

Washington Principal

Association of Washington School Principals

FALL 2015



SCHOOL SAFETY

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FEATURE SECTION

SCHOOL SAFETY

The term “school safety” is one that has different meanings to different people, even within the context of a school setting. A safe school can mean anything from the school culture to the physical safety of a building. This issue of Washington Principal, we set out to examine school safety through a variety of different lenses, and how that concept affects student learning — and adult roles and responsibilities.

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Cover photo: Seven Oaks Elementary students in North Thurston Public Schools pose with their Watch D.O.G.S. – and dads. Watch D.O.G.S. is a school program that aims to incorporate more males (especially dads) as school volunteers.

Photo by David Morrill

AWSP/WASA Summer Conference

June 26-28, 2016 | Spokane Convention Center



Save the Date!

Get ready for another fantastic conference designed for superintendents, principals, assistant principals, principal interns, and other district-level administrators. This year's mix of keynote speakers and concurrent session offerings will get you ready for the 2016-17 school year.

Accommodations

Summer Conference housing opens **November 2**. Make your reservations early using the Spokane Housing Bureau's online reservation system. A link to the reservation system will be available at www.awsp.org/summerconference.

Registration

Attendee registration will open in the spring of 2016.

Exhibitors

Exhibitor registration will open in the spring of 2016.



Visit www.awsp.org/summerconference.

Keynote Speakers

Michael Fullan, *Innovator & Leader in Teacher Education*

Michael Fullan is Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a world-wide authority on educational reform, Fullan is engaged in advising policymakers and local leaders around the world on how to help all children receive an education. He is currently special advisor to the Premier and Minister of Education in Ontario. Michael Fullan was born in Toronto, Ontario, the eldest of seven hockey-playing boys. He turned in his skates for books at the age of 18 and slowly worked his way into academia earning a PhD in sociology in 1969. He holds honorary doctorates from the University of Edinburgh, Scotland; from Nipissing University in Canada; and from the University of Leicester in England.



Michael Fullan is speaking the morning of Tuesday, June 28.

Dr. Tererai Trent, *Oprah's "All-Time Favorite Guest"*

One of today's most internationally recognized voices for quality education and women's empowerment, Dr. Tererai Trent is a symbol of hope for children around the world. Her new picture book, *The Girl Who Buried Her Dreams in a Can* (October 2015), is based on her story of perseverance. Dr. Trent grew up in a cattle-herding family in rural Zimbabwe and always dreamed of getting an education, but limited by traditional Zimbabwean culture, she was married with three children by the time she was eighteen. Undeterred by traditional roles and cultural norms, Tererai determinedly taught herself to read and write from her brother's schoolbooks. From those humble beginnings, Tererai has become a world-renowned scholar, humanitarian, motivational speaker, educator, mentor, and inspiration, leading the global charge in the fight for quality education for all children.



Dr. Tererai Trent is speaking the morning of Monday, June 27.

Special Guests/Entertainment

The Capitol Steps (*Performing Sunday, June 26*)



The Capitol Steps began as a group of Senate staffers who set out to satirize the very people and places that employed them. Since they began, the Capitol Steps have recorded over 30 albums, including their latest, *Mock the Vote*. They've been featured on NBC, CBS, ABC, and PBS.

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AWSP Washington School Principals' Education Foundation

State Components
 Elementary School Principals Association of Washington
 Association of Washington Middle Level Principals
 Washington Association of Secondary School Principals

National Affiliates

National Association of Elementary School Principals
 National Association of Secondary School Principals

In a Word: Safety

David Morrill

Communications Director

What do you think of when you hear the word “safety”?

Earl Thomas, the All-Pro Seahawks free safety with blazing speed?

How about day-glo vests, hard hats and plastic goggles?

Those two examples both fit the definition of safety.

So does driving a Volvo really slowly, flossing daily, and looking both ways prior to crossing the street.

Safety is also used in settings where danger is present on different levels: safety pins offer protection from being poked (although I can tell you firsthand, they're not foolproof) and safeties on guns make accidental trigger pulls less likely.

The point is, safety doesn't mean the same thing to everyone.

So when we settled on a school safety theme for this issue, we knew it would draw different reactions and stories.

Many of you have seen Meridian High School's Winter Wishes video, Moses Lake High School's PALS Club Talent Show video, or Chelan High's Academic Success video (if you haven't, they're worth your time to watch). When you watch the videos, you see so many of the AWSP Leadership Framework Criteria in action. Culture is the common theme among all of them, but as I had the privilege of being in the schools to shoot the videos, I couldn't help but wonder, “Do these amazing programs help make kids feel safe?”

I don't know that you can draw a direct line, but isn't a school where there's a positive culture of compassion, inclusivity, and caring a school that leads to more physical, emotional, and intellectual safety? Less bullying, more trust, and the freedom to take academic risks aren't as tangible to school safety as an emergency response plan, but they have their own role in creating a safe place.

If you're an assistant principal who can't think of any evidence for Principal Evaluation Criterion Two, I'd challenge you to look outside the box of lockdown plans and physical plant safety issues. There are many ways to look at safety, some of which we've presented in this issue. ■



David Morrill is the AWSP Communications Director. He serves as Managing Editor for Washington Principal.



Our Logo

For the first time in decades, AWSP has a new logo! We kept the torch, a symbol of hope and enlightenment, but we've updated it and given it a cleaner, more modern feel (and less of an "artichoke on fire" look). The new torch is comprised of three flames, each representing our three component levels (elementary, middle, and high school). Our colors are familiar, but fresher and brighter. The font has also been updated with something cleaner, more modern, and will display well on today's high definition screens.

The main, rectangular logo brands us as AWSP, which is how we're known throughout the state. Our association's full name is also spelled out so our logo will be recognizable outside the state or education circles. The circular or "seal" logo will be used for less formal things, like social media profile pictures, and other applications where something with squared proportions works better.

We hope all of our members love the new logo — you'll be seeing it soon on all of our materials.

Principal of the Year Nominations

We've made it easier than ever to nominate an outstanding school leader for the Principal of the Year award. In recent years, it's been the responsibility of the component boards to nominate worthy principals. This year, we've made the nomination process public, so a deserving principal can be nominated by their superintendent, central office staff, teachers, students, parents, or community members.

Once nominated, our component boards will select a state winner at each level. The elementary winner

will be recognized as a National Distinguished Principal by the National Association of Elementary School Principals. Either the middle level or high school winner will compete at the national level and recognized by the National Association of Secondary School Principals as the national Principal of the Year.

Do you know a great principal? Nominate them today by visiting <http://www.awsp.org/about/awards/principaloftheyear> and filling out the online form.

Staff Changes

AWSP staff underwent a bit of a transition this summer, starting with the partial retirement of ESPAW director Paula Quinn. We say "partial" retirement because she is staying on to serve as the AWMLP board director and will also provide support on professional development efforts.

Quinn replaces Vicki Bates, who directed our Middle Level Programs, the Diversity & Equity Committee and worked with interns and the university principal prep programs. Bates took a job as an assistant superintendent much closer to home. The rest of Vicki's job has been divided up for the year among staff and a few outside additions.



Paula's retirement from left to right (Scott Seaman, Paula Quinn, Scott Friedman, Gary Kipp, and Ron Sisson).

Paula's position has been filled by Ron Sisson, a former ESPAW President. Ron has had a long relationship with AWSP and has worked with Paula previously.



Vicki Bates

Vickiy Van Beek will now lead the Diversity & Equity Committee and Sue Corey will help our AWSP Regional Leadership Support



Vickiy Van Beek

Specialist, Robyn Davis, with the Clear Risk Solution workshops.

Please join us in welcoming Vickiy and Ron to their new roles.

Did you know...?

A wise person once said, "The only thing constant is change itself." With that in mind, school buildings are not immune. From the 2014-15 to 2015-16 school year, there were more than 750 administrative position changes in our state!

ASK A PRINCIPAL

Setting the Tone

How do you set the tone in your school each year? Each day? We asked our members,

“What does “tone-setting” at your school look like, and what are some different ways that you work as a leader to set the tone with your students and staff?”

Here’s some of the responses we received:

“ Your culture is what you allow.” — Mike Neece
We are using this theme for many of our PD activities and our work in re-purposing our PLCs.”

Alex Otoupal, Principal
Columbia River High School
Vancouver Public Schools

“ Setting the tone for us starts with the first day we have our whole staff together. I look them all in the eyes and share our vision, the one we all created together and the one that we will all continue to follow, learn, and grow towards. Following that, every activity, topic, and leadership move must align to the vision, and build toward our school improvement plan which drives our year.”

Nathan Plummer, Principal
Sultan Middle School
AWMLP Sno-Isle Regional Director

“ The most important thing we can do is walk our talk! If we aren’t doing what we are asking of others, we have nothing and will not be successful. We also have to be present and approachable. I get as much of my work done for the preparation of beginning of school done before any staff are back so that I’m able to talk with them about life, their upcoming class, etc. one-on-one when I stop by their rooms, etc.

I also, like to use quotes at the bottom of each week’s staff bulletin. They are used in a variety of ways: To drive home a point we are focused on, as a gentle reminder, inspiration, etc.

Every year when we are going through our staff handbook I ready them the quote by Flip Flippen, “If you have a child’s heart, you have his head. And if you don’t have his heart you don’t deserve to have his head!” This quote is something that I firmly believe in and the staff I work with know it and believe the quote too. They have heard me say, jokingly on several occasions that if anyone on our staff doesn’t believe this then they are in the wrong profession.”

Brock Williams, Principal
Parkside Elementary
Tenino School District



AWSP’s “tech experts” review a few of their favorite apps and websites of the quarter.



Kahoot! Create, play and share fun learning games for any subject, for all ages, for free!

This cloud-based classroom management system is a great way to incorporate gamification into your classroom or staff meeting. Create quizzes and activities called “Kahoots,” which are essentially quiz-style games. Your audience answers your questions from their devices. The people being quizzed have the ability to ask questions during a lesson or activity, making interaction with the information being presented much more likely. Kahoots are fun and exciting, but also provide the analytics to manage learning and progress so easily, regardless of your device. Find it at <https://getkahoot.com>.

Available for: web

Would you like to review an app, or do you have a cool app to share? Email david@awsp.org.

Is Run, Hide, Fight the New Normal in Schools?

Jennifer Kindle

Principal, Selah High School
Selah SD

As I start my 15th year as a high school principal, I am stunned at the changes that have come about in school safety over the years. When I first started, the thought of having an active shooter in the building was an implausible idea. Although we practiced our lockdown procedures as required, we never really thought we would have to use them for a real emergency.

The 9/11 tragedy occurred in my first month as a school administrator. From that date on, the landscape of school safety has changed rapidly. As we see more and more shootings in schools and other public places across the country, the reality of having a situation in my school becomes much more likely. For as long as I have been in education the standard procedure for having an active shooter was a full lockdown — a protocol in which all teachers secure their classrooms and hide with students until the threat has passed.

Last spring our district adopted a new procedure for these types of violent situations called Run, Hide, Fight. This new protocol takes a more aggressive stance in dealing with the threat of an intruder. In fact, in the latest (June 2013) federal “Guide for Developing High Quality School Emergency Operations Plans” specifically identifies Run, Hide, Fight as the standard of care for school

response to acts of violence such as an active shooter.

The guide describes Run, Hide, Fight with the following excerpts:

“There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.” [Page 63]

“If running is not a safe option, hide in as safe a place as possible. Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows. In addition: Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room).” [Page 65]

“As the situation develops, it is possible that students and staff will need to use more than one option.” [Page 64]

“While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.” [Page 64]

“ The 9/11 tragedy occurred in my first month as a school administrator. From that date on, the landscape of school safety has changed rapidly.

The thought that we would teach students to fight a shooter is difficult idea for me to reconcile as it could put them in direct danger. Unfortunately, it may be the reality of the world we live in today.

This fall I started in a new position at Selah High School. As I listened to my assistant principal begin to share emergency procedures with staff — Run, Hide, Fight was included as the response for an active shooter. So I am wondering: Is Run, Hide, Fight the new normal for schools? ■



Jennifer Kindle is principal of Selah High School and is serving as president of AWSP for 2015-16. She has been a principal for 15 years.

Staff with Everett Public Schools think through various emergency scenarios with first responders as part of the district's emergency response planning.

Safety in Action: PUTTING PLANNING INTO PRACTICE

Dr. David Jones

*Principal, Cedar Wood Elementary,
Everett PS*

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Planning with Data, Managing Resources, Engaging Communities

School administrators spend hours crafting emergency response plans, but until each staff member learns and practices his/her role such plans are almost useless. In previous school tragedies the school leadership is either one of the first to be harmed or is unable to reach the main office to coordinate the school's response. Carefully crafted plans remain unused in a three-ring binder.

Last March, Everett Public Schools (EPS) devoted a full day of staff development to address emergency

response planning and school safety. Under the direction of Dr. Molly Ringo, assistant superintendent for teaching and learning, staff at every school in Everett Public Schools "stood down" for a day to explore methods to address the social exclusion of students and to review best practices for emergency response. Everett's planning provides a template for other districts and illustrates how public school educators can closely partner with emergency planners and responders in the community.

THINKING THROUGH THE UNTHINKABLE

"When you have an active shooter on your campus, each of you must become a First Responder."

Tim Reeves, an Everett Police sergeant and Everett school safety liaison officer, shook up my staff with this declaration.

"Once we're notified you have someone firing off shots, every officer for 25 miles around is going to race here. We're not going to set up a

Continued on page 10

SWAT team before coming in,” he said. “The first officer on the scene will go after the shooter on his or her own and not wait for backup. But, we are not coming to take care of you; we are here to stop the shooter. It is up to you to do whatever you can to keep your students and yourselves safe.”

Reeves’ presentation was part of our full-day training last spring. We learned that moving children into a darkened corner of a classroom for a lockdown may put them at further risk to someone intent on harming as many students as possible. Educators must now respond dynamically to quickly evolving threats.

Reeves shared the latest recommendations, based on analysis of previous school shootings, which teaches that the best response is to **RUN** and **HIDE**. If those are not possible, Officer Reeves told us to **FIGHT**. When presented with a threat on our campus, each of us must decide in the moment which of these will save the most lives. He also taught us that each staff member must be prepared to initiate a lockdown. When someone dangerous is on a campus seconds count.

Later that same day the staff divided into groups to work through a table-top simulation in which a child custody dispute provokes an armed parent into storming a school campus.

As each stage of the incident unfolded, staff paused to consider what each should be doing to help contain the threat and to protect children. We heard from district staff and emergency responders what steps they would be taking as the incident progressed. Everett Public Schools Superintendent Dr. Gary Cohn led us on a video tour of the district’s Emergency Operations Center, explaining who would be present and each of their roles. Recognizing the potential need to respond to a multitude of quickly unfolding emergencies, the district has

carefully crafted a range of responses. Operations Center areas are designed for the work of Command Coordinators, communications and media liaisons, student transportation staff, community services connections, and a host of other essential team members. As a result of this training, no matter where staff travel in EPS there will be common procedures and responses should an incident take place.

EMOTIONAL AND SOCIAL SAFETY

An additional part of our training day focused on promoting each learner’s emotional and social safety. We revisited the connection between student aggression and disenfranchisement.

At my school, a panel of high school students shared their experiences as members of minority populations attending a variety of public schools and the impact staff preconceptions had on their sense of belonging and self-worth. As one college-bound Hispanic senior shared, “Where I used to go to school some teachers judged

“ When presented with a threat on our campus, each of us must decide in the moment which of these will save the most lives.

me by the way I look and sound. They wrote me off, assuming I was in the country illegally, likely to be pregnant, unwed, and either dropping out or drifting off to some other district in a few months. It would shock them to know I have a 3.8 GPA and am headed to the University of Washington next fall.”

Staff discussed techniques to recognize and address our preconceptions, which led us to identify students in our school who might feel disenfranchised. As part of our work we developed steps to reach out to these students to communicate our commitment to providing an equal access to learn

HERE ARE SOME STEPS PRINCIPALS CAN USE TO INCREASE SAFETY PREPAREDNESS:

1. Ask your superintendent to communicate a commitment to children’s emotional and physical safety and to promote planning to advance these safeguards.
2. Draw on the experience and guidance of local and regional emergency planners to develop a coordinated emergency response program for your school.
3. Ask for assistance from your district leadership. Acknowledge that any incident at a school will immediately become a district issue.
4. Partner with community emergency responders to teach and practice emergency plans with your staff. Established relationships are critical in times of emergencies.
5. Implement systems on your site to assure each student is known well by a staff member. Make your school a place of inclusion and success for each learner.
6. In an emergency or lockdown, permit students to text their parents. When possible, provide students with wording they can use. Do not fear social media. Students can help you get the word out that they are safe.
7. Share your emergency plans with your parent community. Families will be reassured, knowing you have been thoughtful and proactive.



Everett teaching and learning staff work through an emergency scenario.

and to an emotionally safe learning environment.

Other training on that day involved the RAVE 911 phone app, which permits any district employee with a smart phone to place a 911 call and simultaneously notify key school and district staff of the nature of the emergency. We also learned about the ways social media can help or disrupt a school's response to an emergency. Students in previous school emergencies rarely make calls on their phones, but they do text their parents to reassure them that they are safe and unharmed. Knowing this helped us consider ways to capitalize on each family's need to remain in contact during an emergency.

Developing and sharing whole-system emergency plans is never a one-time event. In the coming school year, Everett Public Schools will enact a full-scale parent reunification with one of its elementary schools. Every element of the planning, including parent notification, emergency evacuation, student check out, translation services, and the potential need for food services, will be tested in this drill, and revisions will be made as needed to the district-wide protocol.

SECONDS MATTER

School leaders are first and foremost instructional leaders. Planning for potential emergencies takes expertise

and time. To assist, Ringo brought together many community resources, including the Snohomish County and City of Everett Departments of Emergency Management, the Everett and Mill Creek Police Departments, the Snohomish County Sheriff's Department, Swedish/ Providence Hospital Safety and Emergency responders, the Edmonds Community College Safety Director, representatives from U.S. Navy/

Everett, and SNO PAC911. Mary Schoenfeldt, locally and nationally recognized school safety expert, has been a powerful partner in the development and presentation of Everett's emergency preparation and training. As plans for last March's staff development were finalized, Ringo brought together all building leaders and walked them through the day's agenda. On the day of the training, more than 50 community first responders volunteered to facilitate the table-top simulation and to provide expertise at each school site.

As Reeves reminded us, in an emergency situation just a few seconds can make all the difference in whether children make it out or not. As a school principal, I feel better prepared knowing that my staff has thought through a variety of emergency scenarios and is prepared to take quick action for the safety of the children in their care, whether I am available to lead them or not. ■

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A Network of SCHOOL SAFETY SUPPORT



Mike Donlin

Program Supervisor, The School Safety Center, OSPI

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Planning with Data, Managing Resources, Engaging Communities

Most all of us are familiar with MTSS, a multi-tiered system of supports: The pyramid (Figure 1). The concept. A tiered framework to provide layers of academic, social and behavioral supports.

Tier I, the largest tier, provides supports, resources and services to all. Tier II is more targeted, with more directed interventions to a smaller subset of students with more specific needs. Tier III provides the most targeted, most intensive interventions to a few most-in-need students.

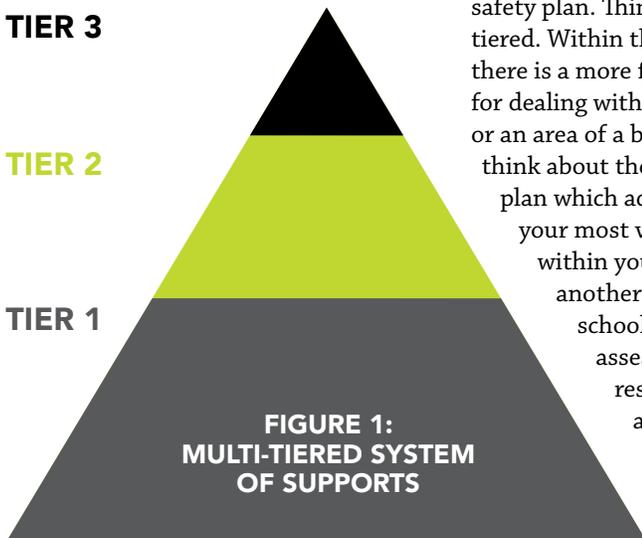
Now, think about a district or a school safety plan. Think of school safety as tiered. Within the “universal” plan, there is a more focused, Tier II section for dealing with a specific situation or an area of a building. Finally, think about the section of your plan which addresses the needs of your most vulnerable students within your plan, Tier III. As another example, think: school safety teams, threat assessment teams, crisis response teams. From a totally different perspective, we can also think of overall school safety as

“ As another example, think: school safety teams, threat assessment teams, crisis response teams.

fundamental — foundational — for a positive learning environment. It is the base on which the pyramid is built.

IDENTIFYING A THREAT

Washington RCW 28A.320.125 requires all public school districts and public schools to have current school safety plans and procedures in place. Comprehensive safety plans provide for the prevention, protection, mitigation, response to, and post crisis recovery from a variety of potential emergency situations. These include both natural and man-made threats and hazards. The U.S. Department of Education (USDOE)



CATEGORIES OF THREATS AND HAZARDS

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, or Human-caused Threats
<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions/lahar flows • Winter or other precipitation 	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure 	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza • Contaminated food outbreaks, including Salmonella, botulism, and E. coli • Toxic materials present in school laboratories/HVAC 	<ul style="list-style-type: none"> • Fire • Active shooters • Criminal threats or actions • Bomb threats • Domestic violence/abuse • Suicide • Harassment, intimidation, or bullying/cyberbullying • Mental health issues • Threats based on gender identity • Trafficking/CSEC • Cyber attacks • Gang violence • Terrorism

broadly categorizes these threats and hazards as natural, technological, biological and adversarial/human-caused. They include events like the recent wildfires on Eastern Washington, tsunami potential on the coast, security issues, infectious diseases, and a broad spectrum of human safety related topics such as active shooters, bullying, internet safety, substance abuse prevention and suicide prevention.

To help address the requirements of the RCW and provide districts and schools with information and resources on school safety, the Washington School Safety Center was initially established in 2001, post 9/11. Today, the School Safety Center and the School Safety Center web site are a component of OSPI's Secondary Education division, and provide resources and technical assistance to help ensure safe and secure learning environments across all schools and districts.

“ The web resources now include district and school planning tools based on the Guide for Developing High-Quality School Emergency Operations Plans.

ONLINE SUPPORT

In 2014, Washington state received funding from the Grants to States for School Emergency Management (GSEM) federal grant. The purpose of the GSEM grant program was to expand the capacity of SEAs to provide training and technical assistance to LEAs for the development and implementation of high-quality emergency operations plans. The School Safety Center had grown and evolved over time to address the growing complexities

of school safety; with the help of Washington School Emergency Management (WASEM) funding, the School Safety Center website has been revised.

To better assist districts and schools in developing their required safety plans, the website has become a working toolkit of resources for districts and schools. The web resources now include district and school planning tools based on the Guide for Developing High-Quality School Emergency Operations Plans. The Guide, itself, is a collaborative product of the USDOE, FEMA, Homeland Security, and several other federal agencies. The new Safety Center website is very planning oriented, with six-step process-specific tools and resources for developing high quality safety plans.

To help complete their safety plan development, the Safety Center web site also provides a compendium of

Continued on page 14

THE GUIDE – 6-STEP PLANNING PROCESS					
STEP 1 >	STEP 2 >	STEP 3 >	STEP 4 >	STEP 5 >	STEP 6
Form a Collaborative Planning Team	Understand the Situation	Determine Goals and Objectives	Plan Development (Identifying Courses of Action)	Plan Preparation, Review, & Approval	Plan Implementation & Maintenance
<ul style="list-style-type: none"> • Identify Core Planning Team • Form a Common Framework • Define and Assign Roles and Responsibilities • Determine a Regular Schedule of Meetings 	<ul style="list-style-type: none"> • Identify Threats and Hazards • Assess Risk • Prioritize Threats and Hazards 	<ul style="list-style-type: none"> • Develop Goals • Develop Objectives 		<ul style="list-style-type: none"> • Format the Plan • Write the Plan • Review the Plan • Approve and Share the Plan 	<ul style="list-style-type: none"> • Train Stakeholders • Exercise the Plan • Review, Revise, and Maintain the Plan

safety-related laws, RCWs and WACs. The list of safety-specific resources is still available, although expanded to include such topics as Active Shooters and Air Quality. There is also now a calendar of conferences and events and a variety of training tools arranged by issue. The new Safety Center website contains a section of state and federal contact list links organized by ESDs, school districts, counties, and other contacts. The “What’s New” section on the home page has a link inviting viewers to sign up for email updates.

Although there is no mandate for school districts to have continuity of operations plans (COOPs), there is also new guidance for the development of district COOPs. A continuity of operations plan is an effort to ensure that primary mission-essential functions continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies. The critical business of a COOP includes those tasks that must be operational not later than 12 hours after activation and can be sustained for up



The critical business of a COOP includes those tasks that must be operational not later than 12 hours after activation and can be sustained for up to 30 days.

to 30 days. The specific objectives of COOPs include such concerns as the safety of employees, the continuous performance of the district’s critical functions, and the order of succession in the event that district officials are unavailable during an emergency event.

WASHINGTON SAFETY CORPS

As noted above, it is a goal of the federal WASEM grant funding to expand the capacity of OSPI to provide safety-related training and technical assistance to all of our school districts. It has long been a goal across Washington to establish a corps of safety trainers and planning/training resources. Viewing school safety and security as a multi-tiered system of supports, OSPI as the statewide lead, is collaborating with the nine Educational Service Districts (ESDs), as regional leads, to assist our 295 LEAs in developing or revising

their safety plans. The work will help bring the “Washington Safety Corps” concept closer to reality.

In the summer of 2015, OSPI also applied for a National Institute of Justice grant, the Collective Impact on School Safety (CISS) project. This research-based project would have as a goal to increase practical knowledge to improve the school safety, and develop a comprehensive school safety planning framework. If funded, research and training will infuse a collective impact approach throughout project, again incorporating the five USDOE Safety Preparedness Mission Areas, prevention, protection, mitigation, response, and recovery, into a comprehensive school safety planning framework. Building off the existing USDOE Guide for Developing High Quality School Safety Plans, this project will take an MTSS approach, be comprehensive, and adaptable to

the needs of different districts.

Within Washington and within OSPI, school safety includes feeling physically, emotionally, socially, and academically secure. It is a multi-tiered framework of supports, systems and resources. This framework can be used to help districts and schools as they manage limited resources, and engage their communities to ensure a safe and secure school.

“ A safe and secure environment supports student learning by creating and promoting a positive, supportive climate for students, staff, and visitors — for all who are involved in the education of our youth.

A safe and secure environment supports student learning by creating and promoting a positive, supportive climate for students, staff, and visitors — for all who are involved in the education of our youth. ■



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WHO LET THE WATCH



What school couldn't use a few more helpers at lunch? Watch D.O.G.S. Richard Pawelka and Chuck Johnson oversee students during lunch at Seven Oaks Elementary (North Thurston PS).

DAVID MORRILL

Ron Sisson

Director of Principal Support and Elementary Programs, AWSP

Brian Pickard

Executive Director of Staff & School Support, South Kitsap School District

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Improving Instruction, Engaging Communities and Managing Resources, Closing the Gap

It's 8:20 a.m., and just like any other day, the announcements begin at Lakes Elementary School:

Mashed potatoes for lunch, PTA fundraiser money due this Friday, take your coats out to recess today — it's cold outside.

But the usual announcements are then interrupted by the familiar sounds of The Baja Men singing their hit song, "Who let the dogs out?"

"Good morning Lakes Elementary, my name is Mr. Williams and my kids are Sammy and Alex. I'm your Watch D.O.G. today. I look forward to being with you and hope to see you around."

And with that, Mr. Williams began his day as one of the school's Watch D.O.G.S.



D.O.G.S. OUT

D.O.G.S.: Dads Of Great Students

In 1998, on the heels of a tragic school shooting in Jonesboro, Arkansas, fathers Jim Moore and Eric Snow struggled to deal with the helplessness that so many wrestle with as a result of tragic events.

“We felt helpless and wondered what we could do to make our own kids feel safer,” said Snow. “I just wanted to be at the school the next day. I wasn’t sure what I’d do, but I just needed to be there.”

The next day the Watch D.O.G.S. program — Dads Of Great Students — was born. To date, there are 4,705 Watch D.O.G.S. programs in 46 states as well as Canada, Barbados, Mexico and Puerto Rico. There is even a program in Shanghai, China.

In a time where educators struggle to find resources to support our students and to provide positive relationships for our students, the Watch D.O.G.S. program provides a unique solution.

Dads, uncles, grandpas and other significant adult males sign up to spend a day at the school. They serve lunch, play with the kids on the playground, provide safety in the crosswalks, walk the halls and interact with kids.



DAVID MORRILL

Watch D.O.G.S. has proven effective in bringing more male volunteers into the schools. Here, Watch D.O.G. Dean Atkins helps supervise lunchtime activities.

Positive Male Role Models

As the principal at Lakes and Seven Oaks Elementary Schools, I was able to use dads to deliver small group

support to students K-6. They read with kids, did fluency reading and worked with children on their math facts. Teachers had standing daily tasks prepped and Watch D.O.G.S. would swing by the classroom and

Continued on page 18

gather students to work with.

Observing the interactions between these men and the students was priceless. Dads were heroes for being there and kids couldn't wait for "their Watch D.O.G.S. time." They couldn't get enough of their dads. And on the days we didn't have Watch D.O.G.S. in the building (which was rare), we sure heard from the kids!

Brian Pickard, who was the principal at South Colby Elementary in the South Kitsap School District can't say enough good things about his Watch D.O.G.S. program.

"When you take a look at the gender balance of the volunteers in your school — if it was like mine, the ladies by far are the ones that come in to volunteer in the many needed areas," said Pickard. "Many kids don't have a positive male role model in their lives. Watch D.O.G.S. is a great program that is low cost, requires minimal commitment, and with a bit of organization, it becomes a program that can help fill the void," he said.

"It adds much to your school climate and brings in resources you may not have known existed. Watch D.O.G.S. is a great, fun, and easy way to bring father and father figures into your school to be positive role models for students."

By starting the year off with some sort of kick off (pizza night!) it is not too hard to get the guys to sign up, said Pickard. Ask initially for one day out of the year. Once they come in they usually want to sign up for more. Some could only give a portion of the day and that works too. The dads (any positive male role model) come in



SOUTH KITSAP SCHOOL DISTRICT

South Colby Watch D.O.G. Joe Outhwaite with his sons Tyce (left) and Trey.

and help make a big difference in the classroom, specialist classes, recess, lunch time and also during assemblies and concerts. They also help fill a void in added security by walking the grounds, hallways and in between areas just by being an extra set of eyes, Pickard added.

What male couldn't get into free pizza, being seen as a superstar hero in their kid's eyes as well as the other kids?

"Watch D.O.G.S. made a significant impact on the overall climate, added to student learning, and provided an extra layer of security at little cost and effort," he said.

90 Volunteers

Watch D.O.G.S. truly is a simple program to implement and maintain. It has a very inexpensive startup kit on their website with all that

you need to get the program up and running.

I started by advertising a pizza night for dads and kids (also a great way to give mom some solo time!). We'd start with a great, relaxed pizza feed in our gym. We are able to get a great deal on pizza from a local company and our PTA helped with the rest.

About 30 minutes in, we dismissed the kids to play on the playground with adult supervision from staff volunteers. During that time, we'd show the Watch D.O.G.S. intro video and have past Watch D.O.G.S., coaches and other former folks who could speak to the power of male involvement in the schools speak to volunteering. We ask for one day over the course of the school year and encourage them to sign up that night. We all know that if you wait to commit, you are less likely to do so. We had a big, yearlong calendar hanging on the wall in the gym and we'd give dads pens and turn them loose.

I was amazed that by the end of the night we had over 90 "Dad Days" committed. That's 90 days of school where there was a dad present and being with our kids. Amazing! The men would then be given a volunteer

“Many kids don't have a positive male role model in their lives. Watch D.O.G.S. is a great program that is low cost, requires minimal commitment, and with a bit of organization, it becomes a program that can help fill the void.

form to fill out to be cleared to be in the building, a reminder sticker with their date(s) and a welcome letter with what to expect. Each week we had a Watch D.O.G.S. volunteer (or designee) who would call and remind the dad of their Watch D.O.G.S. day.

On the day of the visit, we had our Watch D.O.G.S. check into the office and they'd go over a quick orientation, including our expectations for conduct, best practices around kids and who to contact for questions about the day. They'd get a copy of their schedule for the day, which always included lunch with their own student or students, recess and crossing guard time and other opportunities to connect with children. Feedback daily from the Watch D.O.G.S. was that they had no idea what school was like these days, they were tired...and they couldn't wait to come back.

“ I was amazed that by the end of the night we had over 90 “Dad Days” committed. That’s 90 days of school where there was a dad present and being with our kids.

We love our Watch D.O.G.S. from around the state, and though every school implements the program differently, very few schools abandon the program. How could you pass up on an opportunity to have dads in your school supporting kids then telling your story when they return to work?

For more information on the WATCH D.O.G.S. Program, visit www.fathers.com/watchdogs or contact Ron Sisson at AWSP. Be sure to check www.awsp.org in the coming months for a video about the program featuring stories from a school, and WATCH D.O.G.S. themselves, about the impact the program has on all involved. ■



Interested in adding Watch D.O.G.S. at your school?

- 4,704 active WATCH D.O.G.S. schools in 46 states
- 355 Watch D.O.G.S. schools in Washington state
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- Visit: www.fathers.com/Watch D.O.G.S.

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Taj Jensen

“Fight the Fight”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Managing Resources, Engaging Communities, Closing the Gap

It's not often principals find themselves at a city council meeting — even less so when they're on the agenda.

But when you're Taj Jensen and you've been named 2015 Elementary Principal of the Year, that sort of celebrity status brings with it new opportunities.

“Our schools are filled with talented teachers and other professionals, but like all other institutions, leadership to get all the talented people that are present and moving in the right direction to accomplish goals is extremely important, and that's why we're happy to grant this proclamation recognizing Mr. Jensen for his work as a principal,” said Lakewood City Councilman Michael Brandsetter. On May 4, Brandsetter presented Jensen with a proclamation honoring him as this year's Washington State Elementary School Principal of the Year.

“ Jensen earned the honor for his work as principal at Tillicum Elementary, where he lead from 2009-2014. Transforming the school was only one piece of the puzzle.

A panel of principals representing the Elementary School Principals Association of Washington (ESPAW), a component of the Association of Washington School Principals (AWSWP), selected Jensen, from a field of 18 statewide nominees last spring.

“I was blessed to work with amazing teachers, a resilient community, and most importantly, the students at Tillicum-Woodborok were kind of an untapped potential,” Jensen said in remarks to the council while accepting his award.





PHOTOS BY NATE BURGHER

Jensen earned the honor for his work as principal at Tillicum Elementary, where he led from 2009-2014. Transforming the school was only one piece of the puzzle. By the end of his fifth year at Tillicum, he transformed the community to value education as a vehicle to better themselves and the community as a whole. The school was extremely low achieving with a 96 percent free and reduced price lunch rate.

At the request of Superintendent Debbie LeBeau, Jensen moved to Tyee Park Elementary, a priority school (lowest 5 percent performer in the state) last school year. The move gave him the opportunity to replicate his success from Tillicum, where he turned the school from a Step 1 school to winning a National Title 1 School award in five years.

“The level of trust and support shown by the district office with regard to my work as an administrator who turns schools around was humbling, as well

as very motivating as I am one who strives for perfection,” said Jensen.

“My passion is leveling the playing field for all students. To be awarded the opportunity to continue to ‘fight the fight’ at a school with limitless potential is an opportunity I will continue to take as a privilege.”

Jensen began his principal career as an assistant principal at Sheridan Elementary (Spokane PS) career in 2006. Before that, he taught as a fifth-grade teacher at Saltar’s Point Elementary in the Steilacoom Historical School District. Jensen graduated in 2000 from the University of Redlands in Redlands, California. He earned his Master’s in Education Leadership from City University in 2006.

“Under Taj’s leadership, Tillicum was named a School of Distinction for two years in a row and in 2014 received the Title I, Part A award, the only school in Pierce County to receive

“ My passion is leveling the playing field for all students. To be awarded the opportunity to continue to ‘fight the fight’ at a school with limitless potential is an opportunity I will continue to take as a privilege.

the award,” said Clover Park School District Superintendent Debbie LeBeau. “We are very proud of Taj and his staff and this recognition is well deserved.” ■

Anissa Bereano

“Patience and Persistence Pays Off”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Managing Resources, Engaging Communities, Closing the Gap

For Anissa Bereano, assuming her new role as principal at Highland Middle was sure to require patience and persistence. Fortunately, the 2015 Middle Level Principal of the Year had both — and then some — to turn the school around.

Highland, a Title I school in the Bellevue School District, supports a racially and economically diverse student population. When she arrived at Highland, Bereano was the third principal in three years, the school was in its first year of AYP sanctions, and staff morale and community pride in the school were low.

At the time, 56 percent of the students passed the math MSP and 67 percent passed in reading. On the 2014 MSP, the passage rate for math was 70 percent and reading was 82 percent. Eighth-grade Hispanic students were the highest performing

“There was no quick fix for Highland’s improvement, but through shared leadership, building capacity, and a collective vision, we have been able to make great strides.

sub-group on the reading MSP with a 92 percent passage rate. In addition, Highland’s organizational health data is strong because of high staff interdependence, collegiality, and shared leadership.

“There was no quick fix for Highland’s improvement, but through shared leadership, building capacity, and a collective vision, we have been able to make great strides,” Bereano said. “While we have not yet achieved our





PHOTOS BY NATE BURGHER

ultimate goal, the Highland staff knows it's possible and we are more committed than ever."

When Bereano came to the school in 2008, she began working with staff to build a culture of universal achievement, resulting in significant academic gains for students and narrowing — and in some cases closing — the achievement gap for Highland's students of color. In addition to the academic gains, the school has been able to eliminate detentions and has seen a 71 percent reduction in suspensions.

"She is a phenomenal instructional leader who is innovative, collaborative, and committed," said Dr. Patty Siegarth, executive director of Bellevue Schools of Bereano. "Her interpersonal skills are excellent. She communicates her genuine care for students and adults, while maintaining high expectations for behavior and performance."

“ In addition to the academic gains, the school has been able to eliminate detentions and has seen a 71 percent reduction in suspensions.

Bereano has worked as an educator in the Bellevue School District for 21 years and achieved her National Board Certification in 2002. Her first job in administration was July 2004, when she was the assistant principal at Tye Middle School. Bereano moved to Eastgate Elementary in 2005 before taking the reins at Highland Middle School in 2008.

A graduate of the University of Washington in 1992 with a Bachelor of Arts degree in Political Science,

Bereano earned her Master's Degree in Human Development in 2001 from Pacific Oaks College, and attained her administrative certification from the University of Washington in 2004.

To date, her patience and persistence continues to pay dividends: In 2014, Highland Middle School was named a School of Distinction. It was an AVID School of Distinction in 2013 and 2014, and won an Academic Achievement Award in 2010 for overall excellence and again in 2012 for science. ■

Lori Wyborney

“If You’re at Rogers, You’re One of Us”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Managing Resources, Engaging Communities, Closing the Gap

Rogers High has been on a lot of “lists” lately:

- Improved graduation rates.
- Number of students going to college.

And now, they can add “Home to the 2015 High School Principal of the Year.”

Last April, Principal Lori Wyborney was recognized by a panel of principals representing the Washington Association of Secondary School Principals (WASSP), a component of the Association of Washington School Principals (AWSP).

Wyborney’s instructional leadership has created a college-going culture at Rogers High School. Under her leadership, the graduation rate has increased from 60.4 percent prior to her arrival to 81.6 percent in 2014.

“So that’s the only thing I can attribute it to, is just that the students and staff have worked really hard to make it a great place for our students.”

Aside from improving graduation rates and increasing the number of graduates with a college-ready transcript, Wyborney has created and implemented a school-wide literacy program for all content areas with the intent of increasing literacy for all students.

“Our kids have never balked at what we’ve asked them to do and our staff has just worked their tails off to get to this point, so the attention the school has been getting because of that certainly is deserved,” Wyborney told

Spokane’s KXLY. “So that’s the only thing I can attribute it to, is just that the students and staff have worked really hard to make it a great place for our students.”

In fact, the school’s spot on another list — the state’s list of schools in school improvement — has been vacated.

“The Office of Superintendent Public Instruction has removed us from all lists, so we’re not on any focused priority on any list like that because our achievement has gained so much that we no longer are a school in need of improvement.”

Both Wyborney’s students and the adults in her school attribute the school’s turn around to her dedication and commitment to see them succeed.

“Modeling the importance of being a life-long learner, Ms. Wyborney continually seeks out opportunities to



PHOTOS BY KIRK HIROTA

grow and improve her own knowledge and skills in an effort to best serve and lead the Rogers community,” said Superintendent Shelley K. Redinger, Ph.D. “She has been a tremendous motivator, affecting not just Rogers High School but all of Spokane Public Schools. I look forward to seeing the impact Ms. Wyborney will continue to have on the lives of students in the years to come.”

Scott Seaman, Director of High School Programs and Professional Development Specialist at AWSP, said, “Lori surfaced to the top from other candidates based on the longevity and perseverance in her building, challenging demographics, public recognition and praise, and innovative approaches to helping improve their graduation rates.”

Wyborney started at Rogers High School in 2008 as the assistant principal before taking over the principalship in 2010. Her administrative career started at

Wahluke High School as vice principal in 2005. She graduated in 1986 from Eastern Washington University with a Bachelor’s degree in history and a minor in education. Wyborney earned her Master’s degree in history, also from Eastern Washington University, in 1995.

Over the course of her career, Wyborney says there’s not a day she didn’t want to go to work. Being a principal has been a perfect fit, she said, because it has allowed her to be in the midst of everything going on at school and still be close to the students.

“It’s been really fun and I just like the opportunity that I have [to help students determine] where do you want to go in four years, and how can we help you get there and what do we need to do. I’ve loved it so far. It’s been a blast,” she added.

“I always remember my very first day — I got hired after the school year

“ Being a principal has been a perfect fit, she said, because it has allowed her to be in the midst of everything going on at school and still be close to the students.

had started my first year at Rogers — and so I’m walking into the school with all kinds of bags and stuff and it didn’t matter what door, there were five kids that would rush to open it up,” Wyborney said. “I was impressed with them the very first day. They are also some of the most accepting students — of race, religion, sexual orientation — any of it, it doesn’t matter. If you’re at Rogers, you’re one of us.” ■

Crisis Communication

How one district handled a school shooting, media madness and a hero

Courtney Schriever

Communications/Community Relations Director,
North Thurston Public Schools

PRINCIPAL EVALUATION CRITERIA

Ensuring School Safety, Planning with Data, Managing Resources,
Engaging Communities

It was the phone call nobody in public schools wants to get. “Did you know there was a school shooting at North Thurston?” one of my principals asked as I was headed out the door to work on April 27.

My first reaction was denial. Had to be a mistake. I put a call into the district office. While the phone was ringing, my phone started blowing up as I tried to piece together what was truth, what was rumor, and most importantly if anyone was hurt — or worse.

Crisis communication is nothing new in my decade of managing public relations for North Thurston Public Schools. One school year, we had several weeks of bomb threats that involved the FBI. A sexting outbreak attracted national news including The New York Times. A special education student was unknowingly left on a bus — for six hours. Through it all I’ve learned to stay calm, tell the truth and stay on message. But nothing had prepared me for the media blitz that followed the shooting at North Thurston High School.

IT WAS OVER IN MINUTES

Just before school, a student with a prior criminal record who had enrolled only several weeks before he fired shots into the air while on the edge of the student-filled commons area. What could have been a tragedy reminiscent of other school shootings across the nation and in nearby Marysville had a different ending thanks to a quick-thinking teacher named Brady Olson. A former



Gov. Jay Inslee is seen honoring North Thurston Social Studies Teacher Brady Olson for his heroism during the April 27 school shooting.

Army veteran, the social studies teacher tackled and disarmed the student preventing potential fatalities.

The entire crisis was over in a matter of minutes, and thankfully, nobody was hurt. Still, there was communication to be done, a school to be evacuated, parents to be notified, reunification to occur and countless media calls to return — most of them wanting to talk with the reluctant “hero,” Brady Olson.

LESSONS LEARNED

We learned much over the next 24 hours and more in the days that followed the shooting. What could we have done differently or better? Here

are just a few of the lessons learned which I hope other districts can learn from:

- 1. Be flexible:** While emergency response plans are standard, sometimes you have to adapt. Our plan to evacuate students across town at the bus barn shifted to the stadium since it was closer and nobody was injured. This led to some confusion amongst staff but it ended up being the right decision.
- 2. Over-communicate:** After student and staff safety, your number one priority should be contacting parents. The question was, which parents? In hindsight I would have called all families earlier, instead of just those at the high school. Frequent texts and calls to staff are important too — especially those who may be isolated in portables.



NORTH THURSTON PUBLIC SCHOOLS

North Thurston Communications/Community Relations Director Courtney Schrieve responds to media questions in the wake of the April 27 shooting.

3. **Social media is your friend:** Automatic notification calls to parents aren't instant. Using Facebook and Twitter to get the word out especially when situations are changing quickly is a must. It can be a great tool in keeping media informed vs. trying to return all those calls.
4. **Coordinate with law enforcement:** We meet frequently with local law enforcement and have three School Resource Officers. Working with police on a joint media conference near the high school paid off for our community and was appreciated by the media.
5. **Follow up with families:** A town meeting post-crisis can go a long way with credibility and transparency. Bringing people together to talk, offer feedback and be heard is important. Invite media, families and staff to attend. We had several hundred people fill the gym the week after the shooting. People appreciated being able to share their emotions, concerns and support for the district and school.
6. **Tell your story:** If you have a hero or a silver lining, tell the story. While Brady Olson was reluctant to talk to the media, we realized that the media was not going to let up until he did. He was "the story." Once Brady had 24 hours to decompress, he agreed — at my personal request — to make a short statement at an organized press conference arranged by the district. His family ended up joining him and the media all got to ask their questions in a 15-minute period. Be sensitive to the parties involved but aware that having real people tell the story can be beneficial.

“What could have been a tragedy reminiscent of other school shootings across the nation and in nearby Marysville had a different ending thanks to a quick-thinking teacher named Brady Olson.”

7. **Help through hashtags:** Hashtags like #RamStrong and #purplepride turned into a grassroots campaign of photos and compassion for North Thurston High School. It lifted their spirits during a very tough week.
8. **Community connections:** The outflowing of support from other schools and the community towards North Thurston was outstanding! The local Lowe's took students in as they ran from the school that morning and locked down. Businesses delivered food and cards to the school. Good stuff!
9. **Building media relationships:** In times like these, the media can be your friend but you control the story. The key is building relationships ahead of time so when a crisis hits, you know which reporters to trust and how they will spin the story. Remember, too, that your local reporters will be around a lot longer than the national ones, so give them the story first!
10. **Take care of yourself:** It took several days for the adrenalin to wear off, but those of us on the front lines — the principals, counselors, administrators and Brady Olson — all hit the wall. Even though nobody

died, it was a traumatic experience. You will need to practice a little self-care and sleep so that you can be there for your staff and students.

You don't have to be — or have — a communications director to apply these lessons to your school or district. As part of your school's emergency response plan, figure out the different hats people would need to wear in a crisis and who could best handle which responsibility. Then think about backups. Practice drills and "what if?" scenarios with your staff. Ask the district for support. If you are a one-man/woman school, do some role playing with other staff for media interviews or ask for support from

surrounding district professionals or you ESD.

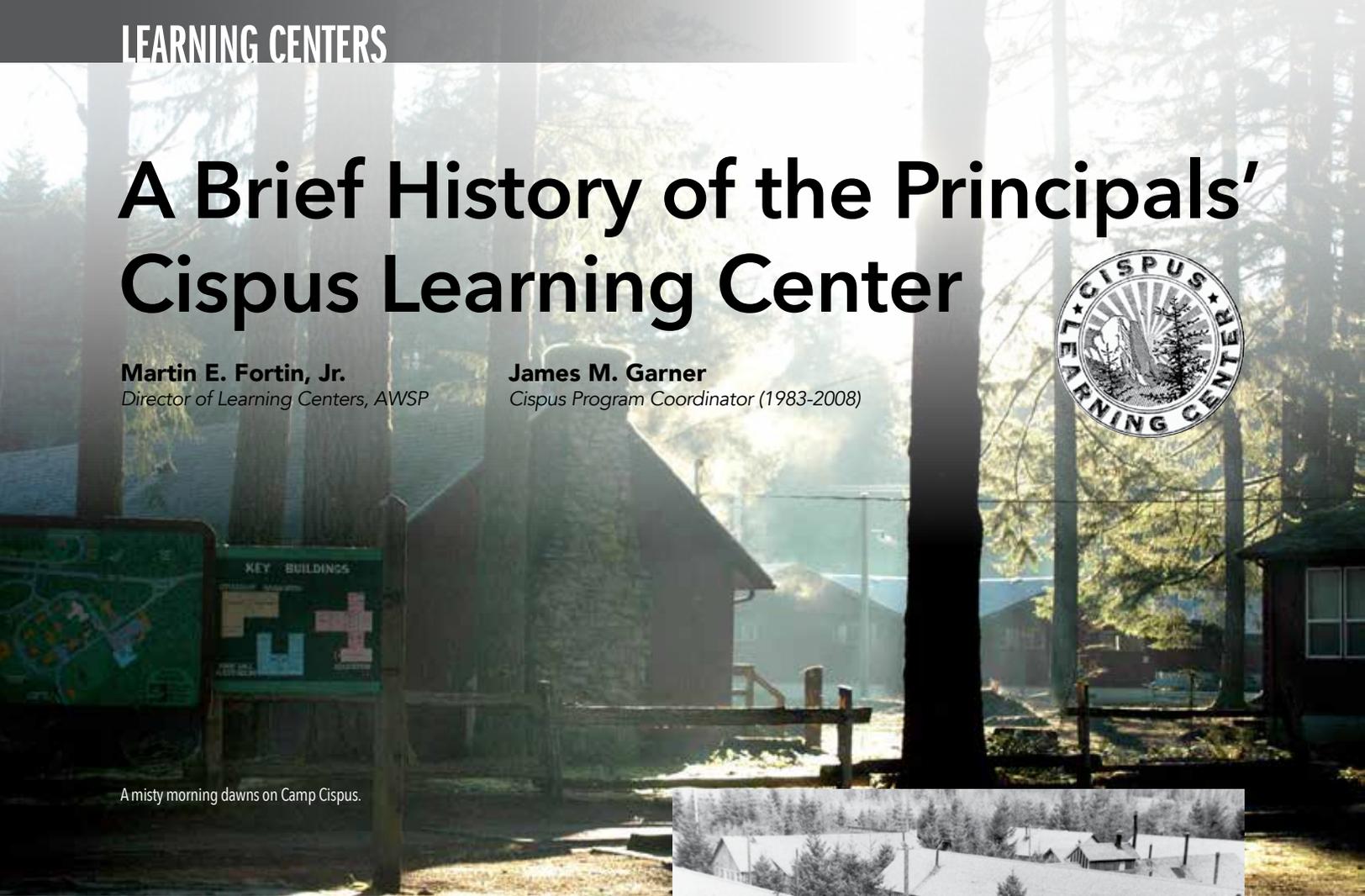
In the end, the North Thurston shooting incident was a teaching tool for our entire county. As a district, we are now better prepared to handle an active shooter incident and the media reaction that comes with it. Our students will pay a lot more attention to evacuation and lockdown drills. Our staff will remember Brady Olson's bravery and instinct to protect students. Our districts will evaluate current safety tools and plans. Most importantly, our principals will realize that if and when that fateful call does come, they are not alone! ■

Courtney Schrieve is the recipient of the 2015 Washington School Public Relations Association (WSPRA) Learning & Liberty Award.

A Brief History of the Principals' Cispus Learning Center

Martin E. Fortin, Jr.
Director of Learning Centers, AWSP

James M. Garner
Cispus Program Coordinator (1983-2008)



A misty morning dawn on Camp Cispus.

PHOTOS BY CISPUS OUTDOOR LEARNING CENTER

Most Washington principals and generations of Washington public school students are familiar with “Camp Cispus.” But not everyone is as familiar with the learning center’s origins and development.

The current site of the Cispus Learning Center served as a Civilian Conservation Corps camp in the early 1930s.

The chimney and shell of the building that is now called “Sasquatch and Little Foot” are all that remain of the original structures. In 1964, federal construction crews were put to work removing the remnants of those older buildings and clearing the site in order to build most of the present physical facilities which were designed to serve as a U.S. Department of Agriculture Job Corps Center. The

building program was completed in 1966, and young men in the Job Corps were trained to work in cooperation with Forest Service personnel.

Federal funding for the Cispus Job Corps program was cut in 1969, and it appeared that the new center might have to close. Then-Washington State Superintendent of Public Instruction (and future AWSP Executive Director) Louis Bruno was asked to send a team



Camp Cispus in its original form as a Civilian Conservation Corps in the early 1930s.

investigate the site and determine if Cispus had any educational potential for students and teachers. The enthusiastic reports, and his own deep-seated commitment to quality education, led him to assume temporary responsibility for the administration of what was considered an ideal setting for all forms of environmental education.

“ Just 23 miles away, the May 18, 1980 eruption of nearby Mount St. Helens turned a beautiful sunny Sunday morning at the Center as dark as night, and dropped between one and two inches of ash on the buildings and grounds.



Campfires are one of the hallmarks of student visits to Cispus.

The Cispus Environmental Education Center subsequently opened in 1970 with the primarily purpose for use by public and private school students and teachers of all ages. In a sense, is owned by all the people since it is technically a portion of the Gifford Pinchot National Forest.

The U.S. Forest Service administered special use permit allows it to be a hub for educational initiatives. Bruno later transferred the oversight of Cispus to Educational Service District 113.

Just 23 miles away, the May 18, 1980 eruption of nearby Mount St. Helens turned a beautiful sunny Sunday morning at the Center as dark as night, and dropped between one and two inches of ash on the buildings and grounds. There were students and teachers at Cispus on that memorable morning, but all were comfortably protected and safe so long as they stayed inside the buildings.

Unfortunately, the eruption reduced the eagerness of groups to schedule visits to Cispus. Since the center operates primarily on funding from participants, serious economic problems confronted those dedicated to keeping the site open. Cispus actually lies in the Mount Adams watershed, not the Mount St. Helens watershed, so mudflow problems

resulting from eruptions of Mount St. Helens were not a threat. However, the site's proximity to the volcano did discourage quite a few who would have otherwise included a trip to Cispus to enhance their educational objectives.

In 1981, the Association of Washington School Principals formed the Washington School

Principal Education Foundation to acquire the federal special use permit to operate the learning center. In 1991, the name was shortened to the Cispus Learning Center to embrace all manners of learning opportunities. Since AWSP took the lead, many

On any given day more than one group at a time is the rule, rather than the exception. The center's 18 meeting rooms along with a first aid station, three campfire areas, a gymnasium, large playfield, extensive challenge or "ropes" courses, and the beginning of several extended hiking trails all lay within the 64-acre, tree-enclosed campus in the beautiful Cispus River Valley. The facility has the program and activity options to meet the needs of the many diverse visitor groups that come for a stay in the woods.

The Cispus Learning Center is currently thriving with a staff dedicated to helpful and courteous service to the many that come from the schools and organizations of the Pacific Northwest, and all over the world. For 34 years the vision of the principals of Washington state to make this facility ours has been successful because of the unwavering support of AWSP, its board and members. It has truly made a difference in the lives of Washington's students. ■

CISPUS LEARNING CENTER

64 Number of acres

1970 Year Cispus Environmental Learning Center opened

1981 Year AWSP/WSPEF began operating Cispus

1991 Year the name changed to Cispus Learning Center

461,000 Total number of visitors to date

1.5 million: Number of visitor days

schools and organizations with an educational mission have utilized the site to implement their programs and hold their conferences, retreats and workshops.

To date, we have welcomed almost 461,000 visitors who have compiled over 1,500,000 days of use! Most notably the Cispus Learning Center is the home of the Association of Washington Student Leaders, which hosts year-round student and advisor leadership development trainings.



A glimpse of Cispus and Tower Rock in the fall.

ENSURE SAFETY?

ASK STUDENTS TO HELP!

Susan Fortin

Student Leadership Director

PRINCIPAL EVALUATION CRITERIA

Creating School Culture, Ensuring School Safety, Planning with Data, Managing Resources, Engaging Communities, Closing the Gap

The busyness of the summer camp season is behind us. You sent us 3,590 of your student leaders and we sent them back to you with skills to be your leadership partners this school year.

Defining your student leaders as “partners” can change your view of the valuable role they have on your campus. If you think about it, we already have some of these programs in place in our schools.

ELEMENTARY LEVEL

At the elementary level, we all have a mental image of the School Safety Patrol, a program originally launched by AAA in 1920. When I was in elementary school it was the elite leadership team of sixth-grade students ensuring the physical safety of younger classmates. (Proud to say I was one!)

If you build on the concept, you get Recess Patrol — the group of student leaders ready to help mediate and monitor physical and emotional safety. Spin it again with a focus on social/emotional safety and you get student leaders trained as group facilitators to teach and lead inclusive games on the playground.

Consider the situation at Cascade Elementary in the Eastmont School District. In this K-4 building, fourth-grade students make up the Leadership Club. The group meets on late start Mondays while adults are also meeting. This instantly plugs them into the workings of the school and validates their leadership. To expand on their role as recess monitors, they were trained through an Association of Washington Student Leaders (AWSL) All Play workshop to become inclusive game leaders. Moving them from the role of patrol to facilitator became a powerful way to engage not just the leaders, but all students.



MIDDLE LEVEL

At the middle level, despite a concerted effort, we continue to search for ways to address bullying in schools. What if we trained and empowered students to confront bullying behavior?

One solution: hire a guest speaker who tells their story, stirs emotions and delivers an anti-bullying message. In this scenario, a student leader might be used to introduce the speaker. By looking at your partnership with student leaders in a different light, possibilities follow.

Throughout Washington, middle level student leaders are producing their own powerful student-led assemblies. Through an AWSL training they learned how to use “Voices” or the Sensitivity Continuum in an assembly





presentation. Student leaders at Evergreen Middle School in the Everett School District did just that. According to one student adviser, a student leader said, “We get it. We know we are supposed to be nice to people. You tell us every year, but you never tell us what we are supposed to do when we see others not being nice.”

Through a year of trial and error, the student leaders developed a confronting bullying behavior program called Stop, Drop and Roll. It’s effective, is easily taught by students and has become an important part of many of our AWSL trainings.

HIGH SCHOOL

Finally, there’s high school. We want all students to feel safe and emotionally connected to school. At the high school level, advisory groups, Link Crew and other mentor/mentee programs are proven means of connecting with students. Here, students can again lead the charge to strengthen these connections and further meet the social/emotional safety needs of the student population.

You probably already assign a student leader to be an orientation guide for a new student. What if you worked with student leaders to further define that role? Maybe they reconnect with the new student weekly. Or what if they use those same interpersonal skills to reconnect with existing students who are missing the mark — those who are at risk due to attendance or grades. Could those same student leader “tour guides” lead one-on-one listening tours with currently enrolled, disenfranchised students? In addition to making connections, they could discover student’s interests and show them places and people within the school who might help them foster their interests. In a listening tour they could better understand the school culture through the eyes of a disenfranchised student. With that knowledge student leaders could

work to effectively close the gap between those who feel emotionally safe at school and those who do not.

It all sounds good, but faced with a busy school year and increased pressure for higher test scores how do you make time to view student leaders as partners? You start by looking at this partnership not as an add-on but as a relationship that helps you meet your building and district goals. This reality came into clear focus for me when I pulled a piece of paper off the fax machine last week. It was a contractual service agreement with the Central Kitsap School District for an All Play Workshop. We were preparing to send facilitators to teach students, teachers and playground supervisors inclusive games at Cougar Mountain Elementary. The district paperwork included this line: “Identify building, district, state or federal requirement and goal to be met by this contract.” A simple answer, “Policy 3420-Student Safety and Welfare” was written on the form.

This confirmed my belief that in a vibrant school, student activities aren’t fluff. They constitute a “department” focused on school culture, emotional safety and student success. With a commitment to utilize student leaders as partners, the possibilities are endless. Throughout the year count on AWSL, your AWSP-sponsored student leadership association, to support you as you redefine your partnership with student leaders. ■

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8 + 2 = 10!

Vicki Bates

Director of Principal Support and Middle Level Programs, AWSP

AWSP's Leadership Framework reminds us, "Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place."

How does a school leader ensure these conditions are in place for students who, because of their group membership, experience our classrooms, hallways, and social spaces as environments significantly disconnected from their cultural comfort zone outside of school?

More concerning, how do leaders ensure students do not experience school as a hurtful environment? These resources are aimed at assisting principals in improving and sustaining a culture of physical, emotional, and intellectual safety for all students, with a focus on those children for whom opportunity gaps exist in our systems now.

1 **Spread the Word to End the Word** is an ongoing effort by Special Olympics, Best Buddies and supporters to inspire respect and acceptance through raising the consciousness of society about the R-word and how hurtful words and disrespect can be toward people with intellectual disabilities. The campaign, created by youth, engages schools to promote inclusion and acceptance. The annual day of awareness is held the first Wednesday of every March. Visit www.r-word.org to learn how to participate because, as they explain, "Language affects attitudes. Attitudes impact actions."

2 In the 2013 National School Climate Survey, 85% of LGBT youth indicate they were verbally harassed at school in the previous year. There's good news, too, though! LGBT-inclusive supports are found to make a positive difference for students' success and well-being. Research, student programming ideas, and educator materials are included at the **Gay, Lesbian, and**

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Engaging Communities, Closing the Gap

Straight Education Network (glsen.org). Linked from here, too, is information on April's Day of Silence, a student-led national event that brings attention to anti-LGBT name-calling, bullying and harassment in schools.

3 OSPI's School Safety Center is a comprehensive stop for school administrators supporting **Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) Youth**. Definitions, responsibilities, and model policies associated with gender identify and expression and services to LGBTQ children can be found here. Parent resources and links to youth suicide education and prevention programs particularly targeted at these youth are included as well. Check out www.k12.wa.us/SafetyCenter/LGBTQ/

4 Microaggressions are those, often unintentional, "verbal, nonverbal, and environmental slights, snubs, or insults" that impact people based upon their group membership and have the effect of creating an uncomfortable, negative, or hostile environment. **Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation** (2010), by Derald Wing Sue, Ph.D., provides a helpful resource on this subject. AWSP's Diversity & Equity Committee resources provide school-based examples, suggestions, and conversation frames for school leaders to address these in schools.

5 A national campaign — **Mix it Up at Lunch Day** — launched by Teaching Tolerance over a decade ago - encourages students to cross social boundaries because, "when students interact with those who are different from them, biases and misperceptions can fall away." The event is held annually each October. Online resources at <http://www.tolerance.org/mix-it-up> include grade-level specific engagement ideas, promotional materials, and online registration.

Addressing barriers to closing gaps (LF8) may require addressing safety (LF2): 10 resources for leaders!

6 The **Anti-Defamation League** provides a variety of free anti-bias education resources online — webinars, curriculum resources, and pdf's. For example, in recognition of the 25th anniversary of the Americans with Disabilities Act, lesson plans for every grade level, booklists, and suggested language for people with disabilities are provided in service of raising awareness of the needs and rights of people with disabilities. Anti-Semitism, civil rights, and cyber-bullying/bullying are additional areas of focus. See <http://www.adl.org/education-outreach/>

7 Discipline data from Washington schools shows, in many schools, male students, students of color, and students with disabilities are suspended or expelled at disproportionately higher rates than their peers. (Data now available for all districts on the OSPI website.) To support schools in using best practices for addressing school discipline while keeping children in school and protecting the civil rights of each student, OSPI provides an **Equity in Student Discipline** inquiry tool. At <http://www.k12.wa.us/StudentDiscipline/Equity>, the suite of online resources, including a best-practices clearinghouse, supports school teams' self-study and action planning.

8 AWSP's elementary **All Play** student workshops teach inclusive games that may be played at recess, at a lunch table, or on the bus. These programs, delivered by Student Leadership staff, may be part of a school's anti-harassment, intimidation, and bullying program. Interested principals can read more at <http://awsleaders.org/elementary/>

9 The free **Anti-bias Education Articles** at www.teachingforchange.org have a strong focus on early childhood education. This collection of pdf pieces, many in both English and Spanish,

includes content written for educators and for parent audiences. Among the topics addressed are classroom environment, identity development, and negotiating cultural conflict.

10 In a TED Talk favorite, novelist **Chimamanda Adichie**, “tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.” She draws from her personal experiences as a child in Nigeria, then an African woman in the U.S. to illustrate the danger of reducing other people and cultures to a single story rather than recognizing that we all have overlapping, multiple stories. Adichie's message would make a powerful addition to professional development around assumptions and bias. ■

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Our quarterly profile of educational leadership in Washington state.

State Senator **Bruce Dammeier** R-Puyallup

LEGISLATIVE SUPPORT SERVICES



State Sen. Bruce Dammeier, R-Puyallup, is the 2015 recipient of the AWSP Torch of Leadership Award for his commitment to K-12 education during 2015 legislative session. Dammeier represents the people of the 25th legislative

district. He serves as vice chair of the Senate Early Learning and K-12 Education Committee, and is vice chair of the Senate Ways and Means Committee overseeing issues of education finance.

How did education become an area of focus for you in the Legislature?

I received a tremendous education in the University Place School District, and it made me a true believer in the power of public education to strengthen our communities, our economy and our future. This led me to serve on the Puyallup School Board for eight years. There I saw that some of the most important decisions affecting our kids were being made in Olympia, so I needed to go there, to fight for our state's students and schools.

What is the biggest challenge the Legislature faces in addressing student needs at the state level in the 2016 session?

The overreliance on local levies has resulted in a system that is fundamentally unfair to our students, staff and taxpayers.

What is the major change you have seen in the way the Legislature functions since 2009, the year you were elected to the House of Representatives?

“The overreliance on local levies has resulted in a system that is fundamentally unfair to our students, staff and taxpayers.

We have seen a dramatic rethinking of our priorities that finally recognizes our “paramount duty” to provide for education really is our top priority. New spending in our latest budget has been allocated 3-to-1 for education, reversing the trend of the last 30 years. Education’s share of state spending is on the increase. We are finally reinvesting in our public schools. At the same time, we have been shifting to a new professional growth evaluations system for our teachers and principals, and I am convinced this will have a significant positive long-term impact.

What has had the most influence on your thinking about education reform (e.g., your own public school experience, U.S. Naval Academy, small business ownership, school board involvement, your own children’s experience in school, etc.)?

As a parent of three boys and after serving on a school board and in the state Legislature, I know one size does not fit all. We need a system that

“ I have never seen an excellent school without a great principal at the helm.

is flexible and has options to meet the educational needs of all our children.

With all that you do, what do you do to relax and maintain balance in your life?

I really enjoy cycling, and for my 32nd wedding anniversary my wife and I purchased a tandem bicycle. The question will be whether we make it to our 33rd.

What book is on your nightstand?

I just finished re-reading, after 30 years, Murray Morgan’s “Puget’s Sound: A Narrative of Early Tacoma and the Southern Sound.”

What is one lesson that you have learned that you would like to share with principals?

Leadership is the ball game. Without it you can achieve nothing; with it you can achieve everything. I have never seen an excellent school without a great principal at the helm. ■

WHEN THE NEW LEADER ARRIVES

Timothy S. Yeomans, Ed.D

Superintendent, Puyallup SD

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Aligning Curriculum, Improving Instruction, Engaging Communities, Closing the Gap

Leadership changes take place for many reasons. New leadership is often a targeted effort by the organization to improve current performance and productivity. While a singular focus on improved performance is a reasonable expectation for a new leader, it may place that individual in a situation where their first interaction with staff members (employees) is defined singularly by their newly minted positional authority.

“ These few simple questions create an opportunity for the new leader to engage in a conversation that is both positive and non-threatening as their first act of leadership.

Being sent in to “right the ship,” to place certain staff members “on notice,” or to “shake things up” are traditional marching orders that many new leaders receive. These

management/leadership expectations applied in the absence of an established working relationship can result in fear and resistance occurring as the initial steps toward improved performance are undertaken, thus limiting the long term capacity for improvement.

A traditional approach of instituting a new direction, through edict and the application of positional authority, fundamentally begs the question of whether short term results are the goal, or if a more intentional approach leading to sustainable improvements in productivity are the target of the organization?

A successful strategy that we follow with each transition of our school leaders (principals) is intentionally investing time and resources for the incoming leader, prior to the transition, to spend 25-30 minutes in one-on-one conversations with each staff member.

These conversations consist of brief inquiries about the staff member's interests and personal experiences, what they enjoy about their job, the challenges they find with their assignment, and anything else that might be helpful for the incoming leader to know. These few simple questions create an opportunity for the new leader to engage in a

conversation that is both positive and non-threatening as their first act of leadership.

In contrast to simply undertaking a new direction with the organization and having staff members guess at the intentions of the new leader, the overt and intentional act of listening and engaging staff allows the leader the opportunity to establish a modicum of trust. This strategy implemented consistently across our organization provides our incoming school leaders with a positive relational foundation as well as extremely valuable information about where opportunities for system improvements may reside.

“The commitment to sit down with each staff member individually and listen to their thoughts... allowed me, as the principal, to create a list of actionable items and to plan in a way that addressed long-held staff concerns very quickly... it allowed us to deliver on management items and keep the focus of our staff development time on instruction and learning...”

Steve Leifsen, Principal

Continued on page 48

"...This was my third [leadership] transition, and it was the first opportunity that I had to meet and establish the beginning of a working relationship with all staff members before starting to work with them as their principal. The time was invaluable and allowed me to begin our work together much more quickly and effectively ..."

Nancy Strobel, Principal

The input that is shared from staff members during their one-on-one conversations with the new leader frequently develops into clear themes for improvement. We have found that

addressing the areas identified by the staff often aligns closely with the direction that the organization must take to better serve our students and community (our customers).

When the time arrives for our new leaders to address the assembled staff they have, through their individual conversations, created for themselves the opportunity to say:

"...after having listened to each of you, this is what I heard... and this is how your input helps shape the direction of our initial steps together..."

By carefully listening to each employee and subsequently sharing publically the themes of what was

conveyed, our principals are able to send the powerful leadership message that we will face our issues collectively and work together to solve them.

This transition strategy, implemented with fidelity, is the foundation for creating working and learning environments where leaders are empowered to come along side of staff members and work with them to improve performance and productivity. ■



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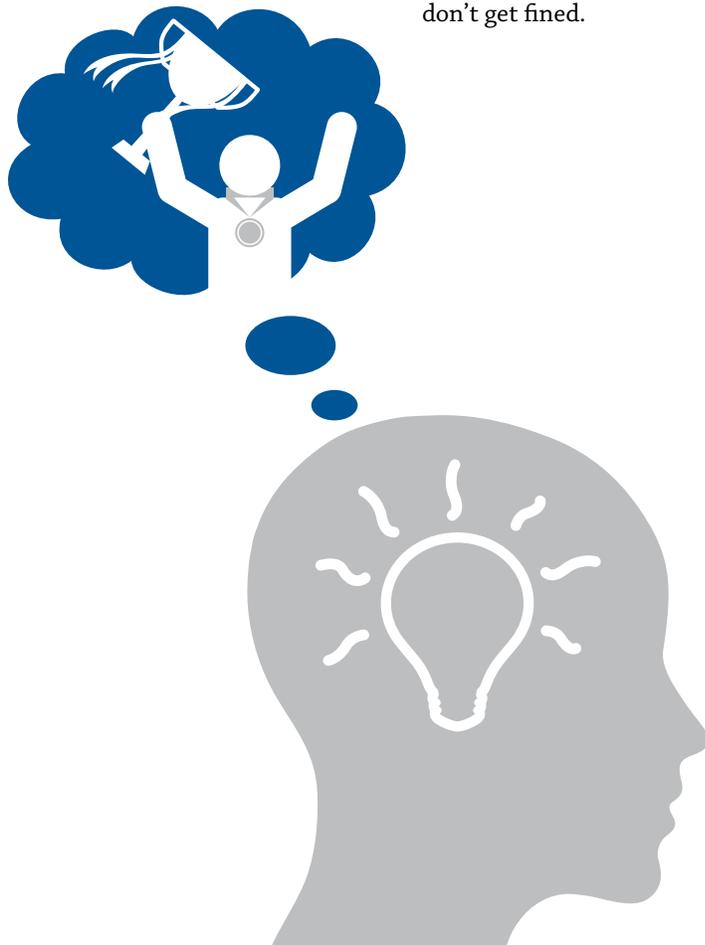
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THE LEADERSHIP FRAMEWORK:

Creating a **CHAMPIONSHIP MINDSET**

What a dream!

I woke up this morning so bummed to realize that my dream last night was not real. I have been trying unsuccessfully to land an interview with Pete Carroll about how his own leadership as the head coach of the Seattle Seahawks might fit into the AWSP Leadership Framework. Last night in my dream, we finally connected! We were at the Virginia Mason Athletic Center (VMAC) on Lake Washington in the middle of the cavernous indoor field, right after a pre-season practice as players were heading to the locker room. The conversation was fantastic and went something like this...



Gary Kipp (GK): Hello Mr. Carroll, my name is Gary Kipp, I am the Executive—

Pete Carroll (PC): I know who you are. I was browsing through that User's Guide you sent me this off season. Nice work on that Framework thing.

GK: Well, actually, that is what I wanted to talk to you about. We admire so much the type of leadership you have brought to the Seahawks, and I have been wondering if there are lessons that principals can learn here to get the team performing at a Super Bowl caliber level. Hey, is that Marshawn?

Marshawn Lynch: I'm just here so I don't get fined.

Gary Kipp

AWSP Executive Director

GK: That was so cool. He thinks I am a reporter. Now then, I am wondering if we can explore your approach to coaching this team through the lens of our framework. Are you OK with that?

PC: Shoot.

GK: Well, our first criterion is Creating a Culture of Learning. You have created something like that here, have you not?

PC: We have. One of the most important things I do as a coach is to create a culture where players are teaching each other, and supporting each other. Our coaches are experts in their specialties, but if players are not playing for each other, we cannot win consistently. We actually had a player last year, let's call him Percy, who was super talented but he contributed negatively to the culture of our team. We had no choice but to trade Percy to the Jets. You've heard the phrase "culture eats talent for breakfast every day"? Well, we learned that to be true last year. And I am sure it's the same thing in schools where principals, in order to reach high levels of student achievement, have to create a culture where all the professionals in the building have the same goal and help each other achieve it. I know that's not easy. It wasn't easy to say good bye to Percy, but with the right culture, everything else is so much easier.

GK: Speaking of everything else, our second criterion is Ensuring School Safety. How does ensuring safety fit into your leadership role as an NFL coach?

PC: Safety to me is twofold, and I

Continued on page 50

am guessing it is with principals, as well. First and foremost, I have to stress safety in our equipment, our techniques, our training, in everything we do. If we ignore safety issues, players get hurt and we lose games. It's the same for you. If kids are not safe, there is no chance they will learn.

The second part of safety for us is players feeling safe to ask questions, to make a mistake and learn from it, to express their opinion, to act a bit differently. Marshawn does not act like Richard Sherman, who does not act like Russell Wilson. Our culture allows for that within certain limits and I believe that is one of the reasons our players thrive in this environment. I am guessing that the same is true of schools, where kids need to feel a sense of safety to explore learning without risking being put down or judged negatively.

GK: This is good stuff — perfect for our fall magazine. Thanks so much for taking the time to talk with me.

PC: My pleasure. Let me show you around the VMAC. Would you like a jersey to take home or maybe a couple of tickets to one of our games? October is National Principals' Month. How would you feel about raising the 12th Man Flag at the —
BEEP! BEEP! BEEP!

Damn alarm clock! ■

Editor's Note: To read the rest of Gary's Leadership Framework "conversation" with Seahawks coach Pete Carroll, visit the AWSP blog at: <http://www.awsp.org/news/Blogs>



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

Humor me!

Created by **David Ford**, Principal, Tenino Elementary, Tenino SD.
Download these cartoons at www.awsp.org/cartoons.



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