



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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FROM THE PRESIDENT



Friends and Colleagues,

We are pleased to present to you the 2021–22 WASA Annual Report. The following report is a summary of the work, accomplishments, and status of the WASA organization. For WASA members, it was a year filled with many trials and tribulations, accomplishments, and

success stories. We began our school year with high hopes that the COVID-19 pandemic would vanish from the radar by mid-fall, but by December most districts were being hit hard with another wave of the virus causing massive staff shortages, obsolete substitute pools, and frustrated parents and community members. As the year progressed through the spring, many educators and administrators were exhausted and just trying to make it across the finish line. Simultaneously, we felt the emergence of our school systems across the state and nation-wide being thrust into a firestorm of political and social constructs that played out in board rooms everywhere and continue today. Through it all, we had each other and we had WASA.

With careful and intentional articulation, our WASA organization answered the call to navigate us through these extremely challenging times through the lens of Leadership, Trust, Advocacy, and Equity; the foundation of the WASA organization and belief system. WASA actively chose to enter the arena, supporting its members in their home districts, in the media, with state and federal leaders, department of health, and at home with OSPI and legislators in Olympia. WASA brokered a seat at the table as high impact conversations and decisions were being made throughout the pandemic alongside our partner organizations (WSSDA and AWSP) and with representatives from the Governor's Office and Washington Department of Health. Roundtable meetings continued with state Superintendent Chris Reykdal and WASA members were strategically invited from the various regions across our state to present the different perspectives and real-life experiences from their specific communities. And, as PESB was charged with recreating new educator standards through the lens of CCDEI, WASA leaders and members were thoughtful and active participants that helped to shape and influence the final product.

This past year WASA also turned 50! We took the opportunity to not only celebrate this milestone but to open the archives and look back to the beginning. It has been both fun and educational to honor the past, respect the present, and embrace the future of our organization. We have truly come so far in fifty years! One of the most important capstone achievements of this 50-year era and my presidency was the creation of WASA's Equity Statement. This collaborative effort facilitated by Helene Paroff, was inclusive of several WASA board members and an amazing heterogeneous group of district leaders from across the state, came together over several months and unanimously voted to recommend our definitions of Equity to the board, which in turn was adopted with 100 percent support! The WASA Equity Statement is of course another step in our journey of CCDEI and the actions we take moving forward and beyond the words on paper, will be what matters most in our work together ahead.

It has been an honor and professional highlight of my career to serve as your 2021–22 WASA President. I'd like to recognize and thank our incredible WASA staff and leaders for their tireless dedication to the students, staff, and educational leaders of our state and for the outstanding work they do each day. I'd also like to welcome and congratulate our new President for 2022–23, Michelle Whitney, Superintendent of the Pasco School District. I am confident WASA is in great hands with Michelle as the leader of our board and a fierce advocate for all members of our organization.

In Service,

Dr. Aaron Leavell

Superintendent, Bremerton School District

WASA President 2021–22

FROM THE EXECUTIVE DIRECTOR



2021–22, WASA’s 50th Anniversary, provided a unique opportunity to celebrate the Association’s storied past while also looking forward to a bright and exciting future. Chartered in 1972, WASA has grown from a fledgling association of 300

members at its inception, to THE premier association for school district leaders here in the state of Washington—now 1,900 members strong. During the past year, we recounted WASA’s proud history, heard from visionary leaders of the past, and described the Association’s evolution from its earliest beginnings to the present day. At the same time, 2021–22 was a transformational year for WASA, as the Association and those comprising its membership look beyond the pandemic to a bright and opportunity-filled future.

President Aaron Leavell’s honest yet optimistic disposition and leadership style was a perfect fit for the harsh realities of 2021–22. He led with a steady and reassuring hand during a year of challenge and turmoil never-before experienced by school district leaders. During the 2021–22 year, under President Leavell’s leadership, WASA unveiled a new logo design that reinforces the pillars of Leadership, Trust, and Advocacy, with a renewed and visible commitment to equity. Later in the year, the Board adopted WASA’s first-ever Educational Equity Statement. This statement is a bold and ambitious articulation of what WASA stands for and what we aspire for the 1.2 million students who attend our state’s public schools. This was a significant stretch-move for WASA, especially considering the disruption and chaos of what was 2021–22.

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 a challenging one for the members we serve. Last year was also productive and innovative as we endeavored to step up our provision of service and support for school district leaders who have never faced such complex and difficult challenges. WASA members are always looking for new and better ways to serve students. At WASA, we share the same motivation—always looking for ways to better serve and support the

membership: all of you who are leaning in, leading, and advocating for the young people under your care.

You will see evidence in this report that WASA is moving forward in a positive and productive fashion; striving to serve, support, and lead; being responsive to the membership; helping school district leaders “see around the corner”; and maybe nudging you a bit to push the envelope when it comes to advancing educational equity. I also hope that in reviewing this report, you see that we are neither interested nor content with the status quo; that we share your passion and commitment to the pursuit of excellence.

In this report, we have attempted to articulate the substance and soul of WASA’s work during the past year. What the report does not do is sufficiently recognize the extraordinary leadership of you, the WASA member. I believe that WASA’s 50th year was our greatest moment—not for the Association, but for those we serve and represent. WASA members, individually and collectively, were a source of much needed wisdom, courage, and character in 2021–22. You held firm for the kids amidst unprecedented pressure and conflict. You answered the call for leadership when our students needed it most.

The story of WASA’s first 50 years is a recounting of remarkable vision, leadership, and character; of an association that made a material difference for public education and for kids; of leaders who built great schools.

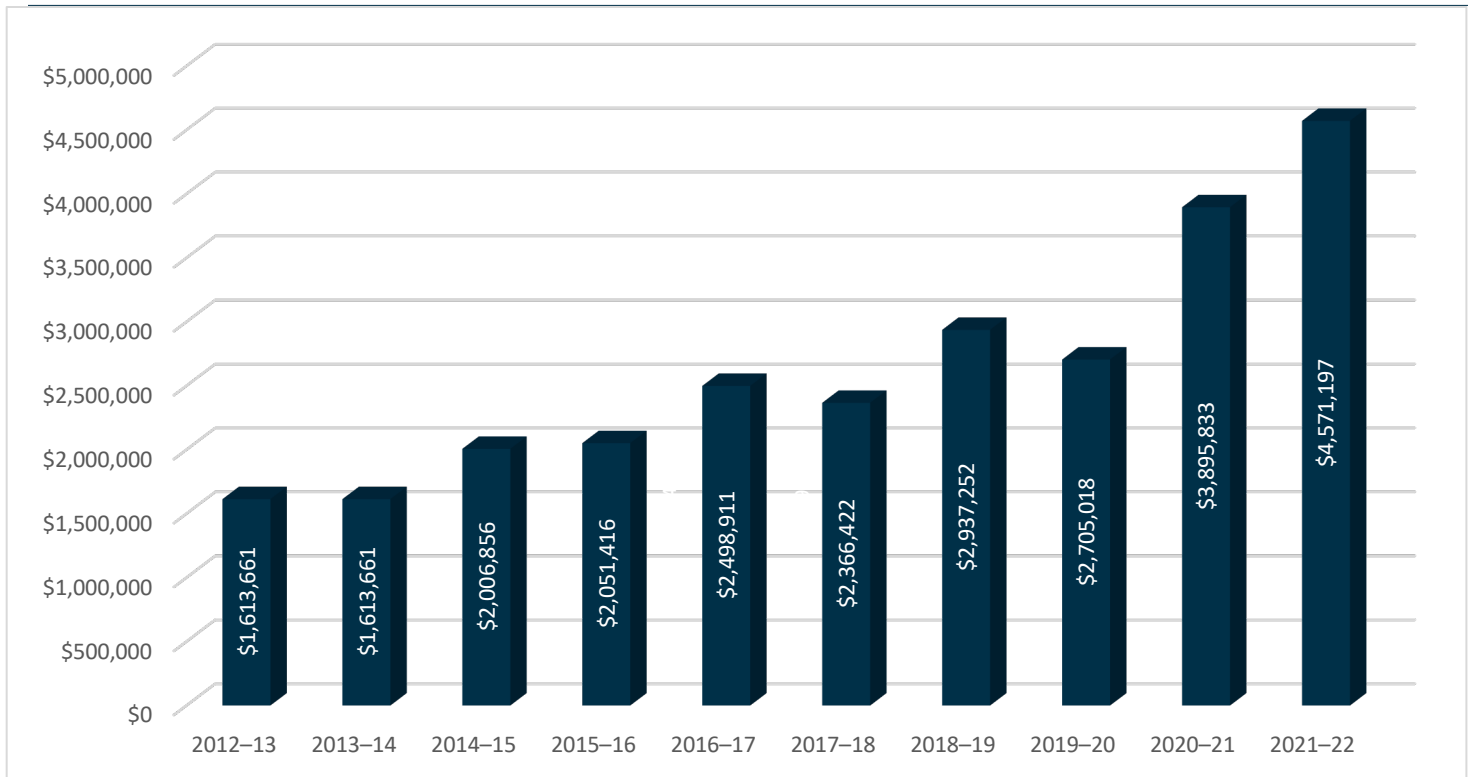
But let me be clear. There is no doubt that the best days are yet to come. Hidden amidst today’s formidable challenges, are opportunities for WASA and for you that hold great potential in our efforts to build schools in which all students will achieve their dreams and potentials.

WASA is 50 years of legacy and excellence. We stand ready to serve and support you in the exciting work that lies ahead—work that will extend and expand a proud and impressive legacy of leadership for the students in our schools.

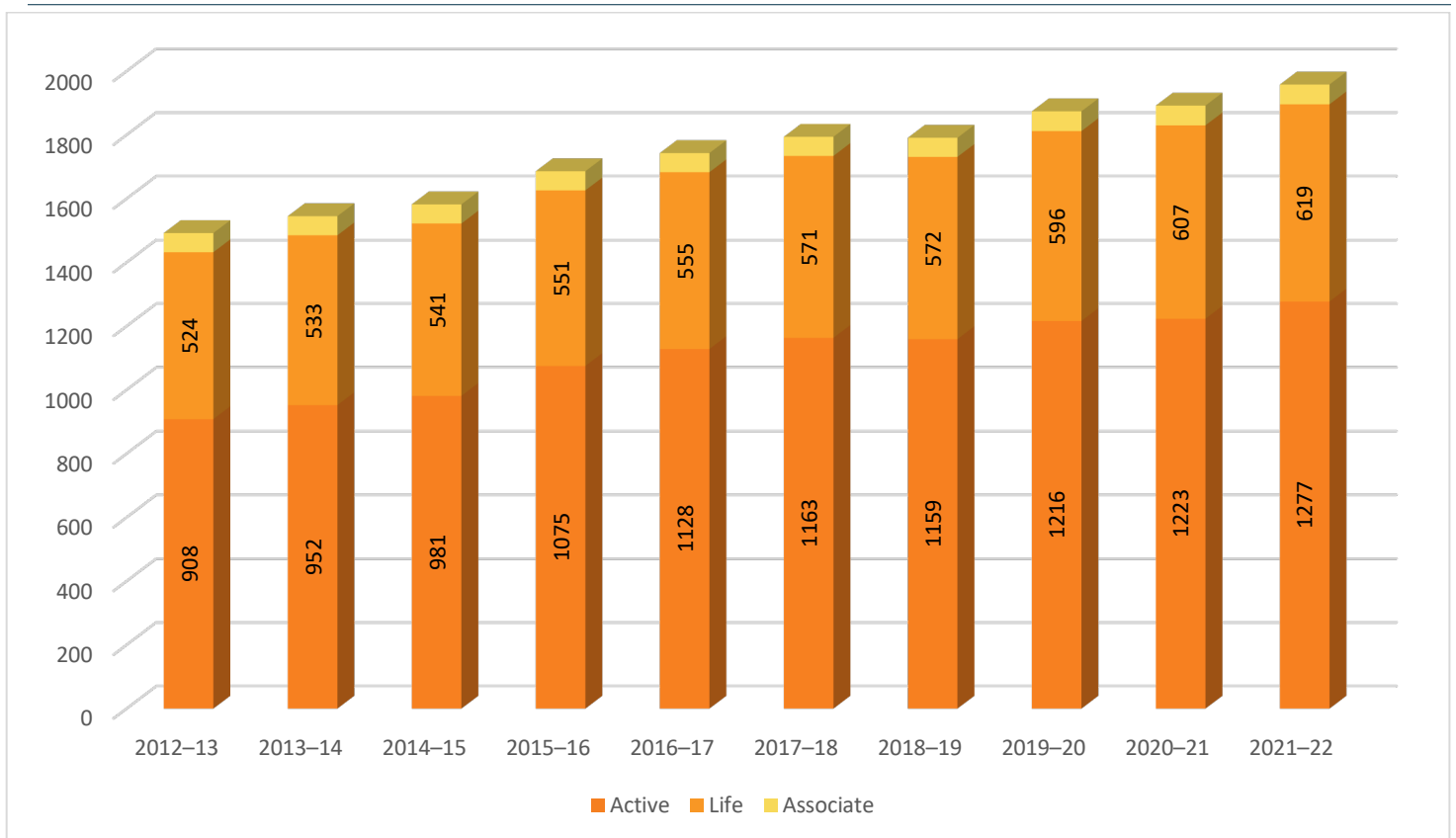
Best regards,

Joel Aune
WASA Executive Director

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

WASA membership numbers continue to trend upward, with a 4.4% increase from last year to this year. 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 education.

OPERATING BUDGET 2021–22:

\$4,571,197

REVENUE SOURCES (BY PERCENT)

Professional Learning.....	11%
Contracts/Grants.....	55%
Dues.....	28%
Miscellaneous.....	6%

PERSONNEL EXPENDITURES (BY PERCENT)

Governance.....	16%
Legislative.....	34%
Contracts.....	13%
Professional Learning.....	37%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous.....	1%
Office Expenses.....	12%
Contracts.....	37%
Personnel.....	38%

Board/Standing Committees/Component Groups.....	2%
Legislation.....	1%
Professional Learning.....	9%

2021–22 MEMBERSHIP BY MEMBER TYPE

Active.....	1277
Associate.....	62
Retired/Life.....	619
Student/Intern.....	13
Complimentary.....	11
Displaced.....	4
Total.....	1986

ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101.....	112
South Central Region 105.....	79
SWIS Region 108.....	72
Sno-Isle Region 109.....	109
Metro Region 110.....	264
Pierce Country Region 111.....	184
Columbia River Region 112.....	99
Capital Region 113.....	125
Olympic Peninsula Region 114.....	87
SEWASA Region 123.....	85
North Central Region 171.....	61
Total.....	1277

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators.....	255
Instructional Program Administrators.....	404
Principals.....	56
Special Education Administrators.....	201
Superintendents.....	361

GOVERNMENT RELATIONS

The 2021 Legislative Session was a unique affair, with almost completely remote/virtual activities, along with a complicated budget situation. State revenues continued to be collected at a fairly fast clip; however, there were high risks in projected forecasts with the global pandemic dramatically impacting unemployment, personal income, exports, and other economic indicators. Although the state had substantial revenues available to craft a new 2021–23 Operating Budget, budget-writers were concerned about future stability and, therefore, attempted to limit major outlays. This hesitancy to invest in big-ticket items impacted legislators' willingness to support education community requests.

As the session ended, with a new two-year budget being adopted, K–12 education had some successes (as discussed in the 2021–22 Annual Report), although most of that success was to protect current budgets, rather than advancing priorities. Also troublesome was the fact that most of the major investments provided to K–12 was supported by one-time federal funds provided through the Elementary and Secondary School Emergency Relief Fund (ESSER).

Following the end of the 2021 Session, WASA's Legislation & Finance Committee gathered to craft a Legislative Platform for the 2022 Session. The Committee was resolved in maintaining a strategy of establishing a Platform that laid out a clear and principled set of requests that did not simply ask legislators for what we think we might be able to achieve, but what our schools, students, and staff actually need. As requested by the Committee and adopted by the Board, WASA's 2022 Legislative Platform laid out a set of bold, honest requests. Although the 2022 Session was a second-year supplemental session—wherein legislators tend to focus on policy items and only minor budget adjustments to address required changes due to caseloads, inflation, and other Maintenance Level issues—WASA kept a series of big-ticket issues on our agenda. The goal was not simply to get a number of short-term wins; the ultimate goal was to keep our priorities on legislators' radar and position ourselves for the 2023 Session—a longer, budget-focused session. After the 2021 Legislature adjourned, state revenues

continued to escalate, increasing beyond quarterly projections. Coming into the 2022 Session, the state had a budget "surplus" of well-over \$6.0 billion—and even more if you accounted for healthy state reserves, remaining federal pandemic funding, and a new "shadow" reserve account established in 2021. Depending on how you calculated the available revenue, arguably there was upwards of \$10.0 billion available for a 2022 Supplemental Operating Budget. It was clear the Supplemental Operating Budget would not simply entail a few minor tweaks but include significant investments. Fortunately, WASA had already adopted a Platform that put administrators in a position to attempt to secure some of the unexpected bounty.

On the flipside, along with significant unexpected revenues, Maintenance Level spending was expected to be significantly down. That is generally positive, especially when coupled with increasing revenues; as revenue increases and entitlement expenses decrease, the level of available revenue continues to increase even more. Unfortunately, K–12 education accounted for almost 90 percent of that reduced Maintenance Level. So, even if legislators provided major investments in K–12, those increases would likely be offset by budget reductions. (In fact, when the final budget was adopted, K–12 Education received a net reduction of \$490 million—a total of \$433 million in Policy Level adds, along with \$926 million in Maintenance Level reductions.)

In addition to again laying the groundwork for future success and building momentum, WASA (and the education community) did achieve three major wins. During the second year of the pandemic, many school districts had continued enrollment losses. We fought for a second round of enrollment stabilization funding (following a first round provided in the 2021 Session). There was a high level of opposition to providing additional funding for so-called "ghost" students, but the consistent engagement of our members ultimately put us over the top. Unfortunately, we only got a partial win: stabilization funding was provided to assist just half of a district's enrollment loss. Even though this is less than we had hoped, the funding will be tremendously helpful to the 230 districts that continue to deal with enrollment declines. Although it appears enrollment loss will

not be a major concern (at least for most districts) in 2023, legislators made it clear they do not want to bail districts out again. Adopted legislation to provide enrollment stabilization (SHB 1590) included an intent section stating the Legislature is providing stabilization funding “for the final time.”

With more than \$10.0 billion of available funds, it appeared 2022 might be the year to make a major move in improving staffing ratios in the Prototypical School Funding Model. The Legislature, for the first time since the Model was implemented in 2011, provided significant increases in staffing ratios/allocations—accounting for the second big win. The focus was on students’ physical and mental health needs and allocations are increased for a new category of Physical, Social, Emotional support staff (nurses, social workers, counselors, etc.). Staffing allocations receive a bit over \$90.0 million to begin, in 2022–23, a three-year phase in for these staff increases. This certainly is positive but putting the \$90.0 million in context with a \$10.0 billion+ surplus, K–12 barely got a nibble. Positively, we know that there will be an automatic increase of over \$560.0 million next biennium to fund the second and third year of the phase-in. Funding for this three-year phase-in accomplishes a part of Phase I of the Staffing Enrichment Workgroup (2019) recommendations.

WASA fought for enhanced staffing ratios in the Prototypical School Funding Model along-side other education management associations in the School Funding Coalition. Comprised of WSSDA, AWSP, WSPA, AESD, and AEA, under the leadership of WASA and WASBO, the Coalition will continue to fight for enhanced ratios in the Model until they are realistic. (In 2023, the Coalition will be urging the Legislature to complete Phase I of the Staffing Enrichment Workgroup recommendations.)

The third win was another pandemic-related issue. Along with enrollment, Pupil Transportation also had substantial losses due to the pandemic. After a session-long fight, we secured additional funds for Pupil Transportation. Our effort was to convince the Legislature to overhaul the current STARS funding model; however, legislators wanted to take it slow. In 2022, the first step of an expected two-step approach was adopted. Funding was provided for excess

costs due to “special passengers” (specifically, special education students, foster care students, and homeless students as a part of McKinney Vento). With this “first step” funding, we are in a good position to fight for a comprehensive transportation update more aggressively in 2023.

In the last few years, school administrators (superintendents and non-superintendents) have continued to increase their engagement in the legislative process, both building relationships in the interim and throughout the legislative process. This increased activity has resulted in enhanced positive responsiveness from legislators—positive outcomes that would not have materialized if administrators sat on their hands, waiting for someone else to step up. In an effort to further encourage our members to be active advocates, we again provided an “Advocacy 101” webinar, providing resources, including tips and tricks to assist our members’ engagement. Heading into the 2022–23 school year, and in preparation for the 2023 Session, we will be expanding the webinar into two parts; Part I will provide a comprehensive review of WASA’s Platform and Part II will provide an updated version of the Advocacy 101 presentation. We also continued (and will continue to) provide additional resources, including “This Week in Olympia” (TWIO), our weekly legislative newsletter, and our weekly legislative podcast.

A number of consultants worked closely with WASA throughout the 2022 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 as set by our Board and others in leadership positions. This summary focuses on conferences, academies, initiatives, and webinars held from July 2021 through June 2022.

WASA continued to respond swiftly and effectively during the second full school year of providing professional learning during a pandemic. This year we combined both in-person and virtual delivery systems. Each professional learning opportunity provided by WASA is evaluated using the three Rs: Registrations, Revenues, and Reviews. Using this data, future offerings are designed to best support member needs.

This 2021–22 annual report shares a new way of outlining the work of professional learning at WASA. It is our vision to be the premier organization for statewide professional learning for administrators. In addition to WASA's rich history of offering wonderful conferences and workshops, we have broadened our scope of work into four additional key areas. By adding these areas, WASA is able to provide a continuum of support for our members. This vision is graphically represented as a united star consisting of five diamond areas. Each diamond shines brightly on its own, but when combined creates a superstar. It is the belief that the implementation of this superstar is what will make WASA the premier organization for statewide professional learning. The four other areas, in addition to conferences and workshops, are: Component Group Support, Long-term initiatives, On-demand Webinars, and Regional and District-level Support. Our charge or means, as an organization for administrators, is to keep leadership development as a focus. Our end will always be to support student learning.

CONFERENCES AND WORKSHOPS



INCOMING SUPERINTENDENTS (IN-PERSON)

The Incoming Superintendents' Conference featured current superintendents sharing their expertise. Keynote speaker Houston Kraft provided inspiration from his new book *Deep Kindness*.

SPECIAL EDUCATION (VIRTUAL)

The Special Education Preconference was held virtually over a two-day period in July. Instead of immediately following the Preconference at the end of July, the Special Education Conference was done monthly from August to December. WASA is appreciative to partner with OSPI to support this conference.

FALL (IN-PERSON)

In honor of our first in-person conference open to all members, we held our Fall Conference at Campbell's Resort in Lake Chelan. Marc Brackett, Tom Hierck, and Houston Kraft engaged attendees with inspirational and challenging messages to support social emotional learning.

WOMEN IN LEADERSHIP (VIRTUAL AND IN-PERSON)

Two Women in Leadership conferences were held this year. In January (virtual), Julie Hinshaw from Character Strong led participants in building a strong learning focus. In April, our Women and Leadership returned to an in-person event and featured Christy Keating and Pavarti Shallow. The focus for this conference was to build empowerment of self and building the importance of inspiring other women to move into leadership roles. Michelle Whitney, Pasco Superintendent, facilitated these events.

WINTER (VIRTUAL)

Dr. Tammy Campbell led our Winter Conference entitled *Leading Deep for Equity*. This conference doubled as a separate conference and session one of the Equity Cohort.

LEGISLATIVE (VIRTUAL)

Shankar Vedantam shared knowledge and wisdom in helping registrants have impactful conversations with legislators. Student voice was embedded throughout this conference which gave purpose to our lobbying efforts. WASA is appreciative to partner with WSSDA and WASBO on this conference.

SPRING (IN-PERSON)

Keynote Speakers John Norlin and Shelley Moore helped to solidify the conference theme of “You are Never too Small to Make a Difference.” District-level speakers filled the conference program with presentations to support the leaders in small school districts across the state.

SUPERINTENDENTS (IN-PERSON)

The theme for the Superintendents’ Conference was “The Future is Full of Great Possibilities.” Former Seattle Seahawk Doug Baldwin, Scott Barry Kauffman, and Peter DeWitt shared timely messages that resonated with participants. In addition to the keynote speakers, district-level administrators filled the conference program with breakout presentations.

SUMMER (IN-PERSON)

Ben Nemtin, Shelley Moore, and Richard Antoine White were highlighted speakers for nearly 1,200 registrants. Over 75 breakout sessions filled rooms at the Spokane Convention Center.

COMPONENT GROUP SUPPORT

ASPIRING CENTRAL OFFICE LEADERSHIP ACADEMY (VIRTUAL)

Led by Ginger Callison and Dan Schlotfeldt from the Snoqualmie Valley School District, the Aspiring Central Office Leadership Academy had a wonderful inaugural year. Participants learned from actual practitioners of the many district office administrative positions.

ASPIRING SUPERINTENDENTS (VIRTUAL)

Led by retired superintendent Jay Hambly, the Aspiring Superintendents Academy had a wonderful second 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 (VIRTUAL AND IN-PERSON)

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 partner with OSPI on these academies.



SPECIAL EDUCATION DIRECTORS ACADEMY (IN-PERSON)

The Special Education Academy ran monthly through June and was facilitated by Jennifer Trauffer. Each session was tied to Simon Sinek’s Golden Circle (Why, How, What). WASA is appreciative to partner with OSPI on this academy.

INITIATIVES (ALL DONE VIRTUALLY)



LEADING DEEP FOR EQUITY (IN-PERSON AND VIRTUAL)

Dr. Tammy Campbell facilitated a three-pronged approach of supporting members in leading equity in their communities. She facilitated regional meetings, led a four-part cohort, and led a seven-meeting book study using the book, *Caste*.

INCLUSIONARY PRACTICES PROJECT (IN-PERSON AND VIRTUAL)

During the 2021 Legislative Session, legislators approved another two years of supporting the Inclusionary Practices Project. IPP Director, Helene Paroff, has 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.

WASHINGTON STATE LEADERSHIP ACADEMY (IN-PERSON AND VIRTUAL)

Led by Sharon Bower, WSLA continues to support districts in developing and addressing their problem of practice.

WASA PLC AT WORK (IN-PERSON AND VIRTUAL)

WASA partnered with Janel Keating and Solution Tree to offer district teams a three-year project focused on the development and implementation of the four questions of professional learning communities.

INSTRUCTIONAL LEADERSHIP NETWORK (IN-PERSON AND VIRTUAL)

Facilitated by Chris Beals, along with advisors Peter DeWitt and Jenni Donohoo, the Instructional Leadership Network brings together Teaching and Learning district administrators from across the state to learn together in strengthening public education in Washington state. WASA is appreciative to partner with OSPI on this work.

ON-DEMAND WEBINARS

WASA continues to offer a variety of on-demand webinars. Leadership during a divided time, legislative advocacy, and equity are a few examples.



REGIONAL AND INDIVIDUAL SUPPORT

WASA staff are often used as speakers in regional meetings. Individual districts and regions often use and access speakers from workshops and conferences.



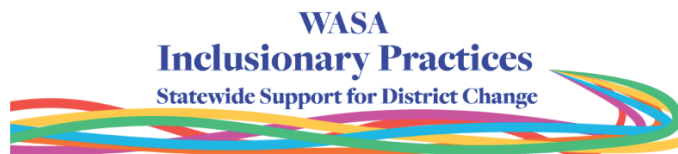
ADDITIONAL OFFERINGS/PARTNERSHIPS

Throughout the year, WASA provides support to the Employee Relations & Negotiations Network (ERNN) and Washington State ASCD 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 School Personnel Association (WSPA)
- Washington State School Directors' Association (WSSDA)

INCLUSIONARY PRACTICES PROJECT



www.wasa-oly.org/Inclusion

With funding provided by:



Washington Office of Superintendent of
PUBLIC INSTRUCTION

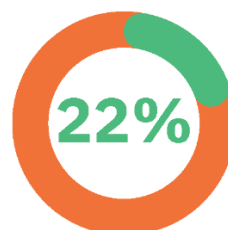


Project Purpose Statement

In partnership with WSSDA and consulting with Novak Educational Consulting, the purpose of the WASA Inclusionary Practices Project is to provide professional learning and support to assist districts as they develop and/or refine plans to move to more fully inclusive learning environments for students with disabilities.

Project Theory of Action

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



Since January 2020, 22% of Washington Districts were Involved in WASA IP Project



Project Goals

1. Increase district supports/resources for teachers of targeted students.
2. Deepen district understanding of what is needed to implement the UDL/IP work.
3. Change the allocation of students in LRE levels 1, 2, and 3 from baseline to final data collection.
4. Increase the percentage of targeted students placed and successfully participating in core classes from baseline to final data collection.
5. Increase students' perceptions of feeling safe/welcomed in their school from baseline to final data collection.



Districts Involved in 21/22

"Already buildings are changing how we serve students with less pull-outs and more push-in models. The master schedule reflects that in our K-8 buildings. Students are reporting a higher sense of belonging when surveyed. Anecdotal data shows more teachers using the pronoun "our" to "mine" or "yours" when referring to grade level students. There is a higher sense of trust with sending students to another classroom for support."

Project Benefits

- Support from a WASA IP Project Lead
- Extensive professional learning & resources
- Results from Data Sources for Planning
 - District Self-Assessment
 - Student Feedback Survey (Grades 3, 7, and 9)
 - Teacher Inclusionary Practices Self-Assessment
 - Pre - and Post - LRE data
- Networking, resource sharing, and increased support from WASA
- Access to online courses and/or books
- Stipend
- Clock Hours

Results

Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2019 Data	2020 Data	2021 Data	% Change from 2018 Baseline
LRE 1 (80-100% in general education)	All Students with Disabilities	56.60%	57.70%	60.00%	62.40%	5.80%
WASA IPP		58.90%	60.68%	64.68%	69.06%	10.70%
LRE 2 (40-79% in general education)	All Students with Disabilities	29.20%	38.40%	26.30%	24.30%	-4.90%
WASA IPP		29.30%	28.18%	24.76%	20.82%	-8.48%
LRE 3 (0-39% in general education)	All Students with Disabilities	12.80%	12.40%	12.20%	11.70%	-1.20%
WASA IPP		10.50%	9.87%	9.18%	8.61%	-1.90%

For more information, please contact Helene Paroff at hparoff@wasa-oly.org or visit www.wasa-oly.org/Inclusion

ADMINISTRATIVE OPERATIONS

WASA OPERATIONS

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

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, Aspiring Central Office Administrators Academy, Women in Leadership, Early Career Superintendents, and the Special Education Director Academy are examples of proactive and ongoing 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

2021–22 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
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Tami Petrina
Beth Porter
J. Marie Riche
Gene Sementi
Kathy Shoop
Cindy Steigerwald
Jennifer Traufler
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)
- 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.

2021–22 AWARDS AND SCHOLARSHIPS

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

DR. SUSAN ENFIELD, SUPERINTENDENT, HIGHLINE
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

TIM GARCHOW, EXECUTIVE DIRECTOR, WSSDA



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." Tim Garchow has served as Executive

Director for the Washington State School Directors Association (WSSDA) since 2016. During the past year, with all of the challenges of the global pandemic and political unrest, Tim's courageous leadership was invaluable in keeping the focus on "what's best for kids." A former superintendent, Tim moved the work forward for equity, diversity, and inclusion. WSSDA developed and delivered training for school board members to deepen their understanding of equity. WSSDA delivered an outstanding in-person Annual Conference to focus on rebuilding education and creating the conditions for success for all students in Washington State."

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. This year's outstanding recipients of a Robert J. Handy Most Effective Administrator Awards include:



SMALL SIZE DISTRICT

JOHN HANNAH
SUPERINTENDENT
MORTON SCHOOL DISTRICT



MEDIUM SIZE DISTRICT

RENAE MCMURRAY
ASSISITANT SUPERINTENDENT
WASHOUGAL SCHOOL DISTRICT



LARGE SIZE DISTRICT

KATHI WEIGHT
SUPERINTENDENT
STEILACOOM HISTORICAL
SCHOOL DISTRICT

GALLAGHER HOWARD M. COBLE SCHOLARSHIP FOR UNDER- REPRESENTED ADMINISTRATORS

MARIA LUCERO, PRINCIPAL,
YAKIMA 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.

Dr. Howard M. Coble was a highly successful school superintendent and former executive director of the Washington Association of School Administrators, who retired in 2002 after completing 44 years of service for Washington State public schools. Throughout Howard's career, he served as a mentor for educational leaders across the state. In 2010, he received a national Distinguished Service Award from the American Association of School Administrators for exhibiting an exemplary leadership career. In October 2016, Howard passed away at the age of 91.

A \$5,000 scholarship was created to be awarded to an educator who is presently enrolled in or will begin graduate studies in educational leadership by the fall of 2022.

WASA LEADERSHIP AWARD

SHANE BACKLUND, SUPERINTENDENT,
SELAH SCHOOL DISTRICT



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." WASA's Leadership Award was presented to Shane Backlund. Shane

Backlund has risen as a leader in our state during his tenure as Superintendent of Selah Schools. While he could have stayed within the boundaries of his district, Shane has always made himself available to support and develop his superintendent peers. One example of this has been Shane's willingness to support the new superintendent meeting held each summer

in Olympia. Though his formal volunteering is admirable, the real magic in Shane's commitment to the superintendency has been in his informal outreach. He is always there when a mentor is needed, or some form of coordination is called for.

D.A. DAVIDSON BARBARA MERTENS LEGACY AWARD

MICK HOFFMAN, EXECUTIVE DIRECTOR, WIAA

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. Barbara Mertens dedicated a good portion of her career to the authorization of a Simple Majority to pass a School Levy.

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.

Mick and his staff have gone above and beyond during the past year to provide middle and high school students with state and regional activities in a time where there were many uncertainties and numerous ongoing challenges for all leaders in our state. Their continued efforts focused on participant safety and worked with stakeholders to establish procedures and protocols so many could have activities again. Their tireless work helped to bring a "sense of normalcy" to our students, coaches, and advisors and once again provided experiences and valuable life skills to all involved! Thank you for keeping kids at the forefront! Mick's steadfast efforts and leadership for students during the course of the pandemic made an impact on those kids that will carry forth long after the pandemic subsides.

GOLDEN GAVEL AWARD

DR. MICHAEL DUNN, EXECUTIVE DIRECTOR, NEWESD 101



The Golden Gavel Award is WASA's most prestigious award and is presented to "an individual, group, association, or firm for making an outstanding contribution to public education in Washington"—a contribution that has "statewide

application and is of lasting value." The recipient does not have to be a WASA member.

Dr. Dunn's nominator stated, "Available, thoughtful, gracious, and incessantly focused being of service—this is how so many initially experience Dr. Michael Dunn. Yet, just beyond the initial impression is a man of great depth and resolve and one of this region's truly great educational leaders. In his 14 years of serving at the helm of ESD 101, Michael has been an amazing ambassador for the entire region, an invaluable resource and trusted voice for school leaders, and a true champion for ALL kids. He has been an inspirational role model for a large number of people who serve in learning organizations throughout the region and throughout Washington. His legacy and immense impact on public education will carry on through the educational organizations he served, but more importantly, through all the lives that have been touched by his mentorship."

REGIONAL AWARDS

Celebrations returned this past spring with in-person events allowing regions the long-awaited opportunity to show appreciation for their hard work and dedication to students in their districts and communities.

AWARD OF MERIT

REGION 101	Ben Small, Central Valley
REGION 105	Henry Strom, Grandview
REGION 108	Bill Nutting, Mount Vernon
REGION 110	Randy Stocker, Riverview
REGION 111	Ron Banner, Clover Park
REGION 112	Charlene Williams, Camas
REGION 113	Shannon Ramsey, McCleary
REGION 114	Rachel Davenport, North Kitsap
REGION 123	Brian Leavitt, Kennewick
REGION 171	Linda McKay, NCESD 113

STUDENT LEADERSHIP ACHIEVEMENT

REGION 101	Bob Maxwell, Pullman
REGION 105	Russ Hill, East Valley
REGION 109	Maurene Stanton, Stanwood-Camano
	Ian Saltzman, Everett
REGION 111	Jeff Loupas, University Place
REGION 112	Aaron Hansen, Washougal
REGION 171	Tabitha Mires, Waterville

RETIREMENT AWARD

REGION 101	Michael Dunn, NEWESD 101
REGION 101	Steve Gaub, Keller
REGION 101	John Glenewinkel, Curlew
REGION 101	Jim Kowalkowski, Davenport
REGION 101	Wayne Massie, Harrington
REGION 101	Bill Ressel, Sprague
REGION 101	Suzanne Savall, Orchard Prairie
REGION 101	Ben Small, Central Valley
REGION 108	Linda Quinn, Ferndale
REGION 110	Tammy Campbell, Federal Way
REGION 110	Anthony Smith, Riverview
REGION 110	Ron Thiele, Issaquah
REGION 111	Karen Anderson, Peninsula
REGION 111	Becky Owens, University Place
REGION 111	Janel Keating, White River
REGION 111	Carla Santorno, Tacoma
REGION 112	Milt Dennison, Mt Pleasant
REGION 112	Bob Garrett, Toutle Lake
REGION 112	Ralph Pruitt, Skamania
REGION 112	Karla Schlosser, Vancouver
REGION 112	Jill Smith, Battle Ground
REGION 113	Cal Brodie, Capital Region ESD 113
REGION 113	Kim Fry, Rochester
REGION 113	Michael Hart, Olympia
REGION 113	Alicia Henderson, Aberdeen
REGION 113	Kurt Hilyard, Grapeview
REGION 113	Pam Pratt, North River
REGION 113	Brock Williams, Tenino
REGION 114	Greg Lynch, Olympic ESD 114
REGION 114	Joan Zook, Sequim
REGION 123	Jack Anderson, Kennewick
REGION 123	Teri Kessie, ESD 123
REGION 123	Darcy Weisner, ESD 123
REGION 171	Garn Christensen, Eastmont
REGION 171	Barry Depaoli, Lake Chelan
REGION 171	Eric Driessen, Brewster
REGION 171	Miles Caples, Entiat
REGION 171	Mike Messenger, Mansfield

WITH SINCERE APPRECIATION TO WASA'S 2021–22 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 \$405,308.77 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 2021 to June 2022 for helping to make our events a huge success!

DIAMOND LEVEL SPONSORS



Contact Ted Beresford | www.chberesford.com

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.

BLRB architects

Contact Greg McCracken | www.blrb.com

In 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.



Contact Rich Moore
www.chooseclear.com

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

Contact Roxane Pirayesh | www.collegeboard.org

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.



Contact Jon Gores | www.davidsoncompanies.com

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.



Contact Bob Manikas | www.frontlineeducation.com

Frontline empowers strategic K-12 leaders with school administration software to proactively manage your human capital, business operations and special education. With our solutions, you can stop fighting fires and instead feel empowered with the right tools, data, and insights to ignite your strategy.



Contact Jennifer Garrison | www.gaggle.net

Gaggle is the pioneer in helping K-12 districts manage student safety on school-provided technology. Our mission is to help ensure the safety and well-being of all students, supporting school districts in proactively identifying those who are struggling. We have helped thousands of districts across the country avoid tragedies and save lives.



Insurance | Risk Management | Consulting

Contact Charlie Isaacs
www.veba.org

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. [View the Gallagher and WASA 36-Year Partnership video.](#)



Contact Melissa Pendleton
www.mckinstry.org

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."



Contact Jeff Jurgensen
www.oacsvcs.com

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.



Contact 1.800.GO.PEMCO
www.pemco.org

Great insurance. Inexpensive insurance. With the Northwest's original educator-founded insurance partner, you get both! PEMCO Mutual Insurance Company ranks No. 1 in auto insurance among Forbes America's Best Insurance Companies 2022. In addition, WalletHub names PEMCO Washington's most affordable car insurance. With 4.6/5-star Google ratings, PEMCO helps members worry less and live more with quality auto, home, renter, umbrella, boat and now pet and home warranty insurance, too. Still member-owned, PEMCO offers 12-month rate protection, guaranteed home and car repairs, 24-hour claim reporting and a decades-long commitment to organizations like WASA that help make Washington a great place to learn. Mention you're a school employee for added savings when you call! Read more about the award-winning PEMCO difference. Watch [this short video](#) to learn more about the longtime WASA/PEMCO partnership.



Pearson Virtual 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.



Contact Trevor L. Carlson | www.pipersandler.com

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.



Led by our mission to *inspire a love of learning and a commitment to healthy living*, Right At School provides safe, engaging, and meaningful in-school and extracurricular programs to enrich the lives of students, give parents peace of mind, and enable schools to focus on their academic mission.



Contact Deborah Callahan | www.wsrmp.com

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.

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114	Marty Brewer, Port Angeles
123	Wade Smith, Walla Walla

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WASHINGTON STATE LEADERSHIP ACADEMY (WSLA)

WASHINGTON STATE LEADERSHIP ACADEMY CURRICULUM

The current WSLA curriculum has been designed and updated using up-to-date and accurate research, proven to work as a guideline for equitable growth.

This includes:

- Communicating System-wide Commitment to Equity
- Leading Coherent System-wide Support for Learning
- Focusing on Learning
- Creating Collaborative Cultures
- Enhancing Personal Leadership

FOCUS ON EQUITY

WSLA digs deeply into a systems approach to address equity. This work has led to our teams using a wide variety of data to identify a critical equity issue, developed into our Problem of Practice and Theory of Action. A clear understanding of this data is providing another lens for WSLA districts to develop learning environments with more equitable programs and practices.

With WSLA, you will receive evidence-based resources, district coaching support, and collaborative learning opportunities with other creative, experienced leaders.



HOW CAN WE HELP?

If school districts participate in WSLA's **team-based, multi-year program** that focuses on adaptive change leadership, system-wide improvement, reimagining and creating equitable learning systems, collaboration, and identifying strategies to provide opportunities for **all students**, then those districts will be able to create re-imagined, adaptable, safe, and equitable learning systems that provide continuous learning with optimal support.

WSLA BY THE NUMBERS

SINCE 2007, WE'VE WORKED TO CREATE EQUITABLE SOLUTIONS

125

Different districts helped by our organization

113

Leaders involved each year

25,365

Students assisted in 2021-22

30+

Repeat districts continue to join to take part in our coaching, resources, and learning opportunities

2,740

Leaders took part in our coaching community over the last 15 years

81

Schools state-wide assisted yearly



WASHINGTON STATE
LEADERSHIP
ACADEMY

WSLA is a critical collaboration effort between the Washington Association of School Administrators (WASA)

WASA
EQUITY
WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS



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SCHOOL INFORMATION AND RESEARCH SERVICE (SIRS)



School Information
and Research Service

SIRS is a nonprofit 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. Andy Wolf, WASA's Assistant Executive Director for Administrative Services, serves as the SIRS Executive Director.

LEADERSHIP INFORMATION (LI)

LI is a series of monthly and quarterly articles that will help to shape and inform your educational leadership practice. These articles contain relevant school information research on the best practices being utilized in today's educational setting. SIRS has partnered with Hanover Research to provide this service to our members.

LEGISLATIVE HANDBOOK

SIRS 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 your staff.

SIRS SALARY SURVEY REPORTS

SIRS annually compiles and publishes a timely salary-and-benefits report of Washington's school employees in three parts: 1) administrators, 2) classified personnel, and 3) teachers. Only SIRS members can access the full online surveys. The Excel spreadsheets, allow members to create specialized reports by grouping information for any position from any size district.

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.

INSTRUCTIONAL LEADERSHIP NETWORK (ILN)

A Network Created by Washington Association of School Administrators (WASA)



WASA GET TO KNOW THE Instructional Leadership Network

Regional Workshops • State-wide Workshops • State Conferences

NETWORK PURPOSES

1. Build professional expertise and confidence of all leaders of Teaching & Learning across Washington
2. Establish and nurture effective and sustainable networks of Washington's leaders of Teaching & Learning in all 11 WASA Regions

OUR NETWORK BY THE NUMBERS



193

Number of
Network Members



80

School Districts
Represented



100%

ESD Participation
& Support



3.47/4

Participant Rating:
Overall value of ILN in
enhancing their
leadership & work



94.8%

Participants say their
leadership has changed
as a result of joining ILN



96.1%

Participants are more
confident in leading their
district in student
achievement & growth

WHAT OUR MEMBERS ARE SAYING

I can't even begin ... every opportunity we've had to hear from others (both experts brought in and other members of the network) has caused me to reflect and grow more refined and effective in my practice.

These trainings have re-ignited my love and passion for teaching and learning.

KEY BENEFITS REPORTED

Reported benefits of belonging to ILN

- ✓ Increased collaborative relationships among districts within my region
- ✓ Improvement in my foundational knowledge of instructional leadership

OUR LEARNING FOCUS

According to our participants, most important areas of learning from Year One are:

- ✓ De-Implementation
- ✓ Collective Efficacy
- ✓ Theories of Action

Anthony Muhammad

Creating Healthy
Learning Environments

John Hattie

Visible Learning
Mindframes for Success
Closing the
Implementation Gap

Marc Brackett

Tools for Emotional
Well-Being

Yemi Stemberge

Culturally Responsive
Practices

Michael Fullan

Leadership for
System Change

Peter DeWitt Purposeful Implementation

Jenni Donohoo Creating Collective Efficacy



Ensure Equity and High-Quality Instruction for All Students

PLC
AT WORK®

Join Cohort Two for Three Years of Learning Ensure Districtwide Equity Through the Implementation of Professional Learning Communities at Work®

Engage in a powerful statewide professional learning project designed specifically for district leadership teams and their unique challenges. Partner with the Washington Association of School Administrators and Solution Tree to put systems and processes in place to ensure equity and high levels of learning for all students by:

- ▶ Implementing a guaranteed and viable curriculum
- ▶ Creating a balanced assessment system
- ▶ Removing barriers to create support and extension opportunities
- ▶ Building an inclusive and healthy culture
- ▶ Addressing equity issues through standards-based reporting and grading practices

The work will be highly customized for each district based on size and need. Solution Tree experts, who have implemented these practices both as practitioners and partners with districts just like yours, will lead this work to increase learning for all students.

School Districts currently involved in Cohort One of the PLC at Work Project

- Bremerton School District
- Cheney School District
- Cle Elum-Roslyn School District
- Ellensburg School District
- Granger School District
- Kalama School District
- Longview School District
- Mead School District
- Meridian School District
- Monroe School District
- Mount Adams School District
- Muckleshoot Tribal Schools
- Ocosta School District
- Pullman School District
- Rochester School District
- Vancouver School District
- Washougal School District
- Wenatchee School District
- West Valley School District

“ We just finished up a five-day cycle of intervening on math concepts that kids didn't learn the first time. What we're finding is that just that investment of five days of intervention is reducing the number of kids who need support by more than 50 percent.”

—Mike Stark, principal, Cheney Middle School, Washington

Reserve your spot now

Contact Lacy Waltermeyer or Colin Schwartzman
SolutionTree.com/WASAContact



WASA GOALS AND ACTION STEPS FOR 2022–23

During their June meeting, the WASA Board approved Goals and Actions for 2022–23. The goals are grounded in the Association’s mission and the core values of Leadership, Trust, and Advocacy. WASA’s newly adopted Educational Equity Statement was a prominent driver in the development of these goals and actions.

GOAL I—LEADERSHIP

Cultivate transformative leaders who model and exert a visible and determined focus on educational equity to effectively lead public education in their communities.

ACTION A

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 B

Develop pathways for all district-level positions which attract leaders who reflect the diversity of our student populations.

ACTION C

Leverage the expertise within each administrator by fostering member collaboration to address complex educational challenges.

GOAL II—TRUST

Lead with integrity to build trust and advance cultural competency, diversity, equity, and inclusion to achieve excellence in public education.

ACTION A

Build strong relationships with and among WASA members and other stakeholders to develop and sustain ethical, visionary leadership for public schools and the students in them.

ACTION B

From a position of equity, communicate and engage through words, actions, and deliverables to build a unified voice among members, partner organizations, and the general public regarding the value of public education and a system where all students can learn and achieve their educational goals and aspirations.

ACTION C

Provide service, support, and leadership for WASA members, state agencies, educational organizations, and other stakeholders to eradicate opportunity and achievement gaps that are a result of systemic inequities in our schools.

GOAL III—ADVOCACY

Amplify WASA’s voice and influence to champion public education in an inclusive democracy so that each student achieves their educational goals and aspirations.

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 to achieve successful outcomes.

ACTION B

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

ACTION C

Actively influence federal policy to positively impact each student.

WASA Educational Equity Statement

Adopted by the WASA Board of Directors: April 18, 2022

Aligned with its mission and beliefs, WASA is committed to leading, serving, and supporting current and aspiring leaders to create systems and equitable learning environments where each and every student can learn and achieve their educational goals and aspirations.

Grounded in the following definitions, Educational Equity is embraced as the potent combination of:

... **cultural competency:** the knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.

... **diversity:** the range of human differences within a given setting, collective, or group based on multiple factors, including but not limited to, race, ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics, beliefs, and experiences.

... **equity:** the condition that would be achieved if one’s group membership, no longer predicted, in a statistical sense, how one fares. Equity is the outcome, not just access to opportunity.

... **inclusion:** the intentional actions that create and sustain belonging, safety, respect, and attention to individual needs and backgrounds to ensure all students fully engage in available activities and opportunities.

Therefore, WASA believes that Educational Equity, for each and every student, will be attained when barriers are removed throughout the system, ensuring equal access and opportunity for students to achieve successful outcomes. WASA will commit to providing vision, leadership, and support to district leaders as they take action to eradicate gaps that are a result of systemic inequities in our schools.

This statement will inform WASA’s decision-making and future actions as it exerts its voice and influence in the areas of leadership, trust, and advocacy.