



Wasa

LEADERSHIP | TRUST | ADVOCACY

WASHINGTON ASSOCIATION OF
SCHOOL ADMINISTRATORS

ANNUAL REPORT 2019-20

MISSION STATEMENT

The Washington Association of School Administrators is an organization for professional administrators that is committed to leadership:

- 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.

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FROM THE PRESIDENT

"I want to be in the arena. I want to be brave with my life. And when we make the choice to dare greatly, we sign up to get our asses kicked. We can choose courage or we can choose comfort, but we can't have both. Not at the same time."

—Brene Brown

For WASA, 2020 has been a year like no other in recent history. The absolute dismantling of every system in schools—including but not limited to transportation, technology, curriculum and learning, staffing, and safety. You are pioneers in this new world—creating community, encouraging one another through trials, taking risks as you give light to the new amid the breakdown of the old. Daily, you were faced with uncertainty, frustration, and an ever-changing landscape for months at a time with an unexpected new reality. Facing intolerance and inequity for systems of historic racism and shining a light on new ways to create equity. Little did you know, you would have a few additional skills to add to your resume in 2020.

We recognize that as leaders, it is important to form relationships, provide leadership, and create partnerships that make a positive impact on our community, families, and staff. It is our ability to see clearly through rapid change during these times with humility and with safety in mind that will reassure our communities to hear how their children will benefit by being part of our schools.

WASA has continued to be the preeminent voice for public education in Washington State and throughout the nation, providing guidance as we planned to reopen schools for 2020–21. Through WASA's three pillars—Trust, Advocacy, Leadership—the WASA staff stayed by our side through these difficult times and led the way. Thank you to the incredible WASA staff for their support throughout the year: Joel, Dan, Helene, Mike, Andy, Shari, Sheila, Jamie, Lisa, Tricia, and Eve. Your ability to be responsive to members' needs, turn on a dime, and to create new opportunities in a remote setting has been incredible. You have allowed us to grow stronger in our district leadership, WASA leadership, partnerships with each other, and our organization.

As relentless champions for school systems, WASA Executive Director Joel Aune and the WASA Executive Team have been involved from the beginning of the pandemic as partners with

many professional associations and agencies, legislators, and elected officials to build cohesion, collaboration, and systems that have supported all children in the state of Washington.

The WASA Board of Directors and Liaisons have served with passion and purpose, keeping children in their minds throughout the year.

As we continue to lead with conviction, passion, and relentless optimism, our work this year has been daunting for even the most courageous. Together, we must advocate clearly with our eyes on the horizon through leadership, relationships, and partnerships for fixes and transformative policy changes to keep Washington's educational systems thriving and whole. At this time, national and state fiscal impacts are unknown, but we must leverage our ability to tell the stories of the impacts and outcomes for our children.

Every single child, in every single district, whether large or urban, small or rural, deserves equity, access, and a voice. WASA members have always kept this as a core value, and this year this value has never been more important. We must protect our ability to serve all children regardless of zip code, ability level, or income.

Our incoming WASA President Brian Talbott, WASA Board of Directors, and WASA staff will need our support and collaboration to continue the impacts that will be needed in the year to come. I know that Brian will bring an inclusive focus for increased voices and collaboration.

It has been an honor and a privilege to serve as your WASA President this year. I have come to know many of you during these most difficult times. I continue to be so grateful for the leaders in our great state of Washington. You lead with grace, integrity, and candor about the challenges, and seek solutions based on equity for all children and families in your systems.

Sometimes the bravest and most important thing you can do is just show up. Thank you all for being present!

It has been an honor.

Sincerely,
Krestin Bahr
Superintendent, Eatonville School District
WASA President 2019–20



FROM THE EXECUTIVE DIRECTOR

The 2019–20 year began like most others, with school leaders planning for the arrival of staff and students. For seven months, WASA members engaged in the work of building upon past successes to provide the best

school experience possible for the students in their respective districts. In March, everything changed as a global pandemic exploded onto the scene. Less than three months later, on May 25, George Floyd was murdered by police officers in Minneapolis. These two seminal events have turned the country upside down, and will likely change our lives forever.

For school district leaders, the challenges presented in 2019–20 as a result of these two occurrences were unprecedented in their scope and complexity. The pressure and stress weighs heavily on society, on parents, and our students, teachers, and support staff. Superintendents and school district leaders have been carrying a particularly heavy load.

Krestin Bahr's year as WASA President was unique as well. Amidst the chaos and disruption caused by the pandemic, she provided leadership and voice on behalf of WASA's 1600 members. Krestin also provided support to the WASA staff as we engaged with members throughout the year to support their work and advocate for their school districts. In retrospect, Krestin was the right person at the right time to serve as WASA President.

Three strategic goals, established by President Bahr and the WASA Board, provided focus for the year:

- **Leadership:** Cultivate transformative, equity-driven leaders to ensure each student in every school and community is college, career, and life-ready.
- **Trust:** Develop and sustain trust to further the cause of equity and excellence in public education.
- **Advocacy:** Champion the fundamental role of public education in an inclusive democracy.

This report captures the nature and spirit of our work during the past year. In reviewing it, I believe you will find that last year was a productive one for WASA. While the final five months of the year were dominated by COVID-19, the pandemic did not define us. Pandemic or not, the work of superintendents and school district leaders has never

been more complex or more demanding than it is today. In response, you answered the bell in extraordinary fashion. School district leaders are providing brilliant leadership during this time of crisis.

The challenges of the past year created an increased demand for member services. WASA strives to be responsive to members in need of information, counsel, advice, and support. Whether it be issues related to bargaining, budget, communications, legal matters, conflict, a complicated problem, or a pandemic, WASA stands ready to provide resources, assistance, advice, or simply a listening ear. It is our hope this assistance not only helps solve difficult problems, but that WASA can also aid in building resiliency and sustaining optimism among our members who are engaged in the important work of leading school districts during these extraordinary times.

Professional learning continues to be a strength of WASA. We offer professional growth opportunities for those currently serving in district office administrative roles as well as those aspiring to serve as a district leader. In addition to hosting several major conferences and academies last year, we secured funding to develop our Inclusionary Practices Project. This project was launched mid-year with over 40 district teams joining the year-one cohort. The pandemic presented major challenges for WASA's professional learning program delivery. We made a quick and effective pivot to reorganize and develop a remote delivery system for professional learning that was both responsive to member needs and proactive in bringing content forward in a timely fashion. The work related to professional learning is critically important as we support superintendents and school district leaders currently engaged in work that has never been more complicated or challenging.

After many years of work on *McCleary*, our focus in the legislative arena has shifted. Going into the 2020 Session, we anticipated "*McCleary* fatigue" would create challenges in our advocacy efforts. Regardless, WASA chose to be direct and honest in articulating our priorities for K–12, the centerpiece of which is the recommendations from the OSPI Staffing Enrichment Workgroup. These staffing recommendations are what is necessary to get the job done in today's schools. We also acknowledged the State's financial challenges and were rational in our efforts to get as many wins as possible in 2020 while laying the foundation for future discussions. This work will undoubtedly carry forward in the next few years as WASA continues the effort to secure full and equitable funding to meet the needs of all students and all school districts.

I look forward to working with President Brian Talbott during the coming year as we build upon the work of the past year in order to further advance WASA's strategic goals during this time of unprecedented challenge and opportunity. I promise you our team will be visible, engaged, responsive, and working to further strengthen and expand relationships with our members. We intend to support the regional leadership teams as they implement their plans for the coming year. And finally, we will continue to help you better "see around the corner" as you work to be proactive in leading your school districts into an uncertain future.

Needless to say, the 2019–20 year was uniquely challenging. There were trials and tribulations along the way that put

extraordinary pressure on school district leaders. Amidst all of this, the substance of your character and the brilliance of your genius was on full display.

There is a great deal of uncertainty about what the future might bring to bear. But what is undeniable, is that our school districts are in good hands. You will find a way to successfully navigate these choppy waters, and on the other side of the pandemic, our schools will be better than ever. We thank you for the opportunity to assist and support you in this great pursuit.

Respectfully,
Joel Aune

FINANCIAL OVERVIEW AND MEMBERSHIP REPORT

FINANCIAL OVERVIEW

WASA's financial position continues to be strong. This is due to increased participation in our professional learning programs, increased contract services to school districts, and careful control of expenses.

WASA MEMBERSHIP

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

OPERATING BUDGET 2019–20: \$2,705,018

REVENUE SOURCES (BY PERCENT)

Professional Learning	22%
Contracts/Grants	23%
Dues	46%
Miscellaneous	9%

PERSONNEL EXPENDITURES (BY PERCENT)

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

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous	2%
Office Expenses	14%
Contracts	9%
Personnel	53%
Board/Standing Committees/Component Groups	3%
Legislation	1%
Professional Learning	18%

2019–20 MEMBERSHIP BY MEMBER TYPE

Active	1216
Associate	66
Retired/Life	596
Student/Intern	5
Complimentary	11
Displaced	0
Total	1894

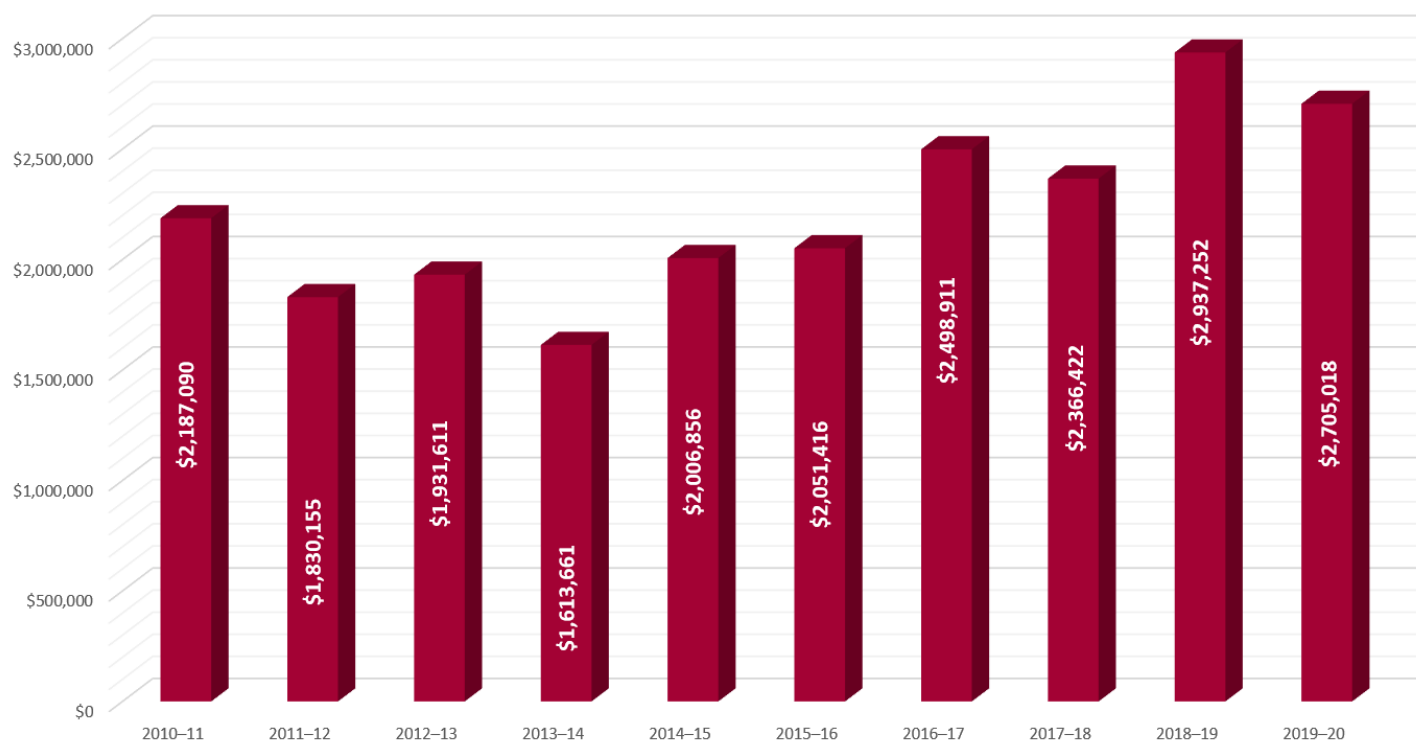
ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101	113
South Central Region 105	75
SWIS Region 108	70
Sno-Isle Region 109	100
Metro Region 110	249
Pierce Country Region 111	161
Columbia River Region 112	102
Capital Region 113	124
Olympic Peninsula Region 114	76
SEWASA Region 123	89
North Central Region 171	57
Total	1216

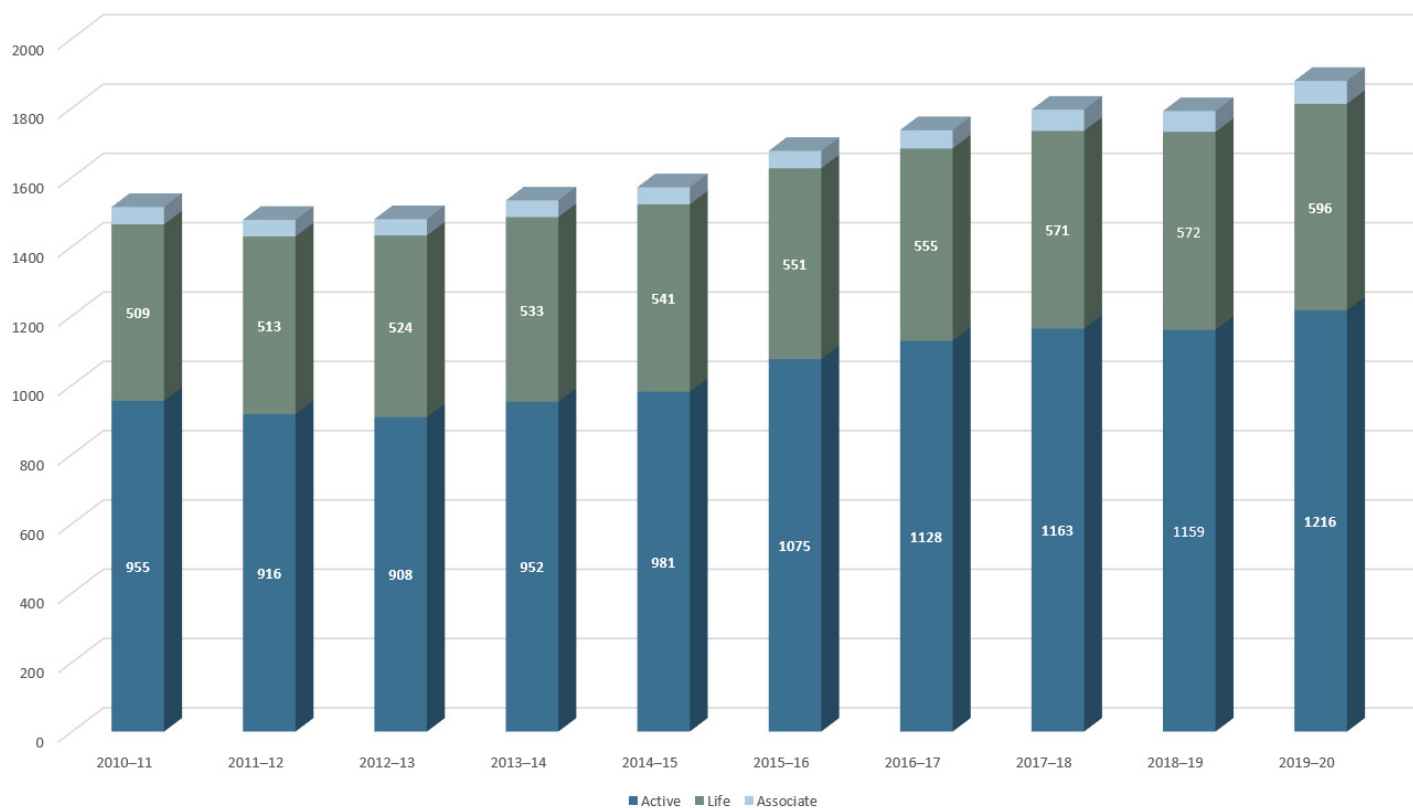
ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators	245
Instructional Program Administrators	386
Principals	38
Special Education Administrators	186
Superintendents	361

OPERATING BUDGET HISTORY



MEMBERSHIP TREND HISTORY



GOVERNMENT RELATIONS

Between 2012 and 2017, the main focus of WASA's legislative activity was to push the Legislature to follow through on its commitment—and obligation—to comply with the Supreme Court's ruling in the *McCleary v. State of Washington* education funding lawsuit. Following the adoption of the so-called *McCleary* "solution" (EHB 2242) in 2017, WASA's focus in the 2018 and 2019 sessions was on several needed "fixes" to the new education funding system that continued underfunding multiple priority basic education items and exacerbated previous inequities between districts.

While additional "fixes" were needed in 2020, education advocates understood additional changes to the original *McCleary* "solution" would be a major uphill battle. After six years of wrestling over a new education funding system that could make it over multiple political hurdles and, at the same time, pass constitutional muster, followed by another two years of modifying the original legislation, legislators were tired of education. Most legislators suffered from "*McCleary* fatigue"—a frustrating, phantom illness with no basis in reality. Legislators shied away from publicly expressing this attitude; however, they clearly wanted to focus on issues other than the state's constitutional paramount duty. And they were given a boost by Governor Inslee—someone who has not hesitated to overtly step around K–12—prior to the 2020 Legislative Session. As he unveiled his 2020 Supplemental Operating Budget request, he noted that the Legislature has "fulfilled its constitutional obligation" to K–12 education and "it is time for the State of Washington to turn our attention" to matters other than K–12, specifically the homelessness crisis.

Coming into the 2020 Session, it was clear that legislators were not going to be enthusiastic about K–12 issues. Compounding the problem was the projected state budget situation; revenues were expected to be limited. Given the circumstances, WASA urged administrators to temper their expectations. At the same time, we knew that 2020 would be a prime time to begin (hopefully continue) conversations of importance to K–12. We decided to play the long game and encouraged administrators to fully engage in the legislative process, further educating legislators about school district needs and building momentum for the 2021 Session.

Many of the planks in WASA's 2020 Legislative Platform required additional funding—and a few of the items would have required a substantial investment. In adopting the association's Legislative Agenda, the Legislation & Finance Committee and the Board of Directors established a clear and principled set of requests that did not simply ask legislators

for what we thought we might be able to achieve, but what educators actually need. Undercutting our own arguments and asking for less than what is required to establish and run a high achieving school district may get you a "win" in the short run, but that cannot be sustained. In addition, history has shown, when you return to the Legislature for more, they will be frustrated and confused (and potentially angry), not understanding why you are unable to function with the funding you asked for and they provided.

WASA's Platform laid out a set of bold, honest requests. Certainly, we understood the state's fiscal constraints (and the short runway in the 60-day second-year session) and we were pragmatic and strategic in an effort to achieve as much success as we could in 2020; however, we positioned ourselves to be ready for 2021. It was clear, if we received less than we asked (which we correctly assumed would be the case), legislators, our members, and the public would know we were not provided with what we clearly stated we needed. And no one can say they are surprised when we return with the same requests later.

In addition to laying out WASA's requests for the Legislature, our Platform laid out a guide for school administrators to follow in speaking with one voice. The common voice went beyond our membership and extended through many of our partners' positions—positions which were adopted following WASA's lead in many cases. If you compare WASA's Platform with the Platforms adopted by our partners—in particular, the Washington Association of School Business Officials (WASBO), the Alliance of Educational Associations (AEA), the Washington State School Directors' Association (WSSDA), and the Association of Washington School Principals (AWSP)—you will find strong alignment. Set WASA's Platform next to the platforms adopted by the nine regional ESDs and you will find even stronger alignment.

The centerpiece of WASA's 2020 Platform was the strong support for an enhancement of staffing allocations as a part of the Prototypical School Funding Model. The original staffing allocations adopted in 2010 were funded at artificially low ratios, based on historic staffing ratios, in order to ensure the conversion to a new system was cost neutral—with a stated intent to phase-in and provide for "adequate" staffing levels. The Legislature has only provided for minor changes in the allocations since the Model was first implemented, however.

In 2014, Washington's voters adopted Initiative 1351, the "Class Size Initiative," which provided for reduced class

sizes, but also amended the state's basic education funding formulas by increasing the minimum K–12 staffing ratios in the Prototypical School Funding Model. The new staffing allocations were set to begin to be implemented in the 2015–17 biennium, with full funding being completed by the end of 2017–19; however, the 2015 Legislature adopted legislation to delay implementation for four years. So, the Legislature implemented the new Prototypical School Funding Model with an “intent” to phase-in adequate staffing levels—and when they failed to do that, the voters ratified an initiative to force the issue. Unfortunately, that effort failed when the Legislature stepped in to delay implementation of Initiative 1351.

Ultimately, the phased-in schedule of new staffing allocations was repealed in 2017 with the adoption of EHB 2242 (the *McCleary* “solution”). While repealing the phase-in schedule, however, EHB 2242 identified the Legislature’s intent to review and prioritize future K–12 staffing ratios. To that end, the bill required OSPI to establish a Staffing Enrichment Workgroup, comprised of education stakeholders (including strong representation from WASA members) to recommend a phase-in plan for the K–12 staffing enhancements, as approved by the voters in Initiative 1351. OSPI’s Staffing Enrichment Workgroup met from May through November 2020 and released a final report with recommendations in December. The recommendations called for a six-year phase-in, beginning in the 2020–21 school year and culminating with full funding in the 2025–26 school year. It was recommended by the Workgroup that the phase-in plan begin by focusing on meeting students’ needs for safety as well as mental, social, emotional, and behavioral health. Additionally, a phase-in schedule for additional professional development for all staff was recommended. It was recommended that all staff receive ten days of professional development by the 2025–26 school year.

Although enhancing staffing allocations was the core priority of WASA’s 2020 Legislative Platform (and was a major priority of all of the state’s education associations), it was clear that increasing all of the staffing ratios to achieve more realistic state-funded staffing levels would be enormously expensive—and likely prohibitively expensive. With a total phased in cost of between \$5 and \$6 billion, it was a laughable proposition to assume we might achieve complete success in 2020. But total success was not the goal. As noted above, the main goal was to educate legislators about the issue so they understood the need and lay the groundwork (and build momentum) for 2021 and beyond. After explaining to legislators what school districts needed, we took a pragmatic and strategic approach, asking that legislation be adopted to set up a framework

for the future—that is, establish a roadmap with a phase-in plan—and provide some kind of “down payment” to jumpstart the process. We knew any investment would not (likely could not) be significant; however, ANY investment would have started the flywheel moving and would have allowed legislators to show their commitment to finally implementing and funding increased and more realistic school district staffing ratios. In fact, not only would legislators have shown a commitment, it would have shown they were committed to fulfilling an obligation that they laid out for themselves in requiring the Staffing Enrichment Workgroup.

Request legislation from OSPI would have accomplished our short-term goals regarding staffing allocations. Additionally, the legislation would have established in statute a phase-in plan to increase K–12 staffing allocations in the Prototypical School Funding Model, implementing the recommendations of OSPI’s Staffing Enrichment Workgroup. Legislators had a prime opportunity to prove their commitment to update the Prototypical School Funding Model; however, it was rejected out of hand. Positively, we were able to lay out the clear need for realistic staffing allocations and we built momentum for the future.

In the end, most of our priorities were not adopted; however, in terms of expressing education’s clear needs, informing legislators of those needs, and laying the groundwork for success in the future, we can say we were successful. (As a bonus, we also helped defeat a number of detrimental bills.) And we could rest easy, knowing we had positioned ourselves well for the next biennial budget and beyond. That was until near the close of the session when everyone’s focus shifted to the growing threat of COVID-19.

In the final days of the session, recognition that COVID-19 could have huge implications for the state’s economy, the already meager 2020 Supplemental Operating Budget was reworked before it was adopted to save revenues. Following the Legislature’s adjournment, COVID-19 was declared a pandemic and before the governor signed the budget, he used his veto authority to eliminate much of the new funding adopted by the Legislature. Shortly after, the governor declared an emergency, issued a “stay at home” order, and closed schools.

It was not long until the impact of the loss of revenues was felt, with predictions of multi-billion dollar deficits on the horizon. At this point, WASA’s Legislation & Finance Committee began to craft a Platform for the 2021 Session. What began as a conversation of updating and carrying forward with our 2020 plans, quickly turned to focusing on

how to protect schools in the coming budget storm. Ultimately, the Committee and the Board adopted a Platform to strongly advocate for the protection of school district budgets. The process was also accelerated, so our members could be positioned not only for the 2021 Session, but also a potential summer or fall Special Session. By quickly adopting our Platform, WASA was again in front of our education partners and had an opportunity to influence the development of their own platforms.

Understanding the great pressure the education community will be under throughout the pandemic, it was clear WASA could not fight this battle alone. As we have in the past, WASA joined forces with our education colleagues. In 2014, after the *McCleary* decision was issued, WASA and WASBO created the Local Funding Work Group (LFWG) to fight for appropriate updates to Washington's education finance system. With the court case ended, the LFWG languished, so WASA took the lead, along with WASBO, to reconstitute the Work Group to build a coalition of education management associations to speak with one voice in protecting education funding. The new School Funding Coalition, comprised of WASA, WASBO, AWSP, WSSDA, WSPA, AESD, and AEA, developed a short-list of priorities (which was greatly influenced by the WASA Platform) and stands ready to fight an expected budget battle.

At the time this Annual Report is being written, the Coalition has begun to disseminate the priorities to our members and legislators. Additionally, talking points have been provided to our members to assist them in their own individual and collective advocacy. The coming months and the upcoming session will prove to be difficult, but if we fight together, we stand a chance at making a difference.

Once again, school administrators were very active during the 2020 Legislative Session. And as noted, our real success was positioning ourselves for the future (as well as helping to defeat a number of negative bills). This positive outcome would not have materialized if school administrators sat on their hands, waiting for someone else to step up.

A number of consultants worked closely with WASA throughout the 2020 Session (and the legislative interims before and after session):

- Mitch Denning—representing administrators in the Alliance of Education Associations (AEA), comprised of the Washington School Nutrition Association (WSNA) and the Washington Association of Maintenance and Operation Administrators (WAMOA);

- Fred Yancey and Michael Moran (The Nexus Group)—consultants for retirement and health benefits for WASA and AWSP; and
- Melissa Gombosky—representing the Association of Educational Service Districts.

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

PROFESSIONAL LEARNING

A major focus of WASA's mission is to provide leadership in the development of competent, ethical, and visionary leaders by offering professional growth opportunities for those in, or aspiring to, district office administrative roles. Professional learning offerings are aligned with WASA's goals and actions, set by our Board and others in leadership positions. This summary focuses on conferences and academies held, both in traditional and non-traditional ways, from July 2019 through June 2020.

WASA continues to collaborate with, when appropriate, various organizations, associations, and agencies to mutually meet professional learning needs while keeping an eye toward leveraging resources. To connect goals that are aligned with other associations, WASA supported offerings with new partners as well as those we have long term relationships with. During the year, WASA partnered with:

- 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 School Business Officials (WASBO),
- Washington Education Association (WEA),
- Washington School Personnel Association (WSPA),
- Washington State ASCD (WSASCD), and
- Washington State School Directors' Association (WSSDA).

With WASA's goals and actions in mind, and based upon input from members, each offering has a thoughtfully developed theme that impacts the content provided. For many of the offerings, a planning committee comprised of WASA regional leadership representatives assists in their development.

In late July of each year, WASA conducts an Incoming Superintendent Conference. During the two days they were together, participants learned from their colleagues on topics ranging from leading with authenticity to strategic planning to fiscal management.

The WASA/OSPI Special Education Conference: *All the Students. All the Time.* held in early August attracted over 275 special education administrators from around the state.

Based upon expressed needs by our membership, WASA's Fall Conference: *Promoting Positive Student Engagement: Moving Beyond the Law* offered an opportunity for WASA members and others to explore issues related to student

discipline—and the consideration of systems that support inclusionary rather than exclusionary practices. In addition to an excellent keynote speaker, this conference featured a panel of representatives from the Washington Education Association (WEA), the Association of Washington School Principals (AWSP), the Washington State School Directors' Association (WSSDA), Office of Superintendent of Public Instruction (OSPI), and WASA.

The Fall Conference led to WASA, WEA, AWSP, and OSPI co-presenting to district leadership teams on the topic of Student Discipline and Systems of Support.

November 2019 brought the opportunity for WASA to apply for, and subsequently receive, funding to support inclusionary practices for students with disabilities in districts throughout the state. Forty-three district leadership teams began this journey with WASA staff and Dr. Katie Novak in January 2020. Kudos goes to the districts that chose to become a member of WASA's first cohort—especially given such a short turnaround! Those districts will be joined by additional districts during the 2020–21 year.

After winter weather and road conditions caused the cancellation of the 2019 WASA/WSSDA/WASBO Legislative Conference, 2020 brought 500 participants back together again in Olympia in mid-February.

The WASA Spring Conference for Small Schools Leaders, held in Wenatchee, was built around the theme of *Small Schools: BIG Hopes. BIG Dreams. BIG Futures.* Superintendents and other leaders from around the state attended; learning from and with each other, state leaders, and national keynoters. It is hard to believe that this conference would be the last in-person conference WASA offered for the program year.

Given Governor Inslee's proclamations, based on strong guidance from the Center for Disease Control (CDC) and the Washington State Department of Health regarding the Coronavirus (COVID-19), WASA made the difficult decision to postpone and/or cancel all face-to-face gatherings for the foreseeable future. Negotiations were expertly entered into with conference venues to minimize the financial impact on WASA.

In record time, the WASA team pivoted to providing many professional learning offerings by Zoom. In fact, between mid-March and late June, WASA provided over 20 sessions with over a total of 3000 participants on a wide range of topics. In

some cases, the offerings were based upon those already scheduled while others were based on more proximate issues. If the Inclusionary Practices Project professional learning and the WASA/AWSP Summer Conference were included in the information above, the total number of offerings and participants would increase exponentially.

At a time when everything seemed to be in flux, WASA launched a highly successful *Brown Bag Lunch Series: Thinking and Leading Into the Future*, five weeks of professional learning designed to assist leaders “to lean into” the weekend and consider topics that took them above the fray—for at least an hour and a half per week.

The conference year ended with the WASA/AWSP Summer Conference: *20/20 Vision* at the end of June. With AWSP as the lead organization this year, an online management system for the conference will serve upwards of 1100 statewide district and building leaders throughout the year.

During the 2019–20 year, with continued support from OSPI, WASA offered both the Early Career Superintendent Academy and the Mentor Academy. These initiatives were expressly designed to better support the mentors of incoming superintendents as well as those in their first through third year so that they are more effective leaders within their systems. From March through June, WASA increased its support of the early career superintendents by offering Zoom gatherings every month at which time pressing issues were addressed. WASA and the ESD network produced a superintendent handbook that is being used around the state.

WASA also received funding from OSPI to support early career special education directors. Using a model like the one used for early career superintendents, the WASA Special Education Director Academy served two cohorts of special education directors in the 2019–20 year. Over 30 directors in Years 1 through 3 received professional learning that will help to support their success.

The WASA/AESD/AASA Aspiring Superintendent Academy kicked off with 18 participants from around the state participating in a year-long process, designed to better prepare them for applying for superintendent positions.

In existence since 2007, WASA, along with AWSP, co-sponsor the Washington State Leadership Academy (WSLA), which successfully completed another year of operations. With the addition of the 2019–20 cohort, in four ESD regions, the total number of school districts and/or Educational Service Districts participating increased by 17 bringing the total number of districts served to almost 140. WSLA has the potential of impacting over 24,000 students statewide. Given the current circumstances, after a brief planning period, a new initiative, *WSLA re-Imagined*, was launched with 25 districts participating.

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

ADMINISTRATIVE OPERATIONS

WASA OPERATIONS

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

MEMBER SERVICES

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

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

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

MANAGEMENT REVIEWS

2019–20 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 Nyland
Jennifer Trauffer
Jacob Kuper
Cindy Steigerwald
Allan Jones
Brian Benzel
Frank Hewins
Ann Jones Almie
Anna Esquibel
Stephen Nielsen

CONTRACT SERVICES

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

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

THE WASHINGTON STATE EDUPORTAL® AND E-CONVENE®

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

2019–20 AWARDS AND SCHOLARSHIPS

WASA HONORARY AWARDS

The turmoil COVID-19 brought with it last spring included the delay of the 2019–20 Region and State awards process. In March, the Honorary Awards committee suspended all award nominations in the hopes that the fall would bring opportunities to celebrate recipients for their leadership efforts in 2019–20.

WASA held a virtual End of the Year Celebration in June in place of the Honorary Awards Luncheon held annually during the WASA/AWSP Summer Conference. During the celebration, recognition was given to WASA leaders, scholarship award recipients, retirees, and corporate sponsors, with special recognition given to ESD Superintendents for their outstanding leadership and support they provided their districts in response to the pandemic.

The Honorary Awards committee reconvened in August and determined many regions are still unable to move forward with celebrations as many were focused on ensuring the successful launch of remote student learning and preparations for the new school year. The application process reconvened in early September. Individually, region leadership will determine if they will take part in the 2019–20 Region awards recognition. State awards will move forward with all regions, with nominations to recognize the four State awards—Golden Gavel, Barbara Mertens Legacy Award, WASA Leadership, and Service to WASA—with a virtual celebration to be held mid-November. State and Region Awards nominations for all regions will resume for 2020–21 next spring under the normal timeline.

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

DR. GREG BAKER, SUPERINTENDENT, BELLINGHAM SCHOOL DISTRICT

Sponsor: D.A. Davidson & Company



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

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

Dr. Greg Baker, Superintendent, Bellingham School District, was selected 2020 Washington State Superintendent of the Year.

GALLAGHER HOWARD M. COBLE SCHOLARSHIP FOR UNDER-REPRESENTED ADMINISTRATORS

MARCUS PIMPLETON, PRINCIPAL, QUINCY SCHOOL DISTRICT

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



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

educational leadership by the fall of 2020.

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

The recipient of the 2020 Gallagher Howard M. Coble Scholarship was Marcus Pimpleton, Principal, Quincy School District.

PIPER JAFFRAY DOYLE E. WINTER SCHOLARSHIP FOR ADMINISTRATIVE LEADERSHIP IN EDUCATION

BEN FERNEY, SUPERINTENDENT, VALLEY SCHOOL DISTRICT

Sponsor: Piper Jaffray & Co



Established in honor of Dr. Doyle Winter, this \$1,000 scholarship is awarded to a Washington school administrator who is in or will begin a doctoral program in education in the year the award is presented. Dr. Doyle Winter, former executive director of WASA, retired in 2002 after completing 44 years of service

for Washington public schools. Dr. Winter was recognized for his exemplary leadership ability and enhancing school administration throughout his career.

The recipient of the Piper Jaffray Doyle E. Winter Scholarship for 2020 is Ben Ferney, Superintendent, Valley School District.

PEMCO ROBERT J. HANDY MOST EFFECTIVE ADMINISTRATOR AWARDS

Sponsor: PEMCO Insurance

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

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



**MEDIUM SIZE DISTRICT
SCOTT SATTLER, SUPERINTENDENT,
BRIDGEPORT SCHOOL DISTRICT**



**LARGE SIZE DISTRICT
DENNY WATERS, DEPUTY
SUPERINTENDENT, BATTLE GROUND
PUBLIC SCHOOLS**

Note: No applications submitted for the Small Size District Award.

ESD SUPERINTENDENTS

ESD Superintendents were recognized for leadership during the COVID-19 pandemic at the virtual End of the Year Celebration for leading districts through many difficult issues during these unprecedented times. Executive Director Joel Aune shared extreme appreciation to the following ESD Superintendents:

Dana Anderson, ESD 113
Kevin Chase, ESD 105
Michael Dunn, NEWESD 101
Larry Francois, NWESD 189
Greg Lynch, OESD 114
Tim Merlino, ESD 112
Michelle Price, NCESD 171
John Welch, PSESD 121
Darcy Weisner, ESD 123

WASA RETIREES

REGION 101

Glenn Frizzell, Great Northern
Edwina Hargrave, Mary Walker
Doug Matson, West Valley (Spokane)
Marcus Morgan, Reardan-Edwall
Dr. Gene Sementi, West Valley (Spokane)
Ralph Thayer, Mead
Dr. William Wadlington, Columbia-Hunters
Vance Wing, Washtucna

REGION 108

Dr. Carl Bruner, Mount Vernon
Randy Elsbree, Blaine
Pam Estvold, NWESD 189
Janice Gaare, Oak Harbor

REGION 109

Dr. Marci Larsen, Mukilteo
Dr. Kristine McDuffy, Edmonds

REGION 110

Nancy Meeks, Snoqualmie Valley
Laurie Taylor, Renton
Debra Tito, Renton
Pam Tuggle, Federal Way

REGION 111

Michael Hagadone, White River
Dana Harris, Puyallup
Dr. Timothy Yeomans, Puyallup

REGION 112

Starla Manchester, Vancouver
Layne Manning, Vancouver
Vickianne Prendergast, Mount Pleasant

REGION 113

Mark Davalos, Centralia
John Gummel, Pioneer
Edward Rothlin, Chehalis

REGION 114

Dr. Mark Jacobson, Quileute Tribal School

REGION 123

David Bond, Kennewick
Douglas Johnson, Dayton
Dr. Richard Schulte, Richland
Ron Williamson, Kennewick

REGION 171

Larry Mayfield, Wenatchee
Dr. Erik Swanson, Omak

WITH SINCERE APPRECIATION TO WASA'S 2019–20 CORPORATE PARTNERS AND EVENT SPONSORS

WASA is grateful to the companies that support our professional learning conferences, workshops, and specific events. 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 2019 to June 2020 for helping to make our events a huge success!

DIAMOND LEVEL



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

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

BLRB architects

BLRB Architects has specialized in K–12 facility planning and design for nearly six decades. With offices in Tacoma, Spokane, Portland, and Bend, the firm has served more than 70 distinct school district clients throughout the Pacific Northwest on projects worth more than \$3.6 billion in construction value. Committed to collaborative and inclusive planning and highly personalized facility design, BLRB works with its educational clients to maximize capital funding investment in pursuit of high performance learning environments that foster achievement, inspire creativity, and enhance excellence in both students and staff.



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



The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.



D|A|DAVIDSON
The Strength of Advice®

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

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

FORECAST5[®] ANALYTICS

Forecast5 Analytics provides state-of-the-art decision support applications that enable school district leaders to harness the power of their data to make more informed decisions. Our analytics technology helps you identify strategic and financial opportunities, providing you with highly visual output in the areas of student performance, financial performance, compensation, staffing, and enrollment/demographics. More than 2,000 public sector clients across the country are using Forecast5 tools to maximize their data insights and enhance their decision making.



Gallagher

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.



Gesa Credit Union is Washington State's second largest credit union with over \$3.8 billion in assets and nearly 250,000 members. Gesa is a full service financial institution that offers a complete array of consumer, mortgage and business products and services. Headquartered in Richland, Washington, Gesa operates 18 branches in the Kennewick, Richland, Pasco, West Richland, Walla Walla, Wenatchee, Moses Lake, Yakima and Spokane communities. Gesa also does business as Inspirus Credit Union, a Division of Gesa Credit Union, headquartered in Tukwila, Washington. Gesa also supports 12 student-operated high school branches. Gesa's commitment to local communities includes support for Junior Achievement, the American Red Cross, annual youth scholarships, and free financial seminars open to members and the general public.



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 tradespeople throughout the United States and operations in more than 15 states, McKinstry advocates collaborative, sustainable solutions designed to ensure occupant comfort, improve systems efficiency, reduce facility operational costs, and optimize profitability "For The Life of Your Building."



OAC EDU is the region's premier education program and project management firm. OAC EDU partners with school districts by offering a full range of services, from pre-bond planning through project closeout and warranty management. OAC EDU's sole focus is school projects. They 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, their 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. OAC EDU understands how important schools are to our communities and focus on providing optimal delivery methodologies that enhance teaching and learning while providing state-of-the-art, energy efficient, safe, and healthy schools.



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

PIPER | SANDLER

Piper Sandler assists local school districts with the implementation of bond sales and management of debt service funds. Piper Sandler demonstrates how districts can manage their tax rates to stabilize the impact of taxes for levies and bonds, and helps many districts improve bond ratings.

Piper Sandler is a leading full-service investment bank and asset management firm serving clients in the U.S. and internationally. Our proven advisory teams combine deep product and sector expertise with ready access to global capital. We are a leading underwriter and market maker of fixed-income securities in the Northwest, and a leading financial advisor to Northwest bond issuers. Piper Sandler's expertise reaches from the smallest public finance clients to the largest institutional investors in the country. We support our public finance platform with a strong primary and secondary trading effort. Through our regional trading desks, clients have access to our underwriting, sales and trading experts who work with bond issuers to structure both taxable and tax-exempt fixed-income securities.

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



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.



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, they keep over 500,000 students safe.

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Region 108	Jim Frey, Lynden
Region 109	Chrys Sweeting, Arlington
Region 110	Vicki Bates, Auburn
Region 111	Lori Dent, Bonney Lake-Sumner
Region 112	Nathan McCann, Ridgefield
Region 113	John Bash, Tenino
Region 114	Aaron Leavell, Bremerton
Region 123	Wade Smith, Walla Walla
Region 171	Matt Charlton, Manson

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Special Education	Lori Gylling, Naches Valley (Chair)
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	Jeff Snell, Camas (Chair-elect)
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SBE	Susana Reyes
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Small Schools	Jake Dingman, Oakesdale

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108	Whitney Meissner, La Conner
109	Daniel Lee, Lakewood
110	Donna Colosky, Mercer Island
111	Marci Shephard, Orting
112	Mark Ross, Battle Ground
113	Jeff Davis, Onalaska
114	Diana Reaume, Quillayutte Valley
123	Wade Smith, Walla Walla
171	Barry Depaoli, Lake Chelan

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105	Henry Strom, Grandview
108	Liz Ritz, Oak Harbor
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109	Scott Peacock, Lakewood
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110	Allen Spicciati, Auburn
111	Tom Seigel, Bethel
112	Mary Templeton, Washougal
113	Cal Brodie, Capital Region ESD 113

(CONTINUED) LEGISLATION AND FINANCE COMMITTEE

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	Monica Hunsaker, Olympic ESD 114
123	Traci Pierce, Kennewick
171	Garn Christensen, Eastmont
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IPAC	Jennifer Kindle, Selah
Special Education	Lori Gylling, Naches Valley
Principals	Devin McLane, Mukilteo
Superintendents	Deb Clemens, North Thurston
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Small Schools	Jake Dingman, Oakesdale
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Ctr.	
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AESD	Melissa Gombosky
AEA	Mitch Denning

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111	Marci Shepard, Orting
	Jennifer Bethman, Bethel
113	Jeff Davis, Onalaska
	Kim Fry, Rochester (Chair)
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171	Spencer Taylor, Eastmont

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110	Ron Thiele, Issaquah
111	Kathi Weight, Steilacoom (Chair)
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114	Aaron Leavell, Bremerton
123	Sarah Thornton, Pasco
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109	Dale Leach, Lakewood
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114	Marty Brewer, Port Angeles
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171	Tom Venable, Methow Valley

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123	Kevin Hebdon, Pasco
171	Debby Sharp, Okanogan

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110	Vicki Bates, Auburn
111	David Hammond, Bethel Jennifer Bethman, Bethel (Past Chair)
112	Chris Griffith, Ridgefield
113	Andrew Eyres, Capital Region ESD 113
114	Shannon Thompson, South Kitsap
123	Pete Perez, Othello
171	Linda McKay, NCESD 171 (Chair-elect)

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109	Devin McLane, Mukilteo (Chair)
111	Matt Yarkosky, Bethel
114	Chad Collins, North Mason

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109	Becky Clifford, Everett
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114	Andrew Rogers, South Kitsap
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114	Rick Thompson, Chimacum
123	Todd Hilberg, Columbia-Burbank

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Eastside:	Michelle Price, NCESD 171 Randy Russell, Freeman
Executive Committee Rep.	
Michelle Price, NCESD 171	

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VEBA Trustee	Michael Dunn, NEWESD 101

WASHINGTON STATE LEADERSHIP ACADEMY (WSLA)

SUPPORTING LEADERSHIP DEVELOPMENT TO IMPROVE STUDENT ACHIEVEMENT

The positive impact on systemwide leadership in school districts continues to be the focus of WSLA. The 2019–20 cohorts grew the overall impact of WSLA to include 126 school districts or Educational Service Districts completed, or are currently participating in WSLA, with over 20 districts participating multiple times. This has resulted in an impressive total of 1,438 professional educators having developed leadership skills through a uniquely designed curriculum rooted in the premise that quality school and district leadership impacts student achievement.

Five districts from ESDs 101 (Spokane) and 113 (Olympia) became the twelfth cohort of the Leadership Academy, and along with twelve district teams completing their second year from ESDs 113–114 (Olympia and Bremerton) and 105 (Yakima) made up the 2019–20 roster of participants. WSLA impacted 24,504 students through these district teams.

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

WSLA TEAMS 2019–20

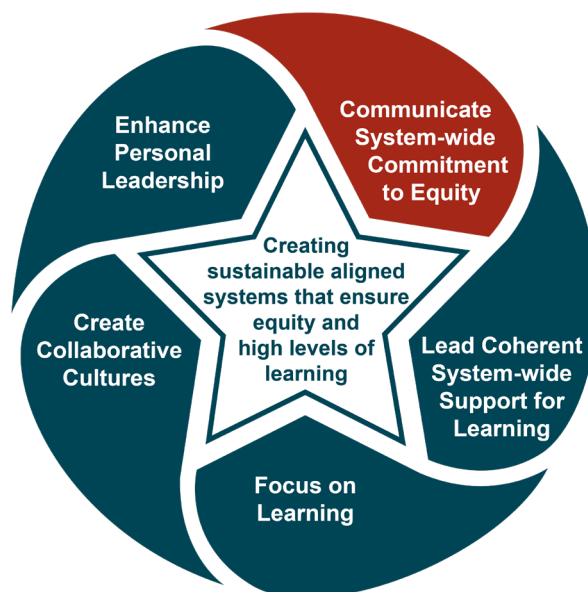
COMPLETING YEAR ONE

FROM ESD 105	FROM ESD 113/114
Chewelah	Ocosta
Colfax	
Davenport	
Oakesdale	

COMPLETING YEAR TWO

FROM ESD 105	FROM ESD 113/114
Kittitas	Hoquiam
Mt. Adams	North Mason
Royal	Quinalt
Selah	Rainier
Mabton	Rochester
Ellensburg	Winlock
	Yelm

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



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

COVID-19 IMPACT ON WSLA

Beginning April 2020, WSLA did not offer Regional Workshops in the traditional sense. Instead, the material for Workshops 3 and 4 was shared with coaches. The coaches then used the material to work with their teams virtually. Coaching days continued through the end of June. The Statewide Summer WSLA Workshop was held virtually.

WSLA RE-IMAGINED 2020–21

Spring 2020 was spent working to update WSLA material and delivery to meet the needs of districts facing the impact of COVID-19. WSLA *re-Imagined* for 2020–21 will be completely virtual and structured to be nimble, agile, and relevant to meet district leadership needs addressing equity and student learning.

SCHOOL INFORMATION AND RESEARCH SERVICE (SIRS)



School Information
and Research Service

SIRS is a non-profit organization that provides data and information on school organization, administration, operation, finance, and instruction to specifically meet the needs of superintendents, central office administrators, principals, and school board members. SIRS contracts with WASA for management services. Since 2016, when Andy Wolf joined WASA as Assistant Executive Director for Administrative Operation, he has served as the SIRS Executive Director. SIRS provides member districts with *Leadership Information*, the *Legislative Handbook*, and the *SIRS Salary Survey* in addition to occasional special reports.

LEADERSHIP INFORMATION

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

LEGISLATIVE HANDBOOK

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

SIRS SALARY SURVEY

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

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

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

LOOKING TO THE FUTURE: WASA GOALS AND ACTION STEPS FOR 2020–21

GOAL I—LEADERSHIP

Cultivate transformative, equity-driven leaders to ensure each student in every school and community is college, career, and life-ready.

ACTION A

Recruit, support, and retain effective leaders in all district level positions who represent the student demographics of Washington State.

ACTION B

Design and deliver professional learning in a format that best supports individual and systems-level improvement and furthers equity and excellence for our students.

ACTION C

Promote engaged leadership with and among WASA members in order to share knowledge, learnings, and expertise.

GOAL II—TRUST

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

ACTION A

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

ACTION B

Mobilize and provide support for WASA members, state agencies, educational organizations, and other stakeholders to provide equitable access to Continuous Learning opportunities and programming for each child that eliminates opportunity and achievement gaps.

ACTION C

Communicate with a unified message among WASA members, partner organizations, and the general public regarding the value of a world-class public education that is equitable and accessible to all.

GOAL III—ADVOCACY

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

ACTION A

Cultivate ongoing relationships and engagement with legislators and other policymakers to influence legislation and education policy for equity of access and opportunity for each student.

ACTION B

In a unified, compelling voice, hold the Legislature accountable for providing consistent and equitable resources to all school districts that will positively impact opportunities and learning for each student.

ACTION C

Actively influence federal policy to positively impact each student.