



Direct

Washington State School Directors' Association

December 2012

Board sets 2013 legislative priorities

Funding and implementation of Washington's redefined program of Basic Education through a comprehensive funding system is WSSDA's top priority for the 2013 legislative session.

This priority includes the following elements:

- For the 2013–2015 biennial budget, keep to the existing timeline for funding established in statute for transportation, MSOC, all-day kindergarten, and smaller K-3 class sizes.
- Per ESHB 2261, make a down payment on increased instructional hours, a 24-credit diploma, and funding for prototypical schools staffing.
- System changes and requirements, such as the new teacher and principal evaluation system, Common Core State Standards, and WaKIDS, should be funded as Basic Education. To this end, up to 80 hours of state-funded professional development for implementation, along with other strategies, should be included in the upcoming biennial budget.
- Stable and sustainable revenue should be used to fund Washington's public schools system.

WSSDA also is listing continued funding of Local Effort Assistance (LEA) as a top priority. LEA remains a critical

CONTINUED ON PAGE 7



Outgoing president Mary Fertakis installs WSSDA's newly elected officers (from left) Chris Nieuwenhuis, vice president, Mari Taylor, president-elect and Debbie Long, president.

Annual conference highlights vital changes in education, society

Nearly 900 people from across the state packed the Spokane Convention Center in November for WSSDA's 2012 Annual Conference.

The crowd included more than 550 school directors from 176 different districts and 162 superintendents, as well as many other education leaders. Twenty-five student representatives also attended.

The three-day event included 65 separate breakout sessions. These ranged from applying brain research to reduce school suspensions to implementing teacher-principal evaluations.

Early feedback indicates attendees

were very pleased with the breakout sessions, which were largely filled to capacity. Keynote speakers included leading writers and experts on education such as Dr. Yong Zhao, Dr. Tony Wagner and Jamie Vollmer, as well as national high school principal of the year, Trevor Green, of Toppenish High School.

Following the conference theme "leading the change for kids," the speakers focused on how rapid change in society and technology has altered the skills students need to succeed and how they learn them.

CONTINUED ON PAGE 4

INSIDE THIS ISSUE

Fertakis: The hero work continues

FROM POLICY AND LEGAL: School districts and ICE

WSSDA membership survey surpasses 20 percent response target



Mount View Elementary School has just under 100 students in their dual language program.

Benefits of two-way dual immersion language programs

- High academic achievement
- Bilingualism/Biliteracy
- Cross-cultural relationships
- Respect for self, family, school, and community
- Leadership and self-confidence
- Strong school and parent partnership
- Expanded career opportunities
- Skills for a global economy

Dual immersion programs growing in popularity

Mount View Elementary School was one stop on our Innovative Schools Tour in September. Look for Aviation High School to be featured in an upcoming WSSDA Direct.

Principal Felecia Wells warmly welcomed us into the halls of Mount View Elementary School. Located in Seattle in the Highline School District, the modern school with interior brickwork and colorful mosaics is filled with a buzz of energy and excitement.

Nestled in the cozy classrooms of Mount View, there is something special happening. Students enrolled in the dual language immersion program are not only learning to read and write in another language. Perhaps more importantly, they are gaining a greater understanding, tolerance, appreciation and respect for other cultures.

Mount View began its two-way dual language immersion program with an inaugural class of kindergartners in 2009. Every year the program grows with each graduating class moving up to the next grade level and a new group of kindergartners beginning in the fall. The program will reach full implementation of six grades in fall 2016.

The key to success for the dual language immersion program at Mount View is that 50 percent of the students are native English speakers and 50 percent are native

Spanish speakers. The students are taught core classes half the day in English and half the day in Spanish, where both languages are equally valued. The end goal is that students will not only be bilingual, but also biliterate.

In kindergarten and first grade, the students are paired together as “bilingual buddies.” A native English speaker paired with a native Spanish speaker encourages buddies to learn from one another and gain confidence in the other’s language.

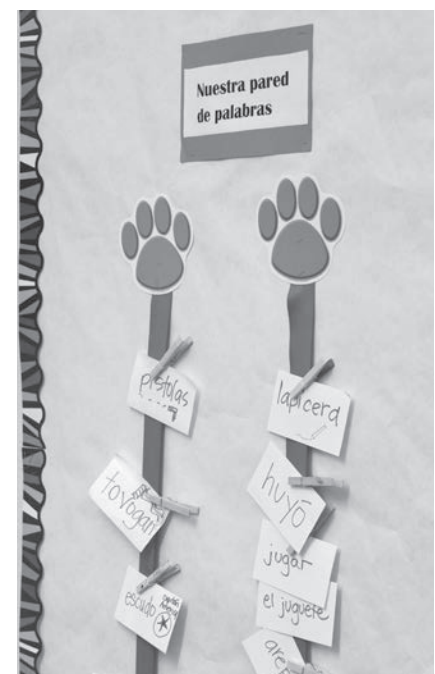
Two-way immersion has often been referred to as the most effective bilingual program, contributing to long-term academic success. In well-implemented programs, English language learners (ELLs) have achieved higher academic success than their peers in other bilingual programs.

Mount View is the second school within the Highline School District to implement a dual language immersion program and the demand is increasing. Two more schools in the district will add programs in fall 2013 and there are plans to add a secondary program at the middle school in the near future.

“A lot of thought goes in at the district and board level considering in which schools these programs would work,” explained Principal Wells. “They are

always looking at where that makes the most sense. There are some schools where that would never work. You have to have enough native speakers in the community for this model to even work.”

Vancouver School Board Member, Edri Geiger, shared her district’s experience with a secondary program. “We carried our dual immersion program into middle school. Our bilingual kids are now in eighth grade. So it does work.”



The hero work continues

This is my last column in my capacity as a WSSDA officer. It has been a real pleasure for me to share my thoughts with you about some of the issues I'm passionate about. There was never a shortage of topics.

It's been quite a year.

In January, the WSSDA Board created an updated mission, vision and strategic plan to guide the association's work for the next three years. Thank you to the board for accomplishing this very important task. We saw the addition of a number of new staff who will be key to a successful implementation of the strategic plan. They bring an enthusiasm for the mission and have the skill sets that will support it. We're in good hands.

“It has been a real pleasure for me to share my thoughts with you. There was never a shortage of topics.”

The board did study sessions on charter schools and the charter initiative to ensure we understood this year's most prominent education topic. We revised our permanent position on innovative or alternative schools at the Delegate Assembly in November.

The WSSDA Board, local boards, and individual Directors did a great job engaging with this issue. Thank you to everyone who took the time to pass resolutions, write op-eds for local papers and participate in media interviews.

The board also studied pre-school through 3rd grade (P-3), improving our knowledge on the topic of early learning and the role of directors. This led to a “track” of several annual conference sessions on this topic, and for the first time, early learning was voted in at the Legislative Assembly as one of the association's top 10 issues for the coming legislative session.

This year also brought many more opportunities for WSSDA to participate in task forces, work groups and committees than I have seen in years. This was a very tangible result of the efforts of Jonelle Adams and Marie Sullivan to ensure the voices of school directors are at the table — thank you.



FROM THE PRESIDENT

Mary Fertakis

I had the pleasure of appointing a number of directors to serve in these capacities. I want to thank all of you for giving your time and expertise to these efforts and for so wonderfully representing the association.

Finally, I would like to thank all of you who took time this year to send me a positive note or share a comment. You have an outstanding officer team leading you this coming year.

The last of anything means something new has begun. In my case, the “something new” is that I am now a full-time graduate school student at the UW. I'm working on a Masters in Education Policy through the College of Education. I'm excited to be learning the theories behind the policy work our boards do. I know it will add depth to my skill set as a director and I'm looking forward to seeing the practical results.

This experience has made me very aware of what an overwhelming process it is today for students who want to attend a higher education institution.

“I am confident in our future. You have an outstanding team leading you this coming year.”

It was an honor to represent you. I felt the collective presence of the one million K-12 children you represent whenever I spoke for the association. It was a great reminder of the importance of our role in the future of our children.

You're all my heroes.



LEADERSHIP WSSDA

WSSDA's premier leadership development opportunity

APPLICATIONS DUE BY DECEMBER 14

www.wssda.org/services/leadershipdevelopment/leadershipwssda

School districts and U.S. Immigration and Customs Enforcement

The U.S. Immigration and Customs Enforcement (ICE) may be most active on the southern border, but its jurisdiction extends over the entire country. Washington's growing number of undocumented students creates the possibility of a collision between the interests of ICE and local school districts.

At a recent conference in New Mexico, attorneys John F. Kennedy and Andrew Sanchez discussed how schools can best comply with ICE investigations and requests for student records without sacrificing protection of students.

Under federal law, said Sanchez, ICE agents can question any person believed to be an alien about his or her right to be in the United States. Thus far, according to Sanchez, the Department of Homeland Security (DHS) and ICE avoided investigation or apprehension of any persons on school grounds. Sanchez speculates that this is because DHS recognizes that such action would challenge court decisions that protect undocumented students. In *Plyler v. Doe*, 457 U.S. 202 (1982), the Supreme Court held that undocumented students had a constitutional right to equal access to public education.

If an ICE agent does appear on a school campus and seeks to question a student on school grounds, Sanchez recommended that school administrators should first check the agent's credentials. Next, they should ask the agent if such an action is consistent with ICE policy. Under no circumstances should school administrators interfere with a legal process such as service or execution of warrants. However, school administrators should be prepared to document such an encounter. Video



FROM POLICY AND LEGAL

Heidi Maynard

recording is best, especially when the agent requests that there be no parental notice of the interaction with a student.

If ICE agents request records directly related to a student, administrators need to keep the Family Educational Rights and Privacy Act (FERPA) in mind. Unless the agent has a judge's order or a subpoena, FERPA prevents disclosure of student records to ICE agents without parental or adult student consent. If the school district is asked to provide records in response to a judicial order or subpoena, it should first obtain a copy of the subpoena or order for its own records. It should then make a reasonable effort to notify the parents, legal guardians or adult student before complying. The notified party will then have the opportunity to seek protective action in the courts.

According to Sanchez, school districts should remember that they generally cannot take any action to promote or thwart an enforcement action by ICE. Also, the district would likely lack standing to take any legal action to protect students off school grounds during non-school hours.

CONTINUED FROM PAGE 1

The conference was preceded by a day devoted to early bird sessions. These included such areas as communication strategies to pass bonds and levies, the popular legislative boot camp, the basics of school finance and detailed understanding of laws on collective bargaining, open meetings, conflict of interest and public records.

Formal evaluations of the overall conference are currently being taken on line. Attendees were sent emails which included the online link. A free registration for next year's conference will be given to one randomly drawn name from the pool of those who complete the survey and provide their name.

Key messages from conference keynotes

Yong Zhao **Indicators of a World Class School**

1. Students have a voice in governance and the environment.
2. Students have a choice in a broad and flexible curriculum.
3. Students receive support through personalization and mentoring.
4. Learning is product-oriented, personally meaningful and useful.
5. Learning process is sustained and disciplined with multiple drafts and review.
6. Education builds on local strengths of the student, teacher, school and community.
7. School has a global orientation with international partners
8. Education develops global competencies involving language and culture.

Tony Wagner **Seven Survival Skills for the 21st Century**

1. Critical thinking and problem solving
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communications
6. Accessing and analyzing information
7. Curiosity and imagination

Jamie Vollmer **Advancing the Great Conversation**

- Step 1: Shift your attention to the positive.
- Step 2: Stop bad-mouthing one another in public.
- Step 3: Share something positive within your social networks.
- Step 4: Stick with it and monitor your progress.

2012 WSSDA Annual Conference photo recap



For more pictures from the WSSDA Annual Conference, visit <http://www.flickr.com/photos/90330123@N06/>

WSSDA member survey surpasses 20 percent response target

More than 280 school directors responded to WSSDA's 2012 membership survey that closed in late October. This was nearly 22 percent of those for whom the association has email addresses. This was slightly above target.

"Having a large sample is important because we will use this information to guide our work," said Dr. Jonelle Adams, WSSDA's Executive Director. "I'd like to thank everyone who participated. Your feedback is valuable to us."

This year was the first time WSSDA used an online survey tool to gather information. Past surveys have been done by phone through a contractor. The telephone surveys typically garnered information from a similar number of members.

"Telephone surveys have traditionally been our preference," acknowledged WSSDA Communication Director Michael Wilson. "A random sample telephone survey really is the gold standard in this business. However, it is also quite expensive and some members did not particularly like being bothered by a phone call."

Wilson said the association will review the sample demographics and results carefully over the next months and plan to report on them over the next few issues of the *WSSDA Direct*.

Overall, respondents were more likely to be women compared to school directors in general. About 48.5 percent of the respondents were female. This compares to 40.5 percent for all school directors. In terms of age, average years of service and the size of their schools, the sample of respondents very closely resembled the school director population.

The sample included respondents from all 11 director areas in the state. However, the respondents were more likely to be from the west side of the mountains when compared to the overall population of school directors.

"There is quite a bit of information about what directors believe should be priorities and how they feel about their work," Wilson said. "Aside from numbers, members gave us many valuable comments. We expect to present the findings to the WSSDA board soon and share with all members during the next few months."

School directors have entered the digital world

Washington's school directors are quite electronically literate when it comes to using newer forms of communication.

More than 99 percent of survey respondents have access to the Internet, most at both home and work. About 93 percent of these directors have high speed Internet. About 81 percent check their email at least daily and 57 percent have a smart phone. Nationwide, about half of all cell phone users have a smart phone and one in five Americans do not use the Internet.

Nearly two-thirds, or 65.7 percent, have a Facebook page. About 50 percent of people in North America use Facebook, according to data from Facebook and the U.S. Census Bureau.

Far fewer school directors use Twitter, another social media tool. Only 7 percent use Twitter at least once per week. According to Gartner consultants, about 13 percent of Americans use Twitter.

Finally, more than 84 percent of survey respondents said they would prefer to receive their primary communications from WSSDA electronically.

"It seems pretty clear that school directors are on the digital train when it comes to communications," said Michael Wilson, WSSDA Communications Director. "At the same time, our use of an online survey tool probably reduced participation by those who are not as tech savvy, inflating the percentages a bit."



lifeline and source of flexible funding for nearly two-thirds of public school districts. The state match to local levies for our state's more property-poor districts must continue as the program of Basic Education is fully funded.

Finally, the WSSDA Board of Directors is considering options related to the passage of I-1240 and what that might mean for public schools. President Mary Fertakis appointed eight members of the board to a task force that will also include members of the WSSDA Legislative Committee. The Charter School Task Force will discuss options over the next few weeks and present recommendations to the board at its January meeting.

Make plans for 2013 Legislative Conference

Registration opens Monday, December 3 for the annual WSSDA/WASA/WASBO Legislative Conference and Day on the Hill. This year's event is scheduled for March 10 and 11, and various hotels are offering competitive rates for attendees. The main program on Sunday takes place at the Olympia Red Lion. Here's a quick breakdown of the event schedule:

Sunday, March 10

1:00 p.m. – 5:00 p.m.

Hot topics presented by legislative and state leaders, association staff, and other invited guests. Governor-elect Jay Inslee will be invited to participate.

5:00 p.m. – 6:00 p.m.

Caucus meetings – Planning for the Day on the Hill

6:00 p.m. – 7:00 p.m.

Hosted reception for registered participants and state legislators.

Monday, March 11

7:00 a.m.

Start of Day on the Hill. Meetings with legislators throughout the day

9:00 a.m. – 2:00 p.m.

Innovative schools exhibits at the Capitol Building, third floor

Noon

Possible "closing" event and debriefing, TBD

Up to 10 schools or districts can be showcased as an Innovative Schools exhibitor. Contact Marie Sullivan at m.sullivan@wssda.org for more information.

Congratulations to WSSDA's newly elected officers and board members!

WSSDA Officers

President: Debbie Long, Central Valley
 President-elect: Mari Taylor, Lake Stevens
 Vice-president: Chris Nieuwenhuis, Riverside

WSSDA Board of Directors (3-year term)

DA 3 Rick Maloney, University Place
 DA 5 Chuck Namit, North Thurston
 DA 7 Aurora Flores, Manson
 DA 9 JoAnne Greer, Deer Park (one-year unexpired term)
 DA 10 Harmon Smith, LaCrosse

WSSDA Legislative Committee (2-year term)

DA 1 Nancy Truitt Pierce, Monroe
 DA 2 Danny Edwards, Riverview
 DA 2 Marnie Maraldo, Issaquah
 DA 2 Doug Eglington, Lake Washington (one-year unexpired term)
 DA 3 Pat Donovan, Puyallup
 DA 4 Craig Patti, North Mason
 DA 5 Karen Johnson, Raymond
 DA 6 Edri Geiger, Vancouver
 DA 6 Michael Parsons, Evergreen (one-year unexpired term)
 DA 7 Roger Thompson, Palisades
 DA 8 Martha Rice, Yakima
 DA 9 Bob Douthitt, Spokane
 DA 10 John Zingg, Freeman
 DA 11 Rick Jansons, Richland

WSSDA Nominating Committee (2-year term)

DA 1 Darlene Hartley, Stanwood/Camano
 DA 2 Dawn McCravey, Northshore
 DA 3 John Manning, Bethel
 DA 5 Carl Jonsson, Elma
 DA 9 Keith Clark, Central Valley
 DA 11 Cindy Meyer, Walla Walla

Interscholastic Activities Committee (2-year term)

DA 1 Jim Freeman, Issaquah
 DA 2 Julia Lacey, Northshore
 DA 3 Debbie Winskill, Tacoma
 DA 5 Larry Bridenback, Elma
 DA 7 Roger Perleberg, Cashmere
 DA 9 Greg Fleming, Nine Mile Falls
 DA 11 Bart Gingrich, Pomeroy



WSSDA Direct is published monthly by the Washington State School Directors' Association to provide information of interest to school directors and the education community.

221 College Street N.E. Olympia, WA 98516-5313

RETURN SERVICE REQUESTED

- Debbie Long, President509.993.1019
Mari Taylor, President-elect425.314.1131
Chris Nieuwenhuis, Vice President509.290.1824
Dr. Jonelle Adams, Executive Director360.252.3001
Michael Wilson, Communications Director360.252.3013

WSSDA DIRECTORY

- General Information360.493.9231
Association Services360.252.3002
Leadership Development Services360.252.3009
Governmental Relations360.252.3010
Communications360.252.3013
Policy and Legal Services360.252.3018
Toll Free (In-State)800.562.8927
E-Mailmail@wssda.org

CALENDAR OF EVENTS

January

- 11-12 Board of Directors' Meeting
11-12 Legislative Committee Meeting

March

- 10-11 WSSDA/WASA/WASBO Legislative Conference
10 Legislative Committee Meeting

April

- 26-27 Board of Directors' Meeting

June

- 21-20 Legislative Committee Meeting
21 Board of Directors' Meeting

July

- 19-20 Legislative Committee Meeting
27 Board of Directors' Meeting