

AESD Board Members

Gary Coe, ESD 101
Mark Grassel, ESD 105
Rainer Houser, ESD 112, President-Elect
Rick Anthony, President, ESD 113
Carl Johnson, ESD 114
John Zurfluh, ESD 121
Bruce Wildfang, ESD 123
Marcia Henkle, ESD 171
Merle Kirkley, ESD 189, President Emeritus



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

Nine ESDs. One Network.
Supporting Washington's Schools and Communities.

Our Values



Mission

To ensure equity and excellence in education through effective services delivered statewide.

Vision

To inspire and foster equity, opportunity, and results through meaningful support of all school districts.

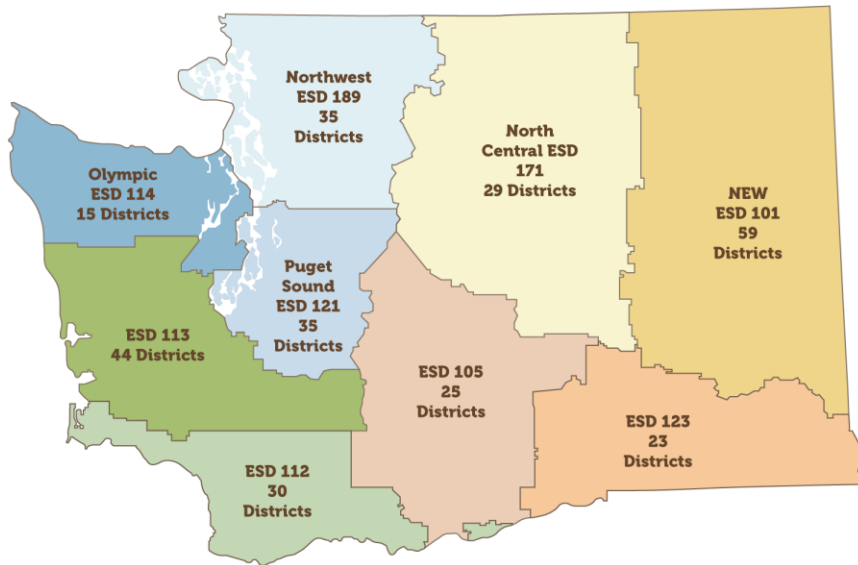
NEW BOARD MEMBER ORIENTATION

Congratulations on your election and welcome to the Board of Directors of the Association of Educational Service Districts (AESD) or your ESD. Yours is an important role and one we hope you will find enjoyable and rewarding. We trust the following information and material will speed your transition into a leadership position that is very important to the success of the network of ESDs in the State of Washington.

History of ESDs

Education Service Districts as they currently exist are the result of evolution for a period of over 85 years from 39 county educational agencies to the current nine ESDs (See Appendix A). The following chronology includes most of the major changes that have occurred:

- 1890 – Office of the County Superintendent was created by statute
- 1909 – County Boards of Education were created with duties in statute
- 1955 – County board membership changed to elected lay membership
- 1969 – Legislature passed Intermediate School District Act. State Board created 14 ISDs
- 1969 to 1977 – A decade of legislative actions resulted in going from 14 service areas to the present nine ESDs
- 1981 – Legislation passed to allow ESDs to provide direct services



Washington's nine ESDs have evolved from a system that began as 39 individual county offices of education. A series of consolidations and name changes between 1969-1977 ultimately yielded a **statewide system of nine regional ESDs**.

Each of the nine ESDs is governed by a board of directors elected to four-year staggered terms by the board members from the local school districts they serve. The ESDs' statutory authority is provided in RCW 28A.310. Under that authority each board independently employs a superintendent and staff who work with the school districts in their region to provide requested services. Less than 3% of funding for each ESD is provided by state appropriation. The remaining revenue comes from grants, fees for service, cooperatives, and entrepreneurial activities. In addition to providing common core and network services to all students in the state, each ESD has developed programs based on the unique needs of its region. (See Appendix D)

ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS (AESD)

The statute that created Education Districts also authorized the establishment of the Association of Educational Service Districts, a support organization for elected ESD board members and their staff. The AESD operates with a constitution and bylaws and is governed by an Executive Board comprised of one board member from each ESD. ESD superintendents serve as non-voting and advisory members of the Board. The AESD Executive Board currently schedules five meetings each year, including an annual conference in April.

The AESD Conference is also when the Association's annual meeting is held. The approval of the budget and other business, including the election of association officers, is conducted at this meeting. Each ESD contributes, based on an approved formula, to the expenses of operating the AESD. The Annual Conference generates additional revenue. Occasionally, AESD special projects are funded by special assessments from each ESD. An example is the hiring of a consultant to assist in the development of an ESD Network that guarantees defined services available to all ESDs and their local districts. Current initiatives of AESD are included below. See more on page 14, Appendix E.

- 1) Research regarding the state-funded math and science coordinators
- 2) AESD Accreditation offered to Washington schools
- 3) The creation of AESD Operating Principles (See Appendix C)

The purpose of the Association of Educational Service Districts shall be to provide communication and coordination among ESD Boards for educational advocacy; for fostering leadership and partnerships; and for collaboration within the educational community. (AESD Constitution)

ROLE OF SUPERINTENDENTS IN AESD

The only voting members of AESD are the 69 elected board directors of the nine ESDs. However the nine superintendents play an essential role in all AESD activities. They attend all AESD Board meetings, serve as advisors on all issues, and play a key role in developing the association budget. Also the superintendents were responsible for creating an ESD Network that was the top priority of the AESD. The network ensures that essential services that are available in an individual ESD are also available to all students in the state. The AESD Network strengthens the role of ESDs in the State's framework of pre-K-12 education.

ADDING ECONOMIC VALUE TO WASHINGTON EDUCATION

- ESDs leveraged **\$4.8 million** of state allocated core funding into **\$250 million (without core)** of needed services for students and schools in Washington in 2016-17.
- For every **\$1 in core funding, ESDs returned \$51.58 in educational programs and services - \$231** for every student in the state (See Appendix D).

ASSOCIATION OF EDUCATIONAL SERVICE AGENCIES (AESA)

Service agencies from across the nation have banded together to form a national association (AESA). There are currently 553 service agencies in the US with over 100,000 employees operating in 45 states and reaching over 80% of public school districts. AESA holds an annual conference during early December at various locations in the country. These meetings have been very well attended and proven to be an important source of new information and ideas for providing better services.

The mission of AESA is to support and strengthen regional educational service agencies by:

- Serving as a national voice for education service agencies,
- Providing technical assistance, advocacy and research, and professional growth opportunities for administrators and board members,
- Helping member agencies promote, distribute, leverage their knowledge, products, and services, and
- Assisting in the establishment of educational service agencies.

AESA is governed by a board of directors chosen from four geographic regions in the country, with headquarters in Arlington, Virginia.

RELATIONSHIP TO OSPI, WSSDA, AND WASA

State law requires ESDs to provide support for the State Superintendent of Public Instruction. Currently those services include processing school district budgets and providing fiscal oversight for districts in financial distress, processing teacher certification applications, offering fingerprinting services for school personnel, processing citizen complaints related to the professional code of conduct, resolving school district boundary disputes and assisting with communications to school districts.

We work to help support these educational organizations through working with their staff and/or legislative representative.

In addition, AESD engages in extensive lobbying activity provided through a contract with the Washington Association of School Administrators. The contract currently provides the services of a part-time lobbyist. The AESD Legislative Liaison maintains strong contacts with the legislature, the Governor's Office, and with the Office of the Superintendent of Public Instruction. The contract for this service is paid with contributions from each ESD that are based on an agreed-upon formula.

WASHINGTON SCHOOL INFORMATION PROCESSING COOPERATIVE—WSIPC

The nine ESDs own and operate one of the most comprehensive data and information service systems in the nation. WSIPC manages payroll, student records and budget information for a majority of school districts and all ESDs in the state. WSIPC operates as a cooperative with users paying for services rendered. The service is cost competitive when compared with private vendors and is managed by a board of directors comprised of a representative from each ESD.

THE RESPONSIBILITY AND COMMITMENT

A person seeking election to an ESD Board of Directors or the AESD Board should recognize the responsibility of the position and commitment of time. ESD Board members can expect monthly board meetings and other periodic regional meetings and activities as well as the AESD Annual Conference. They also are responsible for their agency's annual budget that totals several million dollars and the policies that govern the organization. This duty requires time for study in order to make informed decisions as a board member.

Service on the AESD **Board** entails additional time commitment and responsibility. The AESD Board meets at least five times per year, including a retreat, and the Annual Conference. This board sets the goals of the association, approves the budget, attends AESD events, and is responsible for the annual meeting of the membership.

For additional information contact your local ESD Superintendent and/or access the following websites:
AESD at www.waesd.org
AESA at www.aesa.us

Suggestions or corrections to:
Eldene Wall
eldenew@ncesd.org
509-665-2629

What is an ESD?

Educational Service Districts (ESDs) are nine regional educational support agencies partnering with the Superintendent of Public Instruction (OSPI) to provide:

- An integral Network dedicated to making Washington State a better place to learn and live.
- Key services and support needed by large and small school districts.
- Enhanced educational opportunities through partnerships with OSPI and other agencies through the AESD Network.
- Enhanced student achievement for over one million students through educational programs and services such as:
 - ⇒ Student data and records
 - ⇒ Early learning
 - ⇒ Teacher/Principal Evaluation (TPEP)
 - ⇒ Special education
 - ⇒ Teacher inservice
 - (Math/Science/English/ Language Arts/Literacy and Common Core)
 - ⇒ Technology support
 - ⇒ Financial Services
 - ⇒ Drop-out prevention
 - ⇒ Nursing services
 - ⇒ Cooperatives to provide efficiency



Washington's ESDs believe:

- Every child should enter Kindergarten ready to learn.
- All children should have EQUAL opportunity for a quality education ensuring they are career and college ready upon graduation.
- Partners working together are stronger than organizations working alone...

www.waesd.org



AESD Board Leadership & Governance



- Nine Member Executive Board comprised of one member from each of the nine ESDs
- President, President Elect, President Emeritus
- Operates with a constitution and bylaws
- ESD superintendents serve as non-voting and advisory board members
- AESD Executive board meets five times a year including an annual conference
- Annual meeting at conference includes budget adoption, professional development, networking and election of officers

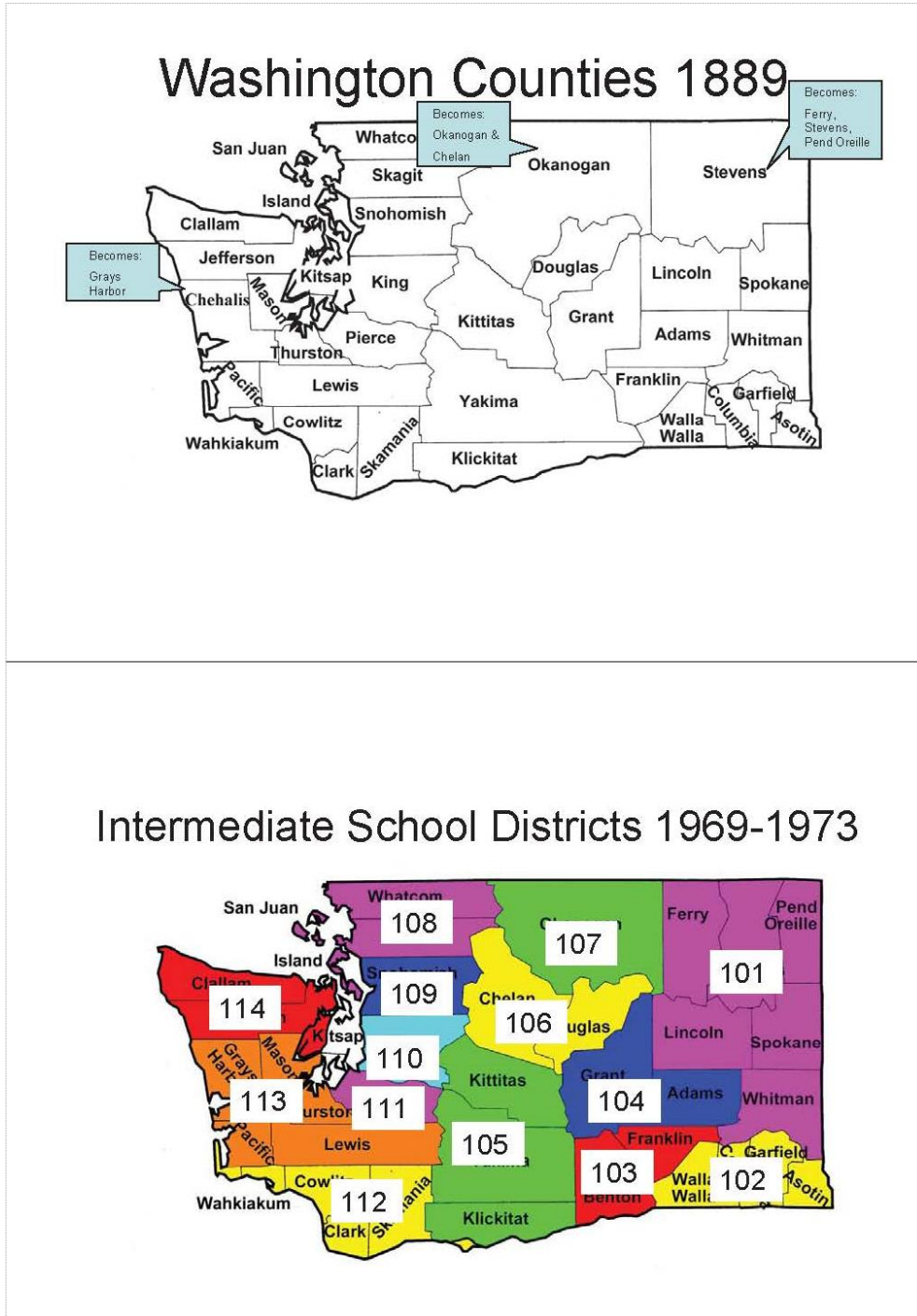
Governance at Individual ESDs

- Each ESD is governed by a Board of Directors, elected by school board members of the school districts in the ESD region, to four-year terms.
- Each ESD has a Superintendents' Advisory Council that approves the annual budget and makes recommendations for ESD service and support.
- Each ESD Cooperative is governed by an Advisory Council made up of Superintendents in the region.

(RCW 28A.310.430)

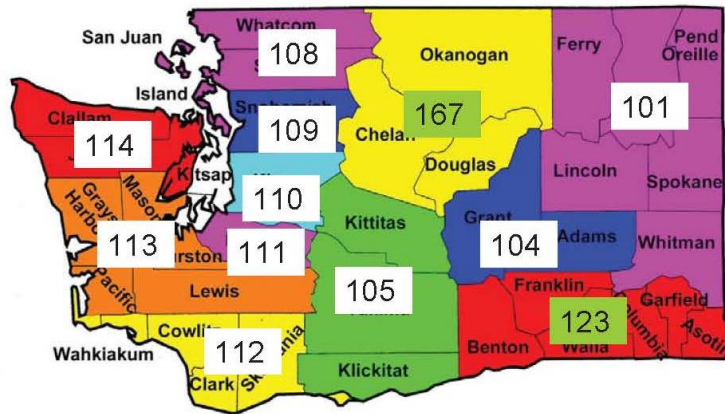
APPENDICES

Appendix A—Historical Boundaries



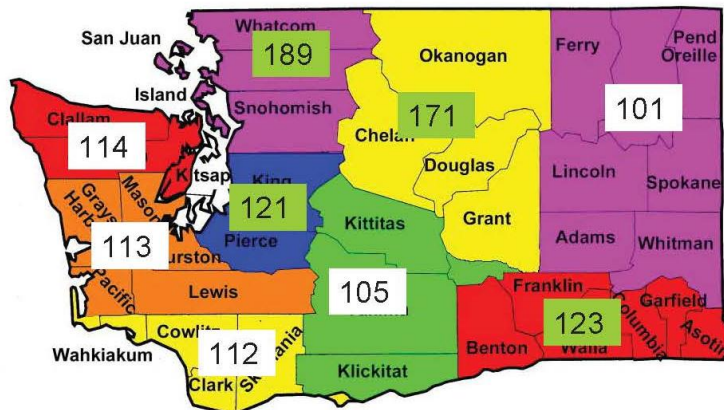
Appendix A—Historical Boundaries

ISD 1973-1975/ESD 1975-1977



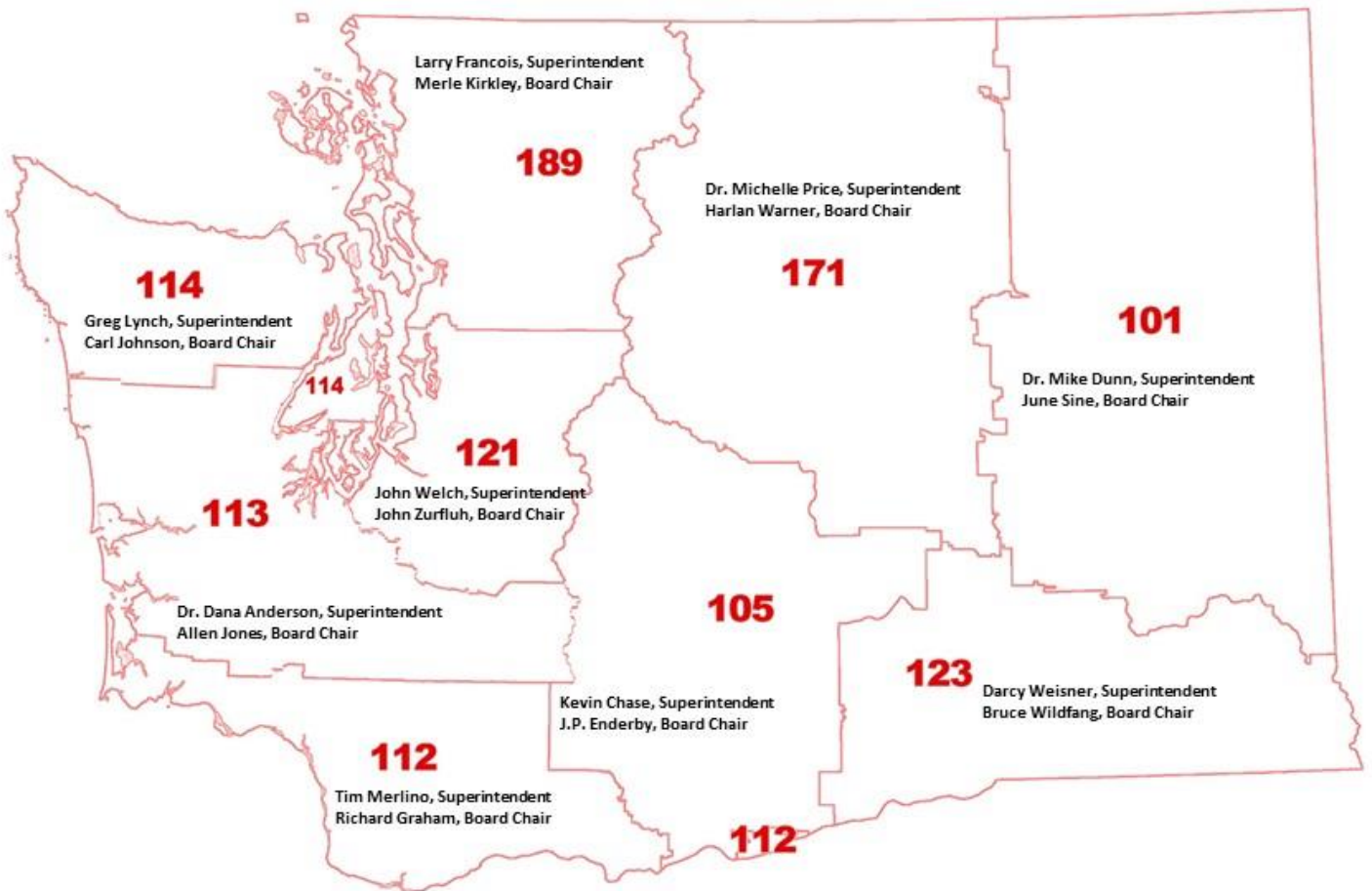
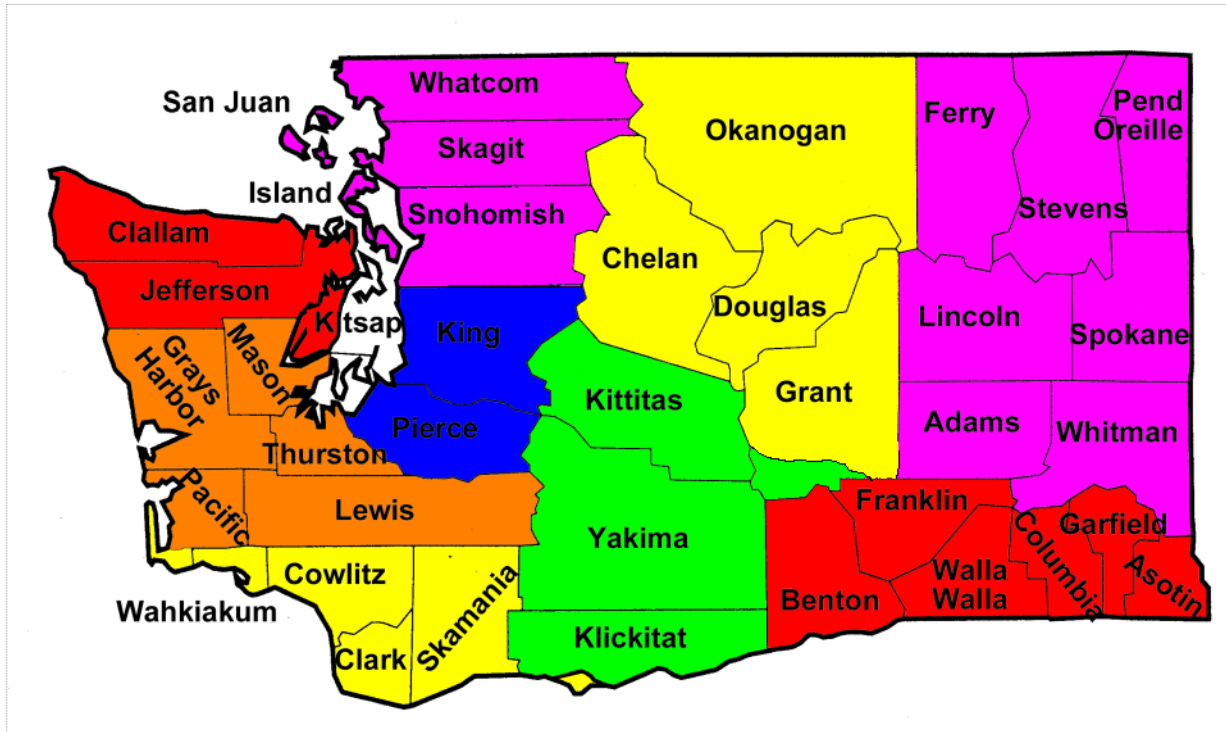
$107 + 106 = 167$ and $103 + 102 = 123$

ESDs - 1977



$167 + 104 = 171$ and $110 + 111 = 121$ and $108 + 109 = 189$

Appendix A—Current Boundaries and ESD Superintendents/Board Chairs



2016-17 ESD Data



Spokane
59 School Districts; **98,159** Students; **135** Staff
\$19,637,459



Yakima
25 School Districts; **62,078** Students; **130** Staff
\$24,995,581



Vancouver
30 School Districts; 104,422 Students; **502** Staff
\$57,807,709



Tumwater
44 School Districts; **72,020** Students; **335** Staff
\$33,399,190



Bremerton
15 School Districts; **47,153** Students; **146** Staff
\$17,254,819



Renton
35 School Districts; **426,574** Students; **396** Staff
\$76,007,216



Pasco
23 School Districts; **72,040** Students; **106** Staff
\$12,833,556



Wenatchee
29 School Districts; **47,312** Students; **110** Staff
\$15,582,257



Anacortes
35 School Districts; **168,267** Students; **145.4 FTE** Staff
\$21,156,811

TOTALS

295 School Districts; **1,098,320** Students; **2005** Staff;
\$278,674,598

(In addition, the nine ESDs serve five Tribal Compact Schools [1,036 students] that, to some extent, receive ESD services by their request from the ESDs and their respective regions).

Appendix C—AESD Network Operating Principles

AESD Board Members

Gary Coe, ESD 101
 Bill Gant, ESD 105
 Dr. Richard Graham, ESD 112
 Howard Coble, ESD 113
 Karen Soger, ESD 114
 Charlie Staaecker, Past President, ESD 121
 Brad Gingerich, ESD 123
 Larry MacGuffie, President, ESD 171
 Merle Kirkley, President Elect, ESD 189



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AESD Network Operating Principles

Background

In 2007, at the direction of the Association of Educational Service Districts (AESD) Executive Board and with the support of each Educational Service District (ESD) Board of Directors, the superintendents of the nine Washington State ESDs initiated a planning process to become a more effective statewide system, consisting of nine ESDs. The resulting design was the first step to becoming a more unified delivery system for Washington's students and schools. On October 20, 2008 the AESD Executive Board adopted the design as set forth in a document titled *Design of the Washington ESD Network: Creating a Statewide Education Service Delivery System*, which noted:

"The AESD Network is a voluntary affiliation of the nine ESDs with the purpose of creating a more effective statewide system within specified areas of service" (p. 19).

Additional clarity regarding the intent of the Network and what each ESD can hope to achieve through greater collaboration was provided:

"The ESD Network will:

1. *Develop strength and autonomy at the local service level while creating a consistent delivery system at the state level.*
2. *Be the statewide system of choice for development and delivery of state, federal and private education initiatives.*
3. *Positively influence state education policy. Work toward mutual benefit with policymakers on policy development and initiative deployment.*
4. *Develop and stabilize well-defined processes and structures to support the Network and statewide service delivery system" (p. 5).*

And finally, the intent was further clarified by the statement:

"The ESD Network will be strengthened by its relationships with key influence groups: LEAs, both public and private, the State Legislature, the Office of the Governor, and OSPI, to name a few. The effectiveness with which the nine ESDs are able to establish a unified and coherent presence in these relationships is critical to the recognition of the Network as a legitimate and valid member of the State's education system" (p. 15).

Purpose

In the years since the adoption of the Network Design, the nine ESDs have achieved considerable success toward realization of the articulated vision. It is the belief of current representatives that clearer specificity of the ESDs' shared commitment to the AESD Network will strengthen coordination and promote even greater achievement. To that end the nine ESDs agree to the following *Operating Principles* as a shared understanding of the cooperation, communication, and commitment that is prerequisite to a healthy and thriving Network. Given the voluntary nature of each ESD's participation in the AESD Network, these commitments will be assumed until, and unless, notice is subsequently provided that the commitments are no longer held to be appropriate for any ESD.

Appendix C—Operating Principles (Cont.)

AESD Network Operating Principles

Page 2 of 3

Commitments

To achieve a realization of the articulated AESD Network vision, each ESD superintendent, each ESD board collectively, ESD board members individually, and each AESD executive board member commit ourselves and, within limitations of resources, our staff, to the following:

1) **Honesty and Integrity**

Fulfill AESD Network responsibilities with honest and integrity.

- Act with integrity and in a spirit of understanding and goodwill in our collaborative work around the initiatives, programs and services we pursue and provide.
- Respect and maintain the confidentiality of any private information that is shared in AESD or Network meetings.

2) **Positive Communication and Cooperative Approach**

Demonstrate, in word, action and deed, a positive and cooperative approach to the AESD Network priorities in service to Washington State's public schools/districts. Regularly share information that may be useful to colleagues in other ESDs, always assuring professional communication.

- Problem-solve in an open and positive atmosphere toward designing, implementing, and assessing plans to achieve the Network goals.
- Collectively and individually support new, and continuing, team members.
- Where appropriate, seek first a collaborative rather than competitive response to new service and or funding opportunities.
- Proactively engage team members, sharing perspective and information that may be of interest/benefit.
- Active engagement in vigorous discussion leading up to Network decisions is followed by support for resultant decisions, publicly and privately.
- Seek positive and respectful resolution of any differences or disagreements with a commitment to defining common ground that all can support.

3) **Participation**

Provide engaged participation in Network activities, supporting the interests of the Network in individual activities.

- Within time and budget limitations, share assignments and workload necessary to support the priorities and operation of the Network.
- Present a business plan, including a budget with anticipated gain or loss, for any activity undertaken on behalf of the Network by an individual ESD or group of ESDs.
- Within the resource limitations of each ESD, the staff of each ESD is committed to adhere to these principles ,
- Provide support and necessary information and input toward the evaluation of Network services and programs as agreed upon by the ESD Superintendents.
- Provide appropriate assistance requested by any ESD undertaking an ESD superintendent search.
- Contribute fiscal support for the Network based upon an assessment model that is approved and regularly reviewed by the ESD Superintendents and AESD Executive Board, and with the approval of each ESD Board.

4) **Meeting School and District Needs**

Assure member school district needs are addressed - whether through the local ESD individually, in partnership with another ESD as appropriate, or the AESD Network.

- Work together to provide services to school districts located within one another's regions.

Appendix C—Operating Principles (Cont.)

AESD Network Operating Principles

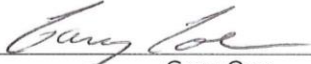
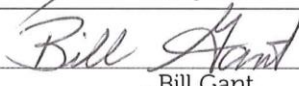


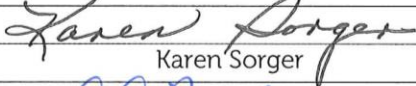

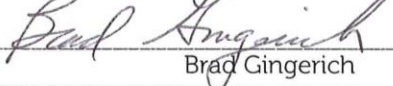
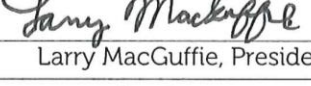
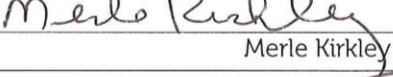
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- When receiving requests for services from school districts in another region, the Superintendent of the initiating ESD or the initiating district will consult with the Superintendent of the resident ESD to determine how best to deliver services to the school district that is requesting them. Such ESD to ESD partnerships should be consistent with the 2004 Interlocal Agreement between the ESDs, or any subsequent agreements which replace or modify that ILA.

5) ESD Autonomy

The autonomy and authority of each ESD Board to act in the best interests of its region is respected and valued. Given the voluntary nature of AESD Network participation, it is important for each ESD Board to support continued participation in the programs and initiatives previously implemented so the Network can maintain credibility as a reliable delivery system for statewide initiatives.

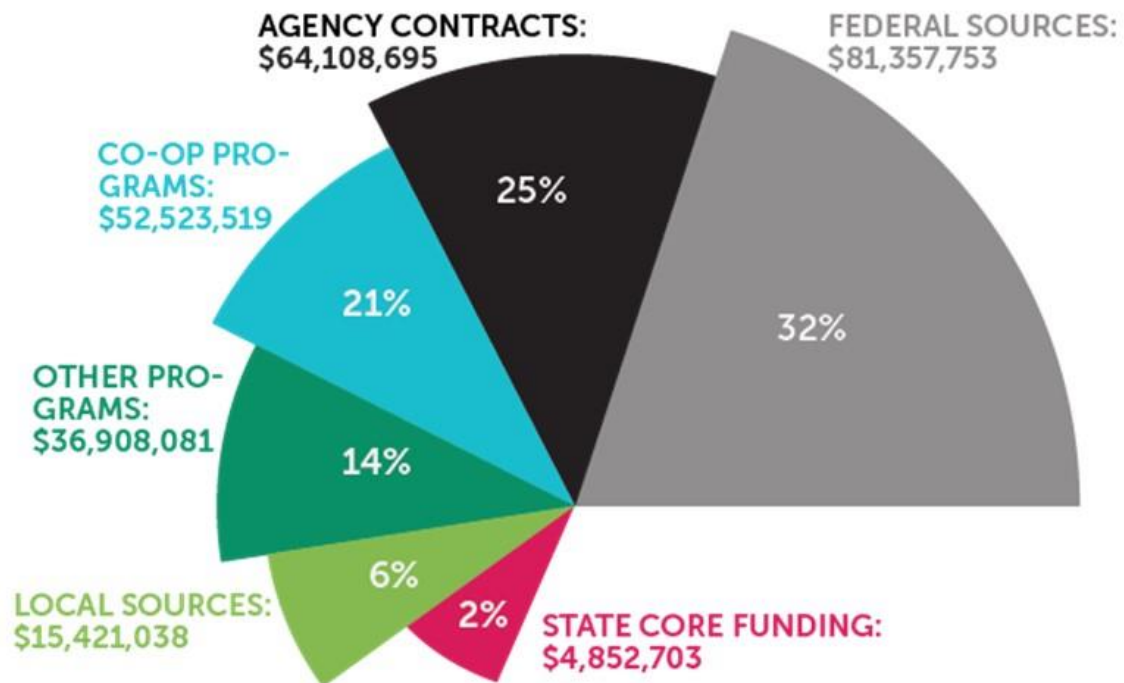
Approved in Second Reading by the AESD Executive Board on January 30, 2012 and forwarded to the nine ESD Boards with a recommendation for their approval.

ESD	AESD Representative
NEWESD 101	 Gary Coe
ESD 105	 Bill Gant
ESD 112	 Dr. Richard Graham
ESD 113	 Dr. Howard Coble
OESD 114	 Karen Sorger
PSESD 121	 Charles Staadecker
ESD 123	 Brad Gingerich
NCESD 171	 Larry MacGuffie, President
NWESD 189	 Merle Kirkley

Appendix D – Sources of ESD Revenues – 2016-2017

- ESDs leveraged **\$4.8 million** of state allocated core funding into **\$250,319,086 million (without core)** of needed services for students and schools in Washington
- For every \$1 in core funding, ESDs returned \$51.58 in educational programs and services - \$231 for every student in the state

Sources of ESD Revenues – 2016-2017



Appendix E - Examples of some services provided by ESDs

- Teacher and staff professional development
- School system and student learning support
- Operations, fiscal, and technical services
- Administrative services
- Grant acquisition and grants management
- Technology and computer education training
- Communications and planning support
- Early Learning technical assistance
- School construction services
- Special education coordination
- Data Collection
- Accreditation services

NWESD 189 Statewide Accreditation Services

- Washington ESDs began providing accreditation services in 2005
- NWESD took over accreditation services as the lead ESD for AESD Accreditation services in 2014-15
- Once completed, schools generally feel accreditation was a valuable and worthwhile experience
- AESD Accreditation process valued for its relevance and connection to the School Improvement Plan work that schools should already be undertaking
- AESD Accreditation process is reflective and growth-oriented
- 3rd year review provides a check in for both (re)calibration and accountability for school improvement plan implementation and progress towards goal attainment
- AESD Accreditation is particularly beneficial for principals new in their positions
- Principals report that the AESD Accreditation process helps assist and motivate staff to undertake needed changes in instructional programs and delivery

Additional information can be found on the AESD website, such as:

- Constitution <https://www.waesd.org/aesd-executive-board/>
- Current legislative priorities <https://www.waesd.org/special-session-update-2/>
- AESD Network Key Stakeholders <https://www.waesd.org/aesd-professional-learning-network/evaluation/>
- Past AESD Presidents <https://www.waesd.org/aesd-executive-board/>
- Conference host schedule <https://www.waesd.org/meetings-conferences/>
- AESD Network Calendar <https://www.waesd.org/wp-content/uploads/2017/10/2017-18-AESD-Network-Calendar.pdf>
- AESD Network Executive Board <https://www.waesd.org/aesd-executive-board/>
- Recent WSSDA Presentation <https://www.waesd.org/aesd-executive-board/>