Leading School Change

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FEATURE SECTION

Leading School Change
As a school administrator, you are all too familiar with the concept of change. Our goal is to support you in the midst of change by bringing you fresh ideas, helpful tips, inspiring stories and a myriad of resources. We hope you’ll find this issue’s feature section helpful as you lead change at your school.

Managing Change by Empowering Students
Dr. Ann Renker

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Anita Roth

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Cover photo: Mann Middle School principal Ron Banner (Clover Park SD) ‘gets real’ with staff about creating a culture of universal achievement.

Photo by Chris Tumbusch
Tired of spending more time stuck behind a desk than the kids in detention?

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• March 20 & 21, 2014 - Tumwater, WA

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The Editor’s Desk

This has been a season of change for me at the office and at home. My husband and I just celebrated the one-year birthday of our son, Lincoln, and we are still spinning with the wonder (and lack of sleep) of new parenthood. While Lincoln just entered his second year of life, I just entered my seventh year at AWSP. This year, I am not only AWSP’s graphic designer, but also the Marketing and Publications Manager. I will be co-leading AWSP’s communications efforts with David Morrill, our new Public Relations and Digital Media Manager. (Learn more about David on page 7.)

The increase in responsibility from both of these life changes is both empowering and humbling. When confronted with great changes like these, I try to keep a good sense of humor about me. I’m often reminded of the cheeky British ‘Monte Python’s Flying Circus’ TV series with sketches that celebrate randomness by bouncing from one ridiculous scene to another. “...And now for something completely different...”, the host exclaims, as the set changes from a caveman sitting in a jail cell to a lumberjack singing in the woods. I can only imagine that the average day in the life of a principal feels equally as random.

In the midst of change, be it highly anticipated or totally unexpected, remember you’re not alone.

By Caroline Brumfield
Managing Editor

In the midst of change, be it highly anticipated or totally unexpected, remember you’re not alone. The staff at AWSP knows that an administrator’s life is never lacking in change. We hope this issue on Leading School Change will provide some tips, resources and peace of mind in knowing that you are in good company when it comes to your encounters with “something completely different.”
Thank You, Tom Eisenmann!

AWSP would like to extend a special thank you to Tom Eisenmann. Tom is retiring from the position of membership coordinator for the AWSP-Washington School Principals Legislative Effectiveness Political Action Committee (PAC).

Tom Eisenmann, along with a handful of like-minded principals, started the Association of Washington School Principals in 1972. He has worn many hats through his career as a principal and at the Association, from builder to painter to office story teller.

In addition to being a ‘founding father’ of AWSP, Tom has served in many leadership positions, including two terms as Association of Middle Level Principals (AWMLP) president in the mid-1980s. He holds a bachelor’s degree in education from the University of Wisconsin and has a master’s degree from the University of Washington.

Tom taught science in Wisconsin before moving to Washington, where he continued to teach science at Washington Junior High in Olympia SD.

He later became an assistant principal at Reeves Junior High in Olympia and then a junior high principal in Tumwater. Tom helped lead the initial movement of transitioning junior high schools to the middle school concept.

Tom retired from the Tumwater School District as Curriculum Director before working at AWSP.

He currently lives part time in Lacey and part time in Wisconsin with his wife, Peggy, and his dog, Cheyanne.

All AWSP members have benefited in some way from Tom’s work with the association. Thank you, Tom!

AWSP Office Makeover

The main floor of the AWSP office underwent a makeover in December. We got a fresh coat of paint, new carpet and wooden baseboard in public areas. Drop by for a visit and check it out — we are always excited to get visits from our members!

WEC Conference Survey Results

The results are in: The first Annual Washington Educators’ Conference (Oct. 21-22, 2013) was a huge success, thanks to administrators like you! Here is a snapshot of the feedback we received from the 314 people who took the conference evaluation survey.

Stats:
• 70% attended with a team of 2 or more.
• 38% followed #WAedchat on Twitter.
• 22% visited the conference S.M.A.R.T. Station for technology help.
• 74% logged into the conference app on a mobile device or computer.

Favorites:
• Jay McTighe
• Networking opportunities
• Variety of sessions offered

To Improve:
• Many popular sessions filled quickly; we need bigger rooms next time!

We received overwhelming feedback that attendees appreciated the first-ever joint format of this conference that was designed for teachers, principals, superintendents and other educational leaders. Watch for information about the 2014 Washington Educators’ Conference at wcm.awsp.org/WEC.

#WAedchat

Are you on Twitter? Take a look at #WAedchat. This is an ongoing hashtag that AWSP will use for educational and professional development purposes. All educators are welcome to Tweet using this hashtag.
Did you know...?

There are 316 first-year, building-level administrators this year: over 10% of the total number of building-level administrators in our state.

AWSP Welcomes David Morrill to the Team

David Morrill, AWSP’s new Public Relations and Digital Media Manager, joined our team in December 2013. David spent the last six years working at OSPI. During that time, he had the opportunity to work on finance reform during the Basic Education Finance Task Force, worked to support the Quality Education Council, and most recently, the Teacher and Principal Evaluation Project.

At AWSP, David will co-lead communications efforts with Caroline Brumfield, AWSP Marketing and Publications Manager, heading up AWSP website efforts, technology trainings, and the up-and-coming members-only connected community.

A product of North Thurston Public Schools and graduate of Western Washington University, David grew up playing ice hockey (his mom is Canadian) and started playing tennis in high school. In his free time, David is probably on a tennis court somewhere. He also enjoys concerts, sporting events, and trips to Whistler. Send David a “welcome!” email at david@awsp.org.

Summer Camp Registration is Now Open!

AWSP’s Washington Student Leadership program sponsors summer leadership and cheerleadership camps designed for students who want to make a positive difference at their schools. There are 15 summer camps that reach more than 3,500 students and involve more than 500 volunteer facilitators.

Who Should Attend?
Students can be elected officers or simply have an interest in developing leadership skills. Most attend as part of an official school delegation. It’s a great opportunity for class and club officers as well as cheerleaders, student council representatives, team captains and other young, emerging leaders. Students are selected by their schools to attend.

Registration is now open!
Learn more at www.awsp.org/summer-campsclasses. Reserve space now — camps fill quickly!
1080 Instructional Hours

We asked principals about the implications of moving to 1080 instructional hours and how it will affect staff collaboration and professional development time. Here are a few of the answers:

In order for teachers to continue to deepen their instructional practice and skill, they need time to collaborate, learn, practice, get feedback and grow. Without that time, quality instruction will deteriorate and student learning will be negatively impacted. New standards, new curriculums, and new instructional practices will only positively impact our students if teachers have time to prepare and grow, instead of having to “wing it” in the classroom. Adding more instructional time while continually decreasing the time teachers have to prepare for instruction will never lead to the academic achievement our students deserve.

Eric Sylling, Principal
Shadle Park High, Spokane PS

Early release time has been essential for our teachers, giving us time to collaborate on and implement Common Core State Standards. We are also able to create common formative assessments to ensure learning for all students. This work would not get done without early release time.

Christina Thomas, Principal
Lake Washington High, Lake Washington SD

Without collaboration time, my teachers would have no opportunity to work together to review student growth data or instructional strategies. Any preparation time built into their contracted day is not common time together.

Lori Butler, Principal
Ridge View Elementary, Kennewick SD

### Evernote
Remember everything. That’s the company’s tagline, and for good reason. Evernote is a web app, desktop app, and mobile app that works everywhere on basically any device. Collect text notes, store photos, save PDFs and files, and record audio notes. File them away in folders, tag them for easy search, and find them everywhere. Evernote’s web clipper makes it easy to save webpages as well. With so much functionality and support for every platform, Evernote will truly help you remember everything. Available for: Web, PC, Mac, iOS, Android, Windows Phone, and Blackberry

### Basecamp
Basecamp is Project Management 2.0. Forget about Gantt charts and complicated features — Basecamp strips away the complexity to help you manage projects small and large. Used by freelancers and Fortune 500 companies alike, Basecamp focuses heavily on collaboration, making it easy to share files, ideas, calendars, to-do lists, and to create discussions with individuals in your same building or halfway across the world. Easy to use, easy to search, and easy to access from anywhere, Basecamp will help you get things done. Available for: Anything with a modern web browser, official iPhone app

### Common Core
Ever wish you could keep the Common Core in your pocket? With the Common Core Standards app, you’ll have immediate access to the standards from your phone or tablet. This app is a great reference for students, parents, and teachers to easily read and understand the core standards. Quickly find standards by subject, grade, and subject category (domain/cluster). Available for: iOS, Android, Windows Phone, Kindle

### Next Gen Science Standards
Now that you have the Common Core in your pocket, why not the Next Generation Science Standards as well. Another great reference to easily read and understand the standards. Available for: iOS, Android, Windows Phone, Kindle

Would you like to review an app, or do you have a cool app to share? Email caroline@awsp.org.
Change as a Journey, Not a Destination

By Karen Owen
Principal, Nisqually Middle School
North Thurston PS

The process of change — and the many different aspects of change — is where I spend much of my thinking time. In the world of education, change is the one thing you can count on from year to year. Whether it’s curriculum, programs, staff, facility or budgets, something is always changing.

Through my years of being a principal, I have come to learn that, at times, the process of change may actually be more important than the outcome. Although the end result may be crystal clear to me, it is essential that the progression of change be thoughtful, well planned and inclusive in order to be meaningful and have lasting impact.

My process to lead change often begins by planting the seeds of change in a variety of places — with my program leaders, family members, district office and key support staff. I make an effort to ask thought-provoking questions at just the right time and in the right forum. Paying close attention to the feelings of the school community throughout the process helps instill hope and optimism during the “journey.”

This year, the change I’m faced with is one of major impact to my entire community of students, families and district staff. We are increasing our student enrollment by approximately 40 percent with the addition of a class of over 300 sixth graders joining our school.

Through my years of being a principal, I have come to learn that, at times, the process of change may actually be more important than the outcome.

After the initial conversations with district leadership, I began leading this change by taking it to my building leadership team for discussion and strategic planning for a smooth and well thought out transition. The conversations then flowed outward to students, the entire staff and our families. We continue to build background knowledge and capacity around all of the elements involved in this change, which include staffing, curriculum, facility needs, leadership and finances.

I continue to check the pulse of our community and meet individually with staff members around their goals and desires for the coming year as a member of this school team. Communication about each step along the way is essential to our progress. Our next steps will include brainstorming about our existing school culture and the specific staff development and activities necessary to foster a comprehensive and compassionate induction plan for all of our new staff.

I thoroughly enjoy leading the change process and anticipate that it will bring us closer together as a community as we clarify and redefine our goals and beliefs.

Karen Owen has served as principal at Nisqually Middle School for more than 10 years. A longtime AWSP member, she is serving as president this year.
Managing Change by Empowering Students

Ann checks in with Neah Bay High School students Josh Monette and Alex Wise. Both students are taking advantage of the school’s career mentorship program.
For many principals, nothing is more important than readying students for a productive life after high school, whatever option is chosen by the students and their families. Neah Bay High School and Markishtum Middle School serve approximately 170 students in grades 6-12 on a campus in the heart of Neah Bay, the major village on the Makah Indian Reservation. Beginning with the graduating class of 2011, despite our small size and rural location 100 percent of enrolled seniors graduated with a letter of acceptance to a four-year university/college, two-year college, technical school or military unit for the last three consecutive years.

Continued on page 12
Radical Change: Where to Begin?

Our schools weren’t always this successful. We had to undergo a dramatic change over the last eight years. In June of 2005, college readiness and admission requirements were the last thing on the minds of the Neah Bay High School staff. Only four percent of 10th graders passed the state math test, zero percent passed the state science test, and 21 percent passed the writing test. Our school was in the bottom five percent of poor performing schools in the state, and we needed a radical change. I was about to assume the principal position in July of 2005, and I had to decide where to begin improvement efforts.

While research is clear that leadership is a critical factor in planning, stimulating and managing change, I recognize and utilize a less heralded factor: empowering students by including them in important decisions via surveys, discussions, and the creation of meaningful, college-readiness opportunities for students. It soon became clear that student involvement was key; by empowering students, we could bring about the radical change we needed.

Student Surveys

Surveying students has become a critical part of our school year, beginning with the annual Student Perception Survey in September. I developed the survey in fall 2010 to discover why our middle school students lagged behind our high school students in posting increasingly successful test scores. Student input revealed that 62% of middle school students “did not do their best” on state tests. This led us to begin instructing about the need for students to accept the importance of hard work as the agent of individual improvement, as well as the parallel concept that improvement, not perfection, is the most desired student outcome.

Class Evaluations and Surprising Results

Students also provide evaluative input for teachers in June. Just as college students do at the end of their classes, our secondary students provide a standardized evaluation for each class. I compile the results and share the individual class data with each teacher. The importance of this contribution cannot be underestimated. Teachers learn important lessons about the student reaction to classroom systems and practices, a critical aid to every teacher being evaluated with the new evaluation system.

On a school-wide level, I learn important facts that can either contribute to, or hinder, student learning. For example, last year’s student evaluations uncovered an amazing perception: teachers who...
were more advanced at shifting class work and expectations to the Common Core State Standards (CCSS) were perceived as being “lazy” by students! The students viewed probing questions and assignments that could not be completed with facts from a book as indicators that the teachers were asking students to do their jobs. To remedy this misconception, I personally spoke to each student-parent pair at fall registration, and delivered expectations about the instructional changes required by the CCSS shift this year.

The Catalyst Corps: Middle and High Schoolers Team Up

Input opportunities are not the only type of student participation that motivates and cements transformational change. In 2009, students completing college, university, and scholarship applications had difficulty finding volunteer service openings that did not impede afterschool academic time or extracurricular commitments. They also needed content for letters of recommendation, the currency in the high school.

Matching these students with a “cool” high school mentor reduced middle school semester failures to zero. The students viewed probing questions and assignments that could not be completed with facts from a book as indicators that the teachers were asking students to do their jobs. To remedy this misconception, I personally spoke to each student-parent pair at fall registration, and delivered expectations about the instructional changes required by the CCSS shift this year.

In response to this need, I created the Catalyst Corps, a group of highly successful high school students who were paired with struggling middle school students. While meeting the high school students’ need for volunteer hours, the middle school students’ need for math and science help was also met. Remember that 62% of middle school students that did not perform their best on state tests? Matching these students with a “cool” high school mentor reduced middle school semester failures to zero. The

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*For gainful employment disclosure information, visit spu.edu/gainfulemployment.
program received a Washington STEM award in 2011, as well as a dedicated webpage on the STEM website.

Three years later, the program has become a staple for both high school and middle school students. The management of this program has shifted to the National Honor Society.

Career Mentorship

Another student-driven component in our high school is the connection of talented students with adult mentors who work in fields of interest to the student. Since we have a small teaching staff, students wanted a mechanism to explore subjects of interest that were not available in traditional classrooms.

Students can apply to receive high school credit for working with the mentor, or can use the hours and experience to help complete the required Culminating Project.

Two students provide outstanding examples of this type of programming. Josh Monette, a junior, is absorbed in learning the ancestral Makah language in his high school Makah III class, so he spends one additional hour each day helping the Makah language teachers who work in elementary school classrooms. Not only is Josh increasing his own language skills, he is able to access professional development through the Makah Tribe’s Cultural and Research Center and is going to Hawaii for training with the Makah Language Program staff in January.

Alex Wise, a senior, is working with the Makah Tribe’s marine mammal biologist after school. The pair track and identify whales and seals, and are conducting an experiment with traditional halibut hooks made from contemporary materials. While Alex plans to use his research for his Culminating Project, his mentor also requires that he write a scientific paper for submission to a research journal. Alex is accumulating valuable experience as both a biologist and a college-level writer, and both young men are receiving unique letters of recommendation for college admission and their scholarship portfolio.

We’ve Come a Long Way

Eight years later, our data demonstrates that concerted efforts to improve a school can produce amazing results when students, staff, and...
community work together. Becoming a GEAR UP school in 2007 was one critical factor in our story; we were able to teach college readiness skills in classrooms, increase our secondary rigor, and take students to post-high school campuses all over the state.

As of June 2013, 100% of the seniors in the Class of 2013 met the new state math requirement for graduation, 68% of the 10th graders in 2013 passed the Biology EOC, and 93% of this same class passed the writing HSPE. By all accounts, we certainly provide evidence of significant change.

How will you lead?

Do you want to be a catalyst for transformative change? A leader who guides the talents of employees and managers? Someone who builds strong community through ethical service?

Seattle University will prepare you for this kind of leadership. No matter where you sit.

**More from Ann Renker**

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**Success!**

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June 29-July 1, 2014 | Spokane Convention Center

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At this year’s AWSP/WASA Summer Conference, let us help you with the ingredients needed to make your school successful: Smarter Balanced, TPEP, Common Core and everything in between.

Spice up your leadership skills with this year’s concurrent session offerings, keynote speakers and special events. You’ll leave well-stocked for the 2014-15 school year.

Learn more at wcm.awsp.org/summerconference

**Save the Date**

June 29-July 1, 2014

**Speaker Highlights**

Dr. Shane Lopez, Clifton Strengths Institute, Senior Scientist, Gallup

Donalyn Miller, author of *The Book Whisperer*

**Registration**

Registration is coming in March. Watch for details!
Improving Leadership Practice

With the AWSP Leadership Framework User’s Guide

By Dr. Gene Sharratt
AWSP User’s Guide Project Manager

Pictured: Anita Pinchback-Jones, principal at Rainier View Elementary (Seattle PS), and Phil Brockman, Superintendent, Sedro-Woolley SD.
AWSP has collaborated with Framework Specialists and educators in the field to put together a User’s Guide for the AWSP Leadership Framework. The Guide is a resource for principals and supervisors seeking to improve leadership practice, and is designed to be a practical, easy-to-follow reference to help principals and supervisors implement the Framework in their schools and districts. The Guide provides principals with clear ideas to prepare for meaningful conversations with their supervisors that are applicable in any school context.

A Common Structure for Ease of Use
To make the Guide easy-to-follow, a common organizational structure is used for each chapter and leadership criterion. Each section begins with a discussion of the criterion and a brief but informative explanation of the practices associated with it. Each criterion is then discussed in relation to:

• Preparing for the Evaluation: Provides principals and their supervisors with a broad introduction to leadership practice associated with each of the criterion. The section prepares principals by highlighting specific actions, approaches and strategies that are described in the Leadership Framework, and gives concrete examples that principals can relate to.

• Considering the Degree of Authority and Support: Frames how principals and their supervisors might think about (or think differently about) the principal’s authority (opportunity to act) and the district’s support (opportunity to enact leadership) in relation to each of the eight criteria. This section draws directly from the authority and support section presented in the larger Framework but is tailored to each criterion. It reminds principals and supervisors that the scope of action in each school and district varies — thus, the evaluation process must vary as well.

• Preparing for Conversations: Provides the principal and supervisor with a series of reflective questions designed to help them focus on meaningful actions and leadership practices. This section also provides principals with types of evidence they might collect in order to inform the evaluation process, including samples of student and teacher work, artifacts from specific activities, and data collected directly from staff through surveys or questionnaires.

• Having Conversations: Provides principals and supervisors with a road map for the conversation. This section presents questions that are designed to prompt supervisors to inquire about the principal’s practice and help principals identify salient actions that illustrate their work in relation to the criterion.

• Reflecting on Conversations & Identifying Next Steps: The final two sections help principals and supervisors identify the most meaningful points of the conversation and establish specific follow-up actions that help them move toward a continuous improvement model.

The Guide provides principals with clear ideas to prepare for meaningful conversations with their supervisors that are applicable in any school context.

A Focus on Action Planning and Follow-through
The User’s Guide stresses the importance of continuous improvement by providing principals and their supervisors with reflective questions designed to promote follow-up after the evaluation conversations. For principals, a series of reflective questions help them identify what matters most in the evaluation conversation and what they need to communicate to their staff and the larger school community. For supervisors, the Guide provides resources to follow up with principals after the evaluation conversation and strategies to identify and provide support.

Get Real!

When Leading a Turnaround, There’s No “Quick Fix”

By Ron Banner
Principal, Mann Middle School
Clover Park SD
When contemplating steps to turning around a struggling school, my thoughts immediately jumped to which interventions to provide in reading and math, and which teachers should teach them. It’s all about the “quick fix,” the first order change…right? Wrong!

I spent three years looking for that “quick fix,” jumping from one program to another. All were good programs, but none had the commitment of the staff, students or parents. This meant that some would engage, but most would not. We needed a foundation to build on, not a quick fix.

**A Culture of Universal Achievement**

The foundation we needed was a culture of universal achievement. A culture where everyone — yes, everyone — believes that every student can achieve. When we started our turnaround process, we needed a researched-based objective, a “starter.” For our team, that starter was King and Lopez’s book *TurnAround Schools: Creating Cultures of Universal Achievement*. The memorable piece of this literature for my team and me was the chart that shows a staircase to turning a school around (See page 21.) On that staircase, the first stair is a Culture of Universal Achievement. When we all believe in every one of our students — regardless of race, social economic status, and discipline record — we can then move upward towards making real change.

As the principal, I had to get real. What I mean is, my feedback and conversations with staff could not be filled with “fluffy” recommendations anymore. I had to have real conversations with honest feedback. I made the decision to have the tough conversations around both instructional practice and professional behaviors. By having these conversations, I was challenging belief systems and the status quo.

**Knights of the Naysayers**

This drew criticism and in some cases passive-aggressive hostility. For example, “Knights of the Naysayers” signs popped up in some teachers’ classrooms, depicting a school bus with me as the driver, eyes darkened and horns on my head, driving over all of the staff who have been displaced (per contract language) or had chosen to be transferred.

Despite these hurdles, there was a critical mass of staff members who were crippled by this group of self-proclaimed Naysayers. My goal was to support this critical mass by freeing them from the clutches of the Naysayers. In doing so, we needed to address the culture and climate of our building.

I contracted with Ignite for Schools, whom we had already worked with in regards to our student mentoring and leadership program. We then embarked on a journey to address the school climate in its entirety. This started with a staff compact for excellence, a staff set of community agreements, and ultimately what is now our “Mustang Way.”

*Continued on page 20*
It’s About the Data

The key to all of this work is data. We focused our work around student achievement and community perceptual data. By doing so, we were able to engage in objective conversations. As tough as the work became at times, it was not personal. When challenging belief systems, it was not personal. When I had to have a less-than-flattering conversation about instructional practice or professional behavior, it was not personal. It was simply observation and based in data.

Laying Out the Plan

So what did we do? We built a School Improvement Plan (SIP) that encompassed our new belief systems:

- **Culture of Universal Achievement**: Commitment to believing that every student at Mann can be successful in academics and behavior.
- **Difficult/Crucial Conversations**: Commitment by the principal to using a difficult conversation protocol and to “get real” with data in both instructional practices and professional behaviors of staff.
- **Staff Compact for Excellence**: Agreement to do our best work to support the culture of universal achievement at Mann (the academic and behavioral success of our students).
- **Staff Community Agreements**: Agreement about how we treat each other as adults in a professional community.

- **The Mustang Way**: Oath to engage in positive performance and moral character behavior.
- **Celebrations**: We celebrate our successes as adults, as students, and as Mustangs!

Change requires a constant cycle of “care-frontation,” reflection, planning and implementation. Change is never-ending. Like an instructional lesson, we have to reflect and plan for next steps to make it better, no matter how good or bad it went.

Evidence in the Numbers

The data from year five (2011-2012) is clear. We have improved in some areas and we have a lot of work to do in others. We will thrive and we will hit “barriers.” The key component in all of this is that we have built a foundation from which to launch our work.

![Table](chart.png)

**MAP RIT Score Growth:** Continuously Enrolled Students

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**Mann Discipline Data**

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</tbody>
</table>

**MSP Changes in Student Performance 2010-11 to 2011-12**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>-4.3</td>
<td>-1.3</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>7th Grade</td>
<td>+10.4</td>
<td>+7.0</td>
<td>-1.5</td>
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</tr>
<tr>
<td>8th Grade</td>
<td>+5.8</td>
<td>+32.2</td>
<td>NA</td>
<td>+9.4</td>
</tr>
</tbody>
</table>

Principal Ron Banner engages with eighth grade math teachers during a data team meeting.
This year (2012-2013) we have incorporated the following into our SIP practice as a school:

- Data Planning Teams/PLC for math and ELA core teachers (twice per month.)
- Students setting smart goals for learning.
- Teachers setting smart goals for instruction.
- Student Led Conferencing, which increased parent (significant adult) attendance from 82% to 92% attendance.
- Tier 2 and Tier 3 interventions in reading and math during our school day.
- ASP (Advanced Studies Program) and CTE learning strategies classes.

Don’t start the work until year four of my tenure at Mann. Upon reflecting with colleagues, many have consoled me with the idea that if I had not gone through the first three years of struggle, and in some cases failure, I would not have been prepared to engage in the work during year four. I cannot help but ask myself, how many students who passed through the halls of Mann Middle School during those first three years could have been better prepared for high school if not for the delay in “getting real?”

My suggestion: Don’t wait to get started — get real with a culture of universal achievement, and let the data be your guide!

Don’t wait to get started — get real with a culture of universal achievement, and let the data be your guide!

Don’t Wait to Get Real
My biggest regret in this process is that I wasted three years. I didn’t...
n a sleepy Sunday afternoon, the last thing I expected to see was the face of one of my students flashing across the news. Regrettfully, Donovan Best, third grader at Mary Lyon Elementary, died in a car accident.

We can never plan for tragedy but having a plan to respond to the needs of our students, staff and families is essential. I was fortunate that my school counselor had a copy of the Battle Ground School Mobilization Plan. This document allowed the space away from my heartache to plan support for my school community. The swirl of needs began to settle and I started to prioritize my actions into immediate, short-term and long-term.

First Things First

The number one priority was — and continues to be — to support the student’s family. The media had already been reporting on the accident but I needed to know what the family wished to have shared. While I was able to reference the news media, I knew that direct information from the family should be the main source for staff and student notifications.

While local media was ready to sensationalize the accident, our focus remained on the grief, not on any of the actions of others involved in the incident. I was very explicit with our staff that any actions leading up to the accident would not be the focus of our conversations with students or families.

Practical Considerations

In these types of events, there are many practical considerations to keep in mind. Our student messaging system did not allow us to easily omit Donovan’s family in messaging the school community about his death. We needed to find a room for the Crisis Team to work from on the first day back to school. We also had to plan for a location for the flowers, cards and memorials to be left on school grounds, and review the cards students made for the family before sending them on. In addition, it was important to meet with our staff at the start and close of the day to process our needs and how best to support the students.

Feelings are Natural

Speaking with students about death is never easy. Because of the age of our students, I focused on the fact that feelings are natural. We all have feelings, sadness, anger, happiness — and grief is another feeling. The unhealthy thing to do when grieving is to push it down inside and not let it out. We talked openly about the accident, what happened to Donovan, what the students worried about, what they remembered about him and how they wanted to share those memories with his family.

We worked hard that first day and week to keep our routine normal. We also openly spoke about how having a routine reminds us that feelings are part of our day but that we can keep moving forward. Our language was clear and simple: We used words like death, accident and tragedy. It was important to the class, to Donovan’s mom and to Donovan’s younger sister,
a second grader in our school, that he not just disappear from our lives. Donovan’s name is still on his locker, his desk now sits to the side of the room with a class-made memorial and his picture is on our Terrific Kid bulletin board.

When Donovan’s sister returned to school, we made a safety plan with her. This included how she would like to have students talk to her about the event, a spot where she could go if she felt sad, and a schedule of return. We started with having her attend during only very structured times of the day, and then worked up to lunch and recess. The media coverage surrounding the death of her brother had given her a celebrity-like status to other students. Giving time for her to transition slowly back to a full school day helped diminish this problem.

Cautions
There have been several cautionary lessons from this experience, such as having a plan of when to dismantle the public memorial and what to do with the cards, candles and flowers. The family may want the objects, so it’s important to be sensitive to their needs. Set aside time to educate staff about how children handle grief. Girls are more likely to talk and cry openly. Boys may act out with aggression or off-task behavior. Young children will be silly to distract from the grief or ask questions that are very blunt. None of these are meant to disrespect the child or family; children don’t have a road map to grief and are just trying to find their way.

Be thoughtful about having a school-sponsored memorial plaque, tree, sign or even candlelight vigil. Remember, too, that the actions taken for one tragedy may not be appropriate for another tragic event. A local church that runs a tutoring program for my school sponsored the candlelight vigil and collected community donations for the family. This gave the family another group that could be a long-term support to them through this crisis.

In a tragedy, be sure you know the answers to these key questions:

- What happened?
- How did you find out?
- Who have you called?
- Who needs to know?
- What details can be shared?

Check with the family to obtain information and receive consent to share.

When tragedies occur in our schools we are called to be that bow, breaking the waves for our school community. Having a plan ready helps you as the leader to withstand the waves.

Lessons Learned

The same week that Donovan died, my Deputy Superintendent, Joshua Garcia, posted a question via email to all district leadership: “What have I learned about leadership?” The many replies were inspiring, creative and thoughtful. My reply summed up for me what I had learned that week and holds true about our work every day:

“Some days, leadership is like being the rudder guiding the direction, others it is being the wind that fills the sails, and on occasion it is being the bow that breaks the waves to take others to safe harbor.”

Be prepared for the parents of the deceased child to change their minds about their wants and needs. They are moving through the murk of loss and some days they may have clarity about their needs and other days they may not. My door was open and ready whenever the parents came to school; investing time with them helped all of us move forward.
Improving Student Learning at Scale

New Collaborative to Include Washington State

By Noreen Light
Associate Director, Academic Affairs and Policy
Washington Student Achievement Council

Randy Spaulding
Director, Academic Affairs and Policy
Washington Student Achievement Council

Aaron Wyatt
Communications Director
Washington Student Achievement Council

The Common Core State Standards (CCSS) present a great opportunity for students in Washington and across the nation. However, the success of these rigorous new standards in English language arts and mathematics depends on a level of collaboration and coordination across education sectors that we have not seen in the past. To meet the promise of the new career and college ready standards, we need to rethink how assessments are used to inform curriculum, provide new curricular pathways, and support targeted intervention and advising for students. Doing this requires that educators at all levels understand and support the CCSS.

The Washington Student Achievement Council (WSAC) has identified improvements to career and college readiness, including implementation of the CCSS, as a priority for the state. To that end the Council has convened a group of educators and policy leaders through the new Improving Student Learning at Scale (ISLS) Collaborative. Washington is one of six states (Arizona, California, New Hampshire, Washington, West Virginia and Wyoming) selected to establish this collaborative, which is supported by the National Governors Association (NGA), National Conference of State Legislatures (NCSL), Council of Chief State School Officers (CCSSO), and State Higher Education Executive Officers (SHEEO).

The ISLS collaborative will identify and connect these efforts (and others) to ensure efficient and successful implementation of the CCSS.

Aligned with the WSAC Roadmap — Washington’s ten-year plan for educational attainment — the ISLS collaborative has identified three areas of priority for policy development:

- Strengthen the High School and Beyond Plans.
- Create 12th grade transition courses for students not quite prepared for college-level work, as evidenced by scores on the Smarter Balanced 11th grade assessment.
- Streamline dual enrollment to ensure equitable opportunities for all high school students who are prepared for college-level coursework.

Much of the work necessary to make progress on Common Core State Standards implementation is already underway in Washington state, including:

- The OSPI-led State Network of Educators, who are creating a digital library of resources, and professional development for teachers at all levels; and
- The State Board for Community and Technical Colleges (SBCTC)-led Core to College Initiative, which links secondary and postsecondary faculty in designing means of smoothing the transition from high school to college.

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To meet the promise of the new career and college ready standards, we need to rethink how assessments are used to inform curriculum, provide new curricular pathways, and support targeted intervention and advising for students.
Coordinating efforts, aligning and implementing policies, and communicating the critical need to implement the CCSS are significant challenges. To address these challenges, a wide range of leaders, including Marcie Maxwell (Governor’s Office); Gene Sharratt (WSAC); Paul Francis (Council of Presidents); Representative Larry Seaquist (Washington State Legislature); Randy Dorn (OSPI); Marty Brown (State Board for Community and Technical Colleges); and Ben Rarick (State Board of Education), stepped up to form the core of the Washington State ISLS team.

“The Association of Washington School Principals is an essential partner in leading building-level CCSS implementation. Without building-level support, the CCSS will not gain the necessary foundation for continuous improvements in student learning,” commented Gene Sharratt, WSAC Executive Director.

The ISLS collaborative will continue to meet through June of 2015.
Enhancing Communications and Engagement:

Where Do I Start?

The answer may be closer than you think.

Jayme Taylor

Director of Communications, Lake Stevens SD
Past President, Washington School Public Relations Association (WSPRA)

Connect with Your Communications Professional

While titles and duties may differ, many school districts have someone in charge of communications. It’s likely this person’s job to help with internal and external communications—both positive and negative.

Ideally, the communications professional will act as a liaison between the school district and its schools to ensure that district policies and procedures are being followed and that schools are getting the positive attention they deserve.

If your district has a communications professional, it’s important to familiarize yourself with him or her before you need assistance. Set up a time to visit the communications office to better understand how you can work with this person to benefit your students, staff and families. They can help with the creation of a school communications plan to make internal and external communications more proactive and engaging.

What If We Don’t Have a Communications Professional?

Not every district has a staff member dedicated to communications. Oftentimes, several staff members share these duties, or they fall on the superintendent or his or her assistant. In the smallest districts, communications are often handled at each individual school.

There are several resources available to districts without communications professionals:

- **Educational Service Districts (ESD):** Most ESDs have communications staff available to offer guidance and complete projects on a contracted basis. Some districts contract out all of their communications work, including website design and maintenance, to their local ESD. Contact yours at http://www.k12.wa.us/maps/esdmap.aspx

- **Washington School Public Relations Association (WSPRA):** WSPRA is made up of K-12 communications professionals from around the state. In addition to providing professional development, the board often works with districts to provide communications advice to superintendents, district administrators and support staff. Learn more at www.wspa.org.
• **AWSP**: AWSP also offers communications advice to districts, which includes pairing principals statewide to share best practices. Contact AWSP for help at any time!

**Engaging the Community: School Tours**

**Lake Stevens School District**

Looking to engage the community as part of your communications plan?

One effective and easy way to engage with your community is to invite them into your school. In Lake Stevens School District, Superintendent Dr. Amy Beth Cook hosts two community tours of our schools each year. A different elementary school and a secondary school are visited with each tour, which take place from 9 a.m. to 1 p.m.

Parents and community members are invited to attend the tour through parent emails; emails to key communicators; social media posts; school and district newsletter articles; school and district Web articles and an invitation in the local newspaper.

The tour begins at the district office with a continental breakfast and welcome from Dr. Cook. This is informal and includes district updates and allows time for questions. From there, guests board a school bus to the elementary school. While at the school, they are greeted by the principal and given a tour, which includes going into classrooms. This is especially important, because guests are able to see teaching and learning in action and can engage with the students. During the tour, principals also have the opportunity to highlight school celebrations and discuss current programs and initiatives.

After visiting the first school, guests get back on the bus and are taken to a secondary school. The same itinerary applies; followed by lunch in the cafeteria—you can guess how long it’s been since some of the guests rode a school bus and ate school lunch in a school cafeteria. This gives guests a time to mingle and allows the food and nutrition department time to provide information about the student food program and explain their offerings.

Attending a daytime tour doesn’t work with everyone’s schedule, but is the most authentic way for guests to see how schools operate. After the first tour, you’ll likely find that you have repeat attendees.

If possible, have someone take pictures during the tour. These can be posted to your school website or social media page after the event. Pictures can also be used in publications and when promoting the next tour.

The tours do take some initial planning and a small budget (for meals and transportation) but the outcome is priceless. In Lake Stevens, our tours have created advocates amongst our parents, business owners and retired citizens. They have also led to an increase in volunteers, greater support for school funding measures and better attendance at school events.

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Leading change is tough work. What has been the biggest challenge?

Motivating teachers despite dwindling resources, staff cuts, and budget reductions coupled with a significant increase in job responsibilities and performance expectations. Educators are constantly required to do more with less.

To do “more with less” principals need solid teachers—what attributes do you look for?

Good teachers possess a wide range of characteristics that they draw from at different times. They essentially need to be a “mixed bag” in order to adapt to the individual needs of students. For instance, a good teacher can nurture an emotionally fragile student but then turn around and provide clear structure and boundaries for another.

Good teachers are also instructionally effective. What do you see them doing that sets them apart?

Teachers must be “kid effective.” These teachers are easy to spot. They are the ones you see out on the playground at recess and at sporting events. Instructionally, these teachers spend more time interacting with students than simply presenting information. They ask questions to pique curiosity and invite students to share and demonstrate what they have learned with others. My most effective teachers engage students in meaningful dialogue, adjust lesson content based on student feedback, provide opportunities for applied learning projects, and differentiate like crazy.

Sounds like you are after best practice teaching. What does “best practice” mean to you?

Best practices are those that get results. They provide targeted knowledge and skills, maintain student interest, motivate children to learn, and meet the needs of a diverse population. For instance, what might be deemed best practice in a classroom full of native English speakers may be very different from what best practice looks like in a classroom with an English Language Learner population.

The kind of instructional practices you describe require teacher buy in—how do you get it?

Nothing contributes to teacher buy in more than shared decision-making. Before teachers buy into a new practice they must believe in it and be convinced of its effectiveness. Teachers are among the most skeptical I know. Most have been in the teaching profession for quite a while and they know what students will and will not respond to—they are too smart to fall for every new fad that comes our way. However when teachers identify a need, they are very willing to find a solution. If teachers are part of the process of researching solutions—and find ones they think will work—they will sell it to their colleagues.

You are currently leading change at a middle school. How does this compare to nurturing innovations at the elementary level?

The basic principles apply at both levels. A clear vision must be articulated, objectives identified, and the necessary resources provided to implement and sustain change. The challenge however, comes in convincing those most
impacted by change to get and remain on board. In my personal experience, more nurturing has been required at the middle level than the elementary.

**How does this nurturing apply to students?**

Elementary students are at a stage in their lives when their faith in teachers and administrators is infallible. In their world, teachers are always right (well almost!), administrators have the final say, and school is a place where anything is possible. Elementary students want to please and can be quite flexible when it comes to change. At the middle level it’s a whole different ball game. Middle schoolers care deeply about change and the impact it will have on them both as individuals and as a school. Middle school students want to be heard and have a say in changes that take place so they ask challenging questions, formulate arguments for and against proposed changes, and need to be convinced that changes are necessary, fair, and beneficial.

**What’s the best response?**

Encouragement, opportunities for students to provide input and feedback, data demonstrating the effects of change over time, and appreciation for the role student’s play are crucial components to ensuring positive and sustainable change.

**What’s it like working with middle school teachers?**

While staff at the elementary level may require some convincing when it comes to change, they are often willing to give things a try. At the middle school level, however, teachers raise questions, ask to review data, and take some convincing that a proposed change is valuable.

**Perhaps that’s because many teachers find the change process overwhelming. What approach should principals take?**

It’s easy to get caught up in wanting to do everything better all at the same time! First, use data to target a subject for improvement. Next, look at what is getting in the way of your success. Is too much time being spent on discipline? How much time are teachers spending on this particular subject each day? Are teachers familiar with grade level targets and what they mean? Also, which students are struggling? Boys? Girls? Low income? It’s important to be specific—then you can implement targeted interventions. I have found that in the end, both elementary and middle school teachers will do whatever it takes to help students succeed.

**Sound advice from a principal whose leadership has helped students and teachers make impressive gains. Is that your best reward?**

The best reward is walking down the hallways and seeing students who are happy, motivated to learn, and confident. The best reward is walking down the hallways and seeing students who are happy, motivated to learn, and confident. This article was adapted and excerpted with permission from West, Cathie, *The 6 Keys to Teacher Engagement: Unlocking the Doors to Top Teacher Performance.* Copyright © 2013 Routledge. New York, NY. All rights reserved.
Students living in the Northwest have a unique opportunity to gain lifelong health and fitness knowledge by tapping into Washington state’s great outdoors. To help facilitate and enable that prospect, our accredited AWSP Principals’ Student Learning Center staff developed an Outdoor Recreation Fitness and Health course for the Cispus Learning Center.

Worth one semester of high school credit, the course focuses on backpacking and hiking, activities that can become a lifelong sport. The course is designed to teach skills necessary for a lifetime of healthy living, and — through directed experience — shows how to safely and respectfully enjoy the outdoors with minimal impact on the environment.

Developed with Standards in Mind
Two experienced teachers from Auburn Riverside High School developed this intensive field-based course: Julie Moberg, a national board certified physical education teacher, and Meri Benedict, a national board certified health teacher and one of our summer leadership camp directors. Both teachers looked to align the activities to state standards and assessments. Their goal was to follow the Washington Essential Academic Learning Requirements and Grade Level Expectations for physical education and Classroom Based Assessments in order for the students to gain confidence and skills in pursuit of outdoor adventures.
Experiential Learning. The course covers topics such as selecting and setting up a camp site, building a fire, setting up a tent, leaving no trace, using the outdoors as a restroom, filtering water, keep hydrated, packing a backpack, cooking on a camping stove and a campfire, nutritional needs, and preventative measures to ensure a positive experience.

Assessing Fitness. Students are challenged to meet the physical demands of hiking and backpacking in the wilderness with a focus on flexibility, muscular endurance and strength, cardiovascular endurance, weight and body composition.

Taking the Adventure Home

The final project for the course is an overnight backpacking trip to Packwood Lake where they set up camp, cook dinner, spend the night in tents, wake and prepare breakfast, and finally break camp to hike back to the trail head.

Five Elements

The course design includes five elements:

Leadership. Students examine personal and group goal setting and situational leadership through experiential activities. Using the extensive Cispus challenge course, the students learn skills that foster listening, trust, communication, conflict resolution, and group process.

Strategic and Tactical Planning. Students learn how to approach outdoor activities while staying safe and comfortable. Topics include: analyzing the need for permits, access to water, distance to recreational sites, assessing one’s fitness for an excursion, and food and equipment needs.

Wilderness First Aid. The course addresses prevention, establishing a risk management plan, patient assessment systems, shock, wound management, burns, musculoskeletal injuries, splinting, dislocations, frostbite, non-freezing cold injuries, heat exhaustion, dehydration, heat stroke, hyponatremia, altitude illness, lightning, altered mental status, anaphylaxis, abdominal illness and injury.

After 60+ hours of contact time, they are still not done. In order to receive full credit, the students are required to plan an adventure back home, preferably with family and friends. They are directed to apply their newfound skills and report the results to their instructors.

Twenty students successfully completed the most recent Fitness and Health Course experience in the summer of 2013, most of whom were from Raisbeck Aviation High School in Highline School District. Their counselor told us that the students want to know how they can take the class again. We accept that challenge and are preparing another summer of Outdoor Recreational Fitness and Health adventures for 2014.
What Is the RACE Project All About?

The following information is taken from the RACE Project website, www.understandingrace.org:

The goal of the RACE exhibit (which travels around the United States) is to help individuals of all ages better understand the origins and manifestations of race and racism in everyday life by investigating race and human variation through the framework of science. RACE explores three primary themes:

- **The science of human variation/challenging misconceptions about race.** This area investigates what current science and scholarship tells us about human variation and its connection to ideas about race, and includes components about human migration, gene flow, genetic drift, and the continuous distribution of human traits across the globe.

- **The history of the idea of race.** No story of race and human vari-
The pre-exhibit training to see if it would help fill in the gaps around race and climate issues at their school.

The team liked what they saw. After the training, they approached Principal Jon Halfaker with a plan to look at climate — race issues, specifically — as part of their overall school building plan. The plan would include taking the entire school, over three days, to view the RACE exhibit.

Principal Halfaker supported the plan, which was then presented to the staff for discussion and consensus. Part of the overall plan included involving the PAWS group (Positive and Welcoming Students — their mascot is a Husky) to do some peer teaching sessions with students. Students attended four peer teaching sessions during their lunch periods.

A Change in Leadership: Will the Plan Be Affected?

Before the field trip took place, there was a change in leadership at Washington Middle School. Principal Halfaker was promoted to a Central Office position and Patricia Guenther, the school’s assistant principal, was promoted to interim principal.

The planning team wondered if Principal Guenther would continue to support the school-wide field trip to the RACE Exhibit, which would take one grade level per day out of the building. They recognized that, with the change in leadership, she would now be responsible for the success of the plan and making sure the experience was brought full-circle for the students once they were back in the classroom.

The Washington Middle School leadership team feels that the multiple, ongoing activities — built upon the shared RACE exhibit experience and spearheaded by dedicated staff — are paying off for the entire school.

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Principal Patricia Guenther’s Perspective

Principal Guenther, having been the assistant principal at the time of the decision, knew that this had been a grassroots initiative on the part of staff based on the previous year’s observations and the survey results regarding the building climate.

Going to the exhibit would not be an isolated event. The trip would be well-planned with ancillary lessons and activities to be used throughout the school year to reinforce it. The experience would be shared by students and staff alike, and many parents would attend as chaperones, so the entire school community was involved.

Principal Guenther realized it was imperative that staff and students develop a deeper understanding of other humans and how to live and interact with them on an everyday basis. She trusted that the staff had done its homework to make the field trip to the RACE Exhibit the best possible experience for the entire Washington Middle School community.

And So They Went!

Staff and parents accompanied the students to the exhibit. Students completed a worksheet assignment while they were there and follow-up continues in classrooms and with the PAWS group, even after the exhibit. The school-wide field trip was a success.

The Washington Middle School leadership team feels that the multiple, ongoing activities — built upon the shared RACE exhibit experience and spearheaded by dedicated staff — are paying off for the entire school.

Schools can use the exhibit’s website as a resource in planning professional development and student activities around race year round.

Washington Middle School: New Plan Involves School-wide Fieldtrip

Washington Middle School, located in central Seattle, has over 1,000 students. It houses the district’s program for academically gifted middle school students and also claims the highest percentage of homeless middle school students in the Seattle district.

When Washington Middle School’s leadership team reviewed their 2013 student climate survey, they noted a decline in positive responses. Although the school had participated for several years in the “We All Belong” program, the program did not entirely address concerns and issues around race.

A team consisting of administrative intern Genisha Wea, language arts and social studies teacher Amy Arvidson, eighth-grade team leader Laura Lehni, and parent Jasmine Campbell decided to explore the RACE Exhibit through the pre-exhibit training to see if it would help fill in the gaps around race and climate issues at their school.

The team liked what they saw. After the training, they approached Principal Jon Halfaker with a plan to look at climate — race issues, specifically — as part of their overall school building plan. The plan would include taking the entire school, over three days, to view the RACE exhibit.

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WASHINGTON PRINCIPAL | WINTER 2014 33
Want to Lead School Change?

Create Conversations with Kids

By Joe Fenbert
Communications and Curriculum
Washington Student Leadership

Susan Fortin
Director
Washington Student Leadership

How can we create a stronger sense of community at our school? What can we do to reduce bullying behaviors?

These are just two examples of the many issues school leaders are faced with. Whatever the question, leading change requires a strategy that will lead to solutions. Consider the following two approaches. The first has a long (sometimes futile) history in public education. The second might be a new way of thinking.

AWSP’s Washington Student Leadership is here to steer you toward the new approach. In working with over 10,000 of your students each year we have noticed something—some of the best ideas and strategies for change come from kids. Two new curriculum pieces for our programs have their origins rooted in ideas that came from talking with (and listening to) students. Consider these two student generated responses to the questions that were posed.

Q. How can we create a stronger sense of community at our school?
A. Friend-a-Thon

Vincent Perez, our Latino Outreach Coordinator, was facilitating a leadership workshop at Odle Middle School (Bellevue SD) when this idea surfaced. Students were discussing ways to build community and the concept of

NEW
Pose the questions to your student leaders. Utilize AWSP Leadership Framework Criteria 1 (Creating a Culture) and 2 (Ensuring School Safety) as the backdrop for your discussion. Let students roll around with the questions as they consider possible solutions, projects or activities. Then, listen.

TRADITIONAL
Form a committee of adults including principal, counselor, teachers and the appropriate specialists. The committee meets to look for solutions. The latest program to improve school climate is reviewed. A bullying prevention model is discussed. Time runs out. The committee tries to find an open window to meet again soon.

“Walking and talking is such a comfortable, casual way to build a relationship. Walking side-by-side allows for a more natural conversation than when you ask kids to stand face-to-face with someone they don’t know well.”

Counselor David Rodman works with Coweeman Middle School students (Kelso SD) at January’s La Chispa workshop.
Friend-a-Thon was born. The idea is simple: While taking a lap around the school track or other designated route, students pair up and have a conversation. The goal of the one-lap conversation is for the pair to exchange names, birthdays and find three things they share in common. They start with a handshake and end with a handshake. Then, it is off to find another new friend.

Vince tested Friend-a-Thon at our La Chispa workshop series in November. He noted, “Walking and talking is such a comfortable, casual way to build a relationship. Walking side-by-side allows for a more natural conversation than when you ask kids to stand face-to-face with someone they don’t know well. It was a great wrap-up to the day.” With that feedback, Friend-a-Thon has been woven into our Middle Level Regional curriculum for this year. We suspect Friend-a-Thon will find its way back to many schools as participants work to implement ideas they learned to help create a culture of belonging.

The Friend-a-Thon idea is flexible enough to use as an icebreaker, a fundraiser, a spirit activity or a mentor/mentee relationship builder. The focus of the Friend-a-Thon can be changed based on what you ask participants to talk about during their lap. The Odle students are so excited about their idea coming to life, they are working to create a support website for schools deciding to utilize the Friend-a-Thon concept.

Q. What can we do to reduce bullying behaviors?

A. Student-Developed Anti-Bullying Protocol: Name, Redirect, Involve Adults

Johnny Herber, teacher at Evergreen Middle School (Everett SD) and staff member for the Cascade session of our middle level summer leadership camps, has had a two-year, ongoing conversation with students that is leading to an anti-bullying technique. The idea is based on the concept that bullying behavior operates on a limited script: If you can throw a person off the bullying script

Confronting Bullying Behavior

Step 1: Name the Problem

**Be a referee and blow the whistle!**

Bullying behavior often continues simply because nobody says anything.

- “Stop!”
- “That is hurtful!”
- “What you are saying is not true!”

If Step 1 does not stop the behavior, the behavior sometimes gets turned toward you in the form of a verbal attack. So, go to Step 2.

Step 2: Redirect to Kindness

**Calmly go to the “Golden Rule”**

Direct back to the original bullying behavior, which ultimately was an unkind action done to someone else. Don’t go off-script, argue, defend, or judge. Simply state the fact that what happened was not kind.

- “Everyone deserves kindness.”
- “No one likes to get hurt.”
- “Being mean is not the answer.”

If Step 2 does not work, the person will sometimes resort to a physical threat or violence. This is called an assault and is against the law, so you need to go to Step 3.

Step 3: Involve Adults

**Call for back up!**

When nothing else works, the person using bullying behavior may pull out their most effective weapon: the threat of physical violence. At this point, it’s time to invoke authority. Calmly say:

- “Assaulting someone is against the law. I will need to tell an adult.”
- “Our principal has told us if we ever feel threatened, we need to tell her.”
- “My parents are not going to be happy when I tell them what you are saying.”

Additional Resources

For additional resources on Friend-a-Thon or the student-developed anti-bullying Protocol, go to www.awsp.org/studentleadership and choose “Ideas and Activities” in the sidebar.
through a counter-script — or protocol — you can disrupt the bullying behavior. Johnny told us, “The protocol grew out of a conversation with students about being sensitive to others. A student made this perfect passive aggressive defensive statement: ‘I just want people to be nice.’ It reminded me of a situation when I was in middle school. Someone was trying to call a kid out to fight after school, and the kid said in the same way, ‘I’ll miss my bus.’ The simple statement totally ended it.”

“One kid went home and trained his friends, and then they all successfully confronted a bully that had been ‘owning him’ for the previous two years.

Using Herber’s classroom and leadership camp as living laboratories, students are practicing the protocol through role play, tweaking the wording in the protocol and testing the technique in real life situations. Herber shared real results: “One kid went home and trained his friends, and then they all successfully confronted a bully that had been

Look to Horace Mann for knowledge

When it comes to retirement and insurance planning, could you use help? Count on your local Horace Mann representative to patiently answer your questions and help you understand what is needed.

Wonder if that’s what Sir Francis Bacon had in mind centuries ago when he coined the phrase “Knowledge is power?”

For more information, contact your local representative or visit horacemann.com.
a powerful tool—so powerful that we are adding it to the Washington Student Leadership workshop curriculum this year. A student involved in developing the protocol said, “Everybody deserves kindness. At the bottom of all bullying behavior is unkind behavior. Stating the truth behind the Golden Rule that everyone wants to be treated with respect, dignity and compassion, usually stops the behavior. Nobody can argue with kindness.”

Pose a question you are wrestling with and open the door for creative, thoughtful student engagement. Good things can happen.

We are always learning from students. They can be the catalysts for many positive changes in a school system. Pose a question you are wrestling with and open the door for creative, thoughtful student engagement. Good things can happen.

Supporting your mission is our mission.
I was both inspired and curious as I read an article in the December issue of the Smithsonian Magazine. The article highlights nine winners of the Smithsonian 2013 American Ingenuity Awards. I was inspired by the wonderful stories of these creative individuals, and curious about the lessons these stories might have for the world of education.

The stories of these award winners exemplify what has distinguished Americans as the world’s innovators. I hope that in all the discourse about student achievement today that we do not sacrifice what America has been known for — ingenuity.

### Winner

**Adam Steltzner**  
*The Mars Rover Team*  
A nine-year project to land the $2.5 billion Curiosity Rover on Mars came down to seven nail-biting minutes.

**Article Excerpt**

"That is one of the beautiful things about engineering. It is a collaborative art." He says. "We are only the product of what we do as a group."

**My Wonderings**

I wonder if we value the work of the group enough in classrooms today.

---

**St. Vincent**  
*Performing Arts*  
She brings new sophistication to pop composition, conjuring ethereal dreamscapes from her suburban roots.

**Article Excerpt**

"I approach my work as a day job," she told me. "If you’re a writer, you have to write. If you’re a musician, you have to make music."

**My Wonderings**

I wonder how we can get students to take more responsibility for their own learning. If you’re a student, you have to study.

---

**Dave Eggers and Mimi Lok**  
*Social Progress*  
By capturing the stories of those who’ve survived crises, Voice of Witness is changing the way we record history.

**Article Excerpt**

"Organizers know from experience that the act of interviewing a subject has a remarkable impact on students… To this end, there is a maxim that Lok and the rest of the VoW staff repeat as a mantra. Empathy, they like to say, is the highest form of critical thinking."

**My Wonderings**

I wonder how many ways there are to define critical thinking. If this definition is the right one, I wonder what adult behaviors might develop students’ empathy.
<table>
<thead>
<tr>
<th>Winner</th>
<th>Article Excerpt</th>
<th>My Wonderings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saumil Bandyopadhyay</td>
<td>“He developed in fits and starts,’ said his father. Saumil could add by age 2, but he didn’t speak until 3 ½. Then he went from mute to fluent, chatting away in the Bengali his parents spoke at home.”</td>
<td>I wonder if our state policies are sensitive enough to the vast differences in development of the students they apply to.</td>
</tr>
<tr>
<td>Youth</td>
<td>A teenager harnesses cutting-edge physics and nanotechnology for a new kind of radiation detector with possible applications ranging from automobile to astronomy.</td>
<td></td>
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<tr>
<td>John Rogers</td>
<td>“Rogers told me that childhood dinner conversations ‘would range from physics and hard science with my dad, and more inspirational aspects of science through my mom. It instilled the notion that creativity and the arts are kind of a natural part of science.”</td>
<td>I wonder how, in our traditionally departmentalized schools, we can think more of creativity and the arts as a natural part of science.</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
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<tr>
<td>Caroline Winterer</td>
<td>“The experience of ‘pondering the past in a fleshed-out way…’ Winterer adds, ‘struck me then, as it does now, as an awesome exercise in the imagination.”</td>
<td>I wonder what role our state believes the subject of history plays in students’ education.</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
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<tr>
<td>Caroline Hoxby</td>
<td>“‘Caroline,’ says Harvard’s Fitzsimmons, ‘has a great heart as well as a great intellect. And like every economist, she hates waste, especially a waste of human capital.”</td>
<td>I wonder how often we educators stop to consider students as human capital.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doug Aitken</td>
<td>“‘Failure,’ he shrugs, ‘is something you kind of grow off of.”</td>
<td>I wonder how we can get students to value failure, rather than avoid it at all costs.</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Skinner</td>
<td>“Michael Skinner’s biggest discovery began, as often happens in science stories like this one, with a brilliant failure.”</td>
<td>I wonder again the same thing I was wondering when reading the article on Doug Aitken.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
<td></td>
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</tbody>
</table>

Gary Kipp has served as AWSP’s executive director since 2003. He has more than 40 years experience as a teacher, assistant principal, principal and assistant superintendent.
### ESD 101

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Deena Allen</td>
<td>Sunrise Elementary, Central Valley SD</td>
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<tr>
<td>Samantha Anderson</td>
<td>Joel E Ferris High, Spokane PS</td>
</tr>
<tr>
<td>Wendy Bromley</td>
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<tr>
<td>Lori Burke</td>
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<td>Timothy Coles</td>
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<td>Lesley Crowfoot</td>
<td>Deer Park High, Deer Park SD</td>
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<tr>
<td>Mariano De Oro</td>
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<tr>
<td>Janet Didsbury</td>
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<td>Jessica Everman</td>
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<td>Kelsey Hoppo</td>
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<td>Shellye Horowitz</td>
<td>Madison Elementary, Spokane PS</td>
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<td>Camille Huff</td>
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<td>Troy Hughes</td>
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<tr>
<td>Michael Jones</td>
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<tr>
<td>Melinda Kenney</td>
<td>Jefferson Elementary, Spokane PS</td>
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<tr>
<td>Melanie Kilgore</td>
<td>Michael Anderson Elementary, Medical Lake SD</td>
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<tr>
<td>Kristin Kuster</td>
<td>Willard Elementary, Spokane PS</td>
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<tr>
<td>Teena McDonald</td>
<td>Washington State University—Spokane</td>
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<tr>
<td>Jamie Mikelson</td>
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<tr>
<td>William Ressel</td>
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<td>Marybeth Smith</td>
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<td>Guy Strotz</td>
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<td>Michael Suhling</td>
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<tr>
<td>Bradley Van Dyne</td>
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<td>Alison Watson</td>
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<tr>
<td>Linda Achondo</td>
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<td>Maria Fe Victorine Battaras</td>
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<tr>
<td>Beverly Beierle</td>
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<td>Colleen Crowston</td>
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<tr>
<td>Gabriel Darbyson</td>
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<td>Robert Darlington</td>
<td>Raline Elementary, Selah SD</td>
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<td>Lance Den Boer</td>
<td>Goldendale High, Goldendale SD</td>
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<td>Lydia Garcia</td>
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<td>Everardo Garza</td>
<td>Wapato High, Wapato SD</td>
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<tr>
<td>Lee Grams</td>
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<tr>
<td>Kimberly Gregory</td>
<td>Compass High School, Grandview SD</td>
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<tr>
<td>Linda Hall</td>
<td>Tuppenish High, Tuppenish SD</td>
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<tr>
<td>Heathie Hartie-Aller</td>
<td>Davis High, Yakima PS</td>
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<tr>
<td>Sheila Holtz</td>
<td>Wapato High, Wapato SD</td>
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<tr>
<td>Travis Howard</td>
<td>Martin Luther King Elementary, Yakima</td>
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<td>Vance Jennings</td>
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<td>Robert McCracken</td>
<td>Chief Kamiakin Elementary, Sunnydale SD</td>
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<td>Ben McNurry</td>
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<td>Colton Monts</td>
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<td>Christopher Nesmith</td>
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<td>Kimberlee Newell</td>
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<td>Sandra Ortiz</td>
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<td>Donald Strotter</td>
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<td>Ty Thornock</td>
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<td>Russel Tuman</td>
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<td>Tami Turner</td>
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<td>Kevin Van De Brake</td>
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<td>Maria Villalovos</td>
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<td>James West</td>
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<tr>
<td>Joe West</td>
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<tr>
<td>James Wise</td>
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<td>Stephanie Wood</td>
<td>Toppenish Middle, Toppenish SD</td>
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<tr>
<td>Michael Anderson</td>
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<tr>
<td>Shanna Dilley</td>
<td>Washington School for the Deaf</td>
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<tr>
<td>Holly Boggs</td>
<td>Garfield Elementary, Kelso SD</td>
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<tr>
<td>Stephanie Casillas</td>
<td>Columbia Heights Elementary, Longview SD</td>
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<td>Matt Cooke</td>
<td>La Center High, La Center SD</td>
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<tr>
<td>Susan Crit</td>
<td>Captain Strong Primary, Battle Ground PS</td>
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<tr>
<td>Abby Davis</td>
<td>Skyview High, Vancouver PS</td>
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<tr>
<td>Matthew Fechter</td>
<td>Sarah Anderson Elementary, Vancouver PS</td>
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<td>Gunnar Gutfrothmen</td>
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<td>Allison Harding</td>
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<td>Brooke Henley</td>
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<td>Jennifer Holm</td>
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<td>Amy Huntley</td>
<td>Ilwaco Middle and High, Ocean Beach SD</td>
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<td>Christopher Jones</td>
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<td>Sarah Anderson Elementary, Vancouver PS</td>
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<td>Jennifer Kerr</td>
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<td>Mount Solo Middle, Longview SD</td>
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<td>Angela Knight</td>
<td>Tulkes Valley Primary, Battle Ground PS</td>
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<td>Luke LeCount</td>
<td>Jason Lee Middle, Vancouver PS</td>
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<td>Kala Lougeheed</td>
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<td>Kelly Macdonald</td>
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<tr>
<td>Sarah Marino</td>
<td>Stevenson High &amp; Wind River Middle, Stevenson-Carson SD</td>
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<tr>
<td>Todd McAuley</td>
<td>Whiton Elementary, White Salmon SD</td>
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<td>Craig Mc Kee</td>
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<td>Gary Mellor</td>
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<td>Justin Pierce</td>
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<td>Lori Schilling</td>
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<tr>
<td>Carla Sosanya</td>
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<td>Matt Standifl</td>
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<td>Eric Webb</td>
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<td>Amy Zenger-Neiman</td>
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### ESD 114

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<tr>
<td>Amy Archuleta</td>
<td>West Hills Elementary STEM Academy, Bremerton SD</td>
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<td>Josephine Bean</td>
<td>Fairview Junior High, Central Kitsap SD</td>
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<td>Korene Calderwood</td>
<td>View Ridge Elementary, Bremerton SD</td>
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<td>Annette Farrington</td>
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<td>Heather Fowler</td>
<td>Union High, Evergreen PS</td>
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<td>Helen Selgren-Lynn</td>
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<td>Rustin Willson</td>
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<tr>
<td>Constance Alemian</td>
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<tr>
<td>Kristi Amrine</td>
<td>Helen B Stafford Elementary, Tacoma PS</td>
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<td>Elizabeth Anderson</td>
<td>Queen Anne Elementary, Seattle PS</td>
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<td>Jolene Anderson</td>
<td>Eckstein Elementary, Seattle PS</td>
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<td>Mary Anderson</td>
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<td>Bethany Aoki</td>
<td>Cougar Mountain Middle, Bethel SD</td>
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<td>Aline Arakawa</td>
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<td>Jeremy Argo</td>
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<td>Susie Asken</td>
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<td>Charles Barnes</td>
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<td>Gary Barron</td>
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<td>Brianne Barrett</td>
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<td>Renee Barut-del Fier</td>
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<td>Aimee Batliner-Gillette</td>
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<td>Timothy Bateman</td>
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<td>Mark Beddes</td>
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<td>Aaron Bellessa</td>
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<td>Andre Berkliger</td>
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<td>Tipton Blish</td>
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<td>Barbara Bolman</td>
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<td>Susan Boyer</td>
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<td>Amy Carnette</td>
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<td>Maile Carr</td>
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<tr>
<td>Laurie Clark</td>
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<td>Kindra Clayton</td>
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<td>LySander Collins</td>
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<td>Frances Coppa</td>
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<td>Chad Davidson</td>
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<td>Firogove Elementary, Payallup SD</td>
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<td>Tricia Diamond</td>
<td>Madrona Elementary, Highline PS</td>
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Melissa DiSplate: Liberty Middle, Bethel SD
Amanda Dorey: Mark Twain Elementary, Lake Washington SD
Erika Dubois: Aki Kurose Middle, Seattle PS
James Eaton: Elizabeth Blackwell Elementary, Lake Washington SD
Joshua Edson: Kent Pine Academy, Kent SD
Nancy Elder: Shorewood High, Shoreline PS
Philip Engebretsen: Enumclaw High, Enumclaw SD
Deirdre Fauntleroy: John Stanford International School, Seattle PS
Sondra Fosnese: Sierra Heights Elementary, Renton SD
Jennifer Fox: Ballou Junior High, Puyallup SD
Michelle Frank: Sequoyah Middle, Federal Way PS
Julie Frederiksen: Kentlake High, Kent SD
Alyse Fritz: Eastview High, Eastmont SD
Michael Fuerte: St. Louise School, Archdiocese of Seattle
Megan Funes: Bow Lake Elementary, Highline PS
Kathryn Galena: Madrona Elementary, Highline PS
Tracy Garza: Foster High, Tukwila SD
Laura Gelinas: Footills Elementary, White River SD
Pamela Gendreau: Thompson and Frederickson Elementaries, Bethel SD
Jill Geyer: Kentridge High, Kent SD
Gerrit Lynn Goss: Talbot Hill Elementary, Renton SD
Cynthia Green: Meadow Ridge Elementary, Kent SD
Jason Greer: Sunset Primary, University Place SD
Susan Greer: Cherrydale Primary, Steilacoom SD
Audrey Gregor: Timbercrest Junior High, Northshore SD
Rachel Hart: Scenic Hill Elementary, Kent SD
Shannon Hasik: White River High, White River SD
Ryan Hawkins: Liberty Ridge Elementary, Sumner SD
Karen Hay: Washington Network for Innovative Careers, Lake Washington SD
Kellie Hernandez: Midway Elementary, Highline PS
Lorraine Hirakawa: Gag Harbor High, Peninsula SD
Jay Hirz: Kentwood High, Kent SD
Emrie Holland: Neely-O’Brien Elementary, Kent SD
Terry Holgrove: Lake Dolloff Elementary, Federal Way PS
Heather Horn: James Prairie Elementary, Bethel SD
Carl Hoseth: Washington High, Franklin Pierce SD
Noma Howard: Walker Road Elementary, Puyallup SD
Meghan Hoyer: St. Philomena School Catholic
Christine Hunsiger: Jane Addams K-8, Seattle PS
Justin Isbell: Kenndale Elementary, Renton SD
Sara Izard: Graham-Kapowsin High, Bethel SD
Jennifer Jarta: Margaret Mead Elementary, Lake Washington SD
Joey Johnson: Eastview High, Eastmont SD
Adriana Julian: McCleary Elementary, Tacoma PS
Jacqueline Karr: Maple Ridge Middle, Highline PS
Amie Karkainen: Skyline High, Issaquah SD
William Keith: University Place Primary, University Place SD
Kaaren Kim: East Hill Elementary, Kent SD
Stephanie Knipp: Kent Mountain View Academy, Kent SD
Chad Kodama: Dearborn Park Elementary, Seattle PS
Kimberly Kosa: Frontier Middle, Bethel SD
Bart Kryger: Narrows View Intermediate, University Place PS
Andrew Labadie: Lake Ridge Elementary, Mercer Island SD
Paul Lastergedt: Thomas Jefferson High, Federal Way PS
Huyen Lam: Gatzert Elementary, Seattle PS
Steven Lewis: Mount Baker Middle, Auburn SD
Byron Lilli: Kentridge High, Kent SD
DeWayne Lindh: Mattson Middle, Kent SD
Stephen Liu: Femwood Elementary, Northshore SD
Cathryn Lolley Leaver: Ordway Elementary, Bainbridge Island SD
Clinton Long: Foster High, Tukwila SD
Mary Mahoney: Discovery Primary, Fife PS
Justin Maier: Cedar Heights Middle, Kent SD
Monique Manuel: Mount Ranier High, Highline PS
Jennifer Martyr: Twins Lake Elementary, Federal Way PS
Karen Mataja: Kent Pine Academy, Kent SD
Hugh Maxwell: Evergreen Elementary, Peninsula SD
Thomas McDermott: Auburn High, Auburn SD
Tristen McGavig: Saghalie Middle, Federal Way PS
Erin McKe: Kent-Meridian High, Kent SD
Romana McManus: Muir Elementary, Seattle PS
Stephanie McPhail: Kapowsin Elementary, Puyallup SD
Andrew Means: Enumclaw Middle, Enumclaw SD
Kim Messersmith: Shorelawn Elementary, Tacoma PS
Scott Meyer: Ortig Primary, Orting SD
Doreen Milburn: Sommern Early Childhood Center, Northshore SD
Angelo Mills: Zeiger Elementary, Puyallup SD
Elizabeth Minks: Renton High, Renton SD
Leif Moe-Lobeda: Chinook Middle, Bellevue SD
Kyle Mohagen: Manitou Park Elementary, Tacoma PS
Lisa Moland: Dunlap Elementary, Seattle PS
Heidi Morris: Rainier Middle, Auburn SD
Thomas Mosby: Puget Sound Skills Center, Highline PS
Brandy Nelson: James Sales Elementary, Franklin Pierce SD
Kimberly Nelson: Lee Hill Elementary, Auburn SD
Courtney Nichols: Cascade Elementary, Renton SD
Michele Nishioka: Beacon Hill International, Seattle PS
Sharon Norton: Sequoyah Middle, Federal Way PS
Bernadette O’Leary: St. John School, Archdiocese of Seattle
Francine Oishi: Federal Way PS
Ashley Ortenzo: Saghalie Middle, Federal Way PS
William Osborn: Enumclaw Middle, Enumclaw SD
Karrie Osborne: Emerald Ridge High, Puyallup SD
Brixy Painter: Kentlake High, Kent SD
Shannon Palermi: Rachel Carson Elementary, Lake Washington SD
Katharine Pense: Woodmoor Elementary, Northshore SD
Michelle Petersen: West Seattle High, Seattle PS
Monica Phillips: Twin Falls Middle, Snoqualmie Valley SD
Michelle Pickard: Hamilton International Middle, Seattle PS
Cheryl Pijanowska: Twin Lakes Elementary, Federal Way PS
Theresa Prather: Chautauqua Elementary, Yasho Island SD
Amill Pratt: Captain Johnston Blakely Elementary, Bainbridge Island SD
Ryan Preis: Technology Access Foundation Academy, Federal Way PS
Kenneth Quern: McMurry Middle, Yasho Island SD
Erin Rasmussen: Broadway-Thomson K-8, Seattle PS
Bernadette Ray: Wilson High, Tacoma PS
Alexandra Red: Todd University School, Federal Way PS
Darrellyn Reed: Kent-Meridian High, Kent SD
Kristina Rennie: Star Lake Elementary, Federal Way PS
Russell Rice: Drum Intermediate, University Place PS
Craig Richardson: Nathan Hale High, Seattle PS
James Riley: Alpac Elementary, Auburn SD
Melissa Riley: Leota Junior High, Northshore SD
Melissa Ritter: Whitter Elementary, Seattle PS
Kathryn Robinson: Chambers Primary School, University Place PS
Xanasha Rose: Gatzert Elementary, Seattle PS
Kara Runge: Curtis High, University Place PS
Melissa Rysemus: Rainier School Programs, Seattle PS
Clint Sallee: Chief Sealth International High, Seattle PS
Dan Sanger: Bryant Elementary, Seattle PS
Scott Sartorious: Ingwood Middle, Lake Washington SD
Martina Scheerer: Lakrider Middle, Sumner SD
Rhonda Schmidt: Mount Si High, Snoqualmie Valley SD
Sharon Shimmitt: Mount Rainier High, Highline PS
Pamela Schwartz: St. Brendan Parish School, Archdiocese of Seattle
Julie Shultz-Bartlett: Bethel Middle, Bethel SD
Shawn Simmons: Martin Luther King, Jr. Elementary, Seattle PS
Donald Sim: Spanaway Middle, Bethel SD
Korye Sites: Decatur High, Federal Way PS
Abby Sloan: Relic School, Puget Sound ESD
Andrea Smith: Hilltop Elementary, Highline PS
Travis Smith: Crestwood Elementary, Kent SD
Douglas Sohn: Adams Elementary, Seattle PS
Kamica Spencer: Graham-Kapowsin High, Bethel SD
James St George: Pope Elementary, Puyallup SD
Lindsay Stein: Bethel High, Bethel SD
Jonathan Stem: Inglesmoor High, Northshore SD
Makeal Steward: South Lake Alternative High, Seattle PS
Sarah Stoddard: Panther Lake Elementary, Kent SD
Cheryl Sullivan: Chief Sealth International High, Seattle PS
Ann Swiftney: Madison Middle, Seattle PS
Shaun Takeauchoch: Peninsula Internet Academy, Peninsula SD
Vivian Tam: Jing Mei Elementary, Bellevue SD
Maja Theil: Puyallup High, Puyallup SD
Melissa Thienes: Bow Lake Elementary, Highline PS
David Thunow: Park Orchard Elementy, Enumclaw SD
JonAnn Todd: Federal Way School, Northshore SD
Katherine Torres: BENSON HILL ELEMENTARY, Renton SD
Mary Carol Treleven: Manitou Park Elementary, Tacoma PS
Craig Tutt: Lakota Middle, Federal Way PS
Holly Umes: Kamiakin Middle, Lake Washington SD
Deborah Wagner: Kent SD
Paige Wakamatsu: South Lake Alternative High, Seattle PS
James Walker: O’Dea High
Brianna Ward: Decatur High, Federal Way PS
Shana Watkins: Daffodill Valley Elementary, Sumner SD
Susan Webster: Spitridge Elementary, Bellevue SD
Stephanie Weinheimer: Cedarcrest Middle, Bethel SD
Jennifer Welch: Frank Love Elementary, Northshore SD
DeAnn Wells: Lakrider Elementary, Renton SD
Dana Whitehurst: Canyon Creek Elementary, Northshore SD
Emily Whitten: Spitridge Elementary, Bellevue SD
Casey Wyatt: Chloe Clark Elementary, Steilacoom SD
Valerie Yoe: Lake Washington High, Lake Washington SD

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Robert Aguilar: Cascade High, Everett PS
Mylo Allen: Cordata Elementary, Bellingham PS
Deann Anguiano: Pathways of Choice, Marysville SD
Julie Batter: Columbia Elementary, Bellingham PS
James Bauckman: Bellingham PS
Beverly Bowen: La Conner Elementary, La Conner SD
Anne Carnell: Penny Creek Elementary, Everett PS
Crosby Carpenter: Granite Falls High, Granite Falls SD
Jennifer Chambers: Everett High, Everett PS
Michael Clark: Voyager Middle, Mukilteo SD
Lara Cole: Monroe PS
Mylo Allen: Nooksack Valley High, Nooksack Valley SD
Christopher Crane: Anacortes Middle, Anacortes SD
Jeff Demorest: Burlington-Edison High, Burlington-Edison SD
Andrew Donahue: LaVenture Middle, Mount Vernon SD
Joseph Doucette: Meridian Middle, Meridian SD
Nathan DuChesne: Marineer High, Mukilteo SD
Matthew Durand: Mount Baker Jr/Sr High, Mount Baker SD
Kimberly Erickson: Eisenhower Middle, Everett PS
Daniel Falk: Mountlake Terrace High, Edmonds SD
Dina Fox: Clear Lake Elementary, Sedro-Woolley SD
Jeanette Grisham: Bellingham High, Bellingham PS
Lawrence Grosebeck: Emerson Elementary, Everett PS
Millicent Hanna: Olvia Park Elementary, Mukilteo SD
Lynn Heimsoth: Shoutes Elementary, Marysville SD
Keri Helgeson: Pioneer Elementary, Arlington PS
Kristie Wilson: Park Place Middle, Monroe SD
Hikwauaquejol Hollins: Squalicum High, Bellingham PS
Joseph Hunter: Western Washington University
Stephanie Johnson: Wade King Elementary, Bellingham PS
Kelly Kirk: South Whidbey High, South Whidbey SD
Darren Larama: Whittier Elementary, Everett PS
Jennifer Lawler: Silver Lake Elementary, Everett PS
Lori Lincoln: Horizon Middle, Ferndale SD
Sara Lowes: Lynnwood High, Edmonds SD
Sonja Machowina: Totem Middle, Marysville SD
Todd Mathews: Cougar Creek Elementary, Lakewood SD
Mary McGregor: Terrace Park School, Edmonds SD
Nancy McPeak: Evergreen Middle, Everett PS
Shaun Monaghan: Henry M Jackson High, Everett PS
Daniel Natividad: North Middle, Everett PS
William Nelson: Arlington High, Arlington PS
Ryan Ovenell: Stanwood High, Stanwood-Camano SD
Amanda Overley: Everett High, Everett PS
Michael Piper: Lynnwood High, Edmonds SD
Joan Robertson-Land: Mount Vernon High, Mount Vernon SD
Jake Rodgers: Gold Bar Elementary, Sultan SD
Jennifer Rolie: Centennial Elementary, Mount Vernon SD
Courtney Ross: Fisher Elementary, Lynden SD
Jana Sanchez: Everett PS
Dave Sather: Lopez Island Schools, Lopez Island SD
Julie Schroeder: Vista Middle, Ferndale SD
Joyce Scott: Meadowdale High, Edmonds SD
Michelle Siatas: Meridian Parent Partnership Program, Meridian SD
Duane Sisto: Oak Harbor Middle, Oak Harbor SD
Johnna Stewart: Lyndale Elementary, Edmonds SD
Carolyn Sytsma: Irene Reither Elementary, Meridian SD
William Tipton: Skyline Elementary, Ferndale SD
David Updike: Brier Elementary, Edmonds SD
Kimberly Vever: Alderwood Middle, Edmonds SD
Scott Wilson: Squalicum High, Bellingham PS
Troy Wright: Mount Vernon High, Mount Vernon SD
Blythe Young: Henry M Jackson High, Everett PS

No ESD Affiliation
Edith Harding: Bill and Melinda Gates Foundation
Rourke O’Brien: Children’s Music Foundation
Milton Snyder: Greenbridge Computing

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