



# THE PASA Flyer

Vol. 66, NO. 5- February 2024

Proud Leadership for  
Pennsylvania Schools

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on the Job**

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## New Superintendent Induction Program

**For educational leaders, by educational leaders**

### Looking for a mentor?

PASA's New Superintendent Induction Program will provide needed support and guidance for beginning superintendents to help them succeed with the transition into the superintendency. This program **facilitates a working relationship between the superintendent and an experienced mentor** that allows for open and private discussions and provides resources to sustain school system leaders.

### This new program will include the following parameters:

- A Mentor will be matched with the leader for twelve consecutive months for the Comprehensive Program or as otherwise determined by the selected Program option.
- Regular contact mentor/superintendent meetings as needed to:
  - Review current progress and identify next steps throughout the year to accomplish the superintendent's desired results.
  - Assist with effective practices for communications with School Boards (e.g., agendas and information for school board meetings).
  - Assist with effective practices for working with the District's Administrative Team.
  - Assist with effective practices for communications to staff, parents, and the community.
  - Address current issues and concerns within District.
  - Review and help prioritize typical monthly tasks for Superintendents to accomplish, including budget development.
- Mentor will attend at least one board meeting (more if requested) to gain perspective of board and community climate (if part of the developed program).
- Mentor will attend at least one administrative team meeting (more if requested) to observe and advise as needed (if part of the developed program).
- Mentor will be available and on call for the leader to discuss any items or issues

**Note:** The program will be adapted to meet the individualized needs of the superintendent.

The program is open to PASA members who are current or acting superintendents. The superintendent applies to participate via the PASA New Superintendent Induction Program Application that requests information about the superintendent, the superintendent's district, and the superintendent's desired result(s).

**For more information and pricing, [visit PASA's website.](#)**

### The PASA Flyer is published monthly

#### President:

Dr. George F. Fiore, Executive Director  
Chester County I.U.

#### Treasurer:

Lynn Fuini-Hetten, Superintendent  
Salisbury Township School District

#### President-Elect/Secretary

Dr. Gennaro Piraino, Jr.  
Franklin Regional School District

#### 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](mailto:pasa@pasa-net.org). Copy deadline is the 1st of each month.

#### Past President:

Dr. John Sanville, Superintendent  
Unionville-Chadds Ford School District

#### Executive Director:

Dr. Sherri L. Smith

#### Director of Professional Development:

Dr. Michele M. Balliet

#### Director of Communications:

Adam Kulikowski



# PASA Leadership Forum

## March 13-15, 2024

### Hershey Lodge

## *Unleashing Potential: Navigating the Continuum of Creativity & Innovation in Schools*

**All attendees will receive a free copy of *When You Wonder, You're Learning* by Gregg Behr and Ryan Rydzewski.**

**A**re you registered for the PASA Leadership Forum, Unleashing Potential: Navigating the Continuum of Creativity and Innovation where the future of education in Pennsylvania takes center stage?

Don't miss out! Come join us on March 13-15 at the Hershey Lodge and Convention Center!

In addition to the legislative panel, quality keynote speakers, and curated breakout sessions from school leaders across the commonwealth during the first two days of the forum, please join us on Friday, March 15 for a unique opportunity to discuss, share, and plan for the latest developments in education, specifically focusing on the newly legislated flexibility in the school calendar and seat time.

For Friday's events, Dr. Sherri Smith and Dr. Michele Balliet, along with invited PASA members, will facilitate a working session designed specifically to provide participants with in-depth insights and practical tools to adapt to these changes effectively. Moreover, be part of a visionary discussion on EducationNext: A Shared Vision for the Future of Public Schools in PA, where we will explore innovative strategies and ideas shaping the future of learning. Don't miss this chance to connect with fellow educational leaders, gain valuable knowledge, and lead your schools toward a dynamic and progressive future.

**Leadership Forum attendees can earn 50 PIL hours by completing program requirements through PASA's Canvas learning platform.**

## Featured Speakers:



### **Kent Julian**

*Dream to Do*

Most leaders have big goals for their teams and organizations. But often, instead of achieving those dreams, they get stuck in dreamland. Each year the same goals get set, and each year the same goals go unmet. Yet, when leadership cultivates the right environment, any team can move from DREAM to DO. That's because the environment you create determines the results you produce.



### **Gregg Behr**

*When You Wonder, You're Learning*

Playful and practical, *When You Wonder, You're Learning* explores the science behind Mister Rogers' Neighborhood, revealing what Fred Rogers called the "tools for learning": essential skills and mindsets that boost everything from academic performance to children's well-being. These tools, which cost next to nothing to develop, hinge on the very things that make life worthwhile: self-acceptance; close, loving relationships; and a deep regard for one's neighbor.

## Conference Investment:

### **PASA Members:**

(All Days) Full Event: \$449

(Day 1) W/Th: \$320

(Day 2) Th/F: \$320

Members may bring guests from their own district/organization at a discounted rate!

### **Guests of members:**

(All Days) Full Event: \$429

### **Non-PASA Member:**

(All Days) Full Event: \$549

(Day 1) W/Th: \$420

(Day 2) Th/F: \$420

**Plus:** Join us Wednesday evening for our legislative panel discussion and the next two days for cutting-edge learning sessions on the latest education innovations and learning strategies happening in Pennsylvania.

**[Click here](#) to register and book your hotel reservation!**



# From the Executive Director

## *The 2024-25 Budget Stage is Set*



**By Dr. Sherri Smith**

Executive Director, PASA



**G**overnor Josh Shapiro delivered his second annual budget address in the Capitol Rotunda on February 5. Governor Shapiro unveiled a \$48.3 billion spending plan (roughly a 7% increase) that proposes to significantly increase funding for public education, as well as provide additional spending on public transit, economic development, housing, and health care, among other priorities.

The Governor's proposed budget sets forth a difficult task for members of the General Assembly in the coming months to find agreement on a final budget.

The Governor's budget includes a substantial increase in Basic Education funding and is in sync with the first-year recommendations of the Basic Education Funding Commission.

The BEF increase is for 1.072 billion dollars, of which \$872 billion is to close the equity gap and an additional \$200 million is for all schools through the BEF formula. Four hundred sixteen school districts are in line to receive part of the equity funding.

The Governor also proposed a \$50 million increase in special education funding, a \$2.4 million increase to Career and Technical Centers, and \$7 million for dual enrollment.

Three hundred (\$300) million was proposed for



environmental repair projects in school buildings. He also proposed to continue grants for school safety and security improvements (\$50 million) and mental health (\$100 million) which are administered through PCCD.

To assist with the educator workforce shortage, \$10 million was recommended for the Educator Talent Recruitment Account and a \$5 million increase in funding for student teacher stipends to support Pennsylvanians training to become certified educators in the Commonwealth.

Early Intervention and higher education also received support in the Governor's budget. Funds were added

for our youngest Pennsylvanians - \$30 million for Pre-K Counts program and \$2.7 million for Head Start to support their learning and stabilize the workforce. Higher education received a lot of attention in the Governor's budget both in funding and in a proposal to restructure the Pennsylvania State System of Higher Education and Community Colleges under a united new governance structure, along with a 15 percent increase in state funding.

Finally, a statewide tuition rate of \$8,000 for students attending cyber charter schools was proposed which would save districts more than \$262 million annually.

***The stage is set with a gracious amount of funding for our public schools – a great first-year investment to ensure equity of instruction for our students across Pennsylvania's public schools. It's now up to our legislators to move these proposals forward.***

The next few months will be challenging as they decipher the many new program proposals that the Governor introduced and establish their priorities. Advocacy will be important as we strive to ensure that the funding established for education remains the priority.

Fixing the equity concerns across our schools is not a one-year fix but will take multiple years of additional funding. Controlling costs of cyber charter schools and the rising costs of special education are two policy areas that have critical impacts on our budgets and need to finally be addressed.

It will be important in the days ahead for PASA members to meet with their legislators and impress upon them the need for our schools to receive this level of funding and to share the types of programs and supports we can provide for our students if we receive these funds.

Our collective advocacy this spring is crucial to ensure that we address the equity concerns identified in the Commonwealth Court's findings.

As I write this, I am on a flight to San Diego for the AASA National Conference on Education. Over 150 Pennsylvania educators are heading to the conference this year!

I am looking forward to a few days of networking and learning together. We all need to remember to take time for our own professional growth to keep on the cutting edge of educational innovation and excellence.

We are off to a great start in 2024!

Best, Sherri

# Region News:

## Region 7:

Jeff Taylor will resign from his role as Superintendent of Norwin School District, effective June 30. Before joining Norwin in 2019, Taylor served as the Assistant Superintendent at North Hills.

## Region 19:

Erin Keating will become the Superintendent of the Scranton School District on April 1. Keating submitted her resignation at Old Forge School District. She has led the district since 2019.

Please report member news to PASA at [pasa@pasa-net.org](mailto: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](http://www.pasa-net.org) (Click on the "Leadership Development" button and look for "Career Center.")

## What to Know About Gov. Shapiro's 2024-25 Budget

- Governor Josh Shapiro's proposed budget includes a nearly \$1.1 billion increase for basic education funding—of which \$872 million is proposed as a first-year adequacy investment (moves into the BEF base) and \$200 million is proposed to be distributed through the Basic Education Funding Formula.
- Establishes a statewide cyber tuition rate of \$8,000 per student per year. This would save school districts \$262 million annually.
- \$50 million spending increase for special education funding.
- \$50 million continuing investment in school safety and security improvements.
- \$300 million in sustainable funding for environmental repair projects in school buildings.
- \$100 million for additional mental health resources in schools.
- \$3 million to provide for menstrual hygiene products at no cost to students in schools.
- \$10 million for the Educator Talent Recruitment Account to increase participation in the education workforce by covering tuition, fees, supplies, or other costs that serve as barriers.
- Increased funding for student teacher stipends by \$5 million to a total of \$15 million to support Pennsylvanians training to become certified and committed educators in the Commonwealth.
- \$2.7 million in additional funding for the Head Start Supplemental Assistance Program and an additional \$30 million for the Pre-K Counts program.
- \$2.4 million in additional funds for Career and Technical Education and continuing \$7 million in support of dual enrollment.

You can find all the [Governor's proposed budget documents](#) on PASA's website on the state budget page located in the News and Advocacy section.



# From the President's Pen

## *It's Always Budget Season in Pennsylvania*



By Dr. George F. Fiore  
2023-24 PASA President



**A**s we settle into the second half of the school year, it's time to delve into a crucial aspect of educational management: district budgeting and its profound connection to our priorities, particularly the well-being and growth of our students. In our journey towards fostering learning organizations, it is imperative to understand how our budgeting processes reflect and shape our educational values.

I can remember sitting in an administrative meeting led by a dynamic superintendent (and my mentor) in the early 2000s when we were going through the difficult task of budgetary cuts.

There were suggestions for each department and school to cut 10% of the budget. There were others to outsource support staff to private entities. This discussion went on for quite a while until our superintendent said, "How do we address our budget issues without negatively impacting students and their learning?"

At the heart of any school district lies our students—the young minds we aim to nurture, inspire, and empower. Thus, it is only fitting that our budgeting decisions revolve around their needs, aspirations, and holistic development.

In aligning our financial allocations with our educational goals, we not only invest in tangible resources but also affirm our commitment to the collective success of every learner. This alignment also communicates to staff, parents, students, and our community our priorities.

In discussing district budgeting, it is essential to acknowledge the insights of Phillip Schlechty, whose work distinguishes between a learning organization and a bureaucracy. Schlechty's framework underscores the importance of fostering environments where learning thrives, as opposed to rigid structures that stifle innovation and growth.

In a bureaucratic system, decision-making processes are often hierarchical and rule-bound, prioritizing conformity over creativity.

Resources are allocated based on tradition and administrative convenience rather than pedagogical effectiveness.

Conversely, a learning organization embraces flexibility, collaboration, and continuous improvement, placing students at the center of its endeavors.

When we approach district budgeting through the lens of Schlechty's paradigm, we recognize the transformative potential of prioritizing students' needs and experiences. Rather than viewing budgeting as a mundane exercise in financial management, we perceive it as a dynamic process of value articulation and resource alignment.

***In a learning organization, budgeting becomes a strategic tool for realizing our educational vision and fostering equitable outcomes for all students.***

***It empowers educators to innovate, experiment, and tailor instructional approaches to meet diverse learning styles and preferences. It enables administrators to invest in programs and initiatives that address systemic inequities and promote social justice within our schools.***

Additionally, transparent and participatory budgeting processes cultivate a sense of ownership and accountability within the school community.

By engaging stakeholders in meaningful dialogue and decision-making, we foster a culture of trust, collaboration, and shared responsibility. Students, families, teachers, and administrators become active participants in shaping the future trajectory of our educational system.

As advocates for student-centered budgeting, we must prioritize investments that advance educational equity, foster inclusive practices, and dismantle barriers to learning.

This requires a concerted effort to identify and address the unique needs of marginalized and underserved student populations, ensuring that every child has access to high-quality education and support services.

In conclusion, district budgeting is not merely a technical exercise but a moral imperative—an opportunity to reaffirm our commitment to student success and well-being.

By embracing the principles of a learning organization and prioritizing students at every stage of the budgeting process, we can create vibrant, responsive, and inclusive school communities where every child can thrive.

Together, let's reimagine district budgeting as a catalyst for positive change—a tool for building a more just, equitable, and student-centered education system.

## New PASA Sponsor!

**noredink**

**PASA is honored to welcome  
NoRedInk as a Platinum sponsor.**

**For more information on NoRedInk, visit:**

**[www.noredink.com](http://www.noredink.com)**

## Thank you to Our Silver Sponsors!





# Professional Development

## *Embedded PD: Learning on the Job*



By Dr. Cindy Mierzejewski  
Retired Administrator



This time of year many school districts are planning calendars for the 2024-25 school year. There are many aspects to consider: most effective scheduling for instructional time; best times for breaks, exams, and parent conferences; and how to use snow days and flexible instruction time. One of the challenges when planning the school calendar is finding the best and most effective time for professional development. The structured professional development time is great for district-wide programs, implementation of new initiatives, and mandated PD topics, but I have found that the most effective educator development is that which we can plan for on-site and in real-time.

Educator professional development does not have to be and should not all be the traditional “sit and get” training. It should be more and go beyond workshop attendance. The most effective type of educator development is embedded within their job.

There is great value to be found in job-embedded professional development. Both studies and common sense show that professional development is most effective when it is practical rather than theoretical. The most effective types of educator development leverage the engagement of the teachers and allow for learning over a period of time in which they can reflect individually or meet to process

To view upcoming professional learning opportunities, visit [PASA's website](#) or check out our calendar of events on Page 28.

the new information. All of the philosophies around adult learning stress the importance of adults finding the motivation to try new or different approaches and that the application needs to be as immediate as possible (next class; next day).

We can implement a variety of strategies that allow educators to use their new learning within the context of their immediate daily work, including mentoring/coaching, team problem-solving, built-in leadership roles, and action research. Two researchers (Eleanor Drago-Severson and Carl Glickman) whose work I rely on a lot have identified methods that would allow for learning on the job. These methods are represented in some of the following strategies.

### **Mentoring/Coaching**

A mentoring or coaching relationship has a number of benefits. It can break down the walls of isolation that teachers (or administrators) can sometimes feel in a small, respectful setting. Mentoring/coaching can take the form of expert coaching or peer coaching. All parties have the



opportunity to learn in these situations. In the case of peer coaching, it is always beneficial for teachers to get a chance to observe in others' classrooms and to learn, even in the designated role of coach/observer. For all types, the best coaching scenarios start with an agreed-upon purpose and focus. It keeps the process objective and the follow-up discussions meaningful.

### **Team Problem Solving**

Team problem-solving can leverage the professional expertise and perspectives of the team members. This method of job-embedded professional development can take a variety of forms: critical friends group, professional learning communities (PLCs), and collegial inquiry. To be most effective, these groups need to start with a clarity of purpose and goals. It is easy to get distracted when we all can find time to work together and we have so many things that we want to discuss. The use of structured agendas or tuning protocols (depending on the purpose of the group) can aid in keeping the discussions focused on student learning.

### **Built-in Leadership Roles**

Allowing educators to take on leadership roles in a formal or informal capacity provides an environment for them to experience unique perspectives and gives them opportunities to “stretch their muscles” in areas that may be new to them. In addition to building the development of the educator, we are also building the capacity of the school or district.

### **Action Research**

We can do action research individually or with a group. The first step is problem identification. Sometimes the problem can be glaringly evident, but there are times when the individual or group can struggle with finding a topic. However, it can be very easy to identify with questions that educators are asking themselves every day, such as “I wonder what would happen if...?” These are the questions that action research work is built on. The focus here again should be on what is impacting student learning. The next steps would be planning, data collection, and analysis. The crucial parts of the process are evaluation/reflection where we can make changes or put the next steps into place. If the educators are working individually, I recommend that there is an opportunity for them to share with their colleagues. The shared knowledge can be helpful to all.

I believe that the most important component of all of the embedded learning strategies described above is the powerful impact of teachers talking with other teachers about the teaching process. The ability to honestly and authentically reflect — either personally or in a group — is the impetus to true growth.



## **Nominate a Female Leader Today!**

### **Margaret Smith Leadership Award**

This award, presented by PASA's Women's Caucus, is given to a female administrator who has demonstrated proven leadership in education. The award is named for Dr. Margaret Smith, first president of the Women's Caucus, a former Pennsylvania superintendent and a former PA Secretary of Education.

Make your nomination now for the 2024 award recipient by March 19.

### **Wanda McDaniel Award**

The Wanda McDaniel Award, presented by PASA's Women's Caucus, is granted annually to a female professional educator who displays outstanding leadership qualities, while aspiring to higher levels of leadership.

Make your nomination now for the 2024 award recipient by March 19.

# Empowering New Heights:

## *The Fly Like A Girl Initiative Soars*



**By Dr. Janeen Peretin**

Dir. of Comm., Innovation, and Advancement  
Baldwin-Whitehall



**G**uided by Dr. Kristin Deichler (South Fayette Township School District), Dr. Janeen Peretin (Baldwin-Whitehall School District), and Ms. Emily Sanders (Beaver Area School District), the Fly Like A Girl (FLAG) program is making remarkable strides in empowering young women to explore careers in aviation, offering a pathway to FAA drone pilot certification.

This project is supported in part by a Moonshot Grant from Remake Learning and it showcases the power of collaboration between Baldwin-Whitehall, Beaver Area, and South Fayette Township school districts.

The program officially took flight with its first cohort of students in May 2023. FLAG presented 20 high school students from the grant writers' schools along with Ambridge and McKeesport Area High Schools with the extraordinary chance to immerse themselves in drone technology.

Conceived by Deichler, Peretin, and Sanders in response to the critical gender gap in aviation—an industry poised for significant growth with a predicted 51.1% increase in demand for drone pilots—FLAG aims to elevate the presence of women in this field.

Despite women making up less than 8% of certified remote pilots as of 2021, FLAG is set on changing this narrative by providing focused training and resources

for young women.

FLAG's curriculum is meticulously crafted to equip female students with the theoretical and practical knowledge needed for the FAA drone pilot exam, ensuring they have every opportunity for success without financial barriers as the \$175 exam fee is covered after the students demonstrate readiness to sit for the exam. At Beaver Area High School, the academy also helps students meet a new graduation requirement that stipulates they must engage in at least one work-based experience or obtain an industry-based credential.

The program's impact is evident, with its first cohort celebrating their achievements in December 2023. Students quickly applied their skills within their communities, showcasing the program's effectiveness in fostering real-world applications of drone technology.

Gourisree Prasanth, a senior at South Fayette, has notably advanced her expertise by partnering with Dr. Lori Paluti, CEO of Pittsburgh Drone Services.

Dr. Paluti served as the main technical instructor for the FLAG program. Prasanth applied her skills to enhance her school's football team strategies by capturing aerial footage for the team and coaches to study.

She is also embarking on an apprenticeship with



## PASA Celebrates the Achievements of New Superintendents' Academy Graduates



Through a series of three, two-day, in-person workshops, participants in PASA's New Superintendents' Academy learned and engaged with and from experts in the field regarding various aspects of their new responsibilities including strategic and cultural leadership; systems leadership; and professional and community leadership.

*Congratulations to the following individuals who completed PASA's New Superintendents' Academy Program on January 12, 2024:*

**Dr. John Cavanagh**  
**Mr. Robert Heinrich**  
**Dr. Lorree Houk**  
**Mr. Curtis Johnson**  
**Mr. Kyle Kane**  
**Mr. David Koma**  
**Mr. Jeffrey Kuhns**  
**Dr. Nicole Malinoski**  
**Dr. Keith Miles**  
**Dr. Mary Murphy-Kahn**  
**Mr. Pete Noel**  
**Dr. Daniel Potutchnig**  
**Dr. Paul Ruhlman**  
**Dr. Catherine Van Vooren**  
**Dr. Rick Walsh**

Dr. Paluti that merges drone technology, emergency medicine, and robotics in collaboration with Carnegie Mellon University. Prasanth plans to major in aerospace engineering next year in college.

Meanwhile, Baldwin High School junior Molly Fircak is fielding job offers.

"My mom works for a construction company and they're interested in hiring me to do pictures of some of their projects," she says. "And I've had friends whose parents are real estate agents that were like, 'We'd hire you to take pictures.'"

Ambridge sophomore Lily Carpenter would love to make drones a part of her everyday life, but her real aspirations lie in traditional aviation, flying fighter jets for the Navy.

"Hopefully, I will get the opportunity to fly drones for them, too," she said. Beaver Area senior Mia Woodske envisions integrating drones into her future biology studies, highlighting the versatile impact of the FLAG program across various fields.

With the announcement of the receipt of a second Moonshot Grant, the FLAG team is poised to further break down barriers and encourage more girls to venture into aviation, expanding the program to a wider audience in the southwestern Pennsylvania region.

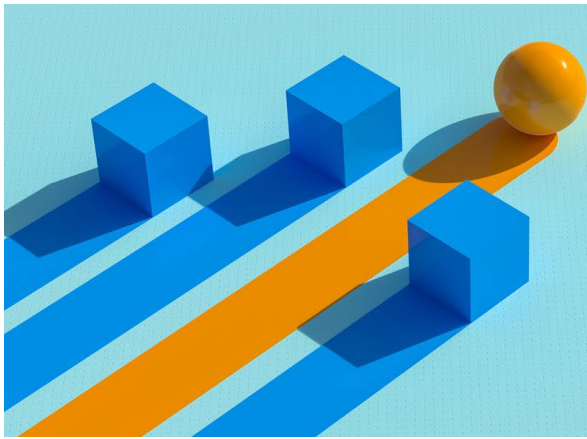
In the next iteration of the program, the high school



girls will not only acquire technical knowledge but also gain insight into their unique leadership styles.

This will empower them with the confidence needed to embark on successful career paths in STEM fields. Additionally, they will learn about the RIASEC model and how to work as a team while honoring each other's areas of strength. As they engage with industry experts and immerse themselves in hands-on experiences, the students will emerge from the program ready and motivated to instigate positive changes within their chosen career trajectories.

Ultimately by offering an authentic, industry-driven experience, this continued effort underscores FLAG's commitment to not just enhancing educational opportunities but also to paving the way for a more inclusive and diverse future in aviation and aerospace fields.



# Make Your Nominations for PASA Officers/AASA Reps.

President-Elect/Secretary | Treasurer | AASA Reps.

**Deadline to nominate: March 10**

## What to know:

### 2024-25 PASA Officers

Candidates for PASA President-Elect/Secretary are required to make a three-year commitment to the association by serving one year each as President-Elect/Secretary and chairman of the Advocacy Committee beginning October 1, 2024, as President beginning October 1, 2025, and as Past-President and chairman of the Membership Committee beginning October 1, 2026.

Candidates for PASA Treasurer serve a one-year term. The elected Treasurer's term begins on October 1, 2024.

See the PASA website for the list of duties for each office.

### Eligibility

Each eligible candidate must have been an active member of the Association for at least three years prior to October 1, 2023 and a PASA member in one of two membership categories: Commissioned Officer and Small District Leader.

### Nominations & Deadlines

Interested candidates should send their statement of interest directly to Dr. Sherri L. Smith, PASA Executive Director, via email to [ssmith@pasa-net.org](mailto:ssmith@pasa-net.org), **no later than March 10.**

Once PASA confirms the candidate's eligibility to run for the position, PASA will develop an online survey/petition for that candidate via SurveyMonkey and provide the candidate with the link to that survey.

Candidates then will be able to share that link electronically to secure the online endorsement of at least twenty (20) voting members of PASA from a combination of no less than two (2) PASA regions, including the candidate's own region (I.U.). "Voting members of PASA" are Commissioned Officer and Small District Leader members. **The online survey/petition will close by 10 p.m. on March 29, 2024.** In advance of the election, candidates who have obtained at least 20 signatures from voting members of PASA will be asked to submit to the PASA office a letter (with digital picture) outlining their reasons for seeking the position.

### Pennsylvania Representatives to AASA boards

PASA is seeking nominations for two (2) Pennsylvania representatives to the Board. Each will serve a three-year term beginning July 1, 2024 to June 30, 2027.

Current PA AASA representatives with expiring terms in 2024 include Dr. Shane Hotchkiss (Bermudian Springs) and Dr. Gennaro R. Piraino, Jr. (Franklin Regional). PASA's other AASA representatives include Dr. Nicholas Guarente (Big Spring), Dr. Bridget O'Connell (Palisades), Mr. Michael Vuckovich (Windber Area) and Dr. Randal Lutz (Baldwin-Whitehall). Executive Board member Lee Ann Wentzel's second term also expires in 2023. The Board of Governors will select a new Executive Board member from those serving on the AASA Governing Board.

### About the Governing Board and Executive Board

The AASA Governing Board consists of representatives elected from each state while Pennsylvania holds one position on the Executive Board. See the PASA website for a list of responsibilities of both positions.

### Eligibility/Requirements

1. Each eligible candidate must have been an eligible voting member of both AASA and PASA for at least three years. ("Voting members of PASA" include those who are current members as Commissioned Officer and Small District Leader members. "Voting members of AASA" are those who are current members as Active, Institutional Active, Life or College Professor.)

2. Nominees must be committed to attending two AASA meetings per year, in July and February (beginning July 2024). Travel expenses are provided for the July meeting. Governing Board members are responsible for their own expenses to the February meeting, which coincides with the AASA National Conference on Education.

### Nominations

Candidates may self-nominate or be nominated by current PASA members who are Commissioned Officer or Small District Leader members. No signatures or petitions are required. As part of the election process, candidates must submit electronically to the PASA office by **March 29** a short biographical statement/ letter (including involvement with AASA and PASA), goals for AASA, and reason(s) for seeking the position, along with a digital photograph.

### Election:

The election for PASA officers, AASA Governing Board, and AASA Executive Board representatives will be scheduled for early spring.

### Questions:

Contact Adam Kulikowski at [pasa@pasa-net.org](mailto:pasa@pasa-net.org).





# PASA Women's Caucus Annual Conference

*Celebrating 40 Years  
Shaping the Next 40*

***EmpowerHer: Supporting Excellence  
in Educational Leadership***

Mark your calendar now to join us for an inspiring Women's Caucus Conference focusing on the theme "EmpowerHer: Supporting Excellence in Educational Leadership." This inspiring conference is dedicated exclusively to uplifting women in educational leadership roles. This event is your opportunity to connect with trailblazing women who are shaping the future of education through their resilience, innovation, and visionary leadership.

## Featured Speakers:



### Suzanne Dailey

Suzanne Dailey is an instructional coach in the Central Bucks School District, where she has the honor and joy of working with over 500 elementary teachers and 8,000 students. She teaches model lessons, facilitates professional development sessions, and mentors teachers to be the best for the students in front of them. Suzanne is Nationally Board Certified, a fellow of the National Writing Project, and has a Masters Degree in Reading. She is dedicated to nurturing and developing the whole child and teacher and presents these topics at a local, state and national level. Suzanne is the author of *Teach Happier this School Year: 40 Weeks of Inspiration & Reflection* and the host of the popular weekly podcast, *Teach Happier*.



### Colleen Bielitz

Colleen Bielitz is an accomplished academic, administrator, tech futurist, and biomimicry proponent who has been transforming institutions through strategic initiatives, creative entrepreneurship, and visionary leadership by delivering pragmatic ideas and insights into the trends, technologies, and paradigms transforming education and society. Her driving force is to create a world that is sustainable and leaves no one behind.

Bielitz oversees strategic initiatives and outreach for Southern Connecticut State University where she works to create purposeful, focused change in her institution's economic and social potential. Bielitz is the co-chair of the Education Committee for the international VR/AR Association, is the XR Community Group co-lead for Educause, is on the leadership team of XR Women, and is a member of Women in AI. She is a recognized thought leader in this space and speaks globally on the future of extended reality (XR) and artificial intelligence (AI).

## Conference Investment:

### PASA Members:

Early Bird   Standard	
(All Days) Full Event:	\$429 \$479
Two days Sun/Mon:	\$299 \$349
Two days Mon/Tues:	\$350 \$399

**NEW THIS YEAR!** Members may bring guests from their own district/organization at a discounted rate!

### Guests:

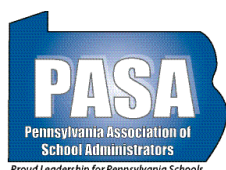
Early Bird   Standard	
(All Days) Full Event:	\$409 \$459
Two days Sun/Mon:	\$299 \$349
Two days Mon/Tues:	\$330 \$380

### Non-PASA Member:

Early Bird   Standard	
(All Days) Full Event:	\$529 \$579
Two days Sun/Mon:	\$399 \$449
Two days Mon/Tues:	\$450 \$499

**Questions?** Contact Aubrey Kyler, Professional Development Administrative Assistant at 717-540-4448 or [akyler@pasa-net.org](mailto:akyler@pasa-net.org)

**[Click here](#) to register and book your hotel reservation!**



# State News:



## **Gov. Josh Shapiro Calls for \$1.1 Billion of Additional Dollars for K-12 School Districts in Budget Address**

Gov. Josh Shapiro during his second budget address called for \$1.1 billion of additional dollars to be funneled into the state's K-12 schools, a request that comes nearly a year after Pennsylvania's education funding system was deemed unconstitutional. During Tuesday's address, Mr. Shapiro proposed increasing basic education funding by \$1.1 billion, a 14% bump from the current year that would bring the budget line to a total of \$9 billion. He also called for an additional \$50 million in special education funding.

**Read the rest of the story:** ["Gov. Josh Shapiro Calls for \\$1.1 Billion of Additional Dollars for K-12 School Districts in Budget Address"](#) (from Pittsburgh Post-Gazette, 2/7/24)

## **Forum in Allentown; ASD Superintendent Highlights New Program**

Education leaders from across Pennsylvania were in Allentown Wednesday to help fix the state's teacher shortage. They gathered at the Renaissance Allentown Hotel for a forum on developing pathways to teaching. Data in a recent Penn State University study showed that between 2012 and 2013, there were more than 16,000 newly certified teachers. That number dropped to around 6,000 in 2021.

**Read the rest of the story:** ["PA Education Leaders Discuss Teacher Shortage at Forum in Allentown; ASD Superintendent Highlights New Program"](#) (from ABS 69 News 1/31/24)

## **Senate Republican Leadership Statement: Massive Spending Increase in Shapiro Budget Raises Concerns**

The massive \$3.2 billion increase in state spending in Gov. Josh Shapiro's proposed 2024-25 state budget raises concerns for Senate Republicans, said Senate President Pro Tempore Kim Ward (R-39), Senate Majority Leader Joe Pittman (R-41) and Senate Appropriations Committee Chair Scott Martin (R-13).

**Read the rest of the story:** ["Senate Republican Leadership Statement: Massive Spending Increase in Shapiro Budget Raises Concerns"](#) (from PA Senate Republicans, 2/6/24)

## **Bill to Improve Literacy Wins Bipartisan Approval in Senate Education Committee**

A bill to change how Pennsylvania students are taught to read was approved by the Senate Education Committee today by a unanimous, bipartisan vote, according to Sen. Dave Argall (R-29), who chairs the committee... Senate Bill 801, bipartisan legislation sponsored by Sen. Ryan Aument (R-Lancaster) and Sen. Anthony Williams (D-Philadelphia), would create a screening process to identify struggling readers and implement plans to prevent children from falling behind. PSSA scores for third graders last year show that almost half of Pennsylvania students are not proficient in reading.

**Read the rest of the story:** ["Bill to Improve Literacy Wins Bipartisan Approval in Senate Education Committee"](#) (from PA Senate Republicans 2/7/24)

## **PA Education Leaders Discuss Teacher Shortage at Shapiro Administration Announces New Student Teacher Stipend Grants to Reduce PA Teacher Shortage**

The Pennsylvania Higher Education Assistance Agency (PHEAA) is partnering with the Pennsylvania Department of Education (PDE) to announce a new student teacher stipend program aimed at addressing Pennsylvania's ongoing teacher shortage. Ten years ago, Pennsylvania certified approximately 20,000 new teachers every year. Now, the Commonwealth certifies approximately 5,000-6,000 new teachers each year. Last month, Pa. Governor Shapiro signed Act 33 of 2023 into law. The law establishes a \$10 million Educator Pipeline Support Grant Program (PA Student Teach Support Program).

**Read the rest of the story:** ["Shapiro Administration Announces New Student Teacher Stipend Grants to Reduce PA Teacher Shortage"](#) (from Erie News Now, 2/1/24)



# National News:

## Title IX Regulations Advance to White House after Significant Delay

The U.S. Department of Education sent its long-awaited Title IX proposed rule to the White House on Friday after significant delay, bringing the department one step closer to finalizing the controversial regulation. The department has yet to send the second Title IX rule — on transgender students' athletics participation — to the Office of Management and Budget, which oversees federal regulations. The department already missed two deadlines it set for the release of both rules, once in May 2023 and again in October 2023. The agency attributed the delays to overwhelming feedback on the proposals.

Read the rest of the story: [“Title IX Regulations Advance to White House After Significant Delay”](#) (from K-12 Dive, 2/5/24)

## Historic Settlement in California Dedicates \$2B for Learning Recovery

In what has been called one of the largest education-related settlements in U.S. history, California has agreed to dedicate at least \$2 billion to help students catch up from COVID-19-related learning loss. According to the settlement agreement in *Cayla J. v. State of California* announced last week, the state will shift money from the existing Learning Recovery Emergency Block Grant fund to support local programs proven to increase student outcomes. A data-driven process will be used to identify students in the greatest need of learning recovery supports for math, English and attendance.

Read the rest of the story: [“Historic Settlement in California Dedicates \\$2B for Learning Recovery”](#) (from K-12 Dive, 2/6/24)

## Researchers Analyzed Years of Reports to a School Safety Tipline. Here's What They Learned

An expansive analysis of thousands of reports to a school violence tipline provides evidence that the technology may be effective at thwarting violence. Researchers at the University of Michigan's Institute for Firearm Injury Prevention analyzed every tip North Carolina students submitted to a violence-prevention tipline between 2019 and 2023, using a language-learning model to detect mentions of firearms. Of the 18,024 tips the researchers reviewed, 9.8 percent used at least one firearms-related term. Of those gun-related tips, 38.2 percent were reports of potential plans for school attacks, they wrote in a study



published Jan. 17 in the journal *Pediatrics*.

Read the rest of the story: [“Researchers Analyzed Years of Reports to a School Safety Tipline. Here's What They Learned”](#) (from Education Week, 1/31/24)

## School District Lawsuits Against Social Media Companies Are Piling Up

More than 200 school districts have now sued the major social media companies over the youth mental health crisis. What started as a single lawsuit filed by the Seattle public schools one year ago has morphed into an all-out offensive against the social media platforms that adolescents spend multiple hours a day on. It is still the early stages of this legal saga, but experts say it could prove to be highly consequential for K-12 education—win, lose, or settle.

Read the rest of the story: [“School District Lawsuits Against Social Media Companies Are Piling Up”](#) (from, Education Week, 1/31/24)

# PASA Awards of Achievement



The Pennsylvania Association of School Administrators is seeking nominations for the three special awards recognizing leadership in public education — and we need YOUR help in identifying those among us who are deserving of special recognition.

## The awards fall into three categories:

### Service to the Profession

Demonstrating commitment to excellence as evidenced through notable service to the profession. Examples of this service may include developing an effective professional development program for school district educators, demonstrating leadership in administrator preparation programs, school study councils or other professional development efforts, or promoting the education profession through research, writing or organizational service.

#### Sponsored by:



### Instructional Leadership

Demonstrating commitment to excellence in teaching and learning by developing, nurturing and supporting exemplary programs that support the academic achievement of particular student populations, enrich student learning in a particular content area, or implement strategies to enhance student learning across the curriculum.

#### Sponsored by:



### Leadership in Public Education

Demonstrating commitment to school administration as a profession, to public education, and to one's colleagues, including participation in and leadership with the Pennsylvania Association of School Administrators.

#### Sponsored by:



### Eligibility :

All PASA members are eligible for these awards. Individuals may self-nominate or be nominated by their peers, staff or board.

### Make Your Nomination(s):

Those nominating/self-nominating should complete the PASA Awards nomination form and include and/or attach further information that will provide a judging panel with sufficient evidence to support the nomination.

### Presentation to the Award Winners:

The PASA Awards of Achievement will be presented during the Recognition Luncheon/Annual Meeting after the start of the next school year. A monetary award of \$1,000 will be donated in each recipient's name to a scholarship fund of his/her choice or to the Pennsylvania administrator preparation program of his/her choice.

**Deadline for nominations is March 29.**

**[Click here to download the nomination form.](#)**

For more information on the Awards of Achievement, see the PASA web site at [www.pasa-net.org/pasaawards](http://www.pasa-net.org/pasaawards).



# Providing Children with Nutritious Meals During the Summer Months

Although most of us delight in the idea of summer in the midst of winter, those summer months can be a very trying time for families that rely on free or reduced-price meals during the school year.



During the school year, many students receive healthy and nutritious school meals for little or no charge. It is vital to ensure that children in the commonwealth have continuous access to the nutrition needed to support their growth, health, and academic success when school is not in session. Having healthy nutritious meals should not end when school does but many households struggle over the summer months to provide children with the nutritious food they need over the summer months.

The United States Department of Agriculture's (USDA) summer meals programs bridges the gap between school years by providing children in lower income areas with the fuel they need to play and grow during the summer months and return to school ready to learn. These programs are federally funded and administered in Pennsylvania at the state level by the Pennsylvania Department of Education's (PDE) Division of Food and Nutrition (DFN).

Summer meal program sponsors can be School Food Authorities (SFAs) and other non-profit Community Organizations (COs), including but not limited to local governments, churches, YMCAs, libraries etc.

A Sponsor is the organization that is responsible for administering the Summer Meal Program. Program sponsors are reimbursed at an established per meal rate to provide up to two meals or snacks per day to children at meal sites.

A meal site is a physical location where meals are served, and sponsors may serve meals at one or more sites. Sites can be schools, camps, churches, community centers, housing complexes, libraries, migrant centers, parks, playgrounds, pools, and other public sites where children gather.

Meals have been traditionally served in a congregate setting, where children eat at the site. USDA has implemented a permanent provision to allow non-congregate meal service, where meals are consumed off site, in eligible rural areas.

Typically, summer meals are required to be served in a congregate setting on-site. PDE is excited to announce an innovative change to the summer meals programs this year.

With implementation of USDA's Rural Non-Congregate meal service option, Pennsylvania is able to expand the



network of providers and food resources available to children during the summer.

***The Rural Non-Congregate meal service option allows children in areas designated as rural and where no congregate meals service is available to receive multiple days of meals via grab-n-go, curbside pick-up, drive-thru pick-up, mobile delivery routes, and home delivery. This will make meals attainable to children formerly unreachable during the summer months due to issues related to distance and the inability for children to get to meal sites.***

Sponsors and sites are needed to make this a reality. SFAs and COs are encouraged to consider implementing the Summer Meal Program to provide children critical access to meals during the summer months by becoming a summer program sponsor or hosting a meal service site (administered by an existing sponsor).

If the SFA or CO is in a lower income, rural area, consider the possibility of operating a non-congregate site to reach a maximum number of eligible children. To see if an address qualifies as lower income or rural you can use the No Kid Hungry Summer Meals Eligibility Map | Center for Best Practices.

*For more information on becoming a sponsor or hosting a meal site for the summer, contact PDE, DFN at [RA-SFSP@pa.gov](mailto:RA-SFSP@pa.gov), [RA-NSLP@pa.gov](mailto:RA-NSLP@pa.gov), or 800-331-0129.*

# Evidence-based Innovation



**By Dr. Noreen O'Neill**

Director of Innovative Educational Services  
Chester County I.U.



**A**t first glance, the concepts of “evidence-based practice” and “innovation” may seem at odds with one another. Evidence offers confidence and clarity; innovation thrives on risk and the unknown.

Both evidence and innovation are needed in a forward-focused education system. As educators, can we do both? Can we have confidence that we are doing what is best for students and be committed to curiosity, change, and improvement?

Evidence-based innovation (EBI) values high-quality research equally with educator experience, expertise, and capacity to innovate. The solutions developed from an evidence-based innovation process are grounded in research while addressing emerging needs that educators understand, and with which research can’t possibly keep pace.

Our team at the Chester County Intermediate Unit works closely with the Pennsylvania Department of Education to create and manage a clearinghouse of evidence-based practices called the PA Evidence Resource Center (ERC). We saw first-hand the need for EBI when searching for evidence-based practices for specialized learners and settings here in Pennsylvania, such as migratory learners, out-of-school-time settings, refugees, and students experiencing homelessness. We encountered an unsettling

research gap. Our colleagues working with these under-researched groups — creative, dedicated educators hoping to elevate their practice with a stronger alignment to research — were on the outside of evidence, looking in.

My colleague, Laura Mikowychok (Project Manager, ERC) began exploring pathways for these professionals to share in the potential of evidence-based practice. What could the research tell us, and how could it foster innovation? What steps would support educators in implementing an EBI approach? I asked Laura to describe the three-phased process we’ve used with educators:

“First, you must know your learners. Consistent with Design Thinking, this first step helps teams understand the population and redefine problems to create innovative solutions. Educators combine information from recognized experts, their own experience, and available research evidence (often descriptive studies and case studies, which have great value in getting to know a population’s needs). These diverse sources build an empathy that is needed for strong solutions. Educators then channel this understanding and choose outcomes to focus on – those that would be meaningful to the population, and on which they might be able to have an impact.

**EBI IN PRACTICE:** For a group of educators serving migratory learners, we conducted a research review and



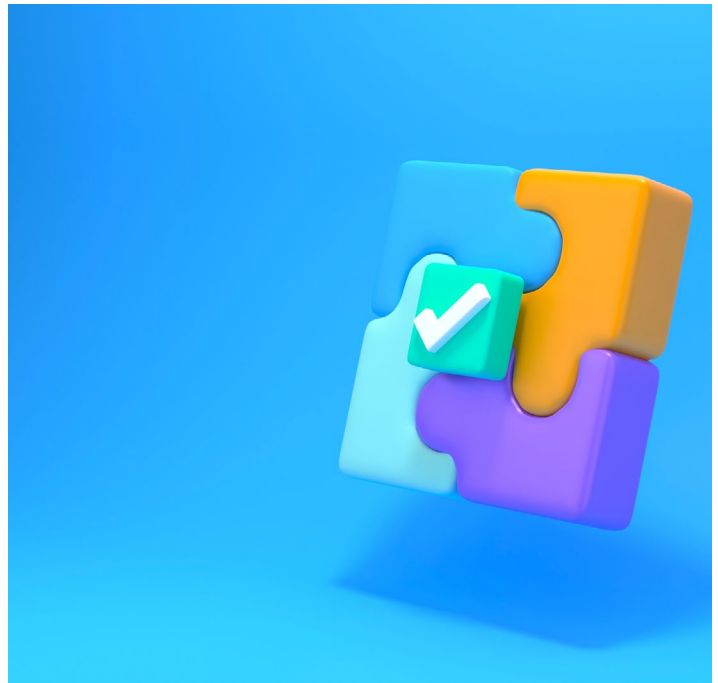
facilitated a discussion to understand the characteristics of migratory learners. Educators noted challenges that many families face (e.g. separation from family; gaps in instructional time; inconsistent access to technology; psychological trauma) as well as great strengths (e.g. bilingualism; resilience and adaptability; eagerness to learn and earn; and cohesive extended families). We reframed key needs as desired outcomes, orienting the work to meaningful and measurable improvement.

“Second, know the evidence. Using reputable clearinghouses such as the What Works Clearinghouse (WWC) and the PA Evidence Resource Center (ERC), educators identify strategies that have demonstrated effectiveness in the past – not with their exact target population, but for the outcomes they seek. They then analyze those strategies through the lens of their own context. Rather than emerging mostly empty-handed from a search for “migrant education evidence-based practices”, they spot the potential for evidence-based practices to be used in new contexts. Educators also read research here to determine, if possible, the ‘core components’ of a program or intervention — elements that are essential to success — so they can make smart adaptations.”

**EBI IN PRACTICE:** To introduce the educators to evidence, we shared recommendations from What Works Clearinghouse Practice Guides in relevant areas. These guides describe instructional practices that have been studied in many contexts and have been validated by a panel of subject-matter experts. We also shared a Pennsylvania resource, The OST (Out of School Time) Collection of Evidence-Based Strategies, which includes strategies that have been screened for relevance and feasibility for migrant education learning settings. The evidence and recommendations in these resources sparked important conversations about educators’ experiences, lessons learned, and success stories, which established common ground and informed the upcoming discussion of adaptations.

“Finally, educators make adaptations. Knowledgeable about the learners they serve and effective practices, educators can design innovative solutions with adaptations that meet the needs of their students and settings. They prioritize identified core components. They organize their research and planned adaptations, possibly with a Logic Model to methodically build a rationale for their innovation and articulate adaptations. In this phase, they also determine what measurement capabilities exist, so that they can collect data on effectiveness.”

**EBI IN PRACTICE:** In live work sessions, we’ve seen educators lean on the evidence base to brainstorm innovations both in what strategies they will implement, as well as how they will implement them. In this phase, it is important to help them stay close to the evidence and to the outcome goals they set at the beginning of the process.



We recommend mapping their ideas for adaptation using a graphic organizer or other visual articulation, placing their innovations alongside the evidence they’ve gathered and desired outcomes, to ensure these factors stay aligned. They can also use this visual format to share their thinking with teams and stakeholders to get additional input.

Critical to this process is a focus on outcomes. Laura and I have seen first-hand how this can open doors for unexpected solutions, but outcomes also heighten the importance of collecting data during implementation. To serve migratory, refugee, homeless, and other understudied learners better in the future, we must measure our impact and document our efforts, as though every innovative idea has the potential to enter the realm of evidence-based practice.

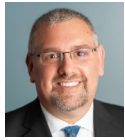
EBI requires that educators abandon the search for silver bullets and stop haphazardly implementing the next buzzword. It asks that we undertake an intentional process, building upon what is known and trusting the expertise of our educators. In doing so, we can increase our confidence and engage with research, practice, evidence, and innovation.

*Noreen O’Neill, Ed.D. is the director of Innovative Educational Services at the Chester County Intermediate Unit and the project director for Pennsylvania’s Evidence Resource Center. Laura Mikowychok is the project manager for the Evidence Resource Center (ERC).*

*The ERC is a clearinghouse of evidence-based strategies developed in partnership with the Pennsylvania Department of Education and is free to access at [www.evidenceforpa.org](http://www.evidenceforpa.org).*

# PLUS Caucus of PASA

## *Taking the Time to Protect Yourself From Burnout*



By Dr. Christopher Dormer  
PLUS Caucus Chair

“There are not enough hours in the day” is the daily lived experience of school administrators and educational leaders. I find almost daily many competing interests for the demands of my time as Superintendent.

I often joke that if they would only solve human cloning, then I could be in three places at the same time, but I don't think the world is ready for more than one of me running around! All intended humor aside, to attend to everything that is asked of us, we regularly take on undue stress, give into an unhealthy work-life balance, and spend time on a path that risks unhappiness and maybe even burnout.

While I struggle with spending time out of the district, I have recognized the importance of my own personal and professional growth and development as a key strategy for me to combat burnout. I was fortunate recently to get a “two for one deal” at a session of the School Study Council at the University of Pennsylvania when I participated in a session on combating burnout led by Dr. Kandi Wiens.

I was able to continue on my path of growth and development while learning some important information and initial steps to help keep me at my best.

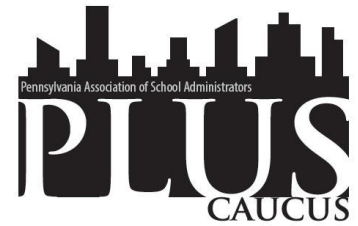
Dr. Wiens defined three significant contributing factors to burnout that are common for educators:

Emotional exhaustion - your feelings toward work  
Cynicism or depersonalization - your feelings toward others

Lack of professional efficacy - your feelings toward self

She had each of us at that session take a burnout risk assessment. I was somewhat relieved but also concerned when my assessment came back as “moderate risk” of burnout. Though given all of the stressors and pressure I feel and know I am subjected to, I shouldn't have been surprised.

If you were to ask me, “Are you emotionally exhausted? Are you cynical about your co-workers? Are you feeling a lack of efficacy?”, I would answer, ‘No, I feel great. I believe in my team. I believe I continue to make a difference each day.’ But when you take the burnout risk assessment, you begin to see how easy it is for little things to start creeping in, and that you need to be intentional in keeping yourself well. This is a crucial first step in the process.



To combat burnout, Dr. Wiens shared with us a concept she calls “burnout immunity,” which she describes as a set of emotional intelligence-based skills, principles, and strategies that protect us from burnout.

Dr. Wiens shared the need for both personal resilience, building your capacity and protections, and organizational resilience, ensuring your workplace can support your resilience and the resilience of your team. This will be a series of steps and actions that will take time and practice. For personal resilience, it is finding a “sweet spot of stress.”

You will never be without stress, so you must balance the amounts of stress, the types of stress, and how you manage and react to stress.

For organizational resilience, it is building a culture of high performance without pushing people over the edge. It removes their emotional exhaustion, eliminating cynicism, and ensuring they feel seen, heard, and a part of making a difference every day.

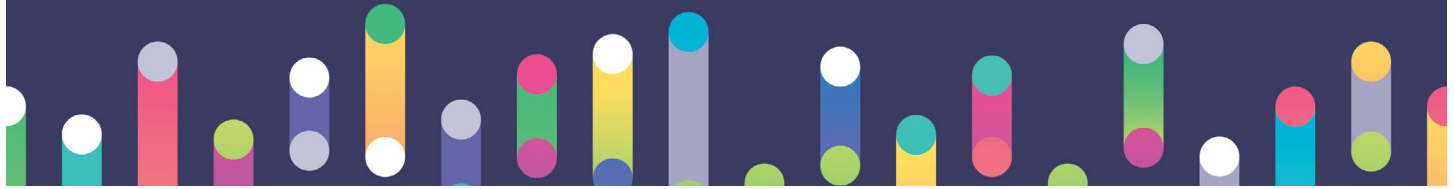
I am looking forward to an upcoming session later this spring with Dr. Wiens and reading her book due in April, to keep me on the path to burnout immunity.

*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.*



# Connecting the Dots:

## *School District Funding, Spending, and Budgeting*



A joint PASA/PASBO budget and school finance workshop designed specifically to help school district leaders connect the dots of their budgets by understanding their past, present, and future funding impacts and practices.

### Regional In-Person Workshops:

#### Wednesday, April 3

Berks County Intermediate Unit 14  
1111 Commons Blvd, Reading, PA



#### Monday, April 15

Westmoreland Intermediate Unit 7  
102 Equity Dr, Greensburg, PA 15601



#### Wednesday, April 17

Central Intermediate Unit 10  
1633 Philipsburg-Bigler Hwy, Philipsburg, PA 16866

### Session Description:

This **no-cost workshop** is designed to encourage joint attendance by Superintendents and their CFO/Business Manager or other critical leadership staff. Participants will spend a full day discussing how to look at their school district budget to drive more effective multi-fiscal year planning. The program will include diving into the details of the Basic Education Funding and Special Education Funding and examining school district expenditure growth over time. Participants will be provided with tools and resources to map out strategies for making more accurate and thoughtful short and long-term budget decisions.

Additional topics to be discussed include the ESSER era unwind, fund balances and reserves, infrastructure needs, expenditure mandates and educational choice, resource and staff planning, as well as overarching insights on the BEF Commission's recommendations, the school funding lawsuit, and the Governor's proposed 2024-25 budget.

### Session Schedule:

Check-in for Workshop.....8:30 a.m.

Program.....9:00 a.m.

Program concludes.....3:30 p.m.

*Includes continental breakfast and lunch.*

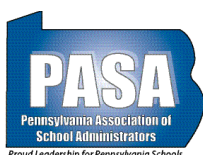
### How to Register:

This **NO COST workshop** is limited to PASA and PASBO members. Registration is limited to two individuals per district (preferably Superintendent and CFO/Business manager).

Register now for one of the workshops. **Attendance is limited to the first 100 registrants for each location.**

[Berks County I.U. 14 on April 3](#) | [Westmoreland I.U. 7 on April 15](#) | [Central I.U. 10 on April 17](#)

Visit [www.pasa-net.org](http://www.pasa-net.org) or [www.pasbo.org](http://www.pasbo.org) for more information on the Connecting the Dots: School District Funding, Spending, and Budgeting Workshop.



# Writing Out Loud

## *What Can We Learn from This Year's Super Bowl Commercials?*



**By Adam Kulikowski**  
Director of Communications



**M**ore than 123 million viewers tuned in Sunday evening to watch the San Francisco 49ers and Kansas City Chiefs vie for the Lombardi Trophy in Super Bowl LVIII. Some were avid fans—but most simply watched for the fanfare of it all.

While I love football, even after the Philadelphia Eagles collapsed in epic form, I can't help but find myself sucked into the marketing side of the spectacle.

The creativity, scriptwriting, and innovation all contributed to 'nerd-out' moments throughout the evening in the Kulikowski household.

How do businesses position themselves, what was their ad strategy, and who managed to make a lasting impression in an arena filled with distractions and competition for one's memory?

There are lessons we can learn from what we saw on Sunday that can be adapted to our communities as we embark on a new vision for public education.

"Touchdown Tommy" and the DunKings commercial brought comedy, a catchy beat, and the star power of Ben Affleck, J-Lo and former NFL quarterback Tom Brady among the celebrities to promote the Boston-based donut and drink company.

State Farm masterfully played on the accent of star Arnold



Schwarzenegger who just couldn't quite get the company's famous slogan, "Like a Good Neighbor..." announced correctly.

Both created memorable moments using the elements of humor and likable personalities to create a positive brand impression.

The NFL tapped into your softer emotions with its 'Born to Play' ad featuring Kwesi, a boy from Ghana who dreams of playing in the NFL while Budweiser featured its renowned Clydesdales in a nostalgic move.

...And we all learned that we were saying Temu incorrectly!

While we don't have the financial resources to splurge on a traditional media campaign filled with TV, Radio, and digital advertising, and may not have celebrity star power



at our fingertips.

What we do have is a large audience in the Commonwealth that is engaged in our local districts and space within our districts to share our message. With a little creativity and imagination, we can use the lessons we see in paid advertisements to our benefit.

Here are a few key takeaways from the best Super Bowl Sunday advertisements to remember as you engage with your local communities to build support for your district's vision for student success in public education.

**Tell a story:** A good Super Bowl ad connects with its audience emotionally. That can be through any emotion from humor like we saw used in the State Farm and Dunkin' ads to a sense of nostalgia (Budweiser) to evoking tears (NFL and Dove). We can use our own stories to resonate with our community members similarly.

**Know your audience:** The success or failure of a business depends on its ability to understand its target audience. By knowing a customer's preferences and motivations, they can engage in a way that breaks through the proverbial 'consumer wall.'

Knowing your own local communities' beliefs and intricacies helps your messaging resonate and increase your ability to successfully execute your district's vision for success.

**Building Relationships:** Organizations work hard to build a relationship with you as a consumer. They want you to relate to them and share their values. Think about how many commercials you saw that hardly even talk about the pair of jeans they want you to buy or the selling points of that new shiny gizmo.

They want you to 'like' their brand before you purchase their item or service. School leaders should also focus on building strong relationships with students, parents, teachers, and their community. Showcase your district's successes and continue to strengthen that bond. A strong relationship builds trust and trust builds opportunities for collaboration and success.

**Memorability:** The best Super Bowl commercials leave a lasting impression on viewers. Which ads among the dozens you saw Sunday if you watched the game do you recall? Why? Was it a memorable moment, catchphrase, or maybe a celebrity appearance that resonated with you?

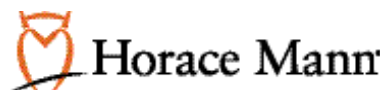
How can you create memorability in your school community?

While we may never create the next Geico gecko, we can use the critical framework of a good marketing campaign to build support in our communities for the changes needed in public education to ensure our students are ready to conquer the world when they step outside our doors.



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## Thank you to our Platinum Sponsors:

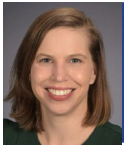




# HERE FOR THE KIDS

**FEBRUARY 15–17, 2024 • San Diego, CA**

## The Advocate: Advocacy at NCE



**By Sasha Pudelski**

Director, Advocacy, AASA,  
The School Superintendents Association



**T**he AASA advocacy team invites you to journey with them into the weeds of federal education policy at the national conference in San Diego. From AI in schools to a round up of all regulations you need to know – there’s a wide range of content for those interested in how the federal government intersects with K-12 issues.

On Thursday, February 15, start your day at 10:15 a.m. with a session on How to Leverage Federal Dollars to Improve Your School Facilities, presented by UnDauntedK12. This session will provide step-by-step instructions how to utilize new, ten-year, non-competitive funding under the Inflation Reduction Act to install modern, clean energy technologies in your schools. If you would rather focus on something more enigmatic, head over to Part One on AI in Schools: Bridging Policy, Innovation Practices and Measuring Impact for Districts led by AASA’s Chief Innovation Officer Andrew Ko.

(If you’re feeling really ambitious, you can actually kick off your day at 6 a.m. with Advocacy’s own Noelle Ellerson Ng and her annual Fun Run/Walk. More details and registration [here](#).)

During the annual Federal Relations Luncheon at noon, Cara Fitzpatrick, Pulitzer Prize-winning Journalist, Story Editor, and Author will discuss her new book “The Death of Public School: How Conservatives Won the War Over Education in America”, which traces the long and turbulent history of school privatization.

Then save the best for the last session of the day: the Federal Education Policy Update from the full AASA Advocacy Team at 2:15 p.m.. Noelle, Sasha, Tara and Kat will present the latest and greatest information from Washington, D.C. beginning with funding and legislative updates from Congress and moving on to recent regulations and guidance issued by USED as well as the various federal policy issues percolating at USDA, FCC, FTC and many other federal agencies. This is a must-attend session for those who are concerned about federal education matters and who want to stay engaged with AASA’s advocacy work.

On Friday, Feb. 16, kick off the day with an early morning session on how to leverage a registered apprenticeship to build your principal pipeline. A panel of superintendents, joined by David Donaldson from the National Grow Your Own Network, will share their experiences with using this relatively new program to address a persistent issue of staff





shortages.

Wrap up the day at 2:30p.m. with Part Two of the AI in Schools discussion. This session will focus on bridging the gap between policy and practice, and talk through how to shape your district's strategies in the age of AI in schools.

You can follow the goings-on of the advocacy team and the conference's policy sessions on the AASA blog and by following @AASAdvocacy and the advocacy team on Twitter: Noelle Ellerson (@Noellerson), Sasha Pudelski (@SPudelski), Kat Sturdevant (@K\_Sturdevant) and Tara Thomas (@TaraEThomas1). Or you can always follow along by downloading the AASA Advocacy app, available on the App Store and Google Play.

## New PASA Sponsor!



**PASA is honored to welcome  
Counslr as a Silver sponsor.**

**For more information on Counslr, visit:**

**[www.Counslr.com](http://www.Counslr.com)**

## In the February Issue of School Administrator Magazine:

**T**his month's issue delves into cybersecurity in public schools. Articles in the February issue include: Prioritizing Cybersecurity; Combating the Rise of the K-12 Cyberattack; Aftermath of a Phishing Attack; From Data Privacy to Data Justice; Who's Responsible for Student Data Privacy? and more.



### Quotes:

"It's time to break free from the cycle of insanity in education and restore sanity to curriculum, assessment and educational training. The influence of curriculum publishers in driving educational reform must be exposed, and schools must redirect their focus toward supporting teachers in delivering high-quality instruction tailored to individual student needs."

**–Lance Gibbon, Superintendent Hood Canal School District, Skokomish, Wash., in "Reclaiming Education: Prioritizing Student-Centric Learning Over Shifting Trends"**

"School boards need to witness how their work connects to improved student learning. When that gets embedded into the board's planning and business meetings, board members focus conversations on those things that bring alignment and success for the district."

**–Phil Gore, Chief Learning Officer for the Idaho School Boards Association in "How Board Business Impacts Achievement"**

"The Center for Democracy and Technology survey found that 36 percent of educators reported that their school tracks students; physical location through their phones and other digital devices; 37 percent reported their school monitors students' personal social media accounts; and 33 percent said their school uses facial recognition."

**–Clarence Okoh, Civil Rights Attorney and Just Tech fellow at the Center for Law and Social Policy in "From Data Privacy to Data Justice"**



**By Ann McMullan**  
Project Director, CoSN

## CoSN 2024 Driving K-12 Innovation Report

CoSN recently released the 2024 Driving K-12 Innovation Report. The Driving K-12 Innovation Series is the process by which CoSN shares high quality global trend reports regarding the use of emerging technologies to transform K-12 teaching and learning.

CoSN's annual Driving K-12 Innovation Report is produced through the collaborative work of a global advisory board of K-12 leaders, practitioners, and changemakers. Together, over a period of six months, the global advisory board members engage in synchronous and asynchronous discussions, surveys, and more around the use of emerging technology to transform learning in K-12 education. The result of the advisory board's work is the annual CoSN Driving K-12 Innovation Report which is divided into three main categories: Hurdles (challenges), Accelerators (megatrends) and Tech Enablers (tools). To learn which specific items fell into each of the three main categories this year as well as access the link to download the complete 2024 report please go to <https://www.cosn.org/k12innovation/>.

## Roadmap to Innovation Newsletter

In addition to the annual report, CoSN also produces a monthly Driving K-12 Innovation newsletter titled "Roadmap to Innovation". Subscribers to the free monthly newsletter are informed about tools needed to accelerate change in their districts, at their organizations, and in the K-12 ecosystem around the globe. You can learn more and subscribe to the monthly newsletter at <https://www.cosn.org/roadmap-to-innovation/>.

## EmpowerED Superintendent edLeader Panel Series

CoSN, AASA, and edWeb.net co-host a monthly online edLeader Panel broadcast series, sponsored by ClassLink, to help superintendents connect and collaborate. Registration is free and registered participants can join the live event and/or view recordings and podcast versions starting a day or two after the live broadcast.

The February 12, 2024, edLeader Panel broadcast on Leading Learning That Truly Meets the Needs of Each Student featured Dr. Jill Louters, Superintendent, New

Rockford-Sheyenne School District, ND, Mr. Randy Squier, Superintendent, Coxsackie-Athens Central School District, NY, and Dr. Jason Van Heukelum, Superintendent, Winchester Public Schools, VA. The Superintendents shared the strategies their districts are implementing to assure that the teachers and staff have the knowledge and skills to leverage what technology can provide to enable each student to be a successful learner. You will find a link to access the recording and podcast version of this and other previously broadcast edLeader Panels at <https://home.edweb.net/supers>.

The next monthly edLeader Panel broadcast, Leading Effective Data Privacy Processes Within a School District Setting, takes place on Monday, March 11 at 5:00 pm Eastern Time. Superintendents Bill Barr, Wrangell Public Schools, AK, Scott Elder, Albuquerque Public Schools, NM, and Dr. Mary Templeton, Washougal School District, WA, will share the strategies they have implemented to assess their school districts' privacy and compliance policies and also assure that data privacy is integrated into all aspects of technology use within their school districts. Five critical guidelines for making data privacy an essential commitment within any school system will be presented. The superintendents will be joined by Linnette Attai, CoSN Project Director for Data Privacy, who will share information on how and why a school district can earn the CoSN Trusted Learning Environment Seal. Registration for this free edLeader Panel broadcast is available at <https://home.edweb.net/webinar/supers20240311/>.

## CoSN 2024 Annual Conference, "Leading for Innovation: At Warp Speed"

Registration is now open for the CoSN 2024 Annual Conference, scheduled for April 8-10, 2024, in Miami, Florida. For conference and hotel information and registration links, see <https://www.cosn.org/cosn2024/>.

**CoSN Membership:** If you, your school or district would like more information about joining CoSN or getting more involved with CoSN, please contact [membership@cosn.org](mailto:membership@cosn.org).

**Free for PLUS Caucus Members**

# 2024 PLUS Caucus Conference

**Wednesday, March 13**  
**Hershey Lodge**

Leading into PASA's Leadership Forum on March 13-15, the PLUS Caucus will hold its second annual one-day conference at the Hershey Lodge in Hershey. While the PLUS Conference is free to attend, the opportunity is limited to PASA members who are District Superintendents and other administrators in urban Pennsylvania school districts.

## **Here's what to look forward to at this year's conference:**

### **Tuesday, March 12**

Dinner – sponsored by TEN

**Note:** *The PLUS Caucus will cover 50 percent of your hotel stay on Tuesday evening.*

### **Wednesday, March 13**

9 a.m. Breakfast – sponsored by Edmentum

10 a.m. Session 1: Growing the Next Generation of Educators and Leaders – Dr. Tamara Willis and her team from Susquehanna Valley School District

11 a.m. Session 2: Investing in Facilities and Learning Environments – Dan Forry, Business Manager, Penn Manor School District

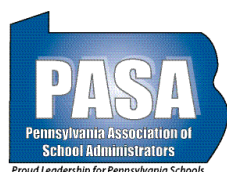
Noon: Lunch – sponsored by Effective School Solutions (ESS)

1 p.m. Session 3 and 4 will be a combined two-hour session: Creativity and Innovation – Dr. Sherri Smith, PASA Executive Director

The afternoon will begin with thinking about the possibilities in education with 180 OR 900/990 instructional hours and will continue with discussion on creative ways to offer high quality instruction with limited staffing or other resources.

3 p.m. Closing to PLUS Conference

**A special thank you to our meal sponsors: Edmentum, TEN, and Effective School Solutions**





# PASA Calendar



## February:

February 15-17:

AASA National Conference on Education

February 16:

PASA State Reception at Rustic Root

February 28:

Managing the Risks: The Pennsylvania Public Official and Employees Ethics Act--Compliance and Potential Unintended Violations

## March:

March 5:

Artificial Intelligence: Virtual Session 1 (More information to Come)

March 13:

PA League of Urban Schools (PLUS) Conference (Hershey Lodge)

March 13-15:

2023 PASA Leadership Forum: Unleashing Potential: Navigating the Continuum of Creativity and Innovation in Schools (Hershey Lodge)

## April:

April 2:

Artificial Intelligence: Virtual Session 2 (More information to Come)

April 3:

Connecting the Dots: School District Funding, Spending, and Budgeting (Berks I.U.)

April 15:

Connecting the Dots: School District Funding, Spending, and Budgeting (Westmoreland I.U.)

April 17:

Connecting the Dots: School District Funding, Spending, and Budgeting (Central I.U.)

April 29:

Artificial Intelligence: Virtual Session 3 (More information to Come)

April 30:

PASA Advocacy Day

## May:

May 14:

Artificial Intelligence: Virtual Session 4 (More information to Come)

May 19-21:

Women's Caucus Annual Spring Conference (Hershey Hotel)

## Thank you to our Diamond Sponsors:



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