



## Rogers school-to-work student aims high and connects —By Steve Taylor, ESD 101

It is said in sports that an individual is the “complete package” or the “real deal,” when gifted in the skills required by the sport. Unfortunately, these terms don’t refer to ordinary life. One young senior at Rogers High School in Spokane would be an obvious exception.

Zablong Yang moved to the U.S. from France three years ago and started at Rogers as a sophomore. Since that time, “Zag” has mastered English and immersed himself in high school activities. And, all the while maintaining a 4.0 GPA and raising himself.

Zag, who is Hmong, grew up in France in an unusual twist of fate. His parents boarded one of the last planes to leave Vietnam in 1975. It was a plane bound for France, as the last plane to the U.S. was full. Zag grew up in a tough neighborhood in Nimes, but relocated to Spokane to be with his older brother. His parents remain in Nimes.

While completing scholarship applications, Zag has resorted to listing all of his activities and accomplishments on a separate sheet to remember them all. They range from class president, wrestling, and soccer to serving as a math tutor to members of the Spokane Chiefs hockey team. Often these activities start before school and extend well into the evening.

“School is my second home ... there is nothing to do at home and I get to know more people by participating,” Zag said.

Academically, Zag is excelling. Math teacher Chris Sandes said Zag took calculus and pre-calculus in the same semester. He is the only student who has done this and, of course, aced both. “Zag is a role model for other

students who admire his work ethic,” Sande said. That work ethic has carried over to sports. Sande, who also coaches wrestling, said Zag isn’t the most gifted wrestler, but always gives 100 percent.



“Zag” Yang

Zag has applied to the University of Washington and hopes to pursue an engineering degree. This is where ESD 101’s School-to-Work Connections program comes into play.

The Rogers High School Career Center, like other Spokane County high schools, works closely with School-to-Work Connections. The ESD program offers participants individual assessment, job search education, pre-employment competency development, work experience and private-sector internships.

Staff members work with businesses to secure internships for Zag and other participating students. So far, his work performance has matched his academic performance.

“You can count on Zag. He is extremely dependable and always goes above and beyond what is required,” said Deb Crapes, career center specialist and Zag’s supervisor.

Crapes recently helped Zag complete the Bill Gates Millennium scholarship. This scholarship that can be utilized from a baccalaureate to even a doctoral degree. Another School-to-Work Connections alumnus was awarded the scholarship last year and is now attending Gonzaga University.

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## Superintendent's column:

# Leadership: Let's put it on display every day!

If you want to see intellectual bedlam, assemble a group of scholars and ask them to define the meaning and characteristics of leadership.

Hours later, after the dust has settled, the walls will be filled with ink-blotched sheets of butcher paper. Dozens of definitions will appear in felt-pen scribbling, as will the names of famous leaders and the traits that made them great.

Words such as courage, vision and passion will be circled and underlined. In the end, however, the assembled group probably will be no closer to agreement than when it started. That's because leadership is incredibly difficult to define. It's an intangible thing that often takes different forms in different situations.

There is more than one definition because there is more than one way to exert and achieve leadership.

A new twist on the leadership question was recently offered to a group of regional superintendents by Whitworth College President Bill Robinson. Dr. Robinson discussed the complexities, challenges and contradictions leaders must continually balance to be effective.

His advice to the superintendents was straightforward: don't shy away from embracing seemingly opposite traits. For example, he said, be inclusive, yet decisive; and strong, yet compassionate.

His message was clear. While a strong leader might make a hard decision and let the chips fall where they may, a strong and compassionate leader might make the same decision, yet cushion the blow to reduce the fallout.

The good leader, in other words, thinks about other people.

That's good advice for all of us in every facet of our lives—and not just superintendents.

All of us have opportunities to exert leadership—administrators, teachers and students.

Today's students, I believe, are in particular need of opportunities to witness and exert

leadership. Why? Because—at the risk of sounding preachy—pop culture no longer prizes and promotes leadership in the traditional sense.

Today, young people are encouraged to focus on self. Every day, they are inundated with the words, "me, I and buy." Seldom are they inspired to think about "them."

Good leaders think about "them." Good leaders also listen (the reason we have two ears and only one mouth, reminds Dr. Robinson).

As we prepare our young people to take on the world, let's not forget the broader aspects of education. Turning out good students not only means producing kids who can pass the WASL, but also kids who can pass the citizenship tests of life.

Let's celebrate leadership by putting it on display every day.



Dr. Terry Munther

## Congratulations to the fifth grade class of Tekoa

It was party time for the fifth grade when they received their Washington Learning Achievement (WASL) awards recently. The class surpassed the WASL reading achievement goals as fourth graders last year. Six students—Philip Arnold, Kyle Schulz, Heather McBride, Matash Tanner, Kayla Hutton, and Lyndsey Judson—scored 400 or above on all four of the essential learnings tested: reading, writing, language arts, and math!

The class received a letter of congratulations from Governor Gary Locke and State Superintendent of Public Instruction Terry Bergerson.

## ESD 101 at your service! —By Steve Witter, ESD 101

### Profiling: Center for Support Programs

It's not a widely known fact in the community, but the CIA operates an office in Spokane. It's headquartered on the second floor of the ESD 101 offices on West Indiana Avenue.

Its operatives don't speak in code, identify themselves by number or make clandestine trips to foreign lands (though a few of them admit to liking James Bond movies). Rather, these CIA operatives speak English, go by their given names and seldom venture beyond the furthest reaches of Ferry County.

This CIA stands for Curriculum, Instruction and Assessment. It's the teaching and learning division of ESD 101. Within the CIA are numerous centers which specialize in programs and services for local schools. One such branch is the Center for Support Programs, headed by Director Kathy Christiansen.

The center is one of the largest and most diverse in the agency, with 52 staff members employed in early childhood education, special services and education for incarcerated youth.

Specific services include:

- an early childhood education assistance program (ECEAP), managed by Karin Carter, serving 89 students.
- early intervention services and a child care cooperative, managed by Anne Renschler, serving 95 pre-K students at three sites, as well as agency providers throughout the seven-county ESD 101 region.
- a special services cooperative, managed by Angela Johnstone, providing comprehensive services (including school psychologists, occupational and physical therapy, speech and language therapy and vision) for 31 districts.
- education programs for students in two juvenile detention centers, managed by Larry



**From left: Karen Domini, Angela Johnstone, Kathy Christiansen, Anne Renschler, and Larry Gardner.**

Gardner. This program serves an average of 40 students per day at the Spokane Juvenile Detention Center, 50 per day at Martin Hall and another 12 in an electronic monitoring program known as Structured Alternative Confinement.

- staff development and technical assistance, headed by Christiansen, available to all 59 districts in the ESD 101 region.

Inside staff support is provided by Karen Domini, Brenda Carlson and Stephanie Cota.

"Our center is unique because its programs are so diverse," says Christiansen. "Yet while the individual services are very different, there is a common thread that runs between them. That is the critical importance of early child education and, if necessary, early intervention.

"Our programs work because of great staff. We are very fortunate to have the talented and committed people we do working in these critical areas," she said.

Make that talented, committed and successful. Even Agent 007 would be envious.

*For more information on the Center for Support Programs, please contact Kathy Christiansen at (509) 789-3525.*

### School-to-work internships open

This summer, ESD 101's School-to-Work Connections program will again place students in paid internships with businesses. Students will be matched with employers in their specific fields of interest.

Targeted occupations follow these career pathways:

- business, marketing and hospitality
- fine arts and communications
- health, family and human services
- manufacturing and technology
- science and the environment

Past employers have included Agilent Technologies, Guardian Insurance and Greyhound Bus Lines.

To qualify for the internship program, students must be mature, motivated 16-21-year-olds. They also must reside in Spokane and be income eligible.

For more information about the School-to-Work Connections program, or about summer internships, please call (509) 456-7660.

## We're on the Web

This newsletter can be accessed on-line from the ESD 101 Web site at [www.esd101.net](http://www.esd101.net).

Past issues—back to January-February 1998—also are archived on the site.

The Web site carries information about ESD programs and services and also contains links to educational resources, including local district Web sites.

Check it out!

## Health and safety guide available

*Health and Safety Guide for K-12 Schools in Washington*, a comprehensive reference tool for local districts, is now available from the Office of Superintendent of Public Instruction and the state department of health.

The guide, which was developed over a four-year-period, chronicles rules and regulations and recommendations for ensuring good health and safety practices that lead to safer schools. The guide is intended for use as a school reference and self-inspection tool.

Some of the safety practices recommended affect school operation and maintenance, repairs and minor construction, as well as administrative organization and lines of communication. Specific topics include exposure to bloodborne pathogens, laboratory safety and indoor air quality.

The guide also focuses on practices that can be undertaken during the design, construction or renovation of buildings.

A copy of the guide was mailed to each district superintendent by OSPI in early February. Additional copies may be pulled from the OSPI Web site. Go to "[www.k12.wa.us/facilities](http://www.k12.wa.us/facilities)," then click on "Health and Safety Guide for K-12 Schools in Washington."

In addition to publishing the guide, OSPI and the Department of Health have scheduled a series of regional workshops to discuss the guide with local personnel. One training is scheduled in Spokane on Thursday, April 19. The time and location of the training, still to be decided as this publication went to press, will be posted on the OSPI Web site.

## Extraordinary student profile: Meet Jeremy Trigsted, Mead High School

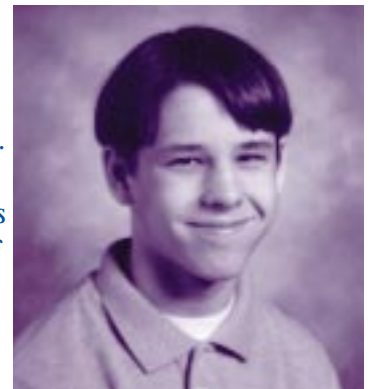
Jeremy Trigsted is a 17-year-old junior at Mead High School. Jeremy also is a regular member of the on-air cast of the ESD 101 Japanese II program.

He has been studying Japanese for over two years, and he is also studying at Whitworth College. Last December he was accepted to become a foreign exchange student to Japan in a program sponsored by the North Spokane District Rotary Club. In his application, he states, "I decided to apply to be a foreign exchange student because I have such a great passion for the language, and someday hope to speak it fluently."

Through the exchange, the Rotary Club strives to raise awareness of the world in which we live. In Japan, Jeremy will be an ambassador of his country, and will be active in his host family's community and his school. Anticipating the experience, Jeremy says, "I look very much forward to going to

school with other people my age on the other side of the Pacific Ocean. I am excited to see the similarities and differences of teenage life. ...I can't wait to start!"

When our Japanese II instructor, Atsumi Tsukimori, was looking for a student to help create and participate in daily skits for the broadcast, Jeremy was recommended by one of his teachers because of his linguistic abilities. As it turns out, he has a great television personality and exceptional facility with the language. He has been working with the Japanese II class since the beginning of the school year, and will continue to contribute his talent until he leaves for Japan.



**Jeremy Trigsted**

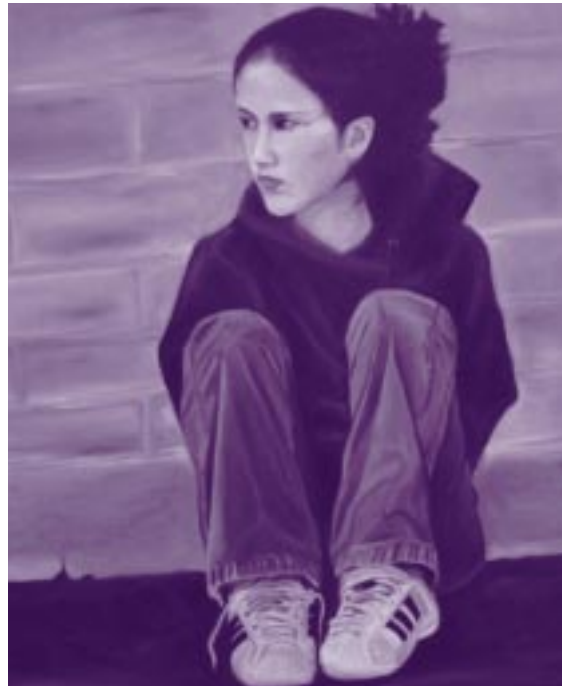
## High school artists receive honors at regional high school art show

Eleven Spokane area high school students were recently honored for their artistic prowess in the 28th Regional High School Art Show sponsored by ESD 101. The winning artists were selected from a record field of 193 submissions received from the region.

The 11 first-place entries—plus another 32 which received honors—were displayed at Auntie's Bookstore in downtown Spokane for two weeks in February.

Following the Auntie's display, the first-place winners advanced to a statewide competition in Olympia sponsored by the State Superintendent of Public Instruction. First-place winners:

- Sarah Bishop, senior, University High School.
- Kaitlyn Elvidge, freshman, East Valley High School.
- Sarah Lawhead, junior, Shadle Park High School.
- Andrea Lohman, junior, Ferris High School.
- Alice Mitch, sophomore, University High School.
- Dustin Paff, junior, Cheney High School.
- Heidi Ramm, junior, Ferris High School.
- Richelle Reid, senior, Shadle Park High School.
- Joelene Smith, senior, University High School.



**Entry by Rimas Simaitis,  
11th grade, Gonzaga Prep.**

- Jennifer Spence, sophomore, Ferris High School.
- Karina Westover, sophomore, North Central High School.

Entries were received from 13 high schools in the region. Also receiving awards were students from Colville, Gonzaga Prep and Newport.

## The healthy thing

We've all heard the phrase, "Take time to smell the roses," and our typical response might be, "I'm too busy," or "What roses?"

At the beginning of each new year, most of us make resolutions, or at least the thought crosses our minds. But we all live stress-filled lives. We are constantly in a hurry to get to work, to complete a task, to get home, to do our chores. Our muscles are tense and sore. We get headaches. Sound familiar?

There is one simple exercise we can do that is healthy and takes little time and effort: Take a deep breath! Vocalists know this secret; so do

runners. In our culture we seem to have completely forgotten about the importance of breathing. We take it completely for granted. Our painful muscles, as well as our outlook on life, can be influenced by a few minutes of breathing and relaxation.

If you work all day at a desk (or even if you don't), take a minute to clear your mind.

It's not a waste of time. Take a minute for yourself. It's a healthy thing!

Brought to you by the ESD 101 School Nurse Corps. (509) 789-3581

**FIND-IT!**  
Washington  
<http://find-it.wa.gov>

The easiest and most powerful way to find government information in Washington state is a World Wide Web-based one-stop directory for state and local government information. Find-It! indexes files by subject, keyword, title and other data to describe the content of government information resources. Find-It! will always refer users to either an electronic information source or a contact person at the appropriate governmental agency. The goal of this consumer clearinghouse, developed by the Washington State Library, is to make useful, quality consumer information from governmental organizations easily available to the public.

## Certification deadlines extended

Individuals who met the requirements for a "state endorsement," but missed last summer's deadline, have been granted an extension. The new deadline for an endorsement (24 credits in the essential area of study) is August 31, 2001.

This is consistent with the process for individuals who applied before August 31, 2000, but had remaining requirements to meet based upon the evaluation of their applications.

If you have any questions about your endorsement, please contact OSPI at (360) 753-6773.

## From the Instructional Media Center

### Award-winning children's books announced for 2001

The 2001 Newbery Medal winner, awarded annually to the author of the most distinguished contribution to American literature for children, is "A Year Down Yonder" by Richard Peck. Fifteen-year-old Mary Alice leaves Chicago to spend a year with Grandma Dowdel in rural Illinois during the Depression. Her initial apprehension at life in a small town with a scheming old woman gradually gives way to admiration and love as she recognizes the warm heart behind Grandma's shenanigans. Other 2001 Newbery Honor Books include "Because of Winn-Dixie" by Kate DiCamillo; "Hope Was Here" by Joan Bauer; "Joey Pigza Loses Control" by Jack Gantos; and "The Wanderer" by Sharon Creech.

The 2001 Caldecott Medal winner, awarded annually to the artist of the most distinguished American picture book for children, is "So You Want To Be President?" Using watercolor, ink, and pastel chalk, David Small skillfully mixes lines and political cartooning in a personable history of the presidency.

The 2001 Coretta Scott King Author Award Winner is Jacqueline Woodson, writer of "Miracle's Boys." Set in contemporary Harlem, it tells the story of three brothers coping with the death of their parents.

### National digital library program reaches goal

The Library of Congress has announced a gift of five million American historical items on its Web site. The National Digital Library Program's award-winning project, American Memory ([www.loc.gov](http://www.loc.gov)) has reached its goal of making these materials from the collections of the Library of Congress and other institutions available at no charge. American Memory is one of the leading providers of high-quality, non-commercial content on the Internet. The more than 90 American Memory collections offered cover the breadth of American history and represent a digitization project begun in 1994 between the private sector and Congress.

The Library of Congress, the largest library in the world, has more than 120 million items in all media, with more than three-fourths of the collection in non-book formats. Although its primary mission is to serve the research needs of Congress, the library's resources are open to all Americans through its Internet services and reading rooms on Capitol Hill. The newest on-line project of the Library is a Web site designed for kids and families, called America's Library ([www.americaslibrary.gov](http://www.americaslibrary.gov)).

## Other resources available

New professional study resources in the Instructional Resource Center for use by interested educators include:

- "CHAMPs," a comprehensive training program developed by Dr. Randy Sprick and Dr. Mickey Garrison that helps school personnel evaluate and improve their skills in the areas of classroom and behavior management.
- ASCD's "Video Library of Teaching Episodes," a resource for the improvement of instruction and supervision, with lesson examples in a variety of subjects, kindergarten through high school.
- "Experts in Assessment Series," a multi-book series of cutting-edge perspectives and practical guidelines for successful implementation, written by scholar-practitioners in the field of educational assessment.

These and over one thousand more professional resources are available at the ESD 101 Instructional Media Center at the Indiana office, or on-line at (<http://media.imc101.wednet.edu>).

## From the Center for Prevention Services

### Tobacco prevention program launched

The Tobacco Prevention Program is a new, statewide program that is funded by the Legislature to provide a comprehensive, integrated approach for tobacco prevention in grades 5-9. Employing the Best Practices approach developed by the Centers for Disease Control, ESD 101 offerings include:

- technical assistance for the implementation and enforcement of comprehensive school tobacco policies.
- teacher training and staff awareness around tobacco issues.
- strategies for involving and educating parents and families about tobacco.
- linkages with community partners to create a comprehensive tobacco prevention program for students.
- training and technical assistance around implementing early intervention and youth tobacco cessation services.

- assessment and evaluation of tobacco prevention activities.

The Center for Prevention Programs utilized this money to hire a full-time tobacco prevention coordinator, increase prevention/intervention specialist services, contract for an alternatives to suspension program for tobacco-related offenses, and provide training and technical assistance on all aspects of implementing a comprehensive plan.

There are two upcoming trainings sponsored by the Tobacco Prevention Program. Teens Against Tobacco Use (TATU), which is a peer education model that utilizes trained high school students to educate elementary students, will be on Thursday, April 12, 2001. This is a free training. Project Alert will be offered on Tuesday, May 1, 2001 and the \$125 registration fee will be covered by the ESD for the first 20 participants to sign up.

For more information, please contact Tricia Hughes, tobacco prevention coordinator, at (509) 789-3591.

### Readiness to Learn program helping children thrive in Stevens County

The Readiness to Learn program does great things for families that few of us ever hear about. Readiness to Learn has a simple goal—reducing the barriers to learning. Those barriers can be behavioral, academic, social or even basic family needs.

A child who has unmet needs, finds it difficult to concentrate and learn in the classroom. When teachers, parents and others notice there may be a barrier to a child's learning, the Readiness to Learn program (RTL) offers the support they need to reduce those barriers.

RTL works on two tracks. The first occurs at the agency level. RTL works with other agencies to provide a forum in which the various agencies can come together to address the needs for system-wide change. Last year, RTL collaborated in bringing experts in the field of youth violence to share their expertise in addressing the protocol for handling weapons and threats by youth in schools. Today, service providers and school districts continue to compare notes and refine plans for school safety.

The second track involves direct contact of prevention/intervention specialists in schools who take referrals from teachers, principals, and parents, and work to link families with needed services. Surveys show that students and their families who participate in RTL programs achieve improvements in school.

For more information about RTL in Stevens County schools, contact your school principal or school counselor. Mark Wisner is the project coordinator and can be reached at Mary Walker School District (509) 258-7357 or by e-mail at [mwisner@esd101.net](mailto:mwisner@esd101.net).

### Boost parent participation in schools

*Supporting Parent, Family & Community Involvement in Your School*, a guide developed by the Northwest Regional Educational Laboratory, offers research-based suggestions on creating positive family and community involvement in schools. It aims to help school staff members and others design long-term approaches to fostering partnerships with other important adults in students' lives.

The guide includes a brief review of key research findings on the positive role families can play in their children's learning; it identifies six types of partnerships that schools can foster; and includes tools to help schools measure how well they are reaching out to involve family and community members.

Single copies of the booklet are free from NWREL Document Reproduction, 101 S.W. Main Street, Suite 500, Portland, OR 97204, or telephone (503) 275-0753.

## 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 deadline is April 15, 2001.

## Core competencies for paraeducators: Special education law is now in effect!

New state guidelines for special education went into effect in 2000. Part of the new law requires classified staff to present evidence of skills and knowledge necessary to meet the needs of students with disabilities. It further directs districts to have procedures that ensure classified staff receive training to meet state recommended core competencies.

Implementation is left up to each individual district. Following are some of the issues that school districts and paraeducators should keep in mind as they discuss and implement policy and procedures for their staff concerning the core competencies:

1) What criteria will the district use to determine if a paraeducator meets these competencies? Districts can decide what knowledge and skills staff need to meet the law. There are recommended performance indicators addressing each of the 14 competencies that districts may use, but districts can also develop their own to meet staff needs.

2) Who will determine if a paraeducator meets the competencies? Districts can decide who this will be and how it is done. Some districts are using their current procedures and supervisors. Some are using teams such as a teacher, a paraeducator and a supervisor, to make this decision. A few districts are considering implementing a paraeducator-mentoring program to help new staff meet the competencies.

3) How will paraeducators meet these competencies? This, too, is determined by each district, but the state Paraeducator Project is recommending a flexible approach to meet the varied needs and expertise of staff. Examples are interviews, observations and classes. The Paraeducator Project recommends that paraeducators keep records of their experience, classes or trainings to use as documentation when district procedures change.

4) How will the school district track or keep a record of this information? The Paraeducator Project has developed a computer tracking system and forms that districts can use if they

choose to keep records of how and when staff have completed one or more of the competencies. This two-disk program is free of charge to each district and the record-keeping forms are on the WEA Web site and can be printed from there. This also is a district decision.

5) Will all paraeducators need to meet these competencies or just special education paraeducators? The law only applies to paraeducators working with children with disabilities or funded by special education funds. Many districts are encouraging all paraeducators to work toward meeting the core competencies. This allows districts to have more flexibility in staffing and paraeducators more choice in job assignments.

6) When does staff have to meet the recommended core competencies? The Office of the State Superintendent of Public Instruction is recommending that current staff have three years to meet the core competencies from January 1, 2000. New paraeducators hired after this date have three years from the date of hire. This is a recommendation; legally, the timeline is left to the individual school district.

7) Is this the same law for Title I paraeducators? No, there is a proposed bill in the U.S. Senate addressing the qualifications for paraeducators working in Title 1 programs. This is different from the Individuals with Disabilities Education Act (IDEA) and similarly different from state law.

This is an exciting time in our state as we lead the nation in addressing the quality and expertise of our classified staff that work with our most high-needs students. Please contact Karen Estes if you need more information (509) 456-7683.

*(Article reprinted in part from State Paraeducator Web site operated by Puget Sound ESD in partnership with ESDs across the state.)*