



## Riverside teacher named state teacher of the year

Marvin Sather, an English teacher at Riverside High School, has been named Washington State's 1999-2000 Teacher of the Year.

Sather received the award at a recent Seattle press conference and ceremony hosted by State Superintendent of Public Instruction Dr. Terry Bergeson and Seattle Mariner catcher Dan Wilson. The state award program recognizes and honors outstanding professional contributions of elementary and secondary classroom teachers.

The 31-year teaching veteran was selected from nine finalists drawn from each ESD region in the state. As the state winner, Sather will become Washington's nominee in the National Teacher of the Year competition.

In making the announcement, Bergeson said, "For more than 31 years, Marvin has guided, molded and prepared young minds with his enthusiasm and positive attitude. His single purpose is to do everything within his power to help students learn and succeed."

Sather says that even after 31 years of teaching, he finds himself spending many evenings and weekends reviewing materials, re-reading books and planning new approaches. "I want every class period, everyday, fully prepared. If I care, they care."

"In the classroom, no one works harder than Mr. Sather to plan and facilitate lessons that are both interesting and challenging to his students," said Riverside High School Principal Dr. Mark Gorman. "Without fail, when our students return to visit staff members after graduating from high school, they identify Mr. Sather as the person having had the greatest influence on their young lives."

Sather earned his BA degree in 1967 from Whitworth College and a Master's Degree in 1970 from Wisconsin State University. He began his teaching career in the Marysville, Washington School District, before moving to Montana.

There he spent 22 years as an English teacher, department chairperson, and assistant principal at Libby High School. He has held his current teaching position at Riverside since 1993.

The Office of the Superintendent of Public Instruction (OSPI) administers the Washington State Teacher of the Year Program with support from The Beresford Company and the Washington Education Association.

Members of the nine-member committee which selected Sather included representatives from: the State Board of Education, Association of Washington School Principals, Washington State Association of School Administrators, Washington Education Association, Washington School Public Relations Association, Washington State PTA, Washington State School Directors' Association, Office of the Superintendent of Public Instruction, and the 1999 Washington State Teacher of the Year Karen Mikolasy of the Shoreline School District.



Marv Sather

## Look inside!

- Superintendent's column ..... 2
- Accountability plan developed ..... 3
- Snow closures ..... 3
- Art Show ..... 4
- Center for Prevention Programs update ..... 4
- Using classroom-based assessment ..... 5
- Anne Frank exhibit ..... 5
- From the Instructional Media Center ..... 6-7
- Lloyd Butler of Lind ..... 8



A publication of Educational Service District 101  
**FOCUS**



Vol. 14, No. 3

January/February 2000

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.

**Board of Directors:**

Ronald Schmidt,  
Chairman

Thomas Sackmann,

Vice Chairman

Dwaine Klein

Dr. Mark Kondo

Gail Kuehne

Marcus Ross

J. Leigh Schultheis

**Superintendent**

Terry A. Munther, Ed.D.

Editor

Kelly LaGrutta



Focus is printed  
on recycled paper.

## Superintendent's column: **Resolutions for a new millenium: reform • re-invent • recharge**



**Dr. Terry Munther**

Does the dawning of a new millennium mean that New Year's resolutions should reflect futuristic ways of thinking and working?

Certainly, this year's milestone should remind us that we must remain open minded and creative as we reform public education to meet the needs of future generations.

Y2K also reminds us that our work takes place in a more fast paced, demanding and challenging environment than ever before.

At a recent conference I attended one of the keynote speakers, Philip Schlechty, author of numerous books on education reform, including *Inventing Better Schools*, commented, "I'm worried about the future of public education." The premise for his concern was our inability, or unwillingness, to change and rethink our business.

The next day of the seminar, Ian Jukes, technologist, futurist and author, shared startling revelations about the exponential growth of technology. He asked, "How will these future technologies affect public education?" His "tongue in cheek" response was, "not much... nothing else seems to have changed the way schools look."

Futurist and author Jennifer James, in her book *Thinking in the Future Tense*, suggests that success in the 21st century will require vastly different skills—and forms of intelligence—than most of us have ever considered. The types of minds that were successful in the 20th century may not be the same type that will be successful in the 21st.

Each of these respected individuals makes a clear call to embrace change and technology as we are asked to reinvent and restructure education. I agree that we need to be concerned and constantly strive to improve for the future.

But, I'm also concerned about the present, and especially concerned about our educational professionals' stamina and morale. You, in our

schools and classrooms, are "pedaling as fast as you can," yet

you hear the constant cry, "faster, faster." You are working harder than ever before; and can get overwhelmed by additional demands and responsibilities. Yet you "answer the bell" each and every day, and our kids are receiving a better, technologically integrated and enriched education than ever before.

First, as a parent, let me say "thank you." Second, as an administrator, let me say "thank you." I wish I had the answer to help you balance increasing demands and rapid technological change with personal and professional stability. Beyond gratitude and empathy, I can only offer the following:

- Accept that change is inevitable.
- Take comfort in the fact that change and technological advancements transition into our culture over time until they seamlessly become the norm. (Remember our attitudes toward computers 10 years ago?)
- Don't just accept change, embrace it. Change often helps us become more efficient and effective. So, while we can't pedal any faster, we know the new lighter weight bike with lower gears will help us climb the hill more easily.
- And finally, as we begin a new year and a new century, make sure your resolutions include taking time out for you and your family—time to re-charge your battery, enabling you to energetically continue your sojourn toward improved instruction and educational opportunities for all children.

While, "Don't worry, be happy" may not be an appropriate theme for this message, perhaps the following best summarizes my thoughts: Change is a journey, not a blueprint, and this journey should be a wonderful adventure.

(Continued on Page 3.)

## Accountability plan developed

### Reading and mathematics accountability goals

Legislation passed in 1998 and 1999 requires school districts to develop accountability goals and plans for reading and mathematics. Reading goals had to be established and submitted to OSPI in December 1998 with a target of 2001. The requirement and time line for developing mathematics goals for both fourth and seventh grades were legislated in 1999 (in Substitute Senate Bill 5418).

The formula used for establishing goals in reading is used for mathematics as well. By December 15, 2001, each school district shall set three-year district-wide goals to increase the percentage of students who meet or exceed the mathematics standards on the fourth- and seventh- grade assessments.

The goals are determined based on the school's and district's baseline assessments, and may not be less than the total percentage of students who did not meet the standard multiplied by 25%. (The formula is the percentage of students not meeting the standard  $X .25 =$  the percent target for improvement by the 2003-2004 school year.) Districts may select 1998, 1999 or 2000 WASL results as their baseline year for fourth grade. For seventh grade the baseline standard must be selected from either the 1998, 1999, 2000, or 2001 school year. Although the mathematics goals are not required to be met until 2003/2004, school districts are encouraged to plan and work toward improving student performance in mathematics.

### Accountability reporting

Each school district board is required to report to parents and the community on an annual basis. The reports include the performance improvement goals and students' performance relative to the goals. In addition, district-wide and school-level plans to achieve the goals are reported, including curriculum and instruction, parental or guardian involvement, and resources available to parents and guardians to help students meet the state standards.

### Coordinating plans

As educators implement education reform to improve student learning, the accountability planning efforts often seem to take on a life of their own, and appear to add yet another layer to a stack of existing plans. It is true that school districts and schools develop a myriad of plans to serve a variety of purposes, some initiated at their discretion and others required by regulations. These may include district-wide strategic plans, school-based self-study and school improvement plans, federal categorical programs, grants and technology.

School districts and schools are encouraged to consolidate and link plans in order to better manage implementation, to use resources efficiently, and to avoid duplication of effort. The accountability plans for improving reading and mathematics can effectively become part of the district-wide plans that guide district activities.

The ESD 101 Curriculum, Instruction and Assessment Division provides technical assistance, upon request, to help with coordinating plans and for developing school-wide Title I plans, self study, school improvement plans, and district strategic plans. For further information, please contact Helene Paroff at (509) 456-7685.

## Millenium resolutions

(From superintendent's column, page 2.)

Public education has served our nation well for more than a century. Indeed, it has been a driving force behind American prosperity, which is unprecedented in world history. With open minds and creative thought toward change, education's impact can be even greater in the next 100—or 1,000—years. We may not have the ability to shape the distant future, but we do have the ability and the responsibility to set the stage for the generations which do. Embrace change, take time for yourself, and public education will continue to thrive as the foundation for our democracy.

## So the weather outside is frightful?

### Snow closure information on radio, TV and the Web.

Obtaining information on school snow closures and delays is as easy as turning on your radio, television or computer.

ESD 101, the regional clearinghouse for closure information, is in touch with area school districts beginning at 5 a.m. on snow days. The information received from districts is disseminated, in turn, to 28 regional radio stations and five television stations beginning at 6 a.m.

If you want the play-at-home version, we're as close as your computer. Snow closure information also is available over the ESD 101 web site at:

[www.esd101.net](http://www.esd101.net)  
Web updates may be easily found on our 'front page' by clicking on the snow man. Web information is continuously updated—several times per hour, between 6 - 8 a.m.

## The Art Show is Coming!

The 27th Annual Regional High School Art Show is almost upon us, and should be bigger and better than ever. All entries are due at ESD 101 (Attn: Elin Martin) by 5 p.m. on February 2, 2000.

Entries accepted will be displayed throughout Auntie's Bookstore in downtown Spokane from February 7 - 17, with an awards reception on February 9.

The high school art show competition is open to any student enrolled in grades 9-12 in schools in the ESD 101 service area (including private schools), and special education students ages 14-21. Special education students are particularly encouraged to participate; and 2-3 awards in each category are reserved for their entries and will be judged separately from other entries. All artwork will be judged on creativity, composition, and technique.

Call Elin Martin at ESD 101 for information at (509)456-7683.

## Center for Prevention Programs update

ESD 101 has recently received several new grants that enable us to expand services through the Center for Prevention Programs. Following is a brief update with contact information for each of these projects.

### Middle School Coordinators Initiative

A national competitive grant from the federal Safe and Drug Free Schools program has enabled us to hire six new middle school drug and violence prevention coordinators serving seven middle schools. The middle schools served are in West Valley, Cheney, Riverside, Nine Mile Falls, Mary Walker, Inchelium and Northport school districts. Criteria for the grant included demonstrating violent incidents, drug policy violations, and/or referrals to treatment, as well as districts' commitment to institutionalizing preventative practices.

This demonstration project will benefit the entire region, since the new prevention coordinators are required to develop exemplary practices for sharing with state and national education associations by the end of the three-year project period. Our program evaluator, Dr. Rick Phillips, is working closely with the new coordinators to develop locally-tailored programs with measurable results.

Please join us in welcoming our new middle school prevention coordinators: Daric Ronngren, Cheney Middle School; Debbie Noble, Centennial Middle School; Cheri McQuesten, Riverside Middle School; Katherine Hintyesz, Lakeside Middle School; Fabian Napsky, Springdale and Inchelium middle schools; and Tina Freimuth, Northport Middle School.

Contact persons for the project: Denise Robertson, (509) 458-3625 or Katherine Hintyesz, (509) 466-1131 or 789-3580 ext. 3102.

### School Safety Prevention/ Intervention Consortium

This new state grant will assist 29 districts in six counties with developing emergency preparedness plans, staff development activities, and

coordination with local emergency responders. Several of the regional training activities listed in the in-service pull-out of this issue are sponsored by the School Safety Consortium. We are collecting nominations of staff in member districts to attend regional training of trainer activities as part of a training cadre, in order to in-service their own and other district staff. Other staff in consortium member districts are encouraged to attend at no cost. Non-member districts are encouraged to attend for a minimal registration fee.

The 29 member districts are: Cheney, Chewelah, Creston, Curlew, Davenport, Deer Park, Freeman, Garfield, Harrington, Kettle Falls, Liberty, Lind, Mary Walker, Mead, Medical Lake, Nine Mile Falls, Northport, Onion Creek, Orient, Palouse, Reardan, Republic, Ritzville, Rosalia, Summit Valley, Tekoa, Valley, Washtucna, Wilbur.

Project contact: Phil Eager, (509) 789-3580 ext. 3103.

### Spokane County Re-Entry Program

A new grant from the Governor's Juvenile Justice Advisory Committee will fund a re-entry program for middle school students who are expelled or suspended for violent behaviors. This collaborative project is a partnership among ESD 101, Spokane Public Schools, Spokane County Juvenile Court and the Structured Alternative Confinement programs, the Restorative Justice Committee, Spokane Counseling Group, Inland Mediation Center, and Northeast Washington Treatment Alternatives. Its purpose is to provide an integrated package of interventions to enable the student to successfully re-enter the regular school setting, and to prevent any further involvement in violent or disruptive behavior.

Services will be provided to an estimated 24 students in the first project year and will include Aggression Replacement Training, Functional Family Therapy, victim/offender mediation, tutoring and mentoring, and consultation with the receiving school.

(Continued on Page 5.)

## Using classroom-based assessment

Washington State's new standards-based educational system relies heavily on classroom-based assessment for important information about student learning. These assessments measure student performance and progress toward meeting out state's Essential Academic Learning Requirements by employing paper-and-pencil assessments, as well as performance tasks such as interviews, presentations, projects and collections of student work.

The advantages of classroom-based assessments enable teachers to measure the performance of students who have varying developmental needs and learning styles. Additionally, student learning can be measured over a period of time, in a greater number of ways, and in more detail than is feasible with on-demand statewide assessments.

A series of classroom assessments, activities and materials have been assembled into three 'Tool Kits' for use in grades K- 4 (Early Years), 5-7 (Middle Years), and now 7-10 (Transition Years) to be completed by late winter. The tool kits contain grade level frameworks for reading, writing, communication and mathematics. They also contain instructional model performance assessments, scoring criteria, and rubrics. Many sections have student work modeling the outcome of the task.

The ESD 101 Regional Learning and Assessment Center is scheduling regional tool kit training sessions at all three grade levels this year. Please contact Karen Estes at (509) 456-7683 if you have any further questions regarding the tool kits and or the training being provided on this resource.

## Center for Prevention Program, continued

Criteria for participation include: a Spokane County middle school student expelled or suspended for weapons, threats, or assaultive behavior, plus commitment on the part of the student, family and school to participate fully in all of the project interventions. To make referrals, please contact Fred Schrupf for Spokane Public Schools students at 354-7254, and Kevin Griffith for other Spokane County students at (509) 789-3580 ext. 3109.

### The Aggression Replacement Training Program

This 10-week series of groups teaches social skills, anger control and moral reasoning to youth involved in the juvenile probation system. Aggression Replacement Training was developed by the same researchers that created the Skillstreaming curricula, and has been shown to decrease recidivism, increase social skills and decrease aggression. ESD 101 provides this service through a contract with Spokane County Juvenile Court. Contact: Kevin Griffith, (509) 789-3580 ext. 3109.

### SMILE Conference: Important Lifeskills for the 21st Century

**Mark your calendars!** The SMILE Conference: Important Lifeskills Issues in Educating Youth for the 21st Century will be held March 14 & 15, 2000, at Cavanaugh's Inn at the Park. Nationally renowned speakers will address suicide, grieving, violence prevention, and resiliency issues affecting youth in our society. Since the tragic occurrences in Moses Lake, Oregon, Colorado, and Georgia, people are looking for solutions for halting this destructive trend. The conference will have presentations by: Dr. Paul Quinnett on mood disorders/suicide/QPR; Dr. Annette Granier on unresolved pain/grieving; Dr. Larry Cohen on youth and violence; Dr. John Dunne on media's effects on violence; Dr. David Fassler on depression/suicide/building resiliency; and Dr. Keith Cheng on video, music influence on youth.

The sponsoring organization, SMILE, has been advocating for better education and awareness to prevent youth suicide and other at-risk issues. The conference costs \$85 and includes breakfast and lunch for both days. Attendees will also receive copies of the books *When Living Hurts* and *Help Me, I'm Sad*. For more information, contact SMILE at (509)448-8886.

## Anne Frank exhibit

This spring from April 27-May 24, Spokane will have the rare opportunity to experience the interactive history of Anne Frank. The Gonzaga Institute for Action against Hate is sponsoring Anne Frank: A History for Today, a mobile version of the Anne Frank House located in Amsterdam.

A ten-hour workshop on the Holocaust, designed for educators, will be offered by ESD 101 Tuesdays, March 14, 21, and May 9 from 4:30 to 7:50 p.m., OR Saturday April 15 from 8:30 to 4:30 and Tuesday, May 9 from 4:30 - 7:50 p.m.

More than 100 specialized tour guides are needed, and there are two informational meetings for people interested in volunteering in this way; Thursday, January 20 or February 17 at 4 p.m., Temple Beth Shalom, 1322 E. 30th Avenue.

For registration information contact Sheri Barnard at (509)323-3604. Visit the exhibit web site at [www.gonzaga.edu/annefrank](http://www.gonzaga.edu/annefrank).

## From the Instructional Media Center

### Electronic catalog

The Instructional Media Center electronic catalog <<http://media.imc101.wednet.edu>> has been updated to be even more user friendly! IMC users are encouraged to check the updated catalog for not only the newest titles added to the collection, but users also may check current reservations, future reservations, even historical reservations! Best part is that it can be accessed at school or at home, using the same password and client code.

### Leave us a message!

The Instructional Media Center now has voice mail available 24 hours a day. Users may call the IMC number (456-6195) and leave messages for reservations or extensions.

## Copyright comment

The Digital Millennium Copyright Act (DMCA) is the most comprehensive reform to copyright law in many years and takes copyright principles into the digital information age. As promised, this column continues to look in depth at aspects of the Act which have implication for school libraries.

### First Sale Doctrine

Section 109 of the Copyright Act permits the owner of a lawfully acquired copy to dispose of it by lending or other means. Known as the First Sale Doctrine, it allows copyright owners to control ONLY the first sale of a work, and is the legal foundation of the country's library system. Book owners may dispose of works without permission from, or payment to, the copyright owner. The First Sale Doctrine, however, does not include the right to make more copies. Additional copies of print materials are authorized by Sections 107 or 108 of the Copyright Act for three reasons: interlibrary loan, research and reserve copies, or preservation and replacement. The DMCA now permits "authorized institutions" (libraries) to make up to three digital copies of an eligible copyrighted work—one for archival purposes, one as a master and a third as a working copy. A previous requirement in the Copyright Act limiting permissible copying to "facsimile" only was also eliminated.

### Digital exemption

In the case of published works, the digital version cannot be made available outside the premises of the library. A library with a digital version for preservation purposes may loan a digital copy to another library which has a lawful copy of the original, but neither library may allow patrons to take the digital copy away from the library premises. The patron, however, may retain a printed copy of those portions of the work allowed to be copied under Section 108 or the Fair Use Section. In addition, the DMCA allows preservation copying in the instances where a copy of the work has been damaged, deteriorated, lost or stolen, and a

replacement copy is not available at a fair price or the "copy's format has become obsolete." It would seem, then, that these significant changes have expanded "fair use." Not so! The Fair Use exemptions generally do not apply to library projects that convert print materials to digital format. The Fair Use exemptions allowed for classrooms—the purpose and character of the use, the nature of the copyrighted work, the amount and substantiality of the portion used in relation to the whole, the effect of the use upon the potential market—must still be applied.

### Special formats for people with disabilities

A question often asked by schools: Can a classroom enlarge text of trade and text books for visually impaired students?

Arnold P. Lutzker, legal counsel for AIME (Association for Information Media and Equipment) replies: "The recent amendments to the Copyright Act include the addition of Sec. 121 entitled 'Limitations on exclusive rights: reproduction for blind or other people with disabilities.' The limitation sets forth an exemption from getting permissions in the case of PUBLISHED, NON-DRAMATIC LITERARY WORKS. Trade books would be included, but the exception does NOT apply to musical or dramatic works. There are three specific requirements that must be met before the particular copyrighted work may be reproduced and distributed under this provision. They are:

- Only authorized entities, namely nonprofit organizations or government agencies whose "primary mission is to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities" are permitted to reproduce or distribute those works. Public schools would qualify.
- The works may only be reproduced or distributed in the specialized formats—namely Braille, audio or digital text—which are used exclusively by the blind or by persons with disabilities. For example, audio materials may be reproduced on special machines that

(Continued on next page.)

## ... and more from the media center

record at slower than normal speeds, which renders the materials unusable by the public using generally available equipment.

- “Persons with disabilities” who are eligible to qualify for receipt of the works is controlled by reference to 2 U.S.C. Sec 135a. The Library of Congress has published regulations regarding “physically handicapped” persons, and this means someone who suffers from an “organic dysfunction” that prevents the reading of printed material in a normal manner. A physician’s certificate is needed.

As to whether the copyright owner’s permission is needed to enlarge text for visually impaired students, even with appropriate copyright notice, neither the statute nor the regulations provide an absolute answer. The problem is that enlarged text is not specifically mentioned in the Sec. 121 definition of “specialized formats.” Moreover, this format may be readily used by non-qualified persons. What distinguishes specialized formats is that they are really inaccessible to the general public. In the case of audio or digital materials, the ones covered by these rules should be recorded in a manner that allows them to be played only on special equipment. Since enlarged text could more readily be accessed by sighted individuals, it could be deemed not to qualify under the Act.

It remains questionable whether you can produce an enlarged type version without permission. Assess the availability of exemptions under Fair Use (Sec 107), Library Photocopying (Sec 108), Classroom Teaching (Sec 110) to produce the enlarged work.”

(This Copyright Question and Answer reprinted with permission from AIME, of which ESD 101 Media Center is a member.)

## No taste for spam?

Ever wonder how private information gets collected from your computer and where it goes?

One place is “spam,” the unsolicited mailing of bulk e-mail over the Internet which fills mailboxes and clogs network traffic. Believe it or not, the term “spam” actually comes from the

mass-produced meat in a can! There are three basic types of spam—fraudulent offers, hijacking of servers to “spoof” message headers, and unsolicited junk mail. But, back to information gathering. Some private information is gathered in questionnaires and registration forms filled out by users on websites. Other information is tracked through website visits. That means that most of the information gathered about individuals on the Internet is, quite frankly, boring.

### Seal of Approval

Legislation is catching up with spamming, but still is not very effective in limiting spam. Beginning to appear on websites is a “Seal of Approval” showing that the site meets minimum privacy standard qualifications which include a published E-mail Policy and Privacy statement. These statements detail the type of information collected, how it is stored, and what is done with the information. It also provides a mechanism for notifying the webmaster to restrict use of personal data. “Seal of approval” standards have been set by a trade organization involved with the Internet, similar to the Better Business Bureau. Websites that violate the privacy policy, are subject to audits and revocation of the right to use the Seal. Best advice—consider that the Internet is interactive and be careful of information shared as an electronic consumer.

## Bell & Howell subscription services

Sign-up for new subscribers and renewal of the second year of the Bell & Howell Information and Learning—formerly UMI—subscription service continues for the calendar year 2000 with pricing following the guidelines established by the IMC Superintendents’ Advisory. Districts interested in signing-up may still do so by contacting the Instructional Media Center for further details. On-site training and assistance is available by contacting Mary Rickerd, media coordinator.

## Just a reminder!

The Women’s Auxiliary to the American Institute of Mining, Metallurgical and Petroleum Engineers (WAAIME) has donated classroom resources for teaching geology, mineral resources, natural resources and earth science units to the Instructional Services Resource Center. The Spokane WAAIME chapter also has grants available for classroom field trips, other related resources and activities. Teachers interested in obtaining this grant assistance may obtain grant application forms from the Instructional Media Center.

### Instructional Services Resource Center

This professional collection comprises videos, kits and books from several of the ESD programs and can be used by anyone in the ESD 101 area interested in education. The collection can be browsed electronically <<http://media.imc101.wednet.edu>> or at Instructional Media Center during normal operating hours (7:30-4:00) weekdays.

## 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 to 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. Please include a short description of the work or school program being recognized, and the reasons why the program or educator is exemplary.

Help us share your success stories with educators throughout our region. Our next publication date is February 15, 2000.

In the spotlight, by Steve Witter...

## Lloyd Butler of Lind—the one million mile man

Call him a cross between Cal Ripken, baseball's Iron Man, and Lee Majors, television's Six Million Dollar Man.

When it comes to mind-boggling longevity and endurance, Lloyd Butler takes a back seat to no one.

In fact, Lloyd Butler always takes the front seat, left side, behind the wheel—the same place he's been for 52 years as a bus driver for the Lind School District.

Sure, Butler may be technically retired, but he's still on the move. After retiring once in 1991, he agreed to come back and work a reduced schedule, which only meant the elimination of long routes and extracurricular road trips.

Then last August, Butler notified Lind Superintendent Steve Dal Porto that he was retiring again, this time for good. In reality, this just meant reducing his schedule a little more. Today, the formally retired Butler only works as a substitute driver when needed by the district.

"Lloyd's record is incredible," says Dal Porto. "In 52 years, he's never had an accident and never received a ticket."

Another authority on Butler's record is Vi Holland, the school district's business manager. She's also his daughter. "In 52 years of winter driving, I don't think he's even been stuck more than twice and both times he got free without any help."

It is an impressive driving record to be sure and not just because of years. Dal Porto estimates that Butler has logged at least 1 million miles during his career. For perspective, his mileage total roughly equates to:

- 2 round trips to the moon.
- 40 trips around the Earth at the Equator.
- 184 round trips between Lind and New York.
- 6,666 round trips between Lind and Spokane.
- 33,333 round trips between Lind and Ritzville.

Butler's safety record and longevity are exceeded only by the community's affection for him.



Lloyd Butler

"Lloyd has always been great with kids. Years ago, he started a tradition of buying milkshakes for every student at the end of the year. Later, it became M&M's and king-size Snickers bars. Every generation has developed a deep appreciation for Lloyd and what he does," says Dal Porto.

The affection runs both ways. "I like kids," says Butler, "and I can tell you they're no different today than when I started.

"I've had to train a few of them, though," he says with a laugh.

Butler, a 1942 Lind High School graduate, began driving for the district in 1947 following service in the Navy during World War II. Since then, he has worked with at least eight superintendents, driven more kids and worn out more buses than he can remember.

And this is just what he did as a part-time avocation. For full-time work, Butler operated a Lind appliance store. He also stayed busy as a husband (he and his wife Elnora will celebrate their 53rd anniversary in June) and father (Vi and her sister Iris).

On TV, Lee Majors was called bionic. In Lind, Lloyd Butler is more than bionic. He's beloved.

*"In the Spotlight" is a column saluting the exemplary service and work of K-12 educators in the ESD 101 region. Nominations for future "In the Spotlight" profiles may be directed to Kelly LaGrutta or Steve Witter, ESD 101, 1025 West Indiana, Spokane, WA 99205; (509) 456-6320.*