



EXCHANGE

Sharing staff news & information in Wenatchee School District

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Update: Recruiting Subs

"We've been working to recruit emergency subs," says **Jodi Smith Payne**, Assistant Superintendent of Learning and Teaching. "Seventy people came to a meeting on January 8 to learn more about certification."

A campaign to attract more subs, including emergency substitutes, has been underway for most of the school year.

Teachers Earn National Board Certification

Eight teachers earned their National Board Certification in 2014: **Marea Blankenship, Amy Calkins, Megan Collins, Aaron Hansen, Brock Hurt, Sally Knipfer, Sherri Littrell, and Desilee Valeri.**

"We are honored to extend our congratulations to our newest class of National Board Certified teachers," says **Superintendent Brian Flones**. "It takes a great deal of time and dedicated effort to meet the standards for certification. Earning this distinction is truly a testament to their personal standards for this profession as well as the high expectations they have for their students academic performance. We have exceptional staff in our school district and we are proud of our most recent National Certified Board teachers."

There will be a reception for the teachers at 5:45 pm before the January 27th board meeting at the District Office, 235 Sunset Avenue. The teachers will also be recognized during the board meeting.

Read what they thought of the experience, below, and see photos on page 2.

"The whole process is great. Having to videotape yourself and be very critical of what you're doing in the classroom is good practice for anybody. It really makes you take a hard look at what you're teaching, why you're teaching it, and is it best for kids, and how can we do things better." — **Brock Hurt**

"I think the biggest take away for me was the practice of reflecting on my teaching practices. This is a practice I now do continually and think that ultimately it provides a better learning experience for my students." — **Amy Calkins**

"I took the time to pursue certification in National Boards to not only grow in professional development but to really take the time to process how to teach content in a way that is comprehensible and accessible to all students. The National Boards process really helped me hone into why I do what I do!" — **Desilee Valeri**

"To me personally, completing the National Boards means that I can do anything I put my mind to. It was extremely challenging. I welcomed the challenge because I wanted to grow as a teacher. I have already seen how this process has improved student learning in my classroom. The learning is my focus, not the lesson. I am able to quickly notice and adjust if kids are not engaged or learning. Sometimes that means doing things that are 'outside the box' but I have gained the confidence to do whatever it takes." — **Sherri Littrell**

"The process has helped me become a more reflective teacher. It was the most rigorous and meaningful professional development I've ever done because it centered around what was really happening in my classroom not some theoretical scenario." — **Aaron Hansen**

"It has been the most challenging and rewarding journey I have undergone as an educator. The journey has given me an acute focus on my intentions as an educator in developing my students as life long learners and successful citizens who are scientifically literate. Through the National Board process I was able to reflect and apply strategies to use in order to scaffold and elevate my students to higher levels of thinking." — **Sally Knipfer**

National Board Certified Teachers, Class of 2014



Marea Blankenship

1st grade, Lincoln Elementary,
Early and Middle Childhood/
Certificate Area: Literacy-
Reading Language Arts



Amy Calkins

PE, Orchard Middle School,
Certificate Area: English language
arts



Megan Collins

1st and 2nd grade Reading
Intervention, Lincoln Elementary,
Certificate Area: Early and
Middle Childhood Literacy.



Aaron Hansen

7th grade core, Foothills Middle
School, Certificate Area: Early
Adolescence/English Language
Arts



Brock Hurt

Technology & AVID, Pioneer,
Certificate Area: Career and
Technical Education, Early
Adolescence through Young
Adulthood



Sally Knipfer

6th grade Earth Science, 7th
grade Life Science, Pioneer,
Certificate Area: Early Adolescent
Science



Sherri Littrell

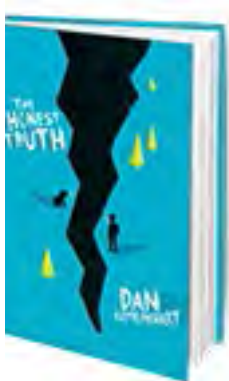
8th grade Language Arts, Orchard
Certificate Area: English Language
Arts, Early Adolescence



Desilee Valeri

5th grade, Mission View
Elementary, Certificate Area:
Mathematics/Early Adolescence

Dan Gemeinhart's Debut Novel Gets Rave Reviews



[Dan Gemeinhart's](#) debut novel, *The Honest Truth*, is getting rave reviews from the top reviewers in the nation. Gemeinhart is teacher-librarian at Mission View Elementary. He is appearing at **Pybus Market on January 24th at 4pm**. Come hear about Dan's journey to publishing success, and pick up a copy of *The Honest Truth*.

The debut of a phenomenal new middle-grade talent.—
Barnes & Noble

Gemeinhart debuts with an emotionally hard-hitting survival story.—**Publishers Weekly**

The *Honest Truth* is a rare and extraordinary novel about big questions, small moments, and the incredible journey of the human spirit.
—**GoodReads & KidsReads**

Writing with care to keep from too-explicit detail, Gemeinhart presents a rousing riveting two-hanky read.—**Kirkus Reviews**



January is School Board Appreciation Month

Washington Governor Jay Inslee has proclaimed January 2015 as School Board Recognition Month. This is a great time to focus on the crucial role our board plays in our communities and schools. They are extraordinary people who voluntarily tackle the enormous job of governing school districts. Their actions and decisions affect the present and future lives of our children.

School board members give their time, energy, and counsel to the school district. They take on the job of governing the district—making the best decisions they can for our children. By serving the district in this important governance role, school board members lay the foundation for the future.

Wenatchee School Board Members will be recognized at a reception at 5:45 pm before the January 27th board meeting at the District Office, 235 Sunset Avenue.

Join with Governor Inslee, Superintendent Brian Flones and Wenatchee School District in celebrating School Board Recognition Month in January, and take a moment to express your appreciation for the volunteer efforts of school board members. Our district benefits greatly from their service.



Dr. Walter Newman,
President



Jennifer Talbot, Vice
President



Laura Jaecks



Jesús Hernández



Robert Sealby

HiCap (formerly Enrichment)

Q&A with HiCap (Highly Capable) Program Coordinator Kari DeMarco

Is it still called “Enrichment”?

Not any more. Our department is now known as “Highly Capable,” or HiCap for short. The name was changed to match the way the state refers to programs for gifted students. There was also confusion about “enrichment” in the district because some of the elementary schools have after school programs also referred to as “enrichment.”

Why is HiCap changing their services?

Because a new law tells us we have to: RCW 28A.185.020. It says, “The legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.” This applies from kindergarten through graduation now. So we have to identify who is highly capable, provide them access to accelerated and enhanced instruction, and monitor their growth. If you wish to go straight to the source: Google OSPI, Highly Capable WACs.

How do students qualify for HiCap services?

This is complex, with the specifics varying by grade-level, but the gist of it is we have two ways of considering students. One way is if a student is referred for services by a teacher,

parent, peer, someone in the community, or even themselves. At that point we might provide further testing, look at existing test scores, consider reasons stated on the referral, etc. These referrals are subjective, and there’s room for that, but we then must apply fairly objective standards to the data. The second way is we have a lot of universal screeners in place. Examples are Cognitive Ability Tests, NWEA MAPS, and other available evidence of academic talent compared to same-age peers. In this way we can “catch” students who might not have been referred otherwise. An MDSC (Multi-Disciplinary Selection Committee, as outlined in the WACs) then meets to go over as much information as we can capture on a student using Illuminate and other resources. If a pattern, or “preponderance of evidence,” shows that a student is in the top percentile of students in the nation in a given domain (verbal, quantitative, non-verbal/visual-spatial) or composite of domains, we “identify” them as Highly Capable and in need of a faster pace and enriched curriculum. Sometimes we don’t formally “identify” a student for OSPI purposes, but we still “serve” them as possible.

How will I know which students qualify for services?

Once a student is formally identified by the

MDSC, a special “gifted” code is entered into Cedars. That is uploaded, and then is viewable through Illuminate. It will list the child as GATE (Gifted and Talented Education, Illuminate’s term for what we call HiCap). It can also be found, student-by-student, on Skyward under the WA/NCLB tab. (Gift & Tal—yes or no.) Unfortunately this coding does not tell you which domain(s) the child is gifted in (reading, math, non-verbal, or composite). This can be figured out by looking at their scores on Illuminate.

What do services look like?

Again, this is a complex question, with answers varying by grade level. Elementary has pull-outs, cluster grouping, differentiation, compacting, and other various ways to meet students’ needs for advanced and accelerated learning. Less has changed at the secondary level, except that OSPI has tightened the requirements. Middle school continues to have advanced math classes, cluster cores, and other ways of serving students’ academic needs. High school continues to have challenging offerings in many domains, Advanced Placement, Directed Study, and other ways to serve individual students. Across all grades we need to “up the ante” by differentiating EVERY DAY, monitoring growth, and even having

counselors and teachers more aware of HiCap students’ social/emotional needs.



DeMarco

How can a teacher become better equipped to serve academically highly capable students in their own classroom?

There is a series of Teacher Academy modules being offered for this purpose. Interested teachers can go to <http://register.wsd.wednet.edu/Course.aspx?id=2219> to register. Teachers can take one, several, or all of these classes. This is also a way to become a “special teacher” of the Highly Capable, in compliance with the new WACs.

What if I have further questions, or know someone else who does?

One resource is the HiCap Program website. You can find it by looking at the WSD website under Learning and Teaching. Updating the website with all of our changes is a work in progress, but there is a lot there that is helpful. Or contact HiCap Programs Coordinator, Kari DeMarco, at demarco.k@wenacheeschools.org or call 662-9047.

Dave Perkins on *Jeopardy*

Dave Perkins, the new assistant principal at Wenatchee High School, is a contestant on the television game show *Jeopardy*. The show will air on March 4.

"I'm a big fan of the show and I've watched it for most of my life," says Perkins. "It became a goal of mine to be a contestant."

Perkins took the *Jeopardy* online test for potential contestants several times over the years, and finally in January of 2013 the show's producers contacted him and invited him to audition in Phoenix, where he was teaching at the time.

Early in 2014 the show producers invited him to take part in the *Jeopardy* Teachers Tournament, but Perkins had become a school administrator by then so didn't qualify. He figured that had been his one chance. He was surprised In September 2014, after moving to Wenatchee to take the assistant principal position at WHS, when the *Jeopardy* staff tracked him down to update his contact information. Then came the call he had been waiting for.

"Right before Thanksgiving I got the call from the producers," says Perkins. They invited him to appear on the show, filmed at Sony Pictures Studios in Culver City near Los Angeles.

Perkins was excited. He says the staff at WHS helped him prepare. "I attended the Knowledge Bowl team practices with Chris Cloke and his students," says Perkins. "They were very helpful in preparing me for using a buzzer and getting into the spirit

of competition. The librarians were helpful in getting me books on trivia and cultural literacy."

Then he flew to LA. The day of filming, January 6, 2015, began at 7:15 A.M. when a shuttle arrived at his hotel to take him to the studio. First came makeup, followed by meeting the other competitors and playing a few practice rounds, then waiting in the green room until the show began. Five days of *Jeopardy* are filmed in a single day, and Perkins joined the audience watching the other games until his time to compete.

"Alex Trebek is a total pro," says Perkins. "He's been hosting shows and news for fifty plus years. He's nice, he's affable; he has a good sense of humor." Trebek talked with the audience during commercial breaks, joking and

Perkins says that one of unexpected benefits of appearing on the show was getting to know people right here in Wenatchee.

answering questions.

Perkins said the game included a good mix of questions. "There were some categories that were very difficult and I had no clue. Then there were some that were in my area of expertise—history, geography, government."

For all his preparation, one thing Perkins says you can't prepare for is how you feel during the game. "The



highs and then the lows when you're done, because ultimately everybody gets beat," he says.

Perkins encourages anyone wants to appear on *Jeopardy* or any TV show to go for it. "It was a lot of fun, and there were many, many positives."

"For me it was a goal I wanted to accomplish for a long time—a goal I honestly never expected to achieve."

Perkins says that one of the unexpected benefits of appearing on the show was getting to know people right here in Wenatchee as he prepared for the show. Most people have seen *Jeopardy*. "Watching the TV show is a common experience. Suddenly I was having lots of conversations with lots of different people. It accelerated getting to know people and getting to connect with people," says Perkins. "Ultimately in education that's what it's about—connecting with people."

Sounds like Perkins just won the Daily Double.

**Watch Dave Perkins on *Jeopardy*
March 4.**

**Seattle Komo-TV 7:30 P.M.
Spokane KHQ-TV 7:00 P.M.**



New Grant Programs Fund Public Schools and Educators in NCW

The Community Foundation of NCW announces two new grant opportunities to support public education in North Central Washington: [Stronger Schools](#) and [STEAM Teacher Grants](#).

[Stronger Schools](#) is a new program that provides grants up to \$5,000 to public schools. The program replaces the former Classrooms Can! grant program to widen the reach of financial support and encourage innovative programs that impact entire schools.

“Last October the Foundation hosted a Town Hall style meeting to discuss how we could increase participation and broaden the impact of our support for public schools” said Denise Sorom, the foundation’s director of community philanthropy. “We heard from principals, school board members, ESD representatives, and many others that increasing our award amounts and focusing on individual schools could make a real difference for the student experience.”

To be eligible, [Stronger Schools](#) applicants must serve Pre-K through 12 public schools in Chelan, Douglas, and Okanogan counties (excluding the Methow Valley School District which is supported by the [Methow Valley Fund](#)).

Only one application may be submitted per school and must be approved by the school principal to submit. Multiple programs or projects can be included in one application, including PTA and Education Foundations requests.

The application opens January 15 with a deadline of March 15.

Additionally, the Community Foundation and the [Woods Family Music & Arts Fund](#) have partnered with the [North Central Education Service District \(NCESD\) Education Foundation](#) to increase Teacher Grant opportunities through “[STEAM](#)” grants. [STEAM](#) (Science Technology Engineering Art and Mathematics) adds art concepts to the traditional STEM category, introducing elements of creativity to applied science and math projects.

“We wanted to be careful not to abandon our support for individual teachers which had gained some traction with the Classrooms Can! program” said Sorom. “We recognized that the NCESD Foundation was making great strides with their Teacher Grants program, so rather than duplicate efforts, we are joining ranks with them as a funding partner to facilitate more teacher grants.”

Through the foundation and the Woods Family partnership, \$12,500 will be invested in [STEAM grant programming](#) through the NCESD. Applications are now open, accepted year-round, and due on September 30; awards are announced by October 24.

Public schools and their funding arms (such as PTAs and education foundations) will no longer be eligible to apply for the foundation’s Regional Impact Grant program; [Stronger Schools](#) and [STEAM Teacher Grants](#) will be the sole funding sources supporting the sector.

For more information on these programs and to apply, visit www.cfncw.org/strongerschools or www.cfncw.org/steam.

The Community Foundation of North Central Washington’s mission is to grow, protect, and connect charitable gifts in support of strong communities throughout Chelan, Douglas, and Okanogan counties. Established in 1986, the Community Foundation currently manages over \$57 million in assets in nearly 400 individualized funds and to date has awarded over \$30 million in local grants and scholarships.

For more information call 509-663-7716 or visit www.cfncw.org.



Now Partnering with the Wenatchee School District Employee Assistance (EAP) Program

PROVIDING CONFIDENTIAL CARE FOR SCHOOL DISTRICT EMPLOYEES AND THEIR FAMILY MEMBERS



The Wenatchee School District has partnered with Shipowick-Smith Counseling & Recovery Center to provide services to our employees and their families.

We recognize that our employees are our most valuable resource and that the health and well-being of our people are crucial to a healthy work force. In today's complex and ever-changing world people face challenges that may become too much for them. As individuals try to balance the needs of family, work and personal needs, they may feel overwhelmed and alone. When personal problems are left unattended, they can interfere with people's lives at home and at work.

If you or a loved one are struggling with issues that seem to be too much for you, call today to arrange your confidential appointment.

Shipowick-Smith Counseling & Recovery Center
326 N. Miller St. ♦ 509.667.0679
www.shipowickcounseling.com

- Stress
- Anxiety/Depression
- Relationship Issues
- Couples Counseling
- Family Therapy
- Grief and Loss
- ADD/ADHD
- Alcohol/Substance Abuse



**Wenatchee School
District**
235 Sunset Ave
509.663.8161
home.wsd.wednet.edu

In the event of an emergency, please call the Crisis Hotline: 509.662.7105

*Appointments available to Wenatchee School District Employees and their family members.
We partner with Premiera/Blue Cross Insurance*

If you have a news item for future issues email editor Teri Fink: fink.t@wenateeschools.org