



DR. SHERRI SMITH HIRED AS NEXT EXECUTIVE DIRECTOR

The Pennsylvania Association of School Administrators Board of Governors selected Dr. Sherri Smith as its next executive director. She will succeed Dr. Mark DiRocco on October 1.

"It is with great joy that I am able to announce that the Board of Governors approved a five-year contract with Dr. Sherri Smith to serve as our next Executive Director," PASA Board of Governors President Dr. Jay Burkhart said. "As many of you know, Dr. Smith has a distinguished career as a leader in public education. I know we are excited for her to guide the organization as Dr. (Mark) DiRocco transitions to a new chapter and we look forward to her vision for the future."

I would also like to thank the search committee, Dr. Patrick O'Toole, and Dr. Joseph Clapper for their support as we worked to identify our next Executive Director."

Dr. Smith is a decorated leader in education with more than 36 years of experience in public school education, state-level educational policy, and intermediate unit service. Before she joined PASA as its Director of Professional Development in 2022, she served as the Commonwealth's Deputy Secretary of Elementary and Secondary Education and Superintendent of Lower Dauphin School District.

"I am delighted to know that Dr. Smith will be taking the helm at PASA," Dr. DiRocco said. "She is an exemplary professional with an extensive and successful background of experience in

public education. She is one of the most prominent and best school leaders in the state, and I am confident that she will lead PASA with distinction."

As Deputy Secretary of Elementary and Secondary Education, she was a critical contributor to the Commonwealth's Covid response and worked tirelessly to improve schools, student assessment, and the development of the Accelerated Learning Toolkit and other school supports. She shared her expertise before the General Assembly, providing testimony and feedback on proposed legislation on topics including school safety, special education, school budgets, and the impacts of Covid.

She became the fourth superintendent at Lower Dauphin in 2003,

See Sherri Smith page 3

SCHOOL SAFETY SCHOOL CODE AND BACK-TO-SCHOOL BRIEFING

The Pennsylvania Association of School Administrators will hold a briefing to provide additional information and clarity on some of the most time-sensitive School Safety and "back-to-school" provisions of the 2022-23 School Code Bill on Monday, August 15, 11:30 a.m. on Zoom. Sam Koch, Senior Project Manager, PA Commission on Crimes and Delinquency (PCCD) will provide updates on School Safety provisions in School Code and Kristen Rodack, Deputy Director, PA Department of Health will provide a brief overview of back-to-school health updates.

Additionally, we will review other timely information such as PA DoH updated guidance for school reopening, use of the Emergency Instructional Time

School Safety School Code and Back-to-School Briefing

August 15
11:30 a.m. to 1 p.m.
via Zoom

Presented by:

Dr. Mark DiRocco
Executive Director, PASA

Sam Koch
Senior Project Manager, PCCD

Dr. Sherri Smith
Director of Professional Development, PASA

Kristen Rodack
Deputy Director, PA Dept. of Health



Template, and other topics.

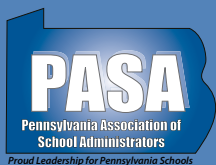
The briefing will be recorded and posted for review at your convenience if you are not able to join us on Monday morning.

Please join us for an overview of this important information.

A Zoom link will be shared with members prior to the training.

Inside this issue...

Executive Director's Message	2
At the Capitol	3
From the President's Pen	4
Communications Tip	4
Professional Development.....	5
Noteworthy Quotes.....	5
Writing Out Loud.....	6
Thought of the Day.....	7
PLUS Caucus.....	7
Women's Caucus News.....	8
WC Fall Dinner	8
COSN	9
AASA News & Advocacy.....	9
Membership News.....	10
Calendar.....	10



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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.

FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

SENSING A BETTER YEAR AHEAD



It's early August and the days are already noticeably shorter than just a few weeks ago. Back-to-school sales are in full swing and fall activities are starting up at many high schools. The push to open a new school year is ramping up for school leaders as doors will open for the 2022-23 school year in a few short weeks. Despite the many challenges that are still before our public schools, I am sensing that the year ahead will be better for our schools than the past two years.

As Winston Churchill once said, "I am an optimist, it does not seem too much use to be anything else." As a school leader, you need to be the most optimistic person in the school system.

Unfortunately, there are still significant challenges ahead as we slowly come out of the pandemic.

Many districts are still struggling to fill professional and support staff positions to open the school year.

We have received reports that districts are increasing the length of bus runs due to the lack of drivers, teaching positions remain open despite being advertised since early spring, and some districts are without building principals to start the year. Supply chain issues are still plaguing deliveries and complicating facility construction and upgrades. It is daunting, to say the least.

Many students are still struggling academically and the need for mental health services is greater than ever. School safety issues are paramount once again, as school shootings have been on the rise since schools have reopened. It is daunting, to say the least, and easy to be overwhelmed, but there are reasons for optimism.

The new school year will open under the most "normal" circumstances since the fall of 2019.

Despite the BA.5 COVID Sub-Variant rampaging among the population, there will be no masking order to start the school year and all mitigation protocols will be decided at the local level.

Vaccines and pharmaceuticals are readily available, and the quarantine period has been shortened for infected individuals.

The virus is still with us, but it is manageable.

The General Assembly and Governor agreed on a budget that truly recognized that our public schools are grossly underfunded and passed significant increases in BEF, SEF, and the special Level Up Subsidy. These dollars are all under local control allowing local school leaders and school boards to decide how to best meet the needs of their students. We've been advocating for this type of subsidy increase for years and our ship finally came into the harbor. Most Pennsylvania School Districts will have more new dollars appropriated to them than they will have to pay out in increased mandated costs for the first time in decades. That is a huge win for our students!

With better financial footing from the state and federal ESSER funds available, school districts are in a great position to upgrade their facilities and begin the long journey of rebuilding the educator pipeline that has been decimated since the Great Recession of 2007-2009. This is the time for school leaders to dedicate more time and resources to professional development, support systems, leadership development, and building school culture.

Most importantly, all school employees want to know that their leaders have their back, are keeping them safe, and genuinely care about the work they are doing on behalf of the students. Our educators and school personnel have been through a lot these past two years and so have our school leaders. It's time to give a message of hope. As you open this school year, I encourage you to dust off the residue from the past two years, strengthen your resolve, and let your people know that better days are ahead. Optimism inspires hope and gives strength to people in difficult times. Be that beacon of hope and inspiration for your students, staff, and community.

You have my best wishes for a great school year!

IN NATIONAL NEWS:

Biden Administration Strengthens School-Based Mental Health Services

Our nation's young people are facing an unprecedented mental health crisis. Even before the pandemic, rates of depression, anxiety and suicidal thoughts among youth were on the rise. The pandemic exacerbated those issues, disrupting learning, relationships, and routines and increasing isolation – especially among our nation's young people. More than 40 percent of teenagers state that they struggle with persistent feelings of sadness or hopelessness, and more than half of parents and caregivers express concern over their children's mental well-being.

To address this crisis, President Biden put forward in his first State of the Union a comprehensive national strategy to tackle our mental health crisis, and called for a major transformation in how mental health is understood, accessed, treated, and integrated – in and out of health care settings.

- The Department of Education will disburse almost \$300 million to help schools hire more school-based mental health professionals. The Biden Administration has a goal to double the number of school counselors, social workers, and other mental health professionals.
- The Biden Administration also is encouraging governors to invest more in school-based mental health services. An additional \$1.7 billion will be directed to schools through the Bipartisan Safer Communities Act.

[Learn more](#) about these provisions.

LEGISLATIVE NEWS:

Federal Judge Halts Federal Agencies from Enforcing Protections for LGBTQ People in Schools and Workplaces

A federal judge in Tennessee temporarily barred federal agencies from enforcing directives issued by the Biden administration that extended protections for LGBTQ people in schools and workplaces. Twenty state attorneys general sued arguing that the directives infringe on states' sovereign power to enforce their own legal code. [Read more](#)

Grants for Energy Efficiency and Renewable Energy Improvements at Public School Facilities

The Bipartisan Infrastructure Law provides competitive grants to make energy efficiency, renewable energy, and alternative fueled vehicle upgrades and improvements at public schools. [Click here](#) to learn more about the grant and how to apply.



STATE NEWS:

Transgender sports bill nixed by Wolf

This discriminatory legislation would prohibit transgender girls and women from participating on women's athletic teams or **sports**," Wolf wrote in his veto message. "The bill denies opportunities to transgender youth, which would have a devastating impact on a vulnerable population already at greater risk of bullying and depression." [Read more](#)

Wolf Administration Announces Plan to Attract, Retain Educators

Gov. Tom Wolf's administration announced a new three-year plan to attract and retain more educators throughout the state as schools struggle with filling vacancies exacerbated by a teacher shortage. [Read more](#)

Judge to Decide if Pennsylvania Sufficiently Funds Education

A decision about whether Pennsylvania's method of funding public education meets the state constitutional requirement that lawmakers provide "a thorough and efficient system" was left in the hands of a state judge Tuesday when argument wrapped up in the long-running case. Commonwealth Court Judge Renee Cohn Jubelirer did not indicate when she will rule but said lawyers have left her with a massive record to review. [Read more](#)

Thank you to our Platinum Sponsors:



SHERRI SMITH

continued from page 1

leading the implementation of a full-day kindergarten program, an educational foundation, a new energy-efficient elementary school, and sports complex—among her many accomplishments before she retired in 2018.



"It is truly an honor to be elected as PASA's next executive director and to follow the stellar leadership of Dr. Mark DiRocco," Smith said. "Mark has worked tirelessly in his role, going above and beyond to support school leaders and public education, particularly through the last few years of a pandemic. We owe a debt of gratitude for his tireless leadership and contributions for his service to PASA and its members. As we move forward as an organization, I look forward to building on our PASA programs, services, and supports and to provide strong and positive advocacy for public education and our students across the Commonwealth!"



COMPOSITION OF A TRUE LEADER

BY DR. JAY BURKHART, 2021-22 PASA PRESIDENT

In the circle of educational administration, many terms are bantered about amongst members.

Some of the more common terms such as leadership are often discussed; be it the person's leadership style or that of someone who may be a colleague who possesses a leadership style you may aspire to model. There is an

individual quality for each leader combined with some common characteristics that are recognized as effective when implemented. Effective leaders will also often employ a great deal of self-reflection.

Great leaders are regularly measured by the results of their actions/decisions and the outcome(s).

A second term that often enters the conversation is mentor. Mentors are the person or persons who have influenced the career of their mentee, regardless if they know it or not. The mentor, who may be in or out of the field of education, shared their wisdom or guidance for the mentee when they were in a dilemma, crossroads in their career, or considering a position change. If you are a person who is fortunate to have such a person (mentor) in your life, you can consider yourself among some of the most fortunate individuals in our profession, or any profession. Mentors provide a sense of comfort and confidence when you can turn to them for that trusted guidance. If you have more than one mentor; let it be said that no word will accurately capture the fortune you have in your career.

The last word is friend.

We have all heard the phrase it is lonely at the top. There are numerous examples of CEOs in companies and other leaders who experience the loneliness of being the person in charge – heavy is the head that wears the crown. A superintendent is tasked with leading the organization and with this task is the responsibility to understand that not only are you the person who makes the decisions but there is often a hesitancy from members of your organization to get too close – creating a sense of isolation, which is often unintended. I am sure we can all agree that the friends we have in our lives; regardless of their work, are some of the most important people to us. Most people are blessed with multiple friends, but even one is considered priceless.

As we look toward PASA beginning a new era with our recently appointed Executive Director, Dr. Sherri Smith, I felt it important to reflect a little on the past as we prepare to wish Dr. DiRocco a fond farewell to his retirement. Many of us have known or worked with Dr. DiRocco for many years, but even those of us who may have had a brief relationship with him will likely agree he is a tremendous person and leader.

Dr. DiRocco is the epitome of a leader. His guidance of our organization has been nothing short of stellar. His knowledge, patience, steady-handedness, and relationship-building skills quite simply held us together

during some of the most challenging times in any of our careers. I am one of the dozens, and many more, who consider Dr. DiRocco a mentor.

I am confident he may not even realize how much he has done for so many. Finally, I consider it a privilege to consider Dr. DiRocco a friend – a person who I know I can call at any time for his thoughts and advice on any topic – not just education. There are multiple examples of how Dr. DiRocco is a leader, mentor, and friend.

I know full well Dr. DiRocco will remain humble, as he always does, that he is who he is because of all of you and the leaders he has had in his own life. That is true to a certain extent; however, I think of the phrase you can lead a horse to water but you cannot make him drink. Dr. DiRocco has leaders in his life to emulate, and it is with little doubt, if any at all, that he has learned the craft.

So, as this article closes, I want Mark to know how grateful we are to have had the honor of working with him because when you have a leader, a mentor, and most importantly a friend in your life, you will undoubtedly think of Mark.

Mark, we all thank you for your service to public education and PASA – we are all better because of it – and our best to you in retirement – YOU DESERVE IT!

COMMUNICATIONS TIP OF THE MONTH

RETURN THOSE CALLS

The biggest public relations budget in the world won't matter if your school projects a poor image in its most basic communications. Before you hire a consultant or a public relations staff person or recruit a parent volunteer, begin improving public relations in your school district by evaluating everyday communications.

- How are people treated when they call the school? Is the person answering the phone courteous, friendly, and helpful?
- How well does your voicemail system work? Do callers get led through a frustrating phone maze? Most important of all, if a caller leaves a message, does the call get returned? Promptly?
- How often are meetings held? Are they accessible? Are parents and community members notified of meetings well in advance? Most important, is time allowed for audience discussion?
- Is the community notified of school events? Are parents given enough notice so they may re-arrange their schedules to attend?
- How well do teachers and administrators communicate with parents?

The more parents know what's going on, the more eager they are to support the mission of the school.

- *Public Relations Consultant Williams Harms, Educationworld*



USING BOOK CLUBS TO ENHANCE PROFESSIONAL DEVELOPMENT AND LEADERSHIP

BY DR. JODI FRANKELLI



At the end of the 21-22 school year, I decided I wanted to create and facilitate a summer book club in my school district. We had recently started a large initiative at our elementary level, so I selected a book related to that topic and invited all the elementary teachers, teacher assistants, and administrators. I wasn't sure if anyone would sign up...after all, who wants to read a "work" book over the summer and then discuss it with the superintendent? Much to my surprise, 20 employees signed up for the book club. That may not sound like a lot, but in a small district that had never done anything like this before, I was thrilled.

I showed up for our first book club meeting with sheets of questions and discussion topics, so I was fully prepared to facilitate the discussion. What happened next, provided yet another surprise for me. Without my assistance, the book club members started facilitating the discussions, sharing their ideas, and asking each other questions.

Occasionally I jumped in with a quick question, but other than that the book club session ran itself and an hour went by in no time. Week after week, session after session, the teachers continued to lead the discussion.

This book club was eye-opening to me on several levels, and it got me thinking about leadership.

What made this book club successful?

Why did something this simple truly work so well? I came to some conclusions that are important for all leaders to keep in mind.

"Leadership is about coping with change." - John Kotter

The book club was a means to an end. The weekly discussion sessions gave the participants the outlet to share their honest ideas and provide feedback in a safe space. This wasn't accomplished as part of a formal in-service or Act 80 day.

Instead, it occurred when employees gave freely of their own time over the summer to engage in professional development that helped them cope with the change at hand. The teachers became the stars of this book club, not me. I guided if/when needed, but the rest was driven by the teachers.

"Leadership is the capacity to translate vision into reality." - Warren Bennis

As superintendents, we are always sharing our vision with others in our organization. The book club discussions developed into the teachers taking ownership of the vision and helping to move it forward. They were having "now I get it" moments, and they were excited to use their newfound knowledge to help plan for the upcoming 22-23 school year.

"Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence." - Sheryl Sanberg

The employees in this book club had developed into leaders without even realizing it. During the last book club session, we mapped out plans and strategies for the next steps. Although some of the next steps focused on what could be done within their classrooms and schools, they also looked ahead to determine how they could impact parents, families, and the community. They were focused on the big picture and how various stakeholders could contribute and help move the initiative forward.

"If people believe in themselves, it is amazing what they can accomplish." - Sam Walton

This article is about more than just the success of a book club. It is about finding a way to truly engage others and provide them with leadership opportunities to help build capacity within your organization. For school districts to be successful, all superintendents will need to find ways to continue doing this. For me, the book club and the next steps that came from it worked well for my district. As you look ahead to the start of the 22-23 school year, I hope all of you continue

“ NOTEWORTHY QUOTES ”

"There has never been an event in which an active shooter breached a locked classroom door,"

—Sandy Hook Advisory Commission which recommended that doors in school lock from both the inside and outside.

"We just strongly believe that it is very important for the commonwealth to recognize how urgent it is to address this educator shortage head-on... The goal here really is to remove barriers to otherwise talented young people from diverse backgrounds getting into this profession. That really has been a goal for PSEA all along."

—Pennsylvania State Education Association spokesman Chris Lilienthal on the teacher shortage districts face heading into the 2022-23 school year

"I think instead of \$19,000, we fund each student around \$9,000 or \$10,000 [annually] and they can decide which school to go to: public school, private school, religious school, cyber school or home school."

- Doug Mastriano, State Senator and candidate for Governor on cuts to public school funding that would add up to billions in lost school funding each year



JUST THE FACTS

BY ADAM KULIKOWSKI

The start of the school year is rapidly approaching for many in the Commonwealth. Parents and caregivers will want to know about your district's COVID-19 protocols, any changes to transportation procedures, and a myriad of other topics.

How you communicate with your school community matters.

In an era where there is so much misinformation floating around, it might be tempting to develop a resource for your school community built in the myth vs. fact format.

We've all seen the myth-vs. fact articles, social media posts, etc. Many begin by bolding the myth, then supplanting that falsehood with a detailed explanation about why it is not correct.

That might seem like a logical way to help the audience.

But I want to throw caution to that strategy. It isn't the best way to convey the information you wish to share. It's likely causing more harm.

When we share the myth, what we are really doing is helping to make that information more familiar to our audience.

Research backs this up. Consider this excerpt from The Conversation, a non-profit organization that uplifts knowledge from academic experts for the public:

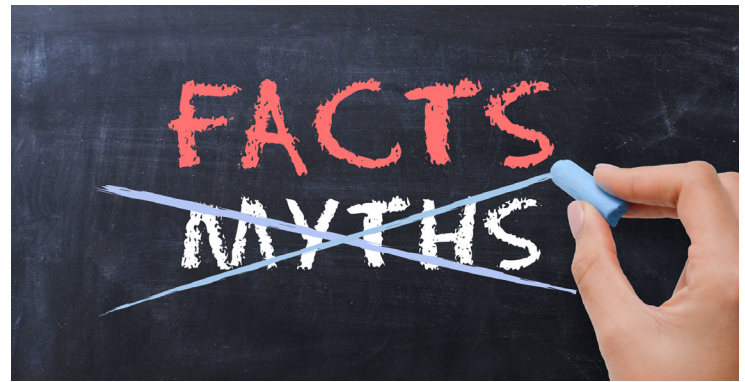
Cognitive science research shows people are biased to believe a claim if they have seen it before. Even seeing it once or twice may be enough to make the claim more credible.

This bias happens even when people originally think a claim is false, when the claim is not aligned with their own beliefs, and when it seems relatively implausible. What's more, research shows thinking deeply or being smart does not make you immune to this cognitive bias.

The bias comes from the fact humans are very sensitive to familiarity but we are not very good at tracking where the familiarity comes from, especially over time.

One series of studies illustrates the point. People were shown a series of health and well-being claims one might typically encounter on social media or health blogs. The claims were explicitly tagged as true or false, just like in a "myth vs fact" article.

"By framing your conversation around what is true, you are reinforcing the information you want your audience to retain, avoiding erroneous information, and setting the framework for that good information to be shared by your readers with others."



When participants were asked which claims were true and which were false immediately after seeing them, they usually got it right. But when they were tested a few days later, they relied more on feelings of familiarity and tended to accept previously seen false claims as true.

Ok, so if you aren't going to use this format to dispel misinformation, what do you do?

Focus only on the facts.

By framing your conversation around what is true, you are reinforcing the information you want your audience to retain, avoiding erroneous information, and setting the framework for that good information to be shared by your readers with others.

Tips to execute a Fact-only strategy:

- Use visuals to help information stick with a reader: When information is vivid and easy to understand, we are more likely to recall it. Use photographs or graphics that are related to your information to increase the chances people will remember (and believe) the material. (from The Conversation)
- Make it relatable: Making the truth concrete and accessible help accurate claims dominate the public discourse and our memories. (from The Conversation)
- Use repetition: There's a rule in radio advertising that says a listener needs to hear the message at least three times for it to stick—that's why good advertising, for example, will repeat a business's phone number or key information multiple times in a 30-second spot.
- The same is true when we are working to communicate key information with our school community. The more times one hears the message, the more likely one will retain the information.
- Make it personal: Bonding with your audience through the use of a personal experience or a story often triggers a personal connection with the reader, which helps in their memory connection. Think about how many times you've read a story about someone's experience that caused you to feel an emotion—and ultimately remember what you read.

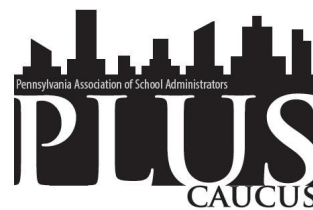
THOUGHT FOR THE DAY

"Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." – Kofi Annan



CELEBRATING OUR ACCOMPLISHMENTS AND CREATING SPACE FOR NEW LEADERSHIP

BY STEPHEN RODRIGUEZ, PLUS PRESIDENT

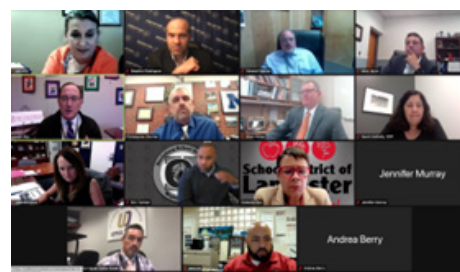
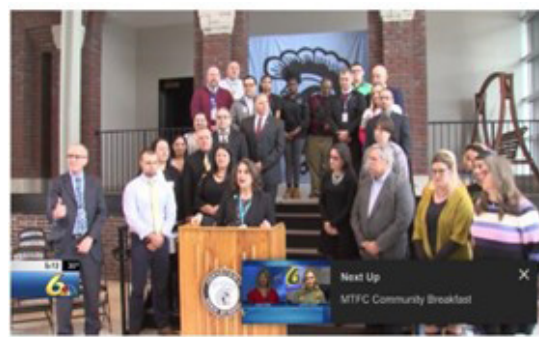
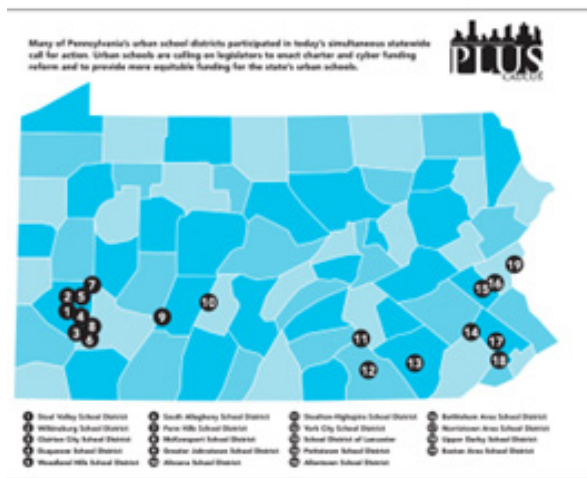


At the May caucus meeting, I informed urban leaders across the Commonwealth that after three great years as president of the Caucus, I would be stepping down, not running for a second term, and moving to a support role for new leadership, who will be elected and installed at our October Meeting.

Our caucus has come a long way and I am very proud of the work we accomplished together which includes but is not limited to:

- Re-activation of our group after integrating with PASA from our initial history of being an independent organization, transitioning to a fully functional Caucus.
- Holding the first state-wide multiple-site press conference in December 2019 on the issues of Cyber, Charter, and Fair Funding in Urban Districts.
- Multiple visits to Harrisburg for advocacy events, both joint and independent of other groups
- Consistent communication on events and topics related to the particular needs of urban leaders
- Participation in rallies and other events that advocate for the large and growing population of minority students in the Commonwealth
- Regular meetings and networking of different school districts from the Pittsburgh area to the Philadelphia region
- Support of the Adequate Public Education Funding lawsuit
- Support and creation of local parent and community advocacy groups
- Jointly written letters to federal and state legislators on behalf of the students in Urban Districts
- Total revamp of our caucus bylaws
- Major advocacy participation in this most recent and historic investment in education with the last budget (Level Up Funding)
- And finally, the announcement of our own professional development conference on March 30, 2023

The pandemic created an ultra challenge for urban students and staff and while the fight continues, we have made significant progress. I thank the many superintendents and school leaders who have supported the caucus with their attendance and their actions. Also, a big shout out to the other officers who never hesitate to say it like it is, fight for students, and never give up on public education. A special thanks to, Dr. Joe Roy and Dr. Chris Dormer.





NEW SCHOOL YEAR RESOLUTIONS

BY TINA KANE, ED.D., WOMEN'S CAUCUS PRESIDENT



The beginning of the school year provides educators with an opportunity to create new goals and resolutions. Goal setting is an important part of self-improvement and professional growth. Think of it as a new year's resolution in August rather than January. Hey, there is Christmas in July, so why not have a new year's resolution in August? According to Wikipedia, a new year's resolution is a tradition "in which a person resolves to continue good practices, change an undesired trait or behavior, accomplish a personal goal, or otherwise improve their behavior."

This same definition is applicable to a new school year's resolution. While many new year's resolutions focus on eating healthier, exercising more often, saving more money, and spending more time with your family and friends, refocus the goal by applying it to best teaching practices in and out of the classroom. Breaking down a new resolution into three parts will help to meet goals and milestones. These three parts are to set a goal, make a plan, and take action.

Educators can set a goal surrounding instructional practices such as keeping students in the center of planning, creating a regular routine, modeling more often, offering hands-on learning experiences, providing effective feedback, and using more technology. In terms of collegial goals, educators can strive to build better relationships with staff and students, be more collaborative, focus on the positive in situations, and find joy in working with children.

As administrators, whether you are a building principal, central administrator, or superintendent, it is common to be consumed by the daily minutia that takes time and attention away from other priorities. Perhaps setting a goal to be more present in the classrooms, speak with students about their thoughts and ideas about school, engage in conversation with teachers more often, or attend more extracurricular activities as a spectator rather than the facilitator. We all start each day, month, and year with the plan to accomplish these important intentions, but the time goes so fast and before we know it, the school year has ended.

The second part, making a plan, is necessary to

accomplish your goals. Making a plan provides direction and motivation. Be realistic and commit to your goals by writing down exactly what you hope to accomplish. Set a timeframe for accomplishing your goals and make them doable. Stop by each classroom and visit grade-level lunches once per week. Schedule



your steps to accomplish your goals whether it is a designated date or a monthly, bi-monthly, weekly, or daily timeline.

Plan self-check-ins to review your progress and allow yourself the ability to make adjustments. Jonathan Lockwood Huie said, "Are your habits moving you toward your life goals? Or are they keeping you stuck in place?" A true assessment of your progress is necessary for success.

The third part is to take action. The well-known saying, "There is no time like the present," stands true. Take the first step to getting started by following your plan. Along the way believe in yourself and be willing to make adjustments as you go. You will accomplish your goals if you keep making steps toward your objective.

Celebrate when you get it done! It is not easy to commit and stay focused. When you achieve your goal, it is important to reflect back on what you have accomplished and reward yourself. Rewards come in all shapes, sizes, and forms. The simplest gesture of a hand clap and cheer or a grand gesture of purchasing a special gift for yourself as a reminder of your success can assist in moving forward with your next set of goals. Best of luck with your new goals for this school year.

"While many new year's resolutions focus on eating healthier, exercising more often, saving more money, and spending more time with your family and friends, refocus the goal by applying it to best teaching practices in and out of the classroom. Breaking down a new resolution into three parts will help to meet goals and milestones."





Women's Caucus Annual Fall Dinner



When - Wednesday, November 16, 2022

4:00-5:15p.m. Registration

Where - Maggiano's Restaurant

205 Mall Boulevard, King of Prussia, PA 19406

**Dinner Details - Cost of Dinner \$65 by October 24,
\$75 after that date, Appetizers & Cash Bar**

Registration - Can be made online by clicking [here](#).

Registration
ends
November 10

Or by check, made payable to PASA and sent to
PASA, Attention: Anna Maria Stankoczi
2608 Market Place, Harrisburg, PA 17110

Featured Presentation

Dr. Colleen Lelli, Cabrini University
Creating Trauma Sensitive Schools:
The Importance of Mental Health
Awareness and Positive School Climate



This year's donations will be collected for
Philabundance to support children, families, and seniors
in need of healthy meals. Philabundance Chief Executive
Officer, Loree D. Jones will be a guest speaker. Click
[here](#) to donate online or donate at the dinner event.

PHILABUNDANCE

MEMBER NEWS

REGION 1

Brandon Robinson is now serving as superintendent of the Jefferson-Morgan SD. He replaces **Joseph Orr**, who has retired. Robinson previously served as a principal in the district.

REGION 3

Dr. Daniel Castagna has been appointed superintendent of the Woodland Hills SD. He has been serving as interim superintendent in the district since late January.

REGION 6

Dr. Eugene Thomas has been appointed superintendent of the Franklin Area SD. He most recently served as superintendent at Lowellville SD in Mahoning County, Ohio, and previously served as superintendent in the Shenango Area SD (I.U. 4).

REGION 7

Greg Ferencak is now serving as superintendent of the Derry Area SD. He had been serving as the district's assistant superintendent. Ferencak replaces **Eric Curry**, who has retired. Region 14

Dr. Christy Haller is now serving as superintendent of the Exeter Township SD. She previously served as the district's Director of Human Resources.

REGION 15

Dr. Colleen Friend has been appointed the next superintendent of the Carlisle Area SD, effective July 1. She currently serves as the district's assistant superintendent. Friend will replace **Dr. Patricia Sanker**, who has been serving as the district's interim superintendent.

REGION 16

Dr. John Bickhart has been appointed superintendent of the Milton Area SD, effective September 14. He currently is serving as assistant to **Dr. Cathy Keegan**, the district's superintendents, who is retiring in September. Bickhart formerly served as Director of Curriculum, Instruction and Technology in the Danville Area SD.

REGION 20

Dr. Richard Kaskey is now serving as superintendent of the Nazareth Area SD. He previously served as assistant superintendent in the Susquehanna Township SD. Kaskey replaces **Dr. Dennis Riker**, who has retired.

REGION 28

Teresa Young has been appointed superintendent of the United SD. She previously served as superintendent of the Keystone SD. Young replaces **Dr. Barbara Parkins**, who has retired.

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 Web site at www.pasa-net.org (Click on the "Leadership Development" button and look for "Career Center.")

PASA CALENDAR

All programs and meetings are virtual. See the PASA web site at www.pasa-net.org.

AUGUST

- 13 Superintendent Licensure Exam Prep Session
- 15 School Safety School Code and Back-to-School Briefing
- 31 Managing the Risks: Professional Ethics and the Educator Discipline Act

SEPTEMBER

- 5 PASA office closed
- 8-9 Board of Governors' meetings (PASA office)
- 13 Managing the Risks: Complex Student Issues: Avoiding Ethical & Legal Issues
- 21-22 New Superintendents' Academy Part 1

OCTOBER

- 14 Summit for Assistant Superintendents and Supervisors
- 20 Managing the Risks: Record Retention, Right to Know and Litigation Holds
- 31-2 PASA/PSBA Fall Conference (Poconos)

NOVEMBER

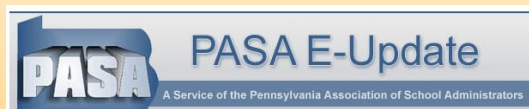
- 15 Managing the Risks: Fiscal Responsibilities—Managing Revenues and Expenditures
- 16 Women's Caucus Annual Fall Dinner

WHAT YOU NEED TO KNOW!



For breaking education news and the latest from the Capitol, follow us on Twitter @PASASupts.

Find what you need to know in the weekly "Education Update." Watch your email on **Mondays** for the E-Update and link to this weekly report, a source for the latest in education and budget news from Harrisburg, Pennsylvania and the nation.



PASA SUMMER HOURS



PREMIER OF SEASON 5, THE EMPOWERED SUPERINTENDENT SERIES AND RELEASE OF THE COSN 2022 STUDENT HOME CONNECTIVITY REPORT

Premier of Season 5, EmpowerED Superintendent Series

The EmpowerED Superintendent Series, which is co-hosted by AASA, CoSN, and edWeb.net and sponsored by ClassLink, launched Season 5 this past Monday, August 8, 2022, at 5:00 pm Eastern Time with *Leading Learning in the 2022-2023 School Year: Ready, Set, Go*. Superintendent Panelists Dr. David Schuler, Dr. Carol Kelley, and Mr. Matthew J. Miller joined host/moderator Ann McMullan in looking at the new school year through the lens of strategies and innovations that engage all learners, teachers, administrators, and families in their districts. The Superintendents also reviewed how they are maximizing new funding resources and their plans to sustain the projects that have been funded by access to new financial aid. For additional information and the link to register free for the recording or podcast version please go to <https://home.edweb.net/webinar/supers20220808/>.

CoSN 2022 Student Home Internet Connectivity Study

CoSN recently released its report on the second year of the association's breakthrough study on student at-home connectivity and its impact on students' home-to-school experiences. The study involved seven K-12 urban suburban and rural school districts serving a combined total of nearly 300,000 students. The findings in the study provide school leaders with a guide to learn their own next steps in solving the inequities that still exist around school-to-home connectivity which has a great impact on the work students are able to access and complete when doing schoolwork from home or other locations outside of their school settings. You are invited to access the complete *CoSN 2022 Student Home Internet Connectivity Study* at:

<https://public.tableau.com/app/profile/jennifer.boronyak/viz/CoSNHomeInternetConnectivityFindingsJuly2022/DataStory>

In addition to the *CoSN 2022 Student Home Internet Connectivity Study*, CoSN provides a wide variety of resources for school leaders who are working to solve the challenges of digital equity at: <https://www.cosn.org/digital-equity/>

CoSN Membership: If you, your school, or district would like more information about joining CoSN or getting more involved with CoSN, please contact Me'Shell Sheffield, CoSN Director of Membership and State Chapters, at MSheffield@cosn.org.



AASA Joins K12 Groups in Amicus Brief for SCOTUS Case on Affirmative Action

AASA joined the National School Board Association, National Association of Elementary School Principals, and American School Counselors Association in an amicus brief for *Students for Fair Admissions (SFFA) v. Harvard* and *SFFA v. University of North Carolina*. This pair of cases—which have been separated for oral argument—concern racial discrimination in affirmative action programs as used in for college admissions. *SFFA v. Harvard* centers on Harvard University's undergraduate admissions process; the program is accused of discriminating against Asian American applicants. In *SFFA v. UNC*, the University of North Carolina's consideration of socioeconomic factors in admission is called into question, for violating Title IV of the Civil Rights Act. Read [AASA's brief here](#).

In the August Issue:

The July edition of *School Administrator* focuses on how superintendents can portray the traits of a strong moral and intellectual leader; how to balance the collective trauma experienced in school communities with high-level instruction; personal cell phone use for work purposes and more.

NEWS & ADVOCACY

Quotes:

Today, school districts across the country are grappling with the collective trauma caused by the COVID-19 pandemic. Many schoolchildren were home for 18 months without the stability and human connection needed to learn. They lost loved one. And while they are now back in school, many are not emotionally or physically OK. —Excerpt from AASA's August edition of *School Administrator*, "Healing-Centered Leadership: The Challenge of balancing the collective trauma communities have experienced with the responsibility of teaching and learning at high levels"

Organizational leaders who are accustomed to exploring issues of values and belief—instead of debating who's in charge—know instinctively where to turn when a nearly unimaginable crisis strikes. They are skilled at reframing problems into opportunities.

—Excerpt from AASA's August edition of *School Administrator*, "Navigating a Pandemic with Moral and Intellectual Leadership"

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education. AASA, The School Superintendents Association, is the only national organization that represents and promotes the concerns of chief school administrators across the nation! See the AASA website, <http://www.aasa.org>, for details or contact the PASA office.