

HOTLINE

A PUBLICATION OF THE WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS



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school administrators
and superintendents!
Time for action!

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HOTLINE

HAPPY NEW YEAR!

This edition of *Hotline* includes President Michelle Whitney's message—a focus on restoration and gratitude. What a timely communication as we start the new year.

With the 2023 Legislative session underway, this issue provides some extra emphasis on WASA's legislative priorities and the importance of being involved in our legislative advocacy effort in the weeks and months to come. There is also a thoughtful piece, authored by Superintendent Trevor Greene, in which he drills down into cultural competency as an essential lever for advancing educational equity.

And finally, we remember former Executive Director John Fotheringham, a legendary figure who made a difference for hundreds of school district leaders over the course of his career.

Thank you to Joel Aune, Michelle Whitney, Trevor Greene, Dan Steele, Mary Templeton, Kelly Garza, Chrys Sweeting, Ron Banner, Adam Swinyard, Helene Paroff, Mike Nelson, Kim Fry, Lisa Gehman, Sheila Chard, and Shari Parsons for your contributions to this issue of *Hotline*.

Do you have an idea for our next issue of *Hotline*? Send an email to Bella Troiani at jtroiiani@wasa-oly.org.



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A MESSAGE FROM OUR EXECUTIVE DIRECTOR

A Call to Legislative Action



Happy New Year from WASA!

Page 7 in this issue of the *WASA Hotline* includes a look back to January, 2010. In his *Hotline* message to members 13 years ago, WASA President Monte Bridges issued "[A Call to Legislative Action](#)." Dr. Bridges spoke of "the importance of delivering many voices, creating common messages, reaching for higher ground, and establishing common vision in our legislative work." Back in those days, superintendents assumed most if not all responsibility for engaging with legislators.

Fast-forward to 2023 and the call remains the same. Today however, we urge all WASA members to join in our legislative advocacy efforts by telling the stories of what is needed to care for, nurture, and educate the students in our schools—to convey to legislators the policy and resources necessary to create a sense of belonging for each and every student. We are asking all WASA members to become actively engaged in the important work of legislative advocacy in the weeks and months to come.

WASA, along with members of our [Legislation and Finance Committee](#), is working to build a unified voice among WASA members so that legislators are hearing a consistent message from school district leaders. Through the [School Funding Coalition](#) and Dan Steele's frequent and regular interaction with his colleagues, WASA is constantly working with other associations and agencies to identify common ground and speak with one voice on the big issues—driving a consistent message clearly articulating what is needed for schools and school districts to ensure equity for all students, and position school district leaders to effectively deliver the educational experience our students need and deserve.

This issue of *Hotline* includes articles by Dan Steele (page 4) and Mary Templeton, WASA's Legislation and Finance Committee Chair (page 5). Together, both pieces reinforce the essentiality of legislative advocacy, WASA's stated priorities for the upcoming session, and where to access resources for WASA members to engage in this critical work.

Sound policy and ample resources are essential—the fuel that sustains and bolsters your effectiveness as a school district leader

to build systems and create cultures that ensure all students achieve their potentials. Whether you are a superintendent, district administrator, or principal, policy and resources have a profound impact on your work. Policy and resources either inhibit or enhance your ability to fully meet the needs of the students in your school districts.

The "Call to Legislative Action" has been made. We hope you will respond to the call, in joining the effort to ensure legislators develop policy and provide the resources necessary to care for and educate the 1.1 million children in our schools. Imagine for a moment, if all 2,030 WASA members answered the "Call to Legislative Action." Imagine the strength in that. Imagine the influence we might have during the 2023 session.

Friends, now is the time for action. Thank you for joining us in this noble effort.

Respectfully,

A MESSAGE FROM WASA PRESIDENT, MICHELLE WHITNEY

Winter is a time for reflection, restoration, and celebration. I have long given up setting New Year's Resolutions, instead, I have committed to a practice of self-reflection and gratitude over the winter season. This year I asked my friends and colleagues from across the state to join me in my journey of restoration. When I asked what was top of mind of WASA members as they look to close 2022, common themes connect our districts and us as colleagues. Themes like the extraordinary opportunity we have every day to watch the heroes in our districts do the impossible and make it look effortless or the hope and optimism that is shared when witnessing the resiliency of staff, students, and communities. Themes that amplify the importance of collective humanity and humbly approach our work from a place of curiosity.



Jeff Snell, Superintendent of Vancouver Public Schools, amplifies the importance of moments. "I have always been focused on 'fixing' with a big picture lens. I want to continue to focus on improvement, and the past several years of leadership have really reminded me that 'fixing' isn't always what's needed or welcomed for the road ahead. I have to be comfortable with ambiguity and look for opportunities to help." He acknowledged that shifting focus can be challenging and is grateful for the moments that have given him hope. "It's the interactions I observe in the classroom. It's watching our principals work their magic on any given day. It's our families and their drive for something better. It's listening to students and their ideas about the world." All of these moments and countless others connect and demonstrate that although the road ahead might be a little uncertain, it will lead to a very bright future.

Mary Templeton, Superintendent of Washougal School District, appreciates the deep reflection that comes in the face of big challenges. She reflects saying, "the 'gem' that has been mined for me has been the new understanding that focusing on our collective humanity is much more important than any skill set, knowledge, or ability we have gained over time. This brings a refreshing freedom to humbly approach the work and not feel like we must always know all the answers. Together, we can learn to better serve one another from this place of understanding."

Lisa Cadere-Smith, Assistant Superintendent in Yelm Community Schools, highlights her gratitude for the opportunity to focus on the "limitless possibilities for all students" as the most important underpinning of the important work of our professional lives. "WASA's dedication to removing opportunity gaps is evident in policy work, professional development, and ongoing support. I am proud to be a WASA member and thankful for WASA's strong voice and advocacy."

Lastly, I stand with my friend and colleague, Kim Fry, WASA Professional Learning Coordinator, who is entering 2023 "filled with hope for the future of students, staff, and stakeholders" and stand ready to "collaborate as we seek solutions to the challenging opportunities that we have before us." Together, WE ARE WASA. We do hard things. Tim Shriver during the WASA Winter Conference stated, "Same before different. Together before separate. It is not us versus them. It is just US."

I am proud and honored to be part of "us" with you and look forward to our next set of shared moments.

Michelle Whitney
WASA President

WASA 2022-23 GOALS AND ACTION STEPS

During their June 25 meeting, the WASA Board approved Goals and Actions for 2022-23. The goals are grounded in the Association's mission and the core values of Leadership, Trust, and Advocacy. WASA's newly adopted Educational Equity Statement was a prominent driver in the development of these goals and actions. Executive Director Joel Aune and his staff worked throughout the summer to develop tasks for each of the actions to propel implementation of this year's priorities.

LEADERSHIP

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

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

B. Design and deliver professional learning in a format that best supports individual leadership and systems-level improvement to ensure equity and excellence for each student.

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

TRUST

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

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

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

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

ADVOCACY

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

A. Provide leadership and support for ongoing relationships and engagement with legislators and other policymakers to influence legislation and education policy that promotes diversity, equity, and inclusion, to ensure opportunities for each student to achieve successful outcomes.

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

C. Actively influence federal policy to positively impact each student.



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.

CULTURAL COMPETENCY, A CATALYST FOR Educational Equity

WASA's Educational Equity Statement, adopted by the Board last April, articulates WASA's commitment to providing leadership while supporting superintendents and school district leaders as they lead for equity. 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.

The statement further defines cultural competency, diversity, equity, and inclusion—all essential elements of educational equity. In this issue of Hotline, Dr. Trevor Greene shares his thinking on the element of cultural competency...

In May of 2020, a worldwide debate on policing and racial injustice, prompted by the murder of George Floyd, led to a series of declarations. Anti-discrimination, anti-racism, and pro-equity announcements became the norm for community based organizations, businesses, philanthropic foundations, and school districts. Reflecting on their institutional behaviors and responsibilities to students, a range of educational institutions also expressed commitment to pursue educational equity. In too many cases these well-intended and ambitious societal proclamations lacked actionable initiative and became vacant statements, akin to "admiring the problem."

Absent action, "recognition," the first step to rectifying wrongdoings, at best, maintains the status quo, condemning those most affected to endure continued marginalization or ongoing invisibility. When cultural competency is practiced, the conveniently ignored or unnoticed are, instead, intentionally understood, included, and engaged, then the paradigm shifts. Cultural competency, at every level of the school-system, includes actionable knowledge of student cultural histories and contexts, as well as family norms and values. Transferring this knowledge to action fills the hollow reality of otherwise vacant, albeit eloquent, societal statements. After all, students, families, and community cannot hear what we are saying, when our actions (or inactions) drown out our words. Action to realize cultural competency across the system is, therefore, the catalyst, if not answer, to the question, "How do school districts move from official declarations to systemic action and achieve educational equity?"

In the classroom, cultural competency is manifested, in part, by adapting instruction to students' experiences and identifying cultural contexts for individuals. Cultural competency is the difference, therefore, between teaching a subject and truly knowing, inspiring, and educating the individual. In practice, classroom cultural competency begins by knowing each student by name, strength, and need. In other words, addressing the "who," "what," and "how" prioritizes intent over compliance, thereby meeting the spirit of district/school equity and mission statements.

- "Who" are you, as a son, daughter, brother, sister...and, most important, as an individual?
- "What" connects you to this world — culture, language, experience, etc.?
- "How" can this information be applied to honor your pretext and context to engage and create your desired future (post text)?

At the macro-level, school boards influence the entire system by requiring high-leverage action through policy. In the colloquial sense, policy shows what we value; therefore, a minimal first-step, from a board level, is a well-conceived, effectively implemented, and relentlessly monitored equity policy.

A student-driven student voice policy...is the pinnacle of uncompromising commitment to achieve cultural competency and educational equity.

Subsequent procedures to enact the policy must then provide benchmarks standards that shift behavior and promote cultural competency. Assurance of a student-driven student voice policy, an outlier and overlooked option for most school boards, is the pinnacle of entrenched and uncompromising commitment to achieve cultural competency, as well as a monumental move to achieving educational equity. The elusive "Student Voice Policy" assures cultural competency at the highest organizational level by collocating students on the pedestal of change, embracing them as solution-focused co-designers empowered to eliminate student-identified barriers and inequities. Systemic inclusion of our primary and secondary customers (students and families) cannot be expected in the classroom while excluding them from the boardroom.

Superintendents and school board members model cultural competency through intentional and authentic inclusion and recognition of staff, students, and community; however, systemic implementation goes beyond celebrations or narrow involvement of constituents — student school board representatives and isolated voice-gathering moments. Fortunately, a built-in, high-leverage entry point for district leaders, wherever they are on the cultural competency continuum, already exists. Senate Bill 5433, the 2015 legislative modification of the original 2005 Legislation, requires all schools to teach *Since Time Immemorial: Tribal Sovereignty in Washington state* or other tribally-developed curriculum. This mandate, endorsed by the State's 29 federally recognized tribes, honors history and sovereignty. It also affords superintendents an on-ramp to authentically engage with students, families, and official tribal leadership to build collective knowledge on cultural history and context (through consultation and curriculum development or refinement). District actions of inclusion and engagement then allow for subsequent classroom adaptability and advances cultural competency through "next step" action — tailoring instruction to the individual experiences and cultural context of each student.

"Vision" without action is what "hope" is to strategy, and it is no longer enough to state concern or express outrage without implementing change. Intentional and systemic building of structures to realize educational equity are mandatory for educational leaders operating beyond title only. Cultural competency, the starting point, is adaptive and achievable, whether it be in modifying instruction to students' experiences, identifying cultural context for the individual, or establishing guardrails through equity policy and student voice policy development. Leaders who understand, model, and lead to ensure cultural competency, from the boardroom to the classroom, replace eggshell declarations with stone-cut action and position their districts to move toward the goal of educational equity for every student.

Trevor Greene, Superintendent of the Yakima School District, was a member of WASA's advisory committee that developed the Educational Equity Statement for board consideration last year.



"There is really no such thing as the 'voiceless.' There are only the deliberately silenced, or the preferably unheard."

—Arundhati Roy

2023 LEGISLATIVE SESSION

Call to Action!

As this issue of *Hotline* is being completed, state legislators are making final preparations for the 2023 Legislative Session, the first year of the 68th Biennial Legislature. Legislators first convened on January 9 for the “long,” budget session, limited to 105 days. During this session, the Legislature’s major priority will be to adopt a new two-year Operating Budget for the 2023–25 biennium.

WASA continues to encourage an increased involvement of our members in advocacy—specifically, our non-superintendent members. Superintendents generally are in the lead for most, if not all, of your district’s advocacy efforts—and they should continue to be the lead in terms of direction, voice, and priorities. We strongly encourage non-superintendents, however, to join with their superintendents to enhance your district’s voice—and WASA’s impact—by getting more involved in telling your district’s “story.”

To support your advocacy efforts, WASA will continue to provide resources and assistance, including our [2023 Legislative Platform](#) (discussed below); our weekly legislative newsletter, [This Week in Olympia](#) or [TWIO](#) (published Fridays); our legislative podcast (available Monday or Tuesday each week); and our annual Session Guide (to be released in the coming weeks).

WASA has once again established a set of bold legislative priorities which clearly request what we believe our students and districts NEED, rather than asking for anything less than what is essential. Of course, we will be strategic and pragmatic in an effort to achieve as many “wins” as possible—but not at the expense of being honest with legislators and the public about what is needed to provide each of our students a quality education. Ultimately, it is a question about how “success” is defined. Asking for less than what is needed and achieving it is a defeat. We will ask for exactly what we need, and try to gain as much from those requests as possible, all the while laying the groundwork and building momentum for a real win later.

It is clear our work will be cut out for us this session. The competition for resources will be fierce, as every interest group will be at the trough—and many legislators perceive that K–12 education has more than sufficient funding. They misunderstand why districts have unspent federal funds, and why many districts have substantial Ending Fund Balances. It is incumbent on school administrators to explain the current budget situation in which most districts find themselves.

Governor Inslee’s recently released budget proposal foreshadows a coming uphill battle (see details in the [Dec. 16 Special Edition of](#)

[TWIO](#)). During his budget press conference, K–12 education was virtually ignored and, while his budget includes substantial increases across state government, little in new resources is provided for K–12 education. As an example, the education community is supporting Superintendent Reykdal’s \$972 million request to eliminate the gap between state and federal funding for special education and district expenditures. Reykdal suggests eliminating the current, arbitrary 13.5 percent funding cap and increasing the current multiplier. Inslee proposes to increase the 13.5 percent funding cap to 15.0 percent—and is completely silent on the multiplier. His \$75 million request is troubling. As another example, Supt. Reykdal requests \$3.2 billion to accomplish the required compensation system “rebase” required to be undertaken in 2023; Inslee’s budget is mostly silent on the issue. Granted, Reykdal’s requests (totaling \$5.9 billion) might be considered extreme; however, like WASA, he is clearly asking for what he believes our schools NEED, not simply what he thinks the Legislature might be willing to do (Details regarding Reykdal’s budget are available in the [November 3 Special Edition of TWIO](#)).

To reiterate, WASA’s 2023 Legislative Platform comprises specific requests that we believe are needed to ensure each and every student is provided with equitable learning environments where they can learn and achieve their educational goals and aspirations. The overarching theme of the Platform is embodied in the first plank: [Advance Equity](#). Here, we specifically request the tools and resources to: ensure each student has the opportunity to succeed; and ensure school and district staff reflect the diversity of their students. The remainder of the Platform links with this overarching position (which mirrors [WASA’s Educational Equity Statement](#), adopted last year).

The next plank, [Support Basic Education Compensation Rebase](#), could be the most impactful issue in K–12 education—if the Legislature follows through and adopts necessary revisions. As a part of the so-called *McCleary* “solution” adopted in 2017, the Legislature understood their new education funding system would need to evolve and built in a required, regular review and “rebase” of the components of the new system. The first rebase, addressing regionalization, experience factors, educator compensation, and pathways to recruit and retain diverse staff (among other things) is required in 2023. Hopefully, this not a new issue, as WASA (in cooperation with WASBO and WSPA) has been communicating about this process since April and have provided numerous resources: an initial [set of recommendations](#) in April; a [PowerPoint presentation summarizing our](#)

[recommendations](#) in May; a [comprehensive response \(and call to action\) to the draft recommendations](#) of the K–12 Basic Education Compensation Advisory Committee in August; and a [webinar to review and summarize the final recommendations](#) from the Advisory Committee in December. We also provided a comprehensive summary of the Advisory Committee’s recommendations in the [November 3 Special Edition of TWIO](#). Bottom line: if the Legislature drops the ball on this, we will be stuck with the inequitable funding system in which we currently operate at least until the next review and rebase in four years.

The issue the entire education community is rallying behind is our third plank: [Fully Fund Special Education](#). We commend the Legislature for providing incremental increased support for special education in the last few years; however, it is high time the Legislature takes a major and deliberate step to provide the substantial financial support that special education requires. It might be outside the realm of reality for the Legislature to erase the current funding gap by providing the necessary \$972 million, but a significant investment, as a down payment, would go a long way to addressing school district budget issues. Every dollar increase in state funding is a dollar that school districts would not have to use levy funds to backfill the current funding gap. This would allow districts to use those levy funds as voters intended.

The need to [Fix Pupil Transportation](#), our fourth plank, is another issue that impacts most school districts. Like special education, pupil transportation—another basic education item—is underfunded, requiring many districts to backfill the gap with levy funds. In addition to the underlying funding problem, the system needs to be transparent and predictable. In 2022, the Legislature provided additional funding to transport “special passengers.” In 2023, it is time to comprehensively overhaul the system.

[Updating Staff Allocations](#) is a long-term issue. We have been fighting for enhanced staffing allocations in the Prototypical School Funding Model—ensuring those ratios are realistic—since the Model was first implemented in 2010. Finally, last year, the Legislature took a major step to fund increased ratios for Physical, Social, and Emotional support staff (e.g., nurses and counselors), but the system is a long way from being completely realistic. We—and the other education management associations in the [School Funding Coalition](#)—have been supporting the recommendations from the [Staffing Enrichment Workgroup](#) (2019). Their recommendations included two phases. Much of the recommended first phase was addressed last session and we are advocating

Continued on next page.

2023 LEGISLATIVE SESSION

Call to Action! *Continued*

for the 2023 Legislature to complete Phase I by: enhancing the staffing ratio for school principals; increasing professional development; and adding continuous improvement coaches into the Model.

The sixth plank to *Invest in Learning Recovery* is our request for the Legislature to maintain—if not enhance—funding to support students negatively impacted by the COVID pandemic. In the last two years, the Legislature has provided substantial state and federal funds to support learning recovery; however, most of those funds are one-time resources. Additional investments are needed to address the long-term impacts of the pandemic.

Our final plank is an ongoing concern to *Support Capital Facilities*. We will again be asking the Legislature to give our citizens the

opportunity to decide whether school district bonds should be approved by a simple majority vote. We will also again be pushing for reforms of the outdated funding formulas for school construction. The Legislature has “fully funded” school construction for decades; however, they have been fully funding antiquated and inadequate funding formulas. Fully funding an inadequate formula does not appropriately address school district needs.

Finally, it is important to note while these seven issues that comprise WASA's 2023 Legislative Platform are our highest priorities, it does not mean that we will not fight for—or oppose—other pressing matters that are not included on our short list of priorities.

Again, we strongly encourage all school administrators to engage in the Legislative

process. Simply said, legislators need to hear “your story” and understand your needs; we simply cannot do this work without you. We understand some of you may not be comfortable in the legislative arena; however, advocacy does not have to be hard, time-consuming, or intimidating. And remember, WASA will continue to provide you with the tools and assistance to support your efforts. In addition to the resources noted at the beginning of this article, we encourage you to review our two-part “Finding Your Voice” Lunch & Learn webinar. Part I is a comprehensive review of WASA's 2023 Legislative Platform and Part II focuses on how to effectively engage with your legislators. The presentation slides and recording of both webinars are available on the WASA website: [Part I](#) and [Part II](#).

Dan Steele,
WASA Assistant
Executive Director of
Government Relations.



WASA MISSION STATEMENT

WASA's membership includes more than 1,900 members and is open to all educational administrators in central office, building management, and educational agency positions.

The Washington Association of School Administrators (WASA) 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:
 - Promoting community and legislative support for education
 - Providing member services
 - Offering growth opportunities for leaders



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 the state of Washington.

MARY TEMPLETON REFLECTS

The Importance of Advocacy

In this issue of *Hotline*, Dr. Mary Templeton highlights the third pillar of WASA's Mission Statement—*Advocacy*.

Advocacy is not a one-time event, but rather, a continued commitment to engage in conversation with our legislators about how legislation and school funding models contribute to (and sometimes hinder) schools fulfilling the paramount duty of the State of Washington: To educate EACH student and prepare ALL for a bright future.

I was at the local grocery store last week when I ran into one of our state legislators. We had

the best conversation in the produce aisle about the challenges and successes of schools! We talked about how legislators can help school leaders fulfill the mission, where we are seeing bright promise in our practices, and how the state funding models impact my district.

As we move into the Legislative Session, I encourage each one of us to be prepared to speak on behalf of our children in the state of Washington. Collectively, we have a strong voice for change, for equity, for the bright future of each student who enters our schoolhouses. From our Business

Departments, to our Operation Departments, to our Human Resources Departments, to our Teaching and Learning Departments... We all have a part to play in communicating our current realities, our challenges to overcome, and our dogged determination to see EACH student “rise” to successful citizenship.



Mary Templeton,
Superintendent of
Washougal School
District, currently
serves as Chair of
WASA's Legislation and
Finance Committee.

LEARNING AND LEADING IN

Regions 105, 109, and 111

REGION 105

We have a great team of administrators at ESD 105 and a great pair of leaders in Kevin Chase, Superintendent and Shane Backland, Deputy Superintendent. WASA/SCR (ESD 105) initiated a deep dive into Equity over a year ago through a variety of presenters and collaborative professional development opportunities. This intentional focus on Equity has continued into this school year. Our WASA/SCR administrative group decided, in a collaborative planning meeting late last spring, to have ESD 105 school districts present/share

their journey around Equity. Thus far Selah, West Valley, and Wapato have presented. On December 15, Yakama Nation, ESD 105, and Heritage University will host the very first Native Convening. The focus and goal of this Native Convening is to generate enthusiasm, increase capacity, and sustainability for continued growth between the Yakama Nation and the districts residing on the historical lands of the Yakama people. This day-long convening will feature learning lessons from the Since Time Immemorial from the Since

Time Immemorial curriculum and land acknowledgements. The intended audience for this convening is central office administrators, build level leaders, and Board members.



*Region 105 President
Kelly Garza
Superintendent,
Wapato School
District*

REGION 109

In September, Region 109 kicked off the year with an awesome event where we networked, heard wisdom from Joel, enjoyed good food and listened to special music by a local singer, Savanna Woods from Season 20 of NBC's "The Voice."

Based on feedback from our members surveyed last spring, we are focusing on equity, inclusionary practices, Universal

Design for Learning (UDL), and legislative priorities. We are fortunate to have Erin Jones leading us through a book study of her recently published book, *Bridges to Heal Us and Stories & Strategies for Racial Healing*. We are being inspired to live in grateful and brave spaces.

We are learning more about engaging in difficult conversations, and taking the steps

necessary to move forward, build bridges, eliminate barriers, and open doors.



*Region 109 President
Chrys Sweeting
Superintendent,
Arlington Public
Schools*

REGION 111

Region 111 has engaged in a transition from managing COVID-19 back to our passion as instructional leaders. Based on feedback from our members, our leadership team has focused on inclusionary practices in our classrooms. Thus far, Clover Park and Peninsula districts have shared out to the team on their work around UDL (Universal Design for Learning). These have been around successes and challenges of this work. Our next meeting will be the Steilacoom School District sharing their

work on the neuroscience of leadership. We are working diligently to reframe our work away from being pseudo-pandemic responders back to instructional leadership. Rather than looking at our work on equity and student voice as a separate entity we have interwoven both into our focus on instructional leadership.

I believe from responses and engagement that we are all feeling "refreshed" in our work and

it will take intentional efforts to move us from the "muscle memory" of COVID back to the "muscle memory" of Instructional Leadership.



*Region 111 President
Ron Banner
Superintendent,
Clover Park School
District*



WASHINGTON SUPERINTENDENT OF THE YEAR 2023

Adam Swinyard



Dr. Adam Swinyard, superintendent of Spokane Public Schools, has been named 2023 Superintendent of the Year by the Washington Association of School Administrators (WASA). The announcement was made November 18 during WASA's Fall Superintendent Component meeting in Spokane.

The award is designed to recognize the outstanding leadership of active, front-line superintendents and pay tribute to those who lead Washington's public schools.

"Dr. Swinyard is a champion for equity, as he brings a consistent and unwavering commitment to achieving more equitable outcomes for all students in the Spokane Public Schools," said WASA Executive Director, Joel Aune. "A districtwide focus on addressing disproportionality in student discipline through implementation of a multi-tiered system of support model and the use of restorative practices is making a substantive difference for students."

Aune added, "This systems approach has produced the creation of a more inclusive and connected school community that operates with a focus on serving the individual needs of students. Dr. Swinyard is effectively leading the district to a place where all—staff, students, and family—feel and experience a strong sense of belonging by boldly sharing love as the primary focus of the district. This focus has promoted a reawakening to the value and importance of relationships."

"We congratulate Adam and the entire Spokane school community on this well-deserved honor," said Aune.

Spokane Public Schools is the third largest district in Washington state, with 56 schools, 30,000 students in grades K-12, and over 5,000 staff members. The district set a record high graduation rate of 90.2 percent last year, and since 2018 has expanded their early learning opportunities from 70 Early Childhood Education and Assistance Program seats to more than 600.

Dr. Swinyard is effectively leading the district to a place where all feel a strong sense of belonging by boldly sharing love as the primary focus

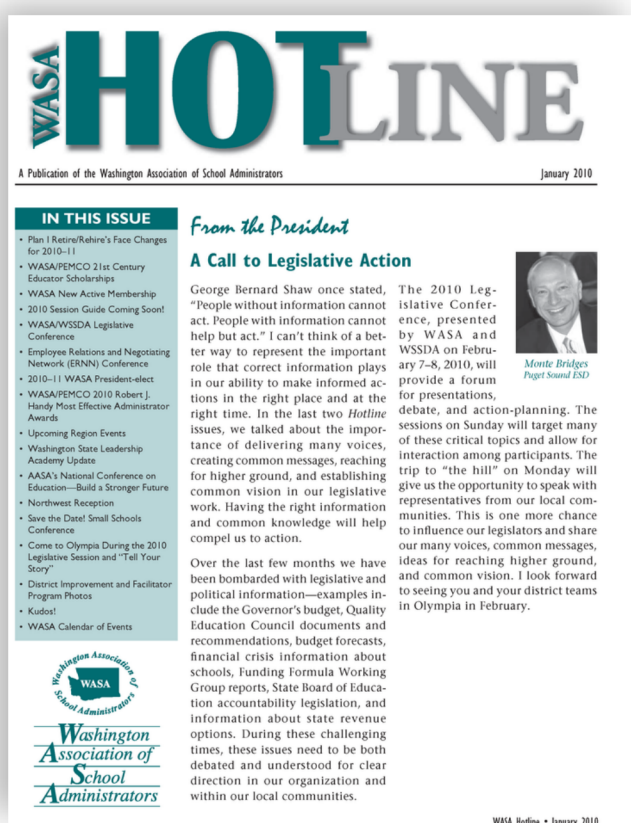
Swinyard joined Spokane in 2013, where he worked as a principal at Sacajawea Middle School before becoming the district's associate superintendent for teaching and learning and director of secondary schools. Prior to joining Spokane, Swinyard worked as an assistant principal in the Cheney School District.

As the state's Superintendent of the Year, Swinyard will be a candidate for the 2023 American Association of School Administrators' National Superintendent of the Year Award. The national award will be announced in February during the AASA National Conference on Education in San Antonio, Texas

In conjunction with the award, Washington's Superintendent of the Year will receive a \$1,000 check from D.A. Davidson & Company to use toward a school or educational program of their choice.

For a complete list of Washington state's Superintendents of the Year, click [here](#).

A LOOK BACK AT PAST HOTLINES



WASA *Hotline* has been around for decades, and we wouldn't be where we are without those early editions. This month, we take a look back at 2010. Check out the January 2010 issue of *Hotline*, which included:

- A Call to Legislative Action from WASA President Monte Bridges
- A Promo for the 2010 WASA/WSSDA Legislative Conference
- ERNN Conference: Bargaining Beyond the Cliff
- "Come to Olympia and Tell Your Story"
- Plan I Retire/Rehire Changes

You can view this historical issue, along with others, on our website. Throughout the year, we will continue to highlight and compare our current issues with prints of the past.

JANUARY REMINDERS

Connect with Us

Be sure to follow us on [Facebook](#), [Instagram](#), and [Twitter](#) for information on upcoming conferences and workshops, legislative news and updates, and school news.

Update Your Profile

If you haven't already, please help us keep our membership directory up to date by taking a moment to upload your photo to your WASA member profile page. Contact Sheila Chard at schard@wasa-oly.org if you have questions or need assistance.

FALL CONFERENCE



WASA REGIONAL EQUITY MEETINGS

WASA hosted several Regional Equity Meetings across the state in Vancouver, Spokane, and Anacortes in October. These meetings were facilitated by Dr. Tammy Campbell, and focused on how superintendents and district leaders organize both district and school improvement structures, systems, and practices to significantly improve learning for every student, no matter their background.



WASA Awards and Timelines

It is never too early to begin thinking about applying for WASA Awards and Scholarships. Apply on our website or through your region. Regional WASA Honorary Awards deadlines are determined by region. Nomination forms with further information will be available to members in a few weeks.

WASA HONORARY AWARDS | STATE AWARDS

Golden Gavel Award

May 3, 2023

D.A. Davidson Barbara Mertens Legacy Award

May 3, 2023

Service to WASA Award

May 3, 2023

WASA Leadership Award

May 3, 2023

WASA HONORARY AWARDS | REGION AWARDS

WASA Student Achievement Leadership Award
(one award per region)

WASA Student Leadership Award

Award of Merit (one award per region)

Twenty-Year Award (self-nomination)

Community Leadership Award

Retirement Award (self-nomination)

PEMCO ROBERT J. HANDY AWARDS



Robert J. Handy was a Seattle journalism and math teacher who founded the School Employees Credit Union of Washington and PEMCO Insurance. Excited by the prospect of

creating a financial institution with a heart, Handy was one of the first to take advantage of the credit union concept in Washington. In 1936, just three years after the Washington State Legislature authorized credit unions, he

founded the Seattle Teachers Credit Union (now the School Employees Credit Union of Washington). Handy was the Founder and CEO from 1936 to 1984. Established in 2022, the PEMCO Robert J. Handy Awards have been presented to recognize outstanding Washington public school administrators from one small, one medium, and one large-sized district. The \$10,500 award will be equally divided among the three recipients and may be used for personal or professional growth and/or to support and disseminate information about a successful school or district program..



Nomination/applications will be available on the [WASA website](#) beginning **February 1, 2023**. The deadline to submit a nomination/application is March 15, 2023. For further information, contact [Shari Parsons](#) at 360.489.3641. Special thanks to PEMCO for their continued support of this award.

GALLAGHER HOWARD M. COBLE SCHOLARSHIP



Dr. Howard M. Coble was a highly successful school superintendent and served as the WASA Executive Director from 1980 to 1991. Throughout Howard's career, he served as a mentor for educational

leaders across the state. In October 2016, Howard passed away at the age of 91. After

his passing, the WASA Board authorized the creation of a \$5,000 scholarship in his name to assist talented, under-represented educators to pursue graduate studies that prepare them for central office leadership positions. The Howard Coble Scholarship was launched in February 2018. Our appreciation to Gallagher for their support of this scholarship.

Applications will be available by a link on the [WASA website](#) beginning **February 15, 2023**.



Insurance | Risk Management | Consulting

The deadline to submit an application is March 29, 2022. Contact [Shari Parsons](#) for further information or questions.

WASA Board of Directors

OFFICERS

President: Michelle Whitney, Pasco

President-elect: Mike Villarreal, Hoquiam

Past president: Aaron Leavell, Olympic ESD 114

Secretary: Larry Francois, NCESD 189

Treasurer: Linda McKay, NCESD 171

REGIONS

101 Jake Dingman, Oakesdale

105 Henry Strom, Grandview

108 Larry Francois, NWESD 189

109 Chrys Sweeting, Arlington

110 Shaun Carey, Enumclaw

111 Laurie Dent, Sumner-Bonney Lake

112 Nathan McCann, Ridgefield

113 Patrick Murphy, Olympia

114 Dana Rosenbach, North Mason

123 Jim Jacobs, North Franklin

171 Tracey Beckendorf-Edou, Cascade

COMPONENTS

BPAC: Melissa Beard, Steilacoom, *Chair*
Sarah Thornton, Pasco, *Chair-elect*

IPAC: Jenny Rodriguez, Yakima, *Chair*
Linda McKay, NCESD 171, *Chair-elect*
Denise Daniels, Fife, *Past-chair*

Principals: Matt Yarkosky, Bethel, *Chair*

Special Education: John Sander, Franklin Pierce, *Chair*

Superintendents: James Everett, Meridian, *Chair*
Mary Templeton, Washougal, *Chair-elect*
Jeff Snell, Vancouver, *Past-chair*



LIASONS

AASA: Kevin McKay, Selah
Michelle Price, NCESD 171
Nathan McCann, Ridgefield
Krestin Bahr, Peninsula

Higher Ed: Marge Chow, City University

OSPI: Michaela Miller

PESB: Erica Hernandez-Scott

Retirees: Alan Burke

SBE: Susana Reyes, Shoreline

WIAA: Doug Burge, Zillah

ESDs: Aaron Leavell, Olympic ESD 114

Pictured Above

WASA 2022-23
Board Members
posing for a photo in their
most recent meeting.

REGION PRESIDENTS

Region 101 Suzanne Schmick, St. John Endicott

Region 105 Kelly Garza, Wapato

Region 108 Chris Granger, Blaine

Region 109 Chrys Sweeting, Arlington

Region 110 Damien Pattenau, Renton

Region 111 Ron Banner, Clover Park

Region 112 Michael Green, Woodland

Region 113 Byron Bahr, Rainier

Region 114 Marty Brewer, Port Angeles

Region 123 Jim Fry, College Place

Region 171 Tracey Beckendorf-Edou, Cascade

WASA BOARD HIGHLIGHTS

December 7, 2022

The Board approved the following:

- November 2022—Consent Calendar
- Comparative Membership Report
- October 2, 2022—WASA Board Minutes
- 2022 AWSP/WASA Summer Conference Financial
- August 2022—Balance Sheet, Income Statement, and Trial Balance
- WASA 2022-23 Budget
- Special Designation for Building Sale Proceeds

WASA Assistant Executives provided reports on:

- Legislative Update
- WASA Engagement Strategy
- SIRS
- Management Reviews
- Professional Assistance
- Negotiations Assistance
- Quick Facts Since the October Board Meeting
- What's Next in Professional Learning

Executive Director's Report included:

- WASA Board of Directors Elections 2023
- WASA President-elect Nominations

WASA's next Board meeting will be held on **February 26, 2022**, from 10 a.m.–12:30 p.m., in conjunction with the WASA · WSSDA · WASBO Legislative Conference at South Puget Sound Community College.

Opportunities for *you*



LEGISLATIVE CONFERENCE AND DAY ON THE HILL

South Puget Sound Community College on Sunday, February 26 | Washington State Capitol on Monday, February 27

The WASA • WSSDA • WASBO Legislative Conference is your opportunity to hear updates on our shared legislative priorities, the current education budget and policy landscape, and how to effectively advocate for our collective needs. We encourage you to join your colleagues for this important event! Find out more [here](#).

NOMINATIONS OPEN FOR 2023-24 WASA PRESIDENT-ELECT

Deadline is January 27, 2023.

WASA Past President Aaron Leavell is seeking nominees for the 2023-24 President-elect election. Nominees must presently serve on the east side of Washington. Nominations can be made by regions, components, individuals, or self-nomination. The deadline to submit a nomination is **January 27, 2023**. Contact Aaron Leavell, Superintendent, Olympic ESD 114, by [email](#) or phone at 360.479.0993 if you have questions, wish to self-nominate, or wish to nominate a candidate.

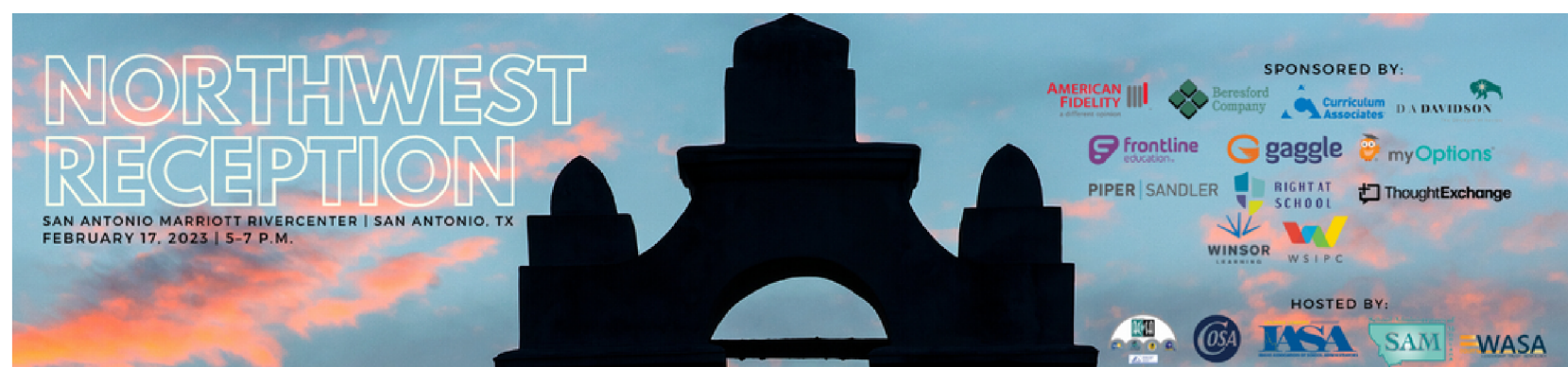
RECRUITMENT FOR WASA BOARD OF DIRECTORS POSITIONS

Terms begin July 1, 2023.

WASA is seeking nominations for the following Board of Directors' leadership positions:

- Superintendents Component Chair-elect (3-year commitment)
- Instructional Program Administrators Component (IPAC) Chair-elect (3-year commitment)
- Business and Personnel Administrators Component (BPAC) Chair-elect (2-year commitment)
- Special Education Component Chair (2-year commitment)

If you are interested in serving in one of these WASA Board positions or making a nomination, please contact [Joel Aune](#) by **February 14, 2023**.



2023 NORTHWEST RECEPTION

San Antonio Marriott Hotel, San Antonio, Texas
Friday, February 17, 2023
5-7 p.m.

The state associations would also like to recognize their continuing partnership with Education Northwest.

Hosted by:

Alaska Council of School Administrators
 Idaho Association of School Administrators
 Montana Association of School Superintendents | Confederation of Oregon School Administrators | Washington Association of School Administrators

Sponsored by:

American Fidelity | The Beresford Company
 Curriculum Associates | D.A. Davidson & Company | Frontline Education | Gaggle
 myOptions | Piper Sandler & Company
 Right At School | ThoughtExchange
 Winsor Learning | WSIPC

Electronic invitations will be sent to all registered attendees from the five states participating.

New WASA Members

We've welcomed 187 new members since September 2022.

Our newest class of WASA members joins nearly 2,000 members from across Washington. Collectively, they represent diverse districts from every corner of Washington State.

Kelly Aramaki, Bellevue
Laura L. Harper, Bethel
Sara M. Olson, Bethel
Kathryn L. Searle, Bethel
James Whitehead, Capital Region ESD 113
Gloria J. Henderson, Clover Park
Monique Dugaw, ESD 112
Erika Rudnicki, Federal Way
Sarah LeMier, Hood Canal
Steven Torres, Hood Canal
Brianne Barrett, Hoquiam
Jason Ihde, Hoquiam
Zakiya Cita, Lake Washington
Sandra E. Dennehy, Lake Washington

Matt Sullivan, Mercer Island
Shawn A. Thurman, Mount Adams
Cathy Lehmann, Mount Pleasant
Jim Paxinos, Ocean Beach
Audrey Slabbert, Ocean Beach
Kristin S. Soderback, Onalaska
Alicia Quackenbush, Pasco
Amber McCulloch, PSESD 121
Colleen M. Frerks, Quincy
Regan Nickels, Sequim
Amy Vujovich, Shoreline
Heather Bybee, Spokane
Cindy Coleman, Spokane
Oscar Harris, Jr., Spokane



Sandra Jarrad, Spokane
Scott Kerwien, Spokane
Tracy Pitzer, Sumner-Bonney Lake
Holly Galbreath, Ph.D., University Place
Victor Cato, Vancouver
Kirsten A. Copeland, Vancouver
Sonja M. Hanchar, Vancouver
Jessica D. Roberts, Vancouver
Jennifer Ross, Vancouver
Chad S. Waldme, Vancouver
Kristyn E. Westphal, Vancouver

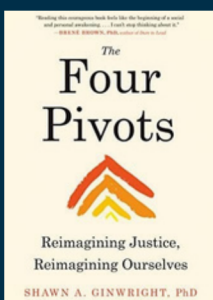
WASA BOOK CORNER

THE FOUR PIVOTS: REIMAGINING JUSTICE, REIMAGINING OURSELVES

BY SHAWN A. GINWRIGHT, PHD



As P-12 leaders navigating daily, unprecedented complexities in education systems, it is time for us to consider a fundamental shift in our operational principles. Specifically moving toward more relationship-focused, engagement-based pivots in how we think, act, work, and connect with one another. Dr. Shawn Ginwright's book *The Four Pivots* speaks to this need as well as the limitation-based myths and deeply ingrained beliefs that hold leaders back from embracing the notion of healing-centered practices as a critical component to achieving positive, healthy and sustainable system-level change.



Specifically, Dr. Ginwright boldly proposes leaders consider these four revolutionary pivots to cultivate our own growth-mindsets, enhance collective engagement and foster effective leadership practice:

- **Pivot #1 Awareness: From lens to mirror** — The practice of balancing intellectual knowledge with ongoing personal & professional reflection work.
- **Pivot #2 Connection: From transactional to transformative relationships** — The practice of balancing task-oriented interactions with relationship-building opportunities centered on building authentic social emotional connections with one another.

- **Pivot #3 Vision: From problem fixing to possibility creating** — The practice of balancing the overwhelming need to problem-solve day-to-day with intentional time to reflect, envision, create, and imagine future possibilities.
- **Pivot #4 Presence: From hustle to flow** — The practice of moving from our "addiction to frenzy" & preoccupation with busy-ness toward deeper exploration of what it means to slow down, self-regulate (breathe!) and avoid over-committing.

Supplemented with reflections, prompts, cutting-edge research, and Dr. Ginwright's own insights and lived experience, *The Four Pivots* helps us uncover our leadership and relational obstruction points. It shows us how to muster the courage to discover new professional lenses and boldly asserts the need for connection, transformation, trust, wholeness, and healing in systems. This book gives us permission and calls us to consider creating a better future—to acknowledge that broken systems have been predefining our dreams and limiting what we allow ourselves to imagine. Truth is it does not have to be this way. **So, are you ready to pivot?**

WHAT I LIKED BEST:

In this book, Dr. Ginwright calls on us to act on four powerful pivots that can enable us to engage in deeper self-reflection about our day-to-day actions and experiences so we can lead happier, healthier, and more meaningful professional and personal lives. He proposes cutting-edge solutions, filled with wisdom daring

to surface the courage to open our professional hearts and minds. For leaders on the front line of education this book is a trailblazing resource for those who seek to continuously grow and evolve. For leadership teams it is also an excellent book study resource for those committed to making a day-to-day difference to increase authentic engagement with self & others overall.

APPLICATION:

In addition to the above, for those leaders courageous enough to give it a try Dr. Ginwright suggests the following practical, reflective strategies to put *The Four Pivots* into motion:

1. At the end of each day, map your emotional self. What were the emotions that you experienced that day? This, over time, allows us to reflect up on and map who we are, what our life is like, and whether we are showing up in the world in the ways we would like.
2. Ask, "Where am I going?" This is a question about who we want to become and where you (and your family, school or community) are going. This helps develop the habit of future thinking & visioning possibilities.
3. Practice your emotional map, the question of who am I? Where am I going? Or who do I want to become in community. True healing happens in community and in turn facilitates well-being.



AASA CORNER

LIVE WELL. LEAD WELL. DISCUSSION SERIES



While the job of the superintendent has always been one of the hardest jobs in America, the challenges that have arisen since February 2020 are unparalleled. From the pandemic to racial inequities to threats of violence during school board meetings and against school communities throughout the country, school system leaders need support now more than ever before. You cannot lead well if you are not well. To see the list of resources available from AASA, click [here](#).

Join AASA for an authentic conversation on bringing communities back together as part of their Live Well. Lead Well. Discussion Series, hosted by 2021–22 AASA President, Paul Imhoff.

Featuring experts in the field and a superintendent practitioner, this forum will focus on bringing communities back. Click [here](#) to register.

2023 AASA NATIONAL CONFERENCE ON *education*

Registration is now open for the 2023 AASA National Conference on Education to be held in San Antonio, Texas, February 16–18, 2023. The theme for this year's conference is "Live Well. Lead Well." Over three action-packed days, the AASA National Conference on Education combines peer-to-peer networking with other superintendents from across the country, world-class education from seasoned practitioners, and opportunities to interact with game-changers from outside the education field. Visit the [AASA website](#) to view the schedule. Register early to get the lowest prices and early access to the room block in San Antonio.

View more information and register [here](#).

PUBLIC EDUCATION LEADER DAVID R. SCHULER NAMED EXECUTIVE DIRECTOR OF AASA

AASA, The School Superintendents Association, is proud to announce that David R. Schuler, Ph.D., has been selected by the organization's executive committee as its new executive director, replacing Daniel A. Domenech, who will retire in February 2023. [Read the press release.](#)

GET THE AASA ADVANTAGE—JOIN TODAY!

Be part of a community of school system leaders committed to providing high-quality public education to all students. Engage and connect with colleagues, gain access to premier professional learning opportunities and champion initiatives to help transform the future of public education.

- Download this [infographic](#) to learn more about the value of AASA membership.
- Compare [membership options](#) with this chart.

Memberships run on a 12-month term beginning when payment is received by AASA. Prices are valid through June 30 of any given year.

To become an AASA member, select a member category below then sign in or create an account.

[Click here for more information](#) about joining both AASA and your state association with only one payment.

THANK YOU, DIAMOND SPONSORS!

Corporate sponsorship has always been an essential element of WSA's ability to provide an exemplary professional learning and networking experience for our members at a reasonable cost. But our sponsors provide more than just resources for WSA to deliver affordable conferences, workshops, institutes, and academies. Our corporate sponsors are true partners, as they view this relationship with you as a unique and altruistic one. Thank you, sponsors!



PROFESSIONAL ASSISTANCE PROGRAM

WASA places a high priority on supporting its members 24 hours a day. WASA executives are experienced, professional colleagues who are available to advise members on situations related to their roles as education leaders. Active WASA members are eligible to access the following through our Professional Assistance Program:

- Advice and Legal Counsel
- Legal Services
- Ethics Assistance
- Conflict Intervention
- Contract Review
- Mentorship

Questions? Please contact Andy Wolf. Andy can be reached at 360.489.3646 or by email at awolf@wasa-oly.org.

REMEMBERING THE LIFE OF

Dr. John J. Fotheringham



Former WASA Executive Director, John Fotheringham, passed away on October 23, 2022 at the age of 89. Dr. Fotheringham served as Associate Executive Director from July 1986 to June 1991 and then Executive Director from July 1991 to July 1997. He was a truly legendary figure among superintendents and other school district leaders with whom he came in contact over his long and storied career. WASA extends our most sincere condolences to John's family and friends. Specific information concerning a Celebration of Life event being planned by the family for next spring will be forthcoming.

[Read the full obituary here.](#)

MEMORIES OF JOHN FOTHERINGHAM

John was a huge sports fan, and many mornings were spent rehashing the Seahawks or Sonics games. One year in late March, the entire support staff submitted leave slips, throughout the month, for the morning of April 1. The support staff went out to breakfast. John

had to look at the calendar to see we had all taken a couple hours off. He took it in with a great laugh and got some practice answering the phone!

John was a great friend and mentor to the

WASA staff as well. His advice encouraged staff to continue with their education and his sense of humor kept us laughing while we did it. John's legacy not only lives on in the field of education, but it also continues on in the WASA staff. He will be missed.

—Eve Johnson, WASA

*A teacher affects eternity...
Their influence never ends.*

Henry Adams

John's Greatness of Spirit touched 1000s of lives.

John was a professional colleague, advisor, supporter, advocate and above all friend.

He touched and shaped our lives through his WASA leadership, Project Leadership, superintendent searches and timely counsel. His legacy is enormous, stretching across decades statewide and beyond.

John placed scores of superintendents. He followed up with calls to see how we were doing. His deep wisdom and problem solving expertise saw us through the most difficult challenges. He kept track of us on his pushpin map ... and only half-jokingly saying he knew where we were going next.

When I visited John in July, he shared his Highline story, one of the first in the nation to note the 50 percent drop in enrollment due to birth control in the 60s, and the plan they developed to drastically downsize schools. This was but one of the major policy initiatives John helped launch statewide and nationally. Under his leadership, WASA led the way with leadership development and the first strategic plans for school districts.

His knowledge, sincerity, tenacity, strength of character, and willingness to always do what is "best for kids were legendary. John was a competitive team player and role model. He knew his players, encouraged us and always left us feeling we could do more than we thought we could. He leaves behind a generation of leaders now leading and inspiring other leaders. His influence is never ending.

Dr. John Fotheringham's Greatness of Spirit and lifetime of service shaped policy, practice and the lives of countless educational leaders. Thank you, John!

—Dr. Larry Nyland, Retired Superintendent,
WASA President, 1989–90

I first met John Fotheringham in 1976 when I was a new assistant superintendent in Eastmont and John was superintendent of the South Central (now Tukwila) School District. He was immediately a friend and mentor to me, as he was to hundreds, probably thousands, of others. He never failed to have time to share a story, a word of advice, or a joke, particularly if you were buying the beer!

Our relationship deepened when John joined Howard Coble at WASA, as the first-ever assistant executive director for the association. While he handled many of the nuts-and-bolts issues of running WASA, John's real forte was in advising the many members who turned to the association when being challenged by union negotiations, upset communities, or out of-

control Board members. His counsel, based sometimes on experience and always on common sense, was most often helpful and always comforting to his friends and WASA members.

I also had the privilege of working with John on the faculty of WSU's Leadership for Tomorrow's School program. John's presentations were always the highlight of our weekend seminars, filled with his sage advice mixed with a healthy dose of humor. At one closing session we asked each faculty member to share a parting word of wisdom to the class. John asked to go last, and brought down the house when he advised them "If you're going to drink too much at the social hour, be sure to drink foul-tasting whiskey. That way everyone will know you're drunk, and not just think you're stupid!"

A final, defining characteristic of John was his strong, strong sense of loyalty – to the Highline and South Central School Districts, to WASA, to his colleagues and protégés, and to his family. Gail, his wife of 61 years, his three children along with many grandchildren and great-grandchildren were the sources of his greatest pride. His care and caring for Gail during her struggles with dementia were both heart-warming and awe inspiring! We should all have such a fierce advocate in our corner!

In summary, John was a truly unique individual. A friend, mentor, and inspiration to those of us who had the privilege of knowing and working with him. Rest in peace, John.

—Dennis Ray, Retired Superintendent,
WASA President, 1985–86

COHORT II OF WASA | Solution Tree's

PLC At Work



WASA, in partnership with Solution Tree, created WASA PLC at Work Project. This three-year statewide project is designed for district leaders to engage deeply in the PLC at Work process to address issues of equity and to ensure that all students learn at high levels. Learn more about this project [here](#).



ABOUT SIRS

Find out more about the benefits of becoming a SIRS member district.

SIRS is a nonprofit organization that provides data and information on school organization, administration, operation, finance, and instruction to specifically meet the needs of superintendents, central office administrators, principals, and school board members. SIRS contracts with WASA for management services. Andy Wolf, WASA's Assistant Executive Director for Administrative Services, serves as the SIRS Executive Director.

LEADERSHIP INFORMATION (LI)

LI is a series of monthly and quarterly articles that will help to shape and inform your educational leadership practice. These articles contain relevant school information research on the best practices

being utilized in today's educational setting. SIRS has partnered with Hanover Research to provide this service to our members.

SIRS SALARY SURVEY REPORTS

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

SIRS LEGISLATIVE HANDBOOK

SIRS Legislative Handbook is an annual guide to the Washington State Legislature. It provides school administrators and professional



School Information
and Research Service

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.

CONTACT US

GENERAL INFORMATION
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360.489.3641

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Bella Troiani, Communications/Production Support | itroiani@wasa-oly.org

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Lisa Gehman, Professional Learning/Membership Assistant | lgehman@wasa-oly.org

Kim Fry, Professional Learning Coordinator | kfry@wasa-oly.org

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Kaley VonVolkli, Accounting Assistant | kvonvolkli@wasa-oly.org

MEMBER SUPPORT & ADMINISTRATIVE OPERATIONS
360.489.3646

Andy Wolf, Assistant Executive Director | awolf@wasa-oly.org

WASA OFFICERS

PRESIDENT
Michelle Whitney, Pasco

PRESIDENT-ELECT
Mike Villarreal, Hoquiam

PAST PRESIDENT
Aaron Leavell, ESD 113

SECRETARY
Larry Francois, NCESD 189

TREASURER
Linda McKay, NCESD 171



FEATURING BELLA TROIANI

WASA Employee Spotlight



In this issue, we're proud to spotlight our Communications and Production Support, Bella Troiani. Bella joined WASA in October 2021.

"Bella is a gifted communication specialist who brings WASA's story to life through beautiful and informative social media posts, publications, and webpages. In addition to her outstanding technical skills, Bella has a kind spirit and an engaging personality which makes her an outstanding teammate. I'm so grateful Bella is part of our WASA family!"

Kim Fry

What does your job entail at WASA?

I am responsible for most communications including social media, publications, press releases, website, and graphic design.

What do you like most about your job?

The flexibility and freedom I have. I get to prioritize and organize my day, unless something is time-sensitive. I like my co-workers and look forward to seeing them each day remotely and when we get together in-person.

How has WASA changed since you were hired?

I haven't been here long, but I think we are working well together as a team. Roles and responsibilities have become much clearer, which helps all of us work well individually and as a team.

What is your favorite memory at WASA?

I love production days, when we all get together in the office to put materials together for an event. We have fun, there is lots of laughter, and we still get things done. It's a great way to break up the work week.

What were you doing before being hired at WASA?

After graduating from Washington State University, I worked as a case manager in healthcare for a couple years before becoming a proofreader for the Washington State RCW.

What do you like to do when you aren't working?

Definitely art. Right now, I am making a lot of Christmas cards. I also can't sit for too long so I enjoy going on walks, lifting weights, dancing.

Best vacation ever?

I've only gone twice but my sister's family is from Hawaii and it has a special place in my heart. Everything is so beautiful and warm there: the food, the wildlife, the weather. My favorite activity was snorkeling in the ocean.

What is your favorite place in the world?

I've been lucky enough to travel often in my life—My father really enjoys traveling. But my favorite place is at home with my pets and family!

ZOOMING IN AND OUT ON INCLUSIONARY PRACTICES

Virtual Three Part Complimentary Series | January 11, February 6, & March 27 | 4-6 p.m.

In order for inclusion to be fully realized, there is critical systems change/complex change work that needs to be done (zooming out). This includes both strategies and vision for what a newly designed inclusive and equitable system looks like. What are all the systemic pieces needed as a part of a UDL approach? In this complimentary virtual series, every time Katie zooms out, Shelley will zoom in with a specific story about what this looks like, sounds like, and feels like for an individual student. Shelley will share stories that help us imagine the impacts of this system on individual students and families supported by this work. Register [here](https://www.bit.ly/ZoomingInAndOut).

Zooming In & Out on Inclusionary Practices

Three-Part Series:

Jan. 11, Feb. 6, & March 27, 2023 | 4-6 p.m. PT

Presented by Shelley Moore & Katie Novak

Register at www.bit.ly/ZoomingInAndOut



JANUARY

January 11

PLC School Board Session
Cohort 2
5:00–6:15 p.m. | Zoom

January 11, 12

Instructional Leadership Network
Statewide Conference
Four Points Sheraton
8:30 a.m.–3:30 p.m. | S. Seattle

January 12

WSLA Superintendent WALK
8 a.m.–3:30 p.m. | ESD 113

January 13

Inclusionary Practices Project
PDP Support | Session 4 of 8
8:30–10:30 a.m. | Zoom

January 17, 18

PLC At Work Workshop
Cohort 1
8:30 a.m.–3:30 p.m. | Zoom

January 19

WSLA Coaches Meeting
8:30 a.m.–12 p.m. | Virtual

January 19

Aspiring Superintendent Academy
8:30–11:30 a.m. | Zoom

January 20

Inclusionary Practices Project
District Leadership Team | Session 2 of 4
8:30–11:30 a.m. | Zoom

January 20

Instructional Leadership Network
11:45 a.m.–12:45 p.m. | Zoom

January 30

Mentor Academy
Session 4
8:30–10:30 a.m. | Zoom

January 30

Early Career Superintendent Academy
Session 4
9:30–11:30 a.m. | Zoom

FEBRUARY

February 2

Instructional Leadership Network Workshop
8:30–11:30 a.m. | Zoom

February 2

Special Education Director Academy
Session 5
8:30–10 a.m. | Zoom

February 3

Inclusionary Practices Project DTF Support
Session 6 of 8
8:30 a.m.–12 p.m. | Zoom

February 9

Aspiring Central Office Leadership Academy
9–11 a.m. | Zoom

February 15

PLC at Work Workshop
Cohort 2
8:30 a.m.–3:30 p.m. | Zoom

February 16

PLC at Work Workshop
Cohort 1
8:30 a.m.–3:30 p.m. | Zoom

February 16

WSLA Coaches Meeting
9 a.m.–12 p.m. | Virtual

February 17

Inclusionary Practices Project PDP Support
Session 5 of 8
8:30–10:30 a.m. | Zoom

February 22

Aspiring Superintendent Academy
8:30–11:30 a.m. | Zoom

February 24

Instructional Leadership Network Regional Leaders
Meeting 5
8:30–11:30 a.m. | Zoom

February 26

WASA|WSSDA|WASBO Legislative Conference
South Puget Sound Community College
1–6 p.m.

February 27

WASA • WSSDA • WASBO Day on the Hill
Washington State Capitol

MARCH

March 1

Inclusionary Practices Project
District Leadership Team
Session 3 of 4
8:30–11:30 a.m. | Zoom

March 2

Special Education Director Academy
Session 6
8:30–10 a.m. | Zoom

March 3

PLC at Work Workshop
Cohort 2
8:30 a.m.–3:30 p.m. | Zoom

March 6

Mentor Academy
Session 5
8:30–10:30 a.m. | Zoom

March 6

Early Career Superintendent Academy
Session 5
9:30–11:30 a.m. | Zoom

March 6

Regional Equity Meeting
8 a.m.–3 p.m. | ESD 101

March 7

Regional Equity Meeting
8 a.m.–3 p.m. | ESD 189

March 8

PLC Superintendent Workshop
Cohort 1
4–7 p.m. | Zoom

March 9

Inclusionary Practices Project
DTF Support | Session 7 of 8
8:30 a.m.–12 p.m. | Zoom

March 9

Regional Equity Meeting
8 a.m.–3 p.m. | ESD 112

March 9

WSLA CLO #2
8 a.m.–3:30 p.m. | ESD 121

March 9

PLC Superintendent Workshop
Cohort 2
4–7 p.m. | Zoom

March 13

WSLA CLO #2
8 a.m.–3:30 p.m. | ESD 113

Professional Learning Opportunities

Continue your professional learning and growth with conferences, academies, and workshops from WASA Professional Learning. Find more at wasa-oly.org.

