

AESD Dispatch*

**Dispatch: "The sending of a message with promptness and efficiency."*

Spring 2004



A Message from our new AESD President



President Gordon Griggs

After an enjoyable and thought provoking conference at Ocean Shores, it is easy to feel energized about the challenges and opportunities that the AESD will confront during the next year. I am looking forward to my year as President, during which I will strive to keep us focused on our mission to "...provide coordination to enable clear and appropriate communication between ESD Boards as a means for sharing ideas of common interest." Our superintendents have already taken important steps toward supporting our commonality of interest by developing a consensus on the collective short and long term goals and priorities of all ESDs. They deserve our full support for their continuing, collaborative efforts.

I am mindful of a few issues that the AESD Executive Board will need to address in the near future. A signature gathering effort is afoot to place the new Charter School law (Engrossed Second Substitute House Bill 2295) before the electorate next November as a Referendum. Should the AESD take a position on the proposed Referendum, and if so, what should our position be? These would be good questions to discuss at your next ESD board meeting, so that direction may be given to your AESD Executive Board representative.

Another priority is following through with implementation of Resolution No. 1, 2004, as passed by the membership at the AESD business meeting last month. Our next step is to appoint a sub-committee to begin

working with Association of Educational Service Agencies (AESAs) leadership to explore greater involvement by agency board members in regional/national levels of AESA.

If there are other issues or projects you believe the AESD should address, please discuss them with your fellow ESD board members and advance any proposals through your AESD Executive Board representative. You are also welcome to contact me directly, at any time, weekdays at (425) 339-1918, or by email at griggs@spro.net.

Gordon graduated from Seattle's Roosevelt H.S. in 1969, has a Communications Degree from WSU ('74), and earned a degree from Antioch School of Law in Washington, D.C. ('78).

Gordon was Administrative Law Judge, WA State Office of Administrative Hearings, for 19 years. He is the Senior (managing) Administrative Law Judge for his agency's Everett field office. They conduct independent hearings involving disputes with many state agencies, but the majority of the caseload is referred from the Department of Social and Health Services (DSHS). Cases typically involve disputes over child support payments, or appeals from the denial, reduction, or termination of public benefits (financial, medical, food, or in-home personal care assistance). They also hear a number of disputes involving the licensing of child care providers, adult family, nursing, boarding, and foster homes.

Gordon has been married 25 years to Valerie Stevens, Regional Manager at the Sno-Isle Public Library System. In their spare time they travel, hike, bike, and ski, and are currently learning to kayak. Their son Galen completed year two at the University of Puget Sound, studying Economics, video games, and other extracurricular diversions.

Gordon has been an ESD 189 Board member since 1995, providing an opportunity for him to show gratitude and give back to the educational community for the excellent public education he received from Seattle S.D. This volunteer work also brings much needed balance and perspective to his life and he is proud of the contributions made by the ESDs in support of public education.

ESD 113 hosts Conference in Ocean Shores



Conference Chair Howard Coble visits with Past President Ed Daling.

Excellent ratings were received on evaluation results for the 2004 AESD Conference held April 22-24, 2004, in Ocean Shores. With a theme of "Courageous Leadership in a Sea of Change," attendees were challenged and inspired to adapt to changes in today's educational environment.

Outstanding speakers included inspirational speaker Bob Moawad, chairman and CEO of Edge Learning Institute; Gerald Bracey, nationally recognized educational researcher; and Bob Hughes, formerly of Boeing, who travels extensively lecturing on the importance of change in our schools.

General session presenters included State Superintendent Terry Bergeson; Mary McBride, State Attorney General's office;

Twyla Barnes; ESD Superintendents and Norm Wisner.

The President's Award was presented to State Senator Betti Sheldon, who represents the 23rd Legislative District. Retiring ESD Board members were also honored, including: William "Pat" Carroll from North Central ESD; Sherman Jensen from ESD 105; and Marilyn Sherman from Northwest ESD 189.



Kudos to the folks from ESD 113 who put on our great conference. My final message is to thank you for a great year. Thanks to the staff and the board of my ESD 114. I have learned a great deal about ESDs in general and about the specific strengths and characteristics of each ESD that will make me a more effective team player in the future. Thanks again for a great year!

—Jean Wasson, 2003-04 President

Look What's Happening in our ESDs

ESD 101 has been named the recipient of a three-year, \$1.17 million Math-Science Partnership (MSP) grant from the Office of the State Superintendent of Public Instruction. The grant was one of only four awarded in the state.

The competitive award was received on behalf of a regional consortium including 10 local districts: Central Valley, Chewelah, Cusick, East Valley, Freeman, Liberty, Lind, Mead, Tekoa and West Valley.

The grant will fund a program providing professional development for up to 100 math, science and technology teachers in the districts' middle schools and high schools. Recruitment of the first cohort, which will convene in June, is now under way.

Each year's cohort will study a math/science/technology theme relevant to eastern Washington, beginning this year with a study of local hydrology and riparian issues. Teachers will participate in a one-week summer workshop and additional follow-up days in the ensuing school year.

The program will offer a combination of field study and classroom instruction stimulating knowledge of both subject content and instructional/assessment strategies. Faculty from Community Colleges of Spokane and Eastern Washington University will provide instructional assistance. Whitworth College will serve as grant evaluator.

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News from Washington State ESDs

ESD 105 conducted a study in response to the decline in number of member districts participating in the Media Center Co-op. Current services were not meeting the needs of districts, and if the co-op didn't evolve as a service provider it would eventually dissolve.

As a result of the study findings, member districts voted to dissolve the Media Center Co-op. Further, they chose to reinvest their assets into a new co-op that would improve instruction. The new *Instructional Improvement and Educational Resources Co-op* is scheduled to open September 1, 2004.

Services will go beyond the current video/CD Rom collection to include access to juried electronic information and instructional resources, coordinate distance learning opportunities, assist district leaders in instructional materials adoption, model and support building-based coaching based on constructivist learning principles, and demonstrate problem-solving application software.

Products will include cost effective subscription services, career choice programs, royalty licenses, and subject specific DVDs.

Leadership will be key to the success of the new co-op, and staff will coordinate study of best practices for "like" schools and demonstrate and coach web-site research and evaluation practices.

ESD 105 is proud to have responded to the changing needs of our districts and to recapture five districts new to the co-op.

ESD 112: The sound of hammering, drilling, and sawing will soon be history at ESD 112. The agency will wrap up an extensive remodel of its Vancouver facility. Staff members will celebrate the project's completion at a Flag Day staff event June 14.

Building remodel included new energy-efficient lighting and HVAC system, new carpeting and furniture, and an expansion of ESD conference facilities and computer labs. In addition, all of the ESD student classrooms and programs moved into a newly remodeled building adjacent to the main facility.

The remodel was necessary to accommodate growth in programs and services. The ESD remained "open for business" throughout the eight-month, two phase project. Stop by for a tour if you are down this way!

ESD 113 is working to make a new technology tool, Student eFOLIO, available to school districts, through their local ESD. This multimedia web site tracks a student's work toward achieving state and local competencies.

Using eFOLIO, students can organize their portfolios into electronic collections of artifacts to demonstrate learning. Each student's eFOLIO:

- Contains a wide variety of artifacts,

documents, pictures, videos, audio clips, etc.

- Aligns the competencies achieved with state requirements.
- Allows individual management of artifacts, reflections and self-assessment.
- Is available for parents to review the status of their child's progress.
- Is a central source for "reviewers" to monitor a student's progress toward satisfactory demonstration against competencies.
- Contains the exemplary work selected by the student for his or her culminating project presentation.
- Can be used to record and organize the various aspects of a culminating project.
- Provides a format and guidance for developing a plan for high school and beyond.

For more information about the Student eFOLIO program, contact Dana Anderson at (360) 664-0018 or danderson@esd113.k12.wa.us.

OESD 114: The need to improve and strengthen school emergency response and crisis management (ERCM) is increasingly important. Across our state, 37 school districts were identified to be in need of assistance with their ERCM plans because they were particularly vulnerable to environmental risks and subsequent crisis. Collaboratively, our Educational Service Districts sought to assist these school districts with their (ERCM) plans.

ESD 114 was pleased to provide the leadership to an ERCM consortium with the following five goals:

- increase local district capacity to effectively respond to potential emergencies and manage crises;
- coordinate plans for these responses with other district plans and procedures and provide staff training to support implementation;
- coordinate and integrate these plans and training with those of local community partners;
- involve parents and other community representatives in the planning process and provide opportunities for continued participation; and
- develop a system of ERCM planning and response in each district that will be self-sustaining with continued ESD support.

An application for funding this project was written and submitted to the U.S. Department of Education. Funds were requested to enable each ESD to assign a specific staff person to assume responsibility for carrying out project activities. The Prevention Center Director at OESD 114 was designated to coordinate and manage the project. Ultimately, the application was approved and each ESD was provided a proportionate share of \$675,000 to deliver program services to the respective school districts within each ESD re-

gion. The project is well underway and expected to be completed by March 2005.

ESD 123: On April 12, 2004, ESD 123's vision of a Professional Development Center became a reality. ESD Superintendent, Bruce Hawkins; former ESD Superintendent, Marilyn Baker; ESD Board Chairperson, Bev Abersfeller and Richard Siefken, Siefken and Sons, held the honors of breaking ground for the new center.

The Professional Development Center is designed to be a 16,300 square foot state-of-the-art facility with audio, visual and video capabilities. The completion of this facility will be done in two phases. Phase I of the center will be 9,300 square feet including a 100-person professional development room, two professional development rooms that seat 20 people, the ESD's media center and office space. General Contractor, Siefken & Sons Construction, Inc. estimates completion date of phase I to be December 31, 2004.

The remaining 7,000 square feet area will be completed in phase II of the Professional Development Center. Phase II will include a 100-person staff development room, a 65-person conference room, along with additional office space.

ESD 123, in delivering collaborative solutions that provide learning, is expanding its services through the construction of the Professional Development Center. The Center will be available for each school in the 23 school systems to utilize.

ESD 171: Fiber Optic Project Director Pete Phillips has led the way to provide fiber optic connections for 26 of our 29 districts. Three districts will not immediately have access to broadband due to geography, unavailability or district preference. This broadband delivery is a result of the on-going support of the fiber partnership among the four PUDs in our region. The next step is the development of curriculum and projects that can be delivered via broadband connections and serve to improve student academic performance.

The completion of the fiber project has also opened up new markets and services previously unavailable to our schools, including the capacity for remote maintenance and location of servers and equipment; network and desktop support, as well as some interest in web-based security systems. Congratulations to Pete and his staff for their extraordinary efforts completing the fiber project on behalf of our districts.

NWESD 189: One of NWESD 189's primary desires is to assist dedicated educators to help more students maximize their learning potential. We have come to believe this is best accomplished by helping people

work smarter rather than harder. Quite frankly, attempting to "ratchet up" current practices to increase student performance will only likely burn out many dedicated educators. If these good-intentioned practices of many dedicated and caring educators could yield the desired "high-stakes" learning results, they would have done so by now.

The greatest return comes when the Continuous Improvement Techniques (CIT) are used in the classroom. Time-and-time again exponential gains in achievement result when implemented in classrooms with prerequisite conditions in place. In addition, teachers value that the process tools permit them to work smarter, not harder; their workload actually decreases as students accept greater responsibility.

The NWESD 189 has launched expansion of its CIT-related supports to the classroom level. Feedback from the first four teacher cohort teams has been extremely positive. We would be pleased to share this successful model with staff in the other ESDs, should you have an interest.

Puget Sound ESD hosted a series of informal "dinner and discussion" meetings this spring with small groups of school district board members in our region. The practice has been very successful and has yielded benefits for both the hosts and the guests. Our Board began operating under the John Carver Policy Governance model approximately three years ago. Under this model, linking with owners is an important aspect of a Board member's job. These opportunities to dialog with our region's school directors help our board identify the needs of our schools and community, build relationships, improve communications in both directions, and receive feedback on our Ends (goals).

To make the evenings as beneficial and convenient as possible for school district directors, we clustered several districts together based on geography and hosted dinners in convenient locations. Puget Sound ESD Board members attended the dinners for school directors within their ESD districts.

Discussions were rich and free flowing and the evaluations attested to the great success of the evenings. Our Board learned much about the key issues in schools and ways we can support local boards in their important work. The school directors learned much more about Puget Sound ESD and the services and programs we provide them.

Our next step is to compile themes from the meetings' conversations, share information with participants, and begin to respond to requests and suggestions. We are very enthusiastic about this new communication tool and will continue the practice next year.