



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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TABLE OF CONTENTS

From the President.....	3
From the Executive Director	4
Financial Overview and Membership Report.....	5
Government Relations	7
Professional Learning	9
Administrative Operations	12
Contract Services and EduPortal/E-Convene	13
2022–23 Awards and Scholarships	14
WASA Retirees and Regions.....	16
Corporate Partners and Event Sponsors.....	17
Member Acknowledgments	21
School Information and Research Service	24
WASA Goals and Action Steps for 2023–24.....	25
Educational Equity Statement.....	25

FROM THE PRESIDENT



Dear WASA Members,

It is with immense pleasure that I welcome you to the 2022–23 Annual Report of the Washington Association of School Administrators. This year, as I reflect on our collective journey in education, I find inspiration in the profound words of Steve Pemberton in his book, *"The*

Lighthouse Effect."

In the pages of this book, Pemberton shares stories of individuals who, like us, dedicate their lives to changing the world. They are the human lighthouses, standing tall amid alternating peaceful and turbulent environments, just as our schools often find themselves. The lighthouse, noble, selfless, and steadfast, requires no recognition and seeks no reward. It does not judge or ask how the traveler has come to be in danger, for it finds itself in the same storm. The lighthouse has but one mission: to guide the journey of the traveler.

These words illustrate a profound parallel between the work of schools and the lighthouse. Our schools, like lighthouses, are beacons of hope and guidance for students, families, and communities. They are steadfast in their commitment to nurturing, educating, and protecting, regardless of the challenges that surround us.

Just as the lighthouse does not discriminate among travelers, our schools open their doors to every student, regardless of their background, challenges, or circumstances. We, as educational leaders, share the mission of guiding each student on their unique journey toward success, providing a safe harbor in times of uncertainty and darkness.

While you, like the lighthouses, may not seek recognition or reward, you certainly deserve it. Your collective efforts, dedication, and unwavering commitment to the betterment of students' lives are immeasurable. You light the path toward possibility in seemingly impossible situations, and for that, you should take pride.

As we navigate the complex seas of education, remember the qualities of the lighthouse—nobility, selflessness, and steadiness. Continue to be the guiding lights for our students, families, and communities, especially when the journey is challenging.

This annual report serves as a testament to the remarkable work we, WASA members and WASA staff, have accomplished together. It showcases dedication to shaping policies, promoting equity, advocating for meaningful change, and creating transformative opportunities for students and educators across Washington. It is a celebration of our collective achievements.

In the spirit of *"The Lighthouse Effect,"* continue to stand tall, united in our mission, and steadfast in our commitment to educational excellence. May our districts and schools continue to be the guiding lights that inspire hope, foster courage, and lead students toward a brighter future.

I extend my heartfelt appreciation to each and every WASA member and WASA staff for your passion, engagement, and dedication to the field of education. It is through your tireless commitment and contributions that we illuminate the path to success for our students. Thank you for being the beacons of hope and optimism in the lives of those you serve. Together, we are the lighthouses that guide the journey, and I am honored to be on this incredible voyage with all of you.

With Deepest Gratitude and Warm Regards,

Michelle Whitney
Past WASA President

FROM THE EXECUTIVE DIRECTOR



After three years, during which COVID was essentially front and center for superintendents and school district leaders, 2022–23 afforded a return to normalcy. While the post-pandemic “normal” is anything but, leaders of schools and school districts were able to shift from what seemed to be a perpetual

state of crisis management to a renewed focus on teaching and learning.

The past year was also WASA’s first in actualizing the association’s Educational Equity Statement, adopted by the board in April 2022. President Michelle Whitney provided vision and leadership to put the words of our Educational Equity Statement into action for 2022–23. Her priorities as President included:

- Capitalize on innovations implemented statewide in response to COVID-19 to leverage sustained change in public education.
- Protect investments that are already working and have a direct and immediate impact on student success.
- Leverage WASA’s leadership to dismantle inequity in education policies, systems, and services to ensure every student has inclusive access to the mental health support, academic support, coursework, and technology they need.
- Maximize WASA’s position within AASA to connect across the country to identify innovations for systemic improvement.
- Repair and restore the spirits of WA state administrators by finding ways to celebrate the tremendous work of our colleagues across the state.
- Center equity in WASA’s actions and decision-making by incorporating diversity, equity, inclusion, and social justice as hard-and-fast principles, not just words.

WASA aspires to both lead and support the advancement of educational equity within the context of our key tenets—Leadership, Trust, and Advocacy. President Whitney was the right person at exactly the right time to elevate WASA’s visibility and efforts to champion educational equity for all students. This was her mantra throughout the course of her presidency.

The WASA Annual Report provides members with a summarization of last year’s work. 2022–23 was a year marked by productivity and innovation as we redoubled our efforts to provide assistance to school district leaders grappling with exceedingly complex and demanding issues. WASA members consistently seek novel and improved methods to serve students. At WASA, we share the same aspirations, constantly seeking avenues to enhance our support for the membership—all of you who are actively engaged, leading, and advocating for the well-being of the children and young people under your care.

Within the pages of this report, we have endeavored to capture both the essence and heart of WASA’s work during the past year. What this report does not fully acknowledge is the exceptional leadership demonstrated by you, the leaders of this state’s school districts. While your work has never been more challenging, you were shining examples of competence, character, and courage when our students needed it most.

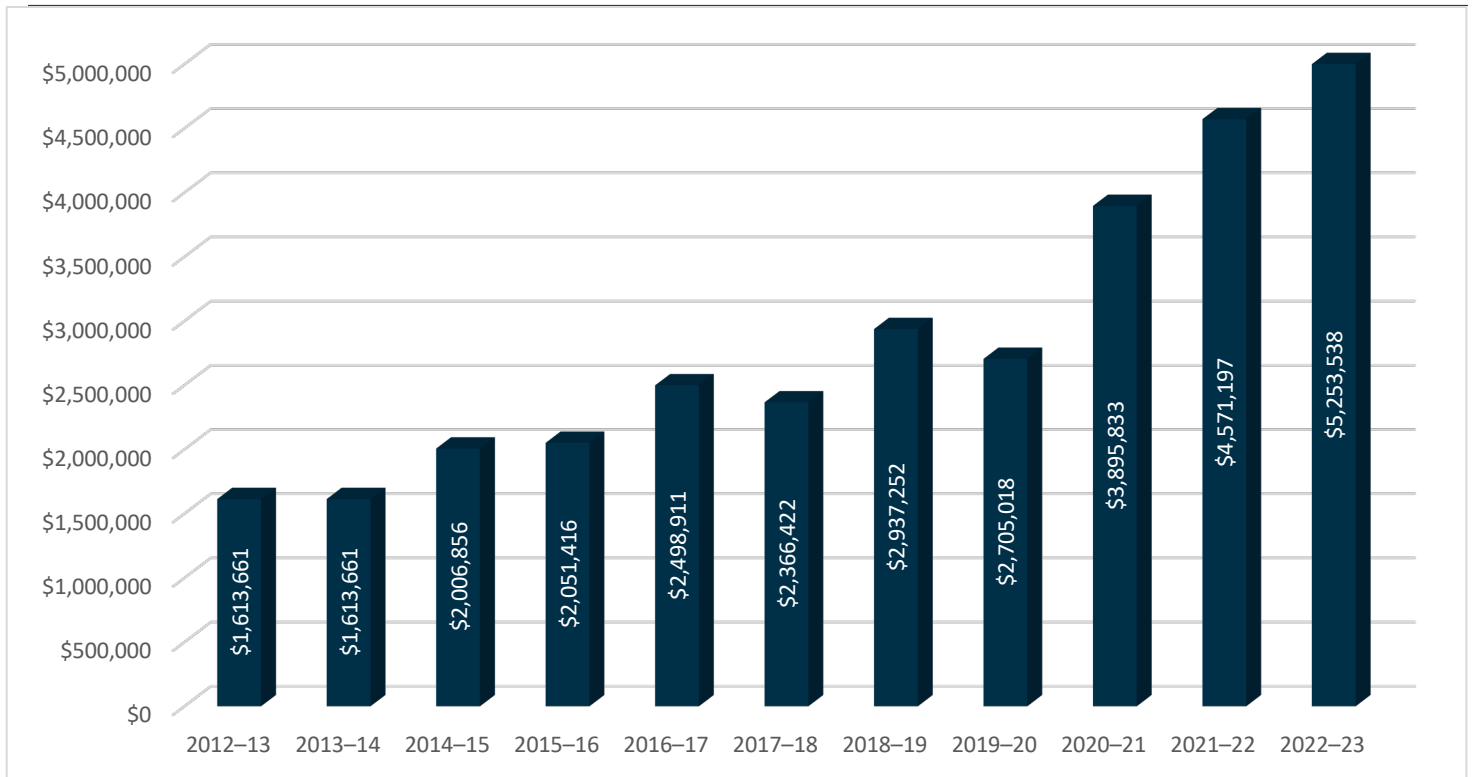
While the work of school district leaders is exceedingly challenging, the future is bright and hopeful. Our schools and school districts are in caring and capable hands—you, the WASA membership.

The WASA team considers it a privilege to support you in this most honorable pursuit—caring for and educating this state’s 1.1 million students.

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 careful monitoring of expenses.

WASA MEMBERSHIP

WASA membership numbers continue to trend upward, exceeding 2,000 members for the first time ever in 2022–23—a three percent increase from the previous year. However, 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 2022–23:

\$5,253,538

REVENUE SOURCES (BY PERCENT)

Professional Learning.....	35%
Contracts/Grants	30%
Dues.....	28%
Miscellaneous.....	7%

PERSONNEL EXPENDITURES (BY PERCENT)

Governance.....	16%
Legislative	31%
Contracts.....	13%
Professional Learning.....	40%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous	2%
Office Expenses	10%
Contracts.....	22%
Personnel	35%

Board/Standing Committees/Component Groups.....	2%
Legislation	1%
Professional Learning.....	28%

2022–23 MEMBERSHIP BY MEMBER TYPE

Active.....	1327
Associate	64
Retired/Life.....	627
Student/Intern.....	16
Complimentary.....	10
Displaced	6
Total.....	2050

ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101	120
South Central Region 105	89
SWIS Region 108	79
Sno-Isle Region 109.....	119
Metro Region 110	269
Pierce Country Region 111	183
Columbia River Region 112.....	102
Capital Region 113.....	131
Olympic Peninsula Region 114.....	82
SEWASA Region 123	90
North Central Region 171	63
Total.....	1327

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators	284
Instructional Program Administrators.....	438
Principals.....	53
Special Education Administrators.....	197
Superintendents	355

GOVERNMENT RELATIONS

The 2021 and 2022 Legislative Sessions were operated mostly remotely due to the ongoing pandemic emergency and, although the global pandemic continued to wreak economic havoc, Washington's revenues continued to remain stable. In fact, revenues continued to escalate beyond forecasted predictions. The initial 2021–23 Operating Budget, adopted in 2021, increased by \$5.5 billion beyond the previous two-year budget. While this was a substantial increase, it was somewhat more conservative than normal, as it was unclear at that point if revenues would remain sustainable.

As revenues continued to roll in faster than expected, the 2022 Supplemental Operating Budget increased the two-year budget by another \$5.1 billion. Historically, a supplemental budget makes minor tweaks and adjustments, increasing perhaps \$200–300 million, so a \$5.1 billion increase was a significant departure from the norm. Unfortunately, even with a massive increase in the original 2021–23 Operating Budget and an unexpected and extensive increase in the 2022 Supplemental Operating Budget, K–12 education was largely passed over. The K–12 budget increased by \$3.9 billion in the underlying 2021–23 budget; however, three-fourths of the overall increase (\$2.9 billion) was due to federal pandemic-related funding. Certainly, this was appreciated, but being one-time allocations, the funds assisted in stabilizing budgets in the short term, while not providing any ongoing assistance. In 2022, even with the unique second-year increase of \$5.1 billion, K–12 was again overlooked. Given significant reductions in Maintenance Level funding, the K–12 budget received a net reduction. Indicating clearly that the 2021 and 2022 budget actions were about legislative priorities, the percentage of K–12 funding in the overall Operating Budget went from a high of 52 percent in 2019 to an (at least) decade-low 43 percent in 2022.

In the summer of 2022, WASA's Legislation & Finance Committee recommended (and the Board approved) another bold and honest Legislative Platform for the 2023 Session. Given the Legislature's growing trend of acting on priorities other than the state's only constitutional paramount duty, the Committee felt it was again incumbent upon WASA and our

members to continue to express K–12's NEEDS, rather than scale back our requests to anything less than what is required for success. The continued belief is that if we ask for less than what our students, schools, and staff need, we will never receive what we need.

Getting K–12 education on legislators' radar in 2023 was an uphill battle. Prior to session, we had to overcome two major obstacles. Public perception was the first issue. Every December Elway Research (Crosscut/Elway Poll) conducts a poll of registered voters regarding the upcoming legislative session. One of the standard, open-ended benchmark questions asked in each poll for almost 30 years is: "In your personal opinion, what are the most important issues the Legislature should focus on during this session?" Education came dead-last in the poll (with only five percent of respondents mentioning education as a priority).

Voter support for public education continues to diminish and is impacting legislators' views on the matter. Not that they need an excuse, but some legislators continue to suffer from the mythical malady of "education fatigue," and see the public's negative attitude as giving them license to focus on priorities other than K–12 education.

We also faced Governor Inslee's continued neglect of K–12. As required by law, he released his 2023–25 Operating Budget request in mid-December. His request would have increased the overall budget by \$6.26 billion, with \$4.85 billion of that total comprising of discretionary Policy Level requests. Inslee (who has never been accused of being an "education governor") was laser-focused on housing and homelessness, climate change, and a few other key issues—and seldom mentioned K–12. And when he did, he boasted about his proposal increasing K–12 education by \$3.0 billion. What he failed to mention is that almost \$2.8 billion of that total was REQUIRED Maintenance Level funding. His total request for Policy Level increases was less than \$280 million.

So, another rough road was laid before school administrators as the session began. As a credit to school administrators, however, they ramped up their advocacy efforts, both back home and in Olympia. Only through the ongoing engagement

and hard work of administrators, mostly in concert with our colleagues in the education community, WASA was able to achieve some wins—even though more work clearly needs to be done.

The biggest “win” in 2023 was a significant increase (\$371 million) for Special Education. Funding increases the current enrollment cap; increases tiered multipliers; reduces the safety net threshold to access funds; and continues the Inclusionary Practice Project (IPP). While this is absolutely positive, we must temper our enthusiasm, as the \$371 million increase is less than half of the \$800+ million needed to “fully fund” special education.

We also achieved a very minor win in Pupil Transportation. While key legislators have committed the last two sessions to addressing—and solving—the Pupil Transportation conundrum, ensuring the system is more transparent, predictable, and adequately funded, forward progress has been slow. Due mostly to financial concerns and political squabbles, legislators have not solved our problem. Instead, in 2022 and 2023, legislators provided minor funding increases to address transportation of “special populations” (that is, special education students, homeless students, and students in foster care).

A major—and frustrating—loss should also be noted. 2023 was the year legislators were charged with “rebasing” the education funding system adopted in the 2017 and 2018 McCleary “solution.” We (along with WASBO and WSPA) asked for a significant overhaul of regionalization and the experience factor to ensure those funding components reduce, if not eliminate, the disparities between districts that were actually exacerbated by the implementation of those two factors. Unfortunately, most legislators rejected any real conversation about the issues and ultimately “rebased” the factors simply by inputting updated numbers using the current flawed methodology. At the end of the session, a handful of key legislators woke up to the realization of the faulty policy and tried to get budget-writers to change direction. At this point, the train was well down the tracks, however. Those legislators, though, are committed to working on these issues. The hope is that we can have a real conversation and make positive adjustments before the next required rebase in four years.

There were several other key issues in which we engaged with varying levels of success. Those issues and all of the comprehensive details of the Operating Budget and Capital Budget are addressed in [WASA’s annual End of Session Report](#).

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. As noted above, 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. To assist our members in their advocacy efforts, WASA’s Government Relations team continued (and will continue to) provide resources, including “*This Week in Olympia*” (TWIO)—our weekly legislative newsletter—our weekly legislative podcast, and our annual Session Guide, among other things.

A number of consultants worked closely with WASA throughout the 2023 Session (and the legislative interims before and after session):

- Mitch Denning—representing 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 2022 through June 2023.

WASA continued to combine 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 2022–23 annual report reflects the WASA's Professional Learning Star model we use to structure professional learning to meet the vast variety of member needs in a comprehensive and cohesive manner. **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 provides 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 were updated this year to respond to the evolving needs of our members; in addition to conferences and workshops, are: Component Group & Regional Support, Long-term initiatives, On-demand Webinars, and Individual 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 Julie Jungalwala planted seeds from her book *The Human Side of Changing Education*.

SPECIAL EDUCATION PRECONFERENCE AND MTSS FEST (IN-PERSON AND VIRTUAL) In support of OSPI's efforts to integrate the efforts of special education and basic education staff in meeting the needs of all students in inclusive environments, WASA organized an in-person one-day preconference for special education leaders, followed by a two-day virtual MTSS Fest event.

FALL (IN-PERSON) Our Fall Conference was held in SeaTac. Tammy Campbell facilitated a day of learning on Elevating Student Voice. The exemplary work of districts across the state was featured as they shared approaches, they're taking to improve student belonging in an effort to increase the academic and social-emotional outcomes for all students.

WOMEN IN LEADERSHIP (VIRTUAL AND IN-PERSON)

Two Women in Leadership conferences were held this year. In January (virtual), author and retired superintendent, Janel Keating was joined by contributing authors Jasmine Kullar and Heather Friziellie sharing from their book *Women Who Lead: Inspiration, and Guidance to Grow as an Educator*. In April, our Women In Leadership gathered for an in-person event featuring Julie Jungalwala. The focus for this conference was to *Embrace Your Authentic Leadership*.

WINTER (VIRTUAL) The theme for was United for Healthy Development and Learning. The conference was facilitated by Jenni Donohoo and Peter DeWitt and featured Timothy Shriver, Linda Darling-Hammond, and Marc Brackett. The learning focused on three questions: When might our focus turn from operations and management to learning again? How can we support the emotional well-being of our students and staff? And how might we unite the communities in which we work?

LEGISLATIVE (IN-PERSON)

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 Eric Shonstrom and Mona Johnson helped to solidify the conference theme of "Curiosity and Compassion: Leading for Change." District-level speakers filled the conference program with presentations to support the leaders in small school districts across the state.

SUPERINTENDENTS (IN-PERSON)

Recalibrating the Culture and Optimizing Your Leadership Impact keynote addresses were nestled between high-demand concurrent sessions and important federal and state legislative updates. Superintendents were treated to a great balance of visionary and instructional leadership concepts and operational information, rounding out a strong conference program.

TRANSFORMING THE TREND

WASA, Washington Schools Risk Management Pool, and Clear Risk partnered to provide a full-day workshop *Transforming the Trend: The Evolution of Sexual Assault and Molestation in Schools from complacency to prevention and survivor-focused compassion.*

SUMMER (IN-PERSON)

Steve Pemberton, Luis Cruz, and Janel Keating were highlighted speakers for over 1,000 registrants in attendance at Lighting the Way for Leadership WASA/AWSP 41st Annual Summer Conference. 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)

The Aspiring Superintendents Academy had a wonderful third year, facilitated by Kim Fry. 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 Kim Fry, and Vancouver 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 expanded from six to eight sessions. Enrollment doubled from the previous year. The academy ran September through May and was facilitated by Jennifer Trauffer. WASA is appreciative to partner with OSPI on this academy.

REGIONAL SUPPORT (IN-PERSON & VIRTUAL)

Tammy Campbell led four regional, in-person trainings on Leading Deep for Equity. WASA partnered with CRESA 113 to facilitate Superintendent Learning WALKS in area districts throughout the year, and the WASA staff were frequently invited to speak at regional meetings.



INITIATIVES (ALL DONE VIRTUALLY)

INCLUSIONARY PRACTICES PROJECT (IN-PERSON AND VIRTUAL)

IPP Director, Helene Paroff, and her team of district team facilitators and project evaluators continued their support of district implementation of inclusionary school. Katie Novak was the lead trainer, providing both in-person and virtual learning sessions throughout the year.



WASHINGTON STATE LEADERSHIP ACADEMY (IN-PERSON AND VIRTUAL)

Led by Director, Sharon Bower, and district coach facilitators, WSLA supported 14 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. While the first cohort advanced to year two, a new year cohort was formed to support additional districts.

INSTRUCTIONAL LEADERSHIP NETWORK (IN-PERSON AND VIRTUAL)

The Instructional Leadership Network, facilitated by Chris Beals, along with advisors Peter DeWitt and Jenni Donohoo, wrapped up its final year of ESSER funding. ILN was highly successful in bringing together Teaching and Learning district administrators from across the state to learn together to strengthen public education in Washington state. WASA is appreciative to partner with OSPI on this work.

ON-DEMAND WEBINARS

WASA offered 15 on-demand webinars. Topics included Ten Dimensions of Belonging, Legislative Advocacy, and Reconnecting with your Values and Passions, Strategic Community Engagement for Budget Development, Generative ChatGPT in the Classroom, and Three-Year Principal Contracts.



REGIONAL AND INDIVIDUAL SUPPORT

In the Spring, WASA launched a partnership with BTS Sparks—an international leadership coaching non-profit that provides low-cost, high-quality, on-line coaching. This service is available to district and building-level administrators and is meant to fill the growing need for individualized action planning and leadership development.



PARTNER AGENCY SUPPORT

Throughout the year, WASA provides support to the Employee Relations & Negotiations Network (ERNN), Washington State ASCD, and Washington School Personnel Association (WSPA) 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 Educational Service Districts (AESD)
- 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)



ADMINISTRATIVE OPERATIONS

WASA OPERATIONS

Committed to our members, the entire WASA team is dedicated to delivering a diverse range of high-quality support and services. Whether through phone, email, website, or social media, our WASA staff is always prepared to promptly address 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, 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

2022–23 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:

- 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 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.

2022–23 AWARDS AND SCHOLARSHIPS

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

DR. ADAM SWINYARD, SUPERINTENDENT,
SPOKANE PUBLIC SCHOOLS

Sponsor: D.A. Davidson & Company

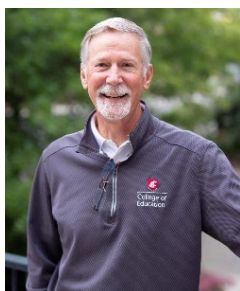


This program is designed to recognize the outstanding leadership of active, front-line superintendents and pay tribute to those who lead our public schools. Washington's Superintendent of the Year (SOY) automatically becomes a candidate for the AASA National Superintendent

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

JIM KOWALKOWSKI, DIRECTOR, RURAL EDUCATION
CENTER



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."

For over 20 years, Jim Kowalkowski has served as a superintendent in our state, leading two different school districts. For many of those years, he has simultaneously served as the Executive Director of the Rural Education Center. To say Jim is one of the most active superintendents and WASA members - particularly in the legislative arena but also in total - is an understatement. He has continually leaned into the work, collaborated with others, and promoted high-quality public education and what our students need.

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
RICH STALEY
SUPERINTENDENT
OAKVILLE SCHOOL DISTRICT



MEDIUM SIZE DISTRICT
STEPHANIE SPENCER
DIRECTOR OF TEACHING AND LEARNING
VASHON ISLAND SCHOOL DISTRICT



LARGE SIZE DISTRICT
RON BANNER
SUPERINTENDENT
CLOVER PARK SCHOOL DISTRICT

DOYLE E. WINTER SCHOLARSHIP FOR ADMINISTRATIVE LEADERSHIP IN EDUCATION

ROBERT AGUILAR, PRINCIPAL, COLLEGE PLACE SCHOOL DISTRICT

Sponsor: Piper Sandler

PIPER | SANDLER



Designed to assist talented and committed educational administrators as they enhance those skills and abilities needed to serve as educational leaders in the field of public education, a \$1,000 scholarship will be awarded to a school administrator who is presently in or will begin a doctoral program in education.

GALLAGHER HOWARD M. COBLE SCHOLARSHIP FOR UNDER-REPRESENTED ADMINISTRATORS

SALINA MACHINA, ASSISTANT PRINCIPAL, BATTLE GROUND 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 them 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 2023.

WASA LEADERSHIP AWARD

KEVIN CHASE, SUPERINTENDENT, EDUCATION SERVICE DISTRICT 105



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 Kevin Chase. Kevin Chase

stands as a cornerstone of educational leadership within the state of Washington. He firmly believes that every individual within our school system should discover their capacity for leadership. Under his guidance, a multitude of professional development opportunities, partnerships, and collaborative teams have emerged with the aim of ensuring that each person can cultivate their leadership skills within their respective schools.

Kevin's nominator noted noteworthy areas of his influence, encompassing the advancement of Improvement Science, the establishment of safety cooperatives, and a host of other initiatives. In the past, ESD superintendents tended to be somewhat territorial. However, Kevin's inspiring demeanor has fostered a shift towards a more unified approach, where the motto "together we are better" prevails.

D.A. DAVIDSON BARBARA MERTENS LEGACY AWARD

GLENYS HILL, DIRECTOR, WSU SUPERINTENDENT CERTIFICATION PROGRAM

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.

Dr. Glenys Hill has consistently been a prominent figure in leadership throughout Washington. Beyond her exceptional stewardship of the Kelso and Deer Park school districts as superintendent, she also took the helm of the Lyle School District following her "retirement." Over the past seven years, Dr. Hill has assumed the role of Director of the WSU Superintendent Certification Program, where she has channeled her influence and extensive experience as a highly successful superintendent into the training of the next generation of superintendent leaders in our state.

Moreover, Glenys remains a trailblazer and an inspiring role model for women aspiring to enter the superintendency field. Her contributions continue to pave the way for female leaders in educational leadership roles.

GOLDEN GAVEL AWARD

**HELENE PAROFF, INCLUSIONARY PRACTICES
PROJECT DIRECTOR, WASA**



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.

Helene's nominator stated, "Helene's leadership in the Inclusionary Practices Project has already had deep impacts on students in the state as already demonstrated by the gains in the inclusion rates in participating districts. Perhaps more importantly, the Project changes the hearts, minds and practices of teachers and leaders in Washington. This is legacy work: Helene's leadership with the project will impact the next generation of students with special needs as well because they will be positively impacted by the many staff and board members who have participated in the project."

REGIONAL AWARDS

AWARD OF MERIT

REGION 101	Suzanne Schmick, St. John-Endicott
REGION 105	Joseph Castilleja, Mabton
REGION 109	Anne Arnold, Everett
REGION 110	Isaiah Johnson, Auburn
	Cathy Davis, Northshore
	Patty Siegworth, Bellevue
REGION 112	Asha Riley, Woodland
	Michelle O'Neil, La Center
REGION 123	Julie Perron, Walla Walla

STUDENT LEADERSHIP ACHIEVEMENT

REGION 101	Nancy Lotze, Selkirk
REGION 105	Peter Finch, West Valley
REGION 108	Andrew Wheeler, La Conner
REGION 109	Bryan Toutant, Lakewood
REGION 110	Sonia Nicholson, Federal Way
REGION 111	Krestin Bahr, Peninsula
REGION 112	Brent Freeman, Wahkiakum
REGION 123	Todd Baddley, Richland

RETIREMENT AWARD

REGION 101	Mick Miller, NEWESD 101
REGION 101	Suzanne Schmick, St. John-Endicott
REGION 101	Tim Ames, Medical Lake
REGION 101	Terrie VanderWegen, Central Valley
REGION 108	Laurel Browning, Burlington-Edison
REGION 108	Andrew Wheeler, La Conner
REGION 109	Jeff Moore, Everett
REGION 109	Brad Jernberg, Index
REGION 111	Beck Owens, University Place
REGION 112	Tom Hagley, Vancouver
REGION 113	Brian Wharton, Yelm
REGION 113	Dana Anderson, Capital Region ESD 113
REGION 113	Don Hay, Wishkah Valley
REGION 113	Chris Rust, Toledo
REGION 114	Lisa Roberts, North Mason
REGION 123	Rob Phillips, Kennewick
REGION 171	Paul Turner, Grand Coulee Dam

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WASA is grateful to the companies that support our professional learning conferences, workshops, and specific events. During the past year, over \$456,225.13 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 2022 to June 2023 for helping to make our events a huge success!

DIAMOND LEVEL SPONSORS



Contact [Ted Beresford](#) or [Robin Stefanson](#)
| 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.

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

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 [Cory Plager](#) | 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 [Lee Baird](#) | 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!



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.



Contact [Cindy Lawson](#) | www.rightatschool.com

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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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 <https://www.wasa-oly.org/SIRS>.

WASA GOALS AND ACTION STEPS FOR 2023–24

During their June meeting, the WASA Board approved Goals and Actions for 2023–24. The goals are grounded in the Association’s mission and the core values of Leadership, Trust, and Advocacy. WASA’s Educational Equity Statement was a prominent driver in the development of these goals and actions as well.

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 for all component members supporting both 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 through collaboration with one another and our educational partners to address complex educational challenges.

GOAL II—TRUST

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

ACTION A

Build and expand 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 elevate the sense of belonging for all students and 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.

