

PASA Flyer

Vol. 65, NO. 7- April 2023

Proud Leadership for
Pennsylvania Schools

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Advocating and Leading with Positivity**

**Spreading the
good news!**
See how public
education is thriving

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Launch date moved to September 13, 2023

To better accommodate our members, the launch date for PASA's 2024 Cohort of the AASA National Superintendent Certification Program, has been moved to September 13, 2023.

There are a limited number of spaces remaining for the 18-month program on a first-come, first-served basis. Payment for the program will be invoiced after one's registration is accepted and is due by Sept. 1.

AASA and PASA are excited to offer a new cohort of a premier professional development program for superintendents, developed by superintendents, based upon the AASA National Superintendent Certification Program®.

The AASA's National Superintendent Certification Program® is a dynamic, interactive professional development program held both in-person and virtually, over 18 months. From navigating board relations to legislative advocacy and effectively building your vision for educational leadership in your district, this program will challenge your critical thinking skills and expand your toolbox.

Throughout this program, you will meet with national experts and colleagues at the PASA headquarters in Harrisburg where you will actively participate in sessions and topical discussions. You will be paired with an experienced superintendent who will provide mentorship throughout your journey.

The Program will be implemented over six, two-day sessions over the next two years, starting September 13-14, 2023. Some of the sessions will be in-person at the PASA Office in Harrisburg, and some will be virtual. Sessions will be facilitated by former superintendents who led highly successful school districts and guest speakers, along with experienced mentors for all participants.

What to Know: Participation is limited to 25.

How to apply: Visit [PASA's website](#) to register for this program.

"As a participant of the PASA cohort of the AASA National Superintendent Certification Program® I had the opportunity to learn and grow as a leader which ultimately benefited the students in my district. Through shared reading, discussion, reflection and laughs with my superintendent colleagues, I was able to develop a meaningful action plan to prepare our students to be career ready. I would recommend this program to any superintendent that is interested in improving their leadership skills in an inspiring and collegial environment."

-Dr. Bridget O'Connell, superintendent of Palisades School District in Bucks County

The PASA Flyer is published monthly by the Pennsylvania Association of School Administrators.

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PASA Members:

Please report your appointments, renewals, awards or special achievements, or that of others in your region to Adam Kulikowski at PASA either by phone (717) 540-4448, by fax (717) 540-4405, or via email at pasa@pasa-net.org. Copy deadline is the 1st of each month.

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From the Executive Director

Legislative action picking up at the Capitol; we need your voice to be active



By Dr. Sherri Smith

Executive Director, PASA

It's that time of the year - the final push to the end! Spring breaks are over which means school activities ramp up from now until the end of the school year. Administering the state assessments- PASAs, PSSAs, and Keystones, and preparing final budgets are some of the critical events to be managed, however, there are plenty of more exciting and positive student activities to enjoy - field trips, proms, May Day fairs, senior awards, and the culminating event of graduation. Always loved graduation night- so validating to see your students meet this milestone in their lives- the reason for all we do! Please remember to slow down and enjoy the positive student events at this time of year- it truly is why we do what we do!

Activity is also ramping up in Harrisburg.

Legislative hearings are completed and now it's time to get down to work on the budget and other education-related policies. With the delayed Governor budget address in March, everything is set back a month causing a condensed and intensive legislative session to finalize a state budget by the end of June. There are many draft bills getting ready to be pushed into the review process, with a realization that it will be fast and furious in the coming weeks. We all need to be prepared and ready to assist to ensure that any new policies and budget decisions are positive for our students and school operations.

The Legislative Committee at PASA has revamped our legislative process to better support our advocacy work across the commonwealth. Ensuring that we have common talking points for all of us to share with local legislators is key to our success in important decision-making in Harrisburg. In the coming weeks, we will be sharing these talking points and other key resources to assist in your advocacy with local legislators.

In the meantime, if you have not yet reached out to meet with your legislators to start building a working relationship, please do so now! It's an important part of our responsibilities as chief educational leaders - and it's what makes a difference in final decisions on bills and budgets. Stop by, meet with your legislators, and let them know you are there to assist them in working on education policy.

At our Leadership Forum in March, we were honored to have all four of our legislative Education Committee Chairs participate in a panel discussion. Senator David Argall,

Senator Lindsey Williams, Representative Peter Schweyer, and Representative Jesse Topper were all present to share their vision and thoughts for what lies ahead of us in education moving forward. All noted that there is much to be considered in the Commonwealth Court Case and how we fund our schools moving forward.

They also acknowledged that they want to hear from our school leaders and gave some tips on how to work collaboratively with them. Below are some of their comments:

- Come see them - they want you to visit and share the impacts of their decisions or policy recommendations on your districts.
- Be assertive and stay connected with them - BUT when you do, be respectful. Educate them - they want to know how a bill will affect your school and students.
- Bring your data to share with them, BUT do not just bring the problem/concern, bring some possible solutions.
- Work together with other educational professional organizations to ensure that our talking points complement one another- it makes it difficult when we are all saying something different.
- Be honest. Misrepresenting the facts is the worst thing you can do.
- Be visible and a regular visitor to your legislator.

Feedback from those who attended the Leadership Forum was extremely complimentary about the openness and sincerity of these key legislative leaders, which validated to them the need to continue building positive relationships and open communication pathways with all our legislative leaders.

I would also like to acknowledge members of our Board of Governors, who took time away from their busy district responsibilities this past week to attend our PASA board meeting. Your leadership and dedication to education and our students across the commonwealth is truly commendable. Thank you for your insights and gift of time.

You make a difference! To all our members, take care and keep in touch! Together we lead the way in education in PA!

State News:



PA Issues The Lowest Number Ever Of New Teaching Certificates As Educators Shortage Worsens

Pennsylvania's teacher shortage is worsening, with the state's education programs producing a record-low number of certified teachers in the 2021-22 school year, according to a new analysis. Just 4,220 graduates of Pennsylvania teacher preparation programs earned state teaching certificates in 2021-22, with a total of 5,101 new-teacher licenses issued when out-of-state graduates are factored in.

That's down from a high-water mark of more than 16,000 certifications earned in 2012-13. At the same time, the number of emergency-certified teachers continued to rise; for the first time, the number of new teachers without full credentials — 6,366 — outpaced those who earned certification.

Read the rest of the story: "[PA Issued The Lowest Number Even Of New Teaching Certificates As Educator Shortage Worsens](#)" (from The Philadelphia Inquirer, 4/12/23)

Shapiro Administration Invites Applicants For \$500,000 In PA Farm Bill Grants To Strengthen Child Nutrition, Hands-On Ag Education

Agriculture Secretary Russell Redding today invited schools and childhood education centers to apply for up to \$15,000 per school through PA Farm Bill Farm-to-School Grants. Governor Josh Shapiro's budget continues this critical investment in child nutrition and growing tomorrow's agriculture workforce – committing \$500,000 for a fifth year to the program, which has awarded more than \$1.8 million to 179 projects in 45 counties.

Read the rest of the story: "[Shapiro Administration Invites Applicants For \\$500,000 In PA Farm Bill Grants To Strengthen Child Nutrition, Hands-On Ag Education](#)" (from PA Agriculture Secretary Russell Redding, 4/3/23)

Pennsylvania Launches Program To Teach Students Disability Inclusion

School districts across the state, including those in Western Pennsylvania, could soon implement new curriculum focusing on political and historical contributions made by people with disabilities.

The Disability Inclusive Curriculum Pilot Program was launched this month by the Pennsylvania Department of Education after legislators last year voted to amend the Pennsylvania School Code to include the courses.

In addition to teaching about historical figures with disabilities, the program will promote topics that will help K-12 students understand that disabilities are natural.

Read the rest of the story: "[Pennsylvania Launches Programs To Teach Students Disability Inclusion](#)" (from Pittsburgh Post-Gazette, 4/13/23)

98 Percent of Schools In PA Have Had To Raise Taxes To Provide An Adequate Education

Updated numbers crunched by the Keystone Research Center shows 490 out of 500 school districts have had to raise property taxes. That is 98 percent of all school districts across Pennsylvania. PA Schoolworks Coalition is a non-partisan coalition of organizations working to advocate for public schools and their communities across the state.

Education Law Center is a member of the coalition. Executive Director at Education Law Center Deborah Klehr said schools and students across PA don't have the resources they need due to a lack of funding from the state.

Read the rest of the story: "[98 Percent Of Schools In PA Have Had To Raise Taxes To Provide An Adequate Education](#)" (from, CBS, 4/6/23)

National News:

Cultivating The Next Generation Of Women Leaders In Schools And Districts

LaTanya McDade became superintendent of Virginia's Prince William County Public Schools in July 2021, while the district was still reeling from the effects of the pandemic. A veteran district administrator who'd served as the chief education officer in Chicago, McDade is also the first woman and African American to lead Prince William County schools. While the local school board has been supportive, districts and companies often don't know what they don't know when they have to accommodate the first woman or the first woman of color, she said.

Read the rest of the story: "[Cultivating the Next Generation of Women Leaders in Schools and Districts](#)" (from EducationWeek, 4/4/23)

State Of The States: Governors And PK-12 Education Policy

The right to a free public K-12 education in the United States is enshrined in state constitutions. As a result, states play the lead role in K-12 education policy. For example, states determine how local public schools are funded (in large part, by providing significant funding to local districts), how educators are licensed to teach, and what students should learn and by when.

States also administer consequential standardized exams and determine high school graduation requirements. In sum, state governments hold significant sway over what K-12 education looks like across the United States. As part of our series analyzing governors' "State of the State" addresses, I examine state legislative priorities for PK-12 education with an eye towards identifying promising education policy priorities. I also highlight research that can support policymakers and practitioners working to develop these priorities and ideas into new policies and programs.

Read the rest of the story: "[State Of The States: Governors And PK-12 Education Policy](#)" (from Brookings Institution, 4/5/23)

5 Tips for Designing School Spaces That Support Students' Mental Health

School dress codes have disproportionately targeted girls, students of color, and LGBTQ+ students for years, according to research. But what happens when those students fight back? Marginalized students have been known to get called out for not abiding by school dress codes for years, because of the way most dress codes are written, research has shown. Sometimes, it's because their



hair, bodies, and clothing are considered distracting or inappropriate, according to the dress code. Other times, it's because of the enforcement mechanism the district chooses.

Read the rest of the story: "[5 Tips for Designing School Spaces That Support Students' Mental Health](#)" (from EducationWeek, 4/6/23)

Are Culture Wars Making Students Less Tolerant

Fights over lessons of race and racism, LGBTQ+ issues, and books are infiltrating schools even in the most liberal states, and might be resulting in hostile student interactions. That's according to a report released in March that surveyed high school principals across California, and was conducted by UCLA researchers. UCLA and the University of California at Riverside researchers released a report in November 2022 called "Educating for a Diverse Democracy," which analyzed how political divides have impacted classrooms nationwide.

Read the rest of the story: "[Are The Culture Wars Making Students Less Tolerant](#)" (from EducationWeek, 3/31/23)

From the President's Pen

Take time to enjoy Spring and finish the school year strong



By Dr. John Sanville

2022-23 PASA President

Spring has sprung all over the Commonwealth. Visible are the bright colors and leafed-out trees that signal the start of the new season. The bees are starting to buzz and new creatures- furry and feathered- are appearing. April showers have reminded us that May and June are not far behind. While nature operates instinctively and on schedule, schools filled with kids, teachers, staff, parents, and administrators, cannot count on everything coming together on time.

Let's take a look inside at the piles on our desks and the blocked-out sections on our calendars. This is the time of year when there are multiple activities at every level in academics, sports, clubs, the arts, and of course leading up to graduation for high school seniors. This is also the time of year when we call upon our renewed reserves to get us across the finish line with energy and optimism to spare.

Let's not forget all that spring brings into our personal lives at home. You may have a lawn that needs mowing and replanting, and gardens that need to be dug and filled with seedlings. Family members celebrating any number of events that require your attendance, and a myriad of different occasions to attend across the state in our communities and neighborhoods. Now more than ever it is important that we focus our energies on leading our colleagues through the last quarter of the year with the same volume of attention to excellence that we started with last August.

Some of the things that I like to do in the spring are making extra visits to schools and classrooms. Often there are year-end culminating projects/lessons/activities and it is wonderful to see how much the children have learned and grown and what has been produced. It is also inspiring for me to see the hard work of our teachers come to fruition in such creative ways.

Spring is also the time for awards ceremonies and banquets. These range from small gatherings of 10 or 15 people to cafeterias filled with students, teachers, and parents. Each is an opportunity to see kids shine in front of peers and others. Nothing quite says "you have done a great job" like a simple ribbon or certificate with your name and accomplishment printed on it. That it is given publicly makes it even more special. Kids are honored for a wide range of skills including engineering, biology, computer design, art in all mediums, academic competition, and more. The wide range of interests affords students the chance to find a group or club that speaks to them.

Many schools have spring musicals or plays as well as concerts. You never realize how much talent there is within your district until you go to one of these events and are dazzled by what you are seeing and listening to. As one who cannot carry a tune in a bucket, I am doubly pleased when I am in the presence of students performing. The staff behind these events should be heralded for the many hours they have put in as well.

This is also the time of year that enables us to evaluate and assess programs, personnel, and the path forward for next year. With our administrative teams, we can examine the data, review situations, and collectively apply pedagogical principles and experience to make decisions, sometimes hard decisions, that will benefit the school community. The planting of the seeds for next year - works the same in school as it does in our gardens.

So now let's take a walk back to where we started with nature in bloom and the days moving rapidly toward the end of the year. I ask you to integrate the ideas and suggestions above into both your at-school and at-home lives. Let me explain.



Region News:

Region 19:

Forest City Regional School District's School Board approved the hire of Dan Gilroy as its next superintendent April 18.

Region 20:

Jack Silva will become the next superintendent of Bethlehem Area School District in July after Joseph Roy retires. Silva served for 13 years as the assistant superintendent and chief academic officer. Before joining Bethlehem Area, Silva served at Souderton Area School District as its supervisor of curriculum and director of K-12 education. Roy served as superintendent since 2010 and had been an educator for more than 35 years. He was Pennsylvania Superintendent of the Year in 2017.

Region 20:

Easton Area School District hired Tracy Piazza as its next superintendent. Piazza had served as the district's assistant superintendent of curriculum and instruction. She will begin her tenure as chief of schools in August after the retirement of David Piperato. Piazza has served in Easton for more than 30 years including periods as the district's director of elementary education, principal and first- and sixth-grade teacher.

Please report member news to PASA at pasa@pasa-net.org. Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA website at www.pasa-net.org (Click on the "Leadership Development" button and look for "Career Center.")

Thank you to Our Silver Sponsors!



To view upcoming professional learning opportunities, visit [PASA's website](#) or check out our calendar of events on Page 24.

With all the newness around us, it is easy to forget that spring as part of the school year, is much closer to the end. So find time to take a walk, catch a ball game, go to a concert, fly a kite, ride a bike, read a book, mow the lawn, or take a nap. Or do anything that refreshes you. Demands on your time will increase a bit so learn to pace yourself. We are all better at our jobs when we let ourselves relax and enjoy places and people we share our lives with.

Back at school, it is time to push forward to meet quarterly and end-of-year goals. Doing so will need the combined talent of your administrative team. Make sure that

your colleagues keep their eyes on the ball and or are not distracted by all the wonder outside their windows. Encourage them to enjoy the activities and people around them all to keep the momentum positive and forward moving.

It is no secret that the timbre of schools and school districts is determined by what we do in the central office.

And the way we approach the beginning of the end of the year is the way the whole district will approach the beginning of the end of the year. So now is your chance to model the very best leadership practices so that they trickle down to school

offices, and into classrooms, and are the topics of discussion among staff, parents, and community members.

That might be the best way to renew your commitment to the success of everyone in your district

On a final note, yes I know it is technically spring but I also know that in Pennsylvania anything can fall from the skies at any time.

"In the spring, I have counted 136 different kinds of weather inside of 24 hours."

-- Mark Twain

Clearly, Mark Twain must have spent some time here as well.

GOOD NEWS

[View more good news from around the Commonwealth on PASA's website.](#)

Seneca Valley To Open, Cut Ribbon on Cyber Drop-in Center

Seneca Valley Academy of Choice (SVAOC) is taking the next step in cyber education and will be celebrating the occasion with a ribbon cutting of its first-ever cyber drop-in center.

SVAOC has been providing cyber opportunities for students for over 15 years. During this time, this program has grown and expanded to now provide various forms of online education to over 2,000 Seneca Valley students in grades K-12. We believe the addition of this easily accessible drop-in center allows us to continue that growth and extend our mantra of SVAOC: Education Customized for You.

Our well-established SVAOC cyber staff will offer on-site, personalized learning opportunities in STEM, reading, physical education, and other areas, including social-emotional learning, as needed by our students and families. Join us for this exciting event.

To learn more about Seneca Valley Academy of Choice, visit [SV Academy of Choice \(Cyber\) / Overview \(svsd.net\)](#)

Over 300 Chester County Students Participated in Annual Science Research Competition

Young scientists from all over Chester County gathered at the Parkesburg Point Youth Center in Parkesburg, PA to show off their passion for science. This year, over 300 students from nearly 60 schools attended the Chester County Science Research Competition (CCSRC). The competition featured 15 different categories from botany to chemistry, earth and space, zoology and more.

The Chester County Intermediate Unit (CCIU) was once



again able to partner with The Parkesburg Point, which hosted the science fair for two full days. The Dr. Lucy Balian Rorke-Adams Fair is for students in grades 6-12, while the Dr. Jonas Salk Fair is for students in grades 4-5.

The competition was held on March 7 (Rorke-Adams Fair) and March 8 (Salk Fair) and was sponsored by The Children's Fund of Chester County, CCRES, Herr's, STEM Wizard and West Pharmaceutical Services.

During the 2023 CCSRC, students showcased months of research and also had the opportunity to present their findings to volunteer judges. After previewing student projects beforehand, judges met with student researchers to ask them interview questions. The judges then deliberated in category-based groups and provided students with valuable feedback.

"I am blown away by all of the students throughout Chester County who have participated and to see their love for science," expressed an Octorara mother of three, whose students participated in this year's competition.

The event also included open houses during the evening of both fairs, where students had the opportunity to show off their projects while their families browsed other students' work across Chester County.

During the Salk Fair open house, students who placed in each of the 15 categories received their awards while accompanied by their family and friends.

When asked how it felt to place first in his category,

Uwchlan Hills Elementary School student Jacob Vandermeulen answered, “This is the best day of my life!” Vandermeulen also received the third-place award for Best of Fair.

“I took different solutes or materials and put them into different solutions mixed with water to see how the materials affected the evaporation rate,” said Vandermeulen, as he explained his project titled How Does Concentration Affect Evaporation Rate?

Tyson Kolle, a first year CCSRC competitor from French Creek Elementary School, placed second in the biochemistry category with his project, Egg’cellent Drink Choices. When asked what advice Kolle would give to future CCSRC participants, he said “Think outside the box and challenge your knowledge of science.”

Of the 156 projects entered in the Rorke-Adams Fair, 97 met the judges’ criteria of a “winning” project. The Awards Ceremony for the Rorke-Adams Fair (grades 6-12) will be held on March 22. High school students who placed first, second, or third in their category and middle school students who placed first or second will advance to the Delaware Valley Science Fairs (DVSF) held during the first week of April.



The Locker--a student-run non-profit store

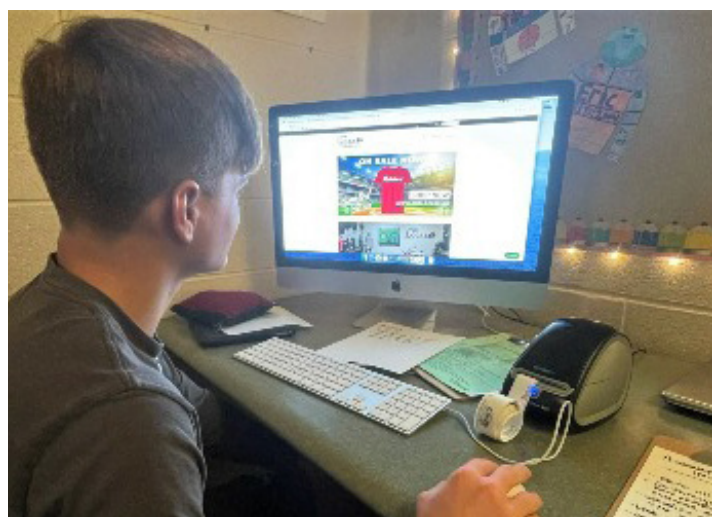
When we think about dynamic educational models we think about techniques and programs that allow students to discover knowledge on their own. The Locker at Ridley High School is transforming minds in a learning environment characterized by change, activity and progress.

Established by students in 2016, The Locker, a non-profit store which provides apparel and other merchandise to students, faculty, staff and the community. RHS Business Teachers Kristina Rosato, Kristin Milewski and Paul Louth were awarded a \$5,000 grant from the Ridley Educational Foundation to start up the student-run business. Profits from the store help to support Ridley High School's Business Club, Ridley Families in Need and the Ridley Educational Foundation. To date, The Locker has donated over \$27,000 back to the Ridley community.

Students operate the business by working in different departments. These departments include marketing, fashion design and visual merchandising, accounting, website and inventory management, and production

Almost all apparel is made by students in-house with the use of equipment from the RHS Makerspace, including vinyl cutters and heat presses.

Students who have taken advanced graphic design classes with the art department help to design apparel that is then cut and heat pressed by the production team.



Aside from the brick-and-mortar location in the high school, students run an e-commerce business through the website, www.thelocker.biz

The accounting, website and inventory management team designs and manages the website, runs analytics and determines profits based on income and expenses. The Marketing team runs our social media accounts and utilizes Canva to create promotional materials. The fashion design team explores current fashion trends and helps to purchase and design apparel and other merchandise to be sold in store and on our website. The school store is open Monday through Friday during student and faculty lunches. Throughout the school year, The Locker holds special events outside of school hours to allow community members to come in and support the store.

Interboro School District's Journey to The Science of Reading

Beginning in December of 2018, the Interboro School District began its journey towards an instructional shift in reading instruction to The Science of Reading, featuring a structured literacy approach. Our initial shift occurred at a micro level, beginning with Interboro's Title 1 Reading Specialists attending training for the Orton Gillingham (OG) framework of phonetic instruction through the Institute of Multisensory Education (IMSE).

Once trained, our Title 1 Reading Specialists began implementing OG to our neediest readers in grades K-2, officially starting our pathway to the Science of Reading. Through a deep dive into current phonetic data, coupled with active self-reflection, Interboro identified a greater need for enhanced instruction to address this topic across our primary grade levels.

This ultimately led to OG being adopted as our core phonetic platform in grades K-2. From that initial step, we began placing a greater emphasis on other components of structured literacy, such as increasing our focus on phonemic awareness instruction, implementing decodable texts, and adding a new core reading program centered on building language comprehension. Since that initial step, we moved to implementing OG across all kindergarten and special education (K-3) classrooms by providing authentic training from IMSE for our teachers. At the beginning of fall of 2020, we advanced OG instruction by adding grades one and two.

This year, we have "bumped up" OG instruction to include our current third grade, to address one of our neediest groups of learners, stemming from their kindergarten experience, which was cut short in March 2020, due to the Pandemic. Since its inception, Interboro has strived to enhance its OG instruction through continuous coaching in-house and by IMSE, check-in meetings, and data analysis. OG has been utilized to provide our students with explicit and systematic phonemic instruction to begin advancing their early reading skills.

More recently, Interboro has added Heggerty to our Pre-K to grade two classrooms to support student's phonemic awareness skills. While still in its infinite stages, we have found Heggerty to pair well with Orton Gillingham as they have combined to support the decoding strand of Scarborough's Reading Rope more effectively. Using current research and classroom experiences with Orton Gillingham, ISD transitioned to a greater emphasis on the implementation of decodable text at the primary level. Gillingham and advancing due to Benchmark Advance adoption and continuous research, we have also placed a greater emphasis on the implementation of decodable text at the primary level.



This update has led to less reliance on leveled readers, specifically at the K-2 level. Decodable texts implemented across this grade band are now providing our students with authentic applications of current and previously learned phonetic concepts, providing them with content they can attend to and read.

Fox Chapel Area Students Win National Medals in Art Awards

Three Fox Chapel Area High School students were named national winners in the 2023 Scholastic Art Awards. Senior Siheng Chao won a Gold Medal for his drawing, "The Flood," and junior Mikayla Korczynski won a Gold Medal for her editorial cartoon, "Would You Like a Bag?". This is the first time a Fox Chapel Area High School student has ever won an award in the editorial cartoon category. Additionally, senior Mikhail Ion won a Silver Medal for his portfolio, "Fantastical Creatures."

For being named national Gold Medal winners, Siheng and Mikayla, along with their teachers, Joan Marangoni and Christine Smith, have been invited to attend a ceremony at Carnegie Hall in New York City June 7. Additionally, Siheng's and Mikayla's artwork will be published in the Online Galleries at artandwriting.org in June. Their names will also be listed in "Yearbook 2023," a companion to the annual publication "Best Teen Art," which features selections of works by the national medalists.

PASA EDUCATION UPDATE BRIEFING

Sharing Potential Programs to Address Pennsylvania's Educator Shortage Crisis

Presenters:

Lee Burket

*Director of Bureau of Career and
Technical Education (CTE), PA
Department of Education*

Dr. Chris Clayton

*Assistant Director of Education
Services, PA State Education
Association (PSEA)*

Jacqueline L. Cullen

*Executive Director, PA Association
of Career and Technical
Administrators (PACTA)*

James Vaughan

*Executive Director, PA State
Education Association (PSEA)*



May 3 from 11:30 a.m. to 1 p.m. (Virtual via Zoom)

The Pennsylvania Association of School Administrators will host a follow-up briefing to the #PANEedsTeachers: Addressing Pennsylvania's Teacher Shortage Crisis Through Systemic Solutions Webinar on May 3.

Pennsylvania's teacher shortage has been described as a "crisis" and "the biggest threat facing not only our educational system but our future prosperity as a commonwealth." **As a result, there are many state and locally-developed programs in process to support district and school-level initiatives to address these shortages in their school communities.**

This briefing will host the following programs:

CTE Program of Study in Education:

Presenters: Dr. Lee Burket, Director of Bureau of Career and Technical Education (CTE), PA Department of Education, and Jacqueline L. Cullen, Executive Director, PA Association of Career and Technical Administrators (PACTA).

This program offering, approved by PDE, provides public schools the opportunity to offer students a career pathway in education. Holding PDE approval means the program may receive secondary CTE subsidy.

Educators Rising Program:

Presenters: Dr. Chris Clayton, Assistant Director of Education Services, and James Vaughan, Executive Director, PA State Education Association (PSEA).

Educators Rising is a career and technical student organization (CTSO) with intra-curricular learning opportunities integrated into existing education and training programs. This option involves a hybrid of both classroom and after-school activities.

Pennsylvania Mental Health Education Learning Program in Schools (PA HELPS) Introduction – The Pennsylvania Higher Education Assistance Agency (PHEAA) is administering the new PA HELPS program for the Commonwealth. Authorized under Act 55 of 2022 as the School-based Mental Health Internship Grant Program, PA HELPS provides a stipend to support school-based mental health professionals who must complete an internship before receiving their credentials.

Join PASA for an overview of these important new program opportunities.

The briefing will be recorded and posted for review at your convenience if you are not able to join us May 3.

Sincerely,

Dr. Sherri L. Smith

Executive Director

Pennsylvania Association of School Administrators

Administrative Retreats are Right Around the Corner



By Dr. Sherri Connell

Asst. Superintendent, Penns Valley Area

If your school district is anything like mine, you and your administrative team have been discussing or at least thinking about your 2023 Summer Administrative Retreat. I know that it is only March, however, vacations, summer programming, and getting ready for the new school year will soon be upon us.

Without prioritizing the planning of your retreat, which is important for moving a team/district forward, the retreat planning can be pushed aside by other pressing matters. A lack of planning could result in an ineffective or frustrating retreat. Now is the time to make some final plans so I thought I would share some tips we try to follow in our district.

The “when and where” is important. Holding a retreat in June allows a team to reflect upon the year that just ended while also having time to take discussions/learnings from the retreat and use them throughout the summer. “Getting away” is also important. Having a retreat at the district pulls team members from a retreat mindset and forces them to focus on the day-to-day running of the district. No computers, no phones, and no interruptions put the focus on the team and the retreat. This is much easier to do if you are out of the district.

Retreat Early and Get Away – even for a day!

What is the focus?

In his book *Good to Great*, Jim Collins says “If you have more than 3 priorities, then you don’t have any”. Moving a district forward takes a team who works well together and a team with a solid understanding of the strengths and needs of the team/district. If the administrative team can’t articulate the district’s strengths and needs, they can’t focus on what they are going to do to improve.

Use some preplanning strategies to pick one or two areas on which to focus the retreat.

The team that plays together...

A retreat is hard work! You might be sifting through data, working with a consultant, working through difficult issues with your team, or setting individual, school, and district goals.

While the work is important, it becomes so much easier if



you know, understand, and trust your teammates. Getting away from the district allows team members to go to dinner together and socialize. Other ideas: karaoke, ropes course, ax throwing, etc.

Challenge your team to have team outings/fun both at the retreat and throughout the year.

Moving Forward

Antoine De Saint-Exupery coined the phrase, “A goal without a plan is just a wish.”

To get the most out of a retreat, the team must come away with one or two goals and, most importantly, a plan for attaining those goals. The plan should include who is responsible for what part of the plan, a timeline, checkpoints, and ultimately, clear indicators on what it might look like to achieve the goals.

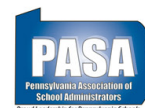
Communicate the goals to which your team commits and keep them the focus throughout the entire year!

I hope you have a productive, revitalizing retreat this summer!!

MAY 21-23
Hotel Hershey

PASA Women's Caucus Annual Conference

The Brain's Impact on Student Success



Act 45 Credits available for the conference as well as the book study

This year's Women's Caucus Conference focuses on "The Brain's Impact on Student Success". Instructional leaders need to understand how the brain develops, learns, and changes to better utilize effective curricular programs of study for students. The conference offers three keynote speakers, Dr. Christina Theokas, from the National Center on Education and the Economy, Dr. Ruby Payne, bestselling author and educator, and Dr. Kristina Lenker, Assistant Professor in the Department of Psychiatry and Behavioral Health of Penn State College of Medicine. There are 10 various sessions that focus on exploring the latest research and information surrounding how students learn and grow. Topics range from design principles for schools to consider, the necessity and importance of sleep, and understanding social and emotional issues students face. This annual conference offers attendees the opportunity to collaborate, network, and learn from experts about how the brain impacts success. PASA members and non-members are all welcome to attend.

Featured Keynotes:

Sunday



Dr. Christina Theokas

Insights from Science: Implications for Education

What would it mean if all the places where children are growing and learning were designed to meet each child, the whole child, where they are, and help each and every one develop to their fullest potential? What might that look like? In this session, Dr. Theokas, Ph.D. will explain how we can apply 21st century science to redesign our classrooms and schools to promote equitable learning, development and thriving.

Monday



Dr. Ruby Payne

Emotional Poverty: How to Reduce Anger, Anxiety, & Violence in Your Classroom

Increasingly schools are dealing with more students who are angry, anxious, and tending to violence. This workshop will provide strategies, understandings of the causes and sources, and vocabulary. In addition, the workshop will help educators identify early the most probable sources of violence so that interventions can begin much earlier. The "emotional dance" in the classroom will also be named and discussed.

Monday



Dr. Kristina Lenker

Sleep and Mental Health: What Can Be Done in the Educational Setting

Dr. Kristina Lenker is a leader in the study of sleep and circadian disorders across the lifespan. In this workshop, Dr. Lenker will tap into her expertise on pediatric behavioral sleep medicine; clinical predictors of poor sleep health and insomnia, and the bidirectional relationship between sleep and functioning in individuals with neurodevelopmental disorders to help school leaders better understand the connection between sleep and mental health.

Registration information:

PASA Members:

Full conference:	\$475
Sunday/Monday:	\$390
Monday only:	\$320
Monday/Tuesday:	\$370

Non-Members:

Full conference:	\$575
Sunday/Monday:	\$490
Monday only:	\$420
Monday/Tuesday:	\$470

Register now by visiting PASA's website at
<https://www.pasa-net.org/wc-conference>

.....

Book Your Hotel:

Hilton Garden Inn

Group Name: PASA Women's Caucus

Rate: \$149 plus taxes/ACT

Group rate deadline: April 30

Call: 717-566-9292

Online: [Click here to book](#) Enter Group Code: PASAWC

SpringHill Suites by Marriott

Group Name: PA Association of School Administrators

Rate: \$144 plus taxes

Group rate deadline: May 1

Call: 717-583-2222

Online: [Click here to book](#) Enter Group Code: PAS

For additional information:

For more information on the Women's Conference, session schedule, and more, visit PASA's website.

Questions? Contact Aubrey Kyler at akyler@pasa-net.org or via phone at 717-540-4448 x. 219.

Professional Development

PASA Leadership Forum Recap – Advocating and Leading with Positivity



By Dr. Christopher Dormer
Superintendent, Norristown Area



After navigating the COVID-19 pandemic and all of the challenges since, PA superintendents gathered in Harrisburg for a new beginning, some much-needed togetherness, and opportunities for personal and professional growth. This year's PASA Leadership Forum returned in person with the theme of "A New Beginning for Public Education: Advocating and Leading for a Positive Education System in Education.." The forum was scheduled with an opening night gathering on Thursday and a full day of sessions on Friday.

After a dinner reception on Thursday, the forum opened with a first in Pennsylvania. All four legislators who serve as the respective chairs of the Education Committees in the House of Representatives and Senate were together for a panel discussion. We are grateful that state Senator David Argall, Senator Lindsay Williams, Representative Jesse Topper, and Representative Pete Schweyer joined us to share their thoughts and vision for the upcoming session.

Personally, I found this panel to be one of the best parts of the entire forum as I left Thursday evening with some honest and real optimism. All four of the committee chairpersons talked about putting aside partisan politics and working to find real solutions. With that came an invitation for superintendents to work with legislators on those solutions, not just go to them complaining

To view upcoming professional learning opportunities, visit [PASA's website](#) or check out our calendar of events on Page 24.



about what is wrong or broken. I think it will be our responsibility as leaders to listen, share, educate, and offer real and practical things that will benefit our students and our communities. Sherri Smith, our Executive Director, did a masterful job of facilitating open, honest, and meaningful dialogue with the panel.

On Friday morning, Dr. Terry Madonna presented at the first general session. Dr. Madonna shared the landscape

of PA politics and highlighted some opportunities for advocacy. His insights and historical knowledge of many years of working in this area were shared with attendees.

Breakout sessions afforded attendees the opportunity to do a deeper dive into two of four possible sessions. I first attended the breakout session on building parent advocacy. I found the strategies shared by Susan Spicka and Sandra Miller from Education Voters of PA, and Susan Knoll, a parent advocate in the School District of Lancaster, insightful, with practical strategies and discussion on how to mobilize parents to tell important and impactful personal stories to help affect change.

The formal session was excellent, but the question and answer portion really helped me begin to formal plans of action upon return to my district.

The second breakout session I attended was about developing relationships with legislators for advocacy. Dr. Sherri Smith, PASA Executive Director, and Carrie Hillman, PASA's lobbyist in Harrisburg, shared practical strategies to build relationships to work with your local legislators to help inform their decisions. I appreciated that both Sherri and Carrie shared their personal experiences to set everyone up for success.

Colleagues shared that the other breakout sessions on communicating for advocacy and school board advocacy were equally beneficial. Many thanks to those presenters for sharing their knowledge, experiences, and expertise.

After lunch, we had our next general session with Noelle Ellerson Ng, AASA's lead advocacy champion for many years. Noelle shared the current landscape in Washington, with attention being given to certain bills that are already on the move, particularly the Parents Bill of Rights.

I always have found Noelle shares a wealth of knowledge, great rationale for positions being taken on certain issues, and practical and easy ways we can advocate for what is needed at the federal level.

The forum concluded with regional planning meetings. Many thanks to the PASA Legislative Committee and PASA staff for putting together a powerful tool that could be used individually and collectively. I appreciated the time being dedicated for attendees to sit, process, discuss, collaborate, and plan for the next steps. It was a great way to conclude an impactful day of learning and growing together.

Christopher Dormer is the proud Superintendent of Schools of the Norristown Area School District in Montgomery County. He is the President of the Pennsylvania League of Urban Schools (PLUS) Caucus of PASA and also serves on the PASA Board of Governors and the PASA Professional Development Committee.



Thank you to our Gold Sponsors:



They Said It

Highlights from PASA's Legislative Panel Discussion featuring:



Sen. David Argall



Sen. Lindsey Williams



Rep. Peter Schweyer



Rep. Jesse Topper

"My vision is that any student regardless of how they are coming to school that they have their needs met. That they are coming to a school that is safe and meeting them where they are so they could be lifelong learners. I want them to be passionate about learning. And I want educators to feel encouraged and that they have what they need to make sure students are successful—that they feel listened to by us (legislators) and supported."

--Senator Lindsey Williams, Minority Education Chair



"We're not going to say no to good ideas because they have an R or a D in front of them. That's first and foremost. It's an opportunity for us to build trust."

--Representative Peter Schweyer, House Education Chair

"We need to strip out the toxic competition that is occurring right now between school districts, cyber charters, and charter schools. We have to break those silos down if we are going to talk about funding changes. Right now there is no trust. It has to end. **We have to find a way to work together.**"

--Representative Jesse Topper, Minority Education Chair

"Respect the diversity of Pennsylvania. We need to know what the issues are back home. And yes, we have statewide obligations, but we also look at budgets and see how it affects our district. You (school leaders) can help us. This is good for us. This is bad. Get together and keep the communication open. **Reach out to folks that might not be your natural allies.** It takes 102 (votes) in the House and 26 (votes) in the Senate plus the Governor (to pass a bill)."

-- Senator David Argall, Senate Education Chair

“Pick up the phone...There is something to be said about a squeaky wheel. Don’t be shy about it. **This isn’t an industry where subtle and shy works well.**”

—Representative Peter Schweyer, House Education Chair



“The top priority to me is to just get people together. The power dynamic is mixed. **No one is going to run roughshot over the other team. It is going to take bipartisan compromise.** And that’s not always easy. But it isn’t impossible.”

— Senator David Argall, Senate Education Chair

Don’t be whiners. There’s a difference between advocacy...some superintendents I worked with early in my career, were great problem identifiers and they sucked as problem solvers. And so did I when I go here. My advice, stop asking for permission. If you see something that will help kids, do it. We’ll take care of the compliance things on our end. Let’s stop looking for reasons something won’t work in our school districts and start doing it. Come to us and tell us what you are innovating. COVID pushed us to the brink, but it helped us come up with some of the most innovative ideas we’ve had since the industrial age. **Let’s be problem solvers and not problem identifiers!**

—Representative Jesse Topper, Minority Education Chair

“This is a complex issue. Anyone that says one thing will solve decades of dis-investment and inequitable investment is lying to you. **This is a structural problem that can’t be attacked in just one area. We have to look at how we are funding this system.** We can’t keep doing what we are doing. We can’t just throw money at it and not address the elephants in the room—charter school reform, cyber charter reform, special education funding, pension costs, facilities costs, vouchers, EITC...if we don’t look at all of it, we’re not going to make a change. **It’s a big problem that requires everyone at the table looking at all the pieces.**”

—Senator Lindsey Williams, Minority Education Chair

“We should be thankful for you (PASA) bringing us together. This is the first time the four of us have been together.”

— Senator David Argall, Senate Education Chair



“We don’t want to deny opportunities. Anytime you have a system where local funding is a component, you will have the haves and have-nots. There are many similarities between an impoverished urban district and an impoverished Appalachian district. We see those. One big difference is school choice... in my area, we have no private schools. The choice in my area is home school districts. That has to be a focus. What do we establish as a baseline for how those schools operate? How do we get to that baseline? One option is the integration of school districts. We have too many in my opinion... We’re dealing with real communities that have real pride in their schools. But for some, there just isn’t a property tax base there anymore.”

—Representative Jesse Topper, Minority Education Chair



HR5, FERPA, and PPRA



By Sasha Pudelski

Director, Advocacy, AASA, The School
Superintendents Association



March was a busy time on Capitol Hill as House Republicans approved their signature K-12 initiative The Parents Bill of Rights (HR5). Moving at lightning speed, HR5 was introduced, marked up and passed out of the House Education and Workforce Committee and voted on by the full U.S. House of Representatives in less than three weeks.

The passage of the bill out of Committee was strictly on party lines and the final vote tally in the House was 213-208, with five Republicans—mostly members of the House Freedom Caucus—joining all Democrats in voting against it.

News coverage (including press releases from Congressional members) has largely focused on several parental rights and related school requirements identified in the Education and Workforce Committee's PBOR Fact Sheet and the potential negative impacts that PBOR may have on LGBTQ children. Floor debate primarily focused on whether the bill would lead to the banning of books and whether parents would have enough opportunities to object to what their child was learning and how they were being treated in school.

But if you only read the headlines and listen to the debates, you would never know that major changes to student data privacy laws are actually at the heart of the bill. Specifically, amendments to the Family Educational Rights and Privacy Act (FERPA), and the Protection of Pupil Rights Amendment (PPRA). While AASA believes amendments to FERPA and PPRA are necessary and should be prioritized

as part of broader policy conversation around the use of education technology in schools, the unfortunate reality is the FERPA and PPRA amendments in HR5 could majorly disrupt how schools operate by limiting the use of edtech in schools, restricting access to student data for legitimate educational purposes and requiring parental opt-in for mental health services.

AASA sent a letter opposing HR5 for principled reasons, such as deep concerns about federal overreach into localized education policy and decision-making and the number of new unfunded mandates.

We also highlighted how the bill would change the longstanding precedent that districts can consent to educational technology use on behalf of parents and let parents object to its use in the classroom for their child. This could force schools to contact every parent, every time the school wants to use any kind of edtech.

The bill does not specify what object means or the process by which schools would handle objections, but the implementation reality is that any student whose parents have objected to the educational technology would likely be unable to use it. This would mean teachers may have to choose between creating and implementing multiple lesson plans for the same classroom or not using edtech at all. This change would leave teachers not only ill-equipped to teach in a modern environment, but also coping with post-pandemic challenges like learning loss with resources of the 1980s.

Another aspect of HR5 that AASA objected to is allowing

parents to opt-out of their child's data being collected, used and shared for legitimate educational purposes. Allowing parents to opt-out of schools using student information for legitimate educational purposes may have a serious impact on student success, potentially leaving students "to navigate in the dark" when making pivotal decisions where educational data could shed light on paths forward. For example, giving parents the ability to opt out of the collection, disclosure, or use of personal information collected from students and commonly used education technology in the classroom would make it nearly impossible for schools to meet the educational needs of students and use a host of online diagnostic, differentiated and adaptive assessments and tools to measure a student's understanding, proficiency and growth academically.

Another concern with HR5 is the notification requirement that schools give parents the chance to opt-in before administering non-emergency "medical examinations or screenings" - defined as including any "mental health or substance use disorder screening." It is good for parents to know when schools administer non-emergency medical examinations or screenings to their children - and it could be an overstep if parents aren't informed.

Students whose parents are not engaged or are otherwise unavailable to provide opt-in consent, wouldn't be able to get the medical care they need, including mental health services. This would make a district's ability to identify child abuse or address students' immediate mental health needs much more challenging.

A few amendments to HR5 that passed during the floor debate would specifically focus on transgender students, such as the right of a parent to know if a child is using a bathroom or locker room or being addressed by a name or pronoun different than the one correlated to their birth certificate. Another provision would require the school to disclose publicly if any transgender girls were playing on athletic teams or using bathrooms or locker rooms for girls.

Also, there was an amendment during the floor debate that would have transformed Title I into an education savings account voucher. The amendment had no fiscal strings and would have allowed Title I money to "follow the child" to either the homeschool, private school or public school of the parent's choice. Fortunately, the amendment was soundly defeated by a vote of 311-113. You can see how your member of Congress voted on the amendment [here](#).

This will definitely not be the last floor vote on vouchers this year given Republican control of the House, so superintendents should continue to voice concerns with the privatization of federal education funding as much as possible.

While this bill was passed expeditiously and with significant political fanfare, we are not expecting the

legislation to move in the Senate given the Democrats control of the chamber. However, we are expecting legislation that focuses exclusively on the rights of transgirls/transwomen to play on high school athletics teams to be on the House floor as early as this month. That legislation known as the Protection of Women and Girls in Sports Act of 2023 (HR 734) will be voted on by the full House and likely passed on party-lines.

We also expect other legislation related to FERPA and PPRA to move during this Congress and will remain vigilant in tracking these bills to ensure they strike the right balance between ensuring parents are informed about educational technology used by their children while still giving districts the leeway to utilize this technology without jeopardizing basic educational operations and disrupting critical learning in classrooms.

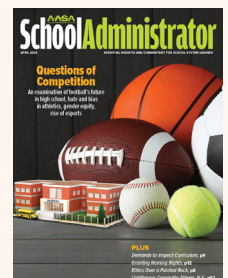
In the April Issue of School Administrator Magazine:

This month's issues focuses on competition through the examination of football's future in high school, hate and bias in athletics, gender equity and the rise of esports. Articles include: Righting the Competitive Imbalance in Athletics; Addressing Hate and Bias in School Sports; Acting in the Best Interests of Gender Equity in Athletics and more.

Quotes:

"The relationship between a board and superintendent is usually strongest at the time of hiring. It is important to start that relationship on solid ground." --**Nicholas D. Caruso Jr.**, Senior Staff Associate for Field Service and Coordinator of Technology, Connecticut Association of Boards of Education in "Helping Your Board Hire an Interim Leader"

"The need to create a safe environment where students respect and honor each other's differences is paramount. But often this need receives less attention due to time constraints, as well as increasing politicization to minimize our recognition of diversity in schools or even to acknowledge the difference in our racial past. Perhaps we should consider the opportunities that interscholastic sports provide to highlight and promote the diversity of others." --**Cecilia J. Robinson-Woods**, Superintendent at Millwood Public Schools in "Honoring Cultural Traditions Through School Athletics"

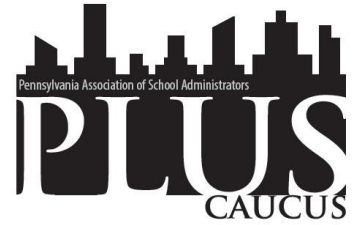


PLUS Caucus of PASA

First Ever PLUS Caucus Conference – Let's Get Together and Learn



By Dr. Christopher Dormer
PLUS Caucus Chair



Just before the PASA Leadership Forum kicked off, members of the PLUS Caucus joined together in Harrisburg for our first-ever PLUS Caucus Conference. This was years in the making and helped us fulfill one of our three caucus priorities - 1) advocating for increased funding and meaningful charter reform, 2) building and maintaining a strong collegial network to provide support on issues specific to urban schools, and 3) provide opportunities for personal and professional learning and growth. I was proud to be joined by colleagues across the state as we delivered a full day of impactful sessions.

Our caucus planning committee decided to provide learning opportunities in four areas: 1) “grow your own” teacher pipeline, 2) charter school processes and reform, 3) advocacy specific to urban schools, and 4) brainstorming solutions to current problems of practice. We were grateful to have the support of Edmentum and Effective School Solutions, two long-time PASA sponsors who graciously sponsored our conference. Each was afforded the opportunity to present their services and how they could specifically help our member schools.

Our session on learning more about charter schools was broken into three parts. Randy Seely from PDE shared the department’s charter toolkit and provided some great insights into all phases of charter applications, approval, and oversight. The team from the School District of Philadelphia’s Charter School Office shared in detail their work, discussing the practical application of working through the many processes related to charter schools. Sherri Smith concluded our session with strategies related to charter reform advocacy efforts, including updates on the current landscape in Harrisburg.

I was proud to share some details on a “grow your own” teacher pipeline project that my district is working on. We are partnering with our local community college on some creative ways to get our own high school students to become teachers in a supportive and possibly accelerated manner. I learned as much from my colleagues as they did from me as we probed questions and shared possible ideas. Stephen Rodriguez, Superintendent of Pottstown School District, formally concluded our day with practical strategies for advocacy. Stephen’s insights were important on how not only to be a strong legislative advocate, but also how to balance that with all of the duties of the superintendency.

Though the sessions were great, the best part of our first conference was all of us being the same room together. The time spend getting to know each other, have informal conversations, and working to help each other was probably the best use of my time this entire school year. As we debriefed this year’s conference at our last caucus meeting, I am so proud and excited that everyone is committed to participating in our second annual conference next year.

Christopher Dormer is the proud Superintendent of Schools of the Norristown Area School District in Montgomery County. He is the President of the Pennsylvania League of Urban Schools (PLUS) Caucus of PASA, and also serves on the PASA Board of Governors and the PASA Professional Development Committee.

Writing Out Loud

Spring Cleaning... for Your Mind



By Adam Kulikowski
Director of Communications



It's been a week. Everyone can say that at some point, right? A week where things just don't seem to click. Maybe you or someone you love had a medical issue. Maybe your car broke down. The possibilities are endless.

The Kulikowski household had one of those weeks this week.

The funny thing is, my wife and I have made more jokes and laughed harder over these last few days than we have in months.

As I drove in to work today along the picturesque Susquehanna River, I thought about the last few days—the stress of the situation we were all of a sudden navigating—and how life will be a little different for us over the next few weeks. But thankfully not forever.

As we waited in the Emergency Room, I thought about the folks we waited next to in the Emergency Room that complained about the long wait time—which really wasn't long at all—and the negative energy that flowed with them.

I thought about our approach over the last few days and how we kept saying to each other—it could be worse... or how many others are dealing with more serious issues... or some variation of that general theme.

I thought about why we had laughed so much through a situation that was anything but funny.

The verdict I came to is that we **CHOSE** to. We made a

conscious decision to navigate life's unexpected curveball with an upbeat attitude—with a healthy dose of humor and plenty of love and support from countless friends, coworkers, and family.

We actively chose not to dwell on the negatives, but instead to reflect on all the positives that happened along the way—even in a situation that few would have blamed us for thinking negatively about. We named the positives out loud.

As I write this, one of the songs my wife Jamie and I laugh most about, Chumbawamba's Tubthumping came on the radio. For anyone who knows the lyrics, you can see the comic timing is just too beautiful.

The lesson is clear. Embrace what the brilliant artists who comprised Chumbawamba's band say.

I get knocked down, but I get up again

You are never gonna keep me down

While we often cannot control what life throws at us, we can control how we react. We can control how we speak to others—and whether we approach the given situation with a positive attitude or a negative one.

We can name the positives in even the most trying situations. We can actively choose to be light instead of darkness.

When you get knocked down, get up again.



By Ann McMullan
Project Director, CoSN



CoSN 2023 Driving K-12 Innovation Report

CoSN recently released the 2023 Driving K-12 Innovation Report. The Driving K-12 Innovation Series is the process by which CoSN shares high quality trend reports regarding the use of emerging technologies to transform K-12 teaching and learning.

Through the Driving K-12 Initiative, a global advisory board of K-12 leaders, practitioners, and changemakers engage in discourse about the major themes driving, hindering, and enabling teaching and learning innovation in K-12 schools.

The results of the advisory board's work is divided into three main categories: Hurdles, Accelerators and Enablers. To learn which specific items fell into each of the three main categories as well as how to access the full report please go to <https://www.cosn.org/k12innovation/>.

Plus, if you would like to be considered to be a part of the 2024 Driving K-12 Innovation Advisory Board, you will find a link to submit your notice of interest on that same web page.

EmpowerED Superintendents edLeader Panel Series

The EmpowerED Superintendents edLeader Panel broadcast series – sponsored by ClassLink - is now in its fifth season. Each monthly broadcast is co-hosted by CoSN, AASA and edWeb.net. Participants may earn continuing education (CE) credits after viewing the live or recorded broadcasts.

To learn more about CE credits please visit <https://home.edweb.net/edweb-tips/>.

Access the April 10 EmpowerED Superintendents edLeader Panel Broadcast:

The most recent broadcast of the CoSN / AASA EmpowerED Superintendents edLeader Panel Series was titled “Leading and Implementing Educational Technology Innovations: Hurdles, Accelerators, and Tech Enablers”. The April 10 edLeader Panel Broadcast addressed the main categories of CoSN’s 2023 Driving K-12 Innovation Report. Three superintendents who served on the international committee that researched and produced the CoSN 2023 Driving K-12 Innovation Report were the featured guest panelists. Superintendents Scott Borba, Todd Dugan and Dr. Kelly May-Vollmar described how the Hurdles, Accelerators, and Tech Enablers specified in the CoSN 2023 Driving K-12 Innovation Report manifest themselves in their school districts and the strategies they implement to overcome the Hurdles as well as leverage the Accelerators and Tech Enablers.

To access the free broadcast recording or podcast version of the April 10 edLeader Panel presentation please use this URL link:

<https://home.edweb.net/webinar/supers20230410/>

CoSN Membership

If you, your school or district would like more information about joining CoSN please contact membership@cosn.org



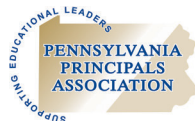
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FEATURING KEYNOTE SPEAKERS:

Hamish Brewer

Monday, August 7th Session



Hamish Brewer is a powerful and positive disruptor who transcends the status quo and typical norms in leadership and education. He is a globally recognized advocate who built his reputation on results and performance, becoming affectionately known as **the Relentless, Tattooed Skateboarding Principal** with his galvanizing message to **"Be Relentless."** Mr. Brewer served as an award-winning principal at both the secondary and elementary school levels. Recognized as the NAESP National Distinguished Principal and Virginia Principal of the Year, he was also honored with the VAESP School Bell Award and ASCD Virginia Impact Award. He was named a Northern Virginian of the year by **Northern Virginia Magazine** and Principal of the Year for the online national publication, **Education Dive**.

Under his leadership, Mr. Brewer's elementary school was recognized as a Nationally Distinguished Title 1 School, and he has since gone on to turn around one of the toughest middle schools in the state of Virginia. He is the best-selling author of **"Relentless – Disrupting the Educational Norm,"** published in 2019.

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Dr. Quintin Shepherd

Tuesday, August 8th Session



Dr. Quintin Shepherd, a true visionary for the future of education, is the Superintendent at Victoria Independent School District in Victoria, Texas. When Dr. Shepherd came to Victoria, his first priority was to listen to the voice of the community, parents, staff and students, and he then invited those stakeholders to be a part of shaping the future of the district. He focuses on the practice of compassionate leadership and expressing vulnerability, and he believes that's why

radical transparency works.

Dr. Shepherd brings inspiration, hope and valuable insights about how we can transform the way we lead school districts by modifying our approach to some of the most basic leadership practices, which he shares in his new book: **The Secret to Transformational Leadership**. Within the book, he considers how some leaders are able to connect with their communities, followers and stakeholders while others struggle. This guiding question sets the stage for a discussion on the language of leadership and the need for our language to evolve.

Jennifer Rieger, Upper Merion Area High School teacher and author of *Burning Sage* (a collection of short stories), will speak on Sunday, August 6th, at the Awards Dinner.

PASA Calendar



May:

May 3: Educator Workforce Shortage Initiatives (Webinar)
May 21-23: Women's Caucus Conference
May 29: PASA office closed in observance of Memorial Day

July:

July 4: PASA office closed in observance of Independence Day

August:

August 6-8: Pennsylvania Summit for Education Leaders

September:

September 4: PASA office closed in observance of Labor Day
September 7-8: Board of Governors' meetings
September 13: First session of PASA's 2024 Cohort of the AASA Superintendent Certification Program

October:

October 16-18: PASA/PSBA Fall Conference (Poconos)

November:

November 8-9: Board of Governors' meetings
November 23-24: **PASA office closed in observance of Thanksgiving**

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