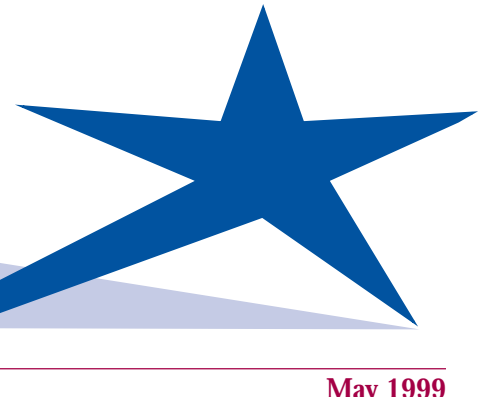


FOCUS

A publication of Educational Service District 101



Vol. 13, No. 4

ESD 101

May 1999



While Jenkins High School students observe, Jim Schroeder, Falcon Cable splicing specialist from Oregon, demonstrates high tech equipment required to complete installation of fiber optic lines for the Chewelah School District. Falcon Cable of Colville volunteered to donate the manpower if the district purchased the materials. Mark Sterkel (r.) supervised the hanging of cables for Falcon. The new optic cables will open many doors for improved communications.

Chewelah School District goes fiber optic

Since 1994, Chewelah School District has boasted an active school technology planning committee made up of a diverse collection of district staff and community members. Initially, the group's task was to keep what computers they had working, maintained and upgraded—a monumental task especially when many people are using the same computer.

Once that was accomplished, the committee set long-range goals in an effort to develop and maintain a quality technology program. Since 1994, the district has conducted training for

staff, made decisions about purchases of computer hardware and software and developed programs to repair and manufacture their own computers. As a result, high school students now receive vocational credit for learning to build and repair the district computers.

District superintendent Garn Christensen proudly explains that their progressive technology committee recently completed one of the district's highest priorities: installing a fiber optic network connecting all buildings.

(Please turn to Page 3.)

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A publication of Educational Service District 101
FOCUS

Vol. 13, No. 4
 May 1999

FOCUS is published semimonthly during the academic school year by the Superintendent's Office of Educational Service District 101.

FOCUS is published to provide current information about ESD 101 sponsored and cosponsored programs and issues of educational significance to staff in the 59 public school districts and 54 state-approved private schools receiving administrative and instructional support services from ESD 101.

Comments, questions or suggestions should be sent to the editor, ESD 101, 1025 West Indiana Avenue, Spokane, WA 99205.

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Focus is printed on recycled paper.

Superintendent's column: Communication is an essential learning

In Washington, the ability to communicate clearly and successfully is prominently listed among the state's four basic education goals. Goal 1 includes the statement that students will "communicate effectively and responsibly in a variety of ways and settings."

While I will not be so bold to suggest that one goal is more important than another, I do believe communication is the foundation on which all learning is based. Without it, a student cannot express ideas and concepts, seek and offer feedback, and perhaps most important of all, positively interact with others.

Communication skills are becoming more and more essential to success in school and success in the workplace. Communication skills include not only oral and written responses but an ability to first listen with empathy while seeking to understand. Empathy and understanding leads to acceptance. Then a well articulated response completes the communication circle.

Learning to communicate effectively with others also should include the study of other languages and cultures. When we develop communication goals, certainly we should include world language instruction as an essential learning integrated throughout the K-12 curriculum. This provides the necessary foundation for understanding, accepting, and appreciating our differences. Only then can students begin to comprehend their roles as global community members.

While the benefits of good communication

skills are evident, so too are the all too visible and horrific results of poor communication, lack of empathy, understanding and acceptance. The negative effects of these reach from Washington State to Littleton, Colorado, to Kosovo.

From communication, other skills naturally flow, including the ability to apply information, think analytically and understand the world around us. By fostering communication as an essential learning—just like the Three R's—we assist students in becoming competent, caring adults who have the tools to succeed in their lives while helping others succeed as well.

As educators, we must be constantly aware of the importance and responsibility of our professional calling. We are entrusted by parents to care for and educate the most valuable resource on earth—their children, our children.

In our business we spend much time and energy determining what it is that children should know and be able to do in order to become happy, healthy, productive members of our global community. What more important or valuable lesson can we teach our children than to have empathy for, communicate with and seek to understand their neighbors; appreciating their culture and contributions?

Communication skills are not just an academic offering or state goal, they are an "essential learning."



By Superintendent
 Dr. Terry A. Munther

Washington State's School Improvement Strategy

Schools across the state are taking three steps to increase student achievement (from the Partnership for Learning):

- #1 Set clear and challenging academic standards.
- #2 Measure how well students and schools are meeting the standards.
- #3 Make both schools and students accountable for improved performance.

Two Curlew High School students will compete for ITT scholarship

Congratulations to Ian Turner and Aaron Sutherlin, two Curlew High School students who competed and won against 220 other participants in this year's Regional Bridge Building Contest for eastern Washington. The two, along with their advisor Jamie Sutherlin, went to the International Competition in Chicago on April 24 and competed for a four-year scholarship to ITT.

In order to compete in bridge building, students must design and build their own bridges out of 3/32" basswood. Bridges must weigh no more than 25 grams, span one foot, and be one and a half inches tall. Students test their designs with multiple weights until failure. Good bridges usually hold hundreds, if not thousands, of times their own weight.

Students from Richland, Pasco, Riverside High, Valley Christian, Clark Fork in Idaho, and many other schools participate in the competition each year, and two finalists go on to the

Chicago competition.

Curlew High School had 15 builders in this year's meet at Gonzaga. Ian and Aaron acknowledge the contributions of all the school's team members, including Emily Sutherlin whose bridge actually attained the highest rating at the competition by holding 2996 times its own weight. Being under 14 years of age, she was not eligible to advance to the Chicago competition.

Other Curlew designer/builders include John Grimsley, Caleb Edwards, Naomi Barkely, John Harris, Gary Johnson, Andy Kroupa, Davon Smith, Regina Murphy, and Curtis Andreas. Sarah Sutherlin, Lori Ries, and Jeremiah Grimsley also built for the open competition, with Sarah placing third in her category. In addition to the Chicago trip, Curlew brought home \$325 in prizes and one Gonzaga scholarship for Ian Turner. Ian's bridge held over 150 lbs. and weighed the same as 8 pennies!

Chewelah—the rest of the fibre optic story

In 1997 and 1998, Chewelah proposed the project only to discover that grant funds were not available. Earlier this year Mel Fox of Falcon Cable offered to donate the installation of the fibre optic cable, if the district was willing to purchase the necessary materials; a generous offer that was readily accepted.

Arley Keith, the district's network support person, worked with Mel Fox to design the layout of the network. Falcon crews showed up in December and began hanging wire. City maintenance crews helped with the road crossing and pole problems, while Lanny Stolp, district maintenance supervisor, helped with site and building access.

The week before Christmas, a Falcon van from Oregon arrived containing a fibre optic splicing machine. For three days the splicer put network connections on the fiber strands, and

by the end of the week the wiring project was completed.

Individual schools then organized volunteers to do the inside wiring. Upon completion, the network will transmit information between schools, out to the Internet, and may also be used to route phone calls. It will take a few years to budget the equipment needed to make full use of the fibre optic capabilities, however.

The planning committee continues to meet. The current committee—made up of Ginger Zibell, Rick Frizzell, Nancy Miller, Lanny Stolp, Doug Asbjornsen, John Polm, Gary Spencer and Garn Christensen—invites community and staff members to provide input as future technology and facilities options are considered and prioritized.

Improving teacher learning

Washington's public schools are going through some of the most dramatic changes in history. Every school in the state is working to improve student achievement by focusing on challenging new academic standards.

As with all change, it takes time to get things right. Although the pace and practices vary in each school, state-wide there are changes occurring in our classrooms. The Partnership for Learning identified that "rapidly improving" schools share some common strategies:

- Develop a clear strategy for helping students meet the higher standards;
- Pay attention to specific areas of weakness—skills that students haven't learned well;
- Ask every teacher in the building—not just some teachers—to coordinate their efforts; and
- Focus all available resources in the building—including money and teacher training—on implementing the school's strategy for improvement.

WWW.K12.WA.US Your new source for education information in Washington

Coming to a computer near you! Check out the new education web site for Washington State. The web site provides a gateway to all of the information and resources that currently exist on the web pertaining to K-12 education.

For more information, contact Joe Clark, OSPI web communications manager, at jclark@ospi.wednet.edu.

Senior portfolios at Riverside High School

“Great job, Riverside High School!” “Awesome idea and program.” “Wow! Quite impressive!” These comments typify panelists’ responses to Riverside High School’s first senior portfolio night held in January. For two hours, 150 panelists—comprised of parents, business people, and community volunteers—assessed 170 oral presentations built around portfolios created as a project for senior English classes.

The typical Riverside senior portfolio contained 25-45 pages of personal data related to experiences, activities, achievements, and future plans. Key to each part, according to English teacher Marv Sather, is self-assessment. “We want our students to graduate with as clear a direction for their futures as we can help them develop for themselves. To get that direction, we have to get them to understand themselves: Who am I? What competencies, skills, and traits do I possess? What options do I have for my future? How prepared am I for the world of work? What do I have to do to get myself prepared for the ‘real world’? By designing a series of written activities for them (students), we provide them with not only a practical instrument to use in the job application process but also some insight into the answers to those questions.”

Panelists of three to four members first reviewed the written portfolios of students and then listened to students’ oral presentations about themselves and their portfolios. Panelists also questioned students in a mock interview situation. School-to-work coordinator Kathie Hansen said, “We set up the presentations to provide students with an opportunity to demon-

strate to themselves and to the community the knowledge and maturity they gained through their education. We also hope our students are better prepared for job interviews and similar pressure situations because of this experience. It has been said that ‘It takes a village to raise a child.’ This presentation gave educators, parents, and the community a chance to see the effect they have had in helping to develop and raise a child in our community.”

The senior portfolio and the oral presentations are just part of the growing school-to-work program at Riverside High School. Other components include: career education and career testing as part of the English curriculum in grades 9-12, two job shadow experiences in grades 11-12, student visitations to local community colleges, the REAL project, and small business incubators, among others activities.

Says Riverside High School Principal Dr. Mark Gorman, “It seems at times that we aren’t making much progress toward school reform—two steps forward and one step back. But we are getting somewhere. The next step, as far as the portfolio goes, is to make it a requirement for graduation. We are currently working on that.”

If the public reaction is any indication, Riverside is on the right track. One panelist said, “I had a great time. What vision and enthusiasm they (the seniors) have. This portfolio is such a great idea! I think I’ll do one for myself. An inspiring evening!”

For more information about the senior portfolio project or school-to-work activities at Riverside High School call (509) 292-0210.

High school knowledge bowl tournament

The 17th Annual Regional Knowledge Bowl Tournament sponsored by ESD 101 and the Washington Association of Secondary School Principals was held on Tuesday, March 2, 1999. Thirty-four high schools competed. Congratulations to the regional winners of this year’s tournament: first place, St. George’s High School; second place, Pullman High School; and third place, Newport High School.

Congratulations, too, to the following high school teams which competed in the State Knowledge Bowl Tournament held in Leavenworth on March 27, 1999: Almira/Coulee-Hartline, Cheney, Colfax, East Valley, Garfield/Palouse, Lakeside, Newport, Pullman, Ritzville, St. George’s, St. John/Endicott, Shadle Park, University, and Washtucna.

A few snippets of this and that

Resources for violence affecting children and youth

ESD 101 and the Spokane County Medical Society Auxiliary partnered efforts two years ago to sponsor a workshop "Target Violence—Tactics for Change." The Medical Auxiliary purchased books and curricula for the ESD 101 region with the proceeds of the workshop.

The Spokane County Medical Society Auxiliary continues to focus attention on the issues of violence affecting children and youth. These books may be found in the general resource area of the media center at ESD 101.

Titles of these materials include:

Deadly Consequences, How Violence is Destroying Our Teenage Population and a Plan to Begin Solving the Problem, by Deborah Prothrow-Stith; *Classroom Rituals for At-Risk Learners*, by Gary Phillis; *Creating Mindsets Movies of the Mind*, by Robert Greenleaf; *Early Violence Prevention, Tools for Teachers of Young Children*, by Ronald Slaby; *The Healing Curriculum Handbook for Learners*, by Gary Phillips; *Managing the Non-profit Organization*, by Peter Drucker; *Tools for Teaching for Transformation*, by Gary Phillips; *What's a Parent To Do? The Home-School Conspiracy*, by Gary Phillips; and *The School-Classroom Culture Audit*, by Gary Phillips.

Demonstrating the Future: Teaching in the New Millennium

August 19, 1999, is a date you certainly want to mark on your calendars now!

The Office of the State Superintendent of Public Instruction, Washington Education Association, University of Washington, Washington State University, and Kent School District take pleasure in announcing the celebration, *Demonstrating the Future: Teaching in the New Millennium*.

The challenges of today's classroom were unimaginable a few decades ago. Yet, educators are rising to the challenge, and their focus must remain fixed on increasing learning and expand-

Essay contest

Three lucky students will receive \$50 by writing a winning essay for the 1999 Washington Science Teachers Association (WSTA) fall conference to be held in Spokane this October. Categories include elementary, middle, and high school. Students must write on the topic of "What the Conference Theme—Science: Bridge to the Millennium—Means to Me." One winner from each category will receive \$50 and will be invited to read their essay at the WSTA conference at the awards banquet on October 29.

For criteria and information contact Ginger Wright, Skyview Elementary, E. 16914 Wellesley Avenue, Greenacres, WA 99216. Entries must be postmarked by June 1, 1999; don't delay.

Telemmentor center

The International Telemmentor Center is a program at the Center for Science, Mathematics & Technology Education at the Colorado State University that facilitates electronic mentoring relationships between professional adults and students worldwide. The program provides a way for industry professionals—working with educators—to help students achieve academic excellence in math and science, improve their communication skills, and develop career and educational plans for the future. For information, check out www.telemmentor.org.

Food for thought...

Teachers involved in more than eight hours of training are far more likely to conclude that their teaching ability improved "a lot." Teacher involved in frequent planning and collaboration with other teachers also were more likely to report that it helped.

—From *Teacher Quality: A Report on Teacher Preparation & Qualifications of Public School Teachers*. U.S. Department of Education, January 1999.

Food for thought...

In a recent survey of Washington schools that made the biggest gains on the fourth-grade test, researchers found that most had implemented their improvement strategies on a school-wide basis. It was not left up to individual teachers to decide how they would improve student performance. More than 70 percent of improving schools tackled the problem as a team—while only 20 percent of similar schools that didn't make test score gains used this strategy.

—From *Making Standards Work: Active Voices Focused Learning. Partnership for Learning, 1999.*

News from the ESD 101 media center

Children's literature "Academy Awards"

The American Library Association announced the Newbery and Caldecott medal award winners at their 1999 midwinter meeting. Considered the "Academy Awards" of children's book publishing, the medals honor outstanding writing and illustration published in the U.S. during the previous year.

Newbery medal winner, *Louis Sachar's Holes*, published by Frances Foster Books tells the story of Stanley Yelnats. Heir to his family's curse of bad luck, Stanley is convicted of a crime he didn't commit. He serves his sentence at Camp Green Lake, a dry, flat wasteland where the warden assigns each inmate the task of digging one deep hole every day. Hole by hole, Stanley and his friend Zero, dig their destiny.

Snowflake Bentley, winner of the Caldecott Medal for the most distinguished American picture book was published by the Houghton Mifflin Company. The book takes children back to the days when farmers worked with ox and sled and cut the dark with lantern light. Wilson Bentley is a boy who loves snow more than anything in the world and is determined that one day his camera will capture the unique beauty of snowflakes. Illustrator Mary Azarian, a Vermont artist who loves snow as much as Wilson Bentley, created skillfully carved woodcuts that portray sensible, sturdy characters and a timeless rural landscape.

Another important award presented was the Coretta Scott King award which honors African American authors and illustrators of outstanding books for children and young adults, fiction or nonfiction, that demonstrate sensitivity to the true worth and value of all people. Winner of this year's Coretta Scott King author award is Angela Johnson for *Heaven*, published by Simon and Schuster. The Coretta Scott King illustrator award was won by Michelle Wood for *I see the rhythm* published by Children's Book Press.

UMI database

ESD 101 school districts and private schools who subscribed to the Washington State Electronic Database have received initial training and now are applying the curriculum potential of this UMI ProQuest Subscription Service in area classrooms. This web-based product, created under the guidance of K12 media specialists and teachers, allows students and educators to search, retrieve, and print full text and images of periodical articles in the classroom and at home. UMI's direct publisher agreements ensure students are reading copyright-cleared material from the original publications. Full-text newspaper coverage for the *Seattle Times*, *Colombian* (Vancouver), *News Tribune* (Tacoma), *Spokesman-Review* and the *Seattle P.I.* is also part of the subscription package, with access to full-text of the most current 90 days of the *New York Times*.

Applications for entire districts or individual buildings are still being accepted by the instructional media center coordinator, Mary Rickerd. The pricing structure is based on full time equivalent or a minimum of \$200 for 1999.

Instructional resources

Area classroom teachers are reminded of the collection of print and non-print materials on the World War II Japanese Internment that particularly affected the Pacific Northwest. This valuable collection has been given to the resource center by the Japanese American League and may be checked out by any teacher in the ESD 101 area. Individual titles may be browsed online under the heading "Japanese Internment" at: <<http://media.imc101.wednet.edu>>.

... and more from the media center

Turning pages to the Twenty-first Century

The Washington Library Media Association (WLMA) Conference invites teachers and library media specialists to reserve October 7-9, 1999, for the fall WLMA conference in Spokane at Cavanaugh's Ridpath Hotel.

Keynote speakers will be Dr. Terry Bergeson and Jamie McKenzie. Featured authors will be Ron Hirshy, a former wildlife biologist who promotes restoration ecology through his books for children. His award-winning books include *When Wolves Return*, *Sey's Song*, and *People of Salmon and Cedar*; Kathryn Lasky, author of more than 50 books for children and adults, including a Newbery Honor Book Award for *Sugaring Time*, and Linda Crew, recipient of the IRA Children's Book Award and the Golden Kite Award. In addition, on-line training will be featured at Spokane School District's Libby Technology Center. Local entertainment will include a historical walk, Japanese school museum and library tour, Lake Coeur d'Alene cruise and music of local musicians.

More conference registration details will be available later in the summer. This promises to be an exciting conference!

Viruses, hoaxes, and chain letters

Even though intentions are good, concerned e-mail users who pass on virus warnings or chain letters can place a tremendous strain on e-mail servers, even to the point of causing crashes. It is important to have explicit district policies for dealing with virus warnings and chain letters. The most effective policies require all staff members who use the district's e-mail resources to communicate hoax warnings with the district's designated network manager/technology coordinator who will check out and verify concerns. It is then ultimately the responsibility of this designated person to keep district users informed. Prompt response to virus warnings and chain letters in an appropriate form of communication gives users a reliable cyber-information source that promotes safe and efficient use of district resources.

If you are not sure whether a virus is real or a hoax, consult one of these Web sites:

<<http://www.symantec.com/avcenter/hoax.html>>, <<http://www.antivirus.com/vinfo/hoaxes/index.htm>>, <<http://www.datafellows.com/news/hoax>>.

A worm appears

If you recently downloaded or opened a file "Happy99.exe" be sure to check your system by running a virus scanner. This file is a "worm" program, not a virus, which has been received through e-mail and news group posting. Users don't suffer ill effects by *reading* a "Happy99" message, but when someone opens the "Happy99.exe" attachment, a fireworks display appears to disguise the background actions of the worm which is affecting SMTP settings. Only PC users seem to be adversely affected. Mac users have not yet reported problems. Moral of the story: Do not open any executable e-mail file attachments (EXE, SHS, MS Word or MS Excel files) unless you are certain about the source and the contents.

Complete information on dealing with "Happy99.exe" can be found at <<http://www.symantec.com/avcenter/venc/data/happy99.worm.html>>.

Instructional media

Instructional Media Cooperative members: check out the newly purchased social studies titles that take viewers around the world to observe how other children live, work and play: <<http://media.imc101.wednet.edu>>.

URL of the quarter

Kathy Schrock's Guide for Educators—a classified list of sites on the Internet useful for enhancing curriculum and teacher professional growth. This site is updated daily to keep up with the tremendous number of new web sites. This award-winning site was launched on June 1, 1995, by Kathy Schrock, technology department head for the Dennis-Yarmouth Regional School District of Massachusetts. It originally started out as a subject-classified list of 400 links and now includes over 1600 annotated sites for educators. In 1998 it began to be sponsored by the Discovery Channel School. In addition to links, Kathy has developed original content to help teachers understand basic Internet concepts, and an evaluation tool to be used with students when evaluating a web page. <<http://discoveryschool.com/schrockguide/>>

Scholarships opportunity for women educators

The Rachel Royston Permanent Scholarship Foundation would like to offer scholarships to outstanding teachers. The foundation grants awards to outstanding women educators for study towards an advanced degree or specialized study. Recipients must reside in Washington and be pursuing post baccalaureate study at an accredited college. This is the 31st year of awards. Eleven recipients were chosen this year to share \$18,500.

Information, applications and brochures are available at no charge from:

Dr. Sue Sykes
PO Box 111595
Tacoma, WA 98411

Applications will be available mid-July, and the application deadline is December 1.

... and still more from the media center

Rates set for new cooperative year

In action taken at the annual ESD 101 Superintendents' Technical Services Advisory Committee, rates were set for the coming year for cooperative programs in the technical services area, including instructional media, typewriter repair and microcomputer repair. These rates have been mailed to participating districts in the new Cooperative Summary Agreements.

Committee members voted to disband the typewriter repair cooperative, effective September 1, 1999. In considering program expenses required to do business, and the number of typewriters required to be under maintenance and repair contract services, this program is no longer cost-effective. Districts who currently are members of the Typewriter Repair Cooperative will receive detailed information as to the steps of dissolution of this program as outlined in the Typewriter Repair Substantive Agreement.

The Instructional Media Cooperative will again offer the popular option of cooperative

membership on a building FTE basis. Within districts, individual buildings may contract for media support services and the optional courier delivery service. Buildings in the district which do not choose to contract for media services may book media products through a purchase-order system at a reduced "limited access" fee. If your building has been thinking about the need for an up-to-date media collection to support classrooms, this is the time to sign up! Further details are available from the Instructional Media Center coordinator.

UMI rates were also set for the calendar year 2000. Districts who are members of the Instructional Media Cooperative will pay 15 cents per FTE, or a \$200 minimum, whichever is greatest. Districts who are not members of the Instructional Media Cooperative will be charged 18 cents per FTE, or a \$250 minimum, whichever is greatest. UMI subscription sign-ups for 2000 will begin at a later date.

Brain research and the impact on early programs

You have inside you the most organized and functional three-pounds of matter in the known universe—the human brain. Understanding the brain provides us with keys to unlocking the potential in our children and in ourselves.

We have learned more about the brain in the last five years than we did in the previous 100 years, and we are just beginning. Recent research shows us there are windows of opportunity when certain portions of the brain are being most impacted. In the early years the lobes of the cortex partially develop along the brain stem and limbic systems, but exhibit a growth spurt at approximately age four. From age four to age ten there is enormous synaptic activity in the cortex. These truly are the wonder years.

Pat Wolfe, author of *Mind, Memory, and Learning*, 1996, says "at age six there can be a two-year difference in the brain maturation among a roomful of children. Bright children are

not necessarily on the fastest myelination track." This information effects the design of our programs as we meet the needs of our earliest learners. Our young children need nurturing and stimulating conditions in which to grow. Opportunities for "hands on" creative learning provide not only the stimulation but caring conditions that research shows us children need to grow and develop to the greatest potential.

There are statewide efforts to increase the awareness of those who impact young children, parents, care-givers, teachers, and family members. The statewide efforts include the Governor's Commission on Early Learning, Maximizing Washington's Brain Power, and the Early Literacy Task Force. For more information regarding these programs, please contact Anne Renschler at ESD 101, 456-7086 or arenschler@esd101.net.

Regional high school art show a roaring success

Claudia Halseth (Shadle Park High School), Daisy Chapman (Rogers High School) and Elin Martin (ESD 101) once again coordinated the ESD 101 Regional High School Art Show in February. Judges Kathleen Cavender, a local painter, and Steven Belzman, a local printmaker, had a difficult task deciding among this year's 165 submissions from 14 schools throughout the region. As a result, a record 69 pieces received awards and were displayed at Auntie's Bookstore, downtown Spokane, from February 8-18.

A reception was held on February 10 to recognize 11 first place awards, 13 second place awards, 10 third place awards and 35 certificates of merit.

The 11 first place award winning pieces were sent on to Olympia to compete in the Office of the State Superintendent of Public Instruction's Art Show during March. Congratulations to artist Eric Oakley, Chad Kuntz, Lori Spurlock, Michael Hairychin, Joey Becker, Christy Botzheim, Crystal Weilep, Ja-Nae Buckelew,

Jennifer Lentz, and Ty Pfundheller. Judges' comments included:

"... I always take into consideration the age of the artist when I look at student artwork. I don't necessarily expect to see technical expertise, but I want to see confidence in the use of their chosen medium mixed with imagination...." Kathleen Cavender.

"While looking at the artwork I take into consideration the following: Is it interesting? Does it hold my attention? Does the artist present another point of view? Does the artwork communicate the intention of the artist?" Steven Belzman.

Delitha Spear, representing ESD 101's Center for School Improvement, opened the art show reception. Nancy Zupan for Spokane Public Schools, and Dave Betts for North Central High School, presented awards and certificates. Judge Kathleen Cavender shared words of encouragement with student artists who were in attendance.

Weapons report for Washington schools

From the Office of the State Superintendent of Public Instruction—Olympia. A report that tracks weapons-related incidents in Washington public schools found that the number of reported incidents increased 12.24% over last year. The Report to the Legislature on 1997/98 Weapons in Schools was issued March 8 by OSPI.

"We contacted several school districts with increased and decreased incidents," said Dr. Terry Bergeson. "We found that every district we interviewed was being more vigilant about detection than in the past. We believe this has led to an increase in detected incidents, and in other cases has been a deterrent. The net result is safer schools."

Dr. Bergeson added that much more needs to be done, however. "Schools are a reflection of our community, and it is going to take all of

us—working together to create a safe, healthy, learning environment where teachers can teach and kids can learn."

Dr. Bergeson noted that the 1998 Youth Safety Summit validates the fact that safety continues to be a major concern for communities. "As a result of the Summit, schools are paying more attention to detection than ever before. The next step is the ability to teach skills that help students handle anger and disagreements," Bergeson said. "School districts need access to information that spans the continuum from prevention to crisis management and response programs."

The entire 1997/98 Weapons in Schools Report is available on the OSPI home page at www.k12.wa.us, or call Denise Fitch, supervisor of safe and drug-free schools at (360) 753-3864.

A multi-cultural book report

Hot off the presses. A must read for all educators....

We can't teach what we don't know: White Teachers, Multiracial Schools, by Gary R. Howard.

With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent white teacher in racially diverse schools. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, the book offers a healing vision for the future of education in pluralistic nations.

Gary Howard is president and founder of the REACH Center for Multicultural Education in Seattle, Washington.

For information call the REACH Center at (206) 545-4977.

Life-styles, behavior, and health

A Canadian study published in 1994 examined factors affecting health and found the following factors and the degree of their impact were:

- Access to health care—10%
- Heredity—20%
- Socioeconomic—20%
- Life-style/ Behavior—50%

Further, a 1993 article in the Journal of American Medical Association attributes 50% of all premature deaths (before age 75) to life-style and behaviors. It turns out, the state of our health is largely under our control through our thinking, exercise, diet and emotions.

Knowledge of risk factors is not enough to keep one healthy. Trying to live a 'healthy life-style' is a stressor for many people. In a sense, we know too much. We are bombarded by information about how to stay healthy. With the pace of our life-styles, all this information becomes stressful because we cannot act on all we know.

(More on Page 11.)



Florian in der Beeck



Tat'yana Filenko

Spokane Service Team: good for participants and good for the community

It can be difficult discovering your work skills and even more difficult gaining practical experience in that field. For many the Spokane Service Team (SST) has provided an answer. SST is an AmeriCorps program operated by ESD 101 to provide work and service opportunities to 16-25 year-olds, specifically targeting individuals experiencing difficulty transitioning into the world of work.

Two special members have excelled and become leaders, all the more remarkable in that for both, English is their second language.

Florian in der Beeck, 20, is an exchange student from Germany. He started with the SST in January. Because of his experience and training, Florian has been employed by ESD 101 as a senior crew leader with SST.

"The most important thing I've learned is to look at the whole picture from organizing work crews to coordinating all of the work," Florian stated.

Florian did carpentry construction work in his hometown of Sulze and completed the German carpenter's apprenticeship requirements. He will return in July to obtain a higher high school degree and will attend a university, but at this time is undecided on what career to enter.

Tat'yana Filenko, 18, came to the SST for the hard work which she has always enjoyed.

Speaking flawless English, Tat'yana came to America from the Ukraine nine years ago. She had helped her father, a siding and roofing contractor, on some jobs. She said she always worked hard helping at home. Unfortunately Tat'yana got bored with school and dropped out her senior year. She is working now on her GED and plans to pursue accounting in college.

Because of her hard work Tat'yana was named a crew leader, which surprised her since she has never led and isn't a risk taker. But the SST Construction Manager, Ray Anton, observed her performance and abilities.

"The best thing about the SST is that it gives me a chance to experience being a leader. I never thought I could go to work and enjoy it," Tat'yana said.

Tat'yana can continue for another year and graduate from SST. At that time, she will be eligible for another SST benefit. For each term of service, participants may receive a \$4,725 educational stipend which can offset college or technical school training expenses.

The program truly is a win-win proposition.

Continued on next page.

ECEAP expands programs for children, families, and communities

In January 1991, ESD 101 was awarded a grant to provide Early Childhood Education & Assistance Program (ECEAP) services to twelve low income four-year-old children and their families in Lincoln county. Our program has grown over the years to now include seventy-one children and families at ten sites in Lincoln, Stevens, and Ferry counties.

ECEAP services are offered to low income, four-year-old children and their families and are provided in the community in which they live. These services include a preschool classroom experience for the child, developmental screenings, health and dental screenings, home visits, parent education and support, and leadership opportunities through participation on a policy council. ECEAP emphasizes kindergarten readiness skills for children and engages children and parents in transition activities designed to facilitate both the enhancement of children's skills and parent involvement. Families are encouraged to participate in the classroom, site councils, and policy council in the hope that they will continue this very important involve-

ment when their child enters the public school system.

With recent changes in the welfare system, many participating families have faced new concerns and dilemmas, and the ECEAP program has responded by taking action in this area. We have helped families navigate the new system and its policies, aided them in preparation for a job search, and helped them deal with issues surrounding child care. To keep pace with these and other changes since ECEAP's 1985 inception, the Program Performance Standards have recently been overhauled to ensure quality services that are relevant to the needs of today's families.

In the application for reauthorization of funding for the 2000/2002 biennium due this summer, ESD 101 will be asking for funding for an additional thirty ECEAP slots. Our plan is to increase the number of children served at some of our current sites as well as provide services in communities not currently served.

For more information about the ECEAP program, call Karin Carter or Kim Lyman at 456-7688.

Spokane Service Team success stories, continued

Aside from affording young people the opportunity to learn and earn, the community benefits as well. Since 1994, SST has completed 95 construction projects for government agencies and for agencies serving the disadvantaged.

SST completes a wide range of projects from simple repair to extensive remodeling and construction of new, low-income homes. Last summer the team finished a complete remodel of the Salvation Army Community Center and a second story addition to the mammoth Southeast Daycare Center. This fall, the team will complete its seventh new home, all built from the ground up for low-income families.

In the future the SST will be working in the East Central area along with the City of Spokane

to renovate a number of properties which have been neglected or boarded up as drug houses.

Fully one-third of the program budget is generated through fee-for-service contracts. Initiated in 1992, it has been supported through AmeriCorps grants for the past four years. Summer participants are funded by the Job Training Partnership Act (JTPA).

This year 40 youths have participated in SST. Unfortunately the number of potential candidates exceed openings. For more information call the Center for School to Work at 456-7660.

by Steve Taylor

More about life-styles, behavior, and health

There ARE some basic steps one can take that positively affect health. One is developing connectedness with others. By nurturing our friendships, we can create a network of people to depend on which in turn can possibly affect our health.

Another influencing factor is how we view a stressful event. We cannot control life events, but we can determine how those events impact our lives. Optimists have an enhanced-immune response compared to pessimists. Yet in a real sense, both distort reality to fit their own belief system. So, consider that reality is always relative anyway, and choose to perceive the reality of stressful events optimistically!

Lastly, try using the 'pick one' system. It's overwhelming to think about ALL the habits we should change to improve our health. Try choosing the one habit that is of greatest concern, developing a plan to change it and sticking to the plan until you've developed a healthier habit.

Spread the news

One of the new features in FOCUS is a commitment to saluting the service and work of educators and schools throughout our region. Our goal is to recognize outstanding accomplishments and exemplary programs, and say thanks for the dedication and service provided on behalf of public education. To this end, nominations for future recognition or information about exemplary or unique school programs may be directed to Kelly LaGrutta or Steve Witter, ESD 101, 1025 West Indiana Avenue, Spokane, WA 99205. Nominations should include a short description of the work or school program being recognized, and the reasons why the program or educator is exemplary.

Please help us share your success stories with educators throughout our region.

Our next publication date is August 15, 1999.

Certification update—endorsements

Effective September 1, 2000

The new endorsement system, effective September 1, 2000, will take a little getting used to for all of us. Here are a few common questions and answers to help you better understand what's in store.

First, the major differences that characterize the new endorsement system are:

- Endorsements are based on the state learning goals and Essential Academic Learning Requirements;
- Endorsements can ONLY be obtained through the completion of an approved college/university endorsement program with the recommendation by that college that the endorsement be issued;
- All endorsements require pedagogy specific to that particular endorsement.

How long will individuals be able to obtain endorsements under the current requirements?

Individuals currently certified will be able to obtain additional endorsements under the current system until August 31, 2000. However, applicants must have their endorsement applications postmarked to an ESD or the Office of the State Superintendent of Public Instruction (OSPI) Certification Office by August 31, 2000. (Note: Lifetime certificates and substitute certificates are not endorsable certificates.)

How can an individual obtain an endorsement under the new requirements?

All endorsements must be obtained through completion of an approved college or university program. At the completion of the program, the college/university will verify to the OSPI Certification Office that the individual has completed all program requirements for the endorsement and that the endorsement will be placed on the individual's certificate.

Will individuals still be able to add endorsements by meeting minimum state standards and applying through an ESD or OSPI certification office?

No. After August 31, 2000, individuals will ONLY be able to meet requirements for an endorsement through the completion of an approved college/university program and application to the college or university for the endorsement.

Where can the endorsement requirements be found?

WAC 180-82 (new chapter).

Will credits previously taken be acceptable toward meeting the new endorsement requirements? Will community college credit be accepted toward meeting the new requirements?

Only the college or university where the individual is completing the endorsement program can determine whether these credits will be accepted toward meeting endorsement requirements.

Are two endorsements still required for the continuing certificate?

Two endorsements are currently still required for the continuing teaching certificate. After August 31, 2000, though, the continuing teaching certificate will require only one endorsement. Adding an additional endorsement after that date, however, will require completion of an approved college/university endorsement program.

For additional information, contact the OSPI certification office at (360) 753-6773, or check their web page at www.ospi.wednet.edu/.