



ANNUAL REPORT

2020–21

OUR MISSION

The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership.

This leadership includes:

- Leadership in providing equity and excellence in student learning.
- Leadership in developing competent, ethical, and visionary leaders by:
 - » Providing member services.
 - » Offering growth opportunities for leaders.
 - » Promoting community and legislative support for education.

WASA’s beliefs are anchored in leadership, trust, and advocacy. WASA is first and foremost about leadership for equity and excellence for all students.

WASA members exemplify trust through competence, integrity, and vision.

WASA’s advocacy efforts focus on building widespread support and a singular voice to secure the resources and policy necessary to advance public education in Washington.

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Joel Aune

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TABLE OF CONTENTS

From the President.....	3
From the Executive Director	4
Financial Overview and Membership Report.....	5
Government Relations	7
Professional Learning	9
Inclusionary Practices Project	11
Administrative Operations	12
Contract Services and EduPortal/E-Convene	13
2020–21 Awards and Scholarships	14
WASA Retirees and Regions	16
Corporate Partners and Event Sponsors.....	17
Member Acknowledgments	20
Washington State Leadership Academy	23
School Information and Research Service	24
Looking to the Future: WASA Goals and Action Steps for 2021–22.....	25

FROM THE PRESIDENT



Friends and Colleagues,

I write my final message for WASA's annual report of the 2020–21 school year at the end of September; save for this article, my term as president is in the books. This letter is different than those of my predecessors; as many of you know, I tend to march to an unorthodox beat. That said, these are unconventional times, and I feel compelled to write from my heart.

We began this school year much the way in which we finished the previous. Hunter S. Thompson summarized my feelings in June of 2021 best when he penned, "Life should not be a journey to the grave with the intention of arriving safely in a pretty and well-preserved body, but rather to skid in broadside in a cloud of smoke, thoroughly used up, totally worn out, and loudly proclaiming "Wow! What a Ride!" While this sentiment seemed appropriate at that time, I fret for all educators as this continues to be our pace. Please, give yourself and those you serve an enormous amount of grace, patience, and care. Despite the chaos that surrounds us, we will get through this together.

In February of 2019, I met with Joel Aune and Helene Paroff while in San Diego for the AASA conference. It was at this point that we collaborated and finalized the focus of my term as president. WASA is comprised of nearly 1600 educational leaders, of which less than one-fifth are superintendents. With that knowledge, my main priority was to harness the expertise of WASA membership in our collective efforts toward advocacy with our elected officials. One short month later, we entered the pandemic and the ongoing impacts on our students, staff, and school systems.

I would have likely changed the focus of my term had I known what was about to darken our doorways. While Advocacy is one of our three pillars (and an incredibly important aspect of our work), it seems a bit out of touch given the incredible toll of this past year. I am not suggesting that our advocacy was unimportant or in vain...it was and continues to be an aspect of our work that cannot go unattended. It is difficult to determine the results of last year's collective approach. Know this, we had an impact. I often wonder what decisions would have been made if we weren't there to share our stories and those of our students, staff, and communities. I believe that we would be dealing with far worse circumstances had we not been actively involved.

It has been my esteemed privilege and honor to serve as president this past year. I have grown both personally and professionally by having had this experience. I sincerely thank you for the opportunity to help lead in an incredibly unique time frame. Our WASA Executive Director, Executive Team, and Staff continues to provide the membership with outstanding

service and a commitment to assist us with every challenge. This was certainly the case throughout the past year and into this. Collectively, they have supported us through a multitude of polarizing and political affronts. I have long been a fan of WASA as a premier educational organization. My appreciation and admiration have grown abundantly throughout the pandemic; WASA has been at the frontlines of the fray alongside us to fight for and defend public education/educators. Though leadership can be lonely, I know that I am truly surrounded by WASA and its membership.

I am concerned for my WASA brothers and sisters as well as all educators. The pace of our work has only intensified while the outside attacks and onslaught of misinformation continues to creep into our work and schools. We are all struggling in our own roles and in our own ways; however, each of you is the right person, in the right position, at the right time.

I have a self-preservation request for you. None of us should struggle alone...if you are feeling wilted, pick up the phone and seek support; there is no shame in sharing your burdens. Reach out to a colleague to check in on them. Hold your loved ones a little closer and tell them you love them. We need one another more now than ever. Please don't go it alone; we are in this together.

Sincerely,

Brian Talbott

Superintendent, Nine Mile Falls School District
WASA President 2020–21

FROM THE EXECUTIVE DIRECTOR



2020–21 was a year like no other, as the terms “unprecedented” and “pivot” became part of our daily conversation. Hopes of a “return to normalcy” in September 2020, were dashed mid-summer as nearly all schools began the year in a fully remote delivery system for teaching and learning. The challenges confronting WASA members were

complex and often politically charged throughout the 2020–21 year. It seemed each step forward was more difficult than the last. But in this context, the character, grit, and relentless commitment to children and young people was on full display every day as WASA members across the entire state led their schools and communities.

The purpose of the WASA Annual Report is to provide for members a sense of the scope and depth of the association’s work. In reviewing it, you will find that last year was productive, challenging, and innovative. I believe you will see evidence that WASA is moving forward in a positive fashion; that we are always looking for “a better way” to serve and support the membership; and that we strive to be responsive to your needs while providing vision and leadership.

President Brian Talbott’s tenure was a unique one. He assumed the presidency amidst a world-wide pandemic; a time when school district leaders and superintendents found themselves under enormous stress and extreme pressure; a time when superintendents have been subject to intense and unrelenting criticism, as well as personal attacks. As WASA President, Brian was a reflection of superintendents and school district leaders across the entire state in his unwavering commitment to hang in there and shed the criticism to make the tough decisions, keep kids first, and stay true to doing what was best and right for them each and every day. Brian was the right person at the right time, to serve as your president.

I very much appreciated and enjoyed working with Brian during the 2020–21 year. While it was an exceedingly difficult and challenging time, WASA, under Brian’s leadership, got some good things done for our members and the students they serve. Throughout the year, WASA endeavored to support members in their extraordinary efforts to advance learning, lead for equity, and manage the never-ending challenges presented by the pandemic in the midst of a politically charged environment. Did everything work perfectly? Of course not. But the work of our members, across the entire state, was phenomenal. We should never forget that.

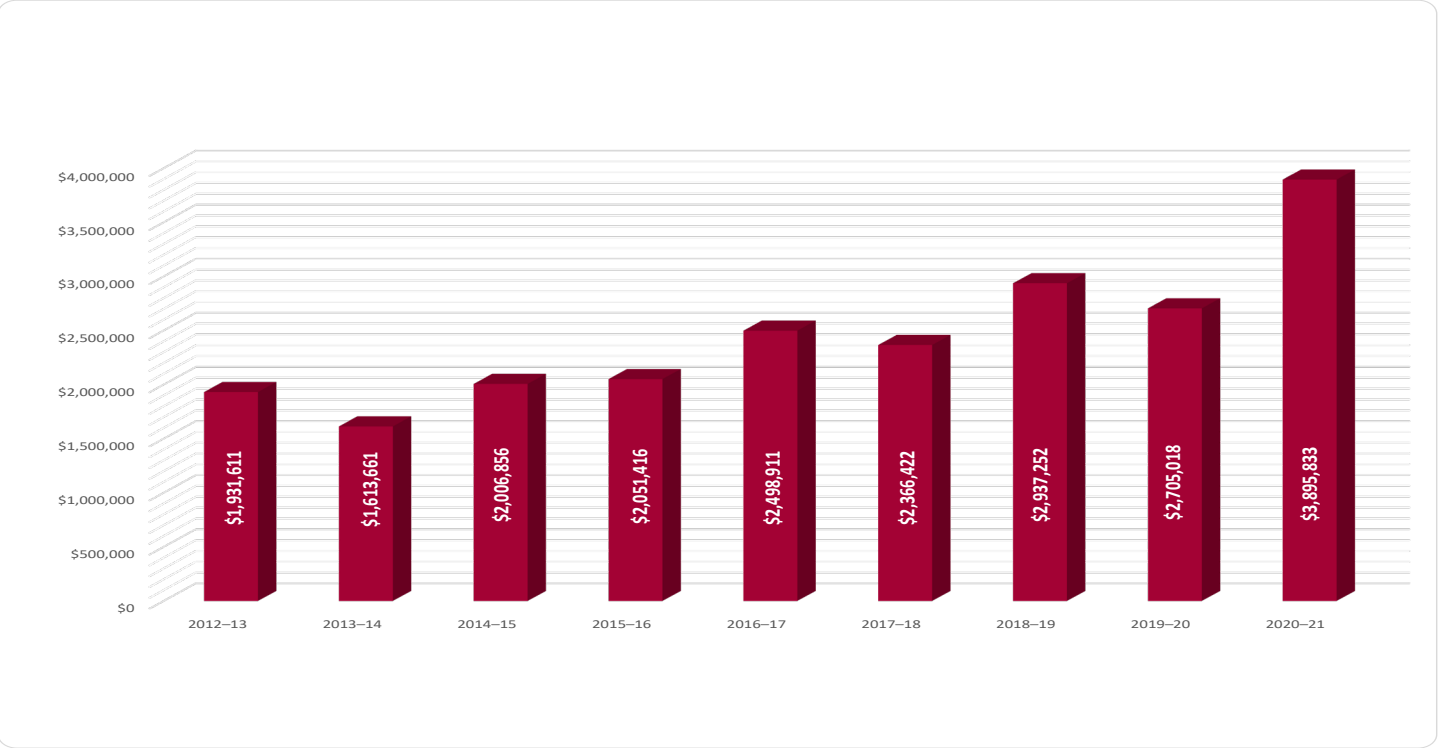
While this report captures the substance and spirit of our work during the past year, it does not begin to recognize the remarkable leadership of the members whom it is our privilege to serve. Individually and collectively, you are a shining example, of character, courage, toughness, and tenderness. Those special qualities have produced results that are nothing short of miraculous.

You do not hear this nearly enough: congratulations and thank you. Now, more than ever before, the state’s 1.2 million students are fortunate to have people of your caliber and commitment leading their schools.

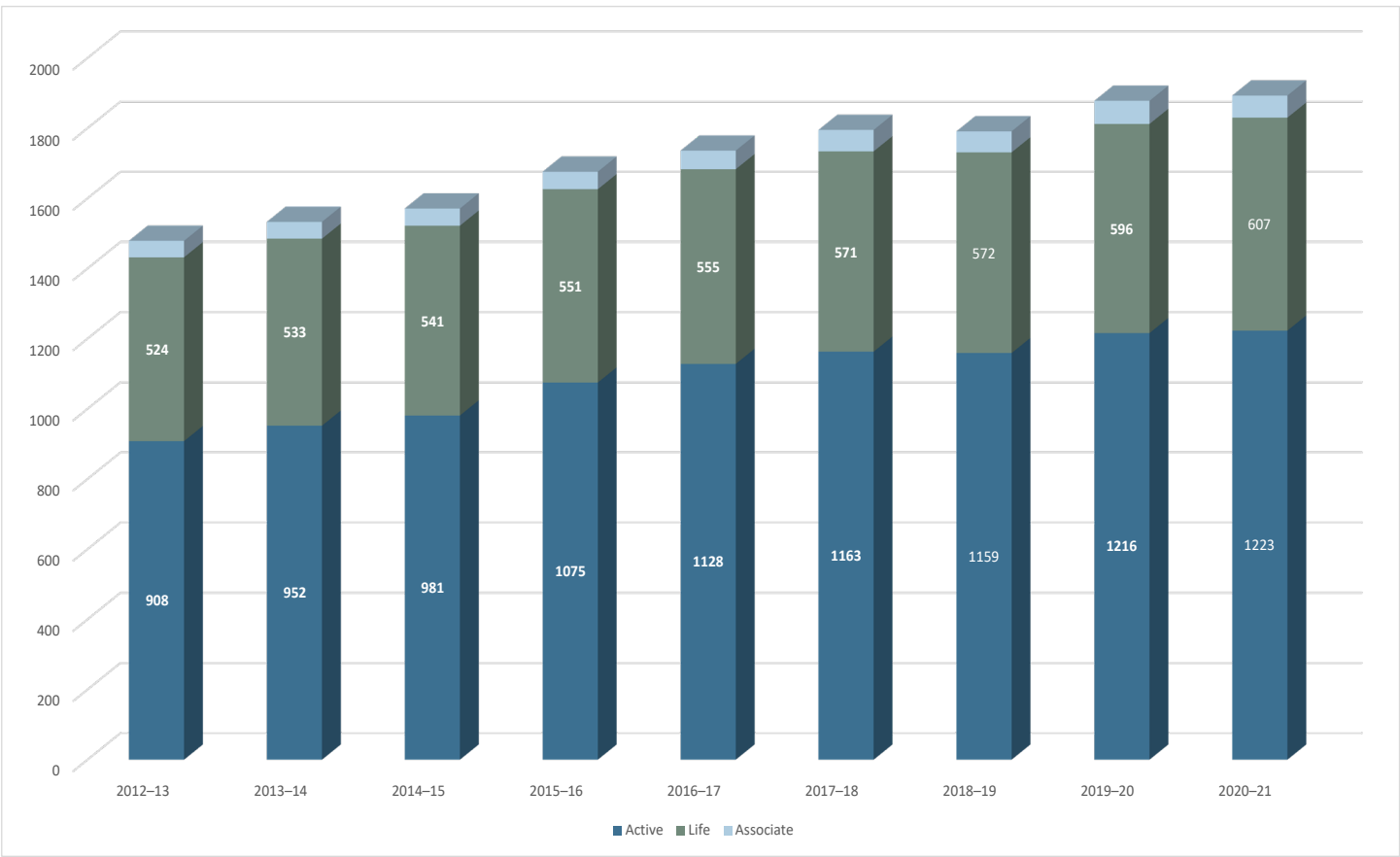
Respectfully,

Joel Aune

OPERATING BUDGET HISTORY



MEMBERSHIP TREND HISTORY



FINANCIAL OVERVIEW AND MEMBERSHIP REPORT

FINANCIAL OVERVIEW

WASA's financial position continues to be stable and strong. This is due to steadily increasing membership numbers, a high degree of participation in our professional learning offerings, increased contract services to school districts, and containment of expenses.

WASA MEMBERSHIP

Membership is more than just joining; it is engaging in the activities and leadership roles within WASA that support Washington State administrators, students, and public school education. Every member of WASA is important and valuable.

OPERATING BUDGET 2020–21: \$3,895,833

REVENUE SOURCES (BY PERCENT)

Professional Learning	19%
Contracts/Grants	41%
Dues	33%
Miscellaneous	7%

PERSONNEL EXPENDITURES (BY PERCENT)

Governance	15%
Legislative	34%
Contracts	13%
Professional Learning	38%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous	2%
Office Expenses	12%
Contracts	24%
Personnel	46%
Board/Standing Committees/Component Groups	2%
Legislation	1%
Professional Learning	13%

2020–21 MEMBERSHIP BY MEMBER TYPE

Active	1223
Associate	63
Retired/Life	607
Student/Intern	15
Complimentary	10
Displaced	2
Total	1921

ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101	111
South Central Region 105	76
SWIS Region 108	70
Sno-Isle Region 109	111
Metro Region 110	251
Pierce Country Region 111	160
Columbia River Region 112	104
Capital Region 113	114
Olympic Peninsula Region 114	75
SEWASA Region 123	68
North Central Region 171	63
Total	1223

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators	242
Instructional Program Administrators	382
Principals	43
Special Education Administrators	196
Superintendents	360

GOVERNMENT RELATIONS

Prior to the 2020 Legislative Session, WASA established a legislative platform that established a clear and principled set of requests that did not simply ask legislators for what we thought we might be able to achieve, but what educators actually need. WASA's 2020 Legislative Platform laid out a set of bold, honest requests; however, understanding the state's fiscal circumstances and the short runway in the 60-day second-year session, we knew we had to be pragmatic and strategic to achieve as much success as possible. In 2020, however, the goal was not to simply get a number of short-term wins; the ultimate goal was to position ourselves to be ready for 2021—a longer, budget-focused session.

While WASA did have some success in the 2020 Session (as described in the 2019–20 Annual Report), the greatest success we had was in highlighting our priorities (educators' NEEDS), keeping the issues on the radar of legislators, and establishing a base on which we could build upon in the 2021 budget year.

At the end of the 2020 Session, WASA's Legislation & Finance Committee immediately started to craft a Platform for 2021. The Platform almost wrote itself, given that the focus was to maintain consistency as we moved from the 2020 Session to the 2021 Session, building off of the groundwork we laid. A short time after we started down this road, however, COVID-19 came more into focus. It was declared an actual pandemic, then the governor declared an emergency, issued a "stay at home" order, and closed schools. It quickly became clear that our hope of asking for millions (or billions) of dollars in new or enhanced K–12 investments in the upcoming session would be unrealistic.

The Committee quickly pivoted and redrafted the Platform with a focus on protecting K–12 budgets, seeking to hold on to what we had, rather than trying to reach out for more. At the same time, however, we included a set of "long-term" issues in the Platform to ensure the groundwork and momentum we made in 2020 would not be lost.

In June, when the Economic & Revenue Forecast Council released its quarterly revenue update, it was clear our concerns were not unfounded. The June forecast projected a nearly \$9.0 billion shortfall. Governor Inslee quickly asked agencies to submit 15 percent budget reduction proposals, followed later by a directive that agencies submit 2021–23 budget requests with significant reductions. At the same time, the governor called for state employee furloughs and the canceling of upcoming salary increases.

As the summer moved along, we started to see some of the impacts on K–12 budgets; and in the fall, as most schools started remotely, we saw significant enrollment declines, followed shortly after by projected losses in pupil transportation funds because of a lack of ridership. While we continued to focus on the overall K–12 budget situation, it soon became obvious that enrollment declines, and transportation losses were the major budget concerns. We started laying out the concerns to legislators; however, most refused to listen. Some legislators came back with questions, asking why they would provide full apportionment to districts when kids were not in school (providing more evidence that most of them simply do not understand how schools are funded or how they operate). They ignored that school districts were continuing to educate students, albeit remotely, and the day-to-day operating costs of a district did not just disappear. In fact, in some cases, costs went up, as schools dealt with additional cleaning, purchasing Personal Protective Equipment, providing food service, and offering online learning.

By the time the September revenue forecast was released, the economy had started to somewhat stabilize. There was still a significant shortfall; however, the projected shortfall in June was essentially halved (\$4.3 billion shortfall). At the same time, school enrollment declines, and transportation ridership (or lack thereof) started to become clearer. Our regular discussion points with legislators continued to be about the need for stable funding, specifically enrollment stabilization, and pupil transportation stabilization.

The November revenue forecast again provided some good news. We were not out of the woods, but the anticipated shortfall was reduced to about \$3.3 billion. As we continued to fight for enrollment stabilization and transportation stabilization funds, we got a shot to the gut when Governor Inslee released his 2021–23 Operating Budget proposal. Inslee's budget proposal included \$1.25 billion in Maintenance Level reductions—over half of which (\$737.8 million) came in reductions to K–12 education, mostly due to school district enrollment declines and "under-utilized" pupil transportation. Included in Inslee's budget summary, there was a discussion of his solution to the budget shortfall, and this statement was made: "Projected education funding needs (for the current budget and the first year of the next budget) have fallen by an estimated \$831 million, largely due to lower school enrollments and pupil transportation costs amid the pandemic. *The governor proposes reinvesting some of that savings to meet critical needs while using the rest to help balance the budget.*" [emphasis added]

Rather than stabilizing school district budgets by rolling that “savings” back to school districts, the governor’s solution was to “reinvest” the savings elsewhere and use the rest to “help balance the budget.”

We fought this battle the entire session, and it seemed like an unwinnable fight. We were not assured of a positive solution until literally the last weekend of the session when the final budget was unveiled. As we took this wild ride, it was abundantly clear that what pushed us over the top was the regular, ongoing engagement of our members. Before and throughout the session, we pushed administrators to actively participate in the process—and members responded. Prior to the session, in an effort to get broader administrator engagement in advocacy, we presented an “Advocacy 101” webinar. The webinar included a series of tips, tricks, and resources to assist our members’ engagement—and eliminate the mystery of advocacy. The event was well-received and plans are in the work for an updated webinar this winter.

While our administrators’ level of engagement was impressive and extremely impactful, it was also beneficial to be fighting for these issues with a strong team; WASA did not fight these battles alone. We stood arm-in-arm with members of the School Funding Coalition (WASA, WASBO, WSSDA, AWSP, WSPA, AESD, and AEA), along with other associations which were not a part of the Coalition (including WEA and PSE—at least on these issues). The Coalition set of priorities mirrored WASA’s Legislative Platform—and due to the accelerated release of our Platform, ESDs and many of the education associations used the WASA Platform as a base for their priorities. (Continuing in a leadership role, WASA’s 2022 Platform was again released early and ESDs and our partner associations again are using the WASA Platform as a base in establishing their own priorities.)

As positive as it was to achieve success on the funding stabilization front, it was very disappointing that the Legislature did not take any action on some of those important issues we put on our “long-term” issues list. Following the November revenue forecast and regular positive monthly collection reports, it was expected the March forecast would be positive. In fact, the revenue projection put the state’s budget outlook at essentially the same level as projected in the February 2020 forecast—before the pandemic hit. Additionally, projections were that revenues would continue to grow. As we saw the revenue picture brightening, we quickly pivoted and began pushing for a key issue on our “long-term” priorities: investments in staffing allocations. Regardless of the positive budget forecast, we knew the Legislature would not make a major step in addressing the current unrealistic staffing ratios in the Prototypical School Funding Model; however, it seemed reasonable to believe they

would take an initial step towards addressing the first phase of the funding plan (as recommended by the Staffing Enrichment Work Group, December 2019) and provide additional supports for staff linked to student well-being (nurses, counselors, mental health workers, social workers, etc.). There was significant talk this session about the mental health needs of students because of remote learning and lack of socialization and providing updated staffing allocations for those positions that would have a direct, positive impact on students would have been tremendously positive.

Additionally, providing even a minor boost would have provided a necessary jump-start to updating ratios in the full Model. This would have allowed legislators to show their commitment to finally implementing and increase funding for a more realistic school district staffing ratios—an obligation that they laid out for themselves, but to date, have failed to act upon. With unexpected resources becoming available, not addressing staffing allocations was a major missed opportunity. The issue is the centerpiece of WASA’s 2022 Legislative Platform (and the focus of the School Funding Coalition) and we will continue to push this issue until it is resolved.

As noted earlier, school administrators were very active during the 2021 Legislative Session. We were able to successfully advocate for enrollment and pupil transportation stabilization funds, significant investments in learning recovery, and larger-than-ever funding for broadband connectivity. These positive outcomes would not have materialized if school administrators sat on their hands, waiting for someone else to step up.

A number of consultants worked closely with WASA throughout the 2021 Session (and the legislative interims before and after session):

- Mitch Denning—representing administrators in the Alliance of Education Associations (AEA), comprised of the Washington School Nutrition Association (WSNA) and the Washington Association of Maintenance and Operation Administrators (WAMOA);
- Fred Yancey and Michael Moran (The Nexus Group)—consultants for retirement and health benefits for WASA and AWSP; and
- Melissa Gombosky—representing the Association of Educational Service Districts.

These consultants regularly kept WASA’s Legislation & Finance Committee apprised of activities through oral and written updates and provided excellent service as they operated as liaisons between WASA and the Legislature.

PROFESSIONAL LEARNING

A major focus of WASA's mission is to provide leadership in the development of competent, ethical, and visionary leaders by offering professional growth opportunities for those in, or aspiring to, district office administrative roles. Professional learning offerings are aligned with WASA's goals and actions, set by our Board and others in leadership positions. This summary focuses on conferences, academies, and webinars held from July 2020 through June 2021.

In a time when professional learning could have gone away because of the pandemic, WASA responded swiftly and effectively in moving from an in-person delivery system to a remote delivery system and, as a result, saw increases in attendance in conferences and events throughout the year. This year WASA had 93 offerings with a total attendance of 7,439.

CONFERENCES (ALL VIRTUAL) INCOMING SUPERINTENDENTS

The incoming superintendents' conference featured current superintendents sharing their expertise and was held over a five-day period.

SPECIAL EDUCATION

Instead of being done in two days at the end of July, the special education conference was done monthly from August to December with the Preconference occurring in July. This COVID structure was received so well that the new structure will continue in the upcoming year. WASA is appreciative to have written and received a grant from OSPI to support this conference.

FALL

George Couros captivated attendees of the fall conference with his inspirational message of hope combined with his call to action in meeting the needs of each student.

WOMEN IN LEADERSHIP

Molly Carroll and Mary Anne Radmacher were featured at two virtual women in leadership conferences. Attendance for both conferences exceeded all previous WIL events showing a desire and need for this conference.

WINTER

Author John Krownapple (Belonging through a Culture of Dignity) led a packed slate of presenters. As a result of this conference, Krownapple's book was used by several districts and regions across the state. Krownapple and co-author Floyd Cobb continue to be featured speakers around the state.

LEGISLATIVE

Student voice was embedded throughout this conference which gave purpose to our lobbying efforts. Attendance broke all records for this conference as John Draper's keynote focused on a strong message of advocacy.

SPRING

Keynote Speakers Jahmad Canley and Houston Kraft helped to solidify the conference theme of "Leading with Impact." District-level speakers filled the conference program with presentations to support the leaders in small school districts across the state.

SUPERINTENDENTS

The theme for the Superintendents' Conference was "Leading with Heart and Soul". Author Tim Kanold's timely message resonated with participants as they were entering the final stages of a very different kind of school year.

EQUITY

The Equity Conference shifted from a one-day in-person event to a two half-day event. The conference focused on the meaning of microaggressions with each keynote-caliber speaker building upon the prior presentation.

SUMMER

Our Summer Conference was "Junetastic!" Instead of a two-and-a-half-day conference in Spokane, we spread learning throughout the month of June! Trailhead sessions included international speakers John Hattie, Jeffrey Binney, and D.J. Batiste. In addition to the trailhead speakers, there were eleven other sessions for a total of 14 summer conference events.

ACADEMIES (ALL VIRTUAL) ASPIRING SUPERINTENDENTS

Led by retired superintendent Jay Hambly, the Aspiring Superintendents Academy had a wonderful inaugural year. Each participant was assigned a mentor who guided them through the outline of the program. The academy focused on key content areas of the job of superintendent as well as featured case studies as part of the learning process.

EARLY CAREER AND MENTOR

These two connected academies were facilitated by Rochester Superintendent Kim Fry and Camas Superintendent Jeff Snell. The content focused on the key elements of being and supporting a new superintendent (TPEP, Board and Superintendent Relations, Communication, etc.). WASA is appreciative to have written and received a grant from OSPI to support these academies.

SPECIAL EDUCATION

The Special Education Academy ran monthly through June and was facilitated by Helene Paroff. Each session was tied to Simon Sinek's Golden Circle (Why, How, What). WASA is appreciative to have written and received a grant from OSPI to support this academy.

INITIATIVES (ALL VIRTUAL)

EQUITY COMMUNITY OF PRACTICE

WASA was fortunate to receive a grant from the Bill and Melinda Gates Foundation which supported statewide work in equity and supported the development of six state partnerships led by AASA. This grant provided support that allowed WASA to partner with Hanover Research and Jeff Utecht in the development of a Community of Practice.

INCLUSIONARY PRACTICES PROJECT (IPP)

After a grand in-person kick-off in January 2020, IPP successfully shifted to a remote delivery model. IPP Director Helene Paroff built a project team of evaluators and district team facilitators to keep the learning momentum with Katie Novak leading district team meetings and providing project guidance. This project was successfully funded for the next two years during the 2021 legislative session. (See more information in the WSLA section of the annual report.)

WASHINGTON STATE LEADERSHIP ACADEMY (WSLA)

Led by Sharon Bower, WSLA re-Imagined shifted and became a totally virtual academy. Thus, teams were not grouped by ESD regions. There were 23 district leadership teams and 196 participants state-wide. WSLA impacted 30,003 students through these district teams. The 2020–21 cohorts grew the overall impact of WSLA to include 132 school districts or Educational Service Districts either having completed, or are currently participating in WSLA, with over 25 districts participating multiple times. (See more information in the WSLA section of the annual report.)

ADDITIONAL OFFERINGS AND PARTNERSHIPS

Throughout the year, WASA provides support to the Employee Relations & Negotiations Network (ERNN), Washington Association of Latino Administrators and Superintendents (WALAS), and Washington State ASCD (WSASCD) as they provide professional learning to educators across the state.

WASA continues to collaborate with various organizations and agencies to mutually meet professional learning needs while keeping an eye toward leveraging resources. This past year, WASA partnered with:

- American Association of School Administrators (AASA)
- Association of Washington School Principals (AWSP)
- Employee Relations and Negotiations Network (ERNN)
- Office of Superintendent of Public Instruction (OSPI)
- Washington Association of Latino Administrators and Superintendents (WALAS)
- Washington Association of School Business Officials (WASBO)
- Washington State ASCD (WSASCD)
- Washington State School Directors' Association (WSSDA)

INCLUSIONARY PRACTICES PROJECT

The 2020–21 school year will long be remembered as it was unlike any year experienced previously. Along with the often-discussed reasons, WASA will reflect on it as the year its inclusionary Practices Project, funded for the 2019–20 biennium, was launched. The project, with support from WSSDA and Dr. Katie Novak and her associates, focused its efforts on working with district leadership teams to more fully include students with disabilities within the general education setting. By June 2021, nearly 20 percent of the districts in the state engaged in one of the three cohorts sponsored by the WASA Inclusionary Practices Project. There was representation from across the state, representing urban districts to more rural ones. WASA's Theory of Action is quite straightforward:

If we provide the assistance needed to help districts increase supports and resources for teachers of targeted students and deepen districts' understanding of what is needed to plan and implement Universal Design for Learning and Inclusionary Practices across a district system, then the percentage of those targeted students placed and successfully participating in core classes and feeling safe and welcomed in their school will increase.

As noted in the WASA Inclusionary Practices Project's End of Year report submitted to OSPI this past June by the project evaluators, there were signs of progress for each element cited in the Theory of Action. The participating districts deepened their understanding of Universal Design for Learning and Inclusionary Practices and how to develop and/or refine plans for system-wide implementation. As the project progressed, the responses to evaluation questions indicated that districts changed from believing that they needed to depend on external professional sources to address their Least Restrictive Environment challenges to understanding that the change would only occur if their system believed in inclusionary practices and led from within the district itself. By the end of the year, an increase in the numbers of students with IEPs participating in the general education setting 80–100 percent of the time was noted.

Through all the challenges posed by the pandemic and the pivots it required, districts are to be applauded for their continued commitment to the WASA Inclusionary Practices Project. Attendance at the professional learning sessions remained stable, required actions were completed, and, most importantly, focus on changing the outcomes for all within their district community had begun to be realized.

ADMINISTRATIVE OPERATIONS

WASA OPERATIONS

Focused on and dedicated to our members, the entire WASA team works hard to provide a wide array of quality services. Whether by phone, fax, email, Twitter, or Facebook, the WASA staff stands ready to respond to the needs of our members and our education partners.

MEMBER SERVICES

Quality service to members is our top priority. Throughout the past year, WASA actively assisted administrators with concerns regarding district policy, finance, personnel, governance, board/superintendent relations, preparation for hearings, career consulting, and employment contract analysis. WASA provides timely, technical, and administrative assistance.

The Aspiring Superintendents Academy, Incoming Superintendent Conference, Superintendent Mentor Program, and the Special Education Director Academy are examples of proactive member support. Members in transition receive resources and support in developing effective entry plans and tools needed to be successful in their new positions.

Every year, through a variety of professional learning programs, members are offered an opportunity to engage in the latest leadership strategies and are encouraged to network with colleagues to increase their own knowledge and expertise. These conference and program offerings are an excellent example of how the association and its members work together to support quality public education.

MANAGEMENT REVIEWS

2020–21 was another strong year for WASA Management Reviews. Several districts contacted WASA for assistance in evaluating their business practices, staffing levels, transportation, facilities, financial and program management, and student services programs. WASA offers customized studies and other services designed to meet the needs of individual districts.

WASA Management Reviews are conducted onsite by either an individual or a team of expert practitioners utilizing a review of data and stakeholder perceptions to identify what is working and what needs improvement. Reviews offer specific commendations providing districts with a clear roadmap for success. WASA wishes to express our thanks to the following professionals for lending their knowledge and expertise to benefit districts across the state:

EXPERT PRACTITIONERS

Larry Dawn Avery
Greg Baker
Shawn Batstone
Chris Beals
Jennifer Bethman
Jackie Brawley
Lori Curtis
Jake Dingman
Larry Francois
Steve Grubb
Sergio Hernandez
Jake Kuper
Marcy Larsen
Debbie Leighton
Scott Logan
Nancy Meeks
Rebecca Miner
Donna Morey
Lori Oberheide
Helene Paroff
Tami Petrina
Beth Porter
J. Marie Riche
Gene Sementi
Kathy Shoop
Cindy Steigerwald
Jennifer Trauffer
Tom Venable
Brian Wharton
Candace Wilson

CONTRACT SERVICES

WASA supports a number of partner associations offering management and legislative services to enhance the benefits they offer their members. Those organizations include:

- Association of Educational Service Districts (AESD),
- Employee Relations and Negotiations Network (ERNN),
- School Information and Research Service (SIRS),
- Washington Association of Maintenance and Operations Administrators (WAMOA),
- Washington Association of School Business Officials (WASBO),
- Washington Interscholastic Athletics Association (WIAA),
- Washington State Association for Supervision and Curriculum Development (WSASCD),
- Washington School Nutrition Association (WSNA), and
- Washington State Personnel Association (WSPA).

THE WASHINGTON STATE EDUPORTAL® AND E-CONVENE®

In more than a decade as a statewide service, the EduPortal® document sharing network continues to provide a unique service to school and district leaders across the state. The site offers thousands of resources for leaders, including over 500 searchable collective bargaining agreements. The e-Convene® paperless meeting manager service includes support for collaboration, agenda, meeting packet, and minutes generators, saving time and expense. This product is currently saving districts thousands annually and integrates seamlessly with the district's website to share meeting and policy documents with the public. In addition to the e-Convene® meetings tools, the "table of contents generator" is designed to streamline the work of district-policy maintenance, making the hosting and updating of district policies and procedures quick and simple.

2020–21 AWARDS AND SCHOLARSHIPS

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

MICHELLE REID, SUPERINTENDENT OF THE
NORTHSHORE SCHOOL DISTRICT

Sponsor: D.A. Davidson & Company



This program is designed to recognize the outstanding leadership of active, front-line superintendents and pay tribute to those who lead our public schools. Washington's Superintendent of the Year (SOY) automatically becomes a candidate for the

AASA National Superintendent of the Year. D.A. Davidson & Company also provides \$1,000 for Washington's SOY to use towards an educational program of his or her choice.

WASA SERVICE AWARD

DR. SAM ARTZIS, HEALTH OFFICER
NORTHEAST TRI COUNTY HEALTH DEPARTMENT



The criteria for the Service to WASA Award states that “the recipient shall have contributed in an outstanding way toward the goals of WASA and shall not be a voting member of WASA.”

The navigation of COVID and all of its many complexities has been a heretofore unexperienced challenge. More than ever before, school districts have needed a genuine partnership with public health—drawing on their expertise, guidance, and partnership. While leaders around the state were generally grateful to public health colleagues, Dr. Sam Artzis at NETCHD continually went above and beyond to work with the NEWASA region. Further, he has been a leader in using available resources to get educators vaccinated so their health and well-being could also be safely addressed. He, and his fellow public health colleagues, are heroes. We are indebted and deeply grateful.

GALLAGHER HOWARD M. COBLE SCHOLARSHIP FOR UNDER- REPRESENTED ADMINISTRATORS

MELISSA RILEY, ASSISTANT DIRECTOR OF
EQUITY PEDAGOGY NORTHSHORE SCHOOL
DISTRICT

*Sponsor: Gallagher, in Partnership with the Washington
School Administrators Foundation*



The Gallagher Howard M. Coble scholarship was designed to assist talented, under-represented educators to pursue graduate studies that prepare for central office leadership positions. The \$5,000 scholarship was awarded to an educator who presently enrolled in or will begin graduate studies in educational leadership by the fall of 2020.

Dr. Howard M. Coble, former executive director of the Washington Association of School Administrators, retired in 2002 after completing 44 years of service for Washington State public schools. In 2010, he received a national Distinguished Service Award from the American Association of School Administrators for exhibiting exemplary leadership ability and enhancing school administration through his career.

PEMCO ROBERT J. HANDY MOST EFFECTIVE ADMINISTRATOR AWARDS

Sponsor: PEMCO Insurance

The Handy Awards seek to recognize outstanding public school administrators in Washington State. Robert J. Handy, the awards' namesake, founded the PEMCO Life Insurance Company. Handy was a Seattle school teacher during the Great Depression whose vision was to provide low-cost loans to schoolteachers. Three awards are presented each year, with a \$10,500 award equally divided among the winners. The award can be used for personal or professional growth and/or support and disseminate information about a successful school or district program.

Those selected received the award for the role they play in actualizing the nine characteristics of high performing school/districts as identified by OSPI research. This year's outstanding recipients of a Robert J. Handy Most Effective Administrator Awards include:



SMALL SIZE DISTRICT
TIM DICKINSON
PRINCIPAL
CONWAY SCHOOL DISTRICT



MEDIUM SIZE DISTRICT
JOSEPH MARTIN
TRIBAL EDUCATION OFFICER
MUCKLESHOOT INDIAN TRIBE



LARGE SIZE DISTRICT
DR. WADE SMITH
SUPERINTENDENT
WALLA WALLA PUBLIC SCHOOLS

WASA LEADERSHIP AWARD

TIM MERLINO, SUPERINTENDENT ESD 112



The WASA Leadership Award is given to select WASA members who “demonstrate and exemplify outstanding leadership abilities and who have made significant contributions to the field of education.”

Anticipating the need for school districts across Washington to acquire personal protective equipment (PPE), ESD 112 Superintendent Tim Merlino stepped up to help. His leadership resulted in statewide PPE procurement and distribution. Merlino's leadership has benefitted over 400 public and private school districts in our state by ordering and delivering 19 million face coverings, 840,000 pounds of sanitizing wipes, 120,000 boxes of gloves; 250,000 gowns; 80,000 gallons of sanitizer; while driving 250,000+ miles for deliveries. Merlino and ESD 112's actions have helped to protect the safety of thousands of students and school staff.

BARBARA MERTENS LEGACY AWARD

DR. MIKE STAROSKY, EXECUTIVE DIRECTOR OF SCHOOLS PK-12, SEATTLE PUBLIC SCHOOLS

Sponsor: D.A. Davidson & Company



The Barbara Mertens Legacy Award was established in honor of Barbara Mertens, a former assistant executive director of Government Relations at WASA, who retired in 2010. The award is presented to “an individual or group who has had a significant impact on public education in Washington—a legacy that has a lasting influence.” The person or group does not have to be a member of WASA. The award comes with a \$1,000 gift from D.A. Davidson & Company, which is awarded to a school, foundation, etc., in the awardee's name and at his/her direction.

Barbara Mertens dedicated a good portion of her career to the authorization of a Simple Majority to pass a School Levy. Similarly, Amy Bragdon, a longtime school administrator and former State Board of Education Member, and Dr. Cornelius Hagan have dedicated their careers to ensuring every child in North East Washington, and across the state, has had the best educational opportunity possible. They have done this through dedicated careers, the formation of a foundation, and through channeling hundreds of thousands of dollars in education.

WASA RETIREES

REGION 101

Mark Anderson, Spokane
Jill Christiansen, Deer Park
Ramona Griffin, NEWESD 101
Pete Lewis, Colville
Richard, Linehan, Rosalia
Kelly Shea, East Valley, Spokane
Greg Swartz, Deer Park

REGION 105

Mike Nollan, Kittitas
John Schieche, East Valley, Yakima

REGION 108

Phil Brockman, Sedro-Woolley
Mark Johnson, Nooksack Valley
Linda Quinn, Ferndale
Leilani Thomas, Concrete

REGION 109

Jamie Boyd, Snohomish
Amy Beth Cook, Lake Stevens
Bruce Hobert, Mukilteo
Debra Kovacs, Everett
Lloy Schaaf, Stanwood-Camano
Jean Shumate, Stanwood-Camano

REGION 110

Jodi Bongard, Issaquah
Debra Hawkins, Issaquah
Lewis Keliher, Auburn
Robert Manahan, Snoqualmie Valley
Sally McLean, Federal Way
Pamela Smith, Auburn
Gary Van Hee, Auburn
Amy Vujovich, Federal Way

REGION 111

Ailene Baxter, Puyallup
Nancy Fitta, Fife
Corinne Pennington, Puyallup
Carolyn Treleven, Franklin Pierce

REGION 112

Loy Dale, ESD 112
Debra Hale, Vancouver
Dave Holmes, La Center
Jerry Lewis, White Salmon
Mark Ross, Battle Ground
Hilary Snitker, Vancouver
Tyson Vogeler, Green Mountain
Steven Webb, Vancouver

REGION 113

Kevin Acuff, Elma
Alex Apostle, Shelton
John Bash, Tenino
Joseph Belmonte, Tenino
Jim Forrest, Adna
Marsha Hendrick, Satsop
Stephen Holland, Raymond
Glenn Malone, Mossyrock

REGION 114

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Linda Sullivan-Dudzie, Bremerton
Jay Villars, South Kitsap

REGION 171

David Balcom, Moses Lake
Diane Hull, Bridgeport
Dave LaBounty, Warden

WITH SINCERE APPRECIATION TO WASA'S 2020–21 CORPORATE PARTNERS AND EVENT SPONSORS

WASA is grateful to the companies that support our professional learning conferences, workshops, and specific events. During the past year, over \$300,000 of corporate dollars were realized to support activities serving WASA membership. Cost containment for conference expenses is critical to our members' ability to participate. Thanks to those companies that partnered with WASA during the timeframe of July 2020 to June 2021 for helping to make our events a huge success!

DIAMOND LEVEL



Servicing and supplying floor coverings to over 180 Washington schools and districts for the past 50 years, Beresford considers their advocacy for public education a stewardship responsibility. Offering full customer service and no-risk carpet plans with single-source responsibility, the Beresford Company not only measures and supplies the necessary materials and labor, they take responsibility for installation and wearability. Leaving every transaction with a satisfied customer is something for which The Beresford Company strives.

The Beresford Company consistently supports various activities and keynote speakers at WASA conferences and workshops. In addition to their generous sponsorship of WASA events, the company also advocates for other education associations statewide and annually sponsors the "Washington State Teacher of the Year." The Beresford Company is a long-time supporter of WASA.

BLRB architects

BLRB Architects has specialized in K–12 facility planning and design for nearly six decades. With offices in Tacoma, Spokane, Portland, and Bend, the firm has served more than 70 distinct school district clients throughout the Pacific Northwest on projects worth more than \$3.6 billion in construction value.

Committed to collaborative and inclusive planning and highly personalized facility design, BLRB works with its educational clients to maximize capital funding investment in pursuit of high-performance learning environments that foster achievement, inspire creativity, and enhance excellence in both students and staff.



Clear Risk Solutions is more than just a standard insurance provider, we are an industry leader in both insurance and risk management services and solutions. Our mission is to make our services your asset by delivering customizable results that you can trust and will better equip you to succeed in an unpredictable future.

CollegeBoard

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education.

Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.



D | A | DAVIDSON

The Strength of Advice®

The D.A. Davidson name is synonymous with education funding throughout the Pacific Northwest. They are proud to serve school districts large and small, and offer a full range of services including bond-issue planning, tax-rate management, and bond-rating assistance. D.A. Davidson's niche lies in expertise and exceptional client service.

D.A. Davidson, founded in 1935, is the largest full-service investment firm based in the Northwest. D.A. Davidson has built a solid reputation of integrity and professionalism with their full-service banking capabilities, broad distribution, experienced professionals, and a long-term approach to business. They maintain an independent, employee-owned-and-operated business environment, placing client needs at the forefront of their business decisions.

FORECAST5[®] ANALYTICS

Forecast5 Analytics provides state-of-the-art decision support applications that enable school district leaders to harness the power of their data to make more informed decisions.

Our analytics technology helps you identify strategic and financial opportunities, providing you with highly visual output in the areas of student performance, financial performance, compensation, staffing, and enrollment/demographics. More than 2,000 public sector clients across the country are using Forecast5 tools to maximize their data insights and enhance their decision-making.



Insurance | Risk Management | Consulting

Since 1984, the VEBA Plan has given Washington school districts a means of providing employees with a health reimbursement arrangement (HRA), primarily for post-employment (retiree) medical premiums. The plan covers 72,000 public employees and retirees from more than 400 school districts, community and technical colleges, higher education institutions, and state agencies in Washington.

The program was founded and is governed by: WASA, AWSP, and WASBO. Plan consulting, local service, and customer care are provided by Gallagher.



McKinstry is a privately held, full-service, design-build-operate-and maintain (DBOM) firm specializing in consulting, construction, energy, and facility services. The firm's innovative, integrated delivery methodology provides clients with a single point of accountability that drives waste and redundancy out of the design/build process. With over 1,900 professional staff and trades people throughout the United States and operations in more than 15 states, McKinstry advocates collaborative, sustainable solutions designed to ensure occupant comfort, improve systems efficiency, reduce facility operational costs and optimize profitability "For The Life of Your Building."



OAC EDU is the region's premier education program and project management firm. OAC EDU partners with school districts by offering a full range of services, from pre-bond planning through project closeout and warranty management. OAC EDU's sole focus is school projects. We understand the dynamics of school design and construction, from the complexities of funding to the critical need to minimize disruptions to teaching and learning as your district journeys through construction projects. Since 2002, our dedicated staff has managed the planning, design, and construction of more than \$2 billion in K-12 facilities changing the educational lives of over 500,000 students. We understand how important schools are to our communities and focus on providing optimal delivery methodologies that enhance teaching and learning while providing state-of-the-art, energy efficient, safe, and healthy schools.



Helping you worry less and live more is what PEMCO's all about. That tradition started in 1949 when a teacher, Robert J. Handy, founded PEMCO to provide affordable car insurance for teachers. Today, PEMCO helps people across the Northwest protect what matters most to them with auto, home, renter, umbrella, and boat insurance. PEMCO's still owned by its customers—not stockholders—so it serves you, not Wall Street. Get award-winning differences like a real person answering when you call, 12-month rate protection, and competitive prices made even more affordable with discounts for your home and auto.



Pearson Online & Blended Learning helps school leaders provide K-12 full-time and part-time online academic solutions for learners by offering a range of programs that can be customized to fit the needs of your student community.

By combining a proven curriculum, a comprehensive education management system, and certified teachers skilled in online instruction within a vibrant online classroom, Pearson helps educators find the online academic solutions they are looking for.

PIPER | SANDLER

Piper Sandler assists local school districts with the implementation of bond sales and management of debt service funds. Piper Sandler demonstrates how districts can manage their tax rates to stabilize the impact of taxes for levies and bonds, and helps many districts improve bond ratings. Piper Sandler is a leading full-service investment bank and asset management firm serving clients in the U.S. and internationally. Our proven advisory teams combine deep product and sector expertise with ready access to global capital. We are a leading underwriter and market maker of fixed-income securities in the Northwest, and a leading financial advisor to Northwest bond issuers. Piper Sandler's expertise reaches from the smallest public finance clients to the largest institutional investors in the country. We support our public finance platform with a strong primary and secondary trading effort. Through our regional trading desks, clients have access to our underwriting, sales and trading experts who work with bond issuers to structure both taxable and tax-exempt fixed-income securities.

Piper Sandler takes great pride in its reputation; it is the reason investors and issuers have trusted us since 1895.



The Washington Schools Risk Management Pool (WSRMP) is a self-funded non-profit risk pool composed solely of 93 public schools, seven ESDs, and their inter-local cooperatives. WSRMP exists in partnership with its members to provide their staff and student communities a safe and protected educational environment, while protecting member resources.

The founding of WSRMP was driven by a need for stable and strong risk management leadership, controlled by its members and able to constructively meet the unique needs for coverage and risk management services. Together, we keep over 500,000 students safe.

PLATINUM LEVEL

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114	Patricia Beathard, Brinnon
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111	Karen Andersen (Chair)
114	Paula Bailey, Central Kitsap
123	Sarah Thornton, Pasco (Chair-elect)
	Kevin Hebdon, Pasco (non-member)

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123	Pete Perez, Othello
171	Linda McKay, NCESD 171 (Chair)

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114	Andrew Rogers, South Kitsap
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	Nathan McCann, Ridgefield
Eastside:	Michelle Price, NCESD 171
	Kevin McKay, Sunnyside

Executive

Committee Rep.	Randy Russell, Freeman
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VEBA Trustee	Greg Baker, Bellingham
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WASHINGTON STATE LEADERSHIP ACADEMY (WSLA)

WSLA RE-IMAGINED!

The positive impact on system wide leadership in school districts continues to be the focus of WSLA. The 2020-21 cohorts grew the overall impact of WSLA to include 132 school districts or Educational Service Districts completed, or are currently participating in WSLA, with over 25 districts participating multiple times. This has resulted in an impressive total of 1,637 professional educators having developed leadership skills through a uniquely designed curriculum rooted in the premise that quality school and district leadership impacts student achievement.

WSLA re-Imagined shifted became a totally virtual academy. Thus, teams were not grouped by ESD regions. There were 23 district leadership teams and 196 participants state-wide. WSLA impacted 30,003 students through these district teams.

The researched best practices curriculum that WSLA teams focus on to build collaborative, accountable learning systems, was again newly updated to incorporate an increased focus on equity. These best practices promote highly effective teaching and learning and are understood and practiced in every classroom and in adult interactions. Each participating team uses student data to develop a Problem of Practice and Theory of Action aimed to create sustainable aligned systems that ensure equity and high levels of learning. WSLA participants examine their district student achievement data, dig deeply into system issues that needed to be addressed, and write system improvement plans based on researched best practices

WSLA TEAMS 2020–21

Castle Rock	Nespelem
Chewelah	Oakesdale
Colfax	Oakville
Davenport	Ocosta
Eatonville	Pioneer
Freeman	Reardan-Edwall
Goldendale	Rochester
Hoquiam	Steilacoom
Kittitas	Stevenson-Carson
Lake Quinalt	Toledo
Monroe	Wahluke
Mt. Adams	

The researched best practices curriculum update was fully implemented and included new curriculum strands aligned to clear rubrics, designed to support districts in their goal to create sustainable aligned systems that ensure equity and high levels of learning.

Multiple agencies and partners continue to collaborate to make the Leadership Academy successful. The WSLA skilled coaches and instructors, updated research best practices curriculum, and regionally delivered workshops are valuable resources to districts and essential components of WSLA. The Washington State Leadership Academy continues to be successful because of the ongoing partnership between WASA and AWSP, as well as the strong support from all nine Educational Service Districts, the Office of the Superintendent of Public Instruction, the Governor's Office, state legislators, and valued advisement from the WSLA Board.



CEE WSLA PROGRAM REVIEW

The program review reveals a positive change in leadership practices as measured by WSLA program participant self-reflection. Among the reasons for these positive perceptions are:

- Implementing new learning around equity and equitable systems
- Responding to pandemic changes and needs in a targeted way
- Improving leadership to navigate the challenges of the year
- Defining success as more than just academics
- Establishing clearer processes for district and school improvement plan development

There was again a clear indication that WSLA coaches have been critical in moving the work forward both in the workshops and in operationalizing the work within the districts.

SCHOOL INFORMATION AND RESEARCH SERVICE (SIRS)



School Information
and Research Service

SIRS is a non-profit organization that provides data and information on school organization, administration, operation, finance, and instruction to specifically meet the needs of superintendents, central office administrators, principals, and school board members. SIRS contracts with WASA for management services. Since 2016, when

Andy Wolf joined WASA as Assistant Executive Director for Administrative Operation, he has served as the SIRS Executive Director. SIRS provides member districts with *Leadership Information*, the *Legislative Handbook*, and the *SIRS Salary Survey* in addition to occasional special reports.

LEADERSHIP INFORMATION

SIRS has collaborated with Hanover Research since 2016 to provide eight electronic articles that are pertinent to the ever-changing educational landscape. In addition, Hanover provides four research articles a year that take a deeper dive into a topic specific to our state and provide greater understanding utilizing data and best practices from Washington school districts.

LEGISLATIVE HANDBOOK

The *Legislative Handbook* is an annual guide to the Washington State Legislature. It provides school administrators and professional associations with information about our state government including directories, website links and email addresses, legislative maps, and much more. The handbook is a valuable tool for participating effectively in the legislative process. It is also an excellent addition for social studies classrooms and school libraries. The handbook is available online to SIRS members and can be downloaded and distributed to staff.

SIRS SALARY SURVEY

SIRS annually compiles and publishes the *SIRS Salary Survey* report, a timely salary and benefits report of Washington's school employees, in three parts: administrators, classified personnel, and teachers. Only SIRS members can access the full online surveys, which are published in fully customizable Excel workbooks.

We continue to update the survey reports to reflect district needs and the changes in salary and benefits. Video tutorials as well as quick tips are used to make this a very user-friendly document. Our goal is to continue to fine-tune the survey to keep up with the ever-changing employee compensation and benefit packages.

To find out more about the benefits of becoming a SIRS member district, please visit www.wasa-oly.org/SIRSbenefits.

LOOKING TO THE FUTURE:

WASA GOALS AND ACTION STEPS FOR 2021–22

On September 26, the WASA Board approved our goals and action steps for the 2021–22 year. The development of the goals and action steps was based upon guidance and feedback from the Board, coupled with the executive staff’s vision for the next 12–24 months. A survey of the WASA membership also informed the priorities and work plan for the coming year.

MEMBERSHIP SURVEY

In March of 2021, a survey of the WASA membership was administered. WASA consulted with Hanover Research to design, administer, and analyze the survey and its results. The survey response rate among members was 23 percent.

Key Objectives of the Survey

- **Determine WASA member perceptions of:**
 - o Overall organization resources and support
 - o Advocacy effort and resources
 - o Professional Learning support
 - o Member Support
 - o Current Needs

Informative Takeaways

- **Overall, respondents are familiar with the various WASA resources and supports currently offered.**
 - o 31 percent of respondents have not used any of the surveyed member support resources.
 - o Respondents who are newer at WASA are also less likely to have used the existing member support resources.
- **Generally, respondents are exceedingly satisfied with the resources related to WASA’s three main goals.**
 - o Relatively smaller portions of respondents are satisfied with the member support resources. This is likely due to a lack of need for, or familiarity with, some of the resources; particularly for those

who had been members for fewer years.

- o Nevertheless, a vast majority of respondents hold strong positive perceptions with WASA across all segments.
- **Respondents report a need for more support in legislative advocacy, networking opportunities, and funding.**
 - o While legislative advocacy is the most selected option among male respondents (47 percent), networking opportunities is the most selected option among female respondents (36 percent).
- **Respondents are most interested in strategic planning and equity.**
 - o Strategic planning is the most selected option among male respondents (59 percent) while equity is the most selected option among female respondents (63 percent).
 - o Many of the open-ended comments report a desire to receive further training and resources on allyship to nurture BIPOC leaders.

LOOKING TO THE FUTURE:

WASA GOALS AND ACTION STEPS FOR 2021–22 *CONTINUED*

GOAL I—LEADERSHIP

Cultivate transformative, equity-driven administrators to lead public education in their communities.

ACTION A

Recruit, support, and retain effective leaders in all district level positions who reflect the diversity of our student populations, including ethnicity and gender.

ACTION B

Design and deliver professional learning in a format that best supports individual leadership and systems-level improvement to ensure equity and excellence for each student.

ACTION C

Advance leadership efficacy among WASA members in order to share knowledge, learnings, and expertise,

GOAL II—TRUST

Develop and sustain trust to promote equity, accessibility, and excellence in public education.

ACTION A

Build strong relationships with and among WASA members and other stakeholders to develop and sustain a shared voice in support of our public schools and the students in them.

ACTION B

Provide support for WASA members, state agencies, educational organizations, and other stakeholders to ensure the provision of necessary learning supports, opportunities, and programming for each student.

ACTION C

From a position of equity, communicate through words, actions, and deliverables to build a unified voice among members, partner organizations, and the general public regarding the value of a world-class public education system that is just, equitable, and accessible to all.

GOAL III—ADVOCACY

Champion the fundamental role of public education in an inclusive democracy.

ACTION A

Provide leadership and support for ongoing relationships and engagement with legislators and other policymakers to influence legislation and education policy that promotes diversity, equity, and inclusion, to ensure opportunities for each student.

ACTION B

In a unified, compelling voice, advance budget and policy positions that support the provision of consistent, equitable, and ample resources to all school districts that will ensure equitable learning opportunities and fair treatment for each student.

ACTION C

Actively influence federal policy to positively impact each student.