

Professional Educator

A Publication of Northwest Professional Educators

Volume 3, Number 2: Winter 2004

From the Director's Desk—*Growing Pains in Washington & A Warm Welcome to Idaho Educators!*



Cindy Omlin
Executive Director

Northwest Professional Educators was originally founded by a grassroots movement of Washington State educators desiring a nonpartisan, nonunion professional educators organization that focused on students as their highest priority and improving the professionalism of education. These educators partnered with the Association of American Educators to provide a regional, independent educators organization providing educators with a voice on education issues, liability insurance, legal services, professional development resources, and more. We are now welcoming Idaho's great educators to join us. Both nonunion and union educators are joining NWPE because NWPE respects their values while providing excellent benefits and constructive educational ideas. NWPE dues do not fund political parties, candidates, or promote noneducation social issues.

Educators have responded enthusiastically as they learn about their professional options. Membership continues to grow despite obstacles such as threats by the teachers union in Washington State to file unfair labor complaints against districts should they distribute our materials to teachers' mailboxes. The union is charging that NWPE is a rival union. This is false. NWPE is not a labor organization (as is the WEA, IEA, and their affiliates). Rather, NWPE is a nonprofit, 501(c)(6) professional association. In fact, in its early attacks on NWPE, the union criticized NWPE for *not* being a union and not providing collective bargaining assistance. The union now alleges to school districts that NWPE is a competing union!

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NWPE member **Christi Lewis** of Wenatchee, WA, became infuriated that her local union president distributed misinformation about NWPE and falsely claimed that NWPE was violating labor law (which caused the Wenatchee School District to halt distribution of previously approved NWPE flyers). Christi wrote her local union president asking her to share the truth. "If you do not inform people of the entire truth, they will need to be informed another way. The ENTIRE TRUTH is what NWPE is all about. NWPE is not anti-union, but pro-truth. Unlike Wenatchee EA, NWPE does not tell its members how to think, nor does

Continued on page 7, See Director's Message



New Member Discount Extended!

The \$25 new member dues discount has proven so popular and helpful to educators that the special discount for educators enrolling as new professional level members has been extended—making first year's dues only \$144!



Mini-Grant/Scholarship Application Deadline March 31, 2004

Applications for **Classroom Mini-Grants** and **Teacher Scholarships** worth \$200-\$500 are being accepted. The spring review deadline is March 31. Teacher Scholarships may be used to help cover a wide variety of expenses for professional development activities taking place between September 1 and August 31. Classroom Mini-Grants can help pay for that class project that you've always wanted to try or purchase materials not covered by the school budget. All educators are eligible to apply. NWPE members receive first preference.

To request an application, please e mail info@nwpe.org or call 800-380-6973.

Teacher/Coach Sexual Misconduct Records at Center of Media Court Battle

An investigative series published in the *Seattle Times* reported that in the last decade, 159 Washington State coaches have been reprimanded or fired for sexual misconduct with students. (See “Coaches Who Prey” www.seattletimes.nwsources.com/news/local/coaches/.) Ninety eight of them continued to coach and/or teach. The investigation revealed that the state, the schools, and sadly, even some parents, chose to ignore sexual misconduct thereby allowing victimization of students to continue.

Records Request Rebuffed

To gather information for its report, *The Times* asked 10 of Washington’s largest school districts for public information on sexual misconduct against teachers. Most districts promptly complied. In the Bellevue School District, however, officials teamed up with the Washington Education Association (WEA) to block access to the records. With administrators’ blessing, teachers were allowed to purge their files of sexual misconduct records. The union encouraged file purging “parties” at school buildings, but district officials recommended that files be reviewed privately by appointment.

The Bellevue School District also encouraged the WEA to file a lawsuit against the district to block the release of 36 teachers’ records who were accused of sexual misconduct. The WEA assented and proceeded to sue the Bellevue, Federal Way, and Seattle school districts.

Surprised at the obstruction—especially since the Washington State Supreme Court has ruled that teacher sexual misconduct records shall be open to the public and that inspection by the public does not violate teacher privacy—*The Times* went to court to get the teachers’ records. *The Times* won 21 cases; the union won 15, arguing that the teachers

had not been formally disciplined. Both *The Times* and the WEA have appeals in some decisions.

At present, districts often do not disclose all of a sexual misconduct investigation—only the final report without the underlying data of the investigation. Districts also often do not disclose, even to other districts, records relating to allegations which the district labels “unsubstantiated.” Unsubstantiated cases can include cases where teachers have been found innocent. But, they can also include cases where no investigation was done because the teacher/coach quit or had already left the job. They also include cases that indi-

sexual misconduct cases. One consequence is that the information needed by other districts to adequately screen out teaching/coaching candidates who are known perpetrators is unavailable. This has allowed predatory coaches to continue to teach and coach by moving freely from district to district.

Seattle Times reporters Maureen O’Hagan and Christine Willmsen discovered during their investigation that “school administrators often conduct cursory inquiries of sexual-misconduct complaints against coaches, and rarely alert police to complaints of sexual abuse — despite a Washington law that says they must do so within 48 hours.

Even when school officials find wrongdoing, they often bow to pressure from the teachers union, handing out mild punishments or none at all.” They explained in the series article, “State Failing to Weed out Unfit Coaches,” that “Districts routinely keep investigations secret by failing to document them or by signing agreements with accused coaches promising not to tell. In fact, *The Times* found 29 coaches who were passed on to new

school districts after being disciplined, pushed out or fired for sexual misconduct.” This results in popular, winning coaches getting additional chances to victimize student athletes.

Attorneys for *The Times* argue that access to the records of teacher investigations of sexual abuse/harassment is in the public interest. Michele Earl-Hubbard, attorney for *The Times*, notes that without disclosure, it is difficult for the public to monitor whether the state is meeting its duty to protect children from sexual harassment and abuse by teachers and coaches. Another consequence is that the documentation which supports the teacher’s/coach’s inno-

Without disclosure, it is difficult for the public to monitor whether the state is meeting its duty to protect children from sexual harassment and abuse by teachers and coaches.

Another consequence is that the documentation which supports the teacher’s/coach’s innocence is not available for public exoneration of the falsely accused teacher/coach.

cate that while there was reasonable evidence to indicate that sexual misconduct had occurred, all of the allegations were not proven true. Records can be destroyed in fairness to an employee after a certain time, but the law is not completely clear. Districts often have collective bargaining agreements that address records destruction. However, if a public records request is made, then the material cannot be destroyed while the request is pending.

Obstruction Increases Victims

The Times report revealed that there are serious consequences for children because of the schools’ current practices regarding the sharing of information on

**Continued on page 7
See Misconduct Records**

Student Safety Top Concern

By Ed Dawson



Ed Dawson
NWPE President

NWPE Board President Ed Dawson submitted the following letter to the editor to numerous state newspapers. It was published in the *Spokesman Review* on January 2, 2004.

Dear Editor:

The *Seattle Times* report, "Coaches Who Prey," reveals that career protection for a few rotten apples has been a higher priority than children's safety for some administrators and union officials who have encouraged purging files of disciplinary records in order to deter public disclosure.

Teachers/coaches (by the way, not all coaches are teachers) should expect fair treatment and protection from false allegations. False allegations cast unjust doubt on their hard-earned reputations. Student welfare is the highest priority, however. As public servants, teachers/coaches should support public scrutiny when children's safety is at issue. Openness encourages trust between parents and teachers. It also heightens system accountability to ensure that predatory teachers/coaches will not quietly move from district to district.

No educator wants unnecessary public humiliation during an investigation; yet, no decent teacher or coach would ever wish for a system that protects known perpetrators. An open documents policy works to teachers'/coaches' benefit when false allegations are made. At the same time, it makes certain that abusive teachers are quickly dispatched from the classroom and from the profession we educators love.

Public access to teachers'/coaches' records regarding sexual misconduct charges can help the public and our profession hold the state accountable to protect children's physical and mental welfare. Those in authority must remember that the schools exist for the sake of the students—not vice versa.

—Ed Dawson is a high school German and Spanish teacher in Battle Ground School District, Vancouver, WA. He has a law degree from Western State University, College of Law, and taught Personnel Management at Yavapai College, Prescott, AZ.



Comparing NWPE & Union Legal Services for Teachers Falsely Accused of Sexual Misconduct

Teachers mistakenly believe that the union's liability insurance policy will protect their job if they are falsely accused of sexual misconduct. While the union has a liability insurance policy, it does not include the extra job protections that Northwest Professional Educators provides in its professional liability insurance policy. The union may provide legal assistance for job protection if it wants to—all the way to the Supreme Court. The big question is, "Will it?"

While attending training for local union leaders, NWPE member Hank Norquist asked WEA's Assistant General Counsel Aimee Iverson about the extent of legal assistance union members can expect from union attorneys should they ever need it. Iverson told Norquist that union members are *not* entitled to the union attorneys' legal assistance. "WEA

attorneys serve the WEA, not the individual members," she told him.

In job protection situations, the WEA has many options including providing legal representation, not providing legal assistance but advising the employee to get his/her own attorney, or encouraging the employee to resign rather than fight for his/her rights. If your employment case serves the union's interests, you may get excellent legal assistance; if not, you may be left with difficult options such as paying for your own legal defense or resigning under pressure.

NWPE membership includes a \$2 million professional liability insurance policy (personal to each member) that provides members falsely accused of

**Continued on page 5
See Legal Services**

The following letter published in the January 7th *Spokesman Review* indicates how inappropriate handling of the few cases of teacher/coach sexual misconduct harms the reputation of our entire educational system.

Respond aggressively to predators

Regarding Mr. Ed Dawson's letter of Jan. 2 about predatory teachers/coaches in our public schools. I believe that he addressed only part of the problem. If only our criminal justice system would charge school board members, union officials and school administrators with aiding and abetting these criminals, this nonsense would quickly become a thing of the past. Heavy duty lawsuits by offended parents would also be a deterrent. As "public servants," these people leave a bit to be desired.

Hank Eller, Veradale, WA

Promoting Teacher Quality - Impacting Student Learning

The American Board for Certification of Teacher Excellence

By Ken Evans

I had the opportunity to be a standard setting panelist for the American Board for Certification of Teacher Excellence (ABCTE). Thirty-five of us gathered in St. Louis, Missouri, from August 20-24. Our charge: recommend passing scores for two tests—elementary education (grades K-6) and Professional Teaching Knowledge. I was nominated to be a panelist by the Association of American Educators (AAE). (I also had the distinction of being the lone male with six distinguished ladies representing AAE!)

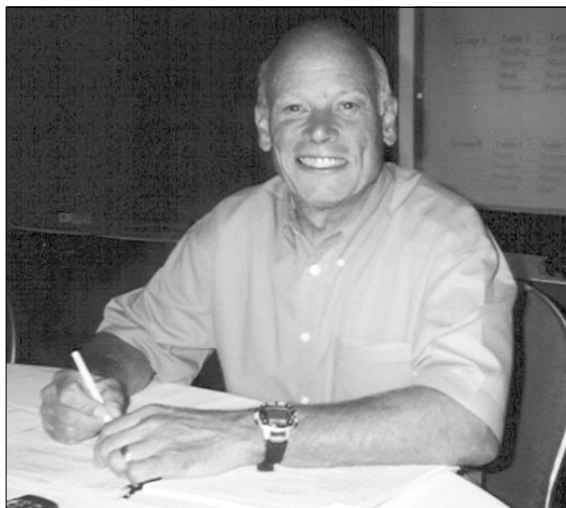
It was a very exciting experience and I particularly enjoyed meeting educators from various parts of the United States. Besides teachers, this group included administrators, state leaders, and other educators from around the country. We were provided with luxurious accommodations at the Ritz-Carlton, airfare, other expenses, and a stipend of \$1,000. Yes, a group of us even went into downtown St. Louis and rode the tram to the top of the gateway arch. It was kind of interesting to look down on the courthouse where the Dred Scott case was heard almost one hundred-fifty years ago. I also had nice views into the baseball and football stadiums. St. Louis set a record of 104 degrees on this day, so eating dinner at a restaurant where sidewalk seating is available was rather enjoyable.

We did have an opportunity to review the actual tests as we worked on the passing scores. I cannot reveal the content of the actual tests or the cut scores that we recommended, but I can say that the tests have rigor. Candidates will need to be well prepared to pass the exams.

The American Board for Certification of Teacher Excellence was established in 2001. The purpose of ABCTE is to allow qualified individuals with bachelor's degrees to become teachers by taking two computer-based examinations—

Subject Area Knowledge and Professional Teaching Knowledge. This leads to the American Board Passport to Teaching certification.

ABCTE is funded in part from grants from the Department of Education and formally recognized as an approved provider of teacher certification in the No Child Left Behind Act of 2001.



NWPE Member Ken Evans contributes to the American Board For Certification of Teacher Excellence Standards Setting Panel

There are many individuals, having careers outside education, who would like to become teachers. Oftentimes, these people have a wealth of knowledge in their subject area and lots of experience, but they lack the certification credential to actually teach. Going back to college for an extended period of time is not always practical, so other alternatives are sought out.

I would like to emphasize that this is not an easier way to get certified, but just a little faster for some individuals. As evidenced by working with the other panelists, standards are exceptionally high and candidates will need to be well prepared in order to pass the exams. Other exams currently in development include English and Math (grades 6-12).

Master Teacher certification is also being developed. This certification will recognize experienced teachers of high

merit and proven effectiveness. The one feature of this examination that I particularly like is that candidates must show documented evidence of student academic progress, using a broad range of assessments that are available from states, districts, and schools.

Rod Paige, Secretary of Education, stated in regard to ABCTE, "To achieve our goal of a quality teacher in every classroom, we need two things: (1) Raise academic standards for new teachers; and, (2) Remove the barriers that are keeping thousands of talented people out of the classroom. The American Board addresses both."

ABCTE does have critics, however. There is concern that once certified, these teachers will still need extensive coaching and mentoring. Lisa Graham Keegan, CEO of Education Leaders Council and board member of ABCTE noted, "...organizations oppose the tests being developed by the American Board because, once completed and implemented, they will provide a new path to teacher certification. This could ultimately impact the revenues and prestige position currently enjoyed by those involved in organizations such as AACTE" (American Association of Colleges for Teacher Education).

Education needs people like Kathleen Madigan, President of the American Board for Certification of Teacher Excellence, who are willing to step out and challenge the establishment.

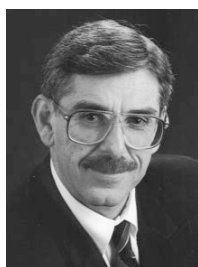
I was proud to represent Northwest Professional Educators in St. Louis and am thankful for the opportunity to meet so many wonderful educators.

NWPE

—Ken Evans is a founding member of Northwest Professional Educators. He works in the Battle Ground School District, Vancouver, WA. Ken was appointed to the WA Professional Educator Standards Board by Governor Gary Locke in July 2000.

Idaho Accepts the Charter School Challenge

By Dr. Bill Proser



Dr. Bill Proser
NWPE Member

The Idaho legislature was about to pass the Idaho charter school law as my wife and I sat at a picnic table on the lawn of the Boise Capitol Building.

We had been thinking about trying to start a college prep

charter high school in Coeur d'Alene for

some time and chose that spot to make the final decision. Thus, 1997 began the year and a half effort to create the Inland Northwest's first college prep charter high school. We met with interested parents in homes and restaurants until the law passed and then asked a number of brave and caring people to serve on the

board of directors. Five of the original nine directors are still with us and those who stepped down did so only when the difficult and time consuming work was done.

Because the legislature and charter schools do not want to burden tax payers we do not allow levies or bonds for our facilities. An almost new flower and pet shop became a high school, but only after over a year of persuading our school district to sign our charter, arranging financing, registering 200 students, remodeling our building, and most importantly hiring the best teachers and staff money can buy. The school was built for our students, but it

has been an uphill battle at times to explain that a school is only as good as its teachers—teachers who know and have a passion for their subject matter and the talent to inspire their students to learn and excel.

"Coeur d'Alene Charter Academy (CCA) is dedicated to providing a content rich, college preparatory education for any students who are willing to accept the challenge." CCA is in its fifth year with

400 sixth through twelfth graders. It is a closed campus where it is actually possible to know everyone. Our students performed well above the national average on the Advanced Placement English and History tests (as juniors) and our Idaho Standards Achievement Test (ISAT) scores were the highest in the state in every category.

One of the many concerns before we opened was that we would get the "cream of the crop."

We welcome anyone who has or would like to develop a good work ethic and turn away no one. For the most part, our students are average and below average, home schooled students, private school students, and public school students.

With good teachers, an atmosphere where high standards, expectations and hard work are the norm, where an A is really an A, social promotion is not practiced, failure is possible but meaningful help is available, and there are consequences for misbehavior, the school is doing well.

Our parents are supportive and pleased to have a choice in their child's education. Teachers who have taught else-

where know a good thing when they see it and the fact that we pay better than surrounding schools helps. Of course, there have been ups and downs and there will continue to be. Charter schools give the teacher the opportunity to run the program as they see fit and freedom they might not experience otherwise. Our goal is to treat teachers professionally and restore the respect they need and deserve.

Our "in house" slogan, "We want to do it better, faster and cheaper" has been realized. We believe charter schools provide choice and healthy competition. Any state still contemplating passing a charter law could benefit greatly, it has been worth the effort.

NWPE

—Dr. Bill Proser has taught in Coeur d'Alene, Idaho, at the high school, junior college and college levels for 27 years, while serving on a number of boards including the Idaho Humanities Council board of directors. A lifetime student of the Holocaust and licensed financial advisor, he is best known for his teaching with numerous awards over a thirty year career.

Legal Services. Continued from page 3

sexual misconduct or other student abuse with up to \$50,000 to reimburse their attorney's fees provided they are found to be not guilty or the charges are dropped. The WEA's \$1 million policy provides for \$35,000 reimbursement of attorney fees if found not guilty.

NWPE members are also entitled to payment of some attorney fees for job protection issues using the attorney of the member's choice. It ensures that the educator can receive independent legal advice—even if the union decides not to represent the teacher because his/her case is not a "winner" for the union.

NWPE's policy provides coverage at any time, as long as the occurrence that resulted in litigation occurred while the policy was in effect. You'll be covered even if you've dropped the coverage—as long as your coverage was in force when the incident happened. This protection is just one reason why both non-union and union members are joining Northwest Professional Educators!

NWPE

NWPE Members Hold Varying Views on WASL

Doug Crawford, Olympia:

I taught 7th grade before and after the WASL and I know it has motivated teachers and kids to strive for greater academic strength. Students come to me stronger and leave even more proficient. I believe the WASL is an excellent assessment of what our students should know and be able to do.

I teach the new standards. The WASL is our curriculum and we should support it fully.

The kids now see a near term reason for learning to read, write and listen. They (and teachers) see and sense a higher standard. The kids accept the greater rigor of the classroom and discipline has improved markedly.

Christi Lewis, Wenatchee:

I had a sad experience while camping last summer. I met a couple very nice girls while climbing on the monkey bars with my grandson. We began talking and I asked the older girl what grade she would be in next year. She told me she'd be in 4th grade. 'Great!' I said, 'You'll be learning about Washington State next year — I bet you'll like 4th grade.'

The girl became quiet and then said, 'I don't think so. We have to do WASL's in the 4th grade now and I don't think I can pass it.'

Until then, we had been laughing, climbing and this lovely girl was being particularly kind to her little sister and my small grandson. Yet, she is now fearing 4th grade due to a test that defines her as successful or unsuccessful. Never mind the fact that she was very polite to me, kind to other children, and was as lovely as all young children. What of all her other valuable non-academic assets? Yet, she had already 'defined' herself as unsuccessful—as per the WASL.

I believe in testing, but the WASL carries too much weight and ignores the true value of children. I am afraid for the permanent damage that is surely being done to many of our students. I believe that I was a rather late bloomer and probably would not have passed the WASL. I flunked the Washington Pre College Test yet graduated from college with nearly a 4.0. (I had to prove my ability at a community college before going to a university—even though I had a 3.5 in high school!!)

Something was wrong then and something is wrong now.

Senate Education Committee Elicits NWPE Input on WASL

The Washington Senate Education Committee invited Northwest Professional Educators to contribute the views of educators on the validity and value of Washington's high stakes test, the Washington Assessment of Student Learning (WASL), on January 21, 2004.

NWPE Board member **Dan Griner** of Carnation, WA, and NWPE member **Sharon Oldfield** of Burien, WA, reported on educators' views as compiled from the 2003 NWPE Survey of Education Issues and a recent e mail questionnaire.

Included in their report were both the positive and negative comments on the WASL's effect on classroom instruction; its effect on teacher authority to make routine decisions on classroom management and instructional methods; awareness of ethical violations in WASL administration; direct and indirect costs of WASL administration and scoring; the WASL's effect on student achievement; behavioral and affective impacts of the WASL on students and teachers; the effect of the WASL on special education students; and, whether the WASL should be used as a high stakes test for students and/or teachers. (See results of the 2003 Survey on the NWPE website at <http://www.nwpe.org/surveyresults.htm>. Contact NWPE for a copy of the Senate report.)

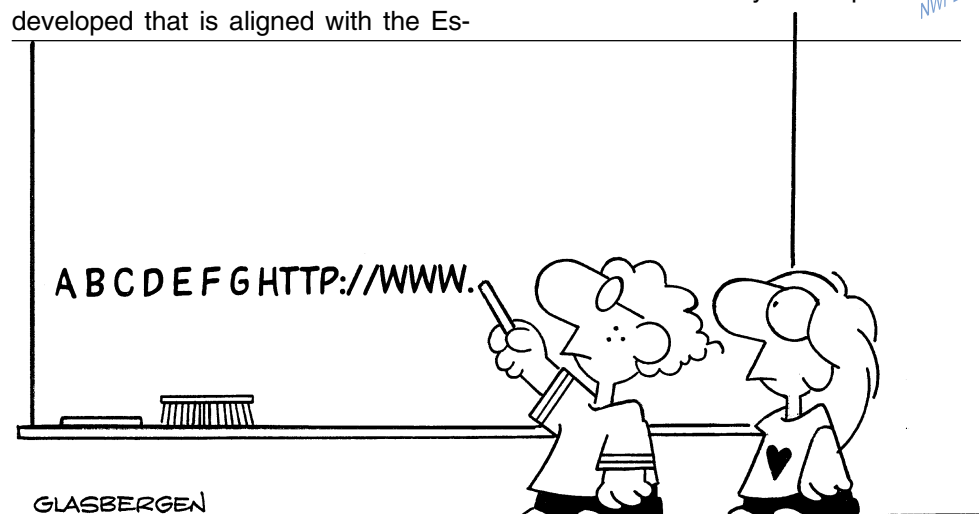
The state asked that an assessment be developed that is aligned with the Es-

sential Academic Learning Requirements (EALRs). All educators can agree that there have been both positive and negative consequences from the WASL. The WASL was developed to test the EALRs, but there's evidence that it falls short.

Seventy seven percent of the 2003 survey respondents indicated that they thought the WASL should be discontinued in favor of an effective but less costly student assessment and accountability system that includes multiple measures (such as locally chosen assessment tools and standardized tests such as the ITBS, NAEP as a sampling to determine program strengths, etc.).

In response to our members' supermajority vote on how the state should proceed with the WASL, NWPE called on legislators and education policy makers to carefully consider whether the original intentions of Washington's education reform agenda are being accomplished through use of the WASL. NWPE asked them to fulfill their obligation to make an appropriate course correction as soon as possible for the sake of our students, our profession, and the state's economy. All educators want to ensure that students have a fair, valid assessment system that positively impacts their motivation to learn, promotes their academic achievement, and which also increases the schools' accountability to the public.

NWPE



Misconduct Records, Continued from page 2

cence is not available for public exoneration of the falsely accused teacher/coach.

The current situation is woefully inadequate. Because Northwest Professional Educators holds that students are educators' highest priority, we believe that an open records policy on cases of sexual misconduct is a reasonable and prudent way to ensure that parents and the public can hold the state accountable to its obligation to protect children. It will also help our profession by ridding it of the very few whose despicable actions damage the reputations of the thousands of hardworking, devoted professional teachers and coaches who contribute so generously to their students' lives.

NWPE does not subscribe to the notion

Director's Message, Continued from page 1

NWPE 'filter' information to members. Instead, NWPE lets members share/review many points of views (often conflicting) and trusts US to figure out what is best for us. . . You must be aware that many members of NWPE are active union members as well—members of WEA. If you were not so afraid . . . you could actually benefit from NWPE as do other WEA local leaders in this state."

The good news is that many school districts are honoring their educators' rights to information and choices in a free society and are refusing to be bullied.

NWPE welcomes our new Idaho members! We look forward to benefiting from your professional contributions. Many Idaho educators have already taken advantage of our mini-grant/teacher scholarship program.

As 2004 progresses with its many challenges and opportunities, may you be blessed with the knowledge that your acts—both large and small—are making an impact on generations to come because of the good you accomplish in the individual lives of your students. We are grateful for you.

Cindy Omlin
Executive Director

advanced by some that there is a conflict of interest between educators and students. NWPE believes that educators' best interests are served when students' interests receive their highest regard. At the same time, NWPE believes that educators deserve fair, just treatment and the legal support necessary to protect their livelihood and reputations against unwarranted, false allegations.

Falsely accused teachers have remedies if they choose to exercise them. For example, two teachers—one in Florida and one in Oregon—who were accused of sexual improprieties sued. In both cases during deposition, the accusers fully recanted and admitted that they had made up the entire story to vex, harass and annoy the teacher. Each teacher collected monetary damages at the end of their respective trials. Each of them had to retain private counsel—their unions did not help.

Legislative Action on Records Disclosure

Rep. Joyce McDonald has sponsored House Bill 2456 to require school districts to provide information about any sexual misconduct when a coach or

teacher applies to another district within the state. No applicant who does not sign a statement authorizing his/her former district to disclose the information may be hired. It also prohibits entering into a collective bargaining agreement, individual employment contract, resignation agreement, or severance agreement that has the effect of suppressing information about sexual misconduct of a present or former employee or of expunging information about that sexual misconduct from personnel records. It does not restrict the expungement from a personnel file information about alleged sexual misconduct that has not been substantiated.

Educators can best contribute to the safety of students and the dignity of our profession by doing the right thing when we suspect that a student is being sexually victimized. We must report suspected abuse to police within 48 hours as mandated by state law. We do our students and our profession a grave disservice if we ever look the other way. The illusory comfort of noninvolvement must never take higher precedence than the welfare of students we serve.

NWPE

Our common bond is our shared concern for America's children.

Sign me up as an NWPE Member!

<input type="checkbox"/> Professional (includes \$2 million liability insurance)	\$169
\$25 New Member Discount -	\$144
<input type="checkbox"/> Student (includes student teaching insurance)	\$ 25
<input type="checkbox"/> Associate Member (AAE & NWPE newsletters only)	\$ 25

Credit Card: ☐ MC ☐ VISA ☐ Discover ☐ AE

Credit Card # _____

Expires: _____ Signature _____

Make check payable to NWPE-AAE. (Contact NWPE to arrange 5 month automated bank payment plan.) Mail to: Northwest Professional Educators, P.O. Box 28496, Spokane, WA 99228-8496. Payment may also be made with credit card online at <http://www.nwpe.org/join.htm>.

Name _____ Birthdate _____

Address _____

City _____ State _____ Zip _____

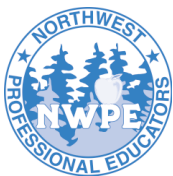
Home Phone _____ Work Phone _____

E-Mail _____

School Name _____ District _____

County _____ Referred by _____

Subject/Grade(s) _____



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- **\$25 New Member Dues Reduction Extended!**
- **Teacher Scholarship - Mini-Grant Application
Deadline: March 31, 2004**
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American Board Certification for Teacher Excellence**
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8

Northwest Professional Educators

A Happy “Advertiser”

Dear NWPE,

Things seem to have calmed down here. With the heavy snows, I think the fires are out completely for the time being. I just wanted to take a moment before the Thanksgiving rush to thank you again for your swift response this year to two major issues of mine.

One, of course, was the writing of my religious objector letter. The letter was approved and now my agency fee is being directed to the Shriner's Hospital. The other issue, criticism of my job performance, has cleared up nicely. I appreciate the way you quickly and effectively assisted me on these two matters.

Thanks so much. Drive carefully in this stuff. I am now “advertising” for NWPE on the bulletin board in my room.

George Brown, Cheney, WA

*Is this newsletter useful?
Pass it around among
your colleagues.*

Northwest Professional Educators

A Fresh New FACE in Education Leadership!

Focused on Students
Accountable to Educators
Committed to the Community
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E-mail: info@nwpe.org
Website: www.nwpe.org

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