

A photograph of a large audience seated at round tables in a conference room, with many people raising their hands in a gesture of participation or voting. The image is slightly blurred and has a soft, warm light overlay.

*Wasa*

LEADERSHIP | TRUST | ADVOCACY

WASHINGTON ASSOCIATION OF  
SCHOOL ADMINISTRATORS

# 2010–11 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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**John Dekker**, Administrative Operations

**Dan Steele**, Government Relations

## SUPPORT STAFF

**Jamie Chylinski**, Administrative Assistant,  
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**Julie Clifford**, Professional Development Coordinator

**Kristen Jaudon**, Communications Coordinator

**Marilee Jensen**, Executive Assistant

**Eve Johnson**, Accountant/Technology Support

**Anne Morris**, Professional Development/  
Membership Assistant

## FROM THE PRESIDENT

We are pleased to present to you the 2010–11 WASA Annual Report. Our continued success is a direct result of the dedication of our WASA staff, partner endeavors in the public and private sectors, and you—our members—throughout the state.

*Leadership. Trust. Advocacy.* My experience as WASA president this year proved to me that these values hold true within WASA.

During my time as president of the Washington Association of School Administrators, we tackled many challenges as a profession and an organization. Educators are under attack and the real needs of our children are being shrouded by harmful rhetoric. Our goals this year for WASA aimed to strengthen the process of correcting the tenor of the public discussion, while continuing to build our own professional expertise and advocating for the full and ample funding guaranteed by the Constitution to serve our state's children. While we made progress, our battle is far from over. Our agenda remains firm, and the stakes could not be higher.

In the pages that follow, you will find a retrospective of WASA's work and accomplishments over the past year. While the year is over, our work is not. Now is the time to plan for our Focus on Education Week, which coincides with American Education Week, November 13–19, 2011. All districts are encouraged to set up visits with legislators and the general public. Get them into your schools to see the innovation, hard work, and dedication that make your district special. Rally the support we need in Olympia—not just to get us through these tough times, but to establish ample support for the future.

It was truly an honor and a professional stretch for me to serve as your president this past year. I would like to express my thanks to Paul, Mack, John, Dan, Marilee,



Kristen, and the entire WASA staff for their assistance throughout the year and for all of the hard work they do every year on behalf of children and the professionals who educate them. I look forward to continued collaboration with WASA and all of the members with whom I have been privileged to work this year. Boxer Muhammad Ali said, "Service to others is the rent you pay for your room here on earth." While my role as president has ended, my "rent," like yours, will never be paid until all children in our state are provided their Constitutional right to a quality education.

A handwritten signature in black ink that reads "Saundra L. Hill".

Saundra Hill, 2010–11 WASA President and  
Pasco School District Superintendent





## FROM THE EXECUTIVE DIRECTOR

Under the leadership of President Sandra Hill, the 2010–11 school year was very successful for WASA. Our business plan was completed with the full implementation of WASA's new branding icons (symbol, motto, and colors), a redesign of all of WASA's products, and an upgrade of our website. The primary achievement under Sandra's leadership was the creation and realization of a new and powerful set of focused, progressive goals for WASA. The four goals established for the 2010–11 year focused on strengthening WASA's voice in the discussions regarding the future of education in our state, maintaining our efforts in the fight for Washington State's paramount duty to amply fund education, enhancing leadership training, and building collaborative relationships that create new partnerships.

The voice driving the direction and discussion of education in our state and country is controlled by non-educators whose motivations vary from personal beliefs, economic design, and control of public funds for schools. WASA is pushing back! Working with the Paramount Duty Coalition ([www.paramountduty.org](http://www.paramountduty.org)), we have developed a strategic plan to put the voice of education professionals back into the public conversation regarding the future of education.

One of the activities that WASA will be coordinating in the coming years is an annual Focus on Education Week, designed to coincide with American Education Week. All districts in the state are encouraged to invite key local and state communicators to visit their local schools during this week. Be sure to check out [www.wasa-oly.org/focus](http://www.wasa-oly.org/focus) for more information.

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The 2011 Legislative Session proved to be very challenging. The \$5 billion deficit in state collections made the work of the Legislature difficult, at best. Keeping the Legislature focused on its paramount duty proved that “the paramount duty” is in the eye of the beholder. While we were successful at preventing the state from raiding LEA funding and at stopping “Average Daily Attendance” as the funding basis of the state, the loss of \$2 billion in K–12 funding was very painful. WASA did succeed in getting a significant number of districts (over 120) to join the Network for Excellence in Washington Schools (NEWS) to support Judge John Erlick’s decision that the state is in violation of the Constitution and its paramount duty. The state has appealed this decision to the Washington Supreme Court.

Providing professional development opportunities for our members continues to be one of WASA’s primary functions. The Washington State Leadership Academy (WSLA) expanded this year to 21 new districts in ESDs 101, 114, and 123. Over 50 districts now have participated in the academy. You will find progress reports on the WSLA website at [www.waleadershipacademy.org](http://www.waleadershipacademy.org) and on [page 21](#) of this annual report. In addition, WASA conferences and workshops have been well attended again this last year. Two conferences, in particular, had very large turnouts: the annual WASA/WSSDA Legislative Conference and the WASA/AWSP Summer Conference.

We continue to seek opportunities to collaborate with other organizations to increase professional development options and to support the work of our members. This year we worked with OSPI to support the districts involved in the Teacher-Principal Evaluation Pilot. Piggy-backing on the WASA/AWSP Summer Conference, WASA assisted OSPI in providing direct training support to the teams of the pilot districts working to develop effective professional growth evaluation system models for our state.

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 work diligently to provide quality service to the members of our association. This year, we added a new member to our team with the hiring of Dan Steele as assistant executive director for government relations replacing the legendary Barbara Mertens. Dan stepped in without missing a beat. He has done great work and is terrific team member.

During these very difficult times, remember that WASA is here for you. We value your membership. It is our members who make WASA strong and able to 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 due to increasing participation in our professional development programs, increased contract services to school districts, reductions in the WASA staff, and careful control of expenses.

## WASA MEMBERSHIP

Every member of WASA is important and a focus of WASA's core values. WASA is a trusted source of services and information, because our members expect nothing less. Membership is more than just joining; it is engaging in the activities and leadership roles within the association. Members make WASA a great organization.

### REVENUE SOURCES (BY PERCENT)

|                                |     |
|--------------------------------|-----|
| Professional Development ..... | 23% |
| Contracts/Grants .....         | 39% |
| Dues .....                     | 36% |
| Miscellaneous .....            | 2%  |

### PROGRAM EXPENDITURES (BY PERCENT)

|                                |     |
|--------------------------------|-----|
| Governance .....               | 16% |
| Legislative .....              | 29% |
| Contracts .....                | 23% |
| Professional Development ..... | 32% |

### OBJECT EXPENDITURES (BY PERCENT)

|  |     |
|--|-----|
| Legal/Miscellaneous .....                        | 7%  |
| Office Expenses .....                            | 17% |
| Contracts .....                                  | 16% |
| Personnel .....                                  | 40% |
| Board/Standing Committees/Component Groups ..... | 3%  |
| Legislation .....                                | 1%  |
| Professional Development .....                   | 16% |

### 2010-11 MEMBERSHIP BY MEMBER TYPE

|                      |             |
|----------------------|-------------|
| Active .....         | 909         |
| Associate .....      | 33          |
| Lifetime .....       | 512         |
| Complimentary .....  | 8           |
| Student/Intern ..... | 28          |
| <b>Total .....</b>   | <b>1490</b> |

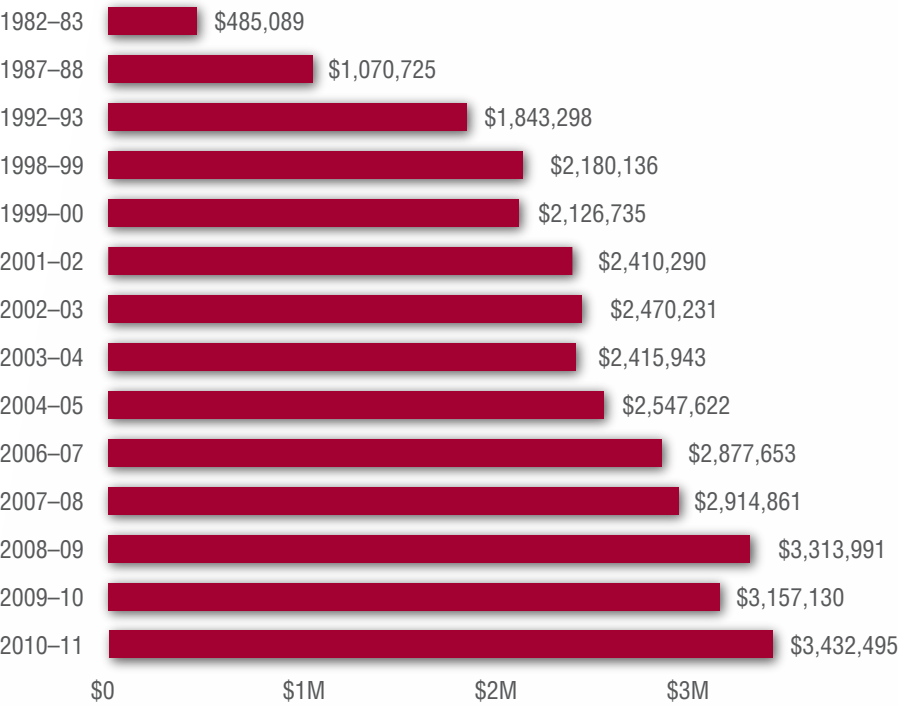
### ACTIVE MEMBERSHIP BY REGION

|                                    |            |
|------------------------------------|------------|
| NEWASA Region 101 .....            | 92         |
| South Central Region 105 .....     | 63         |
| SWIS Region 108 .....              | 50         |
| Sno-Isle Region 109 .....          | 97         |
| Metro Region 110 .....             | 137        |
| Pierce County Region 111 .....     | 102        |
| Columbia River Region 112 .....    | 84         |
| Region 113 .....                   | 106        |
| Olympic Peninsula Region 114 ..... | 48         |
| SEWASA Region 123 .....            | 77         |
| North Central Region 171 .....     | 53         |
| <b>Total .....</b>                 | <b>909</b> |

### ACTIVE MEMBERSHIP BY COMPONENT

|   |     |
|---|-----|
| Business and Personnel Administrators ..... | 164 |
| Instructional Program Administrators .....  | 253 |
| Principals .....                            | 39  |
| Special Education Administrators .....      | 128 |
| Superintendents .....                       | 325 |

OPERATING BUDGET 2010-11





# GOVERNMENT RELATIONS

Washington, like most states across the nation, continued to suffer through an extended economic drought that forced most legislative discussions and actions to be focused on budget issues. Economic projections for the 2011–13 Operating Budget—to be drafted, debated, and adopted during the 2011 Legislative Session—were grim beginning in the fall of 2010.

The September revenue forecast projected a major shortfall between expected revenues and anticipated expenditures for both the current 2009–11 Operating Budget (ending June 30, 2011) and the 2011–13 Operating Budget (beginning July 1, 2011). The current-year shortfall forced an across-the-board cut in state spending to be ordered by Governor Gregoire, beginning October 1. As required by law, she had no discretionary authority; so the reductions impacted all of state government, except legally protected expenditures for debt service, pension payments, and basic education. A further erosion of revenue in November prompted a rare, lame-duck special session to be called in December to allow the Legislature to adopt amendments to the 2009–11 budget.

Another supplemental budget was adopted in mid-February in an attempt to further balance the current-year budget. While K–12 education took hits along with all of state government in the across-the-board reductions and the December supplemental budget, the state's economic woes prompted legislators to adopt a February supplemental budget that not only included harmful cuts in the middle of the school year, but also included unprecedented retroactive cuts. Finally, with the 2009–11 budget shortfall substantially addressed, legislators could turn their focus to the ultimate priority of the 2011 Legislative Session: the 2011–13 Operating Budget.

Before the session began, the projected budget shortfall was pegged at \$4.6 billion. Before the session ended, that



shortfall grew to over \$5.3 billion. Fortunately, the state's projected expenditures for mandatory caseload costs finally were down, resulting in a 2011–13 budget problem of approximately \$5.1 billion. It was clear that the solution to the budget problem was going to have to be an “all-cuts” budget. Just two months before the session convened, Washington's voters had rejected tax-increase proposals, repealed recently adopted temporary tax increases, and approved Initiative 1053, which requires a two-thirds supermajority approval of both houses of the Legislature to adopt tax increases. Writing and adopting an all-cuts budget proved to be very difficult; and due to a lack of agreement during the 105-day regular session, a 30-day special session was called. It was hoped by the Governor and others that a budget resolution could be achieved in a week or two, but the Legislature needed the full 30 days to adopt a final, compromise budget and complete its business.

When the smoke cleared, the final biennial budget included \$4.6 billion in cuts, including \$1.8 billion in cuts to K–12 education. Initiative 728 (Student Achievement Funds) and Initiative 732 (mandatory educator COLAs) were suspended again and expected expenditures for basic education enhancements as adopted in HB 2776 (2010 session) were postponed. On the positive side, neither I-728 nor I-732 was eliminated, as some legislators had

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proposed; and the 2018 target date for full implementation of basic education funding enhancements remained in place, although there were several efforts to postpone or even repeal an end date to complete the overhaul of the state's education funding system. The Legislature also reduced salary allocations to school districts equivalent to a 1.9 percent reduction for certificated instructional staff and classified staff and a 3.0 percent reduction for certificated administrative staff. Individual school districts were forced to determine how to implement those reductions. The actions taken by districts have been across the full spectrum of options, including making employee salaries whole by cutting programs and/or utilizing any available ending fund balances, to passing on the full salary reductions to employees—and everywhere in between these two extremes.

As dreadful as the final budget turned out to be for K–12 education, WASA members (and the rest of the education community) held firm and were able to fight back proposals to reduce or restructure Local Effort Assistance (LEA or levy equalization), implement a K–12 funding change from the current enrollment basis to an “Average Daily Attendance” (ADA) basis, and replace the current school bus depreciation funding schedule with a single state allocation for bus replacement that would have cost most local school districts dearly.

On the policy front, adoption (and most discussion) of major education legislation was limited, given the heavy focus on budget issues. Much of the proposed education-related legislation that could be considered substantive policy items were not positive changes. WASA and our education partners in the Paramount Duty Coalition (AWSP, WEA, WSSDA, and PSE) collaborated to successfully scuttle harmful legislation that would have consolidated a series of education agencies, boards, and commissions into a Department of Education—a new and unnecessary state-level bureaucracy—headed by a governor-appointed, cabinet-

level Secretary of Education; established a new “Reduction in Force” policy prematurely based on evaluations, rather than the current seniority basis; and established a new alternative principal certification process, by which school-building leaders would not be required to have had any school-based experience or a teaching certificate.

WASA, again, worked alongside the Rural Education Center, the ESDs, and WSSDA to oppose—and defeat—school-district consolidation legislation. This year's bill would have required WSSDA to implement a “reorganization initiative” to streamline and provide efficiencies in the operation of school districts. Perhaps a positive idea; however, it more than likely would have ultimately triggered the establishment of the bill's new Commission on School District Reorganization, which would have been required to develop a school-district reorganization (i.e., consolidation) plan resulting in “no more than 150 school districts in the state.” The bill had a hearing, but received no further action.

WASA will continue to monitor activities of the Quality Education Council and participate in the recently convened Compensation Technical Working Group, both of which were established by HB 2261 (adopted in 2009). HB 2261's Levy and Local Effort Assistance Technical Working Group recently completed its final report and WASA will work closely with legislators to ensure any changes made to the local funding system are positive and equitable.

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 continued to provide excellent service as they operated as liaisons between WASA and the Legislature.

# PROFESSIONAL DEVELOPMENT

WASA members' professional development needs changed during the 2010–11 school year. The spotlight shifted from singularly focused student-learning improvement to managing school systems with limited and reduced resources. Attempting to keep a target on student learning, teacher and principal evaluation, personnel employment, and morale became paramount. These challenges 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, they requested additional information on funding cuts, evaluation pilot updates, consolidation, governance, staffing trends, and new district allocation models, as well as 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. Our 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 to deliver academy programming.

WASA continues to collaborate with various organizations and agencies to conserve resources and mutually meet professional development needs. Partnering with the Office of Superintendent of Public Instruction, Association of Washington School Principals, Washington Association of School Business Officials, Washington School Personnel Association, State Board of Education, Professional Educators Standards Board, Education Service Districts, and other entities has enhanced professional



development for *our* members as well as *theirs*. Our most sincere appreciation goes out to all associations for their enhancement to our programs.

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

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## 2010–11 PROFESSIONAL DEVELOPMENT

### JULY

New Superintendent Workshop

### AUGUST

OSPI/WASA Special Education Workshop

### SEPTEMBER

WASA Fall Workshop

### OCTOBER

WSASCD Annual Conference

### JANUARY

ERNN Annual Conference

### FEBRUARY

WASA/WSSDA Legislative Conference

AASA National Conference, Denver

### MARCH

WASA Small Schools Conference

### MAY

WASA Superintendent Component Workshop

### JUNE

WASA/AWSP Summer Conference

## CONTRACT PROFESSIONAL DEVELOPMENT

- District Improvement Facilitator Training (DIF)
- 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

This year has been one of focus and efficiency within the WASA office. Reflecting the school districts we serve, WASA has streamlined its operations to reduce office costs and the costs of services and communications, while maintaining its focus on meeting the needs of our members. Over the past three years, the WASA team has transitioned from 12 full-time staff to 9.75 FTEs.

The WASA team analyzed the work flow of the office and each member of the team has assumed additional responsibilities to improve office efficiency without sacrificing service to members. Additional savings have been realized through our increased use of digital communication, reducing our printed materials and mailing costs. Focused and dedicated to our members, the WASA team works hard to provide a wide array of quality services by the most efficient means possible.

### MEMBER SERVICES

WASA continues to make member services its top priority. When members place calls to the association, they always reach staff committed to responding to their needs. This past year, WASA has 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

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in the latest leadership strategies and begin networking with colleagues with the assistance of 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. 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 Services (SIRS).
- Employee Relations and Negotiations Network (ERNN).
- Washington School Nutrition Association (WSNA).

## THE WASHINGTON STATE EDUPORTAL

In the tenth year as a statewide service, the EduPortal document sharing network has undergone a comprehensive redesign. This valuable online tool has a new look, increased resources, improved speed and added functionality. New features include an Agenda Generator and other tools supporting paperless board meetings and a Table of Contents Generator designed to assist district-policy maintenance. The site continues to offer 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.



# WASA HONORARY AWARDS

## STATEWIDE AWARDS

### GOLDEN GAVEL AWARD

**JEFF ESTES, MANAGER, SCIENCE & ENGINEERING EDUCATION, PACIFIC NORTHWEST NATIONAL LABORATORY**

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 is shared by **Jeffrey C. Estes and the Pacific Northwest National Laboratory (PNNL) operated by Battelle for the U.S. Department of Energy.**

As the department manager of the Office of Science & Engineering Education at Pacific Northwest National Laboratory, Estes is responsible for strategy execution and evaluation of the Laboratory's efforts to strengthen and advance science, technology, engineering, and mathematics (STEM) education in Washington State; improving the Laboratory's education programs for students, faculty, and K-12 teachers; delivering against the STEM education expectations of the U.S. Department of Energy, Office of Science; and connecting PNNL to education initiatives that are part of an emerging effort by Battelle to catalyze sustainable improvements in STEM education.

## SERVICE TO WASA AWARD

**GENE SHARRATT, DIRECTOR, FIELD-BASED SUPERINTENDENT'S PROGRAM, AND CLINICAL ASSISTANT PROFESSOR, WASHINGTON STATE UNIVERSITY**

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 went to **Gene Sharratt, Director, Field-Based Superintendent's Program, and Clinical Assistant Professor, Washington State University.** Gene embodies what is good in education. His vitality, enthusiasm, and ever-present positive energy is transferred to all who come in contact with him. He fills up your tank with hope and inspiration.

## WASA LEADERSHIP AWARD

**RICHARD MCBRIDE, SUPERINTENDENT, NORTH CENTRAL ESD 171**

The WASA Leadership Award is given to selected 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 **Richard McBride, Superintendent, North Central ESD 171.** Rich has the ability to articulate a clear and compelling vision that inspires others within the organization to achieve a high level of performance. He has a demonstrated record of helping people set and achieve their goals. He also has the ability to demonstrate respect for others through strong personal and professional communication skills. As WASA president

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in 2008–09, Rich helped to see that “Simple Majority” became law. WASA appreciates the extra effort it took in helping to make this a reality.

## BARBARA MERTENS LEGACY AWARD

### JOHN FOTHERINGHAM, CONSULTANT, NORTHWEST LEADERSHIP ASSOCIATES, AND FORMER EXECUTIVE DIRECTOR, WASA

The brand-new 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 that is awarded to a school, foundation, etc., in the awardee’s name and at his/her direction.

The first Barbara Mertens Legacy Award went to Dr. John Fotheringham. John was the executive director of WASA from 1991 to 1997 and associate executive director for five years prior to that. Before joining WASA, John spent many years as an administrator in the Highline School District and 13 years as the superintendent of the Tukwila School District.

Over the years, John has assisted small, rural, and large districts with program assessments, financial challenges, enrollment and demographic information, fiscal studies, and superintendent searches. His impact on superintendents as a search consultant, role model, friend, and support person is felt by superintendents throughout the state of Washington.

## REGIONAL AWARDS

### STUDENT ACHIEVEMENT LEADERSHIP AWARDS

|     |                              |
|-----|------------------------------|
| 105 | Cathy Benedetti, ESD 105     |
| 108 | Mark Venn, Sedro Woolley     |
| 109 | David Burgess, Lake Stevens  |
| 110 | Michael Nelson, Enumclaw     |
| 111 | Gilbert Mendoza, Sumner      |
| 112 | Glenys Hill, Kelso           |
| 113 | William Lahmann, Olympia     |
| 114 | Shawn Woodward, North Kitsap |
| 123 | George Juarez, Othello       |
| 171 | Matt Charlton, Manson        |

### AWARDS OF MERIT

|     |                                   |
|-----|-----------------------------------|
| 101 | Sergio Hernandez, Freeman         |
| 105 | Ian Grabenhorst, ESD 105          |
| 108 | Jeffrey Drayer, Burlington-Edison |
| 109 | Larry Nyland, Marysville          |
| 110 | Ethelda Burke, Tukwila            |
| 111 | Frank Hewins, Franklin Pierce     |
| 112 | Teresa Baldwin, Washougal         |
| 113 | Tami Hickie, Cosmopolis           |
| 171 | Garn Christensen, Eastmont        |

### TWENTY-YEAR AWARDS

|     |                             |
|-----|-----------------------------|
| 101 | Sergio Hernandez, Freeman   |
| 111 | Michael Brophy, Bethel      |
| 112 | Dennis Mathews, ESD 112     |
| 123 | Suzanne Feeney, Finley      |
| 171 | William Thurston, Ritzville |
|     | Jerry Simon, Ephrata        |

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## WASA RETIREE AWARDS

- 101 John McGregor, Lind  
Thomas Crowley, Ritzville/Rosalia
- 105 Richard Foss, Mt. Adams
- 108 Linda Martin, Lopez Island
- 109 Karen Koschak, Granite Falls  
Fredrick McCarthy, South Whidbey  
David Burgess, Lake Stevens
- 112 Teresa Baldwin, Washougal  
William Hundley, Stevenson-Carson  
Ken BeLieu, Roosevelt  
Glenys Hill, Kelso
- 113 Marti Harruff, Montesano  
Patty Marzs, Taholah  
Gail Sackman, Ocosta  
Joan Zook, Shelton  
Tami Hickie, Cosmopolis
- 114 Donald Brannam, Griffin  
Nancy Thompson, Brinnon
- 123 Suzanne Feeney, Finley  
Randy Behrens, Kahlotus
- 171 Ray Reid, Waterville  
Michael Riggs, Moses Lake





## ADDITIONAL AWARDS & RECOGNITION

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

**William Wadlington, a Washington State University doctoral student in Educational Leadership and superintendent of the Creston School District,** is the recipient of the ninth annual Dr. Doyle E. Winter Scholarship for Administrative Leadership in Education. The scholarship is awarded by the Washington Association of School Administrators (WASA) and Seattle-Northwest Securities Corporation (SNW).

Bill is committed to his development as an educational leader and he is passionate about the benefits of small school districts. He sees the job of a superintendent not only as a learning leader, but also as a voice for public education to the community and elected officials. He knows that kids need someone advocating for them at the state level.

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

**Mary Alice Heuschel, superintendent, Renton School District,** was selected as Washington State's 2011 Superintendent of the Year. She went on to become one of four finalists for the National Superintendent of the Year Award, presented by AASA in February.

Mary Alice has been the superintendent of the Renton School District since 2006. She has worked hard to strengthen the district's central leadership to learning-focused partnerships that provide service to schools, students, and the community. She realizes that real change takes time and ongoing support, and has exhibited patience while communicating a strong sense of urgency.

### PEMCO/WASA 21ST CENTURY EDUCATORS SCHOLARSHIP

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

#### 2010–11 RECIPIENTS

- Mark Lovrin, White Salmon SD
- Chelsea Myhre, Lake Washington SD
- Geraldine Garcia, Burlington-Edison SD

# CORPORATE SPONSORS/PARTNERS PROGRAM

WASA appreciates all of the companies that support our professional development events with their strong show of support. Cost containment for conference expenses is critical to our members' ability to participate. Thanks to all who partnered with WASA to make our programs a success:

## DIAMOND-LEVEL PARTNERS

### 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.

### D.A. DAVIDSON & CO

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.



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 their business decisions.

### PEMCO INSURANCE

PEMCO Insurance is based within the PEMCO

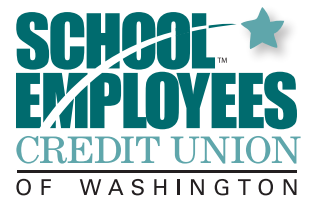


Corporation. PEMCO Insurance, founded in 1949, is a preferred-risk insurer that offers personal auto, home, boat, umbrella, and life insurance to nearly 555,000 Washington residents. PEMCO specializes in coverage for school employees.

Besides serving the needs of their customers and employees, executives of PEMCO believe in being good corporate citizens. Each year they donate roughly 5 percent of their earnings to charities across Washington.

### SCHOOL EMPLOYEES CREDIT UNION OF WASHINGTON

School Employees Credit Union 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.

As with PEMCO Insurance, SECU executives believe in being good corporate citizens. Annually they donate

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about 5 percent of their individual earning to charities throughout Washington.

## SEATTLE-NORTHWEST SECURITIES



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: Association of Washington School Principals, Washington Association of School Administrators, and Washington Association of School Business Officials.

## PLATINUM-LEVEL PARTNERS

- The American Academy
- BLRB Architects
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- Seattle University
- United Schools Insurance Program
- University of Washington
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- Washington State Employees Credit Union
- Washington State University
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# MEMBER ACKNOWLEDGMENTS

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|                 | Sharon Bower, Toledo  |

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| Region 114 | Bill Bentley, Sequim           |
| Region 123 | Gregg Taylor, North Franklin   |
| Region 171 | Matt Charlton, Manson          |

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## COMPONENT GROUPS

### BPAC COMPONENT REPRESENTATIVES

|            |   |
|------------|---|
| Region 101 | Jan Hutton, Central Valley, Spokane                     |
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| Region 112 | Missy Hallead, Vancouver                                |
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|------------|--|
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| Region 110 | Marlene Fuson, PSESD                     |
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| Region 113 | Dana Anderson, ESD 113                   |
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| Region 123 | Mike Villarreal, Othello                 |
| Region 171 | Cindy Duncan (chair), ESD 171            |

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| Region 112 | Alexander Otoupal, Evergreen         |
| Region 171 | Mike Riggs (chair), Moses Lake       |

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| Region 108 | Fredrika Smith, Meridian            |
| Region 110 | Jennifer Trauffer, Tacoma           |
| Region 112 | Sally Charuhas, Vancouver           |
| Region 113 | Becky Turnbull (chair), ESD 113     |
| Region 114 | Kyle Weakley, Quillayute Valley     |
| Region 123 | Erich Bolz, Richland                |

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| Region 108 | Carl Bruner, Mt. Vernon  |
| Region 110 | John Welch, Highline   |
| Region 112 | John Deeder, Evergreen   |
| Region 113 | Sharon Bower (chair-elect), Toledo   |
| Region 123 | Ray Tolcacher, Prosser   |
| Region 171 | Jerry Simon, Ephrata   |



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Executive Committee Member  
Molly Ringo, Everett

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Eastside Rep.: Garn Christensen, Eastmont

# WASHINGTON STATE LEADERSHIP ACADEMY (WSLA) CELEBRATES SUCCESS

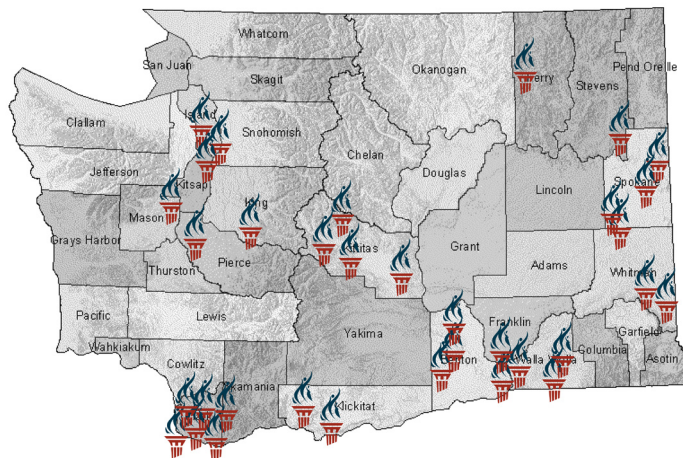
Twelve district teams graduated and 21 new teams completed their first year of the Washington State Leadership Academy in 2010–11—in the midst of continuing budget reductions.

Despite reduced budgets for both the Leadership Academy and school districts, participants, and staff persevered in creating and making use of the valuable leadership development opportunities provided by WSLA to improve learning for all students. Teams in years one and two of the Leadership Academy worked diligently to refine problems of practice and theories of actions, and implement and communicate their strategies during the past year.

At the end of the difficult legislative session, WSLA remained in the state budget, with great appreciation to the supporters and past participants for their critical and supportive testimony of the program. WSLA's inclusion in the state budget will fund year two for the current participants in ESDs 101, 114, and 123, as well as a new cohort within PSESD 121, and perhaps one additional new cohort.

WSLA is a district-based professional development program administered in partnership between WASA and AWSP. WSLA's mission is to develop and support school leaders to create educational systems in which powerful instruction helps all students succeed. 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.

WSLA Participation Across Washington State



## 2010–11 GRADUATES

### ESD 105

- Cle Elum
- Easton
- Ellensburg
- Goldendale
- Kittitas

### ESD 112

- Camas
- Hockinson
- La Center
- Ridgefield
- Washougal
- White Salmon Valley
- Woodland

### ESD 121

- Tacoma\*

*\*Tacoma fully funded an extra (third) year of WSLA training with two teams: one for central office administrators and a second for middle school principals.*

## DISTRICT IMPROVEMENT FACILITATOR (DIF) PROGRAM

Since 2004, WASA has partnered with OSPI to work with school districts designated as in “improvement.” These districts have not met 100 percent of the cell requirements for making Adequate Yearly Progress (AYP) under the No Child Left Behind Act. WASA’s role in the partnership is to provide a training program for District Improvement Facilitators (DIFs), whose primary role is to provide external support to superintendents of districts with one or more Title I schools identified in a “step” of improvement.

The purpose of the training program, designed and coordinated by WASA Executive Director Paul Rosier and consultant Connie Hoffman, is to improve professional practice that results in improved learning for students in the identified schools, as well as all students in the districts.

This year, 36 districts and two consortia participated with WASA in this effort to improve district and school systems that lead to significant increases in student learning. The reports from districts overall have been very positive, with both superintendents and facilitators reporting success.

## 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, and is available only to SIRS members. In 2010, SIRS launched their improved survey reports and video tutorials and received overwhelming, positive responses from the field.





## **LOOKING TO THE FUTURE: GOALS FOR 2011–12**

### **GOAL 1. TRANSFORM EDUCATION POLICY 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.

#### **ACTION STEPS:**

1. Continue to work with the Paramount Duty Coalition to enact an aggressive message of what is working in public education and where effective innovation is occurring.
2. Implement the Focus on Education Week engaging at least 75 percent of school districts to participate.
3. Develop a common set of talking points for educators to use in public settings and in conversations with individuals.
4. Work with WASA's business partners to engage other business leaders regarding educational policy.
5. Define the education profession in clear succinct terms.

### **GOAL 2. INVEST IN THE PARAMOUNT DUTY.**

Ensure a unified voice among educational partners to hold the Legislature accountable for delivering on the state's paramount duty to provide ample funding for all K–12 children.

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#### **ACTION STEPS:**

1. Establish clear target levels of “ample” investment of Legislature—and publicize and grade “progress” of Legislature in new funding.
2. Develop talking points on Paramount Duty and what “ample” funding means (i.e., what does it cost to educate kids?).
3. Demonstrate “What You Get” from the investment. (ROI) > state benefits > less crime, health dollars, etc.
4. Build coalition(s) outside of education community (e.g., agriculture, business, realtors, etc.).

### **GOAL 3. ENHANCE LEADERSHIP DEVELOPMENT.**

Nurture knowledgeable and effective instructional leaders in order to champion academic success for all children by:

- Delivering professional development for district-level administrators that yields powerful student learning.
- Empowering districts to identify and adhere to non-negotiable, research-based instructional goals to maximize learning for all.

#### **ACTION STEPS:**

1. Engage community and state political and educational leaders with local educational leaders.
2. During these difficult times, utilize systems approach to overcome school building burdens.
3. Create and utilize data systems to track student learning impacts from specific professional development activities/programs.
4. Plan professional development activities aligned to new initiatives and progress being made.

5. Create system to efficiently disseminate new professional development impacts.
6. Locate and assign mentors with attribute strengths to help new members succeed.
7. Develop strategies to implement succession for local education leaders including underrepresented populations.

### **GOAL 4. PROMOTE COLLABORATION.**

Engage a broad spectrum of stakeholders by:

- 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 district school leaders and WASA partners to forge a unified voice on the value of quality public education.

#### **ACTION STEPS:**

1. Use Focus on Education Week (tours) to engage other key communicators and prepare talking points.
2. Marketing mode—build on coalition work and others.
3. Align regional work to the goals.
4. Look for common values among a wider range of stakeholders and focus on those shared values.
5. Engage ESDs to facilitate collaboration among 295 districts.
6. Schedule messages throughout session.