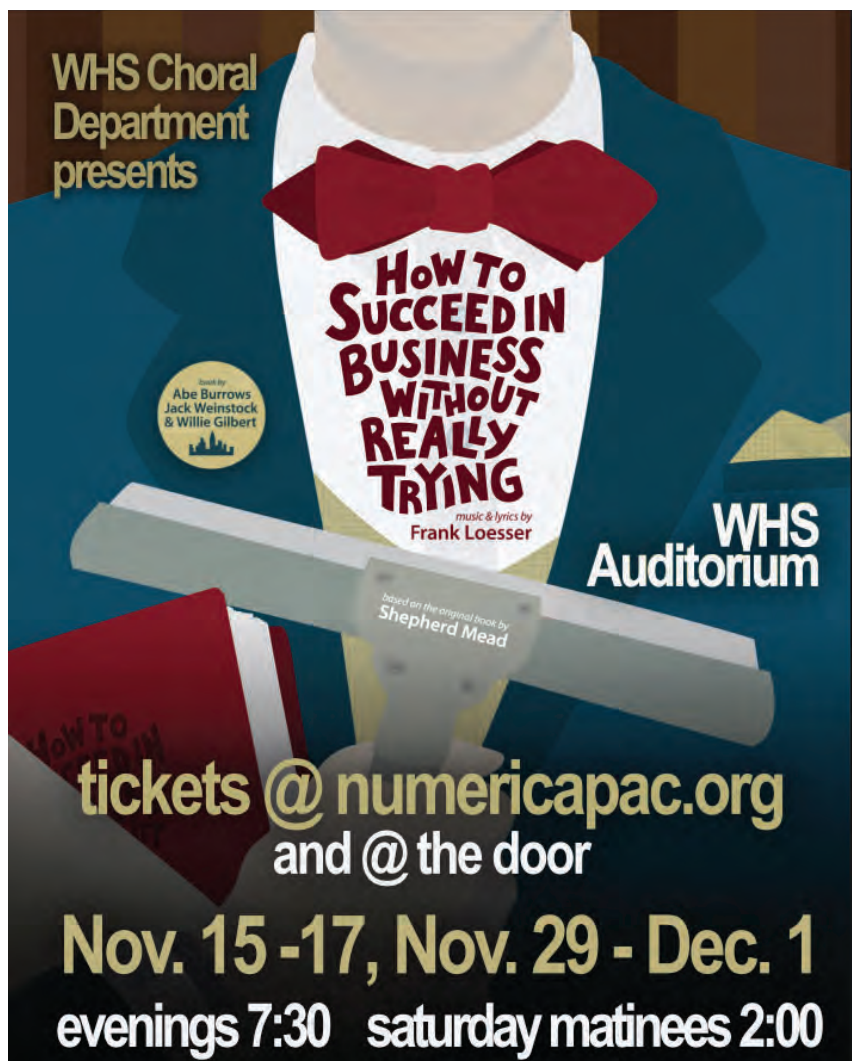
Thank you for serving our students in this meaningful way!

ANDI JOHNSON
WHS College Mentor Program

Shout out to my colleague, **Carmen Wilson** for fighting cancer like a boss. We miss her so much at Lincoln, but we know she has to take care of herself this year.

SANDRA SCHMIDT, NBCT
Lincoln Elementary





WSD Vision:

We envision a Wenatchee renowned for making education personal and a local culture that values learning and committed to success for all

Purpose Statement:

Our purpose is preparing students with the knowledge and skills for life in the 21st Century. Our goal is to create student-centered learning environments, nurture and inspire innovation and creativity, create flexibility within structure, and nurture collaborative relationships that inspire learning.

Board:

Wenatchee School Board
 Laura Jaecks - Board Position #01
 Walter S. Newman, MD - Board Position #02
 Sunny Hemphill - Board Position #03
 Michele Sandberg, MD - President, Board Position #04
 Sarah Knox - Vice President, Board Position #05

Superintendent:

Brian Flones
 (509) 663-8161
flones.b@wenatecheschools.org

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On the Cover

Mission View Elementary First-Grade Teacher Pati Montalvo welcomes back students on the first day of school.