

Senator Wellman

Good afternoon, everyone. And we've got a really interesting crowd and it 00:00:03
looks like we've got many visitors here today with us. That's really 00:00:09
excellent. I'm Senator Lisa Wellman, Chair, and you are in the Early 00:00:11
Learning K-12 Education Committee meeting. If you're in the wrong 00:00:17
meeting, now would be the time to leave. I always wanted to say they say 00:00:19
that on an airplane, you know, So now you know where you are, what
we're going to talk about, all things pertaining to education. And we have 00:00:29
a couple of bills, very important bills, I think this to address. And we will 00:00:35
be taking them in the order that you see listed on the screens. Just to 00:00:42
review a little bit, we are going to be the members of our committee will
be here in person every week. Hopefully we can do that the rest of the 00:00:49
session we like very much. It really makes a difference when you have the 00:00:53
ability just to reach over and ask your ranking member something or ask
somebody else something. It makes a real big difference. And also now 00:01:01
being able to go over to the across the rotunda or over to the other
staffing buildings and be able to just talk to people casually or meet at
lunch and talk to them about bills. And you find out so much and you hear 00:01:16
so much that you just might not get otherwise. So we're back to normal, 00:01:21
Mark so you can sit wherever you want. They put me up there. I know 00:01:26
they put they put us up there because there's special mikes up there. But 00:01:33
I feel like I'm so far away from from the audience and the people who are
here that it just it just didn't feel good. And so we're moving down to the 00:01:41
seats that we normally have. We will, however, although will all be here in 00:01:46
person, we will be using remote testimony from some people and then in
person testimony from some people. There are some people for whom 00:01:57
this this was really when we had to go because of COVID, we had to go all

Senator Wellman (continued)

remote with testifying. It worked out very well for some people who just 00:02:05
were living far away. And it was a real it was financially difficult to have to 00:02:09
come over and put up in a hotel overnight just to be here for two or 3
minutes. That was really not as good as being able to give everybody a 00:02:19
fair time to be able to hear from them. This way we get a broad, you know, 00:02:25
a broader section of the state. Everybody's able to really reach us, no 00:02:30
matter how far away you you live. I know I've tried to drive over the 00:02:34
passes at some times, and although it might be nice over there, nice over
here between the two of them, it can be a real rough ride. So I'm really 00:02:43
glad to see everybody here today. We had introductions and we're going 00:02:47
to jump right into the three bills that we're going to hear today. And the 00:02:54
first one is Senate Bill 5085. And I'm going to ask Ben to present that bill 00:02:57
to us, please.

Benjamin Omdal

Thank you, Madam Chair, members of the committee, but and all staff to 00:03:01
the committee in front of you as Senate Bill 5085 concerning principal
and assistant principal terms of employment, our background principles,
as with other educational employees, are permitted under Washington law
to organize collective bargaining units either as a separate unit or in
coordination with supervisory or non supervisory educational employees.
However, a unit that contains only supervisors, principals and assistant 00:03:21
principals is limited in scope of bargaining to compensation hours of work
and the number of days of work in the annual employment contracts. In 00:03:32
addition, principals may be transferred to a subordinate administrative
position if determined by the superintendent. Such transfer may be made 00:03:37
in the following circumstances by a termination of the superintendent that

Benjamin Omdal (continued)

of the best interests of the school districts would be served by the transfer for newer principals and based on the superintendent.

Termination of the results of the principals evaluation provide a valid reason for the transfer of principals with a certain level of experience. 00:03:48

Classroom teachers and principals are currently evaluated using a four level rating evaluation system, also known as TPR. These levels are unsatisfactory, basic, proficient and distinguished. All teachers and principals must be evaluated every year. Generally, a comprehensive evaluation is required every six years. In other years, evaluation is focused on specific criteria. School districts are encouraged to conduct comprehensive performance evaluations of principals on an annual basis. 00:03:54
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No supervisory personnel may evaluate a teacher without having received training and evaluation procedure before evaluating classroom teachers. 00:04:18

Principals and administrators must engage in professional development designed to implement the rating systems and maximize rater agreement. 00:04:25

Lastly, a school district employment application may not include a question asking whether the applicant has ever been placed on administrative leave under this bill. The provision of limiting the scope of bargaining and bargaining units containing only supervisors or principals or both and assist the principal is removed. The statutes pertaining to transferring a principal to a subordinate certificated position are applied to assistant principals being evaluated on the leadership framework of the evaluation system. Notification of a transfer to a subordinate position. 00:04:31
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The site specific evaluation criteria from the principal or assistant principals. From an evaluation. And should a principal or assistant principal be transferred to such a subordinate position? Through years of 00:04:57
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Benjamin Omdal (continued)

experience as an administrator, shall count towards total years of
experience as Washington State Certificate educator and be recognized
for factor in relationship to their next placement. Salary addition of school 00:05:15
district employment application may also not include a question asking
whether the applicant has ever been on a plan of improvement, has ever
been under investigation, or has ever resigned in lieu of termination.
Lastly, in addition to teachers, no administrative principal or other 00:05:27
supervisory personnel may evaluate a principal or assistant principal
without having received training and evaluation procedures before
evaluating principals or assistant principals. Principals administrators 00:05:39
must engage in professional development designed to implement the
rating system and maximize reader agreement of preliminary fiscal note is
available with no estimated state costs without. I'd be happy to answer 00:05:48
any questions. Thank you so much, Ben. Are there any questions for Ben? 00:05:49
We're going to hear from a number of people who are very much. Know 00:05:53
very well the all the things that we've just talked about. And I think that 00:06:01
there will be some questions for the testifiers. So with that, I will also say 00:06:05
this. This is my bill. So I'm the sponsor of this bill, so I will speak to the 00:06:09
bill. One of the things that we like to do during our interim after we finish 00:06:14
with session here and what I like to do is to go out into the various
districts around the state to understand what's going on in other places,
because one size doesn't fit all. Our state has many, many different areas 00:06:31
physically as well as with populations, and we want to make sure of what
is happening. There's. We also are a state where we we call it local 00:06:40
control. So there's a lot of things that a school board can do in their 00:06:44
particular location. They may choose to do one thing, another school 00:06:49

Benjamin Omdal (continued)

board may choose to do another thing. There's a lot of power there in 00:06:53
what they put money into, etc.. And so it's quite different. And sometimes 00:06:58
the problems are different. Sometimes, you know, what's going on is 00:07:01
being treated differently in that local area. So every year we've been 00:07:06
making visits out to the different school board areas and talking.
Sometimes we go to elementary schools, sometimes to high schools and 00:07:13
what have you. Sometimes we even go to because we're early learning 00:07:18
too. Sometimes we go to child care centers and see what's going on 00:07:21
there. So we talk to teachers, we talk to all kinds of personnel. And this 00:07:25
year we especially talked to principals and assistant principals as
somebody who headed up a number of companies, as well as being a
teacher at one time, but heading up a number of companies. I really think 00:07:40
leadership matters. The leader can set the tone of of what's going on in 00:07:43
the building, and especially in times of stress and in times of troubles as
going through COVID. How principals have treated that has really been a, 00:07:52
I think, a sign of how the response has been. We went to one school and I 00:08:02
was just so delighted with the principal who, as we went around, knew the
name of every child that we talked, you know, that was passing by. There 00:08:11
were signs in the hallways that talked about how great the students were
and all those great things that they were doing. It just felt like a really 00:08:19
terrific atmosphere, a place where I'd like to hang out. And I'm sure that 00:08:23
kids feel better when they're in environments like that. So we're going to 00:08:27
do some bills. I'm also giving some basic information because we have a 00:08:29
lot of young people today in the audience, and I'm so glad that you're
here because it's really good that you get to see what we do here in
Olympia. So I really thought it was important to address some of the 00:08:40

Benjamin Omdal (continued)

things that we heard about as principals and assistant principals, because they have different kinds of levels of of they take parts of what has to happen in the building as what they what they take as their job. And it was very interesting to see that. So this bill I'm going with shall we call the first panel and you'll hear now what the panel has to testify about. And I think that'll help you see what the bill is about. Already we have our first panel that is in person and that's Ross Thompson and Dr. Scott Seaman. And after that, we'll have, I think, a remote panel. And who will that who will be on the deck? Then on deck would be Heidi Mauer, Jason Smith, scuse me, Dr. Robert Geary and Carlos Gonzales. Okay. So those of you who are going to be remote, just get ready and Roz.

Roz Thompson

Hi. Welcome. Hi. Is this on? This is. I don't need to push anything. Nope. I don't know. Does she need to put here? You're on extreme. And good afternoon, chairwoman and committee. Thank you so much for hearing these bills today early in the session for supporting the bill as chairwoman. We appreciate it. My name is Ross Thompson. I'm the director of government relations for the Association of Washington School Principals. I have worked for fee for five years. And in those five years, I have seen our staff handle more and more cases related to principal employment. It you know, when I started, it was maybe 50 cases a year. It's now up into the hundreds of principals. Proactively, we're not so much working proactively, but reacting to some really crisis situations that our members are facing. So I'm excited today for you to hear from our executive director and principals in the field. And I really want to turn it over to them. I think since last spring and summer, we've been working

Roz Thompson (continued)

specifically on five of these RC W's that we put before you today to see. These are the major themes of things that we see could be changed to really help shore up and support principals and assistant principals better in their roles. So I'm going to turn it over to them today to give you more details.

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Senator Wellman

Okay. So we will we will give Dr. Seaman your time. Thank you. Okay. Thanks, Roz.

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Dr. Scott Seaman

Good afternoon, chairwoman and committee members. Thank you so much for the time today. My name is Dr. Scott Seaman. I'm the executive director of the Association of Washington School Principals. AWSP. We are a small nonprofit organization that's been supporting principals and assistant principals in our state since 1972. Today, I sit in front of you and testify in support of Senate Bill 5085. Thank you for bringing these bills forward. But more importantly, thank you for elevating what I'm describing as a principal leadership crisis in our state. Almost 99% of the state's principals and assistant principals are members of AWSP This gives us unprecedented access, feedback and opportunities to hear from our members. 3500 strong in all, 295 districts in all nine educational service districts throughout the state. Despite massively different contexts across those 90 days, one constant theme is emerging Principals are leaving the profession in droves. The hiring pools are shrinking. More inexperienced principals are being pushed into complex roles. Fewer teachers are considering the principalship as the next career path. And most importantly, our students like the ones behind me. Our

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Dr. Scott Seaman (continued)

teachers and our communities are suffering. The constant are the 00:12:16
negative impacts of constant leadership churn in our schools. More and 00:12:22
more research is highlighting the fact that a highly effective school
principal is potentially the number one influence on student outcomes.
Yet the system in the system, we are losing our best leaders at an 00:12:31
alarming rate because the job has simply become unrealistic, untenable
and quite often impossible. Working conditions. Lack of due process and 00:12:43
protections. Lack of job security. Public erroneous attacks that defame 00:12:48
and ruin principals careers and 70 to 90 hour workweeks are just a few
examples of what are driving our leaders out of the system. Something 00:12:59
has to be done before. We don't have anyone willing to remain in the role 00:13:01
or aspire into those positions. The answers don't solely exist in these 00:13:06
bills, but it's a start. There are already more than enough mechanisms in 00:13:10
the system to remove ineffective or harmful leaders. Let's focus on 00:13:16
keeping our best and our brightest. You're going to hear opposition 00:13:18
criticism and discomfort from these suggested changes in the law. But I'd 00:13:24
ask those who are critical of this. How did we end up in this position now? 00:13:28
And what can we all do before it's too late? Thank you. 00:13:30

Senator Wellman

Thank you very much. And I guess. You have a question? Yes. 00:13:33

Senator Pedersen

Thank you very much, Madam Chair. I see a lot to like in the bill, but I'm 00:13:41
really having a lot of questions about Section five and trying to
understand why it's protective of kids and of and advancing the goal of
having good leaders and buildings for a district, hiring a principal to be
prohibited from asking whether a candidate has ever been on a plan, an

Senator Pedersen (continued)

improvement, has been under investigation or has resigned in lieu of termination. That seems contrary to all the goals that you just announced. 00:14:16

And I know that our ranking member also had that QUESTION. 00:14:22

Senator Wellman

So, Roz would you like to take a shot at it or. Doctor Go ahead, Scott, if you want. 00:14:27

Dr. Scott Seaman

This is a complex answer, but I'll do my best to be brief. What we've seen 00:14:34

is the use of placing administrators on administrative leave, pending investigation almost weaponized in the system. So if a principal is 00:14:45

accused of something, the knee jerk reaction for a district is to place them on leave. After several weeks or a couple of months, the 00:14:51

investigation comes back and those things are unfounded. That principal 00:14:57

now has to check the box, and that prohibits them from moving to other districts because quite often that's a screening criteria. I would also 00:15:04

argue, though, that I do see across 3500 members, when principals are ineffective, they're removed from the system. It's a small world in 00:15:12

education. Superintendents do a great job of calling each other and 00:15:14

digging deeper about whether somebody should be hired. Roz, do you have, anything you'd like to add? 00:15:21

Roz Thompson

I guess just I would say, you know, we don't want ineffective principals 00:15:23

and we don't support principals who violated the professional code of conduct. We see that we don't want bias up front in the screening 00:15:29

process for principal or assistant principal positions. And through that vetting process and screening process, there are other ways, like Scott 00:15:35

Roz Thompson (continued)

said, of surfacing principals who may not be the ones that they would want to be hired. So we put forth all the kind of common terms that we see, as Scott said, being weaponized for your consideration. 00:15:44

Senator Wellman

Senator Hawkins. 00:15:52

Senator Hawkins

Thank you, Madam Chair, and great to see you rise. I just want to first thank you for our good communications in the interim on a whole host of issues. So thank you for being a good resource. I don't want to speak for Senator Peterson, but it sounds like his reaction to the bill was somewhat similar to mine when I got through some of the section, some of the suggestions as well. It sounds reasonable, of course, and maybe there are things the like and things, not the like. But when I saw Section five, it did jump out. And to to Scott's response, I do want to say as I read it, in current statute, they are already prohibited from being asked whether the applicant has ever been placed on leave. But this proposal then proposes to include has ever been on a plan of improvement or been under investigation or ever resigned in lieu of termination. So it's I don't know if you also want to amend your response to address those things, but I just kind of feel like just my initial reaction is I don't know that I can support this bill if this section is included, but I'd love to get some follow up from you about what your policy rationale is, because I wouldn't want maybe my reaction to this one section to jeopardize passage of an otherwise good bill. So thank you. 00:15:53
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Senator Wellman

I would I would also say the thing that jumped out on me, I don't know 00:17:20
what a plan of improvement is, because it kind of sounds like it could be a
really positive thing. You know, kind of we all get our reviews. I get them 00:17:31
by the voters. But when I was, you know, when I was in business, those 00:17:36
around me, sometimes it was a you know, a 180 or 360. Everybody's 00:17:43
commenting on you. And then you have well, these are the things that we 00:17:45
feel you can work on to get your next raise. Very typical. What is a plan of 00:17:51
improvement in your business?

Dr. Scott Seaman

Great question. And I think what as Roz mentioned, we had maybe 50, 40, 00:17:56
50 cases in previous years and now we have hundreds. The new norm is a 00:18:04
principal who might be a veteran principal of ten or 15 years, will be
pulled into the superintendent's office and said. We're going to give you 00:18:15
an option. We're going to put you on a plan of improvement or you need 00:18:17
to resign your position now. It's kind of a coercive tactic because they 00:18:22
know that if you're putting on a plan of improvement, you have to check
the box, see if you ever apply somewhere else. And that's where this 00:18:30
section really gets to a plan of improvement is a great thing. Yeah, but in 00:18:35
our system right now, it's almost like the kiss of death to your career. So 00:18:43
is is that the way to handle it? To say that you don't get one or that we 00:18:47
won't ask the question? Not asking the question would be great. I think 00:18:53
most of our administrators would love to have the feedback and have that
ongoing growth cycle and even if it turns into a plan of improvement. But. 00:19:03
But but knowing that they don't have to check a box later if they choose 00:19:03
to go to another district, we can't afford to lose any more administrators.
Our schools need great administrators. And my context may not fit my 00:19:11

Dr. Scott Seaman (continued)

current role, but I think I might shine in another district that currently checking the box prevents them to make that from making that move.

Senator Wellman

Interesting. Are there any other questions? 00:19:24

Senator Wilson

I do have one. 00:19:28

Senator Wellman

Yes. Ask away. 00:19:29

Senator Wilson

Thanks so much, Chairwoman. But I also heard you say, too, is this idea 00:19:30

that even being placed on administrative leave doesn't ultimately always end up in a discipline action? And I'm wondering, even within the 00:19:41

language, if there's a way to differentiate between administrative sanctions that do end up moving forward. And so there's a tier, if you will, 00:19:51

or differentiation. The same thing, a plan, an improvement as far as 00:19:54

increasing your skill set as an instructional leader is very different than of a plan of improvement because you've done something that potentially 00:20:09

would be harmful to a staff person or to a child in that building. And I just wonder if it's too global of language and we need to be a little bit more 00:20:09

specific about what you're asking for, because plan of improvement, again, is like professional learning. But that's not how I'm hearing it's 00:20:20

interpreted by my districts or even how we define it within the context of education system. So would love to think about how we could be more 00:20:28

role and goal clarity and some clarity within to be really if in fact that's what we mean. What do we really, really mean when we say that? 00:20:37

Because it doesn't sound like it's everything. There's some very specific 00:20:40

Senator Wilson (continued)

situations where it may be appropriate to to not have to disclose.

Senator Wellman

Senator Hawkins. 00:20:48

Senator Hawkins

Well, thank you, Madam Chair, and I, I don't mean to like overly emphasize 00:20:49

one particular section, because I know you did a lot of work on the whole
entire bill, so thank you for that. But in addition to the plan of 00:21:02

improvement proposed language, it does also reference under an
investigation. Now, just because a principal is under an investigation 00:21:10

doesn't mean the principal is guilty of anything, Although I do believe
there are some instances, for example, if someone's under investigation

for an inappropriate relationship with a female student and they just don't
have enough. Evidence to substantiate that. You know, I think prospective 00:21:29

school districts have a right to ask the question and to know as they're
hiring these really important positions and trying to fill them. So it's I 00:21:42

know we can get kind of hung up over, well, what do we mean with plan of
improvement but. Under an investigation as well. I just I just think that 00:21:49

Section five is a little ambitious, you know, in that regard. But thanks.
Yeah. 00:21:57
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Roz Thompson

Um, we have, we have two other panels, so I'd love for you to hear from 00:21:59
our practicing principals out in the field, and maybe there would be some
clarity brought forth by their stories that.

Senator Wellman

I'm encouraged that there's a lot in the bill that we like. Good. Thank you 00:22:08

so much. Thank you very much. So we'll go to our remote panel and so 00:22:12

Senator Wellman (continued)

Heidi Mauer and then Jason Smith. Dr. Robert Gray and Carlos Gonzales. 00:22:21
And so, Heidi, when you're here, just start speaking. 00:22:24

Heidi Maurer

Good afternoon. My name is Heidi, and I have served the school district 00:22:30
as a principal for 20 years, with the last six being the proud principal of
Kentlake High School. I've also served as the Kent Principals Association 00:22:40
board member for the last five years, where I represent at least 2 to 3
principals per month in different fact findings. I am here to testify in 00:22:51
support of Senate Bill 5085. Among other things, this bill looks at 00:22:56
preventing districts from asking candidates for principal and assistant
principal positions if they have ever been placed under investigation or
administrative leave. I recently represented an employee whose 00:23:08
disgruntled spouse with compromised mental health filed a complaint as
a means of sabotaging their spouses employment. The district 00:23:19
investigated the allegations as required under board policy, and the
allegations were unfounded. However, now this building administrator 00:23:25
must check the box, indicating that they have been previously
investigated, even though there were no findings in the investigation. Our 00:23:36
current environment Weaponizes complaint processes against
administrators. If a parent, student or employee is upset, they can file 00:23:42
meritless reports and grievances against building administrators that
under school board policies must be investigated and can result in
administrative leave pending the outcome of an investigation. In the 00:23:57
overwhelming majority of cases where I represent principals. The 00:24:01
complaints are unfounded and then closed. Yet moving forward, 00:24:05
principals must indicate on job applications that they have been

Heidi Maurer (continued)

investigated or on admin leave, thus biasing their applications with a pending principal shortage. We cannot afford to lose highly qualified building leaders from the profession because of an employment application process that lets perceptions based on decontextualized and incomplete information. 00:24:16

Senator Wellman

Thank you very much, Heidi. One of the things I think we're going to be asking, is there a way to phrase this in a way that protects both sides where if there has been something, then you must check the box or whatever you haven't given a pass? Or if you have investigated and found nothing, then you maybe there are two boxes that you check. I've been investigated and cleared or whatever. I don't I don't know. I'm just saying we're going to be looking into this. Thank you very much for the testimony. Hang around because we may have further questions. Anybody have any questions right now? No. Okay. Thank you very much. We'll go to to Jason Smith. 00:24:30
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Jason Smith

Good afternoon, Madam Chair and committee. My name is Jason Smith and I'm the principal at Rogers High School in Puyallup. This is my 17th year as principal, and it has been my honor and pleasure in leading students and adults in their journeys in education. Creating and fostering a positive school culture is an essential part of my job. School culture is crucial in creating optimal learning environments not only for academic success, but also for social and emotional growth. I've prided myself on having a positive school culture, and I've even been fortunate enough to have been recognized for this work. However, within the past three years, 00:25:12
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Jason Smith (continued)

there has been a sharp decline in school culture. Now there are many 00:25:57
factors that have led to this decline, and unfortunately this is not the
venue to go into great depth to what those causes are. But I assure you 00:26:05
the data is there. Even as a veteran principal with well over a decade of 00:26:08
leading schools, I find myself bewildered and perplexed how our school
cultures have declined so rapidly. And this deeply troubles me. One way 00:26:19
that I know we can begin to rebuild is through leadership, in particular
principal leadership. The bill presented today outlines and highlights the 00:26:28
current state of the principal ship. If we do not seriously look at how we 00:26:33
can support our principals and assistant principals. We will continue to 00:26:38
find our school cultures in decline and in the end our students will be the
ones who will suffer. Thank you greatly for this opportunity to speak. 00:26:44
Thank you. 00:26:46

Senator Wellman

Thank you for your service, Mr. Smith. Any questions? No hearing. None. 00:26:47
Please. Stick around just for a while. We may come back to you. Really 00:26:54
appreciate and feel very much the same way. I have seen the differences 00:27:02
in schools where the principal just really sets the tone. And it is. There's 00:27:07
just a palpable difference. You know, when you have a really great 00:27:11
principal, which it certainly sounds like 17 years, it sounds like you have
been and have been lucky to have you. Thank you so much. I will call a 00:27:18
doctor, Robert. Gary, I think, is next. Okay. 00:27:23

Dr. Robert Gary

Good afternoon, Chair. Good afternoon, doctor. My name is Dr. Robert 00:27:26
Geary, Jr. The principal at Madison Middle School, located in Seattle 00:27:33
Public Schools. I've been an administrator, secondary administrator since 00:27:37

Dr. Robert Gary (continued)

1997. During my time as an administrator, I have seen a decline of teachers wanting to get into the field of administration. The reason is some of the pitfalls that have already been outlined by some of my colleagues. I would go on to say that hiring, training, coaching and retaining school administrators is the key of any school district. When we're looking at performance improvement K through 12. Um, in order for us to do this, administrators need to have a chance to go in to a given school and create a positive culture and put their benchmark protocols in place for school to be effective. When principles are. Um, in situations to which there's a negative impact on them, and then they're found out that they did not have any negative involvement in a procedure or process in a building or district. They are deemed ineffective. Therefore, it would be extremely hard for them to stay in the industry of education in the state of Washington. So we're requesting and hoping that this bill is passed in order for us to be successful k-through-12 educators in the state of Washington.

Senator Wellman

Thank you very much, Dr. Smith. Dr. Gary, any questions? Please, please call out because I can't see everybody. But thank you, Dr. Gary. And we'll last go.

Senate Staff

All right. Last panel is Justin Hendrickson. Garrett Kisner,

Senator Wellman

We have Carlos.

Senate Staff

Oh, I'm sorry. Carlos Gonzalez, I'm apologize.

Senator Wellman

And then on deck. 00:29:28

Senate Staff

On deck would be sorry, Justin, We got her trading wheels on Justin Hendrickson, Garrett Kisner and Brent Osborn. 00:29:30

Senator Wellman

But he and the last one may not. Yeah. Okay. Thank you very much. So, Carlos Gonzalez, when you're ready. 00:29:40

Carlos Gonzalez

Thank you. Good afternoon, chairwoman and committee. I'm Carlos 00:29:49

Gonzales, and I'm the principal at McFarland Middle School in the Othello school district. I've been a principal and active member of AWSP for 16 00:29:56

years, and I'm here to testify today in support of Senate Bill 5085. Thank 00:30:05

you so much for bringing this bill forward. Senate Bill 5085 would have a 00:30:07

positively profound impact on principals across the state. I'm aware of the 00:30:13

demands of the profession, and I also benefit from a supportive district

here in Othello that does provide support to its principals with bargaining,

retaining years of experience and training for evaluations. Principals will 00:30:26

tell you the greatest impact on student learning are great teachers, but

principals support those great teachers and their students. We highlight 00:30:34

and celebrate students staff success. We champion school safety and 00:30:38

social emotional learning and support administrators, work nights and

weekends, really sacrificing time from their own families to support the

school experience for others beyond their eight hour days, so principals,

like WEA and PSE, deserve the right to bargain, and our principals

deserve the right to retain their years of experience in their overall

education experience. So being on the front lines of student crises and 00:31:02

Carlos Gonzalez (continued)

student discipline and investigations, we remain professional in difficult and public situations. Unfortunately, our profession is having to weather more and more allegations and criticism of unprofessional conduct, which are mostly unfounded. And these allegations in education create this presumption of guilt, which then creates an unfair bias against hardworking educators, which is why we're asking to update the employment applications for principals so that they're afforded a fair opportunity to interview with school districts by removing any bias from the start. Thank you for your time and for bringing these bill forward.

Senator Wellman

Thank you so much for your testimony. Appreciate that. One of the things that the audience may not know is that almost every principal I mean, I don't I don't know. I don't know of any actually that hasn't been a teacher prior to being a principal. So really understanding what the role of the teachers that you're leading are in the school. And that's so very much important as as being, you know, an academic driver of of of both professionalism and excellence. And so we do appreciate it. Thank you very much. Call the next panel.

Senate Staff

All right, panel number three on the bill, 5175 is item 085. I think we're on. Yes, 517. Okay, whatever. I'm just I'm reading the wrong number. This is almost Friday. I think so. Justin Hendrickson. Ready? Woo! Garrett. Yeah, it's almost Friday, said Garrett Kisner and Brent Osborn.

Senator Wellman

I said yes, it's 5085 that year. It's the wrong number. I'm just reading what I just read. Okay. When Justin is ready. And Justin Hendrickson. Also

Senator Wellman (continued)

remote testimony. So. We'll see if we can find Justin. And if Garrett is 00:32:59

Kirshner is is in the audience remotely. If you'll turn on your camera, we 00:33:15

can. Or if we can bring him a forward, would you? Yeah, I'm ready to go. 00:33:16

Garrett Kischner

And here comes Justin. You want me to go now and then? Justin can. 00:33:21

Senator Wellman

Sure. That's okay with me. 00:33:24

Garrett Kischner

Perfect. 00:33:27

Senator Wellman

Are you, Mr. Kischer? 00:33:29

Garrett Kischner

I am. 00:33:30

Senator Wellman

Okay. Please begin your testimony. 00:33:31

Garrett Kischner

All right. Good afternoon, Chair Wellman, Senator Peterson and 00:33:34

committee members. My name is Gary Kischner. I serve as principal of 00:33:39

Thornton Creek Elementary School in Seattle and as the president of the

elementary component of our Principals Association before moving to

Thornton Creek a year ago. I served as principal of Genesee Hill 00:33:51

Elementary in West Seattle for 13 years, which was an enormous privilege

to serve the same community until my first kindergarten students

graduated from high school. Well, because of this experience, I strongly 00:34:05

support Senate Bill 5085 because it addresses a critical issue facing K-12

education principals turnover. Having taken over my current school 00:34:16

Garrett Kischner (continued)

community as the fifth principal in five years, I grapple every day with the impact of frequent leadership turnover. The numbers are alarming. Even at the national average, which is 18% annual turnover in Seattle public schools this year, the rate is nearly double at 35%. We face a major workforce issue at the core of child safety. The provision of Section two in section in the bill allows principals to bargain working conditions, and this is particularly important. The interests of principals are always squeezed between district budgets on one hand and teachers and other labor partners who outnumber us many times over. All labor partners and school districts are able to bargain working conditions except for one principals and assistant principals. So districts have no incentive to ensure their agreements with any labor partners are reasonable and workable. This disparity leaves principals tasked with everything that teachers and other labor partners refuse. The result is an untenable workload that has increased dramatically in recent years. Thank you. Thank you very much.

Senator Wellman

Are there any questions for. Okay. Thank you so much, Dr. Kirshner. And we'll go back to Justin Hendrickson if he's there. I'm here.

Justin Hendrickson

Oh, good afternoon.

Senator Wellman

Good afternoon.

Justin Hendrickson

My name is Justin Hendrickson, the and I'm the proud principal of South Shore pre-K in Rainier Beach neighborhood of South Seattle. As an

Justin Hendrickson (continued)

almost 20 year employee of Seattle schools, starting as an I am moving
my way up to a teacher at a coach and assistant principal to a principal. I 00:36:04
understand consistency and leadership. In my ten years of leadership all 00:36:08
at Title one schools, I understand of the challenges. Much as Kisner has 00:36:13
just said of revolving doors of leadership. I took over a school that had 00:36:18
three principals in four years, and that is a vicious cycle. One of the 00:36:26
things that we all want to do is create strong relationships. We want to 00:36:31
build those relationships with families, with staff in our community so that
we can best serve students. That is the reason we are here. That doesn't 00:36:36
happen overnight. That doesn't happen in just a year. That is a process 00:36:39
that takes time. It takes time to build this trust. It takes time to build 00:36:44
relationships with families that are often impacted and underserved. We 00:36:52
can do this by providing consistency when leaders are moved around our
system quickly. These relationships are not allowed to occur. And 00:37:00
oftentimes when there are change of leaders, there a change in staff. And 00:37:06
oftentimes, like in any profession, people want consistency. So this is a 00:37:10
great first step in us recognizing the importance of school leadership and
the impact it has on student success. As we have just discussed, we have 00:37:19
never come back from a pandemic and we are all learning and flying this
airplane while we are still building it. And consistency is going to be our 00:37:28
key in keeping our strong leaders in place so that we can do what we do
best, provide instructional leadership, build relationships, and make sure
that every single school is as welcoming as the school that Chairwoman
Wellman spoke of earlier. Thank you for your time. 00:37:45

Senator Wellman

Thank you very much. And I, I would like if you would identify or explain for the audience what is a Title one school. 00:37:46

Justin Hendrickson

A title one school means we have a significant amount of students that receive free and reduced lunch. So a high poverty school. So a lot of a lot of challenges to begin with when kids come to school and definitely ensuring that they have a free breakfast and a free lunch is a start. But that smiling face of someone who knows them, knows their story, knows their family is is is just a icing on the cake. 00:37:57
00:38:02
00:38:15

Senator Wellman

Absolutely. Absolutely. We have a question from Senator Dozier. 00:38:24

Senator Dozier

Thank you, Chair Wellman and Mr. Hendrickson, quick question, and I don't know if you would be allowed to answer this, but when you said you went through were at a school that went through three principals in four years, why the high turnover if you're allowed to even discuss? I'm not sure. 00:38:29
00:38:47

Justin Hendrickson

Yeah, that's my that's my current school. And part of it was moving principals around. Title one schools typically are more challenging. They have a lot more moving parts, and it does take a special type of leader to be able to serve these schools and build those relationships. Those relationships, as I stated earlier, don't happen overnight. And it's also it's just it's just a different type of school setting with a lot more. Needs in many ways. And so these are schools that often have very high turnover. As our principals all know, there are many veteran leaders who have left 00:38:48
00:38:54
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00:39:15
00:39:19

Justin Hendrickson (continued)

the profession not because they don't love their job. It's it's the workload, 00:39:27
it's the new demands. And, you know, we have shifted from being 00:39:30
instructional leaders to health care workers in the past few years to online
technology folks, you name it, community centers. And we are really 00:39:43
excited to get back into the business that we do best, which is
instructional leadership, building relationships with family, students and
community so that we can do what we love to do, which is lead schools.

Senator Dozier

Okay, I appreciate that. I didn't know if it was related to that earlier 00:39:55
conversation we had on Section five. Sounds like it was. And thanks for 00:40:00
the clarification.

Justin Hendrickson

Yes absolutely. 00:40:02

Senator Wellman

Thank you so much for your testimony. I do appreciate that. At one point I 00:40:03
was told that there were 40 empty positions in the Seattle school district
alone. So thank you so much. It is an issue that needs attention for sure. 00:40:14
And if there are is no other questions or testimony, we have one. Brent. 00:40:19
Oh, Brent Osborn. Yes, please. So sorry. Thank you. Yeah. 00:40:26

Brent Osborn

Good afternoon, Chair Wellman and committee. My name is Brent Osobrn 00:40:30
and I'm the principal at Lakeside High School in Nine Mile Falls,
Washington, and in the principalship of 15 years. And I'm currently the 00:40:39
board president of the Association of Washington School Principals. I love 00:40:44
that. I get to follow just in on that, you know. Well, so this is you know, 00:40:45
we're also vape chasers. That's sort of the new jobs, too, right? So and so 00:40:50

Brent Osborn (continued)

I guess, you know, listening to all these amazing principals, I just kind of wrap it up with what a great group of people to follow. This job is become very stressful and you see it throughout the state as I talk to my colleagues everywhere. It's stressful and it's unsustainable. So what do we do as somebody who loves their job? You know, what do I do? And I'll be I am sad to tell you this, that I have started a doctoral program about a year plus into it. For the reason of what I have 30 years. I can do something different. Not sad because I love my job and I love being a principal. I love working with kids, but I don't know if I can do this forever, you know? And forever means like you're 55 doing something different and I don't want to get there. I'd love to get my doctorate and stay in the principalship, but right now I'm like, maybe I'll do some higher ed because I don't have to is not as unattainable. It's not so stressful and demanding it can really wear on you and your family and all of those things. So this bill, it takes a step in the right direction. You know, we need to do something. And as you've heard from these amazing people that have spoken today, maybe this is that first step of something as we try to build the principalship back to the values that that I know that you hold to it. The state holds true in our communities want from it. So thank you for your time today.

Senator Wellman

Thank you very much for your testimony and for your service. Do appreciate that. I do want to say we had one individual, Ted Howard, who signed up but was not able to testify. So on the record, Want to make sure it's on there. Thanks. Thank you very much. Any questions for our committee hearing? None. Thank you. All the testifiers for your for your

Senator Wellman (continued)

service and for your testimony today. I've attended four different 00:42:37
conferences this year on education because that's my job. And I have to 00:42:43
say that universally across the country, people are talking about the war
in education and how that's going to help the United States of America. I 00:42:52
sure don't know. So thank you so much. And that concludes the the 00:42:53
testimony on Senate Bill 5085. And we will move on to Senate Bill 5175, 00:43:01
75, a lot shorter and a lot cleaner and easier, I think. And so, Ben, is that 00:43:11
you as well? Thank you. 00:43:15

Benjamin Omdal

Yes, thank you, madam. Been and the staff to the committee for two 00:43:15
years, Senate Bill 8175 relating to written contracts between school
boards and principals. By way of background. In general, employees of 00:43:24
school districts are employed on a written contracts that may be no more
than one year in length. Contracts for certificate employees may be not 00:43:30
renewed when as a term there is probable cause including enrollment
decline, revenue loss among other reasons. If the employee district 00:43:37
determines the employment contract should not be renewed for the
following year, the district must notify the employee in writing on or
before May 15th, preceding the beginning of the next school year, except
in situations when the legislature has not passed a budget under this bill
or in contract between a school district, board of directors and a principal
shall be limited to a term of not more than three years, as opposed to
limited to a term of not more than one year. Fiscal note has been 00:43:59
requested but is not yet available. But I'd be happy to answer any 00:44:02
questions.

Senator Wellman

Are there any questions for for Ben? Anybody know? Okay then we will go 00:44:07
to. Well, it's it's my bill and I will just say that when I found out that there 00:44:15
was they were limited to one year contracts. As somebody who has 00:44:25
literally employed hundreds of people over my career, it was daunting to
to see or to hear that that was the case. I didn't hear any real reason why 00:44:35
that should be the case. But if I only knew that I had this job for one year. 00:44:39
When you heard where we heard from, from the principals themselves, 00:44:43
the investment in community, in the children, in being able to be there for
watching children come into the school in kindergarten and seeing them
all the way through in the district to their graduation, There's an
investment in that and it benefits us to have principals invested and
staying around and building those relationships. And so it seemed to me 00:45:08
to be just at least to do a certainty of being able to have not necessarily
have to have, but being able to have contracts that are longer than one
year. And so three years seems a very reasonable ask at this time. And so 00:45:21
are there any questions of me? Oh, Ben. Sure. Ben. Oh, hi. 00:45:28

Senator Hawkins

Thank you, Madam Chair. So I guess this question be for you, Ben. You 00:45:32
can always follow up with me. I'm I can't remember because my days as a 00:45:36
school board member were so long ago now, but contracts between the
school board and the principals, that's something I'm kind of struggling to
understand. Is this about the principals who have like a collective 00:45:49
bargaining agreement as a group? So there's a contract between the 00:45:55
board and them, or are we talking here about individual contracts with the
board and a particular principal leaving individual contracts?

Benjamin Omdal

I think the structure in state law has them individual contracts between the state board and the principals, um, but administered through the superintendent in terms of making decisions. 00:46:06

Senator Hawkins

Okay. Okay. It's interesting. If I could double check that. Yeah. Because, you know, in my framework, I think the board hires a superintendent, the superintendent, employees, the principal staff and that sort of thing. But I, I honestly don't know the mechanics about maybe Roz can help, but the the actual contracts do exist, apparently, between school boards and principals. So. 00:46:18
00:46:29
00:46:39

Senator Wellman

Well, we have the same same people are going to testify in this bill, so they'll come back up again. So I was just going to say you will recognize the faces and you'll recognize the panels. That will start with panel number one. And that would be Roz Thompson and Dr. Scott Seaman, who might be able to give us some more insight. Thanks. 00:46:39
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00:46:48
00:46:51
00:46:56

Roz Thompson

Well, thank you again. For the record, Roz Thompson with S and again, appreciate your support so much in bringing this bill forward. Very similar vein of the previous bill that we heard in a sense of trying to take some steps in our system to provide supports to the principals and assistant principals in our schools to to encourage future people, to be them, or to give confidence and support to those who are currently in the position. My understanding, Senator Hawkins, is you've got a, you know, collective bargaining agreement that would fit each labor group. But every year a principal and you know, people sign contracts. So this would be and the 00:46:58
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00:47:31
00:47:35

Roz Thompson (continued)

school board approves that. And so this would be up to three years. 00:47:38
That's an option for districts to engage with their principal group. So 00:47:41
thank you very much. Yeah, I think sometimes and those who I work with 00:47:47
know that I read the legalese and I don't understand what it's saying. So 00:47:55
hearing, you know, because it would seem as though the superintendent
should be involved in this or somebody else in terms of that. But I'm sure 00:48:02
that it's written to accomplish what we want to have accomplished. So 00:48:06
thank you, sir. And I'll just make a quick note. I know that Ted Howard not 00:48:07
able to testify and Justin Hendrickson will not be able on this bill as well.
So. Okay. So thank you, Senator. 00:48:15

Senator Wellman

Thank you for that. Yes. So, Dr. Seaman. 00:48:16

Dr. Scott Seaman

Did Roz to steal some of my time? 00:48:19

Senator Wellman

No, she did not. You have your full time, but you don't get personal time. 00:48:21
You only have yours. 00:48:25

Dr. Scott Seaman

Thank you again, Scott Seaman with the association, Washington School 00:48:28
principals, executive director, testifying in support of this bill. You know, I 00:48:35
had the opportunity to sit down with Governor Gregoire years ago, and
she told me so eloquently, I know, and I'll never forget it. Show me a great 00:48:41
school and I'll show you a great principal. Show me a great principal and 00:48:44
I'll show you. A grade school leadership takes time. Research indicates 00:48:45
that it takes 3 to 5 years to change an elementary school, 5 to 7 to
change a middle school, and 7 to 10 to change a high school. When I say 00:48:57

Dr. Scott Seaman (continued)

change, we're talking about eroding bad for kids systems and building brand new systems that are in support of each and every student within the school. Right now, we're living in strange, strange times where principals are feeling super. Vulnerable, which a lot of the previous bill has surfaced for the first time in my ten years of doing this work. I took more calls from superintendents than I've ever had before. That sounded like, Hey, Scott, it's August. I have a principal opening and I have zero applicants. Yes, I see this bill as an opportunity for us to maybe entice people to step out and take a risk to step into those roles, because districts may be finding themselves in a position that it will take, offering a three year contract to get somebody to step into these positions.

Senator Wellman

Question. Senator Hawkins. 00:49:50

Senator Hawkins

Thank you, Madam Chair. Uh, yeah. And I agree what you're saying about the, um. Good, good principles. I have one with my sons. Junior High Chris Hall at Sterling Junior High. Eddie Sponsor. Shout out to Principal Hall. I guess one of my questions about this as a former school board member, when we deal with superintendent contracts, we have often three year contracts with school superintendents. But then every year the school superintendent is coming back and you're essentially extending the contract a year out. So essentially the obligation to a school district is always three years forward. Is that what potentially this could lead to? And while there are some benefits to having security with the principals locked into those contracts, it seems like the superintendents are always free to go anyway. Principals would be the same thing, but the obligation

Senator Hawkins (continued)

financially to the school district is always three years and then if something goes wrong or you decide this relationship isn't working out, then you have this potential three year buyout with salary and benefits, much like we've heard with other superintendents. So do you see that as a potential issue here? And what would your response be to that sort of comment?

00:51:04

00:51:08

Dr. Scott Seaman

Yeah, I would say this bill early on got the attention of most superintendents in the state for that exact concern. I would also say that I do see this as kind of that evergreen clause where contracts would roll forward the phone conversations I'm having with principals now, which scare me a little bit, is Scott, I'm not willing to take the risk and pushing on the systems to change because I know I can be run out of here from a false accusation or just upsetting the wrong group of people. So now my worry is complacency and leadership out of fear for retribution. So there's obviously some work that has to be done in this bill because the last thing we want to do is to put districts in a financial position where they're having to buy people out. That's not what we're hoping from this. So I'm hoping that conversations can move forward from here to how do we how do we mitigate those circumstances?

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00:51:48

00:51:55

Senator Wellman

And other question is, Senator Dozier, did you have a question? No. Okay. Okay. Okay. Anybody? Yes. Senator Hunt.

00:52:04

00:52:09

Senator Hunt

Ready for a loaded question?

00:52:15

Dr. Scott Seaman

If it's for Roz. 00:52:17

Senator Hunt

Thank you. You know, I'm a former classroom teacher, and I went through the annual renewal of, you know, fighting some of that stuff. What do you think about longer term contracts for for classroom teachers in addition to this? 00:52:20
00:52:28

Dr. Scott Seaman

I think it would be great if you look at the burden in the system right now of the evaluation system. If I'm a principal and I know I've got a super highly effective teacher and I know all I have to do is coach that teacher or let that teacher run loose in a great way with other teachers who are also super highly effective in a powerful PLC. And we know they're on continuing contracts. Excellent. The system has mechanisms in place right now to remove ineffective educators, both in the classroom and at the building level, administrative level. 00:52:35
00:52:43
00:52:55
00:52:57

Senator Wellman

Any more questions? 00:53:09

Senator Hunt

Just one quick follow up. Okay. Thank you for pointing that out, Scott, because. It is not impossible to fire a teacher if so many people say we do have a good process in place and there are teachers who are not renewed every year for various reasons, including. Not being good at what they're doing. So. That's just my editorial comment on it, actually. 00:53:13
00:53:17
00:53:30
00:53:32

Senator Wellman

Okay. Thank you very much. All right. Our second panel, remote panel is Heidi Mauer, Jason Smith, Dr. Robert Gary and Carlos Gonzalez. 00:53:38
00:53:46

Heidi Maurer

Again, thank you for this opportunity. I'm Heidi Mauer. And I work at 00:53:54
Kentlake high school. So much of the work that we do as principals is 00:53:58
grounded in our ability to build trust. Trust with our students, trust with 00:54:03
our community, and trust with our teachers. It is this trust and these 00:54:07
relationships that we leverage for change when we don't have the
opportunity to spend long periods of time with a particular community,
it's more challenging to leverage that trust. I am an example of what can 00:54:21
happen when we are afforded that opportunity. I have had the opportunity 00:54:26
to work in Covington, Washington, with the same community for 20 years.
I know my my kids. I know my families. And it's through these processes 00:54:31
that I can safely create some just equilibrium to have challenging.

Jason Smith

And all of this growth takes time to get to learn our community, our 00:56:24
students, our kids, our teachers. And so having this bill to be able to 00:56:31
afford us the opportunity to be in a position guaranteed for more than one
year at a time, I know will attract and obtain quality principals in these
positions. I think if you look at every successful school, in most cases you 00:56:46
will see that their principal has been there for at least a period of five
years in most cases. So again, honored to be here. Thank you for your 00:56:56
time. And please take a look at this bill very closely. 00:56:59

Senator Wellman

Thank you so much. Really appreciate that. And Dr. Robert Gary, we'll call 00:57:02
on you.

Dr. Robert Gary

Good afternoon, Madam Chairman. I've been an administrator once again 00:57:11
in Seattle Public School since 1997. 98. Seven years of assistant principal 00:57:18

Dr. Robert Gary (continued)

at Rainier Beach High School. Another seven years at Raynor Beach High School's principal, two years principal in an alternative high school setting. And this is my 10th year at Madison Middle School. I'm also co-president with Justin Hendrickson of our Principals Association in Seattle, Washington, Seattle Public School. We work with approximately 200 administrators, K through 12 in Seattle. As Justin stated earlier, we have a very young cohort of administrators in Seattle. And for us in particular and in the rest of my colleagues in a state is paramount that administrators are given time support, professional development. To make changes in a school, which, as my colleague Mr. Smith just said, it takes 3 to 5 years. For fear. You want to analyze, you want to get connections with your teachers, your parents, with your school community. After collecting data, then you're off and running. Well, that's already year two. And so it's very paramount that administrators are given the appropriate time period to make those changes in a in a building, whether it be academic, social community. It takes time to turn around a school. Thank you.

Senator Wellman

Thank you very much. Appreciate your comments. And we will go to Carlos Gonzalez.

Carlos Gonzalez

Yes. Good afternoon, chairwoman and committee. I'm Carlos Gonzales. Again, I'm the principal at McFarland Middle School in the Othello School District. I've been a principal and active member of AWSP for 16 years, and I'm here in support of 5175. The Harvard Business Review published an article in 2017 that revealed it takes at least three years for sustainable

Carlos Gonzalez (continued)

transformation of a school, and Scott spoke to that earlier. For test scores to rise, with scores continuing to rise still in five years and beyond. 00:59:17

Unfortunately, in Washington State, as you know, we're on a one year contract. But I have to wonder each year whether we've done enough. I am aware of an experience a principal did have once where he was sought after and recruited for a position. The principal applied for that position, accepted the job offer, and moved his family to begin this new role. Just a few short months into his contract, the promises of support waned and so did his confidence and trust in his security there. That principal made the tough decision to resign mid-year with the promise of fulfilling his contract through to the end of the school year in June. At the end of the school year, his superintendent told him he regretted not being more patient with their process and relationship. Yeah, that principal's evaluation too consisted of proficient and distinguished ratings so that transformational and sustainable change, it takes time, as everyone has as attested to begins. 00:59:22
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00:59:43
00:59:53
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01:00:09

Senator Wellman

Thank you very much. And we will go to the last panel. Gerritt Kischner and Brent Osborn. Justin. Oh, okay. 01:00:21
01:00:29

Brent Osborn

Here is Brent Osborn Here to talk in support of 5175 began Principal Lakeside High School in Nine Mile Falls and has been the principal here this location for 12 years. And we are going through do and things for kids. And as a result of being so close to Spokane, I have been approached numerous times by the larger districts in Spokane area for principal openings that are there. And sad to say that there are certain 01:00:34
01:00:46
01:00:51
01:01:02

Brent Osborn (continued)

schools that I won't even have the conversation because they're known as principal killers, because, you know, that's where you go to have your career end. And so the ability to have these longer contracts might lure somebody like me that is having tremendous success in a small school or single high school district school to step into larger districts where they're having trouble, trouble filling these tough positions. If there was the security, they know that I have to try to make this happen, to move a staff that's been difficult to move given the time to do it, that kind of investment at a district level can pay off. And I think if the principal has that opportunity, I think we'll see more job added if that is available so that we can push through those systems that sometimes take time. Yes. So I'm in favor.

Senator Wellman

Thank you. Thank you very much. And while you're calling up, you're calling up. Who do we have next? I'd like to call Justin Hendrickson. And while Justin Hendrickson is being brought forth and one of the things that for the rest of our committee here, having been in a number of jobs where I have had to hire people, I don't expect them to be up to speed and under six 3 to 6 months, depending upon the job. But frequently just to find out how to find the different people that they need to talk to at the corporation, I mean, it's really challenging. So a year just seems like to figure out whether somebody is really going to be everything that you need them to be, even with, you know, great portfolios or resumes, whatever is an awfully short time to to make that jump. So we had Justin is Justin Henrickson. Oh, thank you. Great. Yes. Nice to see you again.

Justin Hendrickson

Good afternoon again. Justin Hendrickson, principal of South Shore pre-K. And I just wanted to bring a real life example to the the positive impact that having a continuous school leader can provide to school community. I'm attending an IEP and an individual education plan for a student who receives special education services in just a little bit. I've known this young lady since kindergarten. It has been a reluctant family to receive services. It took us a couple of years to get the family to agree that there are some challenges. This student is flourishing. I love my role later today in meeting with this family and talking about how this student started with us in kindergarten and where she is now in fifth grade. And my real life examples of knowing her for all of these years and the growth that she has had and celebrating this and this sort of celebration doesn't occur without continuity of leadership. Another piece that I just like to bring up at South Shore, we do an inventory at the beginning of the year of all of our 620 students. We want to ensure that every single student has at least one trusted adult in our school building. That trusted adult is not always the teacher. It could be our lunch person, it could be our crossing guard. It could be an assistant principal to our clients. It takes more than three to 5 to 6 months for us to build those relationships at a school that serves over ten grade levels. The ability to see students grow and mature from preschool all the way to eighth grade is not an easy task. It takes time. So having a contract for my new assistant principals that's more than one year allows them to learn the role, learn the community. Meet Mr. Larry at the Safeway across the street. Who gives us free treats? Um, those are the types of things that that happen when we have continuity and stability in our school leadership.

Senator Wellman

Thank you so much. Really do appreciate that. And we have, I think, one final person. 01:04:47

Senate Staff

Yes. Chair. Garret Kischner. 01:04:55

Garrett Kischner

Thank you. And I'll start just by thanking you again for this virtual opportunity. It makes a big difference. 01:04:59
01:05:05

Senator Wellman

We're glad you're there at school because we need you at school. So I'm glad you didn't have to take the day off to come down. 01:05:07

Garrett Kischner

This bill, 5175, really is is my answer to the senator's earlier question about turnover. As I said, I'm the fifth principal here in my current building. And five years I became that last year. And and the this process started five years ago when a long time principal retired and he left very big shoes and very deep relationships. And I would argue that the difficulty is that that the next three principals faced had to do with not being supported in their first year, not being recognized, the difficulties of that first year in the building and and having that that that expectation that districts really need to invest in the long term leadership of leaders. I'd also like to make the point that it's all connected. A recent study published in the Journal of Educational Administration recently found that principals get better at hiring teachers who remain in their jobs. Principals in their fifth year, for example, were more likely to hire teachers who stayed for three years, and principals in their seventh year were more likely to hire teachers who stayed for five years. From my experience, this 01:05:15
01:05:23
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01:06:41

Garrett Kischner (continued)

teacher retention is a critical factor in ensuring more teachers of color are teaching in our communities, and that's where long term principals can make a big difference.

Senator Wellman

Thank you so much. Really appreciate your being able to join us today	01:06:54
and actually stay and do your job at the same time. So thank you. Thank	01:07:03
you very much. Any questions? Any comments? No, thank you. And that	01:07:05
will conclude our testimony for Senate Bill 5175.	