



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



Dear WASA Members,

As I reflect on my tenure as the 2023–24 WASA President, I am filled with gratitude and pride for the journey we've shared. This past year has been a testament to resilience, collaboration, and forward-thinking leadership. Just as Daniel James Brown eloquently

described in *The Boys in the Boat*, we have strived for that elusive "swing" — a harmony where each of us rows together in perfect sync to advance the vital work of public education.

Our collective journey has been marked by significant challenges: budgetary constraints, staffing shortages, declining enrollment, and ever-evolving legislative landscapes. Yet, amid these trials, we persevered with courage and unity, emphasizing our shared commitment to Leadership, Trust, and Advocacy — the core of WASA's goal. We stayed true to our mission, knowing that our efforts touch the lives of over 1.1 million students and indeed "alter the face of the world".

This year, WASA experienced transitions in leadership in the areas of professional development and support services. The WASA team never missed a beat and delivered world-class professional development and hours of support to members across the state. Embracing the future, WASA has taken on dynamic topics like 'artificial intelligence'. These discussions underscored the importance of adaptability and vision in preparing for an educational landscape that evolves at a rapid pace.

I am reminded of a pivotal lesson I learned during my time as an educator, watching the pure joy of learning in a classroom where students were making real-world connections. That moment was magical and reaffirmed my calling as an educator. This year, as WASA members, many of us have similarly encountered moments of wonder that reminded us why we chose to lead and serve in education. These moments, large and small, are what fuel our collective mission.

I urge each of you to carry forward the spirit of "listening" and "humble leadership" — principles that strengthen trust and collaboration, as epitomized in the story of Seattle Seahawks coach Pete Carroll's wise decision to heed the voice of his kicker during a high-stakes game. Such humility and the courage to listen empower us to make decisions that lead to success.

As I reflect on my past presidency, I remain inspired by your dedication, passion, and commitment to shaping the future. Let us continue rowing together, pursuing excellence, and fostering environments where every child can thrive. Our path forward may be challenging, but together, with our shared vision and resolve, we will reach our goals.

Thank you for the honor of serving as your WASA President. Here's to continuing this important work with unyielding dedication and shared hope for the future.

With deep respect and gratitude,

Mike Villareal
Past WASA President

FROM THE EXECUTIVE DIRECTOR



Reflecting on the 2023–24 school year, it's clear that the landscape of educational leadership continues to evolve, presenting both significant challenges and great opportunity. At WASA, we're honored to serve and support you—the dedicated leaders of schools and school districts across Washington state—as you navigate complex issues and seize

opportunities to best serve the students in your schools.

Advancing educational equity has been central to our work in recent years, and 2023–24 was no exception. WASA actively championed equity through legislative advocacy, member resources, professional development offerings, messaging, and communications. Despite the challenges of the 2024 legislative session, we remained resolute in our advocacy efforts, securing beneficial outcomes for public education while tamping down policies detrimental to schools and the students we serve. WASA's leadership continues to be a unifying voice in the education community as we mobilize voices in advocating for policies that directly benefit students and districts.

Under President Mike Villarreal's leadership, the WASA team actively engaged with members, providing support and advocacy for school districts across Washington state. Mike's priorities as President included:

- **ADVANCE:** Advance systems that promote equity through inclusionary practices that remove barriers and provide opportunities for all students to achieve.
- **CULTIVATE:** Cultivate meaningful relationships of trust that foster partnerships and collaboration among state, community, and school stakeholders.
- **EXPAND:** Expand WASA's outreach to recruit, support, and retain professional administrators who are committed to educational equity, advocate for excellence in student learning, and are representative of the diversity within our state.

The WASA Annual Report provides members with a summarization of last year's work. 2023–24 was a year marked by productivity and innovation as we redoubled our efforts to provide assistance to school district leaders grappling with highly complex issues in environments often riddled with divisiveness and lacking in civility.

WASA members constantly seek new and improved ways 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.

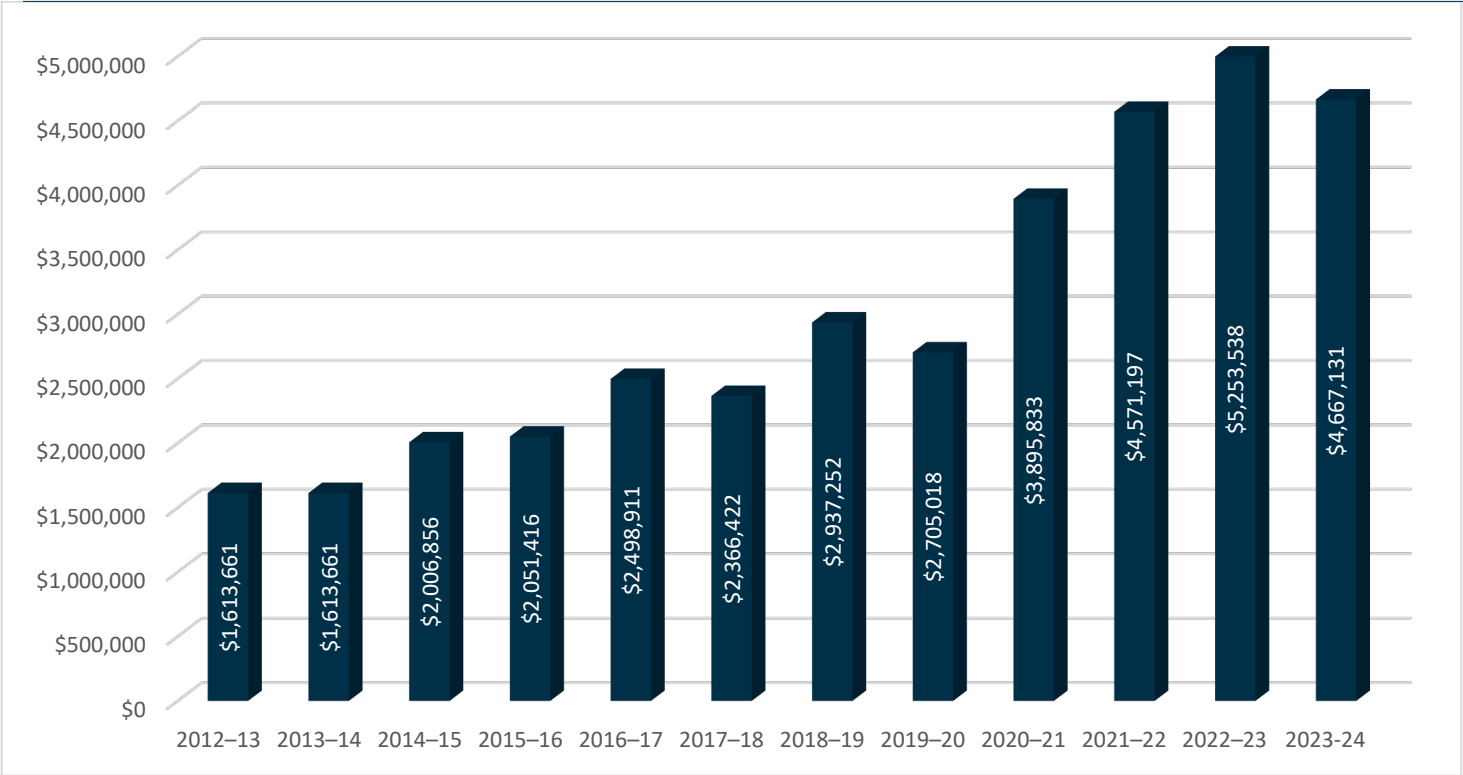
The WASA Annual Report offers a snapshot of the past year's work—a year marked by productivity and innovation as we increased our efforts to assist district leaders facing heightened complexities in a polarized environment. And while this report captures the essence of WASA's efforts, it only begins to convey the exceptional leadership demonstrated by you. Your resilience, dedication, and commitment to students have been a stabilizing force during these times, exemplifying competence, integrity, and courage when it's needed most.

As school leadership remains a most challenging endeavor, it also offers great professional and personal satisfaction—knowing that you are making a difference for the state's 1.1 million students in our schools. I believe the future is a bright one, if for no other reason than our schools are in your caring and capable hands.

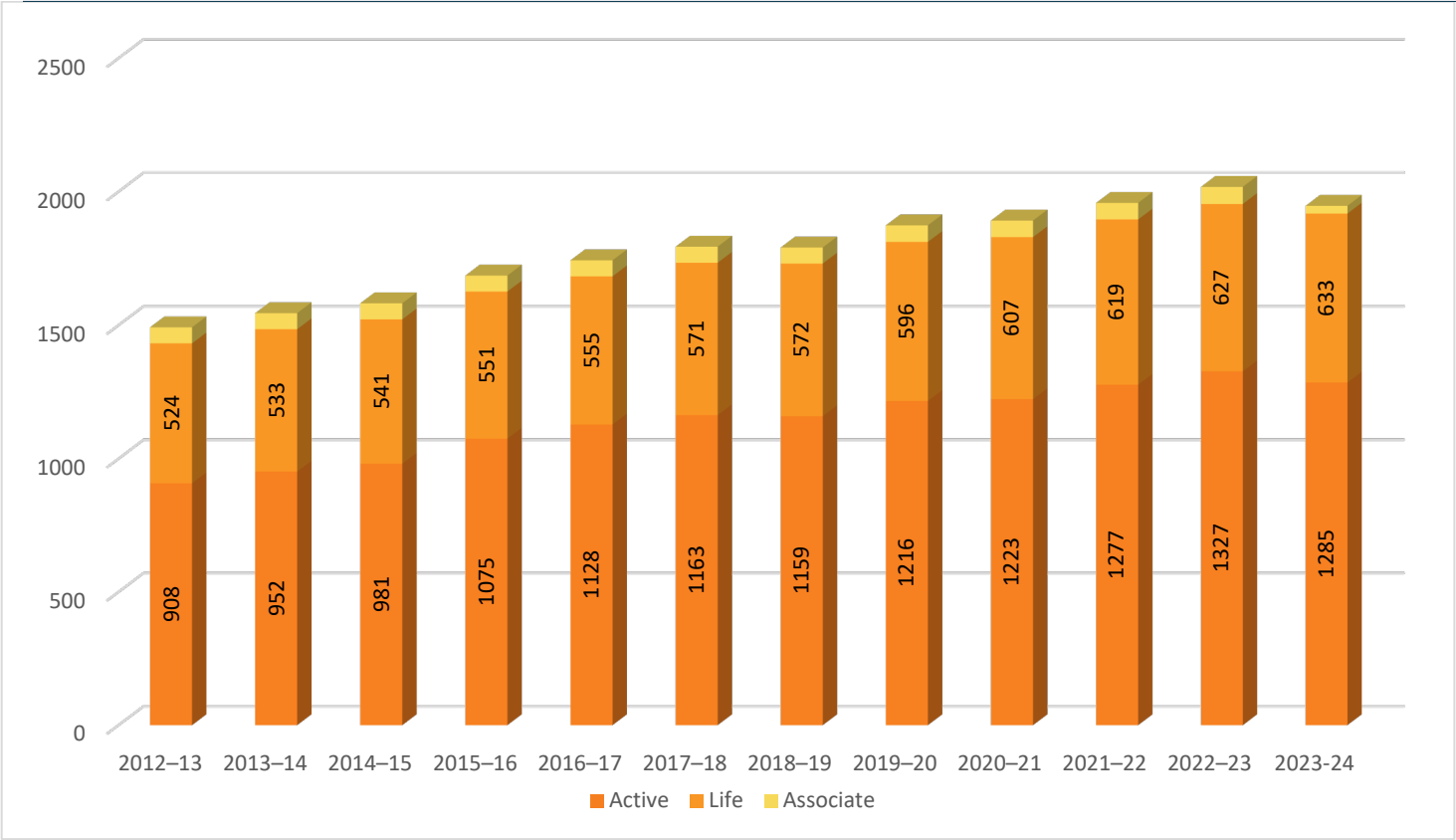
Respectfully,

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 strong membership numbers, a high level of participation in our professional learning offerings, increased contract services to school districts, aggressive pursuit of alternative funding sources, and careful monitoring of expenses.

WASA MEMBERSHIP

WASA membership numbers are stable. 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 2023–24:

\$4,667,131

REVENUE SOURCES (BY PERCENT)

Professional Learning.....	22%
Contracts/Grants.....	36%
Dues.....	33%
Miscellaneous.....	9%

PERSONNEL EXPENDITURES (BY PERCENT)

Governance.....	16%
Legislative.....	30%
Contracts.....	12%
Professional Learning.....	42%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous.....	2%
Office Expenses.....	10%
Contracts.....	21%
Personnel.....	36%
Board/Standing Committees/Component Groups.....	2%
Legislation.....	1%
Professional Learning.....	28%

2023–24 MEMBERSHIP BY MEMBER TYPE

Active.....	1285
Associate.....	29
Retired/Life.....	633
Student/Intern.....	14
Complimentary.....	14
Displaced.....	12
Total.....	1987

ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101.....	114
South Central Region 105.....	76
SWIS Region 108.....	74
Sno-Isle Region 109.....	102
Metro Region 110.....	250
Pierce Country Region 111.....	193
Columbia River Region 112.....	100
Capital Region 113.....	130
Olympic Peninsula Region 114.....	82
SEWASA Region 123.....	97
North Central Region 171.....	67
Total.....	1285

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators.....	260
Instructional Program Administrators.....	442
Principals.....	51
Special Education Administrators.....	196
Superintendents.....	336

GOVERNMENT RELATIONS

The 2023 Session, the first year of the 68th Biennial Legislature addressed a broad list of priorities, including: homelessness and housing; climate change; behavioral health; public safety; reproductive care; and gun control. Each of these issues had active legislation, with many of those bills being adopted. There was also a heavy focus on labor and employee-related issues.

As we discussed in the [2022–23 Annual Report](#), while each of the priorities above were being acted upon, K–12 education was conspicuously absent from the conversation. After administrators, in concert with our education community colleagues, continued to push, K–12 education finally received some attention. Positively, K–12 education received increased appropriations of \$2.9 billion, out of an overall increase of \$5.6 billion in the two-year budget. Putting that large influx of cash in context, however, is a bit disappointing. Of the \$2.9 billion increase, almost \$2.6 billion of the increase was provided for required Maintenance Level costs. Only \$350 million of the \$5.6 billion overall increase and the \$2.9 billion K–12 increase was directed to discretionary funding—that is, programs legislators chose to fund.

Ultimately, K–12 did receive positive increases, some of which reflected requests in WASA’s 2023 Legislative Platform. Even so, the increases provided still left huge gaps in basic education funding. For example, the Legislature provided a \$371 million increase in special education. This was a significant—and appreciated—investment, yet the gap between school district expenditures and state funding was \$803 million.

2024 LEGISLATIVE SESSION

In the 2024 Supplemental Session, legislators once again laid out a laundry list of their top priorities—and K–12 education was nowhere to be seen. WASA and our colleagues in the rest of the education community spent most of the 60 days of the short session trying to elevate K–12 education, reminding legislators of our needs—and of legislators’ obligations.

As noted, it was a long struggle to keep K–12 education on the table in 2024. Understanding this situation was simply unacceptable, WASA and the education community ramped up our activities—and moved a bit more aggressively than we have in the past. As an example, the November 2023 Revenue Forecast projected an additional \$1.1 billion beyond previous expectations—and we anticipated a further increase in available revenue when the February 2024 Forecast was released. Sure enough, on February 14, the

Economic & Revenue Forecast Council’s update indicated there was another \$121.8 million available in the current biennium and revenues were up \$215.4 million in 2025–27. Seeing the increase in revenue, as expected, we promptly [sent a message to all legislators](#), urging them to—AT A MINIMUM—provide the additional revenue projected in the February Forecast to the state’s constitutional paramount duty. We noted this additional funding would serve to stabilize school district budgets and address the fiscal crisis facing our school districts.

As you can probably guess, our message was not well-received; however, we caught legislators’ attention and K–12 at least became a part of the conversation. The education community then put on a full court press to support K–12 funding. First, was special education. While there was a significant amount of legislative conversation about special education, the main focus was on increasing (not REMOVING) the special education funding cap, with little-to-no conversation about providing necessary investments in the tiered multipliers to further reduce or eliminate the gap between funding and expenditures. In the end, \$19.6 million was provided to increase the funding cap to 16 percent—leaving a half-billion dollar underfunding.

We also continued to press for an overhaul of the current pupil transportation formula. Even though we received commitments in the previous two sessions from key legislators to transform the transportation model, like last year, the conversation shifted to “special passengers” (special education students, foster students, or homeless students). Even that effort failed and what ended up being adopted was a bill (which we opposed) to require pupil transportation employees to receive health/retirement benefits similar to other classified staff.

We also rallied the troops to fight for enhancements to Materials, Supplies, and Operating Costs (MSOC). The conversation about needing increased funding for operating costs, especially due to spikes in insurance rates and utilities costs, started before the 2024 Session convened and was a point of emphasis throughout the session. For much of the session, there was no real response, but after being hammered all session, at the eleventh-hour legislators quickly flipped the switch, adopting legislation and appropriating increases in short order.

When we started pushing for action on MSOC, we were asking for a necessary, major increase (\$350–400 per student). Unfortunately, the final budget only provided a small \$21 per student increase; however, it is positive we got anything at all.

Early in the session, legislators wanted nothing to do with the issue.

If you are looking for any example about how your advocacy can impact, MSOC is a perfect case. Again, legislators were ignoring the issue—until we put on a full court press. Superintendents and other administrators, along with our partner school directors, principals, and others “stormed the castle,” so to speak, and woke up the Legislature (even in the face of vocal opposition from WEA).

There was much other action on bills and budgets to report from the 2024 Session; complete details are available in WASA’s comprehensive [annual End of Session Report](#).

NEXT STEPS

We had some minimal success on key issues in the 2024 Session—specifically, the issues noted above: special education, transportation, and MSOC. Even though we were disappointed in the final outcome of those three issues, the WASA Legislation & Finance Committee quickly resolved that we needed to use the momentum we built. Shortly after the adjournment of the session, the L&F Committee drafted and recommended to the WASA Board of Directors a very narrow and focused 2025 Legislative Platform. At the end of March, well before our traditional timeline for action, the Board adopted the Platform.

We immediately received questions about why we changed course this year. There are several reasons, including these main points:

- **K–12 Education is not being prioritized by the Legislature.** As discussed above, we have had to fight to elevate education and get legislators to listen to us. Early adoption of our Platform gives our members a long runway to engage with legislators—and we have been advancing these issues with legislators since April.
- **The Education Community has been accused of being “out of alignment.”** In reality, the education community has been more aligned in the last two years than ever before. But there is no harm in trying to further align our advocacy, our priorities, and our messaging.
- **Legislative leaders continue to move their prioritization process forward, especially with 2024 being an election year.** Twenty years ago, the four political caucuses traditionally met after the November election to elect officers and take time to discuss priorities. This is no longer the case. If you read your legislator’s session review newsletters, you will see many of them started talking about 2025 priorities shortly after the session adjourned.

So, what is in the WASA 2025 Platform? The Legislation & Finance Committee and our Board sought to narrow our focus and advocate on priority issues that can bring us together—specifically school administrators, but also our education association colleagues. 1,600 members speaking with one voice is powerful, but what if we added thousands of principals, school directors, business officials, and others, including parents in the PTA? The Platform provides an intentional, easy to understand and defend, narrow focus.

The three issues on [WASA’s 2025 Legislative Platform](#) are:

- Special Education
- Pupil Transportation
- Materials, Supplies, and Operating Costs (MSOC)

We know there are many other issues to address; however, we have a strategy and rationale for narrowing our Platform to these three issues:

- First, if we have any success on these issues in 2025, there will be a positive impact in ALL 295 school districts. There is no division between big and small, east and west, urban and rural, rich and poor. This serves to unify/align our members; and
- Second, each of these three issues is a basic education program, which is constitutionally required to be fully funded. We have clear, documented evidence, however, that these issues continue to be woefully underfunded.

In this effort, we are partnering with AESD and we have begun the process to invite our colleagues to join us (To date our “Coalition” includes WSSDA, ASWP, WASBO, and WSPTA).

Finally, we want to make it as easy as possible for our members and our colleagues to engage, so we developed an [advocacy Toolkit](#) that includes key messages, talking points, budget templates, and other resources. This will help us to maintain “message discipline” and speak with one voice.

In addition to the advocacy toolkit, we created an informational website (www.waschoolfunding.org) that simply describes why so many school districts are struggling financially. Because it is more informational, rather than an advocacy resource, we encourage you to share it with your parents and other community members.

In order for our strategy to work, we need our members to engage. We also need to remain aligned—within WASA and with our partners. Repetition of our message—and repetition from multiple messengers, not just superintendents, is critical.

FINAL NOTE

A number of consultants worked closely with WASA throughout the 2024 Session (and the legislative interims before and after session):

- Mitch Denning—representing the Association of Educational Associations (AEA);
- 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 2023 through June 2024.

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 2023–24 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*.

INTEGRATED MTSS FEST (IN-PERSON)

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 a three day in-person conference in the Tri Cities with over 600 attendees.

FALL (IN-PERSON)

Our Fall Conference "Unlocking Unreasonable Principal and District Leadership" was facilitated by Peter DeWitt and Michael McDowell sharing their wisdom with school district teams. The conference was held at the Tacoma Downtown Marriott.

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 Frizziellie 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 was "Unleashing Potential in Ourselves and Others." The conference was facilitated by Jenni Donohoo and Peter DeWitt and featured Connie Hamilton, Julie Jungalwala, and Jeff Snell. Jeff Snell's role as "Lead Learner" of the conference helped support participants in transferring learning to the work in their respective systems.

LEGISLATIVE (IN-PERSON)

"Leading the Conversation" featured Lisa Braithwaite as the keynote speaker. The conference, facilitated by WASA's Dan Steele and WSSDA's Marissa Rathbone, championed the importance of communicating with elected officials about the key components of our legislative platform. 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 Rebecca Bultsma and Gene Sharratt helped to solidify the conference theme of "Leadership in the Time of Transformation." District-level speakers filled the conference program with presentations to support the leaders in small school districts across the state.

SUPERINTENDENTS (IN-PERSON)

"AI Powered Leadership: Navigating the Future of Education" was the theme of this conference preparing superintendents to embrace artificial intelligence in their systems. Nestled throughout the conference were 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.

SUMMER (IN-PERSON)

Lori Hayes, Chan Hellman, and Paul Hernandez were highlighted speakers for over 1,000 registrants in attendance at "Unlocking the Power of Hope" WASA/AWSP 42nd 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 from the Snoqualmie Valley School District and Julie Ray from Tacoma Public Schools, the Aspiring Central Office Leadership Academy had a wonderful year of learning. Participants learned from current practitioners representing various district office administrative positions.



ASPIRING SUPERINTENDENTS (VIRTUAL)

The Aspiring Superintendents Academy had a wonderful fourth 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 had eight monthly sessions with enrollment for this support academy continuing to expand. The academy ran September through May and was facilitated by Rachel Dickson from Fife Public Schools. WASA is appreciative to partner with OSPI on this academy.

REGIONAL SUPPORT (IN-PERSON & VIRTUAL)

WASA partnered with ESD 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, Amy Wright, and her team of district team facilitators and project evaluators continued their support of district implementation of inclusionary schools. Katie Novak was the lead trainer, providing both in-person and virtual learning sessions throughout the year.



NEXT LEVEL LEADERS (IN-PERSON AND VIRTUAL)

Next Level Leaders, coordinated by Ashley Barker, with strong support from WASA and AWSP leaders, welcomed 150 building and district leaders into a two-year cohort program.

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. Cohort One finished their work and Cohort Two and Cohort Three continued their journey toward implementation of professional learning communities.

INSTRUCTIONAL LEADERSHIP NETWORK (IN-PERSON AND VIRTUAL)

The Instructional Leadership Academy, facilitated by Chris Beals, along with advisors Peter DeWitt and Jenni Donohoo, continued the work of the Instructional Leadership Network with a revised academy. ILA continued to be highly successful in bringing together Teaching and Learning district administrators from across the state to learn together to strengthen public education in Washington State.

ON-DEMAND WEBINARS

WASA offered 15 on-demand webinars. Topics included Ten Dimensions of Belonging, Legislative Advocacy, 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

WASA continues to partner with BTS Sparks — an international leadership coaching non-profit that provides low-cost, high-quality, online 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 on 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, the WASA staff is always prepared to promptly address the questions and needs of our members and our education partners.

MEMBER SERVICES

Quality service to members is our top priority, as we aim to ensure customer success. Throughout the past year, WASA actively assisted administrators with concerns and questions regarding district policy, finance, personnel, governance, board/ superintendent relations, preparation for hearings, career consulting, and employment contract analysis

Through the WASA Professional Assistance Program, active WASA members are eligible to access:

- **ADVICE AND COUNSEL** WASA provides the counsel of qualified, experienced administrators to any member who faces a problem or potential problem related to his or her professional assignment.
- **LEGAL SERVICES** Upon approval by the executive director or designee, WASA will provide initial counsel with a WASA recommended attorney and up to \$3,000 of reimbursable legal fees upon approval of the WASA Professional Standards and Ethics Committee.
- **ETHICS ASSISTANCE** The WASA administrative team is available to provide advice and counsel for members on ethical issues they may encounter as a result of their district or professional responsibilities.
- **CONTRACT REVIEW** Whether negotiating a new employment contract or updating an existing one, WASA provides contract evaluation and recommendations to support members in a variety of employment positions.
- **MEMBER SUPPORT** WASA provides peer mentors for all new superintendents. Mentors for any new or experienced WASA members will be appointed upon request.

The Aspiring Superintendents Academy, Incoming Superintendent Conference, Mentor Program, Aspiring Central Office Administrators Academy, Women in Leadership, Early Career Superintendents Academy, 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

The 2023–24 school year was another strong year for WASA Management Reviews. Multiple school districts contracted with WASA for Management Reviews in the areas of business practices, staffing levels, transportation, facilities, financial and program management, and student services programs.

The Management Review process typically includes the following phases:

- **PREPARATION** The initial portion of the review is that of planning. A plan is developed in concert with the school district leadership that includes the specific goals and objectives sought.
- **ANALYSIS** The analysis phase involves the on-site activity by the review team. Information is collected in the form of relevant school district policies, job descriptions, financial reports, documents, etc. In addition, interviews are conducted with a representative sample of central office administrators, staff members, board members, and if applicable, patrons.
- **EVALUATION** An evaluation of the documentation, interviews, observations, and other information takes place next. This involves the members of the team in collective discussion and independent writing.
- **REPORTING** A final report is prepared and presented to the district. The report includes a snapshot of the current status of the district, a comparison of best practice from other similar districts, and a list of recommendations for improvement.

WASA would like to extend a heartfelt thank you to the dedicated professionals who lent their expertise as members of our review teams.

CONTRACT SERVICES

WASA supports numerous 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 School Nutrition Association (WSNA)
- Washington State Personnel Association (WSPA)

2023–24 AWARDS AND SCHOLARSHIPS

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

DR. LAURIE DENT, SUPERINTENDENT,
SUMNER-BONNEY LAKE

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.

SERVICE TO WASA AWARD PAUL CLAY, ATTORNEY, STEVENS-CLAY



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.”

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
ANDREW PERKINS
SUPERINTENDENT
THORP



MEDIUM SIZE DISTRICT
JON TIENHAARA
SUPERINTENDENT
SOUTH BEND



LARGE SIZE DISTRICT
JOHN PARKER
SUPERINTENDENT
CENTRAL VALLEY

DOYLE E. WINTER SCHOLARSHIP FOR ADMINISTRATIVE LEADERSHIP IN EDUCATION

MATTHEW TOTH, ASSISTANT SUPERINTENDENT,
EAST VALLEY

Sponsor: Piper Sandler

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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

ADINA THEA, DIRECTOR OF ELL, HIGHLINE

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 2024.

WASA LEADERSHIP AWARD

TOM SIEGEL, SUPERINTENDENT, BETHEL



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 Tom Siegel.

D.A. DAVIDSON BARBARA MERTENS LEGACY AWARD

ANDREW SUND, PRESIDENT, HERITAGE UNIVERSITY

Sponsor: D.A. Davidson & Company



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The Strength of Advice®



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.

GOLDEN GAVEL AWARD

ANDY WOLF, ASSISTANT EXECUTIVE 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.

LEARNING FROM LEADERS AWARD

RON BANNER, SUPERINTENDENT, CLOVER PARK



Beginning in 2023–24, this award shall be given to a WASA member for recognition of his or her leadership of an exemplary program that others can learn from, that has: significantly improved student learning; significantly increased student engagement; significantly

improved student and staff safety; significantly increased student, staff, and parent understanding and engagement regarding diversity, equity, and inclusion; significantly increased parent or community engagement; or significantly addressed areas other than those identified will be considered. The recipient of this distinguished honor will not only receive the WASA Learning from Leaders award but also a monetary grant of \$5,000 to further enhance and propagate their innovative program. We are grateful for the generous support of founding sponsors Dennis Ray, Gay Selby, and Gene Sharratt, who, along with WASA, have committed to underwrite the costs of the award.

REGIONAL AWARDS

Each of the eleven regions held events during the spring to recognize and highlight the dedication of leaders from school districts and the community. These events serve to tell the amazing stories occurring in schools and school districts across the entire state where volunteerism, service, and leadership are making a difference.

PURPLE STAR AWARD DISTRICTS

In partnership with OSPI



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Bremerton School District
Central Kitsap School District
Cheney School District
Clover Park School District
Medical Lake School District
North Mason Schools #403
North Thurston Public Schools
Oak Harbor Public Schools
Peninsula School District
Steilacoom Historical School District
Sumner-Bonney Lake School District
Yelm Community Schools

AWARD OF MERIT

REGION 101	Ben Ferney, Cheney
REGION 105	Brian Hart, Granger
REGION 108	Larry Francois, NWESD 189 Fran McCarthy, NWESD 189
REGION 110	Jason Morse, Issaquah
REGION 111	Tom Seigel, Bethel
REGION 112	Brent Freeman, Wahkiakum
REGION 113	Debra Clemens, North Thurston Rich Staley, Oakville
REGION 171	Tabatha Mires, Manson

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 105	Kevin Chase, ESD 105
REGION 108	Mary Sewright, Mount Baker Larry Francois, NWESD 189
REGION 109	Josh Middleton, Granite Falls Ken Collins, Lake Stevens
REGION 111	Tom Seigel, Bethel
REGION 112	John Boyd, Evergreen Dan Zorn, Longview Lisa Nelson, Naselle-Grays River Brent Freeman, Wahkiakum Michael Green, Woodland
REGION 113	Deb Clemens, North Thurston
REGION 123	Jim Jacobs, North Franklin

WITH SINCERE APPRECIATION TO WASA'S 2023–24 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 \$515,049 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 2023 to June 2024 for helping to make our events a huge success! success!

DIAMOND LEVEL SPONSORS



Contact [Ted Beresford](#) | [Cindy Pleasants](#) | 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. 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.



Contact [Rich Moore](#) | [Rick Doehle](#) | www.choosclear.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.



Contact [Mikael Taylor](#) | 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.



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The D.A. Davidson name is synonymous with K-12 capital 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 [Rasheité Calhoun](#) | www.frontlineeducation.com

Join over 10,000 clients across the country who use Frontline to ease the administrative burden on their staff and allow them to focus on the education, health, and safety of their students. If the goal is employees who are happier, more productive, and more efficient, Frontline will help you get there. Our solutions provide crucial data for insights-based decision-making, strategic planning, and maximizing federal and state funding. Our reputation for delivering innovative solutions makes Frontline the industry's top choice.



Contact [Dr. Jennifer Longnecker](#) | 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**

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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 Services Education Group is the Pacific Northwest premier education program and project management firm. OAC partners with school districts by offering a full range of services from community engagement and bond planning to construction and project management into the project closeout and warranty management phases. OAC's sole focus is on the delivery of school district projects. We understand the dynamics of school design and construction, from the complexities of funding to the critical need to minimize the disruptions to the teaching and learning as your district journeys through construction projects. Since 2002 our dedicated team has managed the planning, design and construction of more than \$2 billion in K–12 facilities changing the educational lives of over 750,000 students statewide. We understand how important our schools are to their 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. We are here to serve our education partners throughout the Northwest.



Contact [Allison Leep](#) | 1.800.GO.PEMCO | www.pemco.org

PEMCO Mutual Insurance, the Northwest's original educator-founded insurance partner, has been serving the Pacific Northwest for 75 years. PEMCO provides auto, home, renters, and boat coverage. We are honored to have been recognized as a Best American Insurance Company by Forbes Magazine, based on customer feedback, and as the best in the Northwest by J.D. Power. We distinguish ourselves through award-winning customer service, industry expertise, and social impact programs focused on supporting youth and education, building greener environments, and increasing risk awareness and safety. We're proud of our 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!

Watch [this short video](#) to learn more about the longtime WASA/PEMCO partnership.

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Contact [Ryan L. Swanson](#) | [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.

Renaissance

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Contact [Janelle Cach](#) | www.renaissance.com

Renaissance is a pre-K–12 edtech global leader committed to helping educators truly See Every Student. Our interconnected solutions accurately assess learning and growth, provide purposeful practice and instruction, and support a whole-child approach to data-informed decisions.



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 [Ty Goare](#) | [Olena Martz](#) | www.wsrmp.com

The Washington Schools Risk Management Pool (WSRMP) is a not-for-profit, public-sector, self-funded cooperative program which provides property and liability coverage, risk control and claims handling tailored exclusively to Washington State public school districts, educational service districts and inter-local cooperatives. WSRMP differentiates itself from traditional insurance programs by providing staff who are solely dedicated to our members. Our unique value-added programs and coverages are designed to reduce the cost of risk.

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PLATINUM LEVEL



Contact [Scott Lewis](#)

ASG collaborates with school district leaders to reduce energy consumption

and upgrade aging infrastructure with minimal to no capital outlay.



Contact [Julie Veal](#) | [Laura Smith](#)

Through serving food kids love to eat,

Chartwells' goal is to make sure that students leave the cafeteria happier and healthier every day.



Contact [John Barlow](#)

Cognia is a global nonprofit that enhances educational quality and student outcomes through accreditation, assessment, and research-backed improvement services.



Curriculum Associates

Contact [Jody Wildherber](#)

Curriculum Associates was founded

by four passionate educators with a mission to make classrooms better places for teachers and students.



Contact [Lee Marchiso](#)

Foster Garvey attorneys help Washington school districts finance school construction,

run bonds and levies, and navigate school law issues.



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GCU is a missional university with an innovative and adaptive spirit. The university addresses the world's deep needs by cultivating compassionate community, empowering free and virtuous action.



TalkingPoints

Contact [Jamie Paulsen](#)

TalkingPoints is an education technology nonprofit with a mission to drive student success by using accessible technology to

unlock the potential of family engagement in children's education.



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The WSIPC Cooperative empowers Washington schools with cutting-edge and secure technology solutions and services, fosters collaborative engagement and drives innovation through education and support.

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- Pacifica Law Group
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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 Member Services, serves as the SIRS Executive Director.

Membership in SIRS includes:

- **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 salary report allows 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.

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

WASA GOALS AND ACTION STEPS FOR 2024–25

During their June meeting, the WASA Board approved Goals and Actions for 2024–25. 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 (taking advantage of the rapid change in technology) 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 cultural competency, diversity, equity, inclusion, and belonging to achieve excellence in public education.

ACTION A

Further expand relationships with and among all members to elevate awareness and boost involvement in WASA, thereby developing and sustaining 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 all 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 all 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

In alignment with our partners, 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, our partners, and other policymakers to influence legislation and education policy that promotes diversity, equity, inclusion, and belonging 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.