

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, December 13, 2017 6:32:06 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

Randy Hathaway fellowships are open to individuals who are current WSPA members and have belonged to the organization for at least one membership year prior to the 2017-2018 year. These competitive, non-continuing fellowships are available for the purpose of supporting the recipients' educational growth in the area of Human Resources.

2018 Fellowship Awards:

WSPA is pleased to offer twelve (12) HELP program tuition fellowships in the amount of \$910 each. WSPA will grant two (2) HELP fellowships per region.

WSPA will also be offering twelve (12) tuition fellowships in the amount of \$500 each. These fellowships are to be used toward college tuition or college credits related to the study of human resources.

You may apply for both the HELP and tuition fellowships, however only one will be awarded per person, per year.

The application deadline is January 12, 2018

[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, December 13, 2017 6:31:42 AM

Dear WSPA members,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, December 13, 2017 6:31:29 AM

Dear WSPA members,

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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: Reach passive job seekers now
Date: Tuesday, December 12, 2017 4:35:43 PM

Rosie,

Are you still hiring? Aside from posting your open jobs on Washington State Psychological Association Career Center, have them emailed to thousands of members and job seekers with the Job Flash™ email. Why?

- **Passive Job Seekers:** Your open job is sure to be exposed to those who aren't actively looking for a new position because they are dedicated in their current role, but would be interested if the right job came along.
- **High Value:** The Job Flash email is one of the most valuable pieces of communications the end user receives. So much that, on average, 13% of those who open the email forward it along to a colleague or friend that could also benefit from these jobs!
- **Added Exposure:** The reach of the Job Flash email goes beyond the thousands of members and job seekers that receive the email.
- **Word-of-Mouth Marketing:** You have the chance to expose your brand and job posting to a very qualified niche group of members and job seekers *and* their professional contacts. Word-of-mouth statistics have proven that people trust their friends and family more than they trust advertisements.

The deadline to be included in the next Job Flash email is **this Friday, December 15th**. [Visit the WSPA Career Center now](#) or reply back to reserve your space.

Best Regards and Happy Holidays,

Jennifer Cardozo



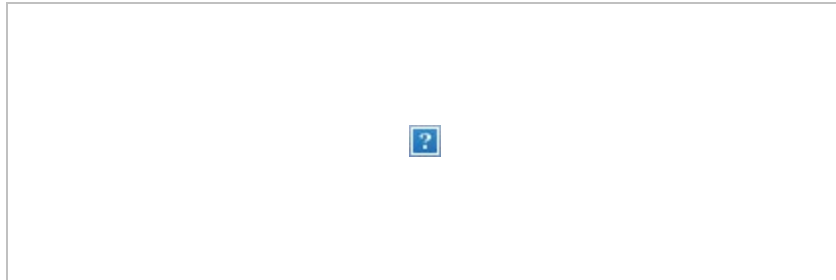
jcardozo@yourmembership.com



[To unsubscribe from future WSPA Career Center emails, click here.](#)

{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Tuesday, December 12, 2017 5:32:00 AM



Hello WSPA members,

Registration is now open to attend the 2018 Washington Educator Career Fairs:

Spokane Convention Center
March 14, 2018

Tacoma Dome Arena
March 28, 2018

[Please click here](#) to register and for full event details.

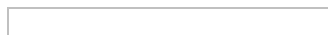
Thank you,

Washington School Personnel Association

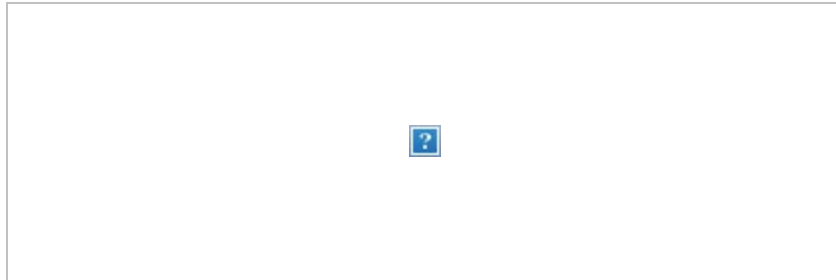
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To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Tuesday, December 12, 2017 5:31:39 AM



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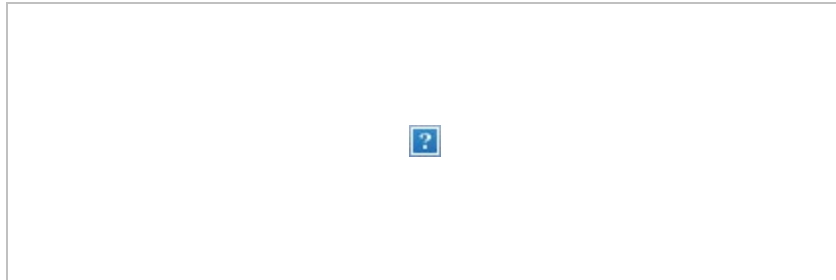
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To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Tuesday, December 12, 2017 5:31:27 AM



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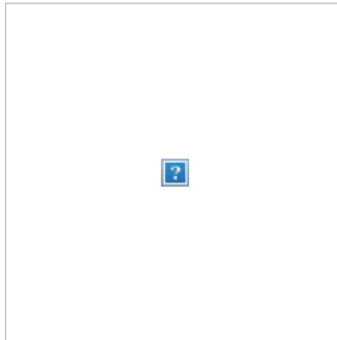
From: admin@wasbo.org
To: jacque.fauver@mercerislandschools.org
Subject: WASBO December 2017 Legislative Update
Date: Monday, December 11, 2017 11:07:22 AM



December 2017 Legislative Update

By Dan Steele, Legislative Consultant and

Linda McDermott, Legislative Committee Chair



[McCleary Update](#)

The 2017 Legislature adjourned with a Court-required *McCleary* Education Funding Plan (EHB 2242) and a 2017-19 Operating Budget to fund it (SSB 5883). Following the Session, the State filed its annual *McCleary* progress report with the Supreme Court, and the plaintiffs in the case, the Network for Excellence in Washington Schools (NEWS), had filed its response. As the September 2017 edition of *The WASBO Reporter* was being published, the education community awaited action from the Court. On September 11, the Supreme Court ordered the parties to the Temple of Justice for oral arguments on October 24 to hear from each side whether the State had complied with the Court's *McCleary* Orders—and what the next steps should be if compliance had not yet been achieved.

During oral arguments, both sides reiterated the points made in briefs filed with the Court. The State argued that the adoption of EHB 2242 (*McCleary* Plan) and SSB 5883 (2017-19 Operating Budget) fulfilled the constitutional obligation as ordered by the Court. Specifically, they argued:

- All components of basic education established in ESHB 2261 (2009) and SHB 2776 (2010) are fully funded;
- State funding of basic education salaries are fully funded; and
- New statutory provisions have been adopted to ensure local levies are not used on the program of basic education

The State asked the Court to terminate the case by dissolving its contempt order, eliminating sanctions and relinquishing jurisdiction.

The plaintiffs plainly acknowledged progress on the part of the Legislature; however, they argued the additional funding provided still fails to sufficiently fund basic education or fully fund the “actual cost” of basic education, as required by the constitution and the Court. They further argued that the State has shown it is “funding the formulas” of each basic education component, but not the actual cost of those components. The plaintiffs urged the Court to

fulfill its duty to “finally bring the State’s many years of procrastination, obfuscation, and delay to an end” and issue a “firm enforcement order” to compel the State to act.

The Court wasted little time in responding. On November 15, Justices declared that the State “has satisfied the Court’s mandate to fully fund the program of basic education” as established by ESHB 2261 and SHB 2010—except for staff salaries. They went on to clarify, “the Court is satisfied that the new salary model established by EHB 2242 provides for full State funding of basic education salaries sufficient to recruit and retain competent teachers, administrators, and staff.” They noted, however, EHB 2242 and the budget fall short in fully funding salary increases by the 2018-19 school year, as Ordered by the Court. Accordingly, the Court will continue to retain jurisdiction in the case and maintain the of \$100,000 per day sanction “with the expectation that the State will enact measures to achieve full compliance during the *regular* 2018 Legislative Session.” Justices emphasized the “regular” session, indicating that the 2018 Legislature can have as many special sessions as they desire; however, legislators must comply with this Order by March 8, the final day of the 2018 Regular Legislative Session. A progress report will again be required from the State, along with a response from NEWS. Justices noted that following the receipt of these briefs, the Court will reconvene and “immediately address” whether there is compliance or if additional remedial measures are needed.

In short, the Legislature will be required to provide a little over \$1.0 billion (approximately \$1.1 billion) in a 2018 Supplemental Operating Budget for additional basic education salaries to fully comply with the Court’s directive.

Local Funding Work Group

With the Supreme Court’s ruling that EHB 2242 fully funds each of the components of basic education (including the funding of basic education salaries, albeit beyond the Court’s September 1, 2018 deadline), any major changes to the new legislation will face an uphill climb in the 2018 Session. There are several obstacles to any effort to “fix” the Education Funding Plan, including money, time, and will. There is a lack of additional available revenue to increase education funding, especially if the Legislature attempts to comply with the Court’s recent Order and cobble together another \$1.0 billion for salaries. The 2018 Session is the second year of the 65th Legislature and, therefore, is a short, 60-day session. Most Olympia observers are expecting *Sine Die* to arrive on time (March 8), given the longest-in-history 193-day session this year and a November election upcoming, wherein all House seats and half the Senate seats will be up on the ballot. Finally, after so much energy was expended to adopt a *McCleary* Plan—followed by acceptance by the Court—there appears to be a lack of political will to further address education financing.

Even though legislative success will be difficult, it is incumbent upon school business officials, other school administrators and the entire education community to stay engaged—and unified. The Local Funding Work Group (LFWG), started by WASBO and WASA in 2014, and later joined by WSSDA (school directors), WSPA (HR directors), AEA (school nutrition directors and school maintenance officials), and AWSP (principals), continues to meet in an effort to assist in defining a common message. LFWG recently adopted its priorities for 2018, with a focus on the necessary “fixes” to EHB 2242. While numerous deficiencies were discussed, members agreed to tackle: Levies and Local Effort Assistance (LEA); Special Education; and Salary allocations and State schedule.

The adopted priorities urge the Legislature to:

- Delay the implementation of new levy and LEA policy until a more workable and equitable levy reduction plan is developed;

- Increase per-student special education funding, via the “excess cost multiplier”; and
- Implement a simplified mandatory state salary schedule and allocation model that includes a staff mix factor

Educators are encouraged to continue building relationships with local legislators and continue to engage in the conversation—now and during the upcoming session.

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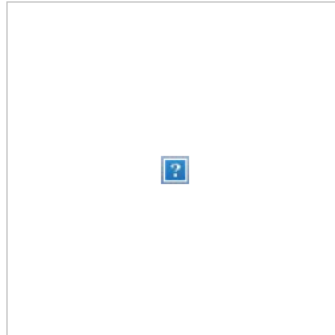
From: admin@wasbo.org
To: Tyrell.Bergstrom@mercerislandschools.org
Subject: WASBO December 2017 Legislative Update
Date: Monday, December 11, 2017 11:07:18 AM



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By Dan Steele, Legislative Consultant and

Linda McDermott, Legislative Committee Chair



McCleary Update

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id=43266337&e=Tyrell.Bergstrom@mercerislandschools.org&h=70dac147f3c57e5fd83da778d12f8e3eed1f1d98](http://www.wasbo.org/members/EmailOptPreferences.aspx?id=43266337&e=Tyrell.Bergstrom@mercerislandschools.org&h=70dac147f3c57e5fd83da778d12f8e3eed1f1d98)***

From: [Bill Keim](#) on behalf of [Bill Keim <bkeim@wasa-oly.org>](#)
To: [Bill Keim](#)
Cc: [Execs](#)
Subject: Important Updates
Date: Wednesday, December 6, 2017 3:31:55 PM
Attachments: [LFWG 2018 Priorities Final 12-01-2017.pdf](#)
[2017-12-SalaryGridNarrative.pdf](#)
[Salary grid committee 11-22-2017.pdf](#)

Hello Superintendents,

I am writing to share a couple of important updates. First, I have attached the latest policy statement released by the Local Funding Work Group (LFWG). This paper identifies the shared policy priorities of the seven associations that make up the LFWG, which are necessary to address problems created by EHB 2242. The priorities align closely with WASA's Legislative Platform, but WASA's positions are strengthened by the broad representation reflected in the LFWG membership.

Also, on December 1, OSPI submitted its attached report to the Legislature based on the work of their Salary Grid Committee. WASA was represented on the committee by Jim Kowalkowski, Davenport SD, Henry Strom, Grandview SD, Tim Yeomans, Puyallup SD, and Marci Larsen, Mukilteo SD. Given the compressed timeline for completing this work, it was a frustrating process for all the committee members involved; however, you were well represented by these four superintendents. As part of the process, they submitted the attached document to the committee which outlines the importance of a statewide salary schedule and a salary allocation system based on a staff mix formula. We plan to submit this information to key legislators on the superintendents' behalf.

The committee couldn't reach consensus on a single salary schedule; and six different options were included in the final report. In his cover letter, Superintendent Chris Reykdal made a strong case for reinstating a statewide salary schedule, coupled with a salary allocation model based on each school district's staff mix. He also spoke strongly about the need for higher salary levels if we hope to reverse the current teacher shortage. Let Chris know if you appreciate his advocacy on those issues.

Thanks for all you do to support the students in your care, and have a great holiday season.

Bill

Dr. Bill Keim
Executive Director | WASA | 825 Fifth Avenue SE, Olympia 98501
tel 360.489.3651 | fax 360.352.2043 | bkeim@wasa-oly.org | wasa-oly.org

wasa    

2018 Local Funding Work Group Priorities Required Updates to New Education Funding Policy



The *Local Funding Work Group* was established in 2014 and represents the voices of nearly 8,000 school district leaders from our state's 295 school districts. We bring a front-line understanding to the issues facing the Legislature as progress is made in revising Washington's K-12 education financing system.

Our associations continue to offer ourselves as resources to the Legislature in navigating implementation of new education policies and funding adopted in 2017 as per EHB 2242 (*McCleary Plan*) and SSB 5883 (2017-19 Operating Budget). We recognize and appreciate the efforts of legislators to craft an updated education funding system to amply provide a program of basic education for every K-12 student in the state, in compliance with the state's constitutional "paramount duty" (Article IX, Section 1).

Although new structures and funding established in 2017 provided significant investments and opportunities to support basic education, there remain major challenges that we stand ready to help address, beginning in the 2018 Legislative Session.

In response to the November 15, 2017 Supreme Court Order, we urge the 2018 Legislature at a minimum to address and update the following components in EHB 2242:

- **Levies and Local Effort Assistance (LEA).** The implementation of levy reductions and change in LEA formula in EHB 2242 is out of sequence with the timing of state funding increases. For example, salary enhancements are not scheduled to be fully implemented until school year 2019-20, yet local levy authority is dramatically reduced in calendar year 2019. This will result in damaging cuts to student programs and services. We urge:
 - Delayed implementation of new levy and LEA policy and maintenance of levy and LEA policy adopted in ESB 5023 (2017) until a more workable and equitable levy reduction plan is developed that includes necessary improvements to the overall state obligation to fund actual district costs.
- **Special Education.** Though additional funding was provided in 2017 by increasing the special education cap to cover more students (from 12.7 percent to 13.5 percent), this approach does not address the per-student shortfall and overall, special education remains underfunded. We urge:
 - An increase in per-student special education funding (via the excess cost multiplier).
- **Salary Allocations and State Schedule.** Both the Salary Allocation Model (SAM) and staff mix were created and implemented to address the Supreme Court's ruling in the *Seattle School District* school funding case (1978). We urge:
 - Implementation of a simplified mandatory state salary schedule and allocation model that includes a staff mix factor, to ensure consistency, uniformity and equity across the state.

These are the combined priority recommendations of the following organizations: Washington State School Directors' Association (WSSDA), Washington Association of School Administrators (WASA), Washington Association of School Business Officials (WASBO), Washington School Personnel Association (WSPA), Alliance of Educational Associations (AEA) and Association of Washington School Principals (AWSP).

Additional context for these recommendations:

Levies and Local Effort Assistance (LEA). School districts have full understanding that state levy and LEA policy in 2017 (ESB 5023) intended to phase-down local levy authority to a lower level than in recent years as state funding was increased to cover basic education costs. EHB 2242 prematurely institutes significant changes to levy and LEA policy, and ultimately, funding. The dramatic shift in local levy and LEA policy in EHB 2242, along with the timing of its implementation, will have dire implications on the programs and education support services communities rely on their districts to provide.

We urge reductions be delayed until new state funding is fully integrated into school district operating costs, and actual costs for basic education compensation (including special education) are funded. Without a delay to implementation of the new policy, districts will be forced to reduce and cut programs that their students, families, and communities rely on. This will exacerbate an already inequitable funding and support system.

Special Education. The Supreme Court, in both *Seattle School District* (1978/1983) and *McCleary* (2012), clarified that special education is a component of basic education which the state is required to fully fund. While EHB 2242 increased the special education cap from 12.7 percent to 13.5 percent to cover more students, there remains a significant gap in per-student funding given the obligation to fund all students.

The special education funding formula, based on averages, by definition, overfunds some districts and underfunds others. If adequate increases in special education funding are not provided to support per-student costs many districts will remain underfunded and will continue to be forced to resort to the use of levies to backfill the state's funding gap.

Salary Allocations and State Schedule. A state salary allocation schedule and mix factor are essential tools that provide stability to districts in funding and predicting staff costs. Maintaining and requiring a state salary allocation schedule, albeit a more compressed model, along with a staff mix factor, will allow districts to hire the best, most qualified teachers, rather than the "cheapest," which is essential to hiring and retaining high quality educators. Without this necessary structure, districts with more experienced staff will be forced to raise additional revenue to retain those educators or be forced to discriminate against more senior, and more expensive, staff in hiring decisions.

While the three main issues addressed above are the top shared priorities among our associations for 2018, there are additional items that warrant action, including:

- Clarify and fund hold harmless provisions.
- Revise regionalization factors and methodology.
- Maintain Seattle/Tacoma/Bremerton CPI as the inflationary factor for salaries and COLA
- Reduction in the threshold to access safety net funding.
- Increase allocation for CLS (classified) and CAS (administrative) staff for districts that are above the statewide average.
- Allow for carryover of new LAP and CTE funds between FY17 and FY18.
- Delay or modify K-3 class-size compliance.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal · Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 1, 2017

Dear Legislators:

Consistent with the requirements of EHB 2242, attached is a report on efforts to develop a draft salary grid for voluntary use by local school districts. It is not lost on me or the workgroup members that the Legislature struggled mightily over several years to satisfy the requirements established in the *McCleary* case. Compensation was one of the more substantial elements that demanded the Legislature's attention and a comprehensive solution.

I want to make clear that the Legislature's effort to provide certificated staff compensation from state dollars was an important step to ensure that basic education is not being funded by local levies. However, I strongly believe this was primarily an exercise of math and not of market competitiveness. In other words, the Legislature has added a great deal of money by way of state property taxes to fund salaries as a replacement to the heavy use of local levy dollars that some districts were experiencing. What did not happen, however, was a substantial change in market competitiveness for our educators.

A starting salary of \$40,000 and an average allocation of \$64,000 satisfies the court, but is unlikely to change the dynamic that a shrinking share of young people are choosing to teach in our schools as we face a wave of retirements and early exits by our current teaching force. I hope the next several years will allow us to get to a more fruitful and impactful conversation about student outcomes that focuses on the market needs for competitive salaries to attract and retain outstanding future teachers.

Finally, in the absence of a "staff mix" factor that was eliminated by the Legislature beginning next school year, drafting a sample salary grid for districts has little meaning. There is no certainty anymore that state funds will be provided to districts with experienced staff, and the mechanism for advancement through second-tier licensure was removed by the Legislature last year. Regionalization was an attempt to provide a proxy for locally bargained compensation enhancement from areas experiencing higher costs of living, but that has little to do with the variation from one district to another when it comes to the experience of their respective teaching forces. In other words, we have some incredibly experienced staff teams in areas not getting a regional enhancement, and likewise, we have areas getting regional pay enhancements with relatively newer teaching teams. In short, the Legislature's decision to decouple staff mix from the state obligation makes a draft salary grid of little utility for our school districts. There are no "average" districts, and any model we produce will result in a mismatch of expectations and resources.

I strongly encourage the Legislature to delay, by at least one year, the shift from the staff mix model to the average CIS model. I would also be remiss if I did not share with you the strong

Legislators

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desire by our districts to restore staff mix permanently, and to more effectively address regional compensation differences that truly reflect regional differences and not the district-by-district model that was adopted as part of EHB 2242.

Our team at OSPI stands ready to work with you to make the necessary changes to compensation that truly enhance market-rate salaries and to do it in a way that strengthens the ability of our districts to improve student achievement.

Sincerely,

A handwritten signature in blue ink that reads "Chris P.S. Reykdal". The signature is written in a cursive style with a large initial "C" and a stylized "R".

Chris Reykdal
Superintendent of
Public Instruction

Model Salary Grid

2017

Authorizing legislation: Engrossed House Bill 2242 § 107
(<http://app.leg.wa.gov/billssummary?BillNumber=2242&Year=2017>)

Compensation Technical Workgroup

Committee Members

Cory Plager	ESD 101
Donna Franklin, RN	Clarkston School District
Henry Strom	Grandview School District
Jared Kink	Everett School District
Jim Kowalkowski	Davenport School District
Brian Mathieson	Vancouver Public Schools
Julie Salvi	Washington Education Assoc.
Kelley Boyd	Coulee Hartline School District
Marci Larsen	Mukilteo School District
Marianne Costello	Edmonds School District
Melissa Beard	Tumwater School District
Sheryl Moore	Seattle School District
Tim Yeomans	Puyallup School District

Prepared by:

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Overview

Statutory Directive

On June 30, 2017, the passage of Engrossed House Bill 2242 (EHB 2242) authorized sweeping changes in funding Washington school districts in response to a court order requiring the state bear the full cost of basic education. Among its many features, the bill reflected a significant policy shift for the compensation of certificated instructional staff (CIS), including a move away from of the state's historic model for allocating state funds based on years of experience and credentials of each CIS personnel. The new law provides funding based on a state specified average funding level. Salary schedules will be bargained locally within certain requirements such as a minimum salary of \$40,000 and a maximum salary of \$90,000 (prior to the application of inflation and regional factors). These provisions and this report relate to base salary schedules; supplemental pay through time responsibility incentive (TRI) contracts remain separate from this discussion.

Prompted by the repeal of the long-standing salary allocation model (SAM) structure for allocating funds to school districts, Section 107 of [EHB 2242](#) required the Office of Superintendent of Public Instruction (OSPI) to convene a technical working group to develop a model salary grid for school district use in developing locally-determined compensation plans for certificated instructional staff. The proposed grid is intended to be used as a resource by school districts in determining local salaries in the collective bargaining process and to provide guidance to districts in hiring staff based on the allocation methodology, regionalization adjustments, and other compensation restrictions set forth in EHB 2242 and the 2017–19 Biennial Appropriations Act. Districts are not required to use the grid in bargaining or determining actual salaries.

EHB 2242 directed OSPI to provide the initial model grid to the Governor and appropriate policy and fiscal committees of the legislature for their review by December 1, 2017. The bill further specifies the workgroup may be reconvened to update the model salary grid based on future legislative changes to the methodologies for allocating and regionalizing salaries for certificated instructional staff.

In response to this directive, OSPI convened a technical workgroup including 13 members representing school district administrators and employees (See Appendix A for a complete listing), for three meetings in October and November 2017. Throughout the process, each member was provided the opportunity to propose salary grid options for discussion and consideration by the workgroup. OSPI staff facilitated the workgroup discussions and provided technical assistance, but were not voting members.

Concerns and considerations

Workgroup members supported the concept of a salary grid that aligned compensation with a professional growth model. The group focused on the salary grid produced by the compensation technical work group (CTWG), which released its recommendations on a variety of compensation issues in 2012. The CTWG salary grid incorporated increases in pay associated with second-tier licensure as a means of providing additional compensation to certificated instructional staff (CIS). Legislative action during the 2017 session made the attainment of the second-tier, professional certificate optional.

Because the workgroup was interested in adopting a salary grid that reflected the opportunity for continuous growth by providing mid-career compensation adjustments, this shift in certification policy created a significant roadblock in the workgroup's deliberations about a model salary grid. Professional Educator Standards Board (PESB) has convened a stakeholder group working to develop alternate paths to career growth. However, their work product timeline does not align with the deadline of this legislative report. As a result, the uncertainty about the future certification structure compromised their ability to fully endorse a model that relies upon a second-tier certification structure as the basis of a career path at this time.

Workgroup members also expressed concern about adopting a single, one-size-fits-all model for compensation given the different market conditions experienced by districts across geographic regions of the state and the lack of staff mix in the state's new funding model. Even if a single salary grid was identified by this group, members recognized the average salaries from that grid would differ by district due to differences in average years of experience and the educational background of its educators (i.e., districts have different proportions of their staff who hold advanced degrees). In other words, the average salary provided by the state would not provide the funding needed to implement that grid in every district.

Over the course of the discussions, workgroup members expressed a strong desire for the state to adopt an allocation methodology that would provide them with the greatest opportunity to assemble the best possible staff to meet the dynamic needs of the students they serve. Historically, the state's allocation model accomplished this through the application of the staff mix factor, which ensured state apportionment would be weighted to reflect the relative mix of experience and educational attainment of each district's educators. In the absence of a staff mix factor, districts may be forced to make hiring decisions based on funding available instead of making hiring decisions to recruit and retain educators who best meet the needs of their students. While workgroup members understood their task was to recommend a model salary grid to serve as a resource to school districts, it was important to highlight the challenges resulting from the loss of the staff mix factor in the state's allocation model because of its differential impact on districts' funding.

Workgroup members also recognized the need to ensure individual staff members would not be negatively impacted by the adoption of a new salary grid. Thus, the model created to evaluate options included an analysis of whether funding adjustments would be necessary to hold individuals harmless by ensuring their salaries did not decrease.

Workgroup members determined they did not have sufficient time or information to make a recommendation on a model salary grid prior to the December 1 statutory deadline. While there was a great deal of interest in using the structure of the CTWG model, the pending changes with second-tier licensure effectively prevented the workgroup from moving forward. Workgroup members also identified the need for districts to begin the transition from their current compensation structures and to implement changes incrementally over time. As an interim step, the workgroup reviewed model grids that can be used by school districts while the state transitions its salary allocation model and phases in

higher compensation values in school year 2019–20.¹ They also explored options for a salary grid framework that could be implemented in the 2019–20 school year and beyond. Advantages and disadvantages of each proposal are highlighted in the description of the salary grid options considered by the group below.

Salary grid options

OSPI staff prepared a number of options for consideration based on the workgroup’s suggestions and feedback. Estimated costs for implementation were developed using a common set of baseline assumptions across all proposed models, using 2016–17 preliminary S-275 staffing data to determine the placement of certificated instructional staff in each of the proposed grids. The data was used to: a) assess the impact on individual staff salaries; and, b) compare projected staff costs of each model with the funding available under current law.²

The group reviewed six models for fiscal viability, as defined by two parameters to ensure the models must: a) provide a more competitive market rate pay for CIS; and b) be affordable within the confines of the state allocation for CIS. In addition, there were discussions about individual educators being harmed in the transition between current and future grids. Most of the grids considered by the workgroup were structured to meet the statutorily-defined minimum salary of \$40,000 and maximum salary of \$90,000. However, that produced average salaries exceeding the state’s average funding of \$64,000, putting the two parameters at odds when evaluating salary grids.³ That dynamic impeded the group’s ability to identify an initial salary grid for recommendation.

¹ Implementation timeline may change. Supreme Court has continued to fine the state for contempt of court because the timeline set forth in EHB 2242 does not meet the court’s deadline for implementation of a *McCleary* remedy.

² Currently, the S-275 does not identify which staff are state funded, so the analyses for cost comparisons includes all certificated staff.

³ Note: The new minimum and maximum salaries set forth in EHB 2242 apply beginning with the 2019–20 school year.

Table 1. Summary of Salary Grid Options

Models considered	Salary Grid Description	Salary Grid Parameters	Pros	Cons
Option 1	CTWG Model – Beginning Salary of \$40,000	<ul style="list-style-type: none"> ● Started with a beginning salary of \$40,000 ● Applied the same steps and factors as original CTWG model ● Produced ending salary of \$67,185 	<ul style="list-style-type: none"> ● Builds upon research based work from CTWG to align compensation and licensure structures ● Schedule is more compressed allowing educators to advance more quickly and increasing lifetime earnings 	<ul style="list-style-type: none"> ● Final compensation does not reach \$90,000 identified by the Legislature as maximum ● Statewide average salary was below the state average allocation ● It is difficult to recommend this type of model during time of uncertainty in educator licensure ● Questions about National Board funding in this model since state funding is from a separate funding source ● If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier.
Option 2	CTWG Model – Ending Salary of \$90,000	<ul style="list-style-type: none"> ● Started with a ending salary of \$90,000 ● Applied the same steps and factors as original CTWG model ● Proposed beginning salary of \$53,584 	<ul style="list-style-type: none"> ● Builds upon research based work from CTWG to align compensation and licensure structures ● Schedule is more compressed allowing educators to advance more quickly and 	<ul style="list-style-type: none"> ● Statewide average salary was above the state average allocation ● It is difficult to recommend this type of model during time of uncertainty in educator licensure

Models considered	Salary Grid Description	Salary Grid Parameters	Pros	Cons
			<p>increasing lifetime earning</p> <ul style="list-style-type: none"> Starting point closely parallels the competitive wages identified in the CTWG report, adjusted for inflation, and maximum allows up to \$90,000 	<ul style="list-style-type: none"> Questions about National Board funding in this model since state funding is from a separate funding source If national certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier.
Option 3	Compensation Technical Working Group (CTWG) Model – Hybrid 1	<ul style="list-style-type: none"> Set beginning salary at \$40,000 and ending salary at \$90,000 Retained basic structure of CTWG model: <ul style="list-style-type: none"> Added additional step for required 10% increase in fifth year of experience Revised factors Produced average salary of \$62,158 	<ul style="list-style-type: none"> Certification is tied to educator growth and compensation. Schedule is more compressed allowing educators to move to the top of the scale quickly. 	<ul style="list-style-type: none"> If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier It is difficult to recommend a model during time of uncertainty in educator licensure stages. Questions about National Board funding in this model since state funding is from a separate funding source
Option 4	Compensation Technical Working Group (CTWG) Model – Hybrid 2	<ul style="list-style-type: none"> Set beginning salary at \$40,000 and ending salary at \$90,000 Modified CTWG model by: <ul style="list-style-type: none"> Adding additional step for required 10% increase in fifth year of experience Revising factors Produced average salary of \$64,066 	<ul style="list-style-type: none"> Certification is tied to educator growth and compensation. Schedule is more compressed allowing educators to move to the top of the scale quickly. 	<ul style="list-style-type: none"> If professional certifications for ESAs are not recognized, these staff would not have a path to move beyond the first tier. It is difficult to recommend a model during time of

Models considered	Salary Grid Description	Salary Grid Parameters	Pros	Cons
				<p>uncertainty in educator licensure stages.</p> <ul style="list-style-type: none"> • Questions about National Board funding in this model since state funding is from a separate funding source.
Option 5	Modified Legislative Evaluation and Accountability Program (LEAP) Model 1 – Extended Years of Service	<ul style="list-style-type: none"> • Set beginning salary at \$40,000 and ending salary at \$90,000 • Modified LEAP model by: <ul style="list-style-type: none"> ○ Extending number of years on schedule from 16 to 25 for personnel with advanced degrees ○ Increasing factors for years 6 – 8 to reflect required 10% increase after fifth year of experience 	<ul style="list-style-type: none"> • Model fits the allocated funds. • There are no indicated hold harmless problems. 	<ul style="list-style-type: none"> • Lengthens the staffing grid making it take longer to get to maximum salary. • Expands further from the CTWG model structure, which could make it more difficult to transition in future years.
Option 6	Modified LEAP Model 2 – Revised	<ul style="list-style-type: none"> • Set beginning salary at \$40,000 and ending salary at \$90,000 • Modified LEAP model by: <ul style="list-style-type: none"> ○ Converting grid from salary factors to annual salary amounts ○ Reflecting required 10% increase after fifth year of experience 	<ul style="list-style-type: none"> • This model reaches \$90,000 in a shorter time than option 5, which will better align with transitions to models such as the CTWG models. • There are no indicated hold harmless problems. 	<p>The cost of this model exceeds the funding available, thus it was not considered to be a viable option for some districts.</p>

Discussion of Salary Grid Options

Options 1 and 2 were based on the CTWG salary grid model. The group did not continue to pursue these options because they did not produce average salary amounts that reflect the state allocation for salaries. In addition, these models presented policy challenges discussed by the group regarding certification changes, National Board funding, and recognition for other national certifications in ESA fields. These policy concerns applied to all of the options that used the CTWG model.

Options 3 and 4 represented modifications to the CTWG model that provided two options for a structure that would fit the funding allocation and offer a path for educator career growth. While the workgroup found significant value in these two options, they hesitated to recommend one or more salary grid models that relied so heavily on the second-tier licensing structure at a time when the state's certification structure is undergoing such a significant transition.

As a result, the workgroup focused their discussions to consider two transitional models, Options 5 and 6, that districts might use while the state's funding allocation and certification structure transitions over the next two years. These transition models could be applied by districts during the 2018–19 school year only as a transitional step, described as Phase I below. Over the long term, the workgroup believes Options 3 and 4 should be reconsidered for implementation to produce salary models that 1) align with certification expectations; 2) support professional learning; and, 3) reduce the number of steps between the beginning and final salaries.

Phase I: Transition year, 2018–19

The workgroup presented two options for a transitional model based on the current salary allocation model set to expire at the end of the 2017–18 school year. One option increases the number of years of service from 16 to 25. The other option converts salary factors to annual salary amounts while maintaining a 16-year schedule. Both options were based on the current structure reflected on LEAP documents as part of the budget adoption process shown in Table 2.

Table 2: Current LEAP Schedule School Year 2017–18

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.07961	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.10379	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.13919	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16 +					1.69447	1.77794	1.69557	1.80472	1.88482

Source: <http://fiscal.wa.gov/BudgetOLEAPDocs.aspx>

Option 5, reflected in Table 3 below, incorporates the required ten percent increase after five years of service by increasing the factors for years 6 through 8. Additionally, new steps and factors extend the schedule from 16 to 25 years of service in order to reach the top salary of \$90,000. The salary values for this option are included in Table 4. This structure produced a statewide average salary of \$64,052. The distribution of existing certificated staff based on preliminary S-275 data for the 2016–17 school year is reflected in Table 5.

While the average salary from this grid closely parallels the average from EHB 2242 of \$64,000 on a statewide basis that would not be true for all districts due to differences in staff mix. Because of differences in the average experience and educational attainment of their staff, districts in the southwest area of the state would have significantly different salary costs under one, common model. Using Option 5 as an example (not adjusted for regional factors), average salaries for La Center would be \$71,324, while nearby Battle Ground School District would only be \$64,510, Vancouver would be \$62,704. Yet, each district, under the state’s new model would only receive an allocation based on the state average of \$64,000 (not adjusted for regional cost factors). These differences illustrate why it is difficult to reach agreement on one grid that could be relevant for districts in differing circumstances.

While some workgroup members liked the way this model made minor modifications to the current state salary allocation model to reach \$90,000 maximum within the statewide average allocation, others raised concerns about extending or lengthening the current schedule because that would exacerbate the challenges of transitioning to the preferred compressed CTWG-like salary schedule in future. In addition, general concerns remained one salary grid would not work for all districts unless there is funding by the state that helps districts with higher than average numbers of staff with greater years of experience or advanced degrees.

Table 3: Salary Grid Option 5 – Modified LEAP Model 1 – Extended Years of Service

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.06585	1.09513	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.10000	1.10825	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.12602	1.13286	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.16695	1.16984	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.20814	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16					1.69447	1.77794	1.69557	1.80472	1.88482
17							1.72857	1.83972	1.92182
18							1.76157	1.87472	1.95882
19							1.79457	1.90972	1.99582
20							1.82757	1.94472	2.03282
21							1.86057	1.97972	2.06982
22							1.89357	2.01472	2.10682
23							1.92657	2.04972	2.14382
24							1.95957	2.08472	2.18082
25							1.99257	2.11972	2.25000

Table 4: Salary Values for Salary Grid Option 5 – Modified LEAP Model 1 – Extended Years of Service

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	40,000	41,080	42,200	43,322	46,921	49,240	47,956	51,556	53,877
1	40,538	41,634	42,767	43,938	47,576	49,882	48,490	52,127	54,432
2	41,051	42,157	43,303	44,564	48,191	50,521	49,026	52,653	54,983
3	41,580	42,696	43,854	45,156	48,776	51,162	49,535	53,152	55,540
4	42,098	43,264	44,429	45,776	49,417	51,820	50,068	53,710	56,114
5	42,634	43,805	44,982	46,403	50,031	52,482	50,610	54,240	56,691
6	44,000	44,330	45,546	47,039	50,649	53,114	51,166	54,777	57,240
7	45,041	45,314	46,547	48,120	51,784	54,317	52,207	55,869	58,403
8	46,678	46,794	48,055	49,759	53,472	56,098	53,844	57,558	60,183
9		48,326	49,650	51,415	55,215	57,930	55,499	59,301	62,016
10			51,263	53,156	57,007	59,813	57,242	61,093	63,898
11				54,948	58,883	61,745	59,034	62,969	65,830
12				56,683	60,809	63,756	60,896	64,894	67,843
13					62,782	65,818	62,824	66,868	69,902
14					64,765	67,956	64,809	68,980	72,042
15					66,450	69,724	66,493	70,774	73,915
16					67,779	71,118	67,823	72,189	75,393
17							69,143	73,589	76,873
18							70,463	74,989	78,353
19							71,783	76,389	79,833
20							73,103	77,789	81,313
21							74,423	79,189	82,793
22							75,743	80,589	84,273
23							77,063	81,989	85,753
24							78,383	83,389	87,233
25							79,703	84,789	90,000

Table 5: Staff Placement of FTEs for Salary Grid Option 5

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	1,423	104	38	132	75	0	949	291	128
1	1,435	174	80	151	117	0	985	383	168
2	1,006	342	125	188	123	0	949	535	217
3	659	365	152	203	161	0	974	629	271
4	380	274	163	211	156	0	876	648	303
5	232	194	165	234	150	0	638	688	338
6	151	152	130	231	143	0	518	643	372
7	108	100	104	217	149	0	429	622	372
8	372	73	112	242	226	0	388	735	474
9		291	90	270	222	0	351	733	740
10			283	279	242	0	322	679	792
11				252	265	0	289	699	921
12				1,270	256	0	257	682	1,009
13					271	2	189	591	887
14					256	0	197	562	961
15					289	0	170	521	1,086
16					4,203	306	164	496	1,120
17							153	482	1,123
18							123	409	1,098
19							90	336	1,110
20							49	315	997
21							53	230	934
22							40	195	844
23							35	177	828
24							29	145	847
25+							180	955	6,787

Source: Preliminary S-275 data for school year 2016–17

Option 6, the second transitional model, also represents a modification of the current LEAP schedule. A ratio-based analysis was used to develop annual salary figures along the grid that started with a minimum salary of \$40,000 and provided a maximum salary of \$90,000 as shown in Table 6 below. A slight adjustment to the ratio analysis was needed to ensure a teacher entering their sixth year of experience would receive the required ten percent increase above the base salary. After the figures were established through this ratio analysis, a new staff mix is shown in Table 7 to show how these updated figures in the same structure as the current LEAP schedule could be translated and applied using the updated factors. Based on the 2016–17 S-275 data, this model produces an average salary of \$70,160. The placement of existing certificated staff is shown in Table 8.

While some workgroup members liked how this model represented the legislature’s minimum and maximum salaries in the current salary structure, others raised concerns about the average salary which exceeded state funding. The workgroup noted concerns about the expectations raised by creating a statutory maximum of \$90,000 when the average funding does not support most salary grids that incorporate the \$90,000.

Table 6: Salary Grid Option 6 – Salaries under Modified LEAP Model 2

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	\$40,000	\$41,526	\$43,107	\$44,692	\$49,778	\$53,053	\$51,240	\$56,326	\$59,605
1	\$40,761	\$42,308	\$43,909	\$45,564	\$50,702	\$53,960	\$51,993	\$57,132	\$60,388
2	\$41,485	\$43,048	\$44,666	\$46,448	\$51,572	\$54,863	\$52,752	\$57,875	\$61,167
3	\$42,232	\$43,809	\$45,445	\$47,284	\$52,398	\$55,769	\$53,471	\$58,581	\$61,954
4	\$42,964	\$44,611	\$46,257	\$48,159	\$53,303	\$56,699	\$54,224	\$59,368	\$62,765
5	\$44,000	\$45,376	\$47,038	\$49,046	\$54,171	\$57,634	\$54,989	\$60,117	\$63,580
6	\$44,778	\$46,117	\$47,835	\$49,944	\$55,044	\$58,526	\$55,774	\$60,875	\$64,355
7	\$46,144	\$47,508	\$49,249	\$51,472	\$56,648	\$60,226	\$57,245	\$62,419	\$65,999
8	\$48,144	\$49,597	\$51,380	\$53,787	\$59,033	\$62,742	\$59,558	\$64,805	\$68,513
9		\$51,762	\$53,633	\$56,126	\$61,495	\$65,331	\$61,895	\$67,267	\$71,103
10			\$55,912	\$58,586	\$64,026	\$67,990	\$64,357	\$69,799	\$73,761
11				\$61,118	\$66,676	\$70,719	\$66,889	\$72,449	\$76,490
12				\$63,569	\$69,398	\$73,561	\$69,520	\$75,169	\$79,334
13					\$72,185	\$76,473	\$72,244	\$77,956	\$82,244
14					\$74,986	\$79,494	\$75,048	\$80,941	\$85,266
15					\$77,367	\$81,992	\$77,427	\$83,474	\$87,913
16 +					\$79,244	\$83,960	\$79,306	\$85,474	\$90,000

Source: Preliminary S-275 school year 2016–17

Table 7: Salary Grid Option 6 – Revised staff mix grid under Modified LEAP Model 2

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	1.00000	1.03815	1.07768	1.11730	1.24445	1.32633	1.28100	1.40815	1.49013
1	1.01903	1.05770	1.09773	1.13910	1.26755	1.34900	1.29983	1.42830	1.50970
2	1.03713	1.07620	1.11665	1.16120	1.28930	1.37158	1.31880	1.44688	1.52918
3	1.05580	1.09523	1.13613	1.18210	1.30995	1.39423	1.33678	1.46453	1.54885
4	1.07410	1.11528	1.15643	1.20398	1.33258	1.41748	1.35560	1.48420	1.56913
5	1.10000	1.13440	1.17595	1.22615	1.35428	1.44085	1.37473	1.50293	1.58950
6	1.11945	1.15293	1.19588	1.24860	1.37610	1.46315	1.39435	1.52188	1.60888
7	1.15360	1.18770	1.23123	1.28680	1.41620	1.50565	1.43113	1.56048	1.64998
8	1.20360	1.23993	1.28450	1.34468	1.47583	1.56855	1.48895	1.62013	1.71283
9		1.29405	1.34083	1.40315	1.53738	1.63328	1.54738	1.68168	1.77758
10			1.39780	1.46465	1.60065	1.69975	1.60893	1.74498	1.84403
11				1.52795	1.66690	1.76798	1.67223	1.81123	1.91225
12				1.58923	1.73495	1.83903	1.73800	1.87923	1.98335
13					1.80463	1.91183	1.80610	1.94890	2.05610
14					1.87465	1.98735	1.87620	2.02353	2.13165
15					1.93418	2.04980	1.93568	2.08685	2.19783
16 +					1.98110	2.09900	1.98265	2.13685	2.25000

Table 6: Staff Placement of FTEs for Salary Grid Option 6

<u>Years of Service</u>	<u>BA</u>	<u>BA+15</u>	<u>BA+30</u>	<u>BA+45</u>	<u>BA+90</u>	<u>BA+135</u>	<u>MA</u>	<u>MA+45</u>	<u>MA + 90 OR Ph.D.</u>
0	1,423	104	38	132	75	0	949	291	128
1	1,435	174	80	151	117	0	985	383	168
2	1,006	342	125	188	123	0	949	535	217
3	659	365	152	203	161	0	974	629	271
4	380	274	163	211	156	0	876	648	303
5	232	194	165	234	150	0	638	688	338
6	151	152	130	231	143	0	518	643	372
7	108	100	104	217	149	0	429	622	372
8	372	73	112	242	226	0	388	735	474
9		291	90	270	222	0	351	733	740
10			283	279	242	0	322	679	792
11				252	265	0	289	699	921
12				1,270	256	0	257	682	1,009
13					271	2	189	591	887
14					256	0	197	562	961
15					289	0	170	521	1,086
16					4,203	306	916	3,740	15,688

Phase II: Long-Term Salary Grid Options

The workgroup discussed a move toward a new salary structure beginning with the 2019–20 school year. The group developed Options 3 and 4 based on the CTWG structure with modifications for the current salary parameters. This structure includes salary increases associated with a progression of educators along a career path that currently includes second-tier certification. The workgroup recognizes the certification structure is under revision, thus hampering the ability to analyze the financial impact of these models and to resolve some issues regarding salary placement and career advancement opportunities. There are policy questions identified by the workgroup that need further discussion and depend upon action of other organizations before any recommendation could be finalized. Examples include how to define the mid-career section given the changes in professional certification, whether or not to include the National Board Certification bonus in a salary grid versus the current funding separate from the state’s average salary allocation, and address ESAs attaining a professional certification. Another issue that surfaced was how to recognize prior experience of ESA’s who may be making mid-career transitions to work in schools. When the state SAM was in place, recognition of prior experience was limited to 2 years. With the repeal of that system, there is no state limitation to recognizing prior experience. As the workgroup continues, these and other issues will continue to be discussed.

Table 9 represents Salary Grid Option 3, which modifies the factors found in the current CTWG model in order to fit the current salary parameters. Table 10 presents a similar structure that provides alternate factors for steps on the schedule. Because of the changes to professional certification since the CTWG report, the column titles in these grids are more general than the original recommendations. Further work is needed to refine the details of these grids.

Table 9: Salary Grid Option 3 – CTWG Hybrid 1

		Residency/ Initial Certification Level		Middle Career / Continuing		Advanced Career / Certification	
Year of Teaching	Minimum Years of Experience	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1st	0	\$40,000 1.0000	\$47,200 1.1800	\$52,000 1.3000	\$56,160 1.4040	\$63,440 1.5860	\$68,515 1.7129
2nd	1						
3rd	2						
4th	3						
5th	4	\$44,000 1.1000					
6th	5						
7th	6						
8th	7						
9th	8						
10th+	9 or more			\$67,600 1.6900	\$73,008 1.8252	\$82,472 2.0618	\$90,000 2.2500

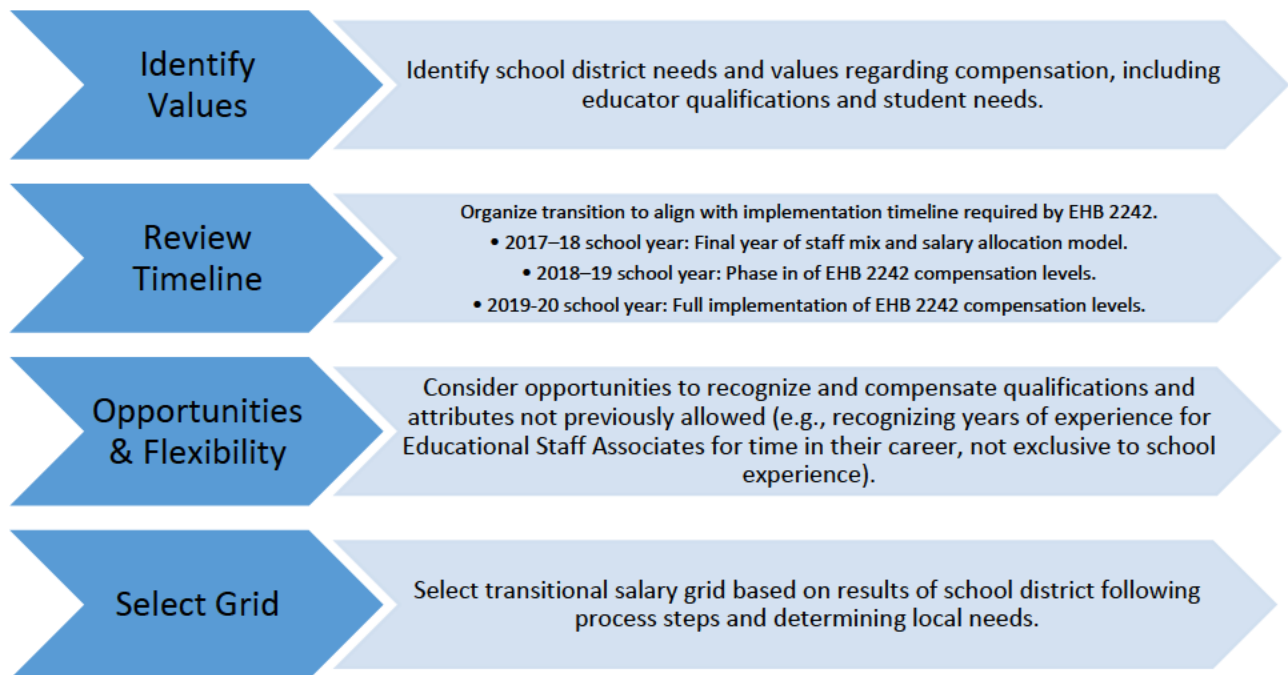
Table 10: Salary Grid Option 4 – CTWG Hybrid 2

		Residency/ Initial Certification Level		Middle Career / Continuing		Advanced Career / Certification	
Year of Teaching	Minimum Years of Experience	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1st	0	\$40,000 1.0000		\$52,000 1.3000	\$57,720 1.4430	\$65,000 1.6250	\$69,225 1.7306
2nd	1						
3rd	2						
4th	3						
5th	4	\$44,000 1.1000	\$48,800 1.2200				
6th	5						
7th	6						
8th	7						
9th	8						
10th+	9 or more			\$67,600 1.6900	\$77,064 1.9266	\$84,500 2.1125	\$90,000 2.2500

School District Process for Phase I: Transition Year 2018-19

The workgroup recognized districts will be challenged to develop salary schedules that will serve them during the transition to a new funding model. In order to help school districts use the proposed transition grids and to identify strategic steps that can be taken to move toward a new model in future, the workgroup outlined a process for determining local school district needs and options under the new law.

Effective with the 2019–20 school year, EHB 2242 requires beginning salaries for full-time CIS must not be less than \$40,000. The law also specifies districts may not pay CIS a salary that exceeds \$90,000. Both of these salary values will be adjusted for annual inflation and regionalization.



Future Work

The Salary Grid Workgroup is committed to continued discussions, starting in January 2018, with the intent of developing one or more model salary grids over the course of the next year. The workgroup will focus on refining proposed salary grids for use in the 2019–20 school year and beyond, modeled after the CTWG model, reviewing policy changes made to second-tier licensure by PESB, and considering any additional policy and fiscal changes made by the Legislature.

OSPI has agreed to provide continued support through meeting facilitation and technical expertise as discussions evolve. OSPI intends to keep legislative staff informed about the scheduling of future meetings as well as a final workgroup recommended work product.

Finally, the workgroup urges policy makers to reconsider the importance of a state apportionment model that incorporates a staff mix factor, or similar funding adjustment, that reflects the diverse composition of their CIS personnel based on their years of experience and qualifications. The lack of such a factor will continue to put some districts at a significant disadvantage when it comes to recruiting and retaining staff in a competitive labor market, particularly given the disparate access to local funds across districts.

Appendix A – Workgroup Members

Name	Organization	Representing	Title
Cory Plager	ESD 101	AESD	Director, School Financial Services
Donna Franklin, RN	Clarkston School District	SNOW	Director, Health Services
Henry Strom	Grandview School District	WASA	Superintendent
Jared Kink	Everett School District	WEA	Teacher
Jim Kowalkowski	Davenport School District	WASA	Superintendent
Brian Mathieson	Vancouver Public Schools	WSCA	Specialist-Counseling and OTG,
Julie Salvi	Washington Education Assoc.	WEA	Compensation Lobbyist
Kelley Boyd	Coulee Hartline School District	AWSP	Elementary Principal
Marci Larsen	Mukilteo School District	WASA	Superintendent
Marianne Costello	Edmonds School District	WLA	Librarian
Melissa Beard	Tumwater School District	WSSDA	School director
Sheryl Moore	Seattle School District	WASBO	Asst. Sup Human Resources
Tim Yeomans	Puyallup School District	WASA	Superintendent

OSPI Staff (Non-Voting)

Name	Representing	Title
Lisa Dawn-Fisher	OSPI	Chief Financial Officer
Cindy Rockholt	OSPI	Asst. Superintendent
Maria Flores	OSPI	Director, Title II
Michelle Matakas	OSPI	Associate Director of Apportionment
T.J. Kelly	OSPI	Director of Apportionment
Tennille Jeffries-Simmons	OSPI	Asst. Superintendent

Superintendent Component Group Salary Grid Committee Recommendations

It is the belief of the superintendents who are members of the salary grid task force that the ultimate product of the task force's work should represent a tool which will not only guide districts in the equitable allocation of state resources toward salary, it should also be a tool which allows districts, of all sizes in the state of Washington, a starting point from which to adequately compensate certificated instructional and ESA staff, and, in addition, provide a framework from which districts have the ability to accurately project certificated employee costs into the future.

For this work to be effectively undertaken, it is the recommendation of the superintendent component group that the following steps be considered:

1. That the legislature, with guidance from the Office of the Superintendent of Public Instruction (OSPI), should reconsider both the concept of a statewide "staff mix" formula and related salary allocation model to ensure equity and a level playing field for all Washington state school districts.
2. The legislature, with guidance from OSPI, should respectfully consider retaining the concept of a statewide salary schedule to be used as a base for all 295 school districts in the state of Washington for accurately calculating the foundation of salary allocation given that all school districts will be charged with locally bargaining regional enhancement tasks, as well as tasks and times determined to be enrichment.
3. In order for items one and two to be meaningfully considered, the committee charged with the creation of a new state salary grid must be given adequate time to consider all of the factors now being asked for by OSPI and the legislature. The committee requires the time necessary to complete this work with thoughtfulness and fidelity, therefore, we are recommending:
 - a. That OSPI consider making a recommendation that districts use the current state salary allocation schedule including the portions of Time, Responsibility and Incentive (TRI) compensation that would need to be considered locally. Also, considering the parameters of 2018-19 bargaining adjustments being limited to the Implicit Price Deflator (IPD) and/or the Seattle Consumer Price Index (CPI), it is our recommendation that this modified salary schedule be in place until the committee has the opportunity to complete a recommendation for the 2020-21 school year.
 - b. It is the goal of the superintendent component group of the salary group task force that this 2020-21 grid will effectively inform and guide local districts in their compensation system, that it is transparent and understandable, and

supports career educators for recruitment and retention. We believe strongly that without a thoughtful and well-conceived guide for state salaries, the school districts in Washington will ultimately find themselves in the unenviable position of dealing with vast discrepancies in compensation models, thus pitting districts against one another for the hiring and retention of staff.

- c. The superintendent component group desires the time to examine the salary grid models, including issues related to Educational Service Associates (ESA) recruitment/retention, and to responsibly calculate the implementation costs of competing with higher-paying outside entities for the services of these critical positions.

The superintendent component group deeply appreciates the efforts of the legislature to provide additional funding for public education. We very respectfully believe that the legislature acted with the very best intentions to provide additional funding for all school districts in Washington with the intention of eliminating restrictions which would impose undue challenges on the state's school districts.

We feel compelled to reiterate that the legislature, with guidance from OSPI, reconsider the implementation of a state "staff mix" formula and related salary allocation model to ensure equity in terms of base salary and funding for all 295 districts in Washington; that the legislature, with guidance from OSPI, allow the state salary grid workgroup the time necessary to study, evaluate and compile relevant information leading to a statewide salary grid that will support and guide the 295 school districts in Washington; and lastly, that the current state salary allocation model be retained in some form with previously suggested considerations for the 2018-19 and 2019-20 school years.

From: [MaryAnne Courchene](#) on behalf of [MaryAnne Courchene <maryanne.courchene@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: Return call
Date: Wednesday, December 6, 2017 10:15:04 AM

Good Morning:

It was nice speaking with you this morning.

Thank you very much and enjoy the rest of the day.

*Mary Anne Courchene/Accounts Payable
Mercer Island School District
4160 86th Ave SE
Mercer Island, WA 98040
206-236-3309 - P 206-230-6303 - F*

Thank you so much for getting back to me. I sure hope you are feeling much better.

On Wed, Dec 6, 2017 at 9:39 AM, admin@wspa.net <admin@wspa.net> wrote:

MaryAnne,

My apologies, I have been out with the flu this week and am just now upright and working my way through voice mails and emails. I am so sorry for the delay and the inconvenience. I will call you now!

Thank you, and again – my apologies for the trouble.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



From: MaryAnne Courchene [mailto:maryanne.courchene@mercerislandschools.org]

Sent: Tuesday, December 05, 2017 7:47 AM

To: admin@wspa.net

Subject: Re: Return call

Good Morning:

Please call me at [206-236-3309](tel:206-236-3309), I would really appreciate it.

Thank you very much and enjoy the rest of the day.

Mary Anne Courchene/Accounts Payable

Mercer Island School District

[4160 86th Ave SE](#)

Mercer Island, WA 98040

[206-236-3309](tel:206-236-3309) - P [206-230-6303](tel:206-230-6303) - F

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Wednesday, December 6, 2017 6:02:23 AM



Dear WSPA members,

Registration is now open to attend the **2018 Annual Conference**.

We encourage you to attend this valuable and meaningful conference. Each day provides relevant and useful sessions, the chance to meet with State partners and vendors, and most importantly -- the opportunity to make connections and develop relationships.

2018 WSPA Annual Conference

- Pre-conference: February 25, 2018
- Conference: February 26-28, 2018
- Location: Suquamish Clearwater Resort in Suquamish, Washington
- Presented by WSPA Region 5

[Please click here to register and for conference details](#)

We look forward to seeing you there!

Thank you,

WSPA Region 5
Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Wednesday, December 6, 2017 6:01:52 AM



Dear WSPA members,

Registration is now open to attend the **2018 Annual Conference**.

We encourage you to attend this valuable and meaningful conference. Each day provides relevant and useful sessions, the chance to meet with State partners and vendors, and most importantly -- the opportunity to make connections and develop relationships.

2018 WSPA Annual Conference

- Pre-conference: February 25, 2018
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- Location: Suquamish Clearwater Resort in Suquamish, Washington
- Presented by WSPA Region 5

[Please click here to register and for conference details](#)

We look forward to seeing you there!

Thank you,

WSPA Region 5
Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Wednesday, December 6, 2017 6:01:38 AM



Dear WSPA members,

Registration is now open to attend the **2018 Annual Conference**.

We encourage you to attend this valuable and meaningful conference. Each day provides relevant and useful sessions, the chance to meet with State partners and vendors, and most importantly -- the opportunity to make connections and develop relationships.

2018 WSPA Annual Conference

- Pre-conference: February 25, 2018
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- Location: Suquamish Clearwater Resort in Suquamish, Washington
- Presented by WSPA Region 5

[Please click here to register and for conference details](#)

We look forward to seeing you there!

Thank you,

WSPA Region 5
Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Porter Foster Rorick](#) on behalf of [Porter Foster Rorick <pfr@pfrwa.com>](#)
To: [Porter Foster Rorick](#)
Subject: Washington School Law Update
Date: Tuesday, December 5, 2017 10:10:25 AM
Attachments: [PFR School Update 12.17.pdf](#)

Attached please find the December edition of the Washington School Law Update. We encourage you to forward this publication to anyone within your organization who might benefit from the information. **This publication is free to any school employee who asks to be on our e-mail distribution list.** To be added to or removed from our distribution list, simply send a request with your name, organization and e-mail address to info@pfrwa.com.

WASHINGTON SCHOOL LAW UPDATE



PORTER FOSTER RORICK
LLP

December 2017

A brief summary of legal developments relevant to Washington public school districts from the previous calendar month.

PFR Announcements

21st Century Bargaining Skills Workshop

January 11, 9 am to 4 pm

Doubletree Suites by Hilton at Southcenter

PFR attorneys are partnering with the Washington School Personnel Association to present a one-day workshop on collective bargaining. The basic track provides a foundation for all school administrators who may be sitting on a management bargaining team for the first time. The advanced track focuses on expanding the skill of experienced bargainers. Registration is available at www.wspa.net.

Public Records Disclosure Training

May 7, 9 am to 3 pm

Two Union Square Conference Center, Seattle

Join Tim Reynolds and Jay Schulkin of Porter Foster Rorick for a full day of hands-on training in processing public records requests and avoiding mistakes that lead to legal liability. This workshop will satisfy the legally-mandated training for district officials and public records officers. Information regarding cost and registration will be forthcoming.

Washington Supreme Court

Employment Discrimination

Zhu v. North Central Educ. Serv. Dist. (ESD 171)

No. 94209-9 (11/9/17)

The Washington Supreme Court unanimously held that the Washington Law Against Discrimination (WLAD) prohibits an employer from discriminating against a job applicant due to the applicant's prior opposition to a different employer's discriminatory practices. Jin Zhu, a math teacher, sued the Waterville School District for racial discrimination. Waterville eventually settled the case and Zhu resigned. Zhu then applied for a position in the North Central Education Service District and was rejected. Zhu sued North Central, alleging it refused to hire him in retaliation for his prior lawsuit against Waterville. A jury found in favor of Zhu and North Central appealed. The WLAD provides that an employer may not "discriminate against any person because he or she has opposed any practices forbidden by" the WLAD. RCW 49.60.210(1). Therefore, the Washington Supreme Court held an employer may not deny a position to job applicant due to prior opposition to a different employer's discriminatory practices.

Washington Court of Appeals

Public Records Act

Wash. Pub. Emps. Ass'n v. Wash. State Cent. for Childhood Deafness & Hearing Loss
No. 49224-5-II (10/31/17)

The Court of Appeals held that article I, section 7 of the Washington Constitution protects from public disclosure public employees' full names associated with their corresponding birthdates. The Freedom Foundation sent public records requests to various state agencies requesting disclosure of union-represented employees' full names, birthdates, and work email addresses. The agencies determined that the records were disclosable and that they would disclose the records absent a court order. The unions filed motions for temporary and permanent injunctions to prevent disclosure. Following a hearing, the superior court concluded that no exemptions applied and denied the motions for a permanent injunction. The unions appealed, and a Court of Appeals commissioner granted an emergency stay only as to the employees' full names associated with their corresponding birthdates.

The Court of Appeals reversed and remanded to the superior court. The Court stated that under article I, section 7 of the Washington Constitution, public employees are entitled to an expectation of privacy in their full names associated with their birthdates because a citizen of the state would reasonably expect that personal information that would potentially subject them to identity theft (such as his or her full name associated with his or her birthdate) would remain private. The Court rejected the Freedom Foundation's argument that the Washington Supreme Court in *Nissen* categorically precluded the Constitution from being used as a PRA exemption, and instead concluded that *Nissen* stands for the proposition

that there is no categorical constitutional PRA exemption, but that such an exemption may be found to exist following an individualized analysis of a given public records request. Next, having concluded that employees have a constitutionally-protected expectation of privacy in their full names associated with their birthdates, the Court examined whether the PRA qualifies as authority of law (similar to a warrant) that would justify an intrusion into the employees' privacy. The Court examined the PRA's purpose statement and concluded that, rather than promoting oversight of government, public disclosure of the requested information would only reveal discrete personal details of state employees not connected to their role as public servants and would thus not further the purpose of the PRA. As a result, the Court held that the PRA does not justify the intrusion into public employees' privacy that would result from disclosure of the requested information. Finally, the Court held that the unions had satisfied the remaining requirements for a PRA permanent injunction, and reversed and remanded.

Local Government Tort Claims

Rumburg v. Ferry County Pub. Util. Dist. No. 1
No. 34572-6-III (11/16/17)

The Court of Appeals held that the local government tort claim filing statute provides claimants an additional five-day grace period where the statute of limitations is tolled. RCW 4.96.020 requires a plaintiff to wait until sixty days have elapsed since the submission of a tort claim before commencing a lawsuit against a local government, and tolls the statute of limitations for sixty days to account for the required waiting period. An additional provision of the statute states that "an action commenced within five court days after the sixty-calendar day period has elapsed is deemed to have been presented on the first day after the sixty-day calendar period elapsed." Under RCW 4.96.020(5), the statute must be "liberally



construed so that substantial compliance will be deemed satisfactory.” On July 16, 2012, Rumburg was injured by the collapse of a tent set up by Ferry County Public Utility District No. 1 (PUD). The parties agreed that the applicable statute of limitations for the alleged tort was three years. Without consulting an attorney, Rumburg submitted a tort claim to the PUD on November 30, 2012. Two and a half years later, Rumburg consulted with an attorney, who, unaware of the earlier tort claim, filed a second tort claim on July 14, 2015. Sixty-three days later, on September 15, 2015, the attorney filed a summons and complaint. The PUD argued that the lawsuit was untimely, and the trial court agreed and dismissed the claim. The issue before the Court of Appeals was whether the statute’s five-day “grace period” could only be utilized immediately following Rumburg’s first tort claim, or if it was essentially a five-day extension of the sixty-day tolling period. The Court relied on the “substantial compliance” provision of the statute to hold that the five-day grace period extends the sixty-day tolling period, and thus held that Rumburg’s lawsuit was timely commenced.

PERC

Refusal to Bargain and Direct Dealing

Benton County

Decision 12790 (11/3/17)

PERC held that the employer unlawfully refused to bargain when it denied the union’s request to bargain how employees would repay wage overpayments and circumvented the union by providing employees with wage repayment options. PERC also held that the employer made an impermissible unilateral change to a mandatory subject of bargaining when it used wage deductions and leave cash outs to collect employee repayments without first providing the union with the opportunity to bargain. An error in the employer’s accounting software had caused the employer to

overpay 85 union members over a span of four months in 2016. The employer decided to recover the overpayments by making deductions from future payments, as the county was authorized to do by Chapter 49.48 RCW. Each affected employee was provided with written notification of this decision and given options for repayment. The union subsequently sent a letter demanding to bargain stating it agreed that the wages needed to be repaid, but that it must be allowed to bargain how the repayments are made. The employer responded that it was not able to negotiate its “statutory responsibilities for recouping overpayments” and began deducting wages from employee paychecks during the next pay period. PERC held that how employees would repay wage overpayments is a mandatory subject of bargaining, as it is directly related to wages and not a substantial management prerogative because any number of repayment options could satisfy the employer’s interest in collecting repayment. PERC also held that the employer committed the ULP of direct dealing when it presented the affected employees with repayment options, solicited each employee’s preference, and asked the employees to waive rights in exchange for their preferred repayment option. Acting in accordance with Chapter 49.48 RCW, which permits wage deductions to recoup overpayments for certain public employers, did not relieve the county of its duty to bargain the multiple wage repayment options that existed, as RCW 41.56.905 requires employers to comply with their bargaining obligation when exercising statutory authority.

Appropriateness of Bargaining Unit

City of Blaine

Decision 12792 (11/7/17)

PERC’s Executive Director held that a bargaining unit consisting of one employee was not appropriate and ordered its dissolution. Public employers may voluntarily recognize a union as the



exclusive bargaining representative of its employees. When it does so, the employer has an obligation to bargain with the employees' exclusive bargaining representative, but that obligation does not continue if the bargaining unit is deemed inappropriate. A one-person unit is inappropriate pursuant to WAC 391-35-330. Because the unit in question had included only one employee for an extended period, and was voluntarily recognized by the employer, PERC held that the bargaining unit was inappropriate and should be dissolved.

Employer Interference

State—Ecology

Decision 12732-A (11/14/17)

PERC upheld an examiner's decision that found the employer did not interfere with protected employee rights when it investigated a union member for a variety of matters including misuse of time and an inappropriate response to a supervisor, placed an unfavorable performance review in the employee's file, and gave the employee a letter of reprimand for misconduct. The union alleged that these activities were in reprisal for numerous grievances filed on behalf of the employee that preceded these actions. An employer interferes with employee rights when an employee could reasonably perceive the employer's actions as a threat of reprisal or force, or a promise of benefit, associated with the union activity of that employee or of other employees. The timing of an adverse action in relation to protected union activity can support a finding of an interference violation. However, timing is not dispositive of an interference violation in every case. PERC found that timing alone was not enough to prove interference in this situation because, given the frequency of the employee's union activities in the form of grievances, the employer could not have managed the employee without its actions occurring in close proximity to that union activity. Further, the employee was aware of the concerns

about his performance before the performance review, the employer's investigations, and the discipline that resulted.

Refusal to Bargain and Unilateral Change

Franklin County

Decision 12794 (11/21/17)

PERC held that the employer breached its good faith bargaining obligations when it presented the union with a draft of a successor CBA for review and signature that included changes which were not agreed to in bargaining. After extensive negotiations over a successor agreement to the parties' 2013-15 CBA, the parties reached what they thought was a tentative agreement over the last sticking points: wages and healthcare benefits. The 2013-15 CBA included reopeners for both wages and healthcare benefits in the second and third years of the agreement. When presenting its proposals the employer had indicated that its proposals included deletion of "obsolete language" and "date cleanup." The proposal that was tentatively agreed upon by the parties addressed wages in each year, eliminating the reopeners on that topic, but was silent on the issue of healthcare benefits, so the union assumed that current contract language would apply and there would be reopeners for benefits in years two and three of the agreement. However, the employer assumed that the proposal to eliminate obsolete language and cleanup dates included elimination of the benefits reopeners, which were specific to 2014 and 2015. The employer also intended that its offer be conditional on elimination of all reopeners, and assumed the union was aware of that intent. The employer prepared the final CBA for signature with the reopener language entirely eliminated and sent it to the union in June 2016. The union did not notice that this language had been eliminated, and signed the CBA in August 2016 after its members approved a voting document that did not address any changes to healthcare benefits. The union



subsequently noticed the removal of this language and challenged the employer, but the employer took the position that the CBA was in full force and effect and should stand as signed.

Parties have a statutory duty to bargain over mandatory subjects of bargaining, and to bargain in good faith prior to making any changes to past practices concerning mandatory subjects. A party may violate its duty to bargain in good faith through a series of questionable acts that, when examined as a whole, demonstrate a lack of good faith even if none of them by themselves would be a per se violation. After concluding that health insurance benefits and the practice of addressing insurance benefits through an insurance committee are mandatory subjects of bargaining, PERC held that the employer did not bargain in good faith based on the totality of the circumstances. Facts that contributed to PERC's finding were the employer's failure to express its intention regarding a conditional offer made during bargaining, the employer's failure to capture a final unconditional understanding between the parties when it drafted the CBA for signatures, and the employer's failure to clear up a misunderstanding that should have been apparent because of questions posed by the union in July 2016 about the elimination of the section at issue from the CBA.

Superintendent of Public Instruction

Special Education

WSR 17-23-054; Chapter 392-172A WAC

OSPI adopted permanent rules updating the special education regulations, Chapter 392-172A WAC. The new rules address changes to federal law, federal requirements, and Washington state law; clarify and reorganize existing requirements under Chapter 392-172A WAC; and correct typos and other outdated information.

Porter Foster Rorick LLP

WASHINGTON SCHOOL LAW UPDATE is published electronically on or about the 5th of each month. To be added to or removed from our e-mail distribution list, simply send a request with your name, organization and e-mail address to info@pfrwa.com.

This information is intended for educational purposes only and not as legal advice regarding any specific set of facts. Feel free to contact any of the attorneys at Porter Foster Rorick with questions about these or other legal developments relevant to Washington public schools.

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From: [MaryAnne Courchene](#) on behalf of [MaryAnne Courchene <maryanne.courchene@mercerislandschools.org>](#)
To: [Admin@wspa.net](#)
Subject: Re: Return call
Date: Tuesday, December 5, 2017 7:46:37 AM

Good Morning:

Please call me at 206-236-3309, I would really appreciate it.

Thank you very much and enjoy the rest of the day.

*Mary Anne Courchene/Accounts Payable
Mercer Island School District
4160 86th Ave SE
Mercer Island, WA 98040
206-236-3309 - P 206-230-6303 - F*

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: Job Description
Date: Monday, December 4, 2017 4:55:42 PM
Attachments: [Assistant Super of Admin Services JD.docx](#)

This one is kind of interesting -- all over the board.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Renee Knight** <rknight@bisd303.org>
Date: Mon, Dec 4, 2017 at 3:29 PM
Subject: Job Description
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net

Rosie,
Sorry this is late.....I was out with the crud.
I have attached a job description we have used in the past.

Renee Knight

--

Renee Knight
Personnel Specialist HR
rknight@bisd303.org
Bainbridge Island School District
8489 Madison Ave N.E.
Bainbridge Island, WA 98110
[206-842-4714](tel:206-842-4714)
Fax [206-842-2928](tel:206-842-2928)



Bainbridge Island School District Office
8489 Madison Ave NE, Bainbridge Island, WA 98110

The Bainbridge Island School District is seeking applications for the position of Assistant Superintendent of Administrative Services. The Assistant Superintendent will work closely with the Directors of Human Resources, Technology, and Finance to provide leadership and support in human resources, budget development, technology, contract maintenance and negotiations. The Assistant Superintendent will supervise principals and assist district and building level administrators with personnel decisions and staffing changes.

PREFERRED QUALIFICATIONS

EDUCATION

- Master's Degree in educational administration or related field.
- Academic background in educational leadership, organizational management, staff development, and effective instructional practices.

EXPERIENCE

- Minimum of three years successful experience as a school or program administrator.
- Experience as a district level and building level administrator, preferred.
- Experience with supervision of staff; experience with teacher and principal evaluation model, preferred.
- Contract management and negotiations, preferred.
- Demonstrated success in hiring, training, and retaining high-quality staff.
- Experience with budget development.

DEMONSTRATED PROFICIENCIES

- Ability to provide responsible, innovative leadership in the areas of human resources, budget development, technology and staff development.
- Ability to work collaboratively with administrators, certificated staff and classified staff to meet high expectations.
- Ability to provide vision and leadership for supervision and evaluation of staff.
- Ability to identify problems, seek alternatives, establish priorities and implement viable solutions.
- Ability to develop and manage program budgets.
- Ability to oversee complex projects involving multiple constituents.
- Ability to work in a shared decision making environment.
- Ability to work successfully in partnership with parents and the community.
- Skilled in team building, human relations and communications both with individuals and in large groups.
- Ability to communicate effectively in oral and written form.
- Skilled in dealing with issues related to cultural, ethnic, gender, religious, and developmental diversity.
- Skilled in promoting the utilization of technology in an educational and work environment.

PERSONAL QUALITIES

- Passionate belief in the potential of each individual child.
- Demonstrated commitment and sensitivity to the needs of students and staff.
- High ethical standards and the courage to follow convictions.
- Excellent problem-solving skills.
- Flexible, resourceful and comfortable with change.
- Good listener.
- Sense of humor.

ESSENTIAL FUNCTIONS: Administrative functions will include, but not be limited to, the following:

- Guide personnel decisions and staffing changes; administer contract maintenance.
- Lead negotiation efforts with two union groups.
- Lead budget development and financial planning.
- Conduct investigations, serve as hearing officer, resolve disputes, and process complaints.
- Develop district policies and procedures related to district operations.
- Serve as civil rights and Title IX officer.
- Work collaboratively with other administrators to meet district goals and ensure alignment of educational programs, staffing and operations.
- Supervise principals.
- Other related duties as assigned by the Superintendent to ensure the efficient operation of the district.

From: [Jennifer Harmon](#) on behalf of [Jennifer Harmon <jharmon@gfalls.wednet.edu>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspsa.net
Subject: Member Request
Date: Monday, December 4, 2017 3:55:57 PM
Attachments: [admin asst to sup com relations.doc](#)

Hi Rosie,

Granite Falls is a much smaller district so it's possible that Mercer Island SD has a person for each of these duties, but the Assistant to the Superintendent here is also the Communications/PR contact for the district. I hope this helps.

Jennifer Harmon
Human Resources Manager
360.283.4309



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Granite Falls School District
Position Description
Administrative Assistant to the Superintendent/Community Relations

GENERAL SUMMARY

The responsibilities of this position is to coordinate activities and serve as Administrative Assistant to the Superintendent, including promoting positive community relations, serving as information liaison between the district, staff and community, providing a wide variety of services to parents, staff and the public and maintaining a wide variety of records. This position may supervise subordinate employees performing clerical work.

FUNCTIONS

Depending upon the individual assignment, the Administrative Assistant to the Superintendent performs all or a combination of several of the following duties:

1. Coordinate the operation of the office; greet parents, staff and the public; answer a wide variety of telephone and in-person inquiries; provide a variety of information on procedures, events and schedules; promotes positive community relations for the district.
2. Maintain a variety of detailed program records, such as student counts, enrollment, and other administrative records for legal compliance; compile data and perform calculations; prepare a variety of reports; maintain confidential office files and records; assist with substitute procedures; assist with personnel procedures; assist with maintenance of capital projects; serve as truancy officer for the district coordinating with school buildings and Snohomish County Juvenile Court System.
3. Prepare board packets and serve as designated recording secretary to the Board; compose and distribute minutes of board meetings; responsible for preparation and distribution of resolutions and policies.
4. Serve as secretary to the superintendent; compose, format and type a wide variety of correspondence, memoranda, newsletters, bulletins, forms, reports, records and other materials; may take and transcribe dictation; duplicate and distribute materials; screen calls; maintain appointment calendar; schedule meetings; open and route mail; attend meetings and workshops pertinent to operation of the superintendent's office; notary public for district needs.
5. Track a variety of deadlines to ensure timely completion and filing of a variety of reports and responses.
6. Work closely with the administration team, staff and community members in the development and implementation of community relations programs.
7. Establish and maintain cooperative relations with staff members, local government, community and civic organizations.
8. Develop and maintain contact with local news media and local newspapers.
9. Determine, recommend, and utilize appropriate communications to serve as liaison between the district and parent groups, key communicators, citizens' committees, home school parents, the foundation board, Snohomish County Elections, Parks Department and Emergency Management and/or other groups as identified by the superintendent.
10. Coordinate special events, training projects and/or other administrative programs as needed.
11. Assist with community groups or individuals in their relations with the district, handle oral or written inquiries of a general nature, direct specific inquiries to appropriate level and expedite requests for information about the district and the schools; assist in district wide marketing efforts; plans and directs the staff recognition program.
12. Research, write, edit and publish the school community newsletter, The Bellringer and the staff newsletter, The Tiger Pause, and the annual community school calendar.
13. Act as the district's representative to the Snohomish County Public School Information Cooperative, various groups in district and community as needed.
14. Assist with the development of brochures and various publications as necessary.
15. Read, analyze, and interpret government regulations, forms and reports specific to the department; write reports and business correspondence; effectively present information and respond to questions from groups of staff, students, parents and public.
16. Provide a variety of program services to create a positive learning and teaching environment.
17. May supervise students in the office; monitor behavior; listens to student confidences; refer problems to administrators, counselors, teachers or specialists as appropriate.
18. Serve as member of support team of the district; perform related duties consistent with the scope and intent of the position.

REPORTING RELATIONSHIPS

Reports to the Superintendent.

MINIMUM QUALIFICATIONS

Valid Washington State Drivers License; driver's abstract and fingerprinting required (satisfactory background clearance).
Education and Experience

Two year college degree preferred; high school graduation or equivalent required with three years of progressively more responsibility in office experience, publications, and community relations.

Allowable Substitutions

Advanced training in secretarial procedures/community relations field work may substitute for up to two years of the required experience on a year-for-year basis.

CONDITIONS

The preceding list of essential functions is not exhaustive and maybe supplemented as necessary.

From: [Renee Knight](#) on behalf of [Renee Knight <rknight@bisd303.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspsa.net
Subject: Job Description
Date: Monday, December 4, 2017 3:29:51 PM
Attachments: [Assistant Super of Admin Services JD.docx](#)

Rosie,
Sorry this is late.....I was out with the crud.
I have attached a job description we have used in the past.

Renee Knight

--

Renee Knight
Personnel Specialist HR
rknight@bisd303.org
Bainbridge Island School District
8489 Madison Ave N.E.
Bainbridge Island, WA 98110
206-842-4714
Fax 206-842-2928



Bainbridge Island School District Office
8489 Madison Ave NE, Bainbridge Island, WA 98110

The Bainbridge Island School District is seeking applications for the position of Assistant Superintendent of Administrative Services. The Assistant Superintendent will work closely with the Directors of Human Resources, Technology, and Finance to provide leadership and support in human resources, budget development, technology, contract maintenance and negotiations. The Assistant Superintendent will supervise principals and assist district and building level administrators with personnel decisions and staffing changes.

PREFERRED QUALIFICATIONS

EDUCATION

- Master's Degree in educational administration or related field.
- Academic background in educational leadership, organizational management, staff development, and effective instructional practices.

EXPERIENCE

- Minimum of three years successful experience as a school or program administrator.
- Experience as a district level and building level administrator, preferred.
- Experience with supervision of staff; experience with teacher and principal evaluation model, preferred.
- Contract management and negotiations, preferred.
- Demonstrated success in hiring, training, and retaining high-quality staff.
- Experience with budget development.

DEMONSTRATED PROFICIENCIES

- Ability to provide responsible, innovative leadership in the areas of human resources, budget development, technology and staff development.
- Ability to work collaboratively with administrators, certificated staff and classified staff to meet high expectations.
- Ability to provide vision and leadership for supervision and evaluation of staff.
- Ability to identify problems, seek alternatives, establish priorities and implement viable solutions.
- Ability to develop and manage program budgets.
- Ability to oversee complex projects involving multiple constituents.
- Ability to work in a shared decision making environment.
- Ability to work successfully in partnership with parents and the community.
- Skilled in team building, human relations and communications both with individuals and in large groups.
- Ability to communicate effectively in oral and written form.
- Skilled in dealing with issues related to cultural, ethnic, gender, religious, and developmental diversity.
- Skilled in promoting the utilization of technology in an educational and work environment.

PERSONAL QUALITIES

- Passionate belief in the potential of each individual child.
- Demonstrated commitment and sensitivity to the needs of students and staff.
- High ethical standards and the courage to follow convictions.
- Excellent problem-solving skills.
- Flexible, resourceful and comfortable with change.
- Good listener.
- Sense of humor.

ESSENTIAL FUNCTIONS: Administrative functions will include, but not be limited to, the following:

- Guide personnel decisions and staffing changes; administer contract maintenance.
- Lead negotiation efforts with two union groups.
- Lead budget development and financial planning.
- Conduct investigations, serve as hearing officer, resolve disputes, and process complaints.
- Develop district policies and procedures related to district operations.
- Serve as civil rights and Title IX officer.
- Work collaboratively with other administrators to meet district goals and ensure alignment of educational programs, staffing and operations.
- Supervise principals.
- Other related duties as assigned by the Superintendent to ensure the efficient operation of the district.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: Assistant Superintendent job description
Date: Monday, December 4, 2017 9:53:26 AM
Attachments: [8002 Assistant Superintendent Elementary.doc](#)
[8002 Assistant Superintendent Elementary.pdf](#)
[Assistant Superintendent - Secondary.docx](#)

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **JODI GREGORY** <jgregory@bethelsd.org>
Date: Mon, Dec 4, 2017 at 9:40 AM
Subject: Assistant Superintendent job description
To: rosie.burns@mercerislandschools.org, cleonard@wspsa.net

Hello Rosie.

Attached is Bethel's Assistant Superintendent job description, in both .doc and .pdf format. We have an Assistant Superintendent for Elementary and Secondary but only appear to have the job description for Elementary - now that we are aware, we will create the Secondary job description. I have attached the posting information from the last time we hired the Secondary position.

Have a great day!

Jodi Gregory
Administrative Assistant
Bethel Public Schools
[253-683-6020](tel:253-683-6020)

"We are more alike, my friends, than we are unlike." Maya Angelou

BETHEL SCHOOL DISTRICT
Position Description # 8002

ASSISTANT SUPERINTENDENT - ELEMENTARY

GENERAL SUMMARY

This position provides leadership and guidance to support the elementary program according to district goals and guidelines; provides direct leadership over several assigned schools. This position assumes primary responsibility for development, implementation, coordination, and review of district program(s) in addition to oversight of schools. This position supervises and evaluates elementary school principals and program supervisors.

ESSENTIAL FUNCTIONS

1. Provides leadership and assistance to assigned schools with respect to school improvement plans and overall program; works to develop and implement a plan of action to support the elementary program; provides leadership and guidance to assigned principals for the comprehensive school improvement plans.
2. Monitors and observes principals in the clinical supervision process to improve effective instruction; provides support in working with marginal and ineffective teachers; initiates corrective action as appropriate; provides guidance for the professional development program to elementary teachers, administrators, and office staff; designs, develops, and implements professional development and training activities related to designated programs for district staff.
3. Conducts performance evaluations of elementary principals to ensure the attainment of goals and objectives; assists with the performance evaluations of other principals, as needed; provides principals and administrators with opportunities to improve professional skills; provides guidance to elementary principals and administrative assistants with regard to their individual professional development plans.
4. Visits assigned elementary schools on a regular basis to provide support and recognition for efforts, to address issues and concerns, to maintain visibility; and to provide feedback on school visits to elementary principals.
5. Assists each principal and reviews the integration of the essential components of effective instruction in their school programs; supports and mentors principals, assistant principals, and associate administrators; assists and supports effective school centered decision making teams; provides mediation and facilitation when required.
6. Establishes goals and objectives for programs in conformance with district and departmental goals and objectives; ensures integration and articulation of services for participating students; assists in the planning of transition programs and activities for students entering and exiting elementary school; facilitates readmissions process for elementary schools; monitors discipline and attendance for elementary schools.
7. Develops, approves, and monitors budgets as required; sets priorities for staffing, materials, and equipment requisition; recommends and approves expenditures; monitors program expenditures to ensure compliance with budget allocations and district procedures.

8. Provides leadership to principals to assure cooperative planning between program staff and building staff in matters related to programs; interprets related policies and regulations for district staff and the public; keeps departmental administrators informed of special projects; works with department administrators to assist in problem solving needs and solutions for program direction.
9. Represents the district on matters relating to students enrolled in designated programs; meets with state legislators and state office personnel on designated program issues and problems; represents programs on a wide variety of committees and special projects.
10. Maintains liaison with district staff, parents, students, professional associations, community based organizations, the public, and a variety of interest groups; presents information to the Cabinet and School Board as necessary; investigates/responds to inquiries and concerns from staff, citizens, individual parents, and parent groups, follows up with appropriate action and resolution; works in developing partnerships and provides liaison duties with area businesses, as approved; assists in the preparation of a variety of reports for the Superintendent and School Board.
11. Provides district level support, in collaboration with other elementary directors, for one or more district programs which may include: Title I, LAP, Indian Education, Head Start, Even Start, Kindergarten, Early Childhood Education, or other programs.

OTHER JOB DUTIES

12. Maintains and updates knowledge and skills required for success in the position by participating in professional development activities as needed or as assigned; participates in local, regional, and national associations pertaining to designated programs; maintains knowledge of educational trends and latest research; provides information to district staff regarding current trends; attends district meetings as required.
13. Monitors operations and provides guidance to the elementary school Alternative Program and the activities program.
14. Manages special projects and performs related duties as assigned.

REPORTING RELATIONSHIPS

This position reports to the Superintendent of the district.

MENTAL DEMANDS

Experiences frequent interruptions; required to meet inflexible deadlines; requires concentration and attention to detail; may occasionally deal with distraught or difficult individuals.

MINIMUM QUALIFICATIONS

Education and Experience

Masters Degree: Educational Administration; Principal's credential; Superintendent's credential preferred. Demonstrated successful experience as an elementary principal. Knowledge and experience with K-6 curriculum, educational reform and familiarity with current curriculum issues and trends. Training and experience beyond that required for the principalship is preferred. Alternative qualifications that the Board finds appropriate and acceptable.

UNIT AFFILIATION

This is a non-union, exempt position.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

CLASSIFICATION HISTORY

Job description developed 2-13

BETHEL SCHOOL DISTRICT
Position Description # 8002

ASSISTANT SUPERINTENDENT - ELEMENTARY

GENERAL SUMMARY

This position provides leadership and guidance to support the elementary program according to district goals and guidelines; provides direct leadership over several assigned schools. This position assumes primary responsibility for development, implementation, coordination, and review of district program(s) in addition to oversight of schools. This position supervises and evaluates elementary school principals and program supervisors.

ESSENTIAL FUNCTIONS

1. Provides leadership and assistance to assigned schools with respect to school improvement plans and overall program; works to develop and implement a plan of action to support the elementary program; provides leadership and guidance to assigned principals for the comprehensive school improvement plans.
2. Monitors and observes principals in the clinical supervision process to improve effective instruction; provides support in working with marginal and ineffective teachers; initiates corrective action as appropriate; provides guidance for the professional development program to elementary teachers, administrators, and office staff; designs, develops, and implements professional development and training activities related to designated programs for district staff.
3. Conducts performance evaluations of elementary principals to ensure the attainment of goals and objectives; assists with the performance evaluations of other principals, as needed; provides principals and administrators with opportunities to improve professional skills; provides guidance to elementary principals and administrative assistants with regard to their individual professional development plans.
4. Visits assigned elementary schools on a regular basis to provide support and recognition for efforts, to address issues and concerns, to maintain visibility; and to provide feedback on school visits to elementary principals.
5. Assists each principal and reviews the integration of the essential components of effective instruction in their school programs; supports and mentors principals, assistant principals, and associate administrators; assists and supports effective school centered decision making teams; provides mediation and facilitation when required.
6. Establishes goals and objectives for programs in conformance with district and departmental goals and objectives; ensures integration and articulation of services for participating students; assists in the planning of transition programs and activities for students entering and exiting elementary school; facilitates readmissions process for elementary schools; monitors discipline and attendance for elementary schools.
7. Develops, approves, and monitors budgets as required; sets priorities for staffing, materials, and equipment requisition; recommends and approves expenditures; monitors program expenditures to ensure compliance with budget allocations and district procedures.

8. Provides leadership to principals to assure cooperative planning between program staff and building staff in matters related to programs; interprets related policies and regulations for district staff and the public; keeps departmental administrators informed of special projects; works with department administrators to assist in problem solving needs and solutions for program direction.
9. Represents the district on matters relating to students enrolled in designated programs; meets with state legislators and state office personnel on designated program issues and problems; represents programs on a wide variety of committees and special projects.
10. Maintains liaison with district staff, parents, students, professional associations, community based organizations, the public, and a variety of interest groups; presents information to the Cabinet and School Board as necessary; investigates/responds to inquiries and concerns from staff, citizens, individual parents, and parent groups, follows up with appropriate action and resolution; works in developing partnerships and provides liaison duties with area businesses, as approved; assists in the preparation of a variety of reports for the Superintendent and School Board.
11. Provides district level support, in collaboration with other elementary directors, for one or more district programs which may include: Title I, LAP, Indian Education, Head Start, Even Start, Kindergarten, Early Childhood Education, or other programs.

OTHER JOB DUTIES

12. Maintains and updates knowledge and skills required for success in the position by participating in professional development activities as needed or as assigned; participates in local, regional, and national associations pertaining to designated programs; maintains knowledge of educational trends and latest research; provides information to district staff regarding current trends; attends district meetings as required.
13. Monitors operations and provides guidance to the elementary school Alternative Program and the activities program.
14. Manages special projects and performs related duties as assigned.

REPORTING RELATIONSHIPS

This position reports to the Superintendent of the district.

MENTAL DEMANDS

Experiences frequent interruptions; required to meet inflexible deadlines; requires concentration and attention to detail; may occasionally deal with distraught or difficult individuals.

MINIMUM QUALIFICATIONS

Education and Experience

Masters Degree: Educational Administration; Principal's credential; Superintendent's credential preferred. Demonstrated successful experience as an elementary principal. Knowledge and experience with K-6 curriculum, educational reform and familiarity with current curriculum issues and trends. Training and experience beyond that required for the principalship is preferred. Alternative qualifications that the Board finds appropriate and acceptable.

UNIT AFFILIATION

This is a non-union, exempt position.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

CLASSIFICATION HISTORY

Job description developed 2-13

Assistant Superintendent - Secondary

Minimum Qualifications:

Masters Degree: Educational Administration; Principal's credential.
Doctoral degree preferred.
Demonstrated successful experience as a secondary principal.
Knowledge and experience with 7-12 curriculum, educational reform and familiarity with current curriculum issues and trends.
Training and experience beyond that required for the principalship is preferred.
Alternative qualifications that the Board finds appropriate and acceptable.

The Assistant Superintendent is someone who is aggressively involved with, and has demonstrated skill in:

Promoting a positive climate where diversity is respected.
Facilitating effective school practices through shared decision making.
Establishing effective relationships with students, staff and community connections.
Operating in an efficient, flexible, and responsive manner to accommodate a variety of needs.
Listening, planning, organizing, and delegating through effective communications.
Providing leadership to secondary principals and overseeing secondary education programs.
Fiscal management, strong and ethical decision making, and instructional leadership.

Specific Duties:

Report directly to the Superintendent and participate as a member of the Superintendent's Senior Staff.
Develop and monitor, in conjunction with the Chief Financial Officer, the secondary schools' staffing levels and budgets.
Develop, in conjunction with the Curriculum & Assessment Department, appropriate curricular programs for secondary students.
Team with the Assistant Superintendent for Elementary Schools to provide a comprehensive and effective K-12 program.
Serve on district Facilities Committee - facilitate housing plans - oversee new construction of elementary schools.
Oversee transfer requests/appeals, discipline appeals, Athletic Director.
Team with the Executive Director for Human Resources for contract negotiations with various union groups.

From: [JODI GREGORY](#) on behalf of [JODI GREGORY <jgregory@bethelsd.org>](#)
To: rosie.burns@mercerislandschools.org; cleonard@wspa.net
Subject: Assistant Superintendent job description
Date: Monday, December 4, 2017 9:41:38 AM
Attachments: [8002 Assistant Superintendent Elementary.doc](#)
[8002 Assistant Superintendent Elementary.pdf](#)
[Assistant Superintendent - Secondary.docx](#)

Hello Rosie.

Attached is Bethel's Assistant Superintendent job description, in both .doc and .pdf format. We have an Assistant Superintendent for Elementary and Secondary but only appear to have the job description for Elementary - now that we are aware, we will create the Secondary job description. I have attached the posting information from the last time we hired the Secondary position.

Have a great day!

Jodi Gregory
Administrative Assistant
Bethel Public Schools
253-683-6020

"We are more alike, my friends, than we are unlike." Maya Angelou

BETHEL SCHOOL DISTRICT
Position Description # 8002

ASSISTANT SUPERINTENDENT - ELEMENTARY

GENERAL SUMMARY

This position provides leadership and guidance to support the elementary program according to district goals and guidelines; provides direct leadership over several assigned schools. This position assumes primary responsibility for development, implementation, coordination, and review of district program(s) in addition to oversight of schools. This position supervises and evaluates elementary school principals and program supervisors.

ESSENTIAL FUNCTIONS

1. Provides leadership and assistance to assigned schools with respect to school improvement plans and overall program; works to develop and implement a plan of action to support the elementary program; provides leadership and guidance to assigned principals for the comprehensive school improvement plans.
2. Monitors and observes principals in the clinical supervision process to improve effective instruction; provides support in working with marginal and ineffective teachers; initiates corrective action as appropriate; provides guidance for the professional development program to elementary teachers, administrators, and office staff; designs, develops, and implements professional development and training activities related to designated programs for district staff.
3. Conducts performance evaluations of elementary principals to ensure the attainment of goals and objectives; assists with the performance evaluations of other principals, as needed; provides principals and administrators with opportunities to improve professional skills; provides guidance to elementary principals and administrative assistants with regard to their individual professional development plans.
4. Visits assigned elementary schools on a regular basis to provide support and recognition for efforts, to address issues and concerns, to maintain visibility; and to provide feedback on school visits to elementary principals.
5. Assists each principal and reviews the integration of the essential components of effective instruction in their school programs; supports and mentors principals, assistant principals, and associate administrators; assists and supports effective school centered decision making teams; provides mediation and facilitation when required.
6. Establishes goals and objectives for programs in conformance with district and departmental goals and objectives; ensures integration and articulation of services for participating students; assists in the planning of transition programs and activities for students entering and exiting elementary school; facilitates readmissions process for elementary schools; monitors discipline and attendance for elementary schools.
7. Develops, approves, and monitors budgets as required; sets priorities for staffing, materials, and equipment requisition; recommends and approves expenditures; monitors program expenditures to ensure compliance with budget allocations and district procedures.

8. Provides leadership to principals to assure cooperative planning between program staff and building staff in matters related to programs; interprets related policies and regulations for district staff and the public; keeps departmental administrators informed of special projects; works with department administrators to assist in problem solving needs and solutions for program direction.
9. Represents the district on matters relating to students enrolled in designated programs; meets with state legislators and state office personnel on designated program issues and problems; represents programs on a wide variety of committees and special projects.
10. Maintains liaison with district staff, parents, students, professional associations, community based organizations, the public, and a variety of interest groups; presents information to the Cabinet and School Board as necessary; investigates/responds to inquiries and concerns from staff, citizens, individual parents, and parent groups, follows up with appropriate action and resolution; works in developing partnerships and provides liaison duties with area businesses, as approved; assists in the preparation of a variety of reports for the Superintendent and School Board.
11. Provides district level support, in collaboration with other elementary directors, for one or more district programs which may include: Title I, LAP, Indian Education, Head Start, Even Start, Kindergarten, Early Childhood Education, or other programs.

OTHER JOB DUTIES

12. Maintains and updates knowledge and skills required for success in the position by participating in professional development activities as needed or as assigned; participates in local, regional, and national associations pertaining to designated programs; maintains knowledge of educational trends and latest research; provides information to district staff regarding current trends; attends district meetings as required.
13. Monitors operations and provides guidance to the elementary school Alternative Program and the activities program.
14. Manages special projects and performs related duties as assigned.

REPORTING RELATIONSHIPS

This position reports to the Superintendent of the district.

MENTAL DEMANDS

Experiences frequent interruptions; required to meet inflexible deadlines; requires concentration and attention to detail; may occasionally deal with distraught or difficult individuals.

MINIMUM QUALIFICATIONS

Education and Experience

Masters Degree: Educational Administration; Principal's credential; Superintendent's credential preferred. Demonstrated successful experience as an elementary principal. Knowledge and experience with K-6 curriculum, educational reform and familiarity with current curriculum issues and trends. Training and experience beyond that required for the principalship is preferred. Alternative qualifications that the Board finds appropriate and acceptable.

UNIT AFFILIATION

This is a non-union, exempt position.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

CLASSIFICATION HISTORY

Job description developed 2-13

BETHEL SCHOOL DISTRICT
Position Description # 8002

ASSISTANT SUPERINTENDENT - ELEMENTARY

GENERAL SUMMARY

This position provides leadership and guidance to support the elementary program according to district goals and guidelines; provides direct leadership over several assigned schools. This position assumes primary responsibility for development, implementation, coordination, and review of district program(s) in addition to oversight of schools. This position supervises and evaluates elementary school principals and program supervisors.

ESSENTIAL FUNCTIONS

1. Provides leadership and assistance to assigned schools with respect to school improvement plans and overall program; works to develop and implement a plan of action to support the elementary program; provides leadership and guidance to assigned principals for the comprehensive school improvement plans.
2. Monitors and observes principals in the clinical supervision process to improve effective instruction; provides support in working with marginal and ineffective teachers; initiates corrective action as appropriate; provides guidance for the professional development program to elementary teachers, administrators, and office staff; designs, develops, and implements professional development and training activities related to designated programs for district staff.
3. Conducts performance evaluations of elementary principals to ensure the attainment of goals and objectives; assists with the performance evaluations of other principals, as needed; provides principals and administrators with opportunities to improve professional skills; provides guidance to elementary principals and administrative assistants with regard to their individual professional development plans.
4. Visits assigned elementary schools on a regular basis to provide support and recognition for efforts, to address issues and concerns, to maintain visibility; and to provide feedback on school visits to elementary principals.
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12. Maintains and updates knowledge and skills required for success in the position by participating in professional development activities as needed or as assigned; participates in local, regional, and national associations pertaining to designated programs; maintains knowledge of educational trends and latest research; provides information to district staff regarding current trends; attends district meetings as required.
13. Monitors operations and provides guidance to the elementary school Alternative Program and the activities program.
14. Manages special projects and performs related duties as assigned.

REPORTING RELATIONSHIPS

This position reports to the Superintendent of the district.

MENTAL DEMANDS

Experiences frequent interruptions; required to meet inflexible deadlines; requires concentration and attention to detail; may occasionally deal with distraught or difficult individuals.

MINIMUM QUALIFICATIONS

Education and Experience

Masters Degree: Educational Administration; Principal's credential; Superintendent's credential preferred. Demonstrated successful experience as an elementary principal. Knowledge and experience with K-6 curriculum, educational reform and familiarity with current curriculum issues and trends. Training and experience beyond that required for the principalship is preferred. Alternative qualifications that the Board finds appropriate and acceptable.

UNIT AFFILIATION

This is a non-union, exempt position.

CONDITIONS

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

CLASSIFICATION HISTORY

Job description developed 2-13

Assistant Superintendent - Secondary

Minimum Qualifications:

Masters Degree: Educational Administration; Principal's credential.
Doctoral degree preferred.
Demonstrated successful experience as a secondary principal.
Knowledge and experience with 7-12 curriculum, educational reform and familiarity with current curriculum issues and trends.
Training and experience beyond that required for the principalship is preferred.
Alternative qualifications that the Board finds appropriate and acceptable.

The Assistant Superintendent is someone who is aggressively involved with, and has demonstrated skill in:

Promoting a positive climate where diversity is respected.
Facilitating effective school practices through shared decision making.
Establishing effective relationships with students, staff and community connections.
Operating in an efficient, flexible, and responsive manner to accommodate a variety of needs.
Listening, planning, organizing, and delegating through effective communications.
Providing leadership to secondary principals and overseeing secondary education programs.
Fiscal management, strong and ethical decision making, and instructional leadership.

Specific Duties:

Report directly to the Superintendent and participate as a member of the Superintendent's Senior Staff.
Develop and monitor, in conjunction with the Chief Financial Officer, the secondary schools' staffing levels and budgets.
Develop, in conjunction with the Curriculum & Assessment Department, appropriate curricular programs for secondary students.
Team with the Assistant Superintendent for Elementary Schools to provide a comprehensive and effective K-12 program.
Serve on district Facilities Committee - facilitate housing plans - oversee new construction of elementary schools.
Oversee transfer requests/appeals, discipline appeals, Athletic Director.
Team with the Executive Director for Human Resources for contract negotiations with various union groups.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Erin Battersby](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, December 1, 2017 4:32:26 PM
Attachments: [Assistant Superintendent.pdf](#)

From Marysville

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Coleen Eastham** <coleen_eastham@msvl.k12.wa.us>
Date: Fri, Dec 1, 2017 at 3:19 PM
Subject: Re: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

See attached

Coleen Eastham

[Coleen Eastham@msvl.k12.wa.us](mailto:Coleen_Eastham@msvl.k12.wa.us)

Personnel Analyst - Human Resources

Marysville School District

4220 80th St NE

Marysville, WA 98270

[360-965-0075](tel:360-965-0075)

Public documents and records are available to the public as provided under the Washington State Public Records Act (RCW 42.56). This email may be considered subject to the Public Records Act and may be disclosed to a third-party requestor.

On Fri, Dec 1, 2017 at 9:36 AM, Curtis Leonard <waspamemberclicks@mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to coleen_eastham@msvl.k12.wa.us by cleonard@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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Job Title: Assistant Superintendent
Reports to: Superintendent
Work Schedule: 8.0 hours per day - 260 days per year (includes 28 vacation days and 12 holidays)
Salary: Salary Schedule #A – Administrator 6

Position Goal:

To provide visionary, effective, collaborative leadership for the improvement of student learning. The primary responsibility of the Assistant Superintendent is daily improvement of instruction and student academic achievement.

Primary Performance Duties and Responsibilities Instructional Leadership:

The Assistant Superintendent is responsible for supervision of schools, building relationships with community partners, oversight of Special Education, Categorical Programs, Teaching and Learning (instruction, curriculum, assessment) and bargaining with teachers. In the absence of the Superintendent, the Assistant Superintendent acts as the designee.

Desired Skills:

- Demonstrated ability to build, grow and develop work already underway.
- Knows, understands and demonstrates success in alignment and implementation of curricular and instructional practices that result in improved learning
- Demonstrated ability to create the conditions that ensure the consistent delivery of an aligned curriculum where standards are taught to, and learned, by every student
- Ability to use data to measure progress, establish targets and determine next steps to improve instructional practice and student learning
- Demonstrated commitment to closing the achievement gap among racial, ethnic, and low income groups
- Demonstrated understanding of changes resulting from federal and state mandates as well as the change process and impact on staff (i.e.; Common Core Standards, New Teacher Evaluation System)
- Ability to create conditions that ensure there is a widely shared vision of effective instruction as evidenced by instructional models in every classroom every day
- Demonstrated capacity to build systems that promote and support movement toward 100% implementation of board adopted district goals, mission and vision
- Values professional development that is: intensive, collaborative, job-embedded, on-site, and modeled around the best teaching and learning practices as evidenced by improved instruction and student learning
- Ability to establish conditions, develop understanding, and create a sense of urgency among teachers, students, parents, and the community to ensure every student meets or exceeds standards
- Demonstrated ability to engage with others to utilize creative problem solving, think outside the box and develop multiple plans that will win support and move us forward
- Demonstrated knowledge of the practices of distributive leadership
- Ability to ensure conditions that build staff ownership and grow capacity through Professional Learning Communities
- Demonstrated ability to build coalitions and relationships with community groups that reflect the diversity of our student body, parent groups, labor groups and service providers
- Shows an interest in Marysville and Tulalip by learning and knowing about our community and living here
- Demonstrated ability to connect with people, listen well, and build relationships with staff, community and stakeholders

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Supervise supervisory staff at the building level

- Value staff, student, parent and community input in creating a positive, respectful and welcoming environment
- Manage resources to meet legal requirements
- Professionally interact with students, staff, and public
- Comply with all district policies and procedures
- Comply with the Code of Professional Conduct

Minimum Qualifications:

- Valid Washington State Administrator or Principal certificate
- Valid Washington State Teaching certificate
- Master degree in educational administration or related field
- Washington State driver's license or evidence of mobility
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required trainings within thirty (30) calendar days from hire date

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee will have flexible hours and some evening meetings are required. Leadership initiative will structure job hours and environment. Work environment will include a wide variety of school, management, and community settings. Meetings will be held with many diverse constituency groups including staff, students, parents, and community members networking in the region. Environments requiring sensitivity, expertise in categorical program grants and requirements, and skills in conflict resolution will likely occur. The employee is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges. The employee may be confined to a work area; required to have precise control of fingers and hand movements; experience constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children.

Evaluation:

The Assistant Superintendent shall be evaluated periodically by the Superintendent pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History:

Job description developed February 2013.

Job description revised November 2017.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Coleen Eastham](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 4:32:09 PM

Thanks Coleen!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 3:19 PM, Coleen Eastham <coleen_eastham@msvl.k12.wa.us> wrote:
See attached

Coleen Eastham

[Coleen Eastham@msvl.k12.wa.us](mailto:coleen_eastham@msvl.k12.wa.us)

Personnel Analyst - Human Resources

Marysville School District

4220 80th St NE

Marysville, WA 98270

[360-965-0075](tel:360-965-0075)

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On Fri, Dec 1, 2017 at 9:36 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to coleen_eastham@msvl.k12.wa.us by cleonard@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

[Unsubscribe or Manage Preferences](#) · [Privacy Policy](#)



From: [Coleen Eastham](#) on behalf of [Coleen Eastham <coleen_eastham@msvl.k12.wa.us>](#)
To: rosie.burns@mercerislandschools.org
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 3:19:47 PM
Attachments: [Assistant Superintendent.pdf](#)

See attached

Coleen Eastham

[Coleen Eastham@msvl.k12.wa.us](mailto:Coleen_Eastham@msvl.k12.wa.us)

Personnel Analyst - Human Resources

Marysville School District

4220 80th St NE

Marysville, WA 98270

360-965-0075

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Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to coleen_eastham@msvl.k12.wa.us by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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Job Title: Assistant Superintendent
Reports to: Superintendent
Work Schedule: 8.0 hours per day - 260 days per year (includes 28 vacation days and 12 holidays)
Salary: Salary Schedule #A – Administrator 6

Position Goal:

To provide visionary, effective, collaborative leadership for the improvement of student learning. The primary responsibility of the Assistant Superintendent is daily improvement of instruction and student academic achievement.

Primary Performance Duties and Responsibilities Instructional Leadership:

The Assistant Superintendent is responsible for supervision of schools, building relationships with community partners, oversight of Special Education, Categorical Programs, Teaching and Learning (instruction, curriculum, assessment) and bargaining with teachers. In the absence of the Superintendent, the Assistant Superintendent acts as the designee.

Desired Skills:

- Demonstrated ability to build, grow and develop work already underway.
- Knows, understands and demonstrates success in alignment and implementation of curricular and instructional practices that result in improved learning
- Demonstrated ability to create the conditions that ensure the consistent delivery of an aligned curriculum where standards are taught to, and learned, by every student
- Ability to use data to measure progress, establish targets and determine next steps to improve instructional practice and student learning
- Demonstrated commitment to closing the achievement gap among racial, ethnic, and low income groups
- Demonstrated understanding of changes resulting from federal and state mandates as well as the change process and impact on staff (i.e.; Common Core Standards, New Teacher Evaluation System)
- Ability to create conditions that ensure there is a widely shared vision of effective instruction as evidenced by instructional models in every classroom every day
- Demonstrated capacity to build systems that promote and support movement toward 100% implementation of board adopted district goals, mission and vision
- Values professional development that is: intensive, collaborative, job-embedded, on-site, and modeled around the best teaching and learning practices as evidenced by improved instruction and student learning
- Ability to establish conditions, develop understanding, and create a sense of urgency among teachers, students, parents, and the community to ensure every student meets or exceeds standards
- Demonstrated ability to engage with others to utilize creative problem solving, think outside the box and develop multiple plans that will win support and move us forward
- Demonstrated knowledge of the practices of distributive leadership
- Ability to ensure conditions that build staff ownership and grow capacity through Professional Learning Communities
- Demonstrated ability to build coalitions and relationships with community groups that reflect the diversity of our student body, parent groups, labor groups and service providers
- Shows an interest in Marysville and Tulalip by learning and knowing about our community and living here
- Demonstrated ability to connect with people, listen well, and build relationships with staff, community and stakeholders

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Supervise supervisory staff at the building level

- Value staff, student, parent and community input in creating a positive, respectful and welcoming environment
- Manage resources to meet legal requirements
- Professionally interact with students, staff, and public
- Comply with all district policies and procedures
- Comply with the Code of Professional Conduct

Minimum Qualifications:

- Valid Washington State Administrator or Principal certificate
- Valid Washington State Teaching certificate
- Master degree in educational administration or related field
- Washington State driver's license or evidence of mobility
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required trainings within thirty (30) calendar days from hire date

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee will have flexible hours and some evening meetings are required. Leadership initiative will structure job hours and environment. Work environment will include a wide variety of school, management, and community settings. Meetings will be held with many diverse constituency groups including staff, students, parents, and community members networking in the region. Environments requiring sensitivity, expertise in categorical program grants and requirements, and skills in conflict resolution will likely occur. The employee is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges. The employee may be confined to a work area; required to have precise control of fingers and hand movements; experience constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children.

Evaluation:

The Assistant Superintendent shall be evaluated periodically by the Superintendent pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History:

Job description developed February 2013.

Job description revised November 2017.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Roodhouse, Kathy](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 1:00:28 PM

Thank you Kathy!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 12:51 PM, Roodhouse, Kathy <kroodhouse@nthurston.k12.wa.us> wrote:

See attached.


Kathy Roodhouse

Confidential Secretary

Human Resources

North Thurston Public Schools

[\(360\) 412-4493](tel:(360)412-4493)

 Please consider whether it is necessary to print this email

Disclaimer: Public documents and records are available to the public as provided under the Washington State Public Records Act (RCW 42.56). This e-mail may be considered subject to the Public Records Act and may be disclosed to a third-party requestor.

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, December 01, 2017 9:37 AM
To: Roodhouse, Kathy <kroodhouse@nthurston.k12.wa.us>
Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to kroodhouse@nthurston.k12.wa.us by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

[Unsubscribe or Manage Preferences](#) · [Privacy Policy](#)



From: [Roodhouse, Kathy](#) on behalf of [Roodhouse, Kathy <kroodhouse@nthurston.k12.wa.us>](#)
To: ["cleonard@wspa.net"](#); ["rosie.burns@mercerislandschools.org"](#)
Subject: RE: MEMBER REQUEST
Date: Friday, December 1, 2017 12:51:09 PM
Attachments: [FINAL Assistant Superintendent of Operations 2015.pdf](#)

See attached.

Kathy Roodhouse

Confidential Secretary
Human Resources
North Thurston Public Schools
(360) 412-4493



Please consider whether it is necessary to print this email

Disclaimer: Public documents and records are available to the public as provided under the Washington State Public Records Act (RCW 42.56). This e-mail may be considered subject to the Public Records Act and may be disclosed to a third-party requestor.

From: wspa@memberclicks-mail.net [mailto:wspa@memberclicks-mail.net]
Sent: Friday, December 01, 2017 9:37 AM
To: [Roodhouse, Kathy <kroodhouse@nthurston.k12.wa.us>](mailto:kroodhouse@nthurston.k12.wa.us)
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**Assistant Superintendent of Operations
Standard Position Description**

Classification: Administrator

Location: District Office

Reports to: Superintendent

FLSA Status: Exempt

Bargaining Unit: None

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The Assistant Superintendent of Operations will assist the Superintendent in:

- Planning, directing and coordinating functions of all North Thurston Public Schools operations efforts.
- This position will advise the Superintendent and Board of Directors on matters of personnel policies and personnel issues.
- Monitor the financial health of the District and approve the monthly financial updates to the School Board.
- Lead District planning efforts and participate in planning for collective bargaining leadership.
- Coordinate District operations with other educational and municipal agencies.
- Coordinate all District health care and other benefits programs to include leading the District employee benefits committee, and facilitate community meetings.

Program Leadership: Provide leadership and strategic vision to administrators in all support functions of the District, including but not limited to:

- Financial Services
- Human Resources
- Construction and Planning
- Facilities and Operations
- Risk Management
- Transportation Services
- Food Services Programs
- Technology Support Operations
- Actively participate as member of the Superintendent's Cabinet
- Recommend expenditure and revenue targets for District budget
- District construction bond management

- Coordination of internal and external written and verbal communications related to department functions as well as school board and community engagement activities as assigned.
- Monitor, analyze and develop department structures, assignments and positions to maximize efficiency and effectiveness with assigned fiscal parameters.
- Lead department efforts to support the District's strategic framework and annual District goals.
- Oversee and implement professional development, supervision and evaluation program for operations department staff.
- Other leadership or management duties as assigned by the Superintendent.
- Required to follow Board policies and stay abreast of updates and changes.
- Performs related duties consistent with the scope and intent of the position as assigned.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District's diverse populations.

Part II: Supervision and Controls over the Work:

Serves under the broad guidance and administrative supervision of the Superintendent. The Assistant Superintendent of Operations is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of leadership and management goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies, and local collective bargaining agreements.

Part III: Minimum Qualifications:

Must possess the knowledge, skills, and abilities credentials listed below:

1. Bachelor's Degree from an accredited college or university.
2. Minimum of five (5) years successful experience in operations management.
3. Proven ability to actively listen and communicate effectively, both verbally and in writing, including public speaking.
4. Demonstrated ability to include staff input in decision-making.
5. Ability to establish and maintain positive working relationships with a variety of individuals and groups within and outside of the District.
6. Ability to facilitate and promote collaborative decision-making.
7. Demonstrated commitment to outstanding customer service and ability to coach and inspire employees to provide outstanding service.
8. Proven ability to organize and communicate complex data to diverse audiences.
9. Ability to analyze complex situations, synthesize diverse information and facilitate effective solutions for emerging issues.

10. Ability to function in an environment characterized by potential for high levels of stress.
11. Demonstrated ability to anticipate issues/concerns and coordinate preventative efforts to address them.
12. Ability to organize and appropriately prioritize leadership and management work to ensure successful operational outcomes and service.
13. Demonstrated commitment to fairness, consistency and follow-through in working with staff.
14. Ability to provide conflict mediation support when needed.
15. Demonstrated history of professional conduct representing strong personal character and integrity resulting in positive staff morale.
16. Considerable knowledge of statistical analysis and related computer software.
17. Ability to provide supportive guidance and direction to staff.
18. Ability to make effective independent decisions as necessary.
19. Ability to manage and complete multiple high-priority projects and maintain strict adherence to time and budgetary constraints.
20. Demonstrated leadership skills.

Part V: Desired Qualifications:

1. Washington State Principal, Program Administrator's Certification or applicable experience preferred.
2. Specific experience in the areas of Finance and Operations is preferred along with a thorough knowledge of the functions and operations of a large public school (K12) system, including the use of technology to maximize efficiency and effectiveness.
3. Experience in public school district planning of budget and staffing.
4. Experience in administration of non-instructional operations including transportation, food services, technology, facilities, and/or student support (nursing, counseling, etc.).
5. Encourage visionary leadership at all levels in the organization.
6. Experience in managing levy and bond processes.
7. Experience in establishing and maintaining positive working relationships as a legislative and military liaison.
8. Skills and abilities above the required minimums.
9. Create an inspiring work environment that promotes student learning, job satisfaction and positive morale.
10. Develop a culture of continuous learning where open and honest contributions from staff occur with confidence and respect for others' ideas.
11. Create conditions for others to succeed.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, lift, carry, move about, hear and speak. Employee will be required to perform extensive work at a computer display terminal.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Frequently works in temperature and humidity controlled environments.

The employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Leesa Bowie](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 12:13:50 PM

Thank you Leesa!

Sent from my iPhone

On Dec 1, 2017, at 12:10 PM, Leesa Bowie <leesa.bowie@bremertonschools.org> wrote:

Here are some for you to look at!

We have 2 Assistant Superintendents. One for K-12 and one for operations. I know the operations job description calls it a Director, but he was changed to an Assistant Superintendent this past school year. The duties did not change.

Happy Friday!!

Leesa Bowie
Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

On Fri, Dec 1, 2017 at 9:36 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

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Thanks,

Curtis

This email was sent to leesa.bowie@bremertonschools.org by
cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes,

Washington 98221, United States

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Leesa Bowie

Recruitment Specialist

Bremerton School District

360.473.1024

leesa.bowie@bremertonschools.org

CONFIDENTIALITY NOTICE: *This email message including attachments, if any, is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any unauthorized review, use, disclosure or distribution is prohibited. If you received this communication in error, please notify the sender immediately by e-mail and delete the original message.*

<Assistant Superintendent - K-12 2012.doc>

<Director Facilities and Capital Projects 11.5.15.doc>

From: [Leesa Bowie](#) on behalf of [Leesa Bowie <leesa.bowie@bremertonschools.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 12:10:33 PM
Attachments: [Assistant Superintendent - K-12 2012.doc](#)
[Director Facilities and Capital Projects 11.5.15.doc](#)

Here are some for you to look at!

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Curtis

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Leesa Bowie

Recruitment Specialist
Bremerton School District
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leesa.bowie@bremertonschools.org

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Our Community

The City of Bremerton, located on Puget Sound in Western Washington, was recently named one of the Best Small Cities in the United States. Against the backdrop of the snow-covered Olympic Mountains, Bremerton is a waterfront community with miles of enticing shoreline and parks. The recent city revitalization has provided a conference center, new hotels, and a county government facility. There is a wide variety of charming local events—The Admiral Theatre, First Friday Art Walk, Pumas Soccer Team—with a relaxing one-hour ferry ride to Seattle providing a vast array of shopping, theater and sporting events. As a well-recognized anchor for the community, the Puget Sound Naval Shipyard provides a strong Navy influence which is celebrated throughout the community.

Our District

The Bremerton School District serves a community of approximately 40,000 residents and includes one high school (9-12), one alternative school (11-12), one middle school (6-8), four elementary schools (K-5), one early learning center (Pre-K-3), one elementary STEM school (K-7) and one home school partnership (K-8). Enrollment is approximately 5,000, of which 29.5% are minority students and 60.9% qualify for free and reduced meals. The District also serves as host for the West Sound Technical Skills Center, a cooperative career and technical education program for high school students and the Washington Youth Academy, an alternative program serving Washington's students utilizing military structure combined with rigorous academic standards.

Our Vision

2011-2012 District HOPE Goals

Hold high expectations for students and staff.

- Exceed all requirements of *No Child Left Behind* and State Achievement Requirements.
- Close the achievement gap in all schools.
- Exceed State averages on the State academic assessments in all grades and in all content areas.
- Ensure that all students will be reading at grade level at the conclusion of 3rd grade and demonstrating grade level mathematics skills by the conclusion of 5th grade.

Offer options and opportunities for students to achieve.

- Continue elementary school achievement progress with increased focus on mathematics and science.
- Significantly improve achievement growth and assessment results at the secondary level with increased focus on mathematics and science.
- Continue to increase high school graduation rates by at least 10 percent.

Provide safe, supportive, respectful, informative learning environments for students and staff.

- Continue aggressive strategies for recruiting, hiring, and retaining high quality staff, with emphasis on under-represented groups.
- In collaboration with staff, develop procedures to recognize staff achievements/accomplishments by a system based on standards/criteria.
- Collaboratively develop a supportive culture that enhances the current and future growth of each student and staff member.
- Collaboratively develop a culture with a coordinated set of strategies that supports and enhances clear communication among staff, students, community, and administration.

Encourage partnerships with families/communities.

- Finalize full implementation of the Standards-Based Secondary Homework and Grading Policy in grades 6-12.
- Build a strong P-3 foundation by working in partnership with community preschools and continuing quality education with full day kindergarten and beyond.
- Implement a coordinated set of strategies (procedures and actions) for increasing public understanding and good will, and increasing district-business/service organization partnerships.
- Inform and educate the community about the progress and strengths of the Bremerton School District.

Bremerton Schools...
the HOPE for Bremerton's future

Our Unique Challenges

- The Bremerton School District wishes to provide more personalized education for each student. The selected candidate will be responsible for developing more personal, data driven, supportive programs for all students in grades pre-K through 12.
- As is true with most districts across the nation, the Bremerton School District struggles to make Adequate Yearly Progress (AYP) in reading and mathematics, as well as the achievement of low income and students of color. In addition, three elementary schools, Mountain View Middle School and Bremerton High School are in various steps of AYP.
- While numerous and varied research-based attempts have been made to close the achievement gap, test results of students of color remain significantly lower than their peers. In particular, addressing the academic needs of African American students remains a challenge.
- The Bremerton community is a military community, with 12% of students coming from military homes. The selected candidate will be responsible for developing quality, meaningful programs to ensure the success of each student.

Our Successes

- Bremerton was selected to host the State's only alternative school with a military structure, the **Washington Youth Academy**. This year the WYA received the prestigious Washington State "Innovative Schools" award.
- **Bremerton High School** has increased its graduation rate through focused attention on individual students. The estimated on-time graduation rate now stands at 87.5%. In addition, the District has placed emphasis on increasing the number of Honors, Advanced Placement, and credit retrieval (Drawbridge, AVID, Odyssey) classes, thus providing high school students with a wide array of options. Bremerton High also hosts award-winning music, Career and Technical Education and NJROTC programs.
- The **West Hills Science Technology Engineering and Mathematics (STEM) Academy** is one of only two STEM elementary schools in the State of Washington. Students receive hands-on learning through science and engineering labs and unique technology-based learning strategies.
- **Naval Avenue Early Learning Center** has received national and international accolades for its collaboration with local pre-school and child care providers. The success of this school is exemplified by a dramatic increase in students who are prepared for kindergarten.
- **Crownhill Elementary** received the 2011 Title I National Distinguished School Award in 2009 and 2011. It has also been recognized as one of Washington's Academic Achievement Schools in 2009 and 2010.

- The **Bremerton community** and school have a tremendous sense of tradition and history. The community is extremely proud of its beautiful campuses and Performing Arts Center. The school pride is evidenced by the continuing support for additional funding through levies and bonds.

Assistant Superintendent for K-12 Education

Consequently, we seek an assistant superintendent who:

- is passionate about each student developing the skills to live, learn, and work in the 21st century.
- is well-grounded yet visionary about educational reform and all students achieving; one who will raise the bar higher, but still keep it attainable.
- has the strength of character and integrity to advocate for "what's best for kids."
- is a change agent; one who is willing to think outside the box and do things differently.
- will be committed to the Bremerton community and actively engaged in establishing relationships and partnerships; one who involves and welcomes student, staff and community input in all aspects of the district's operation.
- is knowledgeable about and committed to evidence-based instructional practices and how to build existing staff strengths.
- understands the importance of student and staff accountability.
- has demonstrated success in creating unity, trust and a team spirit that will motivate people toward a common goal.
- recognizes the ever-increasing staff workload and creates efficiencies to minimize assignment of additional tasks; one who honors and is committed to empowering and supporting staff in the important work they do.
- is a good listener and communicator; one who is visible and well known by staff.
- appreciates and values diversity and cultural differences among students and staff, including the culture of poverty; however, does not allow socio-economic status to be an excuse for under-achieving.
- understands the importance of technology in today's schools.
- is skilled in distributing limited resources to meet a common goal.

Specific Responsibilities

The Assistant Superintendent for K-12 Education is accountable for:

- participating in the periodic review and modification of the District's philosophy and goals for instructional improvement.
- recommending and implementing District policies and procedures relating to K-12 teaching, learning, and school support.
- providing leadership and direction in the District Improvement Plan; in the development and implementation of a coordinated, articulated, and aligned

program of study for all students in grades K-12; and in the development and implementation of the District's assessment programs.

- researching and implementing methods for improving student learning and providing quality staff development.
- evaluating the appropriateness and effectiveness of pilot projects and curricular and instructional programs, and relating the data to the Board, administrators, staff and general public.
- supervising categorical programs and ensuring appropriate service to schools.
- guiding development, implementation and evaluation of professional training programs for staff.
- assisting in District budget preparation; managing program budgets related to designated areas of responsibility.
- overseeing the preparation of education-related grant applications, evaluation reports and related documentation as required by state and federal entities.
- communicating effectively and in a timely manner; returning phone calls and answering emails promptly.
- serving as a member of the Superintendent's Cabinet.
- facilitating the work of the Instructional Council.
- continuing to build community partnerships.
- functioning as a member of the negotiations team, as assigned.
- performing other related duties as assigned.

Qualifications – A Conviction That All Students Can Learn

The selected assistant superintendent will have:

- a minimum of three years of successful administrative experience with emphasis on K-12 curriculum alignment, instructional practices, and assessment systems.
- building principal experience preferred, but not required.
- evidence of successful leadership skills.
- skills in facilitating, communicating, and working collaboratively with all staff, parents and community members.
- knowledge of and experience with the core competencies and grade level expectations.
- knowledge of and experience with federal and state regulations and their applicability to District policies, procedures and budgets.
- evidence of strengths in written and oral communication skills.
- solid technology skills and an understanding of the importance of technology in students' education, the world of work, and as a life skill.
- high expectations and a positive outlook and model these behaviors for students, staff, parents, and the community.
- ability to effectively represent the District to outside agencies and the general public.
- skills in organizing, setting priorities, and coordinating activities.

Contract

- ❖ 260 days per year
- ❖ \$108,582, depending on experience
- ❖ Exempt Position
- ❖ Medical/dental insurance, vision insurance, life insurance, disability insurance
- ❖ Sick leave, special leave

Application Procedures

The Bremerton School District is an equal opportunity employer and encourages applications from women and minorities. All application materials must be received in the Personnel Office for **first consideration on March 9, 2012**. The position will remain open until filled.

Please apply on-line at www.bremertonschools.org. Your application file must be complete in order to be reviewed.

Timeline

February 1, 2012
March 9, 2012

Invitation to Apply
First Consideration, Open Until Filled

The Bremerton School District complies with all federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participation in educational programs and/or extra-curricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/RW 28A.640 Officer and ADA Coordinator, Denise Zaska, at 360.473.1026, email denise.zaska@bremertonschools.org or the Section 504 Coordinator, Mike Sellers, at 360.473.4100, email michael.sellers@bremertonschools.org. Mailing address: 134 Marion Avenue North, Bremerton, WA 98312.

BREMERTON SCHOOL DISTRICT 100-C
JOB DESCRIPTION – Director Facilities and Capital Projects

GENERAL DESCRIPTION

The Director of Facilities and Capital Projects is responsible for supervising, planning, organizing, managing, directing and evaluating the work of the maintenance, grounds and custodial staff within the district. Such responsibilities include construction design, bidding, project management, energy management, utility vehicle maintenance and adherence to safety protocols. Assume the responsibility for the comprehensive overall planning and scheduling of maintenance and repair requirements of the District.

Reports to and evaluated by: Executive Director Finance, Operations and Human Resources

RESPONSIBILITIES

- Maintain care and condition of all district physical facilities, including conducting long-range planning for improvement projects.
- Assess maintenance and operations needs, including directing a sustained effort to achieve performance improvement and most efficient use of resources.
- Develop, request and manage the department budget.
- Establish priorities and monitor progress against approved schedules through direction of Maintenance Foreman and Custodial Supervisor and by use of computerized work management and quality assurance system(s).
- Administer a reporting system which keeps the Administration informed of budget and work schedule performance and ensures principals/managers are provided up-to-date job status.
- Participate in the planning, design, bidding, and coordination of construction and renovation of district facilities, including projects eligible for capital improvement funding.
- Manage related areas such as liaison with community and regional planning and zoning bodies, and for interface with local, county, federal, and state regulatory agencies in areas such as growth management, safety, hazardous material compliance, indoor air quality, environmental impacts, and recycling initiatives.
- Develop and oversee an energy management program, including periodic progress reporting to building principals and district administrators.
- Plan, direct, and evaluate a district-wide program to assure the safety of all students, employees, and patrons relating to use of district property and equipment. The incumbent ensures compliance with applicable laws and regulations relating to work place safety.
- Direct an aggressive grounds maintenance, grounds and playground safety, and beautification program.
- Originate scope of work statements and design specifications for maintenance and operations contracts.
- Supervise the Maintenance and Operations Department staff, working as appropriate through the Maintenance Foreman and Custodial Supervisor by advising them on policies, procedures, work methods, and resolution of technical problems.
- Assign work and evaluate performance; recommend hiring, promotion, dismissals, or change of assignment.
- Implement employee-training programs and encourage the pursuit of in-service training opportunities to increase internal expertise and capacity.

- Resolve employee grievances at the appropriate level and participate in discussions of collective bargaining issues.
- Coordinate with administrators, principals, PTA, and patrons' groups to achieve satisfactory resolution of building operations issues, including fire alarms, intercom and bell systems, and security systems.
- Respond to district-wide emergency situations, maintaining or returning district facilities to conditions acceptable to accommodate student learning.
- Coordinate removal of snow and ice and keep supervisor informed when the schools can be opened for students and staff.
- Work with external agencies and organizations on developing details of leases or long-term agreements for use of district facilities, which involve staffing and/or other services.
- Administer buildings and grounds to assure that district facilities are in compliance with applicable city, county, state, and federal codes, laws, and regulations.
- Establish and adhere to building maintenance standards to attain continuing improvement in building and grounds conditions and to ensure district operations are in keeping with board policies and city, county, state, and federal requirements.
- Maintain current knowledge and state of the art expertise in construction materials, installation and performance, maintenance and custodial equipment capabilities, and cost effectiveness of advanced maintenance methods.
- Perform other related duties as required.

QUALIFICATIONS

- Bachelors Degree in Engineering, Construction Management, Facilities Management or other related field. Masters Degree preferred.
- A minimum of five (5) years management or supervisory experience in facility maintenance and/or construction is required, including at least two (2) years experience managing maintenance and operations of a large physical plant in a public or private enterprise. Experience with custodial management desirable. A combination of education and relevant experience will be evaluated by the district to determine if minimum qualifications are met.
- Specific knowledge of automated maintenance management systems required.
- Successful project management experience, including demonstrated ability to establish and adhere to project schedules and budgets, prepare bid specifications, and perform contract administration.
- Specific knowledge of building planning and design, journey-level trades involved in large-scale physical plan operation, safety standards, and applicable building codes.
- Demonstrated knowledge of WISHA/OSHA and Department of Ecology (DOE) safety practices and procedures.
- Ability to use a computer for various work-related tasks, including Microsoft Office products and Google Drive/Apps.
- Demonstrated ability to supervise staff, to allocate resources, and to interpret engineering specifications, contract documents, and construction/architectural reports.
- Ability to solve problems using collaborative techniques and original ideas.
- Demonstrated ability to clearly communicate both orally and in writing. The incumbent must be equally confident in dealing with all levels of management, journeyman level and entry-level employees.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: Sample Assist. Sup. positions
Date: Friday, December 1, 2017 11:49:14 AM
Attachments: [Job Posting \(HR View\) - Assistant Superintendent of Instructional Services .pdf](#)
[Job Posting \(HR View\) - Assistant Superintendent - Human Resources and Oper.pdf](#)

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Mari Villa** <MVilla@psd1.org>
Date: Fri, Dec 1, 2017 at 11:47 AM
Subject: Sample Assist. Sup. positions
To: "rosie.burns@mercerislandschools.org" <rosie.burns@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Attached are two sample postings for an Assistant Superintendent.

Mari Villa

Employee Services Secretary

Pasco School District

[509-543-6700](tel:509-543-6700) ext. 2156

mvilla@psd1.org

Begin forwarded message:

From: Curtis Leonard <wspa@memberclicks-mail.net>
Date: December 1, 2017 at 9:37:13 AM PST

To: rhay@psd1.org
Subject: **MEMBER REQUEST**
Reply-To: cleonard@wspa.net

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Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

Pasco School District 1

Assistant Superintendent of Instructional Services - Booth Building (342)

JOB POSTING

Job Details

Posting ID **342**
Title **Assistant Superintendent of Instructional Services - Booth Building**
Description **PASCO SCHOOL DISTRICT NO. 1
EMPLOYEE SERVICES
1215 WEST LEWIS ST
PASCO, WASHINGTON 99301
PHONE (509) 543-6700 FAX (509) 543-6728**

Open: February 17, 2016 Close: March 4, 2016 or until filled

POSITION: Assistant Superintendent of Instructional Services

Booth Building

REQUIRED QUALIFICATIONS: (Qualifications which are essential to the position)

- A current administrative credential and valid teaching certificate.
- Minimum of ten years successful experience as a teacher and administrator in public schools, principal experience preferred.
- Master's degree required; Doctorate degree or work toward a doctorate degree desired.
- Demonstrated successful, recent leadership experience implementing and directing a variety of district-wide programs.
- Proven ability to articulate a vision, direction, and leadership in academic achievement, curriculum, and instruction.
- Demonstrated ability to establish relationships and work effectively with diverse elements within the school system and community.
- Demonstrated leadership and experience in supervision and evaluation of staff.
- Exceptional knowledge and background in best practices in curriculum, instruction, assessment, and school operations.
- Outstanding verbal and written communication skills; bilingual desired.
- Strong analytical skills, including ability to engage in systems thinking and consider organizational impacts from multiple sources.
- Knowledge and experience in working with diverse populations, including students in alternative settings, English language learners and highly capable students.
- Strong administrative skills, including supervision, budgeting, planning, organization, and goal setting.
- Demonstrated ability to build a positive culture and develop and maintain collaborative working relationships with employees and the community.
- Ability to work independently, utilize sound professional judgment, and act with integrity in upholding, modeling, and establishing accountability for high professional and ethical standards.

SPECIFIC DUTIES INCLUDE:

- Provides strong instructional leadership by developing and sustaining a district culture conducive to student learning and employee professional growth to improve learning and achievement for each student.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources to support mutual goals and integrate diverse representation into district planning and decision-making processes.
- Ensures sound management of assigned departments to ensure a safe and effective learning environment.
- Directs, evaluates, and provides leadership in Teaching and Learning, including schools, Special Programs, Special Services, CTE, Student Services, Assessment, Curriculum, and Professional Development.
- Promotes and communicates the District’s mission, vision, and strategic plan by effectively communicating teaching and learning efforts across the district to various stakeholders to ensure initiatives are successfully implemented.
- Supervises personnel, monitors student performance, analyzes data, provides for professional growth and achieves the overall objectives of the district’s instructional program.
- Facilitates communication between staff, students, and/or parents to evaluate situations, solve problems, and/or resolve conflicts.
- Develops and maintains effective relationships with parents/guardians, community, colleagues, and students.
- Attends Board meetings, community meetings, and others, and prepares reports as required.
- Other related duties as assigned.

Letters and applications received after closing date will only be accepted and screened if the position remains unfilled.

Pasco School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance, complaints, and/or reporting procedures may be directed to the school district’s Title IX/RCW 28A.640 compliance officer Robin Hay, 1215 W. Lewis St., Pasco, WA 99301, 509-543-6700 or Section 504/ADA coordinator Tracy Wilson, W. Lewis St., Pasco, WA 99301, 509-543-6700.

<i>Shift Type</i>	Administrative	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Administrative
<i>External Job Application</i>	Certificated Application	<i>Internal Job Application</i>	Internal
<i>Location</i>	Booth Building	<i>Posting Status</i>	Inactive
<i>Minimum Qualifications Screening</i>	Bachelor's Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	02/17/2016
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

*Automatically Send
Reference Check*

Yes

Reference Check Form

**PSD Certificated Reference Check
Form**

Pasco School District 1

Assistant Superintendent - Human Resources and Operations - Booth Building (1673)

JOB POSTING

Job Details

Posting ID **1673**
Title **Assistant Superintendent - Human Resources and Operations - Booth Building**
Description **PASCO SCHOOL DISTRICT NO. 1
EMPLOYEE SERVICES
1215 WEST LEWIS ST
PASCO, WASHINGTON 99301
PHONE (509) 543-6700 FAX (509) 543-6728**

Open: June 6, 2017 Close: OPEN UNTIL FILLED

To view the complete position announcement please copy and paste the link to your browser: <http://www.psd1.org/page/429>

**POSITION: ASSISTANT SUPERINTENDENT
 HUMAN RESOURCES AND OPERATIONS
 Pasco School District - Booth Building**

SALARY RANGE: \$123,599 - \$146,797

EFFECTIVE DATE: July 1, 2017

LENGTH OF CONTRACT: 226-day contract

IN PASCO WE CELEBRATE:

- Our *Pasco Promise*, and a commitment to build and sustain a “Yes, And” culture.
- Commitment and alignment of fiscal and instructional resources to achieve our Outrageous Outcomes.
- Award-winning publications and community partnership programs.
- Being one of the nation’s top 100 communities for music education.
- A commitment to STEM education, including four STEM elementary schools and a cooperative STEM high school.
- A nationally recognized bilingual education program.
- A nationally recognized parent involvement program and partnership through Johns Hopkins University.
- A Parent Education Center, which provides free day and evening classes such as English, Spanish, literacy, computers, and an adjacent Children’s Center, which offers free tutoring, computers, and homework help.
- A strong fiscal position and recognized strong fiscal management.
- Regionally recognized facilities and transportation departments.
- A strong technology infrastructure and support.
- A caring and committed staff that continues to choose Pasco School District.

QUALIFICATIONS REQUIRED: (Qualifications which are essential to the position)

Application Procedures:

- Master’s degree or doctorate in Administration, Educational Leadership, or related discipline.
- Minimum of 5 years successful experience in district-level administration, or equivalent.
- Valid Washington State Administrative certification; teaching certification desired.

- Demonstrated successful, recent leadership experience implementing and directing organizational change and creating and refining effective, efficient, customer-service focused systems.
- Proven ability to articulate a vision, direction, and leadership in providing operational support to schools and departments.
- Demonstrated ability to establish relationships and work effectively with diverse elements within the school system and community.
- Demonstrated leadership and experience in supervision and evaluation of staff.
- Exceptional knowledge and background in best practices in human resources management, including experience in public sector collective bargaining.
- Outstanding verbal and written communication skills; bilingual desired.
- Strong analytical skills, including ability to engage in systems thinking and consider organizational impacts from multiple sources.
- Knowledge and experience in working with diverse populations.
- Strong administrative skills, including supervision, budgeting, planning, goal setting, and organization.
- Demonstrated ability to build a positive culture and develop and maintain collaborative working relationships with employees and the community.
- Ability to work independently, utilize sound professional judgment, and act with integrity in upholding, modeling, and establishing accountability for high professional and ethical standards.

SPECIFIC DUTIES INCLUDE:

- Provides strong executive leadership by actively supporting the Superintendent and Board of Directors' goals and initiatives.
- Leads district initiatives and complex change with a customer service focus and strong collaboration with multiple stakeholders.
- Leads the Human Resources functions, including developing and sustaining a robust staff recruitment and development plan.
- Leads the Operations functions, including long-term facilities and infrastructure planning, and bond construction projects.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources to support mutual goals and integrate diverse representation into district planning and decision-making processes.
- Ensures sound management of assigned departments to ensure fiscal responsibility and a safe and effective learning and working environment.
- Directs, evaluates, and provides leadership in Employee Services, Support Services, and Information Systems.
- Promotes and communicates the District's mission, vision, and goals by effectively communicating operational efforts across the district to various stakeholders to ensure initiatives are successfully implemented.
- Supervises personnel, monitors performance metrics, analyzes data, provides for professional growth and achieves the overall program objectives.
- Facilitates communication between staff, students, and/or parents to evaluate situations, solve problems, and/or resolve conflicts.
- Develops and maintains effective relationships with parents/guardians, community, colleagues, and students.
- Attends Board meetings, community meetings, and others, and prepares reports as required.
- Reports to the Superintendent.

Application Procedures:

- Complete a district application online through Talent Ed: <https://pascosd1.tedk12.com/hire/Index.aspx>
- Upload a cover letter addressing required qualifications
- Upload three letters of recommendation with at least two of those letters specific to this position
- Upload copies of degree(s) and administrative credential(s).

LETTER OF INTEREST (E-MAIL NOT ACCEPTED) MUST BE SUBMITTED IN TALENTED <https://pascosd1.tedk12.com/hire/Index.aspx> BEFORE CLOSING DATE OF: OPEN UNTIL FILLED

LETTERS AND APPLICATIONS RECIEVED AFTER CLOSING DATE WILL ONLY BE ACCPETED AND SCREENED IF THE POSITION REMAINS UNFILLED.

Pasco School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of trained guide dog or service animal. Pasco School District provides equal access to the Boy Scouts, Girl Scouts, and other designated youth groups. Questions and complaints of alleged discrimination should be addressed to the following designated employees: Title IX and Civil Rights Compliance Officer-Sarah Thornton; 1215 W. Lewis St., Pasco, WA 99301, 509-543-6700, sthornton@psd1.org; and Sec. 504 Coordinator-Kristi Docken, 1215 W. Lewis St., Pasco, WA 99301, 509-543-6700, kdocken@psd1.org.

<i>Shift Type</i>	Administrative	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Administrative
<i>External Job Application</i>	Certificated Application	<i>Internal Job Application</i>	Internal
<i>Location</i>	Booth Building	<i>Posting Status</i>	Inactive
<i>Minimum Qualifications Screening</i>	Masters Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	06/06/2017
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	Yes	<i>Reference Check Form</i>	PSD Certificated Reference Check Form
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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Mari Villa](#)
Subject: Re: Sample Assist. Sup. positions
Date: Friday, December 1, 2017 11:48:59 AM

Thanks Mari!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 11:47 AM, Mari Villa <MVilla@psd1.org> wrote:

Attached are two sample postings for an Assistant Superintendent.

Mari Villa

Employee Services Secretary

Pasco School District

[509-543-6700](tel:509-543-6700) ext. 2156

mvilla@psd1.org

Begin forwarded message:

From: Curtis Leonard <waspa@memberclicks-mail.net>
Date: December 1, 2017 at 9:37:13 AM PST
To: rhay@psd1.org
Subject: MEMBER REQUEST
Reply-To: cleonard@wspa.net

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

From: [Mari Villa](#) on behalf of [Mari Villa <MVilla@psd1.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: Sample Assist. Sup. positions
Date: Friday, December 1, 2017 11:47:23 AM
Attachments: [Job Posting \(HR View\) - Assistant Superintendent of Instructional Services .pdf](#)
[Job Posting \(HR View\) - Assistant Superintendent - Human Resources and Oper.pdf](#)

Attached are two sample postings for an Assistant Superintendent.

Mari Villa
Employee Services Secretary
Pasco School District
509-543-6700 ext. 2156
mvilla@psd1.org

Begin forwarded message:

From: Curtis Leonard <wspa@memberclicks-mail.net>
Date: December 1, 2017 at 9:37:13 AM PST
To: rhay@psd1.org
Subject: MEMBER REQUEST
Reply-To: cleonard@wspa.net

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org
Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

Pasco School District 1

Assistant Superintendent of Instructional Services - Booth Building (342)

JOB POSTING

Job Details

Posting ID **342**
Title **Assistant Superintendent of Instructional Services - Booth Building**
Description **PASCO SCHOOL DISTRICT NO. 1
EMPLOYEE SERVICES
1215 WEST LEWIS ST
PASCO, WASHINGTON 99301
PHONE (509) 543-6700 FAX (509) 543-6728**

Open: February 17, 2016 Close: March 4, 2016 or until filled

POSITION: Assistant Superintendent of Instructional Services

Booth Building

REQUIRED QUALIFICATIONS: (Qualifications which are essential to the position)

- A current administrative credential and valid teaching certificate.
- Minimum of ten years successful experience as a teacher and administrator in public schools, principal experience preferred.
- Master's degree required; Doctorate degree or work toward a doctorate degree desired.
- Demonstrated successful, recent leadership experience implementing and directing a variety of district-wide programs.
- Proven ability to articulate a vision, direction, and leadership in academic achievement, curriculum, and instruction.
- Demonstrated ability to establish relationships and work effectively with diverse elements within the school system and community.
- Demonstrated leadership and experience in supervision and evaluation of staff.
- Exceptional knowledge and background in best practices in curriculum, instruction, assessment, and school operations.
- Outstanding verbal and written communication skills; bilingual desired.
- Strong analytical skills, including ability to engage in systems thinking and consider organizational impacts from multiple sources.
- Knowledge and experience in working with diverse populations, including students in alternative settings, English language learners and highly capable students.
- Strong administrative skills, including supervision, budgeting, planning, organization, and goal setting.
- Demonstrated ability to build a positive culture and develop and maintain collaborative working relationships with employees and the community.
- Ability to work independently, utilize sound professional judgment, and act with integrity in upholding, modeling, and establishing accountability for high professional and ethical standards.

SPECIFIC DUTIES INCLUDE:

- Provides strong instructional leadership by developing and sustaining a district culture conducive to student learning and employee professional growth to improve learning and achievement for each student.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources to support mutual goals and integrate diverse representation into district planning and decision-making processes.
- Ensures sound management of assigned departments to ensure a safe and effective learning environment.
- Directs, evaluates, and provides leadership in Teaching and Learning, including schools, Special Programs, Special Services, CTE, Student Services, Assessment, Curriculum, and Professional Development.
- Promotes and communicates the District’s mission, vision, and strategic plan by effectively communicating teaching and learning efforts across the district to various stakeholders to ensure initiatives are successfully implemented.
- Supervises personnel, monitors student performance, analyzes data, provides for professional growth and achieves the overall objectives of the district’s instructional program.
- Facilitates communication between staff, students, and/or parents to evaluate situations, solve problems, and/or resolve conflicts.
- Develops and maintains effective relationships with parents/guardians, community, colleagues, and students.
- Attends Board meetings, community meetings, and others, and prepares reports as required.
- Other related duties as assigned.

Letters and applications received after closing date will only be accepted and screened if the position remains unfilled.

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<i>Shift Type</i>	Administrative	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Administrative
<i>External Job Application</i>	Certificated Application	<i>Internal Job Application</i>	Internal
<i>Location</i>	Booth Building	<i>Posting Status</i>	Inactive
<i>Minimum Qualifications Screening</i>	Bachelor's Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	02/17/2016
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

*Automatically Send
Reference Check*

Yes

Reference Check Form

**PSD Certificated Reference Check
Form**

Pasco School District 1

Assistant Superintendent - Human Resources and Operations - Booth Building (1673)

JOB POSTING

Job Details

Posting ID **1673**
Title **Assistant Superintendent - Human Resources and Operations - Booth Building**
Description **PASCO SCHOOL DISTRICT NO. 1
EMPLOYEE SERVICES
1215 WEST LEWIS ST
PASCO, WASHINGTON 99301
PHONE (509) 543-6700 FAX (509) 543-6728**

Open: June 6, 2017 Close: OPEN UNTIL FILLED

To view the complete position announcement please copy and paste the link to your browser: <http://www.psd1.org/page/429>

**POSITION: ASSISTANT SUPERINTENDENT
 HUMAN RESOURCES AND OPERATIONS
 Pasco School District - Booth Building**

SALARY RANGE: \$123,599 - \$146,797

EFFECTIVE DATE: July 1, 2017

LENGTH OF CONTRACT: 226-day contract

IN PASCO WE CELEBRATE:

- Our *Pasco Promise*, and a commitment to build and sustain a “Yes, And” culture.
- Commitment and alignment of fiscal and instructional resources to achieve our Outrageous Outcomes.
- Award-winning publications and community partnership programs.
- Being one of the nation’s top 100 communities for music education.
- A commitment to STEM education, including four STEM elementary schools and a cooperative STEM high school.
- A nationally recognized bilingual education program.
- A nationally recognized parent involvement program and partnership through Johns Hopkins University.
- A Parent Education Center, which provides free day and evening classes such as English, Spanish, literacy, computers, and an adjacent Children’s Center, which offers free tutoring, computers, and homework help.
- A strong fiscal position and recognized strong fiscal management.
- Regionally recognized facilities and transportation departments.
- A strong technology infrastructure and support.
- A caring and committed staff that continues to choose Pasco School District.

QUALIFICATIONS REQUIRED: (Qualifications which are essential to the position)

Application Procedures:

- Master’s degree or doctorate in Administration, Educational Leadership, or related discipline.
- Minimum of 5 years successful experience in district-level administration, or equivalent.
- Valid Washington State Administrative certification; teaching certification desired.

- Demonstrated successful, recent leadership experience implementing and directing organizational change and creating and refining effective, efficient, customer-service focused systems.
- Proven ability to articulate a vision, direction, and leadership in providing operational support to schools and departments.
- Demonstrated ability to establish relationships and work effectively with diverse elements within the school system and community.
- Demonstrated leadership and experience in supervision and evaluation of staff.
- Exceptional knowledge and background in best practices in human resources management, including experience in public sector collective bargaining.
- Outstanding verbal and written communication skills; bilingual desired.
- Strong analytical skills, including ability to engage in systems thinking and consider organizational impacts from multiple sources.
- Knowledge and experience in working with diverse populations.
- Strong administrative skills, including supervision, budgeting, planning, goal setting, and organization.
- Demonstrated ability to build a positive culture and develop and maintain collaborative working relationships with employees and the community.
- Ability to work independently, utilize sound professional judgment, and act with integrity in upholding, modeling, and establishing accountability for high professional and ethical standards.

SPECIFIC DUTIES INCLUDE:

- Provides strong executive leadership by actively supporting the Superintendent and Board of Directors' goals and initiatives.
- Leads district initiatives and complex change with a customer service focus and strong collaboration with multiple stakeholders.
- Leads the Human Resources functions, including developing and sustaining a robust staff recruitment and development plan.
- Leads the Operations functions, including long-term facilities and infrastructure planning, and bond construction projects.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources to support mutual goals and integrate diverse representation into district planning and decision-making processes.
- Ensures sound management of assigned departments to ensure fiscal responsibility and a safe and effective learning and working environment.
- Directs, evaluates, and provides leadership in Employee Services, Support Services, and Information Systems.
- Promotes and communicates the District's mission, vision, and goals by effectively communicating operational efforts across the district to various stakeholders to ensure initiatives are successfully implemented.
- Supervises personnel, monitors performance metrics, analyzes data, provides for professional growth and achieves the overall program objectives.
- Facilitates communication between staff, students, and/or parents to evaluate situations, solve problems, and/or resolve conflicts.
- Develops and maintains effective relationships with parents/guardians, community, colleagues, and students.
- Attends Board meetings, community meetings, and others, and prepares reports as required.
- Reports to the Superintendent.

Application Procedures:

- Complete a district application online through Talent Ed: <https://pascosd1.tedk12.com/hire/Index.aspx>
- Upload a cover letter addressing required qualifications
- Upload three letters of recommendation with at least two of those letters specific to this position
- Upload copies of degree(s) and administrative credential(s).

**LETTER OF INTEREST (E-MAIL NOT ACCEPTED) MUST BE SUBMITTED
IN TALENTED <https://pascosd1.tedk12.com/hire/Index.aspx> BEFORE CLOSING DATE OF: **OPEN
UNTIL FILLED****

LETTERS AND APPLICATIONS RECIEVED AFTER CLOSING DATE WILL ONLY BE ACCPETED AND SCREENED IF THE POSITION REMAINS UNFILLED.

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<i>Shift Type</i>	Administrative	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Administrative
<i>External Job Application</i>	Certificated Application	<i>Internal Job Application</i>	Internal
<i>Location</i>	Booth Building	<i>Posting Status</i>	Inactive
<i>Minimum Qualifications Screening</i>	Masters Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	06/06/2017
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	Yes	<i>Reference Check Form</i>	PSD Certificated Reference Check Form
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From: [Katie Swokowski](#) on behalf of [Katie Swokowski <Katie.Swokowski@tumwater.k12.wa.us>](#)
To: ["rosie.burns@mercerislandschools.org"](#)
Cc: ["cleonard@wspa.net"](#)
Subject: Assistant Superintendent JD
Date: Friday, December 1, 2017 10:21:34 AM
Attachments: [Assistant Superintendent 2017.pdf](#)

Here is our recent job description for an Assistant Superintendent.

Thank you,

Katie Swokowski

HR Specialist I

Tumwater School District

360.709.7026

katie.swokowski@tumwater.k12.wa.us

TUMWATER SCHOOL DISTRICT NO. 33
621 Linwood Avenue • Tumwater, Washington 98512
360-709-7020

JOB DESCRIPTION

TITLE: ASSISTANT SUPERINTENDENT

APPLICATION

Complete an online application on the Public Schools Personnel Cooperative website at www.teachinginwashington.com.

MINIMUM QUALIFICATIONS

- Bachelor's Degree from an accredited college or university.
- Minimum of five (5) years successful experience in school or district leadership positions in a public school setting.
- Proven ability to actively listen and communicate effectively, both verbally and in writing, including public speaking.
- Demonstrated ability to include staff input in decision-making.
- Ability to establish and maintain positive working relationships with a variety of individuals and groups within and outside of the District.
- Ability to facilitate and promote collaborative decision-making.
- Demonstrated commitment to outstanding customer service and ability to coach and inspire employees to provide outstanding service.
- Proven ability to organize and communicate complex data to diverse audiences.
- Ability to analyze complex situations, synthesize diverse information and facilitate effective solutions for emerging issues.
- Ability to function in an environment characterized by potential for high levels of stress.
- Demonstrated ability to anticipate issues/concerns and coordinate preventative efforts to address them.
- Ability to organize and appropriately prioritize leadership and management work to ensure successful operational outcomes and service.
- Demonstrated commitment to fairness, consistency and follow-through in working with staff.
- Ability to provide conflict mediation support when needed.
- Demonstrated history of professional conduct representing strong personal character and integrity resulting in positive staff morale.
- Knowledge of statistical analysis and related computer software.
- Ability to provide supportive guidance and direction to staff.
- Ability to make effective independent decisions as necessary.
- Ability to manage and complete multiple high-priority projects and maintain strict adherence to time and budgetary constraints.
- Demonstrated leadership skills that lead to successful outcomes.
- Washington State Principal Certification.
- Valid Washington State Driver's License and reliable vehicle to perform position responsibilities.

PREFERRED REQUIREMENTS

- Preferred but not required: Washington State Program Administrator's Certification, Washington State Superintendent Certification.

ESSENTIAL FUNCTIONS

The Assistant Superintendent will assist the Superintendent in:

- Planning, directing and coordinating assigned functions in the operation of the District consistent with strategic planning priorities
- Advising the Superintendent and Board of Directors on policy matters and related issues for assigned areas of responsibility
- Leading, coordinating and executing special projects as assigned
- Serving on the District Leadership Team
- Serving as Superintendent's designee as needed
- Representing the district internally and externally as assigned
- Providing leadership to administer a range of programs/functions of the District, including but not limited to:
 1. Student Learning – All Programs and Services P-12 (Curriculum, Instruction, Assessment, Intervention Systems)
 2. Serving on the district safety team as assigned and as back-up Incident Commander for the District
 3. Principal Support, Mentoring, Professional Development and Evaluation
 4. School Improvement Planning
 5. Professional Development – Administrators and Instructional Staff

(over)

ESSENTIAL FUNCTIONS (continued)

6. Special Programs (As Assigned) Title 1, LAP, Title 2A, CTE, Hi-Cap, ESL
 7. Technology
 8. Student/Parent/Staff Services (Discipline, Attendance, HIB, Title 9, Civil Rights, Affirmative Action)
 9. Home School/Private School Engagement
 10. District-Wide Athletics/Activities/Co-Curricular Programming
 11. Collective Bargaining Support (Principals, Teachers, and other groups as assigned)
 12. Recruitment, screening and selection processes for assigned positions
 13. Community Engagement Initiatives and Groups (As Assigned)
 14. Other leadership or management duties as assigned by the Superintendent.
- Serves under the broad guidance and administrative supervision of the Superintendent.
 - Assistant Superintendent is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of leadership and management goals and objectives.
 - Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies, and local collective bargaining agreements.
 - Supervises all staff assigned to the Student Learning Department and conducts or delegates to qualified personnel evaluation of all department staff.
 - Supervises and evaluates assigned school administrators.
 - Supervises and evaluates other personnel as assigned by the Superintendent.
 - When serving as Superintendent Designee, has the authority to supervise all district personnel, as needed, to ensure safety, order and continuity of school and district operations.

REQUIREMENTS

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The employee is frequently required to sit, lift, carry, move about, hear and speak.
- Employee will be required to perform extensive work at a desk/computer station.
- The employee must occasionally lift and/or move 25 to 50 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- Frequently works in temperature and humidity controlled environments.
- The employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.
- The employee will be required to travel within the region and state. Some out-of-state travel will also be required.
- This position requires flexible work hours and work schedules
- The work environment will include offices, classrooms, operations facilities, outdoor district facilities venues, and community venues.

RESPONSIBLE TO: Superintendent

SALARY: Tumwater School District Salary Schedule

CONTACT: Human Resources – 360-709-7020

From: [LINDSEY WALLERSTEDT](#) on behalf of [LINDSEY WALLERSTEDT <lindsey.wallerstedt@gvschools.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspsa.net
Subject: Member Request - Assistant Superintendent Job Description
Date: Friday, December 1, 2017 10:05:14 AM
Attachments: [Assistant Superintendent of Teaching & Learning.doc](#)

Hello Rosie,

Please find attached Quillayute Valley School District's Assistant Superintendent job description.

Please let me know if you have questions or need clarification.

Have a great weekend!

*Lindsey Wallerstedt
Human Resource Director/Assistant to the Superintendent
Quillayute Valley School District No. 402
411 South Spartan Avenue
Forks WA 98331
(360) 374-6262 ext. 267*

ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING

Purpose Statement

The job of Assistant Superintendent of Teaching and Learning was established for the purpose/s of managing the overall operation of the organization as designated by the Governing Board; representing the organization and serving as a resource to internal and external parties; establishing long and short term goals and procedures and ensuring compliance to policies and/or codes.

This job reports to Superintendent

Essential Functions

- Collaborates with a wide variety of internal and external groups (e.g. department heads, auditors, community organizations, regulatory agencies, etc.) for the purpose of implementing program components; creating long and short term plans; and addressing organizational objectives.
- Delegates responsibility for a variety of administrative functions to Assistant Superintendent, Directors, Principals, and other personnel for the purpose of managing district operations and ensuring services are effectively and efficiently provided within established guidelines and policies.
- Develops internal controls, policies, procedures, proposals, long and short range plans, budgets and grant opportunities for the purpose of achieving organizational objectives, state education code requirements, and board policies in an efficient and timely manner and in accordance with legal requirements.
- Facilitates meetings that frequently involve a range of issues (e.g. personnel and financial procedures, regulatory requirements, requests from outside agencies, interdepartmental needs, etc.) for the purpose of communicating information, developing recommendations, guiding and supporting other staff, and serving as District representative.
- Implements solutions to a wide variety of complex issues (e.g. budgeting, curriculum, negotiations, etc.) for the purpose of fulfilling state education code requirements while addressing the needs and responsibilities of the district.
- Manages all district services and functions for the purpose of ensuring that all students achieve educational goals in compliance with established requirements and that all students have equal opportunities and access to learning and district programs.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Presents information on a variety of topics (e.g. strategic planning, budget, enrollment, legislation, etc.) for the purpose of conveying information, gaining feedback and/or making recommendations regarding district services.
- Represents the district within the community and on committees for the purpose of serving as a spokesperson for the district, district board and their interests.
- Researches a wide variety of complex topics (e.g. policies, practices, guidelines and regulations, financial resources, etc.) for the purpose of ensuring compliance with regulatory requirements and established guidelines; securing information for planning; and/or responding to requests.
- Responds to complex and critical reports and inquiries from a wide variety of internal and external sources regarding development, implementation and evaluation of district programs for the purpose of identifying relevant issues and recommending or implementing action plans.
- Reviews a variety of information (e.g. education code, legal decisions, district practices, etc.) for the purpose of assessing impact on district, making recommendations, and/or addressing a variety of administrative needs.
- Supports the School Board and/or other management groups for the purpose of developing and implementing services and programs and achieving operational goals of the district.
-

Job Requirements: Minimum Qualifications

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; and training, developing and supervising staff.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; current trends and practices in public educational; education code; principals of employee development and management; project development; goal attainment, and time management; and principals of conflict resolution.

Job Requirements: Minimum Qualifications (continued)

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; dealing with frequent and sustained interruptions; developing and maintaining positive working relationships; facilitating communication between persons with divergent positions; implementing change; maintaining confidentiality; meeting deadlines and schedules; providing direction and leadership; and setting priorities.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing major organizational components; and determining the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 65% sitting, 20% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

Experience Job related experience within specialized field with increasing levels of responsibility is required.

Education Minimum of a Bachelors degree in job related area.

Equivalency None Specified

Required Testing Certificates & Licenses

None Specified WA State Admin Certificate with appropriate endorsement

Continuing Educ. / Training Clearances

None Specified Fingerprint/Background Clearance

Employee

Date

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Miranda](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 10:02:07 AM

Thanks Miranda!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 9:47 AM, Miranda <mmorrison@mlsd.wednet.edu> wrote:

Here is the job description we used to hire our new Assistant Superintendent earlier this year (for Moses Lake School District).

Sent with [Mailtrack](#)

Thanks,

Miranda Morrison, SHRM-CP

Human Resources Specialist

Moses Lake School District

920 W. Ivy Avenue

Moses Lake, WA 98837

[509-793-7727](tel:509-793-7727)

mmorrison@mlsd161.org



On Fri, Dec 1, 2017 at 9:37 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wsps.net

Thanks,

Curtis

This email was sent to mmorrison@mlsd.wednet.edu by cleonard@wspa.net
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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, December 1, 2017 10:01:38 AM
Attachments: [Assistant Superintendent.doc](#)

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Kathleen Kowalczyk** <kkowalczyk@asd.wednet.edu>
Date: Fri, Dec 1, 2017 at 9:58 AM
Subject: Re: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net

Hi Rosie,

Attached is the latest job description we have for Assistant Superintendent.

On Fri, Dec 1, 2017 at 9:36 AM, Curtis Leonard <wspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to kkowalczyk@asd.wednet.edu by cleonard@wspa.net

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United States

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Kathleen Kowalczyk
Human Resources Specialist
Arlington Public Schools

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Arlington School District No. 16
Job Description

JOB TITLE: Assistant Superintendent

CLASSIFICATION:	Exempt Administrator
LOCATION:	District Office
REPORTS TO:	Superintendent
HOURS:	8 hrs/260 days

SUMMARY:

The Assistant Superintendent is responsible for the overall supervision of all building principals and school improvement planning. The Assistant Superintendent works as a member of the Superintendent's Cabinet and supports all district functions, including Teaching and Learning, Operations, Finance and Human Resources and provides direct support to other district program directors as needed. The Assistant Superintendent will assist the Superintendent as requested. The Assistant Superintendent will be the administrator in charge during the Superintendent's absence.

DESIRED KNOWLEDGE, SKILLS, AND ABILITIES include the following. *Other duties may also be assigned.*

- Ensure that all district programs adheres to the laws of the State of Washington, the guidelines established by OSPI, and the policies and procedures of Arlington Public Schools.
- Knowledge of School Improvement Planning tools and processes used in the State of Washington and by OPSI.
- Ensure improvement planning is part of an overall continuous improvement process intended to improve educational outcomes for all students.
- Align School Improvement Planning to District Improvement Planning goals.
- Prepare and submit all reports in the instructional area, which are required by the laws and regulations of the State of Washington and Federal agencies.
- Work as a liaison between parents and schools to solve problems.
- Provide written reports to the Superintendent on special projects as requested.
- Participate in budget development.
- Provide leadership for successful collective bargaining and contract maintenance.
- Advise the Superintendent of instructional and program matters.
- Demonstrate ability to build, grow, and develop work already underway.
- Knowledge, understanding, and demonstrated success in alignment and implementation of curricular and instructional practices that result in improved learning preschool through transition.
- Ability to use data to measure progress, establish targets and determine next steps to improve instructional practice and student learning.
- Demonstrate commitment to closing the achievement gap among racial, ethnic, and low income groups.
- Demonstrate understanding of changes resulting from Federal and state mandates as well as the change process and impact on staff (i.e.; Common Core Standards, New Teacher Evaluation System).
- Demonstrate effective communication skills when working with diverse stakeholders.
- Ability to create conditions that ensure there is a widely shared vision of effective instruction as evidenced by instructional models in every classroom every day.
- Demonstrate capacity to build systems that promote and support movement toward 100% implementation of Board adopted district goals, mission, and vision.
- Value professional development that is: intensive, collaborative, job-embedded, on-site, and modeled around the best teaching and learning practices as evidenced by improved instruction and student learning.

- Ability to establish conditions, develop understanding, and create a sense of urgency among teachers, students, parents, and the community to ensure every student meets or exceeds standards.
- Demonstrate ability to engage with others to utilize creative problem solving, think outside the box and develop multiple plans that will win support and move us forward.
- Demonstrated knowledge of the practices and distributive leadership.
- Ability to ensure conditions that build staff ownership and grow capacity through Professional Learning Communities.
- Demonstrate ability to build relationships with community groups that reflect the diversity of our student body, parent groups, labor groups and service providers.
- Demonstrate ability to connect with people, listen well, and build relationships with staff, community, and stakeholders.
- Perform other tasks and responsibilities as assigned by the Superintendent.

ESSENTIAL JOB FUNCTIONS:

- Supervise supervisory staff at the building level.
- Manage resources to meet legal requirements.
- Professionally interact with students, staff, and public.
- Comply with district policies and procedures.
- Comply with Code of Professional Conduct.
- Oversee the development and implementation of school improvement plans.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Ability to resolve conflicts and employee issues.
- Effective communication and interpersonal skills with students, parents, staff, and community.
- Skill in instructional leadership and mentoring.
- Ability to research and implement effective educational practices.
- Ability to empower and support others.
- Ability to guide and promote growth of others.
- Ability to be firm, fair, and consistent.
- Ability to be flexible and creative.
- Ability to apply knowledge of current research and theory to the instructional program.
- Ability to facilitate successful implementation of the state standards in the teaching and learning process.
- Ability to research and implement effective educational practices.
- Commitment to teamwork and collaboration.
- Effective organizational and time management skills.

EDUCATION and/or EXPERIENCE:

Master's degree in Education Administration or related field
 Experience and knowledge in Washington State Assessments and the Common Core
 Successful experience in building level administration preferred

CERTIFICATES, LICENSES, REGISTRATIONS:

Washington State Administrator's credential
 Valid Washington State Driver's License or ability to travel between schools

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of administrative certificated personnel and contractual agreement on evaluation of personnel.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret governmental regulations, forms, plans, and reports specific to school administration. Ability to write routine reports and correspondence. Ability to effectively present information and respond to questions from groups of staff, students, and parents.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk and talk or hear, and occasionally required to sit. The employee may occasionally push or lift up to 30 pounds, such as boxes of books and AV/VCR carts. The employee is directly responsible for the safety, well-being or work output of other people. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: *The work environment conditions described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The employee will have flexible hours and some evening meetings are required. Leadership initiative will structure job hours and environment. Work environment will include a wide variety of school, management, and community settings. Meetings will be held with many diverse groups including staff, students, parents, and community members networking in the region. Environments requiring sensitivity, expertise in categorical program grants and requirements, and skills in conflict resolution will likely occur. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges. The employee may be confined to a work area; required to have precise control of fingers and hand movements; experience constant interruptions and inflexible deadlines; and must be able to stop, crouch, crawl, bend, kneel, and standing for periods of time. The employee is required to deal with distraught and/or angry persons.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

June 2016

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Kathleen Kowalczyk](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 10:01:26 AM

Thank you Kathleen!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 9:58 AM, Kathleen Kowalczyk <kkowalczyk@asd.wednet.edu> wrote:
Hi Rosie,

Attached is the latest job description we have for Assistant Superintendent.

On Fri, Dec 1, 2017 at 9:36 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

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Also, cc your responses to: cleonard@wspsa.net

Thanks,

Curtis

This email was sent to kkowalczyk@asd.wednet.edu by cleonard@wspsa.net

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Kathleen Kowalczyk
Human Resources Specialist
Arlington Public Schools

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, December 1, 2017 10:00:25 AM
Attachments: [assistant superintendent 12 13 13.doc](#)

Oak Harbor

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Renee Coe** <rcoe@ohsd.net>
Date: Fri, Dec 1, 2017 at 9:58 AM
Subject: Re: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net

Greetings from Oak Harbor!

Renee Coe
Executive Assistant
Human Resources
[360.279.5018](tel:360.279.5018)



On Fri, Dec 1, 2017 at 9:37 AM, Curtis Leonard <wspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to roco@ohsd.net by cleonard@wspa.net

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ASSISTANT SUPERINTENDENT

Qualifications:

1. Valid administrative credential in the State of Washington.
1. Master's degree with major concentration in the area of Education Administration. A doctorate and superintendent credential is preferred.
2. At least five years or more of successful experience in school administration.

Appointment:

The assistant superintendent position will be filled by appointment of the Board of Directors upon the recommendation of the superintendent. The contract calls for 222 workdays per year plus optional days.

Personnel Relationships:

The assistant superintendent is responsible for all aspects of the instructional program, including developing, implementing, and evaluating short and long-range goals and objectives as well as the total program. The assistant superintendent will develop, monitor, manage, and evaluate policies, procedures, and programs related to teaching and learning. The assistant superintendent is responsible for meeting district learning goals and student achievement results and outcomes. The assistant superintendent will supervise a number of district-wide programs and evaluate the director of information systems, director of teaching and learning, director of special programs as well as TOSA's and other district-level certificated staff as necessary. The assistant superintendent may also evaluate building administrators with the superintendent.

Specific Duties and Responsibilities:

1. Effectively design, develop, monitor, manage, and evaluate programs, policies, and procedures to:
 - Make student learning and the service and support of students and families the paramount concern for district office as well as building-level functions and programs.
 - Implement state and federal learning requirements and standards.
 - Ensure the horizontal and vertical alignment of curriculum and instructional programs through courses, sequences of courses, subject areas, standards, special programs, and technology.
 - Provide smooth transitions for students into kindergarten, middle school, high school, and college and career.
 - Use data to improve instruction at all levels of the district. This includes developing and overseeing a district assessment system and data tracking and analysis tools.
 - Select and adopt aligned materials through the Instructional Materials Committee and related committees, teams, and task forces.

- Provide meaningful and aligned district professional development for instructional staff, evaluate the effectiveness of professional development and modify accordingly.
 - Maintain an effective building and district-level school improvement process.
2. Update board policies and procedures in cooperation with relevant programs and departments; communicate changes to appropriate parties; and assist in the interpretation and application of board policies and procedures.
 3. Prepare school board agenda items, including written and visual materials, and present reports at board meetings as needed.
 4. Along with building and program administrators, oversee budgeting, accounting, and expenditures for district curriculum, instruction, and professional development; special programs; technology; and building budgets as well as various district grant and levy funds.
 5. Design, develop, monitor, and evaluate grading, reporting, and graduation standards and procedures.
 6. Monitor, assure, and report compliance with the Elementary and Secondary Education Act (ESEA), Consolidated Program Review (CPR), Civil Rights Data Collection (CRDC), Office of the Superintendent of Public Instruction (OSPI) and other required areas.
 7. Oversee changes to enrollment process and forms, monitor and report monthly enrollment data (P223), monitor class sizes, manage student transfers, handle attendance boundaries, and oversee issues related to graduation rates reporting (P210).
 8. Use district and building enrollment trends to make annual staffing recommendations for each building, program, and area based on projections.
 9. Collaborate with the communications coordinator to provide high-quality, clear, and consistent communications regarding educational programs and initiatives to both internal and external audiences; establish and maintain positive public relations to build support for instructional programs and the district in general.
 10. Serve as the district's Harassment, Intimidation, and Bullying compliance officer.
 11. Handle student readmission hearings and coordinate student discipline appeals, acting as the district's Hearing Officer.
 12. Provide for family, staff, and community involvement in goal setting, implementation, and evaluation of instructional programs.
 13. Address and handle complaints and concerns from parents and community members in a timely manner and redirect complaints as needed or appropriate.

14. Write, monitor, and evaluate grants as directed. Seek and apply for competitive grants aligned with district priorities and goals.
15. Stay current on educational research trends and developments.
16. Collaborate with other districts and ESD's in the area of teaching and learning.
17. Supervise and evaluate the director of teaching and learning, director of special programs, director of information systems, and other instructional support staff as assigned. Foster a positive, collaborative, customer service-oriented, and student-centered culture within all programs and staff supervised.
18. Plan and implement professional development for building and district leaders.
19. Be actively involved in the Oak Harbor community, including membership in a service club and/or other community boards and organizations.
20. In the absence of the superintendent, assume the responsibility and authority to act in place of the superintendent.
21. Other duties as assigned.

Adoption Date: 04.88
Oak Harbor School District
Revised: 10.22.92; 02.98; 07.03; 12.13

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Renee Coe](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 10:00:11 AM

Thank you Renee!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 9:58 AM, Renee Coe <rcoe@ohsd.net> wrote:
Greetings from Oak Harbor!

Renee Coe
Executive Assistant
Human Resources
[360.279.5018](tel:360.279.5018)



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Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspsa.net

Thanks,

Curtis

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From: [Kathleen Kowalczyk](#) on behalf of [Kathleen Kowalczyk <kkowalczyk@asd.wednet.edu>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 9:59:34 AM
Attachments: [Assistant Superintendent.doc](#)

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Kathleen Kowalczyk
Human Resources Specialist
Arlington Public Schools

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Arlington School District No. 16
Job Description

JOB TITLE: Assistant Superintendent

CLASSIFICATION:	Exempt Administrator
LOCATION:	District Office
REPORTS TO:	Superintendent
HOURS:	8 hrs/260 days

SUMMARY:

The Assistant Superintendent is responsible for the overall supervision of all building principals and school improvement planning. The Assistant Superintendent works as a member of the Superintendent's Cabinet and supports all district functions, including Teaching and Learning, Operations, Finance and Human Resources and provides direct support to other district program directors as needed. The Assistant Superintendent will assist the Superintendent as requested. The Assistant Superintendent will be the administrator in charge during the Superintendent's absence.

DESIRED KNOWLEDGE, SKILLS, AND ABILITIES include the following. *Other duties may also be assigned.*

- Ensure that all district programs adheres to the laws of the State of Washington, the guidelines established by OSPI, and the policies and procedures of Arlington Public Schools.
- Knowledge of School Improvement Planning tools and processes used in the State of Washington and by OPSI.
- Ensure improvement planning is part of an overall continuous improvement process intended to improve educational outcomes for all students.
- Align School Improvement Planning to District Improvement Planning goals.
- Prepare and submit all reports in the instructional area, which are required by the laws and regulations of the State of Washington and Federal agencies.
- Work as a liaison between parents and schools to solve problems.
- Provide written reports to the Superintendent on special projects as requested.
- Participate in budget development.
- Provide leadership for successful collective bargaining and contract maintenance.
- Advise the Superintendent of instructional and program matters.
- Demonstrate ability to build, grow, and develop work already underway.
- Knowledge, understanding, and demonstrated success in alignment and implementation of curricular and instructional practices that result in improved learning preschool through transition.
- Ability to use data to measure progress, establish targets and determine next steps to improve instructional practice and student learning.
- Demonstrate commitment to closing the achievement gap among racial, ethnic, and low income groups.
- Demonstrate understanding of changes resulting from Federal and state mandates as well as the change process and impact on staff (i.e.; Common Core Standards, New Teacher Evaluation System).
- Demonstrate effective communication skills when working with diverse stakeholders.
- Ability to create conditions that ensure there is a widely shared vision of effective instruction as evidenced by instructional models in every classroom every day.
- Demonstrate capacity to build systems that promote and support movement toward 100% implementation of Board adopted district goals, mission, and vision.
- Value professional development that is: intensive, collaborative, job-embedded, on-site, and modeled around the best teaching and learning practices as evidenced by improved instruction and student learning.

- Ability to establish conditions, develop understanding, and create a sense of urgency among teachers, students, parents, and the community to ensure every student meets or exceeds standards.
- Demonstrate ability to engage with others to utilize creative problem solving, think outside the box and develop multiple plans that will win support and move us forward.
- Demonstrated knowledge of the practices and distributive leadership.
- Ability to ensure conditions that build staff ownership and grow capacity through Professional Learning Communities.
- Demonstrate ability to build relationships with community groups that reflect the diversity of our student body, parent groups, labor groups and service providers.
- Demonstrate ability to connect with people, listen well, and build relationships with staff, community, and stakeholders.
- Perform other tasks and responsibilities as assigned by the Superintendent.

ESSENTIAL JOB FUNCTIONS:

- Supervise supervisory staff at the building level.
- Manage resources to meet legal requirements.
- Professionally interact with students, staff, and public.
- Comply with district policies and procedures.
- Comply with Code of Professional Conduct.
- Oversee the development and implementation of school improvement plans.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Ability to resolve conflicts and employee issues.
- Effective communication and interpersonal skills with students, parents, staff, and community.
- Skill in instructional leadership and mentoring.
- Ability to research and implement effective educational practices.
- Ability to empower and support others.
- Ability to guide and promote growth of others.
- Ability to be firm, fair, and consistent.
- Ability to be flexible and creative.
- Ability to apply knowledge of current research and theory to the instructional program.
- Ability to facilitate successful implementation of the state standards in the teaching and learning process.
- Ability to research and implement effective educational practices.
- Commitment to teamwork and collaboration.
- Effective organizational and time management skills.

EDUCATION and/or EXPERIENCE:

Master's degree in Education Administration or related field
 Experience and knowledge in Washington State Assessments and the Common Core
 Successful experience in building level administration preferred

CERTIFICATES, LICENSES, REGISTRATIONS:

Washington State Administrator's credential
 Valid Washington State Driver's License or ability to travel between schools

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of administrative certificated personnel and contractual agreement on evaluation of personnel.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret governmental regulations, forms, plans, and reports specific to school administration. Ability to write routine reports and correspondence. Ability to effectively present information and respond to questions from groups of staff, students, and parents.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk and talk or hear, and occasionally required to sit. The employee may occasionally push or lift up to 30 pounds, such as boxes of books and AV/VCR carts. The employee is directly responsible for the safety, well-being or work output of other people. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: *The work environment conditions described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The employee will have flexible hours and some evening meetings are required. Leadership initiative will structure job hours and environment. Work environment will include a wide variety of school, management, and community settings. Meetings will be held with many diverse groups including staff, students, parents, and community members networking in the region. Environments requiring sensitivity, expertise in categorical program grants and requirements, and skills in conflict resolution will likely occur. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges. The employee may be confined to a work area; required to have precise control of fingers and hand movements; experience constant interruptions and inflexible deadlines; and must be able to stop, crouch, crawl, bend, kneel, and standing for periods of time. The employee is required to deal with distraught and/or angry persons.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

June 2016

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Erin Battersby](#)
Subject: Fwd: Job Description
Date: Friday, December 1, 2017 9:59:25 AM
Attachments: [Asst Supt TL.docx](#)
[Asst Superintendent for Finance & School Op.docx](#)
[Asst Superintendent for Human Resources.docx](#)
[Deputy Superintendent 1.30.16.docx](#)

The Teaching & Learning and/or Deputy Superintendent look like potential resources for this.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Karen Sauer** <sauer.karen@battlegroundps.org>
Date: Fri, Dec 1, 2017 at 9:49 AM
Subject: Job Description
To: rosie.burns@mercerislandschools.org, cleonard@wspa.net

Good morning,

I have attached a few job descriptions from Battle Ground, hope this helps.

Have a wonderful Friday,
Karen

--

Karen Sauer

Certificated Staff Specialist

Human Resources

Phone [\(360\)885-5308](tel:(360)885-5308)

Fax [\(360\)885-5351](tel:(360)885-5351)

sauer.karen@battlegroundps.org

"Things turn out best for the people who make the best of the way things turn out." John Wooden

POSITION TITLE: Assistant Superintendent for Teaching and Learning

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Teaching and Learning provides leadership in curriculum and instruction, research and evaluation, exceptional student education, career and technical education, instructional technology, federal programs, and staff development. As a member of the district leadership team, the Assistant Superintendent for Teaching and Learning provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in educational leadership or a related field. Doctorate preferred
2. Washington State Principal, Program Administrator or Superintendent certification; Washington State teaching certificate
3. Minimum five years' experience in public school administration
4. Knowledge of Common Core State Standards, Smarter Balanced Assessment, Response to Intervention, TPEP.
5. Demonstrated success as a strategic, creative, and data driven educational leader.
6. Experience in teaching and learning and a track record of building programs and services to support student success
7. Knowledge of national, state, and local educational goals and objectives
8. Knowledge of learning theory, program planning, curriculum development, and management of instructional programs
9. Knowledge of statutory and regulatory requirements in areas of responsibility
10. In-depth knowledge of current educational trends, methods, and research
11. Demonstrated technology background and ability to assist staff in utilization of technology in the instructional and management components of education
12. Ability to interpret and implement laws, rules and policies
13. Ability to collect, analyze and interpret data
14. Strong organizational and administrative ability that will leverage the strengths of individuals and groups to achieve long term success
15. Demonstrated clear and concise communication skills, both oral and written
16. Demonstrated ability to develop and implement short and long-range plans
17. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
18. Experience training, supervising, and evaluating personnel at the administrative and/or management level
19. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Executive Directors, Directors, and staff assigned to the department;

PERFORMANCE RESPONSIBILITIES:

1. Provides strategic leadership and motivation to district leaders and instructional staff for the purpose of creating a clear, sustained, and positive focus on student achievement
2. Models behaviors that underline the District's believe in every student's ability to learn and the District's commitment to providing a high quality education to every District student
3. Maintains communication at all organizational levels, both inside and outside the school

system, to share and receive information on effective programs and practices and to coordinate a course of action

4. Initiates the development of programmatic goals and instructional objectives on a district-wide basis within the scope of school board policies, administrative direction, assessed student needs, and operational constraints
5. Establishes a systemic approach to teaching and learning planning, development, implementation, and evaluation
6. Provides leadership, oversight, and direction for the overall activities of planning district instructional and non-instructional support programs
7. Provides leadership for the articulation among instructional levels as well as among basic, exceptional, and career/technical programs. Addresses any opportunity gap issues for subsets of students who may be underperforming
8. Participates in the District School Improvement Process (SIP) for the purpose of supporting, monitoring, assessing and modifying the District's progress toward achieving SIP goals
9. Visits district schools and classrooms on a regular basis for the purpose of supporting quality classroom practice, building strong relationships with principals and teachers, emphasizing the district's focus on student learning and assessing the impact of the District's curriculum and instructional programs
10. Provides leadership and oversight for assessment initiatives, including classroom-based, school, district, and state assessments
11. Develops the department budget and monitors its implementation
12. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
13. Serves as liaison with social, professional, civic, volunteer and other community agencies and groups as needed. Represents the district on various local and regional committees
14. Collaborates with the Human Resources department on Teacher, Principal Evaluation Project (TPEP) development and communication to certificated staff
15. Ensure compliance/adherence to state requirements for curriculum content, instructional minutes, and graduation compliance
16. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares policies, procedures, and reports for the Board as the Superintendent may direct
17. Performs other related duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

POSITION TITLE: Assistant Superintendent for Finance and School Operations

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Finance and School Operations provides leadership in all aspects of the district business and finance transactions to meet federal, state and local fiscal practices, short and long-range planning and leadership in all aspects of facilities maintenance and operations programs. As a member of the district leadership team, the Assistant Superintendent for Finance and School Operations provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in business administration, finance, accounting educational administration, architecture, engineering, construction or related field. Doctorate preferred
2. Minimum five years of managerial experience in accounting and finance including at least two years in a supervisory capacity. Preference will be given to those with K-12 public school experience
3. Detailed knowledge of municipal accounting procedures and generally accepted accounting principles
4. Working knowledge of educational systems as related to facilities, maintenance, and planning
5. Detailed knowledge of OSPI financial and statutory compliance requirements
6. Demonstrated ability to monitor and evaluate enrollment data, staffing ratios, and impact on state apportionment to ensure resource maximization and compliance with state apportionment requirements
7. Proven ability to analyze, interpret, and prepare financial statements and reports
8. Ability to develop and implement internal control processes and procedures to safeguard district leaders
9. Knowledge of professional standards related to facilities and maintenance
10. Knowledge of educational facilities, including physical plant operations and building systems operations
11. Ability to manage bond issues and capital project finances
12. Ability to develop and monitor contractual services to ensure compliance with state, federal, and local statutes
13. Strong organization and administrative ability so as to provide a positive and motivational leadership style for staff
14. Demonstrated clear and concise communication skills, both oral and written
15. Demonstrated ability to develop and implement short and long-range plans
16. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
17. Experience training, supervising, and evaluating personnel at the administrative and/or management level
18. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

POSITION TITLE: Assistant Superintendent for Human Resources

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Human Resources provides leadership in all personnel matters pertaining to certified and classified employees. As a member of the district leadership team, the Assistant Superintendent for Human Resources provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in Human Resources Management, Educational Administration or related field. Doctorate preferred
2. Minimum five years' experience in public school or human resources management
3. Demonstrated positive human relations skills and ability to promote the development of a positive school district climate
4. Demonstrated knowledge of current Federal and State laws and regulations applicable to human resources management
5. Demonstrated knowledge of student and employee laws and regulations
6. Extensive knowledge of the principles, concepts, and methodologies of personnel programs, laws and regulations
7. Interest in facilitating a collaborative decision-making process and maintaining positive working relationships with employee groups
8. Commitment to an administrative process which encourages participation by all staff members utilizing an administrative team concept
9. Strong organization and administrative ability so as to provide a positive and motivational leadership style for staff
10. Demonstrated clear and concise communication skills, both oral and written
11. Demonstrated ability to develop and implement short and long-range plans
12. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving and decision-making
13. Experience training, supervising and evaluating personnel at the administrative and/or management level
14. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Director for Human Resources, Department Staff and Principals as assigned

PERFORMANCE RESPONSIBILITIES:

1. Maintains a close working relationship with school-based and district-level administrators to ensure information exchange, coordination of efforts, and general support for human resources issues
2. Maintains communication at all organizational levels, both inside and outside the school system, to share and receive information on effective programs and practices and to coordinate a course of action

3. Directs the recruitment program for professional and support staff
4. Handles personnel grievances, dismissals, and hearings
5. Works with administrators and employees in the identification and resolution of personnel problems/issues/complaints; reviews recommendations for employee disciplinary actions, including suspension, demotions, and terminations
6. Supervises the Professional Growth and Evaluation System for the district
7. Works with employee groups regarding contract negotiations, administers the employee contract schedule for all personnel, and advises the Superintendent/Deputy Superintendent regarding negotiated contract issues
8. Directs, implements, and monitors personnel staff, policies, programs and services, including recruitment, Professional Growth and Evaluation System, and human resources information systems
9. Approves requests and coordinates employee transfers. Approves leaves of absence, resignations, and terminations; conducts exit interviews
10. Develops the department budget and monitors its implementation
11. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
12. Serves as liaison with social, professional, civic, volunteer and other community agencies
13. Advocates the district's position to local and regional government concerning issues related to human resources
14. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares such reports for the Board as the Superintendent may direct
15. Serves on the Superintendent's Leadership Team and the district's Interest-Based Negotiations Team
16. Performs other duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

POSITION TITLE: Deputy Superintendent

LOCATION: District Office

POSITION GOAL: The Deputy Superintendent provides leadership in curriculum development, research and evaluation, exceptional student education, student services, career and technical education, instructional technology, federal programs, and staff development. The Deputy Superintendent also provides leadership in all aspects of facilities maintenance and operations programs. Additionally, as a member of the district leadership team, the Deputy Superintendent provides leadership with short and long-range planning, policy planning, and implementation of the district strategic plan.

QUALIFICATIONS:

1. Master's degree in educational leadership or a related field. Doctorate preferred
2. Superintendent credentials
3. Minimum five years experience in public school administration
4. Experience in leadership of curriculum, instruction, and school improvement
5. Knowledge of national, state, and local educational goals and objectives
6. Knowledge of learning theory, program planning, curriculum development, and management of instructional programs
7. Knowledge of statutory and regulatory requirements in areas of responsibility
8. In-depth knowledge of current educational trends, methods, research, and technology
9. Working knowledge of educational systems as related to facilities, maintenance, and planning
10. Knowledge of professional standards related to facilities and maintenance
11. Knowledge of educational facilities, including physical plant operations and building systems operations
12. Ability to manage bond issues and capital project finances
13. Ability to develop and monitor contractual services to ensure compliance with state, federal, and local statutes
14. Ability to interpret and implement laws, rules and policies
15. Ability to collect, analyze and interpret data
16. Strong organizational and administrative ability so as to provide a positive and motivational leadership style for staff
17. Demonstrated clear and concise communication skills, both oral and written
18. Demonstrated ability to develop and implement short and long-range plans
19. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
20. Experience training, supervising, and evaluating personnel at the administrative and/or management level
21. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Executive Directors, Directors, and staff assigned to the department. Oversees principal evaluation.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a close working relationship with school-based and district-level administrators to ensure information exchange, coordination of efforts, and general support for school improvement
2. Maintains communication at all organizational levels, both inside and outside the school system, to share and receive information on effective programs and practices and to coordinate a course of action
3. Initiates the development of programmatic goals and instructional objectives on a district-wide basis within the scope of school board policies, administrative direction, assessed student needs, and operational constraints
4. Establishes a systemic approach to teaching and learning planning, development, implementation, and evaluation
5. Provides leadership, oversight, and direction for the overall activities of planning district instructional and non-instructional support programs
6. Provides leadership for the articulation among instructional level as well as among basic, exceptional, and career/technical programs
7. Provides leadership for a collaborative team to ensure that curriculum and instructional initiatives are student focused and aligned with the district's mission and beliefs and school goals and improvement plans
8. Develops the department budget and monitors its implementation
9. Provides leadership, oversight, and direction for the overall activities of facilities maintenance and operations
10. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
11. Serves as liaison with social, professional, civic, volunteer and other community agencies and groups as needed. Represents the district on various local and regional committees
12. Advocates the district's position to local and regional government concerning issues related to teaching and learning
13. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares such reports for the Board as the Superintendent may direct
14. Serves on the Superintendent's Leadership Team
15. Performs other related duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

From: [Renee Coe](#) on behalf of [Renee Coe <rcoe@ohsd.net>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 9:59:21 AM
Attachments: [assistant superintendent 12 13 13.doc](#)

Greetings from Oak Harbor!

Renee Coe
Executive Assistant
Human Resources
360.279.5018



On Fri, Dec 1, 2017 at 9:37 AM, Curtis Leonard <wspa@memberclicks-mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rcoe@ohsd.net by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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ASSISTANT SUPERINTENDENT

Qualifications:

1. Valid administrative credential in the State of Washington.
1. Master's degree with major concentration in the area of Education Administration. A doctorate and superintendent credential is preferred.
2. At least five years or more of successful experience in school administration.

Appointment:

The assistant superintendent position will be filled by appointment of the Board of Directors upon the recommendation of the superintendent. The contract calls for 222 workdays per year plus optional days.

Personnel Relationships:

The assistant superintendent is responsible for all aspects of the instructional program, including developing, implementing, and evaluating short and long-range goals and objectives as well as the total program. The assistant superintendent will develop, monitor, manage, and evaluate policies, procedures, and programs related to teaching and learning. The assistant superintendent is responsible for meeting district learning goals and student achievement results and outcomes. The assistant superintendent will supervise a number of district-wide programs and evaluate the director of information systems, director of teaching and learning, director of special programs as well as TOSA's and other district-level certificated staff as necessary. The assistant superintendent may also evaluate building administrators with the superintendent.

Specific Duties and Responsibilities:

1. Effectively design, develop, monitor, manage, and evaluate programs, policies, and procedures to:
 - Make student learning and the service and support of students and families the paramount concern for district office as well as building-level functions and programs.
 - Implement state and federal learning requirements and standards.
 - Ensure the horizontal and vertical alignment of curriculum and instructional programs through courses, sequences of courses, subject areas, standards, special programs, and technology.
 - Provide smooth transitions for students into kindergarten, middle school, high school, and college and career.
 - Use data to improve instruction at all levels of the district. This includes developing and overseeing a district assessment system and data tracking and analysis tools.
 - Select and adopt aligned materials through the Instructional Materials Committee and related committees, teams, and task forces.

- Provide meaningful and aligned district professional development for instructional staff, evaluate the effectiveness of professional development and modify accordingly.
 - Maintain an effective building and district-level school improvement process.
2. Update board policies and procedures in cooperation with relevant programs and departments; communicate changes to appropriate parties; and assist in the interpretation and application of board policies and procedures.
 3. Prepare school board agenda items, including written and visual materials, and present reports at board meetings as needed.
 4. Along with building and program administrators, oversee budgeting, accounting, and expenditures for district curriculum, instruction, and professional development; special programs; technology; and building budgets as well as various district grant and levy funds.
 5. Design, develop, monitor, and evaluate grading, reporting, and graduation standards and procedures.
 6. Monitor, assure, and report compliance with the Elementary and Secondary Education Act (ESEA), Consolidated Program Review (CPR), Civil Rights Data Collection (CRDC), Office of the Superintendent of Public Instruction (OSPI) and other required areas.
 7. Oversee changes to enrollment process and forms, monitor and report monthly enrollment data (P223), monitor class sizes, manage student transfers, handle attendance boundaries, and oversee issues related to graduation rates reporting (P210).
 8. Use district and building enrollment trends to make annual staffing recommendations for each building, program, and area based on projections.
 9. Collaborate with the communications coordinator to provide high-quality, clear, and consistent communications regarding educational programs and initiatives to both internal and external audiences; establish and maintain positive public relations to build support for instructional programs and the district in general.
 10. Serve as the district's Harassment, Intimidation, and Bullying compliance officer.
 11. Handle student readmission hearings and coordinate student discipline appeals, acting as the district's Hearing Officer.
 12. Provide for family, staff, and community involvement in goal setting, implementation, and evaluation of instructional programs.
 13. Address and handle complaints and concerns from parents and community members in a timely manner and redirect complaints as needed or appropriate.

14. Write, monitor, and evaluate grants as directed. Seek and apply for competitive grants aligned with district priorities and goals.
15. Stay current on educational research trends and developments.
16. Collaborate with other districts and ESD's in the area of teaching and learning.
17. Supervise and evaluate the director of teaching and learning, director of special programs, director of information systems, and other instructional support staff as assigned. Foster a positive, collaborative, customer service-oriented, and student-centered culture within all programs and staff supervised.
18. Plan and implement professional development for building and district leaders.
19. Be actively involved in the Oak Harbor community, including membership in a service club and/or other community boards and organizations.
20. In the absence of the superintendent, assume the responsibility and authority to act in place of the superintendent.
21. Other duties as assigned.

Adoption Date: 04.88
Oak Harbor School District
Revised: 10.22.92; 02.98; 07.03; 12.13

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, December 1, 2017 9:57:52 AM
Attachments: [Associate Supt Posting 4-12-12.pdf](#)

Cheney's Asst Sup for Learning & Teaching

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Angela Moses** <amoses@cheneysd.org>
Date: Fri, Dec 1, 2017 at 9:50 AM
Subject: RE: MEMBER REQUEST
To: "rosie.burns@mercerislandschools.org" <rosie.burns@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Good morning,

Attached is our Associate Supt posting from 2012.

Please feel free to contact me if you need additional information.

Thank you,

Angela

Angela Moses

Human Resource Officer

[\(509\) 559-4509](tel:(509)559-4509)

[\(509\) 559-4575](tel:(509)559-4575)-Fax

Cheney Public Schools

12414 S. Andrus Rd.

Cheney, WA 99004

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Friday, December 01, 2017 9:36 AM

To: Angela Moses <amoses@cheneysd.org>

Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to amoses@cheneysd.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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COMPENSATION

Salary and benefit package will be competitive and commensurate with experience and background.

CONTRACT

260-day contract; job responsibilities will commence approximately July 1, 2012.

Inquiries may be directed to: Email:
Joan Kingrey, Ph.D. kingrey@wsu.edu
Clinical Associate Professor Phone:
College of Education, WSU 509.991.0498

APPLICATION PROCEDURES

Application Schedule:

Position opening announced
..... April 12, 2012
Deadline to receive application materials
..... May 1, 2012 (4:00 p.m.)
Anticipated interviews
..... May 8, 2012

Please visit www.cheneysd.org to apply.

- A completed Cheney School District application
- Letter of application addressing the desired qualifications (2 pages maximum)
- Resume' (2 pages maximum)
- Three current letters of recommendation (attachments)
- Statement of Qualifications as an instructional leader—provide an example of evidence of your Instructional Leadership (200-300 words)
- Unofficial transcripts (attachments)
- Copy of credentials—certificate (attachment)
- Completed supplemental information form

PLEASE NOTE: Candidate recommended for hire must complete Washington State Sexual Misconduct Disclosure Release Form. Employment is also contingent upon completion of a state and national background check.

The Cheney School District complies with all state and federal rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, pregnancy, familial status, marital status, age, honorably discharged veterans or military status, economic status, gender, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability for all district employment opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 Officer and ADA coordinator Debra Clemens (509) 559-4550, or Section 504 Coordinator Kristi Thurston, 520 Fourth St., Cheney, WA 99004 (509) 559-4525.

AN EQUAL OPPORTUNITY EMPLOYER

An Invitation To Apply



ASSOCIATE SUPERINTENDENT

Cheney Public Schools

*For our children, our
community, our
world, our future*

520 4th Street
Cheney, WA 99004
509-559-4509

The Cheney Public Schools invites well qualified candidates to apply for the position of Associate Superintendent for Teaching and Learning Services. The Associate Superintendent is responsible for district wide leadership for the teaching and learning mission of the district that holds high expectations for students, staff, the leadership team, and the community. The Associate Superintendent will work directly with and in support of the superintendent to sustain the district's Shared Values and its commitment to the Essential Foundations that frame the District's strategic initiatives.

RESPONSIBILITIES:

- Supervise and mentor administrators and staff in Teaching, Learning and Assessment functions.
- Supervise and provide oversight to the Human Resources functions of the district to include contract negotiations.
- Share the responsibilities of the facilitation and support of the Leadership Team with the superintendent.
- Provide direct and ongoing support and mentorship to principals and building staffs.
- Provide clear communication regarding district instructional programs and policies, and insure that all district staff is well informed as programs or initiatives are implemented and sustained.
- Demonstrate a commitment to each school and department through regular visits to each site and actively engage with the school district community.
- Make access and availability to principals, teachers, support staff and community a priority.
- Support and sustain the collaborative work for high expectations and continuous progress through the structures that invite participation and shared responsibility for instructional decisions.
- Provide the necessary support for PK-12 instructional effectiveness.
- Provide knowledgeable leadership for implementation of the district-wide initiatives at the direction of the superintendent.
- Supervise and integrate the Instructional Technology and Nutrition Service functions.
- Responsibly contribute to the stewardship and planning of the school district.
- Insure that the Shared Values that guide the district's accomplishment of its goals are actualized.
- Hold all stakeholders accountable for the shared high expectations and continuous progress foundations of the school district.

- Insure consistency in district programs and procedures across the district while respecting the unique characteristics of each school community.
- Work toward the district aspiration to support the whole child and utilize broad measures of student success to measure progress toward this goal.
- Coordinate and communicate regularly with the superintendent by sharing the big picture view of the school district with an eye toward future possibilities.

QUALIFICATIONS:

- Master's degree in educational administration or related field; administrative credential(s)
- Successful administrative experience as a principal.
- Knowledgeable and well prepared regarding education reform initiatives.
- Evidence of successful leadership to build a collaborative culture and strengthen the capacity of groups to function well as teams.
- Demonstrated ability to communicate well with others, in written and verbal contexts.
- Working knowledge of state and federal program requirements and the rules and regulations contained within the allocation, hiring, and supervision of the district's Human Resources.
- Demonstrated ability to develop and mentor leaders across all district employee groups.
- Evidence of the experience and academic preparation to provide thoughtful guidance for district initiatives and to authorize and hold accountable those responsible for the work.
- Evidence of anticipating and planning for the learning needs and resources required for 21st century students.
- Reputation for exceptional interpersonal skills and high ethical standards.
- Strong evidence of a leadership style that listens to all constituents, and values diverse perspectives.
- Evidence of developing viable partnerships to support the work of the school district and improving student learning.
- Experience in leading change, and in making responsive decisions to move groups forward to serve the best interests of students.
- Record of initiating system improvements and embracing a rigorous work schedule to accomplish goals on multiple initiatives.
- Evidence of alignment with the District's Shared Values and Essential Foundations and the direction of the District Leadership Team.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Angela Moses](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 9:57:25 AM

Thank you Angela!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 9:50 AM, Angela Moses <amoses@cheneysd.org> wrote:

Good morning,

Attached is our Associate Supt posting from 2012.

Please feel free to contact me if you need additional information.

Thank you,

Angela

Angela Moses

Human Resource Officer

[\(509\) 559-4509](tel:(509)559-4509)

[\(509\) 559-4575](tel:(509)559-4575)-Fax

Cheney Public Schools

12414 S. Andrus Rd.

Cheney, WA 99004

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Friday, December 01, 2017 9:36 AM

To: Angela Moses <amoses@cheneysd.org>

Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to amoses@cheneysd.org by cleonard@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Elizabeth \(Beth\) Porter](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 9:56:38 AM

Thank you Beth -- much appreciated!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Dec 1, 2017 at 9:52 AM, Elizabeth (Beth) Porter
<Elizabeth.Porter@rentonschools.us> wrote:

Beth Porter, Ed.D.

Executive Director, Human Resources

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

Phone: [425-204-2371](tel:425-204-2371) Fax: [425-204-2416](tel:425-204-2416)

elizabeth.porter@rentonschools.us

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, December 1, 2017 9:36 AM
To: Elizabeth (Beth) Porter <Elizabeth.Porter@rentonschools.us>
Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to elizabeth.porter@rentonschools.us by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, December 1, 2017 9:56:24 AM
Attachments: [Asst Supt DLT Aug 2016.docx](#)
[Assistant Superintendent Operations.doc](#)
[Assistant Superintendent Business and Finance.doc](#)

From Renton - Assistant Sup for Learning & Teaching could be good info.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Elizabeth (Beth) Porter** <Elizabeth.Porter@rentonschools.us>
Date: Fri, Dec 1, 2017 at 9:52 AM
Subject: RE: MEMBER REQUEST
To: "cleonard@wspa.net" <cleonard@wspa.net>, "rosie.burns@mercerislandschools.org" <rosie.burns@mercerislandschools.org>

Beth Porter, Ed.D.

Executive Director, Human Resources

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

Phone: [425-204-2371](tel:425-204-2371) Fax: [425-204-2416](tel:425-204-2416)

elizabeth.porter@rentonschools.us

From: wspa@memberclicks-mail.net [mailto:wspa@memberclicks-mail.net]
Sent: Friday, December 1, 2017 9:36 AM
To: Elizabeth (Beth) Porter <Elizabeth.Porter@rentonschools.us>
Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to elizabeth.porter@rentonschools.us by cleonard@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Department of Learning and Teaching

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent, Department of Learning and Teaching, serves as an executive cabinet team member and advisor to the superintendent and district leadership team on instructional leadership and management issues. The Assistant Superintendent of Learning and Teaching has overall leadership responsibility for district-wide teaching and learning. The Assistant Superintendent of Learning and Teaching leads the development of Area Instructional Chiefs, Principals, and all Learning and Teaching department members to increase academic achievement with a social justice agenda on closing the instructional gap, to effectively support all buildings in achieving established accountability targets for student achievement, and to assist the Superintendent in achieving established district goals in the District Improvement Plan. The duties include, but are not limited to, the supervision of Area Instructional Chiefs, Directors of Special Education Programs and Services, Student and Family Support Services, Assessment, Standards Based Instruction and Professional Learning, Student Information Systems, and Career and Technical Education and administering designated federal programs, including Section 504/ADA.

ESSENTIAL FUNCTIONS:

Criteria 1. Effective Leadership - Supporting School Principals

1. Implements the District's and Department's Theory of Action; supports the Theory of Action with short term and long term plans; influences, establishes and sustains a department culture conducive to continuous improvement and support of staff; provides ongoing professional development and training.
2. Directs, supervises, evaluates and provides leadership for central office administrators that are responsible for support and supervision of Principals (Area Instructional Chiefs), Standards Based Instruction and Professional Learning, Assessment, Instructional Technology integration, Student Information Systems, Special Education Program and Services, Student Family Support systems (including English as a Second Language, Title 1, LAP, and Indian Education), Highly Capable programs and Career and Technical Education.
3. Provides strong and collaborative leadership within the Department of Learning and Teaching which ensures positive linkages with all district functions; actively nurtures and supports the continued development of collaborative decision-making strategies.
4. Promotes the district's mission, vision and foundational beliefs, and the attainment of increased academic achievement and accountability for all students; serves as an advocate for students; fosters the active engagement of parents and the community with the early childhood and Pre/ K-

- 12 educational system; identifies and takes effective action to eliminate disproportionality and to develop positive school climates.
5. Provides leadership in the development, implementation, monitoring and evaluation of the District Improvement Plan; provides administrative oversight for the preparation and completion of reports and interpretations of related data for effective decision-making by administrators, the board and the superintendent.
 6. Provides direction and maintains up-to-date knowledge of best practices in all aspects of Pre/K-12 education; participates in on-going professional development to enhance professional skills; serves as a liaison between the district and other educational agencies in the development and coordination of professional development.
 7. Provides leadership in maximizing utilization of all resources to achieve high quality learning and working environments.
 8. May serve as superintendent's designee in the absence of superintendent; serves on executive cabinet; researches, prepares and analyzes reports and other information for the board at the request of the superintendent.

Criteria 2. Supports Quality Teaching and Learning

1. Provides direction, support and vision for the Area Instructional Chiefs to ensure effective principal leadership.
2. Leads district efforts in developing effective teacher and principal evaluation processes and practices in collaboration with Human Resources.
3. Oversees program planning, implementation, and evaluation of categorical programs, special education programs, and career and technical skills programs; oversees the Consolidated Program Review; oversees state and federal program and fiscal audits.
4. Develops and administers departmental budgets and exercises oversight for budgets of schools, Area Instructional Chiefs, and curriculum, instruction, assessment, professional development, special education, categorical programs, and career and technical education directors.
5. Drafts board policy and administrative procedures in areas of responsibility and serves as the district spokesperson for implementation and interpretation of those policies/procedures after approval by the superintendent and adoption by the board.
6. Directs special projects assigned by the superintendent and conducts and/or facilitates board presentations as requested.
7. Provides and oversees collaborative processes for sustaining and improving the district's instructional framework/vision of instruction.

Criteria 3. Assures System-Wide Improvement

1. Manages and provides oversight to district curriculum revisions, adoptions and production of associated documents.
2. Manages and provides oversight to development or selection, implementation and evaluation of district student achievement assessment tools.
3. Manages and provides oversight to data collection and analyses related to demographic, perceptual, contextual, and achievement measurements; manages and provides oversight to maintenance of student records and transcripts as well as enrollment reporting.
4. Initiates and coordinates activities and/or organization of work groups to study issues and recommend actions to assure continued enhancement of district-wide programs.
5. Coordinates development for proposed changes to school boundaries. Coordinates location of special programs within schools.
6. Supervises the development of annual enrollment projections utilized in budget development and staffing by superintendent's executive cabinet.

Criteria 4. Clear and Collaborative Relationships

1. Participate with the superintendent and other cabinet members to ensure the development and maintenance of a positive educational program that meets the needs of learners and is consistent with the policies and direction of the Board of Directors.
2. Advise and assist administrators in addressing community, parent, student, and staff concerns.
3. Collaborate with other members of the District Instructional Leadership Team to develop, implement, monitor and revise the District Improvement Plan.
4. Responds to staff, parent and community questions and concerns. Serves as an articulate, informed spokesperson for the district at both formal and informal speaking engagements and in the development of written documents describing district programs.
5. Attend Board meetings and prepare reports as required.

Criteria 5. Act as the Section 504/ADA Coordinator

1. Coordinate and monitor the district's compliance with Section 504 and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability;
2. Oversee prevention efforts to avoid Section 504 and ADA violations from occurring;
3. Implement the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment; and
4. Investigate complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

WORKING RELATIONSHIPS:

Reports to the Superintendent. Supervises assigned staff including certificated administrators and classified staff. Interacts regularly with the Superintendent; Assistant Superintendent of Human Resources; Assistant Superintendent of Business; Area Instructional Chiefs; building administrators; Human Resources, Business Office, Technology Services; special and general education directors; and administrative support staff. Interacts occasionally with various other certificated and classified staff throughout the district. Contacts with individuals outside of the district include but are not limited to parents, students, partner agency representatives, other school district representatives, and outside vendors; occasional contact with local, state and federal government officials, outside social services organizations, and various community groups.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites in and outside the district. The job incumbent is frequently required to: attend evening meetings or activities; represent the district on potentially controversial matters; sit for prolonged periods; be exposed to computer display terminal for prolonged periods; deal with distraught, angry or hostile individuals; and deal with sensitive, confidential information. The incumbent is sometimes required to: stand for prolonged periods; be accessible during off-hours to return to work in emergencies; meet externally imposed and inflexible deadlines; and work long hours beyond the normal work day.

MINIMUM QUALIFICATIONS:

Successful job incumbents will demonstrate, at a minimum, the level of education, experience, knowledge, skills and abilities listed below.

Required Education and Experience:

1. Bachelor's Degree.
2. Master's Degree required in educational administration or related field.
3. Principal experience.
4. Seven (7) years successful experience as a public school administrator, with 3-5 years experience as a principal.
5. Demonstrated successful, recent leadership experience in a medium to large size school district or similar public educational institution, including significant experience with district-wide programs as a school administrator.

Required Knowledge, Skills and Abilities:

- Thorough knowledge of effective and innovative school and district improvement initiatives, teaching and learning strategies effective in closing the instructional gap, and grounded in principles and practices of emerging curriculum and instruction, effective application of technology to enhance teaching and learning, Common Core State Standards, and demonstrated success as an educational leader.
- Organizational theory and its application in large school districts, including familiarity with “systems thinking,” the ability to analyze organizational situations from a structural, human resource, political and symbolic frames.
- Knowledge of current trends, research, and accountability measures, processes and best practices in curriculum, instruction, assessment and effective school operations
- Knowledge of applicable laws, rules, policies, and procedures related to assigned responsibilities.
- Knowledge of standards for high professional performance and development of administrative staff.
- Budget preparation and control.
- Ability as a leader to effectively plan, schedule, organize, delegate, utilize resources and take timely action.
- Ability to reach logical conclusions and make high quality decisions involving others appropriately in decision-making, particularly related to budget and staffing.
- Ability to establish effective working relationships and interact successfully with all school district staff, patrons and labor representatives; ability to perceive the needs and concerns of others; skill in assisting others in resolving conflicts; and experience in designing programs to assist others in meeting professional and organizational goals.
- Effective oral and written communication skills, including ability to make effective presentations to large or small groups.
- Ability to maintain collaborative working relationships with employee associations and/or unions.
- Ability to anticipate and respond quickly to problems; skilled at communicating insights and understanding of issues or problems.
- Skilled at encouraging and supporting innovation aligned with district goals; constructively challenges standard approaches and seeks improved processes.
- Skilled at inspiring and energizing staff to achieve exceptional results.
- Skilled at creating and capitalizing on an inclusive environment that values diverse skills, styles, perspectives and backgrounds.
- Skill in human relations and building a positive culture; helps staff understand and be recognized for their contributions. Experienced in implementing shared decision-making models.
- Ability to receive and act on constructive feedback; creates an atmosphere of high expectations for self and others and a desire for continual improvement.
- Ability to assist with implementing a multi-tiered system of support that provides intervention and support for all learners.
- Ability to analyze student performance data, perceptual data, demographic data and contextual data and respond with appropriate goals and strategies.

- Ability to lead the district toward accomplishing its District Improvement Plan, goals, and objectives.

Required Qualifications:

- Exceptional background in instructional pedagogy and leadership relative to the department's functions.
- Proven successful experiences in serving as a cabinet-level administrator in a diverse school district.
- Proven successful experience in implementing and directing a variety of large-scale instructional programs and/or operations in a medium/large district.
- Proven successful experience in an ethnically diverse public school district.
- Teaching certificate.
- Principal certificate or ESA credential.

Preferred Qualifications:

- Washington Superintendent credential; selected candidate will be required to complete the Superintendent's credential within a reasonable time frame.
- Doctorate in related field preferred.

Fair Labor Standards Act:

Exempt

Evaluation:

Evaluation responsibilities are assigned to the Superintendent.

Equal Opportunity Employer

Renton School District does not discriminate in any program or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: **Title IX Coordinator**, Sheryl Moore, Assistant Superintendent for Human Resources, 425.204.2370, Sheryl.Moore@rentonschools.us. **Section 504/ADA Coordinator and Compliance Coordinator**, Dr. Damien Pattenaude, Assistant Superintendent for Learning and Teaching, 425.204.2318, damien.pattenaude@rentonschools.us. The ADA Compliance Officer is responsible for providing information about the existence and location of accessible services, activities, and facilities at Renton Public Schools, responds to accessibility requests, and addresses accessibility complaints from students and/or their families. The Renton School District will take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. See also, Renton School District Policies and Procedures No. 3207, 3210, 5003, 5005 and 5006 for complaint procedures.



Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Facilities and Operations

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent of Facilities and Operations advises the Superintendent in planning, directing and coordinating functions of all Renton School District facilities and operations efforts. This position will direct operational and support activities and programs for designated operations. This executive position is charged with managing all aspects of operations programs, support systems, and expenditures to support Renton School District's mission and vision.

ESSENTIAL FUNCTIONS*:

1. Responsible for short and long-term planning and managing for facilities, capital projects and operations and for Maintenance, Nutrition Services, Warehouse, Transportation, Custodial, Grounds, Capital Facilities and Security.
2. Prepares facility and operation reports for the Superintendent, staff, school board, state and federal agencies.
3. Represents the District in meetings with local, state, and federal officials in the development and implementation of programs.
4. Ensures compliance with all State and Federal Guidelines.
5. Participates as a member of the Superintendent's Cabinet. Works closely with members of the district's leadership team to support the vision, mission and core beliefs the Renton School District.
6. Attend all regularly scheduled monthly meetings of the Board, and such cabinet meetings and conferences as called by the Superintendent.
7. Advises the Superintendent on all programs in facilities and operations for the purpose of providing feedback and keeping the Superintendent informed.
8. Reports periodically to the Superintendent on issues and incidents that impact and disrupt the operation of a school.
9. Coordinates responses to incidents, complaints and various issues as requested by Board Members and the Superintendent.
10. Aligns capital resources with district goals and priorities through budget development and management.

* The list of essential functions in this job description is not exhaustive and may be supplemented as necessary by determination of an appropriate administrator and Personnel.

11. Designs, directs and implements in-service training for professional development of facilities and operations staff as needed.
12. Leads and/or facilitates district committees pertaining to areas of responsibility.
13. Provides leadership, support, oversees and evaluates administration of assigned departments for the purpose of ensuring effective delivery of services to schools, departments and the community.
14. Administers and interprets statutes, regulations and policies concerned with the responsibilities of transportation, nutrition services, facilities, operations and maintenance.
15. Assists with the development of levy and bond issues by providing financial information to the Superintendent and developing processes, information and materials related to capital projects.
16. Identifies and develops capital improvement projects as appropriate and coordinates the activities necessary for implementation, recordkeeping and completion of such projects.
17. Directs the planning and implementation of build and remodel projects.
18. Oversees and coordinates matters pertaining to public bids and requests for proposals.
19. Develop bid specifications for construction related services.
20. Supervises and monitors the operations and facilities function of the district.
21. Oversees the district's Resource Conservation Management (RCM) program, architectural design, and educational specifications.
22. Oversees the acquisition of real property.
23. Identifies physical plant needs; plans for continuous operation and mechanical maintenance of buildings for all educational purposes.
24. Coordinates District contracted services; supervises building construction and renovation.
25. Recommend to the Superintendent the award of contracts for purchase of equipment, materials and services for the District.
26. Establishes collaborative working relationships with school site administration and staffs.
27. Supervises Transportation, Nutrition Services, Operations, Facilities, Maintenance and Security managers.
28. Recommend construction projects to Superintendent and Facilities Committee.
29. Coordinates all construction contracts with outside contractors, and directs all renovations, modifications, etc. by the Maintenance staff and ensures compliance with contracts.
30. Supervise all warehouse, storage, inventory and fleet for the District.
31. Effectively coordinates the operation of the school food services program and directs the efficient business management of the school lunch program. Directs a program of accounting and direct operations of the financial affairs of the school lunch program to ensure profit and compliance.
32. Evaluates the performance of subordinate personnel.
33. Reviews all program and vendor contracts for the purpose of ensuring the district and legal guidelines are followed.
34. Reviews and updates administrative policies related to facilities and operations for the purpose of ensuring current accurate and appropriate district practices.
35. Performs other duties similar to the above in scope and function as required.
36. Other duties and responsibilities as assigned by the Superintendent.
37. Performs other related duties as required.

WORKING RELATIONSHIPS:

Reports to the Superintendent. Supervises Executive Director of Business and Finance. Interacts regularly with district and school administrators, and district and building support staff. Contacts with individuals outside of the district include frequent contact PSESD and OSPI officials, occasional contact with OSPI Director of Finance, King County Treasurer's staff, business officials from other school districts, and WSIPC staff. Maintains professional development through appropriate professional associations.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites within the district. The job incumbent is often required to: be exposed to computer display terminal for prolonged period; work long hours beyond the normal work day; and meet externally imposed and inflexible deadlines. The incumbent is sometimes required to: attend evening meetings or activities; sit for prolonged periods; and deal with distraught, angry or hostile individuals.

QUALIFICATIONS:

Successful job incumbents will demonstrate a level of the knowledge, skills and abilities as listed below.

Education and Experience

1. Bachelor's degree in administration, education or a related field.
2. Master's degree preferred.
3. Seven years in facilities and operations management or supervision or an equivalent combination of education, training and experience that demonstrates the ability to perform the duties and responsibilities of the position.
4. Experience in budget preparation and management.
5. Labor relations experience preferred.

Required Knowledge, Skills and Abilities

- Ability to plan, organize, prioritize, and manage time for self and others.
- Knowledge of current school district accounting and payroll rules and practices.
- Knowledge of federal and state rules and regulations applicable to finance, accounting and payroll.
- Knowledge of fixed assets and purchasing procedures.
- Knowledge of state and county statutory requirements relating to school finance and budgeting.
- Knowledge of and skill in effective budgetary processes and school finance, and skill in obtaining alternate funding resources.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Knowledge of District policies and procedures, goals and objectives, organization structure, and functions and negotiated contracts.

- Knowledge of the district's policies and procedures related to business/finance.
- Knowledge of K-12 curriculum and District instructional objectives.
- Knowledge of functions, activities and fiscal requirements of all departments and units of the district.
- Skills in problem solving and mediation.
- Skills in the management of people and programs.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Leadership skill in facilitation group processes, including consensus building and conflict resolution.
- Ability to work with diverse populations in a school business and district environment.
- Ability to work effectively with all racial, ethnic, and socio-economic groups.
- Ability to communicate effectively with colleagues, parents, community representatives, and other District personnel, both individually and as a group.
- Ability to apply technical knowledge to a variety of complex transactions.
- Ability to devise and install accounting methods, forms and procedures.
- Ability to make written and oral reports relative to fiscal conditions of the school district.
- Ability to make formal public presentations.
- Ability to compose and comprehend written communication.
- Ability to use various business personal computer applications proficiently (e.g. word processing, spreadsheets, databases, presentation software).
- Ability to create custom reports from both the fiscal and HR/Payroll applications.
- Ability to communicate clearly to a variety of constituents both orally and in writing.
- Ability to observe, evaluate and utilize subordinates effectively.
- Ability to travel to other sites/locations.
- Mobility to work at a multi-level site.
- Mobility to respond quickly in an emergency situation.
- Ability to resolve conflicts and deal with impatient or angry and distraught vendors and employees.
- Ability to cope with crisis situations.

FAIR LABOR STANDARDS ACT:

Exempt

EVALUATION:

Evaluation responsibilities are assigned to the Superintendent.



Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Finance and Operations

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent, is responsible for the administration of the overall business, financial and operations of the district. A member of the Superintendents Leadership Team with a central role in the school district planning and analysis of current programs, support systems and expenditures.

ESSENTIAL FUNCTIONS*:

1. Manage the business services and finance operations, and related reporting systems, in order to assure accurate and timely reports on District expenditures throughout the year.
2. Serve as executive level partner in analyzing program expenditure trends, particularly in special education programs; aids in developing cost and staffing control models.
3. Serve as primary executive in charge of system wide budget development and supporting documentation; primary communicator on status of budget development and impacts.
4. Leads the budget development work and oversees the budget development support activities.
5. Plan, organize, and manage systems, staff, and procedures for fiscal operations.
6. Lead to maximize district resources through efficiencies, expenditure reductions, and cost control measure, revenue enhancements, and other strategies to ensure financial stability and positive fund balance, consistent with Board policy.
7. Supervise staff and coordinate activities of the business office, including preparation of payroll, accounts payable, accounts receivable, cash receipting, purchasing and financial reporting.
8. Oversee the preparation of financial statements and schedules for General Fund, Debt Service Fund, Transportation Vehicle Fund, ASB fund, and coordinate the Capital Projects Fund.
9. Coordinate preparation of the district's annual budget.
10. Analyze and monitor the district's financial performance, including preparation of periodic General Fund fund balance projection.
11. Interpret rules, regulations and laws for applicability to school district accounting; assist in drafting procedures to ensure conformity with these requirements.

* The list of essential functions in this job description is not exhaustive and may be supplemented as necessary by determination of an appropriate administrator and Personnel.

12. Supervise financial data preparation and transmittals; reconcile reports with district records.
13. Serve as district audit officer; audit accounting records and financial statements for accuracy; ensure that the district establishes and maintains effective internal controls.
14. Prepare required state and federal reports as directed by governmentally established timelines.
15. Maintain appropriate financial records; authorize changes to budgets and other financial documents; compile periodic reports for special funds or grants, accounts payable, accounts receivable, or other specialized accounting activities; customize reports to audit the information needed.
16. Perform accounting for fixed assets and long-term debt group of accounts and fiduciary funds.
17. Prepare the Comprehensive Annual Financial Report, in conformity to and utilizing GAAP accounting methods.
18. Oversee the management of the district's investment portfolio, including cash flow analysis.
19. Recruit, select, orient, and assign business office staff.
20. Assume a leadership role in the development and implementation of new computer applications, including the adoption of, and conversion to, financial, payroll and/or human resources software packages.
21. Serve on negotiating teams with various employee unions.
22. Apply knowledge of collective bargaining agreements to issues related to business services.

OTHER FUNCTIONS:

1. Respond to questions from district personnel, vendors, and members of the community.
2. Investigate accounting discrepancies.
3. Create custom reports as requested.
4. Conduct cost/benefit studies and financial analysis of district functions.

WORKING RELATIONSHIPS:

Reports to Assistant Superintendent for Finance and operations. Supervises Payroll Manager, Operations Accountant, Budget Coordinator and Capital Projects Coordinator. Interacts regularly with other departmental and school administrators and support staff, purchasing staff and building support staff. Contacts with individuals outside of the district include frequent contact PSESD and OSPI officials, occasional contact with OSPI Director of Finance, King County Treasurer's staff, business officials from other school districts, and WSIPC staff. Maintains professional development through appropriate professional associations.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites within the district. The job incumbent is often required to: be exposed to computer display terminal for prolonged period; work long hours beyond the normal work day; and meet externally imposed and inflexible deadlines. The incumbent is sometimes required to: attend evening meetings or activities; sit for prolonged periods; and deal with distraught, angry or hostile individuals.

QUALIFICATIONS:

Successful job incumbents will demonstrate a level of the knowledge, skills and abilities as listed below.

Education and Experience

1. Bachelor's degree in business administration or related field is required.
2. Five years of demonstrated effective leadership in a school business services or closely related governmental organization setting is required.

Licenses/Special Requirements

1. CPA certificate desired.
2. WASBO School Business Official certification desired.

Required Knowledge, Skills and Abilities

- Knowledge of current school district accounting and payroll rules and practices.
- Knowledge of federal and state rules and regulations applicable to finance, accounting and payroll.
- Knowledge of fixed assets and purchasing procedures.
- Knowledge of state and county statutory requirements relating to school finance and budgeting.
- Knowledge of the district's policies and procedures related to business/finance.
- Knowledge of functions, activities and fiscal requirements of all departments and units of the district.
- Skills in problem solving and mediation.
- Skills in the management of people and programs.
- Ability to work with diverse populations in a school business and district environment.
- Ability to apply technical knowledge to a variety of complex transactions.
- Ability to devise and install accounting methods, forms and procedures.
- Ability to make written and oral reports relative to fiscal conditions of the school district.
- Ability to use various business personal computer applications proficiently (e.g. word processing, spreadsheets, databases, presentation software).
- Ability to create custom reports from both the fiscal and HR/Payroll applications.
- Ability to communicate clearly to a variety of constituents both orally and in writing.
- Ability to resolve conflicts and deal with impatient or angry and distraught vendors and employees.

FAIR LABOR STANDARDS ACT:

Exempt

EVALUATION:

Evaluation responsibilities are assigned to the Assistant Superintendent for Finance and Operations.

Evaluation:

Evaluation responsibilities are assigned to the Superintendent.

From: [Elizabeth \(Beth\) Porter](#) on behalf of [Elizabeth \(Beth\) Porter <Elizabeth.Porter@rentonschools.us>](#)
To: [cleonard@wspa.net](#); [rosie.burns@mercerislandschools.org](#)
Subject: RE: MEMBER REQUEST
Date: Friday, December 1, 2017 9:53:19 AM
Attachments: [Asst Supt DLT Aug 2016.docx](#)
[Assistant Superintendent Operations.doc](#)
[Assistant Superintendent Business and Finance.doc](#)

Beth Porter, Ed.D.

Executive Director, Human Resources

Renton School District #403 | 300 SW 7th Street | Renton, WA 98057-2307

Phone: 425-204-2371 Fax: 425-204-2416

elizabeth.porter@rentonschools.us

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, December 1, 2017 9:36 AM
To: Elizabeth (Beth) Porter <Elizabeth.Porter@rentonschools.us>
Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to elizabeth.porter@rentonschools.us by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Department of Learning and Teaching

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent, Department of Learning and Teaching, serves as an executive cabinet team member and advisor to the superintendent and district leadership team on instructional leadership and management issues. The Assistant Superintendent of Learning and Teaching has overall leadership responsibility for district-wide teaching and learning. The Assistant Superintendent of Learning and Teaching leads the development of Area Instructional Chiefs, Principals, and all Learning and Teaching department members to increase academic achievement with a social justice agenda on closing the instructional gap, to effectively support all buildings in achieving established accountability targets for student achievement, and to assist the Superintendent in achieving established district goals in the District Improvement Plan. The duties include, but are not limited to, the supervision of Area Instructional Chiefs, Directors of Special Education Programs and Services, Student and Family Support Services, Assessment, Standards Based Instruction and Professional Learning, Student Information Systems, and Career and Technical Education and administering designated federal programs, including Section 504/ADA.

ESSENTIAL FUNCTIONS:

Criteria 1. Effective Leadership - Supporting School Principals

1. Implements the District's and Department's Theory of Action; supports the Theory of Action with short term and long term plans; influences, establishes and sustains a department culture conducive to continuous improvement and support of staff; provides ongoing professional development and training.
2. Directs, supervises, evaluates and provides leadership for central office administrators that are responsible for support and supervision of Principals (Area Instructional Chiefs), Standards Based Instruction and Professional Learning, Assessment, Instructional Technology integration, Student Information Systems, Special Education Program and Services, Student Family Support systems (including English as a Second Language, Title 1, LAP, and Indian Education), Highly Capable programs and Career and Technical Education.
3. Provides strong and collaborative leadership within the Department of Learning and Teaching which ensures positive linkages with all district functions; actively nurtures and supports the continued development of collaborative decision-making strategies.
4. Promotes the district's mission, vision and foundational beliefs, and the attainment of increased academic achievement and accountability for all students; serves as an advocate for students; fosters the active engagement of parents and the community with the early childhood and Pre/ K-

- 12 educational system; identifies and takes effective action to eliminate disproportionality and to develop positive school climates.
5. Provides leadership in the development, implementation, monitoring and evaluation of the District Improvement Plan; provides administrative oversight for the preparation and completion of reports and interpretations of related data for effective decision-making by administrators, the board and the superintendent.
 6. Provides direction and maintains up-to-date knowledge of best practices in all aspects of Pre/K-12 education; participates in on-going professional development to enhance professional skills; serves as a liaison between the district and other educational agencies in the development and coordination of professional development.
 7. Provides leadership in maximizing utilization of all resources to achieve high quality learning and working environments.
 8. May serve as superintendent's designee in the absence of superintendent; serves on executive cabinet; researches, prepares and analyzes reports and other information for the board at the request of the superintendent.

Criteria 2. Supports Quality Teaching and Learning

1. Provides direction, support and vision for the Area Instructional Chiefs to ensure effective principal leadership.
2. Leads district efforts in developing effective teacher and principal evaluation processes and practices in collaboration with Human Resources.
3. Oversees program planning, implementation, and evaluation of categorical programs, special education programs, and career and technical skills programs; oversees the Consolidated Program Review; oversees state and federal program and fiscal audits.
4. Develops and administers departmental budgets and exercises oversight for budgets of schools, Area Instructional Chiefs, and curriculum, instruction, assessment, professional development, special education, categorical programs, and career and technical education directors.
5. Drafts board policy and administrative procedures in areas of responsibility and serves as the district spokesperson for implementation and interpretation of those policies/procedures after approval by the superintendent and adoption by the board.
6. Directs special projects assigned by the superintendent and conducts and/or facilitates board presentations as requested.
7. Provides and oversees collaborative processes for sustaining and improving the district's instructional framework/vision of instruction.

Criteria 3. Assures System-Wide Improvement

1. Manages and provides oversight to district curriculum revisions, adoptions and production of associated documents.
2. Manages and provides oversight to development or selection, implementation and evaluation of district student achievement assessment tools.
3. Manages and provides oversight to data collection and analyses related to demographic, perceptual, contextual, and achievement measurements; manages and provides oversight to maintenance of student records and transcripts as well as enrollment reporting.
4. Initiates and coordinates activities and/or organization of work groups to study issues and recommend actions to assure continued enhancement of district-wide programs.
5. Coordinates development for proposed changes to school boundaries. Coordinates location of special programs within schools.
6. Supervises the development of annual enrollment projections utilized in budget development and staffing by superintendent's executive cabinet.

Criteria 4. Clear and Collaborative Relationships

1. Participate with the superintendent and other cabinet members to ensure the development and maintenance of a positive educational program that meets the needs of learners and is consistent with the policies and direction of the Board of Directors.
2. Advise and assist administrators in addressing community, parent, student, and staff concerns.
3. Collaborate with other members of the District Instructional Leadership Team to develop, implement, monitor and revise the District Improvement Plan.
4. Responds to staff, parent and community questions and concerns. Serves as an articulate, informed spokesperson for the district at both formal and informal speaking engagements and in the development of written documents describing district programs.
5. Attend Board meetings and prepare reports as required.

Criteria 5. Act as the Section 504/ADA Coordinator

1. Coordinate and monitor the district's compliance with Section 504 and Title II of the ADA, as well as state civil rights requirements regarding discrimination and harassment based on disability;
2. Oversee prevention efforts to avoid Section 504 and ADA violations from occurring;
3. Implement the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment; and
4. Investigate complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

WORKING RELATIONSHIPS:

Reports to the Superintendent. Supervises assigned staff including certificated administrators and classified staff. Interacts regularly with the Superintendent; Assistant Superintendent of Human Resources; Assistant Superintendent of Business; Area Instructional Chiefs; building administrators; Human Resources, Business Office, Technology Services; special and general education directors; and administrative support staff. Interacts occasionally with various other certificated and classified staff throughout the district. Contacts with individuals outside of the district include but are not limited to parents, students, partner agency representatives, other school district representatives, and outside vendors; occasional contact with local, state and federal government officials, outside social services organizations, and various community groups.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites in and outside the district. The job incumbent is frequently required to: attend evening meetings or activities; represent the district on potentially controversial matters; sit for prolonged periods; be exposed to computer display terminal for prolonged periods; deal with distraught, angry or hostile individuals; and deal with sensitive, confidential information. The incumbent is sometimes required to: stand for prolonged periods; be accessible during off-hours to return to work in emergencies; meet externally imposed and inflexible deadlines; and work long hours beyond the normal work day.

MINIMUM QUALIFICATIONS:

Successful job incumbents will demonstrate, at a minimum, the level of education, experience, knowledge, skills and abilities listed below.

Required Education and Experience:

1. Bachelor's Degree.
2. Master's Degree required in educational administration or related field.
3. Principal experience.
4. Seven (7) years successful experience as a public school administrator, with 3-5 years experience as a principal.
5. Demonstrated successful, recent leadership experience in a medium to large size school district or similar public educational institution, including significant experience with district-wide programs as a school administrator.

Required Knowledge, Skills and Abilities:

- Thorough knowledge of effective and innovative school and district improvement initiatives, teaching and learning strategies effective in closing the instructional gap, and grounded in principles and practices of emerging curriculum and instruction, effective application of technology to enhance teaching and learning, Common Core State Standards, and demonstrated success as an educational leader.
- Organizational theory and its application in large school districts, including familiarity with “systems thinking,” the ability to analyze organizational situations from a structural, human resource, political and symbolic frames.
- Knowledge of current trends, research, and accountability measures, processes and best practices in curriculum, instruction, assessment and effective school operations
- Knowledge of applicable laws, rules, policies, and procedures related to assigned responsibilities.
- Knowledge of standards for high professional performance and development of administrative staff.
- Budget preparation and control.
- Ability as a leader to effectively plan, schedule, organize, delegate, utilize resources and take timely action.
- Ability to reach logical conclusions and make high quality decisions involving others appropriately in decision-making, particularly related to budget and staffing.
- Ability to establish effective working relationships and interact successfully with all school district staff, patrons and labor representatives; ability to perceive the needs and concerns of others; skill in assisting others in resolving conflicts; and experience in designing programs to assist others in meeting professional and organizational goals.
- Effective oral and written communication skills, including ability to make effective presentations to large or small groups.
- Ability to maintain collaborative working relationships with employee associations and/or unions.
- Ability to anticipate and respond quickly to problems; skilled at communicating insights and understanding of issues or problems.
- Skilled at encouraging and supporting innovation aligned with district goals; constructively challenges standard approaches and seeks improved processes.
- Skilled at inspiring and energizing staff to achieve exceptional results.
- Skilled at creating and capitalizing on an inclusive environment that values diverse skills, styles, perspectives and backgrounds.
- Skill in human relations and building a positive culture; helps staff understand and be recognized for their contributions. Experienced in implementing shared decision-making models.
- Ability to receive and act on constructive feedback; creates an atmosphere of high expectations for self and others and a desire for continual improvement.
- Ability to assist with implementing a multi-tiered system of support that provides intervention and support for all learners.
- Ability to analyze student performance data, perceptual data, demographic data and contextual data and respond with appropriate goals and strategies.

- Ability to lead the district toward accomplishing its District Improvement Plan, goals, and objectives.

Required Qualifications:

- Exceptional background in instructional pedagogy and leadership relative to the department's functions.
- Proven successful experiences in serving as a cabinet-level administrator in a diverse school district.
- Proven successful experience in implementing and directing a variety of large-scale instructional programs and/or operations in a medium/large district.
- Proven successful experience in an ethnically diverse public school district.
- Teaching certificate.
- Principal certificate or ESA credential.

Preferred Qualifications:

- Washington Superintendent credential; selected candidate will be required to complete the Superintendent's credential within a reasonable time frame.
- Doctorate in related field preferred.

Fair Labor Standards Act:

Exempt

Evaluation:

Evaluation responsibilities are assigned to the Superintendent.

Equal Opportunity Employer

Renton School District does not discriminate in any program or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: **Title IX Coordinator**, Sheryl Moore, Assistant Superintendent for Human Resources, 425.204.2370, Sheryl.Moore@rentonschools.us. **Section 504/ADA Coordinator and Compliance Coordinator**, Dr. Damien Pattenaude, Assistant Superintendent for Learning and Teaching, 425.204.2318, damien.pattenaude@rentonschools.us. The ADA Compliance Officer is responsible for providing information about the existence and location of accessible services, activities, and facilities at Renton Public Schools, responds to accessibility requests, and addresses accessibility complaints from students and/or their families. The Renton School District will take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. See also, Renton School District Policies and Procedures No. 3207, 3210, 5003, 5005 and 5006 for complaint procedures.



Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Facilities and Operations

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent of Facilities and Operations advises the Superintendent in planning, directing and coordinating functions of all Renton School District facilities and operations efforts. This position will direct operational and support activities and programs for designated operations. This executive position is charged with managing all aspects of operations programs, support systems, and expenditures to support Renton School District's mission and vision.

ESSENTIAL FUNCTIONS*:

1. Responsible for short and long-term planning and managing for facilities, capital projects and operations and for Maintenance, Nutrition Services, Warehouse, Transportation, Custodial, Grounds, Capital Facilities and Security.
2. Prepares facility and operation reports for the Superintendent, staff, school board, state and federal agencies.
3. Represents the District in meetings with local, state, and federal officials in the development and implementation of programs.
4. Ensures compliance with all State and Federal Guidelines.
5. Participates as a member of the Superintendent's Cabinet. Works closely with members of the district's leadership team to support the vision, mission and core beliefs the Renton School District.
6. Attend all regularly scheduled monthly meetings of the Board, and such cabinet meetings and conferences as called by the Superintendent.
7. Advises the Superintendent on all programs in facilities and operations for the purpose of providing feedback and keeping the Superintendent informed.
8. Reports periodically to the Superintendent on issues and incidents that impact and disrupt the operation of a school.
9. Coordinates responses to incidents, complaints and various issues as requested by Board Members and the Superintendent.
10. Aligns capital resources with district goals and priorities through budget development and management.

* The list of essential functions in this job description is not exhaustive and may be supplemented as necessary by determination of an appropriate administrator and Personnel.

11. Designs, directs and implements in-service training for professional development of facilities and operations staff as needed.
12. Leads and/or facilitates district committees pertaining to areas of responsibility.
13. Provides leadership, support, oversees and evaluates administration of assigned departments for the purpose of ensuring effective delivery of services to schools, departments and the community.
14. Administers and interprets statutes, regulations and policies concerned with the responsibilities of transportation, nutrition services, facilities, operations and maintenance.
15. Assists with the development of levy and bond issues by providing financial information to the Superintendent and developing processes, information and materials related to capital projects.
16. Identifies and develops capital improvement projects as appropriate and coordinates the activities necessary for implementation, recordkeeping and completion of such projects.
17. Directs the planning and implementation of build and remodel projects.
18. Oversees and coordinates matters pertaining to public bids and requests for proposals.
19. Develop bid specifications for construction related services.
20. Supervises and monitors the operations and facilities function of the district.
21. Oversees the district's Resource Conservation Management (RCM) program, architectural design, and educational specifications.
22. Oversees the acquisition of real property.
23. Identifies physical plant needs; plans for continuous operation and mechanical maintenance of buildings for all educational purposes.
24. Coordinates District contracted services; supervises building construction and renovation.
25. Recommend to the Superintendent the award of contracts for purchase of equipment, materials and services for the District.
26. Establishes collaborative working relationships with school site administration and staffs.
27. Supervises Transportation, Nutrition Services, Operations, Facilities, Maintenance and Security managers.
28. Recommend construction projects to Superintendent and Facilities Committee.
29. Coordinates all construction contracts with outside contractors, and directs all renovations, modifications, etc. by the Maintenance staff and ensures compliance with contracts.
30. Supervise all warehouse, storage, inventory and fleet for the District.
31. Effectively coordinates the operation of the school food services program and directs the efficient business management of the school lunch program. Directs a program of accounting and direct operations of the financial affairs of the school lunch program to ensure profit and compliance.
32. Evaluates the performance of subordinate personnel.
33. Reviews all program and vendor contracts for the purpose of ensuring the district and legal guidelines are followed.
34. Reviews and updates administrative policies related to facilities and operations for the purpose of ensuring current accurate and appropriate district practices.
35. Performs other duties similar to the above in scope and function as required.
36. Other duties and responsibilities as assigned by the Superintendent.
37. Performs other related duties as required.

WORKING RELATIONSHIPS:

Reports to the Superintendent. Supervises Executive Director of Business and Finance. Interacts regularly with district and school administrators, and district and building support staff. Contacts with individuals outside of the district include frequent contact PSESD and OSPI officials, occasional contact with OSPI Director of Finance, King County Treasurer's staff, business officials from other school districts, and WSIPC staff. Maintains professional development through appropriate professional associations.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites within the district. The job incumbent is often required to: be exposed to computer display terminal for prolonged period; work long hours beyond the normal work day; and meet externally imposed and inflexible deadlines. The incumbent is sometimes required to: attend evening meetings or activities; sit for prolonged periods; and deal with distraught, angry or hostile individuals.

QUALIFICATIONS:

Successful job incumbents will demonstrate a level of the knowledge, skills and abilities as listed below.

Education and Experience

1. Bachelor's degree in administration, education or a related field.
2. Master's degree preferred.
3. Seven years in facilities and operations management or supervision or an equivalent combination of education, training and experience that demonstrates the ability to perform the duties and responsibilities of the position.
4. Experience in budget preparation and management.
5. Labor relations experience preferred.

Required Knowledge, Skills and Abilities

- Ability to plan, organize, prioritize, and manage time for self and others.
- Knowledge of current school district accounting and payroll rules and practices.
- Knowledge of federal and state rules and regulations applicable to finance, accounting and payroll.
- Knowledge of fixed assets and purchasing procedures.
- Knowledge of state and county statutory requirements relating to school finance and budgeting.
- Knowledge of and skill in effective budgetary processes and school finance, and skill in obtaining alternate funding resources.
- Knowledge of effective administrative and managerial practices and ability to implement them.
- Knowledge of District policies and procedures, goals and objectives, organization structure, and functions and negotiated contracts.

- Knowledge of the district's policies and procedures related to business/finance.
- Knowledge of K-12 curriculum and District instructional objectives.
- Knowledge of functions, activities and fiscal requirements of all departments and units of the district.
- Skills in problem solving and mediation.
- Skills in the management of people and programs.
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
- Leadership skill in facilitation group processes, including consensus building and conflict resolution.
- Ability to work with diverse populations in a school business and district environment.
- Ability to work effectively with all racial, ethnic, and socio-economic groups.
- Ability to communicate effectively with colleagues, parents, community representatives, and other District personnel, both individually and as a group.
- Ability to apply technical knowledge to a variety of complex transactions.
- Ability to devise and install accounting methods, forms and procedures.
- Ability to make written and oral reports relative to fiscal conditions of the school district.
- Ability to make formal public presentations.
- Ability to compose and comprehend written communication.
- Ability to use various business personal computer applications proficiently (e.g. word processing, spreadsheets, databases, presentation software).
- Ability to create custom reports from both the fiscal and HR/Payroll applications.
- Ability to communicate clearly to a variety of constituents both orally and in writing.
- Ability to observe, evaluate and utilize subordinates effectively.
- Ability to travel to other sites/locations.
- Mobility to work at a multi-level site.
- Mobility to respond quickly in an emergency situation.
- Ability to resolve conflicts and deal with impatient or angry and distraught vendors and employees.
- Ability to cope with crisis situations.

FAIR LABOR STANDARDS ACT:

Exempt

EVALUATION:

Evaluation responsibilities are assigned to the Superintendent.



Renton School District
JOB DESCRIPTION

JOB TITLE: Assistant Superintendent, Finance and Operations

REPORTS TO: Superintendent

UNIT CLASSIFICATION: Leadership Team

PRIMARY PURPOSE:

The Assistant Superintendent, is responsible for the administration of the overall business, financial and operations of the district. A member of the Superintendents Leadership Team with a central role in the school district planning and analysis of current programs, support systems and expenditures.

ESSENTIAL FUNCTIONS*:

1. Manage the business services and finance operations, and related reporting systems, in order to assure accurate and timely reports on District expenditures throughout the year.
2. Serve as executive level partner in analyzing program expenditure trends, particularly in special education programs; aids in developing cost and staffing control models.
3. Serve as primary executive in charge of system wide budget development and supporting documentation; primary communicator on status of budget development and impacts.
4. Leads the budget development work and oversees the budget development support activities.
5. Plan, organize, and manage systems, staff, and procedures for fiscal operations.
6. Lead to maximize district resources through efficiencies, expenditure reductions, and cost control measure, revenue enhancements, and other strategies to ensure financial stability and positive fund balance, consistent with Board policy.
7. Supervise staff and coordinate activities of the business office, including preparation of payroll, accounts payable, accounts receivable, cash receipting, purchasing and financial reporting.
8. Oversee the preparation of financial statements and schedules for General Fund, Debt Service Fund, Transportation Vehicle Fund, ASB fund, and coordinate the Capital Projects Fund.
9. Coordinate preparation of the district's annual budget.
10. Analyze and monitor the district's financial performance, including preparation of periodic General Fund fund balance projection.
11. Interpret rules, regulations and laws for applicability to school district accounting; assist in drafting procedures to ensure conformity with these requirements.

* The list of essential functions in this job description is not exhaustive and may be supplemented as necessary by determination of an appropriate administrator and Personnel.

12. Supervise financial data preparation and transmittals; reconcile reports with district records.
13. Serve as district audit officer; audit accounting records and financial statements for accuracy; ensure that the district establishes and maintains effective internal controls.
14. Prepare required state and federal reports as directed by governmentally established timelines.
15. Maintain appropriate financial records; authorize changes to budgets and other financial documents; compile periodic reports for special funds or grants, accounts payable, accounts receivable, or other specialized accounting activities; customize reports to audit the information needed.
16. Perform accounting for fixed assets and long-term debt group of accounts and fiduciary funds.
17. Prepare the Comprehensive Annual Financial Report, in conformity to and utilizing GAAP accounting methods.
18. Oversee the management of the district's investment portfolio, including cash flow analysis.
19. Recruit, select, orient, and assign business office staff.
20. Assume a leadership role in the development and implementation of new computer applications, including the adoption of, and conversion to, financial, payroll and/or human resources software packages.
21. Serve on negotiating teams with various employee unions.
22. Apply knowledge of collective bargaining agreements to issues related to business services.

OTHER FUNCTIONS:

1. Respond to questions from district personnel, vendors, and members of the community.
2. Investigate accounting discrepancies.
3. Create custom reports as requested.
4. Conduct cost/benefit studies and financial analysis of district functions.

WORKING RELATIONSHIPS:

Reports to Assistant Superintendent for Finance and operations. Supervises Payroll Manager, Operations Accountant, Budget Coordinator and Capital Projects Coordinator. Interacts regularly with other departmental and school administrators and support staff, purchasing staff and building support staff. Contacts with individuals outside of the district include frequent contact PSESD and OSPI officials, occasional contact with OSPI Director of Finance, King County Treasurer's staff, business officials from other school districts, and WSIPC staff. Maintains professional development through appropriate professional associations.

WORKING CONDITIONS:

The daily work is performed in an office setting and at various sites within the district. The job incumbent is often required to: be exposed to computer display terminal for prolonged period; work long hours beyond the normal work day; and meet externally imposed and inflexible deadlines. The incumbent is sometimes required to: attend evening meetings or activities; sit for prolonged periods; and deal with distraught, angry or hostile individuals.

QUALIFICATIONS:

Successful job incumbents will demonstrate a level of the knowledge, skills and abilities as listed below.

Education and Experience

1. Bachelor's degree in business administration or related field is required.
2. Five years of demonstrated effective leadership in a school business services or closely related governmental organization setting is required.

Licenses/Special Requirements

1. CPA certificate desired.
2. WASBO School Business Official certification desired.

Required Knowledge, Skills and Abilities

- Knowledge of current school district accounting and payroll rules and practices.
- Knowledge of federal and state rules and regulations applicable to finance, accounting and payroll.
- Knowledge of fixed assets and purchasing procedures.
- Knowledge of state and county statutory requirements relating to school finance and budgeting.
- Knowledge of the district's policies and procedures related to business/finance.
- Knowledge of functions, activities and fiscal requirements of all departments and units of the district.
- Skills in problem solving and mediation.
- Skills in the management of people and programs.
- Ability to work with diverse populations in a school business and district environment.
- Ability to apply technical knowledge to a variety of complex transactions.
- Ability to devise and install accounting methods, forms and procedures.
- Ability to make written and oral reports relative to fiscal conditions of the school district.
- Ability to use various business personal computer applications proficiently (e.g. word processing, spreadsheets, databases, presentation software).
- Ability to create custom reports from both the fiscal and HR/Payroll applications.
- Ability to communicate clearly to a variety of constituents both orally and in writing.
- Ability to resolve conflicts and deal with impatient or angry and distraught vendors and employees.

FAIR LABOR STANDARDS ACT:

Exempt

EVALUATION:

Evaluation responsibilities are assigned to the Assistant Superintendent for Finance and Operations.

Evaluation:

Evaluation responsibilities are assigned to the Superintendent.

From: [Angela Moses](#) on behalf of [Angela Moses <amoses@cheneysd.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: RE: MEMBER REQUEST
Date: Friday, December 1, 2017 9:50:34 AM
Attachments: [Associate Supt Posting 4-12-12.pdf](#)

Good morning,

Attached is our Associate Supt posting from 2012.

Please feel free to contact me if you need additional information.

Thank you,

Angela

Angela Moses
Human Resource Officer
(509) 559-4509
(509) 559-4575-Fax
Cheney Public Schools
12414 S. Andrus Rd.
Cheney, WA 99004

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, December 01, 2017 9:36 AM
To: Angela Moses <amoses@cheneysd.org>
Subject: MEMBER REQUEST

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to amoses@cheneysd.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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COMPENSATION

Salary and benefit package will be competitive and commensurate with experience and background.

CONTRACT

260-day contract; job responsibilities will commence approximately July 1, 2012.

Inquiries may be directed to:	Email:
Joan Kingrey, Ph.D.	kingrey@wsu.edu
Clinical Associate Professor	Phone:
College of Education, WSU	509.991.0498

APPLICATION PROCEDURES

Application Schedule:

Position opening announced
..... April 12, 2012
Deadline to receive application materials
..... May 1, 2012 (4:00 p.m.)
Anticipated interviews
..... May 8, 2012

Please visit www.cheneysd.org to apply.

- A completed Cheney School District application
- Letter of application addressing the desired qualifications (2 pages maximum)
- Resume' (2 pages maximum)
- Three current letters of recommendation (attachments)
- Statement of Qualifications as an instructional leader—provide an example of evidence of your Instructional Leadership (200-300 words)
- Unofficial transcripts (attachments)
- Copy of credentials—certificate (attachment)
- Completed supplemental information form

PLEASE NOTE: Candidate recommended for hire must complete Washington State Sexual Misconduct Disclosure Release Form. Employment is also contingent upon completion of a state and national background check.

The Cheney School District complies with all state and federal rules and regulations and does not discriminate on the basis of race, creed, religion, color, national origin, pregnancy, familial status, marital status, age, honorably discharged veterans or military status, economic status, gender, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability for all district employment opportunities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 Officer and ADA coordinator Debra Clemens (509) 559-4550, or Section 504 Coordinator Kristi Thurston, 520 Fourth St., Cheney, WA 99004 (509) 559-4525.

AN EQUAL OPPORTUNITY EMPLOYER

An Invitation To Apply



ASSOCIATE SUPERINTENDENT

Cheney Public Schools

*For our children, our
community, our
world, our future*

*520 4th Street
Cheney, WA 99004
509-559-4509*

The Cheney Public Schools invites well qualified candidates to apply for the position of Associate Superintendent for Teaching and Learning Services. The Associate Superintendent is responsible for district wide leadership for the teaching and learning mission of the district that holds high expectations for students, staff, the leadership team, and the community. The Associate Superintendent will work directly with and in support of the superintendent to sustain the district's Shared Values and its commitment to the Essential Foundations that frame the District's strategic initiatives.

RESPONSIBILITIES:

- Supervise and mentor administrators and staff in Teaching, Learning and Assessment functions.
- Supervise and provide oversight to the Human Resources functions of the district to include contract negotiations.
- Share the responsibilities of the facilitation and support of the Leadership Team with the superintendent.
- Provide direct and ongoing support and mentorship to principals and building staffs.
- Provide clear communication regarding district instructional programs and policies, and insure that all district staff is well informed as programs or initiatives are implemented and sustained.
- Demonstrate a commitment to each school and department through regular visits to each site and actively engage with the school district community.
- Make access and availability to principals, teachers, support staff and community a priority.
- Support and sustain the collaborative work for high expectations and continuous progress through the structures that invite participation and shared responsibility for instructional decisions.
- Provide the necessary support for PK-12 instructional effectiveness.
- Provide knowledgeable leadership for implementation of the district-wide initiatives at the direction of the superintendent.
- Supervise and integrate the Instructional Technology and Nutrition Service functions.
- Responsibly contribute to the stewardship and planning of the school district.
- Insure that the Shared Values that guide the district's accomplishment of its goals are actualized.
- Hold all stakeholders accountable for the shared high expectations and continuous progress foundations of the school district.

- Insure consistency in district programs and procedures across the district while respecting the unique characteristics of each school community.
- Work toward the district aspiration to support the whole child and utilize broad measures of student success to measure progress toward this goal.
- Coordinate and communicate regularly with the superintendent by sharing the big picture view of the school district with an eye toward future possibilities.

QUALIFICATIONS:

- Master's degree in educational administration or related field; administrative credential(s)
- Successful administrative experience as a principal.
- Knowledgeable and well prepared regarding education reform initiatives.
- Evidence of successful leadership to build a collaborative culture and strengthen the capacity of groups to function well as teams.
- Demonstrated ability to communicate well with others, in written and verbal contexts.
- Working knowledge of state and federal program requirements and the rules and regulations contained within the allocation, hiring, and supervision of the district's Human Resources.
- Demonstrated ability to develop and mentor leaders across all district employee groups.
- Evidence of the experience and academic preparation to provide thoughtful guidance for district initiatives and to authorize and hold accountable those responsible for the work.
- Evidence of anticipating and planning for the learning needs and resources required for 21st century students.
- Reputation for exceptional interpersonal skills and high ethical standards.
- Strong evidence of a leadership style that listens to all constituents, and values diverse perspectives.
- Evidence of developing viable partnerships to support the work of the school district and improving student learning.
- Experience in leading change, and in making responsive decisions to move groups forward to serve the best interests of students.
- Record of initiating system improvements and embracing a rigorous work schedule to accomplish goals on multiple initiatives.
- Evidence of alignment with the District's Shared Values and Essential Foundations and the direction of the District Leadership Team.

From: [Karen Sauer](#) on behalf of [Karen Sauer <sauer.karen@battlegroundps.org>](#)
To: [rosie.burns@mercerislandschools.org](#); [cleonard@wspa.net](#)
Subject: Job Description
Date: Friday, December 1, 2017 9:50:22 AM
Attachments: [Asst Supt TL.docx](#)
[Asst Superintendent for Finance & School Op.docx](#)
[Asst Superintendent for Human Resources.docx](#)
[Deputy Superintendent 1.30.16.docx](#)

Good morning,

I have attached a few job descriptions from Battle Ground, hope this helps.

Have a wonderful Friday,
Karen

--

Karen Sauer

Certificated Staff Specialist

Human Resources

Phone (360)885-5308

Fax (360)885-5351

sauer.karen@battlegroundps.org

"Things turn out best for the people who make the best of the way things turn out." John Wooden

POSITION TITLE: Assistant Superintendent for Teaching and Learning

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Teaching and Learning provides leadership in curriculum and instruction, research and evaluation, exceptional student education, career and technical education, instructional technology, federal programs, and staff development. As a member of the district leadership team, the Assistant Superintendent for Teaching and Learning provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in educational leadership or a related field. Doctorate preferred
2. Washington State Principal, Program Administrator or Superintendent certification; Washington State teaching certificate
3. Minimum five years' experience in public school administration
4. Knowledge of Common Core State Standards, Smarter Balanced Assessment, Response to Intervention, TPEP.
5. Demonstrated success as a strategic, creative, and data driven educational leader.
6. Experience in teaching and learning and a track record of building programs and services to support student success
7. Knowledge of national, state, and local educational goals and objectives
8. Knowledge of learning theory, program planning, curriculum development, and management of instructional programs
9. Knowledge of statutory and regulatory requirements in areas of responsibility
10. In-depth knowledge of current educational trends, methods, and research
11. Demonstrated technology background and ability to assist staff in utilization of technology in the instructional and management components of education
12. Ability to interpret and implement laws, rules and policies
13. Ability to collect, analyze and interpret data
14. Strong organizational and administrative ability that will leverage the strengths of individuals and groups to achieve long term success
15. Demonstrated clear and concise communication skills, both oral and written
16. Demonstrated ability to develop and implement short and long-range plans
17. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
18. Experience training, supervising, and evaluating personnel at the administrative and/or management level
19. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Executive Directors, Directors, and staff assigned to the department;

PERFORMANCE RESPONSIBILITIES:

1. Provides strategic leadership and motivation to district leaders and instructional staff for the purpose of creating a clear, sustained, and positive focus on student achievement
2. Models behaviors that underline the District's believe in every student's ability to learn and the District's commitment to providing a high quality education to every District student
3. Maintains communication at all organizational levels, both inside and outside the school

system, to share and receive information on effective programs and practices and to coordinate a course of action

4. Initiates the development of programmatic goals and instructional objectives on a district-wide basis within the scope of school board policies, administrative direction, assessed student needs, and operational constraints
5. Establishes a systemic approach to teaching and learning planning, development, implementation, and evaluation
6. Provides leadership, oversight, and direction for the overall activities of planning district instructional and non-instructional support programs
7. Provides leadership for the articulation among instructional levels as well as among basic, exceptional, and career/technical programs. Addresses any opportunity gap issues for subsets of students who may be underperforming
8. Participates in the District School Improvement Process (SIP) for the purpose of supporting, monitoring, assessing and modifying the District's progress toward achieving SIP goals
9. Visits district schools and classrooms on a regular basis for the purpose of supporting quality classroom practice, building strong relationships with principals and teachers, emphasizing the district's focus on student learning and assessing the impact of the District's curriculum and instructional programs
10. Provides leadership and oversight for assessment initiatives, including classroom-based, school, district, and state assessments
11. Develops the department budget and monitors its implementation
12. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
13. Serves as liaison with social, professional, civic, volunteer and other community agencies and groups as needed. Represents the district on various local and regional committees
14. Collaborates with the Human Resources department on Teacher, Principal Evaluation Project (TPEP) development and communication to certificated staff
15. Ensure compliance/adherence to state requirements for curriculum content, instructional minutes, and graduation compliance
16. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares policies, procedures, and reports for the Board as the Superintendent may direct
17. Performs other related duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

POSITION TITLE: Assistant Superintendent for Finance and School Operations

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Finance and School Operations provides leadership in all aspects of the district business and finance transactions to meet federal, state and local fiscal practices, short and long-range planning and leadership in all aspects of facilities maintenance and operations programs. As a member of the district leadership team, the Assistant Superintendent for Finance and School Operations provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in business administration, finance, accounting educational administration, architecture, engineering, construction or related field. Doctorate preferred
2. Minimum five years of managerial experience in accounting and finance including at least two years in a supervisory capacity. Preference will be given to those with K-12 public school experience
3. Detailed knowledge of municipal accounting procedures and generally accepted accounting principles
4. Working knowledge of educational systems as related to facilities, maintenance, and planning
5. Detailed knowledge of OSPI financial and statutory compliance requirements
6. Demonstrated ability to monitor and evaluate enrollment data, staffing ratios, and impact on state apportionment to ensure resource maximization and compliance with state apportionment requirements
7. Proven ability to analyze, interpret, and prepare financial statements and reports
8. Ability to develop and implement internal control processes and procedures to safeguard district leaders
9. Knowledge of professional standards related to facilities and maintenance
10. Knowledge of educational facilities, including physical plant operations and building systems operations
11. Ability to manage bond issues and capital project finances
12. Ability to develop and monitor contractual services to ensure compliance with state, federal, and local statutes
13. Strong organization and administrative ability so as to provide a positive and motivational leadership style for staff
14. Demonstrated clear and concise communication skills, both oral and written
15. Demonstrated ability to develop and implement short and long-range plans
16. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
17. Experience training, supervising, and evaluating personnel at the administrative and/or management level
18. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

POSITION TITLE: Assistant Superintendent for Human Resources

LOCATION: District Office

POSITION GOAL: The Assistant Superintendent for Human Resources provides leadership in all personnel matters pertaining to certified and classified employees. As a member of the district leadership team, the Assistant Superintendent for Human Resources provides leadership with short and long-range planning, policy planning, and implementation of district goals.

QUALIFICATIONS:

1. Master's degree in Human Resources Management, Educational Administration or related field. Doctorate preferred
2. Minimum five years' experience in public school or human resources management
3. Demonstrated positive human relations skills and ability to promote the development of a positive school district climate
4. Demonstrated knowledge of current Federal and State laws and regulations applicable to human resources management
5. Demonstrated knowledge of student and employee laws and regulations
6. Extensive knowledge of the principles, concepts, and methodologies of personnel programs, laws and regulations
7. Interest in facilitating a collaborative decision-making process and maintaining positive working relationships with employee groups
8. Commitment to an administrative process which encourages participation by all staff members utilizing an administrative team concept
9. Strong organization and administrative ability so as to provide a positive and motivational leadership style for staff
10. Demonstrated clear and concise communication skills, both oral and written
11. Demonstrated ability to develop and implement short and long-range plans
12. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving and decision-making
13. Experience training, supervising and evaluating personnel at the administrative and/or management level
14. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Director for Human Resources, Department Staff and Principals as assigned

PERFORMANCE RESPONSIBILITIES:

1. Maintains a close working relationship with school-based and district-level administrators to ensure information exchange, coordination of efforts, and general support for human resources issues
2. Maintains communication at all organizational levels, both inside and outside the school system, to share and receive information on effective programs and practices and to coordinate a course of action

3. Directs the recruitment program for professional and support staff
4. Handles personnel grievances, dismissals, and hearings
5. Works with administrators and employees in the identification and resolution of personnel problems/issues/complaints; reviews recommendations for employee disciplinary actions, including suspension, demotions, and terminations
6. Supervises the Professional Growth and Evaluation System for the district
7. Works with employee groups regarding contract negotiations, administers the employee contract schedule for all personnel, and advises the Superintendent/Deputy Superintendent regarding negotiated contract issues
8. Directs, implements, and monitors personnel staff, policies, programs and services, including recruitment, Professional Growth and Evaluation System, and human resources information systems
9. Approves requests and coordinates employee transfers. Approves leaves of absence, resignations, and terminations; conducts exit interviews
10. Develops the department budget and monitors its implementation
11. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
12. Serves as liaison with social, professional, civic, volunteer and other community agencies
13. Advocates the district's position to local and regional government concerning issues related to human resources
14. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares such reports for the Board as the Superintendent may direct
15. Serves on the Superintendent's Leadership Team and the district's Interest-Based Negotiations Team
16. Performs other duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

POSITION TITLE: Deputy Superintendent

LOCATION: District Office

POSITION GOAL: The Deputy Superintendent provides leadership in curriculum development, research and evaluation, exceptional student education, student services, career and technical education, instructional technology, federal programs, and staff development. The Deputy Superintendent also provides leadership in all aspects of facilities maintenance and operations programs. Additionally, as a member of the district leadership team, the Deputy Superintendent provides leadership with short and long-range planning, policy planning, and implementation of the district strategic plan.

QUALIFICATIONS:

1. Master's degree in educational leadership or a related field. Doctorate preferred
2. Superintendent credentials
3. Minimum five years experience in public school administration
4. Experience in leadership of curriculum, instruction, and school improvement
5. Knowledge of national, state, and local educational goals and objectives
6. Knowledge of learning theory, program planning, curriculum development, and management of instructional programs
7. Knowledge of statutory and regulatory requirements in areas of responsibility
8. In-depth knowledge of current educational trends, methods, research, and technology
9. Working knowledge of educational systems as related to facilities, maintenance, and planning
10. Knowledge of professional standards related to facilities and maintenance
11. Knowledge of educational facilities, including physical plant operations and building systems operations
12. Ability to manage bond issues and capital project finances
13. Ability to develop and monitor contractual services to ensure compliance with state, federal, and local statutes
14. Ability to interpret and implement laws, rules and policies
15. Ability to collect, analyze and interpret data
16. Strong organizational and administrative ability so as to provide a positive and motivational leadership style for staff
17. Demonstrated clear and concise communication skills, both oral and written
18. Demonstrated ability to develop and implement short and long-range plans
19. Knowledge and expertise utilizing a collaborative approach for planning, problem-solving, and decision-making
20. Experience training, supervising, and evaluating personnel at the administrative and/or management level
21. Such other qualifications as may be acceptable to the Board of Directors and Superintendent

REPORTS TO: Superintendent

SUPERVISES: Executive Directors, Directors, and staff assigned to the department. Oversees principal evaluation.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a close working relationship with school-based and district-level administrators to ensure information exchange, coordination of efforts, and general support for school improvement
2. Maintains communication at all organizational levels, both inside and outside the school system, to share and receive information on effective programs and practices and to coordinate a course of action
3. Initiates the development of programmatic goals and instructional objectives on a district-wide basis within the scope of school board policies, administrative direction, assessed student needs, and operational constraints
4. Establishes a systemic approach to teaching and learning planning, development, implementation, and evaluation
5. Provides leadership, oversight, and direction for the overall activities of planning district instructional and non-instructional support programs
6. Provides leadership for the articulation among instructional level as well as among basic, exceptional, and career/technical programs
7. Provides leadership for a collaborative team to ensure that curriculum and instructional initiatives are student focused and aligned with the district's mission and beliefs and school goals and improvement plans
8. Develops the department budget and monitors its implementation
9. Provides leadership, oversight, and direction for the overall activities of facilities maintenance and operations
10. Supervises assigned personnel, conducts timely performance appraisals, and makes recommendations for appropriate employment actions
11. Serves as liaison with social, professional, civic, volunteer and other community agencies and groups as needed. Represents the district on various local and regional committees
12. Advocates the district's position to local and regional government concerning issues related to teaching and learning
13. Prepares or oversees the preparation of all required reports and maintains appropriate records. Attends School Board meetings and prepares such reports for the Board as the Superintendent may direct
14. Serves on the Superintendent's Leadership Team
15. Performs other related duties as assigned

TERMS OF EMPLOYMENT:

Work Year: 12 month (260 days); contract year is July 1 through June 30

Salary and Benefits determined by the Board of Directors

EVALUATION:

Performance of this position will be evaluated in accordance with the Board's policy on Evaluation of Professional Personnel

From: [Miranda](#) on behalf of [Miranda <mmorrison@mlsd.wednet.edu>](#)
To: [cleonard@wspa.net](#); [rosie.burns@mercerislandschools.org](#)
Subject: Re: MEMBER REQUEST
Date: Friday, December 1, 2017 9:47:49 AM
Attachments: [Assistant Superintendent JD.pdf](#)

Here is the job description we used to hire our new Assistant Superintendent earlier this year (for Moses Lake School District).

Sent with [Mailtrack](#)

Thanks,

Miranda Morrison, SHRM-CP

Human Resources Specialist

Moses Lake School District

920 W. Ivy Avenue

Moses Lake, WA 98837

509-793-7727

mmorrison@mlsd161.org



On Fri, Dec 1, 2017 at 9:37 AM, Curtis Leonard <waspamemberclicks@mail.net> wrote:

Rosie Burns from Mercer Island School District is looking for sample job descriptions for Assistant Superintendent positions.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to mmorrison@mlsd.wednet.edu by cleonard@wspa.net

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United States

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Assistant Superintendent

Salary range: 2017-2018 contract terms to be negotiated. The salary range for 2016-2017 was \$137,363 - \$147,363

We are seeking an administrative cabinet team member who is visionary, high-energy, flexible and innovative. The primary responsibility of the assistant superintendent will be to support the district's strategic and operational goals, provide visionary leadership to the human resource functions of our district, and oversight of district construction projects. The assistant superintendent will report to the superintendent.

Education and experience

- Masters and/or doctorate degree in Educational Leadership/Administration
- Minimum of five years of school administrative experience
- Washington State Teacher certification
- Washington State Principal certification
- Washington State Superintendent certification, or the willingness to enroll in a Superintendent Certification program immediately

Leadership abilities

- Ability to facilitate collaborative conversations that articulate mission, vision, core principles and are actionable.
- Positive and confidential interactions with students, staff, business, and community leaders.
- An understanding of how to mentor, challenge, and support principals and the administrative team.
- Skills in supervision and evaluation.
- Highly skilled in oral and written communications.
- An ability to foster honest, open, and supportive relationships with employee groups, students, parents, and community members.
- An understanding of the diversity within schools, departments, and programs and how each contributes to the growth and sustainability of the school district.
- Is technologically literate and demonstrates the ability to stay abreast of the educational needs and trends.

Essential Responsibilities

- Serve as one of the top school district executives, in support of the Superintendent and district goals and initiatives.
- Lead the human resources functions of our district with vision, energy, expertise, and passion.
- Develop, facilitate, and sustain a long term staff recruitment plan seeking high quality staff in all job positions.
- Provide leadership and vision, including grant funding, for new teacher training and support programs.
- Facilitate professional development and growth of staff through evaluation including the use of instructional and leadership frameworks.
- Facilitate the district's negotiations teams in pursuit of collective bargaining agreements for all labor associations.

- Oversight of a variety of staff development programs including: National Board, Emergency Sub Training, Administrative Interns, and other similar programs.
- Provide mentoring and support for new principals and assistant principals.
- Facilitates and supports bond construction projects including community and staff input, partnership with design and construction firms, and oversight of required filing and documentation for funding and approval.
- Actively support the district's strategic and operational goals.
- Establish and lead advisory committees that inform and support the district's strategic goals.
- Build and maintain an environment of trust through communication and transparency about decisions on how they are made.
- Serve as the Superintendent designee when the Superintendent is out of the district.
- Performs other tasks as directed by the Superintendent.

Estimated Selection Timeline

- February 15, 2017 - Position Closes
- February 27, 2017 - Finalist Meet & Greet
- February 28, 2017 - Finalist Interviews
- March 3, 2017 - Announcement of Selection
- July 1, 2017 - Position Begins

The Moses Lake School District #161 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX AND Civil Rights Compliance Coordinator: Human Resources Manager, 920 W. Ivy Avenue, Moses Lake, WA 98837, 509.793.7725, bshimek@mlsd.wednet.edu

Section 504/ADA Coordinator: Executive Director of Student Services, 1042 W. Ivy Avenue, Moses Lake, WA 98837, 509.793.7699, dbalcom@mlsd.wednet.edu.

From: [Jodi Fontyn](#) on behalf of [Jodi Fontyn <jodi.fontyn@ridgefieldsd.org>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: Ridgefield Asst Supt job
Date: Friday, December 1, 2017 9:45:40 AM
Attachments: [Assistant Superintendent.doc](#)

The assistant superintendent is also the HR director and curriculum director in Ridgefield School District. I'm sure that is not the model for a large district like Mercer Island, but I've attached our job description anyway.

Thanks!



Jodi Fontyn

Human Resources Specialist | Ridgefield School District

2724 S Hillhurst Rd | Ridgefield WA 98642

P: 360-619-1306 | F: 360-619-1397

RIDGEFIELD SCHOOL DISTRICT NO. 122

JOB DESCRIPTION: Assistant Superintendent

REPORTS TO: Superintendent

JOB GOAL: Under the direction of the Superintendent, the Assistant Superintendent is responsible for operation and administration of services related to certificated and classified personnel, and provide fundamental leadership in K-12 curriculum and instruction.

DUTIES: May include, but are not limited to:

- Administer the District's human resources services and programs.
- Ensure that Board and District policies, State and Federal laws, and collective bargaining agreements are legally and fairly administered; works with the Superintendent to develop policies and administrative regulations.
- Conduct hearings and administer grievances, disciplinary measures, and other personnel actions; serves as mediator for employees.
- Represent the District in the collective bargaining process for certificated and classified associations; provide technical expertise to others as needed; implement and monitor collective bargaining contracts.
- Responsible for contract management and administering procedures pertaining to employer/employee relations.
- Assure compliance with applicable District rules and policies, State and Federal laws, and codes and regulations.
- Supervise and evaluate the performance of assigned staff.
- Monitor the Affirmative Action program and assure compliance. Serve as District Title IX officer.
- Provide for development and maintenance of job descriptions; conduct job analyses, gather data and document findings.
- Develop and maintain a continuing program of evaluation of all employees for the purpose of supporting them in the completion of their work activities and evaluating their performance.
- Advise the Superintendent regarding human resources, and other areas needed by the District.
- Lead in the development and implementation of curricular and instructional programs, including student assessment.
- Analyze data, including student achievement, demographic, and community perception, and effectively respond with appropriate goals and strategies.
- Oversee program planning, implementation, and evaluation of Career and Technical Education programs.
- Ensure the effective implementation of District-wide goals and priorities.
- Provide leadership in the development, implementation, monitoring, and evaluation of the District's Strategic Plan.
- Attend Board meetings and prepare Board agenda items; present reports, and provide technical counsel to the Board as requested by the Superintendent.
- Function as a member of the District Leadership Team and Superintendent's Cabinet.
- Work effectively and cooperatively with community, parents, teachers, administrators, and support staff.
- Perform related duties as assigned by the Superintendent.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

- Education, Labor, Health/Disability and other laws, codes, rules and regulations related to classified and certificated personnel.
- Planning, organization, and administration of the Risk Management program.
- Credentialing and negotiations processes.
- PERC decisions.
- District policies and procedures.
- Principles and practices of administration, supervision, and training.
- District organization, operations, policies, and objectives.
- Budget preparation and control.
- Current educational research and best practices.
- School finance, budgeting, and fiscal management.
- Collective bargaining agreements.

Assistant Superintendent – Page Two

Ability to:

- Evaluate programs related to Human Resources and prepare reports as needed.
- Use interpersonal skills with tact, patience, and courtesy.
- Utilize highly effective communication skills (oral, written, and listening).
- Proficient in teaming, collaboration, and consensus building.
- Highly skilled in program development and implementation.
- Direct, manage, and evaluate personnel.
- Apply pertinent laws, regulations, and principles in reaching conclusions and making decisions.
- Accept direction and follow instructions.
- Share and delegate responsibilities.
- Establish and maintain effective and cooperative working relationships with students, parents, staff, and the general public.
- Work with others as part of a team and maintain a positive attitude.
- Maintain confidentiality.
- Adhere to ethical, legal, and professional standards.
- Carry out District/building rules, regulations, and procedures.
- Possess competent record keeping and organizational skills.

ADDITIONAL DEMANDS:

- Consistent, reliable attendance according to established work schedule is required.
- Attend pertinent workshops/courses/conferences pertaining to position.
- May require prolonged sitting or standing.
- Occasionally requires physical exertion to manually move, lift, carry, pull or push heavy objects or materials.
- Perform physical tasks, including repeated lifting up to 50 pounds and/or standing for extended periods.
- Occasional stooping, bending and reaching.
- Must work long and irregular hours.
- Requires emotional endurance.

DESIRED QUALIFICATIONS:

- Hold an advanced degree in administration, curriculum, personnel or related field.
- Possess or qualify for Washington State Administrative Certification.
- Successful teaching and administrative experience in areas of personnel, curriculum and instruction.
- Proven leader.
- Demonstrated proficiency in technology and its instructional application.
- Demonstrated ability to work collaboratively, and as team with all stakeholders.

EXPERIENCE: Successful experience in public school administration and staff/program supervision.

EVALUATION: Superintendent - Annually.

REMUNERATION: Negotiated

Approved By _____ Date _____

I have read and understand the above requirements and responsibilities for this position. My signature below indicates my ability to perform these duties as required.

Employee's Signature Date _____

From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice
Date: Wednesday, November 29, 2017 9:00:24 AM

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

If you have not submitted this invoice to your accounting department, please do so.

Thank you for your assistance,

Washington School Personnel Association

To view your invoice, please click the following link. [View Invoice](#)

[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Retiree Recognition: Call for names
Date: Wednesday, November 29, 2017 6:01:53 AM

Greetings WSPA Members,

WSPA would like to recognize any WSPA retirees at this year's Annual Conference.

If you are a WSPA member, or know of a WSPA member, who has been a member for at least one year and is retiring, please send me their name, their anticipated date of retirement, and school district.

Please provide retiree information no later than January 22, 2018.

Thank you for your assistance.

Best regards,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Retiree Recognition: Call for names
Date: Wednesday, November 29, 2017 6:01:33 AM

Greetings WSPA Members,

WSPA would like to recognize any WSPA retirees at this year's Annual Conference.

If you are a WSPA member, or know of a WSPA member, who has been a member for at least one year and is retiring, please send me their name, their anticipated date of retirement, and school district.

Please provide retiree information no later than January 22, 2018.

Thank you for your assistance.

Best regards,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Retiree Recognition: Call for names
Date: Wednesday, November 29, 2017 6:01:24 AM

Greetings WSPA Members,

WSPA would like to recognize any WSPA retirees at this year's Annual Conference.

If you are a WSPA member, or know of a WSPA member, who has been a member for at least one year and is retiring, please send me their name, their anticipated date of retirement, and school district.

Please provide retiree information no later than January 22, 2018.

Thank you for your assistance.

Best regards,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 29, 2017 5:02:04 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

Randy Hathaway fellowships are open to individuals who are current WSPA members and have belonged to the organization for at least one membership year prior to the 2017-2018 year. These competitive, non-continuing fellowships are available for the purpose of supporting the recipients' educational growth in the area of Human Resources.

2018 Fellowship Awards:

WSPA is pleased to offer twelve (12) HELP program tuition fellowships in the amount of \$910 each. WSPA will grant two (2) HELP fellowships per region.

WSPA will also be offering twelve (12) tuition fellowships in the amount of \$500 each. These fellowships are to be used toward college tuition or college credits related to the study of human resources.

You may apply for both the HELP and tuition fellowships, however only one will be awarded per person, per year.

The application deadline is January 12, 2018

[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 29, 2017 5:01:38 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 29, 2017 5:01:28 AM

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: cleonard@wspa.net
Subject: Assistant Superintendent Job Descriptions
Date: Tuesday, November 28, 2017 4:42:30 PM

Hello,

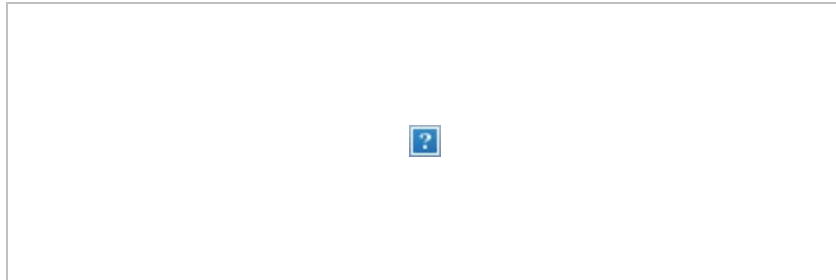
We are looking for Asst. Superintendent Job Descriptions for the Greater Seattle area districts. Would be so grateful if the area districts would share a copy electronically.

Thanks,
Rosie

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Monday, November 27, 2017 6:02:25 AM



Hello WSPA members,

Registration is now open to attend the 2018 Washington Educator Career Fairs:

Spokane Convention Center
March 14, 2018

Tacoma Dome Arena
March 28, 2018

[Please click here](#) to register and for full event details.

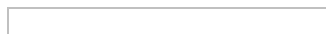
Thank you,

Washington School Personnel Association

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Monday, November 27, 2017 6:01:53 AM



Hello WSPA members,

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March 14, 2018

Tacoma Dome Arena
March 28, 2018

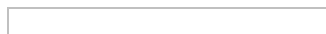
[Please click here](#) to register and for full event details.

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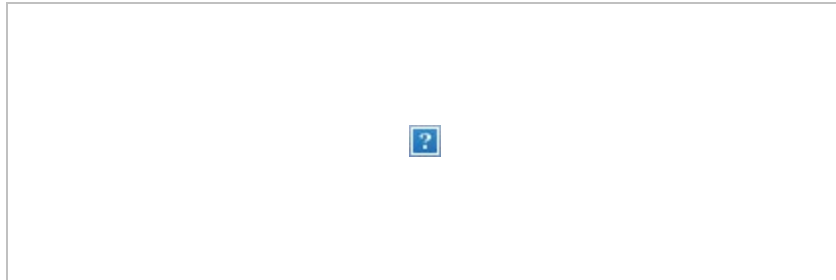
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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Washington Educator Career Fairs 2018
Date: Monday, November 27, 2017 6:01:35 AM



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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Friday, November 24, 2017 6:01:15 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Friday, November 24, 2017 6:00:43 AM

Dear WSPA members,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Friday, November 24, 2017 6:00:29 AM

Dear WSPA members,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 22, 2017 6:02:07 AM

Dear WSPA members,

Reminder: registration is now open for our 21st Century Bargaining Skills Workshop:

21st Century Bargaining Skills Workshop

- January 11, 2018
- 9:00 am-4:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Presented by Porter Foster Rorick LLP and WSPA

This one-day workshop will focus in detail on bargaining skills including bargaining law, engineering, psychology, bargaining math, mediation of disputes, crisis bargaining operations, and crisis bargaining communication.

We are very pleased to offer two workshop tracks to best meet the needs of our attendees:

Track A will cover basic skills and knowledge every Washington public school bargainer should have in his or her toolbox for successful navigation of collective bargaining agreements.

Track B will provide deeper exploration of narrower topics and less common skills, philosophies, and scenarios faced by Washington public school bargainers in the negotiation of collective bargaining agreements.

[Please click here](#) for conference details and registration.

We look forward to having you join us in January!

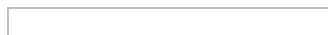
Thank you,

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Porter Foster Rorick LLP

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 22, 2017 6:01:41 AM

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Porter Foster Rorick LLP

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:erin.battersby@mercerislandschools.org)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 22, 2017 6:01:28 AM

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: cleonard@wsps.net
Subject: A request
Date: Monday, November 20, 2017 11:11:55 AM

Hi, Curtis.

We are updating our Assistant Superintendent's job description. I would greatly appreciate it if you could ask others to share their District's description so we can learn from them.

Thank you.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Monday, November 20, 2017 5:02:05 AM



Dear WSPA members,

Registration is now open to attend the **2018 Annual Conference**.

We encourage you to attend this valuable and meaningful conference. Each day provides relevant and useful sessions, the chance to meet with State partners and vendors, and most importantly -- the opportunity to make connections and develop relationships.

2018 WSPA Annual Conference

- Pre-conference: February 25, 2018
- Conference: February 26-28, 2018
- Location: Suquamish Clearwater Resort in Suquamish, Washington
- Presented by WSPA Region 5

[Please click here to register and for conference details](#)

We look forward to seeing you there!

Thank you,

WSPA Region 5
Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

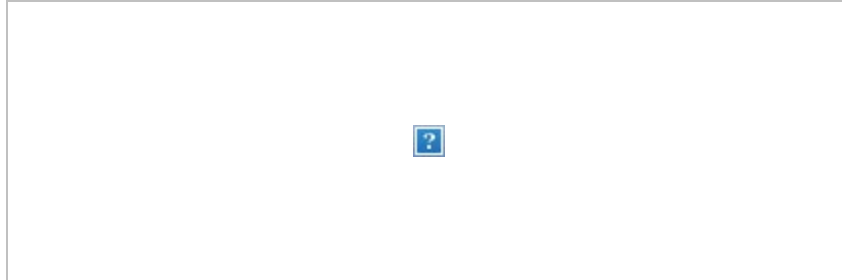
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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Monday, November 20, 2017 5:01:38 AM



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Washington School Personnel Association

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To: erin.battersby@mercerislandschools.org
Subject: Registration now open: WSPA Annual Conference 2018
Date: Monday, November 20, 2017 5:01:26 AM



Dear WSPA members,

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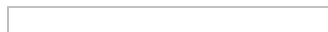
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From: [Tyrell Bergstrom](#) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](#)
To: [Fred Rundle](#)
Subject: Re: WSPA 21st Century Bargaining Skills Workshop
Date: Friday, November 17, 2017 2:54:35 PM

Sounds like a good idea to me.

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Fri, Nov 17, 2017 at 2:49 PM, Fred Rundle <fred.rundle@mercerislandschools.org> wrote:

Erin had forwarded and I saw it come through today as well. I printed and have it ready to discuss!

Fred

Fred Rundle
Assistant Superintendent of Learning Services
Mercer Island School District
[206-236-5636](tel:206-236-5636)

On Fri, Nov 17, 2017 at 2:26 PM, Donna Colosky <donna.colosky@mercerislandschools.org> wrote:

Cabinet,

Since Erin is on vacation - let's discuss Fred, Ty and I going to this. Thoughts?

Donna

Donna Colosky
Superintendent
Mercer Island School District
[4160 86th Avenue SE](tel:4160-86th-Avenue-SE)
[Mercer Island, WA 98040](tel:Mercer-Island-WA-98040)
[206-236-3330](tel:206-236-3330)
donna.colosky@mercerislandschools.org

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----- Forwarded message -----

From: **Porter Foster Rorick** <pfr@pfrwa.com>
Date: Fri, Nov 17, 2017 at 1:55 PM
Subject: WSPA 21st Century Bargaining Skills Workshop
To: Porter Foster Rorick <pfr@pfrwa.com>

We hope you are having a successful school year.

As we head into a critical season for collective bargaining in 2018, we are again partnering with the Washington School Personnel Association to present a 1-day workshop entitled “21st Century Bargaining Skills.” This workshop repeats the core content from previous years for school administrators who may be sitting on a management bargaining team in Washington for the first time, and includes an advanced track for those who are ready to add to their toolbox of bargaining skills. The workshop will include presentations on the bargaining impacts of *McCleary* and EHB 2242, as well as *Janus v. AFSCME*, the U.S. Supreme Court case impacting agency fees in the public sector. We encourage you to consider sending your entire bargaining team.

The workshop will be held on Thursday, January 11, at the Southcenter Doubletree Suites in Tukwila. A flyer describing the workshop is attached, and registration is available at www.wspa.net.

As always, if you have any questions, please feel free to call or e-mail any of our attorneys for more information.



Tel: [\(206\) 622-0203](tel:(206)622-0203) | Fax: [\(206\) 223-2003](tel:(206)223-2003)
www.pfrwa.com

From: [Fred Rundle](#) on behalf of [Fred Rundle <fred.rundle@mercerislandschools.org>](#)
To: [Donna Colosky](#)
Cc: [Erin Battersby](#); [Tyrell Bergstrom](#)
Subject: Re: WSPA 21st Century Bargaining Skills Workshop
Date: Friday, November 17, 2017 2:49:50 PM

Erin had forwarded and I saw it come through today as well. I printed and have it ready to discuss!

Fred

Fred Rundle
Assistant Superintendent of Learning Services
Mercer Island School District
206-236-5636

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Donna

Donna Colosky
Superintendent
Mercer Island School District
4160 86th Avenue SE
Mercer Island, WA 98040
[206-236-3330](tel:206-236-3330)
donna.colosky@mercerislandschools.org

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----- Forwarded message -----

From: Porter Foster Rorick <pfr@pfrwa.com>
Date: Fri, Nov 17, 2017 at 1:55 PM
Subject: WSPA 21st Century Bargaining Skills Workshop
To: Porter Foster Rorick <pfr@pfrwa.com>

We hope you are having a successful school year.

As we head into a critical season for collective bargaining in 2018, we are again partnering

with the Washington School Personnel Association to present a 1-day workshop entitled “21st Century Bargaining Skills.” This workshop repeats the core content from previous years for school administrators who may be sitting on a management bargaining team in Washington for the first time, and includes an advanced track for those who are ready to add to their toolbox of bargaining skills. The workshop will include presentations on the bargaining impacts of *McCleary* and EHB 2242, as well as *Janus v. AFSCME*, the U.S. Supreme Court case impacting agency fees in the public sector. We encourage you to consider sending your entire bargaining team.

The workshop will be held on Thursday, January 11, at the Southcenter Doubletree Suites in Tukwila. A flyer describing the workshop is attached, and registration is available at www.wspa.net.

As always, if you have any questions, please feel free to call or e-mail any of our attorneys for more information.



Tel: [\(206\) 622-0203](tel:(206)622-0203) | Fax: [\(206\) 223-2003](tel:(206)223-2003)

www.pfrwa.com

From: [Donna Colosky](#) on behalf of [Donna Colosky <donna.colosky@mercerislandschools.org>](#)
To: [Erin Battersby](#); [Tyrell Bergstrom](#); [Fred Rundle](#)
Subject: Fwd: WSPA 21st Century Bargaining Skills Workshop
Date: Friday, November 17, 2017 2:26:40 PM
Attachments: [2018 BargainingWorkshopSchedule.pdf](#)

Cabinet,

Since Erin is on vacation - let's discuss Fred, Ty and I going to this. Thoughts?

Donna

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Superintendent
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21st Century Bargaining Skills Workshop

Thursday, January 11, 2018 • DoubleTree Suites Southcenter

Track A

foundational skills and knowledge for successful collective bargaining

Track B

deeper development of skills and knowledge for bargainers who have already completed Track A

- | | | |
|----------|---|--|
| 9:00 AM | Bargaining Law 101
Lance Andree, Porter Foster Rorick
<i>the legal duty to bargain; mandatory subjects of bargaining; actions that could amount to unfair labor practices during the negotiation of CBAs</i> | Bargaining Law 201
Tim Reynolds, Porter Foster Rorick
<i>actions and practices that could lead to unfair labor practice complaints outside of the traditional collective bargaining process</i> |
| 10:00 AM | Bargaining Engineering 101
Rachel Miller, Porter Foster Rorick
<i>structures involved in positional and interest-based bargaining; record keeping tools; common lingo and acronyms used in collective bargaining</i> | Bargaining Philosophy 201
Buzz Porter, Porter Foster Rorick
<i>common reactions to both cooperative and competitive negotiating behaviors; alternative approaches to the same behaviors</i> |
| 11:00 AM | Bargaining Psychology 101
Beth Porter, Renton School District
<i>importance and use of active listening skills; taking conversations "From No to Yes"</i> | Bargaining Math 201
Lance Andree, Porter Foster Rorick
<i>developing and analyzing salary surveys and financial comparables</i> |
| 12:20 PM | Lunch: <i>Janus v. AFSCME</i> and the Potential Demise of Mandatory Dues/Agency Fees
Curtis Leonard, Patterson Buchanan Fobes & Leitch | |
| 1:00 PM | Bargaining Philosophy 101
Buzz Porter, Porter Foster Rorick
<i>recognizing default behaviors; "turn the other cheek" & "one-sided interest-based bargaining"</i> | Bargaining Psychology 201
Rachel Miller, Porter Foster Rorick
<i>recognizing "working styles" and how to use this knowledge in collective bargaining</i> |
| 2:00 PM | Bargaining Math 101
Lorraine Wilson, Porter Foster Rorick
<i>overview of Washington school finance as it relates to collective bargaining</i> | Bargaining Engineering 201
Jamie Siegel, PERC
<i>strategies for successful mediation; behaviors during mediation which increase or decrease chances for settlement</i> |
| 3:00 PM | Bargaining English 101
Tim Reynolds, Porter Foster Rorick
Michael Rorick, Porter Foster Rorick
<i>drafting contract language to maximize chances for settlement and minimize legal disputes</i> | Bargaining Impacts of EHB 2242
Buzz Porter, Porter Foster Rorick
<i>impacts of the legislature's response to McCleary on collective bargaining in 2018 and 2019</i> |



From: [Porter Foster Rorick](#) on behalf of [Porter Foster Rorick <pfr@pfrwa.com>](#)
To: [Porter Foster Rorick](#)
Subject: WSPA 21st Century Bargaining Skills Workshop
Date: Friday, November 17, 2017 1:55:22 PM
Attachments: [2018 BargainingWorkshopSchedule.pdf](#)

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<i>impacts of the legislature's response to McCleary on collective bargaining in 2018 and 2019</i> |



From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Fred Rundle](#)
Subject: Re: Registration now open: 21st Century Bargaining Skills Workshop
Date: Thursday, November 16, 2017 8:32:02 AM

It does not matter to me. At the end of the day, we are all accessing the same pot of money.

Let me know.

E

Erin C. E. Battersby
Mercer Island School District
Sr. Director Compliance, Legal Affairs, & HR
206.230.6227

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On Thu, Nov 16, 2017 at 8:21 AM, Fred Rundle <fred.rundle@mercerislandschools.org> wrote:

I will sign up for B. Do you want me to just use a learning services account?

Fred

Fred Rundle
Assistant Superintendent of Learning Services
Mercer Island School District
[206-236-5636](tel:206-236-5636)

On Wed, Nov 15, 2017 at 11:15 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

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Best.

E

From: Fred Rundle [mailto:fred.rundle@mercerislandschools.org]

Sent: Wednesday, November 15, 2017 5:03 PM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Subject: Re: Registration now open: 21st Century Bargaining Skills Workshop

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Fred

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Assistant Superintendent of Learning Services

Mercer Island School District

[206-236-5636](tel:206-236-5636)

On Wed, Nov 15, 2017 at 10:44 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

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Erin.

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From: **Jennifer Tottenham** <waspa@memberclicks-mail.net>

Date: Wed, Nov 15, 2017 at 6:01 AM

Subject: Registration now open: 21st Century Bargaining Skills Workshop

To: erin.battersby@mercerislandschools.org

Dear WSPA members,

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- January 11, 2018
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We look forward to having you join us in January!

Thank you,

The Washington School Personnel Association
Porter Foster Rorick LLP

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington
98221, United States

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To: [Erin Battersby](mailto:erin.battersby@mercerislandschools.org)
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To: [Fred Rundle](#)
Subject: RE: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 11:15:52 PM

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Subject: Re: Registration now open: 21st Century Bargaining Skills Workshop

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From: [Fred Rundle](#) on behalf of [Fred Rundle <fred.rundle@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 5:03:05 PM

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To: [Fred Rundle](#)
Subject: Fwd: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 10:44:00 AM

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Porter Foster Rorick LLP

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 6:02:09 AM

Dear WSPA members,

Registration is now open for our 21st Century Bargaining Skills Workshop:

21st Century Bargaining Skills Workshop

- January 11, 2018
- 9:00 am-4:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Presented by Porter Foster Rorick LLP and WSPA

This one-day workshop will focus in detail on bargaining skills including bargaining law, engineering, psychology, bargaining math, mediation of disputes, crisis bargaining operations, and crisis bargaining communication.

We are very pleased to offer two workshop tracks to best meet the needs of our attendees:

Track A will cover basic skills and knowledge every Washington public school bargainer should have in his or her toolbox for successful navigation of collective bargaining agreements.

Track B will provide deeper exploration of narrower topics and less common skills, philosophies, and scenarios faced by Washington public school bargainers in the negotiation of collective bargaining agreements.

[Please click here](#) for conference details and registration.

We look forward to having you join us in January!

Thank you,

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Porter Foster Rorick LLP

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 6:01:38 AM

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Wednesday, November 15, 2017 6:01:26 AM

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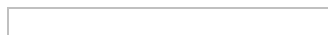
Thank you,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Monday, November 13, 2017 6:02:09 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

Randy Hathaway fellowships are open to individuals who are current WSPA members and have belonged to the organization for at least one membership year prior to the 2017-2018 year. These competitive, non-continuing fellowships are available for the purpose of supporting the recipients' educational growth in the area of Human Resources.

2018 Fellowship Awards:

WSPA is pleased to offer twelve (12) HELP program tuition fellowships in the amount of \$910 each. WSPA will grant two (2) HELP fellowships per region.

WSPA will also be offering twelve (12) tuition fellowships in the amount of \$500 each. These fellowships are to be used toward college tuition or college credits related to the study of human resources.

You may apply for both the HELP and tuition fellowships, however only one will be awarded per person, per year.

The application deadline is January 12, 2018

[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Monday, November 13, 2017 6:01:46 AM

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To: erin.battersby@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Monday, November 13, 2017 6:01:33 AM

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Thursday, November 9, 2017 6:02:41 AM

Dear WSPA members,

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To: kathleen.long@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Thursday, November 9, 2017 6:02:15 AM

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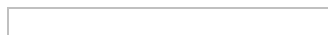
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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: 21st Century Bargaining Skills Workshop
Date: Thursday, November 9, 2017 6:02:01 AM

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United States

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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: 2018 Recruitment
Date: Tuesday, November 7, 2017 6:01:04 PM

Rosie,

We're at that time of year to start discussing recruitment efforts for 2018. Make sure you're exposing your open positions to the right audience. The Washington State Psychological Association Career Center is the best resource to reach qualified professionals in our niche for your organization. The WSPA Career Center offers multiple options to help you recruit:

[WSPA Career Center](#) - Online job board accessible by all members and job seekers.

[WSPA Career Center Job Flash Email](#) - An exclusive email containing featured jobs sent directly to the inbox of thousands of members and job seekers.

Nowhere else can you target such an informed audience in this growing marketing. [Post your open jobs now](#) or respond back to this email to discuss these options further.

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com

logo



[To unsubscribe from future WSPA Career Center emails, click here.](#)

{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: Wespac@mercerislandschools.org
To: liz.dodd@mercerislandschools.org
Subject: 13 Requisitions are Awaiting Your Approval.
Date: Tuesday, November 7, 2017 2:00:47 AM

The following 13 requisitions are awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
11/06/2017	1221700095	PITSCO INC TISSUE PAPER, PARACHUTES, WHITE WINGS KIT	Patricia J McCann	336.27
11/06/2017	1151700085	AMAZON/SYNCB 80X Print Cartridges	Lynn Marie Lawrence, MS	285.27
11/06/2017	1141700060	INSTITUTE EDUC DEVELOPMENT LITERACY WORKSHOP - BELLEVUE, WA JANUARY 9, 2018 FOR SHELLEY	Carol P Siebert, MRS	249.00
11/03/2017	1971700112	TOTAL RECLAIM INC Recycle Electronics	Juliette A Naylor, MS	500.00
11/03/2017	1971700111	INTERMOUNTAIN LOCK & SECURITY MIHS DOOR PARTS:CLOSERS:SPED ROOM	Juliette A Naylor, MS	4,336.20
11/03/2017	1811700022	PACIFICA LAW GROUP LLP legal services for sped and gen ed	Karen Bernatha Hubbert	90,000.00
11/03/2017	1701700057	TRAVIS RANNEY MUSIC SERVICE Selmar Mark VI Alto Saxophone	Mary Jo Newcomer	5,000.00
11/03/2017	1701700056	MERCER ISLAND HIGH SCHOOL ASB ASB Drama Account to pay for artists	Mary Jo Newcomer	1,000.00
11/03/2017	1701700055	BOOKSOURCE Classroom books	Mary Jo Newcomer	1,706.56
11/03/2017	1221700094	BESTLINE PE SHIRTS & SHORTS	Patricia J McCann	3,214.20
11/02/2017	1821700017	WSPA Registration fee for Rosie Burns to attend the WSPA Employee	Kathleen Marie Long	150.00
10/20/2017	1171700074	Aimee Lynn Batliner Gillette OSPI Certification Payment: Aimee Batliner- Gillette	Rachel Elizabeth Hood	64.00
10/19/2017	1301700083	SUSAN CANNIZZARO	Jennifer Lyn McLellan, MRS	500.00

Consult fee - training and instruction to
Horticulture class

District: MERCER ISLAND SCHOOL DISTRICT

District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>

State: WA

District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: jacque.fauver@mercerislandschools.org
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State: WA

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MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: jacque.fauver@mercerislandschools.org
Subject: 7 Requisitions are Awaiting Your Approval.
Date: Monday, November 6, 2017 2:31:40 AM

The following 7 requisitions are awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
11/03/2017	1811700022	PACIFICA LAW GROUP LLP legal services for sped and gen ed	Karen Bernatha Hubbert	90,000.00
11/03/2017	1701700057	TRAVIS RANNEY MUSIC SERVICE Selmar Mark VI Alto Saxophone	Mary Jo Newcomer	5,000.00
11/03/2017	1701700056	MERCER ISLAND HIGH SCHOOL ASB ASB Drama Account to pay for artists	Mary Jo Newcomer	1,000.00
11/03/2017	1701700055	BOOKSOURCE Classroom books	Mary Jo Newcomer	1,706.56
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District: MERCER ISLAND SCHOOL DISTRICT

District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>

State: WA

District Code: 17400

MERCER ISLAND S.D. #400

From: [Porter Foster Rorick](#) on behalf of [Porter Foster Rorick <pfr@pfrwa.com>](#)
To: [Porter Foster Rorick](#)
Subject: Washington School Law Update
Date: Friday, November 3, 2017 12:20:00 PM
Attachments: [PFR School Update 11.17.pdf](#)

Attached please find the November edition of the Washington School Law Update. We encourage you to forward this publication to anyone within your organization who might benefit from the information. **This publication is free to any school employee who asks to be on our e-mail distribution list.** To be added to or removed from our distribution list, simply send a request with your name, organization and e-mail address to info@pfrwa.com.

WASHINGTON SCHOOL LAW UPDATE



PORTER FOSTER RORICK
LLP

November 2017

A brief summary of legal developments relevant to Washington public school districts from the previous calendar month.

Washington Supreme Court

Unfair Labor Practice; Statute of Limitations

Killian v. Int'l Union of Operating Eng'rs, Local 609-A
No. 93655-2 (10/12/17)

The Washington Supreme Court held that two employees' unauthorized practice of law and Consumer Protection Act (CPA) claims against their union were subsumed within their claims that the union breached its duty of fair representation, but that PERC's six-month statute of limitations did not apply to unfair labor practices filed in superior court because the applicable statute only applies to claims filed with PERC. This case stemmed from a union grievance challenging the dismissal of two Seattle Public School (SPS) employees. The employees were represented by an IUOE representative in the grievance process who was not an attorney. The employees also retained outside legal counsel to represent them in unlawful discrimination and retaliation claims against the District. IUOE and SPS settled the grievance in exchange for SPS extending monetary

settlement offers to the employees. The employees rejected the settlement offers because they involved a release of SPS from all legal claims against it, including private claims. The employees then filed a lawsuit against both SPS and IUOE, alleging in part that the union representative had been negligent in negotiating the settlement of the grievance. The employees reached a settlement in their claims against SPS. IUOE then moved for summary judgment in the duty of fair representation, unauthorized practice of law, and CPA claims on the basis that all claims were subsumed by the duty of fair representation claim, which the union argued had a six-month statute of limitations that had expired. The trial court granted summary judgment and the Court of Appeals affirmed. Reviewing the lower court's decision, the Washington Supreme Court agreed that the unauthorized practice of law and CPA claims were subsumed within the duty of fair representation claims because they all involved claims against the union itself and how it acted in relation to the grievance. The Court reversed the lower court's summary judgment, however, holding that the six-month statute of limitations for unfair labor practices does not apply to unfair labor practice claims filed in superior court based on the plain language of RCW 41.56.160(1) and RCW 41.80.120(1), which both impose a six-month statute of limitations for unfair labor practice complaints filed "with the commission" (meaning

PERC). In reaching this conclusion, the Court noted that the employees could not have filed their duty of fair representation claims with PERC, as it does not assert jurisdiction in duty of fair representation cases arising from the union's actions in processing a claim under a CBA.

Wrongful Discharge and Gender Discrimination

Mikkelsen v. Pub. Util. Dist. No. 1 of Kittitas County
No. 93731-1 (10/19/17)

The Washington Supreme Court unanimously held that an employee alleging discriminatory discharge under the Washington Law Against Discrimination (WLAD) need not prove the employee was replaced by someone outside his or her protected class. The court reversed summary judgment and sent the case back to the trial court, holding that the employee showed genuine issues of material fact regarding gender discrimination and whether the employer's corrective action policy modified her at-will employment status. The plaintiff, Kim Mikkelsen, worked for the Public Utility District No. 1 of Kittitas County (the District) for 27 years as the finance and accounting manager. In 2010, the District hired Charles Ward to serve as the General Manager. Subsequently, Ward fired Mikkelsen, stating simply that "it's not working out." To replace Mikkelsen, Ward hired another woman near Mikkelsen's age. Mikkelsen sued the District, alleging, among other things, that her dismissal violated the WLAD because Ward's behavior amounted to gender discrimination, and that her dismissal violated the District's corrective action policy. The policy grants the District broad discretion to implement any disciplinary action in any situation but also provides that corrective action should be fair and administered in light of employee rights and expectations. The District argued that Mikkelsen failed to demonstrate that gender discrimination was a substantial factor in her dismissal. It further argued that Mikkelsen's

dismissal did not violate the corrective action policy because the policy did not modify Mikkelsen's at-will employment status and therefore the District retained the discretion to implement any disciplinary action it deemed appropriate in any situation, up to and including discharge. The court disagreed, concluding that the evidence of Ward's gender bias created a genuine issue of material fact as to whether discrimination was a substantial factor in Mikkelsen's discharge and that the fact that her successor was a woman did not defeat her discrimination claim. The court also held the discretionary language in the corrective action policy was at odds with other parts of the policy that seem to promise fair treatment and arguably establish a for-cause requirement for discharge. Therefore, Mikkelsen could also demonstrate a genuine issue of material fact as to whether the policy modified her at-will employment status.

Washington Court of Appeals

Public Records Act

Silva v. King County
No. 75338-0-I (10/2/17) (unpublished)

The Court of Appeals held that separate divisions within an agency need not produce identical copies of a record in response to a public records request. Silva submitted an identical public records request to three separate departments within King County. Two of the three departments provided Silva with the responsive record. Silva sued, alleging that he was entitled to receive the responsive record from each department to which he had submitted his public records request. The trial court rejected his argument. The Court of Appeals affirmed, holding that nothing in the PRA requires that separate divisions within an agency repeatedly disclose identical copies of the agency's public record.



Discrimination

Floeting v. Group Health Coop.

No. 75057-7-I (10/9/17) (published)

The Court of Appeals held that the Washington Law Against Discrimination (WLAD) protects against sexual harassment in places of public accommodation. Christopher Floeting is a patient of Group Health. On many of his visits to Group Health, a particular Group Health employee made numerous sexually inappropriate comments to him. He complained to Group Health that he had been sexually harassed by the employee. Group Health investigated and terminated the employee. Floeting sued Group Health, alleging that the WLAD provides for a right against sexual harassment by an employee of a place of public accommodation and that because of the employee's conduct, Group Health had deprived him of this right. Group Health moved for summary judgment, arguing that the WLAD does not recognize such a right, and that even if it does, the court should use the test for employment sexual harassment rather than the test used for discrimination in the public accommodations context. The trial court granted summary judgment for Group Health. The Court of Appeals reversed, holding that because the WLAD prohibits sex discrimination in places of public accommodation, and because sexual harassment is a form of sex discrimination, the WLAD therefore protects against sexual harassment in places of public accommodation. The Court also held that the proper standard in such cases is the test for discrimination in the public accommodations context, rather than an employment-based standard. The applicable standard is that a plaintiff must establish four elements: (1) that the plaintiff is a member of a protected class; (2) that the defendant is a place of public accommodation; (3) that the defendant discriminated against the plaintiff; and (4) that the discrimination occurred because of the plaintiff's protected status.

Public Records Act

John Doe v. Benton County

No. 34519-0-III (10/10/17) (published)

The Court of Appeals held that when an agency is enjoined from producing responsive records in response to a public records request, it has not violated the PRA by denying the requestor the right to inspect the records. The Zinks made a public records request to Benton County for certain records pertaining to Level I sex offenders. The County provided third-party notice to John Doe, a sex offender named in the records. John Doe filed suit against the County to enjoin production of the records. The County took the position that the records should not be exempt. The Zinks asserted a cross claim against the County, claiming the County violated the PRA by withholding the requested records while it notified John Doe. The trial court dismissed the cross claim and entered an injunction enjoining the County from releasing the requested records. The Supreme Court later held in a different case that the records were not exempt. The County then moved to dissolve the injunction, and the trial court granted the County's motion. The County provided the unredacted records to the Zinks. The Zinks appealed the dismissal of their cross claim. The Court of Appeals held that the County did not deny the Zinks the right to inspect any record when it provided third-party notification to John Doe, who subsequently obtained an injunction. Because the County had not yet finished producing all responsive documents, the request was still open, and the County never claimed an exemption, refused to produce the records, or otherwise took final action denying access to the records. As a result, there was no PRA violation and the Zinks were not entitled to penalties or attorney fees.



Worker's Compensation; Industrial Insurance Act

Boyd v. City of Olympia, Dep't of Labor & Indus.
No. 48927-9-II (10/24/17) (Published)

The Court of Appeals held that a communication from an employee amounts to a protest under the Industrial Insurance Act only if the content of the communication, combined with relevant information the Department of Labor and Industries already possesses, reasonably puts the Department on notice that the injured worker is taking issue with a Department decision. After the Department closed Richard Boyd's workers' compensation claim, the City's workers' compensation administrator received a doctor's chart note and a medical bill for services relating to hip problems. The City did not construe the note as a protest of the Department's closure order. After the closure order became final, Boyd filed notice of appeal, arguing the City should have construed the note as a protest of the order. The court held that for a communication to be a protest, it must reasonably put the Department on notice that the worker is taking issue with a Department decision. This analysis includes the content of the communication and relevant information the Department already possesses. Applying this standard, the court held the chart note and bill did not constitute a protest because an earlier chart note suggested Boyd's hip problems were unrelated to the back injury giving rise to his workers' compensation claim and because the note did not reference a claim number, any Department orders, or Boyd's employer.

PERC

Unit Clarification

Puyallup School District
Decision 12730-A (9/19/17)

The Commission affirmed the Executive Director's decision that four positions were not supervisors and therefore should be included in the bargaining unit. The school district appealed the Executive Director's decision arguing that the Director was incorrect in finding that one of the employees at issue did not perform the evaluation of a subordinate. The Commission agreed that the record supported the District's allegation that the position did perform the evaluation, in addition to providing input on evaluations of two other employees, but still held that substantial evidence supported the Executive Director's conclusion that the position was not supervisory.

Unfair Labor Practice; Employer Interference and Domination

Warden Education Association
Decision 12778 (9/26/17)

PERC held that an employer did not interfere with employee rights when a school board member exchanged a series of contentious emails and statements with union representatives during two separate grievance proceedings. PERC also held that the employer did not engage in prohibited domination when a school board member made critical statements regarding the union's representative. An employer interferes with employee rights when an employee could reasonably perceive the employer's actions as a threat of reprisal or force associated with the union activity of an employee. PERC found in this case that an employee who served as union president could not reasonably have felt threatened or undermined when a school board member insulted



the union president's leadership abilities and directed a profane insult toward the union's representative who had also directed profane insults and inflammatory statements at school administrators. An employee cannot reasonably perceive that an employer's heated responses to a union representative's contentious statements constitute a threat when both parties are frankly and candidly expressing frustration. Additionally, employees who serve as high-level union officials are expected to have "thicker skin" than rank-and-file unit members and to tolerate a greater degree of conflict during grievance proceedings. PERC also held that statements made to a union representative cannot constitute interference because the union's representative is not an employee and therefore has no protected employee rights. An allegation of employer domination carries with it a high standard of proof, as it requires proof of intent to dominate. PERC found that statements made by a school board member expressing frustrations with the union representative's approach to handling a grievance was not sufficient to establish that the employer intended to influence the union to replace that representative.

Unfair Labor Practice; Refusal to Bargain

City of Everett

Decision 12671-A (10/3/17)

In this reversal of an examiner decision, PERC held that the union did not commit an unfair labor practice by insisting to impasse on a permissive subject of bargaining when it submitted firefighter staffing levels to interest arbitration. Employers and unions that are eligible for interest arbitration may only bargain to impasse and seek interest arbitration over mandatory subjects of bargaining. Although PERC acknowledged that shift staffing is generally a permissive subject of bargaining, in this case it found that the union proved that shift staffing had a direct relationship with workload and

safety. When a union presents evidence that shift staffing levels relate to workload and safety, PERC balances the employees' interest in wages, hours, and working conditions against the employer's interest in entrepreneurial control and managerial prerogatives. If a union is able to show that the shift staffing level has a "demonstratedly direct relationship" with employee workload and safety, an employer may be required to bargain staffing. In this case, the employees' interest in workload and safety outweighed the employer's rights because the union presented compelling evidence that the firefighters were fatigued, unable to complete training, and unable to complete inspections as a result of the employer's decision to maintain the current levels of staffing.

Unfair Labor Practice; Failure to Provide Information and Employer Interference

Pacific Northwest Child Care Association

Decision 12781 (10/5/17)

PERC dismissed allegations that an employer refused to bargain and interfered with employee rights by declining to provide employee information to a union other than the employees' exclusive bargaining representative. The only party who may pursue refusal to bargain claims against an employer is the union that is certified as the employees' exclusive bargaining representative. A union that is not certified as the employees' exclusive bargaining representative is not entitled to obtain employee names, addresses, telephone numbers, email addresses, or personally identifiable information from the employer. PERC held that no unfair labor practice for refusal to bargain can be committed against a union that is not the exclusive bargaining representative for the employees at issue, but instead was merely attempting to gather a showing of interest for a change of representation petition.



Unit Clarification; Order of Accretion

State–Social and Health Services

Decision 12783 (10/11/17)

PERC held that employees who were historically unrepresented should be added to existing bargaining units through an accretion, even though there had been no change in circumstances. In this case, the parties stipulated that the five employees at issue performed the same work and shared a community of interest with the bargaining units represented by the union. The only issue was whether an accretion may be ordered when the employees involved have been historically excluded from the bargaining units and there had been no change in circumstances. PERC held that the general requirement of a change of circumstances does not apply in situations when the bargaining unit is the only appropriate unit for the employees or positions at issue. PERC may modify an existing bargaining unit by ordering an accretion whenever a group of unrepresented employees logically belongs in only one existing unit and the positions cannot stand alone as a separate unit.

Bargaining Skills Workshop

As we head into a critical year for collective bargaining in 2018, PFR attorneys are again partnering with the Washington School Personnel Association to present a one-day workshop entitled “21st Century Bargaining Skills.” The basic track will provide a foundation for all school administrators who may be sitting on a management bargaining team for the first time. The advanced track will focus on expanding the skill of experienced bargainers. We encourage you to send your entire bargaining team. The workshop will be held on Thursday, January 11, at the Southcenter Doubletree in Tukwila. Registration is available at www.wspa.net.

Porter Foster Rorick LLP

WASHINGTON SCHOOL LAW UPDATE is published electronically on or about the 5th of each month. To be added to or removed from our e-mail distribution list, simply send a request with your name, organization and e-mail address to info@pfrwa.com.

This information is intended for educational purposes only and not as legal advice regarding any specific set of facts. Feel free to contact any of the attorneys at Porter Foster Rorick with questions about these or other legal developments relevant to Washington public schools.

Update Editors



Tim Reynolds
tim@pfrwa.com



Jay Schulkin
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PORTER FOSTER RORICK
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Valerie Walker
Lorraine Wilson



PORTER FOSTER RORICK
LLP

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Friday, November 3, 2017 2:00:59 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
11/02/2017	1821700017	WSPA Registration fee for Rosie Burns to attend the WSPA Employee	Kathleen Marie Long	150.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: WSPA Employee Misconduct Workshop
Date: Thursday, November 2, 2017 10:35:15 AM

Hi Jennifer,

Are you able to send me an invoice for me too? I thought I had one but it has Erin's name on it.

Thanks,
Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Tue, Oct 31, 2017 at 9:55 AM, admin@wspa.net <admin@wspa.net> wrote:

Hello Rosie,

I received the registration for Erin Battersby to attend the Employee Misconduct and Investigations workshop, thank you.

However, I see that your account has your email as the username, but Erin's name and email as the contact. Did you intend to register both yourself and Erin? Or did you inadvertently override your account with Erin's information?

Please let me know if I need to add a registration for you, or if I just need to adjust the database entry.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



From: Wespac@mercerislandschools.org
To: rosie.burns@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Thursday, November 2, 2017 2:01:06 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
10/31/2017	1821700016	WSPA Registration fee for Erin Battersby to attend the WSPA Emplo	Kathleen Marie Long	165.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Thursday, November 2, 2017 2:01:05 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
10/31/2017	1821700016	WSPA Registration fee for Erin Battersby to attend the WSPA Emplo	Kathleen Marie Long	165.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 1, 2017 6:02:11 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

Randy Hathaway fellowships are open to individuals who are current WSPA members and have belonged to the organization for at least one membership year prior to the 2017-2018 year. These competitive, non-continuing fellowships are available for the purpose of supporting the recipients' educational growth in the area of Human Resources.

2018 Fellowship Awards:

WSPA is pleased to offer twelve (12) HELP program tuition fellowships in the amount of \$910 each. WSPA will grant two (2) HELP fellowships per region.

WSPA will also be offering twelve (12) tuition fellowships in the amount of \$500 each. These fellowships are to be used toward college tuition or college credits related to the study of human resources.

You may apply for both the HELP and tuition fellowships, however only one will be awarded per person, per year.

The application deadline is January 12, 2018

[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 1, 2017 6:01:47 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

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[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Applications now being accepted: Randy Hathaway Fellowship Awards
Date: Wednesday, November 1, 2017 6:01:35 AM

Dear WSPA members,

The Randy Hathaway Fellowship Awards were established to commemorate the exemplary leadership of Randy Hathaway and his service to the field of human resources. Mr. Hathaway served as a school administrator, Executive Director of Employee Relations and Negotiations Network (ERNN), and as the Executive Director of Washington School Personnel Association (WSPA). Mr. Hathaway continues to be an advocate for education, the role of human resources, and of our organization. It is with great pride that we offer this fellowship program to our members.

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The application deadline is January 12, 2018

[Please click here](#) for more information and to download the application materials.

Thank you, and best of luck with your applications!

The Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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From: Wespac@mercerislandschools.org
To: rosie.burns@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Wednesday, November 1, 2017 2:44:57 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
10/31/2017	1821700016	WSPA Registration fee for Erin Battersby to attend the WSPA Emplo	Kathleen Marie Long	165.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Wednesday, November 1, 2017 2:44:56 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
10/31/2017	1821700016	WSPA Registration fee for Erin Battersby to attend the WSPA Emplo	Kathleen Marie Long	165.00









District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#); [Kathleen Long](#)
Subject: FW: WSPA Invoice - Please Submit
Date: Tuesday, October 31, 2017 10:55:55 AM

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, October 31, 2017 9:56 AM
To: erin.battersby@mercerislandschools.org
Subject: WSPA Invoice - Please Submit

INVOICE 11214

<input type="checkbox"/>  Washington School Personnel Association PO Box 1600 Anacortes, WA 98221		<input type="checkbox"/> 
360-825-1415 Phone 253-736-0333 Fax		
<input type="checkbox"/> 		
<input type="checkbox"/> Mercer Island School District Attn: Erin Battersby 4160 86th Ave SE Mercer Island, Washington 98040	Invoice # 11214 Invoice Date 10/31/2017 Invoice Due 11/30/2017 Amount Due \$150.00	
<input type="checkbox"/> 		
Description		Amount
Employee Discipline and Misconduct Investigations Workshop 2017		\$150.00
<input type="checkbox"/> 		
		Amount Due \$150.00 <input type="checkbox"/>
<input type="checkbox"/> 		
<input type="checkbox"/> 	Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.	
<input type="checkbox"/> 		

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: WSPA Employee Misconduct Workshop
Date: Tuesday, October 31, 2017 10:20:43 AM

Hi Jennifer,
Sorry we're so confusing! Erin asked me to register her too and so I did it in the only way I could figure out.

We both are planning to attend - is there anything I need to do to ensure we're both enrolled?

Thank you!
Rosie

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Tue, Oct 31, 2017 at 9:55 AM, admin@wspa.net <admin@wspa.net> wrote:

Hello Rosie,

I received the registration for Erin Battersby to attend the Employee Misconduct and Investigations workshop, thank you.

However, I see that your account has your email as the username, but Erin's name and email as the contact. Did you intend to register both yourself and Erin? Or did you inadvertently override your account with Erin's information?

Please let me know if I need to add a registration for you, or if I just need to adjust the database entry.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Employee Discipline and Misconduct Investigations Workshop 2017 Form Submitted
Date: Tuesday, October 31, 2017 9:56:14 AM

Erin,

Thank you for registering yourself to attend the Employee Discipline and Misconduct Investigations Workshop.

This is your receipt for your registration.

Your information provided is as follows:

District: Mercer Island School District

Registrant Name: Erin Battersby

Registration Information:

Receipt Date: 10/31/2017 12:56:13

Member Type:

Receipt ID: 12590059

Total Payment Amount: \$150.00

If you chose the "Invoice Me" option you will receive your invoice through separate email. Once received please submit to your accounting department for payment.

Thank you for your registration,

Washington School Personnel Association

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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Tuesday, October 31, 2017 9:56:14 AM

INVOICE 11214



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Erin Battersby
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11214
Invoice Date 10/31/2017
Invoice Due 11/30/2017

Amount Due \$150.00



Description	Amount
Employee Discipline and Misconduct Investigations Workshop 2017	\$150.00



Amount Due \$150.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



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Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Employee Discipline and Misconduct Investigations Workshop 2017 -- REGISTER OTHERS Form Submitted
Date: Monday, October 30, 2017 9:42:53 AM

Greetings,

Thank you for registering other district personnel to attend the Employee Discipline and Misconduct Investigations Workshop.

WSPA will be using the information you provided to complete those registrations for the individuals listed on the form. When their registration is complete they will be receiving a copy of the invoice and/or a copy of the receipt (if payment is requested to be made by credit card). Please alert them to look for those emails shortly.

Thank you for your registration,

Washington School Personnel Association

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From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: rosie.burns@merceraislandschools.org
Subject: Employee Discipline and Misconduct Investigations Workshop 2017 Form Submitted
Date: Monday, October 30, 2017 9:40:02 AM

Rosie,

Thank you for registering yourself to attend the Employee Discipline and Misconduct Investigations Workshop.

This is your receipt for your registration.

Your information provided is as follows:

District: Mercer Island School District

Registrant Name: Rosie Burns

Registration Information:

Receipt Date: 10/30/2017 12:40:01

Member Type:

Receipt ID: 12586612

Total Payment Amount: \$150.00

If you chose the "Invoice Me" option you will receive your invoice through separate email. Once received please submit to your accounting department for payment.

Thank you for your registration,

Washington School Personnel Association

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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Monday, October 30, 2017 9:40:01 AM

INVOICE 11210



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Rosie Burns SPHR / SHRM-SCP
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11210
Invoice Date 10/30/2017
Invoice Due 11/29/2017

Amount Due \$150.00



Description	Amount
Employee Discipline and Misconduct Investigations Workshop 2017	\$150.00



Amount Due \$150.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



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Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Last chance to register: Employee Misconduct and Investigations Workshop
Date: Monday, October 30, 2017 9:31:59 AM

Dear WSPA members,

This is your last chance to register for our **Employee Misconduct and Investigations Workshops**. Registration closes October 31st.

November 3, 2017 - TUKWILA

- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

November 20, 2017 - SPOKANE

- 9:00 am - 2:30 pm
- North East Washington Educational Service District 101
- Spokane, Washington

This workshop will cover the basics of employee discipline and misconduct investigations. This session includes discussion from sample cases, hypothetical and real-life examples, along with practical tips and guidance for dealing with a range of discipline and conduct issues.

- Employee discipline, ranging from letters of direction to termination
- Determining the appropriate level of employee discipline. Discipline that sticks
- Handling an employee discipline case from start, to finish
- Practical tips and guidance for conducting employee investigations
- Knowing when to place an employee on administrative leave
- Defining Weinergarten rights
- Conducting Loudermill hearings
- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

[Please click here](#) to register and for full event details.

Thank you,

Washington School Personnel Association

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

[Unsubscribe or Manage Preferences](#) · [Privacy Policy](#)



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Last chance to register: Employee Misconduct and Investigations Workshop
Date: Monday, October 30, 2017 9:31:39 AM

Dear WSPA members,

This is your last chance to register for our **Employee Misconduct and Investigations Workshops**. Registration closes October 31st.

November 3, 2017 - TUKWILA

- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

November 20, 2017 - SPOKANE

- 9:00 am - 2:30 pm
- North East Washington Educational Service District 101
- Spokane, Washington

This workshop will cover the basics of employee discipline and misconduct investigations. This session includes discussion from sample cases, hypothetical and real-life examples, along with practical tips and guidance for dealing with a range of discipline and conduct issues.

- Employee discipline, ranging from letters of direction to termination
- Determining the appropriate level of employee discipline. Discipline that sticks
- Handling an employee discipline case from start, to finish
- Practical tips and guidance for conducting employee investigations
- Knowing when to place an employee on administrative leave
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- Conducting Loudermill hearings
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Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Last chance to register: Employee Misconduct and Investigations Workshop
Date: Monday, October 30, 2017 9:31:26 AM

Dear WSPA members,

This is your last chance to register for our **Employee Misconduct and Investigations Workshops**. Registration closes October 31st.

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- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

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- 9:00 am - 2:30 pm
- North East Washington Educational Service District 101
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- Knowing when to place an employee on administrative leave
- Defining Weinergarten rights
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- Preparing for termination hearings
- Principles of just cause

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Non-member price: \$200

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Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: WSPA Invoice
Date: Friday, October 27, 2017 10:00:14 PM

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

If you have not submitted this invoice to your accounting department, please do so.

Thank you for your assistance,

Washington School Personnel Association

To view your invoice, please click the following link. [View Invoice](#)

[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: [Cynthia Luna McVeigh](#) on behalf of [Cynthia Luna McVeigh <CynthiaMcVeigh@sjisd.wednet.edu>](#)
To: [Rosie Burns](#)
Subject: RE: MEMBER REQUEST
Date: Friday, October 27, 2017 9:54:17 AM

Many thanks!

Cynthia Luna McVeigh

HR Coordinator | [San Juan Island School District](#) | Desk 360.370.7904 | Fax 360.378.6276 | cynthiamcveigh@sjisd.wednet.edu

From: Rosie Burns [<mailto:rosie.burns@mercerislandschools.org>]
Sent: Friday, October 27, 2017 9:06 AM
To: Cynthia Luna McVeigh <CynthiaMcVeigh@sjisd.wednet.edu>
Cc: cleonard@wspa.net
Subject: Fwd: MEMBER REQUEST

Please see below

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: Curtis Leonard <waspa@memberclicks-mail.net>
Date: Fri, Oct 27, 2017 at 8:49 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Another request:

Cynthia Luna McVeigh from San Juan Island School District is requesting salary info for the following non-represented positions:

Executive Secretary to the Superintendent

- \$42.39 - \$45.47

Payroll/Fiscal Clerk

- \$44.70 - \$47.72

Transportation Manager

- \$102,130 - \$107,475 (DIRECTOR)

Please send your responses directly to: CynthiaMcVeigh@sjisd.wednet.edu

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [CynthiaMcVeigh@sjisd.wednet.edu](#)
Cc: [cleonard@wspa.net](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, October 27, 2017 9:05:45 AM

Please see below

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, Oct 27, 2017 at 8:49 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Another request:

Cynthia Luna McVeigh from San Juan Island School District is requesting salary info for the following non-represented positions:

Executive Secretary to the Superintendent

- \$42.39 - \$45.47

Payroll/Fiscal Clerk

- \$44.70 - \$47.72

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- \$102,130 - \$107,475 (DIRECTOR)

Please send your responses directly to: CynthiaMcVeigh@sjisd.wednet.edu

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net
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United States

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From: [Cabigting, Sue](mailto:scabigting@steilacoom.k12.wa.us) on behalf of [Cabigting, Sue <scabigting@steilacoom.k12.wa.us>](mailto:scabigting@steilacoom.k12.wa.us)
To: [Rosie Burns](mailto:rosie.burns@mercerislandschools.org)
Subject: RE: MEMBER REQUEST
Date: Friday, October 27, 2017 8:49:56 AM

thank you Rosie

☺sue

From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Friday, October 27, 2017 8:48 AM
To: Cabigting, Sue
Cc: cleonard@wspa.net
Subject: Fwd: MEMBER REQUEST

Hi Sue,

We created a stipend for this based on the anticipated number of hours and have an MOU with the union.

Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: Curtis Leonard <wspa@memberclicks-mail.net>
Date: Fri, Oct 27, 2017 at 8:40 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

A few member requests for your consideration. Thanks for all you do!

Sue Cabigting from Steilacoom School District is looking for information on how school districts are dealing with paid internships - they are considering one for a school psychologist.

Please send your responses to: scabigting@steilacoom.k12.wa.us

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net

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United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: scabigting@steilacoom.k12.wa.us
Cc: cleonard@wspa.net
Subject: Fwd: MEMBER REQUEST
Date: Friday, October 27, 2017 8:48:23 AM

Hi Sue,

We created a stipend for this based on the anticipated number of hours and have an MOU with the union.

Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspamemberclicks@mail.net>
Date: Fri, Oct 27, 2017 at 8:40 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

A few member requests for your consideration. Thanks for all you do!

Sue Cabigting from Steilacoom School District is looking for information on how school districts are dealing with paid internships - they are considering one for a school psychologist.

Please send your responses to: scabigting@steilacoom.k12.wa.us

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net
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United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [MaryAnne Courchene](#)
Subject: Re: WSPA Invoice
Date: Friday, October 27, 2017 8:20:00 AM

Thanks MaryAnne!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Oct 27, 2017 at 7:09 AM, MaryAnne Courchene
<maryanne.courchene@mercerislandschools.org> wrote:

I called and left a message. I will call them again this morning. I will make sure this is taken care of.

Thank you very much and enjoy the rest of the day.

*Mary Anne Courchene/Accounts Payable
Mercer Island School District
[4160 86th Ave SE](#)
[Mercer Island, WA 98040](#)
[206-236-3309](#) - P [206-230-6303](#) - F*

On Thu, Oct 26, 2017 at 11:19 AM, Rosie Burns <rosie.burns@mercerislandschools.org>
wrote:

Hi there,

Was this paid?

Thanks,
Rosie

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: **Invoices** <waspa@memberclicks-mail.net>

Date: Thu, Oct 26, 2017 at 11:00 AM
Subject: WSPA Invoice
To: rosie.burns@mercerislandschools.org

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

If you have not submitted this invoice to your accounting department, please do so.

Thank you for your assistance,

Washington School Personnel Association

To view your invoice, please click the following link. [View Invoice](#)

[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



--

From: [MaryAnne Courchene](#) on behalf of [MaryAnne Courchene <maryanne.courchene@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: Re: WSPA Invoice
Date: Friday, October 27, 2017 7:09:35 AM

I called and left a message. I will call them again this morning. I will make sure this is taken care of.

Thank you very much and enjoy the rest of the day.

*Mary Anne Courchene/Accounts Payable
Mercer Island School District
4160 86th Ave SE
Mercer Island, WA 98040
206-236-3309 - P 206-230-6303 - F*

On Thu, Oct 26, 2017 at 11:19 AM, Rosie Burns <rosie.burns@mercerislandschools.org> wrote:

Hi there,

Was this paid?

Thanks,
Rosie

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: Invoices <waspa@memberclicks-mail.net>
Date: Thu, Oct 26, 2017 at 11:00 AM
Subject: WSPA Invoice
To: rosie.burns@mercerislandschools.org

Open Invoice Reminder

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Thank you for your assistance,

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[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



--

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [MaryAnne Courchene](#); [Kathleen Long](#)
Subject: Fwd: WSPA Invoice
Date: Thursday, October 26, 2017 11:19:33 AM
Attachments: [invoice \(2\).pdf](#)

Hi there,

Was this paid?

Thanks,
Rosie

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Invoices** <waspa@memberclicks-mail.net>
Date: Thu, Oct 26, 2017 at 11:00 AM
Subject: WSPA Invoice
To: rosie.burns@mercerislandschools.org

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

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Please do not reply. Replies to this address are not monitored.



INVOICE 11127

Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221



Mercer Island School District
Attn: Rosie Burns SPHR / SHRM-SCP
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11127
Invoice Date 09/26/2017
Invoice Due 10/26/2017

Amount Due	250.00
-------------------	---------------

Invoice Details

Description	Amount
2017 WSPA Law Conference Registration	250.00

Amount Due	250.00
-------------------	---------------

Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.

From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice
Date: Thursday, October 26, 2017 11:00:29 AM

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

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Thank you for your assistance,

Washington School Personnel Association

To view your invoice, please click the following link. [View Invoice](#)

[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Now available: S-275 Personnel Reporting Manual
Date: Wednesday, October 25, 2017 6:02:03 AM

Hello WSPA members,

The updated S-275 Personnel Reporting Manual is now available for purchase. We are offering the manual in two formats:

- Spiral-bound, hardcopy edition
- PDF electronic version

The purchase price is \$75.00

[Please click here to purchase](#) the S-275 Personnel Reporting Manual.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Now available: S-275 Personnel Reporting Manual
Date: Wednesday, October 25, 2017 6:01:38 AM

Hello WSPA members,

The updated S-275 Personnel Reporting Manual is now available for purchase. We are offering the manual in two formats:

- Spiral-bound, hardcopy edition
- PDF electronic version

The purchase price is \$75.00

[Please click here to purchase](#) the S-275 Personnel Reporting Manual.

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Now available: S-275 Personnel Reporting Manual
Date: Wednesday, October 25, 2017 6:01:26 AM

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Monday, October 23, 2017 3:02:02 PM

Dear WSPA members,

Reminder: registration is now open for our **Employee Misconduct and Investigations Workshops:**

November 3, 2017 - TUKWILA

- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

November 20, 2017 - SPOKANE

- 9:00 am - 2:30 pm
- North East Washington Educational Service District 101
- Spokane, Washington

This workshop will cover the basics of employee discipline and misconduct investigations. This session includes discussion from sample cases, hypothetical and real-life examples, along with practical tips and guidance for dealing with a range of discipline and conduct issues.

- Employee discipline, ranging from letters of direction to termination
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- Practical tips and guidance for conducting employee investigations
- Knowing when to place an employee on administrative leave
- Defining Weinergarten rights
- Conducting Loudermill hearings
- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

[Please click here](#) to register and for full event details.

Thank you,

Washington School Personnel Association

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Monday, October 23, 2017 3:01:36 PM

Dear WSPA members,

Reminder: registration is now open for our **Employee Misconduct and Investigations Workshops:**

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- DoubleTree Suites by Hilton at Southcenter
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Member pricing: \$ 150

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Registration includes clock hours, course materials, refreshments, and lunch

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Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Monday, October 23, 2017 3:01:25 PM

Dear WSPA members,

Reminder: registration is now open for our **Employee Misconduct and Investigations Workshops:**

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- Tukwila, Washington

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- North East Washington Educational Service District 101
- Spokane, Washington

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- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

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Thank you,

Washington School Personnel Association

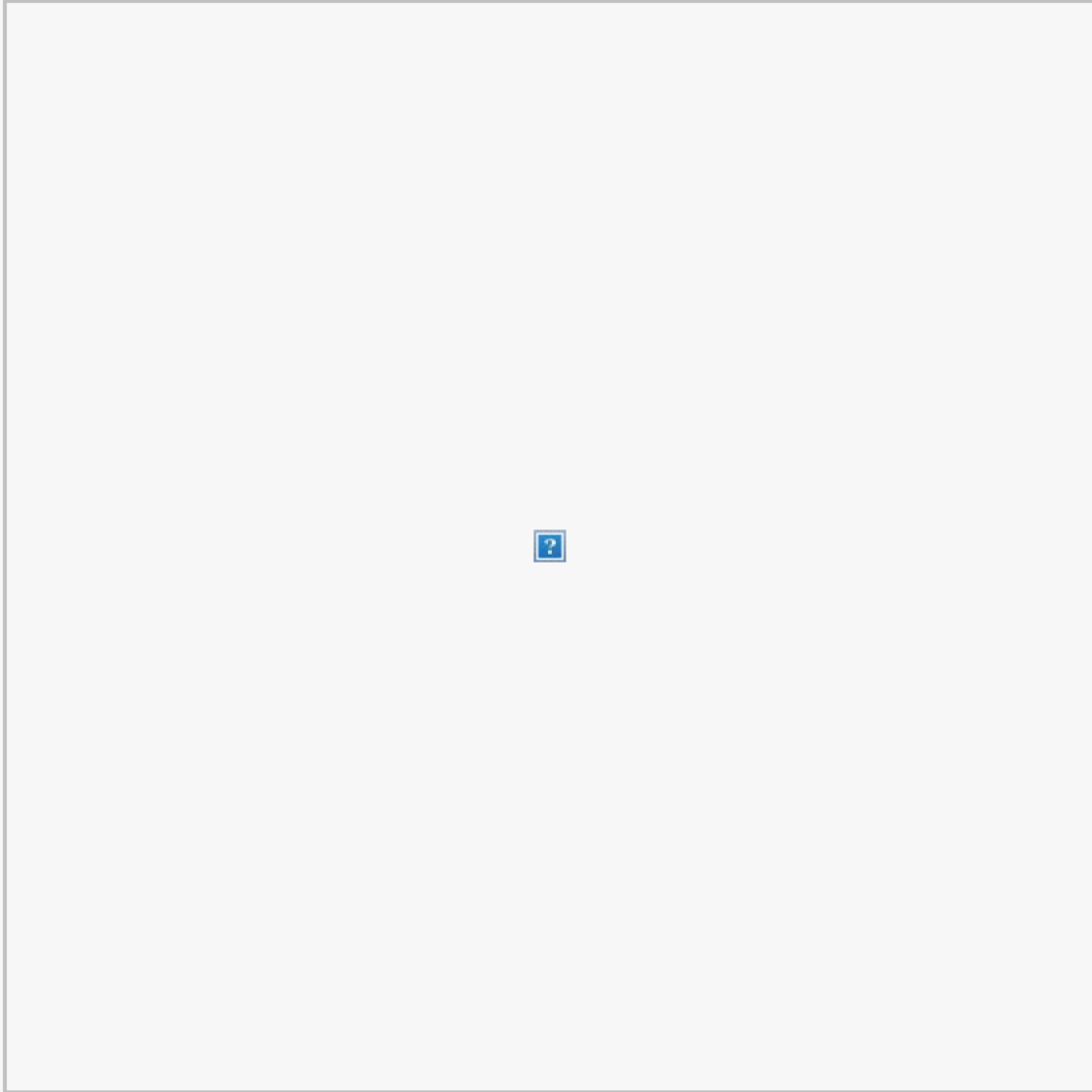
This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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From: [Rosie Phillips Bingham](#) on behalf of [Rosie Phillips Bingham <bingham.presidentelectcampaign@gmail.com>](#)
To: jeffrey.randolph@mercerislandschools.org
Subject: Have you voted in APA Presidential Election?
Date: Thursday, October 19, 2017 9:48:23 AM



Dear colleague,

I am so grateful to the Washington State Psychological Association (WSPA) for endorsing me! I hope all of you have voted in the APA Presidential Election,

but if you have not, there is still time.

I want all of your voices to be heard! Please use the unique link to the ballot in the email you received from APA. The subject line of the email was: **2017 APA President-elect Election** and was sent on September 15th. If you haven't already done so, please vote! Encourage your colleagues to vote as well. I'd like your #1 vote. If you are ranking someone else as #1, please give me your #2 vote.

To read more about me and my position, please visit my website at www.rosiebinghamforapapresident.com.

Thank you!

Sincerely,

Rosie Phillips Bingham, Ph.D., A.B.P.P.





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You are receiving this email because you are a member of the American Psychological Association.

Our mailing address is:

Rosie for APA President
Ball Hall room 100
University of Memphis
Memphis, Tn 38152

[Add us to your address book](#)

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You can [update your preferences](#) or [unsubscribe from this list](#).

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Wednesday, October 18, 2017 6:02:03 AM

Dear WSPA members,

Registration is now open for our **Employee Misconduct and Investigations Workshops:**

November 3, 2017 - TUKWILA

- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

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- Spokane, Washington

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- Knowing when to place an employee on administrative leave
- Defining Weinergarten rights
- Conducting Loudermill hearings
- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

[Please click here](#) to register and for full event details.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,

United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Wednesday, October 18, 2017 6:01:39 AM

Dear WSPA members,

Registration is now open for our **Employee Misconduct and Investigations Workshops:**

November 3, 2017 - TUKWILA

- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

November 20, 2017 - SPOKANE

- 9:00 am - 2:30 pm
- North East Washington Educational Service District 101
- Spokane, Washington

This workshop will cover the basics of employee discipline and misconduct investigations. This session includes discussion from sample cases, hypothetical and real-life examples, along with practical tips and guidance for dealing with a range of discipline and conduct issues.

- Employee discipline, ranging from letters of direction to termination
- Determining the appropriate level of employee discipline. Discipline that sticks
- Handling an employee discipline case from start, to finish
- Practical tips and guidance for conducting employee investigations
- Knowing when to place an employee on administrative leave
- Defining Weinergarten rights
- Conducting Loudermill hearings
- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

[Please click here](#) to register and for full event details.

Thank you,

Washington School Personnel Association

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Wednesday, October 18, 2017 6:01:26 AM

Dear WSPA members,

Registration is now open for our **Employee Misconduct and Investigations Workshops:**

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- 9:00 am - 2:30 pm
- DoubleTree Suites by Hilton at Southcenter
- Tukwila, Washington

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Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

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Thank you,

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United States

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From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Automatic reply Re: School Law Conference: thank you, survey, and clock hours/CLE's
Date: Tuesday, October 17, 2017 1:26:31 PM

I will be at workshop Monday, October 16 and Tuesday, October 17. I will have limited access to my email account and will get back to you as soon as I am able.

Thank you!

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Kathleen Long](#); [Erin Battersby](#)
Subject: Fwd: login and password for conference materials
Date: Friday, October 13, 2017 2:07:28 PM

Login for the conference materials. I downloaded most of these to the HR Information folder on the shared drive.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: admin@wspa.net <admin@wspa.net>
Date: Fri, Oct 13, 2017 at 1:25 PM
Subject: RE: login and password for conference materials
To: Rosie Burns <rosie.burns@mercerislandschools.org>

Hi Rosie,

I am so sorry you did not receive the message – I will check our database to be sure we have your email entered correctly.

Here is the info—please let me know if you have any trouble with the login process or if I may be of any assistance.

- **In order to access these materials, you have been provided a special username and password to access our website:**



- **Please note that you must log out of your WSPA membership account and log in using the above username/password in order to access the materials**

- Please visit www.wspa.net and login with the above account to access this information.

Thank you,

Jennifer

From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]

Sent: Friday, October 13, 2017 12:29 PM

To: admin@wspa.net

Subject: login and password for conference materials

Hi there,

Can you please send me a login and password for the materials?

Thanks,

Rosie Burns

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: login and password for conference materials
Date: Friday, October 13, 2017 2:03:15 PM

No worries -- thanks Jennifer

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



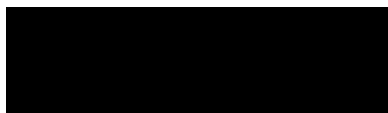
On Fri, Oct 13, 2017 at 1:25 PM, admin@wspa.net <admin@wspa.net> wrote:

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w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



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To: admin@wspa.net
Subject: login and password for conference materials
Date: Friday, October 13, 2017 12:29:27 PM

Hi there,

Can you please send me a login and password for the materials?

Thanks,
Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: School Law Conference reminder, agenda, and conference materials
Date: Wednesday, October 11, 2017 8:02:10 PM
Attachments: [2017 Law Conference AGENDA.pdf](#)

Dear School Law Conference attendees,

Thank you for taking the time out of your very busy schedules to join us at the upcoming School Law Conference. We value your time and are proud to present an agenda that will provide timely and relevant information presented by some of Washington State's most prestigious law firms.

School Law Conference

- October 16-17, 2017
- DoubleTree Suites by Hilton at Southcenter

Conference materials will be available electronically for your review.

- **In order to access these materials, you have been provided a special username and password to access our website:**
 - **Username:** law2017
 - **Password:** waspa
- **Please note that you must log out of your WSPA membership account and log in using the above username/password in order to access the materials**
- **Please visit www.wspa.net and login with the above account to access this information.**

We are still finalizing presentation documents and will be posting updates to the materials daily. Please check back for the most up-to-date information.

WiFi will be available at the hotel so that you may access the materials during the conference sessions.

The agenda is attached for your reference.

Please let me know if you have any questions or if I may be of any assistance.

We look forward to seeing you next week.

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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2017 School Law Conference Agenda

Getting it Right

Monday, October 16, 2017			
Schedule	Ballroom	Monterey Room	Summit Room
7:30 am	Registration begins in Foyer		
Breakfast Keynote 8:00-9:00	Paramount Duty: Has HB 2242 Satisfied the Constitutional Mandate? Thomas Ahearne, Foster Pepper		
Session 1 9:15-10:30	Child Abuse Prevention – Beyond Background Checks Diane Cranley, TAALK (Talk About Abuse to Liberate Kids)	Human Resource Training Initiative David Brenna, PESB	Special Education – Top Risks to your District Don Austin, Patterson Buchanan
Session 2 10:40-11:55	Progressive Discipline and Last Chance Agreements Lance Andree, Porter, Foster & Rorick	Internal Cybersecurity Risks Peggy Bodin and Aaron Munn, Office of the Washington State Auditor	Conducting Board Hearings and Knowing Your Audience (i.e., the Board, the Employee, the Administration, the Union, Parents, etc...) Paul Clay and Garrett Williams, Stevens Clay
Lunch 12:15-12:45			
Keynote 12:45-2:05	Bargaining After HB 2242 – What’s Next? Buzz Porter, Porter, Foster & Rorick		
Session 3 2:15-3:30	Effective Classified Evaluations that Lead to Successful Classified Nonrenewals Paul Clay and Garrett Williams, Stevens Clay	New Paid Family Leave Law Parker Howell, Porter, Foster & Rorick	Updates to Student Discipline – Reviewing the New Law Dave Hokit, Curran Law Firm
Hosted Reception – Patterson, Buchanan, Fobes & Leitch			
Tuesday, October 17, 2017			
Breakfast Keynote 8:30-9:30	School Buses, Physical Education and Liability, OH MY! Charles Leitch, Patterson Buchanan		
Session 4 9:40-10:55	Legislative Updates Beyond 2242 What you Need to Know Lee Goeke, WSPA	Keeping Students Safe – Top 10 Hidden Dangers Facing your District Emma Gillespie, Preg O'Donnell	Sex Abuse and Boundary Invasions – How to Hire, Fire and Dot your I's and Cross your T's Mike Kitson and Angie Marshlain, Patterson Buchanan
Session 5 11:00-12:15	Classified Supervisor Checklist – Top Issues Timothy Reynolds, Porter, Foster & Rorick	Destination SPS – A Comprehensive On-Boarding Experience Kim Harmon, Spokane Public Schools	Personal Liability for District Administrators Rick Kaiser, Law Offices of Richard Kaiser
Lunch Keynote 12:25-1:25	The Year in Review/Legal Updates Chuck Lind, Patterson Buchanan		
Session 6 1:35-2:50	Salary Compliance under HB 2242 and Random Opinions Lorraine Wilson, Porter, Foster & Rorick, Sheryl Moore, Renton School District	Records Retention – Keeping it Legal Kevin Jussel, Curran Law Firm	PRA Update and Case Study Felipe Mendez, Preg O'Donnell
All materials are available electronically at www.wspa.net			

Location: DoubleTree Suites by Hilton – 16500 Southcenter Parkway, Seattle, WA 98188

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: School Law Conference reminder, agenda, and conference materials
Date: Wednesday, October 11, 2017 8:01:51 PM
Attachments: [2017 Law Conference AGENDA.pdf](#)

Dear School Law Conference attendees,

Thank you for taking the time out of your very busy schedules to join us at the upcoming School Law Conference. We value your time and are proud to present an agenda that will provide timely and relevant information presented by some of Washington State's most prestigious law firms.

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The agenda is attached for your reference.

Please let me know if you have any questions or if I may be of any assistance.

We look forward to seeing you next week.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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Sponsored by:



2017 School Law Conference Agenda

Getting it Right

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Session 2 10:40-11:55	Progressive Discipline and Last Chance Agreements Lance Andree, Porter, Foster & Rorick	Internal Cybersecurity Risks Peggy Bodin and Aaron Munn, Office of the Washington State Auditor	Conducting Board Hearings and Knowing Your Audience (i.e., the Board, the Employee, the Administration, the Union, Parents, etc...) Paul Clay and Garrett Williams, Stevens Clay
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Tuesday, October 17, 2017			
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All materials are available electronically at www.wspa.net			

Location: DoubleTree Suites by Hilton – 16500 Southcenter Parkway, Seattle, WA 98188

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: Rosie, let's fill your open jobs
Date: Tuesday, October 10, 2017 8:39:38 PM


Rosie,

Find out how the [Washington State Psychological Association Career Center](#) can help you find your next candidate. We can expose your open positions to thousands of members and job seekers through online job postings and by emailing them directly to these highly sought-after candidates. No other recruitment channel can give your jobs as much exposure to these members and job seekers than the WSPA Career Center.

[Visit the WSPA Career Center now](#) or reply back to this email for more information!

Regards,

Jennifer Cardozo


jcardozo@yourmembership.com



[To unsubscribe from future WSPA Career Center emails, click here.](#)

{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Shared Google Drive
Date: Friday, October 6, 2017 4:02:05 PM

Hello WSPA Members,

Did you know that WSPA provides a document sharing program through Google Drive?

The Google Drive site has specific folders set up for each district including CBA's, Salary Schedules and Job Descriptions.

The link to the shared drive:

https://drive.google.com/drive/folders/0B_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing

Please contact us at admin@wspa.net if you have any trouble accessing this drive and we would be happy to assist.

This information may also be found on our website at www.wspa.net under the "resources" tab.

Thank you,

Washington School Personnel Association

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United States

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From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: [e7a182f8-0e0e-4bac-bacb-0c606a7724ee_5828@memberclicks-mail.net](#)
Subject: Automatic reply Re: WSPA Shared Google Drive
Date: Friday, October 6, 2017 4:01:41 PM

I will be out of the office Monday, October 2 through Friday, October 6. I will get back to you when I return or, if you need immediate assistance, please contact Rosie Burns, Human Resources Director.

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Shared Google Drive
Date: Friday, October 6, 2017 4:01:39 PM

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Thank you,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Shared Google Drive
Date: Friday, October 6, 2017 4:01:25 PM

Hello WSPA Members,

Did you know that WSPA provides a document sharing program through Google Drive?

The Google Drive site has specific folders set up for each district including CBA's, Salary Schedules and Job Descriptions.

The link to the shared drive:

https://drive.google.com/drive/folders/0B_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing

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Thank you,

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To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Friday, October 6, 2017 3:01:50 PM

Dear WSPA members,

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- Preparing for termination hearings
- Principles of just cause

Member pricing: \$ 150

Non-member price: \$200

Registration includes clock hours, course materials, refreshments, and lunch

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Thank you,

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To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Friday, October 6, 2017 3:01:30 PM

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To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Employee Misconduct and Investigations Workshop
Date: Friday, October 6, 2017 3:01:21 PM

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: HELP Fall Session - Writing Skills for Human Resources
Date: Thursday, October 5, 2017 5:01:54 AM

Hello WSPA members,

Reminder: registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

- Session I - Basic Human Resources Writing
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- Student Discipline
- School Buses, Physical Education, and Liability
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Stacia Dorman
Employee Relations Specialist
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RECRUITING, SELECTING, AND RETAINING TEACHERS

A Review of the Literature

Prepared for PESB by:
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INTRODUCTION

Over the past five years, Washington has experienced a 250% increase in the demand for new teachers (PESB, 2015). This comes at a time when teachers are retiring in record numbers and fewer people are enrolling in teacher certification programs. The result of these trends has been a shortage of teachers in Washington State. To address these issues it is critical that districts and schools engage in evidence-based practices to recruit, select, and retain new teachers.

In February of 2016 the Professional Educator Standards Board (PESB) engaged in a large-scale project to develop and implement a comprehensive training project for Human Resource (HR) professionals and staff at school districts across the State. The objective of this project is to provide assessment and development opportunities for improving district HR capabilities and practices in three specific areas: teacher recruitment, teacher selection, and teacher retention. In support of this objective, the current report provides a comprehensive review of scientific literature in each area. As such, this report is broken out into three sections. Each section provides a review of current issues and evidence-based best practices for improving teacher recruitment, teacher selection, and teacher retention.

CHAPTERS AND SECTIONS IN THIS REPORT

1. RECRUITMENT

Recruitment practices help schools and districts identify and attract qualified applicants to fill teaching positions. Recruitment is particularly important in Washington now because the demand for new teachers exceeds the supply of teacher candidates. This imbalance results in a teacher shortage. To address this shortage, recruitment activities can provide schools with a wider pool of qualified teachers.

Sections:

The Context of Recruitment. This chapter familiarizes the reader with the fundamental concepts that effective recruitment practices are built upon.

Characteristics of Effective Recruitment Practices. This chapter describes several best practices that have been shown to identify and attract new teachers.

2. SELECTION

Selection practices help schools make hiring decisions by using methods like applications, assessments, and interviews to assess teacher candidates on relevant factors. Valid and reliable selection processes not only ensure that students are receiving high quality educations, they also help districts save money by selecting teachers who will stay.

Sections:

Characteristics of Effective Teacher Hiring Processes. This chapter presents several practices that have been shown to improve the quality of teacher selection.

Validated Teacher Selection Instruments. This chapter identifies various selection tools and assessments that have found support from peer-reviewed research.

3. ONBOARDING & RETENTION

Turnover is particularly high among teachers, with as many as 50% of new teachers leaving the profession within five years. Replacing teachers who move or leave is costly and time-consuming. To avoid these costs, schools and districts can engage in several activities to improve teacher retention. This section provides a review of the literature on teacher retention.

Sections:

Characteristics of Effective Teacher Onboarding Practices. This chapter describes the induction and orientation activities that have been shown to increase retention rates

Teacher Turnover: Key Drivers and At-Risk Populations. This chapter identifies the key drivers of teacher turnover and provides information to identify at-risk populations.



CHAPTER 1: RECRUITMENT

Recruitment refers to the process of identifying and attracting a pool of qualified candidates for jobs in an organization. Common recruitment practices include: defining the jobs that need to be filled, identifying internal (within the organization) and external (outside of the organization) candidates, marketing open positions through advertisements, and participating in outreach activities to engage qualified candidates.

To achieve the goal of providing every student with a high-quality education, schools need access to a pool of **willing and qualified teacher candidates**. However, in order to create and maintain that pool, schools and districts must either directly engage in recruitment activities themselves or hire recruitment agencies to do that work for them. Many school districts in Washington State have strategies for recruiting new teachers and regularly engage in activities to support their efforts. For example, **Vancouver Public Schools** regularly attends career fairs and partners with over 20 universities (PESB, 2014). These partnerships help Vancouver Public Schools identify high-quality student teachers and connect with student teachers early on. Strategies like these are becoming more and more important right now given recent trends in teacher supply and demand in Washington State.

RECENT TREND: TEACHER SUPPLY, DEMAND, AND TURNOVER IN WA

- 🍏 Over the past five years we have seen a 250% increase in demand for new teachers in Washington
- 🍏 Teacher turnover in Washington is higher now than it has been in the past decade (although our turnover rates are lower than the national average)
- 🍏 Fewer people are entering and completing teacher preparation programs
- 🍏 Qualified candidates are leaving en masse to pursue careers outside of public education

Source: PESB (2015)

With the current teacher shortage and the need to identify and recruit qualified individuals, it is particularly important to turn towards empirical evidence for guidance. Along these lines, this section provides a review of published literature on teacher recruitment strategies and is organized into the following chapters:

SECTION 1. THE CONTEXT OF RECRUITMENT: SUPPLY AND DEMAND

This chapter provides an overview of the theory of recruitment supply and demand in order to familiarize the reader with key concepts.

SECTION 2. CHARACTERISTICS OF EFFECTIVE RECRUITMENT PRACTICES

This chapter outlines the recruitment practices that have been shown to help identify and attract new teachers.

1. THE CONTEXT OF RECRUITMENT: SUPPLY AND DEMAND

Prospective teachers are strongly influenced by two factors when making a decision about entering (or remaining) in the teaching profession. These include recruitment practices and labor market conditions (Guarino, Santibañez, & Daley, 2006). To understand how to improve recruitment practices it is important to consider the context in which recruitment operates. Research on teacher recruitment is often based on the theory of supply and demand. When considering how supply and demand relates to teacher recruitment, the graph and definitions below describe key factors.

Supply for new teachers is the number of qualified people willing to take a teaching position

Demand for new teachers is the number of teaching positions offered

Teacher Shortages occur when the demand for teachers exceeds the supply of current teachers (given a fixed level of compensation)

People decide to take teaching positions when they see it as the most attractive activity they can pursue. Attractiveness depends on two factors: ease of entry and overall compensation. Ease of entry largely relates to the state policies and licensing requirements, as well as the cost and availability of teaching certification programs. By providing alternative paths to certification or offering student loan forgiveness programs, policymakers can make it easier to enter the profession of teaching. The other factor related to attractiveness is compensation. In this sense, compensation is more than just salary and benefits – it also includes other rewards derived from teaching such as meaningfulness, personal satisfaction, and working conditions. Compensation is a key factor in determining both demand (i.e., the number of teachers a school will be able to employ) and supply (i.e., the number of qualified people who would be willing to teach). By pulling the right policy levers and engaging in proactive recruiting strategies designed to “sell” the positive aspects of teaching, policymakers and school districts can address teacher shortages by increasing the supply of new teachers in relation to the current demand (Guarino et al., 2006). Because policy decisions are beyond the scope of this review, the next section reviews literature and best practices for improving new-teacher recruitment.

RESEARCH TREND: *THE STATUS OF TEACHING*

Recent studies by Goldhaber and Walch (2013) and Lankford, Loeb, McEachin, Miller, & Wyckoff (2014) provide promising evidence that perceptions of the teaching profession have been improving recently after a 30-year decline. Specifically, they report that teaching is attracting applicants from more selective institutions with higher standardized test scores and college GPAs.

2. CHARACTERISTICS OF EFFECTIVE RECRUITMENT PRACTICES

Recruitment strategies are one way that schools have traditionally addressed teacher shortages. The approach is straightforward: recruiting more teachers will balance out shortages by increasing the supply of new teachers. Recruitment strategies such as the ones described below can – and *do* – provide schools with an increased supply of new teachers, thus providing temporary relief for teacher shortages. However, as Ingersoll (2001) and others have stated, “*recruitment programs alone will not solve these or other school staffing problems if they do not also address the problem of teacher retention*” (p. 525). Therefore, while the strategies below can be effective short-term, schools and districts in Washington also need to address selection and onboarding issues to make sure that teacher retention also improves. The practices described below have been shown to improve teacher recruitment by improving the organization of recruitment processes, providing access to a greater number of teacher candidates, and increasing the attractiveness of available positions.

Relationships with Teaching Programs

Forming close relationships with teacher preparation programs in Washington State, and recruiting teachers from those programs on-site, can also provide districts with access to a wider pool of qualified candidates. For example, in the Vancouver Public School district, principals become involved in the recruiting process early on (e.g., they regularly attend career fairs) and are schooled in effective interviewing techniques. By forming close partnerships with teaching programs, recruiters can gain more access to applicants earlier on in the process.

Relationships with Alternative Programs

Teachers recruited from alternative or nontraditional teacher certification programs are more diverse and often stay longer than teachers recruited from traditional programs. For example, the Pathways to Teaching Careers Program attracted a diverse population of new teachers (63% minority) who stayed in the field at higher rates than national averages (Clewell & Villegas, 2001). This program largely targeted minority paraprofessionals in urban districts. In another example, research on extended five-year preparation programs (which included more coursework in liberal arts and more clinical experience) were also associated with higher rates of entry and retention than comparable four-year programs (Andrew & Schwab, 1995). Also, a comprehensive evaluation by the US Department of Education (Constantine et al., 2009) found that teachers from alternative programs performed equally well as those from traditional

programs when it came to student achievement. In general, alternative certification programs do appear to increase the supply of new teachers by reducing the barriers to entry. By forming close relationships with alternative programs and recruiting teachers from those programs, districts can tap into a larger supply of teachers who are equally effective as those from traditional programs.

Centralized Office with Dedicated Staff

Having a centralized office to manage and coordinate recruiting activities can be immensely helpful. By centralizing recruitment activities (e.g., in districts rather than individual schools) and assigning full-time staff to work exclusively on recruitment strategy and activities, districts can devote the time and resources necessary to expand their recruiting efforts.

Multiple Outreach Activities

Effective recruiters “cast a wide net” by employing multiple tactics to gain access to diverse populations. Casting a wider net allows recruiters to gain access to a wider pool of applicants which, in turn, will provide schools with higher quality teachers. Outreach strategies identified by the New Schools Venture Fund (2007) that were associated with effective teacher recruitment include:

- Advertising (e.g., newspaper ads, online postings in teacher organization websites)
- Partnerships with teaching organizations like Teach for America

- Information sessions at universities, graduate schools, and other certification programs
- Dinners and other social events with prospective candidates
- Incentives for staff who recommend successful teacher hires
- Principal/Administrator engagement in recruiting efforts (e.g., showing up for career fairs, championing recruitment efforts)

Research suggests that schools or districts should engage in two or more outreach strategies as a minimum.

Proactive Sourcing

Proactive sourcing (i.e., “headhunting”) activities can help recruit high-quality teachers who stand out in their certification programs or have demonstrated success in the classroom. The DC Public School district has sourced and cultivated over 25,000 prospects over a two-year period by implementing a comprehensive headhunting strategy that includes (Vidyardhi, 2014):

- Identifying desirable candidates from certification programs or out-of-state schools/districts
- Reaching out to candidates and scheduling one-on-one phone calls
- During the phone calls:
 - Inquire about any teaching practices or research that they are engaging in or passionate about
 - “Sell” your district by sharing information about any exciting initiatives and compelling goals that might inspire them to apply

While this process requires time and resources to identify candidates and reach out to them, it can also greatly increase the size and improve the quality of a candidate pool.

Recruitment Messaging

Schools and districts can influence candidate perceptions of attractiveness in several ways during recruitment and hiring. Specifically, experimental research by Young, Rinehart, and Place (1989) found that recruitment messages emphasizing aspects of the work and work environment to be more appealing even than messages that stressed financial incentives. During interviews, candidates were also more attracted to institutions when interviewers exuded warmth during the interview (Young & Heneman, 1986).

Competitive Pay

There is strong evidence suggesting a positive relationship between teacher salary and recruitment (Hanushek & Pace, 1995). With the promise of more pay, teaching becomes more attractive and attracts more candidates. However, it is important to note that, after a teacher is recruited, their salary relative to neighboring districts becomes the important consideration. There is also other evidence that suggests that working conditions may even be more important than salary when it comes to retaining teachers (e.g., Allen, 2005).

QUICK LINK:

LEARN MORE
ABOUT RECRUITING

The Art and Science of Recruitment

Short YouTube video describing recent trends in job seekers and recruitment strategies (2 minutes)



Link to video: <https://www.youtube.com/watch?v=zbQfklsvNtU>

SUMMARY

In summary, teacher shortages occur when the demand for teachers exceeds the supply of willing and qualified teachers. Districts can address these shortages by engaging in recruitment activities designed to provide access to a wider pool of qualified teachers and increase the attractiveness of positions by “selling” potential candidates on the tangible and intangible benefits. A review of the literature on teacher recruitment revealed the following characteristics of effective teacher recruitment processes:

- **Establishing close relationships with teacher certification programs can provide greater access to teachers earlier on.**
- **Establishing close relationships with alternative certification programs can provide districts with a new populations of diverse teachers who perform on-par with teachers from traditional programs.**
- **By structuring recruitment in a centralized location and hiring staff that are dedicated only to recruitment activities, districts can better devote the time, energy, and focus needed for effective recruitment processes.**
- **Engaging in multiple outreach activities casts a wider net and attracts more potential teachers.**
- **Proactive sourcing activities cultivate relationships with the highest quality teachers and attract them to the district by selling them on goals and initiatives of interest.**
- **Schools can increase the attractiveness of teaching positions by drawing attention to positive aspects of the work and the work environment.**
- **Offering competitive salaries is a proven way to attract candidates; but once they are hired, good working conditions matter more when it comes to keeping them.**



CHAPTER 2: SELECTION

Selection refers to the process of evaluating candidates and selecting the best candidate for a particular job. Selection consists of all of the hiring activities that occur between the time a candidate submits their application or resume to the point in which a final decision is made. Teacher selection can range from simple processes that include applications and interviews to complex multi-hurdle processes that include online assessments, structured interviews, and teaching auditions. The purpose of selection is to collect valid information on candidates that can predict future performance and behavior, and to apply that information to make sound hiring decisions.

As a process, the importance of personnel selection practices cannot be underrated. Aside from the more direct costs associated with new-hire turnover, schools face the indirect (and some may argue, more severe) costs associated with exposing students to ineffective and unqualified teachers (Staiger & Rockoff, 2010). Effective selection practices allow schools to identify not only high-quality teachers, but also those who are more likely to stay in the workforce longer. However, research on teacher selection has made little progress on identifying a valid set of tools and methods that consistently predict student outcomes and teacher behavior (Jacob, Rockoff, Taylor, Lindy, & Rosen, 2015; Jamil, Sabol, Hamre, & Pianta, 2015). That being said, there have been a number of studies in the area of teacher selection, and that number continues to grow each year as issues of hiring and retention become more prevalent in the field. For example, the call-out box below spans the last fifteen years of research to identify the traits that are common among effective teachers.

RESEARCH TREND: COMMON TRAITS OF GREAT TEACHERS

When it comes to choosing the right candidate, it is always helpful to know the characteristics that predict future success. Great teachers share a number of characteristics, including:

PERSONALITY TRAITS

- 🍏 Patience and persistence
- 🍏 Fallibility
- 🍏 Extraversion
- 🍏 Conscientiousness
- 🍏 General self-efficacy
- 🍏 Teaching self-efficacy
- 🍏 Positive affectivity

DISPOSITIONS

- 🍏 Value students' learning
- 🍏 Respect and value for diversity
- 🍏 Open to self-learning
- 🍏 Caring about students
- 🍏 Commitment and dedication

SKILLS & ABILITIES

- 🍏 Organization and planning
- 🍏 Ability to connect theory to practice
- 🍏 Ability to survive in a bureaucracy
- 🍏 Concept development
- 🍏 Quality of feedback
- 🍏 Language modeling
- 🍏 Richness of instructional methods
- 🍏 Classroom management
- 🍏 Behavior management

COGNITIVE FACTORS

- 🍏 SAT scores (math & verbal)
- 🍏 Cognitive ability
- 🍏 Content knowledge and expertise

Becker et al. (2003), Hamre et al. (2012), Jamil et al. (2015), Masunaga & Lewis (2011), Metzger & Wu (2008), Mueller & Hindin (2011), Rockoff et al. (2011)

Several studies have found that teacher characteristics (like the traits, dispositions, skills, and cognitive factors listed above) can predict classroom success and teacher retention. Knowing this, the question becomes “How can we accurately assess candidates on these factors to make better hiring decisions?” The answer for this question lies in the specific hiring practices that schools and districts engage in. Selection practices vary considerably from district to district and from position to position. For example, many school districts in the US identify qualified candidates through nothing more than a background check and a cursory scan of transcripts and test scores (Sawchuk, 2011). Other districts employ structured, multi-stage processes like the four-stage one used by Spokane Public Schools:



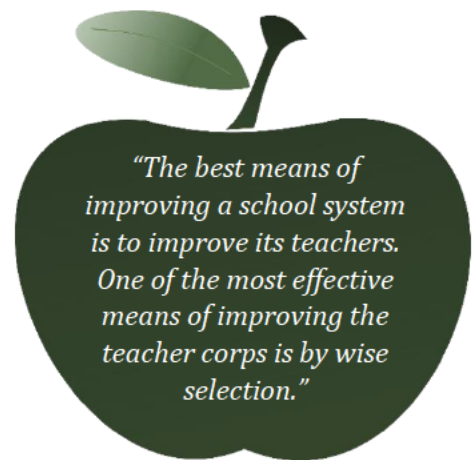
Structured, multi-stage processes that assess candidates across multiple job-relevant factors like those described above have been shown to help districts hire more effective teachers that stay in their schools (Goldhaber, Grout, & Huntington-Klein, 2015). The emerging literature on teacher selection provides sound guidance on the specific practices and instruments that districts can implement to improve the effectiveness of the teacher hiring process. As such this chapter provides a review of the literature on teacher selection and is organized into two sections:

**SECTION 1. CHARACTERISTICS OF EFFECTIVE
TEACHER SELECTION PROCESSES**

This section describes several rigorous and evidence-based practices that have been shown to improve the quality of teacher selection.

**SECTION 2. VALIDATED TEACHER SELECTION
INSTRUMENTS**

This section identifies various selection tools and assessments that have found support from peer-reviewed research.



–Ervin Eugene Lewis
Superintendent of Schools,
Flint Community Schools

1. CHARACTERISTICS OF EFFECTIVE TEACHER HIRING PROCESSES

The hiring process is one of the single most important levers that schools and districts can control to improve the quality and size of their teaching force. Effective hiring processes use rigorous, evidence-based methods to assess candidates on relevant dimensions and select those that have the highest probability of success. A review of the literature reveals several characteristics of effective teacher hiring processes and practices, which are described in detail below.

Multi-Stage Processes

A multi-stage selection process assesses job candidates on multiple dimensions across multiple stages. For example, DC Public Schools uses a three-stage hiring process consisting of (Jacob et al., 2015):

1. Online application that includes an essay test of content knowledge
2. Structured interview
3. Teaching audition

The main benefit of combining multiple selection assessments is that they often result in better selection decisions (e.g., Schmidt & Hunger, 1998), and thus higher quality teachers who stay around. Other benefits of multi-staged processes include (Jacob et al., 2015):

- Combining interviews, assessments, and other screening activities allows districts to evaluate candidates across multiple dimensions relevant for success (see “Assessing Multiple Dimensions” section for more).
- Using early stages (e.g., resume/application checks, online assessments) to screen out unqualified applicants can streamline the process by providing principals/administrators with a short list of the best candidates for more time-intensive activities like interviews or mock lessons.
- Multi-stage processes provide data that can help districts continually assess and refine their own hiring tools and practices.

Common activities in multi-stage processes are listed below. Districts and schools that want to improve their selection practices should use at least three stages from beginning to end.

- ✓ Application or resume screen
- ✓ Online assessment

- ✓ Phone interview
- ✓ Essay or content knowledge test
- ✓ Mock lesson
- ✓ In-person structured interview
- ✓ Job previews
- ✓ Teaching audition

Centralized Hiring

Centralized hiring occurs when school districts (rather than individual schools or principals) are responsible for carrying out hiring activities. According to a recent review of HR best practices, centralized hiring is a common practice among school districts in Washington State that were identified as being effective in early hiring practices (PESB, 2014). In these districts, centralized hiring provides the following benefits:

- It allows districts to establish standardized methods for selecting teachers, allowing for consistent interview protocols, common frames of reference for interviewers, and practices that are repeatable and not dependent upon the biases of specific individuals
- Standardized hiring practices collect a greater amount of data (due to the increased sample size when taking a centralized approach) which in-turn makes it easier for districts to assess their hiring practices and make data-driven improvements on a continuous basis
- It improves the organization of hiring and contributes to greater consistency among newly hired teachers
- It allows districts to collect and process larger batches of applicants than would be possible in individual schools

Effective Pre-Screening Methods

Effective management of applicant pools can save decision-makers valuable time and energy by allowing them to focus on a smaller pool of the most qualified teacher candidates. Pre-screening methods are used to identify and remove unqualified applicants. District HR staff can accomplish this in several ways (Hindman, 2014):

- Writing job descriptions with clear knowledge, skill, and ability (KSA) requirements, then recording and sorting applications/resumes based on the degree of overlap in candidate KSAs and job requirements
- Removing candidates who do not meet minimum qualifications
- Removing incomplete applications
- Using validated online teacher selection assessments (see *Section 2: Validated Teacher Selection Instruments* for more information on these assessments).

Screening applicant pools using methods like these allows districts to provide decision-makers with a more manageable pool of applicants to choose from for subsequent hiring activities like interviews. More rigorous screening rubrics, such as the one used by Spokane Public Schools (see *Section 2* for a detailed description) can even predict future performance.

Structured Interviews

Interview practices can range from unstructured to highly structured. Unstructured interviews do not include set questions or follow a consistent format whereas structured interviews follow a consistent protocol where interviewees are given the same set of questions. Structured interviews consistently outperform unstructured interviews in that they are better at identifying high performers, they reduce subjectivity, and they are also more legally defensible (Campion, Palmer, & Campion, 1997; Williamson, Campion, Malos, Roehling, & Campion, 1997). In the context of education, principals and administrators also report that they make more effective hiring decisions when using structured interviews (Bourke & Brown, 2014; PESB, 2014). Specific aspects of structured interviews that aid in better hiring include (Hindman, 2014):

- A common list of interview questions which are asked consistently by interviewers
- Questions targeted at assessing specific dimensions of “fit” and other job-relevant characteristics
- Assessing the quality of each response using quantitative rating scales that consist of four or more levels of rating (e.g., *very unsatisfactory*, *somewhat unsatisfactory*, *satisfactory*, *exceeds expectations*)
- A scoring guide or rubric to help interviewers interpret the quality of each response (e.g., “A *satisfactory* response to question X includes...”)

MISSING PIECES?

Recent research shows that principals often take a narrow view when interviewing candidates by focusing on only one or two areas of fit (e.g., Engel, 2013). This can result in an incomplete understanding of candidate fit ... like a puzzle with missing pieces. Instead, principals should use interviews as an opportunity to examine *multiple* factors, such as teaching skills and abilities, fit with the job and organization, and level of experience and expertise. Structured interview processes, with predetermined questions and scoring guides, allow principals to get a more comprehensive understanding of the candidate and ultimately make less biased decisions. In short, decision-makers need to see the entire puzzle.

Frame-of-Reference Training

Interviews are among the most common tools used to make final selection decisions about new teachers. However, the effectiveness of this tool can easily derail in the absence of a common frame-of-reference. In this context, a common frame-of-reference is defined as a shared understanding of *what effective candidate performance looks like* when conducting interviews. In the absence of formal training, administrators are more likely to be guided by personal perceptions and value judgments during interview processes, thus resulting in poorer hiring decisions (Cranston, 2012). If interviews are leveraged as key hiring tools, then the interview process needs to be both structured and well-

understood to ensure that it results in selecting the best possible teachers (Maynes & Hatt, 2015).

Using structured interview processes with common standards for evaluating candidate performance is the first important step for establishing a common frame-of-reference. However, to ensure that interviewers actually *share* a common understanding, frame-of-reference training is the next step. Frame-of-reference training is the most effective approach for increasing interviewer accuracy and reliability (Roch, Woehr, Mishra, & Kieszczynska, 2012). This type of training often includes the following aspects:

- Identifying multiple dimensions of performance on which to assess interviewees
- Developing concrete definitions for each dimension
- Developing standards and examples of good and bad responses along each dimension
- Practice applying standards and receiving feedback

Assessing Multiple Dimensions

Assessing candidates across one or two dimensions rarely provides enough information to successfully predict their performance (Rockoff et al., 2011). However, recent studies by Jacob and colleagues (2015) and Rockoff and colleagues (2011) found empirical support for assessing teachers across multiple dimensions that include both cognitive abilities and individual traits. This multi-faceted assessment showed strong and significant relationships with student test scores, retention, and teacher evaluations. For example, the Washington DC school district assesses content knowledge, fit, classroom management skills, and cognitive ability in their selection process. By assessing candidates across multiple dimensions, they are able to select teachers who perform better during their first year than other applicants would perform by their second or third year of teaching (Jacob, 2009). Thus, hiring processes that use multiple sources of information to assess multiple dimensions (e.g., cognitive ability, personality, self-efficacy) can help districts select more effective teachers. The table on the following page provides an overview of the

dimensions that have been shown to predict teacher effectiveness, and the selection methods that can be used to assess them.

Job Previews

Hiring processes are two-way roads, with both applicants and hiring schools or districts collecting and analyzing information about each other. Many selection practices focus solely on the institution's side, but research also shows that providing applicants with accurate previews of their jobs can also influence outcomes important for schools. New teachers who are provided with more information about their potential work and workplace during the selection process also report greater job satisfaction and stronger person-organization fit than those who did not (Liu, 2005). This information can be provided in several ways:

- Providing a realistic job preview that presents candidates with accurate descriptions of both positive and negative aspects of the job
- Exposing applicants to a cross-section of school community members during the selection process
- Including teaching demonstrations as part of the hiring process
- Allowing applicants to observe classes or staff meetings during the selection process

WHAT ABOUT EXPERIENCE?

Teaching experience may not be as big of a factor as was once thought. Studies have shown that, while experience may predict teacher effectiveness early on in teachers' careers, these effects level out after the first few years (Rivkin, Hanushek, & Kain, 2005; Chingos & Peterson, 2011). This means that, holding all else equal, a candidate with ten years of experience may not necessarily be a better choice than a candidate with five years of experience. Thus, focusing on other factors such as intelligence and disposition may be a better way to distinguish between candidates than experience.

**RESEARCH
TREND:
COMMON
METHODS USED
TO ASSESS
TEACHER
CANDIDATES
ON VARIOUS
DIMENSIONS**

Experience and Past Success	-Resume or application -Reference checks -Structured interview
Disposition and Personality	-Online assessment -Structured interview -Teaching audition
Instructional and Classroom Management Skills	-Teaching audition or mock lesson -Video sample -Structured interview
Cognitive Ability	-Online assessment -SAT scores -College GPA
Pedagogical and Content Knowledge	-Teaching audition or mock lesson -Essay test
Teacher "Fit"	-Online assessment -Structured interview

Sources: Becker et al. (2003), Hamre et al. (2012), Jacob et al. (2015), Jamil et al. (2015), Masunaga & Lewis (2011), Mueller & Hindin (2011), Rockoff et al. (2011)

2. VALIDATED TEACHER SELECTION INSTRUMENTS

As with any industry, there are a myriad of off-the-shelf instruments available to aid in the selection of teachers. However, many such instruments are based on loose science and lack rigorous evidence that supports their ability to select high-quality teachers. To help sort the wheat from the chaff, we reviewed several instruments and report on three of them here. These three instruments were chosen because they are backed by solid evidence of their reliability and validity, which was supported by peer-reviewed publications.

Teacher Qualifications, Experience, and Skills: Spokane Public Schools Screening Rubrics

It is also prudent to include validated pre-screening tools in this section as well. A screening rubric is a structured rating system that provides clear guidelines and scoring rules for the purpose of evaluating the information contained in job applications. As a selection tool, there are several benefits associated with pre-screening rubrics. The rubrics themselves are often free, they are administered internally by HR staff or school hiring-level administrators, and they are effective at filtering a large pool of applicants down to a qualified few (who can then be called on during hiring phases for more traditional selection activities such as in-person interviews).

We are including these particular rubrics for two reasons. First, they have received strong empirical support and second, they are publically available at no cost. At Spokane Public Schools (SPS), two rubrics are used to screen applicants, a pre-screening rubric and a screening rubric. In a recent study, Goldhaber and colleagues (2015) assessed the validity of the SPS rubrics and found significant relationships between scores on both rubrics and teacher outcomes. Specifically, they found that the rubrics were able to predict future teacher effectiveness and teacher attrition, such that teachers with higher scores on the rubrics performed better in the classroom and stayed longer. The SPS rubrics are described in more detail below.

SCREENING RUBRICS USED AT SPOKANE PUBLIC SCHOOLS

RUBRIC	WHAT IS ASSESSED?	HOW IS IT ASSESSED?		
Pre-Screening Rubric	Online application that asks candidates to submit information related to: <ul style="list-style-type: none"> • Education • Qualifications • Experience • Letters of Recommendation • Narrative statements* • Supporting documentation 	Applications are scored by HR staff on a 21-point rubric consisting of three criteria: <ul style="list-style-type: none"> • Experience • Depth of skills • Quality of recommendations Guidelines describe what the screener should be looking for in each criterion.		
Screening Rubric	Candidates that pass the pre-screening cutoff (e.g., 17 points or higher) are assessed again on the same application using a more detailed rubric.	Applications are scored by school-level hiring officials on a 60-point rubric consisting of 10 criteria: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Certificate and education • Training • Experience • Classroom management • Flexibility </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Instructional skills • Interpersonal skills • Cultural competency • Preferred qualifications • Letters of recommendation </td> </tr> </table> Guidelines describe what the screener should be looking for in each criterion. This stage determines who goes on to receive in-person interviews.	<ul style="list-style-type: none"> • Certificate and education • Training • Experience • Classroom management • Flexibility 	<ul style="list-style-type: none"> • Instructional skills • Interpersonal skills • Cultural competency • Preferred qualifications • Letters of recommendation
<ul style="list-style-type: none"> • Certificate and education • Training • Experience • Classroom management • Flexibility 	<ul style="list-style-type: none"> • Instructional skills • Interpersonal skills • Cultural competency • Preferred qualifications • Letters of recommendation 			

* Narrative statements are essays in response to particular prompts, such as “Describe how you will support a safe and rigorous learning environment for a variety of diverse student populations.” (Goldhaber et al., 2015, p. 49)

Teacher Knowledge and Skills:

Haberman PreScreener

The Haberman PreScreener is an online selection tool that uses fifty multiple-choice items to measure applicants on ten dimensions related to success in the classroom, including beliefs regarding the value of learning, approach to students, approach to at-risk students, persistence, fallibility, organization and planning, ability to connect theory to practice, tolerance for bureaucracy, explaining students’ success, and explaining teacher success. There is also evidence suggesting that performance on the Haberman PreScreener relates to teacher effectiveness. Rockoff and colleagues (2011) found significant relationships between Haberman scores and both student achievement and teacher evaluations, while Jacob and colleagues (2015) found that Haberman scores predicted teacher effectiveness even after controlling for the effects of other characteristics.

Teacher Cognitive Ability:

Raven’s Progressive Matrices

Raven’s test evaluates cognitive ability by asking participants to identify visual patterns among symbols presented in a matrix and has been found to be a strong indicator of cognitive ability (Raven & Summers, 1986). As a selection factor, cognitive ability is one of the most widely used and proven predictors of new-hire performance across all fields and industries (Schmidt & Hunter, 1998). In the field of teaching, Raven’s scores have been found to predict teacher effectiveness when combined with other indicators of cognitive ability such as SAT math and verbal scores and college ranking (Rockoff et al., 2011). Raven’s test also has the added benefit of not requiring linguistic or mathematic skills and is thus much less likely to lead to adverse impact in the selection process (Raven, 2000).

SUMMARY

While recruitment efforts allow schools to identify potential teachers, it is the selection process that allows them to choose the right ones. By using valid and rigorous methods to screen and select their teachers, schools and districts receive a number of benefits: hiring high-quality teachers, improving student learning and engagement, and reducing turnover. A review of the literature on teacher selection revealed the following characteristics of effective teacher selection processes:

- **Robust selection processes where applicants go through multiple stages (e.g., application, online assessment, in-person interview) result in better hiring decisions.**
- **Centralized hiring (i.e., hiring of teachers is done at the district level, not the school level) adds structure, standardization, and organization to the teacher hiring process.**
- **Prescreening tools can save districts time by removing unqualified applicants who don't match job criteria – also, by combining screening rubrics (e.g., Spokane Public Schools) with online applications, these tools can even become valid selection assessments in and of themselves.**
- **Structured interviews far outperform unstructured interviews. Structured interviews use a consistent set of job-relevant questions and quantitative scoring guide to evaluate applicant responses.**
- **Frame-of-reference training can greatly improve interview processes by providing decision-makers with a shared understanding of what an effective performance looks like and practice applying clear standards.**
- **Assessing candidates across multiple dimensions related to job performance (e.g., experience, knowledge, classroom management skills, attitudes and values, intelligence) paints a more complete picture, resulting in better hiring decisions.**
- **Providing applicants with realistic previews of their work helps improve new-hire satisfaction and fit.**

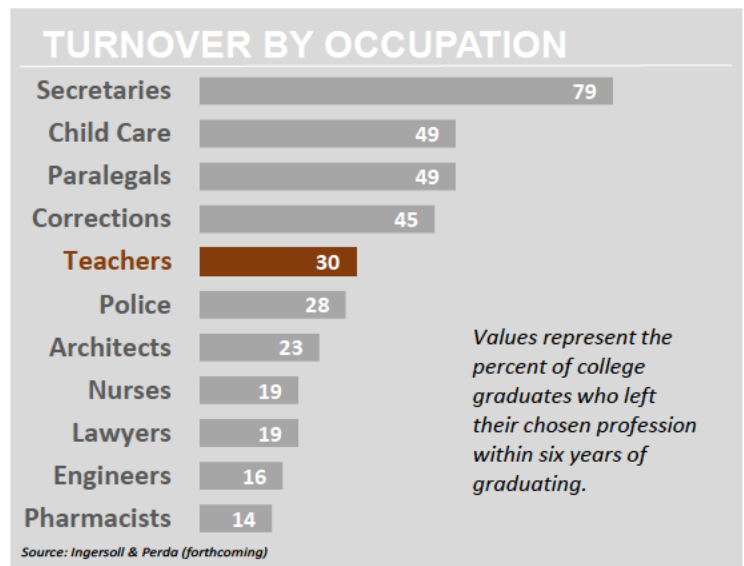


CHAPTER 3: ONBOARDING AND RETENTION

Given the prevalence and cost of attrition, it is important to review research on teacher turnover, retention, and onboarding practices. In this context, **turnover** refers to teachers who leave their jobs. Teacher turnover includes teachers who move to different schools or districts (“movers”) and teachers who leave the profession entirely (“leavers”). Turnover rates are essentially calculated as the percent of teachers who move or leave within a given time period. **Retention** is the inverse of turnover and refers to teachers who stay in their position. Finally, **onboarding** refers to the practices that bring employees into their organization. They include processes of orientation, socialization, and equipping new hires with the knowledge, skills, and behaviors they will need to be successful in their organization. In education literature, onboarding is commonly referred to as “induction.” Onboarding is included in this section because onboarding practices are particularly important for retaining new teachers.

Teaching is plagued by turnover, with some studies citing as many as 50% of new public-school teachers leaving within the first five years of entering the profession (e.g., Ingersoll, 2003). Teacher turnover is associated with a number of costs, including financial costs, difficulty in developing and sustaining instructional programs, and reduced ability to ensure that all students are receiving high-quality educations (Krasnoff, 2015). Teacher turnover is also higher than many other professions, as can be seen below.

It is a widely acknowledged theme that teacher turnover follows a U-shaped distribution, such that new teachers and highly experienced teachers are most at-risk (Grissmer & Kirby, 1997). Turnover for highly-experienced teachers is largely the result of retirement, thus researchers focus less on this population. In the literature, teacher attrition is studied in two contexts: turnover among new teachers and turnover in general. To keep in-step with the research, we break this chapter into two sections. The first describes the factors that promote new-teacher retention, while the second addresses the factors that predict teacher turnover in general.



SECTION 1. RETAINING NEW TEACHERS: CHARACTERISTICS OF EFFECTIVE ONBOARDING PRACTICES

This section describes the characteristics of effective onboarding programs that promote new-teacher retention.

SECTION 2. KEY DRIVERS AND AT-RISK POPULATIONS

This section identifies the organizational and demographic factors associated with teacher turnover.

1. RETAINING NEW TEACHERS: CHARACTERISTICS OF EFFECTIVE ONBOARDING PRACTICES

Turnover is particularly high among new teachers. According to a recent nation-wide study, only 74% of new teachers stay in the same school after their first year. Among those who leave, 16% move to a different school and 10% leave the profession entirely (Gray, Taie, & O’Rear, 2015). Here in Washington State, the first-year retention rates are somewhat higher, with 82.6% of new teachers staying in their district after their first year of teaching (PESB, 2016). Even though retention may be higher in Washington, the cost of turnover still presents a huge burden on taxpayers. With the Alliance for Excellent Education’s (2005) estimate that attrition costs 30% of the departing teacher’s salary and 2014 Washington State teacher salary information from OSPI (available at <http://www.k12.wa.us/safs/db.asp>), the average cost of turnover is \$15,976 per teacher. Given the 6,881 teachers that left their district or quit teaching entirely in 2014, this represents an estimated annual cost for turnover in Washington of **\$109 million**.

THE COST OF TEACHER TURNOVER



Cost of teacher turnover in 2014 based on information from the Alliance for Excellent Education (2014) and the Professional Educator Standards Board of Washington.

New teachers are particularly vulnerable to turnover for a few reasons. First, they are more likely to be assigned to difficult, low-performing classrooms. Second, the challenges faced by new teachers are rarely balanced out by professional support and development. These factors can combine into a perfect storm that results in new teachers feeling frustrated and failing to develop a positive sense of teaching self-efficacy. A report on new teacher retention put out by the Alliance for Excellent Education summed up this issue well:



“Placing new teachers in the most challenging classrooms without comprehensive induction . . . is like putting newly licensed drivers in the top heat of a NASCAR race.”



(2005, p. 2)

The literature on new teacher turnover has demonstrated time and again that **onboarding (i.e., induction) activities are the most effective strategies for retaining new teachers and helping them reach their teaching potential sooner** (Smith & Ingersoll, 2004; Villar, 2004). For example, Smith and Ingersoll (2004) reported that, in the absence of any formal onboarding activities, only 59% of new teachers stayed in their school the following year. In contrast, 82% of new teachers stayed in their school when they were provided with comprehensive onboarding. However, the effect that onboarding has on new teacher retention depends largely on the type and quality of onboarding activities that are provided (Ingersoll, 2012). Onboarding activities that have been shown to have significant impacts on new teacher retention include mentoring, new teacher orientations (distinct from returning teacher orientation), common planning time with other teachers, collaboration with other teachers on issues related to instruction, supportive relationships with principals or administrators, and additional resources for easing the transition into teaching (Smith & Ingersoll, 2004; Gray et al., 2015). Each of these is described in more detail below.

Mentoring Programs

In a comprehensive review of induction activities, Ingersoll and Strong (2011) report that mentoring has the strongest positive impact on new teacher effectiveness and retention. Mentoring reduces the risk of first-year attrition by 30% (Smith & Ingersoll, 2004). For example, a recent national longitudinal study (Gray et al., 2015) found that 92% of new teachers stayed the following year when they were assigned a mentor, while only 84% stayed when they did not have a mentor. In fact, retention rates for new teachers with mentors are higher after five years (86%) compared to retention rates after the first year without mentors (84%). When it comes to mentoring, the characteristics of mentors and the structure of the program matter greatly. Characteristics of effective mentoring programs include (Gray et al., 2015; AIR, 2014; AEE, 2014; NTC, 2016):

- Mentors are selected based on specific criteria, such as:
 - Years of teaching experience
 - Communication and interpersonal skills
 - Teaching excellence
- Carefully matching mentors with new teachers based on a number of criteria, such as: same content area, proximity, common planning periods, compatibility, communication style, personalities
- Mentor training programs that focus on developing mentor skills and abilities in areas such as coaching, adult learning theory, feedback and observation, reflective conversations
- Roles and responsibilities for mentors and mentees are clearly outlined and understood, with mentors being held accountable for their coaching and being compensated for their additional role
- Mentor interactions focus on instructional design/delivery and student learning

It should also be noted that mentoring programs are expensive and often difficult to administer. That being said, if it is not possible to develop such a program, schools can take alternative approaches such as promoting informal mentoring by facilitating socialization or collaboration between new teachers and more senior ones.

WHAT MAKES FOR A GREAT MENTOR?

Rowley (1999) outlines a number of traits, skills, and behaviors that are common among effective mentors.

They include:

- Show commitment and enthusiasm for their role as mentor
- Ability to accept new teachers as developing persons without making judgment calls
- Ability to adjust their mentoring practices and behaviors to meet the individual needs of their mentee
- Skilled at providing instructional support to new teachers
- Display a positive and optimistic attitude

Teacher Collaboration

Providing new teachers with opportunities to collaborate with other teachers reduces the risk of first-year teachers leaving by over 25% (Smith & Ingersoll, 2004). This includes providing them with regularly scheduled collaboration with other teachers on issues related to instruction or ensuring common planning time with other teachers in their particular subject area. Specific collaboration and planning activities that help new teachers include:

- Developing lesson plans
- Models and methods for collaborating with and engaging
- Use data from student assessments

School cultures that promote integration between novice and veteran teachers have been shown to go a long way in promoting new teacher satisfaction and retention (Kardos, 2005). In these cultures, veteran teachers provide assistance, encourage new teachers to seek help, and grant new teachers a special status and appropriate roles. New teachers and novice teachers also share a collective responsibility for the success of students.

Additional Support

A longitudinal study by Johnson and Birkeland (2003) found that new teachers who left within their first three years of teaching were much more likely to report experiencing frustration in their classroom or feeling a sense of failure when teaching. By providing new teachers with certain types of support, schools can reduce the likelihood that new teachers will become overwhelmed and provide them with a more positive, efficacy-building start to their new role (Humphrey et al., 2011). For example, the presence of a teacher's aide reduces the risk that new teachers will move to a different school after their first year by 41% (Smith & Ingersoll, 2004). Specific supports that help new teachers include (AIR, 2014; Lunenburg, 2011; Smith & Ingersoll, 2004):

- Reduced workloads (particularly for teachers involved in mentoring activities)
- Classroom aides
- Avoiding placement in challenging classrooms
- Fewer extra-class duties during the first year
- Additional evaluation and feedback for new teachers
- Additional resources (related to instruction)

Ongoing Development

New teachers should be offered regular and ongoing opportunities to develop their teaching skills and expand their content knowledge (Garet et al., 2001). These should be delivered by experts (including experienced teachers and principals) via multiple activities, including public lessons and seminars, workshops, out-of-school training, classroom visitation, study groups, and meetings. When it comes to content, new teachers benefit most from development that focuses on *what* to teach and *how* to teach it (AEE, 2014). Effective developmental programs provide new teachers with knowledge and practical skills related to:

- Pedagogical content related to their course(s)
- Classroom management
- Managing student behavior

It is also important that developmental programs for teachers go beyond isolated “one-off” workshops or events. Rather, developmental programs targeted at

new teacher induction should be (Breux & Wong, 2003; Garet et al., 2001):

- **Comprehensive**, in that they consist of multiple and varied topics and activities
- **Coherent**, in that they align with teacher developmental needs and school objectives, and their activities fit together logically
- **Sustained**, in that they become a regular part of the school's culture
- **Hands-on**, in that they provide opportunities for active learning, such as observing experts and being observed (with feedback), planning how to apply materials, and engaging in discussions and presentations

Finally, an important distinction should be made about the difference between mentoring and professional development. While mentoring focuses on individual learning and single relationships, developmental programs should facilitate collaboration and networking by involving people from multiple classrooms and roles.

ROI FOR ONBOARDING

Supportive Leadership

Supportive leadership displayed by principals and administrators also contributes to new teacher satisfaction and retention (Breux & Wong, 2003; Smith & Ingersoll, 2004). This onboarding strategy comes in the form of supportive and reinforcing practices and communications from department chairs, principals, and other administrators. Specific examples of supportive leadership activities include (Lunenburg, 2011; Smith & Ingersoll, 2003; Lunenburg & Irby, 2006):

- Newsletters reporting on accomplishments of all teachers, but particularly among new teachers

- Organizing reinforcing events such as mentor-mentee luncheons or award ceremonies
- Regular and supportive communications with new teachers
- New teacher orientations (separate from annual teacher orientations) to familiarize them with the culture of the organization and onboarding activities

- The vision and objectives of the onboarding program
- Assessment methods for evaluating and refining the program and measuring new teacher effectiveness
- Program leadership and engagement
- Roles and responsibilities for those involved in onboarding activities (e.g., mentors, principals)
- Program requirements describing length of time, level of involvement
- Structural information about specific onboarding activities (e.g., developmental opportunities, networks)
- Funding and resources

Onboarding/Induction Strategy

Schools should establish a clear strategy for their onboarding program. This strategy should outline the purpose and process of onboarding, as well as the standards and expectations for onboarding activities. Program strategies can include the following (AIR, 2014):

RESEARCH TREND: *WHEN IT COMES TO ONBOARDING, HOW MUCH IS ENOUGH?*

Regarding length of time, the Alliance for Excellent Education recommends that new teachers be offered at least two years of comprehensive induction activities. Regarding the amount of onboarding activities, more onboarding really is better. In one study (Smith & Ingersoll, 2004), new-teacher attrition varied greatly depending on the number of onboarding components that were provided to new teachers. Specifically, they found these attrition percentages:

41%	When no onboarding was provided
39%	When 2 components were present
27%	When 4 components were present
18%	When 7 components were present

In short, onboarding programs must include multiple components that are provided over the course of two or more years if they are to succeed in retaining and developing new teachers.

Sources: AEE (2014), Smith & Ingersoll (2004)

A NOTE ON MILLENNIAL TEACHERS

Teachers from different generations also may have different needs and be motivated by different factors. Younger teachers from the Millennial generation have been shown to differ from previous generations when it comes to their decisions to leave. The table below describes some of the shared and unique needs displayed by Millennial teachers. When the factors on the right-hand column are absent, younger teachers in particular can be expected to leave.

SHARED NEEDS

- Structured onboarding
- Mentoring
- Autonomy
- Support from administration
- Collaboration with peers

EXCEPTIONAL NEEDS

- Sense of purpose and impact
- Receive praise and positive reinforcement
- Help prioritizing
- Job-embedded professional development

2. TEACHER TURNOVER: KEY DRIVERS AND AT-RISK POPULATIONS

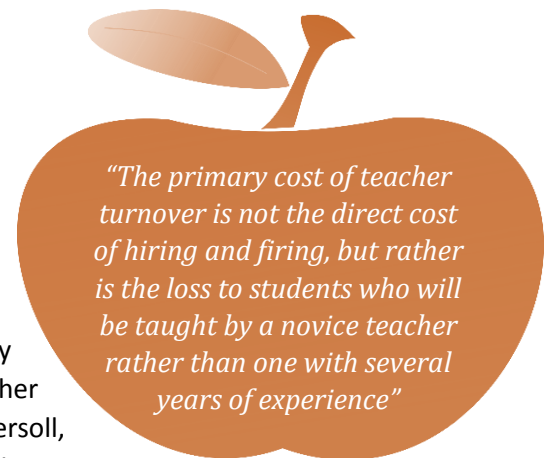
The first section in this chapter focused on the factors that promote new teacher retention. While turnover is most common during the early years of teaching, new teachers are not the only ones who leave. A number of studies have looked at factors that contribute to teacher attrition without specifying whether attrition occurs early or late in a teacher's career. In general, contributing factors cluster around three broad categories: **teacher characteristics** (e.g., teacher demographics, qualifications, attitudes), **school characteristics** (e.g., school demographics, spending, administration and organizational processes, environmental factors), and **student characteristics** (e.g., socioeconomic status, achievement, student demographics). Research on contributing factors can be useful for two reasons:

- A. **First, by identifying the attitudes and organizational characteristics that are associated with turnover, these studies can be used to identify key drivers of turnover that schools can focus improvement efforts towards.**
- B. **Second, by classifying the teacher/school/student characteristics that are associated with high turnover, these studies can be used to identify schools or teacher populations that are at-risk for turnover.**

Therefore, findings on contributing factors for turnover will be organized and communicated in two subsections below. The first section identifies the key drivers of turnover while the second section describes school and teacher profiles that represent particularly high-risk for turnover and low-risk for turnover.

A. Key Drivers of Teacher Turnover

Contemporary education theories posited that staffing problems were simply caused by a dearth of qualified teachers. In 2001, Ingersoll presented a new perspective that took organizational conditions and teacher turnover into account when explaining staffing problems. This perspective has been supported by over a decade of research and has become the standard model of teacher turnover. According to this perspective, staffing problems are mainly the result of teacher turnover, which in turn is influenced by teacher dissatisfaction with various organizational and environmental factors (Ingersoll, 2001; Borman & Dowling, 2008; Boyd, Lankford, Loeb, & Wyckoff, 2005). However, this is good news for schools given that it is much easier to address work conditions and teacher satisfaction (e.g., through policy and organization development) than it is to convince people to go into the field of teaching. Below is a list of the key drivers of teacher turnover indented in the literature. By focusing on these specific factors, schools can have the strongest return on investment when it comes to retaining high quality teachers.



–Douglas Staiger and Jonah Rockoff
Searching for Effective Teachers with Imperfect Information (2010, p. 98)

KEY DRIVERS OF TEACHER TURNOVER

- **Opportunities for school-based collaboration and networking**
- **A network of support in assisting teachers with:**
 - discipline
 - teaching methods and curriculum
 - adjusting to the school environment
- **Regular and supportive communication with administrators**
- **Principals display strong leadership skills**
- **Involvement and influence in decision-making**
- **Opportunities for advancement**
- **Less bureaucracy**
- **Mentoring for beginning teachers**
- **New-teacher onboarding**

Sources: Borman & Dowling, 2008; Eller, Doerfler, & Meier, 2000; Hall, Pearson, & Carroll, 1992; Ingersoll, 2001; 2003; Ladd, 2011; Smith & Ingersoll, 2004

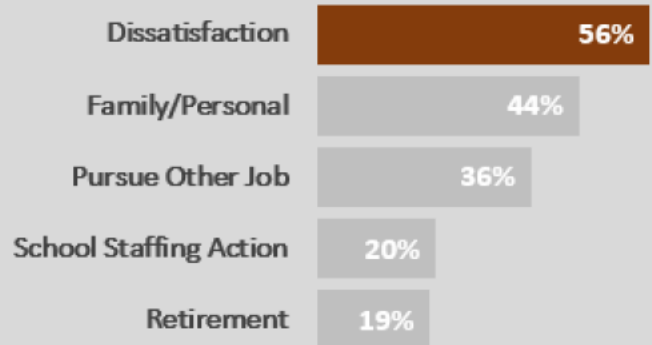
B. At-Risk Populations

This section describes teacher, school, and student profiles that stand out as being “at-risk” for high turnover. While the previous section addressed specific processes and attitudes that predict turnover, this section identifies “at-risk” populations. As such, these findings can help districts focus their attention on particular schools or groups of teachers that have the highest probability of leaving.

The tables below identify three categories of risk factors for teacher attrition: teacher characteristics, school characteristics, and student characteristics. Within each table, the factors are ordered from high to low, such that the first factors result in the greatest odds of attrition. All factors are statistically significant and were identified through meta-analytic research on teachers in the US.

JOB DISSATISFACTION: A LEADING FACTOR IN TURNOVER

In a follow-up study, Ingersoll (2013) asked teachers to report the various reasons that were important for their turnover. **Job dissatisfaction** was the number one reason cited:



TURNOVER RISK FACTORS

	HIGHER RISK FOR TURNOVER	LOWER RISK FOR TURNOVER
TEACHERS	Teachers with <u>no</u> formal teaching certification	Teachers with a formal teaching certification
	Teacher brought in from out-of-state	In-state teachers
	Holds an undergraduate degree in math or science	Holds an undergraduate degree in fields other than math or science
	White teachers	Minority teachers
	Women teachers	Male teachers
	Holds a graduate degree	Does not hold a graduate degree
	Teaches any subject besides math or science	Math or science teachers
SCHOOLS	Private schools	Public schools
	Secondary schools	Elementary schools
	Urban and Suburban schools	Rural schools
	Smaller schools (<1,000 students)	Larger schools (>1,000 students)
	Lower spending on instructional needs	Higher spending on instruction (\$100 more per-student)
STUDENTS	Low socioeconomic status (>20% qualify for free lunches)	Moderate-High socioeconomic status (<20% of qualify)
	Below-average student achievement	Above-average student achievement
	Higher proportion of minority students	Lower proportion of minority students

Sources: Bastian & Henry, 2015; Borman & Dowling, 2008

The table above can serve as a way for schools and districts to identify specific segments and populations to focus extra resources towards. By paying close attention to at-risk schools and providing them with additional support in terms of onboarding and organizational development, districts can get more return on investment when it comes to reducing turnover.

SUMMARY

With the high turnover rates among new teachers and the current shortage of teachers entering the field, it is particularly important that schools do everything they can to promote retention. A review of the literature on teacher turnover revealed that new teachers are particularly at risk for turnover. Key in retaining new teachers are effective onboarding practices, such as:

- **When designed and implemented correctly, mentoring programs can reduce new teacher turnover more than any other single factor – however it is important that mentors are carefully selected and matched, provided some training and support, and focus on relevant developmental areas.**
- **Providing new teachers with common planning time to collaborate, learn, and network can greatly decrease new teacher turnover – this is further bolstered when schools promote a culture of learning and integration between novice and experienced teachers.**
- **New teachers that receive additional classroom support (e.g., teacher’s aides, reduced schedule) are less likely to feel frustrated and overwhelmed.**
- **All teachers – and particularly new Millennial-aged teachers – benefit from professional developmental opportunities focusing on what to teach and how to teach it.**
- **Supportive leadership behaviors displayed by principals and administrators (e.g., recognition and reinforcement, positive communications, awards ceremonies) help new teachers feel good about their work and contribute to increased retention rates.**
- **Schools should develop a clear strategy for onboarding new teachers – this can include a vision for the induction program, descriptions of onboarding practices, roles and responsibilities, and evaluation metrics.**

CONCLUSION AND RECOMMENDATIONS

This report presents a comprehensive set of findings and practices related to teacher recruitment, selection, onboarding, and retention. It spans decades of research to provide clear strategies and practices for finding, hiring, and keeping teachers. The table below integrates and organizes the specific factors associated with effective practices from each dimension. This can serve as a quick-reference guide for anyone looking to identify a succinct and evidence-based set of recommendations.

RECRUITMENT	SELECTION	ONBOARDING & RETENTION
<i>Characteristics of effective recruitment programs that provide schools with a wider pool of qualified applicants include:</i>	<i>Characteristics of effective selection processes that have been shown to increase the quality and retention of new teachers include:</i>	<i>Characteristics of effective induction programs and practices that promote new-teacher retention include:</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Close Relationships with Teaching Programs <input type="checkbox"/> Relationships with Alternative Programs <input type="checkbox"/> Centralized Recruitment Office with Dedicated Staff <input type="checkbox"/> Use of Multiple Outreach Activities <input type="checkbox"/> Proactive Sourcing (i.e., “Headhunting”) <input type="checkbox"/> Messaging that Focuses on Positive Aspects of the Work <input type="checkbox"/> Competitive Pay 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple Stages in the Selection Process <input type="checkbox"/> Centralized Hiring at the District Level <input type="checkbox"/> Use of Effective Pre-Screening Methods <input type="checkbox"/> Use of Structured Interview Processes <input type="checkbox"/> Common Frame-of-Reference for Strong Performance <input type="checkbox"/> Applicants Assessed Across Multiple Relevant Dimensions <input type="checkbox"/> Use of Realistic Job Previews to Inform Candidates About Job 	<ul style="list-style-type: none"> <input type="checkbox"/> High-Quality Mentoring Programs <input type="checkbox"/> Structured Teacher Collaboration or Networking <input type="checkbox"/> Additional Support Provided to New Teachers <input type="checkbox"/> Ongoing Opportunities for Professional Development <input type="checkbox"/> Principals and Administrators Display Supportive Leadership <input type="checkbox"/> Presence of Onboarding or Induction Strategy <input type="checkbox"/> Presence of a Positive Work Environment

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P U Y A L L U P

S C H O O L D I S T R I C T

A Tradition of Excellence

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Automatic reply RE: Law Conference Question
Date: Sunday, October 1, 2017 6:04:11 PM

I will be out of the office Monday, October 2 through Friday, October 6. I will get back to you when I return or, if you need immediate assistance, please contact Rosie Burns, Human Resources Director.

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: Law Conference Question
Date: Friday, September 29, 2017 1:33:08 PM

Thanks for the response, Jennifer.

We have already registered Erin Battersby for this workshop -- can you cancel that for us or do I need to follow another process to do that?

Kathleen

On Fri, Sep 29, 2017 at 1:28 PM, admin@wspa.net <admin@wspa.net> wrote:

Hi Kathleen,

I just checked in with our Executive Director about this, and unfortunately we do not have a one-day registration price available.

My apologies for the inconvenience.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]

Sent: Thursday, September 28, 2017 4:14 PM

To: admin@wspa.net

Subject: Law Conference Question

Hello,

One of our administrators is interested in attending only one day of the upcoming two-day law conference. Is a reduced price available for this option or will this person just need to pay the full two-day price and only attend the one day they are available?

Thanks for your assistance!

--

Kathleen Long

Human Resources Coordinator

Mercer Island School District

[\(206\) 236-3318](tel:(206)236-3318)

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

--

Kathleen Long

Human Resources Coordinator

Mercer Island School District

(206) 236-3318

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <JCardozo@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: Limited Time: Post Your Psychology Jobs on Both WSPA & APA With This Promotion!
Date: Friday, September 29, 2017 12:28:49 PM

Hi Rosie,

I'm emailing you today to inform you that we created a special product bundle on the [Washington State Psychological Association's Career Center](#) to help you fill your open Psychology positions quicker! For October, we are working with the American Psychological Association to effectively and inexpensively post your openings on both career centers. If you have openings that you would like to get posted with WSPA & APA, simply write me back and I can get them posted for you (this special cross posting option cannot be found on the online price sheet).

WSPA+APA Posting Package Plus Network of 1,000+ Sites	
<p>WSPA Ultimate Recruitment Package</p> <ul style="list-style-type: none">• 30-Day Posting on WSPA• Job emailed to 2,500 WA Psychologists• Job stays near top of the list• Job highlighted to stand out• TalentBoost Upgrade: Distributes Job to Network of 1,000+ National, Niche and Local Job Boards	<p>For 30 Days</p> <p>\$949</p> <p>Usually costs \$1499</p>
<p>APA (PsycCareers) Cross Post</p> <ul style="list-style-type: none">• 30-Day Posting on APA (PsycCareers)• Job highlighted to stand out	<p>For 60 Days</p> <p>\$1499</p> <p>Usually costs \$2599</p>

Feel free to give me a call to discuss your needs at the number provided below.



Jennifer Cardozo
Career Center Representative
email jcardozo@yourmembership.com
office +1.866.376.0949 x6096

CONFIDENTIALITY NOTICE: This e-mail, including attachments, is intended only for the use of the individual or entity to whom it is addressed and may contain information that is privileged, confidential and/or exempt from disclosure under state or federal law. Any unauthorized review, use, disclosure, or distribution is prohibited. If you have received this communication in error, please do not distribute it. Please notify the sender by e-mail at the address shown and delete the original message.

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Law Conference Question
Date: Thursday, September 28, 2017 4:13:36 PM

Hello,

One of our administrators is interested in attending only one day of the upcoming two-day law conference. Is a reduced price available for this option or will this person just need to pay the full two-day price and only attend the one day they are available?

Thanks for your assistance!

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: 2017 WSPA Law Conference Registration Form Submitted
Date: Wednesday, September 27, 2017 9:08:39 PM

Kathleen,

Thank you for registering yourself to attend the School Law Conference.

This is your receipt for your registration.

Your information provided is as follows:

District: Mercer Island School District

Registrant Name: Kathleen Long

Receipt Date:09/28/2017 00:08:38

Receipt ID: 12505007

Total Payment Amount: \$250.00

If you chose the "Invoice Me" option you will receive your invoice through separate email. Once received please submit to your accounting department for payment.

Your Conference Materials will be available electronically. You will receive email notice closer to the start date of the conference with instructions on how to access those materials.

Thank you for your registration,

Washington School Personnel Association

[Privacy Policy](#)



From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Wednesday, September 27, 2017 9:08:39 PM

INVOICE 11144



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Kathleen Long
4160 86th AVE SE
Mercer Island, Washington 98040

Invoice # 11144
Invoice Date 09/28/2017
Invoice Due 10/28/2017

Amount Due \$250.00



Description	Amount
2017 WSPA Law Conference Registration	\$250.00



Amount Due \$250.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: Wespac@mercerislandschools.org
To: rosie.burns@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Wednesday, September 27, 2017 2:00:57 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
09/26/2017	1821600069	WSPA Registration for Erin Battersby, Rosie Burns and Kathleen Lo	Kathleen Marie Long	750.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Wednesday, September 27, 2017 2:00:54 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
09/26/2017	1821600069	WSPA Registration for Erin Battersby, Rosie Burns and Kathleen Lo	Kathleen Marie Long	750.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Tuesday, September 26, 2017 10:24:08 AM

INVOICE 11127



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Rosie Burns SPHR / SHRM-SCP
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11127
Invoice Date 09/26/2017
Invoice Due 10/26/2017

Amount Due \$250.00



Description	Amount
2017 WSPA Law Conference Registration	\$250.00



Amount Due \$250.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of Washington School Personnel Association <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: 2017 WSPA Law Conference Registration Form Submitted
Date: Tuesday, September 26, 2017 10:24:08 AM

Rosie,

Thank you for registering yourself to attend the School Law Conference.

This is your receipt for your registration.

Your information provided is as follows:

District: Mercer Island School District

Registrant Name: Rosie Burns

Receipt Date:09/26/2017 13:24:08

Receipt ID: 12499112

Total Payment Amount: \$250.00

If you chose the "Invoice Me" option you will receive your invoice through separate email. Once received please submit to your accounting department for payment.

Your Conference Materials will be available electronically. You will receive email notice closer to the start date of the conference with instructions on how to access those materials.

Thank you for your registration,

Washington School Personnel Association

[Privacy Policy](#)



From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Tuesday, September 26, 2017 10:23:38 AM

INVOICE 11126



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Erin Battersby
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11126
Invoice Date 09/26/2017
Invoice Due 10/26/2017

Amount Due \$250.00



Description	Amount
2017 WSPA Law Conference Registration	\$250.00



Amount Due \$250.00



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[Privacy Policy](#)

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From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: 2017 WSPA Law Conference Registration Form Submitted
Date: Tuesday, September 26, 2017 10:23:38 AM

Erin,

Thank you for registering yourself to attend the School Law Conference.

This is your receipt for your registration.

Your information provided is as follows:

District: Mercer Island School District

Registrant Name: Erin Battersby

Receipt Date:09/26/2017 13:23:37

Receipt ID: 12498706

Total Payment Amount: \$250.00

If you chose the "Invoice Me" option you will receive your invoice through separate email. Once received please submit to your accounting department for payment.

Your Conference Materials will be available electronically. You will receive email notice closer to the start date of the conference with instructions on how to access those materials.

Thank you for your registration,

Washington School Personnel Association

[Privacy Policy](#)



From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: RE: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 9:38:04 AM

No problem! I hope you learn a lot...

E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 9:31 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

I left a message with the WSPA folks and will let you know what they say regarding attending one day only. I'm assuming their answer will be "pay for both days, attend only one" but hopefully I'm wrong. :)

Thanks so much for the opportunity for this training. It sounds very interesting.

On Tue, Sep 26, 2017 at 9:16 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

The 16th is the bargaining day. If I cannot register for just the one day, I won't register. I cannot make the second day...

Also, I would like to attend the below when it comes available. Please let me know if you see anything about it.

[Employee Misconduct and Investigations - Tukwila - November 3, 2017](#)

And, Kathleen, please register for both days if you would like.

Thanks.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:52 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, definitely, but then the office wouldn't be covered. :(

Is Donna OK with that? I know Gary wasn't.

On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby
<erin.battersby@mercerislandschools.org> wrote:

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Cc: Kathleen Long <kathleen.long@mercerislandschools.org>

Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby
<erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Tuesday, September 26, 2017 6:01 AM

To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

Hello,

Registration is now open to attend the 2017 School Law Conference - "Getting it Right."

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

We encourage you to attend this valuable and informative conference. Each day will provide relevant and useful information presented by some of Washington State's most prestigious and experienced law firms. Session topics will include best practices in a variety of areas, including:

- Keynote: Has HB 2242 Satisfied the Constitutional Mandate?
- Keynote: Bargaining after HB 2242 - What is next?
- Salary Compliance under HB 2242
- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline
- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
- Personal Liability for Administrator
- Sex Abuse and Boundary Invasions
- New Paid Family Leave Law
- Beyond Employee Training - What Every Employee Needs to Know
- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington
98221, United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
[\(206\) 236-3318](tel:2062363318)

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 9:30:30 AM

I left a message with the WSPA folks and will let you know what they say regarding attending one day only. I'm assuming their answer will be "pay for both days, attend only one" but hopefully I'm wrong. :)

Thanks so much for the opportunity for this training. It sounds very interesting.

On Tue, Sep 26, 2017 at 9:16 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

The 16th is the bargaining day. If I cannot register for just the one day, I won't register. I cannot make the second day...

Also, I would like to attend the below when it comes available. Please let me know if you see anything about it.

[Employee Misconduct and Investigations - Tukwila - November 3, 2017](#)

And, Kathleen, please register for both days if you would like.

Thanks.

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

p. [206.230.6227](tel:206.230.6227)

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]

Sent: Tuesday, September 26, 2017 8:52 AM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Subject: Re: FW: Registration now open: School Law Conference

Yes, definitely, but then the office wouldn't be covered. :(

Is Donna OK with that? I know Gary wasn't.

On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]

Sent: Tuesday, September 26, 2017 8:47 AM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Cc: Kathleen Long <kathleen.long@mercerislandschools.org>

Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Tuesday, September 26, 2017 6:01 AM

To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

Hello,

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- Keynote: Bargaining after HB 2242 - What is next?
- Salary Compliance under HB 2242
- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline

- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
- Personal Liability for Administrator
- Sex Abuse and Boundary Invasions
- New Paid Family Leave Law
- Beyond Employee Training - What Every Employee Needs to Know
- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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98221, United States

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--

Kathleen Long

Human Resources Coordinator

Mercer Island School District

[\(206\) 236-3318](tel:(206)236-3318)

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: RE: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 9:16:55 AM

All.

The 16th is the bargaining day. If I cannot register for just the one day, I won't register. I cannot make the second day...

Also, I would like to attend the below when it comes available. Please let me know if you see anything about it.

[Employee Misconduct and Investigations - Tukwila - November 3, 2017](#)

And, Kathleen, please register for both days if you would like.

Thanks.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:52 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, definitely, but then the office wouldn't be covered. :(

Is Donna OK with that? I know Gary wasn't.

On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Cc: Kathleen Long <kathleen.long@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Tuesday, September 26, 2017 6:01 AM

To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

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- And more!

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Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@merceraislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: RE: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 9:11:47 AM

Can I attend just the day where there is advanced bargaining? I do not actually need to go to both days.

E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:52 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

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On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

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Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Cc: Kathleen Long <kathleen.long@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, September 26, 2017 6:01 AM
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: School Law Conference

Hello,

Registration is now open to attend the 2017 School Law Conference - "Getting it Right."

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

We encourage you to attend this valuable and informative conference. Each day will provide relevant and useful information presented by some of Washington State's most prestigious and experienced law firms. Session topics will include best practices in a variety of areas, including:

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- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wsps.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: RE: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 8:56:01 AM

If she is not, then I will not attend.

I will let you know.

Best.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:52 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, definitely, but then the office wouldn't be covered. :(

Is Donna OK with that? I know Gary wasn't.

On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Cc: Kathleen Long <kathleen.long@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, September 26, 2017 6:01 AM
To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

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Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 8:51:35 AM

Yes, definitely, but then the office wouldn't be covered. :(

Is Donna OK with that? I know Gary wasn't.

On Tue, Sep 26, 2017 at 8:50 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]

Sent: Tuesday, September 26, 2017 8:47 AM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Cc: Kathleen Long <kathleen.long@mercerislandschools.org>

Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Tuesday, September 26, 2017 6:01 AM

To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

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Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Cc: [Kathleen Long](#)
Subject: RE: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 8:50:09 AM

Great.

Kathleen, do you have an interested in the topics?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 26, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Cc: Kathleen Long <kathleen.long@mercerislandschools.org>
Subject: Re: FW: Registration now open: School Law Conference

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
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Thank you,

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This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Cc: [Kathleen Long](#)
Subject: Re: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 8:47:06 AM

Yes, I asked Kathleen if she would register us since I always have trouble with paying invoices here.....

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Tue, Sep 26, 2017 at 8:45 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

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Sent: Tuesday, September 26, 2017 6:01 AM

To: erin.battersby@mercerislandschools.org

Subject: Registration now open: School Law Conference

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#); [Rosie Burns](#)
Subject: FW: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 8:45:30 AM

All.

I would like to attend this. Would you?

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, September 26, 2017 6:01 AM
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: School Law Conference

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From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: Re: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 7:29:23 AM

Done. Apparently you both will be receiving emailed invoices -- when you receive those, could you please give me a copy so I can send those over to AP?

Thanks!

On Tue, Sep 26, 2017 at 6:38 AM, Rosie Burns <rosie.burns@mercerislandschools.org> wrote:

Hi Kathleen - would you please sign up both me and Erin for this? As you know I'm not good in the bill paying process. Thank you!!
Rosie

Sent from my iPhone

Begin forwarded message:

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Date: September 26, 2017 at 6:02:00 AM PDT
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: School Law Conference
Reply-To: admin@wspa.net

Hello,

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Washington School Personnel Association

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admin@wspa.net

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Washington 98221, United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](#)
To: kathleen.long@mercerislandschools.org
Subject: 2017 Law Conference Register Others Form Submitted
Date: Tuesday, September 26, 2017 7:28:17 AM

Greetings,

Thank you for registering other district personnel to attend the School Law Conference.

WSPA will be using the information you provided to complete those registrations for the individuals listed on the form. When their registration is complete they will be receiving a copy of the invoice and/or a copy of the receipt (if payment is requested to be made by credit card). Please alert them to look for those emails shortly.

Thank you for your registration,

Washington School Personnel Association

[Privacy Policy](#)



From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: Fwd: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 6:40:17 AM

Hi Kathleen - would you please sign up both me and Erin for this? As you know I'm not good in the bill paying process. Thank you!!

Rosie

Sent from my iPhone

Begin forwarded message:

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Date: September 26, 2017 at 6:02:00 AM PDT
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: School Law Conference
Reply-To: admin@wspa.net

Hello,

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To: rosie.burns@mercerislandschools.org
Subject: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 6:02:01 AM

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- Keynote: Bargaining after HB 2242 - What is next?
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- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline
- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
- Personal Liability for Administrator
- Sex Abuse and Boundary Invasions
- New Paid Family Leave Law
- Beyond Employee Training - What Every Employee Needs to Know
- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 6:01:39 AM

Hello,

Registration is now open to attend the 2017 School Law Conference - *"Getting it Right."*

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

We encourage you to attend this valuable and informative conference. Each day will provide relevant and useful information presented by some of Washington State's most prestigious and experienced law firms. Session topics will include best practices in a variety of areas, including:

- Keynote: Has HB 2242 Satisfied the Constitutional Mandate?
- Keynote: Bargaining after HB 2242 - What is next?
- Salary Compliance under HB 2242
- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: School Law Conference
Date: Tuesday, September 26, 2017 6:01:28 AM

Hello,

Registration is now open to attend the 2017 School Law Conference - "*Getting it Right.*"

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Monday, September 25, 2017 10:14:47 AM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

- Session I - Basic Human Resources Writing
- Session II - Human Resources Legal Writing
- Session III - How to Conduct a Workplace Investigation and Document your Findings

WSPA Members: \$150

Your registration includes lunch, refreshments, clock hours, and course materials.

HELP Participants: This event is included in your HELP tuition. There is no additional fee to attend and you do not need to complete a registration form. Please let Jane Rausch know if you will NOT be attending. jrausch@wspa.net

HELP Fall Session - *Writing Skills for Human Resources*

- Monday, October 23, 2017
- Puget Sound Educational Service District
- 9:00 am - 3:00 pm

Please visit our website for more information and to register online: www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Monday, September 25, 2017 10:08:47 AM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

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Thank you,

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Monday, September 25, 2017 10:08:22 AM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: cleonard@wspa.net
Subject: RE: MEMBER REQUEST
Date: Friday, September 22, 2017 3:47:20 PM

If you get a response to this, Curtis, would you mind sharing? That sounds like a very good idea...

Thank you.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

Confidentiality Notice: This email (and any previous email messages or attachments thereto) is intended only for use by the addressee(s) named herein and may contain legally protected non-public, confidential, and/or privileged information intended for the sole use of the designated recipient(s). The unlawful interception, use of disclosure of such information is strictly prohibited under 18 U.S.C. § 2511 and any applicable law. If you are not an intended recipient of this email, you are hereby notified that any dissemination, distribution or copying of this email (and any attachments thereto) is strictly prohibited. If you receive this email in error please immediately notify me at [206.230.6227](tel:206.230.6227) and permanently delete the original email (and any copy of any email) and any printout thereof.

From: wspa@memberclicks-mail.net [mailto:wspa@memberclicks-mail.net]
Sent: Friday, September 22, 2017 2:30 PM
To: erin.battersby@mercerislandschools.org
Subject: MEMBER REQUEST

Happy Friday WSPA members! I hope everything is going well at the beginning of the school year. Here are a few requests for your consideration. Thanks!

Lynn Stellick from Bainbridge School District would like to know if any districts have a principals' handbook that includes "nuts and bolts" items such as forms, processes, district resources, etc. If so, would they be willing to share it?

Please send your responses directly to: lstellick@bisd303.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Lynn Stellick](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, September 22, 2017 3:31:15 PM

Hi Lynn,

Unfortunately, we do not have such a handbook; if you get some examples, I would be really grateful if you'd share with me as well.

Have a nice weekend!

Thanks,
Rosie

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, Sep 22, 2017 at 2:30 PM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Happy Friday WSPA members! I hope everything is going well at the beginning of the school year. Here are a few requests for your consideration. Thanks!

Lynn Stellick from Bainbridge School District would like to know if any districts have a principals' handbook that includes "nuts and bolts" items such as forms, processes, district resources, etc. If so, would they be willing to share it?

Please send your responses directly to: lstellick@bisd303.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Karen Hubbert](#); [MaryAnne Courchene](#)
Subject: Fwd: WSPA: Annual W-9 notice
Date: Monday, September 18, 2017 8:56:30 AM
Attachments: [WSPA W-9 UPDATED 2015.pdf](#)

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Jennifer Tottenham** <waspa@memberclicks-mail.net>
Date: Mon, Sep 18, 2017 at 5:03 AM
Subject: WSPA: Annual W-9 notice
To: rosie.burns@mercerislandschools.org

Hello WSPA members,

Just a reminder that the WSPA office changed locations in July 2015. The post office no longer forwards mail from our former post office box to our new mailing address. We encourage you to share the attached W-9 with your business office to ensure they have the correct information in their system.

Our updated address:

Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

The phone, fax, and email remain the same.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
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Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Washington School Personnel Association		
	2 Business name/disregarded entity name, if different from above WSPA, Washington Educator Career Fair, WECF		
	3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____		<input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>		
	5 Address (number, street, and apt. or suite no.) PO Box 1600		Requester's name and address (optional)
	6 City, state, and ZIP code Anacortes, Washington 98221		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number																					
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or																					
Employer identification number																					
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Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	Signature of U.S. person ▶ <i>Jennifer Tottenham</i>	Date ▶ August 8, 2015
------------------	--	-----------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: [Karen Hubbert](#); [MaryAnne Courchene](#)
Subject: Fwd: WSPA: Annual W-9 notice
Date: Monday, September 18, 2017 7:22:02 AM
Attachments: [WSPA W-9 UPDATED 2015.pdf](#)

Hello! I don't know if you two need this information for the future (or maybe you already have it), but wanted to pass it along. :)

Happy Monday!

----- Forwarded message -----

From: **Jennifer Tottenham** <waspa@memberclicks-mail.net>
Date: Mon, Sep 18, 2017 at 5:02 AM
Subject: WSPA: Annual W-9 notice
To: kathleen.long@mercerislandschools.org

Hello WSPA members,

Just a reminder that the WSPA office changed locations in July 2015. The post office no longer forwards mail from our former post office box to our new mailing address. We encourage you to share the attached W-9 with your business office to ensure they have the correct information in their system.

Our updated address:

Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

The phone, fax, and email remain the same.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Washington School Personnel Association		
	2 Business name/disregarded entity name, if different from above WSPA, Washington Educator Career Fair, WECF		
	3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____		<input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>		
	5 Address (number, street, and apt. or suite no.) PO Box 1600		Requester's name and address (optional)
	6 City, state, and ZIP code Anacortes, Washington 98221		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

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- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	Signature of U.S. person ▶ <i>Jennifer Tottenham</i>	Date ▶ August 8, 2015
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- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

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- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA: Annual W-9 notice
Date: Monday, September 18, 2017 5:03:01 AM
Attachments: [WSPA W-9 UPDATED 2015.pdf](#)

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Our updated address:

Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

The phone, fax, and email remain the same.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Washington School Personnel Association

2 Business name/disregarded entity name, if different from above
WSPA, Washington Educator Career Fair, WECF

3 Check appropriate box for federal tax classification; check only **one** of the following seven boxes:
 Individual/sole proprietor or single-member LLC
 C Corporation S Corporation Partnership Trust/estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____
Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
 Other (see instructions) ▶ _____

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
 Exempt payee code (if any) _____
 Exemption from FATCA reporting code (if any) _____
(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
PO Box 1600

6 City, state, and ZIP code
Anacortes, Washington 98221

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number									
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
or									
Employer identification number									
<div style="background-color: black; width: 100%; height: 20px;"></div>									

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here	Signature of U.S. person ▶ <i>Jennifer Tottenham</i>	Date ▶ August 8, 2015
------------------	--	-----------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA: Annual W-9 notice
Date: Monday, September 18, 2017 5:02:15 AM
Attachments: [WSPA W-9 UPDATED 2015.pdf](#)

Hello WSPA members,

Just a reminder that the WSPA office changed locations in July 2015. The post office no longer forwards mail from our former post office box to our new mailing address. We encourage you to share the attached W-9 with your business office to ensure they have the correct information in their system.

Our updated address:

Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

The phone, fax, and email remain the same.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

Print or type See Specific Instructions on page 2.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Washington School Personnel Association		
	2 Business name/disregarded entity name, if different from above WSPA, Washington Educator Career Fair, WECF		
	3 Check appropriate box for federal tax classification; check only one of the following seven boxes: <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> Other (see instructions) ▶ _____		<input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>		
	5 Address (number, street, and apt. or suite no.) PO Box 1600		Requester's name and address (optional)
	6 City, state, and ZIP code Anacortes, Washington 98221		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

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Social security number																	
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Part II Certification

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- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

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Sign Here	Signature of U.S. person ▶ <i>Jennifer Tottenham</i>	Date ▶ August 8, 2015
------------------	--	-----------------------

General Instructions

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If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA: Annual W-9 notice
Date: Monday, September 18, 2017 5:01:50 AM
Attachments: [WSPA W-9 UPDATED 2015.pdf](#)

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Thank you,

Jennifer Tottenham
Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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Sign Here Signature of U.S. person ▶ *Jennifer Tottenham* Date ▶ August 8, 2015

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- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: Recruit from thousands of candidates
Date: Tuesday, September 12, 2017 8:35:50 PM

Rosie,

Are you still searching for candidates for your organization? Exposing your open jobs to members and job seekers has never been easier. The Washington State Psychological Association Career Center is easily accessible by the most qualified professionals in our industry. You are able to highlight your open jobs to stand out to job seekers, distribute them across a network of job aggregators, and email them directly to the inboxes of thousands of active and passive job seekers with the WSPA Career Center Job Flash email. No other recruitment channel can give you as much exposure to these members and job seekers.

[Visit the WSPA Career Center now](#) or reply back to this email for more information!

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com



[To unsubscribe from future WSPA Career Center emails, click here.](#)

{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: wspa@memberclicks-mail.net on behalf of Jennifer Tottenham <wspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Tuesday, September 12, 2017 4:01:50 PM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

- Session I - Basic Human Resources Writing
- Session II - Human Resources Legal Writing
- Session III - How to Conduct a Workplace Investigation and Document your Findings

WSPA Members: \$150

Your registration includes lunch, refreshments, clock hours, and course materials.

HELP Participants: This event is included in your HELP tuition. There is no additional fee to attend and you do not need to complete a registration form. Please let Jane Rausch know if you will NOT be attending. jrausch@wspa.net

HELP Fall Session - *Writing Skills for Human Resources*

- Monday, October 23, 2017
- Puget Sound Educational Service District
- 9:00 am - 3:00 pm

Please visit our website for more information and to register online: www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspamemberclicks@mail.net on behalf of Jennifer Tottenham <waspamemberclicks@mail.net>
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Tuesday, September 12, 2017 4:01:32 PM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

- Session I - Basic Human Resources Writing
- Session II - Human Resources Legal Writing
- Session III - How to Conduct a Workplace Investigation and Document your Findings

WSPA Members: \$150

Your registration includes lunch, refreshments, clock hours, and course materials.

HELP Participants: This event is included in your HELP tuition. There is no additional fee to attend and you do not need to complete a registration form. Please let Jane Rausch know if you will NOT be attending. jrausch@wspa.net

HELP Fall Session - *Writing Skills for Human Resources*

- Monday, October 23, 2017
- Puget Sound Educational Service District
- 9:00 am - 3:00 pm

Please visit our website for more information and to register online: www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspamemberclicks@mail.net on behalf of Jennifer Tottenham <waspamemberclicks@mail.net>
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: Fall HELP Writing Workshop
Date: Tuesday, September 12, 2017 4:01:22 PM

Hello WSPA members,

Registration is now open for the HELP Fall Session - *Writing Skills for Human Resources*. This workshop is open to all WSPA members. You do not need to be a HELP participant to attend.

This workshop provides three sessions to choose from:

- Session I - Basic Human Resources Writing
- Session II - Human Resources Legal Writing
- Session III - How to Conduct a Workplace Investigation and Document your Findings

WSPA Members: \$150

Your registration includes lunch, refreshments, clock hours, and course materials.

HELP Participants: This event is included in your HELP tuition. There is no additional fee to attend and you do not need to complete a registration form. Please let Jane Rausch know if you will NOT be attending. jrausch@wspa.net

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- Monday, October 23, 2017
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Please visit our website for more information and to register online: www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Tyrell Bergstrom](#); [Fred Rundle](#); [Jennifer Wright](#); [Nova Williams](#)
Subject: FW: Registration now open: School Law Conference
Date: Tuesday, September 12, 2017 11:08:14 AM

All.

Please see the below information regarding the School Law Conference.

Best.

Erin.

----- Forwarded message -----

From: **Jennifer Tottenham** <waspa@memberclicks-mail.net>
Date: Tue, Sep 5, 2017 at 6:31 PM
Subject: Registration now open: School Law Conference
To: rosie.burns@mercerislandschools.org

Hello,

Registration is now open to attend the 2017 School Law Conference - "*Getting it Right.*"

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

We encourage you to attend this valuable and informative conference. Each day will provide relevant and useful information presented by some of Washington State's most prestigious and experienced law firms. Session topics will include best practices in a variety of areas, including:

- Keynote: Has HB 2242 Satisfied the Constitutional Mandate?
- Keynote: Bargaining after HB 2242 - What is next?
- Salary Compliance under HB 2242
- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline
- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
- Personal Liability for Administrator
- Sex Abuse and Boundary Invasions
- New Paid Family Leave Law
- Beyond Employee Training - What Every Employee Needs to Know
- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Jennifer Wright](#) on behalf of [Jennifer Wright <jennifer.wright@mercerislandschools.org>](#)
To: [Tyrell Bergstrom](#); [Fred Rundle](#)
Subject: Link to conference
Date: Tuesday, September 12, 2017 10:45:51 AM

<http://www.wspa.net/law-conference>

Jennifer Wright
Executive Director, Learning Services
Mercer Island School District
4160 86th Ave SE
Mercer Island, WA 98040
206-236-3445

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: FW: WSPA Invoice - Please Submit
Date: Monday, September 11, 2017 12:17:09 PM

For your records.

Thanks.




E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Monday, September 11, 2017 12:07 PM
To: erin.battersby@mercerislandschools.org
Subject: WSPA Invoice - Please Submit

INVOICE 11022

	Washington School Personnel Association PO Box 1600 Anacortes, WA 98221	
<input type="checkbox"/>	360-825-1415 Phone 253-736-0333 Fax	
		
<input type="checkbox"/>	Mercer Island School District Attn: Erin Battersby 4160 86th Ave SE Mercer Island, Washington 98040	
		Invoice # 11022 Invoice Date 09/11/2017 Invoice Due 10/11/2017 Amount Due \$125.00



Description	Amount
Active Membership Renewal 2017-2018	\$125.00



Amount Due \$125.00



Please submit this invoice to your accounting department for
 payment. If you have a purchase order you can attach that to the
invoice.



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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Monday, September 11, 2017 12:07:21 PM

INVOICE 11022



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Erin Battersby
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 11022
Invoice Date 09/11/2017
Invoice Due 10/11/2017

Amount Due \$125.00



Description	Amount
Active Membership Renewal 2017-2018	\$125.00



Amount Due \$125.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



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Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Active Membership Renewal 2017-2018 Form Submitted
Date: Monday, September 11, 2017 12:07:21 PM

Greetings,

Thank you for your online membership application.

If you made payment directly online with a credit card, thank you for your payment. If you are paying with a check please make sure that you have printed and submitted your receipt (which details your registration). You will receive your invoice via separate email or you can login to your member account using the below information, scroll over your "my profile" tab and view your transactions to print any receipts or invoices that you have.

Your receipt ID is: 12455330.

If you need to login to your account your login information is as follows:

Username: [REDACTED]

If you have any questions please feel free to contact us.

Thank you,

Washington School Personnel Association

From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: cleonard@wspa.net; rosie.burns@mercerislandschools.org
Subject: RE: MEMBER REQUEST
Date: Sunday, September 10, 2017 12:32:54 PM

Hi Rosie,

Our administrator to school ratio is level based. For example, all high schools and middle schools have the same number of administrators (principal and same number of assistant principals) and then, they are allocated additional support via principal assistants (PAs) which is a TOSA position. Elementary schools all have a principal and some additional support via a PA. The FTE of the PA support varies by site. The PA allocation(s) is based on a number of factors. There are a variety of factors that the school directors look for and take into consideration in order to determine the additional administrator support FTE for each school. Size of student population, free and reduced lunch percentage, what kind of programs are housed within that bldg. like DI or BI programs, what the ELD population is, etc.

I hope this makes sense but let me know if you have further questions.

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Curtis Leonard [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 08, 2017 10:19 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Subject: MEMBER REQUEST

Last request of the week! Thanks again and have a great weekend.

Rosie Burns from Mercer Island School District is asking for the ratio for schools on administrators to students in your district - e.g. Elementary - 1 principal .5 associate principal, High School 1 principal + 1 associate per 400 students.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to laurasu@spokaneschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Julie Notman](#)
Subject: Re: MEMBER REQUEST
Date: Friday, September 8, 2017 10:58:33 AM

Thank you Julie!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, Sep 8, 2017 at 10:52 AM, Julie Notman <jnotman@highland.wednet.edu> wrote:

Hi Rosie,

Highland School District (near Yakima) had 1151 students K-12 at the June 2017 enrollment.

We have the following admin:

1 principal at our K-3 elementary school of 356 students

1 principal at our 4-6 elementary school of 282 students

1 principal and 1 assistant principal for the 7-12 building of 513 students.

Have a great weekend!

Julie Notman

District Administrative Asst./HR Asst.

Highland School District #203 | Phone: [509-678-8631](tel:509-678-8631) | Fax: [509-678-4177](tel:509-678-4177)

[17000 Summitview Rd](#) | PO Box 38 | Cowiche, WA 98923

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 8, 2017 10:19 AM
To: Julie Notman <jnotman@highland.wednet.edu>
Subject: MEMBER REQUEST

Last request of the week! Thanks again and have a great weekend.

Rosie Burns from Mercer Island School District is asking for the ratio for schools on administrators to students in your district - e.g. Elementary - 1 principal .5 associate principal, High School 1 principal + 1 associate per 400 students.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to jnotman@highland.wednet.edu by cleonard@wspa.net

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United States

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From: [Julie Notman](#) on behalf of [Julie Notman <jnotman@highland.wednet.edu>](#)
To: rosie.burns@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: RE: MEMBER REQUEST
Date: Friday, September 8, 2017 10:52:57 AM

Hi Rosie,

Highland School District (near Yakima) had 1151 students K-12 at the June 2017 enrollment.

We have the following admin:

1 principal at our K-3 elementary school of 356 students
1 principal at our 4-6 elementary school of 282 students
1 principal and 1 assistant principal for the 7-12 building of 513 students.

Have a great weekend!

Julie Notman

District Administrative Asst./HR Asst.
Highland School District #203 | Phone: [509-678-8631](tel:509-678-8631) | Fax: [509-678-4177](tel:509-678-4177)
17000 Summitview Rd | PO Box 38 | Cowiche, WA 98923

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 8, 2017 10:19 AM
To: Julie Notman <jnotman@highland.wednet.edu>
Subject: MEMBER REQUEST

Last request of the week! Thanks again and have a great weekend.

Rosie Burns from Mercer Island School District is asking for the ratio for schools on administrators to students in your district - e.g. Elementary - 1 principal .5 associate principal, High School 1 principal + 1 associate per 400 students.

Please send your responses directly to: rosie.burns@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to jnotman@highland.wednet.edu by cleonard@wspa.net

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From: [VanZanten, Terry L.](#) on behalf of [VanZanten, Terry L.](#) <vanzantent@orting.wednet.edu>
To: [Rosie Burns](#)
Subject: RE: MEMBER REQUEST
Date: Friday, September 8, 2017 10:50:25 AM

I appreciate the quick reply Rosie!

Have a great weekend!

Terry Van Zanten

Human Resources Generalist - Certificated
121 Whitesell Street NE
Orting, WA 98360
360.893.6500 ext. 259
360.893.6535 Fax



"All students ready for college, careers, and life"

From: Rosie Burns [<mailto:rosie.burns@mercerislandschools.org>]
Sent: Friday, September 08, 2017 10:21 AM
To: VanZanten, Terry L. <vanzantent@orting.wednet.edu>; cleonard@wspa.net
Subject: Fwd: MEMBER REQUEST

We do not pay subs for their time completing safe schools.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: Curtis Leonard <waspa@memberclicks-mail.net>
Date: Fri, Sep 8, 2017 at 9:55 AM

Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Terry Van Zanten from Orting School District is asking would like to ask districts the following:

1. Do you pay substitutes to complete mandatory trainings (SafeSchools? Yes or No)
2. If yes, all subs or just certain classifications?
3. If yes, what is the process for paying?

Please send your responses directly to: vanzantent@orting.wednet.edu

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [vanzantent@orting.wednet.edu](#); [cleonard@wspa.net](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, September 8, 2017 10:20:57 AM

We do not pay subs for their time completing safe schools.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, Sep 8, 2017 at 9:55 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Terry Van Zanten from Orting School District is asking would like to ask districts the following:

1. Do you pay substitutes to complete mandatory trainings (SafeSchools? Yes or No)
2. If yes, all subs or just certain classifications?
3. If yes, what is the process for paying?

Please send your responses directly to: vanzantent@orting.wednet.edu

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

United States

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From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 2 Requisitions are Awaiting Your Approval.
Date: Friday, September 8, 2017 2:46:29 AM

The following 2 requisitions are awaiting your approval.

Date Entered	Req Number	Vendor	Entered By	Amount
		Description		
09/07/2017	1821700011	WSPA	Kathleen Marie Long	125.00
		2017-18 WSPA Membership for Rosie Burns		
09/07/2017	1821700010	WSPA	Kathleen Marie Long	125.00
		2017-18 WSPA Membership for Erin Battersby		

District: MERCER ISLAND SCHOOL DISTRICT

District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>

State: WA

District Code: 17400

MERCER ISLAND S.D. #400

From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: [Laura Sumner](mailto:LauraSu@spokaneschools.org)
Subject: Re: MEMBER REQUEST
Date: Thursday, September 7, 2017 12:43:43 PM

Thank you!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Thu, Sep 7, 2017 at 12:23 PM, Laura Sumner <LauraSu@spokaneschools.org> wrote:

Hello,

Spokane Public Schools has used the firm of Segal Waters Consulting. Our Chief Financial Officer/Interim Chief Human Resources Officer, Dr. Linda McDermott thinks they did a nice job.

Laura Sumner

Certificated Employee Relations Manager

Human Resources – Spokane Public Schools

[200 N. Bernard St](#)

[Spokane, WA 99201](#)

[509-354-7285](#)

From: Curtis Leonard [mailto:waspa@memberclicks-mail.net]

Sent: Friday, September 01, 2017 12:19 PM

To: Laura Sumner <LauraSu@spokaneschools.org>

Subject: MEMBER REQUEST

Tyrell Bergstrom from Mercer Island School District is looking for suggestions for any independent organizations that your district recommends for conducting salary comparison surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to lurasu@spokaneschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [cleonard@wspa.net](#); [tyrell.bergstrom@mercerislandschools.org](#)
Subject: RE: MEMBER REQUEST
Date: Thursday, September 7, 2017 12:23:26 PM

Hello,

Spokane Public Schools has used the firm of Segal Waters Consulting. Our Chief Financial Officer/Interim Chief Human Resources Officer, Dr. Linda McDermott thinks they did a nice job.

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Curtis Leonard [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 01, 2017 12:19 PM
To: Laura Sumner <LauraSu@spokaneschools.org>
Subject: MEMBER REQUEST

Tyrell Bergstrom from Mercer Island School District is looking for suggestions for any independent organizations that your district recommends for conducting salary comparison surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

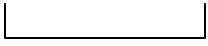
Thanks,

Curtis

This email was sent to laurasu@spokaneschools.org by cleonard@wspa.net

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United States

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From: Wespac@mercerislandschools.org
To: rosie.burns@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Thursday, September 7, 2017 2:00:46 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
09/06/2017	1821600066	WSPRA 2017-18 WSPA Membership for Rosie Burns	Kathleen Marie Long	125.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 1 Requisition is Awaiting Your Approval.
Date: Thursday, September 7, 2017 2:00:44 AM

The following requisition is awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
09/06/2017	1821600066	WSPRA 2017-18 WSPA Membership for Rosie Burns	Kathleen Marie Long	125.00

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: [Tyrell Bergstrom](#) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](#)
To: [Joyner, Heidi](#)
Subject: Re: Salary Surveys
Date: Wednesday, September 6, 2017 12:08:30 PM
Attachments: [image003.png](#)

You bet!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Wed, Sep 6, 2017 at 12:07 PM, Joyner, Heidi <hjoyner@fifeschools.com> wrote:

Tyrell:

Thank you for all of them.

Heidi

On Wed, Sep 6, 2017 at 8:56 AM, Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org> wrote:

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: [\(206\) 236-3295](tel:(206)236-3295)

----- Forwarded message -----

From: LISA NOLAN <lnolan@tacoma.k12.wa.us>
Date: Fri, Sep 1, 2017 at 12:32 PM
Subject: Salary Surveys
To: "tyrell.bergstrom@mercerislandschools.org" <tyrell.bergstrom@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Tyrell,

Tacoma has used Jacobson & Jacobson for independent salary studies.

Vance Jacobson's email is vbjacobson@jbrewards.com

Thanks,

Lisa Nolan, Ph.D.

Assistant Superintendent

Human Resources

p: [253.571.1252](tel:253.571.1252) | f: [253.571.1158](tel:253.571.1158)

lnolan@tacoma.k12.wa.us

www.Tacomaschools.org



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--

Heidi Joyner

Director of Human Resources

Fife School District No. 417

5802 20 St E

Tacoma WA 98424-2000

[253-517-1000](tel:253-517-1000), extension 25102

[253-517-1052](tel:253-517-1052) fax

PLEASE NOTE MY EMAIL CHANGE

hjoyner@fifeschools.com

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PUBLIC SCHOOLS

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educator**
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From: [Joyner, Heidi](#) on behalf of [Joyner, Heidi <hjoyner@fifeschools.com>](#)
To: [Tyrell Bergstrom](#)
Subject: Re: Salary Surveys
Date: Wednesday, September 6, 2017 12:07:42 PM
Attachments: [image003.png](#)

Tyrell:

Thank you for all of them.

Heidi

On Wed, Sep 6, 2017 at 8:56 AM, Tyrell Bergstrom
<tyrell.bergstrom@mercerislandschools.org> wrote:

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

----- Forwarded message -----

From: **LISA NOLAN** <lnolan@tacoma.k12.wa.us>
Date: Fri, Sep 1, 2017 at 12:32 PM
Subject: Salary Surveys
To: "tyrell.bergstrom@mercerislandschools.org" <tyrell.bergstrom@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Tyrell,

Tacoma has used Jacobson & Jacobson for independent salary studies.

Vance Jacobson's email is vbJacobson@jbrewards.com

Thanks,

Lisa Nolan, Ph.D.

Assistant Superintendent

Human Resources

p: [253.571.1252](tel:253.571.1252) | f: [253.571.1158](tel:253.571.1158)

Inolan@tacoma.k12.wa.us

www.Tacomaschools.org



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--

Heidi Joyner

Director of Human Resources

Fife School District No. 417

5802 20 St E

Tacoma WA 98424-2000

253-517-1000, extension 25102

253-517-1052 fax

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hjoyner@fifeschools.com

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educator**
healthy · safe · engaged

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: RE: Registration now open: School Law Conference
Date: Wednesday, September 6, 2017 11:17:28 AM

OK. Thanks. I would like to join. I did not want to join the one that was \$1200

E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, September 06, 2017 10:58 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: Registration now open: School Law Conference

It's only \$125 to join. I can put in a PO for you to join and go. I haven't signed up but it looks like it could be good for me to go topic wise.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Sep 6, 2017 at 10:43 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

I do not think I am because it was expensive. Are you going?

E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]

Sent: Wednesday, September 06, 2017 8:47 AM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Subject: Re: Registration now open: School Law Conference

Are you still a WSPA member? (Different rates for members vs. non-members)

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 5, 2017 at 9:06 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Can you sign me up?

Thanks.

E

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]

Sent: Tuesday, September 05, 2017 7:09 PM

To: Erin Battersby <erin.battersby@mercerislandschools.org>

Subject: Fwd: Registration now open: School Law Conference

Looks what's coming up!

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Date: Tue, Sep 5, 2017 at 6:31 PM
Subject: Registration now open: School Law Conference
To: rosie.burns@mercerislandschools.org

Hello,

Registration is now open to attend the 2017 School Law Conference - "*Getting it Right.*"

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

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We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: Registration now open: School Law Conference
Date: Wednesday, September 6, 2017 10:57:42 AM

It's only \$125 to join. I can put in a PO for you to join and go. I haven't signed up but it looks like it could be good for me to go topic wise.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Sep 6, 2017 at 10:43 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

I do not think I am because it was expensive. Are you going?

E

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

p. [206.230.6227](tel:206.230.6227)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, September 06, 2017 8:47 AM
To: Erin Battersby <erin.battersby@mercerislandschools.org>

Subject: Re: Registration now open: School Law Conference

Are you still a WSPA member? (Different rates for members vs. non-members)

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



On Tue, Sep 5, 2017 at 9:06 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Can you sign me up?

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Tuesday, September 05, 2017 7:09 PM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Fwd: Registration now open: School Law Conference

Looks what's coming up!

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Date: Tue, Sep 5, 2017 at 6:31 PM
Subject: Registration now open: School Law Conference
To: rosie.burns@mercerislandschools.org

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To: [Rosie Burns](#)
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Date: Wednesday, September 6, 2017 10:43:43 AM

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From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: Joyner, Heidi
Subject: Fwd: Salary Surveys
Date: Wednesday, September 6, 2017 8:56:56 AM
Attachments: [image003.png](#)

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

----- Forwarded message -----

From: LISA NOLAN <lnolan@tacoma.k12.wa.us>
Date: Fri, Sep 1, 2017 at 12:32 PM
Subject: Salary Surveys
To: "tyrell.bergstrom@mercerislandschools.org" <tyrell.bergstrom@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Tyrell,

Tacoma has used Jacobson & Jacobson for independent salary studies.

Vance Jacobson's email is vbjacobson@jbrewards.com

Thanks,

Lisa Nolan, Ph.D.

Assistant Superintendent

Human Resources

p: [253.571.1252](tel:253.571.1252) | f: [253.571.1158](tel:253.571.1158)

lnolan@tacoma.k12.wa.us

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PUBLIC SCHOOLS

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To: Joyner, Heidi
Subject: Fwd: Salary Comps
Date: Wednesday, September 6, 2017 8:56:41 AM

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

----- Forwarded message -----

From: **Douglas Hale** <dhale@nsd.org>
Date: Fri, Sep 1, 2017 at 12:57 PM
Subject: Salary Comps
To: tyrell.bergstrom@mercerislandschools.org
Cc: Curtis Leonard <cleonard@wspa.net>

Our Executive Director of finance forwarded the name of the following company to me in January of 2016. The word she had was that Spokane used them and thought they did a good job. I have no first hand knowledge of the work they do.

Segal Waters Consulting
Elliot Susseles, CCP

1920 N. Street NW Suite 400
Washington, DC 20036
[\(202\)833-6436](tel:(202)833-6436)

www.segalco.com

Doug Hale
Director of Human Resources
[\(425\) 408-7605](tel:(425)408-7605)
dhale@nsd.org

From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: Joyner, Heidi
Subject: Fwd: FW: MEMBER REQUEST
Date: Wednesday, September 6, 2017 8:56:00 AM

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

----- Forwarded message -----

From: **Armstrong, Sue** <sarmstrong@oesd114.org>
Date: Fri, Sep 1, 2017 at 12:34 PM
Subject: FW: MEMBER REQUEST
To: "tyrell.bergstrom@mercerislandschools.org" <tyrell.bergstrom@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>, Hank Harris
<hank@humancapitalenterprises.com>

Hi Tyrell,

We used Lee Goeke a couple of years ago. Here is his email address: goekel@comcast.net

Another is Hank Harris, hank@humancapitalenterprises.com I know of at least 2 or 3 districts that have used him – I think Bellingham and Central Kitsap are a couple.

Sue Armstrong

Director of Human Resources

Olympic Educational Service District 114

[360 782-5047](tel:3607825047)



From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Friday, September 01, 2017 12:19 PM

To: Armstrong, Sue <sarmstrong@oesd114.org>

Subject: MEMBER REQUEST

Tyrell Bergstrom from Mercer Island School District is looking for suggestions for any independent organizations that your district recommends for conducting salary comparison surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to sarmstrong@oesd114.org by cleonard@wspa.net

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To: [Suzanne Reister](mailto:Suzanne.Reister@ncesd.org)
Subject: Re: FW: MEMBER REQUEST
Date: Wednesday, September 6, 2017 8:55:39 AM
Attachments: [image001.png](#)

Thank you!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Fri, Sep 1, 2017 at 2:19 PM, Suzanne Reister <SUZANNER@ncesd.org> wrote:

Hi Tyrell

We are currently going through a salary/equity study for our agency and have contracted with Hank Harris from Human Capital Enterprises. I highly recommend him.

Suzanne Reister, PHR, ARM-P
Executive Director
HR/Workers' Comp/Unemployment
North Central Educational Service District

Phone [509.667.7100](tel:509.667.7100) - Fax [509.662.9027](tel:509.662.9027) - Cell [REDACTED]
PO Box 1847 -430 Olds Station Rd - Wenatchee, WA 98801
www.ncesd.org



From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
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North Central
Educational
Service District

From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: Joyner, Heidi
Subject: Fwd: FW: MEMBER REQUEST
Date: Wednesday, September 6, 2017 8:55:20 AM
Attachments: [image001.png](#)

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

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From: **Suzanne Reister** <SUZANNER@ncesd.org>
Date: Fri, Sep 1, 2017 at 2:19 PM
Subject: FW: MEMBER REQUEST
To: "tyrell.bergstrom@mercerislandschools.org" <tyrell.bergstrom@mercerislandschools.org>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: School Law Conference
Date: Tuesday, September 5, 2017 6:31:41 PM

Hello,

Registration is now open to attend the 2017 School Law Conference - *"Getting it Right."*

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

We encourage you to attend this valuable and informative conference. Each day will provide relevant and useful information presented by some of Washington State's most prestigious and experienced law firms. Session topics will include best practices in a variety of areas, including:

- Keynote: Has HB 2242 Satisfied the Constitutional Mandate?
- Keynote: Bargaining after HB 2242 - What is next?
- Salary Compliance under HB 2242
- Legislative Updates
- HR Training Initiative
- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline
- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
- Personal Liability for Administrator
- Sex Abuse and Boundary Invasions
- New Paid Family Leave Law
- Beyond Employee Training - What Every Employee Needs to Know
- And more!

Take advantage of early bird pricing by registering before September 30th. [Please click here](#) to register online and for conference details.

We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: School Law Conference
Date: Tuesday, September 5, 2017 6:31:26 PM

Hello,

Registration is now open to attend the 2017 School Law Conference - *"Getting it Right."*

This conference will be held October 16-17, 2017 at the DoubleTree Suites by Hilton at Southcenter.

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- Special Education
- Progressive Discipline and Last Chance Agreements
- Student Discipline
- School Buses, Physical Education, and Liability
- Internal Cybersecurity Risks
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- Sex Abuse and Boundary Invasions
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- Beyond Employee Training - What Every Employee Needs to Know
- And more!

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We look forward to having you join us at the School Law Conference!

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice
Date: Saturday, September 2, 2017 11:00:16 AM

Open Invoice Reminder

Your WSPA invoice is due in 7 days. If you have already sent to your accounting department for payment, thank you as this is an auto-generated reminder sent directly from our website.

If you have not submitted this invoice to your accounting department, please do so.

Thank you for your assistance,

Washington School Personnel Association

To view your invoice, please click the following link. [View Invoice](#)

[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: [Suzanne Reister](#) on behalf of [Suzanne Reister <SUZANNER@ncesd.org>](#)
To: tyrell.bergstrom@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: FW: MEMBER REQUEST
Date: Friday, September 1, 2017 2:20:02 PM
Attachments: [image001.png](#)

Hi Tyrell

We are currently going through a salary/equity study for our agency and have contracted with Hank Harris from Human Capital Enterprises. I highly recommend him.

Suzanne Reister, PHR, ARM-P
Executive Director
HR/Workers' Comp/Unemployment
North Central Educational Service District
Phone 509.667.7100 - Fax 509.662.9027 - Cell [REDACTED]
PO Box 1847 -430 Olds Station Rd - Wenatchee, WA 98801
www.ncesd.org



From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 1, 2017 12:19 PM
To: Suzanne Reister <SUZANNER@ncesd.org>
Subject: MEMBER REQUEST

Tyrell Bergstrom from Mercer Island School District is looking for suggestions for any independent organizations that your district recommends for conducting salary comparison surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to suzanner@ncesd.org by cleonard@wspa.net

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United States

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North Central
Educational
Service District

From: [Douglas Hale](#) on behalf of [Douglas Hale <dhale@nsd.org>](#)
To: tyrell.bergstrom@mercerislandschools.org
Cc: [Curtis Leonard](#)
Subject: Salary Comps
Date: Friday, September 1, 2017 12:57:51 PM

Our Executive Director of finance forwarded the name of the following company to me in January of 2016. The word she had was that Spokane used them and thought they did a good job. I have no first hand knowledge of the work they do.

Segal Waters Consulting
Elliot Susseles, CCP

1920 N. Street NW Suite 400
Washington, DC 20036
(202)833-6436

www.segalco.com

Doug Hale
Director of Human Resources
(425) 408-7605
dhale@nsd.org

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: cleonard@wspa.net
Subject: Request for info
Date: Friday, September 1, 2017 12:38:38 PM

Hi Curtis,

Any possibility of sending this request out today? Kind of last minute I know. We are looking to find out the ratio for schools on administrators to students.

e.g. Elementary - 1 principal .5 associate principal, High School 1 principal + 1 associate per 400 students

rosie.burns@mercerislandschools.org

Thank you!
Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: [Armstrong, Sue](mailto:sarmstrong@oesd114.org)
Subject: Re: FW: MEMBER REQUEST
Date: Friday, September 1, 2017 12:36:46 PM

Oops! No worries. We'll get it figured out.

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Fri, Sep 1, 2017 at 12:35 PM, Armstrong, Sue <sarmstrong@oesd114.org> wrote:

Sorry Tyrell, I didn't mean to include Hank's email address. I was just using my automatic cc to find his email. ☹

Sue Armstrong

Director of Human Resources

Olympic Educational Service District 114

[360 782-5047](tel:3607825047)



From: Armstrong, Sue
Sent: Friday, September 01, 2017 12:37 PM
To: 'tyrell.bergstrom@mercerislandschools.org' <tyrell.bergstrom@mercerislandschools.org>
Cc: 'cleonard@wspa.net' <cleonard@wspa.net>; 'Hank Harris' <hank@humancapitalenterprises.com>
Subject: FW: MEMBER REQUEST

Hi Tyrell,

We used Lee Goeke a couple of years ago. Here is his email address: goekel@comcast.net

Another is Hank Harris, hank@humancapitalenterprises.com I know of at least 2 or 3 districts that have used him – I think Bellingham and Central Kitsap are a couple.

Sue Armstrong

Director of Human Resources

Olympic Educational Service District 114

[360 782-5047](tel:3607825047)



From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]

Sent: Friday, September 01, 2017 12:19 PM

To: Armstrong, Sue <sarmstrong@oesd114.org>

Subject: MEMBER REQUEST

Tyrell Bergstrom from Mercer Island School District is looking for suggestions for any independent organizations that your district recommends for conducting salary comparison surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to sarmstrong@oesd114.org by cleonard@wspa.net

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United States

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From: [Armstrong, Sue](#) on behalf of [Armstrong, Sue <sarmstrong@oesd114.org>](#)
To: tyrell.bergstrom@mercerislandschools.org
Cc: cleonard@wspa.net
Subject: FW: MEMBER REQUEST
Date: Friday, September 1, 2017 12:35:43 PM

Sorry Tyrell, I didn't mean to include Hank's email address. I was just using my automatic cc to find his email. ☹

Sue Armstrong

Director of Human Resources
Olympic Educational Service District 114
360 782-5047



From: Armstrong, Sue
Sent: Friday, September 01, 2017 12:37 PM
To: 'tyrell.bergstrom@mercerislandschools.org' <tyrell.bergstrom@mercerislandschools.org>
Cc: 'cleonard@wspa.net' <cleonard@wspa.net>; 'Hank Harris' <hank@humancapitalenterprises.com>
Subject: FW: MEMBER REQUEST

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Sue Armstrong

Director of Human Resources
Olympic Educational Service District 114
360 782-5047



From: wspa@memberclicks-mail.net [<mailto:wspa@memberclicks-mail.net>]
Sent: Friday, September 01, 2017 12:19 PM
To: Armstrong, Sue <sarmstrong@oesd114.org>
Subject: MEMBER REQUEST

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surveys.

Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to sarmstrong@oesd114.org by cleonard@wspa.net

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From: [Tyrell Bergstrom](mailto:tyrell.bergstrom@mercerislandschools.org) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](mailto:tyrell.bergstrom@mercerislandschools.org)
To: Armstrong, Sue
Cc: cleonard@wspa.net; Hank Harris
Subject: Re: FW: MEMBER REQUEST
Date: Friday, September 1, 2017 12:34:57 PM

Thank you!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Fri, Sep 1, 2017 at 12:34 PM, Armstrong, Sue <sarmstrong@oesd114.org> wrote:

Hi Tyrell,

We used Lee Goeke a couple of years ago. Here is his email address: goekel@comcast.net

Another is Hank Harris, hank@humancapitalenterprises.com I know of at least 2 or 3 districts that have used him – I think Bellingham and Central Kitsap are a couple.

Sue Armstrong

Director of Human Resources

Olympic Educational Service District 114

[360 782-5047](tel:3607825047)



From: wspa@memberclicks-mail.net [mailto:wspa@memberclicks-mail.net]
Sent: Friday, September 01, 2017 12:19 PM
To: Armstrong, Sue <sarmstrong@oesd114.org>
Subject: MEMBER REQUEST

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Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

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From: [Armstrong, Sue](#) on behalf of [Armstrong, Sue <sarmstrong@oesd114.org>](#)
To: tyrell.bergstrom@mercerislandschools.org
Cc: cleonard@wspa.net; [Hank Harris](#)
Subject: FW: MEMBER REQUEST
Date: Friday, September 1, 2017 12:34:12 PM

Hi Tyrell,

We used Lee Goeke a couple of years ago. Here is his email address: goekel@comcast.net

Another is Hank Harris, hank@humancapitalenterprises.com I know of at least 2 or 3 districts that have used him – I think Bellingham and Central Kitsap are a couple.

Sue Armstrong

Director of Human Resources
Olympic Educational Service District 114
360 782-5047



From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, September 01, 2017 12:19 PM
To: Armstrong, Sue <sarmstrong@oesd114.org>
Subject: MEMBER REQUEST

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Please send your responses directly to: tyrell.bergstrom@mercerislandschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to sarmstrong@oesd114.org by cleonard@wspa.net

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From: [LISA NOLAN](#) on behalf of [LISA NOLAN <lnolan@Tacoma.K12.Wa.US>](#)
To: tyrell.bergstrom@mercerislandschools.org
Cc: "cleonard@wspa.net"
Subject: Salary Surveys
Date: Friday, September 1, 2017 12:32:15 PM
Attachments: [image003.png](#)

Tyrell,

Tacoma has used Jacobson & Jacobson for independent salary studies.

Vance Jacobson's email is vbjacobson@jbrewards.com

Thanks,

Lisa Nolan, Ph.D.

Assistant Superintendent

Human Resources

p: 253.571.1252 | f: 253.571.1158

lnolan@tacoma.k12.wa.us

www.Tacomaschools.org



TACOMA
PUBLIC SCHOOLS

Support for the
**whole
educator**
healthy · safe · engaged

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership
Date: Friday, September 1, 2017 12:29:12 AM

Greetings Erin,

Your WSPA membership has expired as of August 31st. We do hope that you will choose to renew your membership with us.

Your WSPA membership includes free webinars, a shared resource database, and a 10% tuition discount through City University. Your membership will continue to offer discounted registrations at all our events, including the upcoming School Law Conference.

Please visit us at www.wspa.net to renew your membership online.

Thank you,

Washington School Personnel Association

From: [Joan Johnston Nelson](mailto:joan@waesol.org) on behalf of [Joan Johnston Nelson <joan@waesol.org>](mailto:joan@waesol.org)
To: [Alexa Donovan](mailto:Alexa.Donovan@mercerislandschools.org)
Subject: Re: Clock Hours
Date: Thursday, August 31, 2017 9:10:47 PM
Attachments: [2015-16Providers.pdf](#)

Hi Alexa,

WAESOL was an approved provider for 2015-16. Here's the link to the 2015-16 list on the OSPI website. <http://www.k12.wa.us/Certification/pubdocs/providers/2015-16Providers.pdf> It is listed as **Washington Association for the Education of Speakers of Other Languages**. I've also attached the pdf of the 2015-16 list.

Please let me know if you want me to contact someone in your HR department.

~Joan

Joan Johnston Nelson, Ph.D.
WAESOL Treasurer

On Thu, Aug 31, 2017 at 8:43 PM, Alexa Donovan
<alexa.donovan@mercerislandschools.org> wrote:

My HR department contacted OSPI and they confirmed WAESOL was not approved 2015/2016.

Thanks!

-Alexa

On Wednesday, August 30, 2017, Joan Johnston Nelson <joan@waesol.org> wrote:

Hi Alexa,

I've attached a pdf of the form that you would have previously received in the mail. Since WAESOL is a state approved provider of clock hours, there is no reason for them not to accept them. Here is a link that shows that our organization, which provides clock hours for all WABE events as well as other organizations, is an approved provider in the state. <http://www.k12.wa.us/certification/pubdocs/ApprovedProviders.pdf>

We are shown on the list with this name:

Washington Association for the Education of Speakers of Other Languages -WAESOL

If your district still refuses to honor your clock hours, I would suggest contacting the Office of the Superintendent of Public Instruction (OSPI) Here's a link to their page. <http://www.k12.wa.us/certification/clockhours.aspx> (The bottom of the web page also has links to approved providers for previous years as well, if they need to see the 2015-2016 list.)

I would suggest that you contact your union if you still have a problem.

I hope this is resolved for you.
~Joan

Joan Johnston Nelson, Ph.D.
WAESOL Treasurer

On Wed, Aug 30, 2017 at 8:17 PM, Alexa Donovan <alexa.donovan@mercerislandschools.org> wrote:

Hello Joan,

I filled out the clock hours form and paid via paypal many months ago and my school has not approved them. I even sent in my receipt from my paypal transaction. Can you please verify and let me know what next steps I need to take. I was a first year teacher during the year I attended. I do not want to miss out on this number of clock hours.

Thank you.

Alexa Donovan
Mercer Island School District
Northwood Elementary
First Grade

On Thu, Mar 2, 2017 at 11:23 AM, Joan Johnston Nelson <joan@waesol.org> wrote:

Hi Alexa,

You can still apply for and pay for your clock hours from last year's WABE conference. I've provided the link to the WAESOL clock hour page here:

<http://waesol.org/conference/clock-hours/>

Just scroll down to the 2016 WABE Conference.

You will need the access code from the conference to start the application.

Let me know if you have any questions.

~Joan

Joan Johnston Nelson, Ph.D.
WAESOL Treasurer
2017 TESOL Convention Local Co-chair



On Thu, Mar 2, 2017 at 8:45 AM, Alexa Donovan <alexa.donovan@mercerislandschools.org> wrote:

Dear Carol and Joan,

I am so sorry this email is so late. I am just now learning to complete clock hours after a year of

teaching! I now understand that I need to pay you to solidify my clock hours. I attended the WABE conference last year and I attended on Friday for 7 hours and Saturday for 4 hours. Please let me know what next steps I need to take, I hope that I do not miss out on my clock hours.

Thank you!

Alexa Donovan
Mercer Island School District
Northwood Elementary
First Grade

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

--

Alexa Donovan
Mercer Island School District
Northwood Elementary
First Grade

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Approved Clock Hour Providers FY 2015-16

AdvancedEd

Alta Vista

American Association of Teachers of German

American Counseling Association

American Institute of Aeronautics and Astronautics - Pacific Northwest

American School of Doha

American School of Warsaw

Argosy University Seattle

Association of Washington School Principals

Avid of Washington

Bainbridge Island Museum of Art

Bellevue Arts Museum

Bill & Melinda Gates Foundation – Visitor Center

Bill of Rights Institute

Black Child Development Institute – BCDI

Bremerton Symphony Association

Bonneville Environmental Foundation

Brigid Collins Family Support Center

Burke Museum of Natural History and Culture

Business and School Kids-Bask

Cal Poly Summer Workshops, Kinesiology Department, Cal Poly

Cascadia Training

Cedarsong Nature School

Center for Dependable Strengths

Center for Innovation in Education

Center for organizational Reform

Center for Responsive Schools

Center for Strengthening the Teaching Profession

Central Washington University – Office of Continuing Education

Centrum Foundation

Chewelah Peak Learning Center

Chief Leschi Schools

Children Yes!

Cispus Learning Center.

City University of Seattle

Civic Education Washington State

Clark College

Coaches Time Out

Code.org

Columbia Springs

Community Colleges of Spokane – Center for Workforce & Continuing Education

Compass Health

Department of Early Learning

Directions in Education, Training & Consultation

Dispute Resolution Center of Thurston County

East Asia Resource Center – Jackson School of International Studies –UW

Eastern Washington University – Office of Continuing Education

Edmonds Center for the Arts

Edmonds Community College – Center for Learning Connections

Educating for Humanity Institute

Education Services – Jewish Education - Center at the Jewish Federation of Greater Seattle

Educational Service District 101

Educational Service District 105

Educational Service District 112

Educational Service District 113

Educational Service District 114

Educational Service District 123

Educational Service District 189

Edufest, Inc.

Education Northwest

EMP Museum

Everett Community College

Future Leaders of American Government Foundation – F.L.A.G

Fragile X Association of Washington State

Francis Parker School

Fresno Pacific University – Continuing Education

Gage Academy of Art

Global Exploration for Educators Organization – GEEO

Global Visionaries

Grays Harbor College

Green River College

Hamlin Robinson School

Harvard Graduate School of Education – Programs in Professional Education

Health Consulting Resources

Heritage University

Highline College

Holocaust Center for Humanity

iLEAP

Inland Northwest Reading Council

Institute for Community Leadership

Institute for Natural Resources – INR

Institute for the Advancement of Human Behavior

International Baccalaureate – IB

International Literacy Association

KidsQuest Children’s Museum

King County Sexual Assault Resource Center

Knowledge Delivery Systems

Leavenworth Learning

Lewis & Clark Graduate School of Education & Counseling

Lower Columbia College

MIND Research Institute

Money Management International, Inc.

Montessori Northwest

Motivations, Inc.

Mount Vernon Education Association

Muckleshoot Tribal School

Museum of Flight and Education

Museum of History & Industry

NAMI SW Washington

National Art Education Association – NAEA

National Association of School Psychologists

National Association of Social Workers – Washington Chapter

National Humanities Center

NatureBridge

NOAA Olympic Coast National Marine Sanctuary

North Cascades Institute

North Central ESD

North Seattle College

Northwest African American Museum

Northwest Indian College

Northwest Nazarene University – Center for Professional Development

NorthWest PBIS Network

Northwest Professional Educators

Northwest University College of Education

Notre Dame Center for STEM Education

OETC

Office of Superintendent of Public Instruction

Office of the Education Ombudsman

Open Doors for Multicultural Families

Overlake Specialty School

Pacific Education Institute

Pacific Lutheran University – Center for Continued Nursing Learning

Pacific Lutheran University – School of Education

Pacific Northwest Association of College Admission Counseling

Padilla Bay National Estuarine Research Reserve

Pend Oreille County Counseling Services

Perry Technical Institute

Pierce College District 11

Pierce County Parks & Recreation

Point Defiance Zoo & Aquarium

Portland State University – Graduate School of Education

Pratt Fine Arts Center

Praxis Institute for early Childhood Education

Public Partnership Schools

Public School Employees of Washington

Puget Sound Adlerian Society

Puget Sound Educational Service District

REACH Center

Rebuilding Hope! Sexual Assault Center for Pierce County

RENEWAL, Inc

Renton Technical College

SAGE

Saint Martin's University

Sales Trac Coaching & Management Development, Inc

San Juan Nature Institute

SBL Ministries – Missio Dei Learning Community

School Administrators of Montana

School Nurse Organization of Washington

School's Out Washington

Seattle Aquarium

Seattle Art Museum

Seattle Pacific University

Seattle Tilth

SelfDesign Graduate Institute

Seneca Family of Agencies

Service, Education & Adventure – SEA

SHAPE America Society of Health and Physical Educators

SHAPE Washington

South Seattle College

Singapore American School

Skagit Valley College

Skylar Education Academy

St. Luke's Rehabilitation Institute

State Board for Community and Technical Colleges

Tacoma Community College

Teacher CEU Toolbox

Teachers in Space, Inc.

Technology Access Foundation – TAF

The Art Institute of Seattle

The College Board

The Esoterics

The Evergreen State College

The Greater Seattle Bureau of Fearless Ideas

The Multicentric Institute

The National Energy Education Development Project

Thurston County Emergency Management

Top Tier Training and Development, Inc.

Unexpected Productions

University of Alaska Anchorage – Professional and Continuing Education

University of Montana – School of Music

University of the Pacific

University of Washington – Botanic Gardens

University of Washington - Center for Educational Leadership

University of Washington - Department of Speech & Hearing Sciences

University of Washington Educational Outreach

University of Washington – Haring Center

University of Washington - Tacoma KeyBank Professional Development Center

University of Washington Bothell - School of Educational Studies

Virginia Mason Medical Center

Vista Hermosa Foundation

WSASCD- Washington State ASCD

WAETAG

Washington Art Education Association

Washington Association for Career and Technical Education

Washington Association for Language Teaching

Washington Association for Learning Alternatives

Washington Association for Play Therapy

Washington Association for the Education of Speakers of Other Languages

Washington Association for the Education of Young Children

Washington Association of Family and Consumer Sciences

Washington Association of School Administrators

Washington Association of School Business Officials

Washington Association of School Social Workers

Washington Association of Teachers of Japanese

Washington Counseling Association

Washington Council for Economic and Financial Education

Washington Education Association

Washington Educational Research Association

Washington Green Schools

Washington Interscholastic Activities Association

Washington Journalism Education Association

Washington Library Association

Washington Music Educators Association

Washington Organization for Reading Development

Washington School Counselor Association

Washington School Personnel Association – WSPA

Washington School Principals Education Association

Washington Science Teachers Association

Washington Secondary Athletic Administrative Association

Washington State Association of School Psychologists

Washington State Council for the Social Studies

Washington State Dairy Council

Washington State Family and Community Engagement Trust

Washington State Mathematics Council

Washington State Percussive Arts Society

Washington State School Directors' Association

Washington State STEM Education Foundation

Washington State University – Speech and Hearing Sciences

Washington State University – College of Continuing Education

Washington Speech Language Hearing Association

Washington Teacher Clock Hours

Washington Traffic Safety Education Association

WCTSMA

Wenatchee River Institute

Wenatchee Valley College

Western Academy of Beijing

Whatcom Community College

Whatcom Family & Community Network

WOIS – The Career Information System

Woodland Park Zoo

World Affairs Council of Seattle

Yakima Valley Community College – Grandview Campus

Yakima Valley Community College

Youth Suicide Prevention Program

2015-16 Private Inservice Providers

CHIEF ADMINISTRATOR NAME	SCHOOL INSERVICE DESIGNEE	NAME	ADDRESS	CITY	ST
Diana McAlister	Candice Childs	Academy Northwest/Family Acad	PO Box 66839	Seattle	WA
Kori Malon	Same	Academy Schools	14601 Interurban Ave S	Tukwila	WA
John Lackey	Anna Devaul	Alger Learning Center Inc	121 Alder Dr	Sedro-Woolley	WA
Kathy Hicks	Same	All Saints Catholic School	3510 E 18th	Spokane	WA
Dr. David-Paul Zimmerman	Same	Renton Preparatory Christian Sch	10056 Renton Ave S	Seattle	WA
Monics Des Jarlais	Angie King	Assumption Catholic School	2116 Cornwall Ave	Bellingham	WA
Cindy Davis	Barbara Lidikay	Bellaramine Preparatory School	2300 S Washington St	Tacoma	WA
Yuka Shimizu	Brittney Gerry	Bellevue Children's Academy	14640 NE 24th St	Bellevue	WA
Shawn Cunningham	Kim Savage	Bellingham Christian School	1600 E Sunset Dr	Bellingham	WA
Eric Haan	Michele Jameson	Bethlehem Lutheran School	2505 W 27th Ave	Kennewick	WA
Alicia Jackson	Same	Big Leaf Montessori School	PO Box 1911	Castle Rock	WA
David Zook	Akyio Zook	Big Brains Education	16220 NE 2nd St	Bellevue	WA
Anne-Evan Williams	Catherine Adams	Billings Middle School	7217 Woodlawen Ave NE	Seattle	WA
Glen Lutz	Same	Brightmont Academies	1215 Fourth Ave Suite 1500	Seattle	WA
Ronald Trautwein	Donna Ellis	Buena Vista SDA School	3320 Academy Dr SE	Auburn	WA
Charis Sharp	Same	Cedar River Montessori School	15828 SE Jones Rd	Renton	WA
Tom Bradshaw	Same	Cedar Tree Classical Christian Sch	20601 NE 29th Ave	Ridgefield	WA
Ann Stout	Same	Centralia Christian School	PO Box 1209	Centralia	WA
Robert Camner	Nancy Schneider	Charles Wright Academy	7723 Chambers Creek Rd W	Tacoma	WA
Cheryl Johnson	Kathy Austin	Child Development Program--WSU	14204 NE Salmon Creek Ave	Vancouver	WA
Dominic Jimenez	Kelsey Paasch	Children's Institute for Learning Differences--CHILD	2620 Benson Rd S	Renton	WA
Christy Rasmussen	Same	Christ the King School	1122 Long Ave	Richland	WA
Sandra Carranza	Juenny Tercero	Christian Faith School	33645 20th Ave S	Federal Way	WA
Karen Fogle	Deborah Jacobson	Chrysalis Schools	14241 NE Woodinville-Duvall Rd	Woodinville	Wa
M Allen Hagen	Cindy Bowers	Concordia Lutheran School	202 E 56th St	Tacoma	WA
Teresa Smith	Same	Countryside Montessori School	13630 100th Ave NE	Kirkland	WA
Toni Esparza	Oles Mironyuk	Eastside Academy	1717 Bellevue Way NE	Bellevue	WA

Jim Buss	Same	Ebenezer Christian School	9390 Guide Meridian Rd	Lynden	WA
Matt Neely	Vivian Scheidt	Epiphany School	3611 E Denny Way	Seattle	WA
Russell Smith	Kris Gaskins	Eton School	2701 Bel-Red Rd	Bellevue	WA
Theresa Chase	Same	Evergreen Academy	16017 118th Pl NE	Bothell	WA
Leonard Hackett	Aulorey Steedman	Evergreen Christian School	1010 Black Lake Blvd SW	Olympia	WA
Nathan Seiltz	Ryan Bishop	Evergreen Lutheran High School	7306 Waller Rd E	Tacoma	WA
Daniel Kirkpatrick	Anni Kamola	Explorations Academy/GCI	1701 Ellis Street Suite 215	Bellingham	WA
Carol Wright	Same	Faith Lutheran School of Redmond	9041 166th Ave NE	Redmond	WA
Candice Childs	Same	Family Academy/Academy NW	PO Box 66839	Seattle	WA
Tracy Blue	Same	First Presbyterian Christian Sch	318 S Cedar St	Spokane	WA
Veronique Dussud	Same	French Immersion School of WA	4211 W Lk Sammamish Pkway SE	Bellevue	WA
Nick Sweeney	Amy Simonis	Crosspoint Christian School			
Paul Raschke	Same	Gateway Christian Schools	4012 NW Chico Way	Bremerton	WA
Cindy Reopelle	Same	Gig Harbor Academy	6820 32nd St NW	Gig Harbor	WA
Timothy Lugg	DeeAnn Hunsucker	Gonzaga Preparatory School	1224 E Euclid Ave	Spokane	WA
Joan Beauregard	Stacy Turner	Grace Academy	8521 67th Ave NE	Marysville	WA
Aimee Allen	Jamie Johnstone	Hamlin Robinson School	17012 S 20th St	Seattle	WA
Tung Le	Jenny Bunn	Harbor Montessori School	5414 Comte Dr NW	Gig Harbor	WA
David Stone	Same	Heritage Christian School	5412 67th Ave W	University Place	WA
Elizabeth Swift	Same	Holy Family School--Lacey	2606 Carpenter Rd SE	Lacey	WA
Goerge Hofbauer	Mary Jo McFaul	Holy Names School	728 21st Ave E	Seattle	WA
Sue Venable	Same	Holy Rosary School	4142 42nd Ave SW	Seattle	WA
Kimberlie Kilroy	Same	Holy Rosary School-Edmonds	770 Aloha St	Edmonds	WA
Erix Rasmussen	Jo Keeley	Immaculate Conception/Our Lady of Perpetual Help	2508 Hoyt Ave	Everett	WA
DeAnna Hennng	Same	Kings Schools	19303 Fremont Ave N	Seattle	WA
Christina Murray	Same	Kingspoint Christian School	7900 W Court St	Pasco	WA
Maureen O'Shaughnessy	Same	Lakewood Lutheran School	10202 112th St SW	Lakewood	WA
James Cochran	Karen Bjur	LEAD Prep	308 4th Ave S	Kirkland	WA
Stephen Roddy	Tracey Moren	Liberty Christian School	2200 Williams Blvd	Richland	WA
Catherine Steenstra	Same	Lighthouse Christian School	3008 36th St NW	Gig Harbor	WA
		Living Wisdom School	2000 NE Perkins Way	Shoreline	WA

Jill Hotchkiss	Same	Marlin Hutterite School	21344 Rd 18 NE	Marlin	WA
Mary Nell Ellingsen	Same	Mission Creek Christian Education Center	51 Harold Young Rd	South Bend	WA
Gulsevin Kayihan	Deborah Monegomery	Montessori Academy at Spring Valley	36605 Pacific Hwy S	Federal Way	WA
Kent Johnson Ph.D.	Julian Gire	Morningside Academy	901 Lenora St	Seattle	WA
Marial Veliz	Same	New Horizon School	1111 S Carr Rd	Renton	WA
Helen Gilbert	Same	North Coast Montessori School	PO Box 175	Pacific Beach	WA
Florence Plantilla	Same	Northern Lights Montessori School and Willows Campus	8460 NE 160th Ave	Redmond	WA
Susan Werner	Same	Northlake Academy	12931 NE 126th Pl	Kirkland	WA
Holly Leach	Janet Christy	Northshore Christian Academy	5700 23rd Dr W 5028 E Bernhill Rd	Everett	WA
Jack Hancock	Bonnie Friedly	Northwest Christian Schools	5104 E Bernhill Rd	Colbert	WA
Robert Hagin	Jeannette Dunn	Northwest Libery School	13120 NE 177th Pl A-104	Woodinville	WA
Mke McGill	Kevin Coll	Northwest School	1415 Summit Ave	Seattle	WA
Peggy Mayer	Neva Miller	Northwest School for Deaf and Hard-of-Hearing Children	PO Box 33666	Shoreline	WA
James Walker	Linda Thornton	O'Dea High School	802 Terry Ave	Seattle	WA
Jeff Stroebel	Barabara McGee	Open Window School	6128 168th Pl SE	Bellevue	WA
Thomas Roosma	Anna Vast	Orcas Christian School	PO Box 669	Eastsound	WA
Kirsten O'Malley	Same	Pacific Learning Academy	22525 SE 64th Pl Suite 272	Issaquah	WA
Marsha Hafer	Same	Peace Lutheran School	1234 NE Riddell Rd	Bremerton	WA
Kim Connor	Ellen Lebitz	Pioneer Meadows Montessori Schl	2377 Douglas Rd	Ferndale	WA
Jennifer Annable	Courtney Burnett	Academy for Precision Learning	5031 University Way NE	Seattle	WA
Sara Tuttle	Mara Jacobs	Quincy Valley School	1804 13th Ave SW	Quincy	WA
Weldo Melvin	Same	Rainier Christian Schools--Maple Valley Elementary	PO Box 58129	Renton	WA
Dr. Erik Konsmo	Julie Schmitke	Renton Christian School	15717 152nd Avew SE	Renton	WA
Richard Van Beek	Wendy Schmidt	Riverside Christian School	721 Keys Rd	Yakima	WA
David Burroughs	Bridget Lawler	Sacred Heart School	9450 NE 14th St	Bellevue	WA
Joe Kennedy	Elizabeth Tender	Saint George's School	23929 W Waikiki Rd	Spokane	WA
Cathy Graffuis	Pandora Aspelund	Salish Sea Deaf School	4713 Yorkshire Dr	Anacortes	WA
Gloria Hunter	Same	Seattle Christian School	18301 Military Rd S	SeaTac	WA
Rafael del Castillo	Same	Seattle Girls School	2706 S Jackson St	Seattle	WA

Rivy Poupko Kletenik	Rabbi Daniel Loew	Seattle Hebrew Academy	1617 Interlake Dr E	Seattle	WA
Maureen Reid	Same	Seattle Preparatory School	2400 11th Ave E	Seattle	WA
Sharon Okamoto	Ron Hirata	Seattle Urban Academy	3800 S Othello St	Seattle	WA
Linda Leigh	Same	Selah Covenant Christian School	560 McGonagle Rd	Selah	WA
Timothy Visser	Same	Shoreline Christian School	2400 NE 147th St	Shoreline	WA
Bill Beaudoin	Sonshone Voss	Silverwood School	14000 Central Valley Rd	Poulsbo	WA
Angela Stroud	Same	Sky Valley Adventist School	200 Academy Way	Monroe	WA
Brad McCain	Joan Lougheed	South Sound Christian Schools--Tacoma Baptist Campus	2052 S 64th St	Tacoma	WA
Debrea Rinell	Muranda Ancheta	Southwest Washington Learning Center	1020 NE 86th St	Vancouver	WA
Cheryl Gade	Robyn	Spokane Christian Academy	8909 E Bigelow Gulch Rd	Spokane	WA
Briel Schmitz	Guy Fineout	Spruce Street School	914 Virginia St	Seattle	WA
Chris Lumm	Same	St. Brendan Catholic School	10049 NE 195th St	Bothell	WA
Bernadette O'Leary	Same	St. John School	120 N 79th St	Seattle	WA
Robert Seidel	Same	St. Joseph School	901 W 4th Ave	Kennewick	WA
Patrick Fennessy	Same	St. Joseph School	700 18th Ave E	Seattle	WA
Dan Fitzpatrick	Kathy Loftus	St. Louise Parish School	133 156th Ave SE	Bellevue	WA
Rick Boyle	Same	St. Luke School	17533 St. Luke Pl N	Shoreline	WA
Daniel Sherman	Same	St. Madeleine Sophie School	4400 130th Pl SE	Bellevue	WA
Patrick Cortright	Same	St. Matthew Lutheran School	6917 N Country Homes Blvd	Spokane	WA
Karen Herlihy	Andrea Hews	St. Matthew School	1230 NE 127th St	Seattle	WA
Chris Gavin	Same	St. Patrick Catholic School	1112 North G St	Tacoma	WA
Dr. Steve Morissette	Same	St. Philomena School	1815 S 220th St	Des Moines	WA
Dr. Timothy Orton	Same	Summit Classical Christian School	32725 SE 42nd St	Fall City	WA
Del Dykstra	Same	Sunnyside Christian Schools 1 & 2	811 North Ave	Sunnyside	WA
Roxanne Reis Cox	Same	Sunrise Beach School	PO Box 13409	Olympia	WA
A Mappala	Same	The Gift Learning Academy	4423 S Brandon St #15	Seattle	WA
Peter Berner-Hays	Barb Cartmell	The Little School	2812 116th Ave NE	Bellevue	WA
Erin Hart	Randy Lemiere	Three Rivers Christian Schools	2610 Ocean Beach Hwy	Longview	WA
Erma Lee	Same	Tri-City Adventist School	41115 W Henry St	Pasco	WA
Richard Butler	Same	UCiC	3727 240th St SE	Bothell	WA

Paula Smith	Melissa Chittenden	University Child Development Sch	5062 9th Ave NE	Seattle	WA
Jeanne Garland	Kyra Canfield	University Cooperative School	5601 University Way NE	Seattle	WA
Brian Harris	Same	Walla Walla Valley Academy	300 SW Academy Way	College Place	WA
Colleen Sheahan	Same	Westpark Christian Academy	3902 Summitview Ave	Yakima	WA
Kate Mulligan	Kathy Winans	Westside School	7740 34th Ave SW	Seattle	WA
Barrie Hillman	Lisa Gsellman	West Sound Academy	PO Box 807	Poulsbo	WA
Joseph Galante, M.Ed.	Dianna Galante	Whole Earth Montessori School	2930 228th St SE	Bothell	WA
Yuka Shimizu	Rachel Peterson	Willows Preparatory School	14640 BE 24th St	Bellevue	WA
Mary Schneider	Same	Woodinville Montessori School	19102 North Creek Parkway	Bothell	WA
Ruth Hayes-Short	Linda St. John	Yellow Wood Academy	9655 SE 36th St Suite 101	Mercer Island	WA
Lynne Hereth	Same	Zion Lutheran School	3923 103rd Ave SE	Lake Stevens	WA

**PRIVATE SCHOOL DISTRICT/ORGANIZATION
INSERVICE APPROVAL AND RECORD KEEPING FY 2015-16**

Archdiocese of Seattle

Dr. Patrick Haggarty
Kristin Dixon
710 9th Avenue
Seattle, WA 98104

Association of Christian Schools International

Ken Townsend
Tonia Harding
Suite 110
16703 SE McIlivray Blvd
Colorado Springs, CO 80962-5130

Bellevue Christian Schools

Tim Krell
Sharon Messup
1601 98th Ave E
Clide Hill, WA 98004

Cascade Christian Schools

Don Johnson
Royce Blum
815 21st Street SE
Puyallup, WA 98372

Catholic Diocese of Spokane

Duane F. Schafer
1023 West Riverside Avenue Suite 314
Spokane, WA 99210-1453

Cedar Park Christian Schools

Dr. Clint Behrends
16300 112th Ave E
Bothell, WA 98011

Huron Christian Schools

Bill Smethurst
Kim Eldridge
PO Box 2690
Tulatin, OR 97062

Lynden Christian Schools

Henry D. Kok
Kim Powell
417 Lyncs Dr
Lynden, WA 98264

Northwest Association of Independent Schools

Siri Akai Khalas, Executive Director
Emily Mc□rath, Director of Professional Development
5001 California Ave SW, Suite 112
Seattle, WA 98136

Northwest Christian Education District

Elena Solodyankin
8913 □ □ettleton Ln
Spokane, WA 99208

Oregon Conference of SDA

□ale Crosby
Ric Peinado
18717 □E 109th Ave
Battle □round, WA 98604

Upper Columbia Conference of Seventh-Day Adventist

Larry Marsh
□ata Champion
3715 S □rove Rd
Spokane, WA 99224

Washington Conference of Seventh-Day Adventist

Archie Harris
32229 Weyerhaeuser Way S
Federal Way, WA 98001

Washington Federation of Independent Schools

Suzanne Hanson
□an L. Morrison
PO Box 449
DuPont, WA 98327

From: [Tyrell Bergstrom](#) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Re: Salary Comparison Study
Date: Wednesday, August 30, 2017 1:56:57 PM

Thank you!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

On Wed, Aug 30, 2017 at 1:32 PM, admin@wspa.net <admin@wspa.net> wrote:

Hello Tyrell,

Congratulations on your new position! I have forwarded your question to Curtis Leonard, our Executive Director. Each week, he sends out questions submitted for our members to provide input. Between our Director, Board, and members, I am hopeful we can provide some recommendations for you.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



From: Tyrell Bergstrom [mailto:tyrell.bergstrom@mercerislandschools.org]
Sent: Wednesday, August 30, 2017 1:28 PM
To: admin@wspa.net
Subject: Salary Comparison Study

Hello,

I'm the new CFO for Mercer Island and our new Superintendent would like to perform a salary comparison survey for our non-represented groups, of which we have a few. Are you aware of any independent organizations that perform this service for the education sector?

I'm reaching out to the various organizations to which we belong. If you know of a service, please let me know.

Thank you for your time!

Tyrell Bergstrom

Executive Director of Finance

Mercer Island School District

Cell: [REDACTED]

Office: [\(206\) 236-3295](tel:(206)236-3295)

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

From: [Tyrell Bergstrom](#) on behalf of [Tyrell Bergstrom <tyrell.bergstrom@mercerislandschools.org>](#)
To: admin@wspa.net
Subject: Salary Comparison Study
Date: Wednesday, August 30, 2017 1:28:15 PM

Hello,

I'm the new CFO for Mercer Island and our new Superintendent would like to perform a salary comparison survey for our non-represented groups, of which we have a few. Are you aware of any independent organizations that perform this service for the education sector?

I'm reaching out to the various organizations to which we belong. If you know of a service, please let me know.

Thank you for your time!

Tyrell Bergstrom
Executive Director of Finance
Mercer Island School District
Cell: [REDACTED]
Office: (206) 236-3295

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](mailto:rosie.burns@mercerislandschools.org)
To: [Erin Battersby](#)
Subject: Re: FW: Registration now open: S-275 Personnel Reporting Workshops
Date: Tuesday, August 29, 2017 9:54:42 AM

Got this too - thanks! Jacquie does this report but it may be a good idea to go to understand it.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Tue, Aug 29, 2017 at 9:49 AM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

FYI

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District

p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, August 29, 2017 6:02 AM
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: S-275 Personnel Reporting Workshops

Hello,

Registration is now open for our S-275 Personnel Reporting Workshops:

S-275 Personnel Reporting Workshop - TUKWILA

- **TWO sessions available: October 3rd *OR* 4th, 2017**
- 8:00am - 4:00pm
- Location: DoubleTree by Hilton at Southcenter
- Presenters: Laura Bradburn and Meredith Colvin
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

S-275 Personnel Reporting Workshop - SPOKANE

- **October 6, 2017**
- 8:00am - 4:00pm
- Location: Educational Service District 101
- Presenters: Stephanie Drake and Jean Sander
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

These workshops will provide a basic understanding of how the S-275 data affects school finance and apportionment functions, along with specific details for reporting all of the 275 data (positions, assignments, degrees, credits, clock hours, vocational/CTE staff, experience, etc.)

The class size for each session has been lowered to allow for more time for the instructors to interact with participants, including practice exercise and time for questions. Class size is limited to 60 participants per session, register early to reserve your seat!

Registration is \$175 for WSPA members and \$225 for non-members.

The workshop fee includes our S-275 Reporting Manual, continental breakfast, lunch, refreshments, and clock hours.

[Please click here](#) to register or visit us online at www.wspa.net for more information.

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: FW: Registration now open: S-275 Personnel Reporting Workshops
Date: Tuesday, August 29, 2017 9:49:28 AM

FYI

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, August 29, 2017 6:02 AM
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: S-275 Personnel Reporting Workshops

Hello,

Registration is now open for our S-275 Personnel Reporting Workshops:

S-275 Personnel Reporting Workshop - TUKWILA

- **TWO sessions available: October 3rd *OR* 4th, 2017**
- 8:00am - 4:00pm
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- 8:00am - 4:00pm
- Location: Educational Service District 101
- Presenters: Stephanie Drake and Jean Sander
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

These workshops will provide a basic understanding of how the S-275 data affects school finance and apportionment functions, along with specific details for reporting all of the 275

data (positions, assignments, degrees, credits, clock hours, vocational/CTE staff, experience, etc.)

The class size for each session has been lowered to allow for more time for the instructors to interact with participants, including practice exercise and time for questions. Class size is limited to 60 participants per session, register early to reserve your seat!

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The workshop fee includes our S-275 Reporting Manual, continental breakfast, lunch, refreshments, and clock hours.

[Please click here](#) to register or visit us online at www.wspa.net for more information.

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Registration now open: S-275 Personnel Reporting Workshops
Date: Tuesday, August 29, 2017 6:02:34 AM

Hello,

Registration is now open for our S-275 Personnel Reporting Workshops:

S-275 Personnel Reporting Workshop - TUKWILA

- **TWO sessions available: October 3rd *OR* 4th, 2017**
- 8:00am - 4:00pm
- Location: DoubleTree by Hilton at Southcenter
- Presenters: Laura Bradburn and Meredith Colvin
- \$175 member price/ \$225 non-member pricing
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- **October 6, 2017**
- 8:00am - 4:00pm
- Location: Educational Service District 101
- Presenters: Stephanie Drake and Jean Sander
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

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[Please click here](#) to register or visit us online at www.wspa.net for more information.

Thank you,

Washington School Personnel Association

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United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Registration now open: S-275 Personnel Reporting Workshops
Date: Tuesday, August 29, 2017 6:02:08 AM

Hello,

Registration is now open for our S-275 Personnel Reporting Workshops:

S-275 Personnel Reporting Workshop - TUKWILA

- **TWO sessions available: October 3rd OR 4th, 2017**
- 8:00am - 4:00pm
- Location: DoubleTree by Hilton at Southcenter
- Presenters: Laura Bradburn and Meredith Colvin
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- **October 6, 2017**
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- Location: Educational Service District 101
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- Registration is limited to 60 attendees each day

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[Please click here](#) to register or visit us online at www.wspa.net for more information.

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Registration now open: S-275 Personnel Reporting Workshops
Date: Tuesday, August 29, 2017 6:01:39 AM

Hello,

Registration is now open for our S-275 Personnel Reporting Workshops:

S-275 Personnel Reporting Workshop - TUKWILA

- **TWO sessions available: October 3rd OR 4th, 2017**
- 8:00am - 4:00pm
- Location: DoubleTree by Hilton at Southcenter
- Presenters: Laura Bradburn and Meredith Colvin
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

S-275 Personnel Reporting Workshop - SPOKANE

- **October 6, 2017**
- 8:00am - 4:00pm
- Location: Educational Service District 101
- Presenters: Stephanie Drake and Jean Sander
- \$175 member price/ \$225 non-member pricing
- Registration is limited to 60 attendees each day

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[Please click here](#) to register or visit us online at www.wspa.net for more information.

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership - 3 Day Notice
Date: Monday, August 28, 2017 12:03:33 AM

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 3 Requisitions are Awaiting Your Approval.
Date: Monday, August 21, 2017 2:00:06 AM

The following 3 requisitions are awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
08/18/2017	1821700008	COMPLETE OFFICE Open PO for office supplies for 2017-18	Kathleen Marie Long	2,000.00
08/17/2017	1821700007	WSPA 2017-18 WSPA membership renewal for Kathleen Long	Kathleen Marie Long	125.00
08/17/2017	1821700006	AMAZON/SYNCB Scan Disk Cruzer flash drives for new teacher gift bags	Kathleen Marie Long	276.80

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: Wespac@mercerislandschools.org
To: erin.battersby@mercerislandschools.org
Subject: 2 Requisitions are Awaiting Your Approval.
Date: Friday, August 18, 2017 2:00:37 AM

The following 2 requisitions are awaiting your approval.

Date Entered	Req Number	Vendor Description	Entered By	Amount
08/17/2017	1821700007	WSPA 2017-18 WSPA membership renewal for Kathleen Long	Kathleen Marie Long	125.00
08/17/2017	1821700006	AMAZON/SYNCB Scan Disk Cruzer flash drives for new teacher gift bags	Kathleen Marie Long	276.80

District: MERCER ISLAND SCHOOL DISTRICT
District Web Site: <http://www.mercerislandschools.org/site/default.aspx?PageID=1>
State: WA
District Code: 17400

MERCER ISLAND S.D. #400

From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Thursday, August 17, 2017 8:26:55 AM

INVOICE 10812



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Kathleen Long
4160 86th AVE SE
Mercer Island, Washington 98040

Invoice # 10812
Invoice Date 08/17/2017
Invoice Due 09/16/2017

Amount Due \$125.00



Description	Amount
Active Membership Renewal 2017-2018	\$125.00



Amount Due \$125.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Active Membership Renewal 2017-2018 Form Submitted
Date: Thursday, August 17, 2017 8:26:55 AM

Greetings,

Thank you for your online membership application.

If you made payment directly online with a credit card, thank you for your payment. If you are paying with a check please make sure that you have printed and submitted your receipt (which details your registration). You will receive your invoice via separate email or you can login to your member account using the below information, scroll over your "my profile" tab and view your transactions to print any receipts or invoices that you have.

Your receipt ID is: 12387787.

If you need to login to your account your login information is as follows:

Username: [REDACTED]

If you have any questions please feel free to contact us.

Thank you,

Washington School Personnel Association

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership - 14 Day Notice
Date: Thursday, August 17, 2017 12:02:47 AM

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Membership - 14 Day Notice
Date: Thursday, August 17, 2017 12:02:44 AM

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <JCardozo@yourmembership.com>](#)
To: [Rosie Burns](#)
Subject: RE: WSPA Order Invoice ID: R30126163
Date: Thursday, August 10, 2017 7:38:39 AM
Attachments: [image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

You're all set. I posted your job yesterday.



Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

direct: [REDACTED]

linkedin [click here to connect](#)



SURVEY: [Click here to let me know how we did!](#)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, August 9, 2017 6:08 PM
To: Jennifer Cardozo <JCardozo@yourmembership.com>
Subject: Re: WSPA Order Invoice ID: R30126163

Thanks Jennifer, so can I post it now? Do we have to wait or what happens?

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Aug 9, 2017 at 3:35 PM, Jennifer Cardozo <JCardozo@yourmembership.com> wrote:

Hi Rosie,

As requested attached is your invoice. If you do need anything or have any questions, please let me know, I'd be happy to take care of everything for from here on out.

Thanks,

Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

office [+1.866.376.0949](tel:+1.866.376.0949) x6096 direct [REDACTED]





Have you upgraded to the **TalentBoost** yet?

Upgraded jobs will receive performance-based distribution to a network of over 1,000 job websites and search engines. This new enhancement will give your job postings optimal reach with up to 400% more responses!

CONFIDENTIALITY NOTICE: This e-mail, including attachments, is intended only for the use of the individual or entity to whom it is addressed and may contain information that is privileged, confidential and/or exempt from disclosure under state or federal law. Any unauthorized review, use, disclosure, or distribution is prohibited. If you have received this communication in error, please do not distribute it. Please notify the sender by e-mail at the address shown and delete the original message.

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.







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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Jennifer Cardozo](#)
Subject: Re: WSPA Order Invoice ID: R30126163
Date: Wednesday, August 9, 2017 4:08:03 PM
Attachments: [image003.png](#)
[image002.png](#)
[image001.png](#)

Thanks Jennifer, so can I post it now? Do we have to wait or what happens?

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Aug 9, 2017 at 3:35 PM, Jennifer Cardozo <JCardozo@yourmembership.com> wrote:

Hi Rosie,

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Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

office [+1.866.376.0949](tel:+18663760949) x6096 direct [REDACTED]



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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <JCardozo@yourmembership.com>](#)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Order Invoice ID: R30126163
Date: Wednesday, August 9, 2017 3:35:23 PM
Attachments: [Invoice_R30126163.pdf](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)

Hi Rosie,

As requested attached is your invoice. If you do need anything or have any questions, please let me know, I'd be happy to take care of everything for from here on out.

Thanks,

Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

office +1.866.376.0949 x6096 direct [REDACTED]



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YourMembership.com, Inc
 541 Eastern Point Road
 Suite 3
 Groton, CT 06340
 Main Tel. 860-437-5700

INVOICE

BILL TO
 Mercer Island School District
 4160 86th Ave. SE
 Mercer Island, Washington 98040
 United States
 Attn: Rosie Burns

INVOICE #	R30126163
DATE	08/09/17
AMOUNT DUE	USD 694.00
IO / PO #	--
PURCHASED BY	
Rosie Burns 2062363439 rosie.burns@mercerislandschools.org	

PRODUCT	DESCRIPTION	AMOUNT
Passive Job Seeker Package Job Posting - Web	Washington State Psychological Association Job ID: 36525258 Job Name: School Psychologist Job Title: School Psychologist	USD 595.00
Social Upgrade Job Posting - Upgrade	Washington State Psychological Association	USD 99.00
SUBTOTAL		USD 694.00
SALES TAX		USD 0.00
INVOICE TOTAL		USD 694.00

PLEASE NOTE OUR NEW REMITTANCE ADDRESS

POSTAL MAIL:
 YourMembership.com, Inc
 Dept 3461
 PO Box 123461
 Dallas, TX 75312-3461
 USA

ELECTRONIC:


Please reference the invoice number with your payment. Checks should be made payable to YourMembership.com, Inc. Thank you for your business.

Payment is due by 09/09/17. If payment is not received by the posted due date, your account will become subject to an interest charge of 1.5% per month (18% annually) on the balance. Payments on delinquent accounts will be applied to the oldest outstanding balance. Please call 727.497.6573 if you have any questions concerning this invoice.



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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Jennifer Cardozo](#)
Subject: Re: Google for Jobs and how it could benefit your recruitment needs
Date: Wednesday, August 9, 2017 3:28:37 PM
Attachments: [image002.png](#)
[image001.png](#)
[image003.png](#)

Yes, I've already completed everything online but I'm at the pay page and it won't let me proceed. I'm advertising a school psychologist and adding the social media extra.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Aug 9, 2017 at 3:27 PM, Jennifer Cardozo <JCardozo@yourmembership.com> wrote:

Hi Rosie,

I'm happy to help! What position are you advertising for and have you had the chance to look over our price sheet?

Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

office [+1.866.376.0949](tel:+1.866.376.0949) x6096 direct [REDACTED]



Have you upgraded to the **TalentBoost** yet?

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, August 9, 2017 5:23 PM
To: Jennifer Cardozo <JCardozo@yourmembership.com>
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs

Hi Jennifer,

I'm trying to post to this and be invoiced but it doesn't allow that in the system. It said I had the option of paying with credit card or being invoiced.

Please advise as I don't wish to use my personal credit card.

Rosie Burns

Rosie Burns | Director, Human Resources

w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: Erin Battersby <erin.battersby@mercerislandschools.org>
Date: Wed, Aug 9, 2017 at 9:53 AM
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs
To: Rosie Burns <rosie.burns@mercerislandschools.org>

Erin C. E. Battersby

Mercer Island School District

Sr. Director Compliance, Legal Affairs, & HR

[206.230.6227](tel:206.230.6227)

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----- Forwarded message -----

From: **Jennifer Cardozo** <connectwithym@yourmembership.com>

Date: Tue, Aug 8, 2017 at 11:15 PM

Subject: Google for Jobs and how it could benefit your recruitment needs

To: erin.battersby@mercerislandschools.org

Erin,

The Washington State Psychological Association Career Center is easily accessible by the most qualified professionals in our industry. You will find more quality candidates out of the dedicated members and job seekers that use WSPA Career Center that you won't find using other recruitment channels. Posting your open jobs on WSPA Career Center will ensure you're getting exposure to the right candidates.

You could also see your posted jobs on **Google for Jobs**, Google's most recent feature placing quality jobs from niche job boards on the first page of a user's job search results! Google for Jobs prioritizes postings based on relevance, providing WSPA Career Center more opportunity to have their postings rise to the top of search results compared to postings on job aggregator sites. If pulled, this will give you the opportunity for added exposure and a greater visibility to potential candidates outside of the users on WSPA Career Center. We have already seen an increase in job traffic from Google!

[Visit the WSPA Career Center now](#) or reply back to this email to post your open jobs today.

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com

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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}



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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <JCardozo@yourmembership.com>](#)
To: [Rosie Burns](#)
Subject: RE: Google for Jobs and how it could benefit your recruitment needs
Date: Wednesday, August 9, 2017 3:27:24 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hi Rosie,

I'm happy to help! What position are you advertising for and have you had the chance to look over our price sheet?

Jennifer Cardozo
Career Center Representative
email jcardozo@yourmembership.com
office +1.866.376.0949 x6096 direct [REDACTED]



➤ Have you upgraded to the **TalentBoost** yet?
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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, August 9, 2017 5:23 PM
To: Jennifer Cardozo <JCardozo@yourmembership.com>
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs

Hi Jennifer,

I'm trying to post to this and be invoiced but it doesn't allow that in the system. It said I had the option of paying with credit card or being invoiced.

Please advise as I don't wish to use my personal credit card.

Rosie Burns
Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Erin Battersby** <erin.battersby@mercerislandschools.org>
Date: Wed, Aug 9, 2017 at 9:53 AM
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs
To: Rosie Burns <rosie.burns@mercerislandschools.org>

Erin C. E. Battersby
Mercer Island School District
Sr. Director Compliance, Legal Affairs, & HR
[206.230.6227](tel:206.230.6227)

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----- Forwarded message -----

From: **Jennifer Cardozo** <connectwithym@yourmembership.com>
Date: Tue, Aug 8, 2017 at 11:15 PM
Subject: Google for Jobs and how it could benefit your recruitment needs
To: erin.battersby@mercerislandschools.org

Erin,

The Washington State Psychological Association Career Center is easily accessible by the most qualified professionals in our industry. You will find more quality candidates out of the dedicated members and job seekers that use WSPA Career Center that you won't find using other recruitment channels. Posting your open jobs on WSPA Career Center will ensure you're getting exposure to the right candidates.

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increase in job traffic from Google!

[Visit the WSPA Career Center now](#) or reply back to this email to post your open jobs today.

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com



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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}



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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: jcardozo@yourmembership.com
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs
Date: Wednesday, August 9, 2017 3:23:12 PM

Hi Jennifer,

I'm trying to post to this and be invoiced but it doesn't allow that in the system. It said I had the option of paying with credit card or being invoiced.

Please advise as I don't wish to use my personal credit card.

Rosie Burns

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Erin Battersby** <erin.battersby@mercerislandschools.org>
Date: Wed, Aug 9, 2017 at 9:53 AM
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs
To: Rosie Burns <rosie.burns@mercerislandschools.org>

Erin C. E. Battersby
Mercer Island School District
Sr. Director Compliance, Legal Affairs, & HR
[206.230.6227](tel:206.230.6227)

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Regards,

Jennifer Cardozo



jcardozo@yourmembership.com

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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: Fwd: Google for Jobs and how it could benefit your recruitment needs
Date: Wednesday, August 9, 2017 9:53:48 AM

Erin C. E. Battersby
Mercer Island School District
Sr. Director Compliance, Legal Affairs, & HR
206.230.6227

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To: erin.battersby@mercerislandschools.org

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Regards,

Jennifer Cardozo



jcardozo@yourmembership.com

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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: erin.battersby@mercerislandschools.org
Subject: Google for Jobs and how it could benefit your recruitment needs
Date: Tuesday, August 8, 2017 11:15:49 PM

Erin,

The Washington State Psychological Association Career Center is easily accessible by the most qualified professionals in our industry. You will find more quality candidates out of the dedicated members and job seekers that use WSPA Career Center that you won't find using other recruitment channels. Posting your open jobs on WSPA Career Center will ensure you're getting exposure to the right candidates.

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[Visit the WSPA Career Center now](#) or reply back to this email to post your open jobs today.

Regards,

Jennifer Cardozo


jcardozo@yourmembership.com



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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: [Pam Banks](#) on behalf of [Pam Banks <pbanks@monteschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: MEMBER REQUEST
Date: Friday, August 4, 2017 2:14:04 PM

Hi Erin;

Yes, I'll forward the info as it comes in. :)

Pam

On Fri, Aug 4, 2017 at 12:57 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

Hi, Pam.

We are considering doing this in our District. Would you mind sharing with me what you find?

Thank in advance for your help.

Erin.

Senior Director Compliance & Legal Affairs,

& Human Resources

Mercer Island School District

p. [206.230.6227](tel:206.230.6227)

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From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]

Sent: Friday, August 04, 2017 9:34 AM

To: erin.battersby@mercerislandschools.org

Subject: MEMBER REQUEST

Second and last request

Pam Banks from Montesano School District is asking if there are districts that employ a "permanent substitute" or a substitute that is on a full time contract? If so, what type of process do you use to assign sub assignments?

Please send your response directly to: pbanks@monteschools.org

Also, cc your response to: cleonard@wspsa.net

Thanks - have a great weekend and stay cool!

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspsa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

--

Pam Banks
Human Resources
Student Services - Special Education
Montesano School District
502 E. Spruce

Montesano, WA 98563

360.249.1233 (Human Resources)

360.249.2114 (Student Services - Special Education)

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: pbanks@monteschools.org
Subject: RE: MEMBER REQUEST
Date: Friday, August 4, 2017 12:57:25 PM

Hi, Pam.

We are considering doing this in our District. Would you mind sharing with me what you find?

Thank in advance for your help.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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Also, cc your response to: cleonard@wspa.net

Thanks - have a great weekend and stay cool!

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of Invoices <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: WSPA Invoice - Please Submit
Date: Thursday, August 3, 2017 10:19:53 AM

INVOICE 10766



Washington School Personnel Association
PO Box 1600
Anacortes, WA 98221

360-825-1415 Phone
253-736-0333 Fax



Mercer Island School District
Attn: Rosie Burns SPHR / SHRM-SCP
4160 86th Ave SE
Mercer Island, Washington 98040

Invoice # 10766
Invoice Date 08/03/2017
Invoice Due 09/02/2017

Amount Due \$125.00



Description	Amount
Active Membership Renewal 2017-2018	\$125.00



Amount Due \$125.00



Please submit this invoice to your accounting department for payment. If you have a purchase order you can attach that to the invoice.



[Privacy Policy](#)

Please do not reply. Replies to this address are not monitored.



From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Active Membership Renewal 2017-2018 Form Submitted
Date: Thursday, August 3, 2017 10:19:53 AM

Greetings,

Thank you for your online membership application.

If you made payment directly online with a credit card, thank you for your payment. If you are paying with a check please make sure that you have printed and submitted your receipt (which details your registration). You will receive your invoice via separate email or you can login to your member account using the below information, scroll over your "my profile" tab and view your transactions to print any receipts or invoices that you have.

Your receipt ID is: 12351822.

If you need to login to your account your login information is as follows:

Username: [REDACTED]

If you have any questions please feel free to contact us.

Thank you,

Washington School Personnel Association

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Cc: [Kendall Taylor](#)
Subject: FW: FW: WSPA Membership - 30 Day Notice
Date: Wednesday, August 2, 2017 4:45:12 PM

Hi, Kathleen.

Please do not renew my subscription to WSPA.

Thank you.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, August 02, 2017 4:43 PM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: Re: FW: WSPA Membership - 30 Day Notice

I agree -- more beneficial for me really and I can always alert you to any good legal topics coming up.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Aug 2, 2017 at 4:42 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

I am not sure I need to be a part of this. What are your thoughts.

Thanks.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. [206.230.6227](tel:206.230.6227)

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-----Original Message-----

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Tuesday, August 01, 2017 12:06 AM
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership - 30 Day Notice

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Re: FW: WSPA Membership - 30 Day Notice
Date: Wednesday, August 2, 2017 4:43:16 PM

I agree -- more beneficial for me really and I can always alert you to any good legal topics coming up.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Wed, Aug 2, 2017 at 4:42 PM, Erin Battersby <erin.battersby@mercerislandschools.org> wrote:

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Thank you,

Washington School Personnel Association

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: FW: WSPA Membership - 30 Day Notice
Date: Wednesday, August 2, 2017 4:42:20 PM

I am not sure I need to be a part of this. What are your thoughts.

Thanks.

Erin.

Senior Director Compliance & Legal Affairs,
& Human Resources
Mercer Island School District
p. 206.230.6227

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-----Original Message-----

From: waspa@memberclicks-mail net [<mailto:waspa@memberclicks-mail.net>]
Sent: Tuesday, August 01, 2017 12:06 AM
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership - 30 Day Notice

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Thank you,

Washington School Personnel Association

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership - 30 Day Notice
Date: Tuesday, August 1, 2017 12:05:42 AM

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: waspa@memberclicks-mail.net on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Membership - 30 Day Notice
Date: Tuesday, August 1, 2017 12:05:38 AM

Hello,

This is a reminder that your WSPA Membership is set to expire on August 31st. We hope that you will choose to join us again for the new year. Please visit us at www.wspa.net to renew online.

Thank you,

Washington School Personnel Association

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: erin.battersby@mercerislandschools.org
Subject: Here's why you should post in the Job Flash email
Date: Wednesday, July 26, 2017 2:25:40 AM

Erin,

Aside from posting your open jobs on WSPA Career Center, you can have them emailed to thousands of members and job seekers with the Job Flash email. Reasons to love the Job Flash email product:

- **Passive Job Seekers** - Your open job is sure to be exposed to those who aren't actively looking for a new position because they are dedicated in their current role, but would be interested if the right job came along.
- **High Value** - The Job Flash email is one of the most valuable pieces of communications the end user receives. So much that, on average, 13% of those who open the email forward it along to a colleague or friend that could also benefit from these jobs!
- **Added Exposure** - The reach of the Job Flash email goes beyond the thousands of members and job seekers that receive the email.
- **Word-of-Mouth Marketing** - You have the chance to expose your brand and job posting to a very qualified niche set of members and job seekers and their professional contacts. Word-of-mouth statistics have proven that people trust their friends and family more than they trust advertisements.

The deadline to be included in the next Job Flash Email is **this Friday, July 28th**. [Visit the WSPA Career Center now](#) or reply back to reserve your space.

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com



Your email address has not been given to any third parties. You are receiving this email because you have an existing business relationship with Washington State Psychological Association Career Center. [To unsubscribe from future job board emails, click here.](#)
{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: rosie.burns@mercerislandschools.org
Subject: Legislative Update
Date: Friday, July 21, 2017 3:03:00 PM
Attachments: [Leg_Report_July_21_2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

This document has also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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Update of Key Legislation Impacting Public School HR Management
Lee Goeke, Legislative Liaison
July 21, 2017

The third and final (for now) special session closed on Thursday, July 21, 2017. Two recent actions impacting HR Management are important to note.

1. HB 2242, Implementing the Fully Funding of Public Education (McCleary) Requirement.

The Governor's approval of the bill included a partial veto. The partial veto eliminated the provision that would have restricted the number of early releases or late starts. The Governor's veto stated in part that "Research shows that this time for job-embedded professional learning and collaboration is linked to student success. Limiting practices that improve student achievement goes against the intent of this bill and our goals."

2. Substitute Senate Bill 5605, Background Checks, Approved July 7, 2017. The Bill aligns OSPI's background check authority with that of the Department of Early Learning as follows:

Modifies regularly scheduled unsupervised access to children to also include developmentally disabled persons.

Provides for the use of the background check procedure through OSPI for any prospective volunteer who will have regularly scheduled unsupervised access to children under eighteen years of age or developmentally disabled persons which will or may involve:

- Groups of five or fewer children under twelve years of age; or
- Groups of three or fewer children between twelve and eighteen years of age; or
- Developmentally disabled persons.

Provides for a fee to be paid to OSPI by the applicant for the cost of administering the program.

Provides for the Department of Social & Health Services to furnish the Superintendent with reports of founded findings of child abuse or neglect in a timely fashion and for the Superintendent to use the information in determining whether an individual lacks good moral character or personal fitness.

The third special session closed without approval of a capital construction budget which would have included expanded classroom financing to meet reduced K-3 class sizes. There was general agreement on the construction bill itself but approval was tied to a companion solution to water rights issues. This will have an impact on HR Management as Districts seek opportunities to add certificated staff and pursue lower class sizes.

House and Senate negotiators have indicated they will continue to try and reach agreement on a construction bill and related water rights resolution. Should that happen, a fourth special session is possible to vote on the bill.

This is the final legislative update for the 2017 session.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Legislative Update
Date: Friday, July 21, 2017 3:02:15 PM
Attachments: [Leg_Report_July_21_2017.pdf](#)

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To: erin.battersby@mercerislandschools.org
Subject: Legislative Update
Date: Friday, July 21, 2017 3:01:49 PM
Attachments: [Leg_Report_July_21_2017.pdf](#)

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This is the final legislative update for the 2017 session.

From: [Jamie Chylinski | WASA](#) on behalf of [Jamie Chylinski | WASA <jchylinski@wasa-oly.org>](#)
To: [Jamie Chylinski | WASA](#)
Cc: "[rangus@ocsd30.org](#)"; "[wbarrett@concrete.k12.wa.us](#)"; "[mcaples@entiatschools.org](#)"; "[donna.colosky@mercerislandschools.org](#)"; "[durani@bsd405.org](#)"; "[bevans@gsd54.org](#)"; "[levans@nkschools.org](#)"; "[lgredvig@uniongap.org](#)"; "[ahenderson@asd5.org](#)"; "[churst@othelloschools.org](#)"; "[jimeek@mlsd.wednet.edu](#)"; "[jmishra@waitsburgsd.org](#)"; "[pmurphy@osd.wednet.edu](#)"; "[damien.pattenaude@rentonschools.us](#)"; "[rpruitt@skamania.k12.wa.us](#)"; "[bressel@sprague.wednet.edu](#)"; "[rstaley@oakvilleschools.org](#)"; "[m Villarreal@hoquiam.net](#)"; "[kwatson@esd112.wednet.edu](#)"; "[whmeissner@lc.k12.wa.us](#)"; "[gparks@napavineschools.org](#)"
Subject: New Superintendent Workshop Information
Date: Thursday, July 20, 2017 10:15:16 AM
Attachments: [2017NSProgram.pdf](#)



Greetings:

Thank you for registering to attend the WASA New Superintendent Workshop. We look forward to seeing you in Olympia next week. I'd like to take this opportunity to provide some general workshop information that will hopefully enhance your planning.

LOCATION

WASA Office
825 5th Ave SE
Olympia, WA 98501

PARKING

Please park in the WASA parking lot. If the lot is full when you arrive, metered street parking is available. WASA will pay your parking meter fees so please ask for assistance when you arrive.

SCHEDULE

The conference program is attached for your review.

CLOCK HOURS

Clock-hour forms, provided at no additional cost, will be available at the front desk.

ATTIRE

Dress is business casual for the workshop. We do our best to maintain a comfortable room temperature but suggest you dress in layers if possible.

Given the warm temperature predicted for Monday afternoon/early evening, please dress comfortably for the social and dinner, both of which are held outdoors.

RECEPTION AND DINNER

The reception and dinner will be held at Albee's Garden Parties. We hope you will be joining us for an evening of networking and dining in a beautiful setting. The address and directions will be provided in your workshop packet. WASA staff will offer transportation to and from our office as needed.

WEATHER

The current forecast for Monday is sunny and 84 degrees; Tuesday is partly cloudy and 79 degrees.

WORKSHOP DETAILS


Visit the workshop website at www.wasa-oly.org/NewSupt17 for full details.

QUESTIONS

Please feel free to contact me with questions at jchylinski@wasa-oly.org or 800.859.9272.

I look forward to seeing you next week,
Jamie

Jamie Chylinski
Professional Development Coordinator
WASA | 825 Fifth Avenue SE, Olympia 98501
360.489.3644 | jchylinski@wasa-oly.org | wasa-oly.org



Starting Strong: What You Know & Do Matters

WASA NEW SUPERINTENDENT WORKSHOP
JULY 24-25, 2017 | WASA OFFICE, OLYMPIA

WASA 2017-18 OFFICERS

PRESIDENT

Steven Webb, Ed.D., Superintendent, Vancouver PS

PAST PRESIDENT

Lois Davies, Ed.D., Superintendent, Pateros SD

WASA EXECUTIVE STAFF

EXECUTIVE DIRECTOR

Bill Keim, Ed.D.

ASSISTANT EXECUTIVE DIRECTORS

Andy Wolf, Career and Contract Services

Dan Steele, Government Relations

Helene Paroff, Professional Learning and Member Services

DESK BLOCKS COURTESY OF

Piper Jaffray

PADFOLIOS COURTESY OF



NEW SUPERINTENDENTS

ABERDEEN Alicia Henderson	MANSFIELD Mike Messenger	POMEROY Rachel Gwinn
BATTLE GROUND Mark Ross	MERCER ISLAND Donna Colosky	QUEETS- CLEARWATER Rick Rohlman
BELLEVUE Ivan Duran	MILL A Bob Rogers	RENTON Damien Pattenaude
BICKLETON Tom Whitmore	MOSES LAKE Joshua Meek	RIVERSIDE Ken Russell
COLUMBIA- HUNTERS Bill Waddlington	MUCKLESHOOT SCHOOL John Lombardi	ROOSEVELT Kate Watson
CONCRETE Wayne Barrett	NCESD 171 Michelle Price	SKAMANIA Ralph Pruitt
CRESTON Chuck Wyborney	NAPAVINE Geoff Parks	SOUTH KITSAP Karst Brandsma
ELLENSBURG Mike Nollan	NESPELEM Mary Hall	SPRAGUE Bill Ressel
ENTIAT Miles Caples	NORTH KITSAP Laurynn Evans	UNION GAP Lisa Gredvig
EVERGREEN John Steach	OAKVILLE Rich Staley	WAITSBURG Jon Mishra
GRAPEVIEW Bill Evans	OCOSTA Kurt Hilyard	WHITE PASS Paul Farris
HOQUIAM Mike Villarreal	OLYMPIA Patrick Murphy	WILBUR Chuck Wyborney
INDEX Brad Jernberg	ONION CREEK Bekah Angus	
KITTITAS TBD	ORIENT Sherry Cowbrough	
LA CONNER Whitney Meissner	ORONDO Ismael Vivanco	



wasa

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Starting Strong: What You Know & Do Matters

WASA NEW SUPERINTENDENT WORKSHOP
JULY 24-25, 2017 | WASA OFFICE, OLYMPIA

WASA

825 Fifth Avenue SE, Olympia, WA 98501
www.wasa-oly.org | 360.943.5717



Starting Strong: What You Know & Do Matters

WASA NEW SUPERINTENDENT WORKSHOP | JULY 24-25, 2017 | WASA OFFICE, OLYMPIA

MONDAY, JULY 24

- 8:30-9 a.m. **REGISTRATION**
- 9-9:30 a.m. **WELCOME AND INTRODUCTIONS**
Carl Bruner, Ed.D., Superintendent, Mount Vernon SD; Chair, WASA Superintendents Component
Helene Paroff, Assistant Executive Director, WASA
- 9:30-9:50 a.m. **STATE OF THE STATE AND DATA TRENDS**
Bill Keim, Ed.D., Executive Director, WASA
- 9:50-10 a.m. **BREAK**
RENAISSANCE*
- 10-11 a.m. **STRATEGIC PLANNING**
Tammy Campbell, Ed.D., Superintendent, Federal Way PS
- 11-11:45 a.m. **SUCCESSFUL BOARD RELATIONS**
Mike Dunn, Ed.D., Superintendent, NEWESD 101
- 11:45 a.m.-12:30 p.m. **LUNCH**
 **Piper Jaffray**
- 12:30-12:45 p.m. **REFLECTIONS ON THE MORNING**
- 12:45-1:30 p.m. **THE POWER OF A STRONG ADMINISTRATIVE TEAM**
Randy Russell, Ph.D., Superintendent, Freeman SD
- 1:30-2:15 p.m. **BARGAINING ESSENTIALS**
Warren Hopkins, Executive Director, ERNN
Curtis Leonard, Executive Director, WSPA
Andy Wolf, Assistant Executive Director, WASA

2:15-2:30 p.m.

BREAK


2:30-3:15 p.m.

BARGAINING ESSENTIALS (CONTINUED)

3:15-4:15 p.m.

ENTRY PLANNING
Randy Russell, Ph.D., Superintendent, Freeman SD
Anthony Smith, Ed.D., Superintendent, Riverview SD
Andy Wolf, Assistant Executive Director, WASA

5 p.m.

RECEPTION AND DINNER

ALBEE'S GARDEN PARTIES
Reception



Dinner



FOSTER PEPPER



TUESDAY, JULY 25

7:30-8 a.m.

BREAKFAST


8-9 a.m.

WHAT YOU NEED TO KNOW ABOUT DISTRICT FINANCES
David McVicker, Superintendent, Central Kitsap SD

9-9:45 a.m.

YOUR ROLE AS AN INSTRUCTIONAL LEADER
Debra Clemens, Ph.D., Superintendent, North Thurston SD

9:45-10 a.m.

BREAK

10-10:45 a.m.

REFLECTIONS ON THE MORNING

10:45-11:30 a.m.

LEGISLATIVE AND POLITICAL ISSUES
Dan Steele, Assistant Executive Director, WASA

11:30-11:45 a.m.

UTILIZING RESOURCES
Bill Keim, Ed.D., Executive Director, WASA

11:45 a.m.-12:15 p.m.

LUNCH


12:15-1 p.m.

GROWING FROM FIRST YEAR EXPERIENCES
Doug Burge, Superintendent, Zillah SD
John Polm, Ed.D., Superintendent, Port Townsend SD
Chrys Sweeting, Ed.D., Superintendent, Arlington SD

1-1:30 p.m.

LOOKING AHEAD FOR SUCCESS
Helene Paroff, Assistant Executive Director, WASA
Andy Wolf, Assistant Executive Director, WASA

From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: erin.battersby@mercerislandschools.org
Subject: How are you reaching passive job seekers?
Date: Wednesday, July 12, 2017 3:00:56 AM

Erin,

What are you doing to ensure highly qualified members and job seekers are seeing your open positions? The most valuable type of job seeker, the passive job seeker, is one who is currently employed and not actively searching for a new position, but wouldn't pass up a good opportunity that comes their way. These professionals can't be reached anywhere else but by the Washington State Psychological Association Career Center Job Flash Email. This email is sent to thousands of active and passive members and job seekers and averages a 26 percent open rate. Make sure your hard-to-fill jobs are included in this email to receive maximum exposure and increase chances of finding your next hire.

The deadline to be included in the next WSPA Career Center Job Flash Email is **this Friday, July 14th**. Visit the [WSPA Career Center](#) now or reply back to reserve your space.

Regards,

Jennifer Cardozo



jcardozo@yourmembership.com



Your email address has not been given to any third parties. You are receiving this email because you have an existing business relationship with Washington State Psychological Association Career Center. [To unsubscribe from future job board emails, click here.](#)
{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: [Lisa Gehman](#) on behalf of [Lisa Gehman <lgehman@wasa-oly.org>](#)
To: kendall.taylor@mercerislandschools.org
Subject: FW: Registration confirmation:
Date: Friday, July 7, 2017 1:23:25 PM
Attachments: [2017 New Supts Agenda.pdf](#)
[Invoice New Supt - Colosky.pdf](#)

Hi Kendall,

Donna is all registered (confirmation below). Attached is the agenda we spoke about and the invoice.

Have a wonderful weekend!

Kind regards,

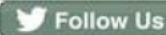
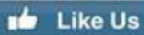
Lisa

Lisa Gehman

Professional Learning/Membership Assistant

WASA | 825 Fifth Avenue SE, Olympia 98501

Office [360.489.3640](tel:360.489.3640) | fax [360.352.6873](tel:360.352.6873) | lgehman@wasa-oly.org | wasa-oly.org



From: lgehman@wasa-oly.org [mailto:lgehman@wasa-oly.org]
Sent: Friday, July 07, 2017 1:15 PM
To: donna.colosky@mercerislandschools.org
Subject: Registration confirmation:



Meeting Confirmation

Donna Colosky
Mercer Island School District
4160 86th Ave SE
Mercer Island, WA 98040-4196

2017 WASA New Superintendent Workshop
2017-07-24 through 2017-07-25

Meeting: WASA Office
825 5th Ave SE
Olympia WA 98501

You are registered for the following:

Function	Quantity	Rate	Amount
Attending Tuesday Lunch	1.00	0.00	0.00
Attending Tuesday Breakfast	1.00	0.00	0.00
Attending Monday Dinner	1.00	0.00	0.00
Attending Monday Lunch	1.00	0.00	0.00
Workshop Registration	1.00	195.00	195.00
Vegetarian Meal Request	1.00	0.00	0.00

Total	195.00
Payment	0.00
Balance	195.00

Total charges: 195.00
Total payments: 0.00
Balance due: 195.00

Please carefully review your confirmation and contact us as soon as possible with discrepancies.

WASA New Superintendent Workshop
July 24-25, 2017 * WASA Office, Olympia

Housing:
A small block of rooms has been reserved at the Governor Hotel. For housing reservations, Contact the Governor Hotel and provide conference code "WASA" by July 10 to receive the discounted rate of \$103.00.

Governor Hotel
621 Capitol Way S
Olympia, WA 98501
360.352.7700

Billing:
This is not a bill. If paying by credit card, the card provided will be billed. If paying by PO, an invoice will be mailed to your district accounting office.

Cancellations:

There is a \$30 administrative fee for all cancellations after July 14. No Show = No Refund.

Questions:

Please contact Lisa Gehman at lgehman@wasa-oly.org or 360.489.3640 with registration questions.

Thank you for your support. We look forward to seeing you in Olympia.

Washington Association of School Administrators
825 5th Ave SE | Olympia, WA 98501
800.859.9272 | 360.352.6873 Fax

Connect with us:





Starting Strong: What You Know & Do Matters

WASA NEW SUPERINTENDENT WORKSHOP
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Randy Russell, Ph.D., Superintendent, Freeman SD
Anthony Smith, Ed.D., Superintendent, Riverview SD
Andy Wolf, Assistant Executive Director, WASA
- 5 p.m. RECEPTION AND DINNER
Albee's Garden Parties

TUESDAY, JULY 25

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- 8–9 a.m. WHAT YOU NEED TO KNOW ABOUT DISTRICT FINANCES
David McVicker, Superintendent, Central Kitsap SD
- 9–9:45 a.m. YOUR ROLE AS AN INSTRUCTIONAL LEADER
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Peter Bang-Knudsen, Ed.D., Superintendent, Bainbridge Island SD
Doug Burge, Superintendent, Zillah SD
Chrys Sweeting, Ed.D., Superintendent, Arlington SD
- 1–1:30 p.m. LOOKING AHEAD FOR SUCCESS
Helene Paroff, Assistant Executive Director, WASA
Andy Wolf, Assistant Executive Director, WASA



LEADERSHIP | TRUST | ADVOCACY

INVOICE

Sold To: Accounting Department
 Mercer Island School District
 4160 86th Ave SE
 Mercer Island, WA 98040-4196

Ship To: Donna Colosky
 Incoming Superintendent
 Mercer Island School District
 4160 86th Ave SE
 Mercer Island, WA 98040-4196

Account No.	Purchase Order No.	Order Date	Order Number	Terms	Invoice Date
14993	TBD	2017-07-07	110979	Net 30	2017-06-01
Qty	Description	Unit Price	Extended Price		
	2017 WASA New Superintendent Workshop 2017-07-24 - 2017-07-25 Olympia, WA				
1	Workshop Registration	195.00	195.00		
1	Vegetarian Meal Request				
1	Attending Monday Lunch				
1	Attending Monday Dinner				
1	Attending Tuesday Breakfast				
1	Attending Tuesday Lunch				
1	Processed				
Line Item Total	Other	Tax	Subtotal	Amount Received	Amount Due
195.00			195.00		195.00

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Erin Battersby](#)
Subject: Fwd: Legislative Update
Date: Wednesday, July 5, 2017 7:41:39 PM
Attachments: [Legislative Report July 5 2017.pdf](#)

FYI -- legislative update with info about the new ed funding legislation. Might be helpful for you!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Jennifer Tottenham** <waspa@memberclicks-mail.net>
Date: Wed, Jul 5, 2017 at 5:47 PM
Subject: Legislative Update
To: rosie.burns@mercerislandschools.org

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
United States

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Update of Key Legislation Impacting Public School HR Management
Lee Goeke, Legislative Liaison
July 5, 2017

The past week saw passage of a new biennium budget, a fully funding education solution, as well as several bills of interest to school district HR Management.

Taking the last first, the following bills were passed:

1. SB 5032, Paid Family Leave. Key provisions:

- a. Benefits begin January 1, 2020. Premiums begin January 1, 2019.
- b. Administered through the Employment Security Department via payroll deduction.
- c. Employee becomes eligible after working for at least 820 hours during the qualifying period.
- d. The Paid Family Leave component applies to paid time off for the birth or adoption of a child or for the serious medical condition of the employee's family.
- e. The Paid Medical Leave component applies to the serious medical condition of the employee.
- f. Provides 12 weeks of each kind of leave or 16 weeks combination of both, plus an additional 2 weeks, if there is a serious health condition with a pregnancy.
- g. Requires a 7-day waiting period except for the birth or placement of a child.
- h. Funds the leave through a 0.4% payroll deduction. Employers may deduct up to 100% of the Paid Family Leave portion and up to 45% of the Paid Medical leave. Generally, 63% is paid by employees and 37% paid by employers.
- i. Weekly benefit based on Washington State average wage (currently\$1,082) with a cap of \$1,000. Workers earning less than the state average receive 90% of their income.
- j. Minimum weekly benefit is \$100 or the employees full rate if less.
- k. Unless otherwise expressly permitted by the employer, leave taken under the act must be taken concurrently with any leave taken under the Family Medical Leave Act (FMLA).
- l. Employee may use accrued vacation, sick, or other paid leave in lieu of benefits under the paid family leave program.
- m. Does not require reopening of existing collective bargaining agreements until they expire.

Potential bargaining issues: Employer may agree to pay the employee share. Employer may operate their own equivalent voluntary plan.

The decision to retain a qualifying period of 820 hours instead of a reduced period serves to exclude most if not all athletic contracts and a significant portion of substitute employees.

2. **HB 1341, Professional Certification for Teachers and School Administrators.** Key provisions:
 - a. Allows teachers and principals with at least 2 years of experience and who have not achieved professional certification to renew their residency certificate in five-year intervals based on completion of 10 credits or 100 clock hours.
 - b. Requires the Professional Education Standards Board (PESB) to adopt the necessary rules by September 1, 2017.
 - c. PESB is no longer directed to require professional teacher certification. School Administrators continue to not be required to earn a professional certificate.
 - d. Establishes a Professional Educator Collaborative to review and make preliminary recommendations by November 1, 2018, and final recommendations by November 1, 2019, on specific educator certificate types, tiers, and renewal issues.

3. **HB 1734, Reimbursement for Substitute Teachers.** Requires the Office of the Superintendent of Public Instruction (OSPI) to reimburse school districts for the cost of substitutes when certificated or classified district employees serve on Professional Education Standard Board committees that further education in the state.

4. **HB 1732, Confidentiality of Educator Professional Growth Plans.** Exempts Professional Growth Plans in educator license renewals from public records inspection and copying.

5. **Medical Marijuana for Students.** The bill permitting the dispensing of medical marijuana to students in schools, on school buses, and at school events did **not** pass. However, advocates for the bill have already committed to a renewed effort in the 2018 legislative session.

Members will want to monitor the legislation next year and take early action to provide school district input to the issue.

6. SB 5969, Transparency in Public Employee Collective Bargaining.

Previous legislative updates addressed proposed legislation that would have required all public employee collective bargaining, including school districts, be open to the public. The proposal was based on concern that the legislature did not have adequate involvement in the agreements for state employees that were reached between the Governor and the state employee unions and then presented to the legislature for funding.

SB 5969 does not require bargaining to be open to the public. Alternatively, it establishes a process for greater involvement of a legislative Joint Committee on Employment Relations as bargaining between the Governor and state employee unions is planned and progresses. The new process does not apply to school district bargaining.

7. HB 2242, Implementing the Fully Funding of Public Education (McCleary) Requirement:

Key Provisions:

- a. Current collective bargaining agreements remain in effect. However, new or renegotiated agreements after the bill takes effect must comply with the legislation.
- b. School Year 2017-18 provisions remain mostly unchanged with the main impact being the application of a 2.3% inflationary increase to the current salary allocation model. Additionally, the full budget bill contains a 2017-18 increase of \$40 to the state health insurance allocation.
- c. The prototypical school staffing model and a variation on a salary allocation model are retained. The prototypical school staffing model is enhanced for special education, vocational education, highly capable, and transitional bilingual.
- d. A two-year cycle, School Year 2018-19 and 2019-20, will usher in the new statewide average salary allocations. The allocations, which will be adjusted by future inflationary increases, are:
 - \$64,000 for certificated instructional staff (\$54,062 in SY 2016-17).
 - \$95,000 for certificated administrative staff (\$61,752 in SY 2016-17).
 - \$45,912 for classified staff (\$33,299 in SY 2016-17).

50% of the increase will occur in SY 2018-19 and the remainder in 2019-20.

Inflationary adjustments will be based on the U.S. Department of Commerce Implicit Price Deflator as opposed to the Consumer Price Index. The Price Deflator, unlike the CPI, uses a variable market basket to reflect changes in consumer habits.

e. The state average salary allocations noted above will be adjusted for regional differences beginning with SY 2018-19 using median single-family residential value of each district relative to the state average. Districts above the state average are placed in 3 terciles with the following adjustments:

- Tercile 1: An increase of 6% beyond the statewide average.
- Tercile 2: An increase of 12% beyond the statewide average.
- Tercile 3: An increase of 18% beyond the statewide average.

Currently posted Legislative Evaluation and Accountability Program (LEAP) documents on the website show which districts are affected by regionalization and the level of adjustment.

Districts with additional adjustments (e.g., grandfathered districts) which place them above the regionalization Tercile 3 rate are reduced by 2% each school year beginning with SY 2020-21 through SY 2022-23.

Districts with additional adjustments which place them at less than or equal to the Tercile 3 rate are reduced by 1% each school year beginning with SY 2020-21 through SY 2022-23.

f. Districts may negotiate the specific salary schedule with the following limitations:

- For SY 2018-2019, salaries for certificated instructional staff under a collective bargaining agreement that is executed or modified after the new legislation takes effect may not provide classified, certificated instruction, or certificated administrative staff with a percentage increase to total salary, including supplemental contracts, that exceeds the previous calendar year's annual average consumer price index for the City of Seattle.
- Beginning with SY 2019-20, the negotiated salary schedule is subject to the following:
 - (1) A minimum salary for BA+0 must be not less than \$40,000 adjusted for regionalization increases.
 - (2) A maximum salary not more than \$90,000 adjusted for regionalization increases.

- (3) A District may exceed the maximum by up to 10% for full-time certificated staff who are educational staff associates; who teach in the subjects of science, technology, engineering, or math; or who teach in the transitional bilingual instruction program or special education programs.
- OSPI must develop a model salary grid for certificated instructional staff by December 1, 2017 to be used as a resource by districts in determining local salaries in the collective bargaining process.

g. Beginning September 1, 2019, supplemental contracts have the following limitations:

- Local revenue funding (enrichment levies, local effort assistance, grants, donations, etc.) can only be used for enrichment activities that are supplementation beyond the state which includes:
 - (1) Additional course offerings beyond the minimum instructional offering.
 - (2) Staffing ratios or program components including additional staff for class size reduction beyond the prototypical school model.
 - (3) Program of professional learning beyond that allocated by the state.
 - (4) Extracurricular activities.
 - (5) Extended school days or an extended year.
 - (6) Activities associated with early learning programs.
- Districts must submit a proposed enrichment levy expenditure plan to OSPI for advance, pre-ballot approval. The pre-ballot approval may include additional enrichment activities that OSPI determines to be a documented enrichment of the state's statutory program of basic education.
- Supplemental rate of pay may not exceed the employee's basic education hourly rate.

- h. Funded professional development days for certificated instructional staff are phased in with 1 day in 2018-19, 2 days in 2019-20, and 3 days with 2020-221. Professional learning days must meet the standards in RCW 28A.300.600.
- i. Beginning with SY 2019-20 a District may not have more than seven (7) late start or early release days in the 180-day school year.
- j. The prototypical school funding model is modified to:

Reflect the Initiative 1351 reduced K-3 class size of seventeen (17) beginning September 1, 2018. The enhanced staffing units are an enrichment to basic education. It becomes part of basic education if funded by specific reference in the operating budget.

K-3 reduced class size is provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3.

Provide an allocation at the elementary level for Parent Involvement Coordinators.

- k. Establishes the School Employees' Benefit Board (SEBB) to assume responsibility for health care coverage, life insurance, liability insurance, accidental death and dismemberment, and disability insurance.

Effective January 1, 2020 all school districts and educational service districts shall commence participation in the SEBB program.

Bargaining shall be initiated after July 1, 2018 over the dollar amount to be contributed for school employee health benefits beginning January 1, 2020. Such bargaining will be conducted by the Governor or governor's designee and a coalition of all the exclusive bargaining representatives.

The third special session is still convened and may result in additional bill passage. A final legislative update will be provided to either confirm no additional changes or to summarize any changes that do occur. The foregoing analysis is based on a review of legislative documents and may be modified by subsequent clarifications.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Legislative Update
Date: Wednesday, July 5, 2017 5:47:31 PM
Attachments: [Legislative Report July 5 2017.pdf](#)

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This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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To: kathleen.long@mercerislandschools.org
Subject: Legislative Update
Date: Wednesday, July 5, 2017 5:46:59 PM
Attachments: [Legislative Report July 5 2017.pdf](#)

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Lee Goeke, Legislative Liaison

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- a. Benefits begin January 1, 2020. Premiums begin January 1, 2019.
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To: rosie.burns@mercerislandschools.org
Subject: WSPA Shared Google Drive
Date: Friday, June 30, 2017 3:01:58 PM

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To: kathleen.long@mercerislandschools.org
Subject: WSPA Shared Google Drive
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This information may also be found on our website at www.wspa.net under the "resources" tab.

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Last chance to register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, June 28, 2017 2:02:15 PM

Dear WSPA members,

Reminder: Registration closes on Friday, June 30th for these upcoming events. We hope to see you there!

HELP 2017-2018

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

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- Puget Sound Educational Service District
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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Last chance to register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, June 28, 2017 2:01:47 PM

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Last chance to register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, June 28, 2017 2:01:32 PM

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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: erin.battersby@mercerislandschools.org
Subject: [PROMO INSIDE] Recruit with the WSPA Career Center
Date: Tuesday, June 27, 2017 9:46:21 AM

Erin,

The [Washington State Psychological Association Career Center](#) is the best place to find quality members and job seekers for your organization. It's where the most qualified professionals in our industry search to find their next career opportunity. Post your open jobs to make sure they are exposed to the right people.

Aside from posting on the WSPA Career Center, make sure you include your open positions in our exclusive Job Flash email. This email will get your open jobs in front of active *and* passive job seekers - those who aren't actively looking for a new job but wouldn't be opposed to the right opportunity. This email is sent to thousands of members and job seekers and averages a 26 percent open rate. The deadline to be included in the next email is **this Friday, June 30th**.

*ACT NOW and get **15% off** any Job Flash or Passive Job Seeker package! Reply back to this email to discuss this limited-time offer. This is a limited-time offer for a one-time use and cannot be combined with any other offer. Redeem by July 31, 2017.*

Visit the [WSPA Career Center](#) now or reply back to this email to get started today.

Regards,

Jennifer Cardozo


jcardozo@yourmembership.com

logo



Your email address has not been given to any third parties. You are receiving this email because you have an existing business relationship with Washington State Psychological Association Career Center. [To unsubscribe from future job board emails, click here.](#)
{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Last Chance to Register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 26, 2017 6:02:25 AM

Dear WSPA members,

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Thank you,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Last Chance to Register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 26, 2017 6:01:52 AM

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Last Chance to Register: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 26, 2017 6:01:36 AM

Dear WSPA members,

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Thank you,

Washington School Personnel Association

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United States

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From: [DENICE HALL](#) on behalf of [DENICE HALL <DHALL@Tacoma.K12.Wa.US>](#)
To: [Erin Battersby](#)
Subject: RE: MEMBER REQUEST
Date: Friday, June 23, 2017 4:35:45 PM

Hi Erin,

Thank you so much for your response!

Denice Hall

Interim HR Manager

Human Resources, Operations

p: 253.571.1226 | f: 253.571.1453 | c: [REDACTED]

dhall@tacoma.k12.wa.us

www.TacomaSchools.org



From: Erin Battersby [mailto:erin.battersby@mercerislandschools.org]

Sent: Friday, June 23, 2017 10:45 AM

To: cleonard@wspa.net; DENICE HALL <DHALL@Tacoma.K12.Wa.US>

Subject: Re: MEMBER REQUEST

Hi, Denice

We go back one year per our CBA.

Thanks.

Erin.

Erin C. E. Battersby

Mercer Island School District

Sr. Director Compliance, Legal Affairs, & HR

206.230.6227

This email (and any attachments thereto) is intended only for use by the addressee(s) named herein and may contain legally privileged and/or confidential information. If you are not the intended recipient of this email, you are hereby notified that any dissemination, distribution or copying of this email (and any attachments thereto) is strictly prohibited. If you receive this email in error please immediately notify me at [2062306227](tel:2062306227) and permanently delete the original email (and any copy of any email) and any printout thereof.

On Fri, Jun 23, 2017 at 6:51 AM, Curtis Leonard <waspamemberclicks@mail.net> wrote:

Happy Friday WSPA Members!

Denice Hall from Tacoma Public Schools would like to know how your district is handling overpayments and underpayments. For example, do you have contract language and how far back you go with the correction of pay?

Please send your response directly to: dhall@tacoma.k12.wa.us

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspa.net

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All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [cleonard@wspa.net](#); [dhall@tacoma.k12.wa.us](#)
Subject: Re: MEMBER REQUEST
Date: Friday, June 23, 2017 10:45:01 AM

Hi, Denice

We go back one year per our CBA.

Thanks.

Erin.

Erin C. E. Battersby
Mercer Island School District
Sr. Director Compliance, Legal Affairs, & HR
206.230.6227

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Membership Vote: Bylaw Updates
Date: Tuesday, June 20, 2017 6:02:48 AM
Attachments: [WSPA By Laws UPDATES FOR VOTING JUNE 2017.pdf](#)

Hello,

The WSPA Executive Board is recommending updates to the WSPA bylaws for consideration by membership. The recommended changes are attached for review and have also been posted to the shared member Google drive.

Voting will close on Friday, June 30, 2017 at 5:00 p.m.

We encourage you to review these changes and to cast your vote by clicking here: [WSPA Bylaw Updates: Membership Vote 2017](#).

Thank you,

Washington School Personnel Association

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CONSTITUTION AND BYLAWS OF THE WASHINGTON SCHOOL PERSONNEL ASSOCIATION

Constitution

Preamble

The Washington School Personnel Association shall stand as an organization committed to the goal of promoting sound practices in personnel administration and employee relations in public, private, and post-secondary education. Through its efforts, the Association shall seek to represent the needs of its members by providing programs and communications specifically designed to keep its members abreast of personnel practice to enable them to be effective in their roles as education personnel professionals.

The Washington School Personnel Association shall be related in purpose and spirit to the Washington Association of School Administrators and the American Association of School Personnel Administrators.

Constitution - Article I- Names

The official name of this organization shall be the "Washington School Personnel Association."

Constitution - Article II- Purpose

The purpose of the Washington School Personnel Association shall be to promote the growth of knowledge in school personnel administration toward a goal of more effective personnel practices and procedures in public, private, and post-secondary education.

Constitution - Article III – Organizations

Executive Board Officers

The Executive Board shall consist of the immediate Past President, the President, the President-Elect, the Secretary, and the Treasurer. All Executive Board members shall carry an equal vote.

Board

The Board shall consist of the immediate Past President, the President, the President-Elect, the Secretary, the Treasurer, and the Regional Representatives. All board members shall carry an equal vote **with the exception of co-regional representatives who shall carry one vote for the region.**

The fiscal year for the Association shall be September 1 through August 31.

Membership

Membership in the Association is established in the following categories as defined in the bylaws:

1. Active Membership
2. Retired Membership
3. Honorary Membership
4. Associate Membership

Constitution - Article IV- Officers/Regional Representatives

Officers of the Association shall include the President, the President-Elect, the Past President, the Secretary, and the Treasurer, who shall be elected to terms by majority vote of active members by ballot. The Past President shall also be an official officer of the Association as well as the regionally elected representatives. Terms of office for President, President-Elect, and Past President shall be one year each. Terms of office for Secretary and Regional Representatives shall be for two years. Term of office for the Treasurer shall be three years. The individual elected as President-Elect shall serve the Association for three years through the term of office of Past President. A Regional Representative shall be selected by each region following procedures developed in each region. Region 2 shall elect Regional Representatives for both North and South regions. All officers and Regional Representatives shall officially take office on July 1.

Constitution - Article V- Regional Units

Regional units of WSPA shall be organized to further the goals and purposes as stated in the WSPA Constitution and Preamble. Furthermore, the regional units will serve to further the communication between the membership and the state organizations.

The regions of WSPA shall include all districts, agencies and members serving (or residing for retirees) in the geographic areas served by counties or ESD's:

Region 1: ESD 101

Region 2 NORTH: ESD 171

Region 2 SOUTH: ESD 105, 123

Region 3: ESD 112, Lewis and Pacific countries

Region 4: ESD 113, ESD 121, Thurston County

Region 5: ESD 114, Mason, Gray's Harbor County

Region 6: ESD 189

Members may elect to be active in the Region of their choice.

Constitution - Article VI- Committees

Standing and special committees shall be established as needed to carry out the purposes of the Association. Committee appointments may be made by the President or Board. Members are encouraged to volunteer to participate on Association committees.

Constitution - Article VII – Meetings

There shall be ~~one Executive Director annual report due by October 1st each year and~~ one regular business meeting of the general membership, which shall take place at the annual Spring Conference. Other meetings may be scheduled by the President and/or the Board as deemed necessary.

Regional meetings shall be held as necessary and are encouraged to be held monthly. The time and place shall be determined by the Regional Representative, who shall so notify the President and Executive Director.

Constitution - Article VIII – Dues and Finance

Dues to the Association shall be determined annually by the Board, with changes approved in accordance with Article IX, Amendments, of the Bylaws. Each region will be allocated funds to provide for the operation of regional activities. This amount shall be determined annually by the Board and shall be specified in the annual budget presented to the membership.

Constitution - Article IX – Amendments

Amendments to this Constitution may be proposed, in writing, by a current member, at regular Association meeting or to the Board and shall be voted upon. All amendments to the Constitution shall be revised by the board, which shall make a report to the membership. All proposed amendments to the Constitution shall be presented to and voted upon by the entire active membership by ballot or at a statewide meeting of the membership. A majority affirmative vote of the returned ballots is necessary for approval of the amendment(s).

Bylaws

Bylaws - Article I – Duties of State Officers and Executive Director

Section 1. It shall be the duty of the President to preside or to arrange for presiding officers at all state meetings and conferences. The President shall be Chairperson and a member of the Executive Board and shall call extra meetings of the Board (1) whenever he or she deems it necessary, or (2) whenever he or she is requested to do so by a majority of the members of the Board. The President shall also attend the Board's annual retreat and Board meetings. The President shall provide leadership for all activities of the Association and perform all other duties pertaining to his/her office. The President shall appoint special committees as provided in the Constitution and Bylaws of the Association. Upon request by the region, the President shall arrange for visitations by the President and/or designee to regional meetings.

Section 2. The President–Elect, shall preside at the meeting(s) in the absence of the President. ~~The President Elect shall be responsible for the annual presentation of awards and recognition.~~ The President–Elect shall attend the Board's annual retreat and Board meetings. The President–Elect will perform other duties as assigned by the President or the Board and will be responsible for conducting the annual Board transition meeting.

Section 3. The Secretary shall keep a complete and accurate record of all regular meetings of the Association and all meetings of the Board. The Secretary shall have the records present at all regular meetings of the Association and of the Board. ~~The Secretary shall be responsible for directing the distribution of new member information.~~ Correspondence and special conference notices may be sent by the Secretary as requested. At the expiration of the term of office, the Secretary shall turn over to the successor all books, records, and property of the Association for which he or she is custodian. ~~The Secretary shall keep an accurate list of all paid members.~~ The Secretary shall attend the Board's annual retreat and Board meetings. The Secretary will perform other duties as assigned by the President or the Board.

Section 4. The Treasurer shall be responsible for the monies due the Association and shall keep an accurate record of all Association funds, ~~and shall sign all checks for bills approved by the Board or by the President in the interval between meetings of the Board.~~ The Treasurer shall have his or her records present at all regular meetings of the Association and of the Board. The Treasurer shall provide a current accounting of all Association revenue and expenditures to date at the annual transition meeting to facilitate the development of budget allocations for the following fiscal year. The Treasurer shall present a budget to the general membership annually following approval by the Board. At the expiration of the term of office, and after approval of an auditing committee, the Treasurer shall turn over to the successor all money, books, records and property of the Association for which he or she is custodian. The Treasurer shall attend the Board's annual retreat and Board meetings. The Treasurer will perform other duties as assigned by the President or the Board.

Section 5. The Past President may assist the Executive Director with coordination and communication of legislative activities, including written position statements, resolutions and testimony. The Past President shall also perform such other duties as may be assigned by the President or the Board.

Section 6. The Executive Director, hired as a consultant by the Association, shall perform the contractual duties as specified in the consultant contract between the Executive Director and the Association. The Executive Director shall be responsible for planning, organizing, and conducting annual educator career fairs; preparing ~~and distributing the newsletters and other~~ communications as deemed necessary by the President and the Board; keeping the Board informed about legislative issues; and other duties as assigned by the President. An annual review of the consultant contract will be conducted by the Board.

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Section 1. The primary task of the Regional Representative shall be to prepare timely and effective programs for the region which provide information and in-service to members. The Regional Representative shall be a member of the Board and shall respond to requests from the Board pertaining to the dissemination or collection of information and will work to ensure that the regional membership needs are communicated to the Board. The Regional Representative shall also be active in developing membership in WSPA. The Regional Representative shall perform such other duties as may be assigned by the President or the Board.

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Section 3. Each Region shall have one vote when Board votes are taken whether or not that Region has one Regional Representative or two Co-Representatives. Region 2 shall have one vote representing both North and South Regions.

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Section 2. If, after having been elected, an officer assumes responsibilities in ~~the an~~ area **outside** of personnel administration, the President (or President-Elect if the President is involved), will appoint a committee to review the duties of the new position to determine the eligibility of the individual to continue in the Association office. The Committee will send its recommendation to the Board.

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Past President	1	Region Reps	2

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- ~~2. Represent WSPA, as requested by the President, at hearings for proposed legislation and regulations and at appropriate meetings.~~
- ~~3. Maintain contact with other key organizations as necessary.~~
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- ~~5. Review and recommend changes to initial drafts of proposed state legislation and regulations.~~

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Membership Vote: Bylaw Updates
Date: Tuesday, June 20, 2017 6:02:07 AM
Attachments: [WSPA By Laws UPDATES FOR VOTING JUNE 2017.pdf](#)

Hello,

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Voting will close on Friday, June 30, 2017 at 5:00 p.m.

We encourage you to review these changes and to cast your vote by clicking here: [WSPA Bylaw Updates: Membership Vote 2017](#).

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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CONSTITUTION AND BYLAWS OF THE WASHINGTON SCHOOL PERSONNEL ASSOCIATION

Constitution

Preamble

The Washington School Personnel Association shall stand as an organization committed to the goal of promoting sound practices in personnel administration and employee relations in public, private, and post-secondary education. Through its efforts, the Association shall seek to represent the needs of its members by providing programs and communications specifically designed to keep its members abreast of personnel practice to enable them to be effective in their roles as education personnel professionals.

The Washington School Personnel Association shall be related in purpose and spirit to the Washington Association of School Administrators and the American Association of School Personnel Administrators.

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The official name of this organization shall be the "Washington School Personnel Association."

Constitution - Article II- Purpose

The purpose of the Washington School Personnel Association shall be to promote the growth of knowledge in school personnel administration toward a goal of more effective personnel practices and procedures in public, private, and post-secondary education.

Constitution - Article III – Organizations

Executive Board Officers

The Executive Board shall consist of the immediate Past President, the President, the President-Elect, the Secretary, and the Treasurer. All Executive Board members shall carry an equal vote.

Board

The Board shall consist of the immediate Past President, the President, the President-Elect, the Secretary, the Treasurer, and the Regional Representatives. All board members shall carry an equal vote **with the exception of co-regional representatives who shall carry one vote for the region.**

The fiscal year for the Association shall be September 1 through August 31.

Membership

Membership in the Association is established in the following categories as defined in the bylaws:

1. Active Membership
2. Retired Membership
3. Honorary Membership
4. Associate Membership

Constitution - Article IV- Officers/Regional Representatives

Officers of the Association shall include the President, the President-Elect, the Past President, the Secretary, and the Treasurer, who shall be elected to terms by majority vote of active members by ballot. The Past President shall also be an official officer of the Association as well as the regionally elected representatives. Terms of office for President, President-Elect, and Past President shall be one year each. Terms of office for Secretary and Regional Representatives shall be for two years. Term of office for the Treasurer shall be three years. The individual elected as President-Elect shall serve the Association for three years through the term of office of Past President. A Regional Representative shall be selected by each region following procedures developed in each region. Region 2 shall elect Regional Representatives for both North and South regions. All officers and Regional Representatives shall officially take office on July 1.

Constitution - Article V- Regional Units

Regional units of WSPA shall be organized to further the goals and purposes as stated in the WSPA Constitution and Preamble. Furthermore, the regional units will serve to further the communication between the membership and the state organizations.

The regions of WSPA shall include all districts, agencies and members serving (or residing for retirees) in the geographic areas served by counties or ESD's:

Region 1: ESD 101

Region 2 NORTH: ESD 171

Region 2 SOUTH: ESD 105, 123

Region 3: ESD 112, Lewis and Pacific countries

Region 4: ESD 113, ESD 121, Thurston County

Region 5: ESD 114, Mason, Gray's Harbor County

Region 6: ESD 189

Members may elect to be active in the Region of their choice.

Constitution - Article VI- Committees

Standing and special committees shall be established as needed to carry out the purposes of the Association. Committee appointments may be made by the President or Board. Members are encouraged to volunteer to participate on Association committees.

Constitution - Article VII – Meetings

There shall be ~~one Executive Director annual report due by October 1st each year and~~ one regular business meeting of the general membership, which shall take place at the annual Spring Conference. Other meetings may be scheduled by the President and/or the Board as deemed necessary.

Regional meetings shall be held as necessary and are encouraged to be held monthly. The time and place shall be determined by the Regional Representative, who shall so notify the President and Executive Director.

Constitution - Article VIII – Dues and Finance

Dues to the Association shall be determined annually by the Board, with changes approved in accordance with Article IX, Amendments, of the Bylaws. Each region will be allocated funds to provide for the operation of regional activities. This amount shall be determined annually by the Board and shall be specified in the annual budget presented to the membership.

Constitution - Article IX – Amendments

Amendments to this Constitution may be proposed, in writing, by a current member, at regular Association meeting or to the Board and shall be voted upon. All amendments to the Constitution shall be revised by the board, which shall make a report to the membership. All proposed amendments to the Constitution shall be presented to and voted upon by the entire active membership by ballot or at a statewide meeting of the membership. A majority affirmative vote of the returned ballots is necessary for approval of the amendment(s).

Bylaws

Bylaws - Article I – Duties of State Officers and Executive Director

Section 1. It shall be the duty of the President to preside or to arrange for presiding officers at all state meetings and conferences. The President shall be Chairperson and a member of the Executive Board and shall call extra meetings of the Board (1) whenever he or she deems it necessary, or (2) whenever he or she is requested to do so by a majority of the members of the Board. The President shall also attend the Board's annual retreat and Board meetings. The President shall provide leadership for all activities of the Association and perform all other duties pertaining to his/her office. The President shall appoint special committees as provided in the Constitution and Bylaws of the Association. Upon request by the region, the President shall arrange for visitations by the President and/or designee to regional meetings.

Section 2. The President–Elect, shall preside at the meeting(s) in the absence of the President. ~~The President Elect shall be responsible for the annual presentation of awards and recognition.~~ The President–Elect shall attend the Board's annual retreat and Board meetings. The President–Elect will perform other duties as assigned by the President or the Board and will be responsible for conducting the annual Board transition meeting.

Section 3. The Secretary shall keep a complete and accurate record of all regular meetings of the Association and all meetings of the Board. The Secretary shall have the records present at all regular meetings of the Association and of the Board. ~~The Secretary shall be responsible for directing the distribution of new member information.~~ Correspondence and special conference notices may be sent by the Secretary as requested. At the expiration of the term of office, the Secretary shall turn over to the successor all books, records, and property of the Association for which he or she is custodian. ~~The Secretary shall keep an accurate list of all paid members.~~ The Secretary shall attend the Board's annual retreat and Board meetings. The Secretary will perform other duties as assigned by the President or the Board.

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Section 6. The Executive Director, hired as a consultant by the Association, shall perform the contractual duties as specified in the consultant contract between the Executive Director and the Association. The Executive Director shall be responsible for planning, organizing, and conducting annual educator career fairs; preparing ~~and distributing the newsletters and other~~ communications as deemed necessary by the President and the Board; keeping the Board informed about legislative issues; and other duties as assigned by the President. An annual review of the consultant contract will be conducted by the Board.

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: WSPA Membership Vote: Bylaw Updates
Date: Tuesday, June 20, 2017 6:01:49 AM
Attachments: [WSPA By Laws UPDATES FOR VOTING JUNE 2017.pdf](#)

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This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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CONSTITUTION AND BYLAWS OF THE WASHINGTON SCHOOL PERSONNEL ASSOCIATION

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Amendments to this Constitution may be proposed, in writing, by a current member, at regular Association meeting or to the Board and shall be voted upon. All amendments to the Constitution shall be revised by the board, which shall make a report to the membership. All proposed amendments to the Constitution shall be presented to and voted upon by the entire active membership by ballot or at a statewide meeting of the membership. A majority affirmative vote of the returned ballots is necessary for approval of the amendment(s).

Bylaws

Bylaws - Article I – Duties of State Officers and Executive Director

Section 1. It shall be the duty of the President to preside or to arrange for presiding officers at all state meetings and conferences. The President shall be Chairperson and a member of the Executive Board and shall call extra meetings of the Board (1) whenever he or she deems it necessary, or (2) whenever he or she is requested to do so by a majority of the members of the Board. The President shall also attend the Board's annual retreat and Board meetings. The President shall provide leadership for all activities of the Association and perform all other duties pertaining to his/her office. The President shall appoint special committees as provided in the Constitution and Bylaws of the Association. Upon request by the region, the President shall arrange for visitations by the President and/or designee to regional meetings.

Section 2. The President–Elect, shall preside at the meeting(s) in the absence of the President. ~~The President Elect shall be responsible for the annual presentation of awards and recognition.~~ The President–Elect shall attend the Board's annual retreat and Board meetings. The President–Elect will perform other duties as assigned by the President or the Board and will be responsible for conducting the annual Board transition meeting.

Section 3. The Secretary shall keep a complete and accurate record of all regular meetings of the Association and all meetings of the Board. The Secretary shall have the records present at all regular meetings of the Association and of the Board. ~~The Secretary shall be responsible for directing the distribution of new member information.~~ Correspondence and special conference notices may be sent by the Secretary as requested. At the expiration of the term of office, the Secretary shall turn over to the successor all books, records, and property of the Association for which he or she is custodian. ~~The Secretary shall keep an accurate list of all paid members.~~ The Secretary shall attend the Board's annual retreat and Board meetings. The Secretary will perform other duties as assigned by the President or the Board.

Section 4. The Treasurer shall be responsible for the monies due the Association and shall keep an accurate record of all Association funds, ~~and shall sign all checks for bills approved by the Board or by the President in the interval between meetings of the Board.~~ The Treasurer shall have his or her records present at all regular meetings of the Association and of the Board. The Treasurer shall provide a current accounting of all Association revenue and expenditures to date at the annual transition meeting to facilitate the development of budget allocations for the following fiscal year. The Treasurer shall present a budget to the general membership annually following approval by the Board. At the expiration of the term of office, and after approval of an auditing committee, the Treasurer shall turn over to the successor all money, books, records and property of the Association for which he or she is custodian. The Treasurer shall attend the Board's annual retreat and Board meetings. The Treasurer will perform other duties as assigned by the President or the Board.

Section 5. The Past President may assist the Executive Director with coordination and communication of legislative activities, including written position statements, resolutions and testimony. The Past President shall also perform such other duties as may be assigned by the President or the Board.

Section 6. The Executive Director, hired as a consultant by the Association, shall perform the contractual duties as specified in the consultant contract between the Executive Director and the Association. The Executive Director shall be responsible for planning, organizing, and conducting annual educator career fairs; preparing ~~and distributing the newsletters and other~~ communications as deemed necessary by the President and the Board; keeping the Board informed about legislative issues; and other duties as assigned by the President. An annual review of the consultant contract will be conducted by the Board.

Bylaws - Article II – Duties of Regional Representative Officers

Section 1. The primary task of the Regional Representative shall be to prepare timely and effective programs for the region which provide information and in-service to members. The Regional Representative shall be a member of the Board and shall respond to requests from the Board pertaining to the dissemination or collection of information and will work to ensure that the regional membership needs are communicated to the Board. The Regional Representative shall also be active in developing membership in WSPA. The Regional Representative shall perform such other duties as may be assigned by the President or the Board.

Section 2. The Regional Representative/Designee shall send out notices of all regional meetings, arrange meeting places, arrange ~~meals as needed~~ ~~the luncheon menus,~~ and accept reservations from members. At the end of the term of the office of the Regional Representative all books, records, and property of the region shall be turned over to the newly elected Regional Representative. Regional Representatives are encouraged to involve other regional members as needed to fulfill the duties of the position.

Section 3. Each Region shall have one vote when Board votes are taken whether or not that Region has one Regional Representative or two Co-Representatives. Region 2 shall have one vote representing both North and South Regions.

Section 4. Regional Representatives shall attend the annual board retreat. For co-representatives, attendance shall include the incoming and standing co-representatives. The outgoing co-representative shall not attend.

Bylaws - Article III – Qualification, Terms of Office, Vacancy, and Removal of Executive Board Members, and Regional Representatives Officers and Executive Director

Section 1. All Association officers shall have major responsibilities in the area of personnel administration at the time of nomination and election for vacant positions. ~~Determination of candidate qualification will be the responsibility of the Nominating Committee.~~

Section 2. If, after having been elected, an officer assumes responsibilities in ~~the an~~ area **outside** of personnel administration, the President (or President-Elect if the President is involved), will appoint a committee to review the duties of the new position to determine the eligibility of the individual to continue in the Association office. The Committee will send its recommendation to the Board.

Section 3. Terms of office for elected officers shall be as follows:

President-Elect	1	Secretary	2
President	1	Treasurer	3
Past President	1	Region Reps	2

Section 4. Regions select Regional Representatives for two (2) year terms of office to the Board. If a Region elects to have Co-Representatives then the term for each Co-Representative shall be two (2) years rotating with the other Co-Representative so that only one Representative is elected each year. Region 2 shall select one Regional Representative for Region 2 North, and one Regional Representative for Region 2 South.

Section 5. Each year, new officers shall be announced in the spring and will officially take office on July 1.

Section 6. In the event of a vacancy in the office of the President prior to January 1, the President-Elect shall at once succeed to the office of the President and shall serve the remainder of the vacant term. After January 1, the President-Elect shall also assume the office of the President and shall serve for the remainder of the vacant term for which he or she was elected.

Section 7. In the event of the vacancy in the office of the President-Elect, a special election will be held to elect a new President-Elect.

Section 8. In the event of a vacancy in the office of Secretary or Treasurer, the president shall, with the concurrence of the Board, appoint a member to complete the remaining portion of the term of office.

Section 9. In the event of the vacancy in the office of Regional Representative or Regional Secretary, the regional unit shall determine the procedure for filling the vacancy.

Section 10. The Board shall be responsible for negotiating a contract with a consultant to perform the duties of the Executive Director.

Section 11. Any Board member, who in the judgment of the majority of the Board, is found to be performing the responsibilities as an elected representative of the Association in a less than satisfactory manner will be informed of same by the President of the Association. The President will give the Board member an opportunity to present any mitigating circumstances, either orally or in writing. After discussion of the circumstances with the Board, the President will then inform the member of the Association's decision regarding the elected position.

Bylaws - Article IV – Membership

Membership in the Association shall be defined as follows:

1. **Active Membership:** Active membership in the Association shall be for those individuals with responsibilities for personnel administration and related functions in public, private, or post-secondary school systems, **or that have interest in personnel administration.** It shall also include those employed in professional-technical positions in personnel-related fields including, but not limited to, employee relations, data processing, employee benefits, salary administration, staff selection, or substitute operations. Only active members have the right to vote.
2. **Retiree Membership:** Retiree membership in the Association shall be for those individuals who have been active members of the Association and have retired. All retiring active members will be recognized with a plaque **and appropriate recognition at the annual conference.**
3. **Lifetime Membership (Honorary):** A lifetime membership shall be awarded to an individual for meritorious service in school personnel work. Such an award will be recommended by the Board and authorized by a majority vote of active members present at a regular Association meeting. Honorary members will be afforded the following privileges:
 - a. Lifetime dues at no cost;
 - b. Receipt of regular **association communication newsletters and mail outs,** and
 - c. Special recognition as determined by the Board.
4. **Associate Membership:** Membership shall be opened to individuals serving in the capacity of administrative intern, consultant, and others with focus upon personnel functions as recommended by the Board.

Bylaws - Article V – Meeting and Rules of Procedure

Section 1. Robert's Rules of Order. Robert's Rules of Order shall govern the conduct of all state and regional meetings of the membership and the Board of the Association.

Section 2. Quorum. A quorum for Board meetings of the Association shall be constituted by four members.

Section 3. Board. Board decisions may be made by a majority of the Board through conference call, by telephone, fax, electronic mail, at a regular executive meeting, or by mail ballot. Actions resulting from such phone or mail ballot shall be included in the minutes of the next regular meeting of the Board.

Section 4. General Membership Meeting(s). **A general membership meeting will be held at the Annual Conference. Should additional meetings be needed,** notice of the time and place of general membership meetings shall be distributed to each active member no less than thirty (30) days before such meetings.

Bylaws - Article VI – Minutes of the Board Meetings

Minutes of all meetings of the Board shall be sent to all members of the Board and the Executive Director.

Bylaws - Article VII – Dues

The dues for active membership are \$125.00 per year, payable to the Treasurer of the Association. For members who have been active at least five (5) years in the Association, dues will be waived for the first year following retirement and will receive the retiree membership pricing thereafter.

Bylaws - Article VIII – Audit Committee

Shall consist of at least two (2) members (one of which shall include a past treasurer) who are responsible for auditing the records of the Treasurer of the Association on an annual basis and providing a written report to the Board and membership as to the condition of the records annually. The committee shall:

1. Review all records of the Treasurer, including budget documents, receipts, billings, checkbook, and banking statements.
2. Reconcile all statements to the checking and savings records of the bank.
3. Review all receipts and expenditures for appropriateness.

Bylaws – Article IX – Legislative Liaison

The Legislative Liaison, hired as a consultant by the Association, shall perform the contractual duties as specified in the consultant contract between the Legislative Liaison and the Association. ~~The Legislative Liaison shall:~~

- ~~1. Initiate, recommend, or conduct communication to inform the membership of legislative activities.~~
- ~~2. Represent WSPA, as requested by the President, at hearings for proposed legislation and regulations and at appropriate meetings.~~
- ~~3. Maintain contact with other key organizations as necessary.~~
- ~~4. Report to the membership at regional or general membership meetings or through the WSPA newsletter as requested by the President.~~
- ~~5. Review and recommend changes to initial drafts of proposed state legislation and regulations.~~

Bylaws - Article X – Amendments

Amendments to the Bylaws may be proposed in writing by a current member, at a regular Association meeting or to the Board. All amendments to the Bylaws shall be reviewed, ~~by an ad hoc committee, which shall make a report to the Board.~~ Subsequently, all approved amendments shall be presented to the entire membership through a ballot or at a statewide meeting of the membership. A majority Affirmative vote is necessary for approval of the amendment.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 19, 2017 6:02:24 AM

Dear WSPA members,

We have three exciting upcoming events to share with you:

HELP 2017-2018

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

- July 10-14, 2017
- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
- The registration fee is for the full year of HELP - one-week summer session, a one-day session in the fall, and a one-day session in the spring. It also includes the special presentation with Caprice Hollins.

HR Legal Boot Camp

HR Legal Boot Camp is a three-day program offering training on the ABC's of Human Resources and Personnel Operations Guide (POG), HR 101 -an overview of school HR administration leadership responsibilities, legal writing, and employee misconduct investigative writing.

- July 10-12, 2017
- Puget Sound Educational Service District
- \$495 includes a one-year WSPA membership, a copy of the POG notebook, 3 City University CEU's (optional), breakfast and lunches each day. Registration also includes the special presentation with Caprice Hollins.

Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21st Century

- July 10, 2017
- 8:00 am - 11:45 am
- DoubleTree Suites by Hilton at Southcenter
- \$50 includes presentation and continental breakfast (please note that registration to HELP and/or HR Legal Boot Camp includes registration to this event).
- For more information about Caprice Hollins please visit her website at: <http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration:
www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 19, 2017 6:01:55 AM

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Thank you,

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United States

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 19, 2017 6:01:35 AM

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Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: FW: Erin, Let's fill your open positions
Date: Tuesday, June 13, 2017 10:01:38 AM

Not sure if you need this.

E

From: Jennifer Cardozo [mailto:connectwithym@yourmembership.com]
Sent: Tuesday, June 13, 2017 8:06 AM
To: erin.battersby@mercerislandschools.org
Subject: Erin, Let's fill your open positions

Erin,

Are you in the market for new members and job seekers? The [Washington State Psychological Association Career Center](#) can help get your open positions in front of our industry's top talent. Posting on a niche job board like the WSPA Career Center is the best way to reach the qualified masses as opposed to channels with a multitude of industries and qualifications.

- Post your open jobs on WSPA Career Center where members and job seekers have full access to jobs within their own industry.
- Email your open jobs to thousands of members and job seekers with the WSPA Career Center **Job Flash** email.
- Have your open jobs distributed across applicable sites within a network of 1,000 job aggregators with our **TalentBoost** upgrade.
- Raise brand awareness with **banner ads** on the WSPA Career Center homepage. Use this opportunity to showcase your company brand and make a great first impression.

Getting your company and your open jobs in front of the right audience is the best way to drive **quality** applicants. Visit the [WSPA Career Center](#) now or reply back to discuss these valuable recruitment channels.

Regards,

Jennifer Cardozo
866-376-0949 EXT. 6096
jcardozo@yourmembership.com

logo

Your email address has not been given to any third parties. You are receiving this email because you have an existing business relationship with Washington State Psychological Association Career Center. [To unsubscribe from future job board emails, click here.](#)
{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}



From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <connectwithym@yourmembership.com>](#)
To: erin.battersby@mercerislandschools.org
Subject: Erin, Let's fill your open positions
Date: Tuesday, June 13, 2017 8:05:50 AM

Erin,

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Jennifer Cardozo
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{YourMembership, 541 Eastern Point Rd Suite 3, Groton, CT 06340}

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Legislative Update
Date: Monday, June 12, 2017 5:32:27 PM
Attachments: [Leg_Report_June_12_2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

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Update of Key Legislation Impacting Public School HR Management
Lee Goeke, Legislative Liaison
June 12, 2017

The June 1, 2017 Legislative Update provided a summary of the Paraeducator Bill (HB 1115) approved by the Governor on May 8, 2017. The update noted the Governor exercised a veto of Section 18 which modified the Alternative Certification option for Route 1 programs from Special Education and English as a Second Language to “subject matter shortage areas.”

Further research gives greater clarity to the meaning of the veto. On April 14, 2017, the Governor approved HB 1654 which changed the alternative route statute. It also repealed RCW 28A.660.040 which set forth specificity for each alternative route program including the Route 1 provisions for Special Education and English as a Second Language.

The new statute replaced this specificity with expectations for program outcomes. The new language stipulated “that programs shall continue to evolve over time to reflect innovations and improvements in educator preparation.” It authorizes and directs the Professional Educator Standards Board (PESB) to establish rules for alternative route programs that:

- Uphold criteria for alternative route program design that is innovative and reflects evidence-based practice;
- Ensure that approved partnerships reflect district engagement in their resident alternative route program as an integral part of their future workforce development, as well as school and student learning improvement strategies;
- Provide for the issuance of preservice certification necessary to serve as substitute teachers in classrooms within the residency school for up to 10 days per school year;
- Continue to prioritize program designs tailored to the needs of experienced paraeducators and candidates of high academic attainment in the subject area they intend to teach, taking into account school district demand for certain credentials;
- Expand access and opportunity for individuals to become teachers statewide; and
- Give preference in admissions to applicants who are eligible veterans or National Guard members and who meet the entry requirements.

The net effect would appear to give the PESB the ability to continuously establish and amend programs based on the above requirements without being restricted by program specificity that was previously embedded in statute.

Correction to June 1, 2017 Legislative Update: The update referenced several bills that had passed the House and that were reintroduced and retained in both the first and second special session. A typographical error stated the bills “would” become part of a final budget bill. It should have read “could” become part of a final budget bill.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Legislative Update
Date: Monday, June 12, 2017 5:31:57 PM
Attachments: [Leg_Report_June_12_2017.pdf](#)

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Legislative Update
Date: Monday, June 12, 2017 5:31:39 PM
Attachments: [Leg_Report_June_12_2017.pdf](#)

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- Provide for the issuance of preservice certification necessary to serve as substitute teachers in classrooms within the residency school for up to 10 days per school year;
- Continue to prioritize program designs tailored to the needs of experienced paraeducators and candidates of high academic attainment in the subject area they intend to teach, taking into account school district demand for certain credentials;
- Expand access and opportunity for individuals to become teachers statewide; and
- Give preference in admissions to applicants who are eligible veterans or National Guard members and who meet the entry requirements.

The net effect would appear to give the PESB the ability to continuously establish and amend programs based on the above requirements without being restricted by program specificity that was previously embedded in statute.

Correction to June 1, 2017 Legislative Update: The update referenced several bills that had passed the House and that were reintroduced and retained in both the first and second special session. A typographical error stated the bills “would” become part of a final budget bill. It should have read “could” become part of a final budget bill.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 12, 2017 6:02:49 AM

Dear WSPA members,

We have three exciting upcoming events to share with you:

HELP 2017-2018

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

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- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
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Please visit the WSPA website for additional event information and registration:
www.wspa.net

Thank you,

Washington School Personnel Association

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Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,
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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 12, 2017 6:02:02 AM

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 12, 2017 6:01:42 AM

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To: rosie.burns@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 5, 2017 6:02:23 AM

Dear WSPA members,

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: kathleen.long@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 5, 2017 6:01:54 AM

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From: waspa@memberclicks-mail.net on behalf of Jennifer Tottenham <waspa@memberclicks-mail.net>
To: erin.battersby@mercerislandschools.org
Subject: WSPA Event Reminder: HELP, HR Legal Boot Camp, and a Special Presentation
Date: Monday, June 5, 2017 6:01:37 AM

Dear WSPA members,

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Legislative Update
Date: Friday, June 2, 2017 3:02:29 PM
Attachments: [Leg_Report_June_2_2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

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Update of Key Legislation Impacting Public School HR Management
Lee Goeke, Legislative Liaison
June 2, 2017

The legislature has entered its second special session which will end on June 21, 2017. There is still no indication or public releases providing insight on potential compromise and solution to fully funding public education.

Five HR related bills have now been signed into law by the Governor. They are:

1. HB 1115, Paraeducators.
2. HB 1654, Certification, change the RCW for Alternative Routes to set forth program expectations instead of explicit alternative routes.
3. HB 1732, Educator Professional Growth Plans, providing that plans in license renewal are not subject to public disclosure or copying.
4. HB1734, Substitute Teachers for Teachers Serving on the PESB, providing for reimbursement to Districts when a substitute teacher is required to replace a teacher serving on the PESB.
5. HB1742, Educator Preparation Program Data, providing for receipt, storage, and analysis of teacher preparation program data by the Education Data Center to be used by the PESB.

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Several bills which have previously passed one chamber remain active and would still become part of a final budget bill. This includes but is not limited to (see April 10, 2017, Legislative Update for details):

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HB 1287, Public Employee Collective Bargaining, did not advance during the regular session. The bill would have required that public employee collective bargaining be opened to the public. However, the bill may still have some resurgence as the Legislature acts on the recently negotiated collective bargaining agreement for state employees. Legislative representatives remain concerned that details of negotiations are not available until after the negotiations are concluded. The Legislature must act to approve or disapprove the resulting agreement without any opportunity to influence the agreement. The bill, as introduced, would apply to all public sector collective bargaining including school districts. It is possible that the issue could resurface in the final budget bill. See Seattle Times article on line, [State Budget Would Target 1 in 5 Workers for Big Raises](#), March 19, 2017.

School District collective bargaining continues to be complicated by the potential impact of a fully funding public education solution bill. As noted in previous legislative updates, bills introduced by the House and Senate cover a very wide range of HR issues to include:

- Elimination of the Salary Allocation Model (SAM).
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Districts who are in bargaining are encouraged to access the WSPA web-site and review the 2016 School Law Presentation by Buzz Porter (Porter, Foster, & Rorick,) concerning legislative impacts of bargaining and discussion of sample language to protect the District's interests.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Legislative Update
Date: Friday, June 2, 2017 3:01:57 PM
Attachments: [Leg_Report_June_2_2017.pdf](#)

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Attachments: [Leg_Report_June_2_2017.pdf](#)

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From: [Jennifer Cardozo](#) on behalf of [Jennifer Cardozo <JCardozo@yourmembership.com>](#)
To: [Rosie Burns](#)
Subject: RE: State Psychological Association
Date: Wednesday, May 31, 2017 2:27:51 PM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Hi Rosie,

Employers have posted internships on the WSPA and have been successful. However there is a cost associated with posting.



Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

direct

linkedin [click here to connect](#)



SURVEY: [Click here to let me know how we did!](#)

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From: Rosie Burns [mailto:rosie.burns@mercerislandschools.org]
Sent: Wednesday, May 31, 2017 4:02 PM
To: Jennifer Cardozo <JCardozo@yourmembership.com>
Subject: Fwd: State Psychological Association

Hello,

We are posting for interns -- is this something that you can assist with?

Thanks,
Rosie Burns

Rosie Burns | Director, Human Resources



----- Forwarded message -----

From: Erin Battersby <erin.battersby@mercerislandschools.org>
Date: Wed, May 31, 2017 at 11:38 AM
Subject: Fwd: State Psychological Association
To: Rosie Burns <rosie.burns@mercerislandschools.org>

Sent from my mobile device. Please excuse any typos.

Begin forwarded message:

From: Jennifer Cardozo <JCardozo@yourmembership.com>
Date: May 31, 2017 at 11:26:31 AM PDT
To: "erin.battersby@mercerislandschools.org" <erin.battersby@mercerislandschools.org>
Subject: State Psychological Association

Hello Erin,

I'm online and I see you have an opening for a Psychologist. I manage the Washington State Psychological Association and would love to get this opportunity posted with us. Should I be speaking with you Erin, or someone else on the recruitment team? I want to ensure that they are aware of our resource.

Thank you Erin,

Jennifer Cardozo

Career Center Representative

email jcardozo@yourmembership.com

office [+1.866.376.0949 x6096](tel:+18663760949) direct [REDACTED]



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From: [Bill Keim](#) on behalf of [Bill Keim <bkeim@wasa-oly.org>](#)
To: fred.rundle@mercerislandschools.org
Subject: LFW Press Release
Date: Wednesday, May 24, 2017 4:56:33 PM

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May 24, 2017

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<<mailto:bkeim@wasa-oly.org>> www.wasa-oly.org

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Washington Association of School Business Officials

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<<http://WASA.informz.net/z/cjUucD9taT02MTUwMzI4JnA9MSZ1PTc4MzgxMDY1MiZsaT00MzQwMTM1Nw/index.html>>

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Washington State School Directors' Association

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Mitch Denning, AEA Consultant
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K-12 Leaders Applaud State Supt. Reykdal's McCleary Framework,
Push for Greater Equity in Salaries

Failing to place limits on locally bargained salaries would continue salary inequity

OLYMPIA — Leaders from six of the state's K-12 education associations expressed appreciation today for the new McCleary framework presented by Superintendent of Public Instruction Chris Reykdal. The education coalition, known as the Local Funding Workgroup, has invested time over the last three years analyzing the implications of the McCleary decision for the use of local levy funds.

Many components of Reykdal's framework are consistent with the coalition's positions regarding education funding, including the need to more clearly define basic education; maintaining the current research-based allocation model and a statewide salary structure; and funding districts for the cost of teaching staff they hire rather than providing a statewide average.

"We are very pleased that State Superintendent Reykdal has offered a McCleary funding proposal to help break the legislative logjam," said Bill Keim, executive director of the Washington Association of School Administrators, and a member of the Local Funding Workgroup. "While we support his plan, we are concerned that it does nothing to limit locally bargained salaries and would exacerbate an already serious challenge for school districts across Washington. It would also continue the constitutional problems identified in McCleary."

In the wake of Reykdal's announcement today, the group reiterated that the use of local levies to fund basic education salaries is at the heart of the court's decisions and is responsible for tremendous inequity across the state. In the current school year, the average additional local salary for certificated instructional staff ranges from more than \$25,000 to zero. That high point represents a nearly 50 percent bump above the average state-allocated salary for certificated staff.

The Workgroup's formal position on the use of local levies to fund salaries is as follows:

We understand that the current and future Legislatures are unable to fully fund current collective bargaining agreements associated with basic education salaries. However, compensation for these basic education duties and responsibilities is the obligation of the state and school districts should not subsidize this out of local enhancement levies. Therefore, we strongly support limiting the use of local levy resources to time worked outside of the 180-day student year and for duties and responsibilities that are clearly distinguishable from those basic education functions routinely expected of teachers, such as meeting with parents on curriculum night, grading of homework, or lesson planning in the evening or on weekends, attending staff meetings after school, etc. At a minimum, statutory limitations must be in place, for future collective bargaining agreements, that prohibit bargaining of local levy resources for basic education duties and responsibilities.

The absence of limits on locally bargained salaries in the final legislative plan would drive many districts to the brink of insolvency, and is contrary to a key aspect of the McCleary ruling:

Testimony revealed that the State allocation for salaries and benefits fell far short of the actual cost of recruiting and retaining competent teachers, administrators, and staff. (pg. 64)

The trial evidence does not show that increases in local funding went strictly to providing "enhancements" to "basic education." Instead, the increase in school districts' levy capacity over the years reflects the growing need to fill the gap between state allocations and the actual cost of providing the program of basic education. Reliance on levy funding to finance basic education was unconstitutional 30 years ago in Seattle School District, and it is unconstitutional now. (pg. 68)

"The Local Funding Workgroup recognizes the state needs a thoughtful transition to move from the state's current system, in which local levy funds are covering a significant part of the state's basic education responsibilities," said Tim Garchow, executive director of the Washington State School Directors' Association.

Nancy Moffatt, executive director of the Washington Association of School Business Officials, urged the Legislature to include such a transition in its McCleary plan. "It will be impossible for the state to catch up to its constitutional obligations if limitations are not placed on local bargaining of salaries for basic education responsibilities," she said.

“If such provisions are not implemented, the problems that led to the McCleary decision will not have been resolved.”

About the Local Funding Workgroup (LFW):

The Local Funding Workgroup was established in May 2014 as a collaborative effort of two education associations, WASBO and WASA. Since then the group has grown to six associations representing nearly 8,000 school district leaders from all of our state's 295 school districts. The LFW brings a front-line understanding to the issues facing the Legislature along with a commitment to provide constructive input as it moves forward in meeting the constitutional mandate to fully and amply fund basic education.

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From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: dstrand@auburn.wednet.edu
Subject: FW: MEMBER REQUEST
Date: Friday, May 19, 2017 3:04:47 PM

Hi, Debbie.

Did you get any responses to this? If so, can you please share them with me?

Thanks.

E

From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, April 07, 2017 9:51 AM
To: erin.battersby@mercerislandschools.org
Subject: MEMBER REQUEST

Last request of the week!

Debbie Strand from Auburn School District is looking for interview questions related to equity for both classified and certificated candidates.

Please send your response directly to: dstrand@auburn.wednet.edu

Also, cc your response to: cleonard@wspa.net

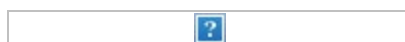
Thanks,

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspa.net

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From: [Dickinson, Joanne](#) on behalf of [Dickinson, Joanne <dickinsonj@monroe.wednet.edu>](#)
To: [erin.battersby@mercerislandschools.org](#)
Subject: Fwd: FW: MEMBER REQUEST
Date: Friday, May 19, 2017 9:27:21 AM
Attachments: [FWPS Parent Survey - elementary principal.docx](#)

----- Forwarded message -----

From: **Liz McFarland** <lmcfarla@fwps.org>
Date: Fri, May 19, 2017 at 9:23 AM
Subject: FW: MEMBER REQUEST
To: "dickinsonj@monroe.wednet.edu" <dickinsonj@monroe.wednet.edu>
Cc: "cleonard@wspa.net" <cleonard@wspa.net>

Jeanne,

Federal Way surveys parents using the eight criteria in the AWSP framework – attached is a sample of the results. The question just asks them to choose three areas that are important to them.

Similarly, the staff is invited to an information-gathering session with an HR representative. We use nine ‘stations’ aligning to the same AWSP criteria, plus an ‘Other’ category, evenly divide the attendees by 9, and rotate the groups through each station, asking for priorities that fall into that category. So, not a formal survey, but gathering information that is used in the placement process.

Liz McFarland

Talent & Systems Manager

Federal Way Public Schools

[253-945-2021](tel:253-945-2021)

Follow us on Twitter: @FWPSCareers

[Click here to learn about FWPS Career Opportunities](#)



From: waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]
Sent: Friday, May 19, 2017 7:48 AM
To: Liz McFarland <lmcfarla@fwps.org>
Subject: MEMBER REQUEST

Request #2

Joanne Dickinson from Monroe School District would like to find out if any districts use a survey prior to a new principal being placed in a school with the staff of the school and the parents of students to gauge their priorities for the hiring committee to consider. If so, I would like a copy of the survey.

Please send your response directly to: dickinsonj@monroe.wednet.edu

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to lmcfarla@fwps.org by cleonard@wspa.net

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--

Joanne Dickinson

Director, Human Resources

D [360.804.2539](tel:360.804.2539) | F 360.804.2549
200 E. Fremont St. Monroe, WA 98272



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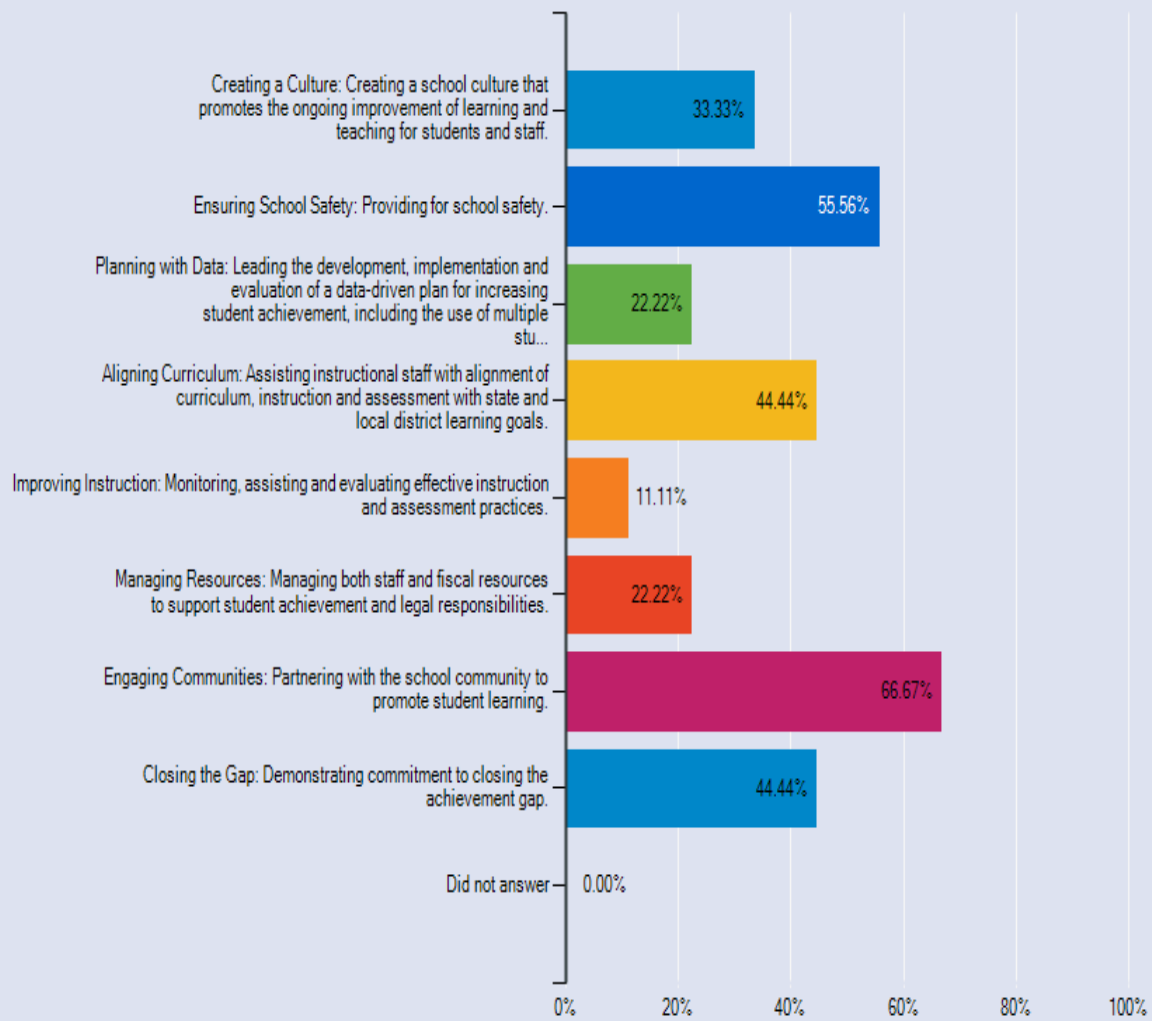
Survey Title: Parent Survey - Mark Twain Principal
Report Type: Advanced Pivot Table Language: All
Start Date: 26-Apr-16
End Date: 31-Aug-16
Invitations Sent: 0
Delivered: 0
Bounced: 0
Completed Responses: 9
Unique Access Response Rate: 0.00%
Incomplete Responses: 0
Incomplete responses included in this report: 0

Segment Question

No segmentation applied.

Q1. The Eight Evaluation Criteria Please check three:

Ver. Hori.	Count	%
Creating a Culture: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	3	33.33%
Ensuring School Safety: Providing for school safety.	5	55.56%
Planning with Data: Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.	2	22.22%
Aligning Curriculum: Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.	4	44.44%
Improving Instruction: Monitoring, assisting and evaluating effective instruction and assessment practices.	1	11.11%
Managing Resources: Managing both staff and fiscal resources to support student achievement and legal responsibilities.	2	22.22%
Engaging Communities: Partnering with the school community to promote student learning.	6	66.67%
Closing the Gap: Demonstrating commitment to closing the achievement gap.	4	44.44%
Did not answer	0	0%



From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: dickinsonj@monroe.wednet.edu
Subject: Fwd: MEMBER REQUEST
Date: Friday, May 19, 2017 8:47:31 AM

Hi, Joanne.

I would be very interested in the responses you get to this. We are looking at doing this.

Thank you.

Erin.

Erin C. E. Battersby
Mercer Island School District
Sr. Director of Compliance & Legal Affairs
206.230.6227

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From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, May 19, 2017 at 7:47 AM
Subject: MEMBER REQUEST
To: erin.battersby@mercerislandschools.org

Request #2

Joanne Dickinson from Monroe School District would like to find out if any districts use a survey prior to a new principal being placed in a school with the staff of the school and the parents of students to gauge their priorities for the hiring committee to consider. If so, I would like a copy of the survey.

Please send your response directly to: dickinsonj@monroe.wednet.edu

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

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From: [Shelley Sage](#) on behalf of [Shelley Sage <shelley.sage@mercerislandschools.org>](#)
To: [Susan Menchel](#); [Bonnie Barthelme](#); [Gretchen Paulovich](#); [Kate DeVeaux](#); [Allison Luoma](#); [Joanne Webster](#)
Subject: Fwd: FW: Vaccine Hesitancy Resources
Date: Wednesday, May 17, 2017 1:56:07 PM
Attachments: [HPV_course_flyer.pdf](#)
[Vaccine Hesitancy E-Course Flyer.pdf](#)
[Vaccine Hesitancy Course Sample Text Social Media.docx](#)
[image002.png](#)

sharing..

Shelley Sage M.Ed., BSN, RN, ESA

MISD School Nurse

MIHS: 206-236-3377

District Cell: 206-786-5067

MIHS Fax: 206-236-3358

M-F

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From: **Annie Hetzel** <ahetzel@psed.org>
Date: Tue, May 16, 2017 at 9:28 AM
Subject: FW: Vaccine Hesitancy Resources
To: "atchisonm@psd401.net" <atchisonm@psd401.net>, "sbabcock@snohd.org" <sbabcock@snohd.org>, "jschneider@auburn.wednet.edu" <jschneider@auburn.wednet.edu>, "reids@bsd405.org" <reids@bsd405.org>, "jdoyle@bethelsd.org" <jdoyle@bethelsd.org>, "bneff@be.wednet.edu" <bneff@be.wednet.edu>, "gtorres@carbonado.k12.wa.us" <gtorres@carbonado.k12.wa.us>, "cherianne.thayer@leschischools.org" <cherianne.thayer@leschischools.org>, "skeller@cloverpark.k12.wa.us" <skeller@cloverpark.k12.wa.us>, "twoodall@dieringer.wednet.edu" <twoodall@dieringer.wednet.edu>, "heidi_mulcahey@eatonville.wednet.edu" <heidi_mulcahey@eatonville.wednet.edu>, "sutherlandn@edmonds.wednet.edu" <sutherlandn@edmonds.wednet.edu>, "sonja_bookter@enumclaw.wednet.edu" <sonja_bookter@enumclaw.wednet.edu>, "jsanders@everettsd.org" <jsanders@everettsd.org>, "shstewar@fwps.org" <shstewar@fwps.org>, "dfields@fifeschools.com" <dfields@fifeschools.com>, "jhampton@fpschools.org" <jhampton@fpschools.org>, "nancy.boldt@highlineschools.org" <nancy.boldt@highlineschools.org>, Barbara Timeus <Barbara.Timeus@highlineschools.org>, "ThiesK@issaquah.wednet.edu" <ThiesK@issaquah.wednet.edu>, "lyndy.baron@kent.k12.wa.us" <lyndy.baron@kent.k12.wa.us>, "Mary.Newell@Kent.k12.wa.us" <Mary.Newell@Kent.k12.wa.us>, "lynne_grubb@lkstevens.wednet.edu" <lynne_grubb@lkstevens.wednet.edu>, "MHOUTCHEMS@lwsd.org" <MHOUTCHEMS@lwsd.org>, "dreilly@lwsd.org" <dreilly@lwsd.org>, "lisa_huggins@msvl.k12.wa.us" <lisa_huggins@msvl.k12.wa.us>, "mary_nyblod@msvl.k12.wa.us" <mary_nyblod@msvl.k12.wa.us>, "bonnie.barthelme@mercerislandschools.org" <bonnie.barthelme@mercerislandschools.org>, "shelley.sage@mercerislandschools.org" <shelley.sage@mercerislandschools.org>, "zaneskink@mukilteo.wednet.edu" <zaneskink@mukilteo.wednet.edu>,

"rcavanaugh@nsd.org" <rcavanaugh@nsd.org>, "bwinchell@nwrdc.net" <bwinchell@nwrdc.net>, "rcoker@ohsd.net" <rcoker@ohsd.net>, "rwhite@ohsd.net" <rwhite@ohsd.net>, "couchc@orting.wednet.edu" <couchc@orting.wednet.edu>, Deanna Wulff <WulffD@orting.wednet.edu>, "Kristen.Wilson-Weiberg@kingcounty.gov" <Kristen.Wilson-Weiberg@kingcounty.gov>, "kinnamje@puyallup.k12.wa.us" <kinnamje@puyallup.k12.wa.us>, "malonege@puyallup.k12.wa.us" <malonege@puyallup.k12.wa.us>, "reedts@puyallup.k12.wa.us" <reedts@puyallup.k12.wa.us>, "laura.widdice@rentonschools.us" <laura.widdice@rentonschools.us>, "collinwoodl@riverview.wednet.edu" <collinwoodl@riverview.wednet.edu>, "uselmank@riverview.wednet.edu" <uselmank@riverview.wednet.edu>, "mdebell@seattleschools.org" <mdebell@seattleschools.org>, "Libby.Page@kingcounty.gov" <Libby.Page@kingcounty.gov>, "Rachel.Brucker@shorelineschools.org" <Rachel.Brucker@shorelineschools.org>, "debra.eckerlin@shorelineschools.org" <debra.eckerlin@shorelineschools.org>, "Lauren.greenfield@kingcounty.gov" <Lauren.greenfield@kingcounty.gov>, "lkelly@skykomish.wednet.edu" <lkelly@skykomish.wednet.edu>, "Lisa.Ringwood@sno.wednet.edu" <Lisa.Ringwood@sno.wednet.edu>, "mmerrell@snohd.org" <mmerrell@snohd.org>, "blackmonmr@svsd410.org" <blackmonmr@svsd410.org>, "woolleyc@svsd410.org" <woolleyc@svsd410.org>, "mstatz@sw.wednet.edu" <mstatz@sw.wednet.edu>, "krharper@steilacoom.k12.wa.us" <krharper@steilacoom.k12.wa.us>, "kim_ostlund@sumnersd.org" <kim_ostlund@sumnersd.org>, "shobbs1@Tacoma.K12.Wa.US" <shobbs1@tacoma.k12.wa.us>, "lcaudle@TahomaSD.US" <lcaudle@tahomasd.us>, "jlyons@tahomasd.us" <jlyons@tahomasd.us>, "ggobeske@outlook.com" <ggobeske@outlook.com>, "paquettem@tukwila.wednet.edu" <paquettem@tukwila.wednet.edu>, "christi.bristow@tumwater.k12.wa.us" <christi.bristow@tumwater.k12.wa.us>, "shachman@upsd.wednet.edu" <shachman@upsd.wednet.edu>, "sday@vashonsd.org" <sday@vashonsd.org>, "azapf@vashonsd.org" <azapf@vashonsd.org>, "dmueller@whiteriver.wednet.edu" <dmueller@whiteriver.wednet.edu>, "MaranoBiancoM233@edmonds.wednet.edu" <MaranoBiancoM233@edmonds.wednet.edu>

Please see attached and below for information on vaccine hesitancy resources.

Annie Hetzel, MSN, RN | School Nurse Corps Administrator

Learning, Teaching, & Student Support

Puget Sound Educational Service District

800 Oakesdale Ave. SW | Renton, WA 98057

[\(425\) 917-7811](tel:(425)917-7811) | [\(800\) 664-4549](tel:(800)664-4549)



From: Graff, Katherine M (DOH) [mailto:katherine.graff@doh.wa.gov]
Sent: Tuesday, May 16, 2017 9:06 AM
To: Annie Hetzel <ahetzel@psesd.org>; Gail Fast (gail.fast@esd105.org) <gail.fast@esd105.org>; Julia Kintz (julia.kintz@esd112.org) <julia.kintz@esd112.org>; Julie McCrudden (jmccrudden@oesd.wednet.edu) <jmccrudden@oesd.wednet.edu>; Schultz, Julie (DOHi) <jschultz@esd101.net>; Leslie Stahlnecker <lstahlnecker@esd123.org>; Lorali Gray (lgray@esd189.org) <lgray@esd189.org>; Lynn Nelson (lnelson@esd113.k12.wa.us) <lnelson@esd113.k12.wa.us>; Winnie Adams (Winniea@ncesd.org) <Winniea@ncesd.org>
Subject: Vaccine Hesitancy Resources

Hello,

Happy belated School Nurse Day! Thank you for all of the wonderful work you do!

I wanted to share some resources regarding vaccine hesitancy that you may find helpful.

WithinReach has a new e-learning course on vaccine hesitancy! Detailed information about the course is in the message below and attached to this email.

In addition these links may also be of help.

[Vaccination Hesitancy: 4 Myths Explained by Seattle Mama Doc](#)

[Addressing Vaccine Hesitancy to Protect Children and Communities Against Preventable Diseases](#)

Also in case you hadn't seen it you can view the press release about the recently posted school immunization data here: <http://www.doh.wa.gov/Newsroom/2017NewsReleases/17063KinderVaccineResultsNR>

Thank you for all of the work you do to keep our children safe and healthy!!

Katherine

~~~~~

**Katherine Graff RN, BSN**

School and Child Care Health Nursing Consultant

Office of Immunization and Child Profile | Department of Health

Phone: [360-236-2563](tel:360-236-2563) | FAX: [360-236-3590](tel:360-236-3590)

[Katherine.graff@doh.wa.gov](mailto:Katherine.graff@doh.wa.gov)

Website: [www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization.aspx](http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization.aspx)

**Washington State Immunization Information System: [www.waiis.wa.gov](http://www.waiis.wa.gov)**

**Every age, Every vaccination.**

**Public Health** - *Always working for a safer and healthier Washington*

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**From:** Wallis, Leigh (DOH)

**Sent:** Tuesday, May 9, 2017 11:07 AM

**Subject:** New E-learning course on vaccine hesitancy! Please share with networks

Dear Community Partner,

The Washington State Department of Health is excited to help WithinReach promote and share their new e-learning course on vaccine hesitancy called **“There Never Was An Age of**



**Reason: Vaccines, Vaccine Hesitancy, and Vaccine Decision Making,**” presented by Dr. Edgar K. Marcuse, MD, MPH, FPIDS, Emeritus Professor, Pediatrics, University of Washington. This course is approximately 1 hour in length and is designed for health professionals who work with immunizations. It is free of charge, but registration is required at: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/).

We also wanted to let you know that WithinReach’s ever-popular CME course on HPV immunization, **“You Are The Key to HPV Cancer Prevention,”** was recently updated to cover the new two-dose schedule. This is also a free, online continuing education course for providers. The course is on-demand and available any time. Register at: [www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention](http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention).

Please help us spread the word and share these excellent resources with your networks. The attached Word document has sample text for newsletters, Facebook and Twitter. Feel free to print these and share the attached flyers as well!

Thank you for your support in spreading the word about these great courses. If you have questions, please contact Mackenzie Melton at [mackenziem@withinreachwa.org](mailto:mackenziem@withinreachwa.org) or (206) 830-7644.

Best Regards,

Leigh

**Leigh Wallis, M.P.H.**

Adult Health Educator

Office of Immunization and Child Profile

Washington State Department of Health

Desk Phone: [360-236-3812](tel:360-236-3812)

Email: [leigh.wallis@doh.wa.gov](mailto:leigh.wallis@doh.wa.gov)

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## Independent Study

Expiration date: This activity was originally released on April 15, 2015 and is available for continuing education credit until June 1, 2018. Reviewed/updated February 15, 2017.

# You Are the Key to HPV Cancer Prevention

## Understanding the Burden of HPV Disease, the Importance of the HPV Vaccine Recommendation, and Communicating about HPV Vaccination

### About this Independent Study

Low HPV vaccination rates in the U.S. are leaving boys and girls vulnerable to devastating HPV cancers. However, HPV vaccination could prevent most of these cancers. This course provides the most up-to-date information on HPV infection, related disease and cancers, vaccine recommendations, and vaccine safety and impact. Additionally, this course offers evidence-based suggestions for successful HPV vaccine communication with patients and their parents, frequently asked questions that providers hear from parents, and suggested responses to common questions.

### Who Should Attend

Physicians, pharmacists, advanced practice clinicians, nurses and other staff who work with children, adolescents and their parents in primary care settings

### Learning Objectives

By the end of this course, the learner will be able to:

- Define the importance of HPV vaccination for cancer prevention
- Explain the rationale for vaccinating at ages 11 or 12
- List the indications for HPV vaccine for girls
- List the indications for HPV vaccine for boys
- Share strategies for providing useful and compelling information about HPV vaccine to parents to aid in their decision to vaccinate

### Presenter

Yolanda N. Evans, MD, MPH

Dr. Evans is a physician in the Division of Adolescent Medicine at Seattle Children's Hospital and is faculty at the University of Washington. She completed her Adolescent Medicine fellowship through the UW Center for AIDS and STD Research with a focus on sexually transmitted infection prevention.

*The slides were adapted from the Centers for Disease Control and Prevention (CDC) and Dr. Ed Marcuse.*

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This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Institute for Medical Quality/California Medical Association (IMQ/CMA) through the joint providership of Cardea and WithinReach. Cardea is accredited by the IMQ/CMA to provide continuing medical education for physicians.

Cardea designates this enduring material for a maximum of **1 AMA PRA Category 1 Credit(s)**™. Physicians should claim credit commensurate with the extent of their participation in the activity.

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ACPE#: 0130-9999-15-020-H04-P | Activity Type: Knowledge | initial release date: 4/15/2015 | expiration date: 4/15/2017 | 1 hour of CPE



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### Registration & Fees

This event is free of charge; however, registration is required.

### Register Now!

<https://www.onlineregistrationcenter.com/register.asp?m=330&c=390>

### Funding

Funding is provided by the Washington State Department of Health, Office of Immunization and Child Profile



### Questions?

If you have questions about this activity, contact Cardea's Seattle office, at 206.447.9538 or [seattle@cardeservices.org](mailto:seattle@cardeservices.org)



# FREE IMMUNIZATION E-COURSE

**REGISTER NOW!**

[www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/)

## LEARNING OBJECTIVES:

- 1 Describe the impact of modern vaccines on individual & public health.
- 2 Identify factors other than hesitancy that contribute to under-immunization.
- 3 Discuss the origins & scope of vaccine hesitancy.
- 4 Define the relative roles of science, culture & emotion in parents' vaccine decision-making.
- 5 Recognize the central role of values in immunization policy-making & implementation.



Funded by: **GroupHealth**  
FOUNDATION

## ELEARNING ACTIVITY

There Never Was An Age of Reason—Vaccines, Vaccine Hesitancy, and Vaccine Decision Making

## PRESENTED BY

Dr. Edgar K. Marcuse, MD, MPH, FPIDS  
Emeritus Professor, Pediatrics University of Washington

## ABOUT THIS ELEARNING ACTIVITY

What impact does vaccine hesitancy have on vaccine-preventable diseases? How do parents make decisions about vaccines? What role do health care providers play in encouraging parents to vaccinate?

Register today to hear Dr. Marcuse share the history, origins, current status, and impact of vaccine hesitancy on our vaccination rates and outbreaks of disease across Washington State and beyond. The course also provides information on how parents make decisions about vaccines and the provider's role in vaccine decisions. Lastly, the course shares tips on how best to approach parent conversations about vaccines using the Recommend, Ask, Acknowledge, Advise conversation pathway developed and tested by Vax Northwest.

This course is approximately 1 hour in length and is designed for nurses, medical assistants, pharmacists, physicians, health educators, public health staff, and other health professionals who work in the immunization field.

**WithinReach**<sup>™</sup>

**HAVE QUESTIONS?**

Email: [info@withinreachwa.org](mailto:info@withinreachwa.org)

## CONTINUING EDUCATION CREDITS

If you would like to submit a certificate of completion for this course to your professional accrediting body, a certificate will be available after you have completed the course.

## REGISTRATION & FEES

This event is free of charge; however, registration is required.

## SEE BELOW FOR SAMPLE NEWSLETTER AND SOCIAL MEDIA TEXT FOR VACCINE HESITANCY AND HPV E-COURSES

### There Never Was An Age Of Reason: Vaccines, Vaccine Hesitancy, and Vaccine Decision Making Course - Sample Text

#### Sample Newsletter Text

Free E-course on vaccine hesitancy! Register today: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/). Learn about the history, origins, and impact of vaccine hesitancy on our vaccination rates and outbreaks of disease across Washington State and beyond. Get information and tips on how parents make decisions about vaccines, the provider's role in vaccine decisions, and how best to approach parent conversations about vaccines.

This course is 1 hour and is designed for health professionals who work in the immunization field. To find out more or register, go to: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/)

#### Sample Facebook Post

What impact does vaccine hesitancy have on vaccine-preventable diseases? Take WithinReach's new free, online vaccine hesitancy course presented by Dr. Edgar Marcuse to find the answer to this question and much more. This course provides information on the history and impact of vaccine hesitancy on vaccination rates and gives tips to providers on how best to approach parent conversations about vaccines. Sign up at: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/)

#### Sample Tweet

Free vaccine hesitancy provider education course now online! Learn tips on how to talk to parents about vaccines <http://bit.ly/2p6xoqe>

## You Are the Key to HPV Cancer Prevention Course Sample Text

### Sample Newsletter Text

**Free, online HPV Vaccine CEU Course!** This free, hour-long continuing education course is designed for health professionals who work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. The course was recently updated to cover the new two-dose schedule!

Earn free credit and learn tips for recommending the HPV vaccine to adolescents and their parents. To find out more or register, go to: <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

### Sample Facebook Post

**Free, online HPV Vaccine Provider Education Course!** Free 1-hour continuing education course for providers and other staff that work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. Updated to cover the new two-dose schedule. Sign-up @ <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

### Sample Tweet

Free HPV Vaccine Provider Education Course available online! Earn credit and learn tips @ <http://bit.ly/1PU7NZe>



**pseeds**  
| excellence & equity in education  
Puget Sound Educational Service District

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Wednesday, May 17, 2017 9:32:19 AM

---

Dear WSPA members,

We have three exciting upcoming events to share with you:

### **HELP 2017-2018**

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

- July 10-14, 2017
- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
- The registration fee is for the full year of HELP - one-week summer session, a one-day session in the fall, and a one-day session in the spring. It also includes the special presentation with Caprice Hollins.

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### **Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21<sup>st</sup> Century**

- July 10, 2017
- 8:00 am - 11:45 am
- DoubleTree Suites by Hilton at Southcenter
- \$50 includes presentation and continental breakfast (please note that registration to HELP and/or HR Legal Boot Camp includes registration to this event).
- For more information about Caprice Hollins please visit her website at: <http://culturesconnecting.com/>



Please visit the WSPA website for additional event information and registration:  
[www.wspa.net](http://www.wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Wednesday, May 17, 2017 9:31:51 AM

---

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Thank you,

Washington School Personnel Association

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This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Wednesday, May 17, 2017 9:31:33 AM

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This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**From:** [Shelley Sage](#) on behalf of [Shelley Sage](#) <[REDACTED]>  
**To:** [shelley.sage@mercerislandschools.org](mailto:shelley.sage@mercerislandschools.org)  
**Subject:** Fwd: [SNOW] Vaccine Hesitancy Resources  
**Date:** Tuesday, May 16, 2017 1:16:16 PM  
**Attachments:** [HPV course flyer.pdf](#)  
[Vaccine Hesitancy E-Course Flyer.pdf](#)  
[Vaccine Hesitancy Course Sample Text Social Media.docx](#)

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----- Forwarded message -----

From: "Graff, Katherine M (DOH)" <[katherine.graff@doh.wa.gov](mailto:katherine.graff@doh.wa.gov)>  
Date: May 16, 2017 9:15 AM  
Subject: [SNOW] Vaccine Hesitancy Resources  
To: "[SNOW@schoolnurseorganizationofwashington.org](mailto:SNOW@schoolnurseorganizationofwashington.org)"  
<[SNOW@schoolnurseorganizationofwashington.org](mailto:SNOW@schoolnurseorganizationofwashington.org)>  
Cc:

Hello School Nurses,

Happy belated School Nurse Day! Thank you for all of the wonderful work you do!

I wanted to share some resources regarding vaccine hesitancy that you may find helpful.

WithinReach has a new e-learning course on vaccine hesitancy! Detailed information about the course is in the message below and attached to this email.

In addition these links may also be of help.

[Vaccination Hesitancy: 4 Myths Explained by Seattle Mama Doc](#)

[Addressing Vaccine Hesitancy to Protect Children and Communities Against Preventable Diseases](#)

Also in case you hadn't seen it you can view the press release about the recently posted school immunization data here: <http://www.doh.wa.gov/Newsroom/2017NewsReleases/17063KinderVaccineResultsNR>

Thank you for all of the work you do to keep our children safe and healthy!!

Katherine

---

**Katherine Graff RN, BSN**

School and Child Care Health Nursing Consultant

Office of Immunization and Child Profile | Department of Health

Phone: [360-236-2563](tel:360-236-2563) | FAX: [360-236-3590](tel:360-236-3590)

[Katherine.graff@doh.wa.gov](mailto:Katherine.graff@doh.wa.gov)

Website: [www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization.aspx](http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization.aspx)

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Best Regards,

Leigh

**Leigh Wallis, M.P.H.**

Adult Health Educator

Office of Immunization and Child Profile

Washington State Department of Health

Desk Phone: [360-236-3812](tel:360-236-3812)

Email: [leigh.wallis@doh.wa.gov](mailto:leigh.wallis@doh.wa.gov)

[Facebook](#) [Twitter](#) [Instagram](#)

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Snow mailing list

[Snow@schoolnurseorganizationofwashington.org](mailto:Snow@schoolnurseorganizationofwashington.org)

[http://schoolnurseorganizationofwashington.org/mailman/listinfo/snow\\_schoolnurseorganizationofwashington.org](http://schoolnurseorganizationofwashington.org/mailman/listinfo/snow_schoolnurseorganizationofwashington.org)



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Yolanda N. Evans, MD, MPH

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- 5 Recognize the central role of values in immunization policy-making & implementation.

## ELEARNING ACTIVITY

There Never Was An Age of Reason—Vaccines, Vaccine Hesitancy, and Vaccine Decision Making

## PRESENTED BY

Dr. Edgar K. Marcuse, MD, MPH, FPIDS  
Emeritus Professor, Pediatrics University of Washington

## ABOUT THIS ELEARNING ACTIVITY

What impact does vaccine hesitancy have on vaccine-preventable diseases? How do parents make decisions about vaccines? What role do health care providers play in encouraging parents to vaccinate?

Register today to hear Dr. Marcuse share the history, origins, current status, and impact of vaccine hesitancy on our vaccination rates and outbreaks of disease across Washington State and beyond. The course also provides information on how parents make decisions about vaccines and the provider's role in vaccine decisions. Lastly, the course shares tips on how best to approach parent conversations about vaccines using the Recommend, Ask, Acknowledge, Advise conversation pathway developed and tested by Vax Northwest.

This course is approximately 1 hour in length and is designed for nurses, medical assistants, pharmacists, physicians, health educators, public health staff, and other health professionals who work in the immunization field.

Funded by:  **GroupHealth**  
FOUNDATION

**WithinReach**<sup>™</sup>

**HAVE QUESTIONS?**

Email: [info@withinreachwa.org](mailto:info@withinreachwa.org)

## CONTINUING EDUCATION CREDITS

If you would like to submit a certificate of completion for this course to your professional accrediting body, a certificate will be available after you have completed the course.

## REGISTRATION & FEES

This event is free of charge; however, registration is required.

## SEE BELOW FOR SAMPLE NEWSLETTER AND SOCIAL MEDIA TEXT FOR VACCINE HESITANCY AND HPV E-COURSES

### There Never Was An Age Of Reason: Vaccines, Vaccine Hesitancy, and Vaccine Decision Making Course - Sample Text

#### Sample Newsletter Text

Free E-course on vaccine hesitancy! Register today: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/). Learn about the history, origins, and impact of vaccine hesitancy on our vaccination rates and outbreaks of disease across Washington State and beyond. Get information and tips on how parents make decisions about vaccines, the provider's role in vaccine decisions, and how best to approach parent conversations about vaccines.

This course is 1 hour and is designed for health professionals who work in the immunization field. To find out more or register, go to: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/)

#### Sample Facebook Post

What impact does vaccine hesitancy have on vaccine-preventable diseases? Take WithinReach's new free, online vaccine hesitancy course presented by Dr. Edgar Marcuse to find the answer to this question and much more. This course provides information on the history and impact of vaccine hesitancy on vaccination rates and gives tips to providers on how best to approach parent conversations about vaccines. Sign up at: [www.withinreachwa.org/age-of-reason-register/](http://www.withinreachwa.org/age-of-reason-register/)

#### Sample Tweet

Free vaccine hesitancy provider education course now online! Learn tips on how to talk to parents about vaccines <http://bit.ly/2p6xoqe>

## You Are the Key to HPV Cancer Prevention Course Sample Text

### Sample Newsletter Text

**Free, online HPV Vaccine CEU Course!** This free, hour-long continuing education course is designed for health professionals who work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. The course was recently updated to cover the new two-dose schedule!

Earn free credit and learn tips for recommending the HPV vaccine to adolescents and their parents. To find out more or register, go to: <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

### Sample Facebook Post

**Free, online HPV Vaccine Provider Education Course!** Free 1-hour continuing education course for providers and other staff that work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. Updated to cover the new two-dose schedule. Sign-up @ <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

### Sample Tweet

Free HPV Vaccine Provider Education Course available online! Earn credit and learn tips @ <http://bit.ly/1PU7NZe>

**From:** [Annie Hetzel](#) on behalf of [Annie Hetzel <ahetzel@psesd.org>](#)  
**To:** [atchisonm@psd401.net](#); [sbabcock@snohd.org](#); [jschneider@auburn.wednet.edu](#); [reids@bsd405.org](#); [jdovle@bethelsd.org](#); [bneff@be.wednet.edu](#); [gtorres@carbonado.k12.wa.us](#); [cherianne.thayer@leschischools.org](#); [skeller@cloverpark.k12.wa.us](#); [twoodall@dieringer.wednet.edu](#); [heidt.mulcahey@eatonville.wednet.edu](#); [sutherlandn@edmonds.wednet.edu](#); [sonja\\_bookter@enumclaw.wednet.edu](#); [jsanders@everettsd.org](#); [shstewar@fwps.org](#); [dfields@fifeschools.com](#); [jhampton@fpschools.org](#); [nancy.boldt@highlineschools.org](#); [Barbara Timeus](#); [ThiesK@issaquah.wednet.edu](#); [lyndy.baron@kent.k12.wa.us](#); [Mary.Newell@Kent.k12.wa.us](#); [lynne\\_grubb@lkstevens.wednet.edu](#); [MHOUTCHENS@lwsd.org](#); [dreilly@lwsd.org](#); [lisa\\_huggins@msvl.k12.wa.us](#); [mary\\_nyblod@msvl.k12.wa.us](#); [bonnie.barthelme@mercerislandschools.org](#); [shelley.sage@mercerislandschools.org](#); [zaneskink@mukilteo.wednet.edu](#); [rcavanaugh@nsd.org](#); [bwinchell@nwrdc.net](#); [rcoker@ohsd.net](#); [rwhite@ohsd.net](#); [couchc@orting.wednet.edu](#); [Deanna Wulff](#); [Kristen.Wilson-Weiberg@kingcounty.gov](#); [kinnamie@puyallup.k12.wa.us](#); [malonege@puyallup.k12.wa.us](#); [reedts@puyallup.k12.wa.us](#); [laura.widdice@rentonschools.us](#); [collinwoodl@riverview.wednet.edu](#); [uselmank@riverview.wednet.edu](#); [mdebell@seattleschools.org](#); [Libby.Page@kingcounty.gov](#); [Rachel.Brucker@shorelineschools.org](#); [debra.eckerlin@shorelineschools.org](#); [Lauren.greenfield@kingcounty.gov](#); [lkelly@skykomish.wednet.edu](#); [Lisa.Ringwood@sno.wednet.edu](#); [mmerrell@snohd.org](#); [blackmonmr@svsd410.org](#); [woolleyc@svsd410.org](#); [mstanz@sw.wednet.edu](#); [krharper@steilacoom.k12.wa.us](#); [kim\\_ostlund@sumnersd.org](#); [shobbs1@Tacoma.K12.Wa.US](#); [lcaudle@TahomaSD.US](#); [jlyons@tahomasd.us](#); [ggobeske@outlook.com](#); [paquettem@tukwila.wednet.edu](#); [christi.bristow@tumwater.k12.wa.us](#); [shachman@upsd.wednet.edu](#); [sday@vashonsd.org](#); [azapf@vashonsd.org](#); [dmueller@whiteriver.wednet.edu](#); [MaranoBiancoM233@edmonds.wednet.edu](#)  
**Subject:** FW: Vaccine Hesitancy Resources  
**Date:** Tuesday, May 16, 2017 9:28:58 AM  
**Attachments:** [HPV\\_course\\_flyer.pdf](#)  
[Vaccine Hesitancy E-Course Flyer.pdf](#)  
[Vaccine Hesitancy Course Sample Text Social Media.docx](#)  
[image002.png](#)

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Please see attached and below for information on vaccine hesitancy resources.

Annie Hetzel, MSN, RN | School Nurse Corps Administrator  
Learning, Teaching, & Student Support

Puget Sound Educational Service District  
800 Oakesdale Ave. SW | Renton, WA 98057  
(425) 917-7811 | (800) 664-4549



---

**From:** Graff, Katherine M (DOH) [mailto:katherine.graff@doh.wa.gov]  
**Sent:** Tuesday, May 16, 2017 9:06 AM  
**To:** Annie Hetzel <ahetzel@psesd.org>; Gail Fast (gail.fast@esd105.org) <gail.fast@esd105.org>; Julia Kintz (julia.kintz@esd112.org) <julia.kintz@esd112.org>; Julie McCrudden (jmccrudden@oesd.wednet.edu) <jmccrudden@oesd.wednet.edu>; Schultz, Julie (DOHi) <jschultz@esd101.net>; Leslie Stahlnecker <lstahlnecker@esd123.org>; Lorali Gray (lgray@esd189.org) <lgray@esd189.org>; Lynn Nelson (lnelson@esd113.k12.wa.us) <lnelson@esd113.k12.wa.us>; Winnie Adams (Winniea@ncesd.org) <Winniea@ncesd.org>  
**Subject:** Vaccine Hesitancy Resources

Hello,

Happy belated School Nurse Day! Thank you for all of the wonderful work you do!

I wanted to share some resources regarding vaccine hesitancy that you may find helpful.

WithinReach has a new e-learning course on vaccine hesitancy! Detailed information about the course is in the message below and attached to this email.

In addition these links may also be of help.

[Vaccination Hesitancy: 4 Myths Explained by Seattle Mama Doc](#)  
[Addressing Vaccine Hesitancy to Protect Children and Communities Against Preventable Diseases](#)

Also in case you hadn't seen it you can view the press release about the recently posted school immunization data here:

<http://www.doh.wa.gov/Newsroom/2017NewsReleases/17063KinderVaccineResultsNR>

Thank you for all of the work you do to keep our children safe and healthy!!

Katherine

~~~~~

Katherine Graff RN, BSN

School and Child Care Health Nursing Consultant

Office of Immunization and Child Profile | Department of Health

Phone: 360-236-2563 | FAX: 360-236-3590

Katherine.graff@doh.wa.gov

Website: www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization.aspx

Washington State Immunization Information System: www.waiis.wa.gov

Every age, Every vaccination.

Public Health - *Always working for a safer and healthier Washington*

From: Wallis, Leigh (DOH)

Sent: Tuesday, May 9, 2017 11:07 AM

Subject: New E-learning course on vaccine hesitancy! Please share with networks

Dear Community Partner,

The Washington State Department of Health is excited to help WithinReach promote and share their new e-learning course on vaccine hesitancy called "**There Never Was An Age of Reason: Vaccines, Vaccine Hesitancy, and Vaccine Decision Making,**" presented by Dr. Edgar K. Marcuse, MD, MPH, FPIDS, Emeritus Professor, Pediatrics, University of Washington. This course is approximately 1 hour in length and is designed for health professionals who work

with immunizations. It is free of charge, but registration is required at:
www.withinreachwa.org/age-of-reason-register/.

We also wanted to let you know that WithinReach's ever-popular CME course on HPV immunization, **"You Are The Key to HPV Cancer Prevention,"** was recently updated to cover the new two-dose schedule. This is also a free, online continuing education course for providers. The course is on-demand and available any time. Register at:
www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention.

Please help us spread the word and share these excellent resources with your networks. The attached Word document has sample text for newsletters, Facebook and Twitter. Feel free to print these and share the attached flyers as well!

Thank you for your support in spreading the word about these great courses. If you have questions, please contact Mackenzie Melton at mackenziem@withinreachwa.org or (206) 830-7644.

Best Regards,

Leigh

Leigh Wallis, M.P.H.

Adult Health Educator

Office of Immunization and Child Profile

Washington State Department of Health

Desk Phone: 360-236-3812

Email: leigh.wallis@doh.wa.gov

[Facebook](#) [Twitter](#) [Instagram](#)

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Independent Study

Expiration date: This activity was originally released on April 15, 2015 and is available for continuing education credit until June 1, 2018. Reviewed/updated February 15, 2017.

You Are the Key to HPV Cancer Prevention

Understanding the Burden of HPV Disease, the Importance of the HPV Vaccine Recommendation, and Communicating about HPV Vaccination

About this Independent Study

Low HPV vaccination rates in the U.S. are leaving boys and girls vulnerable to devastating HPV cancers. However, HPV vaccination could prevent most of these cancers. This course provides the most up-to-date information on HPV infection, related disease and cancers, vaccine recommendations, and vaccine safety and impact. Additionally, this course offers evidence-based suggestions for successful HPV vaccine communication with patients and their parents, frequently asked questions that providers hear from parents, and suggested responses to common questions.

Who Should Attend

Physicians, pharmacists, advanced practice clinicians, nurses and other staff who work with children, adolescents and their parents in primary care settings

Learning Objectives

By the end of this course, the learner will be able to:

- Define the importance of HPV vaccination for cancer prevention
- Explain the rationale for vaccinating at ages 11 or 12
- List the indications for HPV vaccine for girls
- List the indications for HPV vaccine for boys
- Share strategies for providing useful and compelling information about HPV vaccine to parents to aid in their decision to vaccinate

Presenter

Yolanda N. Evans, MD, MPH

Dr. Evans is a physician in the Division of Adolescent Medicine at Seattle Children's Hospital and is faculty at the University of Washington. She completed her Adolescent Medicine fellowship through the UW Center for AIDS and STD Research with a focus on sexually transmitted infection prevention.

The slides were adapted from the Centers for Disease Control and Prevention (CDC) and Dr. Ed Marcuse.

Continuing Medical Education (CME)

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Institute for Medical Quality/California Medical Association (IMQ/CMA) through the joint providership of Cardea and WithinReach. Cardea is accredited by the IMQ/CMA to provide continuing medical education for physicians.

Cardea designates this enduring material for a maximum of **1 AMA PRA Category 1 Credit(s)**™. Physicians should claim credit commensurate with the extent of their participation in the activity.

Continuing Nursing Education (CNE)

Cardea Services (PA-23/Dec/18) is an approved provider of continuing nursing education by the Washington State Nurses Association Approver of Continuing Nursing Education (A-CNE) an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Upon successful completion of this CE activity 1 contact hour, including 1 hour of pharmacology credit, will be awarded.

Successful completion of this continuing nursing education activity includes the following:

- Completing the entire CE activity
- Completing the online evaluation
- Submitting an online CE Request

Continuing Pharmacy Education (CPE)

ACPE#: 0130-9999-15-020-H04-P | Activity Type: Knowledge | initial release date: 4/15/2015 | expiration date: 4/15/2017 | 1 hour of CPE



The Washington State Pharmacy Association (WSPA) is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Pharmacists that would like CPE will need to view the complete activity then go to the link (<http://wspa.wcea.edu/>) which is hosted by WCEA. You will need to create an account once you are on the education portal and will need to supply your NABP e-Profile ID and birthdate (MMDD). You must successfully answer all of the test questions and submit an evaluation. Once completing all of the requirements, you will be able to print your certificate and the CE will be automatically uploaded to the CPE Monitor.

Registration & Fees

This event is free of charge; however, registration is required.

Register Now!

<https://www.onlineregistrationcenter.com/register.asp?m=330&c=390>

Funding

Funding is provided by the Washington State Department of Health, Office of Immunization and Child Profile



Questions?

If you have questions about this activity, contact Cardea's Seattle office, at 206.447.9538 or seattle@cardeservices.org



FREE IMMUNIZATION E-COURSE

REGISTER NOW!

www.withinreachwa.org/age-of-reason-register/

LEARNING OBJECTIVES:

- 1 Describe the impact of modern vaccines on individual & public health.
- 2 Identify factors other than hesitancy that contribute to under-immunization.
- 3 Discuss the origins & scope of vaccine hesitancy.
- 4 Define the relative roles of science, culture & emotion in parents' vaccine decision-making.
- 5 Recognize the central role of values in immunization policy-making & implementation.



Funded by: **GroupHealth**
FOUNDATION

ELEARNING ACTIVITY

There Never Was An Age of Reason—Vaccines, Vaccine Hesitancy, and Vaccine Decision Making

PRESENTED BY

Dr. Edgar K. Marcuse, MD, MPH, FPIDS
Emeritus Professor, Pediatrics University of Washington

ABOUT THIS ELEARNING ACTIVITY

What impact does vaccine hesitancy have on vaccine-preventable diseases? How do parents make decisions about vaccines? What role do health care providers play in encouraging parents to vaccinate?

Register today to hear Dr. Marcuse share the history, origins, current status, and impact of vaccine hesitancy on our vaccination rates and outbreaks of disease across Washington State and beyond. The course also provides information on how parents make decisions about vaccines and the provider's role in vaccine decisions. Lastly, the course shares tips on how best to approach parent conversations about vaccines using the Recommend, Ask, Acknowledge, Advise conversation pathway developed and tested by Vax Northwest.

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WithinReach[™]

HAVE QUESTIONS?

Email: info@withinreachwa.org

CONTINUING EDUCATION CREDITS

If you would like to submit a certificate of completion for this course to your professional accrediting body, a certificate will be available after you have completed the course.

REGISTRATION & FEES

This event is free of charge; however, registration is required.

SEE BELOW FOR SAMPLE NEWSLETTER AND SOCIAL MEDIA TEXT FOR VACCINE HESITANCY AND HPV E-COURSES

There Never Was An Age Of Reason: Vaccines, Vaccine Hesitancy, and Vaccine Decision Making Course - Sample Text

Sample Newsletter Text

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Sample Facebook Post

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Sample Tweet

Free vaccine hesitancy provider education course now online! Learn tips on how to talk to parents about vaccines <http://bit.ly/2p6xoqe>

You Are the Key to HPV Cancer Prevention Course Sample Text

Sample Newsletter Text

Free, online HPV Vaccine CEU Course! This free, hour-long continuing education course is designed for health professionals who work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. The course was recently updated to cover the new two-dose schedule!

Earn free credit and learn tips for recommending the HPV vaccine to adolescents and their parents. To find out more or register, go to: <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

Sample Facebook Post

Free, online HPV Vaccine Provider Education Course! Free 1-hour continuing education course for providers and other staff that work with adolescents and their parents. This course helps providers frame the HPV vaccine conversation, encourages providers to make a strong vaccination recommendation and offers responses for parents most common questions. Updated to cover the new two-dose schedule. Sign-up @ <http://www.cardeaservices.org/resourcecenter/you-are-the-key-to-hpv-cancer-prevention>

Sample Tweet

Free HPV Vaccine Provider Education Course available online! Earn credit and learn tips @ <http://bit.ly/1PU7NZe>



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Puget Sound Educational Service District

From: [Christine McGarr](#) on behalf of [Christine McGarr <Christine.McGarr@highlineschools.org>](#)
To: [Kathleen Long](#)
Subject: RE: Sexual Misconduct Question -- WSPA
Date: Friday, May 12, 2017 10:36:50 AM

Thank you for your response Kathleen!!

Thanks,
Christine

From: Kathleen Long [mailto:kathleen.long@mercerislandschools.org]
Sent: Friday, May 12, 2017 10:09 AM
To: Christine McGarr <Christine.McGarr@highlineschools.org>
Subject: Sexual Misconduct Question -- WSPA

Hi, Christine,

For me, the amount of times I resubmit is dependent upon whether the form has been sent to a WA district or not. Since all WA districts are required to complete those forms, I "push" a little more on those districts. However, since out-of state (or out-of-country) districts are not typically required to complete that form, I will resubmit three times and then make a note and add it to the employee's file.

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: Re: MEMBER REQUEST
Date: Friday, May 12, 2017 10:16:35 AM

Thank you!

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



On Fri, May 12, 2017 at 10:08 AM, Kathleen Long
<kathleen.long@mercerislandschools.org> wrote:

I responded on MISD's behalf.

On Fri, May 12, 2017 at 9:42 AM, Rosie Burns <rosie.burns@mercerislandschools.org>
wrote:

Hi - these WASPA questions come in on Fridays -- this seems like something you
could answer.

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, May 12, 2017 at 9:40 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Last request of the week!

Christine McGarr from Highline Public School is asking how many times do you re-submit Sexual Misconduct Forms to districts, if you do not get a response? If no response received at all do you send letter or just file with notations?

Please send your response directly to: Christine.McGarr@highlineschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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--
Kathleen Long
Human Resources Coordinator
Mercer Island School District
[\(206\) 236-3318](tel:(206)236-3318)

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](mailto:kathleen.long@mercerislandschools.org)
To: [Rosie Burns](#)
Subject: Re: MEMBER REQUEST
Date: Friday, May 12, 2017 10:08:43 AM

I responded on MISD's behalf.

On Fri, May 12, 2017 at 9:42 AM, Rosie Burns <rosie.burns@mercerislandschools.org> wrote:

Hi - these WASPA questions come in on Fridays -- this seems like something you could answer.

Rosie Burns | Director, Human Resources
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, May 12, 2017 at 9:40 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Last request of the week!

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Please send your response directly to: Christine.McGarr@highlineschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspa.net
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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--
Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: [Kathleen Long](#) on behalf of [Kathleen Long <kathleen.long@mercerislandschools.org>](#)
To: Christine.McGarr@highlineschools.org
Subject: Sexual Misconduct Question -- WSPA
Date: Friday, May 12, 2017 10:08:31 AM

Hi, Christine,

For me, the amount of times I resubmit is dependent upon whether the form has been sent to a WA district or not. Since all WA districts are required to complete those forms, I "push" a little more on those districts. However, since out-of state (or out-of-country) districts are not typically required to complete that form, I will resubmit three times and then make a note and add it to the employee's file.

--

Kathleen Long
Human Resources Coordinator
Mercer Island School District
(206) 236-3318

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Legislative Update
Date: Friday, May 12, 2017 10:03:01 AM
Attachments: [WSPA Legislative Report MAY 12 2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These reports have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,
United States

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Update of Key Legislation Impacting Public School HR Management

Lee Goeke, Legislative Liaison

May 12, 2017

PAID FAMILY LEAVE

The legislature did not pass a bill during the regular session to implement paid family leave. However, a paid leave bill is considered necessary to implement the budget. Three bills were introduced on paid family leave (HB 1116, Senate companion bill 5032, and SB 5149). On April 24, 2017, the house adopted a resolution to reintroduce and retain HB 1116 for the special session.

It is likely that any final provision will be similar to HB 1116. It will require a resolution of the difference between the House and Senate approach to funding the program. The house would fund the program by imposing equal payroll deductions on employers and employees. The senate position as set forth in SB 5149 would have fully funded the program through employee premiums.

The paid leave is required by legislative action in 2013 providing for implementation upon appropriation for funding and establishment of an implementation date. State Initiative 1433, passed by voters in 2016, set January 1, 2018 as the implementation date, and established an accrual rate of one (1) hour of earned leave for every forty (40) hours of work.

Key provisions of HB 1116 include:

1. Providing benefits for a family member's or the individual's own serious health condition or for a military exigency, in addition to leave for a child's birth or placement.
2. Earning one (1) hour of paid family leave for every forty (40) hours worked.
3. Allowing twenty-six (26) weeks of leave for birth or placement of a child, a family member's serious health condition, or a military exigency beginning October 1, 2019. Benefits are payable after a seven (7) calendar day waiting period (whether paid or unpaid).
4. Allowing twelve (12) weeks of leave for an individual's own serious health condition beginning October 1, 2020.
5. Establishing eligibility as 340 hours of work in an individual's qualifying year. The qualifying year is the 1st four of the last 5 quarters.

6. Specifying a premium of 0.255 percent of wages beginning July 1, 2018, and increasing to 0.51 percent of wages beginning January 1, 2020. Employers would deduct one-half (1/2) of the premium from employee wages.
7. Setting the benefit at 90% of the employee's average weekly wage. The formula varies depending on whether the individual's average weekly wage is less or greater than fifty percent (50%) of the state average weekly wage.
8. Providing for a maximum weekly benefit amount is \$1,000 beginning October 1, 2019. This amount will be adjusted in the future based on the state average weekly wage.
9. Providing for an employee to use the paid family leave concurrent with FMLA or FLA. Employers may not require an employee to exhaust other wage replacement benefits (e.g., annual or sick leave) before receiving paid family leave benefits.
10. Providing for guaranteed reinstatement to a position with the employer following family leave. This provision requires that the individual has been in the employer's employment for at least six (6) months and the employer has eight or more employees. This is a change from the current FLA framework which requires twelve (12) months of employment and at least twenty-five (25) employees.

The draft bill precludes collective bargaining agreements with a lesser benefit, while preserving collective bargaining agreements that offer additional wage replacement (e.g., paid leave) benefits. Employers can bargain the coordination of such bargained benefits with the benefits of the new paid family leave program.

Please note that this is an abbreviated summary of HB 1116 as reintroduced into the special session. Any final agreement may differ from the provisions highlighted above.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Legislative Update
Date: Friday, May 12, 2017 10:02:15 AM
Attachments: [WSPA Legislative Report MAY 12 2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These reports have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net
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United States

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Update of Key Legislation Impacting Public School HR Management

Lee Goeke, Legislative Liaison

May 12, 2017

PAID FAMILY LEAVE

The legislature did not pass a bill during the regular session to implement paid family leave. However, a paid leave bill is considered necessary to implement the budget. Three bills were introduced on paid family leave (HB 1116, Senate companion bill 5032, and SB 5149). On April 24, 2017, the house adopted a resolution to reintroduce and retain HB 1116 for the special session.

It is likely that any final provision will be similar to HB 1116. It will require a resolution of the difference between the House and Senate approach to funding the program. The house would fund the program by imposing equal payroll deductions on employers and employees. The senate position as set forth in SB 5149 would have fully funded the program through employee premiums.

The paid leave is required by legislative action in 2013 providing for implementation upon appropriation for funding and establishment of an implementation date. State Initiative 1433, passed by voters in 2016, set January 1, 2018 as the implementation date, and established an accrual rate of one (1) hour of earned leave for every forty (40) hours of work.

Key provisions of HB 1116 include:

1. Providing benefits for a family member's or the individual's own serious health condition or for a military exigency, in addition to leave for a child's birth or placement.
2. Earning one (1) hour of paid family leave for every forty (40) hours worked.
3. Allowing twenty-six (26) weeks of leave for birth or placement of a child, a family member's serious health condition, or a military exigency beginning October 1, 2019. Benefits are payable after a seven (7) calendar day waiting period (whether paid or unpaid).
4. Allowing twelve (12) weeks of leave for an individual's own serious health condition beginning October 1, 2020.
5. Establishing eligibility as 340 hours of work in an individual's qualifying year. The qualifying year is the 1st four of the last 5 quarters.

6. Specifying a premium of 0.255 percent of wages beginning July 1, 2018, and increasing to 0.51 percent of wages beginning January 1, 2020. Employers would deduct one-half (1/2) of the premium from employee wages.
7. Setting the benefit at 90% of the employee's average weekly wage. The formula varies depending on whether the individual's average weekly wage is less or greater than fifty percent (50%) of the state average weekly wage.
8. Providing for a maximum weekly benefit amount is \$1,000 beginning October 1, 2019. This amount will be adjusted in the future based on the state average weekly wage.
9. Providing for an employee to use the paid family leave concurrent with FMLA or FLA. Employers may not require an employee to exhaust other wage replacement benefits (e.g., annual or sick leave) before receiving paid family leave benefits.
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The draft bill precludes collective bargaining agreements with a lesser benefit, while preserving collective bargaining agreements that offer additional wage replacement (e.g., paid leave) benefits. Employers can bargain the coordination of such bargained benefits with the benefits of the new paid family leave program.

Please note that this is an abbreviated summary of HB 1116 as reintroduced into the special session. Any final agreement may differ from the provisions highlighted above.

From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Legislative Update
Date: Friday, May 12, 2017 10:01:43 AM
Attachments: [WSPA Legislative Report MAY 12 2017.pdf](#)

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at goekel@comcast.net

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These reports have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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United States

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Update of Key Legislation Impacting Public School HR Management

Lee Goeke, Legislative Liaison

May 12, 2017

PAID FAMILY LEAVE

The legislature did not pass a bill during the regular session to implement paid family leave. However, a paid leave bill is considered necessary to implement the budget. Three bills were introduced on paid family leave (HB 1116, Senate companion bill 5032, and SB 5149). On April 24, 2017, the house adopted a resolution to reintroduce and retain HB 1116 for the special session.

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10. Providing for guaranteed reinstatement to a position with the employer following family leave. This provision requires that the individual has been in the employer's employment for at least six (6) months and the employer has eight or more employees. This is a change from the current FLA framework which requires twelve (12) months of employment and at least twenty-five (25) employees.

The draft bill precludes collective bargaining agreements with a lesser benefit, while preserving collective bargaining agreements that offer additional wage replacement (e.g., paid leave) benefits. Employers can bargain the coordination of such bargained benefits with the benefits of the new paid family leave program.

Please note that this is an abbreviated summary of HB 1116 as reintroduced into the special session. Any final agreement may differ from the provisions highlighted above.

From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [Kathleen Long](#)
Subject: Fwd: MEMBER REQUEST
Date: Friday, May 12, 2017 9:42:20 AM

Hi - these WASPA questions come in on Fridays -- this seems like something you could answer.

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



----- Forwarded message -----

From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, May 12, 2017 at 9:40 AM
Subject: MEMBER REQUEST
To: rosie.burns@mercerislandschools.org

Last request of the week!

Christine McGarr from Highline Public School is asking how many times do you re-submit Sexual Misconduct Forms to districts, if you do not get a response? If no response received at all do you send letter or just file with notations?

Please send your response directly to: Christine.McGarr@highlineschools.org

Also, cc your response to: cleonard@wspace.net

Thanks,

Curtis

This email was sent to rosie.burns@mercerislandschools.org by cleonard@wspace.net
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United States

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From: [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)
To: [erin.battersby@mercerislandschools.org](#)
Subject: At a career event the rest of the day Re: FW: WSPA Member request
Date: Wednesday, May 3, 2017 8:53:05 PM

Hello,

I am out of the office at a career event the rest of the day. I will check email so if you have an urgent situation, you will be responded to.

Rosie

--

Rosie Burns | Director, Human Resources
w: 206.236.3439 c: [REDACTED]



From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Rosie Burns](#)
Subject: FW: WSPA Member request
Date: Wednesday, May 3, 2017 8:52:59 PM
Attachments: [Conditional Employment Clearance Letter.docx](#)
[image002.png](#)

This is an interesting response. I like the idea of checking them every 5 years....

Thoughts?

>>>>

Chief Leschi has federal requirements for background checks placed on us from the Bureau of Indian Education. We check background initially and every five years of employment. We follow the federal guidelines for background checks.

Since situations arise where an employee may need to start before his/her fingerprints are cleared (especially if he/she had to submit ink prints) the federal standard we follow is to have a pre-clearance letter signed and included in the employee's background packet.

I have attached the pre-clearance letter that we use. We are a smaller school so, our superintendent signs it. A building administrator can sign the letter as well. Whomever signs it is taking responsibility and liability for that employee until the fingerprints are cleared.

We run the WATCH check and National Sex Offender Registry check before issuing a pre-clearance letter.

The employee also signs and acknowledges that they will not be alone with a student before clearance. Alone being behind closed doors or secluded with a student(s) away from eye sight or ear shoot from other students and staff.

If the fingerprints are not clear, depending on situation, we can terminate employment.

Hope that helps some. Have a nice weekend.

Jessica

Jessica Drexler

HR Generalist- Chief Leschi Schools

Jessica.Drexler@LeschiSchools.org | Ph. 253.445.6000 ext. 3113

Always here to help. Always a good day to be a Warrior. [Join Chief Leschi's Team](#)





CHIEF LESCHI SCHOOLS

Puyallup Tribe of Indians

Department of Human and
Financial Resources
5625 52nd St E
Puyallup, WA 98371
Phone 253 445 5003
Fax 253 445 2358
www.leschischools.org

March 17, 2017

Employee
Address

Re: Background Clearance Pending

Dear:

The State of Washington – Office of the Superintendent of Public Instruction (“OSPI”), which processes employee fingerprint/background checks for schools in the state of Washington, is experiencing long delays in receiving fingerprint-background check results from the Federal Bureau of Investigations (“FBI”). Those delays are resulting in long delays in OSPI issuing fingerprint-background check results to schools for hiring purposes. At this time, we continue to wait for your results; however, our school is in need of filling the Speech Language Pathologist Assistant position for which you have been contracted through Sunbelt Staffing.

Under normal circumstances, you would not be able to start employment until we obtain your fingerprint/background check results and they are adjudicated. However, due to the urgency in having you start employment and the situation with OSPI, you are being allowed to start employment today on a conditional basis. Until further notice, you will be required to be accompanied by fellow school staff member while in the school buildings. You cannot be in any unsupervised situation with students until we have your background check completed.

Your immediate supervisor, [REDACTED], has stated that you will not be placed in any situations that give you access or control over students until HR has cleared your background.

If you have any questions, regarding this email, please contact Human Resources at (253) 445-5003.

Sincerely,

Jessica Drexler
HR Generalist

Ms. Employee
Background Clearance Pending Letter

I acknowledge and agree to the terms and conditions outlined in the attached letter.

Employee - Signature

Date

I accept responsibility for the above named employee in the facility. I further agree to ensure that he does not have access or control over students unsupervised until further notice by HR.

Amy Eveskcige, Superintendent - Signature

Date

I am aware that this employee cannot have access or control over students unsupervised until further notice by HR.

[REDACTED], Director of Instructional Leadership
Signature

Date

**CC: Steve Leifsen,
Employee Adjudication file**



From: [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
To: [Laura Sumner](#)
Subject: RE: MEMBER REQUEST
Date: Wednesday, May 3, 2017 8:38:48 PM

Wow! You got a lot of responses. I am glad that this system works... Thank you so much for sharing.

Best.

E

From: Laura Sumner [mailto:LauraSu@spokaneschools.org]
Sent: Wednesday, May 03, 2017 4:36 PM
To: Erin Battersby <erin.battersby@mercerislandschools.org>
Subject: FW: MEMBER REQUEST

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Leesa Bowie <leesa.bowie@bremertonschools.org>
[<mailto:leesa.bowie@bremertonschools.org>]
Sent: Friday, April 21, 2017 9:00 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST

Hi Laura,

We do not wait for the prints to clear before they begin working. We have started doing a WATCH screen on all new hires though before they start.

Enjoy your weekend.

Leesa Bowie
Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to leesa.bowie@bremertonschools.org by cleonard@wspa.net

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|

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Leesa Bowie

Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:35:45 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Leesa Bowie <leesa.bowie@bremertonschools.org>
[mailto:leesa.bowie@bremertonschools.org]
Sent: Friday, April 21, 2017 9:00 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST

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Leesa Bowie
Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

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WSPA MEMBERS:

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being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to leesa.bowie@bremertonschools.org by cleonard@wspa.net

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United States

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Leesa Bowie

Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:35:33 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:12 AM
To: Shannon Sturm <shannon_sturm@msvl.k12.wa.us>
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST

Yes it helps. Thanks so much!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
laurasu@spokaneschools.org

>>> Shannon Sturm <shannon_sturm@msvl.k12.wa.us> 4/21/2017 7:23 AM >>>
Hi Laura,

In Marysville, we don't wait for fingerprints to clear, but we have to have taken their fingerprints and their fingerprint payment before they start work, (we do prints in-house here). It is the same process for all new hires - although if the person has current prints in OSPI, we can use those instead.

Hope this helps!

Thank You!

Shannon Sturm
Classified Analyst - Human Resources
Marysville School District
4220 80th St NE
Marysville, WA 98270
Phone: 360-965-0074
Fax: 360-965-0079

Public documents and records are available to the public as provided under the Washington State Public Records Act (RCW 42.56). This e-mail may be considered subject to the Public Records Act and may be disclosed to a third-party requestor.

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

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A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to begin working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to shannon_sturm@msvl.k12.wa.us by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: Fwd: [BULK] MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:35:23 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:20 AM
To: Shannon McMinimee <McMinimee.Shannon@yakimaschools.org>
Subject: RE: Fwd: [BULK] MEMBER REQUEST

Thank you.

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> "McMinimee, Shannon" <McMinimee.Shannon@yakimaschools.org> 4/21/2017 8:58 AM >>>
Not anyone who will have unsupervised contact with children. I am an example, the ESD
fingerprinting machine is down, so I haven't been fingerprinted yet. I am working, but I will have no
unsupervised access to students.

Shannon McMinimee

Assistant Superintendent for Human Resources
Yakima School District
104 North 4th Avenue
Yakima, WA 98902
(509) 573-7065
McMinimee.Shannon@yakimaschools.org

From: Laura Sumner [<mailto:LauraSu@SpokaneSchools.org>]
Sent: Friday, April 21, 2017 8:55 AM
To: McMinimee, Shannon <McMinimee.Shannon@yakimaschools.org>
Subject: Re: Fwd: [BULK] MEMBER REQUEST

Hi Shannon,

Thank you for this information. Can you clarify for me, do you allow them to begin work after prints are taken but prior to their fingerprint results being received?

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
laurasu@spokaneschools.org

>>> "McMinimee, Shannon" <McMinimee.Shannon@yakimaschools.org> 4/21/2017 7:17 AM >>>
Laura,

If I am remembering right, there is a specific WAC for bus drivers. But in general, only people who will not have unsupervised contact with kids would we consider starting before the fingerprinting is done. I don't think there's a way around the RCW for people having unsupervised contact with kids without having been fingerprinted.

Shannon McMinimee
Assistant Superintendent for Human Resources
Yakima School District
[104 North 4th Avenue](#)
[Yakima, WA 98902](#)
[\(509\) 573-7065](#)
McMinimee.Shannon@yakimaschools.org

Begin forwarded message:

From: Curtis Leonard <waspa@memberclicks-mail.net>
Date: April 21, 2017 at 7:13:42 AM PDT
To: mcmminimee.shannon@yakimaschools.org
Subject: [BULK] MEMBER REQUEST
Reply-To: cleonard@wsps.net

laurasu@spokaneschools.org

From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:35:14 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:20 AM
To: Shirley Clarkson <Shirley.Clarkson@rsd.edu>
Subject: RE: MEMBER REQUEST

Thank you!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Shirley Clarkson <Shirley.Clarkson@rsd.edu> 4/21/2017 7:25 AM >>>

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]
Sent: Friday, April 21, 2017 7:14 AM
To: Shirley Clarkson <Shirley.Clarkson@rsd.edu>
Subject: MEMBER REQUEST

WSPA MEMBERS:

Richland School District will allow new hires to begin work after fingerprinting and do not require the results first. If there is an issue with results then there may be a termination.

Shirley Clarkson
Certificated Contract Specialist

Richland School District
615 Snow Avenue
Richland, WA 99352
509-967-6021
Fax 509-942-1085

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to shirley.clarkson@rsd.edu by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:35:00 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:21 AM
To: Christine Callaham <ccallaham@auburn.wednet.edu>
Subject: Re: FW: MEMBER REQUEST

Thanks Chris!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> "Callaham, Christine" <ccallaham@auburn.wednet.edu> 4/21/2017 7:30 AM >>>
Hi Laura,

Auburn does not make an employee wait to have fingerprints prior to hire. They have 30 days so complete their fingerprinting. We are looking into purchasing a fingerprint machine so that we can complete fingerprinting at the time of hire.

Thank you

Chris Callaham
Director of Human Resources
Auburn School District
ccallaham@auburn.wednet.edu
253-931-4918

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]

Sent: Friday, April 21, 2017 7:13 AM

To: Callaham, Christine

Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to ccallaham@auburn.wednet.edu by cleonard@wspa.net

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United States

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:34:57 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:23 AM
To: cleonard@wspa.net; Janet Hodson <jhodson@fwps.org>
Subject: RE: MEMBER REQUEST

Thank you Janet!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Janet Hodson <jhodson@fwps.org> 4/21/2017 7:46 AM >>>

Laura

FWPS does allow them to begin working before results are back, however, they also know continued employment is pending the results. The fingerprints come back within the 90 day probationary period so it is usually not a problem.

Janet Hodson
Federal Way Public Schools
Director of Employee Relations
253.945.2020
jhodson@fwps.org

From: waspamemberclicks@mail.net [<mailto:waspamemberclicks@mail.net>]
Sent: Friday, April 21, 2017 7:13 AM
To: Janet Hodson <jhodson@fwps.org>
Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to jhodson@fwps.org by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: Member Request
Date: Wednesday, May 3, 2017 4:34:56 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:24 AM
To: Tammy Scoggin <TScoggin@nthurston.k12.wa.us>
Cc: 'cleonard@wspa.net' <cleonard@wspa.net>
Subject: Re: Member Request

Thank you Tammy!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
laurasu@spokaneschools.org

>>> "Scoggin, Tammy" <TScoggin@nthurston.k12.wa.us> 4/21/2017 7:54 AM >>>

As part of North Thurston Public Schools application screening process we do a "WATCH" (WA State Patrol FP) check to move their application forward. If the applicant is then offered a position, we allow them to begin work with a FP Receipt showing they have had them done. They are only allowed to start if we have received that receipt.

Tammy Scoggin
Certificated Coordinator
Human Resources
(360) 412-4492
FAX: (360) 412-4554



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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:34:23 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:27 AM
To: Christine McGarr <Christine.McGarr@highlineschools.org>
Subject: RE: MEMBER REQUEST

Thank you Christine.

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Christine McGarr <Christine.McGarr@highlineschools.org> 4/21/2017 8:02 AM >>>
Laura,

We **do allow** new hires to work after fingerprinting but **before** the fingerprints have cleared.

Thanks,
Christine

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]
Sent: Friday, April 21, 2017 7:13 AM
To: Christine McGarr <Christine.McGarr@highlineschools.org>
Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: laurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to christine.mcgarr@highlineschools.org by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:34:15 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:28 AM
To: Kathleen Parra <kparra@asd.wednet.edu>
Subject: Re: MEMBER REQUEST

Thank you, Kathleen!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Kathleen Parra <kparra@asd.wednet.edu> 4/21/2017 8:02 AM >>>
Hi Laura,

In Arlington Public Schools, we do allow employee/subs to start working prior to their fingerprints being cleared. We have to have the prints submitted to OSPI and they must pass a WSP background check. The exception is transportation where their prints must clear prior to driving students solo.

Have a great weekend!

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint

results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to kparra@asd.wednet.edu by cleonard@wspa.net

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--

Kathleen Parra
Human Resources Specialist
Arlington Public Schools

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:34:01 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:29 AM
To: Hall Diane <dhall@fpschools.org>
Subject: RE: MEMBER REQUEST

Thank you Diane!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Hall Diane <dhall@fpschools.org> 4/21/2017 8:13 AM >>>
Hi Laura,

At Franklin Pierce, we always ensure that employees are fingerprinted before they start work; however, we allow them to start employment prior to their fingerprints clearing. We feel that we have done our due diligence by requiring them to get printed prior to the start of employment and following up afterwards with the clearance results. The same goes with the sexual misconduct forms. We send them out to the prior employers before the start of employment, but we don't required that we receive them before the employee starts work. But we follow up and make sure that we receive them.

I hope this helps.
Diane

Diane Hall
Certificated Manager, Human Resources

Franklin Pierce Schools

315 129th St S

Tacoma, WA 98444

Ph. 253.298.3082

Fax. 253.298.3016

Email. dhall@fpschools.org

"Let no one ever come to you without leaving better and happier." --MOTHER TERESA

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]

Sent: April 21, 2017 7:13 AM

To: Hall Diane

Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to dhall@fpschools.org by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:33:53 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:31 AM
To: Rhonda Elvbakken <Rhonda.elvbakken@ksd.org>
Subject: RE: MEMBER REQUEST

Thank you Rhonda!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Rhonda Elvbakken <Rhonda.elvbakken@ksd.org> 4/21/2017 8:18 AM >>>
Hi Laura,

Here is language off of the fingerprinting document we provide each hire requiring prints:

- I must have my fingerprints submitted to OSPI and this signed form returned to KSD Human Resources within **ten working days of my employment**. I will not be allowed to work if this has not been completed.

Rhonda Elvbakken
Certificated H.R. Assistant
Kennewick School District
(509)222-6978
www.ksd.org

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]
Sent: Friday, April 21, 2017 7:14 AM

To: Rhonda Elvbakken <Rhonda.elvbakken@ksd.org>

Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

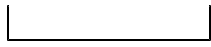
Thanks,

Curtis

This email was sent to rhonda.elvbakken@ksd.org by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:33:44 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:31 AM
To: Fang Lauren E. <FangLE@mukilteo.wednet.edu>
Subject: RE: MEMBER REQUEST

Thank you Lauren!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Fang Lauren E. <FangLE@mukilteo.wednet.edu> 4/21/2017 8:23 AM >>>

Hi Laura,

In Mukilteo, we do not wait fingerprint clearance before a new hire can start working.

We ask that new hires return their fingerprint card and check/money order to us and we mail to OSPI on their behalf. Once that is complete, they have turned the card and check into us, they can start working.

Thank you,
Lauren Fang
Certificated HR Coordinator
Mukilteo School District
(425) 356-1322

From: waspa@memberclicks-mail.net [<mailto:waspa@memberclicks-mail.net>]
Sent: Friday, April 21, 2017 7:13 AM

To: Fang Lauren E. <FangLE@mukilteo.wednet.edu>

Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to fangle@mukilteo.wednet.edu by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:33:34 PM
Attachments: [IMAGE.xxx](#)
[image001.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Friday, April 21, 2017 9:32 AM
To: Leesa Bowie <leesa.bowie@bremertonschools.org>
Subject: Re: MEMBER REQUEST

Thank you Leesa!

Laura Sumner
Employee Relations Manager, HR
Spokane Public Schools
200 N Bernard St
Spokane, WA 99201
(509)354-7285
(509)354-5963 - fax
lurasu@spokaneschools.org

>>> Leesa Bowie <leesa.bowie@bremertonschools.org> 4/21/2017 8:58 AM >>>

Hi Laura,

We do not wait for the prints to clear before they begin working. We have started doing a WATCH screen on all new hires though before they start.

Enjoy your weekend.

Leesa Bowie
Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to begin working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: laurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to leesa.bowie@bremertonschools.org by cleonard@wspa.net

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Leesa Bowie

Recruitment Specialist
Bremerton School District
360.473.1024
leesa.bowie@bremertonschools.org

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: WSPA Member request
Date: Wednesday, May 3, 2017 4:33:17 PM
Attachments: [Conditional Employment Clearance Letter.docx](#)
[image002.png](#)

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Jessica Drexler <Jessica.Drexler@leschischools.org>
[mailto:Jessica.Drexler@leschischools.org]
Sent: Friday, April 21, 2017 11:01 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: cleonard@wspa.net
Subject: WSPA Member request

Hello Laura,

Chief Leschi has federal requirements for background checks placed on us from the Bureau of Indian Education. We check background initially and every five years of employment. We follow the federal guidelines for background checks.

Since situations arise where an employee may need to start before his/her fingerprints are cleared (especially if he/she had to submit ink prints) the federal standard we follow is to have a pre-clearance letter signed and included in the employee's background packet.

I have attached the pre-clearance letter that we use. We are a smaller school so, our superintendent signs it. A building administrator can sign the letter as well. Whomever signs it is taking responsibility and liability for that employee until the fingerprints are cleared.

We run the WATCH check and National Sex Offender Registry check before issuing a pre-clearance letter.

The employee also signs and acknowledges that they will not be alone with a student before clearance. Alone being behind closed doors or secluded with a student(s) away from eye sight or ear shoot from other students and staff.

If the fingerprints are not clear, depending on situation, we can terminate employment.

Hope that helps some. Have a nice weekend.

Jessica

Jessica Drexler

HR Generalist- Chief Leschi Schools

Jessica.Drexler@LeschiSchools.org | Ph. 253.445.6000 ext. 3113

Always here to help. Always a good day to be a Warrior. [Join Chief Leschi's Team](#)





CHIEF LESCHI SCHOOLS

Puyallup Tribe of Indians

Department of Human and
Financial Resources
5625 52nd St E
Puyallup, WA 98371
Phone 253 445 5003
Fax 253 445 2358
www.leschischools.org

March 17, 2017

Employee
Address

Re: Background Clearance Pending

Dear:

The State of Washington – Office of the Superintendent of Public Instruction (“OSPI”), which processes employee fingerprint/background checks for schools in the state of Washington, is experiencing long delays in receiving fingerprint-background check results from the Federal Bureau of Investigations (“FBI”). Those delays are resulting in long delays in OSPI issuing fingerprint-background check results to schools for hiring purposes. At this time, we continue to wait for your results; however, our school is in need of filling the Speech Language Pathologist Assistant position for which you have been contracted through Sunbelt Staffing.

Under normal circumstances, you would not be able to start employment until we obtain your fingerprint/background check results and they are adjudicated. However, due to the urgency in having you start employment and the situation with OSPI, you are being allowed to start employment today on a conditional basis. Until further notice, you will be required to be accompanied by fellow school staff member while in the school buildings. You cannot be in any unsupervised situation with students until we have your background check completed.

Your immediate supervisor, [REDACTED], has stated that you will not be placed in any situations that give you access or control over students until HR has cleared your background.

If you have any questions, regarding this email, please contact Human Resources at (253) 445-5003.

Sincerely,

Jessica Drexler
HR Generalist

Ms. Employee
Background Clearance Pending Letter

I acknowledge and agree to the terms and conditions outlined in the attached letter.

Employee - Signature

Date

I accept responsibility for the above named employee in the facility. I further agree to ensure that he does not have access or control over students unsupervised until further notice by HR.

Amy Eveskcige, Superintendent - Signature

Date

I am aware that this employee cannot have access or control over students unsupervised until further notice by HR.

[REDACTED], Director of Instructional Leadership
Signature

Date

**CC: Steve Leifsen,
Employee Adjudication file**



From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:33:05 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Miranda <mmorrison@mlsd.wednet.edu> [mailto:mmorrison@mlsd.wednet.edu]
Sent: Friday, April 21, 2017 11:07 AM
To: cleonard@wspa.net; Laura Sumner <LauraSu@spokaneschools.org>
Subject: Re: MEMBER REQUEST

Hi Laura,

At Moses Lake School District we do not allow our employees to begin working until after their fingerprints have cleared. We are currently working on updating our hiring process as we move to electronic onboarding, but I will outline the current process for you.

1. Offer made to applicant

(upon acceptance of offer)

2. Applicant comes to ad office for fingerprinting, to complete new hire paperwork, and system(s) orientation -- We also complete WSP WATCH background check at this time

(after fingerprints have cleared)

3. Employee is activated in the system(s) and sent an email notifying them that they are now eligible to begin working.

We use this same basic process for all positions. When the applicant comes for their fingerprinting and orientation we always make sure they understand that they are not able to begin work until their prints have cleared. If it is a "regular" (not sub) employee then we notify the supervisor that they are cleared and able to begin working.

Previously, we had allowed staff to begin working before clearance, but last year the school board made the decision to require employees to wait until their prints cleared. Generally we don't have an issue making them wait until prints clear, but we do occasionally encounter a snafu ... ie someone's prints have to be submitted multiple times, the prints take longer than usual to be cleared, etc. But it's not very often. We find most people are understanding of issues because that step in the process is for the protection of our students.

Hope that helps! Please feel free to contact me if you have any other questions!

Thanks,

Miranda Morrison, MHRM, SHRM-CP

Personnel Specialist

Moses Lake School District

920 W. Ivy Avenue

Moses Lake, WA 98837

509-793-7727

mmorrison@mlsd.wednet.edu

[REDACTED]

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: laurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to mmorrison@mlsd.wednet.edu by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:32:43 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Renee Coe <rcoe@ohsd.net> [mailto:rcoe@ohsd.net]
Sent: Friday, April 21, 2017 11:34 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: cleonard@wspa.net
Subject: Re: MEMBER REQUEST

Greetings from Oak Harbor!

We allow all new hires to be working prior to their fingerprint results clearing ONLY if they bring in a receipt proving the fingerprints were taken.

Happy Friday!

Renee Coe
Executive Assistant
Human Resources
360.279.5018

On Fri, Apr 21, 2017 at 7:13 AM, Curtis Leonard <waspa@memberclicks-mail.net> wrote:

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: laurasu@spokaneschools.org

Also, cc your response to: cleonard@wsps.net

Thanks,

Curtis

This email was sent to rcoe@ohsd.net by cleonard@wsps.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:32:05 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Monday, April 24, 2017 9:45 AM
To: 'erin.battersby@mercerislandschools.org' <erin.battersby@mercerislandschools.org>
Subject: FW: MEMBER REQUEST

From: Barbara Puhl [mailto:barbara_puhl@enumclaw.wednet.edu]
Sent: Monday, April 24, 2017 7:57 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: CLEONARD@wspa.net
Subject: Fwd: MEMBER REQUEST

Hi Laura,

We require the fingerprint receipt back prior to working; but not results.
We have a person to routinely look if they are cleared.
We have so many that need re-dos; it would be a long time before someone could work if we waited for clearance on some.

We have very few unknown hits; since on the disclosure piece of their application they are supposed to disclose offenses.

Enjoy your Monday!!
Barb

----- Forwarded message -----

From: Curtis Leonard <waspamemberclicks@mail.net>
Date: Fri, Apr 21, 2017 at 7:13 AM
Subject: MEMBER REQUEST
To: barbara_puhl@enumclaw.wednet.edu

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to barbara_puhl@enumclaw.wednet.edu by cleonard@wspa.net

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Barb Puhl

HR Specialist

Enumclaw School District

(360) 802-7106



Go M's!

From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: [BULK] MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:31:47 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Tuesday, April 25, 2017 2:28 PM
To: 'erin.battersby@mercerislandschools.org' <erin.battersby@mercerislandschools.org>
Subject: FW: [BULK] MEMBER REQUEST

From: "McMinimee, Shannon" <McMinimee.Shannon@yakimaschools.org>
[<mailto:McMinimee.Shannon@yakimaschools.org>]
Sent: Friday, April 21, 2017 7:18 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Subject: Fwd: [BULK] MEMBER REQUEST

Laura,

If I am remembering right, there is a specific WAC for bus drivers. But in general, only people who will not have unsupervised contact with kids would we consider starting before the fingerprinting is done. I don't think there's a way around the RCW for people having unsupervised contact with kids without having been fingerprinted.

Shannon McMinimee
Assistant Superintendent for Human Resources
Yakima School District
[104 North 4th Avenue](#)
[Yakima, WA 98902](#)
[\(509\) 573-7065](#)
McMinimee.Shannon@yakimaschools.org

Begin forwarded message:

From: Curtis Leonard <waspa@memberclicks-mail.net>
Date: April 21, 2017 at 7:13:42 AM PDT
To: mcmimimee.shannon@yakimaschools.org
Subject: [BULK] MEMBER REQUEST

Reply-To: cleonard@wspa.net

laurasu@spokaneschools.org

From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: FW: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:31:42 PM

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Laura Sumner
Sent: Tuesday, April 25, 2017 2:27 PM
To: 'erin.battersby@mercerislandschools.org' <erin.battersby@mercerislandschools.org>
Subject: FW: MEMBER REQUEST

From: Caldwell, Therese [<mailto:TCaldwell@nkschools.org>]
Sent: Monday, April 24, 2017 8:52 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Cc: 'Curtis Leonard (cleonard@wspa.net)' <cleonard@wspa.net>
Subject: FW: MEMBER REQUEST

Hi Laura,

We allow employees to begin working as soon as they have been fingerprinted. Before the go-ahead is given to hire someone, we run a WATCH report on them as a preliminary background check. All employment offers are made with the understanding that the offer may be rescinded if fingerprint results warrant such action.

Thank you -

Therese Caldwell

Human Resources, North Kitsap School District
18360 Caldart Ave NE, Poulsbo, WA 98370
Phone: (360) 396-3007 ~ FAX: (360) 396-3935
Email: hr@nkschools.org ~ Website: www.nkschools.org

From: wspa@memberclicks-mail.net [<mailto:wspa@memberclicks-mail.net>]
Sent: Friday, April 21, 2017 7:14 AM
To: Caldwell, Therese <TCaldwell@nkschools.org>

Subject: MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: laurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to tcaldwell@nkschools.org by cleonard@wspa.net

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From: [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)
To: [Erin Battersby <erin.battersby@mercerislandschools.org>](#)
Subject: RE: MEMBER REQUEST
Date: Wednesday, May 3, 2017 4:30:57 PM

Hi Erin,

Rather than forward all of the emails to you that I've been receiving, I would like to just send you the spreadsheet I'm compiling, if that works for you? If not, I'm happy to send the emails, just let me know. (I've forwarded a few of them to you already).

Laura Sumner
Certificated Employee Relations Manager
Human Resources – Spokane Public Schools
200 N. Bernard St
Spokane, WA 99201
509-354-7285

From: Erin Battersby <erin.battersby@mercerislandschools.org>
[mailto:erin.battersby@mercerislandschools.org]
Sent: Friday, April 21, 2017 9:50 AM
To: Laura Sumner <LauraSu@spokaneschools.org>
Subject: Fwd: MEMBER REQUEST

Hi, Laura.

I would be very interested in the responses that you receive to this request. Do you mind sharing this with me?

Thank you in advance.

Erin.
Erin C. E. Battersby
Mercer Island School District
Sr. Director of Compliance & Legal Affairs
206.230.6227

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From: **Curtis Leonard** <waspa@memberclicks-mail.net>
Date: Fri, Apr 21, 2017 at 7:13 AM
Subject: MEMBER REQUEST
To: erin.battersby@mercerislandschools.org

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: lurasu@spokaneschools.org

Also, cc your response to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to erin.battersby@mercerislandschools.org by cleonard@wspa.net

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: rosie.burns@mercerislandschools.org
Subject: Reminder: Registration now open for HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, May 3, 2017 6:02:20 AM

Dear WSPA members,

Reminder: Registration is now open for these upcoming events. We look forward to seeing you there!

HELP 2017-2018

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

- July 10-14, 2017
- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
- The registration fee is for the full year of HELP - one-week summer session, a one-day session in the fall, and a one-day session in the spring. It also includes the special presentation with Caprice Hollins.

HR Legal Boot Camp

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- July 10-12, 2017
- Puget Sound Educational Service District
- \$495 includes a one-year WSPA membership, a copy of the POG notebook, 3 City University CEU's (optional), breakfast and lunches each day. Registration also includes the special presentation with Caprice Hollins.

Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21st Century

- July 10, 2017
- 8:00 am - 11:45 am
- DoubleTree Suites by Hilton at Southcenter
- \$50 includes presentation and continental breakfast (please note that registration to HELP and/or HR Legal Boot Camp includes registration to this event).
- For more information about Caprice Hollins please visit her website at:

<http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration:
www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to rosie.burns@mercerislandschools.org by admin@wspa.net

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: kathleen.long@mercerislandschools.org
Subject: Reminder: Registration now open for HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, May 3, 2017 6:01:54 AM

Dear WSPA members,

Reminder: Registration is now open for these upcoming events. We look forward to seeing you there!

HELP 2017-2018

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- For more information about Caprice Hollins please visit her website at:

<http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration:
www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to kathleen.long@mercerislandschools.org by admin@wspa.net

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From: waspa@memberclicks-mail.net on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)
To: erin.battersby@mercerislandschools.org
Subject: Reminder: Registration now open for HELP, HR Legal Boot Camp, and a Special Presentation
Date: Wednesday, May 3, 2017 6:01:30 AM

Dear WSPA members,

Reminder: Registration is now open for these upcoming events. We look forward to seeing you there!

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<http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration:
www.wspa.net

Thank you,

Washington School Personnel Association

This email was sent to erin.battersby@mercerislandschools.org by admin@wspa.net

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From: [Gary Plano](#) on behalf of [Gary Plano <gary.plano@mercerislandschools.org>](#)
To: [Buzz Porter](#); [Fred Rundle](#); [Erin Battersby](#); [Tyrell Bergstrom](#)
Subject: Fwd: Superintendent Letter - Talking Points
Date: Monday, May 1, 2017 8:32:51 AM
Attachments: [Ed Funding Ltr Talking Points 042917.docx](#)
[image003.png](#)

Dear BT,

Please see the attached "talking points" that come from a letter signed by me and 31 other PSESD Sup'ts.

Gary Plano, Ed. D.
Superintendent

gary.plano@mercerislandschools.org

(W) 206 236 3300

(F) 206 236 3333

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From: **John Welch** <jwelch@psed.org>
Date: Sat, Apr 29, 2017 at 6:02 PM
Subject: Superintendent Letter - Talking Points
To: Anthony Smith <smitha@riverview.wednet.edu>, "Calvin Watts (calvin.watts@kent.k12.wa.us)" <calvin.watts@kent.k12.wa.us>, "Coogan, Nancy (coogann@tukwila.wednet.edu)" <coogann@tukwila.wednet.edu>, "Enfield, Susan (susan.enfield@highlineschools.org)" <susan.enfield@highlineschools.org>, "Jarvis, Art (arthur.jarvis@rentonschools.us)" <arthur.jarvis@rentonschools.us>, "Joel Aune - Snoqualmie Valley School District (aunej@svsd410.org)" <aunej@svsd410.org>, "Larry Nyland - Seattle School District (llyland@seattleschools.org)" <llyland@seattleschools.org>, "Michelle Reid (mreid@nsd.org)" <mreid@nsd.org>, "Mike Nelson (michael_nelson@enumclaw.wednet.edu)" <michael_nelson@enumclaw.wednet.edu>, "Miner, Rebecca (rebecca.miner@shorelineschools.org)" <rebecca.miner@shorelineschools.org>, "msoltman@vashonsd.org" <msoltman@vashonsd.org>, "pbangknudsen@bisd303.org" <pbangknudsen@bisd303.org>, "Plano, Gary (gary.plano@mercerislandschools.org)" <gary.plano@mercerislandschools.org>, "Rob Morrow (rmorrow@tahomasd.us)" <rmorrow@tahomasd.us>, Ronald Thiele <thieler@issaquah.wednet.edu>, "Spicciati, Alan (aspicciati@auburn.wednet.edu)" <aspicciati@auburn.wednet.edu>, "Tammy Campbell (tcampbel@fwps.org)" <tcampbel@fwps.org>, "Thomas Jay (tjay@skykomish.wednet.edu)" <tjay@skykomish.wednet.edu>

<tjay@skykomish.wednet.edu>, Tim Mills <millst@bsd405.org>, "tpierce@lwsd.org" <tpierce@lwsd.org>, "Alfano, Kevin" <kalfano@fifeschools.com>, "Bahr, Krestin (krestin_bahr@eatonville.wednet.edu)" <krestin_bahr@eatonville.wednet.edu>, Carla Santorno <csantor@tacoma.k12.wa.us>, "fhewins@fpschools.org" <fhewins@fpschools.org>, "Hubbard, Scott (shubbard@carbonado.k12.wa.us)" <shubbard@carbonado.k12.wa.us>, Janel Keating <jkeating@whiteriver.wednet.edu>, Jeff Chamberlin <jchamberlin@upsd.wednet.edu>, "jmartinson@dieringer.wednet.edu" <jmartinson@dieringer.wednet.edu>, "Laurie (laurie_dent@sumnersd.org)" <laurie_dent@sumnersd.org>, "LeBeau, Debbie (dlebeau@cloverpark.k12.wa.us)" <dlebeau@cloverpark.k12.wa.us>, Marci Shepard <Shepardm@orting.wednet.edu>, "Rob Manahan (manahanr@psd401.net)" <manahanr@psd401.net>, "Seigel, Thomas (tseigel@bethelsd.org)" <tseigel@bethelsd.org>, "Weight, Kathi (kweight@steilacoom.k12.wa.us)" <kweight@steilacoom.k12.wa.us>, "YeomaTS@puyallup.k12.wa.us" <YeomaTS@puyallup.k12.wa.us>
Cc: Jessica de Barros <JdeBarros@psed.org>, Frank Ashby <fashby@psed.org>

Colleagues –

Over the past week or so a number of you have reached out to let me know that the leadership of the education association in your district has shared their concern with you about the letter many of you signed regarding education funding. I imagine most of you have had difficult conversations and have tried to explain your position. Attached are some talking points that may help you in your ongoing discussions. I would like to thank Alan Spicciati for his communication piece as many of the talking points are from his letter to his principals on this subject.

I assume each of you made a decision based on your local context and what you believed was the right thing to do. Those that signed the letter did so without the clarity we wanted and for some I know it was not an easy decision. We don't yet know at what level "basic education" will be funded and where the state will land on what is included in "basic education".

However, even without that clarity we took a position that we believe the state should fund basic education and that local bargaining should be for things outside "basic education".

What we did not say is that we are opposed to collective bargaining at the local level.

I do respect our education associations and know you greatly value a positive working relationship with them. We all want teachers and other educational professionals to be paid a professional wage and to have opportunities for career and income growth. The position we took around collective bargaining was a difficult one. I understand that and know that all things are local. Again, I hope the talking points can assist you in your ongoing discussion and that in the weeks ahead both sides get the clarity we need.

As you are all aware this year's legislative decisions on education funding are complex. The easier work has been done. Like many of you, my hope is that we build a more equitable funding system. This year's legislative decisions are critical if a more equitable funding system is to happen.

I hope to see many of you in Chelan at the WASA Supt. Conference. I imagine this will be a point of discussion there as well.

Enjoy the rest of your weekend.

John P. Welch

Superintendent

Puget Sound Educational Service District

800 Oakesdale Avenue South West

Seattle, Washington 98057

P: [\(425\) 917-7602](tel:(425)917-7602) I [\(800\) 664-4549](tel:(800)664-4549)

TTY: [\(425\) 917-7833](tel:(425)917-7833)

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Education Funding Letter Talking Points

Facts

- Puget Sound ESD Superintendents sent a letter to all state legislators, the Governor, State Superintendent, and State Board of Education, dated April 14, 2017.
- The letter focused on three major issue areas: Allocation & Funding Model, Compensation, and Levies.
- 32 superintendents signed the letter (Bellevue, Lake Washington, and Northshore were the only districts not signing).
- The contents of the letter came from the Local Funding Workgroup, a coalition comprised the Washington Association of School Administrators (WASA), Association of Washington School Principals (AWSP), Washington State School Directors Association (WSSDA), Washington School Personnel Association (WSPA), and the Washington Association of School Business Officials (WASBO).

Talking Points

- The central tenet of our letter is this: Ample funding of basic education is the paramount duty of the state.
- We take position that the state must pay for all of basic education, and therefore local levies should not be used to pay for basic education. We advocate to hold the state fully accountable and eliminate the equity issues of our current system of local levies.
- Local levies should only fund non-basic education “extras” (sports, activities, enhancements, etc.). If the state is fully funding basic education, the state will need more money to meet this obligation, and districts will need local levies only for extras.
 - Keeping local levies at current levels will make it harder politically for legislators to pass the significant revenue package it will take to fully fund basic education.
 - Local bargaining would still very much happen, but would be different, as basic ed salaries would be funded at the state level.
- We believe professional development should be considered a part of basic education and funded by the state. Teachers are being asked to accomplish more than ever and need the tools and training to do so. The superintendents are asking for 10 days of PD to be funded by the state, similar to LID days. These days should occur at times mutually agreeable between districts and education associations.
- We support the role of unions and respect our partners in the WEA and local associations.
- We support the prototypical school model. While the State Senate wishes to change this in order to be a per-pupil model, we already have one. The prototype drives an average, per-student amount, based on real student costs.



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Puget Sound Educational Service District

From: [Stephanie Drake](#) on behalf of [Stephanie Drake <StephanieDr@spokaneschools.org>](#)
To: [Rosie Burns](#)
Subject: RE: Retirement stipend
Date: Friday, April 28, 2017 8:34:23 AM

Good Morning Rosie,
We greatly appreciate your input. Thank you!!

Stephanie

~~~~~  
*Stephanie Drake*  
*Spokane Public Schools*  
*HR Supervisor of Staffing and Fiscal Reporting*  
*(509) 354-5993*  
[stephaniedr@spokaneschools.org](mailto:stephaniedr@spokaneschools.org)

**From:** Rosie Burns [mailto:[rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)]  
**Sent:** Friday, April 28, 2017 8:18 AM  
**To:** Stephanie Drake <[StephanieDr@spokaneschools.org](mailto:StephanieDr@spokaneschools.org)>  
**Cc:** [cleonard@wspa.net](mailto:cleonard@wspa.net)  
**Subject:** Retirement stipend

Hi Stephanie,

We provide a stipend of \$1,200 to certificated staff and compensation equal to 8 days of pay to classified if they notify us of resignation/retirement by February 1st and have at least 5 years of service.

Have a good weekend!  
Rosie Burns

Rosie Burns | Director, Human Resources  
w: 206.236.3439 c: [REDACTED]

  
*All electronic mail messages in connection with Mercer Island School District business which are sent or received by this account are subject to the Washington State Public Records Act and may be disclosed to third parties.*

**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [StephanieDr@spokaneschools.org](#)  
**Cc:** [cleonard@wspa.net](#)  
**Subject:** Retirement stipend  
**Date:** Friday, April 28, 2017 8:18:15 AM

---

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Rosie Burns

Rosie Burns | Director, Human Resources  
w: 206.236.3439 c: [REDACTED]





**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Friday, April 28, 2017 8:17:29 AM  
**Attachments:** [WSPA Legislative Report APRIL 28 2017.pdf](#)

---

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at [goekel@comcast.net](mailto:goekel@comcast.net)

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

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This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,  
United States

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**Update of Key Legislation Impacting Public School HR Management**  
**Lee Goeke, Legislative Liaison**  
**April 28, 2017**

With the end of the regular session on April 23, 2017, the last significant Human Resource Management (HRM) legislation to pass the Legislature was HB 1115 concerning paraeducators. That bill is now awaiting action by the Governor. HRM bills concerning pensions and benefits, as well as teacher and administrator certification, remain possibilities as part of final action on bills to fully fund public education.

Key provisions of the paraeducator bill as sent to the Governor include:

1. Creating a nine (9) member Paraeducator Board responsible for:
  - a. Adopting minimum employment requirements,
  - b. Adopting standards of practice,
  - c. Establishing requirements for a General Paraeducator Certificate,
  - d. Establishing requirements for an ELL and Special Education Certificate,
  - e. Establishing requirements for an Advanced Paraeducator Certificate,
  - f. Establishing courses of study to meet certificate requirements,
  - g. Creating policy for a paraeducator Career Ladder, and
  - h. Adopting the e-Certificate process to include paraeducator certificates.
2. Stipulating that the General Paraeducator Certificate, which does not expire once earned, may be earned by completing a four (4) day fundamental course of study and an additional ten (10) days of general courses.
3. Stipulating that the ELL and Special Education Certificates, valid for five years, are earned by completing twenty (20) hours of professional development in the subject area. Certificates are NOT required for a paraeducator working in any program area.
4. Stipulating that the Advanced Certificate, valid for five years, is earned through seventy-five (75) hours of professional development, and allows performance of the following duties:
  - a. Assisting in highly impacted classrooms,
  - b. Assisting in specialized instructional support and instructional technology,
  - c. Mentoring and coaching other paraeducators, and
  - d. Serving as a short-term, emergency substitute teacher.

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  - c. Holding an Associate of Arts Degree, or
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6. Stipulating that the Standards of Practice must include:
  - a. Supporting instructional opportunities,
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7. Requiring OSPI to establish a certification processing fee to eliminate state-funded support of the cost to issue educator, and new paraeducator, certificates.
  
8. Requiring the Professional Education Standards Board to provide guidance and requirements for community and technical colleges to establish a Paraeducator Associate of Arts Degree Program.
  
9. Modifying the alternative route programs for paraeducators to replace the provision that certification be in “endorsements in special education, bilingual education, or English as a second language” with “endorsement in subject matter shortage areas.”

Subject to appropriation of funds:

1. Requiring school districts to offer a four (4) day course of study on the Standards or Practice beginning September 1, 2019, using best efforts to provide the course of study prior to working with students, and at a minimum:
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2. Requiring paraeducators to meet the General Paraeducator Certificate requirements within three (3) years of completing the four-day fundamental course.

3. Providing grants to school districts that volunteer to pilot the state paraeducator standards of practice, the paraeducator certificates, and the courses described in this chapter.
4. Conducting a study, completing by December 2017, by the Washington State Institute for Public Policy of:
  - a. The effectiveness of paraeducators in improving student outcomes, and
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5. Designing a training program to be delivered by districts to teachers in directing paraeducators and to administrators in supervising and evaluating paraeducators.
6. Incorporating content in teacher and administrator preparation programs respectively on how to direct a paraeducator and how to supervise and evaluate paraeducators.

The legislation, if approved by the Governor, presents an opportunity for individual districts to advocate for appointment to the new Paraeducator Board of strong paraeducators and strong teachers and administrators of paraeducators. It also presents the opportunity to step up as a grant proposal district to undertake a pilot initiative in implementing the new legislation.

These new certificates and processes will undoubtedly find their way to the bargaining table. Now is the time to begin thinking about bargaining positions on such issues as payment of certificate fees, compensation differentiation, delivery of training, paraeducator assignments, and paraeducator evaluation.

Districts that choose to apply the NCLB qualification requirements ONLY to Title I schools may need an action plan to bring non-Title I paraeducators up to the same qualification requirement.

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Friday, April 28, 2017 8:16:55 AM  
**Attachments:** [WSPA Legislative Report APRIL 28 2017.pdf](#)

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These documents have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

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This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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United States

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of Jennifer Tottenham <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Friday, April 28, 2017 8:16:34 AM  
**Attachments:** [WSPA Legislative Report APRIL 28 2017.pdf](#)

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Washington School Personnel Association

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United States

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**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: [BULK] MEMBER REQUEST  
**Date:** Tuesday, April 25, 2017 2:27:46 PM

---

**From:** "McMinimee, Shannon" <McMinimee.Shannon@yakimaschools.org>  
[mailto:McMinimee.Shannon@yakimaschools.org]  
**Sent:** Friday, April 21, 2017 7:18 AM  
**To:** Laura Sumner <LauraSu@spokaneschools.org>  
**Subject:** Fwd: [BULK] MEMBER REQUEST

Laura,

If I am remembering right, there is a specific WAC for bus drivers. But in general, only people who will not have unsupervised contact with kids would we consider starting before the fingerprinting is done. I don't think there's a way around the RCW for people having unsupervised contact with kids without having been fingerprinted.

Shannon McMinimee  
Assistant Superintendent for Human Resources  
Yakima School District  
[104 North 4th Avenue](#)  
[Yakima, WA 98902](#)  
[\(509\) 573-7065](tel:(509)573-7065)  
[McMinimee.Shannon@yakimaschools.org](mailto:McMinimee.Shannon@yakimaschools.org)

Begin forwarded message:

**From:** Curtis Leonard <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**Date:** April 21, 2017 at 7:13:42 AM PDT  
**To:** [mcmimimee.shannon@yakimaschools.org](mailto:mcmimimee.shannon@yakimaschools.org)  
**Subject:** [BULK] MEMBER REQUEST  
**Reply-To:** [cleonard@wspe.net](mailto:cleonard@wspe.net)

[laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)

**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: MEMBER REQUEST  
**Date:** Tuesday, April 25, 2017 2:27:18 PM

---

**From:** Caldwell, Therese [mailto:TCaldwell@nkschools.org]  
**Sent:** Monday, April 24, 2017 8:52 AM  
**To:** Laura Sumner <LauraSu@spokaneschools.org>  
**Cc:** 'Curtis Leonard (cleonard@wspa.net)' <cleonard@wspa.net>  
**Subject:** FW: MEMBER REQUEST

Hi Laura,

We allow employees to begin working as soon as they have been fingerprinted. Before the go-ahead is given to hire someone, we run a WATCH report on them as a preliminary background check. All employment offers are made with the understanding that the offer may be rescinded if fingerprint results warrant such action.

Thank you -

*Therese Caldwell*

**Human Resources, North Kitsap School District**  
**18360 Caldart Ave NE, Poulsbo, WA 98370**  
**Phone: (360) 396-3007 ~ FAX: (360) 396-3935**  
**Email: [hr@nkschools.org](mailto:hr@nkschools.org) ~ Website: [www.nkschools.org](http://www.nkschools.org)**

---

**From:** waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]  
**Sent:** Friday, April 21, 2017 7:14 AM  
**To:** Caldwell, Therese <TCaldwell@nkschools.org>  
**Subject:** MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to

being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: [lurasu@spokaneschools.org](mailto:lurasu@spokaneschools.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [tcaldwell@nkschools.org](mailto:tcaldwell@nkschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: Fingerprints clearing  
**Date:** Tuesday, April 25, 2017 2:26:49 PM

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**From:** JODI GREGORY [mailto:jgregory@bethelsd.org]  
**Sent:** Tuesday, April 25, 2017 2:20 PM  
**To:** Laura Sumner <LauraSu@spokaneschools.org>  
**Cc:** cleonard@wspa.net  
**Subject:** Fingerprints clearing

Hello Laura.

We allow employees to begin work before we have the fingerprint results. If we receive a "RAP" back on the prints, our Assistant Director reviews the report, checks to see if they disclosed on the application, and consults with our attorney prior to meeting with the employee.

Jodi Gregory  
Administrative Assistant  
Bethel Public Schools  
253-683-6020

**"We are more alike, my friends, than we are unlike." Maya Angelou**



**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: MEMBER REQUEST  
**Date:** Monday, April 24, 2017 9:44:43 AM

---

**From:** Barbara Puhl [mailto:[barbara\\_puhl@enumclaw.wednet.edu](mailto:barbara_puhl@enumclaw.wednet.edu)]  
**Sent:** Monday, April 24, 2017 7:57 AM  
**To:** Laura Sumner <[LauraSu@spokaneschools.org](mailto:LauraSu@spokaneschools.org)>  
**Cc:** [CLEONARD@wspa.net](mailto:CLEONARD@wspa.net)  
**Subject:** Fwd: MEMBER REQUEST

Hi Laura,

We require the fingerprint receipt back prior to working; but not results.  
We have a person to routinely look if they are cleared.  
We have so many that need re-dos; it would be a long time before someone could work if we waited for clearance on some.

We have very few unknown hits; since on the disclosure piece of their application they are supposed to disclose offenses.

Enjoy your Monday!!  
Barb

----- Forwarded message -----

From: **Curtis Leonard** <[wspa@memberclicks-mail.net](mailto:wspa@memberclicks-mail.net)>  
Date: Fri, Apr 21, 2017 at 7:13 AM  
Subject: MEMBER REQUEST  
To: [barbara\\_puhl@enumclaw.wednet.edu](mailto:barbara_puhl@enumclaw.wednet.edu)

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the

impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: [laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [barbara\\_puhl@enumclaw.wednet.edu](mailto:barbara_puhl@enumclaw.wednet.edu) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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United States

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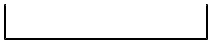
--

**Barb Puhl**

HR Specialist

Enumclaw School District

(360) 802-7106



**Go M's!**

**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: MEMBER REQUEST  
**Date:** Monday, April 24, 2017 9:44:27 AM

---

**From:** Caldwell, Therese [mailto:TCaldwell@nkschools.org]  
**Sent:** Monday, April 24, 2017 8:52 AM  
**To:** Laura Sumner <LauraSu@spokaneschools.org>  
**Cc:** 'Curtis Leonard (cleonard@wsps.net)' <cleonard@wsps.net>  
**Subject:** FW: MEMBER REQUEST

Hi Laura,

We allow employees to begin working as soon as they have been fingerprinted. Before the go-ahead is given to hire someone, we run a WATCH report on them as a preliminary background check. All employment offers are made with the understanding that the offer may be rescinded if fingerprint results warrant such action.

Thank you -

*Therese Caldwell*

**Human Resources, North Kitsap School District**  
**18360 Caldart Ave NE, Poulsbo, WA 98370**  
**Phone: (360) 396-3007 ~ FAX: (360) 396-3935**  
**Email: [hr@nkschools.org](mailto:hr@nkschools.org) ~ Website: [www.nkschools.org](http://www.nkschools.org)**

---

**From:** waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]  
**Sent:** Friday, April 21, 2017 7:14 AM  
**To:** Caldwell, Therese <TCaldwell@nkschools.org>  
**Subject:** MEMBER REQUEST

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to

being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?

Please send your response directly to: [lurasu@spokaneschools.org](mailto:lurasu@spokaneschools.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [tcaldwell@nkschools.org](mailto:tcaldwell@nkschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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United States

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|

**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@spokaneschools.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** FW: WSPA Question RE: Fingerprints  
**Date:** Monday, April 24, 2017 9:44:02 AM

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**From:** Melanie Hokin [mailto:[melanie\\_hokin@msvl.k12.wa.us](mailto:melanie_hokin@msvl.k12.wa.us)]  
**Sent:** Monday, April 24, 2017 9:34 AM  
**To:** Laura Sumner <[LauraSu@spokaneschools.org](mailto:LauraSu@spokaneschools.org)>  
**Cc:** [cleonard@wspa.net](mailto:cleonard@wspa.net)  
**Subject:** WSPA Question RE: Fingerprints

Hello Laura,

In response to your question posted to WSPA regarding fingerprinting, the Marysville School District does allow new employees to work prior to their fingerprints clearing.

Below is an excerpt from the related [RCW](#), and I highlighted the wording that authorizes the District to allow new employees to begin working prior to fingerprint clearance. I hope this helps!

## **RCW 28A.400.303**

### **Record checks for employees.**

(1) School districts, educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, and their contractors hiring employees who will have regularly scheduled unsupervised access to children shall require a record check through the Washington state patrol criminal identification system under RCW [43.43.830](#) through [43.43.834](#), [10.97.030](#), and [10.97.050](#) and through the federal bureau of investigation before hiring an employee. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. The requesting entity shall provide a copy of the record report to the applicant. **When necessary, applicants may be employed on a conditional basis pending completion of the investigation.** If the applicant has had a record check within the previous two years, the district, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor may waive the requirement. Except as provided in subsection (2) of this section, the district, pursuant to chapter [41.59](#) or [41.56](#) RCW, the Washington state center for childhood deafness and hearing loss, the state school for the blind, or contractor hiring the employee shall determine who shall pay costs associated with the record check.

**Melanie Hokin**  
Marysville School District

Human Resources Secretary  
Phone (360) 965-0072 | Fax (360) 965-0079

**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Christine Anderson](#)  
**Subject:** RE: MEMBER REQUEST  
**Date:** Monday, April 24, 2017 9:42:13 AM

---

Thank you! These are very helpful.

E

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**From:** Christine Anderson [mailto:[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)]  
**Sent:** Monday, April 24, 2017 9:20 AM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Fwd: MEMBER REQUEST

first of two :-)

Thank you,

**Christine Anderson** ~ Human Resources Supervisor ~ Blaine School District ~ 360/332-0712 (Internal x1712)

**From:** Debra Tito <[debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us)>  
**To:** "[cleonard@wspa.net](mailto:cleonard@wspa.net)" <[cleonard@wspa.net](mailto:cleonard@wspa.net)>, "[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)" <[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)>  
**Sent:** 4/21/2017 10:26 AM  
**Subject:** RE: MEMBER REQUEST

Hi Christine,  
Here's our template. Nothing fancy, but it gets the job done.

Please let me know if you have any questions.

Best,  
Deb

*Debra Tito*

Executive Director, Human Resources  
Renton School District  
425-204-2413

---

**From:** [wspa@memberclicks-mail.net](mailto:wspa@memberclicks-mail.net) [mailto:[wspa@memberclicks-mail.net](mailto:wspa@memberclicks-mail.net)]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** Debra Tito <[debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us)>  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!



Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)  
Also, cc your response to: [cleonard@wspsa.net](mailto:cleonard@wspsa.net)

Thanks!

Curtis

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This email was sent to [debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us) by [cleonard@wspsa.net](mailto:cleonard@wspsa.net)

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United States

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**From:** [Christine Anderson](#) on behalf of [Christine Anderson <canderson@webmail.blainesd.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](#)  
**Subject:** Fwd: MEMBER REQUEST  
**Date:** Monday, April 24, 2017 9:20:45 AM  
**Attachments:** [.Plan of Improvement Template.docx](#)

---

second of two

Thank you,

**Christine Anderson** ~ Human Resources Supervisor ~ Blaine School District ~ 360/332-0712 (Internal x1712)

**From:** "root, beverly" <rootb@svsd410.org>  
**To:** "cleonard@wspa.net" <cleonard@wspa.net>, "canderson@webmail.blainesd.org" <canderson@webmail.blainesd.org>  
**Sent:** 4/22/2017 9:24 AM  
**Subject:** RE: MEMBER REQUEST

Christine,  
Snoqualmie Valley uses the attached template for our Plans of Improvement. Luckily, we have only had to use it once!! Good luck.

*Beverly Root*

*Personnel Director*

*Snoqualmie Valley School District*

*This message and any attached files might contain information protected by federal and state law. The information is intended only for the use of the individual(s) or entities originally named as addressees. The improper disclosure of such information may be subject to civil or criminal penalties. If this message reached you in error, please contact the sender and destroy this message. Disclosing, copying, forwarding, or distributing the information by unauthorized individuals or entities is strictly prohibited by law.*

---

**From:** waspa@memberclicks-mail.net [mailto:waspa@memberclicks-mail.net]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** root, beverly  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!

Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks!

Curtis

---

This email was sent to [rootb@svsd410.org](mailto:rootb@svsd410.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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# Snoqualmie Valley School District

8001 Silva Ave SE, PO Box 400, Snoqualmie, WA 98065  
Phone (425) 831-8000 ♦ Fax (425) 831-8040 ♦ www.svsd410.org

*date*

*Employee*

*street*

*city/state*

RE: Program of Assistance for Improvement

Dear *Employee*:

Based upon the 2014-2015 evaluation and formal observations, informal observations and conferences during the 2015-2016 school year, I have determined that **Employee** is not demonstrating satisfactory performance as indicated by the Collective Bargaining Agreement between the Snoqualmie Valley Education Association (SVEA) and the Snoqualmie Valley School District (“District”) and the Memorandum of Agreement between the Snoqualmie Valley Education Association Part IX – Certificated Staff Evaluation (collectively, “Agreement”).

Based upon my informal observations on September 24, 2015, October 14, 2015, November 18, 2015, November 24, 2015, December 7, 2015 and January 4, 2016 and formal observations on September 29, 2015, October 15, 2015, November 6, 2015, and December 9, **Employee’s** performance has been deficient as defined by RCW 28A.405.100 and the Agreement. **Employee** was found unsatisfactory in the performance criteria for: CRITERION 6: Using multiple student data elements to modify instruction and improve student learning. Further, **Employee** was found to be deficient in the following criteria: CRITERION 1: Centering instruction on high expectations for student achievement, CRITERION 2: Demonstrating effective teaching practices, CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs, CRITERION 5: Fostering and managing a safe, positive learning environment, CRITERION 7: Communicating and collaborating with parents and school community, and CRITERION 8: Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning.

I also note that **Employee** was found to have deficient performance in each of these areas in **her** 2014-2015 Summative Evaluation Report and in **her** 2013-2014 Summative Evaluation Report. **Employee’s** performance deficiencies are detailed in the attached post conference observation reports.

A Program of Assistance for Improvement to assist **Employee** in addressing the performance deficiencies identified in the observation reports, evaluation and conferences has been developed. The purpose of this Program of Assistance for Improvement is to support and assist **Employee** in improving **her** performance. The Program of Assistance for Improvement will be effective immediately upon approval of it by the Superintendent and will continue for sixty school days.

## **PROBLEM AREA # 1**

Area of Deficiency/Area Needing Improvement: CRITERION 1: Centering instruction on high expectations for student achievement

**Employee** demonstrates a lack of ability to develop the foundational expectation that all students can and will attain a high level of personal and academic achievement. Post conference reports for on September 29, 2015, October 15, 2015, and December 9 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Demonstrating a commitment to high learning expectations for **her** students.
- Fostering classroom interactions that support learning and hard work.
- Communicating the instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.
- Engaging students effectively in a consistent manner.

Expectations:

**Employee** must demonstrate the ability to center instruction on high expectations for student achievement.

To demonstrate a proficient level of performance in this criterion **Employee** needs to:

- Create a classroom culture where learning is valued by all, with high expectations for learning being the norm for most students.
- Convey that with hard work, students can be successful.
- Communicate with students that with hard work, students can be successful.
- Clearly communicate the instructional purpose of the lesson, including where it is situated within broader learning, and explain procedures and directions clearly.
- Explain content so that it is well scaffolded, clear and accurate, and connects with students' knowledge and experience.
- Invite student intellectual engagement during the explanation of content.
- Engage students effectively in a consistent manner.

## **PROBLEM AREA # 2**

Area of Deficiency/Area Needing Improvement: CRITERION 2: Demonstrating effective teaching practices.

**Employee** demonstrates a lack of ability to create and implement focused (research based) lessons that measurably improve student learning, maximize efficiency and foster a high level of student engagement. Post conference reports for lessons on November 6, 2015, and December 9 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Developing and utilizing questions of uniform high quality and that are sensibly paced.
- Effectively creating opportunities for students to talk with each other in small groups or in a whole class setting where students can speak, listen, and respond to each other.
- Reviewing **her** lessons when completed to inform **her** of areas that need improvement or seeking additional help to create more focused positive instruction.
- Making an accurate assessment of how a lesson went in relation to what **she** had planned and **her**

- goals for student learning.
- Recognizing that there are issues and identify things that **she** would do differently in the future.

Expectations:

**Employee** must demonstrate effective teaching practices.

**Employee** needs to:

- Ask students questions designed to promote thinking and understanding.
- Create a genuine discussion among students providing adequate time for students to respond and step aside when appropriate.
- Successfully engage most students in discussion, employing a range of strategies to ensure that most students are heard.
- Make an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgement.
- Make a few specific suggestions of what could be tried another time the lesson is taught.

### **PROBLEM AREA #3**

Area of Deficiency/Area Needing Improvement: CRITERION 3: Recognizing individual student learning needs and developing strategies to address those needs.

**Employee** demonstrates a lack of ability to establish student growth goals and identify a subgroup of students not reaching full learning potential. The email to summarize our meeting on January 6, 2016 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Establishing student growth goals.
- Establishing appropriate student growth goals for students not reaching full learning potential.
- Achieving growth toward those established growth goals through referencing achievement data from at least two points in time for most students.

Expectations:

**Employee** must exhibit, in **her** performance, evidence of recognition of individual student learning needs and the development of strategies to address those needs.

**Employee** needs to:

- Establish appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) should identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
- Use multiple sources of growth or achievement data from at least two points in time to show clear evidence of growth for most students.

### **PROBLEM AREA #4**

Area of Deficiency/Area Needing Improvement: CRITERION 4: Providing clear and intentional focus on subject matter content and curriculum.

**Employee** has demonstrated an overall proficient rating for this criterion thus far this school year.

However, **her** performance demonstrates a lack of ability in the elements 4.2 Setting Instructional Outcomes and 4.4 Designing Coherent Instruction. Post conference reports from observations on November 6, 2015, and December 9 and the comprehensive evaluation we shared with **her** on January 11, 2016 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Ensuring that all the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.
- Ensuring that outcomes reflect several different types of learning and opportunities for coordination.
- Planning instructional tasks and activities aligned with instructional purpose of the lesson and relevant state and national visual arts standards.
- Coordinating knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
- Ensuring that lessons have a clear structure with appropriate and varied use of instructional groups.

Expectations:

**Employee** must demonstrate the ability to foster and manage a safe, positive learning environment.

**Employee** needs to:

- Plan outcomes that represent rigorous and important learning in the discipline.
- Ensure that all the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.
- Ensure that outcomes reflect several different types of learning and opportunities for coordination.
- Coordinate knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
- Ensure that lessons have a clear structure with appropriate and varied use of instructional groups.
- Write and follow high quality daily and unit lesson plans that support state/national standards, communicate high expectations for learning and student achievement. These plans will be submitted to **Principal** and **Second Evaluator** for review each Wednesday morning, prior to the beginning of the school day beginning on January 20, 2016. **Principal** and **Second Evaluator** will review and return them by the end of the school day each Thursday. A template that **Employee** can use for these lesson plans will be provided.

### **PROBLEM AREA #5**

Area of Deficiency/Area Needing Improvement: CRITERION 5: Fostering and managing a safe, positive learning environment.

**Employee** demonstrates a lack of ability to foster and manages relationships that support respect and rapport in the classroom. Post conference reports from observations on, October 15, 2015, November 6, 2015, and December 9 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Demonstrating positive, respectful, consistently appropriate, teacher interactions with students.
- Establishing, teaching and maintaining consistent positive student interactions with other students.
- Effectively monitoring student behaviors.
- Monitoring and responding to student misbehavior in a consistent, appropriate manner and communicating with parents when appropriate.

- Accessing support services from assistant principals, counselors and other support staff when necessary.
- Keep the classroom clean and organized.

Expectations:

**Employee** must demonstrate the ability to foster and manage a safe, positive learning environment.

**Employee** needs to:

- Ensure that teacher-student interactions are friendly and demonstrate general caring and respect.
- Ensure that student interactions are generally polite and respectful.
- Respond successfully to disrespectful behavior among students.
- Monitor student behavior against established standards of conduct.
- Ensure that **her** response to student behavior is consistent, proportionate, respectful to students, and effective.
- Ensure that the classroom is safe, that learning is accessible to all students, and that the physical arrangement is appropriate to the learning activities.

### **PROBLEM AREA #6**

Area of Deficiency/Area Needing Improvement: CRITERION 6: Using multiple student data elements to modify instruction and improve student learning.

**Employee** does not demonstrate an ability to analyze the results of multiple data elements (i.e. formative, summative and other measures) to inform instruction and determine which strategies, materials and resources will improve student achievement. Post conference reports from observations on September 29, 2015, October 15, 2015, November 6, 2015, and December 9 addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Establishing appropriate student growth goal(s) for whole classroom.
- Using multiple sources of growth or achievement data from at least two points to give evidence of student growth.
- Developing assessment criteria and standards for students.
- Providing students clear assessment criteria for lessons.
- Using a variety of assessments to diagnose, monitor student progress, and modify instruction.
- Planning instruction based upon data gathered from students and adjusting lessons based upon that data.
- Allowing students to track their own progress and self-assessment.
- Giving timely, effective assessment feedback to students.
- Consistently updating Skyward once every two weeks with accurate student learning information.
- Consistently entering student attendance information every class period, every day.

Expectations:

**Employee** must demonstrate the ability to use multiple student data elements to modify instruction and improve student learning.

**Employee** needs to:

- Establish appropriate student growth goal(s) for the whole classroom. These goal(s) should identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).



- Establish at least two points in time where multiple sources of achievement data are used as clear evidence of student growth for most students.
- Ensure that **her** plan for student assessment aligns with the instructional outcomes.
- Develop assessment criteria and standards that are clear.
- Create and use a well-developed strategy for using formative assessment and design particular approaches to be used.
- Intend to use assessment results to plan for future instruction for groups of students.
- Use assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.
- Ensure that students are aware of the assessment criteria, and that some of them engage in self-assessment.
- Use questions, prompts, and assessments to diagnose evidence of learning.

### **PROBLEM AREA #7**

Area of Deficiency/Area Needing Improvement: CRITERION 7: Communicating and collaborating with parents and school community.

**Employee** demonstrates a lack of ability to proactively communicate to all educational stakeholders in an ethical and professional (timely, supportive, systematic, meaningful, respectful) manner. Pre- and Post-conference reports and other communications with **Employee** addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Communicating program information.
- Responding to emails in a timely manner.
- Communicating student progress through Skyward.
- Maintaining Accurate Records in Skyward for attendance and grades.

Expectations:

**Employee** must demonstrate the ability to effectively communicate and collaborate with parents and the school community.

**Employee** needs to:

- Communicate frequently with families about the instructional program and convey information about individual student progress.
- Make some attempt to engage families in the instructional program.

### **PROBLEM AREA #8**

Area of Deficiency/Area Needing Improvement: CRITERION 8: Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning.

**Employee** demonstrates a lack of ability to value and participate regularly in a wide range of collaborative and collegial work for the benefit of improving instructional practice and student learning. Pre and Post conferences and other meetings with **Employee** addressed areas of deficiency.

**Employee** fails to show proficiency in:

- Establishing student growth goals.

- Collaboratively meeting with other grade, school, or district team members to establish goals, to develop and implement common, high quality measures, and to monitor growth and achievement during the year.
- Complete written lesson plans for pre-conferences that include alignment to state/national standards.
- Meeting building expectations for recording attendance and updating your gradebook on Skyward.

Expectations:

**Employee** must demonstrate the ability to exhibit collaborative and collegial practices focusing on improving instructional practice and student learning.

**Employee** needs to:

- Consistently and actively collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the year.
- Comply fully with school and district regulations.

### **ASSISTANCE PROVIDED**

1. An outside consultant/coach will be provided to assist **Employee** with lesson planning and development of instructional and assessment strategies.
2. Release time, with a substitute, will be provided to allow **Employee** to participate in coaching/consultant meetings up to 7.5 hours.
3. Release time, with a substitute, will be provided to allow **Employee** to observe up to 7.5 hours in other classrooms within the building and/or district so long as the observations are approved in advance by **Principal** or **Second Evaluator**.
4. **Principal** and/or **Second Evaluator**, will review and comment on **Employee** submitted lesson plans, as noted above in the discussion of Problem Area #4.
5. **Principal** will also complete two formal observations each month, including post conference written feedback on **Employee**'s performance and evaluation of progress that **Employee** has made on **her** plan of improvement.
6. A second evaluator, **Second Evaluator**, will observe and provide written feedback concerning **Employee**'s performance once per month during this plan.

### **TIMELINES**

This Plan of Assistance for Improvement will be in effect upon approval of the Superintendent and will continue in effect for **sixty school days**. Successful correction of the deficiencies is expected by the end of the plan. At the end of the plan, a conference will be held to assess progress. Lack of necessary improvement during this period constitutes grounds for a finding of probable cause for nonrenewal of **Employee**'s teaching contract with the District.

**I have received a copy of this plan and have discussed it with my evaluators.**

---

Teacher

Date

---

Principal

Date

---

Principal

Date

CC: Personnel File  
Human Resources  
SVEA President

**From:** [Christine Anderson](#) on behalf of [Christine Anderson <canderson@webmail.blainesd.org>](#)  
**To:** [erin.battersby@mercerislandschools.org](#)  
**Subject:** Fwd: MEMBER REQUEST  
**Date:** Monday, April 24, 2017 9:20:36 AM  
**Attachments:** [CERT Template CURRENT.doc](#)

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first of two :-)

Thank you,

**Christine Anderson** ~ Human Resources Supervisor ~ Blaine School District ~ 360/332-0712 (Internal x1712)

**From:** Debra Tito <[debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us)>  
**To:** "cleonard@wspa.net" <[cleonard@wspa.net](mailto:cleonard@wspa.net)>, "[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)" <[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)>  
**Sent:** 4/21/2017 10:26 AM  
**Subject:** RE: MEMBER REQUEST

Hi Christine,  
Here's our template. Nothing fancy, but it gets the job done.

Please let me know if you have any questions.

Best,  
Deb

*Debra Tito*

Executive Director, Human Resources  
Renton School District  
425-204-2413

---

**From:** [wspa@memberclicks-mail.net](mailto:wspa@memberclicks-mail.net) [<mailto:wspa@memberclicks-mail.net>]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** Debra Tito <[debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us)>  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!

Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks!

Curtis

---

This email was sent to [debra.tito@rentonschools.us](mailto:debra.tito@rentonschools.us) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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United States

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## PLAN OF ASSISTANCE

**DATE:**

**TEACHER:**

**ASSIGNMENT:**

**ADMINISTRATOR:**

**SCHOOL:**

The evidence provided by formal and informal observations as well as annual evaluations beginning with the 20XX school year and continuing through the 20XX-20XX school year indicate the need for a Plan of Assistance to address identified deficiencies:

### DEFICIENCY/PROBLEM STATEMENT -

- 

#### EXPECTATIONS

- 

### DEFICIENCY/PROBLEM STATEMENT -

The evidence provided by formal and informal observations as well as annual evaluations beginning with the 20XX-20XX school year and continuing through the 2010-2011 school year indicate the need for a Plan of Assistance to address the following deficiencies:

- 

#### EXPECTATIONS

- 

### RESOURCES

- Teacher will be provided with release time to observe comparable instructional settings to aid in improving his/her XXXXXXXX and XXXXXXXX skills.
- The Principal will provide regular feedback and suggest strategies.
- The Instructional Facilitator is available to provide feedback and suggest strategies.
- A mentor will be provided at district expense to support Teacher X in his/her efforts to satisfactorily meet the expectations set forth in this plan.

### ASSISTANCE AND MONITORING

- Weekly informal classroom observations with post-observations discussions will be conducted by the principal, beginning the week of September 5, 2011. The principal will

Teacher X- Plan of Assistance

DATE

Page 1 of 2

conduct at least two (2) formal observations and post-observation discussions within the course of the plan.

- The Principal and **Teacher** will meet on a regular basis to conduct pre-observation and/or post-observation discussions and to provide the principal an opportunity to provide **Teacher** with feedback.
- Any other assistance requested by **Teacher** will be given due consideration.

**TIMELINE**

The Plan of Assistance will remain in effect from **June X, 20XX to December XX, 20XX**. At the end of that time, a progress conference will be held. Regular evaluation procedures will be reinstated if the Plan of Assistance has reached a successful conclusion. If the Plan of Assistance is not successfully completed, it may be extended.

\_\_\_\_\_  
, Principal  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
, Teacher  
School

\_\_\_\_\_  
Date

**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Marilyn.Boerke@camas.wednet.edu](mailto:Marilyn.Boerke@camas.wednet.edu)  
**Subject:** FW: MEMBER REQUEST  
**Date:** Sunday, April 23, 2017 12:30:53 PM

---

Hi, Marilyn.

Please let me know what responses you get. We have had some similar issues.

Thanks.

E

---

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) [mailto:[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)]  
**Sent:** Friday, April 14, 2017 9:11 AM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** MEMBER REQUEST

Last request of the week! Thanks!

Request #3

Marilyn Boerke from Camas School District is asking if your CBA for teachers includes any language specific to teachers being administratively transferred. This is not related to voluntary transfers, but for teachers who may be transferred to another school due to not being successful in one school.

Please send your response directly to: [Marilyn.Boerke@camas.wednet.edu](mailto:Marilyn.Boerke@camas.wednet.edu)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Washington School Personnel Association <waspa@memberclicks-mail.net>](mailto:waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Webinar: Employee Misconduct and Investigations - May 5, 2017 Form Submitted  
**Date:** Sunday, April 23, 2017 11:38:58 AM

---

Thank you for registering to attend the WSPA Webinar: Employee Misconduct and Investigations.

This webinar will be held on May 5, 2017 from 9:00-11:00 a.m.

IMPORTANT:

You are only allowed one Go To Webinar login per registration. If you would like to purchase additional logins please contact [admin@wspa.net](mailto:admin@wspa.net).

If you made payment with a credit card, please print this confirmation as your proof of payment and receipt. If you chose to pay by invoice, an invoice will be emailed to you separately.

Organization: Mercer Island School District

Contact Name: Erin Battersby

Contact Email: [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

Date:04/23/2017 14:38:57

ID:12060056

Amount:\$0.00

Payment Method:No Payment

**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Christine Anderson](#)  
**Subject:** Re: MEMBER REQUEST  
**Date:** Friday, April 21, 2017 1:15:18 PM

---

That is very strange... at least they got your email right!

Best.

Erin.

Erin C. E. Battersby  
Mercer Island School District  
Sr. Director of Compliance & Legal Affairs  
206.230.6227

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On Fri, Apr 21, 2017 at 11:56 AM, Christine Anderson <[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)> wrote:

I will Erin,

I didn't even know my request had been sent out until you wrote to me. For some reason I was not sent any of the MEMBER REQUESTS this morning. I checked my spam folder, but I don't have anything from WSPA today.

Thank you,

**Christine Anderson** ~ Human Resources Supervisor ~ Blaine School District ~ [360/332-0712](tel:3603320712) (Internal x1712)

**From:** Erin Battersby <[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)>  
**To:** <[canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)>  
**Sent:** 4/21/2017 8:59 AM  
**Subject:** FW: MEMBER REQUEST

Hi, Christine.

I would appreciate it if you could send on whatever you receive in response to this request? This could be very helpful for me as well.

Thanks.

Erin.

---

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) [mailto:[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!

Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks!

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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**From:** [Christine Anderson](#) on behalf of [Christine Anderson <canderson@webmail.blainesd.org>](mailto:canderson@webmail.blainesd.org)  
**To:** [Erin Battersby](#)  
**Subject:** Re: MEMBER REQUEST  
**Date:** Friday, April 21, 2017 11:57:12 AM

---

I will Erin,

I didn't even know my request had been sent out until you wrote to me. For some reason I was not sent any of the MEMBER REQUESTS this morning. I checked my spam folder, but I don't have anything from WSPA today.

Thank you,

**Christine Anderson** ~ Human Resources Supervisor ~ Blaine School District ~ 360/332-0712 (Internal x1712)

**From:** Erin Battersby <erin.battersby@mercerislandschools.org>  
**To:** <canderson@webmail.blainesd.org>  
**Sent:** 4/21/2017 8:59 AM  
**Subject:** FW: MEMBER REQUEST

Hi, Christine.

I would appreciate it if you could send on whatever you receive in response to this request? This could be very helpful for me as well.

Thanks.

Erin.

---

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) [mailto:[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!

Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks!

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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**From:** [Laura Sumner](#) on behalf of [Laura Sumner <LauraSu@SpokaneSchools.org>](#)  
**To:** [Battersby, Erin](#)  
**Subject:** Re: Fwd: MEMBER REQUEST  
**Date:** Friday, April 21, 2017 10:07:07 AM

---

Sure, I'd be happy to share the responses.

Laura

Laura Sumner  
Employee Relations Manager, HR  
Spokane Public Schools  
200 N Bernard St  
Spokane, WA 99201  
(509)354-7285  
(509)354-5963 - fax  
[laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)

>>> Erin Battersby <[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)> 4/21/2017 9:49 AM >>>  
Hi, Laura.

I would be very interested in the responses that you receive to this request. Do you mind sharing this with me?

Thank you in advance.

Erin.  
Erin C. E. Battersby  
Mercer Island School District  
Sr. Director of Compliance & Legal Affairs  
206.230.6227

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----- Forwarded message -----

From: **Curtis Leonard** <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
Date: Fri, Apr 21, 2017 at 7:13 AM  
Subject: MEMBER REQUEST  
To: [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

WSPA MEMBERS:

A few member requests for the end of the week.

Request #1

Laura Sumner from Spokane Public Schools is wondering if District's allow new hires to being working prior to their fingerprint results clearing? If no, what does your district's process look like and is it the same process for all types of employees/hires? And, what is the impact of making the person wait to begin work until fingerprint results have been received?



Please send your response directly to: [laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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powered by  **MemberClicks**

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**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)  
**Subject:** Fwd: MEMBER REQUEST  
**Date:** Friday, April 21, 2017 9:49:30 AM

---

Hi, Laura.

I would be very interested in the responses that you receive to this request. Do you mind sharing this with me?

Thank you in advance.

Erin.

**Erin C. E. Battersby**  
Mercer Island School District  
**Sr. Director of Compliance & Legal Affairs**  
206.230.6227

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----- Forwarded message -----

**From:** **Curtis Leonard** <[waspamemberclicks@mail.net](mailto:waspamemberclicks@mail.net)>  
**Date:** Fri, Apr 21, 2017 at 7:13 AM  
**Subject:** MEMBER REQUEST  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

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Please send your response directly to: [laurasu@spokaneschools.org](mailto:laurasu@spokaneschools.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)  
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**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)  
**Subject:** FW: MEMBER REQUEST  
**Date:** Friday, April 21, 2017 8:59:15 AM

---

Hi, Christine.

I would appreciate it if you could send on whatever you receive in response to this request? This could be very helpful for me as well.

Thanks.

Erin.

---

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) [mailto:[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)]  
**Sent:** Friday, April 21, 2017 7:19 AM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** MEMBER REQUEST

Request #3

Last request of the week. Thanks!

Christine Anderson from Blaine School District is looking for templates of a TPEP plan of improvement.

Please send your response directly to: [canderson@webmail.blainesd.org](mailto:canderson@webmail.blainesd.org)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks!

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Shared Google Drive  
**Date:** Monday, April 17, 2017 2:01:58 PM

---

Hello WSPA Members,

Just a reminder about the document sharing program for WSPA members through Google Drive. We encourage you to take advantage of this shared resource.

Each individual district will be responsible for uploading your documents to the Google Drive site. Please upload the actual documents, not links from your website --PDF or WORD documents are preferred.

The Google Drive site has specific folders set up for each district including CBA's, Salary Schedules and Job Descriptions.

The link to the shared drive:

[https://drive.google.com/drive/folders/0B\\_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing](https://drive.google.com/drive/folders/0B_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing)

Please contact us at [admin@wspa.net](mailto:admin@wspa.net) if you have any trouble accessing this drive.

This information may also be found on our website at [www.wspa.net](http://www.wspa.net) under the "resources" tab.

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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United States

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Shared Google Drive  
**Date:** Monday, April 17, 2017 2:01:39 PM

---

Hello WSPA Members,

Just a reminder about the document sharing program for WSPA members through Google Drive. We encourage you to take advantage of this shared resource.

Each individual district will be responsible for uploading your documents to the Google Drive site. Please upload the actual documents, not links from your website --PDF or WORD documents are preferred.

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[https://drive.google.com/drive/folders/0B\\_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing](https://drive.google.com/drive/folders/0B_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing)

Please contact us at [admin@wspa.net](mailto:admin@wspa.net) if you have any trouble accessing this drive.

This information may also be found on our website at [www.wspa.net](http://www.wspa.net) under the "resources" tab.

Thank you,

Washington School Personnel Association

---

This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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United States

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Shared Google Drive  
**Date:** Monday, April 17, 2017 2:01:29 PM

---

Hello WSPA Members,

Just a reminder about the document sharing program for WSPA members through Google Drive. We encourage you to take advantage of this shared resource.

Each individual district will be responsible for uploading your documents to the Google Drive site. Please upload the actual documents, not links from your website --PDF or WORD documents are preferred.

The Google Drive site has specific folders set up for each district including CBA's, Salary Schedules and Job Descriptions.

The link to the shared drive:

[https://drive.google.com/drive/folders/0B\\_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing](https://drive.google.com/drive/folders/0B_9rjogzD8nDVDRuS1RwaE9tSG8?usp=sharing)

Please contact us at [admin@wspa.net](mailto:admin@wspa.net) if you have any trouble accessing this drive.

This information may also be found on our website at [www.wspa.net](http://www.wspa.net) under the "resources" tab.

Thank you,

Washington School Personnel Association

---

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA: Upcoming Webinars  
**Date:** Monday, April 17, 2017 6:00:56 AM

---

Hello WSPA Members,

We are pleased to announce that we have two upcoming webinars to share with our members:

**Employee Misconduct and Investigations**

- May 5, 2017
- 9:00-11:00 am

**New Overtime Requirements + FMLA Refresher**

- May 26, 2017
- 9:00-11:00 am

Please note that webinars are now FREE for WSPA members. The non-member price is \$75.

Pre-registration is required. [Please click here to register.](#)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA: Upcoming Webinars  
**Date:** Monday, April 17, 2017 6:00:38 AM

---

Hello WSPA Members,

We are pleased to announce that we have two upcoming webinars to share with our members:

**Employee Misconduct and Investigations**

- May 5, 2017
- 9:00-11:00 am

**New Overtime Requirements + FMLA Refresher**

- May 26, 2017
- 9:00-11:00 am

Please note that webinars are now FREE for WSPA members. The non-member price is \$75.

Pre-registration is required. [Please click here to register.](#)

Thank you,

Washington School Personnel Association

---

This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA: Upcoming Webinars  
**Date:** Monday, April 17, 2017 6:00:24 AM

---

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Thank you,

Washington School Personnel Association

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This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Rosie Burns](#)  
**Subject:** RE: WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Friday, April 14, 2017 11:25:35 AM

---

Agreed.

We need to sit down and look at our budget.

E

---

**From:** Rosie Burns [mailto:[rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)]  
**Sent:** Friday, April 14, 2017 9:14 AM  
**To:** Erin Battersby  
**Subject:** Fwd: WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation

I'm kind of interested in this boot camp -

Sent from my iPhone

Begin forwarded message:

**From:** Jennifer Tottenham <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**Date:** April 14, 2017 at 6:02:18 AM PDT  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Reply-To:** [admin@wspa.net](mailto:admin@wspa.net)

Dear WSPA members,

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## Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21<sup>st</sup> Century

- July 10, 2017
- 8:00 am - 11:45 am
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- For more information about Caprice Hollins please visit her website at: <http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration: [www.wspa.net](http://www.wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [Erin Battersby](#)  
**Subject:** Fwd: WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Friday, April 14, 2017 9:14:19 AM

---

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Sent from my iPhone

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**From:** Jennifer Tottenham <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**Date:** April 14, 2017 at 6:02:18 AM PDT  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** **WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation**  
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This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Friday, April 14, 2017 6:02:19 AM

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This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Friday, April 14, 2017 6:01:51 AM

---

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---

This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Friday, April 14, 2017 6:01:32 AM

---

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**From:** [Bill Keim](#) on behalf of [Bill Keim <bkeim@wasa-oly.org>](#)  
**To:** [fred.rundle@mercerislandschools.org](#)  
**Subject:** Ed Funding Recommendations  
**Date:** Thursday, April 13, 2017 5:46:33 PM

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<<http://WASA.informz.net/z/cjUucD9taT02MDU5NjQ1JnA9MSZ1PTgwNzY2MjkwMCZsaT00MjQ1OTA1Nw/index.html>>

. Rather than focusing on any of the specific plans on the table, Workgroup members addressed individual components of any potential plan.

These recommendations represent the shared interest and commitment across our associations and members to work with legislators as they work toward a final education funding policy and funding plan. We encourage you to review the recommendations as you continue to engage with your local legislators. We need to ensure any plan they develop can be adopted by both the House and Senate, will be accepted by the Supreme Court, and actually works for our students and school districts.

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Bill Keim  
Executive Director  
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Olympia, WA 98501  
360.943.5717  
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Please send any comments about this email to [ejohnson@wasa-oly.org](mailto:ejohnson@wasa-oly.org) <<mailto:ejohnson@wasa-oly.org>>

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Bill Keim  
Executive Director  
WASA  
825 Fifth Avenue SE  
Olympia, WA 98501  
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<<http://wasa.informz.net/WASA/data/images/spacer.gif>> <<http://wasa.informz.net/WASA/data/images/spacer.gif>> Dear  
WASA Members:

WASA and WASBO established a Local Funding Workgroup in 2014 to act as a resource to legislators and develop recommendations to assist the Legislature as they attempt to comply with the Supreme Court's McCleary decision. Last fall, the Workgroup was expanded to include WSSDA, AWSP, WSPA and AEA. The Workgroup now represents nearly 8,000 school district leaders across the state.

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The Local Funding Workgroup recommendations are available here

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Bill Keim  
Executive Director  
WASA  
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Washington Association of School Administrators



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Bill Keim

Executive Director

WASA

825 Fifth Avenue SE

Olympia, WA 98501

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[bkeim@wasa-oly.org](mailto:bkeim@wasa-oly.org)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Washington School Personnel Association - WSPA](#)  
<[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Region 4 Nominations  
**Date:** Wednesday, April 12, 2017 10:01:21 AM

---

Hello Region 4 members,

With the election of Shaun Carey as our WSPA President-Elect, two Region 4 representative positions became open for 2017-2018. The WSPA Board has asked Cathi Brinck Price to extend her position for one year and for the region to open a single representative position. This allows for continuity with the Board and their work and ensures proper rotation of regional representatives per our Bylaws.

The call for nominations went out yesterday to Region 4 members. We encourage you to consider serving on the WSPA Board as a Region 4 Co-Representative.

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Washington School Personnel Association - WSPA](#)  
<[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Region 4 Nominations  
**Date:** Wednesday, April 12, 2017 10:01:13 AM

---

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Washington School Personnel Association

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<[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Region 4 Nominations  
**Date:** Wednesday, April 12, 2017 10:01:09 AM

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**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Tyrell Bergstrom](#)  
**Subject:** FW: Legislative Update  
**Date:** Tuesday, April 11, 2017 6:07:30 PM  
**Attachments:** [Legislative Matrix APRIL 10 2017.pdf](#)  
[WSPA Legislative Report APRIL 10 2017.pdf](#)

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I, Ty.

I am not sure if you get these...

e

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) [mailto:[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)]  
**Sent:** Tuesday, April 11, 2017 12:02 PM  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Legislative Update

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at [goekel@comcast.net](mailto:goekel@comcast.net)

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

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Legislative Bill Summary  
 Issues Impacting School District HRM  
 April 10, 2017

| House | Senate |                                | Status                                           | Issue                                                                            |
|-------|--------|--------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------|
| 1060  | 5290   | Medical Marijuana              | HB passed. Placed on 2nd Reading in Senate       | Allow parent to administer non-inhaled medical marijuana in school, bus, events. |
| 1115  | 5070   | Paraeducators                  | SB passed. Referred for House Rules 2 Review     | Create Paraeducator Board to adopt standards & certification for para's.         |
| 1303  | 5142   | Educational Interpreters       | SB Passed the Legislature.                       | Provide 12 to 18 months for interpreters to meet state standard.                 |
| 1319  |        | Educators Evaluation Frequency | HB passed. Public Hearing in Senate 3-14         | Allow 6 years without a summative evaluation if rated 3 or 4 under TPEP.         |
| 1341  |        | Pro Cert Teachers              | HB passed. Placed on 2nd Reading in Senate Rules | Provide 3 methods of professional certification to include PD credits.           |
| 1434  | 5295   | Shared Leave Pregnancy         | HB passed. Placed on 2nd Reading in Senate Rules | Allow shared leave for pregnancy disability, miscarriage, adoption.              |
| 1560  |        | Default Retirement             | HB passed. Referred to Senate Ways & Means       | Change default to Plan 2 when employee fails to make election.                   |
| 1618  |        | Engagement Coordinators        | HB passed. Referred to Senate Ways & Means       | Standardize title and duties of Engagement Coordinators.                         |
|       | 5534   | Housing Allowance              | Will likely be addressed in full funding bills.  | Allow housing allowance up to \$10,000 based on property value variations.       |
|       | 5726   | Health Benefits                | Will likely be addressed in full funding bills.  | Require Districts to adopt state Health Care Authority benefits in 2019.         |
|       | 5833   | Retirement                     | SB Passed. Public Hearing in House 3-15          | Increase minimum benefit for select Plan 1 retirees.                             |





## **Update of Key Legislation Impacting Public School HR Management**

**Lee Goeke, Legislative Liaison**

**April 10, 2017**

The attached matrix updates the status of legislation impacting school district human resource management.

Previously discussed bills that continue to progress include:

- a. Medical marijuana for students,
- b. Paraeducators qualification standards and certification,
- c. Educator evaluation frequency,
- d. Teacher and administrator certification,
- e. Pregnancy related shared leave,
- f. Engagement coordinators, and
- g. Changing from Plan 3 to Plan 2 for the default retirement option.

SB 5142, Educational Interpreters, has passed the legislature. The bill provides 12 to 18 months for Educational Interpreters to meet state standards.

Key issues impacting teacher and administrator certification is the introduction of a 5-year renewal option of the residency certificate based on professional development credits, and creating a 3<sup>rd</sup> professional certification option based on completing 75 professional development credit.

Key issues impacting paraeducators is a requirement to provide access to a course of study on certification standards before the paraeducator begins working with students and families (effective in 2019), and whether paraeducators in special education and ELL must, or may, obtain a specialty certificate.

Individual health benefit bills have yet to pass both houses. However, the proposed changes will undoubtedly be considered in the budget process and likely be part of the full funding resolution. There remains a focus on achieving a 3:1 ratio concerning family and individual premiums. WASA has noted that Public Employee Benefits Board programs currently meet the 3:1 ratio which may put more pressure on moving school districts in that direction.

The Legislature continues to maintain secrecy on the status and/or progress of efforts to reach a compromise on the House and Senate bills to fully fund public education (HB 1843, SB 5607). Consequently, there is no update on what a resolution might look like. Indications are that this will remain the case through the rest of the regular session and into an extended session.

The next key cutoff date for the legislature is April 12, 2017, when non-budget related bills must be adopted by the opposite house. Some of the bills noted above as continuing to progress could still meet this deadline.

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Tuesday, April 11, 2017 12:03:10 PM  
**Attachments:** [Legislative Matrix APRIL 10 2017.pdf](#)  
[WSPA Legislative Report APRIL 10 2017.pdf](#)

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## **Update of Key Legislation Impacting Public School HR Management**

**Lee Goeke, Legislative Liaison**

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**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Tuesday, April 11, 2017 12:02:21 PM  
**Attachments:** [Legislative Matrix APRIL 10 2017.pdf](#)  
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The Legislature continues to maintain secrecy on the status and/or progress of efforts to reach a compromise on the House and Senate bills to fully fund public education (HB 1843, SB 5607). Consequently, there is no update on what a resolution might look like. Indications are that this will remain the case through the rest of the regular session and into an extended session.

The next key cutoff date for the legislature is April 12, 2017, when non-budget related bills must be adopted by the opposite house. Some of the bills noted above as continuing to progress could still meet this deadline.

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Legislative Update  
**Date:** Tuesday, April 11, 2017 12:01:50 PM  
**Attachments:** [Legislative Matrix APRIL 10 2017.pdf](#)  
[WSPA Legislative Report APRIL 10 2017.pdf](#)

---

Hello WSPA members,

Please see the attached legislative update from Lee Goeke, WSPA Legislative Liaison.

Questions may be submitted to Lee at [goekel@comcast.net](mailto:goekel@comcast.net)

Mr. Goeke will be providing regular updates for our members. We hope you will find this to be an informative resource for understanding legislative issues impacting school districts and human resource management.

These documents have also been added to the shared Google drive.

Thank you,

Washington School Personnel Association

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Legislative Bill Summary  
 Issues Impacting School District HRM  
 April 10, 2017

| House | Senate |                                | Status                                           | Issue                                                                            |
|-------|--------|--------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------|
| 1060  | 5290   | Medical Marijuana              | HB passed. Placed on 2nd Reading in Senate       | Allow parent to administer non-inhaled medical marijuana in school, bus, events. |
| 1115  | 5070   | Paraeducators                  | SB passed. Referred for House Rules 2 Review     | Create Paraeducator Board to adopt standards & certification for para's.         |
| 1303  | 5142   | Educational Interpreters       | SB Passed the Legislature.                       | Provide 12 to 18 months for interpreters to meet state standard.                 |
| 1319  |        | Educators Evaluation Frequency | HB passed. Public Hearing in Senate 3-14         | Allow 6 years without a summative evaluation if rated 3 or 4 under TPEP.         |
| 1341  |        | Pro Cert Teachers              | HB passed. Placed on 2nd Reading in Senate Rules | Provide 3 methods of professional certification to include PD credits.           |
| 1434  | 5295   | Shared Leave Pregnancy         | HB passed. Placed on 2nd Reading in Senate Rules | Allow shared leave for pregnancy disability, miscarriage, adoption.              |
| 1560  |        | Default Retirement             | HB passed. Referred to Senate Ways & Means       | Change default to Plan 2 when employee fails to make election.                   |
| 1618  |        | Engagement Coordinators        | HB passed. Referred to Senate Ways & Means       | Standardize title and duties of Engagement Coordinators.                         |
|       | 5534   | Housing Allowance              | Will likely be addressed in full funding bills.  | Allow housing allowance up to \$10,000 based on property value variations.       |
|       | 5726   | Health Benefits                | Will likely be addressed in full funding bills.  | Require Districts to adopt state Health Care Authority benefits in 2019.         |
|       | 5833   | Retirement                     | SB Passed. Public Hearing in House 3-15          | Increase minimum benefit for select Plan 1 retirees.                             |



## **Update of Key Legislation Impacting Public School HR Management**

**Lee Goeke, Legislative Liaison**

**April 10, 2017**

The attached matrix updates the status of legislation impacting school district human resource management.

Previously discussed bills that continue to progress include:

- a. Medical marijuana for students,
- b. Paraeducators qualification standards and certification,
- c. Educator evaluation frequency,
- d. Teacher and administrator certification,
- e. Pregnancy related shared leave,
- f. Engagement coordinators, and
- g. Changing from Plan 3 to Plan 2 for the default retirement option.

SB 5142, Educational Interpreters, has passed the legislature. The bill provides 12 to 18 months for Educational Interpreters to meet state standards.

Key issues impacting teacher and administrator certification is the introduction of a 5-year renewal option of the residency certificate based on professional development credits, and creating a 3<sup>rd</sup> professional certification option based on completing 75 professional development credit.

Key issues impacting paraeducators is a requirement to provide access to a course of study on certification standards before the paraeducator begins working with students and families (effective in 2019), and whether paraeducators in special education and ELL must, or may, obtain a specialty certificate.

Individual health benefit bills have yet to pass both houses. However, the proposed changes will undoubtedly be considered in the budget process and likely be part of the full funding resolution. There remains a focus on achieving a 3:1 ratio concerning family and individual premiums. WASA has noted that Public Employee Benefits Board programs currently meet the 3:1 ratio which may put more pressure on moving school districts in that direction.

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**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Reminder -registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Friday, April 7, 2017 3:02:15 PM

---

Dear WSPA Members,

Reminder: registration is now open to attend the **HELP Spring Workshop: Job Descriptions**. This event is open to all WSPA members - you do not need to be a HELP program participant to attend. **Registration will close on April 12, 2017.**

- **HELP Spring Workshop: Job Descriptions**
- **April 17, 2017**
- **8:00 am - 4:00 pm**
- **Puget Sound ESD- Tukwila**
- **\$150 (non-HELP participants)**

**Morning Session: *Job Descriptions as they relate to worker's compensation/light duty and using job descriptions for plans of improvement for evaluative concerns.***

Presented by Kurt Schonberg, Oak Harbor School District

Kurt Schonberg has been the Executive Director of Human Resources in the Oak Harbor Public Schools for six years, Kurt has previously served as a Director of Teaching and Learning and High School Principal. His focus is on improving outcomes for students through recruitment, hiring and support for all staff as well as making Oak Harbor Public Schools a great place to work.

Kurt has been active in WSPA since 2010, serving as a regional representative, conference professional breakout session chair, HELP Presenter and currently is the incoming President. He believes that staff members and students have limitless possibility and that it's all about learning for life for everyone.

**Afternoon Session: *Job Descriptions: understanding, creating and using job descriptions for classification purposes, wages and postings.***

Presented by Darrell Heisler, Sedro-Woolley School District

Darrell Heisler is the Executive Director of Human Resources and Technology at Sedro Woolley School District. His career spans 36 years in education and he served 5 years as a Math and Computer Science teacher, 5 years as Dean of Students, 3 years as Assistant Principal at SWHS , and 6 years as Principal before moving into Human Resources and Technology.

Darrell has been an active WSPA member and was instrumental in the development of the shared Google drive for our members. His session will cover the importance of "time loss", "Light Duty - both job descriptions and contracts", experience factors, the importance of contacting case managers, and tracking L&I claims

Please click here to register: [HELP Spring Workshop Registration 2017](#) or visit our

website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch:  
[jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

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**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** Reminder -registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Friday, April 7, 2017 3:01:47 PM

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[jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

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**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Reminder -registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Friday, April 7, 2017 3:01:29 PM

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Thank you,

Washington School Personnel Association

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**From:** [Jennifer Tottenham](#) on behalf of [Jennifer Tottenham](#) <[REDACTED]>  
**To:** [Rosie Burns](#)  
**Subject:** Re: WSPA Member Drive - Invitation to collaborate  
**Date:** Wednesday, April 5, 2017 3:22:21 PM

---

I am so glad it worked!

On Apr 5, 2017, at 11:18 AM, Rosie Burns <[rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)> wrote:

Thanks Jennifer! All set

Rosie Burns | Director, Human Resources  
w: 206.236.3439 c: [REDACTED]



On Wed, Apr 5, 2017 at 11:09 AM, Jennifer Tottenham (via Google Drive) <[REDACTED]> wrote:

**Jennifer Tottenham** has invited you to **contribute** to the following shared folder:

 [WSPA Member Drive](#)



Rosie,

Please let me know if you have any trouble creating an account to access the shared drive.

[Open](#)

Google Drive: Have all your files within reach from any device.  
Google Inc. 1600 Amphitheatre Parkway, Mountain View, CA  
94043, USA





**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [Jennifer Tottenham](#)  
**Subject:** Re: WSPA Member Drive - Invitation to collaborate  
**Date:** Wednesday, April 5, 2017 11:18:22 AM

---

Thanks Jennifer! All set

Rosie Burns | Director, Human Resources  
w: 206.236.3439 c: [REDACTED]



On Wed, Apr 5, 2017 at 11:09 AM, Jennifer Tottenham (via Google Drive)

<[REDACTED]> wrote:

[Jennifer Tottenham](#) has invited you to **contribute** to the following shared folder:

 [WSPA Member Drive](#)

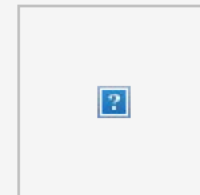


Rosie,

Please let me know if you have any trouble creating an account to access the shared drive.

[Open](#)

Google Drive: Have all your files within reach from any device.  
Google Inc. 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA



**From:** [Jennifer Tottenham \(via Google Drive\)](#) on behalf of [Jennifer Tottenham \(via Google Drive\)](#)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Member Drive - Invitation to collaborate  
**Date:** Wednesday, April 5, 2017 11:09:02 AM

---

[Jennifer Tottenham](#) has invited you to **contribute** to the following shared folder:

 [WSPA Member Drive](#)

---



Rosie,

Please let me know if you have any trouble creating an account to access the shared drive.

[Open](#)

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**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Election Results  
**Date:** Wednesday, April 5, 2017 6:01:49 AM

---

Dear WSPA members,

Thank you for your participation in our recent election. We are pleased to announce that Shaun Carey will serve as President Elect for the 2017-2018 school year. Congratulations, Shaun!

Shaun joins Kurt Schonberg who will begin his term as President effective July 1, 2017.

We are also happy to announce that Janet Hodson will now serve as WSPA Secretary.

Please join me in recognizing Debby Carter for her service as President. Her leadership, time, and dedication to WSPA is greatly appreciated. We look forward to her continued leadership in her next role as Past President.

Valerie Burkhauser has been exemplary in her role as Secretary and we are deeply appreciative of her professionalism, organization, and dedication to the WSPA mission. We wish Valerie much continued success along with our gratitude for her service.

All leadership changes will take effect July 1, 2017.

Thank you,

Jennifer Tottenham  
Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Election Results  
**Date:** Wednesday, April 5, 2017 6:01:30 AM

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**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Election Results  
**Date:** Wednesday, April 5, 2017 6:01:20 AM

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Washington School Personnel Association

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**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Tuesday, April 4, 2017 6:02:30 AM

---

Dear WSPA members,

We have three exciting upcoming events to share with you:

### **HELP 2017-2018**

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

- July 10-14, 2017
- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
- The registration fee is for the full year of HELP - one-week summer session, a one-day session in the fall, and a one-day session in the spring. It also includes the special presentation with Caprice Hollins.

### **HR Legal Boot Camp**

HR Legal Boot Camp is a three-day program offering training on the ABC's of Human Resources and Personnel Operations Guide (POG), HR 101 -an overview of school HR administration leadership responsibilities, legal writing, and employee misconduct investigative writing.

- July 10-12, 2017
- Puget Sound Educational Service District
- \$495 includes a one-year WSPA membership, a copy of the POG notebook, 3 City University CEU's (optional), breakfast and lunches each day. Registration also includes the special presentation with Caprice Hollins.

### **Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21<sup>st</sup> Century**

- July 10, 2017
- 8:00 am - 11:45 am
- DoubleTree Suites by Hilton at Southcenter
- \$50 includes presentation and continental breakfast (please note that registration to HELP and/or HR Legal Boot Camp includes registration to this event).
- For more information about Caprice Hollins please visit her website at: <http://culturesconnecting.com/>

Please visit the WSPA website for additional event information and registration:  
[www.wspa.net](http://www.wspa.net)

Thank you,

Washington School Personnel Association

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This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Tuesday, April 4, 2017 6:01:56 AM

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Washington School Personnel Association

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This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)  
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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Event Announcements: HELP, HR Legal Boot Camp, and a Special Presentation  
**Date:** Tuesday, April 4, 2017 6:01:33 AM

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Dear WSPA members,

We have three exciting upcoming events to share with you:

### **HELP 2017-2018**

The Human Resources in Education Leadership Program (HELP) is a three-year program designed to meet the professional development needs of individuals engaged in Human Resource Management in public education. The program includes a one-week summer session, a one-day session in the fall, and a one-day session in the spring.

- July 10-14, 2017
- Puget Sound Educational Service District
- Registration: \$910 Registration includes course materials, access to Blackboard through City University, option to earn eight City University CEU's, breakfast Monday- Friday, lunch Monday-Thursday, dinner Thursday, and refreshments.
- The registration fee is for the full year of HELP - one-week summer session, a one-day session in the fall, and a one-day session in the spring. It also includes the special presentation with Caprice Hollins.

### **HR Legal Boot Camp**

HR Legal Boot Camp is a three-day program offering training on the ABC's of Human Resources and Personnel Operations Guide (POG), HR 101 -an overview of school HR administration leadership responsibilities, legal writing, and employee misconduct investigative writing.

- July 10-12, 2017
- Puget Sound Educational Service District
- \$495 includes a one-year WSPA membership, a copy of the POG notebook, 3 City University CEU's (optional), breakfast and lunches each day. Registration also includes the special presentation with Caprice Hollins.

### **Special Presentation with guest presenter Caprice Hollins: Cultural Competence- Addressing Race Relations in the 21<sup>st</sup> Century**

- July 10, 2017
- 8:00 am - 11:45 am
- DoubleTree Suites by Hilton at Southcenter
- \$50 includes presentation and continental breakfast (please note that registration to HELP and/or HR Legal Boot Camp includes registration to this event).
- For more information about Caprice Hollins please visit her website at: <http://culturesconnecting.com/>



Please visit the WSPA website for additional event information and registration:  
[www.wspa.net](http://www.wspa.net)

Thank you,

Washington School Personnel Association

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** HELP Graduate Recertification Requirements  
**Date:** Monday, April 3, 2017 5:31:45 PM

---

Dear WSPA Members,

Please note: HELP Graduate Recertification Requirements

Certificate maintenance is required for all HELP Graduates. Applications must be completed once every three years to renew HELP certification. Please see the attached document for more specific information.

Certification renewal is due by June 30, 2016 if you graduated with the following HELP group and year:

- 2005 Tsunami - 3rd Wave
- 2008 Sixy Chicks
- 2011 Masters Nine
- 2014 The Twelves

Please contact Jane Rausch, HELP Coordinator with any questions: [jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** HELP Graduate Recertification Requirements  
**Date:** Monday, April 3, 2017 5:31:29 PM

---

Dear WSPA Members,

Please note: HELP Graduate Recertification Requirements

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Please contact Jane Rausch, HELP Coordinator with any questions: [jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** HELP Graduate Recertification Requirements  
**Date:** Monday, April 3, 2017 5:31:18 PM

---

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Thank you,

Washington School Personnel Association

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**From:** [Sara Rogers, Tyler Technologies](#) on behalf of [Sara Rogers, Tyler Technologies <sara.rogers@tylertech.com>](#)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Checking in after the WSPA Conference  
**Date:** Friday, March 31, 2017 12:00:12 PM

---

Hi Rosie,

Thanks for stopping by the Tyler booth at the Washington School Personnel Association Conference.

I wanted to follow-up to see if I could help you with any questions you may have. Please let me know how we can be of service.

Best regards,

**Sara Rogers**  
[sara.rogers@tylertech.com](mailto:sara.rogers@tylertech.com)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** WSPA Executive Board Elections -- Voting open through 3/31/2017  
**Date:** Thursday, March 30, 2017 6:31:56 AM

---

Hello WSPA Members,

**Reminder: Voting is now open for the 2017-2018 WSPA Executive Board.** Please take a moment to review the attached statements from candidates. Statements are not a requirement to run for an open position and are attached for your information only.

The link for the voting form can be found below and also at our website at [www.wspa.net](http://www.wspa.net) under the Announcements section of the home page.

**[2017-2018 WSPA Board Elections](#)**

**Voting will remain open until March 31, 2017 at 5:00 p.m.** You must login to vote and you may only vote once.

Region elections will be held at the region level.

Thank you,

Washington School Personnel Association

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This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** WSPA Executive Board Elections -- Voting open through 3/31/2017  
**Date:** Thursday, March 30, 2017 6:31:39 AM

---

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Thank you,

Washington School Personnel Association

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** WSPA Executive Board Elections -- Voting open through 3/31/2017  
**Date:** Thursday, March 30, 2017 6:31:22 AM

---

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Thank you,

Washington School Personnel Association

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**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [admin@wspa.net](mailto:admin@wspa.net)  
**Subject:** Re: Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Tuesday, March 28, 2017 10:17:50 AM

---

Hi Jennifer,

This isn't related but I'd like to go into the shared google drive and I'm not sure I'm added. When I click the link it takes me to google's "my account". Are you able to assist me with this or direct me to someone else?

Thank you!

Rosie Burns

Rosie Burns | Director, Human Resources  
w: 206.236.3439 c: [REDACTED]



On Tue, Mar 28, 2017 at 7:02 AM, Jennifer Tottenham <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)> wrote:

Dear WSPA Members,

Reminder -- registration is now open to attend the **HELP Spring Workshop: Job Descriptions**. This event is open to all WSPA members - you do not need to be a HELP program participant to attend.

- **HELP Spring Workshop: Job Descriptions**
- **April 17, 2017**
- **8:00 am - 4:00 pm**
- **Puget Sound ESD- Tukwila**
- **\$150 (non-HELP participants)**

**Morning Session: *Job Descriptions as they relate to worker's compensation/light duty and using job descriptions for plans of improvement for evaluative concerns.***

Presented by Kurt Schonberg, Oak Harbor School District

Kurt Schonberg has been the Executive Director of Human Resources in the Oak Harbor Public Schools for six years, Kurt has previously served as a Director of Teaching and Learning and High School Principal. His focus is on improving outcomes for students through recruitment, hiring and support for all staff as well as making Oak Harbor Public Schools a great place to work.

Kurt has been active in WSPA since 2010, serving as a regional representative, conference professional breakout session chair, HELP Presenter and currently is the incoming President. He believes that staff members and students have limitless possibility and that it's all about learning for life for everyone.

***Afternoon Session: Job Descriptions: understanding, creating and using job descriptions for classification purposes, wages and postings.***

Presented by Darrell Heisler, Sedro-Woolley School District

Darrell Heisler is the Executive Director of Human Resources and Technology at Sedro Woolley School District. His career spans 36 years in education and he served 5 years as a Math and Computer Science teacher, 5 years as Dean of Students, 3 years as Assistant Principal at SWHS , and 6 years as Principal before moving into Human Resources and Technology.

Darrell has been an active WSPA member and was instrumental in the development of the shared Google drive for our members. His session will cover the importance of "time loss", "Light Duty - both job descriptions and contracts", experience factors, the importance of contacting case managers, and tracking L&I claims

**Please click here to register: [HELP Spring Workshop Registration 2017](#)** or visit our website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch: [jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

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**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [Erin Battersby](#)  
**Subject:** Re: Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Tuesday, March 28, 2017 7:48:03 AM

---

I do!

On Tue, Mar 28, 2017 at 7:46 AM Erin Battersby <erin.battersby@mercerislandschools.org <<mailto:erin.battersby@mercerislandschools.org>>> wrote:

Hi, Rosie

Do you get this?

Erin

Erin C E Battersby  
Mercer Island School District

Sr Director of Compliance & Legal Affairs  
206 230 6227

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From: Jennifer Tottenham <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
Date: Tue, Mar 28, 2017 at 7:01 AM  
Subject: Registration now open: HELP Spring Workshop - Job Descriptions  
To: erin.battersby@mercerislandschools.org <<mailto:erin.battersby@mercerislandschools.org>>

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Please click here to register: HELP Spring Workshop Registration 2017 <[https://waspa.memberclicks.net/index.php?option=com\\_mc&view=mc&mcid=form\\_236509](https://waspa.memberclicks.net/index.php?option=com_mc&view=mc&mcid=form_236509)> or visit our website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch: [jrausch@wspa.net](mailto:jrausch@wspa.net) <<mailto:jrausch@wspa.net>>

Thank you,

Washington School Personnel Association

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--

Rosie Burns | Director, Human Resources

w: 206 236 3439 c: [REDACTED]

<<https://docs.google.com/a/mercerislandschools.org/uc?id=0By0J9m-3u-qRVXZfU2dWU2pDYVBNMW01R25fLWRLMFNxMDhF&export=download>>

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--

Rosie Burns | Director, Human Resources

w: 206 236 3439 c: [REDACTED]

<[https://ci5.googleusercontent.com/proxy/rWmAFAS6nmGFeawrtfiAkLhJIHTnsng1IpMf\\_6lu0yr9LjDJuVwwwFpIntxiAyoZCGTsdJBepgRGdWVYZ9I-ztKyxq488tLXhoYPqRrszNssIVFb1tXZV\\_Nb11rDkhQHShMvz9URbpSYfMqtm7hVkhHBHquDzyKcuKGS9EnC9KUHvfgnMgYQDrxL546YaqJo=s0-d-e1-ft#https://docs.google.com/a/mercerislandschools.org/uc?id=0By0J9m-3u-qRVXZfU2dWU2pDYVBNMW01R25fLWRLMFNxMDhF&export=download](https://ci5.googleusercontent.com/proxy/rWmAFAS6nmGFeawrtfiAkLhJIHTnsng1IpMf_6lu0yr9LjDJuVwwwFpIntxiAyoZCGTsdJBepgRGdWVYZ9I-ztKyxq488tLXhoYPqRrszNssIVFb1tXZV_Nb11rDkhQHShMvz9URbpSYfMqtm7hVkhHBHquDzyKcuKGS9EnC9KUHvfgnMgYQDrxL546YaqJo=s0-d-e1-ft#https://docs.google.com/a/mercerislandschools.org/uc?id=0By0J9m-3u-qRVXZfU2dWU2pDYVBNMW01R25fLWRLMFNxMDhF&export=download)>

**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [Rosie Burns](#)  
**Subject:** Fwd: Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Tuesday, March 28, 2017 7:46:05 AM

---

Hi, Rosie.

Do you get this?

Erin.

Erin C. E. Battersby  
Mercer Island School District  
Sr. Director of Compliance & Legal Affairs  
206.230.6227

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----- Forwarded message -----

**From:** **Jennifer Tottenham** <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**Date:** Tue, Mar 28, 2017 at 7:01 AM  
**Subject:** Registration now open: HELP Spring Workshop - Job Descriptions  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

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Darrell has been an active WSPA member and was instrumental in the development of the shared Google drive for our members. His session will cover the importance of "time loss", "Light Duty - both job descriptions and contracts", experience factors, the importance of contacting case managers, and tracking L&I claims

**Please click here to register: [HELP Spring Workshop Registration 2017](#)** or visit our website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch: [jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Tuesday, March 28, 2017 7:02:22 AM

---

Dear WSPA Members,

Reminder -- registration is now open to attend the **HELP Spring Workshop: Job Descriptions**. This event is open to all WSPA members - you do not need to be a HELP program participant to attend.

- **HELP Spring Workshop: Job Descriptions**
- **April 17, 2017**
- **8:00 am - 4:00 pm**
- **Puget Sound ESD- Tukwila**
- **\$150 (non-HELP participants)**

**Morning Session: *Job Descriptions as they relate to worker's compensation/light duty and using job descriptions for plans of improvement for evaluative concerns.***

Presented by Kurt Schonberg, Oak Harbor School District

Kurt Schonberg has been the Executive Director of Human Resources in the Oak Harbor Public Schools for six years, Kurt has previously served as a Director of Teaching and Learning and High School Principal. His focus is on improving outcomes for students through recruitment, hiring and support for all staff as well as making Oak Harbor Public Schools a great place to work.

Kurt has been active in WSPA since 2010, serving as a regional representative, conference professional breakout session chair, HELP Presenter and currently is the incoming President. He believes that staff members and students have limitless possibility and that it's all about learning for life for everyone.

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**Subject:** WSPA Executive Board Elections -- Voting now open  
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# Statements for WSPA Board Nominations 2017-2018

## President Candidate:

### Dr. Shaun Carey

Assistant Superintendent of Human Resources and Business  
Franklin Pierce School District

---

It is with great humility that I accept the nomination to serve as the President-elect for the Washington School Personnel Association (WSPA).

It has been an honor and privilege to serve as co-representative for Region 4 to the WSPA Board of Directors for the past three years. During this time, I have found the organization's purpose and mission to be in complete alignment with the "why and how" I do the work currently assigned and, more importantly, the reason I choose this service-oriented profession.

My experiences as a building and district level administrator have provided me with the requisite skills and abilities needed by a leader chosen for this position. I have a firm understanding of the challenges and issues that school employees face, and have acquired a skill set that enables me to serve as an effective and efficient problem-solver. I have a good command of best practices in human resources management and commitment to serve those in need, with equal parts confidence and a sense of humor. My current experience as a WSPA regional representative has been both enlightening and impactful, and I look forward to the opportunity to serve the association in this capacity or beyond.

I have over 23 years combined experience in education which includes: Assistant Superintendent of Human Resources and Business, Executive Director and Director of Human Resources, Elementary School Principal, middle school Dean of Students, middle school teacher, and elementary school teacher.

My professional education includes: Doctorate in Educational Leadership from Washington State University in 2012, Administrative Credentials from Pacific Lutheran University in 2000, Masters of Education in Curriculum and Instruction from City University of Seattle in 1997, and Bachelors of Education in K-8 Education from Pacific Lutheran University in 1994.

Please accept my expressed interest in serving as the WSPA President-elect. I thank you in advance for your sincere consideration.

Respectfully,

Shaun V. Carey

## **President Candidate:**

### **Jenae Gomes**

Executive Director, Human Resources  
Evergreen Public Schools

---

Washington School Personnel Association (WSPA) is a vital organization that assists in bringing resources, networking opportunities and quality training to our profession. I believe this organization has vision and I would be honored to be involved in a larger capacity. The quality of work accomplished every day by Curtis Leonard, Jennifer Tottenham and the WSPA Executive Board (both past and present) has distinguished this team as one committed to excellence. I have the desire to give back in a way that so many others have given to me, to “pay it forward” by sharing with others the insight and experience I have gained and to serve our industry.

It is imperative that 21<sup>st</sup> Century districts have leaders prepared and committed to improving student learning and raise student achievement. This will guide the major decisions we make in leading our districts, and will ensure accountability to our constituents. Districts must dedicate, allocate, and conserve resources to ensure that student learning and achievement becomes its main budget driver while hiring the top talent for student success. In that way, our work in HR is vital to student’s success.

Negotiations, grievances, wellness programs, discipline, budget, staffing, benefit plans, relationships, employee satisfaction, retention, compensation, strategic planning, determining staff assignments, mediation, ACA, TPEP and community involvement are many of the elements in our everyday work life. I appreciate and value this work; it motivates me to be my best and strive for excellence every single day. I am reminded on a daily basis to never lose the “human” element in our work of human resources.

I have been a member of WSPA for many years and have been the Region 3 Representative for the past two and a half terms. I am involved in a variety of organizations outside of the school district and sit on the WSPA board. I have chaired many committees over the years, including the most recent WSPA Annual Conference.

I have been working in education for the past 19 years and in the Human Resources department for the past 12 years. I joined Evergreen Public Schools in July 2016 and still pinch myself periodically to make sure this dream job, is real.

Throughout my professional tenure, I have been involved in an array leadership positions allowing me to gain many experiences and exposure to all facets in Human Resources. What I enjoy most about our everyday work is problem solving and leading others through mentorship.

I am honored to have been nominated for this position and I am enthusiastic about the possibility for this opportunity.

Thank you for your consideration.

Jenae Gomes

## **Secretary Candidate:**

### **Marilyn Boerke**

Human Resources Director

Title IX Officer

Camas School District 117

---

Marilyn Boerke is proud to be from Region 3 and has a strong desire to serve WSPA in the role of Secretary. Marilyn is currently the HR Director in the Camas School District, and brings experience in education, problem solving, and conflict resolution that began as a school secretary over 30 years ago. It was through the satisfying process of taking and sharing minutes and having strength in organization and communication that Marilyn became an educator and life-long learner.

Marilyn's current service as a board member includes Past President and Vice President of the Camas-Washougal Community Chest and participating on the Downtown Camas Association board. Additionally, Marilyn served as a Southwest Washington regional representative then as an Executive Board member of AWSP, as well as experience at the national level after being elected to the National Secondary School Principals Association for a four-year term. This invaluable experience as a member of strong teams dedicated to serving organization members solidified Marilyn's desire to become involved upon hearing of the open position of Secretary of WSPA's board of directors.

Marilyn is a hard worker and is skilled at multi-tasking. She is a strong and positive communicator and extremely organized and timely in all tasks. She would serve WSPA well as Secretary, and enthusiastically looks forward to the opportunity if elected.



## **Secretary Candidate:**

### **Valerie Burkhauser**

SHRP, Human Resources Auditor/Information Systems Coordinator  
Auburn School District

---

My name is Valerie Burkhauser and I am an auditor and data analyst for the Auburn School District. I have been with Auburn for 13 years, 12 of which have been in Human Resources. I am honored to be nominated for the position of secretary for WSPA and appreciate the opportunity to further give back to an organization which provides so much to both individuals and districts. I am a H.E.L.P. graduate, have been on spring conference planning committees and am your current secretary. As a team player I like to think outside the box and am always looking for ways to make processes more efficient for all those concerned.

My husband and I have two daughters, Katie, who recently completed her master's in education and is now out attending job fairs, and Nicki, who is working on her paramedic certification. I continue to take college classes on my way to earning my degree, and in my spare time enjoy traveling, gardening, and all forms of needlework.

I appreciate all the benefits that I have personally gained through WSPA and have enjoyed my term as your secretary. I am grateful for the nomination, and if selected to return I will continue to serve the membership to the best of my ability. Thank you.

## **Secretary Candidate:**

### **Janet Hodson**

Director of Employee Relations  
Federal Way Public Schools

---

I am excited about the nomination for WSPA secretary. I have been a member of WSPA for over 25 years and it has been my pleasure to serve on two Region 4 conference planning committees as well as being a past WSPA Region 4 representative and a member of the HELP Advisory Board. I have reaped the benefits of professional development offered by this organization through the HELP Program, workshops, and conferences. Most important, this organization extends many opportunities for networking with other human resources professionals throughout the state of Washington, sharing experiences about the work that we all do. I am grateful for the many blessings I have received through WSPA and I welcome the prospect of giving back to a group who gives me so much. It is with great pleasure that I accept the nomination to serve as the secretary of this organization.

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### Dr. Shaun Carey

Assistant Superintendent of Human Resources and Business  
Franklin Pierce School District

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---

It is with great humility that I accept the nomination to serve as the President-elect for the Washington School Personnel Association (WSPA).

It has been an honor and privilege to serve as co-representative for Region 4 to the WSPA Board of Directors for the past three years. During this time, I have found the organization's purpose and mission to be in complete alignment with the "why and how" I do the work currently assigned and, more importantly, the reason I choose this service-oriented profession.

My experiences as a building and district level administrator have provided me with the requisite skills and abilities needed by a leader chosen for this position. I have a firm understanding of the challenges and issues that school employees face, and have acquired a skill set that enables me to serve as an effective and efficient problem-solver. I have a good command of best practices in human resources management and commitment to serve those in need, with equal parts confidence and a sense of humor. My current experience as a WSPA regional representative has been both enlightening and impactful, and I look forward to the opportunity to serve the association in this capacity or beyond.

I have over 23 years combined experience in education which includes: Assistant Superintendent of Human Resources and Business, Executive Director and Director of Human Resources, Elementary School Principal, middle school Dean of Students, middle school teacher, and elementary school teacher.

My professional education includes: Doctorate in Educational Leadership from Washington State University in 2012, Administrative Credentials from Pacific Lutheran University in 2000, Masters of Education in Curriculum and Instruction from City University of Seattle in 1997, and Bachelors of Education in K-8 Education from Pacific Lutheran University in 1994.

Please accept my expressed interest in serving as the WSPA President-elect. I thank you in advance for your sincere consideration.

Respectfully,

Shaun V. Carey

## **President Candidate:**

### **Jenae Gomes**

Executive Director, Human Resources  
Evergreen Public Schools

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Washington School Personnel Association (WSPA) is a vital organization that assists in bringing resources, networking opportunities and quality training to our profession. I believe this organization has vision and I would be honored to be involved in a larger capacity. The quality of work accomplished every day by Curtis Leonard, Jennifer Tottenham and the WSPA Executive Board (both past and present) has distinguished this team as one committed to excellence. I have the desire to give back in a way that so many others have given to me, to “pay it forward” by sharing with others the insight and experience I have gained and to serve our industry.

It is imperative that 21<sup>st</sup> Century districts have leaders prepared and committed to improving student learning and raise student achievement. This will guide the major decisions we make in leading our districts, and will ensure accountability to our constituents. Districts must dedicate, allocate, and conserve resources to ensure that student learning and achievement becomes its main budget driver while hiring the top talent for student success. In that way, our work in HR is vital to student’s success.

Negotiations, grievances, wellness programs, discipline, budget, staffing, benefit plans, relationships, employee satisfaction, retention, compensation, strategic planning, determining staff assignments, mediation, ACA, TPEP and community involvement are many of the elements in our everyday work life. I appreciate and value this work; it motivates me to be my best and strive for excellence every single day. I am reminded on a daily basis to never lose the “human” element in our work of human resources.

I have been a member of WSPA for many years and have been the Region 3 Representative for the past two and a half terms. I am involved in a variety of organizations outside of the school district and sit on the WSPA board. I have chaired many committees over the years, including the most recent WSPA Annual Conference.

I have been working in education for the past 19 years and in the Human Resources department for the past 12 years. I joined Evergreen Public Schools in July 2016 and still pinch myself periodically to make sure this dream job, is real.

Throughout my professional tenure, I have been involved in an array leadership positions allowing me to gain many experiences and exposure to all facets in Human Resources. What I enjoy most about our everyday work is problem solving and leading others through mentorship.

I am honored to have been nominated for this position and I am enthusiastic about the possibility for this opportunity.

Thank you for your consideration.

Jenae Gomes

## **Secretary Candidate:**

### **Marilyn Boerke**

Human Resources Director

Title IX Officer

Camas School District 117

---

Marilyn Boerke is proud to be from Region 3 and has a strong desire to serve WSPA in the role of Secretary. Marilyn is currently the HR Director in the Camas School District, and brings experience in education, problem solving, and conflict resolution that began as a school secretary over 30 years ago. It was through the satisfying process of taking and sharing minutes and having strength in organization and communication that Marilyn became an educator and life-long learner.

Marilyn's current service as a board member includes Past President and Vice President of the Camas-Washougal Community Chest and participating on the Downtown Camas Association board. Additionally, Marilyn served as a Southwest Washington regional representative then as an Executive Board member of AWSP, as well as experience at the national level after being elected to the National Secondary School Principals Association for a four-year term. This invaluable experience as a member of strong teams dedicated to serving organization members solidified Marilyn's desire to become involved upon hearing of the open position of Secretary of WSPA's board of directors.

Marilyn is a hard worker and is skilled at multi-tasking. She is a strong and positive communicator and extremely organized and timely in all tasks. She would serve WSPA well as Secretary, and enthusiastically looks forward to the opportunity if elected.

## **Secretary Candidate:**

### **Valerie Burkhauser**

SHRP, Human Resources Auditor/Information Systems Coordinator  
Auburn School District

---

My name is Valerie Burkhauser and I am an auditor and data analyst for the Auburn School District. I have been with Auburn for 13 years, 12 of which have been in Human Resources. I am honored to be nominated for the position of secretary for WSPA and appreciate the opportunity to further give back to an organization which provides so much to both individuals and districts. I am a H.E.L.P. graduate, have been on spring conference planning committees and am your current secretary. As a team player I like to think outside the box and am always looking for ways to make processes more efficient for all those concerned.

My husband and I have two daughters, Katie, who recently completed her master's in education and is now out attending job fairs, and Nicki, who is working on her paramedic certification. I continue to take college classes on my way to earning my degree, and in my spare time enjoy traveling, gardening, and all forms of needlework.

I appreciate all the benefits that I have personally gained through WSPA and have enjoyed my term as your secretary. I am grateful for the nomination, and if selected to return I will continue to serve the membership to the best of my ability. Thank you.

## **Secretary Candidate:**

### **Janet Hodson**

Director of Employee Relations  
Federal Way Public Schools

---

I am excited about the nomination for WSPA secretary. I have been a member of WSPA for over 25 years and it has been my pleasure to serve on two Region 4 conference planning committees as well as being a past WSPA Region 4 representative and a member of the HELP Advisory Board. I have reaped the benefits of professional development offered by this organization through the HELP Program, workshops, and conferences. Most important, this organization extends many opportunities for networking with other human resources professionals throughout the state of Washington, sharing experiences about the work that we all do. I am grateful for the many blessings I have received through WSPA and I welcome the prospect of giving back to a group who gives me so much. It is with great pleasure that I accept the nomination to serve as the secretary of this organization.

**From:** [postmaster@sjisd.wednet.edu](mailto:postmaster@sjisd.wednet.edu)  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Undeliverable: Fwd: MEMBER REQUEST  
**Date:** Sunday, March 26, 2017 10:10:34 AM  
**Attachments:** [details.txt](#)  
[Fwd MEMBER REQUEST](#)

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## Delivery has failed to these recipients or groups:

[ynthiamcveigh@sjisd.wednet.edu](mailto:ynthiamcveigh@sjisd.wednet.edu)

The email address you entered couldn't be found. Please check the recipient's email address and try to resend the message. If the problem continues, please contact your email admin.

## Diagnostic information for administrators:

Generating server: EXCH01.sjisd.wednet.edu

[ynthiamcveigh@sjisd.wednet.edu](mailto:ynthiamcveigh@sjisd.wednet.edu)

Remote Server returned '550 5.1.10 RESOLVER.ADR.RecipientNotFound; Recipient not found by SMTP address lookup'

## Original message headers:

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15.1.225.42; Sun, 26 Mar 2017 10:10:30 -0700
Received: from smtp-gw.sjisd.wednet.edu (192.168.0.2) by
EXCH02.sjisd.wednet.edu (192.168.0.28) with Microsoft SMTP Server (TLS) id
15.1.225.42 via Frontend Transport; Sun, 26 Mar 2017 10:10:30 -0700
Received: from mail-wr0-f174.google.com ([209.85.128.174]:33414)
by smtp-gw.sjisd.wednet.edu with esmtps (TLSv1.2:AES128-GCM-SHA256:128)
(envelope-from <erin.battersby@mercerislandschools.org>)
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for ynthiamcveigh@sjisd.wednet.edu; Sun, 26 Mar 2017 10:10:24 -0700
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for <ynthiamcveigh@sjisd.wednet.edu>; Sun, 26 Mar 2017 10:10:23 -0700 (PDT)
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Sun, 26 Mar 2017 10:10:22 -0700 (PDT)
MIME-Version: 1.0
Received: by 10.80.152.226 with HTTP; Sun, 26 Mar 2017 10:09:42 -0700 (PDT)
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From: Erin Battersby <erin.battersby@mercerislandschools.org>  
Date: Sun, 26 Mar 2017 10:09:42 -0700  
Message-ID: <CAGu=OU4XwOijEejEGsDzty6eGlnvgpfrONqRdU3EkKfT7EsnCQ@mail.gmail.com>  
Subject: Fwd: MEMBER REQUEST  
To: <yynthiaMcVeigh@sjisd.wednet.edu>  
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Return-Path: erin.battersby@mercerislandschools.org



Reporting-MTA: dns;EXCH01.sjisd.wednet.edu  
Received-From-MTA: dns;smtp-gw.sjisd.wednet.edu  
Arrival-Date: Sun, 26 Mar 2017 17:10:30 +0000

Final-Recipient: rfc822;ynthiamcveigh@sjisd.wednet.edu

Action: failed

Status: 5.1.10

Diagnostic-Code: smtp;550 5.1.10 RESOLVER.ADR.RecipientNotFound; Recipient not found by SMTP address lookup

Attachment Fwd\_ MEMBER REQUEST (9681 Bytes) cannot be converted to PDF format.

**From:** [Erin Battersby](#) on behalf of [Erin Battersby <erin.battersby@mercerislandschools.org>](#)  
**To:** [ynthiaMcVeigh@sjisd.wednet.edu](mailto:ynthiaMcVeigh@sjisd.wednet.edu)  
**Subject:** Fwd: MEMBER REQUEST  
**Date:** Sunday, March 26, 2017 10:09:42 AM

---

Hi.

Would you mind sharing your responses with me? We have had this struggle as well...

Thanks.

Erin.  
Erin C. E. Battersby  
Mercer Island School District  
Sr. Director of Compliance & Legal Affairs  
206.230.6227

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----- Forwarded message -----

**From:** **Curtis Leonard** <[waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net)>  
**Date:** Fri, Mar 24, 2017 at 8:23 AM  
**Subject:** MEMBER REQUEST  
**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

A few member requests for your consideration. Thank you!

Cynthia McVeigh from San Juan Island School District is asking if your district docks pay when staff arrive late due to late start/snow days?

Please send your response directly to: [CynthiaMcVeigh@sjisd.wednet.edu](mailto:CynthiaMcVeigh@sjisd.wednet.edu)

Also, cc your response to: [cleonard@wspa.net](mailto:cleonard@wspa.net)

Thanks,

Curtis

---

This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [cleonard@wspa.net](mailto:cleonard@wspa.net)  
Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221,  
United States

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**From:** [Judy Longstreth](#) on behalf of [Judy Longstreth <Judy.Longstreth@cwu.edu>](mailto:Judy.Longstreth@cwu.edu)  
**To:** [Lana Balukh](#); [Jasmine Bie](#); [Boyd Cottom](#); [Amanda Higgins](#); [Nicole Huber](#); [Mohamed Ibrahim](#); [Emily McCann](#); [Jennifer Williams](#)  
**Cc:** [Jodi Robertson](#); [laurie.ubaldo@rentonschools.us](mailto:laurie.ubaldo@rentonschools.us); [meilaenderj@issaquah.wednet.edu](mailto:meilaenderj@issaquah.wednet.edu); [Kimberly Hollingsworth](#); [heather.mclyman@mercerislandschools.org](mailto:heather.mclyman@mercerislandschools.org); [Billek@tukwila.wednet.edu](mailto:Billek@tukwila.wednet.edu); [chaveza@bsd405.org](mailto:chaveza@bsd405.org); [LaVassar, Laura CH - Staff](#); [Kelly Meehan](mailto:Kely.Meehan); [voncappeln@svsd410.org](mailto:voncappeln@svsd410.org); [Janice](#); [Karen Gormley](#)  
**Subject:** CWU Supervisor Newsletter #1  
**Date:** Saturday, March 25, 2017 7:59:50 AM  
**Attachments:** [Tacoma Dome Event.pdf](#)  
[Tacoma Dome Event 1.pdf](#)  
[ST Newsletter #1a.docx](#)

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Hello Student Teachers and Cooperating Teachers,

Here is our first CWU Supervisor Newsletter for the quarter. Each weekend I will be sending this document to you in hopes that it will keep you informed and organized for the following week. I will attach the newsletter along with any other information that will support your work for the upcoming days.

Students, if you see that I have the wrong time for your orientation or observation or no time for your appointments, please get back to me quickly with the correct time. I'll adjust my calendar.

Cooperating Teachers, you will receive this newsletter each weekend. It is written mainly for the student teachers. I also will include one article for you. Hopefully you will find it helpful as we move through the eleven weeks. Thank you for your support of our CWU students!

Have a nice weekend everyone!

Judy Longstreth

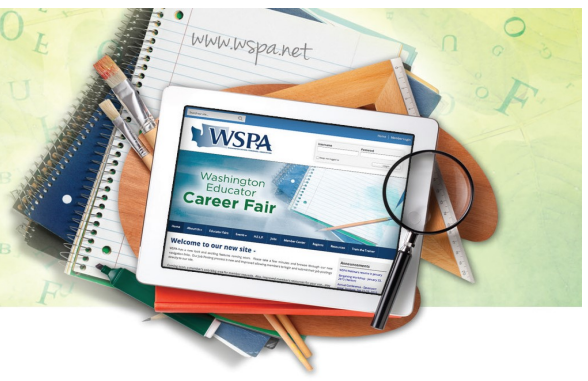
CWU Field Supervisor

home or cell

[Judy.Longstreth@cwu.edu](mailto:Judy.Longstreth@cwu.edu)

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



Pastries and Coffee Provided by  
**PEMCO INSURANCE and  
INSPIRUS CREDIT UNION**



## STATE/GOV'T ORGANIZATIONS

OSPI—Booth 59  
WEA—Booth 58  
NW Educational Development—Booth 57

## COLLEGES

Antioch University—Booth 56  
City University—Booth 55  
Grand Canyon University—Booth 54  
Northeastern University—Booth 53  
Northwest University — Booth 52  
Olympic College—Booth 51  
Saint Martin's University—Booth 50  
Seattle Pacific University—Booth 49  
Seattle University—Booth 48  
University of Puget Sound—Booth 47  
UW Tacoma—Booth 46  
UW Bothell—Booth 45  
Washington State University—Booth 44  
Western State Colorado University—  
Booth 43  
Western Washington University—Booth  
42  
WGU Washington—Booth 41

## ALASKA

Alaska Teacher Placement—Booth 1  
Anchorage —Booth 2  
Bering Straight —Booth 3  
Northwest Arctic Borough —Booth 4  
SE Island —Booth 5  
Southwest Region —Booth 6

## ARIZONA

Glendale Elementary —Booth 7  
Imagine Prep— Booth 8  
Union Elementary —Booth 9

## COLORADO, NEVADA, NEW JERSEY, NEW MEXICO

Westminster (CO) - Booth 10  
Lyon County (NV) - Booth 11  
Washoe County (NV) - Booth 12  
Sterling Education (NJ) - Booth 13  
Gallup-McKinley (NM) - Booth 14  
Zuni Public (NM) Booth 15

## CALIFORNIA

Amethod —Booths 23, 24  
Desert Sands Unified —Booth 25  
Franklin-McKinney —Booth 26  
Morongo Unified —Booths 27, 28  
Palm Springs Unified — Booth 29  
Salinas Unified —Booth 30  
San Bernardino —Booth 31  
Sierra Sands —Booth 32  
Summit —Booth 33  
Westside Union —Booth 34

## INTERNATIONAL

CNMI —Booth 35  
International Educator Placement of  
America — Booth 36  
Maple Leaf Education—Booth 37  
Pattison English — Booth 38  
Universal American School—  
Kuwait—Booth 39

## OREGON

EMS Sub Desk - Booths 21, 22  
Salem-Keizer—Booth 16  
Jackson County—Booths 17, 18  
Gresham-Barlow — Booth 19  
Portland—Booth 20

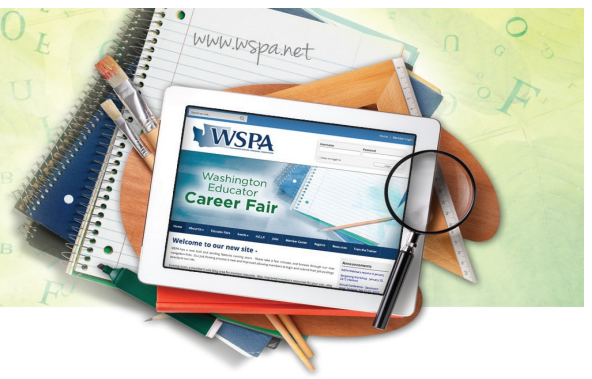
## WASHINGTON

Anacortes —Booth 63  
Arlington—Booth 64  
Auburn—Booths 60, 61, 62  
Battle Ground —Booths 65, 66  
Bellevue Children's Academy—Booth  
75  
Bellevue — Booths 67, 68, 69, 70  
Bellingham — Booths 80, 81  
Bethel—Booths 71, 72, 73, 74  
Bremerton—Booths 77, 78  
Bridgeport—Booth 76  
Burlington-Edison—Booth 79  
Castle Rock—84  
Cedar Crest Academy—Booth 85  
Central Kitsap — Booths 82, 83  
Centralia—Booth 86  
Cheney—Booth 87  
Chief Leschi—Booths 91, 92  
Childhaven—Booth 88  
Clarkston—Booth 89  
Clover Park—Booths 93, 94, 95, 96  
Concrete—Booth 97  
Darrington—Booth 98  
Dayton—Booth 99  
Dieringer—Booth 100  
East Lewis County—Booth 101  
East Valley # 90 Yakima — Booths  
102, 103  
Eatonville — Booths 106, 107  
Edmonds — Booths 104, 105  
Enumclaw—Booth 108  
ESD 113 Public Personnel  
Cooperative—Booths 109, 110  
Everett—Booths 120, 121  
Evergreen—Booths 111, 112, 113,  
114  
Federal Way—Booths 115, 116, 117,  
118, 119

**Tacoma Dome Arena —March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## **WASHINGTON**

Fife—Booths 124, 125  
Franklin Pierce—Booths 126, 127  
Goldendale—Booth 128  
Green Dot—Booth 129  
Highline—Booths 133, 134, 135, 136  
HopeSparks Early Intervention Program—Booth 130  
Hoquiam—Booth 131  
Issaquah — Booths 141, 142  
Kelso — Booth 132  
Kent—Booths 137, 138, 139, 140  
Lake Stevens—Booth 143  
Lake Washington — Booths 144, 145, 146, 147  
Life Christian Academy—Booth 151  
Longview — Booths 148, 149, 150  
Marysville— Booths 152, 153  
Mead — Booth 154  
Mercer Island—Booth 155  
Monroe—Booths 157, 158  
Moses Lake—Booths 163, 164  
Muckleshoot Tribal School—Booth 165  
Mukilteo—Booths 159, 160, 161, 162  
Naches Valley—Booth 166  
Napavine—Booth 167  
Naselle-Grays River Valley—Booth 172  
North Central ESD—Booth 173  
North Mason—Booths 168, 169  
North Thurston—Booths 170, 172  
Northshore—Booths 174, 175  
Northwest Association of Independent Schools—Booths 178, 179, 180  
Oak Harbor—Booth 176  
Olympia—Booths 181, 182  
Open Window—Booth 184  
Orcas Island—Booth 185  
Oroville—Booth 186  
Orting—Booths 187, 188  
Pasco—Booths 192, 193  
Peninsula—Booths 189, 190, 191  
Port Angeles—Booth 194  
Port Townsend—Booth 195

## **WASHINGTON**

Prosser—Booth 196  
Pullman—Booth 197  
Puyallup—Booths 200, 201, 202  
Quileute Tribal School—Booth 198  
Renton—Booths 207, 208  
Ridgefield—Booth 199  
Riverview — Booths 212, 213  
Seattle—Booths 203, 204, 205, 206  
Sedro-Woolley—Booth 209  
Selah—Booth 210  
Sequim — Booth 211  
Shelton—Booth 216  
Skykomish—Booth 217  
Snohomish — Booths 214, 215  
Snoqualmie Valley—Booth 218  
South Bend—Booth 219  
South Kitsap—Booth 220  
Spokane — Booths 225, 226  
Steilacoom— Booth 221  
Sultan — Booths 227, 228  
Sumner—Booths 233, 234, 235  
Suquamish Tribal Education—Booth 229  
Tacoma—Booths 236, 237, 238, 239  
Tahoma—Booths 230, 231  
Tukwila—Booth 232  
University Place—Booth 240  
Vancouver—Booths 245, 246  
Vashon Island—Booths 241, 242  
Walla Walla—Booth 243  
Wapato—Booth 244  
Warden—Booth 247  
WA State Charter School Assoc.—Booth 251  
White River—Booth 248  
Woodland—Booth 249  
Yelm—Booth 250

## **INTERVIEW BOOTHS**

Bering Straight—Booth INT-1  
Imagine Prep—Booth INT-2  
Gallup-McKinley—Booths INT 3, 4  
Desert Sands—Booth INT 5  
Palm Springs—Booths INT 6, 7  
Salinas Union—Booths INT 8  
Auburn—Booth INT 9  
Bellevue Children's Academy—Booth INT 10  
Bellevue—Booths INT 11, 12  
Bethel—Booths INT 13, 14, 15  
Bremerton—Booth INT 16  
Central Kitsap—Booths INT 17, 18  
Centralia — Booth INT 19  
Chief Leschi—Booths INT 21, 22  
Clover Park—Booths INT 23, 24, 25, 26  
East Valley # 90 Yakima—Booth INT 20  
ESD 113—Booth INT 27  
Federal Way — Booths INT 28, 29  
Kelso— Booth INT 30  
Kent—Booth INT 31  
Longview — Booths INT 32, 33  
Monroe—Booth INT 34  
Moses Lake—Booth INT 35  
Mukilteo—Booth INT 36  
North Thurston—Booths INT 37, 38  
Northshore — Booth INT 39  
Orting—Booth INT 41  
Peninsula—Booth INT 42, 43  
Port Townsend—Booth INT 44  
Puyallup—Booths INT 45, 46  
Renton—Booths INT 47, 48  
Seattle—Booths INT 49, 50, 51, 52  
Shelton—Booth INT 53  
Snohomish—Booth INT 54  
Snoqualmie Valley — Booths INT 55, 56  
Sultan—Booth INT 57  
Sumner—Booths INT 58, 59  
Tacoma — Booths INT 61, 62, 63, 64  
Tahoma—Booth INT 65  
Yelm—Booth INT 66

**Tacoma Dome Arena — March 29, 2017**

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

| Organization                         | Anticipated Openings                                                                                                                                              |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academica Nevada Charter Schools     | All Elementary and Secondary Positions                                                                                                                            |
| Alaska Teacher Placement             | various openings across the state of Alaska                                                                                                                       |
| Amethod Public Schools               | Teachers of all grades and subjects K-12                                                                                                                          |
| Anacortes School District            | Teacher Art, Secondary Math, Elementary Teacher, SLP, OT, Special Education Teacher                                                                               |
| Anchorage School District            | Special Education Teachers, Physical, Occupational, Speech Therapist                                                                                              |
| Antioch University Seattle           |                                                                                                                                                                   |
| Arlington School District            | Special Education, Elementary Education, CTE                                                                                                                      |
| Auburn School District               | Elementary, Secondary Math, Secondary Science, All Special Education                                                                                              |
| Battle Ground School District        | Special Education, High School Math, High School Science, K-8                                                                                                     |
| Bellevue Children's Academy          |                                                                                                                                                                   |
| Bellevue School District             | Dual Language, Special Education                                                                                                                                  |
| Bellingham School District           | Elementary K-5 Teachers, Middle School and High School Math and Science Teachers, Special Education and Career Technical Education Teachers, Elementary Principal |
| Bering Strait School District        |                                                                                                                                                                   |
| Bethel School District               | Special Education, Mathematics, Science                                                                                                                           |
| Bickleton School District            | HS Math, HS History/Social Studies                                                                                                                                |
| Boundary County School District #101 | K-5 Elementary Teachers, High School Spanish Teacher, et al TBD                                                                                                   |
| Bremerton School District            | Elementary Teachers, Special Education, Math, Psychologist, Occupational Therapist, Speech Language Pathologist                                                   |
| Brewster School District             | Elementary Teacher; Special Education Teacher; Middle School Counselor; Speech Language Pathologist                                                               |
| Bridgeport School District           |                                                                                                                                                                   |
| Burlington-Edison School District    |                                                                                                                                                                   |
| Castle Rock School District          | Teaching positions at Elementary, Middle and High School                                                                                                          |
| Cedar Crest Academy                  | Teachers                                                                                                                                                          |
| Central Kitsap School District       |                                                                                                                                                                   |
| Central Valley School District       | Elementary, Special Education                                                                                                                                     |
| Centralia School District            | teaching positions in Kindergarten up to high school classrooms as well as Itinerant positions may be available.                                                  |
| Cheney School District               | Special Education, Elementary Teacher, MS/HS Teacher (content areas TBD).                                                                                         |
| Chief Leschi Schools                 |                                                                                                                                                                   |
| Childhaven                           | Therapeutic Classroom Teacher                                                                                                                                     |
| Churchill County School District     | Teachers, Speech-Language Pathologist, School Psychologists                                                                                                       |



## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| City University Seattle              |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Clark County School District         | 1,000 Public School Teaching positions grades K - 12 in the Las Vegas, Nevada area                                                                                                                                                                                                                                                                                                                      |
| Clarkston School District            |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Clover Park School District          | Special Education Teachers, Elementary Education Teachers, Middle Level Math and Science Teachers, Middle Level Humanities Teachers, English Teachers, Math Teachers, Social Studies Teachers, History Teachers, Spanish Teachers, CTE Teachers, Counselors, Administrators, Physical Education Teachers, School Psychologist, Speech Language Pathologists, Physical Therapist, Occupational Therapist |
| CNMI Public School System            | Special Education, Secondary Education, SLP, OT, Ed Psychologist                                                                                                                                                                                                                                                                                                                                        |
| Colfax School District               |                                                                                                                                                                                                                                                                                                                                                                                                         |
| College Place School District        |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Concrete School District             | science teacher and possible other elementary teacher positions                                                                                                                                                                                                                                                                                                                                         |
| Cusick School District               | Elementary Certificated Teacher(s), Middle School/High School Math Teacher(s), Special Education Teacher(s), Family and Consumer Science/CTE Teacher, Foreign Language Teacher, Athletic Director                                                                                                                                                                                                       |
| Darrington School District           |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Dayton School District               | Two full time teaching positions with certification in any one of these areas. Wood Technology, Ag Science, Spanish, Health and Fitness, K-12 Art. We are also looking for a K-12 School Counselor                                                                                                                                                                                                      |
| Del Norte Unified School District    | Elementary Teacher, High School English, Middle and High School Science, Special Education, Psychologists, Speech and Language Pathologists                                                                                                                                                                                                                                                             |
| Desert Sands Unified School District | Elementary, Math, English, Science; Biology, Chemistry, Physics, Special Education, and Speech/ Language Pathologists                                                                                                                                                                                                                                                                                   |
| Dieringer School District            | Kindergarten through 8th grade Teachers and Special Education Teacher                                                                                                                                                                                                                                                                                                                                   |
| Diocese of Spokane Catholic Schools  | Teacher K to 12                                                                                                                                                                                                                                                                                                                                                                                         |
| EAGLE College Preparatory Schools    | Elementary Teachers, Middle School Teachers, Special Education Teachers, Administration                                                                                                                                                                                                                                                                                                                 |
| East Lewis County Schools            |                                                                                                                                                                                                                                                                                                                                                                                                         |
| East Valley #90 Yakima               | Elementary Teachers, 6-8 Middle School Teachers, Dual Language Teachers, Special Education Teachers, Math Teachers, Science Teachers, Social Studies Teachers, Speech/Language Pathologists                                                                                                                                                                                                             |
| East Valley School District          | Special Education Teachers, Custodians, Bus Drivers, Math/Science Teachers                                                                                                                                                                                                                                                                                                                              |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                         |                                                                                                                                                         |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Eastern Washington University Education | Education, Teaching                                                                                                                                     |
| Eatonville School District              | Elem., Middle High School Teacher                                                                                                                       |
| Edmonds School District                 | certificated                                                                                                                                            |
| EMS SubDesk LLC                         | PK-12 Teachers, Substitutes                                                                                                                             |
| Enumclaw School District                | Special Education Teacher, School Psychologist, Elementary Music Teacher, Elementary Teacher                                                            |
| Ephrata School District                 | Elementary Teacher, Special Education Teachers (Life Skills), Alternative High School Teacher                                                           |
| ESD 113/Public Schools Personnel Cooper | Special Ed, Math, Science, Elementary, Secondary                                                                                                        |
| Everett Public Schools                  |                                                                                                                                                         |
| Evergreen School District               |                                                                                                                                                         |
| Federal Way Public Schools              | Elementary and secondary teachers, counselors, administrators                                                                                           |
| Federal Way Public Schools              |                                                                                                                                                         |
| Ferndale School District                |                                                                                                                                                         |
| Fife School District                    |                                                                                                                                                         |
| Franklin Pierce Schools                 | Elementary, math, science, special education resource room and support center, humanities, English/language arts and CTE STEM and technology positions. |
| Franklin-McKinley School District - CA  | Math Teacher, Science Teacher, Pre-K SDC Teacher, Special Education Teacher, School Psychologist                                                        |
| Gallup McKinley County Schools          | K12 Administration and Teaching                                                                                                                         |
| Glendale Elementary School District     | Preschool-8 & SPED                                                                                                                                      |
| Goldendale School District              | Math, English and Elementary Teachers                                                                                                                   |
| Gonzaga University                      |                                                                                                                                                         |
| Grand Canyon University                 |                                                                                                                                                         |
| Grand Coulee Dam School District        |                                                                                                                                                         |
| Grandview School District               | Elementary Education, Art, Music, HS and MS Math, Special Education                                                                                     |
| Green Dot Public Schools Washington     | 20                                                                                                                                                      |
| Gresham-Barlow School District          |                                                                                                                                                         |
| Hermiston School District               |                                                                                                                                                         |
| Highland School District #203           | K-6 School Counselor, K-6 Resource Room Teacher,                                                                                                        |
| Highline Public Schools                 | Special Education; Dual Lang Elementary Spanish/Vietnamese; Elementary / Secondary; School Psychologists & Counselors; School RN's                      |
| HopeSparks Early Intervention Program   |                                                                                                                                                         |
| Hoquiam School District                 | Kindergarten Teacher; Special Education Teacher; Middle School ELA Teacher; Speech Pathologist; Psychologist                                            |
| Imagine Prep Surprise, Inc.             | Math, Science, English, History, Economics, Chemistry, Physics                                                                                          |
| International Educator Placement of ame | Various teaching positions at many international schools                                                                                                |
| Issaquah School District                | Special Education and Elementary, Middle and High School Teachers                                                                                       |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                          |                                                                                                                                                                                                                                     |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jackson County School District 9         | Advanced Math, Science, Secondary Art, SLP, Psychologist, Elementary, Dual Language Elementary                                                                                                                                      |
| Jurupa Unified School District           | Elementary, Special Ed, Single Subjects                                                                                                                                                                                             |
| Kelso School District                    | Elementary Teacher, Special Education Teachers, SLPS, Psychs, Secondary Education Teachers, Elementary Principal                                                                                                                    |
| Kennewick School District                |                                                                                                                                                                                                                                     |
| Kent School District                     | Teachers and Administrators                                                                                                                                                                                                         |
| Kern High School District                | Teachers: English, Math, Earth Science, Biology, Chemistry, Physics, Spanish, French, Special Education, Industrial Technology, Music, Art, Business, PE, Speech Pathologist, Psychologist, Audiologist, Career Technical Education |
| Lake Stevens School District             | Elementary Full Day Kindergarten, Elementary Primary and Intermediate, Elementary and Secondary Special Education Resource Room, School Psychologists,                                                                              |
| Lake Washington School District          | SpEd, ELL, Elem, HS Math, MS Science/Math                                                                                                                                                                                           |
| Life Christian Academy                   |                                                                                                                                                                                                                                     |
| Lind-Ritzville Cooperative Schools       |                                                                                                                                                                                                                                     |
| Logan City School District               | Secondary Math, Science, Computer/Engineering, Elementary Teachers                                                                                                                                                                  |
| Longview School District                 | Elementary Teachers, Special Ed, SLP                                                                                                                                                                                                |
| Lyon County School District              | Teachers - Secondary and Elementary                                                                                                                                                                                                 |
| Manson School District                   | Middle School Science, Elementary Teacher                                                                                                                                                                                           |
| Maple Leaf Education North America       | 130 Teachers needed for the 2017 - 2018 school year. All subjects and Elementary and Secondary school levels.                                                                                                                       |
| Marysville School District               | Elementary Classroom; Block (English/Social Studies); Math; Science; Special Education; Occupational Therapist; Speech Language Pathologist; Counselor; Psychologist; Principal                                                     |
| Mead School District                     |                                                                                                                                                                                                                                     |
| Medical Lake School District No. 326     | Elementary Teacher, High School Teacher, Special Education Teacher                                                                                                                                                                  |
| Mercer Island School District            | Teachers, subs, paras, nurses,                                                                                                                                                                                                      |
| Milton-Freewater Unified School District | Choir, Band, Elementary Classroom, Special Education                                                                                                                                                                                |
| Monroe Public Schools                    | Special Ed, Math, Science, OT, PT, SLP, Nurse                                                                                                                                                                                       |
| Montana Schools Recruitment Project      |                                                                                                                                                                                                                                     |
| Morongo Unified School District          | Speech Pathologist, Special Education, Mathematics, Science, Elementary                                                                                                                                                             |
| Moses Lake School District               |                                                                                                                                                                                                                                     |
| Mt. Adams School District                |                                                                                                                                                                                                                                     |
| Muckleshoot Tribal School                | Math Teacher, English Teacher, Special Education Teacher                                                                                                                                                                            |
| Mukilteo School District                 |                                                                                                                                                                                                                                     |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                              |                                                                                                                                                                                                       |    |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Naches Valley School District                | HS Special Ed.; HS Ag.; HS Alternative teacher; MS PE; Elementary K-6; Self Contained Sp. Ed.                                                                                                         |    |
| Napavine School District                     | math, science, english                                                                                                                                                                                |    |
| Naselle-Grays River Valley School District   | Math 7-12, Chemistry, Spanish, PE                                                                                                                                                                     |    |
| Network of International Christian School    |                                                                                                                                                                                                       | 50 |
| Newport                                      | Elementary School Counselor, High School Special Education Teacher, High School P.E. Teacher, Pre School Special Education Teacher                                                                    |    |
| Nine Mile Falls School District              | Special Education, Title I                                                                                                                                                                            |    |
| North Central ESD                            | SLP, Counselors, School Psychologists                                                                                                                                                                 |    |
| North Franklin School District               | Elementary, Language Arts, History, Special Education                                                                                                                                                 |    |
| North Kitsap Schools                         | Special Education teachers and ESAs                                                                                                                                                                   |    |
| North Mason School District                  | Elementary and Secondary Teachers, Special Education Teachers, SLP, OT, Psychologist                                                                                                                  |    |
| North Slope Borough - AK                     |                                                                                                                                                                                                       |    |
| North Thurston Public Schools                |                                                                                                                                                                                                       |    |
| Northeastern University Seattle              |                                                                                                                                                                                                       |    |
| Northshore School District                   |                                                                                                                                                                                                       |    |
| Northwest Arctic Borough School District     | Special Education, Elementary Education and MS/HS Education positions                                                                                                                                 |    |
| Northwest Association of Independent Schools |                                                                                                                                                                                                       |    |
| Northwest Educational Development            |                                                                                                                                                                                                       |    |
| Northwest University                         |                                                                                                                                                                                                       |    |
| Oak Harbor Public Schools                    |                                                                                                                                                                                                       |    |
| Okanogan School District                     | MS/HS Counselor, HS Science, MS Science/Math, MS ELA, Elementary                                                                                                                                      |    |
| Olympia School District                      | Special Education, Elementary, OT, PT, SLP                                                                                                                                                            |    |
| Olympic College                              | Faculty, Adjunct Faculty, Instructional Technicians, Tutors                                                                                                                                           |    |
| Omak School District                         |                                                                                                                                                                                                       |    |
| Open Window School                           | PE Teacher (K-8), Drama Teacher (K-8), Associate Teachers (K-4, Grades 5-8)                                                                                                                           |    |
| Orcas Island School District                 |                                                                                                                                                                                                       |    |
| Oroville School District                     | English, Math, History, Special Education and Elementary Positions                                                                                                                                    |    |
| Orting School District                       |                                                                                                                                                                                                       |    |
| OSPI Professional Certification              |                                                                                                                                                                                                       |    |
| Othello School District #147                 | Elementary School Principal, k-5 Elementary Teacher, Special Education Teachers, Elementary Librarian, High School Math, Family and Consumer Science, Middle School Language Arts, Middle School Math |    |
| Paideia High School                          | One position - 1.0 FTE Continuing Teacher - English, Math, Science, or History                                                                                                                        |    |
| Palm Springs Unified School District         | TBD                                                                                                                                                                                                   |    |
| Pasco School District                        |                                                                                                                                                                                                       |    |
| Pattison English                             |                                                                                                                                                                                                       | 20 |
| Peninsula School District                    |                                                                                                                                                                                                       |    |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                    |                                                                                                                                                                                                                                                        |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Port Angeles School District       |                                                                                                                                                                                                                                                        |
| Port Townsend School District      | Math, Special Education                                                                                                                                                                                                                                |
| Portland Public Schools            | SPED, Dual Language Immersion, Advanced Math and Science                                                                                                                                                                                               |
| PRIDE Prep Schools                 | 6                                                                                                                                                                                                                                                      |
| Prosser School District            | CADD Teacher, English Teacher, Math Teacher, Elementary Teachers, School Psychologist                                                                                                                                                                  |
| Pullman Public Schools             | Elementary Teachers, Special Education Teachers, Psychologist/Counselor, Elementary Principal                                                                                                                                                          |
| Puyallup School District           | Elementary Education, World Language, Math, Science, Special Education, English, Social Studies                                                                                                                                                        |
| Quileute Tribal School             | 4 elementary teachers, 1 K-12 counselor, 1 K-12 PE teacher                                                                                                                                                                                             |
| Quincy School District             | Special Education, Math, Music, Counselors                                                                                                                                                                                                             |
| Quincy Valley School               | 7th/ 8th grade combined and 1st/2nd grade combined                                                                                                                                                                                                     |
| Renton School District             | Education, all specialties                                                                                                                                                                                                                             |
| Ridgefield School District         | Elementary K-6, 7-12 Social Studies, 7-12 Math, 7-12 Science, 7-12 ELA                                                                                                                                                                                 |
| Riverside School District          | Science, Elementary Education                                                                                                                                                                                                                          |
| Riverview School District          |                                                                                                                                                                                                                                                        |
| Royal School District              | 10                                                                                                                                                                                                                                                     |
| Saint Martin's University          |                                                                                                                                                                                                                                                        |
| Salem-Keizer School District       | Special Education, Bilingual, Math, Advanced Math, Science, Spanish, Health Occupations, PE, Elementary ESOL, Language Arts, Social Studies, Speech Language Pathologists                                                                              |
| Salinas Union High School District | Teachers for grades 7 - 12, Counselors, School Nurse, School Psychologists, Speech Therapists                                                                                                                                                          |
| San Bernardino City U.S.D.         | Classroom Teacher - Math, Science, English, all areas of Special Education                                                                                                                                                                             |
| SE Island School District - AK     |                                                                                                                                                                                                                                                        |
| Seattle Pacific University         |                                                                                                                                                                                                                                                        |
| Seattle Public Schools             |                                                                                                                                                                                                                                                        |
| Seattle University                 |                                                                                                                                                                                                                                                        |
| Sedro-Woolley School District      | Elementary & Secondary Special Education Teachers to include EBD, Structured Learning & Resource Room; Speech Language Pathologist; Middle School Librarian/Tech Teacher; Middle School Science Teacher; Several Elementary Openings in Various Grades |
| Selah School District              | Elementary Education, Secondary Education, Special Education                                                                                                                                                                                           |
| Selah School District              | Elementary Education, Secondary Education, Special Education                                                                                                                                                                                           |
| Selkirk High School                | High School Science, Elementary Special Education, K-12 Music                                                                                                                                                                                          |
| Sequim School District             | SLP, Certificated                                                                                                                                                                                                                                      |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                            |                                                                                                                                                                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shelton School District                    |                                                                                                                                                                                                        |
| Sierra Sands USD                           | School Psychologist, Special Education, Biochemistry, Biology, Science, Elementary K-5, Speech                                                                                                         |
| Silver Valley Unified School District      | Elementary, Music, Special Education, and Speech                                                                                                                                                       |
| Skykomish School District                  | Teachers and Para Educators                                                                                                                                                                            |
| Snohomish School District                  |                                                                                                                                                                                                        |
| Snoqualmie Valley School District          | Elementary and secondary teachers and Special Education                                                                                                                                                |
| Soap Lake School District                  |                                                                                                                                                                                                        |
| South Bend School District                 | Elementary Teachers, Special Education, High School Science, Language Arts, Math, Spanish, CTE and Family and Consumer Science, Head Football Coach                                                    |
| South Kitsap School District               |                                                                                                                                                                                                        |
| Southwest Region School District           | Principal/Teacher, Elementary/SPED, Elementary K-6, Secondary Math/Science, Secondary Language Arts, Secondary Social Studies, Special Education, Secondary CTE                                        |
| Spokane Public Schools                     | Elementary, Secondary, Special Education                                                                                                                                                               |
| St. Maries Joint School District No. 41    | Two (2) Special Education Teachers, Secondary Math Teacher, Secondary Social Studies Teacher, Secondary English Teacher, Secondary Spanish Teacher, Secondary Music Teacher, Secondary Science Teacher |
| Steilacoom Historical School District      |                                                                                                                                                                                                        |
| Sterling Education                         | Elementary and Physical Education                                                                                                                                                                      |
| Sultan School District                     | Math, Special Ed, High School Various                                                                                                                                                                  |
| Summit Public Schools                      |                                                                                                                                                                                                        |
| Sumner                                     | 15                                                                                                                                                                                                     |
| Sumner                                     | 50                                                                                                                                                                                                     |
| Sunnyside School District                  | Elementary/Secondary Teachers                                                                                                                                                                          |
| Suquamish tribal education                 | teachers                                                                                                                                                                                               |
| Tacoma Public Schools                      | Administrator, Certificated, Classified, and Substitute Staff                                                                                                                                          |
| Tahoma School District                     | Special Ed Teachers, Psychologist,                                                                                                                                                                     |
| Tonasket School District                   | K-12 Teachers, HS and MS SPED Teachers                                                                                                                                                                 |
| Tucson Unified School District             | Teachers openings in elementary, middle and high schools                                                                                                                                               |
| Tukwila School District                    | Special Education, Math, maybe ELL                                                                                                                                                                     |
| Umatilla School District                   | 10                                                                                                                                                                                                     |
| Union Elementary School District #62       | Teachers                                                                                                                                                                                               |
| Union Elementary School District No. 62    | Elementary Teachers                                                                                                                                                                                    |
| Universal American School-KUWAIT           | Elementary-Grd 1-4, Elementary resource teacher-MS English,MS Science, Ms. Math,MS LA,MS Social Studies-HS History,HS English,HS Science                                                               |
| University of Puget Sound                  |                                                                                                                                                                                                        |
| University of Washington Tacoma            |                                                                                                                                                                                                        |
| University Place School District           | Primary, Secondary & Special Education                                                                                                                                                                 |
| UW Bothell - School of Educational Studies |                                                                                                                                                                                                        |

## Washington Educator Career Fair - Tacoma 2017

### Anticipated Openings

|                                              |                                                                                                                                                         |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vancouver Public Schools                     | Psychologist, Physical Therapist, Occupational Therapist, Speech Language Pathologist, Science Teacher, Math Teacher, Spanish Teacher, Chinese Teacher, |
| Vashon Island School District                | Special Education, Middle Level Humanities, Middle Level Art (leave replacement), Secondary Science                                                     |
| Wahluke School District                      | Elementary Teacher; ELL Teacher; Special Ed Resource & Lifeskills Classroom; Jr. High ELA; School Psychologist; Instructional Facilitator/Coach;        |
| Walla Walla Public Schools                   | Special Education, Math, Science, Elementary Bilingual, Speech Language Pathologist                                                                     |
| Wapato School District                       | Elementary Education, Special Education, Middle School                                                                                                  |
| WARDEN SCHOOL DISTRICT                       |                                                                                                                                                         |
| Washington Army National Gaurd               |                                                                                                                                                         |
| Washington Education Association             |                                                                                                                                                         |
| Washington State Charter Schools Association |                                                                                                                                                         |
| Washington State School for the Blind        | TVI                                                                                                                                                     |
| Washington State University                  |                                                                                                                                                         |
| Washoe County School District                | K-12 Teachers (SpEd and General Education)                                                                                                              |
| Waterville School District                   | K-12 Art Teacher, Junior High Math/ Elective Teacher, High School Math                                                                                  |
| West Ada School District                     |                                                                                                                                                         |
| West Valley #363 Spokane                     | Elementary; History; Math; Science                                                                                                                      |
| West Valley School District #208             | Teaching                                                                                                                                                |
| Western State Colorado University            |                                                                                                                                                         |
| Western Washington University                |                                                                                                                                                         |
| Westminster Public Schools                   | Special Education, Math, Science, Language Arts, ESL/ELL, Dual Language Elementary Teachers                                                             |
| Westside Union School District               | Multiple Subject, Single Subject, Special Education, and Speech.                                                                                        |
| WGU- Washington                              |                                                                                                                                                         |
| White River School District                  | Certificated, Classified                                                                                                                                |
| Whitworth University                         |                                                                                                                                                         |
| Wilson Creek School District                 | 6th grade-12th Grade Science, HS English, 6th-12th grade Math and HS History teaching positions                                                         |
| Woodland Public Schools                      | 1st Grade Teacher                                                                                                                                       |
| Yelm Community Schools                       | K-8, Special Ed, Math, Science, English, OT, PT, SLP, Psych, & others                                                                                   |
| Zuni Public School District                  | Certified Positions                                                                                                                                     |

# Supervisor Newsletter #1

By Judy Longstreth, CWU Field Supervisor



Student Teachers and Cooperating Teachers,

Thank you for a great week! It was very fun to meet many of you. The eleven weeks are going to fly by in no time. As we start into what we will call Week #2, I have written some guides for both Student Teachers and Cooperating Teachers in this newsletter. Please read it and every *Supervisor Newsletter* cover to cover. If you have questions, e-mail me, and I will be glad to help you and assist with your concerns.

*Judy*



## Dates to Remember:

**Sunday, Mar. 26th- REFLECTION AND LOGGING HOURS are due today. By 10:00 PM create your new site for your logging and then log the hours that you taught and observed this whole week. The directions for doing these two processes are in your materials from the Orientation last Monday. Once you register for a new class, I will get that informed through the system.**

**Also, today write your Field Supervisor a half page reflection of how things went this week. Brag a little about what went well and note areas where you are needing support.**

**Read this newsletter beginning to end.**

**Monday, Mar. 27th - EDTPA SEMINAR I and 2 -Time – 8:00 AM until 5:00 PM  
Place: Room 207 at the CWU-Des Moines. Students, bring your edTPA**



**Handbook, Making Good Choices (if you ran it off), Rubric Progression Booklets, Academic Language sheets, and templates. You are to have run off all of these items. Go on LiveText and run off your choice of handbook and templates. (Directions were in your file folder.) The other items were sent to you by your Field Supervisor.**

**This Week- Send out the edTPA Permission slips for videoing students for the edTPA. Write a nice letter to the parents explaining the assessment and why you need their permission. Be sure your Cooperating Teacher proofreads that note before it goes to the parents. Then staple the letter to the form found in the very last pages of your Student Teacher Handbook and send it to the parents/guardians. You might highlight where they need to sign.**

**Wed., Mar. 29<sup>th</sup> – Tacoma Dome Educator Career Fair, 9:00 AM to 3:00 PM, Cost-\$30.00, [www.wspa.net](http://www.wspa.net) for paying ahead.**

**Fri., Mar. 31st- Phase-in Schedule, Classroom Schedule, and edTPA Upload Date Form are due to your Field Supervisor. Send this information by e-mail.**



**April 3 – 7 for Highline, Tukwila, and Fed. Way S. D.**



### **Teaching Tips as You Begin Your First Lessons:**

- *Let the students know a little about yourself.*
- *Be sure the target(s) of the lesson are posted and read.*
- *Explain that you may do things a bit differently at times than their teacher.*
- *Have your lesson plan and all materials needed nearby. You will lose control if you have to go find things.*
- *Be sure you know how to work well any technology that you are going to use. Practice using it before or after school so you are confident with the machine or computer.*
- *Have a seating chart in front of you so that you are using the correct names. Names are important to all of us.*
- *Plan a bit more than you will need in the time period, so if the lesson goes more quickly than you expected, you are prepared.*

- *Review your rules even if they are the same as the teacher. Then be firm, friendly, and fair if a student does not go by your rules. Praise individuals and the whole class for following your rules and procedures.*
- *Frontload your directions before each transition and assignment.*

**GOOD LUCK!**



**IMPORTANT:** Have you let Field Supervisor know the time that she needs to come for your Student Teacher, Cooperating Teacher, and Supervisor meeting this week? Have you scheduled your first observation date and time? Always do that at least three days before she is to come. Actually...get as many dates and times on her schedule as soon as possible. She works on a first come, first served basis for dates on her calendar.



**WHERE DO I FIND THE FORMS IN THE HANDBOOK ON-LINE SO I CAN TYPE ON THEM?** (*For both Cooperating Teachers and Student Teachers*)

All FORMS can be found at this web address. Enjoy typing on the form before handing it into the Field Supervisor.

[www.cwu.edu/field-experience/forms](http://www.cwu.edu/field-experience/forms)



**Timeliness! Timeliness!**

**You MUST make being timely at the top of your list for becoming an OUTSTANDING STUDENT TEACHER! Arrive early to school and seminars, get assignments for CWU done on time, and make your lesson plans so they are to your teacher/supervisor 24-48 hours ahead of teaching. Call if you are going to be late to forewarn your teacher**

**or Field Supervisor! I am keeping track of your lateness. THE KEY: Get organized and work hard! Make timeliness a priority! It tells a great deal about your professionalism.**



## **edTPA Information:**

- 1. Webinars:** Directions will be sent to you soon about how to get onto the Webinar that you will watch on your computer. The Webinars explain how to register and pay your \$300 for the edTPA, how to upload your materials correctly, and much more. Don't miss the webinars. They are **MANDATORY!** Attendance is taken digitally. You can attend some or all of the webinars and many student teachers do. You **MUST** attend at least one Webinar. It is a lot of information and is spoken quickly.



- 2. Start thinking about these items today! Be ready for the edTPA Seminar 1.**

- You may do the edTPA with the whole class or a small group. The group needs to be at least four students.
- Find an appropriate camera within the first few days of next week. If you are going to use one of the two CWU cameras at Des Moines, call the librarian at CWU – Des Moines and reserve it for the days you need it for the Video Critique filming and the edTPA filming.
- Survey your students or talk to them about the community and personal interests. It could be a help in writing your Context for Learning and lesson plans where the students' interests, cultures, and community are to be considered.
- Are you going to give a pre-test on content in your edTPA lessons? When?
- Talk with your Cooperating Teacher (CT) about the students' academic abilities. Are there resources in the school to help you with presenting the content...technology, library access, computer labs, visuals, apps, videos, etc.?

COME ON MONDAY, MARCH 27<sup>TH</sup> WITH YOUR QUESTIONS! KNOW YOUR HANDBOOK!



## **Cooperating Teacher Notes:**

This weekly column will include merely some reminders and thoughts about what you might include in your work with your student teacher.

---If you did not meet last week, do you have the Orientation Meeting scheduled for this week with your Field Supervisor?

---Is your student starting to teach one subject/period this week?

---Is your student being observed by the Field Supervisor this week? Is the date and time sent to the Field Supervisor?

---Has the student had a tour of the school and met all the teachers at your level or in your department? The principal?

---Does he/she know how to work the school printer and the technology in your classroom?

---Some teacher tasks to help her/him learn:

How to record grades

How to handle emergency procedures (fire drill, earthquake, and lockdown drills)

How to take attendance

How to get information out to parents (newsletter? e-mail? phone?)

How to make good, well organized transitions from desk to groups, desk to rug seating, desk to pairs, room to lunch, lining up for leaving the room or not.

---Take time to read the edTPA, especially Task 1 of your student's edTPA. Help with information for the Context for Learning document in Task 1. Remember you can guide your student with any edTPA questions. Once he/ she begins writing an answer, you cannot write any part of the answers for the student, but after they write their answer, you can read their answer and ask guiding questions. You CANNOT tell them what to write.

---Check to see if the student has video equipment meeting the accepted formats listed in the handbook. With the edTPA chosen camera, do a practice filming this week or the next school week of your student teacher teaching anything. This is a check of how the camera works for sound and lighting plus giving the student a look at her/himself teaching. You may fill out a Video Critique form after you

watch the video. Give it to the student teacher to attach to her form when she turns it into me at the Classroom Management Seminar on Jan. 25<sup>th</sup>.

---Discuss Constructivism with your student teacher so she can complete her CWU assignment due also on April 18th also.



### **Appointments on my calendar for the upcoming week:**

***Are these matching your time? E-mail me if I am in error or you need to make an appointment. Thanks.***

***Monday, Mar. 27<sup>th</sup>: edTPA Seminar 1 and 2, CWU – Des Moines, 8:00 to 5:00, Rm. 207***

***Tuesday, Mar. 28<sup>th</sup>: Jennifer W. – Observation#1- 10:15 AM; Tucker – Observation #1 – 1:00 PM; Tucker – Orientation - 3:45.***

***Wednesday, Mar. 29<sup>th</sup>: Mohamed I. – Orientation – 7:30 AM; Denise M. – Orientation – 12:30;***

***Thursday, Mar. 30<sup>th</sup>: Jasmine – Orientation (No time yet.); Lana B. – Observation #1 – 12:35; Amanda H. – Orientation – 3:50 PM***

***Friday, Mar. 31<sup>st</sup>: Mohamed I. –Observation #1 PM (No time yet.)***



***Have a good week! Thank you! You are appreciated!  
See you soon!***

*Judy Longstreth*

home cell

[Judy.Longstreth@cwu.edu](mailto:Judy.Longstreth@cwu.edu)

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
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Washington School Personnel Association

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United States

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## **Update of Key Legislation Impacting Public School HR Management**

**Lee Goeke, WSPA Legislative Liaison**

**March 20, 2017**

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- Teacher loan forgiveness for shortage areas and select geographical areas.
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There is still ample opportunity to communicate with your District's representatives while the committees try to work out an agreement on the full funding bills.



## KEY HR RELATED ISSUES IN HOUSE & SENATE FULL FUNDING PROPOSALS

| House Bill 1843                                                                                                                                                                                                                               | Senate Bill 5607                                                                                                                                                                                  |
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| Eliminates the Salary Allocation Model. Adds 1 engagement coordinator per school and 1 counselor per middle/high school to the model.                                                                                                         | Eliminates the Salary Allocation Model.                                                                                                                                                           |
| Funding based on the Prototypical Model.                                                                                                                                                                                                      | Funding based on per pupil allocation. Caps salary and benefits to 80% of the District's General Fund Budget.                                                                                     |
| Sets minimum beginning certificated salary at \$45,500. Sets minimum certificated salary with 3 years of experience at \$50,500 beginning 2019-20.                                                                                            | Sets minimum beginning certificated salary at \$45,000 beginning 2018-19.                                                                                                                         |
| Specifies minimum statewide average salary allocations for each staff type after 3-year phase in: <ul style="list-style-type: none"> <li>- Certificated \$70,824</li> <li>- Administrator \$117,363</li> <li>- Classified \$54,178</li> </ul> | Limits salary credit for advanced degrees to the subject matter area being taught.                                                                                                                |
| Maintains I-732 as part of basic education. Suspended until 2020-21 as I-732 in contemplated in phase in amounts.                                                                                                                             | Eliminates I-732.                                                                                                                                                                                 |
| Salary for each staff type includes 4 days for professional growth and collaboration.                                                                                                                                                         | Allows Districts to create and fund NBPTS bonuses.                                                                                                                                                |
| States intent to allow for regional cost of living differences beginning 2019-20.                                                                                                                                                             | Creates Housing Allowance to allow for regional cost of living differences. Not part of the 80% general fund limit. Allowance is up to \$10,000 proportional to state average property valuation. |
| Reduces levy lid from 28% to 24% and allows local compensation for Enhanced Instruction. Must report annually for compliance.                                                                                                                 | Reduces levy lid from 28% to 10% and requires OSPI review and approval of local levy spending.                                                                                                    |
| Allows for 1 professional learning day for all staff in 2017-18; increasing to 10 days in 2022-23.                                                                                                                                            | Allows Districts to issue state funded supplemental contracts for up to 90 days outside the school year.                                                                                          |
| Allows for continuation of locally bargained Health Benefits.                                                                                                                                                                                 | Creates recognition program through ESD's for top 5% and 2% of teachers at \$25,000 and \$50,000 respectively.                                                                                    |
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| 1303  | 5142   | Educational Interpreters       | SB passed. Executive Session in House 3-23      | Provide 12 to 18 months for interpreters to meet state standard.                 |
| 1319  |        | Educators Evaluation Frequency | HB passed. Public Hearing in Senate 3-14        | Allow 6 years without a summative evaluation if rated 3 or 4 under TPEP.         |
| 1341  |        | Pro Cert Teachers              | HB passed. Public Hearing in Senate 3-14        | Provide 3 methods of professional certification to include PD credits.           |
| 1434  | 5295   | Shared Leave Pregnancy         | HB passed. Public Hearing in Senate 3-24        | Allow shared leave for pregnancy disability, miscarriage, adoption.              |
| 1560  |        | Default Retirement             | HB passed. 1st Reading in Senate 3-2            | Change default to Plan 2 when employee fails to make election.                   |
| 1618  |        | Engagement Coordinators        | HB passed. Public Hearing in Senate 3-16        | Standardize title and duties of Engagement Coordinators.                         |
|       | 5534   | Housing Allowance              | Will likely be addressed in full funding bills. | Allow housing allowance up to \$10,000 based on property value variations.       |
|       | 5726   | Health Benefits                | Will likely be addressed in full funding bills. | Require Districts to adopt state Health Care Authority benefits in 2019.         |
|       | 5833   | Retirement                     | SB Passed. Public Hearing in House 3-15         | Increase minimum benefit for select Plan 1 retirees.                             |

**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [Nova Williams](#); [Jennifer Wright](#)  
**Subject:** Fwd: UPDATED Booth Assignments: Washington Educator Career Fair Tacoma - Vendor Information  
**Date:** Friday, March 24, 2017 10:35:41 AM  
**Attachments:** [WECF 2017 TACOMA Booth Brochure UPDATED MARCH 23, 2017.pdf](#)  
[WECF 2017 TACOMA FLOOR PLAN UPDATED MARCH 23 2017.pdf](#)  
[Parking Passes Tacoma.pdf](#)  
[WECF 2017 Updated Recruiter Handbook.pdf](#)

---

Hi Nova & Jennifer,

FYI on the event next week. I'm printing off the key items for you (parking passes and map) and now you have details in here in case you have questions for which I don't provide the information.

I've set up a time on Monday to go over the details of the event and let Nova know what to take on Tuesday night.

As I'm headed to Toppenish on Wed afternoon I will not be able to go and tear down as planned. Hopefully, this won't be too inconvenient for you to handle.

I will schedule Vicki, Jamie and Jenny to stagger throughout the day to assist.

Thanks for doing this!  
Rosie

Rosie Burns | Director, Human Resources  
w: [206.236.3439](tel:206.236.3439) c: [REDACTED]



----- Forwarded message -----

**From:** **Natalie Weaver** <[natalie.weaver@mercerislandschools.org](mailto:natalie.weaver@mercerislandschools.org)>  
**Date:** Fri, Mar 24, 2017 at 10:01 AM  
**Subject:** Fwd: UPDATED Booth Assignments: Washington Educator Career Fair Tacoma - Vendor Information  
**To:** Rosie Burns <[rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)>

----- Forwarded message -----

**From:** [admin@wspace.net](mailto:admin@wspace.net) <[admin@wspace.net](mailto:admin@wspace.net)>  
**Date:** Fri, Mar 24, 2017 at 7:29 AM  
**Subject:** UPDATED Booth Assignments: Washington Educator Career Fair Tacoma - Vendor Information  
**To:** "[admin@wspace.net](mailto:admin@wspace.net)" <[admin@wspace.net](mailto:admin@wspace.net)>, "[cleonard@wspace.net](mailto:cleonard@wspace.net)" <[cleonard@wspace.net](mailto:cleonard@wspace.net)>

Hello,

Thank you for registering to attend the Washington Educator Career Fair – Tacoma. *We have made a few adjustments to our booth assignments, please see the attached booth assignment list and floor plan.*

## **Washington Educator Career Fair – Tacoma**

**March 29, 2017**

**9:00 am – 3:00 pm**

**Tacoma Dome Arena**

### **Important Reminder – Power and electricity**

- **Each booth does have power, however the power drops are located near the back of the booth which is not always the most convenient for your booth set-up. Please bring extra extension cords/power strips. The Tacoma Dome has a limited amount of extras available. Thank you!**

### **Booth assignments and floor plan**

- The updated booth assignments and floor plan are attached for your review

### **Conference Hours**

- The fair will open to the public at 9:00 am and close at 3:00 pm
- We encourage you to stay for the full event – many candidates arrive that last hour and we want them to receive the full benefit of their attendance – and we do not want you to miss out on the perfect candidate for your district!

### **Loading/Unloading**

- 7:30am – Vendors load-in through the F Doors. ALL vendors need to enter at the Lower F doors. No vehicles are allowed to drive inside the building.

- Building maps and parking information may be found here: <http://www.tacomadome.org/plan-your-visit/parking-direction>

- Please see attached recruiter handbook for reference

### **Parking**

- Parking passes are included in your registration. Parking passes are valid in the F and G Lots ONLY. The passes are attached for you to print and display at the event.
- Driving directions may be found here: <http://tacomadome.org/plan-your-visit/parking-direction>

### **Internet**

- The Tacoma Dome now offers free WiFi (please see additional information in attached recruiter handbook)

### **Vendor Lunch**

- Your registration includes two meal tickets *per purchased booth* (for example – if you purchased a double booth, you will receive four lunch tickets. A triple booth receives six lunch tickets, and a quad booth eight.) Additional meal tickets are available for purchase for \$12.50 each.
- The vendor lunch will be available from 11:00 – 1:00 pm. There will be private seating provided.
- Please work with your team to stagger lunches to ensure booth coverage throughout the day. We ask that you please not leave your booth unattended if at all possible. We would like our candidates to have the maximum opportunity to meet with districts, and for our districts to have the maximum opportunity to connect with the right candidates! Thank you in advance for your cooperation.

We look forward to having you join us in Tacoma. Please let us know if you have any additional questions or if we may be of any assistance.

Thank you,

Jennifer Tottenham

*Jennifer Tottenham*

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

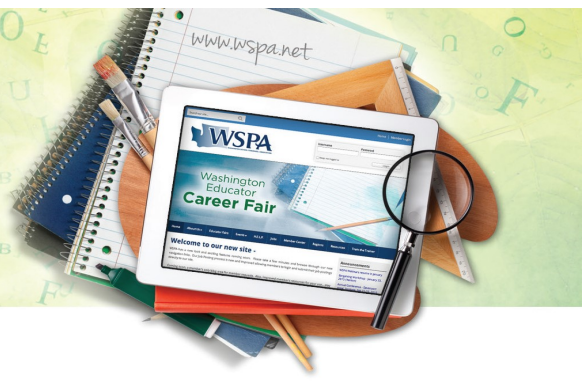
<http://www.wspa.net/>





# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



Pastries and Coffee Provided by  
**PEMCO INSURANCE and  
INSPIRUS CREDIT UNION**



## GOV'T /STATE ORGANIZATIONS, ASSOCIATIONS

OSPI—Booth 59  
WEA—Booth 58  
NW Educational Development—Booth 57

## COLLEGES

Antioch University—Booth 56  
City University—Booth 55  
Grand Canyon University—Booth 54  
Northeastern University—Booth 53  
Northwest University — Booth 52  
Olympic College—Booth 51  
Saint Martin's University—Booth 50  
Seattle Pacific University—Booth 49  
Seattle University—Booth 48  
University of Puget Sound—Booth 47  
UW Tacoma—Booth 46  
UW Bothell—Booth 45  
Washington State University—Booth 44  
Western State Colorado University—  
Booth 43  
Western Washington University—Booth  
42  
WGU Washington—Booth 41

## ALASKA

Alaska Teacher Placement—Booth 1  
Anchorage —Booth 2  
Bering Straight —Booth 3  
Northwest Arctic Borough —Booth 4  
SE Island —Booth 5  
Southwest Region —Booth 6

## ARIZONA

Glendale Elementary —Booth 7  
Imagine Prep— Booth 8  
Union Elementary —Booth 9

## COLORADO, NEVADA, NEW JERSEY, NEW MEXICO

Westminster (CO) - Booth 10  
Lyon County (NV) - Booth 11  
Washoe County (NV) - Booth 12  
Sterling Education (NJ) - Booth 13  
Gallup-McKinley (NM) - Booth 14  
Zuni Public (NM) Booth 15

## MULTI-STATE REGION (WA, OR, NV, UT, AK, ID, WY, MT)

NW Association of Independent  
Schools—Booths 178, 179, 180

## CALIFORNIA

Amethod —Booths 23, 24  
Desert Sands Unified —Booth 25  
Franklin-McKinney —Booth 26  
Morongo Unified —Booths 27, 28  
Palm Springs Unified — Booth 29  
Salinas Unified —Booth 30  
San Bernardino —Booth 31  
Sierra Sands —Booth 32  
Westside Union —Booth 34

## INTERNATIONAL

CNMI —Booth 35  
International Educator Placement of  
America — Booth 36  
Maple Leaf Education—Booth 37  
Pattison English — Booth 38  
Universal American School—  
Kuwait—Booth 39

## OREGON

EMS Sub Desk - Booths 21, 22  
Salem-Keizer—Booth 16  
Jackson County—Booths 17, 18  
Gresham-Barlow — Booth 19  
Portland—Booth 20

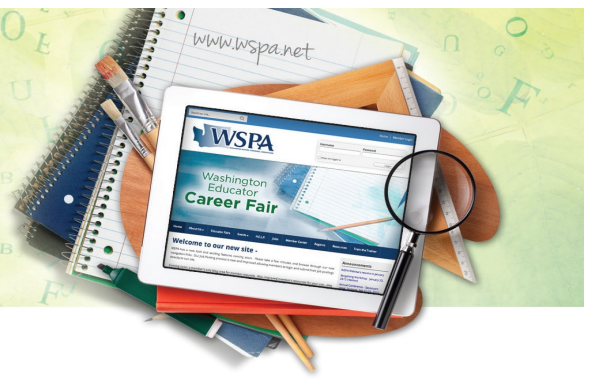
## WASHINGTON

Anacortes —Booth 63  
Arlington—Booth 64  
Auburn—Booths 60, 61, 62  
Battle Ground —Booths 65, 66  
Bellevue Children's Academy—Booth  
75  
Bellevue — Booths 67, 68, 69, 70  
Bellingham — Booths 80, 81  
Bethel—Booths 71, 72, 73, 74  
Bremerton—Booths 77, 78  
Bridgeport—Booth 76  
Burlington-Edison—Booth 79  
Cape Flattery — Booth 90  
Castle Rock—84  
Cedar Crest Academy—Booth 85  
Central Kitsap — Booths 82, 83  
Centralia—Booth 86  
Cheney—Booth 87  
Chief Leschi—Booths 91, 92  
Childhaven—Booth 88  
Clarkston—Booth 89  
Clover Park—Booths 93, 94, 95, 96  
Concrete—Booth 97  
Darrington—Booth 98  
Dayton—Booth 99  
Dieringer—Booth 100  
East Lewis County—Booth 101  
East Valley # 90 Yakima — Booths  
102, 103  
Eatonville — Booths 106, 107  
Edmonds — Booths 104, 105  
Enumclaw—Booth 108  
ESD 113 Public Personnel  
Cooperative—Booths 109, 110  
Everett—Booths 120, 121  
Evergreen—Booths 111, 112, 113,  
114  
Federal Way—Booths 115, 116, 117,  
118, 119

**Tacoma Dome Arena —March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## **WASHINGTON**

Fife—Booths 124, 125  
Franklin Pierce—Booths 126, 127  
Goldendale—Booth 128  
Green Dot—Booth 129  
Highline—Booths 133, 134, 135, 136  
HopeSparks Early Intervention Program—Booth 130  
Hoquiam—Booth 131  
Issaquah — Booths 141, 142  
Kelso — Booth 132  
Kent—Booths 137, 138, 139, 140  
Lake Stevens—Booth 143  
Lake Washington — Booths 144, 145, 146, 147  
Life Christian Academy—Booth 151  
Longview — Booths 148, 149, 150  
Marysville— Booths 152, 153  
Mead — Booth 154  
Mercer Island—Booth 155  
Monroe—Booths 157, 158  
Moses Lake—Booths 163, 164  
Muckleshoot Tribal School—Booth 165  
Mukilteo—Booths 159, 160, 161, 162  
Naches Valley—Booth 166  
Napavine—Booth 167  
Naselle-Grays River Valley—Booth 172  
North Central ESD—Booth 173  
North Mason—Booths 168, 169  
North Thurston—Booths 170, 171  
Northshore—Booths 174, 175  
Oak Harbor—Booth 176  
Olympia—Booths 181, 182  
Open Window—Booth 184  
Orcas Island—Booth 185  
Oroville—Booth 186  
Orting—Booths 187, 188  
Pasco—Booths 192, 193  
Peninsula—Booths 189, 190, 191  
Port Angeles—Booth 194  
Port Townsend—Booth 195

## **WASHINGTON**

Prosser—Booth 196  
Pullman—Booth 197  
Puyallup—Booths 200, 201, 202  
Quileute Tribal School—Booth 198  
Renton—Booths 207, 208  
Ridgefield—Booth 199  
Riverview — Booths 212, 213  
Seattle—Booths 203, 204, 205, 206  
Sedro-Woolley—Booth 209  
Selah—Booth 210  
Sequim — Booth 211  
Shelton—Booth 216  
Skykomish—Booth 217  
Snohomish — Booths 214, 215  
Snoqualmie Valley—Booths 222, 223, 224  
South Bend—Booth 219  
South Kitsap—Booth 220  
Spokane — Booths 225, 226  
Steilacoom— Booth 221  
Summit — Booth 177  
Sultan — Booths 227, 228  
Sumner—Booths 233, 234, 235  
Suquamish Tribal Education—Booth 229  
Tacoma—Booths 236, 237, 238, 239  
Tahoma—Booths 230, 231  
Toutle Lake — Booth 218  
Tukwila—Booth 232  
University Place—Booth 240  
Vancouver—Booths 245, 246  
Vashon Island—Booths 241, 242  
Walla Walla—Booth 243  
Wapato—Booth 244  
Warden—Booth 247  
WA State Charter School Assoc.—Booth 251  
White River—Booth 248  
Wilson Creek — Booth 252  
Woodland—Booth 249  
Yelm—Booth 250

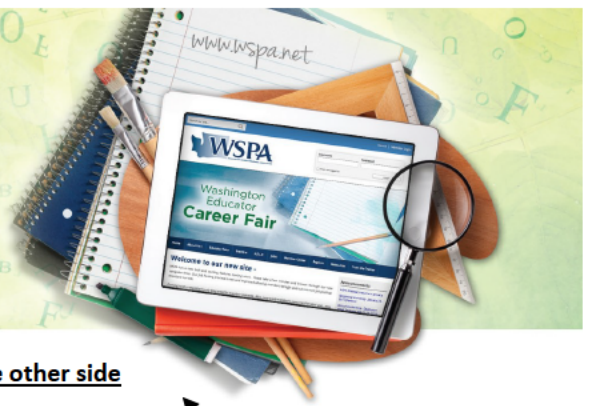
## **INTERVIEW BOOTHS**

Bering Straight—Booth INT-1  
Imagine Prep—Booth INT-2  
Gallup-McKinley—Booths INT 3, 4  
Desert Sands—Booth INT 5  
Palm Springs—Booths INT 6, 7  
Salinas Union—Booths INT 8  
Auburn—Booth INT 9  
Bellevue Children's Academy—Booth INT 10  
Bellevue—Booths INT 11, 12  
Bethel—Booths INT 13, 14, 15  
Bremerton—Booth INT 16  
Central Kitsap—Booths INT 17, 18  
Centralia — Booth INT 19  
Chief Leschi—Booths INT 21, 22  
Clover Park—Booths INT 23, 24, 25, 26, 27  
East Valley # 90 Yakima—Booth INT 20  
ESD 113—Booth INT 28  
Federal Way — Booths INT 29, 31, 31  
Kelso—Booth INT 32  
Kent—Booth INT 33  
Lake Washington—INT 67, 68, 69, 70, 71  
Longview — Booths INT 34, 35  
Monroe—Booth INT 36  
Moses Lake—Booth INT 37  
Mukilteo—Booth INT 38  
North Thurston—Booths INT 39, 40  
Northshore — Booth INT 41  
Orting—Booth INT 42  
Peninsula—Booth INT 43, 44  
Port Townsend—Booth INT 45  
Puyallup—Booths INT 46, 47  
Renton—Booths INT 48, 49  
Seattle—Booths INT 50, 51, 52, 53  
Shelton—Booth INT 54  
Snohomish—Booth INT 55  
Snoqualmie Valley — Booths INT 56, 57  
Sultan—Booth INT 58  
Sumner—Booths INT 59, 60  
Tacoma — Booths INT 61, 62, 63, 64  
Tahoma—Booth INT 65

**Tacoma Dome Arena — March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

A career fair for teachers and administrators.



Interview Booths — please see other side

## Washington Educator

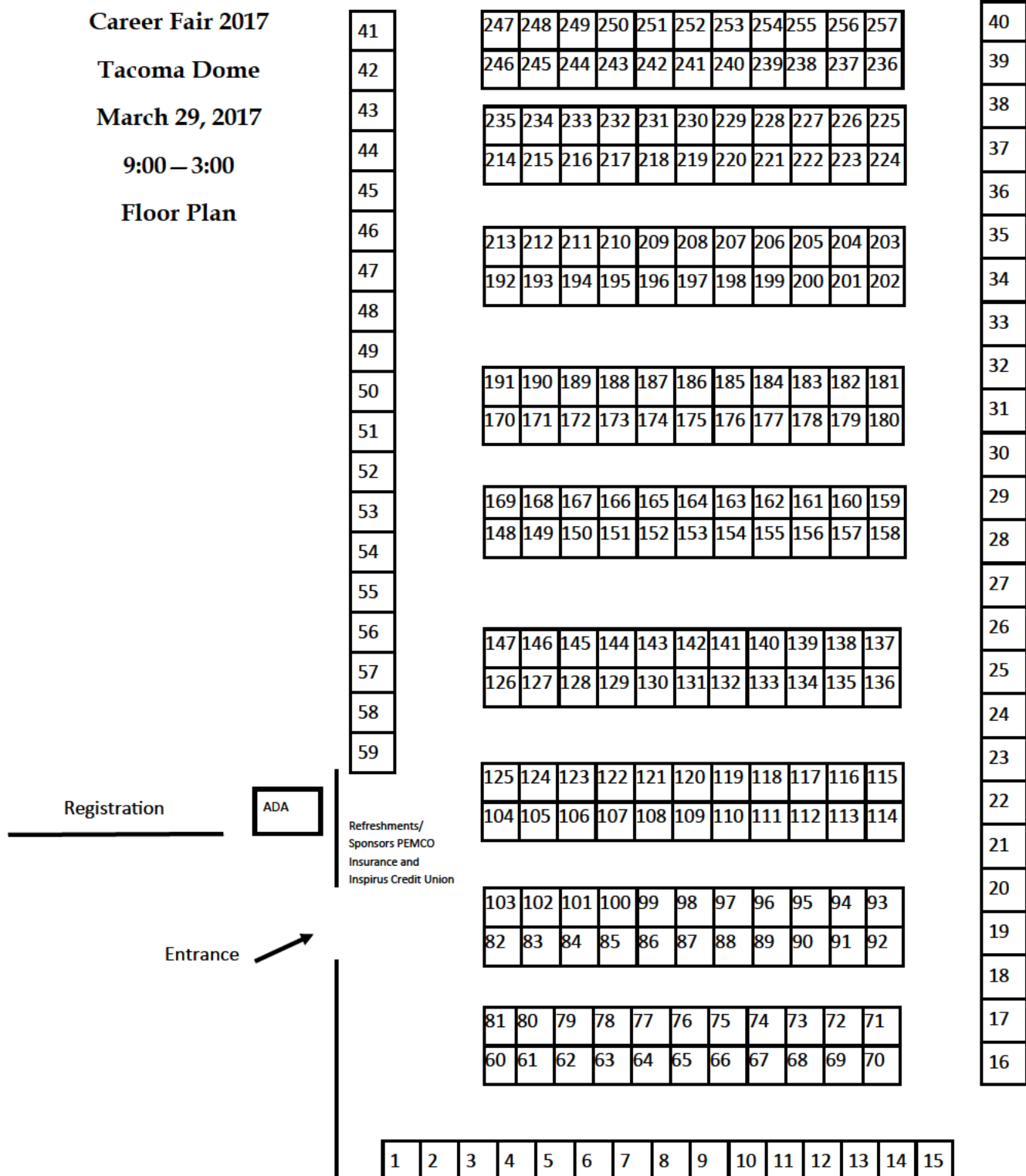
Career Fair 2017

Tacoma Dome

March 29, 2017

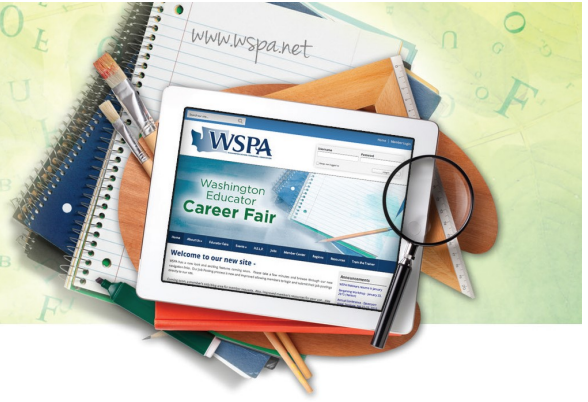
9:00 – 3:00

Floor Plan



# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## Interview Booths

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**Washington Educator  
Career Fair**

Tacoma Dome  
PARKING PASS  
F or G Lot Only

**Washington Educator  
Career Fair**

Tacoma Dome  
PARKING PASS  
F or G Lot Only



# Washington Educator Career Fair 2017 Recruiter Handbook

Presented by:

Washington School Personnel Association

Washington School Personnel Association

PO Box 1600

Anacortes, WA 98221

Phone: 360-825-1415 / Fax: 253-736-0333

Email: [admin@wspa.net](mailto:admin@wspa.net)

Contact: Jennifer Tottenham, WSPA Program Coordinator



# **Vendor/Booth Pricing**

## **Spokane Career Fair Single Exhibitor Booth Pricing**

- \$175 College, University, or Washington Governmental Agency
- \$250 Washington ESD
- \$225 Washington District up to 1,000 students
- \$250 Washington District 1,001 to 2,500 students
- \$325 Washington District 2,501 to 10,000 students
- \$400 Washington District over 10,000 students
- \$500 Out-of-state District or other agency

## **Spokane Career Fair Booth Upgrades**

- Double booth: \$175
- Triple booth: \$350
- Quad booth: \$525
- Interview booth: \$100 each

## **Tacoma Career Fair Single Exhibitor Booth Pricing**

- \$225 College, University, or Washington Governmental Agency
- \$300 Washington ESD
- \$275 Washington District up to 1,000 students
- \$300 Washington District 1,001 to 2,500 students
- \$375 Washington District 2,501 to 10,000 students
- \$450 Washington District over 10,000 students
- \$550 Out-of-state District or other agency

## **Tacoma Career Fair Booth Upgrades**

- Double booth: \$200
- Triple booth: \$400
- Quad booth: \$600
- Interview booth: \$100 each

10% discount provided for attending both fairs. Please use promo code WECF2017 at checkout.  
Register online at: <http://www.wspa.net/washington-educator-career-fairs>

## Career Fair Booth Hours and Information

Please note the fair hours. These hours have been established by WSPA in an effort to meet the needs of the candidates as well as participating districts and colleges.

9:00 a.m. to 2:00 p.m. ☐Spokane

9:00 a.m. to 3:00 p.m. ☐Tacoma

- We encourage you to have a representative at your booth during all fair hours. Many candidates travel considerable distances, or take leave from work to attend and may not arrive until near the end of the day. We stress the importance of having a representative available to meet all candidates throughout the day.
- Check your loading and unloading instructions for times available for set up of your booth.
- Complimentary coffee and refreshments will be available provided by PEMCO and Inspirus Credit Union. We encourage you to stop and thank their representatives for this generous service to our attendees.
- Please keep your booth, display, and staff intact and functioning until the closing time.
- **Please note: *Insurance requirements at both the Spokane Convention Center and the Tacoma Dome PRECLUDE the use of moving carts and pull carts during the stated operating hours of the Fair.*** Districts that choose to depart the venue floors prior to the stated closing time will need to be prepared to hand carry their displays and materials from the venue.



## Facilities, Signs, Displays and Materials

- Each single booth will be provided with a curtained 9 or 10x10 booth, an 8 foot linen draped table, two chairs and a sign with your district information.
- Standard 5 amp electrical is also included.
- For additional chairs, tables, accessories please refer to the *Event Coordinator* section of this booklet.
- Posters, pictures and other display materials may be placed on the table, on a stand provided by your school, or they may be attached to the backdrop within the confines of your booth.
- There are no printing facilities on-site. Please plan to bring an adequate supply of printed materials for attendees.
- Districts planning to mail materials to the fair locations in advance of the events should contact the *Event Coordinator* whose information is contained in the booklet.

## Tacoma Dome Arena: Loading and Unloading Information

- Loading and unloading will be at the entrance across from the F lot and will begin at 7:30 a.m. the day of the fair
- Parking Passes can be used for the F and G Lots only.
- You will receive 2 passes per booth purchased.
- Parking passes will be emailed to the contact name on the registration prior to the fair. If you do not receive your passes via email please contact [admin@wspa.net](mailto:admin@wspa.net)
- There is additional pay parking available in Lot A.

### MAP TO THE TACOMA DOME



# Tacoma Dome Driving Directions

## Traveling South on I-5

- Exit 135- Follow the off-ramp towards Portland Avenue. Follow 27th (Bay Street) across Portland Avenue as it turns into Wiley Avenue. Take a right on McKinley Avenue and look for the entrance into the Tacoma Dome parking lots.
- Exit 133- Follow the "City Center" off-ramp, veering right towards "East 26th St Tacoma Dome." Turn right on E 26th Street. Look for the entrance to Tacoma Dome Parking Lots on 26th or turn right on D Street for more parking.

## Traveling North on I-5

- Take exit 133. Follow the off-ramp to East 26th Street. Take a right onto East 26th Street. Tacoma Dome signs will direct you to turn right onto C Street to enter the Tacoma Dome parking lots.

## From Downtown Tacoma

- Take Pacific Avenue Southbound. Turn left onto East 26th Street. Follow East 26th Street to C Street. Turn right onto C Street to enter the Tacoma Dome parking lots.

## Public Transportation

- The Tacoma Link connects the Tacoma Dome Station (a regional hub for bus and commuter train service) with downtown Tacoma's museums, restaurants, retail and more. For more information please visit [www.soundtransit.org](http://www.soundtransit.org) or call (800) 201-4900. For specific Pierce Transit route and schedule information, please visit them online at [www.piercetransit.org](http://www.piercetransit.org) or call Pierce Transit at (253) 581-8000.

# Tacoma Dome Internet Information

## Hard Line Internet or Phone Line Orders

To order a hard line internet drop or phone line anywhere in the building, you will need to schedule this through an outside contractor. You may choose any provider you want for internet or phone service. Please try to order the lines as soon as possible prior to your event, and schedule the installation for the event load-in day.

One option would be Century Link at 855-891-4083.

## Tacoma Dome Wi-Fi Service

The Tacoma Dome offers complimentary Wi-Fi to all guests. Guests only need to connect to DomePublic to use this service. Dome-Public has a variable level of bandwidth associated with it and has no guarantee of upload or download speeds available.

Should an event want a dedicated level of up/download speeds they should consider one of two options

- Access to SSID Dome-BOH This password protected option provides 10 or 20 Mbps up/down speeds to events that are only concerned about a reliable, dedicated service. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

| Speed   | Number of Devices |         |         |         |        |
|---------|-------------------|---------|---------|---------|--------|
|         | 100 or less       | 101-250 | 251-450 | 451-650 | 651+   |
| 10 Mbps | \$450             | \$600   | \$900   | \$1800  | \$3500 |
| 20 Mbps | \$700             | \$1000  | \$1400  | \$2800  | \$4800 |

- Customized SSID and Portal A client determined SSID will direct guests to a customized portal with client provided background will prompt guest to enter a client determined password. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

| Speed                                                  | Number of Devices |         |         |          |        |
|--------------------------------------------------------|-------------------|---------|---------|----------|--------|
|                                                        | 100 or less       | 101-250 | 251-450 | 451-650- | 651+   |
| 10 Mbps                                                | \$900             | \$1200  | \$1800  | \$3600   | \$7000 |
| 20 Mbps                                                | \$1400            | \$2000  | \$2800  | \$5600   | \$9600 |
| Faster speeds may be available with prior arrangements |                   |         |         |          |        |

The quality and condition of individual wireless devices varies so widely that the Tacoma Dome cannot guarantee the connectivity of every single device and every attendee. Limited support through our wireless provider is available should a guest experience difficulty connecting.

If a guest or vendor need assistance with connecting to the building's Wi-Fi, they can call Mobilitie's 24 hour service line at 877-283-4114. Mobilitie will help our guests troubleshoot connectivity issues.

## **Spokane Convention Center: Loading and Unloading Information**

- The Fair is being staged in the Exhibition Hall
- **Loading /unloading may only take place the morning of the Fair beginning at 7:30 a.m.**
- For a printable map of the loading area, please visit:  
<http://spokanecenter.com/loading-and-unloading/>

### **Exhibition Hall Loading Area Directions**

#### **From I-90**

- From I-90 use Hamilton St. Exit #282
- Go North 1 mile
- Turn left on E. Mission Avenue
- Go West for 0.7 miles
- Turn left on N. Division Street
- Go South for 0.8 miles
- Enter off N. Division Street on the Northeast corner of the building

# **Spokane Convention Center Driving Directions**

## **From Spokane International Airport and Points East**

- Take Airport Drive east to Spokane to Interstate 90 exit.
- East on Interstate 90 to exit number 281 North Division (City Center). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points West**

- West on Interstate 90 to Exit 281 (North Division). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points South (Pullman)**

- North on Highway 195 to Interstate 90 to Exit 281 (City Center). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points North**

- South on Highway 395 which comes into Spokane on Division Street. Immediately after you cross the river, the arterials jogs west on Spokane Falls Blvd. and then south on Browne. After jogging west, stay in right lane and continue west on Spokane Falls Blvd. to Spokane Center (one block).

## Hotel and Lodging Information

### Tacoma Lodging

- The Best Western Tacoma Dome Hotel is our recommended hotel for this event.
- Best Western Tacoma Dome Hotel
  - Reservations: 1-800-780-7234
  - Website: <http://www.bestwesterntacomadome.com/>
  - 2611 East E Street, Tacoma, Washington 98421-1225
  - Phone: 253-272-7734

### Spokane Lodging

- We recommend three hotels in the Spokane Convention Center area:
- Doubletree Hotel at Spokane City Center
  - Reservations: 1-509-455-9600
  - Website: <http://doubletree3.hilton.com/en/hotels/washington/doubletree-by-hilton-hotel-spokane-city-center-SPCC-DT/index.html>
  - 322 North Spokane Falls Court, Spokane, WA 99201
- Red Lion Hotel at the Park
  - Reservations: 1-509-326-800
  - Website: <https://www.redlion.com/park-spokane>
  - 303 W. North River Drive, Spokane, WA 99201
- Davenport Hotel
  - Reservations: 800-899-1482
  - Website: <http://www.davenporthotelcollection.com/>
  - 10 South Post Street, Spokane, WA 99201

## **Event Coordinator Information**

### **Tacoma Event Coordinator: Grand Event Rentals**

- **Grand Event Rentals will be the event coordinator for the Tacoma Dome event.**
- Please contact Grand Event Rentals for any additional items needed such as shipping, carpet, etc.
- **Grand Event Rentals**
  - Phone: 425-462-7368
  - Website: <http://grandeventrentalswa.com/>
  - 22029 23<sup>rd</sup> Drive SE, Ste. 105, Bothell, WA 98021 (new location as of November 2016)

### **Spokane Event Coordinator: LCD Exposition Services**

- **LCD Exposition Services will be the event coordinator for the Spokane event.**
- Please contact LCD Exposition Services for any additional items needed such as shipping, carpet, etc.
- **LCD Exposition Services**
  - Phone: 509-325-9656
  - Website: <http://lcdexpo.com/>
  - PO Box 4487, Spokane, WA 99220



## Frequently Asked Questions

### What is Included in each Booth Purchase?

- A single booth is 9X10 in Spokane and 10x10 in Tacoma. This includes one 8 foot table, 2 chairs, and a sign with booth information on it.

### What about electricity?

- Your booth purchase includes a 5 amp electrical supply.

### What about internet?

- The Spokane Convention Center and the Tacoma Dome Arena now both provide free Wi-Fi

### Parking?

- The Spokane Convention Center offers paid parking at the facility.
- If you register to attend the Tacoma Fair you will receive an email with 2 parking passes per booth purchased. The Tacoma passes are sent out 1 week prior to the fair.

### What if I need photocopies?

- **We do not have a way to make photocopies for the recruiters on the day of the event.** We suggest that you bring plenty of copies.
- Spokane has a FedEx Kinkos directly across the street from the Convention Center.
- The Tacoma Expo Hall does not have easy access to any local copy businesses.

### Name badges:

- The Washington Educator Career Fair does not provide name badges for recruiters, however we would be happy to print one for you when you arrive at the Fair. If you require a name badge please visit the registration table.

### Is a recruiter required to check-in upon arrival?

- No. If you know your booth number you may go directly to your booth upon arrival.

### Food at the event

- Pastries and coffee are provided free of charge at the event.
- Lunch tickets are provided with your booth purchase (two tickets per booth). Lunch will be provided at both events for recruiters.
- Recruiters may also purchase snacks or meals at the concession stands or nearby restaurants.

**Cancellation Policy:** All refund request must be received prior to March 1st and must be received in writing via email to [admin@wspa.net](mailto:admin@wspa.net).

## Recruiting and Event Planning Suggestions

- Post ALL staffing needs at the Fair □include definite vacancies, administrator vacancies, classified vacancies, anticipated vacancies, and anticipated areas of shortage.
- Bring a variety of materials to showcase your district: a map with your location, information about your community, curriculum guides, photos of schools and events □ share with candidates what it would be like to live and work in your district.
- Arrive on time and plan to stay until the very end. Many of our candidates travel considerable distances to attend and may not arrive until the end of the day. Please plan coverage for your booth throughout the day so that you do not miss an opportunity with a highly qualified and enthusiastic candidate.
- Please bring more printed material that you think you need □we do not have the ability to make more copies onsite! Please bring an adequate amount of applications, brochures, and any other handouts you would like to share.
- Keep a record of candidates who come to your booth. WSPA will provide a list of all attendees following the events, but it helpful to document those candidates and pertinent information for your reference. Consider tracking names, endorsements, schools attended, and any other helpful information for your district use.
- Be clear about what actions candidates need to take in order to follow-up their interest in your district. Many candidates have not attended a career fair before and will appreciate your guidance and clear next steps. We want you to be able to make true connections with our candidates.
- Best of luck with your recruiting! Please do not hesitate to let us know how we can best serve you and your district. Your feedback is welcomed and appreciated. Please contact us at: [admin@wspa.net](mailto:admin@wspa.net)

**From:** [Natalie Weaver](#) on behalf of [Natalie Weaver <natalie.weaver@mercerislandschools.org>](#)  
**To:** [Rosie Burns](#)  
**Subject:** Fwd: UPDATED Booth Assignments: Washington Educator Career Fair Tacoma - Vendor Information  
**Date:** Friday, March 24, 2017 10:01:19 AM  
**Attachments:** [WECF 2017 TACOMA Booth Brochure UPDATED MARCH 23, 2017.pdf](#)  
[WECF 2017 TACOMA FLOOR PLAN UPDATED MARCH 23 2017.pdf](#)  
[Parking Passes Tacoma.pdf](#)  
[WECF 2017 Updated Recruiter Handbook.pdf](#)

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----- Forwarded message -----

From: [admin@wspa.net](mailto:admin@wspa.net) <[admin@wspa.net](mailto:admin@wspa.net)>  
Date: Fri, Mar 24, 2017 at 7:29 AM  
Subject: UPDATED Booth Assignments: Washington Educator Career Fair Tacoma - Vendor Information  
To: "[admin@wspa.net](mailto:admin@wspa.net)" <[admin@wspa.net](mailto:admin@wspa.net)>, "[cleonard@wspa.net](mailto:cleonard@wspa.net)" <[cleonard@wspa.net](mailto:cleonard@wspa.net)>

Hello,

Thank you for registering to attend the Washington Educator Career Fair – Tacoma. *We have made a few adjustments to our booth assignments, please see the attached booth assignment list and floor plan.*

## **Washington Educator Career Fair – Tacoma**

**March 29, 2017**

**9:00 am – 3:00 pm**

**Tacoma Dome Arena**

### **Important Reminder – Power and electricity**

- **Each booth does have power, however the power drops are located near the back of the booth which is not always the most convenient for your booth set-up. Please bring extra extension cords/power strips. The Tacoma Dome has a limited amount of extras available. Thank you!**

### **Booth assignments and floor plan**

- The updated booth assignments and floor plan are attached for your review

## Conference Hours

- The fair will open to the public at 9:00 am and close at 3:00 pm
- We encourage you to stay for the full event – many candidates arrive that last hour and we want them to receive the full benefit of their attendance – and we do not want you to miss out on the perfect candidate for your district!

## Loading/Unloading

- 7:30am – Vendors load-in through the F Doors. ALL vendors need to enter at the Lower F doors. No vehicles are allowed to drive inside the building.
- Building maps and parking information may be found here: <http://www.tacomadome.org/plan-your-visit/parking-direction>
- Please see attached recruiter handbook for reference

## Parking

- Parking passes are included in your registration. Parking passes are valid in the F and G Lots ONLY. The passes are attached for you to print and display at the event.
- Driving directions may be found here: <http://tacomadome.org/plan-your-visit/parking-direction>

## Internet

- The Tacoma Dome now offers free WiFi (please see additional information in attached recruiter handbook)

## Vendor Lunch

- Your registration includes two meal tickets *per purchased booth* (for example – if you purchased a double booth, you will receive four lunch tickets. A triple booth receives six lunch tickets, and a quad booth eight.) Additional meal tickets are available for purchase for \$12.50 each.
- The vendor lunch will be available from 11:00 – 1:00 pm. There will be private seating

provided.

- Please work with your team to stagger lunches to ensure booth coverage throughout the day. We ask that you please not leave your booth unattended if at all possible. We would like our candidates to have the maximum opportunity to meet with districts, and for our districts to have the maximum opportunity to connect with the right candidates! Thank you in advance for your cooperation.

We look forward to having you join us in Tacoma. Please let us know if you have any additional questions or if we may be of any assistance.

Thank you,

Jennifer Tottenham

*Jennifer Tottenham*

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

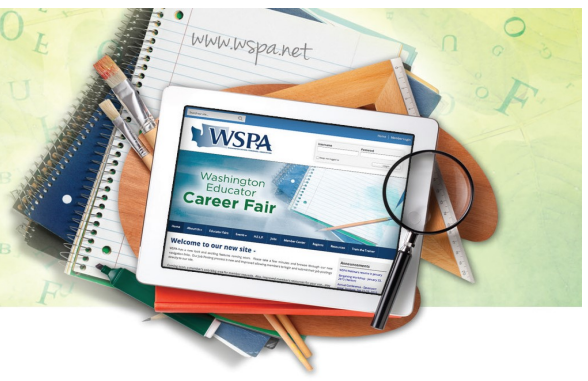
Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



Pastries and Coffee Provided by  
**PEMCO INSURANCE and  
INSPIRUS CREDIT UNION**



## GOV'T /STATE ORGANIZATIONS, ASSOCIATIONS

OSPI—Booth 59  
WEA—Booth 58  
NW Educational Development—Booth 57

## COLLEGES

Antioch University—Booth 56  
City University—Booth 55  
Grand Canyon University—Booth 54  
Northeastern University—Booth 53  
Northwest University — Booth 52  
Olympic College—Booth 51  
Saint Martin's University—Booth 50  
Seattle Pacific University—Booth 49  
Seattle University—Booth 48  
University of Puget Sound—Booth 47  
UW Tacoma—Booth 46  
UW Bothell—Booth 45  
Washington State University—Booth 44  
Western State Colorado University—  
Booth 43  
Western Washington University—Booth  
42  
WGU Washington—Booth 41

## ALASKA

Alaska Teacher Placement—Booth 1  
Anchorage —Booth 2  
Bering Straight —Booth 3  
Northwest Arctic Borough —Booth 4  
SE Island —Booth 5  
Southwest Region —Booth 6

## ARIZONA

Glendale Elementary —Booth 7  
Imagine Prep— Booth 8  
Union Elementary —Booth 9

## COLORADO, NEVADA, NEW JERSEY, NEW MEXICO

Westminster (CO) - Booth 10  
Lyon County (NV) - Booth 11  
Washoe County (NV) - Booth 12  
Sterling Education (NJ) - Booth 13  
Gallup-McKinley (NM) - Booth 14  
Zuni Public (NM) Booth 15

## MULTI-STATE REGION (WA, OR, NV, UT, AK, ID, WY, MT)

NW Association of Independent  
Schools—Booths 178, 179, 180

## CALIFORNIA

Amethod —Booths 23, 24  
Desert Sands Unified —Booth 25  
Franklin-McKinney —Booth 26  
Morongo Unified —Booths 27, 28  
Palm Springs Unified — Booth 29  
Salinas Unified —Booth 30  
San Bernardino —Booth 31  
Sierra Sands —Booth 32  
Westside Union —Booth 34

## INTERNATIONAL

CNMI —Booth 35  
International Educator Placement of  
America — Booth 36  
Maple Leaf Education—Booth 37  
Pattison English — Booth 38  
Universal American School—  
Kuwait—Booth 39

## OREGON

EMS Sub Desk - Booths 21, 22  
Salem-Keizer—Booth 16  
Jackson County—Booths 17, 18  
Gresham-Barlow — Booth 19  
Portland—Booth 20

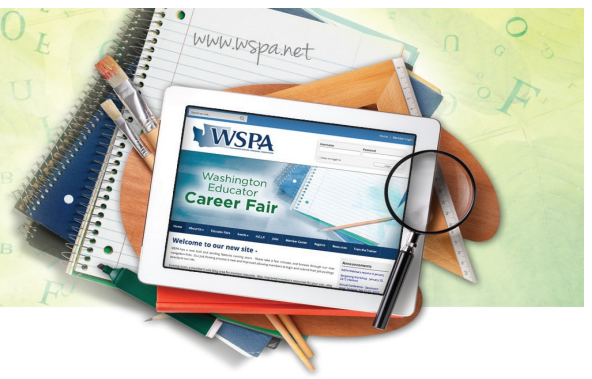
## WASHINGTON

Anacortes —Booth 63  
Arlington—Booth 64  
Auburn—Booths 60, 61, 62  
Battle Ground —Booths 65, 66  
Bellevue Children's Academy—Booth  
75  
Bellevue — Booths 67, 68, 69, 70  
Bellingham — Booths 80, 81  
Bethel—Booths 71, 72, 73, 74  
Bremerton—Booths 77, 78  
Bridgeport—Booth 76  
Burlington-Edison—Booth 79  
Cape Flattery — Booth 90  
Castle Rock—84  
Cedar Crest Academy—Booth 85  
Central Kitsap — Booths 82, 83  
Centralia—Booth 86  
Cheney—Booth 87  
Chief Leschi—Booths 91, 92  
Childhaven—Booth 88  
Clarkston—Booth 89  
Clover Park—Booths 93, 94, 95, 96  
Concrete—Booth 97  
Darrington—Booth 98  
Dayton—Booth 99  
Dieringer—Booth 100  
East Lewis County—Booth 101  
East Valley # 90 Yakima — Booths  
102, 103  
Eatonville — Booths 106, 107  
Edmonds — Booths 104, 105  
Enumclaw—Booth 108  
ESD 113 Public Personnel  
Cooperative—Booths 109, 110  
Everett—Booths 120, 121  
Evergreen—Booths 111, 112, 113,  
114  
Federal Way—Booths 115, 116, 117,  
118, 119

**Tacoma Dome Arena —March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## **WASHINGTON**

Fife—Booths 124, 125  
Franklin Pierce—Booths 126, 127  
Goldendale—Booth 128  
Green Dot—Booth 129  
Highline—Booths 133, 134, 135, 136  
HopeSparks Early Intervention Program—Booth 130  
Hoquiam—Booth 131  
Issaquah — Booths 141, 142  
Kelso — Booth 132  
Kent—Booths 137, 138, 139, 140  
Lake Stevens—Booth 143  
Lake Washington — Booths 144, 145, 146, 147  
Life Christian Academy—Booth 151  
Longview — Booths 148, 149, 150  
Marysville— Booths 152, 153  
Mead — Booth 154  
Mercer Island—Booth 155  
Monroe—Booths 157, 158  
Moses Lake—Booths 163, 164  
Muckleshoot Tribal School—Booth 165  
Mukilteo—Booths 159, 160, 161, 162  
Naches Valley—Booth 166  
Napavine—Booth 167  
Naselle-Grays River Valley—Booth 172  
North Central ESD—Booth 173  
North Mason—Booths 168, 169  
North Thurston—Booths 170, 171  
Northshore—Booths 174, 175  
Oak Harbor—Booth 176  
Olympia—Booths 181, 182  
Open Window—Booth 184  
Orcas Island—Booth 185  
Oroville—Booth 186  
Orting—Booths 187, 188  
Pasco—Booths 192, 193  
Peninsula—Booths 189, 190, 191  
Port Angeles—Booth 194  
Port Townsend—Booth 195

## **WASHINGTON**

Prosser—Booth 196  
Pullman—Booth 197  
Puyallup—Booths 200, 201, 202  
Quileute Tribal School—Booth 198  
Renton—Booths 207, 208  
Ridgefield—Booth 199  
Riverview — Booths 212, 213  
Seattle—Booths 203, 204, 205, 206  
Sedro-Woolley—Booth 209  
Selah—Booth 210  
Sequim — Booth 211  
Shelton—Booth 216  
Skykomish—Booth 217  
Snohomish — Booths 214, 215  
Snoqualmie Valley—Booths 222, 223, 224  
South Bend—Booth 219  
South Kitsap—Booth 220  
Spokane — Booths 225, 226  
Steilacoom— Booth 221  
Summit — Booth 177  
Sultan — Booths 227, 228  
Sumner—Booths 233, 234, 235  
Suquamish Tribal Education—Booth 229  
Tacoma—Booths 236, 237, 238, 239  
Tahoma—Booths 230, 231  
Toutle Lake — Booth 218  
Tukwila—Booth 232  
University Place—Booth 240  
Vancouver—Booths 245, 246  
Vashon Island—Booths 241, 242  
Walla Walla—Booth 243  
Wapato—Booth 244  
Warden—Booth 247  
WA State Charter School Assoc.—Booth 251  
White River—Booth 248  
Wilson Creek — Booth 252  
Woodland—Booth 249  
Yelm—Booth 250

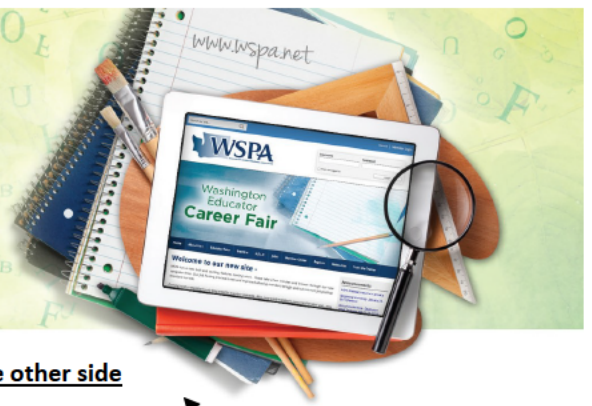
## **INTERVIEW BOOTHS**

Bering Straight—Booth INT-1  
Imagine Prep—Booth INT-2  
Gallup-McKinley—Booths INT 3, 4  
Desert Sands—Booth INT 5  
Palm Springs—Booths INT 6, 7  
Salinas Union—Booths INT 8  
Auburn—Booth INT 9  
Bellevue Children's Academy—Booth INT 10  
Bellevue—Booths INT 11, 12  
Bethel—Booths INT 13, 14, 15  
Bremerton—Booth INT 16  
Central Kitsap—Booths INT 17, 18  
Centralia — Booth INT 19  
Chief Leschi—Booths INT 21, 22  
Clover Park—Booths INT 23, 24, 25, 26, 27  
East Valley # 90 Yakima—Booth INT 20  
ESD 113—Booth INT 28  
Federal Way — Booths INT 29, 31, 31  
Kelso— Booth INT 32  
Kent—Booth INT 33  
Lake Washington—INT 67, 68, 69, 70, 71  
Longview — Booths INT 34, 35  
Monroe—Booth INT 36  
Moses Lake—Booth INT 37  
Mukilteo—Booth INT 38  
North Thurston—Booths INT 39, 40  
Northshore — Booth INT 41  
Orting—Booth INT 42  
Peninsula—Booth INT 43, 44  
Port Townsend—Booth INT 45  
Puyallup—Booths INT 46, 47  
Renton—Booths INT 48, 49  
Seattle—Booths INT 50, 51, 52, 53  
Shelton—Booth INT 54  
Snohomish—Booth INT 55  
Snoqualmie Valley — Booths INT 56, 57  
Sultan—Booth INT 58  
Sumner—Booths INT 59, 60  
Tacoma — Booths INT 61, 62, 63, 64  
Tahoma—Booth INT 65

**Tacoma Dome Arena — March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

A career fair for teachers and administrators.



Interview Booths — please see other side

## Washington Educator

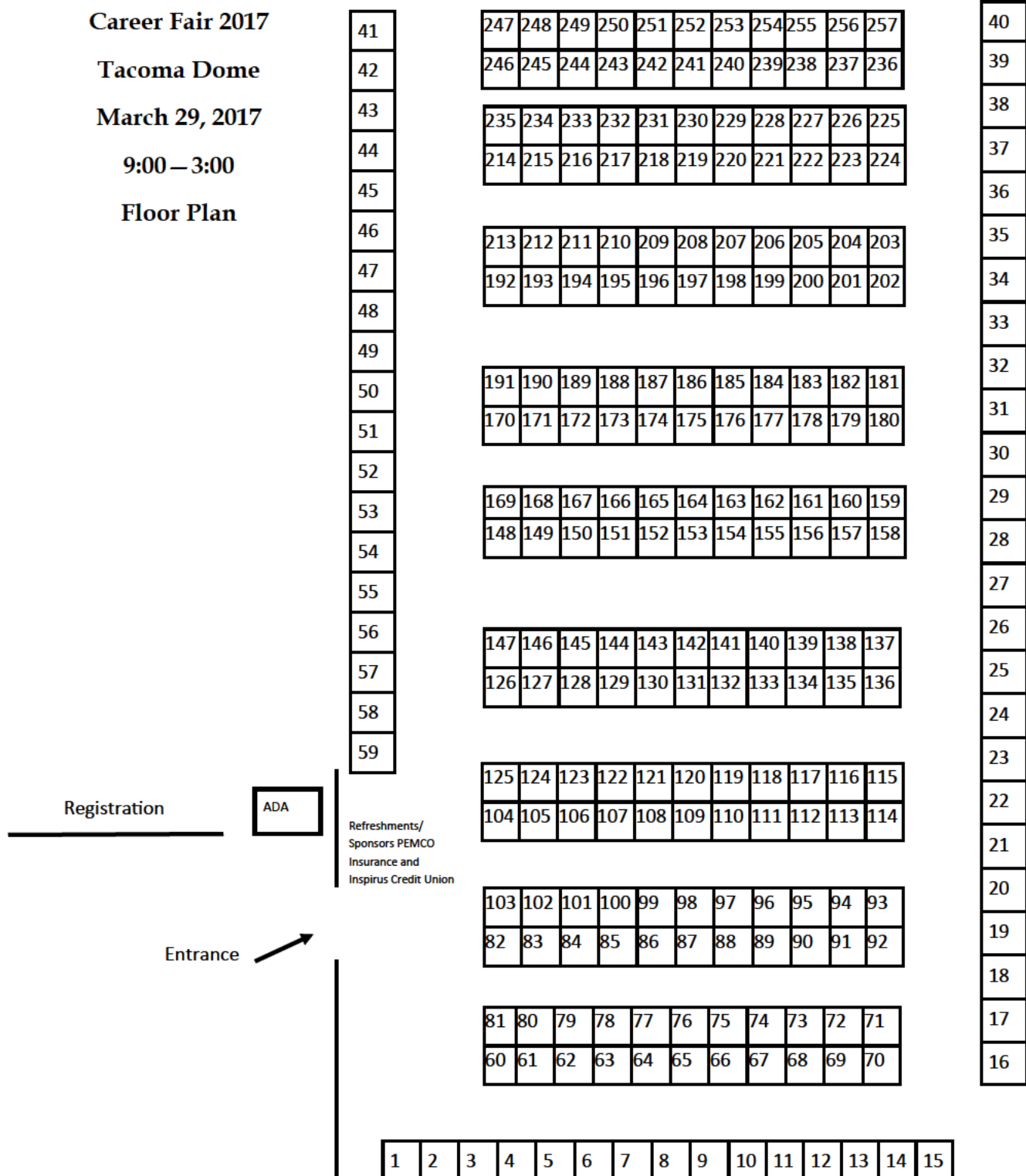
Career Fair 2017

Tacoma Dome

March 29, 2017

9:00 – 3:00

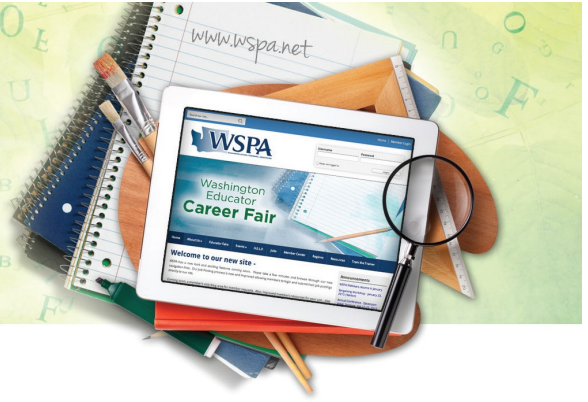
Floor Plan





# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## Interview Booths

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**Washington Educator  
Career Fair**

Tacoma Dome  
**PARKING PASS**  
**F or G Lot Only**

**Washington Educator  
Career Fair**

Tacoma Dome  
**PARKING PASS**  
**F or G Lot Only**



# Washington Educator Career Fair 2017 Recruiter Handbook

Presented by:

Washington School Personnel Association

Washington School Personnel Association

PO Box 1600

Anacortes, WA 98221

Phone: 360-825-1415 / Fax: 253-736-0333

Email: [admin@wspa.net](mailto:admin@wspa.net)

Contact: Jennifer Tottenham, WSPA Program Coordinator



# **Vendor/Booth Pricing**

## **Spokane Career Fair Single Exhibitor Booth Pricing**

- \$175 College, University, or Washington Governmental Agency
- \$250 Washington ESD
- \$225 Washington District up to 1,000 students
- \$250 Washington District 1,001 to 2,500 students
- \$325 Washington District 2,501 to 10,000 students
- \$400 Washington District over 10,000 students
- \$500 Out-of-state District or other agency

## **Spokane Career Fair Booth Upgrades**

- Double booth: \$175
- Triple booth: \$350
- Quad booth: \$525
- Interview booth: \$100 each

## **Tacoma Career Fair Single Exhibitor Booth Pricing**

- \$225 College, University, or Washington Governmental Agency
- \$300 Washington ESD
- \$275 Washington District up to 1,000 students
- \$300 Washington District 1,001 to 2,500 students
- \$375 Washington District 2,501 to 10,000 students
- \$450 Washington District over 10,000 students
- \$550 Out-of-state District or other agency

## **Tacoma Career Fair Booth Upgrades**

- Double booth: \$200
- Triple booth: \$400
- Quad booth: \$600
- Interview booth: \$100 each

10% discount provided for attending both fairs. Please use promo code WECF2017 at checkout.  
Register online at: <http://www.wspa.net/washington-educator-career-fairs>

## Career Fair Booth Hours and Information

Please note the fair hours. These hours have been established by WSPA in an effort to meet the needs of the candidates as well as participating districts and colleges.

9:00 a.m. to 2:00 p.m. ☐Spokane

9:00 a.m. to 3:00 p.m. ☐Tacoma

- We encourage you to have a representative at your booth during all fair hours. Many candidates travel considerable distances, or take leave from work to attend and may not arrive until near the end of the day. We stress the importance of having a representative available to meet all candidates throughout the day.
- Check your loading and unloading instructions for times available for set up of your booth.
- Complimentary coffee and refreshments will be available provided by PEMCO and Inspirus Credit Union. We encourage you to stop and thank their representatives for this generous service to our attendees.
- Please keep your booth, display, and staff intact and functioning until the closing time.
- **Please note: *Insurance requirements at both the Spokane Convention Center and the Tacoma Dome PRECLUDE the use of moving carts and pull carts during the stated operating hours of the Fair.*** Districts that choose to depart the venue floors prior to the stated closing time will need to be prepared to hand carry their displays and materials from the venue.

## Facilities, Signs, Displays and Materials

- Each single booth will be provided with a curtained 9 or 10x10 booth, an 8 foot linen draped table, two chairs and a sign with your district information.
- Standard 5 amp electrical is also included.
- For additional chairs, tables, accessories please refer to the *Event Coordinator* section of this booklet.
- Posters, pictures and other display materials may be placed on the table, on a stand provided by your school, or they may be attached to the backdrop within the confines of your booth.
- There are no printing facilities on-site. Please plan to bring an adequate supply of printed materials for attendees.
- Districts planning to mail materials to the fair locations in advance of the events should contact the *Event Coordinator* whose information is contained in the booklet.

## Tacoma Dome Arena: Loading and Unloading Information

- Loading and unloading will be at the entrance across from the F lot and will begin at 7:30 a.m. the day of the fair
- Parking Passes can be used for the F and G Lots only.
- You will receive 2 passes per booth purchased.
- Parking passes will be emailed to the contact name on the registration prior to the fair. If you do not receive your passes via email please contact [admin@wspa.net](mailto:admin@wspa.net)
- There is additional pay parking available in Lot A.

### MAP TO THE TACOMA DOME



# Tacoma Dome Driving Directions

## Traveling South on I-5

- Exit 135- Follow the off-ramp towards Portland Avenue. Follow 27th (Bay Street) across Portland Avenue as it turns into Wiley Avenue. Take a right on McKinley Avenue and look for the entrance into the Tacoma Dome parking lots.
- Exit 133- Follow the "City Center" off-ramp, veering right towards "East 26th St Tacoma Dome." Turn right on E 26th Street. Look for the entrance to Tacoma Dome Parking Lots on 26th or turn right on D Street for more parking.

## Traveling North on I-5

- Take exit 133. Follow the off-ramp to East 26th Street. Take a right onto East 26th Street. Tacoma Dome signs will direct you to turn right onto C Street to enter the Tacoma Dome parking lots.

## From Downtown Tacoma

- Take Pacific Avenue Southbound. Turn left onto East 26th Street. Follow East 26th Street to C Street. Turn right onto C Street to enter the Tacoma Dome parking lots.

## Public Transportation

- The Tacoma Link connects the Tacoma Dome Station (a regional hub for bus and commuter train service) with downtown Tacoma's museums, restaurants, retail and more. For more information please visit [www.soundtransit.org](http://www.soundtransit.org) or call (800) 201-4900. For specific Pierce Transit route and schedule information, please visit them online at [www.piercetransit.org](http://www.piercetransit.org) or call Pierce Transit at (253) 581-8000.



# Tacoma Dome Internet Information

## Hard Line Internet or Phone Line Orders

To order a hard line internet drop or phone line anywhere in the building, you will need to schedule this through an outside contractor. You may choose any provider you want for internet or phone service. Please try to order the lines as soon as possible prior to your event, and schedule the installation for the event load-in day.

One option would be Century Link at 855-891-4083.

## Tacoma Dome Wi-Fi Service

The Tacoma Dome offers complimentary Wi-Fi to all guests. Guests only need to connect to DomePublic to use this service. Dome-Public has a variable level of bandwidth associated with it and has no guarantee of upload or download speeds available.

Should an event want a dedicated level of up/download speeds they should consider one of two options

- Access to SSID Dome-BOH This password protected option provides 10 or 20 Mbps up/down speeds to events that are only concerned about a reliable, dedicated service. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

| Speed   | Number of Devices |         |         |         |        |
|---------|-------------------|---------|---------|---------|--------|
|         | 100 or less       | 101-250 | 251-450 | 451-650 | 651+   |
| 10 Mbps | \$450             | \$600   | \$900   | \$1800  | \$3500 |
| 20 Mbps | \$700             | \$1000  | \$1400  | \$2800  | \$4800 |

- Customized SSID and Portal A client determined SSID will direct guests to a customized portal with client provided background will prompt guest to enter a client determined password. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

| Speed                                                  | Number of Devices |         |         |          |        |
|--------------------------------------------------------|-------------------|---------|---------|----------|--------|
|                                                        | 100 or less       | 101-250 | 251-450 | 451-650- | 651+   |
| 10 Mbps                                                | \$900             | \$1200  | \$1800  | \$3600   | \$7000 |
| 20 Mbps                                                | \$1400            | \$2000  | \$2800  | \$5600   | \$9600 |
| Faster speeds may be available with prior arrangements |                   |         |         |          |        |

The quality and condition of individual wireless devices varies so widely that the Tacoma Dome cannot guarantee the connectivity of every single device and every attendee. Limited support through our wireless provider is available should a guest experience difficulty connecting.

If a guest or vendor need assistance with connecting to the building's Wi-Fi, they can call Mobilitie's 24 hour service line at 877-283-4114. Mobilitie will help our guests troubleshoot connectivity issues.

## **Spokane Convention Center: Loading and Unloading Information**

- The Fair is being staged in the Exhibition Hall
- **Loading /unloading may only take place the morning of the Fair beginning at 7:30 a.m.**
- For a printable map of the loading area, please visit:  
<http://spokanecenter.com/loading-and-unloading/>

### **Exhibition Hall Loading Area Directions**

#### **From I-90**

- From I-90 use Hamilton St. Exit #282
- Go North 1 mile
- Turn left on E. Mission Avenue
- Go West for 0.7 miles
- Turn left on N. Division Street
- Go South for 0.8 miles
- Enter off N. Division Street on the Northeast corner of the building

# **Spokane Convention Center Driving Directions**

## **From Spokane International Airport and Points East**

- Take Airport Drive east to Spokane to Interstate 90 exit.
- East on Interstate 90 to exit number 281 North Division (City Center). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points West**

- West on Interstate 90 to Exit 281 (North Division). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points South (Pullman)**

- North on Highway 195 to Interstate 90 to Exit 281 (City Center). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points North**

- South on Highway 395 which comes into Spokane on Division Street. Immediately after you cross the river, the arterials jogs west on Spokane Falls Blvd. and then south on Browne. After jogging west, stay in right lane and continue west on Spokane Falls Blvd. to Spokane Center (one block).

## Hotel and Lodging Information

### Tacoma Lodging

- The Best Western Tacoma Dome Hotel is our recommended hotel for this event.
- Best Western Tacoma Dome Hotel
  - Reservations: 1-800-780-7234
  - Website: <http://www.bestwesterntacomadome.com/>
  - 2611 East E Street, Tacoma, Washington 98421-1225
  - Phone: 253-272-7734

### Spokane Lodging

- We recommend three hotels in the Spokane Convention Center area:
- Doubletree Hotel at Spokane City Center
  - Reservations: 1-509-455-9600
  - Website: <http://doubletree3.hilton.com/en/hotels/washington/doubletree-by-hilton-hotel-spokane-city-center-SPCC-DT/index.html>
  - 322 North Spokane Falls Court, Spokane, WA 99201
- Red Lion Hotel at the Park
  - Reservations: 1-509-326-800
  - Website: <https://www.redlion.com/park-spokane>
  - 303 W. North River Drive, Spokane, WA 99201
- Davenport Hotel
  - Reservations: 800-899-1482
  - Website: <http://www.davenporthotelcollection.com/>
  - 10 South Post Street, Spokane, WA 99201

## **Event Coordinator Information**

### **Tacoma Event Coordinator: Grand Event Rentals**

- **Grand Event Rentals will be the event coordinator for the Tacoma Dome event.**
- Please contact Grand Event Rentals for any additional items needed such as shipping, carpet, etc.
- **Grand Event Rentals**
  - Phone: 425-462-7368
  - Website: <http://grandeventrentalswa.com/>
  - 22029 23<sup>rd</sup> Drive SE, Ste. 105, Bothell, WA 98021 (new location as of November 2016)

### **Spokane Event Coordinator: LCD Exposition Services**

- **LCD Exposition Services will be the event coordinator for the Spokane event.**
- Please contact LCD Exposition Services for any additional items needed such as shipping, carpet, etc.
- **LCD Exposition Services**
  - Phone: 509-325-9656
  - Website: <http://lcdexpo.com/>
  - PO Box 4487, Spokane, WA 99220

## Frequently Asked Questions

### What is Included in each Booth Purchase?

- A single booth is 9X10 in Spokane and 10x10 in Tacoma. This includes one 8 foot table, 2 chairs, and a sign with booth information on it.

### What about electricity?

- Your booth purchase includes a 5 amp electrical supply.

### What about internet?

- The Spokane Convention Center and the Tacoma Dome Arena now both provide free Wi-Fi.

### Parking?

- The Spokane Convention Center offers paid parking at the facility.
- If you register to attend the Tacoma Fair you will receive an email with 2 parking passes per booth purchased. The Tacoma passes are sent out 1 week prior to the fair.

### What if I need photocopies?

- **We do not have a way to make photocopies for the recruiters on the day of the event.** We suggest that you bring plenty of copies.
- Spokane has a FedEx Kinkos directly across the street from the Convention Center.
- The Tacoma Expo Hall does not have easy access to any local copy businesses.

### Name badges:

- The Washington Educator Career Fair does not provide name badges for recruiters, however we would be happy to print one for you when you arrive at the Fair. If you require a name badge please visit the registration table.

### Is a recruiter required to check-in upon arrival?

- No. If you know your booth number you may go directly to your booth upon arrival.

### Food at the event

- Pastries and coffee are provided free of charge at the event.
- Lunch tickets are provided with your booth purchase (two tickets per booth). Lunch will be provided at both events for recruiters.
- Recruiters may also purchase snacks or meals at the concession stands or nearby restaurants.

**Cancellation Policy:** All refund request must be received prior to March 1st and must be received in writing via email to [admin@wspa.net](mailto:admin@wspa.net).

## Recruiting and Event Planning Suggestions

- Post ALL staffing needs at the Fair □include definite vacancies, administrator vacancies, classified vacancies, anticipated vacancies, and anticipated areas of shortage.
- Bring a variety of materials to showcase your district: a map with your location, information about your community, curriculum guides, photos of schools and events □ share with candidates what it would be like to live and work in your district.
- Arrive on time and plan to stay until the very end. Many of our candidates travel considerable distances to attend and may not arrive until the end of the day. Please plan coverage for your booth throughout the day so that you do not miss an opportunity with a highly qualified and enthusiastic candidate.
- Please bring more printed material that you think you need □we do not have the ability to make more copies onsite! Please bring an adequate amount of applications, brochures, and any other handouts you would like to share.
- Keep a record of candidates who come to your booth. WSPA will provide a list of all attendees following the events, but it helpful to document those candidates and pertinent information for your reference. Consider tracking names, endorsements, schools attended, and any other helpful information for your district use.
- Be clear about what actions candidates need to take in order to follow-up their interest in your district. Many candidates have not attended a career fair before and will appreciate your guidance and clear next steps. We want you to be able to make true connections with our candidates.
- Best of luck with your recruiting! Please do not hesitate to let us know how we can best serve you and your district. Your feedback is welcomed and appreciated. Please contact us at: [admin@wspa.net](mailto:admin@wspa.net)

**From:** [Natalie Weaver](#) on behalf of [Natalie Weaver <natalie.weaver@mercerislandschools.org>](#)  
**To:** [Rosie Burns](#)  
**Subject:** Fwd: UPDATED Booth Assignments - Washington Educator Career Fair Tacoma - Vendor Information  
**Date:** Friday, March 24, 2017 10:01:12 AM  
**Attachments:** [WECF 2017 TACOMA Booth Brochure UPDATED MARCH 23, 2017.pdf](#)  
[WECF 2017 TACOMA FLOOR PLAN UPDATED MARCH 23 2017.pdf](#)  
[Parking Passes Tacoma.pdf](#)  
[WECF 2017 Updated Recruiter Handbook.pdf](#)

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----- Forwarded message -----

From: [admin@wspa.net](mailto:admin@wspa.net) <[admin@wspa.net](mailto:admin@wspa.net)>  
Date: Fri, Mar 24, 2017 at 7:29 AM  
Subject: UPDATED Booth Assignments - Washington Educator Career Fair Tacoma - Vendor Information  
To: "[admin@wspa.net](mailto:admin@wspa.net)" <[admin@wspa.net](mailto:admin@wspa.net)>, "[cleonard@wspa.net](mailto:cleonard@wspa.net)" <[cleonard@wspa.net](mailto:cleonard@wspa.net)>

Hello,

Thank you for registering to attend the Washington Educator Career Fair – Tacoma. *We have made a few adjustments to our booth assignments, please see the attached booth assignment list and floor plan.*

## Washington Educator Career Fair – Tacoma

March 29, 2017

9:00 am – 3:00 pm

Tacoma Dome Arena

### Important Reminder – Power and electricity

- Each booth does have power, however the power drops are located near the back of the booth which is not always the most convenient for your booth set-up. Please bring extra extension cords/power strips. The Tacoma Dome has a limited amount of extras available. Thank you!

### Booth assignments and floor plan

- The updated booth assignments and floor plan are attached for your review



## Conference Hours

- The fair will open to the public at 9:00 am and close at 3:00 pm
- We encourage you to stay for the full event – many candidates arrive that last hour and we want them to receive the full benefit of their attendance – and we do not want you to miss out on the perfect candidate for your district!

## Loading/Unloading

- 7:30am – Vendors load-in through the F Doors. ALL vendors need to enter at the Lower F doors. No vehicles are allowed to drive inside the building.
- Building maps and parking information may be found here: <http://www.tacomadome.org/plan-your-visit/parking-direction>
- Please see attached recruiter handbook for reference

## Parking

- Parking passes are included in your registration. Parking passes are valid in the F and G Lots ONLY. The passes are attached for you to print and display at the event.
- Driving directions may be found here: <http://tacomadome.org/plan-your-visit/parking-direction>

## Internet

- The Tacoma Dome now offers free WiFi (please see additional information in attached recruiter handbook)

## Vendor Lunch

- Your registration includes two meal tickets *per purchased booth* (for example – if you purchased a double booth, you will receive four lunch tickets. A triple booth receives six lunch tickets, and a quad booth eight.) Additional meal tickets are available for purchase for \$12.50 each.
- The vendor lunch will be available from 11:00 – 1:00 pm. There will be private seating

provided.

- Please work with your team to stagger lunches to ensure booth coverage throughout the day. We ask that you please not leave your booth unattended if at all possible. We would like our candidates to have the maximum opportunity to meet with districts, and for our districts to have the maximum opportunity to connect with the right candidates! Thank you in advance for your cooperation.

We look forward to having you join us in Tacoma. Please let us know if you have any additional questions or if we may be of any assistance.

Thank you,

Jennifer Tottenham

*Jennifer Tottenham*

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

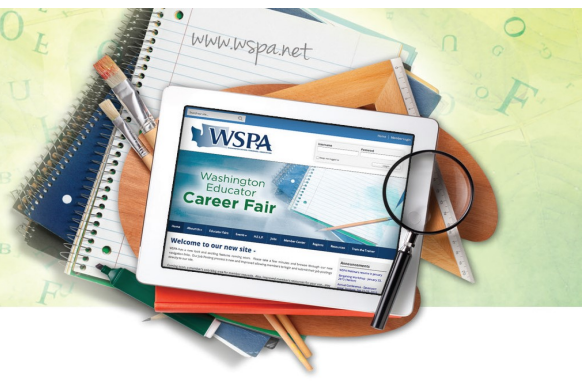
Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>



# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



Pastries and Coffee Provided by  
**PEMCO INSURANCE and  
INSPIRUS CREDIT UNION**



## GOV'T /STATE ORGANIZATIONS, ASSOCIATIONS

OSPI—Booth 59  
WEA—Booth 58  
NW Educational Development—Booth 57

## COLLEGES

Antioch University—Booth 56  
City University—Booth 55  
Grand Canyon University—Booth 54  
Northeastern University—Booth 53  
Northwest University — Booth 52  
Olympic College—Booth 51  
Saint Martin's University—Booth 50  
Seattle Pacific University—Booth 49  
Seattle University—Booth 48  
University of Puget Sound—Booth 47  
UW Tacoma—Booth 46  
UW Bothell—Booth 45  
Washington State University—Booth 44  
Western State Colorado University—  
Booth 43  
Western Washington University—Booth  
42  
WGU Washington—Booth 41

## ALASKA

Alaska Teacher Placement—Booth 1  
Anchorage —Booth 2  
Bering Straight —Booth 3  
Northwest Arctic Borough —Booth 4  
SE Island —Booth 5  
Southwest Region —Booth 6

## ARIZONA

Glendale Elementary —Booth 7  
Imagine Prep— Booth 8  
Union Elementary —Booth 9

## COLORADO, NEVADA, NEW JERSEY, NEW MEXICO

Westminster (CO) - Booth 10  
Lyon County (NV) - Booth 11  
Washoe County (NV) - Booth 12  
Sterling Education (NJ) - Booth 13  
Gallup-McKinley (NM) - Booth 14  
Zuni Public (NM) Booth 15

## MULTI-STATE REGION (WA, OR, NV, UT, AK, ID, WY, MT)

NW Association of Independent  
Schools—Booths 178, 179, 180

## CALIFORNIA

Amethod —Booths 23, 24  
Desert Sands Unified —Booth 25  
Franklin-McKinney —Booth 26  
Morongo Unified —Booths 27, 28  
Palm Springs Unified — Booth 29  
Salinas Unified —Booth 30  
San Bernardino —Booth 31  
Sierra Sands —Booth 32  
Westside Union —Booth 34

## INTERNATIONAL

CNMI —Booth 35  
International Educator Placement of  
America — Booth 36  
Maple Leaf Education—Booth 37  
Pattison English — Booth 38  
Universal American School—  
Kuwait—Booth 39

## OREGON

EMS Sub Desk - Booths 21, 22  
Salem-Keizer—Booth 16  
Jackson County—Booths 17, 18  
Gresham-Barlow — Booth 19  
Portland—Booth 20

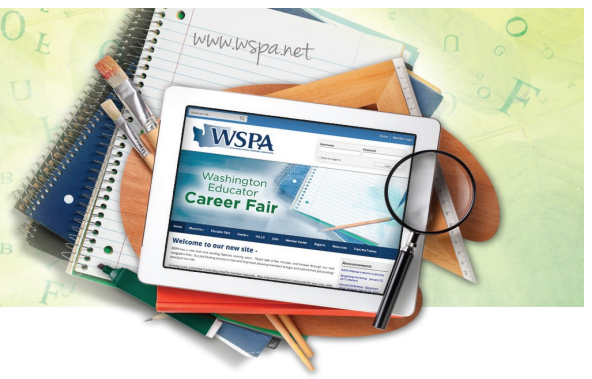
## WASHINGTON

Anacortes —Booth 63  
Arlington—Booth 64  
Auburn—Booths 60, 61, 62  
Battle Ground —Booths 65, 66  
Bellevue Children's Academy—Booth  
75  
Bellevue — Booths 67, 68, 69, 70  
Bellingham — Booths 80, 81  
Bethel—Booths 71, 72, 73, 74  
Bremerton—Booths 77, 78  
Bridgeport—Booth 76  
Burlington-Edison—Booth 79  
Cape Flattery — Booth 90  
Castle Rock—84  
Cedar Crest Academy—Booth 85  
Central Kitsap — Booths 82, 83  
Centralia—Booth 86  
Cheney—Booth 87  
Chief Leschi—Booths 91, 92  
Childhaven—Booth 88  
Clarkston—Booth 89  
Clover Park—Booths 93, 94, 95, 96  
Concrete—Booth 97  
Darrington—Booth 98  
Dayton—Booth 99  
Dieringer—Booth 100  
East Lewis County—Booth 101  
East Valley # 90 Yakima — Booths  
102, 103  
Eatonville — Booths 106, 107  
Edmonds — Booths 104, 105  
Enumclaw—Booth 108  
ESD 113 Public Personnel  
Cooperative—Booths 109, 110  
Everett—Booths 120, 121  
Evergreen—Booths 111, 112, 113,  
114  
Federal Way—Booths 115, 116, 117,  
118, 119

**Tacoma Dome Arena —March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## **WASHINGTON**

Fife—Booths 124, 125  
Franklin Pierce—Booths 126, 127  
Goldendale—Booth 128  
Green Dot—Booth 129  
Highline—Booths 133, 134, 135, 136  
HopeSparks Early Intervention Program—Booth 130  
Hoquiam—Booth 131  
Issaquah — Booths 141, 142  
Kelso — Booth 132  
Kent—Booths 137, 138, 139, 140  
Lake Stevens—Booth 143  
Lake Washington — Booths 144, 145, 146, 147  
Life Christian Academy—Booth 151  
Longview — Booths 148, 149, 150  
Marysville— Booths 152, 153  
Mead — Booth 154  
Mercer Island—Booth 155  
Monroe—Booths 157, 158  
Moses Lake—Booths 163, 164  
Muckleshoot Tribal School—Booth 165  
Mukilteo—Booths 159, 160, 161, 162  
Naches Valley—Booth 166  
Napavine—Booth 167  
Naselle-Grays River Valley—Booth 172  
North Central ESD—Booth 173  
North Mason—Booths 168, 169  
North Thurston—Booths 170, 171  
Northshore—Booths 174, 175  
Oak Harbor—Booth 176  
Olympia—Booths 181, 182  
Open Window—Booth 184  
Orcas Island—Booth 185  
Oroville—Booth 186  
Orting—Booths 187, 188  
Pasco—Booths 192, 193  
Peninsula—Booths 189, 190, 191  
Port Angeles—Booth 194  
Port Townsend—Booth 195

## **WASHINGTON**

Prosser—Booth 196  
Pullman—Booth 197  
Puyallup—Booths 200, 201, 202  
Quileute Tribal School—Booth 198  
Renton—Booths 207, 208  
Ridgefield—Booth 199  
Riverview — Booths 212, 213  
Seattle—Booths 203, 204, 205, 206  
Sedro-Woolley—Booth 209  
Selah—Booth 210  
Sequim — Booth 211  
Shelton—Booth 216  
Skykomish—Booth 217  
Snohomish — Booths 214, 215  
Snoqualmie Valley—Booths 222, 223, 224  
South Bend—Booth 219  
South Kitsap—Booth 220  
Spokane — Booths 225, 226  
Steilacoom— Booth 221  
Summit — Booth 177  
Sultan — Booths 227, 228  
Sumner—Booths 233, 234, 235  
Suquamish Tribal Education—Booth 229  
Tacoma—Booths 236, 237, 238, 239  
Tahoma—Booths 230, 231  
Toutle Lake — Booth 218  
Tukwila—Booth 232  
University Place—Booth 240  
Vancouver—Booths 245, 246  
Vashon Island—Booths 241, 242  
Walla Walla—Booth 243  
Wapato—Booth 244  
Warden—Booth 247  
WA State Charter School Assoc.—Booth 251  
White River—Booth 248  
Wilson Creek — Booth 252  
Woodland—Booth 249  
Yelm—Booth 250

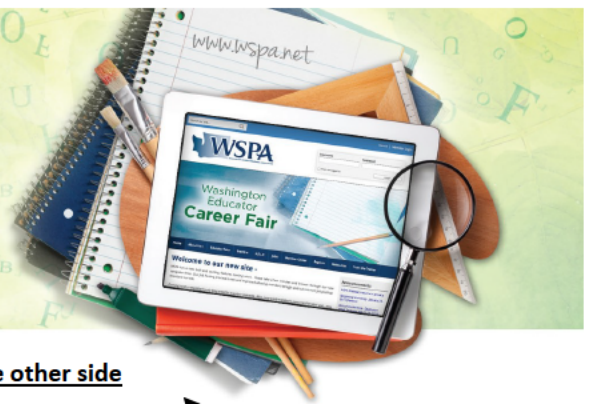
## **INTERVIEW BOOTHS**

Bering Straight—Booth INT-1  
Imagine Prep—Booth INT-2  
Gallup-McKinley—Booths INT 3, 4  
Desert Sands—Booth INT 5  
Palm Springs—Booths INT 6, 7  
Salinas Union—Booths INT 8  
Auburn—Booth INT 9  
Bellevue Children's Academy—Booth INT 10  
Bellevue—Booths INT 11, 12  
Bethel—Booths INT 13, 14, 15  
Bremerton—Booth INT 16  
Central Kitsap—Booths INT 17, 18  
Centralia — Booth INT 19  
Chief Leschi—Booths INT 21, 22  
Clover Park—Booths INT 23, 24, 25, 26, 27  
East Valley # 90 Yakima—Booth INT 20  
ESD 113—Booth INT 28  
Federal Way — Booths INT 29, 31, 31  
Kelso— Booth INT 32  
Kent—Booth INT 33  
Lake Washington—INT 67, 68, 69, 70, 71  
Longview — Booths INT 34, 35  
Monroe—Booth INT 36  
Moses Lake—Booth INT 37  
Mukilteo—Booth INT 38  
North Thurston—Booths INT 39, 40  
Northshore — Booth INT 41  
Orting—Booth INT 42  
Peninsula—Booth INT 43, 44  
Port Townsend—Booth INT 45  
Puyallup—Booths INT 46, 47  
Renton—Booths INT 48, 49  
Seattle—Booths INT 50, 51, 52, 53  
Shelton—Booth INT 54  
Snohomish—Booth INT 55  
Snoqualmie Valley — Booths INT 56, 57  
Sultan—Booth INT 58  
Sumner—Booths INT 59, 60  
Tacoma — Booths INT 61, 62, 63, 64  
Tahoma—Booth INT 65

**Tacoma Dome Arena — March 29, 2017**

# WASHINGTON EDUCATOR Career Fair

A career fair for teachers and administrators.



Interview Booths — please see other side

## Washington Educator

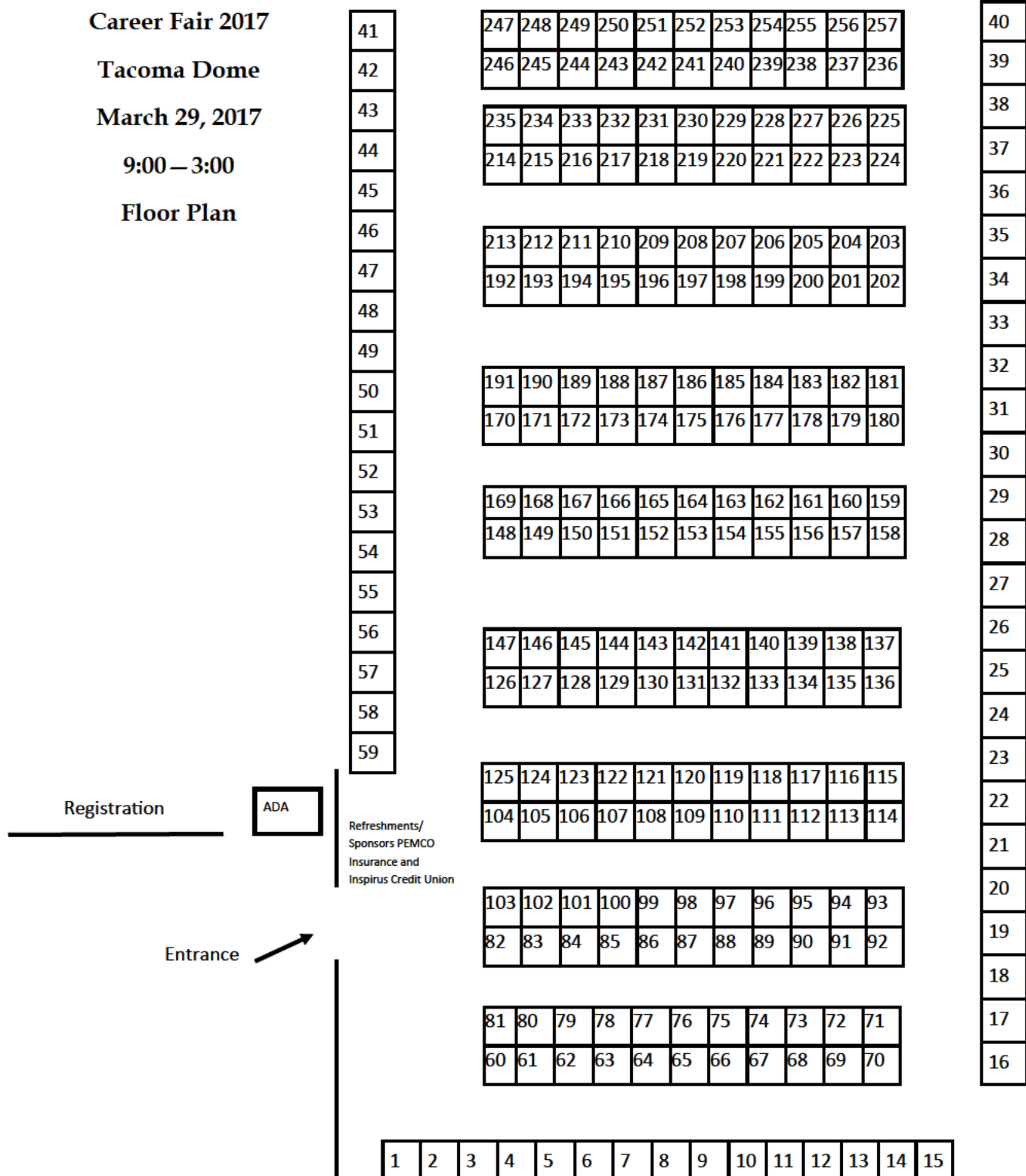
Career Fair 2017

Tacoma Dome

March 29, 2017

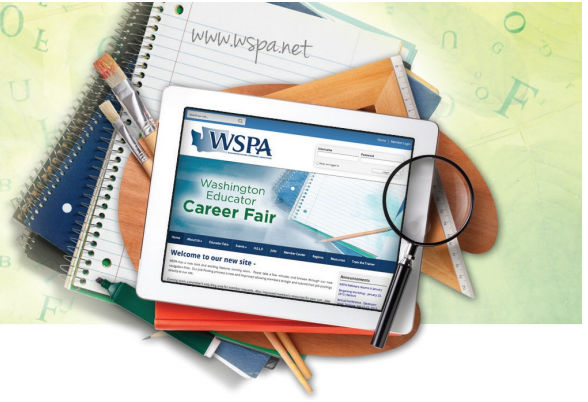
9:00 – 3:00

Floor Plan



# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## Interview Booths

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**Washington Educator  
Career Fair**

Tacoma Dome  
PARKING PASS  
F or G Lot Only

**Washington Educator  
Career Fair**

Tacoma Dome  
PARKING PASS  
F or G Lot Only



# Washington Educator Career Fair 2017 Recruiter Handbook

Presented by:

Washington School Personnel Association

Washington School Personnel Association

PO Box 1600

Anacortes, WA 98221

Phone: 360-825-1415 / Fax: 253-736-0333

Email: [admin@wspa.net](mailto:admin@wspa.net)

Contact: Jennifer Tottenham, WSPA Program Coordinator





# **Vendor/Booth Pricing**

## **Spokane Career Fair Single Exhibitor Booth Pricing**

- \$175 College, University, or Washington Governmental Agency
- \$250 Washington ESD
- \$225 Washington District up to 1,000 students
- \$250 Washington District 1,001 to 2,500 students
- \$325 Washington District 2,501 to 10,000 students
- \$400 Washington District over 10,000 students
- \$500 Out-of-state District or other agency

## **Spokane Career Fair Booth Upgrades**

- Double booth: \$175
- Triple booth: \$350
- Quad booth: \$525
- Interview booth: \$100 each

## **Tacoma Career Fair Single Exhibitor Booth Pricing**

- \$225 College, University, or Washington Governmental Agency
- \$300 Washington ESD
- \$275 Washington District up to 1,000 students
- \$300 Washington District 1,001 to 2,500 students
- \$375 Washington District 2,501 to 10,000 students
- \$450 Washington District over 10,000 students
- \$550 Out-of-state District or other agency

## **Tacoma Career Fair Booth Upgrades**

- Double booth: \$200
- Triple booth: \$400
- Quad booth: \$600
- Interview booth: \$100 each

10% discount provided for attending both fairs. Please use promo code WECF2017 at checkout.  
Register online at: <http://www.wspa.net/washington-educator-career-fairs>

## Career Fair Booth Hours and Information

Please note the fair hours. These hours have been established by WSPA in an effort to meet the needs of the candidates as well as participating districts and colleges.

9:00 a.m. to 2:00 p.m. ☐Spokane

9:00 a.m. to 3:00 p.m. ☐Tacoma

- We encourage you to have a representative at your booth during all fair hours. Many candidates travel considerable distances, or take leave from work to attend and may not arrive until near the end of the day. We stress the importance of having a representative available to meet all candidates throughout the day.
- Check your loading and unloading instructions for times available for set up of your booth.
- Complimentary coffee and refreshments will be available provided by PEMCO and Inspirus Credit Union. We encourage you to stop and thank their representatives for this generous service to our attendees.
- Please keep your booth, display, and staff intact and functioning until the closing time.
- **Please note: *Insurance requirements at both the Spokane Convention Center and the Tacoma Dome PRECLUDE the use of moving carts and pull carts during the stated operating hours of the Fair.*** Districts that choose to depart the venue floors prior to the stated closing time will need to be prepared to hand carry their displays and materials from the venue.

## Facilities, Signs, Displays and Materials

- Each single booth will be provided with a curtained 9 or 10x10 booth, an 8 foot linen draped table, two chairs and a sign with your district information.
- Standard 5 amp electrical is also included.
- For additional chairs, tables, accessories please refer to the *Event Coordinator* section of this booklet.
- Posters, pictures and other display materials may be placed on the table, on a stand provided by your school, or they may be attached to the backdrop within the confines of your booth.
- There are no printing facilities on-site. Please plan to bring an adequate supply of printed materials for attendees.
- Districts planning to mail materials to the fair locations in advance of the events should contact the *Event Coordinator* whose information is contained in the booklet.

## Tacoma Dome Arena: Loading and Unloading Information

- Loading and unloading will be at the entrance across from the F lot and will begin at 7:30 a.m. the day of the fair
- Parking Passes can be used for the F and G Lots only.
- You will receive 2 passes per booth purchased.
- Parking passes will be emailed to the contact name on the registration prior to the fair. If you do not receive your passes via email please contact [admin@wspa.net](mailto:admin@wspa.net)
- There is additional pay parking available in Lot A.

### MAP TO THE TACOMA DOME



# Tacoma Dome Driving Directions

## Traveling South on I-5

- Exit 135- Follow the off-ramp towards Portland Avenue. Follow 27th (Bay Street) across Portland Avenue as it turns into Wiley Avenue. Take a right on McKinley Avenue and look for the entrance into the Tacoma Dome parking lots.
- Exit 133- Follow the "City Center" off-ramp, veering right towards "East 26th St Tacoma Dome." Turn right on E 26th Street. Look for the entrance to Tacoma Dome Parking Lots on 26th or turn right on D Street for more parking.

## Traveling North on I-5

- Take exit 133. Follow the off-ramp to East 26th Street. Take a right onto East 26th Street. Tacoma Dome signs will direct you to turn right onto C Street to enter the Tacoma Dome parking lots.

## From Downtown Tacoma

- Take Pacific Avenue Southbound. Turn left onto East 26th Street. Follow East 26th Street to C Street. Turn right onto C Street to enter the Tacoma Dome parking lots.

## Public Transportation

- The Tacoma Link connects the Tacoma Dome Station (a regional hub for bus and commuter train service) with downtown Tacoma's museums, restaurants, retail and more. For more information please visit [www.soundtransit.org](http://www.soundtransit.org) or call (800) 201-4900. For specific Pierce Transit route and schedule information, please visit them online at [www.piercetransit.org](http://www.piercetransit.org) or call Pierce Transit at (253) 581-8000.

# Tacoma Dome Internet Information

## Hard Line Internet or Phone Line Orders

To order a hard line internet drop or phone line anywhere in the building, you will need to schedule this through an outside contractor. You may choose any provider you want for internet or phone service. Please try to order the lines as soon as possible prior to your event, and schedule the installation for the event load-in day.

One option would be Century Link at 855-891-4083.

## Tacoma Dome Wi-Fi Service

The Tacoma Dome offers complimentary Wi-Fi to all guests. Guests only need to connect to DomePublic to use this service. Dome-Public has a variable level of bandwidth associated with it and has no guarantee of upload or download speeds available.

Should an event want a dedicated level of up/download speeds they should consider one of two options

- Access to SSID Dome-BOH This password protected option provides 10 or 20 Mbps up/down speeds to events that are only concerned about a reliable, dedicated service. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

| Speed   | Number of Devices |         |         |         |        |
|---------|-------------------|---------|---------|---------|--------|
|         | 100 or less       | 101-250 | 251-450 | 451-650 | 651+   |
| 10 Mbps | \$450             | \$600   | \$900   | \$1800  | \$3500 |
| 20 Mbps | \$700             | \$1000  | \$1400  | \$2800  | \$4800 |

- Customized SSID and Portal A client determined SSID will direct guests to a customized portal with client provided background will prompt guest to enter a client determined password. The password will be given to event planner to distribute to attendees. Billing will be based on the number of unique devices associated with this SSID.

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If a guest or vendor need assistance with connecting to the building's Wi-Fi, they can call Mobilitie's 24 hour service line at 877-283-4114. Mobilitie will help our guests troubleshoot connectivity issues.

## **Spokane Convention Center: Loading and Unloading Information**

- The Fair is being staged in the Exhibition Hall
- **Loading /unloading may only take place the morning of the Fair beginning at 7:30 a.m.**
- For a printable map of the loading area, please visit:  
<http://spokanecenter.com/loading-and-unloading/>

### **Exhibition Hall Loading Area Directions**

#### **From I-90**

- From I-90 use Hamilton St. Exit #282
- Go North 1 mile
- Turn left on E. Mission Avenue
- Go West for 0.7 miles
- Turn left on N. Division Street
- Go South for 0.8 miles
- Enter off N. Division Street on the Northeast corner of the building

# **Spokane Convention Center Driving Directions**

## **From Spokane International Airport and Points East**

- Take Airport Drive east to Spokane to Interstate 90 exit.
- East on Interstate 90 to exit number 281 North Division (City Center). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

## **From Points West**

- West on Interstate 90 to Exit 281 (North Division). North on Division approximately seven blocks. Left or west on Trent Avenue (which becomes Spokane Falls Blvd.) to Spokane Center.

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- South on Highway 395 which comes into Spokane on Division Street. Immediately after you cross the river, the arterials jogs west on Spokane Falls Blvd. and then south on Browne. After jogging west, stay in right lane and continue west on Spokane Falls Blvd. to Spokane Center (one block).



## Hotel and Lodging Information

### Tacoma Lodging

- The Best Western Tacoma Dome Hotel is our recommended hotel for this event.
- Best Western Tacoma Dome Hotel
  - Reservations: 1-800-780-7234
  - Website: <http://www.bestwesterntacomadome.com/>
  - 2611 East E Street, Tacoma, Washington 98421-1225
  - Phone: 253-272-7734

### Spokane Lodging

- We recommend three hotels in the Spokane Convention Center area:
- Doubletree Hotel at Spokane City Center
  - Reservations: 1-509-455-9600
  - Website: <http://doubletree3.hilton.com/en/hotels/washington/doubletree-by-hilton-hotel-spokane-city-center-SPCC-DT/index.html>
  - 322 North Spokane Falls Court, Spokane, WA 99201
- Red Lion Hotel at the Park
  - Reservations: 1-509-326-800
  - Website: <https://www.redlion.com/park-spokane>
  - 303 W. North River Drive, Spokane, WA 99201
- Davenport Hotel
  - Reservations: 800-899-1482
  - Website: <http://www.davenporthotelcollection.com/>
  - 10 South Post Street, Spokane, WA 99201

## **Event Coordinator Information**

### **Tacoma Event Coordinator: Grand Event Rentals**

- **Grand Event Rentals will be the event coordinator for the Tacoma Dome event.**
- Please contact Grand Event Rentals for any additional items needed such as shipping, carpet, etc.
- **Grand Event Rentals**
  - Phone: 425-462-7368
  - Website: <http://grandeventrentalswa.com/>
  - 22029 23<sup>rd</sup> Drive SE, Ste. 105, Bothell, WA 98021 (new location as of November 2016)

### **Spokane Event Coordinator: LCD Exposition Services**

- **LCD Exposition Services will be the event coordinator for the Spokane event.**
- Please contact LCD Exposition Services for any additional items needed such as shipping, carpet, etc.
- **LCD Exposition Services**
  - Phone: 509-325-9656
  - Website: <http://lcdexpo.com/>
  - PO Box 4487, Spokane, WA 99220

## Frequently Asked Questions

### What is Included in each Booth Purchase?

- A single booth is 9X10 in Spokane and 10x10 in Tacoma. This includes one 8 foot table, 2 chairs, and a sign with booth information on it.

### What about electricity?

- Your booth purchase includes a 5 amp electrical supply.

### What about internet?

- The Spokane Convention Center and the Tacoma Dome Arena now both provide free Wi-Fi

### Parking?

- The Spokane Convention Center offers paid parking at the facility.
- If you register to attend the Tacoma Fair you will receive an email with 2 parking passes per booth purchased. The Tacoma passes are sent out 1 week prior to the fair.

### What if I need photocopies?

- **We do not have a way to make photocopies for the recruiters on the day of the event.** We suggest that you bring plenty of copies.
- Spokane has a FedEx Kinkos directly across the street from the Convention Center.
- The Tacoma Expo Hall does not have easy access to any local copy businesses.

### Name badges:

- The Washington Educator Career Fair does not provide name badges for recruiters, however we would be happy to print one for you when you arrive at the Fair. If you require a name badge please visit the registration table.

### Is a recruiter required to check-in upon arrival?

- No. If you know your booth number you may go directly to your booth upon arrival.

### Food at the event

- Pastries and coffee are provided free of charge at the event.
- Lunch tickets are provided with your booth purchase (two tickets per booth). Lunch will be provided at both events for recruiters.
- Recruiters may also purchase snacks or meals at the concession stands or nearby restaurants.

**Cancellation Policy:** All refund request must be received prior to March 1st and must be received in writing via email to [admin@wspa.net](mailto:admin@wspa.net).

## Recruiting and Event Planning Suggestions

- Post ALL staffing needs at the Fair □include definite vacancies, administrator vacancies, classified vacancies, anticipated vacancies, and anticipated areas of shortage.
- Bring a variety of materials to showcase your district: a map with your location, information about your community, curriculum guides, photos of schools and events □ share with candidates what it would be like to live and work in your district.
- Arrive on time and plan to stay until the very end. Many of our candidates travel considerable distances to attend and may not arrive until the end of the day. Please plan coverage for your booth throughout the day so that you do not miss an opportunity with a highly qualified and enthusiastic candidate.
- Please bring more printed material that you think you need □we do not have the ability to make more copies onsite! Please bring an adequate amount of applications, brochures, and any other handouts you would like to share.
- Keep a record of candidates who come to your booth. WSPA will provide a list of all attendees following the events, but it helpful to document those candidates and pertinent information for your reference. Consider tracking names, endorsements, schools attended, and any other helpful information for your district use.
- Be clear about what actions candidates need to take in order to follow-up their interest in your district. Many candidates have not attended a career fair before and will appreciate your guidance and clear next steps. We want you to be able to make true connections with our candidates.
- Best of luck with your recruiting! Please do not hesitate to let us know how we can best serve you and your district. Your feedback is welcomed and appreciated. Please contact us at: [admin@wspa.net](mailto:admin@wspa.net)

**From:** [Rosie Burns](#) on behalf of [Rosie Burns <rosie.burns@mercerislandschools.org>](#)  
**To:** [Natalie Weaver](#)  
**Subject:** Re: Washington Educator Career Fair Tacoma - Vendor Information  
**Date:** Tuesday, March 21, 2017 8:01:18 AM

---

Thanks Natalie!

Sent from my iPhone

On Mar 21, 2017, at 7:01 AM, Natalie Weaver <[natalie.weaver@mercerislandschools.org](mailto:natalie.weaver@mercerislandschools.org)> wrote:

----- Forwarded message -----

From: [admin@wspsa.net](mailto:admin@wspsa.net) <[admin@wspsa.net](mailto:admin@wspsa.net)>  
Date: Mon, Mar 20, 2017 at 5:24 PM  
Subject: Washington Educator Career Fair Tacoma - Vendor Information  
To: "[admin@wspsa.net](mailto:admin@wspsa.net)" <[admin@wspsa.net](mailto:admin@wspsa.net)>

Hello,

Thank you for registering to attend the Washington Educator Career Fair – Tacoma. We hope you will find it to be a meaningful and productive day for your recruiting team.

## **Washington Educator Career Fair – Tacoma**

**March 29, 2017**

**9:00 am – 3:00 pm**

**Tacoma Dome Arena**

### **Booth assignments and floor plan**

- The booth assignments and floor plan are attached for your review

### **Conference Hours**

- The fair will open to the public at 9:00 am and close at 3:00 pm

- We encourage you to stay for the full event – many candidates arrive that last hour and we want them to receive the full benefit of their attendance – and we do not want you to miss out on the perfect candidate for your district!

### **Loading/Unloading**

- 7:30am – Vendors load-in through the F Doors. ALL vendors need to enter at the Lower F doors. No vehicles are allowed to drive inside the building.
- Building maps and parking information may be found here: <http://www.tacomadome.org/plan-your-visit/parking-direction>
- Please see attached recruiter handbook for reference

### **Parking**

- Parking passes are included in your registration. Parking passes are valid in the F and G Lots ONLY. The passes are attached for you to print and display at the event.
- Driving directions may be found here: <http://tacomadome.org/plan-your-visit/parking-direction>

### **Internet**

- The Tacoma Dome now offers free WiFi (please see additional information in attached recruiter handbook)

### **Vendor Lunch**

- Your registration includes two meal tickets *per purchased booth* (for example – if you purchased a double booth, you will receive four lunch tickets. A triple booth receives six lunch tickets, and a quad booth eight.) Additional meal tickets are available for purchase for \$12.50 each.
- The vendor lunch will be available from 11:00 – 1:00 pm. There will be private seating provided.
- Please work with your team to stagger lunches to ensure booth coverage throughout the day. We ask that you please not leave your booth unattended if at all possible. We would like our candidates to have the maximum opportunity

to meet with districts, and for our districts to have the maximum opportunity to connect with the right candidates! Thank you in advance for your cooperation.

We look forward to having you join us in Tacoma. Please let us know if you have any additional questions or if we may be of any assistance.

Thank you,

Jennifer Tottenham

*Jennifer Tottenham*

Program Coordinator

Washington School Personnel Association

PO Box 1600 Anacortes, Washington 98221

Phone: [360-825-1415](tel:360-825-1415)/Fax: [253-736-0333](tel:253-736-0333)

<http://www.wspa.net/>

[<image001.gif><image002.gif>](#)

<Parking Passes Tacoma.pdf>

<WECF 2017\_Updated Recruiter Handbook.pdf>

<WECF 2017 TACOMA\_FINAL Booth Brochure\_UPDATED MARCH 20 2017.pdf>

<WECF 2017 TACOMA\_FLOOR PLAN\_UPDATED MARCH 20 2017.pdf>





**From:** [Natalie Weaver](#) on behalf of [Natalie Weaver <natalie.weaver@mercerislandschools.org>](#)  
**To:** [Rosie Burns](#)  
**Subject:** Fwd: Washington Educator Career Fair Tacoma - Vendor Information  
**Date:** Tuesday, March 21, 2017 7:01:04 AM  
**Attachments:** [Parking Passes Tacoma.pdf](#)  
[WECF 2017 Updated Recruiter Handbook.pdf](#)  
[WECF 2017 TACOMA FINAL Booth Brochure UPDATED MARCH 20 2017.pdf](#)  
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**Washington Educator  
Career Fair**

Tacoma Dome  
PARKING PASS  
F or G Lot Only

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# Washington Educator Career Fair 2017 Recruiter Handbook

Presented by:

Washington School Personnel Association

Washington School Personnel Association

PO Box 1600

Anacortes, WA 98221

Phone: 360-825-1415 / Fax: 253-736-0333

Email: [admin@wspa.net](mailto:admin@wspa.net)

Contact: Jennifer Tottenham, WSPA Program Coordinator



# **Vendor/Booth Pricing**

## **Spokane Career Fair Single Exhibitor Booth Pricing**

- \$175 College, University, or Washington Governmental Agency
- \$250 Washington ESD
- \$225 Washington District up to 1,000 students
- \$250 Washington District 1,001 to 2,500 students
- \$325 Washington District 2,501 to 10,000 students
- \$400 Washington District over 10,000 students
- \$500 Out-of-state District or other agency

## **Spokane Career Fair Booth Upgrades**

- Double booth: \$175
- Triple booth: \$350
- Quad booth: \$525
- Interview booth: \$100 each

## **Tacoma Career Fair Single Exhibitor Booth Pricing**

- \$225 College, University, or Washington Governmental Agency
- \$300 Washington ESD
- \$275 Washington District up to 1,000 students
- \$300 Washington District 1,001 to 2,500 students
- \$375 Washington District 2,501 to 10,000 students
- \$450 Washington District over 10,000 students
- \$550 Out-of-state District or other agency

## **Tacoma Career Fair Booth Upgrades**

- Double booth: \$200
- Triple booth: \$400
- Quad booth: \$600
- Interview booth: \$100 each

10% discount provided for attending both fairs. Please use promo code WECF2017 at checkout.  
Register online at: <http://www.wspa.net/washington-educator-career-fairs>

## Career Fair Booth Hours and Information

Please note the fair hours. These hours have been established by WSPA in an effort to meet the needs of the candidates as well as participating districts and colleges.

9:00 a.m. to 2:00 p.m. ☐Spokane

9:00 a.m. to 3:00 p.m. ☐Tacoma

- We encourage you to have a representative at your booth during all fair hours. Many candidates travel considerable distances, or take leave from work to attend and may not arrive until near the end of the day. We stress the importance of having a representative available to meet all candidates throughout the day.
- Check your loading and unloading instructions for times available for set up of your booth.
- Complimentary coffee and refreshments will be available provided by PEMCO and Inspirus Credit Union. We encourage you to stop and thank their representatives for this generous service to our attendees.
- Please keep your booth, display, and staff intact and functioning until the closing time.
- **Please note: *Insurance requirements at both the Spokane Convention Center and the Tacoma Dome PRECLUDE the use of moving carts and pull carts during the stated operating hours of the Fair.*** Districts that choose to depart the venue floors prior to the stated closing time will need to be prepared to hand carry their displays and materials from the venue.

## Facilities, Signs, Displays and Materials

- Each single booth will be provided with a curtained 9 or 10x10 booth, an 8 foot linen draped table, two chairs and a sign with your district information.
- Standard 5 amp electrical is also included.
- For additional chairs, tables, accessories please refer to the *Event Coordinator* section of this booklet.
- Posters, pictures and other display materials may be placed on the table, on a stand provided by your school, or they may be attached to the backdrop within the confines of your booth.
- There are no printing facilities on-site. Please plan to bring an adequate supply of printed materials for attendees.
- Districts planning to mail materials to the fair locations in advance of the events should contact the *Event Coordinator* whose information is contained in the booklet.



## Tacoma Dome Arena: Loading and Unloading Information

- Loading and unloading will be at the entrance across from the F lot and will begin at 7:30 a.m. the day of the fair
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- You will receive 2 passes per booth purchased.
- Parking passes will be emailed to the contact name on the registration prior to the fair. If you do not receive your passes via email please contact [admin@wspa.net](mailto:admin@wspa.net)
- There is additional pay parking available in Lot A.

### MAP TO THE TACOMA DOME



# Tacoma Dome Driving Directions

## Traveling South on I-5

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  - Website: <http://doubletree3.hilton.com/en/hotels/washington/doubletree-by-hilton-hotel-spokane-city-center-SPCC-DT/index.html>
  - 322 North Spokane Falls Court, Spokane, WA 99201
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  - 303 W. North River Drive, Spokane, WA 99201
- Davenport Hotel
  - Reservations: 800-899-1482
  - Website: <http://www.davenporthotelcollection.com/>
  - 10 South Post Street, Spokane, WA 99201

## **Event Coordinator Information**

### **Tacoma Event Coordinator: Grand Event Rentals**

- **Grand Event Rentals will be the event coordinator for the Tacoma Dome event.**
- Please contact Grand Event Rentals for any additional items needed such as shipping, carpet, etc.
- **Grand Event Rentals**
  - Phone: 425-462-7368
  - Website: <http://grandeventrentalswa.com/>
  - 22029 23<sup>rd</sup> Drive SE, Ste. 105, Bothell, WA 98021 (new location as of November 2016)

### **Spokane Event Coordinator: LCD Exposition Services**

- **LCD Exposition Services will be the event coordinator for the Spokane event.**
- Please contact LCD Exposition Services for any additional items needed such as shipping, carpet, etc.
- **LCD Exposition Services**
  - Phone: 509-325-9656
  - Website: <http://lcdexpo.com/>
  - PO Box 4487, Spokane, WA 99220

## Frequently Asked Questions

### What is Included in each Booth Purchase?

- A single booth is 9X10 in Spokane and 10x10 in Tacoma. This includes one 8 foot table, 2 chairs, and a sign with booth information on it.

### What about electricity?

- Your booth purchase includes a 5 amp electrical supply.

### What about internet?

- The Spokane Convention Center and the Tacoma Dome Arena now both provide free Wi-Fi

### Parking?

- The Spokane Convention Center offers paid parking at the facility.
- If you register to attend the Tacoma Fair you will receive an email with 2 parking passes per booth purchased. The Tacoma passes are sent out 1 week prior to the fair.

### What if I need photocopies?

- **We do not have a way to make photocopies for the recruiters on the day of the event.** We suggest that you bring plenty of copies.
- Spokane has a FedEx Kinkos directly across the street from the Convention Center.
- The Tacoma Expo Hall does not have easy access to any local copy businesses.

### Name badges:

- The Washington Educator Career Fair does not provide name badges for recruiters, however we would be happy to print one for you when you arrive at the Fair. If you require a name badge please visit the registration table.

### Is a recruiter required to check-in upon arrival?

- No. If you know your booth number you may go directly to your booth upon arrival.

### Food at the event

- Pastries and coffee are provided free of charge at the event.
- Lunch tickets are provided with your booth purchase (two tickets per booth). Lunch will be provided at both events for recruiters.
- Recruiters may also purchase snacks or meals at the concession stands or nearby restaurants.



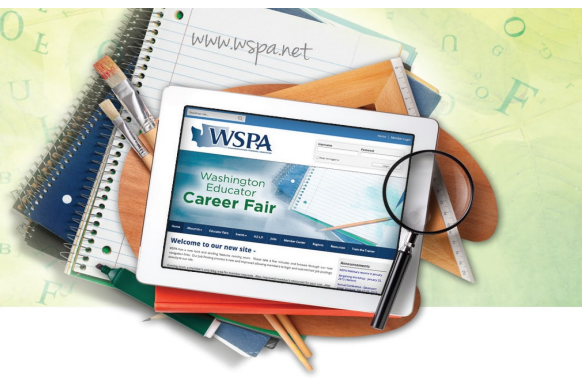
**Cancellation Policy:** All refund request must be received prior to March 1st and must be received in writing via email to [admin@wspa.net](mailto:admin@wspa.net).

## Recruiting and Event Planning Suggestions

- Post ALL staffing needs at the Fair □include definite vacancies, administrator vacancies, classified vacancies, anticipated vacancies, and anticipated areas of shortage.
- Bring a variety of materials to showcase your district: a map with your location, information about your community, curriculum guides, photos of schools and events □ share with candidates what it would be like to live and work in your district.
- Arrive on time and plan to stay until the very end. Many of our candidates travel considerable distances to attend and may not arrive until the end of the day. Please plan coverage for your booth throughout the day so that you do not miss an opportunity with a highly qualified and enthusiastic candidate.
- Please bring more printed material that you think you need □we do not have the ability to make more copies onsite! Please bring an adequate amount of applications, brochures, and any other handouts you would like to share.
- Keep a record of candidates who come to your booth. WSPA will provide a list of all attendees following the events, but it helpful to document those candidates and pertinent information for your reference. Consider tracking names, endorsements, schools attended, and any other helpful information for your district use.
- Be clear about what actions candidates need to take in order to follow-up their interest in your district. Many candidates have not attended a career fair before and will appreciate your guidance and clear next steps. We want you to be able to make true connections with our candidates.
- Best of luck with your recruiting! Please do not hesitate to let us know how we can best serve you and your district. Your feedback is welcomed and appreciated. Please contact us at: [admin@wspa.net](mailto:admin@wspa.net)

# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



Pastries and Coffee Provided by  
**PEMCO INSURANCE and  
INSPIRUS CREDIT UNION**



## STATE/GOV'T ORGANIZATIONS

OSPI—Booth 59  
WEA—Booth 58  
NW Educational Development—Booth 57

## COLLEGES

Antioch University—Booth 56  
City University—Booth 55  
Grand Canyon University—Booth 54  
Northeastern University—Booth 53  
Northwest University — Booth 52  
Olympic College—Booth 51  
Saint Martin's University—Booth 50  
Seattle Pacific University—Booth 49  
Seattle University—Booth 48  
University of Puget Sound—Booth 47  
UW Tacoma—Booth 46  
UW Bothell—Booth 45  
Washington State University—Booth 44  
Western State Colorado University—  
Booth 43  
Western Washington University—Booth  
42  
WGU Washington—Booth 41

## ALASKA

Alaska Teacher Placement—Booth 1  
Anchorage —Booth 2  
Bering Straight —Booth 3  
Northwest Arctic Borough —Booth 4  
SE Island —Booth 5  
Southwest Region —Booth 6

## ARIZONA

Glendale Elementary —Booth 7  
Imagine Prep— Booth 8  
Union Elementary —Booth 9

## COLORADO, NEVADA, NEW JERSEY, NEW MEXICO

Westminster (CO) - Booth 10  
Lyon County (NV) - Booth 11  
Washoe County (NV) - Booth 12  
Sterling Education (NJ) - Booth 13  
Gallup-McKinley (NM) - Booth 14  
Zuni Public (NM) Booth 15

## CALIFORNIA

Amethod —Booths 23, 24  
Desert Sands Unified —Booth 25  
Franklin-McKinney —Booth 26  
Morongo Unified —Booths 27, 28  
Palm Springs Unified — Booth 29  
Salinas Unified —Booth 30  
San Bernardino —Booth 31  
Sierra Sands —Booth 32  
Summit —Booth 33  
Westside Union —Booth 34

## INTERNATIONAL

CNMI —Booth 35  
International Educator Placement of  
America — Booth 36  
Maple Leaf Education—Booth 37  
Pattison English — Booth 38  
Universal American School—  
Kuwait—Booth 39

## WASHINGTON

Anacortes —Booth 63  
Arlington—Booth 64  
Auburn—Booths 60, 61, 62  
Battle Ground —Booths 65, 66  
Bellevue Children's Academy—Booth  
75  
Bellevue — Booths 67, 68, 69, 70  
Bellingham — Booths 80, 81  
Bethel—Booths 71, 72, 73, 74  
Bremerton—Booths 77, 78  
Bridgeport—Booth 76  
Burlington-Edison—Booth 79  
Castle Rock—84  
Cedar Crest Academy—Booth 85  
Central Kitsap — Booths 82, 83  
Centralia—Booth 86  
Cheney—Booth 87  
Chief Leschi—Booths 91, 92  
Childhaven—Booth 88  
Clarkston—Booth 89  
Clover Park—Booths 93, 94, 95, 96  
Concrete—Booth 97  
Darrington—Booth 98  
Dayton—Booth 99  
Dieringer—Booth 100  
East Lewis County—Booth 101  
East Valley # 90 Yakima — Booths  
102, 103  
Eatonville — Booths 106, 107  
Edmonds — Booths 104, 105  
Enumclaw—Booth 108  
ESD 113 Public Personnel  
Cooperative—Booths 109, 110  
Everett—Booths 120, 121  
Evergreen—Booths 111, 112, 113,  
114  
Federal Way—Booths 115, 116, 117,  
118, 119

**Tacoma Dome Arena —March 29, 2017**

## **WASHINGTON**

Fife—Booths 124, 125  
Franklin Pierce—Booths 126, 127  
Goldendale—Booth 128  
Green Dot—Booth 129  
Highline—Booths 133, 134, 135, 136  
HopeSparks Early Intervention Program—Booth 130  
Hoquiam—Booth 131  
Issaquah — Booths 141, 142  
Kelso — Booth 132  
Kent—Booths 137, 138, 139, 140  
Lake Stevens—Booth 143  
Lake Washington — Booths 144, 145, 146, 147  
Life Christian Academy—Booth 151  
Longview — Booths 148, 149, 150  
Marysville— Booths 152, 153  
Mead — Booth 154  
Mercer Island—Booth 155  
Monroe—Booths 157, 158  
Moses Lake—Booths 163, 164  
Muckleshoot Tribal School—Booth 165  
Mukilteo—Booths 159, 160, 161, 162  
Naches Valley—Booth 166  
Napavine—Booth 167  
Naselle-Grays River Valley—Booth 172  
North Central ESD—Booth 173  
North Mason—Booths 168, 169  
North Thurston—Booths 170, 172  
Northshore—Booths 174, 175  
Northwest Association of Independent Schools—Booths 178, 179, 180  
Oak Harbor—Booth 176  
Olympia—Booths 181, 182  
Open Window—Booth 184  
Orcas Island—Booth 185  
Oroville—Booth 186  
Orting—Booths 187, 188  
Pasco—Booths 192, 193  
Peninsula—Booths 189, 190, 191  
Port Angeles—Booth 194  
Port Townsend—Booth 195

## **WASHINGTON**

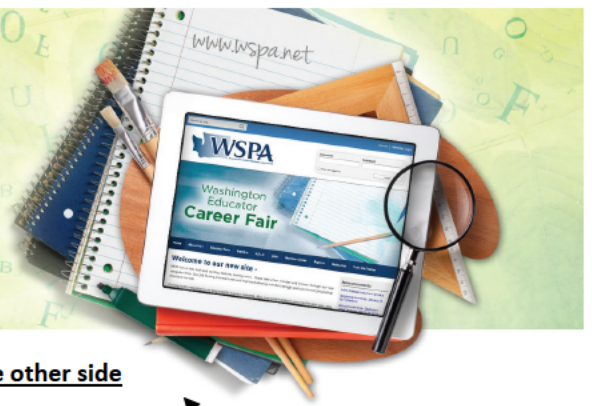
Prosser—Booth 196  
Pullman—Booth 197  
Puyallup—Booths 200, 201, 202  
Quileute Tribal School—Booth 198  
Renton—Booths 207, 208  
Ridgefield—Booth 199  
Riverview — Booths 212, 213  
Seattle—Booths 203, 204, 205, 206  
Sedro-Woolley—Booth 209  
Selah—Booth 210  
Sequim — Booth 211  
Shelton—Booth 216  
Skykomish—Booth 217  
Snohomish — Booths 214, 215  
Snoqualmie Valley—Booth 218  
South Bend—Booth 219  
South Kitsap—Booth 220  
Spokane — Booths 225, 226  
Steilacoom— Booth 221  
Sultan — Booths 227, 228  
Sumner—Booths 233, 234, 235  
Suquamish Tribal Education—Booth 229  
Tacoma—Booths 236, 237, 238, 239  
Tahoma—Booths 230, 231  
Tukwila—Booth 232  
University Place—Booth 240  
Vancouver—Booths 245, 246  
Vashon Island—Booths 241, 242  
Walla Walla—Booth 243  
Wapato—Booth 244  
Warden—Booth 247  
WA State Charter School Assoc.—Booth 251  
White River—Booth 248  
Woodland—Booth 249  
Yelm—Booth 250

## **INTERVIEW BOOTHS**

Bering Straight—Booth INT-1  
Imagine Prep—Booth INT-2  
Gallup-McKinley—Booths INT 3, 4  
Desert Sands—Booth INT 5  
Palm Springs—Booths INT 6, 7  
Salinas Union—Booths INT 8  
Auburn—Booth INT 9  
Bellevue Children’s Academy—Booth INT 10  
Bellevue—Booths INT 11, 12  
Bethel—Booths INT 13, 14, 15  
Bremerton—Booth INT 16  
Central Kitsap—Booths INT 17, 18  
Centralia — Booth INT 19  
Chief Leschi—Booths INT 21, 22  
Clover Park—Booths INT 23, 24, 25, 26  
East Valley # 90 Yakima—Booth INT 20  
ESD 113—Booth INT 27  
Federal Way — Booths INT 28, 29  
Kelso— Booth INT 30  
Kent—Booth INT 31  
Longview — Booths INT 32, 33  
Monroe—Booth INT 34  
Moses Lake—Booth INT 35  
Mukilteo—Booth INT 36  
North Thurston—Booths INT 37, 38  
Northshore — Booth INT 39  
Orting—Booth INT 41  
Peninsula—Booth INT 42, 43  
Port Townsend—Booth INT 44  
Puyallup—Booths INT 45, 46  
Renton—Booths INT 47, 48  
Seattle—Booths INT 49, 50, 51, 52  
Shelton—Booth INT 53  
Snohomish—Booth INT 54  
Snoqualmie Valley — Booths INT 55, 56  
Sultan—Booth INT 57  
Sumner—Booths INT 58, 59  
Tacoma — Booths INT 61, 62, 63, 64  
Tahoma—Booth INT 65  
Yelm—Booth INT 66

# WASHINGTON EDUCATOR Career Fair

A career fair for teachers and administrators.



Interview Booths — please see other side

Washington Educator

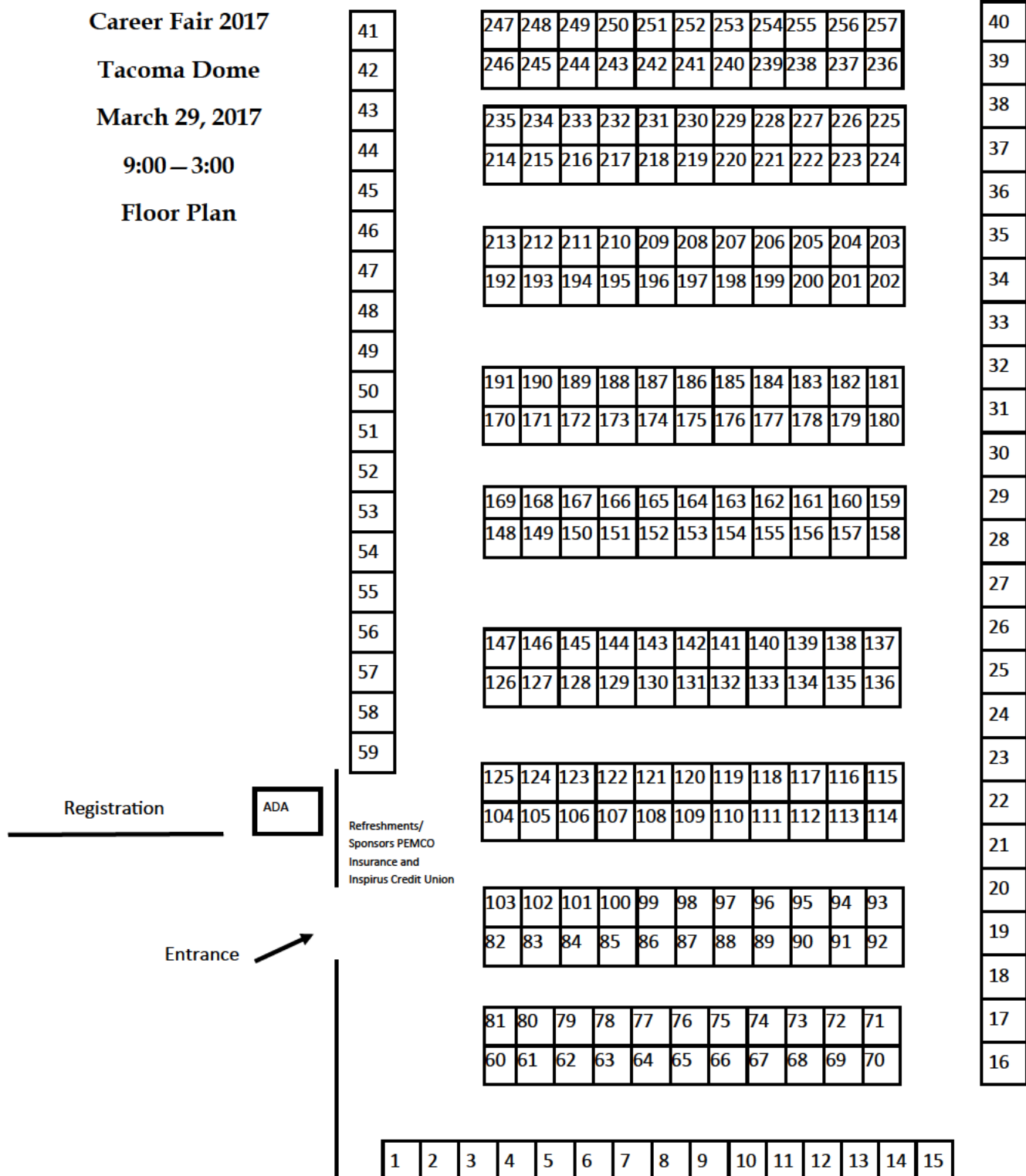
Career Fair 2017

Tacoma Dome

March 29, 2017

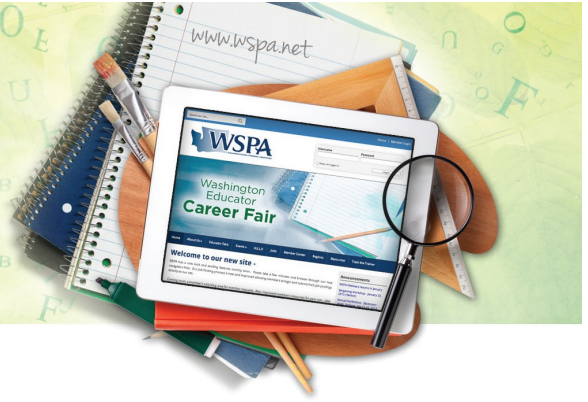
9:00 – 3:00

Floor Plan



# WASHINGTON EDUCATOR Career Fair

*A career fair for teachers and administrators.*



## Interview Booths

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org)  
**Subject:** Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Monday, March 20, 2017 9:48:00 AM  
**Attachments:** [HELP\\_Spring\\_Agenda\\_APRIL\\_2017.pdf](#)

---

Dear WSPA Members,

Registration is now open to attend the **HELP Spring Workshop: Job Descriptions**. This event is open to all WSPA members - you do not need to be a HELP program participant to attend.

- **HELP Spring Workshop: Job Descriptions**
- **April 17, 2017**
- **8:00 am - 4:00 pm**
- **Puget Sound ESD- Tukwila**
- **\$150 (non-HELP participants)**

**Morning Session: *Job Descriptions as they relate to worker's compensation/light duty and using job descriptions for plans of improvement for evaluative concerns.***

Presented by Kurt Schonberg, Oak Harbor School District

Kurt Schonberg has been the Executive Director of Human Resources in the Oak Harbor Public Schools for six years, Kurt has previously served as a Director of Teaching and Learning and High School Principal. His focus is on improving outcomes for students through recruitment, hiring and support for all staff as well as making Oak Harbor Public Schools a great place to work.

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Darrell has been an active WSPA member and was instrumental in the development of the shared Google drive for our members. His session will cover the importance of "time loss", "Light Duty - both job descriptions and contracts", experience factors, the importance of contacting case managers, and tracking L&I claims

Please click here to register: [HELP Spring Workshop Registration 2017](#) or visit our website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch:  
[jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [rosie.burns@mercerislandschools.org](mailto:rosie.burns@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**April 17, 2017**  
**HELP Spring Session**  
**Agenda**

|                    | <b>Time</b>         | <b>Event</b>                                                                                                                                                                                   |
|--------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level<br/>I</b> | 8:00 am – 8:30 am   | Registration / Sign-in (continental breakfast provided)                                                                                                                                        |
|                    | 8:30 am – 12:00 pm  | Kurt Schonberg, Oak Harbor School District<br>Job Descriptions as they relate to worker’s compensation/light duty, and using job descriptions for plans of improvement for evaluative concerns |
|                    | 12:00 am – 12:45 pm | Lunch                                                                                                                                                                                          |
|                    | 12:45 pm – 4:00 pm  | Darrell Heisler, Sedro-Woolley School District<br>Job Descriptions – understanding, creating, using for classification, wages and postings                                                     |

|                     | <b>Time</b>         | <b>Event</b>                                                                                                                                                                                   |
|---------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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|                      | Time                | Event                                                                                                                                        |
|----------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level<br/>III</b> | 8:00 am – 8:30 am   | Registration / Sign-in (continental breakfast provided)                                                                                      |
|                      | 8:30 am – 12:00 pm  | Level III Presentation                                                                                                                       |
|                      |                     | Team 1:        8:30 – 9:15<br><b>Employee Recognition</b><br>Liz McFarland<br>Dawn Horner                                                    |
|                      |                     | Team 2:        9:15 – 10:00<br><b>Aesop Reporting</b><br>Sandy Bradbeer<br>Brenda Pearson                                                    |
|                      |                     | Team 3:        10:00 – 10:45<br><b>Training New Administrators</b><br>Janet Culik<br>Tammy Looney                                            |
|                      |                     | Team 4:        10:45 – 11:30<br><b>Ethical Leadership</b><br>Laurie Miner<br>Stacy Cook                                                      |
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**From:** [waspa@memberclicks-mail.net](mailto:waspa@memberclicks-mail.net) on behalf of [Jennifer Tottenham <waspa@memberclicks-mail.net>](mailto:Jennifer.Tottenham@waspa@memberclicks-mail.net)  
**To:** [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org)  
**Subject:** Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Monday, March 20, 2017 9:47:24 AM  
**Attachments:** [HELP\\_Spring\\_Agenda\\_APRIL\\_2017.pdf](#)

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[jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

---

This email was sent to [kathleen.long@mercerislandschools.org](mailto:kathleen.long@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**April 17, 2017**  
**HELP Spring Session**  
**Agenda**

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|---------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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**To:** [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
**Subject:** Registration now open: HELP Spring Workshop - Job Descriptions  
**Date:** Monday, March 20, 2017 9:46:57 AM  
**Attachments:** [HELP\\_Spring\\_Agenda\\_APRIL\\_2017.pdf](#)

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- **Puget Sound ESD- Tukwila**
- **\$150 (non-HELP participants)**

**Morning Session: *Job Descriptions as they relate to worker's compensation/light duty and using job descriptions for plans of improvement for evaluative concerns.***

Presented by Kurt Schonberg, Oak Harbor School District

Kurt Schonberg has been the Executive Director of Human Resources in the Oak Harbor Public Schools for six years, Kurt has previously served as a Director of Teaching and Learning and High School Principal. His focus is on improving outcomes for students through recruitment, hiring and support for all staff as well as making Oak Harbor Public Schools a great place to work.

Kurt has been active in WSPA since 2010, serving as a regional representative, conference professional breakout session chair, HELP Presenter and currently is the incoming President. He believes that staff members and students have limitless possibility and that it's all about learning for life for everyone.

**Afternoon Session: *Job Descriptions: understanding, creating and using job descriptions for classification purposes, wages and postings.***

Presented by Darrell Heisler, Sedro-Woolley School District

Darrell Heisler is the Executive Director of Human Resources and Technology at Sedro Woolley School District. His career spans 36 years in education and he served 5 years as a Math and Computer Science teacher, 5 years as Dean of Students, 3 years as Assistant Principal at SWHS , and 6 years as Principal before moving into Human Resources and Technology.

Darrell has been an active WSPA member and was instrumental in the development of the shared Google drive for our members. His session will cover the importance of "time loss", "Light Duty - both job descriptions and contracts", experience factors, the importance of contacting case managers, and tracking L&I claims

Please click here to register: [HELP Spring Workshop Registration 2017](#) or visit our website for more information at: <http://www.wspa.net/h-e-l-p->

HELP Participants do not need to register - please RSVP directly to Jane Rausch:  
[jrausch@wspa.net](mailto:jrausch@wspa.net)

Thank you,

Washington School Personnel Association

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This email was sent to [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org) by [admin@wspa.net](mailto:admin@wspa.net)

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221,  
United States

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**April 17, 2017**  
**HELP Spring Session**  
**Agenda**

|                    | <b>Time</b>         | <b>Event</b>                                                                                                                                                                                   |
|--------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level<br/>I</b> | 8:00 am – 8:30 am   | Registration / Sign-in (continental breakfast provided)                                                                                                                                        |
|                    | 8:30 am – 12:00 pm  | Kurt Schonberg, Oak Harbor School District<br>Job Descriptions as they relate to worker’s compensation/light duty, and using job descriptions for plans of improvement for evaluative concerns |
|                    | 12:00 am – 12:45 pm | Lunch                                                                                                                                                                                          |
|                    | 12:45 pm – 4:00 pm  | Darrell Heisler, Sedro-Woolley School District<br>Job Descriptions – understanding, creating, using for classification, wages and postings                                                     |

|                     | <b>Time</b>         | <b>Event</b>                                                                                                                                                                                   |
|---------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level<br/>II</b> | 8:00 am – 8:30 am   | Registration / Sign-in (continental breakfast provided)                                                                                                                                        |
|                     | 8:30 am – 12:00 pm  | Kurt Schonberg, Oak Harbor School District<br>Job Descriptions as they relate to worker’s compensation/light duty, and using job descriptions for plans of improvement for Evaluative Concerns |
|                     | 12:00 am – 12:45 pm | Lunch                                                                                                                                                                                          |
|                     | 12:45 pm – 4:00 pm  | Job Descriptions – Darrell Heisler, Sedro-Woolley School District<br>(understanding, creating, using for classification, wages and postings)                                                   |



|                  | <b>Time</b>         | <b>Event</b>                                                                                                                                 |
|------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level III</b> | 8:00 am – 8:30 am   | Registration / Sign-in (continental breakfast provided)                                                                                      |
|                  | 8:30 am – 12:00 pm  | Level III Presentation                                                                                                                       |
|                  |                     | Team 1: 8:30 – 9:15<br><b>Employee Recognition</b><br>Liz McFarland<br>Dawn Horner                                                           |
|                  |                     | Team 2: 9:15 – 10:00<br><b>Aesop Reporting</b><br>Sandy Bradbeer<br>Brenda Pearson                                                           |
|                  |                     | Team 3: 10:00 – 10:45<br><b>Training New Administrators</b><br>Janet Culik<br>Tammy Looney                                                   |
|                  |                     | Team 4: 10:45 – 11:30<br><b>Ethical Leadership</b><br>Laurie Miner<br>Stacy Cook                                                             |
|                  | 12:00 am – 12:45 pm | Lunch                                                                                                                                        |
|                  | 12:45 pm – 4:00 pm  | Job Descriptions – Darrell Heisler, Sedro-Woolley School District<br>(understanding, creating, using for classification, wages and postings) |

**From:** [Rosie](#) on behalf of [Rosie <rosie.burns@mercerislandschools.org>](#)  
**To:** [admin@wspa.net](mailto:admin@wspa.net)  
**Subject:** What Every Employee Must be Told  
**Date:** Monday, March 13, 2017 9:39:46 AM

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Hi there,

We get this through Safe Schools and are trying to figure out how to do ensure our coaches and non-English speakers are able to get the information more effectively.

Does WSPA do an annual powerpoint of the same information? We could get that translated but not so easy with the Safe Schools.

Thanks for any help you can provide.

Rosie

Rosie Burns  
Director of Human Resources  
Mercer Island School District  
206.236.3434

**From:** [Sherrie Evans](#) on behalf of [Sherrie Evans <sherrie.evans@hrmplus.com>](#)  
**To:** "Rosie Burns"  
**Subject:** RE: please send cheat sheets  
**Date:** Friday, March 10, 2017 9:32:27 PM  
**Attachments:** [Experience Guidelines.doc](#)  
[CreditReview.doc](#)  
[Credit Guidelines.doc](#)  
[ExperienceReview.doc](#)

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Here you go...

*Sherrie Evans, SPHR*  
*hrmPlus, PO Box 84, Black Diamond, WA 98010*  
*Support: [support@hrmplus.com](mailto:support@hrmplus.com) 1-877-476-3375 (1-877-hrmDESK)*  
*Office: 360-886-6918*  
*Cell: [REDACTED]*  
*[sherrie.evans@hrmplus.com](mailto:sherrie.evans@hrmplus.com)*

**From:** Rosie Burns [<mailto:rosie.burns@mercerislandschools.org>]  
**Sent:** Friday, March 10, 2017 1:55 PM  
**To:** Sherrie Evans <[sherrie.evans@hrmplus.com](mailto:sherrie.evans@hrmplus.com)>  
**Subject:** please send cheat sheets

Thank you!

Rosie Burns  
Director, Human Resources  
Mercer Island School District  
w: 206.236.3439 c: [REDACTED]

## **EXPERIENCE GUIDELINES**

**These are guidance only. You should always know and review the complete 275 instructions and update these guidelines as changes occur. These are intended as helpful hints to comply with the S 275 instructions but the 275 instructions and law always prevail.**

### **□ Prior experience- Regular Certificated Employment**

----- (Teacher, Support Staff, Administrator experience) -----

- Verification is provided on correct form from 1/1/92 forward.
- Check that certificate was required.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Show your work: Calculate FTE and show work on the experience verification form.
- *If private school, make sure it is on the state approved private school list and that certification for the POSITION was required (not that the employee just held certification at the time of employment)*

### **□ Prior Experience – Other (ESA, College, State Agency, etc).**

- Documentation meets 275 requirements. College “equal position.” ESA meet new rules.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.

### **□ Prior Experience: Out of Country Experience:**

- “Equal” position. Highlight info on form. Calculate FTE and show work.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.

### **□ Prior Experience: Substitute Denominator is Hours Per Day x by 180.**

- Check that certificate was required. *(Watch out: Montana, New York, California, Georgia – certificates NOT required to be a substitute). Goes by POSITION requirements, not whether the employee was certified or not.*
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.
- *If private school, make sure it is on the state approved private school list.*

### **□ Deduct leave without pay (done annually)**

### **□ ADD Substitute, Summer School, etc for Part-Time FTE (done annually).**

## FILE REVIEW – Credits

Employee: \_\_\_\_\_

| Degree | Institution | Date |
|--------|-------------|------|
|        |             |      |
|        |             |      |
|        |             |      |
|        |             |      |

**Credits After BA Degree and up to MA Degree- Summary**

| Academic Institution | No. of Credits |  | Clock Hour Provider | No. of Credits |
|----------------------|----------------|--|---------------------|----------------|
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |

|                                         |         |
|-----------------------------------------|---------|
| Total Academic Credits Since BA Degree: |         |
| Total In-Service Credits Since Degree   | -       |
| <b>TOTAL CREDITS SINCE BA DEGREE</b>    | -       |
|                                         | -       |
| If MA Degree, subtract 45               | - 45.00 |
| <b>Excess credits over MA 45</b>        |         |

**Credits after MA Degree**

| Academic Institution | No. of Credits |  | Clock Hour Provider | No. of Credits |
|----------------------|----------------|--|---------------------|----------------|
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |
|                      |                |  |                     |                |

|                                          |  |
|------------------------------------------|--|
| Total Academic Credits After MA Degree:  |  |
| Total In-Service Credits After MA Degree |  |
| <b>TOTAL CREDITS AFTER MA DEGREE</b>     |  |

|                                      |  |
|--------------------------------------|--|
| <b>MA+ total (Excess + After MA)</b> |  |
|--------------------------------------|--|

|             | High Degree | Credits After High Degree | Placement |
|-------------|-------------|---------------------------|-----------|
| Started     |             |                           |           |
| Changes +/- |             |                           |           |
| Ended       |             |                           |           |

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

# CREDITS REVIEW GUIDELINES

## **Academic Transcripts**

- Confirm employee name on transcript.
- Verify the transcript document is official.
- Verify the institution is accredited (e.g. Center Graduate College is NOT)
- Check for Degree Confirmation. Highlight the degree type and degree date.
- Highlight each course after initial BA degree. If more than one BA, count from first BA. Place a check mark on the course number and a check mark next to the grade; checking to ensure courses are over 100 and the grade shows a completed grade.
- When checking the course number check to ensure the course meets the academic course requirements (e.g. is transferrable to a BA or higher degree).
- If the course number is below 100 it can only be reported if it was completed between 9/1/87 and 3/1/95 and then must be reported as an in-service credit not an academic credit.
- Check to ensure the course has not been repeated unless OK by the Institution (e.g. look for an "I" on SPU transcripts)
- Determine the type of Credit: QTR, SEM, Unit, NTC (Non-Transfer to Academic Degree). *Can only record NTC if 9/1/87 and thereafter. All NTCs are recorded as In-Service credits not academic credits.*
- If Bates Technical the credits can be both Academic Hours or Clock Hours (16:1)
- Foreign County: *If Foreign Country, make sure there is a translation service document.*
- Show work on transcript, including conversions

## **Masters Degree**

- Check for Degree Confirmation Date and Highlight. Date and Credits for the quarter or semester. *Record as before the actual MA issued date.*
- Calculate Excess Credits ( $BA + total - 45 = Excess$ ; *negative result = 0*)

## **Clock Hours**

- Highlight provider name. Check to ensure for the specific school year the provider is on the approved OSPI list. *Note: Just because it is an OSPI form, doesn't mean that OSPI is the provider. Check the "sponsoring provider" name. WIAA is OK*
- Highlight the course title, number of hours actually earned, course end date and highlight or check that the provider has signed and the employee has confirmed the earned hours. Show conversion work on the clock hour form (e.g. = .60 Qtr Date/Initials).
- It is OK to repeat clock hours, no restrictions

## **Course Approvals**

- Verify Course Approvals exist for all courses 9/1/95 and after.
- Use of the WAC stamp or other district approval for missing approvals.

## CREDITS GUIDELINES

**These are guidance only. You should always know and review the complete 275 instructions and update these guidelines as changes occur. These are intended as helpful hints to comply with the S 275 instructions but the 275 instructions and law always prevail.**

### Academic Transcripts

- Confirm employee name on transcript by highlighting it.
- Verify the transcript document is official.
- Verify the institution is accredited (e.g. Center Graduate College is NOT). As of May 2010, schools may count credits earned from institutions of higher education that are accredited, or are candidates for accreditation, by the distance education and training council (DETC), pursuant to WAC 181-78A-010(7). The following are not approved
  - Accrediting Commission for Career Schools and Colleges of Technology (ACCSCT).
  - Transnational Association of Christian Colleges and Schools (TRACS).
- Check for Degree Confirmation. Highlight the degree type and degree date.
- Highlight each course after initial BA degree that has NOT already been recorded. If more than one BA, count from first BA. For those previous recorded, draw a line below those and make a note on the transcript to indicate the prior credits have been previously recorded.
- Highlight the dates for each term and add the date if needed, If the transcript provides a specific end date for that term then use that date (except the last term prior to the MA date – see next notes). If the transcript does not provide dates then you may use these dates which you write on the transcript:

| QUARTER |                    | SEMESTER |                                                                    |
|---------|--------------------|----------|--------------------------------------------------------------------|
| Fall    | 12/31 of that year | Fall     | 1/31 of the next year. Example:<br>Fall Semester 2011 = 1/31/2012. |
| Winter  | 3/31 of that year  |          |                                                                    |
| Spring  | 6/30 of that year  | Spring   | 5/31 of that year                                                  |
| Summer  | 8/31 of that year  | Summer   | 8/31 of that year.                                                 |

MASTERS DEGREES – in order for the credits to calculate correctly, credits to a higher degree must be recorded BEFORE that degree date. As an example if the Masters is awarded June 20, 2012 from a quarter hour institution you would normally use the date of June 30, 2012. Using that date in this case would cause the credits to be earned after the MA date. In this case change the date earned for the credits from that term to June 19, 2012 – one day prior to the MA date. If the degree in this case was from a semester school you would have used 5/31/12 which would have been before the MA date and is OK.

Do be cautious with these dates. There are times when credits on the transcript appear to be after an MA degree and you may need to contact the Registrar's office at that institution. For example, we sometimes see a degree date of September 30, 2012 and credits on the transcript for Fall Quarter. Since September 30<sup>th</sup> is typically within that Fall Quarter period you do not know if those credits were actually earned before or after the September 30<sup>th</sup> MA date unless you call the institution to find out. You will also encounter situations where an MA was awarded on a date like June 10<sup>th</sup> from one institution and then you have additional earned hours from some other institution that are in that same term (e.g. spring quarter). Example: MA from Walden University 5/30/12. You also have another transcript from Seattle Pacific University for a 3 quarter hour course earned "Spring 2012." Since SPU does not list the specific date that course was earned, you will have to call SPU to determine if that course was earned before or after the May 30<sup>th</sup> MA date from Walden.

After you have highlighted your courses and written down/checked dates:

- Place a check mark on the course number and a check mark next to the grade; checking to ensure courses are over 100 and the grade shows a completed grade.
  - When checking the course number check to ensure the course meets the academic course requirements (e.g. is transferrable to a BA or higher degree). See the notes below about credits that are not transferrable to a degree.
  - If the course number is below 100 it can only be reported if it was completed between 9/1/87 and 3/1/95 and then must be reported as an in-service credit not an academic credit.
- Check to ensure the course has not been repeated unless OK by the Institution (e.g. look for an "1" on SPU transcripts which indicates OK to repeat). Courses that are internships, student teaching, practicums, and continuation of Masters or Doctor Thesis projects are all OK to repeat. If you have any doubt, contact the institution for clarification.
- Determine the type of Credit: QTR, SEM, Unit, NTC (Non-Transfer to Academic Degree). *Can only record NTC if 9/1/87 and thereafter. All NTCs are recorded as In-Service credits not academic credits.*
- What is an NTC Credit?* When you are checking course numbers on the transcript look for odd numbers. For example, the usual course numbers would be 100, 200, 300, 400 and then 500 or 600 for advanced degrees and sometimes a 700. If it is an 800, 900 or anything 1000 or above you should be concerned. ALWAYS check the back of the transcript. It tells you what the course number means. The course MUST BE applicable to a degree to be counted as an "Academic" Credit. Many, many institutions now offer "Professional Development" credits or credits that do not apply to a degree but they are actual quarter or semester hours on a transcript. The course number is usually the give-away. For example, 900 level courses at Seattle University; or courses where you see an X.



Chapman University is like that. Antioch is almost ALL this way. Seattle Pacific University has a special rule for 5000 level course only: If the 5000 level course was prior to 9/1/92 they are regular quarter hours. If they are 9/1/92 or after they are Professional Development Hours. We call these Non-Transfer Credits or NTC to just indicate that these are official institution credits but they are not transferrable to a degree program. You can report them but you must report them as an INSERVICE credit instead. So convert them like you would a clock hour. Some districts set up a special code in their systems when recording the NTC hours just so they know they are of that type. So if you have a Chapman NTC as an example you would do this: 1.0 Semester NTC x 1.5 = 15 Quarter Hours x 10 = 15 In-service Hours (either clock or NTC depending on how you have that set up in your system).

- If Bates Technical the credits can be both Academic Hours or Clock Hours (16:1)
- Foreign County: *If Foreign Country, make sure there is a translation service document.*
- Show work on transcript, including conversions. As an example if the transcript had 20 new semester credits and also a new MA degree you would note on the transcript "Added 20 sem x 1.5 = 30 QTR and MA Degree."

Master's Degree

- Reminder: Check for Degree Confirmation Date and Highlight. Date and Credits for the quarter or semester. *Record as before the actual MA issued date.*
- Calculate Excess Credits ( $BA + total - 45 = Excess$ ; *negative result = 0*)

Doctorate Degree

- Reminder: Check for Degree Confirmation Date and Highlight. Date and Credits for the quarter or semester. *Record as before the actual Doctorate issued date.*

**Clock Hours**

- Highlight the employee name, PROVIDER name, Course Title, Last Date of Course or earned date, number of hours earned and verify that the form has been signed as appropriate by the employee AND the provider.
  - Check to ensure for the specific school year the provider is on the approved OSPI list. *Note: Just because it is an OSPI form, doesn't mean that OSPI is the provider. Check the "sponsoring provider" name.* WIAA is OK but watch for courses that are less than 3 hours.
  - Just because the clock hour form is an OSPI form does not mean OSPI is the provider. Look on the form in the Provider Name field and highlight the name of that provider and check that they are approved.
- Show conversion work on the clock hour form (e.g. = 6 CLK = .6 Qtr Date/Initials).
- It is OK to repeat clock hours, no restrictions

Add your WAC stamp or course approval form.

In the S 275 instructions there is a section on what is appropriate clock hour documentation. **You should always refer to this.** For example, in the 2012-13 instructions the following guidance is provided, where you can ONLY use one of these approved documents.

As of September 2012, the OSPI Certification Office accepts as proper documentation of continuing education, either:

- An in-service (clock hour) transcript issued by:
  - an educational service district (ESD),
  - University of Washington Educational Outreach office,
  - University of Washington at Tacoma,
  - Seattle Pacific University,
  - Seattle University,
  - Western Washington University Extended Education and Summer Programs,
  - Washington Interscholastic Activities Association (WIAA no longer issues transcripts),
  - Center for Strengthening the Teaching Profession,
  - Bellevue School District,
  - North Thurston School District,
  - Wenatchee School District,
  - Federal Way Public Schools,
  - Spokane Public Schools,
  - Walla Walla Public Schools,
  - Snoqualmie Valley School District,
  - Sumner School District,
  - Franklin Pierce School District,
  - Renton School District; or
- The OSPI in-service registration form approved by OSPI and issued by the clock hour provider. OSPI in-service registration forms include:
  - Form SPI 1125\*,
  - Form SPI 1126,
  - Form SPI 1128,
  - Form SPI 1128-1,
  - Form SPI 1128-2,
  - Form SPI 1128-3,
  - Form SPI 1128-4,
  - Form SPI 1128-5; or
- A payment voucher issued by North Central Educational Service District (ESD 171).
- A WA State Clock Hour In-Service Certification Form from the Archdiocese of Seattle.
- 

**These are the only acceptable forms of documentation for approved clock hours.** Even if an agency is on the approved clock hour provider list, the clock hours are not eligible unless there is acceptable documentation. A certificate of completion, letter, or certificate of achievement or professional Development cannot be used to document approved clock hours, unless the individual holds an ESA certificate and a state health professions license that requires continuing education

## **Continuing Education Units**

- These are ONLY allowed for CERTAIN ESA staff per WAC 181-85-077 which allows educational staff associates to use continuing education units (CEUs), credits, or clock hours that satisfy the continuing education requirements for their state professional health license, for Washington and any other state, as in-service credits.
- Note that most school counselors do not hold one of the allowable licenses and typically are not allowed to count CEU credits.
- CEU credits are an in-service credit and you count them just like clock hours, 10 hours = 1 quarter.
- Form SPI 4098V is used to document license hours as clock hours for certification purposes. This form can be found at the back of the 275 instructions.
- To be eligible, an educational staff associate must hold the following Washington State Department of Health license:
  - Licensed advanced registered nurse practitioner (ARNP) (WAC 246-840-360),
  - Licensed occupational therapist (WAC 246-847-065),
  - Licensed marriage and family therapist (counselor) (WAC 246-809-600),
  - Licensed mental health counselor (WAC 246-809-600),
  - Licensed physical therapist (WAC 246-915-085),
  - Licensed psychologist (WAC 246-924-230),
  - Licensed registered nurse (RN) (WAC 246-840-203, -204, & -205), effective January 1, 2011,
  - Licensed social worker (WAC 246-809-600), or
  - Licensed speech-language pathologist or audiologist (WAC 246-828-510).

Educational staff associates with other than the above Washington licenses do not require continuing Education to maintain their professional health license and may not use continuing education units (CEUs), credits, or clock hours accordingly. See website:  
<http://www.k12.wa.us/certification/LicenseHours.aspx>.

## **Course Approvals (for all types of credits being recorded).**

- Ensure that you are meeting the WAC for all courses after 9/1/95 that the course meets one of the state criteria for course approval. Many districts use a WAC stamp in lieu of a course approval form for each course. (See notes about WAC stamps at the bottom of these instructions).
- Use of the WAC stamp or other district approval for missing approvals.

## **Accumulating Credits**

- Accumulate credits rounded to one decimal place (see the discussion of rounding in the S 275 instructions). The cumulative total of academic credits in the documentation file should correspond to the number of credits on Report S-275. Verification of this condition should be a routine part of S-275 reporting and updating.

The information on the following pages is from an article done for WSPA:

## NEWS ABOUT COURSE APPROVAL FORMS

As you all know as of 9/1/95, for all credits reported on the 275, districts must also document that the credit meets one of the six (6) criteria established in WAC 392-121-262. When this was first enacted WSPA worked with OSPI, a form for processing this approval within a district was created and workshops were held across the state to teach district staff how to use the form and become familiar with the new review and documentation requirements.

Initially districts were advised that if they hired a certificated instructional staff employee from another Washington district and that district did not process a course approval form during the time the person was employed there, the credit could not be counted. Subsequently that was changed and districts are now allowed to evaluate that credit as if the person had been employed with their district. If the employing district can determine that the credit meets one of the six (6) criteria, then that credit would be reportable (assuming it meets all other requirements). This practice resulted in the use of what some districts are calling the "WAC stamp". It is a stamp placed on the transcript indicating that the District has evaluated this transcript and/or credit and that it meets one of the criteria in 392-121-262. The stamp must be dated and signed by the District official reviewing the information and making the decision pursuant to WAC 391-121-280, which requires that "such documentation must include a dated signature."

During a session on the 275 report at the 2006 WSPA fall conference districts asked this question: "Why can't we use our WAC stamp for reviewing all courses, thereby replacing the requirement for the processing of the course approval forms?"

This question was presented by Sherrie Evans, Retired and Charlene Edwards, Kent (the conference presenters) to Ross Bunda, OSPI and Dale Sando, State Auditor's office in the following context:

In reviewing WAC 391-121-262, there does not appear to be a requirement to have a specific course approval form. The requirement is that "at the time credits are recognized by the school district the content of the course must meet at least one of the following..." and then it names the criteria.

Additionally the requirements of WAC 392-121-280 (3) (b) require that for credits earned after September 1, 1995 districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). This WAC (392-121-280 (3) (b) further requires that at a minimum, such documentation must include a dated signature of the immediate principal, supervisor or other authorized school district representative and must be available to the employee's future employers.

Thus, it appears to be appropriate for districts to utilize a WAC stamp to review the content and appropriateness of all credits where:

1. The stamp should identify WAC 391-121-262 and WAC 392-121-280(3)(b);
2. The person reviewing the transcript, clock hour or other credit-related documentation must be authorized by the district to do so and must place their full signature on the documentation after completing their decision process;
3. The date of the review action should be displayed on the documentation.

Dale Sando, State Auditor's Office replied: "Our Office is in agreement that use of the stamp is adequate verification for approval of credits as long as the individual(s) in the district is authorized to approve credits and provides their signature(s)."

Ross Bunda, Office of the Superintendent of Public Instruction, replied: “[Any] documentation (stamp, form, etc.) which meets the criteria (WAC 392-121-262 & 392-121-280) would work.”

It is clearly the decision of each local district to determine which method of documentation they would like to use to ensure that the credits they are reporting for 275 LEAP placement are in compliance with WAC 391-121-262 and WAC 392-121-280(3)(b), along with other reporting requirements. For years districts have required employees to initiate and complete a Course Approval Form, and route it to a supervisor and/or District official for approval. The approved document was then maintained in the HR/Personnel office until the corresponding transcript, clock hour or other credit documentation arrived, at which time the documentation was matched and reviewed for processing. The Course Approval Forms have routinely then been filed with the credit documentation for audit purposes.

It is now evident that districts have an additional option. In lieu of the Course Approval Form, Districts can establish a practice whereby the employees submit their transcript, clock hour or other credit documentation without having to submit the Course Approval Form in advance. The documentation must be reviewed as it always has been for its appropriateness. In lieu of attaching the Course Approval form the district may adopt a practice of indicating directly on the credit documentation the review and decision process for compliance with WAC 391-121-262 and 392-121-280(3)(b). This may be done by use of a WAC stamp or by developing a statement to write on the document itself.

As always, one word of caution: If districts choose to utilize this new method you may wish to consider the problem that may arise where the employee takes a class assuming credit will apply. For those instances districts may wish to maintain the Course Approval Form, notifying employees that they can use that document if they wish to obtain “pre-approval” of the course for placement purposes.

Additionally, the law only requires that the district determine that the credit being reported does apply to one of the criteria, it does not require that you identify the specific criteria. However, because this can sometimes be questioned, a “best practice” approach may be to utilize this additional optional step:

The District reviewer would clearly indicate the specific criteria that is applicable for each course. For example, if the transcript contains twelve (12) different classes, the district could either indicate one particular criteria applies to all 12 classes; or if appropriate indicate the applicable criteria number for each of the 12 classes. The criteria designation must be clear. Again this detail is not required under the law but based it is viewed as a best practice approach.





# EXPERIENCE REVIEW GUIDELINES

## □ **Prior experience- Regular Certificated Employment**

----- (Teacher, Support Staff, Administrator experience) -----

- Verification is provided on correct form from 1/1/92 forward.
- Check that certificate was required.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work on the experience verification form.
- *If private school, make sure it is on the state approved private school list and that certification for the POSITION was required (not that the employee just held certification at the time of employment)*

## □ **Prior Experience – Other (ESA, College, State Agency, etc).**

- Documentation meets 275 requirements. College “equal position.” ESA meet new rules.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.

## □ **Prior Experience: Out of Country Experience:**

- “Equal” position. Highlight info on form. Calculate FTE and show work.
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.

## □ **Prior Experience: Substitute Denominator is Hours Per Day x by 180.**

- Check that certificate was required. *(Watch out: Montana, New York, California, Georgia – certificates NOT required to be a substitute). Goes by POSITION requirements, not whether the employee was certified or not.*
- Must show “denominator”-what is 1.0 FTE and “numerator” – what was actually paid.
- Highlight information on form. Calculate FTE and show work.
- *If private school, make sure it is on the state approved private school list.*

## □ **Deduct leave without pay (done annually)**

## □ **ADD Substitute, Summer School, etc for Part-Time FTE (done annually).**