



ANNUAL REPORT 2025–26

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 this past year serving as WASA President, I do so with a deep sense of honor, humility, and gratitude. It has been my great privilege to serve as your partner and colleague in doing this most important work during what has arguably been one of the most

challenging periods in public education.

Public education has faced significant challenges this year. An unrelenting funding crisis, reductions or changes to programs designed to serve students with the greatest needs, and changes in policies and expectations have created uncertainty for students, families, staff, and the leaders responsible for navigating these circumstances. At times, these conditions have felt as though they are becoming our "new normal."

That reality raises an important question: Do we still believe, as a people, a state, and a nation, that a free public education remains one of the great equalizers, with the power to transform lives beyond what any individual might imagine?

For me, that question is deeply personal. I am a living example of the promise of public education. The opportunities afforded to me through our public schools changed the trajectory of my life and ultimately led me to a career dedicated to serving students, families, educators, and communities. I know firsthand what is possible when we believe in the power of public education and remain committed to making that promise real for every student.

This message is not intended to paint a picture of doom and gloom. I do not believe all hope is lost, nor do I believe we should simply resign ourselves to accepting whatever circumstances come our way. Quite the opposite. I remain hopeful because I know what exists within this organization and, more importantly, among the people who make up WASA.

We are WASA.

WASA is comprised of individuals who seem to have been born to do the impossible: to show up on the days when the work seems impossible, find a way forward, and make it possible for the students, staff, families, and communities they have the privilege to serve.

What has stood out to me throughout this year is the collective courage, resilience, and commitment of WASA members across our state. I have watched leaders lean in when leading became difficult. I have seen colleagues reach out to one another for advice, perspective, encouragement, and sometimes simply reassurance that they were not navigating these challenges alone.

That may be one of the greatest strengths of this organization. WASA members understand that leadership does not have to be a solitary endeavor. We see one another as resources, sounding boards, trusted colleagues, and, when needed, as the voice that says, "You can do this." Then we move forward with purpose, determination, and a belief that, together, we will find a way.

I have also been continually impressed by the work of the WASA team. They have worked tirelessly to anticipate the needs of members and provide the information, tools, resources, and strategies necessary to help educational leaders navigate an increasingly complex environment. They make certain that members feel seen, heard, and cared for, while keeping a close eye on changes in state and federal policy, educational funding, and the issues that will shape our schools and communities.

Perhaps most importantly, WASA creates opportunities for us to come together. Through professional learning, advocacy, regional connections, leadership development, and countless conversations among colleagues, WASA reminds us that our individual work is part of something much larger. The strength of this association is not simply found in the resources it provides. It is found in the relationships and collective wisdom of the people who choose to belong.

As I look toward the year ahead, I am reminded that the challenges facing public education will not be solved by any one superintendent, principal, central office leader, school district, or organization. They will require us to continue learning from one another, supporting one another, and having the courage to lead even when the path forward is not always clear.

As I transition into the role of Past President, I do so with tremendous confidence in the future of WASA. I am grateful to know that this organization is now firmly in the talented, capable, and compassionate hands of President Tabatha Mires. I have had the opportunity to work alongside Tabatha and witness her commitment to our members, our profession, and the students and communities we serve. I know she will lead

WASA with thoughtfulness, courage, and care.

While my role within the organization may change, my commitment to WASA and to public education will not. I remain deeply grateful for the opportunity to have served as your president and for the confidence you placed in me.

Thank you for the work you do every day. Thank you for showing up when it is hard. Thank you for supporting your colleagues and communities. And thank you for continuing to believe in the transformative power of public education.

There is still much work to do. I cannot think of a better group of people with whom to do it.

With deep gratitude and appreciation,

Dr. Shaun V. Carey
WASA President, 2025–26

FROM THE EXECUTIVE DIRECTOR



As I reflect on my first year as Executive Director of WASA, I keep coming back to one word: **gratitude**.

It is incredibly inspiring and humbling to have the opportunity to represent you, the extraordinary educational leaders serving communities across Washington. Over the past year, I have had the privilege of traveling the state,

listening, learning, building relationships, and seeing firsthand the commitment, passion, and care you bring to this work. Again and again, I have been reminded that behind every challenge we discuss, every decision we make, and every effort we undertake are children and young people whose futures depend upon the strength of our public schools.

Last year, I shared a story about climbing Half Dome in Yosemite. When you begin a new hike, there is excitement and anticipation, but also uncertainty. You may have studied the map and prepared for the journey, but until you are actually on the trail, you do not fully understand the terrain ahead.

My first year as Executive Director has felt a little like that. It has been a year of listening, learning, building relationships, and understanding the terrain. And one of the things I have learned most clearly is just how remarkable the people of WASA are.

The trail our educational leaders are navigating today is genuinely difficult. Many of you are confronting complex financial realities, changing expectations, rapidly evolving technology, challenges to public confidence, and the daily responsibility of meeting the needs of students, staff, families, and communities. There is not always someone coming down the trail who can tell us exactly what is ahead or how best to navigate it.

Yet across Washington, I see leaders meeting these challenges with grace, thoughtfulness, courage, and an unwavering commitment to children.

Our hope at WASA is that **you never feel like you are climbing alone**.

That commitment is not new. Looking across WASA's work over many years, there is a clear and sustained investment in developing leaders, building relationships, supporting members, and strengthening our collective voice on behalf of public education. We are building upon that foundation by

continuing to deepen the relationships that connect us and expanding the ways we learn from and support one another. Our aspiration is bigger than providing programs and services. We want WASA to be a community where leaders strengthen one another.

That thinking is at the heart of our developing [Portrait of a Leader](#). The challenges facing public education require us to continually ask what successful leadership looks like today. What skills, attributes, and dispositions do leaders need? How do we continue growing those capacities in ourselves and one another? How can we learn from the tremendous expertise that exists across our membership? And how can WASA help ensure that leaders at every stage of their journey have people alongside them?

On a difficult hike, there is something reassuring about encountering another person on the trail. We ask each other: *What is it like ahead? What should I be prepared for?* Once we have navigated a difficult section ourselves, we are better prepared to encourage and support those who encounter it next.

That is the kind of association we want to continue building together.

Our enduring commitments to **Leadership, Trust, and Advocacy** provide a compass for that journey. The specific challenges facing public education will continue to change, but these commitments help orient our work and remind us of our purpose. These values encourage us to strengthen leadership capacity, build relationships that sustain success, and use our collective voice to advocate for the students and communities we serve.

This annual report provides a window into how those commitments came to life over the past year. In the pages that follow, you will see the work of WASA reflected in our professional learning and leadership development, advocacy and government relations, member support and services, partnerships, operations, and the many contributions of members throughout our state. You will also find information about the stewardship of our association, recognition of leaders and partners who strengthen this work, and a look toward the priorities that will guide us in the year ahead. Like any annual report, these pages can capture activities, participation, accomplishments, and measures. What is harder to capture is the network of relationships behind them and the countless ways WASA members support one another every day.

Ultimately, however, this work is not about WASA.

It is about students.

Our responsibility as leaders is to create the conditions in which every child benefits as fully as possible from the schools, programs, relationships, and opportunities we provide. That responsibility connects us across geography, role, district size, and circumstance. It is why developing great leaders matters. It is why relationships and trust matter. It is why advocacy matters. And it is why our collective leadership matters.

We may not know every turn in the trail ahead. But we know why we are climbing.

As we look toward the future, WASA will continue listening, learning, convening, advocating, and strengthening the relationships that allow leaders to support one another. We will continue growing our collective leadership capacity and working together to meet the challenges and opportunities ahead.

Most importantly, we will remain focused on what brings all of us to this work: ensuring that the children and young people in our care have every opportunity to learn, grow, thrive, and pursue their hopes for the future.

Together, we will continue working to **deliver the promise of public education for every student.**

Thank you for your leadership. Thank you for the way you support one another. And thank you for allowing me the extraordinary privilege of serving alongside you.

Let’s keep climbing together.

We are WASA.

Jeff Snell
Executive Director

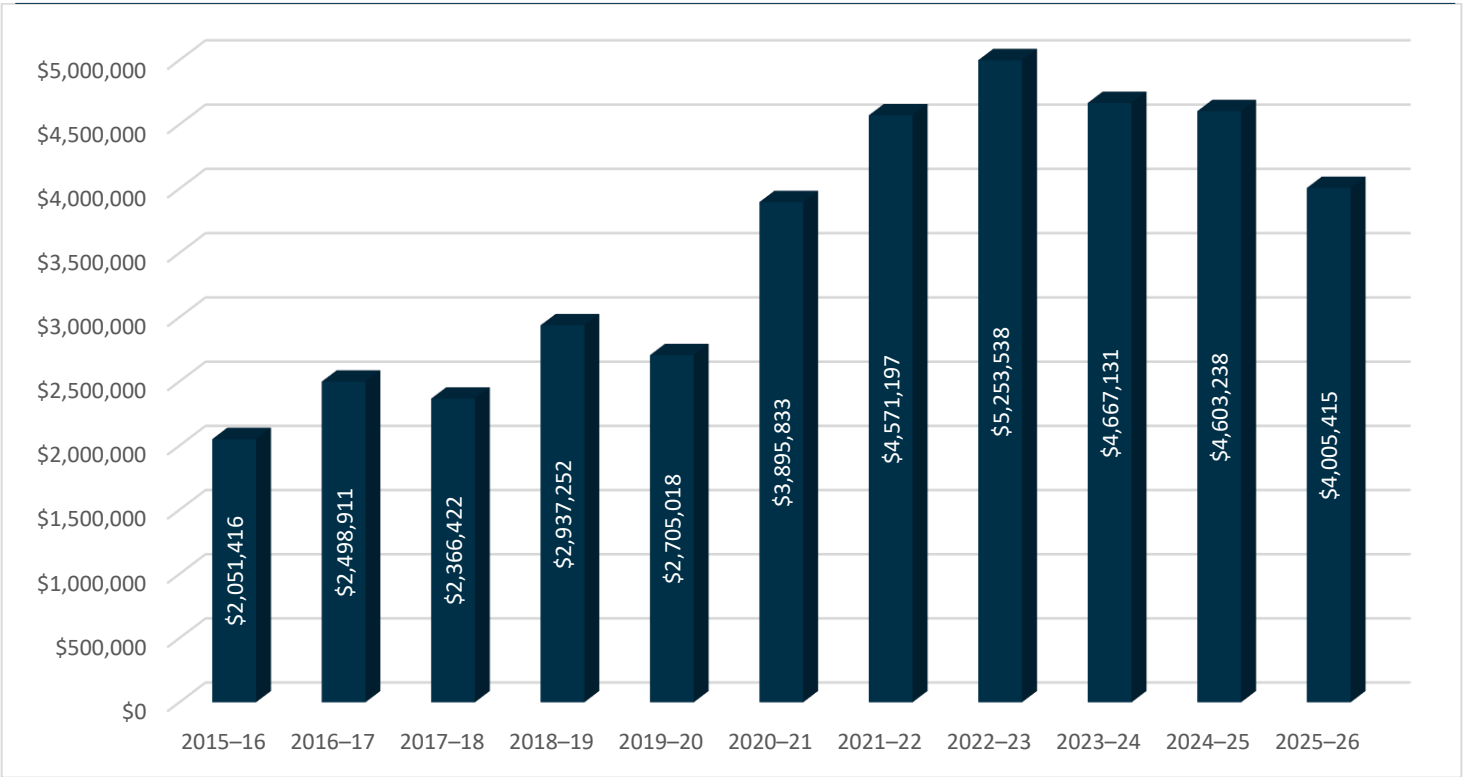
PORTRAIT OF A LEADER
AN EVOLVING FRAMEWORK FOR LEADERSHIP IN COMPLEX TIMES



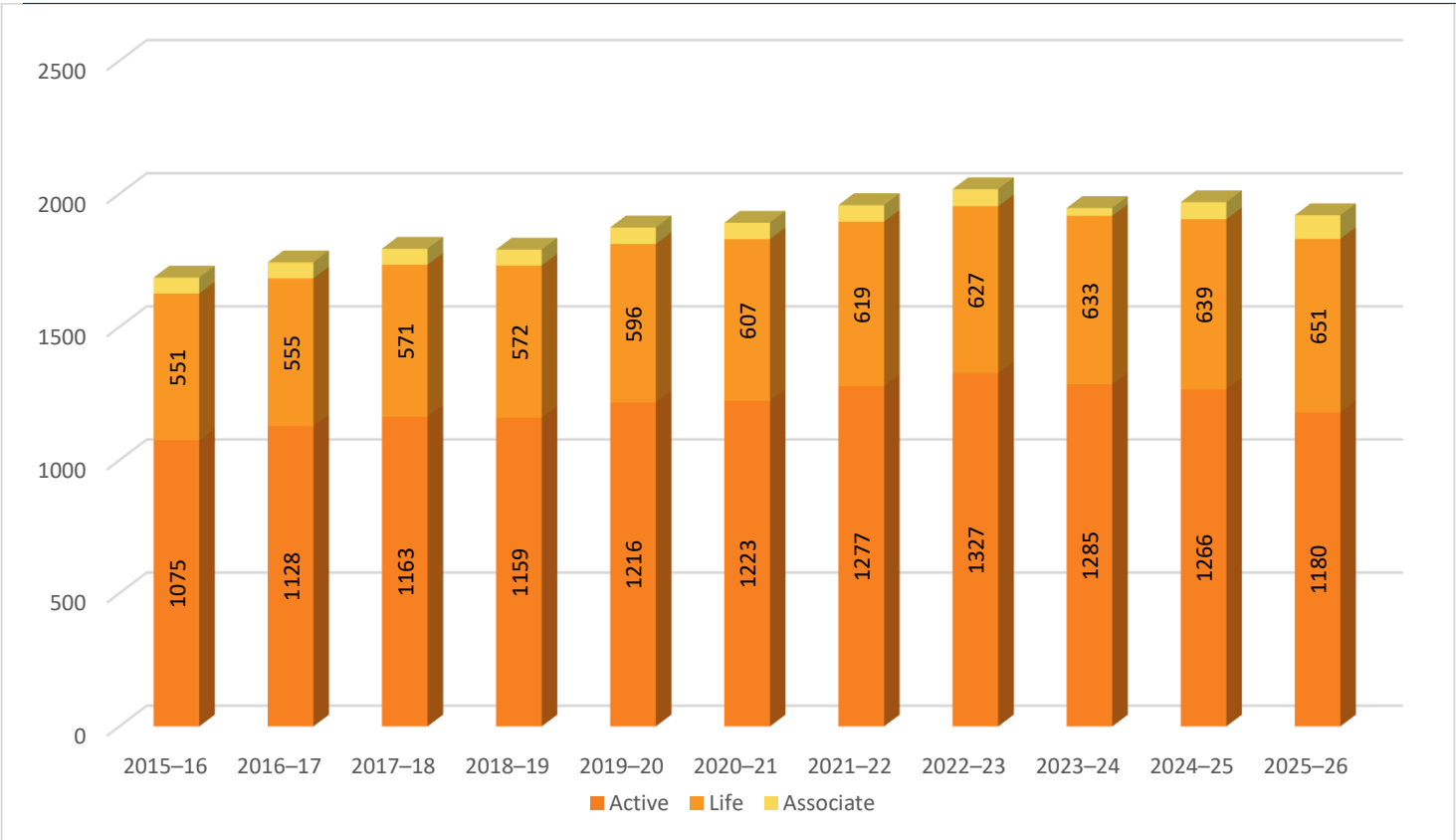
WASA



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 2025–26:

\$4,005,415

REVENUE SOURCES (BY PERCENT)

Professional Learning.....	22%
Contracts/Grants.....	25%
Dues.....	43%
Miscellaneous.....	10%

PERSONNEL EXPENDITURES (BY PERCENT)

Governance.....	15%
Legislative.....	31%
Contracts.....	12%
Professional Learning.....	42%

OBJECT EXPENDITURES (BY PERCENT)

Legal/Miscellaneous.....	4%
Office Expenses.....	14%
Contracts.....	8%
Personnel.....	55%
Board/Standing Committees/Component Groups.....	2%
Legislation.....	1%
Professional Learning.....	16%

2025–26 MEMBERSHIP BY MEMBER TYPE

Active.....	1180
Associate.....	89
Retired/Life.....	651
Student/Intern.....	10
Complimentary.....	10
Displaced.....	2
Total.....	1942

ACTIVE MEMBERSHIP BY REGION

NEWASA Region 101.....	124
South Central Region 105.....	70
SWIS Region 108.....	72
Sno-Isle Region 109.....	95
Metro Region 110.....	247
Pierce County Region 111.....	139
Columbia River Region 112.....	92
Capital Region 113.....	114
Olympic Peninsula Region 114.....	85
SEWASA Region 123.....	78
North Central Region 171.....	64
Total.....	1180

ACTIVE MEMBERSHIP BY COMPONENT

Business and Personnel Administrators.....	228
Instructional Program Administrators.....	391
Principals.....	52
Special Education Administrators.....	179
Superintendents.....	330

ADVOCACY

WASA's advocacy work in 2025–26 reflected a simple but consequential idea: **delivering the promise of public education requires both strong public policy and a strong collective voice for the students and communities our schools serve.** Throughout the year, WASA worked to strengthen that voice by building relationships with policymakers, equipping members to advocate effectively, aligning education partners around shared priorities, and keeping the realities facing Washington's school districts visible in state and federal policy discussions.

Ample and equitable funding remained at the center of this work. WASA consistently advocated for increased Materials, Supplies, and Operating Costs funding; opposed proposed reductions to Transition to Kindergarten and Local Effort Assistance; opposed additional unfunded or underfunded mandates; and effectively worked to repeal sales tax on staffing services. Following the 2026 legislative session, WASA's Government Relations team went right to work on planning for the 2027 Legislative Session by elevating concerns related to regionalization, liability costs, and the approaching LEA funding cliff. At the federal level, WASA communicated directly with Washington's congressional delegation about protecting K–12 funding and continued to monitor emerging federal policies with implications for students and districts.

But this year's progress cannot be measured by legislative outcomes alone. WASA also strengthened the **infrastructure for sustained advocacy.** Regular engagement with legislators, the Governor's Office, state agencies, education associations, and district leaders created stronger channels for bringing local experience into policy conversations. More than 30 interim legislative meetings following the 2026 session provided opportunities to understand emerging priorities and begin shaping the conversation for 2027 well before the next session convenes.

At the same time, WASA expanded the ways members could participate. *TWIO* was redesigned as a weekly podcast, *TRIO* provided concise and actionable legislative information, Bill Watch strengthened access to policy developments, and the *Amplify Your Voice* series and Legislator Forum and Town Hall Toolkit and Advocacy Guide to support the 2027 Legislative Priorities gave school leaders practical tools for engaging policymakers and their communities. The Legislative & Finance Committee provided another important connection between member experience and WASA's statewide positions and messaging.

Partnership amplified that work. Through the School Funding Coalition and regular collaboration among

education organizations and advocates, WASA helped build greater alignment around funding and policy priorities. This coalition-building reflects an important evolution in our advocacy: WASA's role is not simply to communicate positions, but to **convene, connect, and mobilize others around a shared responsibility for public education.**

That evolution provides a bridge to the work ahead. In 2027, advocacy will be organized around WASA's commitment to **Deliver the Promise of Public Education**—advancing equitable and sustainable policy and funding, strengthening public understanding and confidence, promoting reciprocal accountability and shared responsibility, and championing belonging and opportunity for every student.

The work of 2025–26 built on WASA's existing and strong advocacy work and grew stronger relationships, better tools, deeper member engagement, and a more coordinated advocacy network. The next step is to put that capacity to work—not only advocating for or against individual policies, but helping Washington sustain the conditions, resources, public confidence, and shared commitment necessary for **every student to thrive and achieve their aspirations.**

GOVERNMENT RELATIONS

WASA's Government Relations work made progress toward the advocacy goal by strengthening relationships with policymakers, expanding practical support for member advocacy, and coordinating education partners around shared funding and policy priorities. The year's primary focus was advocating for ample and equitable school funding while helping school leaders communicate the effects of state and federal decisions on their students, staff, and communities.

During the interim and the 2026 Legislative Session, we brought district perspectives into legislative meetings, testimony, policy analysis, and coalition discussions. We maintained consistent advocacy for increased Materials, Supplies, and Operating Costs (MSOC) funding, opposed proposed cuts to Transition to Kindergarten and Local Effort Assistance (LEA), and coordinated requests for a school exemption from expanded sales taxes. These efforts kept district funding needs and equitable student opportunities central to WASA's advocacy.

We also changed how members could access and act on legislative information. A weekly *TWIO* podcast, concise and weekly *TRIO* updates, and Bill Watch updates on WASA's advocacy website gave members several ways to stay informed. We reorganized and maintained the website to support ongoing communication and access to legislative

information and advocacy resources. The Amplify Your Voice webinar series and a Legislator Forum and Town Hall Toolkit extended that support to local advocacy. Regular Legislative & Finance Committee meetings connected member experience directly to our positions and messaging. Partnerships remained essential. We convened education associations and lobbyists throughout the year, facilitated School Funding Coalition discussions, and contributed to statewide funding equity work. Federal advocacy focused on protecting K–12 support, sharing timely information from AASA, and examining federal tax credit issues. By June, interim meetings with more than 30 legislators and a draft 2027 legislative platform had positioned WASA to engage emerging proposals earlier.

The year strengthened WASA's capacity to sustain advocacy and respond to member needs. Ample and equitable funding remained an ongoing priority; the clearest progress was in the relationships, tools, member input, and coordinated strategies supporting that work.

PROFESSIONAL LEARNING



During 2025–26, WASA continued to expand professional learning opportunities that empower educational leaders to navigate complex challenges, strengthen their practice, and

improve the systems that support student success. Emphasizing meaningful collaboration, practical application, and continuous improvement, WASA provided experiences that extended beyond traditional conferences to include sustained leadership development, role-specific academies, virtual learning, and individualized support.

WASA's Professional Learning Star continued to guide this work through five interconnected areas:

Conferences and Workshops; Component Group and Regional Support; Long-Term Initiatives; On-Demand Webinars and Virtual Learning; and Individual Support. Together, these approaches create a continuum of professional learning responsive to administrators' diverse responsibilities, career stages, and emerging needs.

According to WASA's June 2026 accomplishments tracking, **1,034 members, representing 60.2% of the membership included in the participation measure, engaged in professional learning opportunities.**

WASA also worked to broaden participation and elevate member expertise across regions, district sizes, and leadership roles.

CONFERENCES AND WORKSHOPS



WASA conferences provided opportunities for educational leaders to strengthen professional knowledge, explore emerging issues, and learn alongside colleagues from across Washington.

INCOMING SUPERINTENDENTS

The July 2025 conference provided incoming superintendents with practical preparation for their new

responsibilities. Sessions addressed board–superintendent relations, finance, communication, legislative advocacy, strategic leadership, and artificial intelligence. A panel of second-year superintendents offered firsthand perspectives on navigating the challenges and opportunities of the role.

FALL

The 2025 Fall Conference, *C³: Cybersecurity, Creative AI Use, and Citizenship in a Digital Age*, brought educational leaders together on October 1 at Capital Region ESD 113 to explore three critical dimensions of digital transformation. Keynote speaker Marlo Gaddis, retired Chief Technology Officer of Wake County Public School System, brought extensive experience in educational technology leadership. Participants could follow curated learning pathways or select sessions across topics aligned with their roles and interests. The conference emphasized cybersecurity, responsible AI applications in instruction and leadership, and preparing students and staff for safe, ethical participation in digital environments.

WOMEN IN LEADERSHIP

Thriving Under Pressure: Grounded Leadership in Complex Times focused on resilience, professional well-being, and effective leadership during challenging circumstances. Keynote speaker Dr. Sherene McHenry shared strategies for preventing burnout, while additional learning addressed difficult conversations, boundaries, and strengthening relationships.

LEGISLATIVE

All In for Students: Advocacy in a Time of Scarcity equipped leaders with practical tools for effective legislative engagement. Participants explored education finance, data-informed storytelling, student advocacy, and communication strategies, including AI-supported approaches to developing advocacy messages and legislative action plans.

SPRING

Small Schools, Big Impact: Rising Together addressed the distinct needs of small and rural districts. Learning opportunities included strategic leadership, cybersecurity, crisis communication, career and technical education, legislative updates, and district efficiency. By-size discussion groups and a panel of retiring superintendents created opportunities to

exchange practical knowledge and leadership insights.

SUPERINTENDENTS

The Future We Build introduced an innovative collaborative learning model organized around six leadership topics: accountability, artificial intelligence, belonging, coalition building, family partnerships, and mathematics. Through facilitated learning collectives, superintendents examined challenges, shared perspectives, and developed recommendations and next steps.

Conference evaluation checkpoints provided encouraging evidence of the approach's value. Strong agreement that the conference supported meaningful learning and reflection increased from **24% to 61%** across checkpoints, while strong agreement that collective work strengthens leaders' ability to improve student outcomes increased from **50% to 75%**. Six collective reports captured recommendations and next steps to extend the learning.

SUMMER

The 2026 Summer Conference, *Better Together: Leading with Purpose, Connecting with Heart*, brought school and district leaders together June 28–30 in Spokane for professional learning focused on collaboration, innovation, and student success. Featured speakers Brad Montague, Carlos Ojeda Jr., and Sandy Zimmerman encouraged participants to lead with purpose, strengthen relationships, and create positive change. Five rounds of concurrent sessions addressed instructional leadership, artificial intelligence, inclusive education, student support systems, school improvement, leadership resilience, and organizational culture. Preconference learning opportunities provided additional support in instructional frameworks, evaluation, mentoring, and organizational change.

COMPONENT GROUP SUPPORT



Recognizing that educational leaders have distinct responsibilities, WASA offered targeted learning opportunities designed around specific

administrative roles and career stages.

ASPIRING CENTRAL OFFICE LEADERSHIP ACADEMY

The academy provided professional learning for educators preparing to expand their responsibilities at the district level. Focus areas included systems thinking, organizational coherence, equity-centered leadership, communication, conflict management, and

supporting building leaders. Personalized growth planning and access to experienced administrators helped connect learning with participants' leadership aspirations.

EARLY CAREER AND MENTOR ACADEMIES

These academies supported 23 early career superintendents and 21 Mentor Academy participants through in-person learning, virtual sessions, and individualized mentoring. Learning addressed school board relations, strategic planning, district finance, communication, and effective supervision and evaluation practices. Participants valued opportunities to solve problems with colleagues, develop relationships, and reduce professional isolation. Experienced mentors also reported that the program strengthened their own coaching and reflective leadership practices.

SPECIAL EDUCATION DIRECTORS' ACADEMY

Eight virtual sessions were scheduled throughout the school year to address the complex responsibilities of special education leadership. Topics included inclusive instructional practices, Response to Intervention systems, inclusive IEP development, legal requirements, conflict management, and team well-being. Presentations featuring district practices offered leaders opportunities to examine approaches applicable to their own systems.

Across component groups and regions, WASA emphasized professional connections, differentiated support, and opportunities for members to share their expertise with colleagues.

LONG-TERM INITIATIVES



A defining accomplishment of 2025–26 was WASA's continued investment in **sustained, collaborative leadership development**. Rather than relying exclusively on one-time events, these initiatives provided repeated opportunities for leaders to study challenges, take action, examine evidence, and refine their practice.

NEXT LEVEL LEADERS

The initiative engaged **101 educational leaders from 50 school districts**, collectively serving more than 415,000 students. Through in-person experiences and virtual Instructional Leadership Collectives, participants examined authentic Problems of Practice, developed Theories of Action, and used evidence to guide leadership decisions.

Year-end participant and facilitator reflections documented growth in intentional leadership, collaborative problem-solving, trust, and evidence-informed decision-making. Leaders described applying their learning to strengthen instructional systems, staff collaboration, and student engagement. The experience demonstrated the value of sustained peer learning that connects leadership development with continuous organizational improvement.

FACILITATING FOR IMPACT

This initiative brought together **45 educational leaders** to strengthen their capacity to navigate polarization, build trust, and address complex leadership challenges. Following an immersive learning experience, participants engaged in collaborative leadership collectives to explore shared challenges and develop actionable approaches.

Participant feedback highlighted stronger professional connections, practical leadership strategies, and increased confidence in addressing difficult conversations and adaptive leadership issues. The initiative intentionally sought participation across different regions, district contexts, and leadership experiences.

Together, these programs reinforced an important principle: meaningful leadership development occurs when administrators have sustained opportunities to learn, apply, reflect, and improve alongside trusted colleagues.

ON-DEMAND WEBINARS AND VIRTUAL LEARNING



WASA expanded accessible professional learning through focused virtual offerings, ongoing AI learning opportunities, and resources that members could use in their daily work.

LUNCH & LEARN OPPORTUNITIES

Throughout the year, offerings addressed utilizing mathematics assessment data, teacher residency, Future Ready initiatives, legal issues, legislative advocacy, and *Rallying Around Our Children*. These experiences provided timely information and resources to help educational leaders respond to evolving responsibilities and challenges.

ARTIFICIAL INTELLIGENCE PROFESSIONAL LEARNING

WASA continued to develop its AI learning opportunities through the *Learning & Leading AI*

monthly series and specialized workshops, including *Building District-Specific Teacher Feedback Bots* and *Becoming an AI Agent Architect*. These experiences emphasized practical applications of AI to strengthen leadership effectiveness, support instructional practice, and explore opportunities to improve organizational workflows.

WASABOT WEEKLY: AI ADVANTAGE

In February 2026, WASA launched a new weekly professional learning publication distributed every Wednesday to **more than 1,300 members**. Each edition featured *AI in 5*, a concise, research-informed article examining emerging AI developments and implications for schools, along with *Prompts of the Week* offering immediately usable tools for authentic leadership challenges.

The publication also directed members to an expanding collection of resources, including an AI Prompt Library, chatbot templates, and additional learning opportunities. WASAbot Weekly established a consistent channel for delivering timely AI information directly to members, extending professional learning beyond scheduled events.

INDIVIDUAL SUPPORT



WASA continued to recognize that effective professional learning must respond to the specific needs of individual leaders.

Personalized assistance, professional connections, mentoring, and access to practical resources complemented conferences, academies, and virtual offerings. Superintendent mentoring provided new district leaders with ongoing opportunities to seek advice, reflect on difficult situations, and learn from experienced colleagues.

WASA's AI resources and support request process offered members a pathway to seek assistance with emerging technology questions and practical applications.

These individualized supports reinforced WASA's commitment to making professional learning relevant, responsive, and accessible to administrators working in diverse district settings.

LOOKING AHEAD

The 2025–26 year reflected WASA's continued evolution

toward a more connected and sustained approach to professional learning. Conferences created opportunities for shared understanding and inspiration; academies supported role-specific growth and leadership transitions; long-term initiatives connected inquiry with action; and virtual resources made learning more accessible throughout the year.

Across all five areas, the focus remained consistent: unite educational leaders, strengthen their capacity to lead, and support the continuous improvement of Washington's public schools.

Key accomplishments at a glance

1,034

Members participating in professional learning
60.2% reported participation rate

101

Next Level Leaders participants
Representing 50 school districts

45

Facilitating for Impact participants
Sustained collaborative leadership learning

1,300+

WASAbot Weekly recipients
Weekly distribution beginning February 2026

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. 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.

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 their 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 2025–26 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:

- **PLANNING** The initial portion of the review is that of planning. A plan (or scope) is developed in concert with the school district leadership that includes the specific areas of focus for the review team. A team is selected and an orientation is provided. A meeting is held with key school district personnel to provide accurate input and an introduction to what the review will involve.
- **DOCUMENT REVIEW** The school district provides the review team access to a cloud-based folder (Google Drive, OneDrive, SharePoint) and uploads copies of documents requested by the review team. The review team then conducts a document review for a period of 3–4 weeks, during which time additional documents may be requested of the school district.
- **SITE VISIT** The review team will conduct a site visit for 1–2 days, scheduled in conjunction with the school district superintendent. Interviews and observations are conducted with a representative sample of central office administrators, program administrators, building administrators, staff 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 review team in collective discussion and independent writing. The review is captured in a report that provides a comprehensive description of district functions with

specific findings and recommendations.

- **REPORTING** The final report is typically presented to the school district within 30 days of the site visit. The recommendations for improvement are explained clearly; the report, in its entirety, provides a springboard for planning and positive direction for the operations. Each report is prepared in such a way that the positive strengths of the school district are highlighted as well as those areas identified in the recommendations.

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

CONTRACTUAL MANAGEMENT & SUPPORT

WASA supports numerous partner associations, offering management and legislative services to enhance the benefits they offer their members.

Those organizations include:

- Council of School Attorneys **(COSA)**
- 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 Activities Association **(WIAA)**
- Washington State Association for Supervision and Curriculum Development **(WSASCD)**
- Washington State Personnel Association **(WSPA)**

2025–26 AWARDS AND SCHOLARSHIPS

WASHINGTON STATE SUPERINTENDENT OF THE YEAR

MICHELLE WHITNEY, PASCO

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 their choice.

GOLDEN GAVEL AWARD

ROBERT ROETTGER, ESD 101



The Golden Gavel Award is WASA’s most prestigious award and is presented to “an individual, group, association, or firm for making an outstanding contribution to public education in Washington”—a contribution that has “statewide application and is of lasting value.”

The recipient does not have to be a WASA member.

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 the Robert J. Handy Most Effective Administrator Awards include:



MEDIUM-SIZE DISTRICT
PETER ROSENKRANZ, LA CENTER



LARGE-SIZE DISTRICT
RICARDO MACIAS, BELLEVUE

DOYLE E. WINTER SCHOLARSHIP FOR ADMINISTRATIVE LEADERSHIP IN EDUCATION

DR. MELISA MACIAS, BELLEVUE

Sponsor: Piper Sandler

PIPER | SANDLER



Designed to assist talented and committed educational administrators as they enhance those skills and abilities needed to serve as educational leaders in the field of public education, a \$1,000 scholarship will be awarded to a school

administrator who is presently in or will begin a doctoral program in education.

GALLAGHER HOWARD M. COBLE SCHOLARSHIP FOR UNDER- REPRESENTED ADMINISTRATORS

JESSICA STELLA, FRANKLIN PIERCE

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 the following year.

WASA LEADERSHIP AWARD

ERIN PRINCE, SUPERINTENDENT, CENTRAL KITSAP



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."

D.A. DAVIDSON BARBARA MERTENS LEGACY AWARD

THE HAGAN FOUNDATION

Sponsor: D.A. Davidson & Company



The Barbara Mertens Legacy Award was established in honor of Barbara Mertens, a former assistant executive director of Government Relations at WASA,

who retired in 2010. The award is presented to "an individual or group who has had a significant impact on public education in Washington—a legacy that has a lasting influence." The person or group does not have to be a member of WASA.

The award comes with a \$1,000 gift from D.A. Davidson & Company, which is awarded to a school, foundation, etc., in the awardee's name and at their discretion.

LEARNING FROM LEADERS AWARD

DR. RALPH WATKINS, WAHAKIYAKUM



Beginning in 2023–24, this award is given to a WASA member for recognition of their 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 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



Bremerton School District
Clover Park School District
Cheney School District
North Thurston Public Schools
Peninsula School District
Yelm Community Schools
Central Kitsap School District
Steilacoom Historical School District
Oak Harbor School District 201
Sumner-Bonney Lake School District
Medical Lake School District

AWARD OF MERIT

REGION 101	Dr. John Parker, Central Valley
REGION 105	Elyse Mengarelli, Mabton
REGION 109	Teresa Main, Lake Stevens
REGION 110	Dr. Susana Reyes, Shoreline
REGION 111	Dr. Vince Pecchia, Puyallup
REGION 112	Mary Beth Tack, Kelso
REGION 114	Dr. Garth Steedman, Bremerton
REGION 171	Scott Sattler, Bridgeport

STUDENT LEADERSHIP ACHIEVEMENT

REGION 101	Brian Freeman, Inchelium
REGION 105	Dr. Curtis Guaglianone, Mount Adams
REGION 109	Dr. Shelley Boten, Everett
REGION 110	Dr. Sharine Carver, Issaquah
REGION 112	Derek Jaques, Camas
REGION 113	Jennifer Bethman, Rochester
REGION 171	Glenn Johnson, Cashmere

RETIREES

REGION 101	Jerrold Olson, Central Valley Tom Arlt, Cheney Dr. Randy Russell, Freeman Brian Talbott, East Valley Jerry Pugh, Colfax Joe Beckford, Orchard Prairie Nancy Lotze, Selkirk Timothy Payne, Almira
REGION 105	Dr. Curt Guaglianone, Mount Adams
REGION 108	Maureen (Mo) Lyden, Burlington-Edison Bill Nutting, Mount Vernon
REGION 109	Ruth Floyd, Stanwood-Camano
REGION 111	Doug Hostetter, Tacoma
REGION 112	Denny Waters, Battle Ground Lisa Greseth, Camas
REGION 114	Dave Bingham, Crescent Kari Brumley, North Kitsap
REGION 123	Sarah Thornton, Pasco Raúl Sital, Pasco
REGION 171	Greg Whitmore, Entiat Lynette Blackburn, Brewster

WITH SINCERE APPRECIATION TO WASA'S 2025–26 CORPORATE PARTNERS AND EVENT SPONSORS

WASA extends our gratitude to the companies and organizations whose partnerships make our professional learning experiences possible. Through their generous support, corporate contributions have continued to enhance the quality and accessibility of conferences, workshops, and special events that serve our statewide membership. From July 2025 through June 2026, these partnerships have not only helped offset event costs but also deepened engagement and enriched opportunities for educational leaders. We are proud to recognize our 2025–26 sponsors for their commitment to educational excellence and for helping to make every WASA event a meaningful success.

DIAMOND LEVEL SPONSORS



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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 is a long-time supporter of WASA.



Contact alyssa.gallagher@btspark.org | www.btspark.org

BTS Spark is a not-for-profit educational leadership practice within BTS, a multi-award-winning global leadership consultancy. Our accredited leadership coaches and facilitators share a passion for supporting education leaders and teachers to be the best they can be.



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Consertus is a capital program management and advisory firm leveraging digital innovation to redefine how the world gets built. We help clients bring their capital programs to life in ways they didn't think possible by seamlessly blending leading and emerging technologies with human expertise and creative problem-solving.



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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 Rasheit@calhoun.com | www.ernn.com

The Employee Relations and Negotiations Network was created to better organize and communicate information between and among school district administrators and ESDs. Membership in our statewide network provides regular reports on emerging bargaining and employee relations issues and greatly enhances your school district's perspective in negotiations.



Contact lee.marchisio@foster.com | www.foster.com

Foster Garvey is a leading full-service law firm dedicated to supporting the influential and innovative companies, government entities and individuals in overcoming legal and business challenges. By partnering closely with clients, they find solutions to complex legal issues and advance clients' unique business goals, earning their trust as a reliable ally. Foster Garvey offers a full range of legal services to assist school districts on matters involving school finance, capital facilities development, insurance coverage, litigation and administrative proceedings and employment.



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Contact John.fulbright@ajg.com
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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.



Contact jhokanson@hanoverresearch.com |
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Hanover's marketing research and insights provide a crystal-clear picture of your institution's brand strengths and prospective student outreach preferences. As a result, you'll learn what messages, channels, and platforms to use to communicate your brand in an authentic, continuous way.



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Curriculum Associates was founded in 1969 by four dedicated educators with a mission to make classrooms better places and that dedication persists even today as we remain committed to partnering with teachers to ensure the best for students. The results speak for themselves: we measure our success by the impact that we have in classrooms and on our students, and the quality of the experiences we create for educators.

From the i-Ready Assessment suite, personalized instruction, and full portfolio of instructional offerings, plus, Ellevation, BRIGANCE, and much more—we deliver only the highest quality to support teachers as they support students in becoming their personal best.



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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."



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

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Contact trevor.carlson@psc.com | 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

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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@rightatschool.com | 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 jim@ruraledcenter.org | www.ruraledcenter.org
The Rural Education Center (REC) was established in 1987. The idea of the REC came out of a Washington Association of School Administrators (WASA) Small Schools Committee. The need for a research-based service organization had been discussed for many years. As a public research

university committed to its land-grant heritage and tradition of service to society, the College of Education at Washington State University decided to partner with a group of small school districts to help advance the needs of small and rural districts in our state.



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In 2009, our team set out to help organizations around the world unlock collective intelligence to solve their challenges. Since then, we've built a powerful technology platform to foster meaningful dialogue and a deeper understanding of even the most complex topics. Now, thousands of leaders are gaining insights and bringing millions of people together in the education, public, and business sectors using ThoughtExchange.



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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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Workpointe was built from ground up on the idea that the 'customer is always right'. We work every day to prove this theory and give our clients the best possible experiences. We always thought furniture was complicated, so we desired to simplify the complex, make the process easy and transparent. We knew that we would have to be deliberately different, and we have embraced this flexible approach to serving our clients, 'One size does not fit all'. This small family business with Seattle roots has grown into a fully resourced global supplier for clients of all sizes in the Pacific Northwest and beyond. The knowledge, work ethic, integrity and passion for what we do set us apart.

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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. Tim Garchow, WASA's Assistant Executive Director for Member Services, serves as the SIRS Executive Director.

Membership in **SIRS** includes:

- **HANOVER RESEARCH STUDIES** SIRS partners with Hanover Research to conduct and disseminate, to SIRS members, qualitative and quantitative research studies which contain relevant school research on the best practices being utilized in today's educational setting.
- **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 <https://www.wasao.org/o/wasa/page/sirs>.

WASA GOALS AND ACTION STEPS FOR 2026–27

ADVOCACY

Deliver the Promise of Public Education. WASA advances a compelling vision for public education by championing the conditions, resources, and policies necessary for every student to thrive and achieve their aspirations. Through leadership, advocacy, and accountability, we strengthen public confidence, amplify the voice of educational leaders, and promote shared responsibility for student success.

ACTION A Lead and amplify statewide advocacy efforts that advance equitable, sustainable, and student-centered policy and funding solutions.

ACTION B Strengthen public understanding, confidence, and support for public education.

ACTION C Advance reciprocal accountability and shared responsibility for student success.

ACTION D Champion learning environments that foster belonging, opportunity, achievement, and future readiness for every student.

"Goal 1 and the supporting action steps are based on our best understanding of what members say they need to advocate for public education," said Marissa Rathbone, WASA Assistant Executive Director of Government Relations. "When members participate and engage with lawmakers, it makes a significant difference in our effectiveness in Olympia."

"We're creating tools and resources for members to access at any time to help them navigate advocacy," she said. "Even a small investment of time can make a difference with legislators. A brief conversation, a thoughtful email, or a specific example from your district can help connect policy proposals to their impact in classrooms and communities," she said.

LEADERSHIP

Strengthen Leadership Capacity. WASA develops and supports leaders who continuously grow, adapt, and lead improvement in service of students, staff, and communities. Through professional learning, leadership development, and collaborative networks, we strengthen leadership capacity across Washington.

ACTION A Design and deliver professional learning that develops instructional, adaptive, and transformational leaders.

ACTION B Strengthen leadership pathways through mentoring, coaching, networking, and targeted support that cultivates diverse and effective leaders.

ACTION C Convene leaders and partners to leverage collective expertise, address emerging challenges, and strengthen leadership systems.

Goal 2 was developed to "futureproof" WASA members' leadership skills according to Kim Fry, WASA's Assistant Executive Director of Learning Innovation and AI. "We're focusing on programs to help district leaders be adaptable and resilient. There is a direct correlation between leadership longevity district operations, culture, and, eventually, outcomes for kids," she said. "We want members to have practical support for today's challenges and opportunities to prepare for what's ahead. That means providing relevant learning, useful resources, and nurturing relationships with trusted colleagues who can help them work through complex challenges with increased confidence."

TRUST

Build Relationships That Sustain Success. WASA strengthens the relationships, partnerships, and networks that support educational leadership and student success. Through engagement, collaboration, and trust-building, we create stronger connections among members, partners, and communities.

ACTION A Strengthen member engagement, belonging, and support.

ACTION B Expand and leverage strategic partnerships with educational organizations, communities, and community leaders.

ACTION C Strengthen governance and leadership collaboration through learning, dialogue, and shared problem-solving.

ACTION D Create opportunities for connection, collaboration, and leader well-being.

"We really want members to think of WASA like a 9-1-1 line. If you need help, if there's something you're up against and you need support, we want to be your first call," said Tim Garchow, WASA Assistant Executive Director of Member Services. "With the work of Goal 3, no leader should ever feel alone — and that emphasis expands beyond superintendents. It's not just that supes shouldn't feel alone — we don't want any leader to feel alone."

"We want to give people resources so that if they can't get me, they'll call their colleagues and get their questions answered," said Garchow. "It's just a way of bringing people together. It's not about content — it's about connection."

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.