

WASA

LEADERSHIP | TRUST | ADVOCACY

WASHINGTON ASSOCIATION OF
SCHOOL ADMINISTRATORS

2011–12 Annual Report



MISSION STATEMENT

The Washington Association of School Administrators is an organization for professional administrators that is committed to leadership: Leadership in providing equity and excellence in student learning; and leadership in developing competent, ethical, and visionary leaders by providing member services, offering growth opportunities for leaders, and promoting community and legislative support for education.

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WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS

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FROM THE PRESIDENT

The following report is a summary of the work and accomplishments of the WASA organization during 2011–12. In reviewing the report, I believe you will find this past year has been productive and successful. In the spring of 2011, goals were developed to focus our work in the areas of voice and advocacy for K–12 education, educational policy, leadership development, and collaboration. Throughout the past year, Executive Director Paul Rosier and his staff have worked to effectively engage the membership in this work—achieving productive outcomes for WASA, schools, and children.

WASA is an outstanding organization that anchors itself on the core principles of *Leadership, Trust, and Advocacy*. WASA *Leadership* is comprised of school leaders. These dedicated individuals shoulder tremendous responsibility in what is currently a very difficult time for schools—times that have and will continue to challenge and press each of us to the limits of our energy, talent, and skills.

Those who have been leading our schools have been remarkably effective in their endeavors during the past few years, working amidst the most difficult of circumstances. As a result of your commitment and skillful leadership, our schools are markedly better today than yesterday. And because of your leadership, I have no doubt our schools will be better tomorrow because of today.

WASA also symbolizes *Trust*. WASA has and will continue to be a credible and respected voice within the conversation occurring in our state around public education. WASA membership is comprised of people who bring character and integrity to our schools and school districts each day.

And finally, WASA epitomizes *Advocacy*. The membership that comprises WASA has chosen to make the education of young people their life's work. It is our professional obligation to aggressively advocate for public education—WASA has long been a champion in its advocacy for public education, schools, and children of Washington State.

I consider myself fortunate to have been given the opportunity to represent leaders of your caliber and have enjoyed every moment of the experience. I hope during this past year we have further strengthened this organization, while doing the good work of supporting both WASA membership and public education in the state of Washington.

I have enjoyed working with the WASA Board of Directors and the terrific staff at WASA. Paul Rosier and his support staff do outstanding work, serving the WASA membership in impressive fashion. I am extremely grateful for their



support and express to each of them my thanks and appreciation.

WASA has for many years been a leading voice in sponsorship of public education, schools, and children. However, work remains to be done. In looking toward next year, I invite you to join me in supporting the WASA staff and incoming president Paul Sturm as we continue to promote *leadership, trust, and advocacy*—the core conventions of the WASA organization.

Best Regards,

Joel Aune
2011–12 WASA President
Superintendent, Snoqualmie Valley School District

FROM THE EXECUTIVE DIRECTOR

2011–12 was a very successful year for WASA. Under President Joel Aune's leadership, WASA initiated the annual Focus on Education Week, emphasized the innovation occurring in Washington's public schools, defeated legislation to implement charter schools, supported the Network for Excellence in Washington Schools (NEWS) defense of the *McCleary* decision before the Supreme Court, and refined focused, futuristic goals for WASA.

The first annual Focus on Education Week was initiated during American Education Week, November 14–18, 2011. Over 40 percent of the districts in our state participated by inviting local leaders, including legislators, to visit their schools. The primary purposes of these visits are to have community and state leaders see schools in action and to interact with students and staff. This is a powerful public relations strategy that is very cost effective. The goal for the coming year is to have at least 70 percent of the school districts participate.

Within the goals of the association lies the theme of reasserting the voice of the professional practitioner back into the discussion of education policy in our state. This is also one of the goals of the Paramount Duty Coalition. This past year, the coalition focused on emphasizing the innovation occurring within our school districts across the state. The coalition partnered with OSPI to recognize and award over 40 schools for their innovative work. In January, the coalition conducted a forum on innovation in our schools, which was attended by legislators, business and community leaders, and leaders of the five organizations that make up the coalition. Over 150 people from across the state participated. The House of Representatives Education Committee chair used the information from the forum to fend off legislation that supported the establishment of charter schools during the 2012 Legislative Session.

The "game changer" this year was the Supreme Court's ruling that upheld Judge John Erlick's decision in the *McCleary* case. WASA has been a key supporter of NEWS as a member and recruiter of participating school districts. Having two thirds of the state's school districts as members of NEWS provided powerful political support of Judge Erlick's decision. The ruling came down just prior to the 2012 Legislative Session and had a significant influence on budget decisions. K–12 education was the only area



of the budget that did not suffer deep budget reductions. The court also has retained jurisdiction over the case and intends to monitor the Legislature to determine whether it is meeting the paramount duty clause under the Constitution.

Four futuristic, focused goals were established in 2010. These goals included strengthening WASA's voice in the discussion of the future of education in Washington, maintaining a focus on the paramount duty of the state to amply fund education, enhancing leadership training, and building collaborative relationships that create new partnerships. During Joel Aune's tenure, these goals were further refined by reviewing the strategies that were effective, and by determining where improvements and changes were needed. These are long-term goals that will be reviewed and adjusted each year as needed.

The Washington State Leadership Academy (WSLA) expanded again this year. The Puget Sound ESD and ESD 113 in Olympia implemented the first year of the two-year WSLA training program for six more district teams. In addition, OSPI invited WSLA to create a program to train central office administrators and principals who evaluate assistant principals on the new principal evaluation system. You will find progress reports on the WSLA website at www.waleadershipacademy.org.

Once again this year, WASA conferences and workshops have been well attended. Two conferences in particular had very large turnouts—the annual WASA/WSSDA Legislative Conference and AWSP/WASA Summer Conference, which had the largest turnout in over 10 years.

One of the most important services WASA provides is information. Whether it is in the form of district/program Management Reviews or individual personal information, WASA is the source for accurate and honest information and assistance. We take pride in being available when our members need us.

I have the good fortune to work with a terrific team. The WASA staff works diligently to provide quality service to the members of our association. During these very difficult times, remember that WASA is here for you. We value your membership. It is our members that make WASA strong and provide the synergy to push the agenda of leadership, trust, and advocacy, which is necessary to make Washington public schools strong.



Paul Rosier, Ed.D.
WASA Executive Director

FINANCIAL OVERVIEW & MEMBERSHIP REPORT

FINANCIAL OVERVIEW

WASA's financial position continues to be strong. This is because of increased participation in our professional development programs, increased contract services to school districts, and careful control of expenses.

WASA MEMBERSHIP

Every member of WASA is important. Membership is more than just joining; it is engaging in the activities and leadership roles within WASA that support Washington State administrators, students, and public school education. Every member is important and valuable.

REVENUE SOURCES (BY PERCENT)

Professional Development	15%
Contracts/Grants	41%
Dues	41%
Miscellaneous	3%

PROGRAM EXPENDITURES (BY PERCENT)

Governance	16%
Legislative	32%
Contracts	17%
Professional Development	35%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous	7%
Office Expenses	19%
Contracts	12%
Personnel	44%
Board/Standing Committees/Component Groups	4%
Legislation	1%
Professional Development	13%

2011-12 MEMBERSHIP BY MEMBER TYPE

Active	894
Associate	35
Lifetime	517
Complimentary	0
Student/Intern	29
Displaced	5
Total	1480

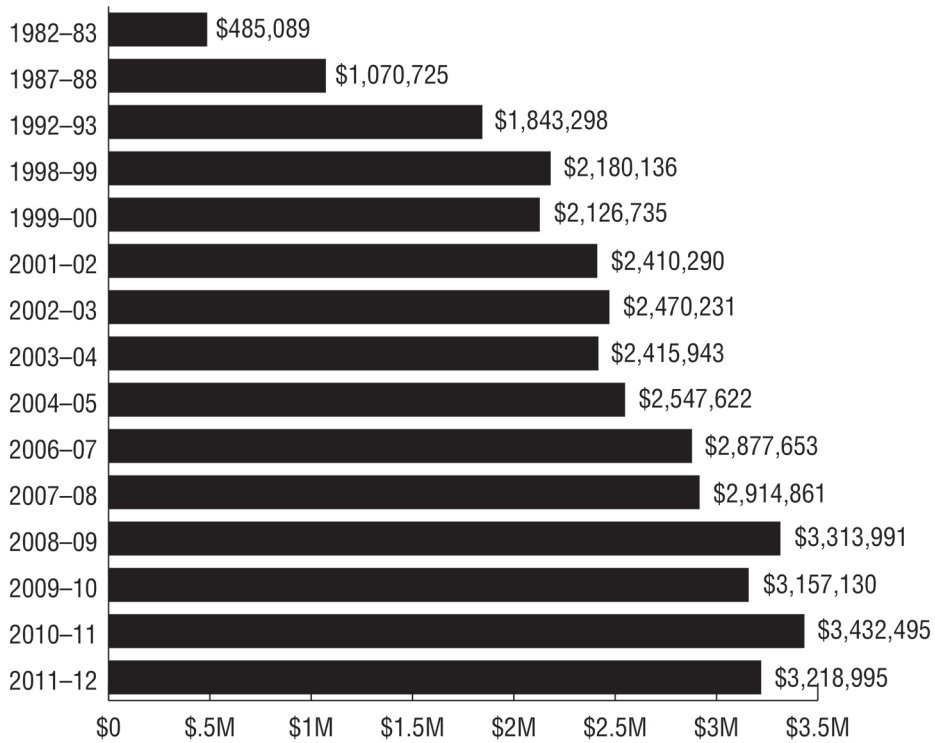
ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101	91
South Central Region 105	64
SWIS Region 108	57
Sno-Isle Region 109	77
Metro Region 110	139
Pierce Country Region 111	104
Columbia River Region 112	84
Region 113	102
Olympic Peninsula Region 114	49
SEWASA Region 123	75
North Central Region 171	52
Total:	894

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators	154
Instructional Program Administrators	252
Principals	35
Special Education Administrators	121
Superintendents	332

OPERATING BUDGET 2011–12



GOVERNMENT RELATIONS

The 2012 Legislative Session was the second year of the 62nd Washington State Legislature. The second year of a biennial session is typically focused on policy issues, while the state's two-year Operating Budget is fine-tuned. Well before the session convened, however, it was clear this would be another session with a heavy focus on budget matters.

The 2011 Legislature tackled a \$5.1 billion projected shortfall and adopted a “balanced and sustainable” 2011–13 Operating Budget, leaving over \$700 million in reserves to protect the budget from a lingering economic downturn. Unfortunately, following the budget's adoption, three consecutive revenue forecasts projected major downturns, completely wiping out the budget reserves and leaving an anticipated \$1.4 billion hole in the second year of the biennium—almost \$2.0 billion assuming sufficient reserves. This fiscal nightmare prompted Governor Gregoire to call legislators back to town for an “emergency” Special Session in late November to balance the budget.

Prior to the return of legislators to Olympia, Gregoire submitted her 2012 Supplemental Operating Budget request and urged legislators to adopt a full budget solution, so the 2012 Session could focus on policy issues. Her proposal would have solved the budget problem with \$1.7 billion in spending cuts across all of state government. **K–12 education would have taken a \$370 million reduction, including a drastic reduction and restructuring of Local Effort Assistance (LEA or “levy equalization”) and a reduction of the school year from 180 days to 176 days.**

Legislators largely ignored Gregoire's proposal, choosing instead to adopt a “down payment” budget. This first Supplemental Operating Budget saved about \$480 million, reduced the budget gap to \$1.5 billion, and deferred the majority of the difficult budget decisions until the 2012 Regular Session.

While the Governor's budget proposal spelled out her request to cut K–12 education by \$370 million, legislative budget-writers were running budget reduction scenarios and K–12 was clearly a major player in those exercises. Legislators were less clear about specifics, but both House and Senate budget-writers had a “target” range of proposed K–12 cuts (between \$600–700 million and between \$200–700 million, respectively).



As the beginning of the session approached, budget discussions continued to ramp up; however, just prior to the Legislature's convening, the course of the discussion was drastically altered. On January 5, the State Supreme Court issued its ruling in *McCleary v. State of Washington*. In an overwhelming victory for the education community, the Supreme Court unanimously affirmed Superior Court Judge John Erlick's ruling that the state was violating its constitutional paramount duty to amply fund K–12 education. The Court found the Legislature “enacted a promising reform package” under HB 2261 (2009) and HB 2776 (2010)—legislation which redefined basic education, established the new prototypical school funding model, and laid out a final implementation date of 2018. In a unique move, the Court decided to retain jurisdiction over the case to enforce its ruling and “help facilitate progress in the state's plan to fully implement the reforms by 2018.”

The *McCleary* ruling quickly changed the tenor of the conversation in Olympia. There was still a \$1.5 billion hole to fill and talk of K–12 participating in the solution; however, it was clear legislators were wary of blatantly disregarding the Court’s ruling. The proposed cut in school days was almost immediately taken off the table and the talk of reducing LEA quickly faded. Ultimately, **the Legislature adopted a Supplemental Operating Budget with no additional program cuts to K–12 education.**

While the Legislature put an end to education’s free-fall into the financial abyss, little was done in the way of making progress in enhancing funding for the new education finance system enacted by HB 2261 and HB 2776. With the Supreme Court watching over their shoulder, **the Legislature has until 2018 to fully implement and fully fund the reforms. To meet the required deadlines, the Legislature established a Joint Task Force on Education Funding (HB 2824).** The Task Force is charged with making recommendations on how the Legislature can meet the requirements outlined in HB 2261 and HB 2776. In particular, the Task Force is required to develop and recommend options for a “reliable and dependable funding mechanism to support basic education programs.” The Task Force has a short timeline and must submit its recommendations to the Legislature by December 31, 2012, allowing for a full discussion and possible adoption during the 2013 session. **WASA’s Stable Funding Committee, established by the WASA Board to provide direction on WASA’s advocacy for new and more stable funding for education, will closely monitor the work of the Task Force.** The Stable Funding Committee will be guided by a set of principles, as adopted by the WASA Board.

As part of the Supreme Court’s decision to retain jurisdiction in *McCleary*, the state must file periodic reports to prove compliance with the ruling. An initial compliance report must be filed by September 17, 2012, and future reports must be filed 60 days after each biennial or supplemental budget is signed by the governor through 2018. The Court’s order allows the plaintiffs, led by NEWS, to respond to each of the state’s reports regarding the accuracy of the claims. **NEWS is requesting additional financial support to help ensure the *McCleary* ruling is enforced.** WASA has contributed to the organization and encourages all school districts to seriously consider continuing to financially support NEWS.

While the major focus of the 2012 session was on the Supplemental Operating Budget, several major education policy issues were on the table. **Even though the new Teacher/Principal Evaluation Project was still in the pilot phase, legislators insisted on prematurely making changes to the system’s foundations laid out in 2010.**

A total of ten separate bills were introduced on the issue. The bills ranged from “tweaks” or enhancements of the system first adopted in SB 6696, to a full-blown overhaul of the system. Early in the session, legislators developed a sense of urgency about the issue. Rather than continuing a transparent and inclusive discussion, WASA and the other education stakeholders were shut out of the debate. Legislative leaders from each of the four caucuses met behind closed doors with the Governor to hammer out a deal. The bill that emerged and was ultimately adopted, ESSB 5895, was a political mishmash comprised of components of each of the other bills introduced.

School employees’ health insurance benefits also turned out to be a hot issue this session. Last session, proviso language in the budget directed the Health Care Authority (HCA) to develop a proposal for consolidating the purchase of school district benefits to improve administrative efficiency, transparency, and equity. With the help of a technical working group (which included WASA representation), HCA released a report in mid-December. The WASA Board, supportive of the idea of a consolidated system of K–12 health benefits, adopted a series of principles or concepts to guide our support or opposition to legislation regarding consolidated health benefits. Using these guiding principles, WASA—joined by AWSP, WASBO, WSSDA and OSPI—supported legislation, which included the formation of a consolidated system of K–12 health benefits, along with element of transparency, equity standards, and efficiency.

Similar to the TPEP bill, K–12 health benefits became a white hot issue. It also became a hostage in budget negotiations, with threats that a budget would not pass without adoption of a bill. Like the TPEP bill, legislators moved negotiations on the bill to the backroom and shut out stakeholders. Negotiations on the ultimately adopted bill, ESSB 5940, were finalized and a deal struck in the middle of the night on the first (and last) day of the Second Special Session of the 2012 Legislature. The final bill was crammed through the process, being voted on in the early morning hours before legislators had the opportunity to read (not to mention understand) the legislation. This last-minute political compromise barely resembled the proposal WASA supported throughout the session. **The major focus**

of the legislation is on transparency and equity—with no statewide consolidated system, administrative relief, and relief from collective bargaining.

A third major political hot potato was charter school legislation. On this issue, we were more successful.

Fronted by a bi-partisan group of legislators and strongly supported by key members of the business community and a number of “education reform” organizations—including League of Education Voters, Stand for Children, and Democrats for Education Reform—charter school legislation stirred controversy and gummed up the works in both the House and Senate Education Committees. Companion bills received hearings in their respective committees; however, neither bill was moved to executive session for action. Supportive legislators in both committees were angered over the lack of action. In the House, Republicans bolted *en masse* from the final House Education Committee prior to the house of origin cut-off when it became clear the bill would not be brought to a vote. This act immediately killed 13 bills left on the agenda. In the Senate, two Democratic committee members informed their leadership they would vote with Republican members (forming a majority coalition) against every bill brought before the Committee until the charter bill was brought to a vote. Not bowing to the pressure, Senator Rosemary McAuliffe, Committee Chair, simply canceled the remaining Committee hearings from the cut-off deadline, thus killing almost 30 bills that had already been heard. Proponents made several attempts to revive the bills, but were ultimately unsuccessful.

WASA will continue to monitor activities of the Quality Education Council and participate in the Joint Task Force on Education Funding as well as a new Joint Select Committee on Education Accountability. HB 2261’s Compensation Technical Working Group recently completed its final report and WASA will work closely with legislators to ensure enhancements to our compensation system are a part of the Legislature’s education funding solution.

John Kvamme, consultant for retirement and health benefits for WASA and AWSP, and our associates Mitch Denning, Alliance for Education Associations (AEA), and Jim Shoemake and Marcia Fromhold, Association of Educational Service Districts (AESD), worked closely with us throughout the session. They regularly kept WASA’s Legislation & Finance Committee apprised of activities through oral and written updates and provided excellent service as they operated as liaisons between WASA and the Legislature.

PROFESSIONAL DEVELOPMENT

WASA members' professional development needs shifted from singularly focused student-learning improvement to managing school systems with limited and reduced resources and greater accountability. Attempting to keep a target on student learning, Common Core, teacher and principal evaluation, personnel employment, and morale was a continuous challenge. These issues provided opportunities for our educational leaders to seek new strategies to guide our schools and communities.

WASA committee members play a vital role in suggesting viable topics to be presented at various professional development events. This year, members requested additional information on funding cuts, evaluation pilot updates, consolidation, governance, staffing trends, and new district allocation models. Members also requested increased efficiencies and accountability. Throughout the year, the core focus was on the value of improved student learning.

The Washington State Leadership Academy (WSLA) successfully completed the third full year of operations. Funding of the program for another two years was granted by the Legislature. The goal is to promote program development throughout the state and return to several of the original ESDs for program expansion. WASA will maintain its partnership with the Association of Washington School Principals (AWSP) to deliver academy programming.

WASA continues to collaborate with various organizations and agencies to conserve resources and mutually meet professional development needs, partnering with:

- Office of Superintendent of Public Instruction (OSPI)
- Association of Washington School Principals (AWSP)
- Washington Association of School Business Officials (WASBO)
- Washington School Personnel Association (WSPA)
- State Board of Education (SBE)
- Professional Educators Standards Board (PESB)
- Education Service Districts (ESDs)



These organizations and others have enhanced professional development for *our* members as well as *theirs*. Our most sincere appreciation goes out to associations for their enhancement to our programs.

Many thanks to WASA members who participated as advisors to programming for our conferences and workshops. Your advice and support are critical to our successes.

2011–12 PROFESSIONAL DEVELOPMENT

JULY

New Superintendent Workshop

AUGUST

OSPI/WASA Special Education Workshop

SEPTEMBER

WASA Fall Workshop

OCTOBER

WSASCD Annual Conference

JANUARY

WASA/WSSDA Legislative Conference

FEBRUARY

AASA National Conference, Houston

MARCH

WASA Small Schools Conference

ERNN Annual Conference

MAY

WASA Superintendent Workshop

JUNE

AWSP/WASA Summer Conference

CONTRACT PROFESSIONAL DEVELOPMENT

- Washington Improvement and Implementation Network (WIIN)
- Washington State Leadership Academy (WSLA)
- Employee Relations and Negotiations Network (ERNN)
- Washington State Association for Supervision and Curriculum Development (WSASCD)
- Office of Superintendent of Public Instruction (OSPI)

ADMINISTRATIVE OPERATIONS

WASA OPERATIONS

Being readily accessible to our members is one of WASA's core values. This year the WASA office transitioned from phone calls routed through a receptionist to providing our members with direct numbers to each of our executive staff and departments. Reflecting the school districts we serve, WASA has streamlined its operations to reduce office and communications costs, while continuing our focus on the needs of our members. Over the past few years, the WASA team has transitioned from 12 full-time staff to 9.75 FTEs.

The WASA team welcomed two new staff members this year: Sheila Chard and Rachelle Underwood. Sheila supports Dan Steele in Government Relations. Rachelle is our new Communications Coordinator and Web Content Manager. Focused on and dedicated to our members, the entire WASA team works hard to provide a wide array of quality services.

MEMBER SERVICES

WASA continues to make member services its top priority. This past year, WASA actively assisted administrators with concerns regarding district policy, finance, personnel, governance, board/superintendent relations, preparation for hearings, career consulting, employment contract analysis, and retirement counseling. WASA provides timely, technical, and administrative assistance and is always just an email or phone call away.

The New Superintendent Workshop and the Superintendent Mentor Program are just two examples of proactive member support. Every year, new superintendents are offered an opportunity to engage in the latest leadership strategies, begin networking with colleagues, and work with experienced mentor superintendents. The mentor program is an excellent example of how the association and its members work together to support quality public education.

MANAGEMENT REVIEWS

As districts struggle to respond to increased expectations with diminishing resources, WASA Management Reviews are a valuable tool to assess program efficiency and effectiveness. During the past year, numerous districts contacted WASA for assistance in evaluating their business practices, staffing patterns, facilities, financial and program



management, and teaching and learning programs. Examples of focused reviews this past year include studies of pupil transportation, special services, finance, and career and technical education programs. WASA offers customized studies and other services designed to meet the needs of individual districts.

CONTRACT SERVICES

WASA supports a number of partner associations offering management and legislative services to enhance the benefits they offer their members. Those organizations include:

- Association of Educational Service Districts (AESD)
- Washington Association of Maintenance and Operations Administrators (WAMOA)
- Washington Association of School Business Officials (WASBO)

- Washington State Association for Supervision and Curriculum Development (WSASCD)
- School Information and Research Service (SIRS)
- Employee Relations and Negotiations Network (ERNN)
- Washington School Nutrition Association (WSNA)

THE WASHINGTON STATE EDUPORTAL®

In the eleventh year as a statewide service, the EduPortal® document sharing network continues to provide a unique service to school and district leaders across the state. The site offers thousands of resources for leaders, including over 600 searchable collective bargaining agreements. Free, hands-on “webinar” training opportunities are offered, making it possible to gain experience with the EduPortal without leaving the office.

In December of 2011, WASA and TransAct released a powerful and cost-effective tool to facilitate paperless meetings held at all levels in school districts. The new e-Convene® paperless meeting manager service includes support for collaboration, agenda and minutes generators, and meeting packet generator—saving time and expense. This product is currently saving districts thousands annually. In addition to the e-Convene® meetings tools, the new “table of contents generator” is designed to streamline the work of district-policy maintenance, making the hosting and updating of district policies and procedures quick and simple.

WASA HONORARY AWARDS

STATEWIDE AWARDS

GOLDEN GAVEL AWARD

JUNIOR ACHIEVEMENT OF WASHINGTON

The Golden Gavel is WASA's most prestigious award. It is presented to "an individual, group, association, or firm for making an outstanding contribution to public education in Washington"—a contribution that has "statewide application and is of lasting value." The recipient does not have to be a WASA member.

The Golden Gavel was presented to Junior Achievement of Washington. They have given over 90,000 children in 5,000 classrooms a K–12 curriculum and a capstone experience, empowering them to own their economic future. Junior Achievement of Washington's intentional focus is to prepare students for working readiness, to provide real-life experiences in entrepreneurship, and personal development of money management skills.

Further evidence of Junior Achievement of Washington's capacity for building student success is shown by a five-year external evaluation of 95 percent of their programs. This report revealed that 75 percent of students now realize the importance of graduating and being prepared for the world of work.

SERVICE TO WASA AWARD

APPLE VALLEY BROADCASTING INC., KAPP/KVEW

The criteria for the Service to WASA Award states that "the recipient shall have contributed in an outstanding way toward the goals of WASA and shall not be a voting member of WASA."

This year's Service to WASA Award was presented to Apple Valley Broadcasting, KAPP/KVEW. They were selected for their strong commitment to educating the public about issues facing K–12 education. For the past three years, they have produced and broadcasted *School Scene Magazine*. In the fall of 2011, KAPP/KVEW was asked to produce an episode that focused solely on levy equalization and its importance to schools. To have the biggest impact with legislators, they rushed production to ensure completion before the legislative session began. They burned hundreds of DVDs of the episode, which were distributed to state

legislators.

WASA LEADERSHIP AWARD

MONTE BRIDGES, SUPERINTENDENT, PUGET SOUND EDUCATIONAL SERVICE DISTRICT

The WASA Leadership Award is given to select WASA members who "demonstrate and exemplify outstanding leadership abilities and who have made significant contributions to the field of education."

This year's WASA Leadership Award was presented to Monte Bridges. Bridge's nominator wrote, "Monte is a transformational leader for PSESD and our state. Under his leadership, the PSESD has grown in both stature and scope of services and is recognized as an entrepreneurial, innovative, and responsive organization. However, it is Dr. Bridges' work at the statewide-level building partnerships, creating systems, and leading coalitions on behalf of Washington students, educational service districts, and WASA (he was WASA President in 2010–11) that makes him so deserving of this award. Dr. Bridges is gifted in his ability to build cooperation and collaboration among the broadest range of educational stakeholders to improve results and outcomes for children."

BARBARA MERTENS LEGACY AWARD

DENNIS RAY

The Barbara Mertens Legacy Award was established in honor of Barbara Mertens, former assistant executive director of Government Relations at WASA, who retired in 2010. It is presented to "an individual or group who has had a significant impact on public education in Washington—a legacy that has a lasting influence." The person or group does not have to be a member of WASA. The award comes with a \$1,000 gift from D.A. Davidson & Company, which is awarded to a school, foundation, etc., in the awardee's name and at his/her direction.

The Barbara Mertens Legacy Award was presented to Dennis Ray, founder of the first Washington State University "Leaders for Tomorrow's Schools" cohort for Superintendent Certification, which started in 1996. Ray initiated this outstanding opportunity for future school leaders to learn school district leadership in a cohort approach over a two-year period. This novel and effective approach over the past seventeen years has resulted in preparing hundreds of Washington school district leaders. Ray's nominator stated: "I join many of my colleagues in thanking Dennis for taking a risk, in the spirit of Barb

Mertens, for creating the opportunity to develop our leadership abilities in order to best provide for leading Washington State school districts."

REGIONAL AWARDS

STUDENT ACHIEVEMENT LEADERSHIP AWARDS

- 101 Paulette Crowley, West Valley-Spokane
- 105 Becky Imler, Wapato
- 108 Mark Johnson, Nooksack Valley
- 110 Susanne Jerde, Highline
- 111 Arthur Jarvis, Tacoma
- 112 Christine Burgess, Vancouver
Steven Webb, Vancouver
- 123 Calaine Bacon, Pasco
- 171 Cindy Duncan, ESD 171

AWARDS OF MERIT

- 101 Richard Linehan, Chewelah
- 105 Kevin Chase, Grandview
- 108 Kendall Axelson, Conway
- 110 Michael Nelson, Enumclaw
- 111 Harvey Erickson, Bethel
- 114 Kurt Wagner, South Kitsap
- 171 Sandra Sheldon, Warden

TWENTY-YEAR AWARDS

- 101 Michael Dunn, ESD 101
- Paulette Crowley, West Valley-Spokane
- David Iverson, Keller
- Ken Emmil, Colville
- Richard Linehan, Chewelah
- Paul Sturm, Pullman
- Beverly Fox, Palouse
- Nancy Stowell, Spokane
- 108 Kathleen Ehman, Sedro-Woolley
- 109 Terry Brandon, Marysville
- James McNally, Everett
- 110 Joel Aune, Snoqualmie Valley
- 112 Steven Webb, Vancouver
- 123 James Busey, Richland

WASA RETIREE AWARDS

- 101 Nancy Stowell, Spokane
- Paulette Crowley, West Valley-Spokane
- Lawrence Keller, Cheney
- Beverly Fox, Palouse
- David Iverson, Keller
- 108 Cathey Frederick, Mount Vernon
- 109 James McNally, Everett
- Ric Williams, Everett
- 110 Monte Bridges, PSESD
- Marcia Harris, Shoreline
- 112 Christine Burgess, Vancouver
- 113 William Lahmann, Olympia

COMMUNITY LEADERSHIP AWARDS

Each year, awards are presented regionally to community members or groups in recognition of their contribution to education. The criteria for the awards are: benefit to students, leadership, motivation, success, cooperation/coordination with local district, recognition by others, and history of service. Over 100 awards were presented during the spring at region awards events.



ADDITIONAL AWARDS & RECOGNITION

DR. DOYLE E. WINTER SCHOLARSHIP FOR ADMINISTRATIVE LEADERSHIP IN EDUCATION

Christine Moloney, a City University of Seattle doctoral student in Educational Leadership and principal of Charles H. Aylen Junior High School, is the recipient of the 10th annual Dr. Doyle E. Winter Scholarship for Administrative Leadership in Education. The scholarship is awarded by WASA and Seattle-Northwest Securities Corporation (SNW).

The scholarship committee was impressed with Christine's commitment to students, strong focus on learning, and excitement about the role of instructional leadership in addressing and surmounting today's educational challenges.

Through this scholarship, \$1,000 is awarded to a Washington school administrator who is in or will begin a doctoral program in education in the year the award is presented. It was established in honor of Dr. Doyle Winter, who retired in 2002 after completing 44 years of service for Washington public schools. Dr. Winter is a former executive director of WASA and has been recognized repeatedly for exhibiting exemplary leadership ability and enhancing school administration throughout his career.

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

Patti Banks, superintendent, University Place School District, was selected as Washington State's 2012 Superintendent of the Year.

Patti has been the superintendent of the University Place School District since 1999. In her years of leadership in the district, Patti has focused on increasing students' opportunity to learn, providing a rigorous curriculum, and fostering high-quality instruction. She is respected for her mission to improve the lives of the students in University Place and for her caring, professional interactions with district staff.

PEMCO/WASA 21ST CENTURY EDUCATORS SCHOLARSHIP

Three high school students are awarded the WASA/PEMCO 21st Century Educators Scholarship annually. Each scholarship is \$1,000 per year for four years based on "student in good standing" status and the continuing pursuit of a career in education.

2011-12 RECIPIENTS

- **Eastside:** Donna Llewelyn, Wilbur High School, Wilbur SD
- **Westside:** Emma Laufer, Mark Morris High School, Longview SD
- **At-Large:** Kyla Nako, Bellevue High School, Bellevue SD



ROBERT J. HANDY MOST EFFECTIVE ADMINISTRATOR AWARDS

The Handy Awards seek to recognize outstanding public school administrators in Washington State. Robert J. Handy, the awards' namesake, founded the PEMCO Life Insurance Company. Handy was a Seattle school teacher during the Great Depression whose vision of providing low-cost loans to school teachers grew into what is now the School Employees Credit Union of Washington (SECU). Three Handy awards are presented each year, based on district-size categories, with a \$10,000 award equally divided among the winners. The award can be used for personal or professional growth and/or to support and disseminate information about a successful school or district program.

- **Chelan High School Principal Barry DePaoli** received the Handy Award for the mid-size category. DePaoli was noted for establishing effective, outcome-based groups such as learning teams, study teams, and an Achievement Gap Task Force. These groups provide staff with relevant and motivating teaching techniques that help students achieve their academic goals.
- **Lakewood Superintendent Dennis Haddock** received the Handy Award for the large-size category. Haddock was noted for implementing numerous effective and successful programs specific to academic achievement and goals pertaining to the Lakewood School District Improvement Plan.
- **Columbia Valley Gardens Elementary School Principal Noma Hudson** received the Handy award for the large-size category. Hudson was noted for her "can do" attitude, implementation of effective teaching tools and academic systems, and addressing academic, social, and cultural challenges of her students who thrive under her leadership and attention.



AASA DISTINGUISHED SERVICE AWARD

Distinguished Service Awards are given annually to retired AASA members who exhibit exemplary leadership throughout their careers and have enhanced the profession of school administration. Nominees are expected to have brought honor to themselves, their colleagues, and their profession; given exemplary service to their state or national professional association; and made significant contributions to the field of education through their service, writings, and other activities.

Brian L. Talbott was awarded the AASA Distinguished Service Award at the 2012 AASA National Conference on Education. Talbott is a retired national executive director of the Association of Educational Service Agencies (AESAs) in Arlington, Virginia, which serves as the national voice for educational service agencies. From 1982 to 1998, Talbott served as superintendent of Educational Service District 101 (ESD 101) in Spokane, where he was general manager of the STEP/Star Network—ESD 101's educational television network. STEP/Star produces live, interactive instructional programs delivered by satellite and cable to youth and adult audiences in six time zones. Talbott has served as university instructor of graduate and undergraduate courses, secondary teacher, coach, vice principal, principal, and local school district superintendent.

CORPORATE SPONSORS/ PARTNERS PROGRAM

WASA appreciates the companies that support our professional development events. Cost containment for conference expenses is critical to our members' ability to participate. Thanks to those who partnered with WASA to make our conferences and events a success.

DIAMOND-LEVEL PARTNERS

THE BERESFORD COMPANY

The Beresford Company consistently supports various activities and keynote speakers

at WASA conferences and workshops. In addition to their generous sponsorship of WASA events, the company also advocates for other education associations statewide and annually sponsors the "Washington State Teacher of the Year."



The Beresford Company is a long-time supporter of WASA. Servicing and supplying floor coverings to over 180 Washington schools and districts for the past 50 years, the company considers their advocacy for public education a stewardship responsibility. Offering full customer service and no-risk carpet plans with single-source responsibility, The Beresford Company not only measures and supplies the necessary materials and labor, they take responsibility for installation and wearability. Leaving every transaction with a satisfied customer is something for which The Beresford Company strives.

BLRB ARCHITECTS



BLRB Architects has specialized in K-12 facility planning and design for nearly six decades. With offices in Tacoma, Spokane, Portland, and Bend, the firm has served more than 70 distinct school district clients throughout the Pacific Northwest on projects worth more than \$3.6 billion in construction value. Committed to collaborative and inclusive planning and highly personalized facility design, BLRB works with their educational clients to maximize capital funding investment in pursuit of high performance learning environments that foster achievement, inspire creativity, and enhance excellence in both students and staff.

D.A. DAVIDSON & COMPANY

The D.A. Davidson name is synonymous with education funding throughout the Pacific Northwest. They are proud to serve school districts large and small, and offer a full range of services including bond-issue planning, tax-rate management, and bond-rating assistance. D.A. Davidson's niche lies in expertise and exceptional client service.



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D.A. Davidson, founded in 1935, is the largest full-service investment firm based in the Northwest. D.A. Davidson has built a solid reputation of integrity and professionalism with their full-service banking capabilities, broad distribution, experienced professionals, and a long-term approach to business. They maintain an independent, employee-owned-and-operated business environment, placing client needs at the forefront of business decisions.

HILL INTERNATIONAL INC.



Hill is a leading international construction consulting firm that provides program and project

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management, construction management, cost engineering and estimating, quality assurance, inspection, scheduling, claims analysis, innovative dispute resolution, and staff augmentation services. Since 1986, Hill has successfully maintained offices in Seattle, Spokane, and Portland to provide those services and others, such as pre-bond/capital levy program/project planning, long-range facility planning, fixtures, furnishings and equipment (FF&E) planning and procurement, commissioning, and retro commissioning services to our valued Washington State K-12 school districts.

PEMCO INSURANCE

PEMCO Insurance is based within the PEMCO Corporation.



PEMCO
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PEMCO Insurance, founded in 1949, is a preferred-risk insurer that offers personal auto, home, boat, umbrella, and life insurance to nearly 555,000 Washington residents. PEMCO specializes in coverage for school employees.

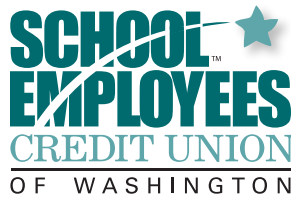
In addition to serving the needs of their customers and employees, executives of PEMCO believe in being good corporate citizens. Each year they donate roughly five percent of their earnings to charities across Washington.

SCHOOL EMPLOYEES CREDIT UNION OF WASHINGTON

School Employees Credit Union (SECU) of Washington is based within Evergreen Bank and was founded in 1936 by Seattle

teacher Robert J. Handy with \$5 in capital. It's now one of the largest and strongest credit unions in the state. Pooled resources—members' savings accounts—still make low-interest loans possible.

SECU executives believe in being good corporate citizens. Annually, they donate about five percent of their individual earnings to charities throughout Washington.



SEATTLE-NORTHWEST SECURITIES CORPORATION

Seattle-Northwest Securities (SNW) has assisted local

school districts with the implementation of bond sales and management of debt service funds since 1970. SNW demonstrates how districts can manage their tax rates to stabilize the impact of taxes for levies and bonds and helps many districts improve their bond ratings.

SNW is the region's premier investment banking firm. It is the largest underwriter and the largest market maker in fixed-income securities in the Northwest and the top financial advisor to Northwest bond issuers. SNW's expertise reaches from the smallest public finance clients to the largest institutional investors in the country. An employee-owned firm, SNW believes that employee ownership has created a culture that promotes integrity, stability, and accountability throughout the firm.

SNW takes great pride in its reputation; it is the reason investors and issuers have trusted them for more than 30 years.



VEBA TRUST

VEBA Trust was created in 1984 to provide school districts in Washington with a method of providing supplemental benefits, particularly post-employment (retiree) medical reimbursement plans. VEBA Trust is a non-profit, voluntary employees' beneficiary association (VEBA) authorized under Internal Revenue Code § 501(c)(9).



VEBA Trust is operated for the benefit of public employees in the state of Washington and is managed by a board of trustees appointed by the plan sponsors: AWSP, WASA, and WASBO.

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WASHINGTON STATE LEADERSHIP ACADEMY (WSLA) CELEBRATES SUCCESS

2011–12 MARKS YEAR 4 OF LEADERSHIP ACADEMY WORK AND CELEBRATES THE GRADUATION OF 20 DISTRICT TEAMS

Since its pilot run in 2008, the Washington State Leadership Academy (WSLA) has continued its mission to develop and support school and district leaders to create educational systems where powerful instruction helps all students succeed.

In the 2011–12 school year, WSLA welcomed a fourth cohort to the two-year leadership development program. With every ESD having the opportunity to participate in the Leadership Academy, the new group was comprised of five new teams from ESDs 113 and 121.

Following successful regional workshops (five for year 1 teams and four for year 2 teams) and supportive in-district coaching over the course of the year, district teams from across the state gathered in Spokane in June to share their work on problems of practice, theories of action, and implementation as part of the cycle of inquiry process.

WSLA also made time to celebrate the challenging work taken on by district teams in the Leadership Academy and honored 20 graduate district teams.



2011–12 GRADUATE SCHOOL DISTRICTS

Northeast ESD 101 (Spokane)

- Cheney
- Chewelah
- Colfax
- Medical Lake
- Pullman
- Republic
- Riverside
- West Valley

Olympia ESD 114 (Bremerton)

- Bainbridge Island
- Chimacum
- North Kitsap
- North Mason

Puget Sound ESD 121 (Renton)

- Renton

ESD 123 (Pasco)

- College Place
- Columbia-Burbank
- Finley
- Pasco
- Prosser
- Richland
- Waitsburg

LOOKING TO 2012...

With continued funding from the Legislature, the Leadership Academy will continue in 2012–13, with year 1 teams moving into year 2, plus a new cohort of 14 district teams in ESDs 101 and 171.

In addition to the leadership program, WSLA was contracted by OSPI to provide training on the AWSP Leadership Framework and Rubrics for the state's new Principal Evaluation System to nearly 70 Regional Improvement Grant (RIG) districts across the state.

WSLA is a district-based professional development program administered in partnership between WASA and AWSP. Not designed for individuals, the unique two-

year program invites district teams of administrators to participate. Districts are selected for participation by their ESDs, and each team is assigned a coach who provides guidance and feedback throughout the duration of the two-year process.

For more information about the Washington State Leadership Academy, please visit www.waleadershipacademy.org.

TESTIMONIALS

“ Every WSLA session has been enlightening—I have gained so much throughout the past two years.”

—Principal comment from a June 2012 workshop evaluation

“ It is time for us to stand and cheer for the doer, the achiever, the one who recognizes the challenge and does something about it.”

—Vince Lombardi



The word cloud captures key terms and concepts identified in evaluative responses from district participants at the culminating workshop. The words reinforce critical components of work being done in the Leadership Academy.

SCHOOL INFORMATION AND RESEARCH SERVICE (SIRS)

SIRS is a non-profit organization that provides data and information on school organization, administration, operation, finance, and instruction to specifically meet the needs of superintendents, central office administrators, principals, and school board members. SIRS contracts with WASA for management services. Dan Steele, WASA's assistant executive director for government relations, serves as the executive director.

SIRS produces *Leadership Information*, the SIRS Legislative Handbook, and the SIRS Salary Survey, in addition to special reports like the Ample School Funding Project.

LEADERSHIP INFORMATION

Leadership Information (LI) is a research and information journal sent to member districts relating directly to the needs of education leaders in Washington State.

SIRS LEGISLATIVE HANDBOOK

The SIRS Legislative Handbook is an annual guide to the Washington State Legislature. It provides school administrators and professional associations with information about our state government including directories, website links and email addresses, legislative maps, and much more. The handbook is a valuable tool for participating effectively in the legislative process. It is also an excellent addition for social studies classrooms and school libraries. The handbook is available online to SIRS members.

SIRS SALARY SURVEY

SIRS annually compiles and publishes the SIRS Salary Survey Report, a timely salary and benefits report of Washington's school employees, in three parts: administrators, classified personnel, and teachers. It is only available to SIRS members. In 2010, we launched our improved survey reports and video tutorials and received overwhelming, positive responses from the field. We continue to fine-tune the survey reports to ensure they are as useful and user-friendly as possible.

WASHINGTON IMPROVEMENT AND IMPLEMENTATION NETWORK (WIIN) SPECIALIST PROGRAM

Starting in 2004, WASA and OSPI partnered to provide a training program for facilitators to assist districts in meeting the "improvement" requirements under No Child Left Behind. In addition to providing training to facilitators, WASA provided external support to superintendents of districts designated in the category of "improvement."

This past year, the program was redefined under the conditions established by the Obama Administration for meeting the needs of districts with schools in the "bottom 5 percent." The facilitators (renamed WIIN Specialists) continued to serve district leadership teams as in the earlier program, but they also worked directly with identified schools leaders. The WIIN Specialists also coordinated with OSPI's WIIN Center to provide their schools and districts with resources.

This year's program was limited to twelve districts, but facilitators from related programs were also allowed to participate in the training—doubling the number of people attending the training sessions. The training program was coordinated by WASA. Consultant Connie Hoffman, the principle trainer, conducted the training sessions, which focused on practices that have resulted in significant gains in student learning. In addition, the reports from districts overall have been very positive, with both superintendents and specialists reporting successful results.

LOOKING TO THE FUTURE: GOALS FOR 2012–13

GOAL 1. CHAMPION PROFESSIONAL EDUCATOR EXPERTISE.

Promote education policy and statute based on the expertise of professional educators and on the research of actual education practice and results.

- Promote an understanding among public and political leaders that educators are experts in their profession.
- Create urgency for action among WASA members.

ACTION STEPS:

1. Support the implementation of the *McCleary* decision.
2. Continue to expand the Focus on Education Week.
3. Continue to work with the partners in the Paramount Duty Coalition to enact an aggressive strategic plan to insert the voice of professional educators in the public discussion on education policy.
4. Identify key business leaders to influence in each of the 11 WASA regions.
5. Collect and disseminate best practices to engage legislators and business leaders.
6. Define the education profession in clear succinct terms.

GOAL 2. INVEST IN THE PARAMOUNT DUTY.

Hold the Legislature accountable for delivering on the state’s “paramount duty” to provide ample funding for all K–12 children consistent with the Supreme Court’s *McCleary* ruling and defined by HB 2261.

ACTION STEPS:

1. Monitor and communicate the Legislature’s progress toward achieving ample funding of K–12 education as required by the *McCleary* decision.
2. Educate the local community about the paramount duty established by the state constitution, affirmed by the Washington State Supreme Court in the *McCleary*

decision, and defined by the Legislature in HB 2261.

3. Enlist the local community, business leaders, and policymakers to advocate for legislative progress toward full implementation of HB 2261 and the full funding of K–12 education.

GOAL 3. PROMOTE LEADERSHIP DEVELOPMENT.

Nurture knowledgeable and effective leaders to champion academic success for all children that yields powerful learning, addresses emerging issues, and yields safe, efficient, and well-run systems.

ACTION STEPS:

1. Deliver ongoing professional development focused on powerful student learning at each conference and workshop.
2. Continue Washington State Leadership Academy training in two additional regions.
3. Expand Washington State Leadership Academy work in areas of principal leader evaluations—statewide delivery.
4. Provide on-going knowledge and engagement for education reform and systems change efforts such as Common Core State Standards, Next Generation Science, teacher and principal evaluation, AYP Waiver, health care, stable funding initiatives, compensation, and leadership oversight needs.
5. Promote leadership engagement with education associations and agencies benefitting from shared knowledge. Continue to enhance regional conversations among members seeking common understandings, issue identification, and trends for leader development.

GOAL 4. PROMOTE COLLABORATION.

- Mobilizing a united coalition of partners inside and outside of education to ensure an equitable and rigorous education for all children.
- Facilitating collaboration among the 295 diverse districts’ school leaders and WASA partners to forge a unified voice on the value of quality public education.

ACTION STEPS:

1. TPEP Collaboration—disseminate data and information reported by districts, facilitate collaboration on consistency and use of evaluation criteria, data, inter-rater reliability, etc., and focus TPEP in upcoming workshops and conferences.
2. Create messages for the general public that explain the value of TPEP in maintaining and improving the quality of public education. Create explicated messages on TPEP's role in teacher growth, continuous improvement, twenty-first century skills, etc.
3. Identify WASA's role in supporting the ESDs in providing professional development and implementation of evaluation criteria and instructional frameworks.
4. Hunter's Stable Funding Proposal—provide facilitation in educating districts on the impacts, equity, etc., of the proposal; and craft messages for districts to use with external stakeholders, parents, legislators, etc.
5. Continue to emphasize the need for innovation in our schools by providing examples of existing innovative schools/programs as a better alternative to charter schools.
6. Seek monetary support for a high-profile marketing plan on the effectiveness of public education by mobilizing partners from industry and business.