

PASA Flyer

Vol. 65, NO. 6- March 2023

**Proud Leadership for
Pennsylvania Schools**

Inside:

**Growing the Next
Generation of Educators**

Five Spots Left: Sign up today for PASA's
2024 Cohort of the AASA National
Superintendent Certification Program

Deadline Approaching: PASA seeks officer
candidates, AASA representatives

Spreading the good news!
See how public education is thriving

Plus: Award Candidates Sought

- Service to the Profession
- Instructional Leadership
- Leadership in Public Education
- Wanda McDaniel Award
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Build Your Leadership Skills

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Just five spots remain! Lock in your spot by April 7.

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

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

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

The Program will be implemented over six, two-day sessions over the next two years, starting April 19-20, 2023.

Some of the sessions will be in-person at the PASA Office in Harrisburg, and some will be virtual. Sessions will be facilitated by former superintendents who led highly successful school districts and guest speakers, along with experienced mentors for all participants.

What to Know: Participation is limited to 25.

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

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

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

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

President:

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

Treasurer:

Lynn Fuini-Hetten, Superintendent
Salisbury Township School District

President-Elect/Secretary

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

PASA Members:

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

Past President:

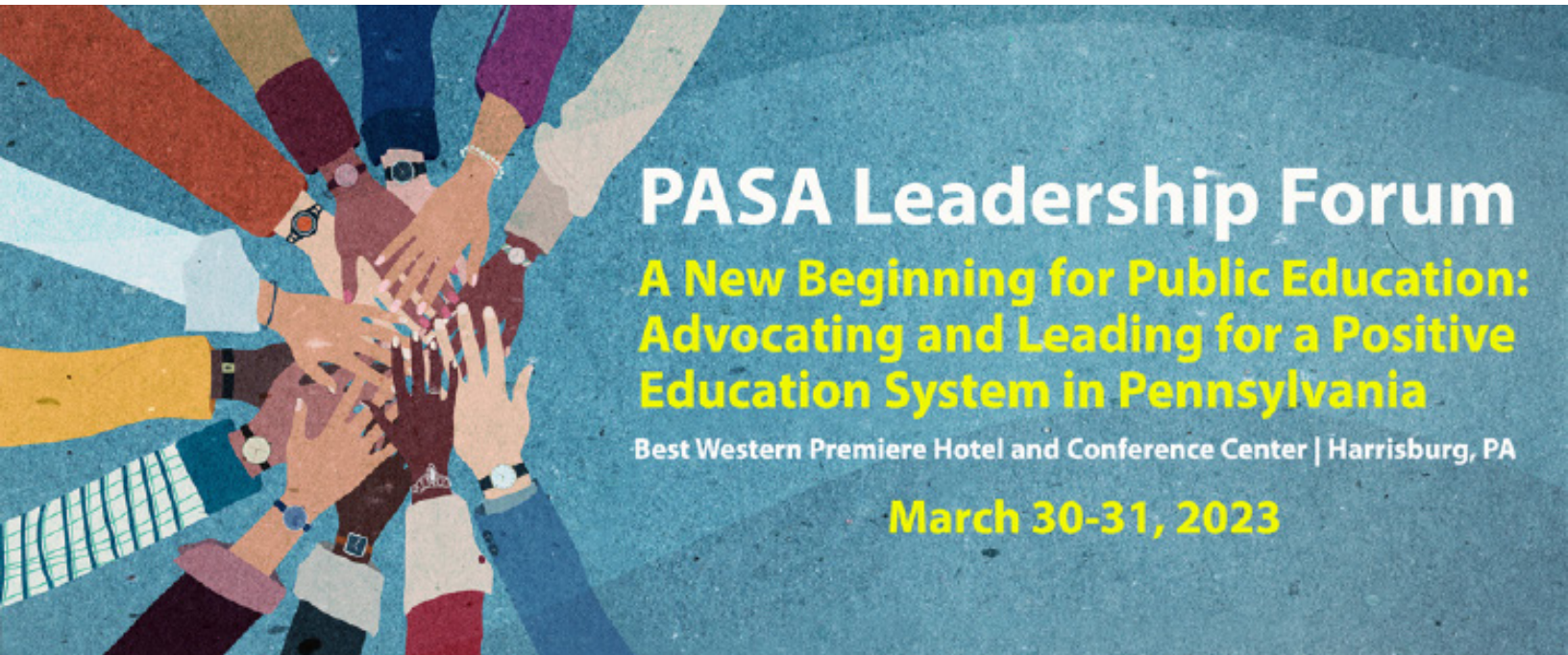
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PASA Leadership Forum

A New Beginning for Public Education: Advocating and Leading for a Positive Education System in Pennsylvania

Best Western Premiere Hotel and Conference Center | Harrisburg, PA

March 30-31, 2023

40 PIL Credit Hours Available

A New Beginning! With the start of 2023, Pennsylvania Educators have the perfect opportunity to reignite a positive narrative surrounding public education and to lead the conversations on what works best in our schools and for our students. With the changeover to a new administration in the Governor's Office and newly seated legislative leaders in both the Senate and House chambers, never has it been more critical to create unified advocacy efforts and to engage in meaningful conversations with local and state officials to change the overall landscape and perceptions of public education.

PASA is pleased to invite PA's school leaders to the 2023 Leadership Forum "A New Beginning: Advocating and Leading for a Positive Education System in Pennsylvania". Come join us for this two-day forum to hear from some of Pennsylvania's most powerful state leaders and political analysts as to their vision for education in Pennsylvania, and to learn the skills and strategies needed to develop effective advocacy efforts in your local communities and at a state level.

Featuring Keynote Speakers:



Impact of the 2022 PA Mid-term Elections on Education Politics

Dr. G. Terry Madonna

Political Analyst, Millersville University



Leveraging the Voice of Administrators at the Federal Level

Noelle Ellerson

Associate Executive Director, Advocacy AASA

Legislative Keynote Panel | March 30

Senator Dave Argall
Senator Lyndsey Williams

Rep. Peter Schweyer
Rep. Jesse Topper

Sen. Education Chair
Minority Education
Chair
House Education Chair
Minority Education Chair

Registration Information:

Standard rate: (Register after March 16)

PASA Members and/or district colleagues: \$349

Attend Thursday only:

PASA Members (and/or their district colleague(s)): \$149

Attend Friday only:

PASA Members (and/or their district colleague(s)): \$169

How to reserve your spot:

For more program, registration, and hotel details, see the PASA website at www.pasa-net.org/leadforum.

Note: Conference payment due in advance.

From the Executive Director

The Governor's Budget Address



By Dr. Sherri Smith

Executive Director, PASA

In an impassioned first budget address on March 7, Governor Josh Shapiro presented his set priorities for the coming few years, remaining consistent with the three themes he focused on during his campaign – increasing the economy and employment opportunities, improving public safety, and building a stronger public education system.

He also called upon the General Assembly to work together to pass a commonsense spending plan. ‘Government can and should be a force for good in our lives. We can do big things again — if we work together,’ The Governor lauded Pennsylvania’s current financial position and indicated that the \$44.4 billion budget proposal preserves our state’s strong financial position while making additional investments to promote growth and continuing to fund needed pandemic relief programs.

Governor Shapiro stated that this budget is packed with commonsense solutions and is the first step on the road to funding public school education and addressing the critical issues school leaders face each day. He referenced the Commonwealth Court decision, recognizing Judge Jubilirer’s recent decision that the current way we are funding our public schools in Pennsylvania is unconstitutional. He acknowledged that this funding challenge cannot be solved overnight, but shared enthusiasm for this once-in-a-lifetime opportunity to, “do right by our kids to fund schools and empower parents to put their kids in the best position for them to succeed.”

The Governor discussed two budget cycles over the next 16 months, bringing forward a 2023-24 proposal and then a commitment to developing a more comprehensive solution—one that adequately and equitably funds local districts, in the next budget cycle; one that weighs valuable input from school leaders, teachers, education experts and those on both sides of the aisle.

Highlights for the 2023-24 proposed budget for education include a 567.4 million increase for basic education funding, which is a 7.8 percent increase over last year’s budget. It also calls for a \$103.8 million spending increase for special education funding.

- Other education items proposed included:
38.5 million to continue the universal free breakfast program, building off the efforts of former governor



Tom Wolf.

- \$100 million for school safety and security grants through the Pennsylvania Commission of Crime and Delinquency.
- \$100 million for reducing and remediating environmental hazards in schools.
- \$2,500 in tax credits each year over a three-year span to educators, nurses, and law enforcement who earn a new license or certification or have a license or certification and move to Pennsylvania.
- \$500 million in funding over five years to increase support for students through block grants for mental health resources.

A related budget item that has potential financial implications for K-12 schools is the call for the minimum wage to rise to \$15 an hour, affecting many of our schools’ pay for support staff positions.

In other related education funding, Governor Shapiro proposed increases for Early Intervention services, Career and Technical Education programs and equipment grants, and programs in Higher Education.

There is no doubt that Governor Shapiro has set forth a strong desire to provide increased financial support to our public schools. Interestingly, some of the more controversial policy issues were not part of his speech, leaving room for members of the General Assembly to

Make your nominations today for PASA 'Awards of Achievement' to Recognize Public School Leadership

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: Horace Mann

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: Lincoln Investment Planning, Inc.

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: PLGIT/PFM

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

The PASA Awards of Achievement will be presented during the Recognition Luncheon/Annual Meeting in **the fall**. 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 has been extended to March 31.

For more information on the Awards of Achievement, see the PASA web site at www.pasa-net.org/pasaawards.

bring them forward in their budget discussions and negotiations.

This year's budget proposal and the call to action for future discussions to address the funding inequities in our schools is the perfect benchmark for us to increase our advocacy efforts. We need to influence the responses of our legislators by sharing the impacts of these increases in our local budgets, as well as the financial impacts of the ever-increasing costs of state mandates. The new funding is certainly a part of the solution however, it must come with solutions to managing PSERS, charter funding, and special education cost increases. We also need to keep in the forefront of our minds the

desperate need to address the educator workforce shortages which will require additional funding for increased salaries and benefits.

PASA stands ready to support our advocacy efforts statewide by providing updated information and sharing it with all our members. It is critical to engage our legislators in discussions by increasing our presence and advocacy efforts across the Commonwealth. Now is the time for all our PASA members to join our united efforts as the Governor has set the stage for us to work together for the collective good. Set up meetings with your local legislators and share your schools' story. Share the impacts

of their policy decision-making or lack of.

There is still time to register for PASA's Leadership Forum on March 30 and 31, Come listen to our State and Federal leaders on educational issues and visions, gain strategies for advocacy, and develop regional plans of action! Additionally, **mark your calendars for June 6 – this year's Advocacy Day at the capitol with PASBO and PA Principals Association.** Collectively, we can make a difference.

As always, looking forward to the work with all of you! Thanks for all you do for the future of our students.

State News:

Gov. Josh Shapiro Calls Historic School Funding Ruling ‘A Call To Action.’ Here’s What His Budget Would Do For PA Schools

Gov. Josh Shapiro in his first budget address vowed to “make a significant down payment” to school districts and students, many of whom have faced inequities caused by an education funding system that last month was deemed unconstitutional. During Tuesday’s address, Mr. Shapiro proposed increasing basic education funding by almost 8%, or a \$567.4 million boost to cover inflationary and cost-of-living growth. He also called for a \$104 million increase for special education.

Read the rest of the story: [“Gov. Josh Shapiro Calls Historic School Funding Ruling ‘A Call To Action.’ Here’s What His Budget Would Do For PA Schools”](#) (from Pittsburgh Post-Gazette, 3/8/23)

[View Gov. Shapiro’s proposed budget & more](#)

PA Budget Hearings Set

The next step in the PA Budget process is now finished as both the state house and senate have posted their schedules for budget hearings with the different state departments. Hearings are scheduled to begin for both the state house and senate next Monday, March 20th, with the house hearing from the Department of Education and the senate hearing from both the Department of Revenue and the Independent Fiscal Office.

Read the rest of the story: [“PA Budget Hearings Set”](#) (from WCCS Radio, 3/13/23)

Schweyer Named Education Committee Majority Chairman

State Rep. Peter Schweyer today announced that he has been appointed to serve as the majority chairman of the Pennsylvania House Education Committee.

Read the rest of the story: [“Schweyer Named Education Committee Majority Chairman”](#) (from, PA House Democrats 3/8/23)

A Perfect School Funding System is Hard to Find. As PA Searches for a Fix, Here’s What Other States Do

Pennsylvania’s school funding has been ruled unconstitutional — both for depriving children in poorer communities of the education to which they’re entitled and for shortchanging them compared to peers in wealthier districts. A fix could take years and cost the state billions of dollars, depending on how lawmakers respond to the Commonwealth Court decision.

Read the rest of the story: [“A Perfect School Funding](#)



[System is Hard to Find. As PA Searches for a Fix, Here’s What Other States Do”](#) (from, The Philadelphia Inquirer 2/26/23)

Graduating in Pennsylvania is About to Get More Complicated. Are Schools Ready?

As the school year began in August, Pittsburgh Public Schools [PPS] mailed students’ households notification of a law passed four years earlier that is about to change the way graduation is determined statewide. PPS and other districts statewide are now four months from facing the first big test of Act 158, which introduces four alternative pathways for graduation that students can take instead of gaining a score of proficient on all three Keystone exams. The pathways range from getting passing scores on Advanced Placement [AP] tests to doing a career and technical education [CTE] course.

Read the rest of the story: [“Graduating in Pennsylvania is About to Get More Complicated. Are Schools Ready”](#) (from PublicSource, 2/27/23)

Democratic Lawmakers Announce Legislation to Invest in School Facilities

State Reps. Bridget M. Kosierowski, Elizabeth Fiedler, Robert Merski and Tarik Khan today partnered with state Sen. Tim Kearney to announce legislation addressing toxic school buildings in Pennsylvania. The lawmakers’ legislation would fund the maintenance program within the traditional PlanCon program for vital projects including repairs to roofs, HVAC systems, boilers, plumbing and electrical wiring. Under the legislation, the lawmakers propose opening applications only to the new Maintenance Program created under Act 70 for a temporary 3-year period. After this period, the Department of Education would re-open the program for traditional PlanCon projects, with the Maintenance Program returning to its 20% share of available funding.

Read the rest of the story: [“Democratic Lawmakers Announce Legislation To Invest In School Facilities”](#) (from PA House Democrats, 3/1/23)

National News:



Women In The K-12 Workforce, By The Numbers

Walk into a classroom in any public school in the country, and you'll likely see a woman in front of the class. Take a detour into the principal's office and those chances go down. By the time you get to the superintendent's chair, particularly if it's in one of the 500 largest school systems, the odds of finding a woman sitting there are about 3 in 10. Education is largely powered by women, but in the rooms where big decisions are made—i.e., the superintendents' offices—the power brokers are often male.

Read the rest of the story: [“Women In The K-12 Workforce, By The Numbers”](#) (from EducationWeek, 3/8/23)

A District's Long-Term Investment in Cultivating Future Teachers Is Paying Off

While schools across the country struggle to fill vacant teaching positions, one Texas district is capitalizing on groundwork it laid in 2019 that has led to a near-zero vacancy rate. When Ector County Superintendent Scott Muri took over the 33,500-student district in the summer of 2019, there were 356 teaching vacancies—the equivalent of 18 percent of the district's teaching positions—just weeks before classes were set to begin. Less than four years later, the district had a vacancy rate of 1 percent across its 44 campuses at the start of this academic year.

Read the rest of the story: [“A District's Long-Term Investment in Cultivating Future Teachers Is Paying Off”](#) (from EducationWeek, 2/28/23)

How One School's Mentorship Program Paid Off Big in Academic Gains

Fifteen years ago, educators at Oregon Junior/Senior High School in northern Illinois realized something needed to change: Too many of their 9th graders were floundering academically and socially. The class of 130 freshmen had a collective 273 Fs in their classes. And the stakes were high—grades and attendance during students' freshman year are [critical indicators](#) of on-time graduation. [Studies have found](#) that when freshmen are disengaged, missing school, and failing classes, they're more likely to drop out or not graduate in four years.

Read the rest of the story: [“How One School's Mentorship Program Paid Off Big in Academic Gains”](#) (from EducationWeek, 2/21/23)

What An Inclusive School Environment Looks Like For This Transgender Teen

Dandelion Hunt-Smith, a transgender and nonbinary senior at John O'Connell High School in San Francisco, Calif, moved from Georgia last year in search of a more welcoming school environment. Dandelion says they see great value in school environments that treat all students as human, and where students can feel safe and supported in exploring their gender identity. As a growing number of legislation targeting LGBTQ students is introduced across the country, families like Dandelion's are calling on schools to better support future generations.

Read the rest of the story: [“What An Inclusive School Environment Looks Like For This Transgender Teen”](#) (from EducationWeek, 2/27/23)

From the President's Pen

Find Your Own 'Blarney Stone' to Build Your Leadership Skills



By Dr. John Sanville

2022-23 PASA President

March is here – and with it comes temperature fluctuations, the appearance of the first spring flowers, and mud – lots of mud! It is a long month after the shortest and without a definite holiday...but it has Ides shortly followed by St. Patrick's Day.

Both my family and Debbie's have roots on the Emerald Isle. In fact, I am named after my grandfather, John Hogan, who hailed from Tipperary. Debbie is a Reilly whose people came from Vinegar Hill in County Wexford. And at different times, decades ago, we both kissed the Blarney Stone. For those who may be unfamiliar with it, the Blarney Stone is a large piece of limestone set high in the wall of Blarney Castle. Tradition holds that anyone who kisses it is bestowed with the 'gift of gab' – i.e. eloquence. The Irish are known to be good storytellers so maybe there is a grain of truth in it.



As educators, communication is at the top of the list of skills we use and need every day. Conversations are the smallest- and most important – building block of communication – so I make use of any kiss-induced talent honestly and constantly while talking with others. Think about how many conversations you have before 9 a.m. ... a lot more than you realized, right? So let's take a look at a few ways to make every chat a little better.

Even without the Blarney bonus, I know there are many great communicators reading this. One way to elevate every discussion is to be present – 100% – the whole time. This makes sense and we know that it makes a real difference in how a conversation is going, but sometimes it takes a concerted effort to do. There are any number of events/situations/activities going on around you all of the time. Normally things chug along smoothly – but all of sudden that changes. School districts are always being blindsided by weather, accidents, rumors, staffing changes, parents on a mission, and 5,009 other things. Now being present will be more difficult- but this is when it really matters. Skilled leadership is marked by one's ability to focus on the matter at hand despite having knowledge of other issues.

Making people feel valued is in every good communicator's toolbox. By doing this the other(s) in the room are immediately put at ease, and there is a palpable shift in the dynamic. Years ago, when teaching and coaching in a large secondary school (grades 7 and 8 in one building, 9-12 in the other with gyms, library, and auditoriums shared) in Fairfax County, VA, I was friendly with the Assistant Director of Student Activities. It was a busy office and there were a lot of parents involved. Sometimes the parents were angry and demanding – and my friend, Rick, was tasked with meeting with them.

After introductions, Rick invited the parent to explain the situation to him. And they would- at length and with a lot of emotion. Rick did not say a word until they were done... and by then the parent was calmed and they could work out a solution. When I asked Rick about this he told me "everyone needs to be heard" which is the truth. When we practice valuing and listening BEFORE speaking we have given others courtesy and respect- which improves the experience for all involved.

The last suggestion I have is by far the simplest – and perhaps the most effective – smile. There are thousands of studies that prove that when we smile our own mood is lifted. Those who see us smiling are also impacted positively. Smiling

Region News:

Region 8:

The Windber Area School District board of directors signed Michael Vuckovich as its next superintendent. Vuckovich served since 2018 as the superintendent of the Indiana Area School District and also served as acting superintendent at Greater Johnstown School District for two years prior to joining Indiana Area. –

Region 10:

State College Area School District removed the interim in Curtis Johnson's title, making the 20-year veteran of the district its first African-American superintendent. He had served in the interim role since June 2022 following Bob O'Donnell's departure. Johnston previously served as a grade-level principal, assistant principal, principal, and assistant superintendent before stepping into the interim superintendent role in 2022.

Region 12:

The Chambersburg Area School District will begin a new search for its next leader after the first round of candidates did not lead to a consensus among the Chambersburg School Board. The board is expected to hire a consultant to lead the new search.

Region 13:

The School District of Lancaster will restart its search for its next superintendent after Dr. Ricardo Torres withdrew his candidacy.

Torres was selected by the school board on Feb. 21 from a field of three finalists that included Chicago Public Schools special education administrator Stephanie Jones and Acting SDL Superintendent Matt Przywara, who garnered the backing of the SDL teachers' union and a number of parents and students.

The decision to hire Dr. Torres upset residents who prefer acting Superintendent Matt Przywara for the job.

Region 20:

Easton Area School District's David Piperato announced his retirement as a superintendent effective in August. Piperato was hired in 2019. Prior to his position at Easton, he served as principal in the Palisades, Lower Merion, and East Penn school districts.

Region 21:

The Allentown School Board voted on March 9 to hire Carol Birks as its next superintendent. She has been acting superintendent since October following the departure of John Stanford. Prior to her time in Allentown, Birks was the superintendent of New Haven Public Schools in Connecticut.

Region 24:

The Chester County Intermediate Unit (CCIU) and its 12 partner school districts have teamed up for a countywide recruitment campaign to fill a variety of positions within their schools. As Pennsylvania faces a severe educational staffing shortage, the campaign aims to educate job seekers on the many roles available to them in education.

In Chester County alone, over 600 open positions are waiting to be filled. From teachers to cafeteria staff, maintenance, and custodial staff to bus drivers, there are a multitude of opportunities available for individuals who are passionate about making a difference in the lives of students.

Individuals interested in a career in public education are encouraged to learn more about the positions available and the benefits of working in education. For more information on the recruitment campaign, please visit chestercountyschooljobs.org.

when walking into work, when in the halls, when you see someone, in the break room, when entering a room/office, at the start of a meeting, and everywhere else will fundamentally change your outlook and how you are viewed by others. A quick online search of smiling reveals that smiling can lower blood pressure, reduce stress, boosts your immune system, improves relationships, and more. Make yourself and others feel better by sharing smiles.

Back to March in Pennsylvania where it can be 70 degrees one day and 37 the next.

We live in West Chester – a college town – so now the streets and sidewalks are filled with young people – many of whom are looking down and texting (grrrr...) so driving gets a little more challenging. The grass is starting to grow. Our dogs roll in and then drag mud in and spread it all over the house.

However, we are not without hope and a sense of fun. We live in a 100-year-old house with a large front porch. Shortly after moving here, we realized that our porch is perfect for bunting and flags so we have a collection of both and I change them 5-6 times a year. As you may have guessed right now we are decked out for the 17th!

I hope everyone has a great month – and remember, on St. Patrick's Day, there is a little Irish in us all.

GOOD NEWS



Ryan Gloyer Middle School Redesignated in 'Schools To Watch'

Ryan Gloyer Middle School (RGMS) is one of only 10 exemplary Middle Grades Schools in Pennsylvania to be named a 2023 PA Don Eichhorn Schools: "Schools to Watch" (PA STW) as part of a recognition program developed by the National Forum to Accelerate Middle-Grades Reform. This program is an elite partnership with the Pennsylvania Association for Middle Level Education (PAMLE), Duquesne University, Edinboro University, Kutztown University, and the Horace Mann Service Corporation. RGMS is receiving this honor as a fourth PA STW redesignation after receiving the initial recognition 12 years ago.

PA STW State leaders selected each school for its academic excellence, developmental responsiveness, social equity and organizational structures and processes. In addition, each school has strong leadership, teachers who work together to improve curriculum and instruction, and a commitment to assessment and accountability to bring about continuous improvement.

The Schools to Watch selection process is based on a written application that required schools to show how they met criteria developed by the National Forum to Accelerate

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

Middle Grades Reform. Schools that appeared to meet the criteria were then visited by a state team, which observed classrooms, interviewed administrators, teachers, students, and parents, and looked at achievement data, suspension rates, quality of lessons, and student work.

Schools are recognized for a three-year period, and at the end of three years, they must demonstrate progress on specific goals in order to be re-designated. Unlike the Blue Ribbon recognition program, "Schools to Watch" requires schools to not just identify strengths, but to also focus on areas for continuous improvement; thus the three year re-designation. The re-designation process is based on the schools continued growth since their last STW recognition.

Pair of Fox Chapel Area students named finalist in Suicide Prevention Video Contest

Two Fox Chapel Area High School students are finalists in the state's Prevent Suicide PA PSA contest for Youth Suicide Prevention. Seniors Zoe Broyles and Cali Johnson created a video public service announcement (PSA) for the 988 National Suicide & Crisis Lifeline. Zoe and Cali created the video when they were in teacher Ryan Devlin's digital media production class during the first semester of the 2022-2023 school year. Their video is one of five chosen as a finalist from those submitted from across Pennsylvania.



Watch their video

QE receives special vending machine - for books

A special piece of equipment was recently unveiled at Quakertown Elementary School that could have a positive impact on reading and behavior. A book vending machine was purchased with the help of the Quakertown



Community Education Foundation and Title IV funds.

Similar to vending machines that pop out soda and snacks, this one drops books. And to receive one, students must earn golden PRIDE tickets for demonstrating Perseverance, Respect, In-control Behavior, Dependability, and Effort. These five PRIDE points are based on PBIS, the Positive Behavior Intervention Support program in place at QE.

“The vending machine works by rewarding kids for good behavior, good grades, good attendance, and anything else we can celebrate about our students,” Principal Dr. Greg Leshner said. “The PBIS Core Team came up with this idea and our belief is that the combination of vending books with our own personalized reward system could bridge the gap between literacy and engagement. Our long-term hope is that the book vending machine becomes the school’s centerpiece and serves as a constant reminder about books and literacy.”

PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. QE’s aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students. Through PBIS, QE hopes to reduce school and classroom behavior disruptions and educate all students about acceptable school behaviors.

Throughout the year students will earn gold tokens from teachers, administrators, and support staff by demonstrating PRIDE characteristics.

Cocalico High School Participates in Global Scholars

The Global Scholars program, sponsored by the Pennsylvania State Modern Language Association (PSMLA), gives high school students across the state the chance to develop their language skills and their

understanding of the multicultural world around them. Cocalico High School, in Denver, PA, is proud to be one of the 17 schools that participate in the program. In total, Cocalico has graduated a total of 15 Global Scholars over the course of two years. Last year, 87 Pennsylvania students graduated as Global scholars, 10 from Cocalico. The class of 2023 is set to graduate nine (9) students with the Global Scholars distinction this year.

This program of interdisciplinary studies helps grow culturally minded students, fit for our increasingly international society. To become a Global Scholar, candidates must complete five (5) tasks. First, students must take at least four (4) years of the same language in high school. Second, the students must complete four (4) courses that are global in nature. Most of these classes are already required for graduation. Students must complete all the courses with at least a B average to be a candidate for the program.

Third, students must complete 20 hours of community service that must be global in nature. Fourth, all candidates must participate in four (4) extra-curricular activities that explore a global or cultural aspect and affords the opportunity for students to experience the different cultures that make our world so unique. Lastly, students must complete eight (8) literature and media reviews related to world language or culture. Upon successful completion of the program tasks, students will receive a certificate, honors cords for graduation, and credentialing on transcripts. This credentialing is desirable to future employers and/or colleges.

Leading with Dignity



By Lynn Fuini-Hetten
Superintendent, Salisbury Township



Public education and the superintendency are not for the faint of heart. We all know, these past few years have been difficult with polarized issues and diverse opinions. It often feels like respect for public education and leaders has decreased. This has caused a shift in our culture. We aren't always bringing out the best in each other.

I went to Amazon, seeking a resource that might help me better manage what was in my circle of control, my leadership. I found the book *Leading with Dignity - How to Create a Culture that Brings out the Best in People* by Dr. Donna Hicks. The book called my name for a week or two until I finally took it off my coffee table and committed to reading it that particular weekend.

First, I had to wrap my head around the idea of the difference between respect and dignity. Respect is earned, whereas everyone has dignity. Regardless of where you are in life - your age, your circumstances, your profession or lack of profession, your wealth or lack of wealth, etc, you have dignity. We need to honor each other's dignity in all of our daily interactions.

So how does the author define dignity? Through her extensive work, she noticed patterns and curated a list of ten elements of dignity. As you read through these elements, connections to strong leadership practices will emerge. (*Leading with Dignity*, pg. 16-17). In the text, she provides examples in practice and helps the reader

contextualize the practices. Which of these do you do well? If you asked your team members which you do well, what would they say? When you think about your team members, who do any of these well? How can they serve as a model for you or others?

Acceptance of Identity

Approach people as being neither inferior nor superior to you; give others the freedom to express their authentic selves without fear of being negatively judged; interact without prejudice or bias, accepting that characteristics such as race, religion, gender, class, sexual orientation, age, and disability are at the core of their identities.

Recognition

Validate others for their talents, hard work, thoughtfulness, and help; be generous with praise; give credit to others for their contributions, ideas, and experiences.

Acknowledgment

Give people your full attention by listening, hearing, validating, and responding to their concerns and what they have been through.

Make Your Women's Caucus of PASA Nominations Today:

Click the links below to download a nomination form.

[Wanda McDaniel Award](#)

[Margaret Smith Leadership Award](#)

Nominations are due by Friday, March 31.

Inclusion

Make others feel that they belong, at all levels of relationship (family, community, organization, and nation).

Safety

Put people at ease at two levels: physically, so they feel free from the possibility of bodily harm, and psychologically, so they feel from concern about being shamed or humiliated and free to speak without fear of retribution.

Fairness

Treat people justly, with equality, and in an evenhanded way according to agreed-on laws and rules.

Independence

Encourage people to act on their behalf so that they feel in control of their lives and experience a sense of hope and possibility.

Understanding

Believe that what others think matters; give them the chance to explain their perspectives and express their points of view; actively listen to understand them.

The benefit of the Doubt

Treat people as if they are trustworthy; start with the premise that others have good motives and are acting with integrity.

Accountability

Take responsibility for your actions; apologize if you have violated another person's dignity; commit to changing hurtful behaviors

Chapter two of the text focused on the temptations to violate dignity. These are the practices we engage in which create a culture where we don't bring out the best in each other. When I read these temptations, I could see how easy it is for us to fail to honor dignity in one another. Can you connect to any of these? Have you seen team members or community members do any of these? If you asked your team members about your practices, what would they say? Take a look at what she curated from her extensive research. (Leading with Dignity, pg. 31-32).

Take the Bait

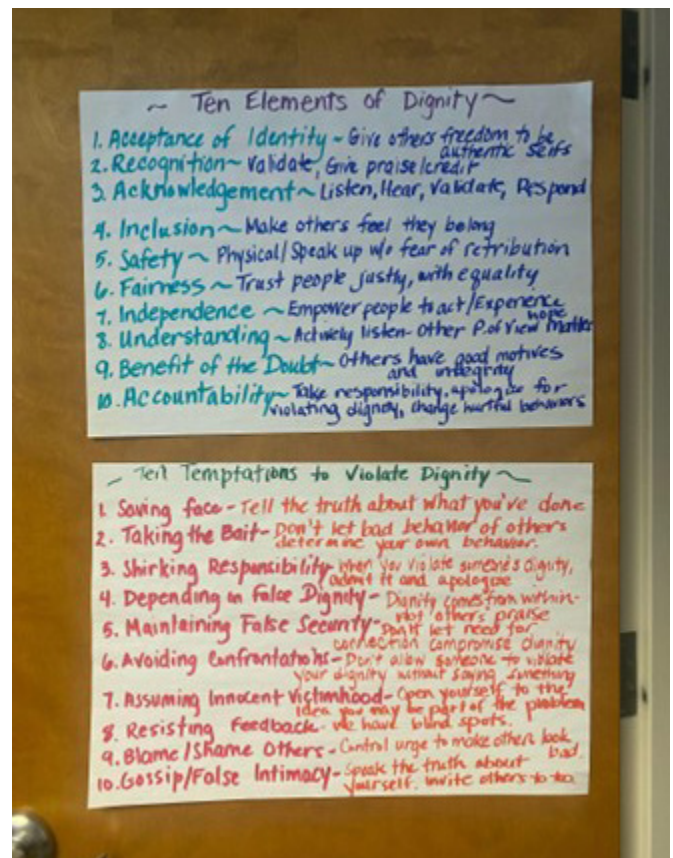
Don't take the bait. Don't let the bad behavior of others determine your own. Restraint is the better part of dignity. Don't justify getting even. Do not do unto others as they do unto you if it will cause harm.

Saving Face

Don't succumb to the temptation to save face. Don't lie, cover up, or deceive yourself. Tell the truth about what you have done.

Shirking Responsibility

Don't shirk responsibility when you have violated the dignity of others. Admit it when you make a mistake, and apologize if you hurt someone.



Seeking False Dignity

Beware of the desire for external recognition in the form of approval and praise. If we depend on others alone for the validation of our worth, we are seeking false dignity. Authentic dignity resides within us. Don't be lured by false dignity.

Seeking False Security

Don't let your need for connection and relationship compromise your dignity. If we remain in a relationship in which our dignity is routinely violated, our desire for connection has outweighed our need to maintain our dignity. Resist the temptation to settle for false security.

Avoiding Conflict

Stand up for yourself. Don't avoid confrontation when your dignity is violated. Take action. A violation is a signal that something in a relationship needs to change.

Being the Victim

Don't assume that you are the innocent victim in a troubled relationship. Open yourself to the idea that you might be contributing to the problem. We need to look at ourselves as others see us.

Resisting Feedback

Don't resist feedback from others. We often don't know what we don't know. We all have blind spots; we all unconsciously behave in undignified ways. We need to overcome our protective instincts and accept constructive criticism. Feedback gives us an opportunity to grow.



Blaming and Shaming Others to Deflect Your Guilt

Don't blame and shame others to deflect your guilt. Control the urge to defend yourself by making others look bad.

Engaging in False Intimacy and Demeaning Gossip

Beware of the tendency to connect by gossiping about others in a demeaning way. Being critical and judgmental of others when they are not present is harmful and undignified. If you want to create intimacy with another, speak the truth about yourself, about what is happening in your inner world, and invite the person to do the same. These two ideas are powerful on their own, and the author developed these concepts through explicit examples and honest reflection. I knew I wanted to continue to reflect on these ideas to improve our culture.

I created a couple of pages of chart paper with the key ideas. I hung the posters on a door in my office, as a reminder for myself to think about these ideas, as I became frustrated or disappointed in the way individuals engaged with others within and beyond our organization. The practice of hanging chart paper on the wall

was no different than what I used to do as a middle school teacher. Back then, every week I wrote the vocabulary words on the board with their definitions, so that students could see the words all week, and even more importantly, I would use the words in context throughout my teaching every day. That constant reminder for me helped me reinforce the ideas for my learners. I, as superintendent, am the chief learner within our organization. Others need to see me learning, they need to learn with me, and I need to learn from them.

An unexpected benefit of making this thinking visible for myself was that I had made my thinking, and learning visible to my colleagues. Shortly after I hung up the posters, our assistant superintendent asked me what it was about and why it was important to me. She and I engaged in a reflective conversation about our leadership and the culture within our organization. We continue to make connections to the ideas in our everyday practice.

Having the visual on the wall helped us focus our conversation and bring the work to the forefront with attention. On another occasion,

another team member came into my office to express concerns about a situation in which he encountered.

I was able to share my reading from the past weekend and highlight a couple of key points to guide our conversation on a different path. Beyond complaining or expressing frustration, we were able to look at our own practice and think about how we were being treated and how we wanted to model conflict resolution for others.

So two morals to this story. Lead with dignity, and make your thinking visible for yourself and those around you. Rehearse, reflect, and refine.

The book shares so many practical examples of improving culture through honoring dignity. It also includes a sample dignity pledge should you wish to consider a renorming exercise in your organization.

Check out these resources for more information.

<https://drdonnahicks.com/>

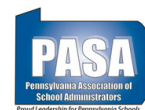
Podcast: [Donna Hicks, Leading with Dignity](#)

Declare Dignity: [Donna Hicks at TEDxStormong](#)

MAY 21-23
Hotel Hershey

PASA Women's Caucus Annual Conference

The Brain's Impact on Student Success



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

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

Featured Keynotes:

Sunday



Dr. Christina Theokas

Insights from Science: Implications for Education

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

Monday



Dr. Ruby Payne

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

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

Monday



Dr. Kristina Lenker

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

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

Registration information:

PASA Members:

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

Non-Members:

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

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

.....

Book Your Hotel:

Hilton Garden Inn

Group Name: PASA Women's Caucus

Rate: \$149 plus taxes/ACT

Group rate deadline: April 30

Call: 717-566-9292

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

SpringHill Suites by Marriott

Group Name: PA Association of School Administrators

Rate: \$144 plus taxes

Group rate deadline: May 1

Call: 717-583-2222

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

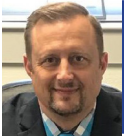
For additional information:

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

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

Professional Development

Building An Infinite Mindset for District Leadership



By Dr. Nathan Van Deusen
Superintendent, South Eastern



Over my tenure as a superintendent, I have seen the importance of leadership stability. When a district experiences high levels of turnover, intellectual capital is lost, positive momentum ceases, and trust is depleted.

What I have learned is that district growth occurs as a result of leadership stability, long periods of consistency, and a shared purpose. When the Board and district leadership teams work collaboratively over time, the outcome is an improvement in student learning and the construction of systems focused on meeting the needs of the community.

More recently though, organizational chaos and the resulting turnover have become commonplace. These periods of disorder and confusion have caused a leadership exodus across the Commonwealth. In many cases, the rationale for this departure is the bedlam created by a highly polarized environment where a district takes a hard stance on a divisive issue.

In many cases, the stances taken by district leadership are based on political, cultural, or faith-based beliefs. While following our belief system may seem like the correct posture, we must begin to look past the current issue at hand and consider the outcomes produced by taking a

To view upcoming professional learning opportunities, visit [PASA's website](#) or check out our calendar of events on Page 29.

“The truth is that when hard stances are taken by district leadership, a segment of the population becomes disenfranchised and loses trust in the organization. This distrust may lead to disorder which results in the loss of intellectual capital as employees flee the pandemonium within the organization.”

stance. This simply means we move away from a win/lose mentality with the goal of building trust from all stakeholders in our communities.

The truth is that when hard stances are taken by district leadership, a segment of the population becomes disenfranchised and loses trust in the organization. This distrust may lead to disorder which results in the loss of intellectual capital as employees flee the pandemonium within the organization.

In his book, *The Infinite Game*, Simon Sinek identifies the

difference between finite games and games that are infinite in nature.

His premise is that finite games, like sporting events, have a set beginning and end, have a set of specific rules to play by, and ultimately have a winning and losing party. By contrast, infinite games have the goal of keeping the game going as long as possible.

While Sinek focuses on how business should operate with an infinite mindset, educators should also heed his advice and look at our roles through this same lens.

This means that district leaders should stop looking to win polarizing issues and focus on building and maintaining trust with all stakeholder groups. When we focus myopically on taking a stance on a divisive issue, community trust is depleted.

When we lose trust, the natural result is chaos which may lead to leadership turnover. When turnover occurs there is a long, arduous period of rebuilding.

When leading from an infinite mindset, educators should learn to lead from their values, rather than their beliefs. Beliefs are our personal assumptions about the world, while values identify how we attribute worth in the world.

We stepped into this profession because our values drove us into a career that focuses on supporting and caring for ALL students.

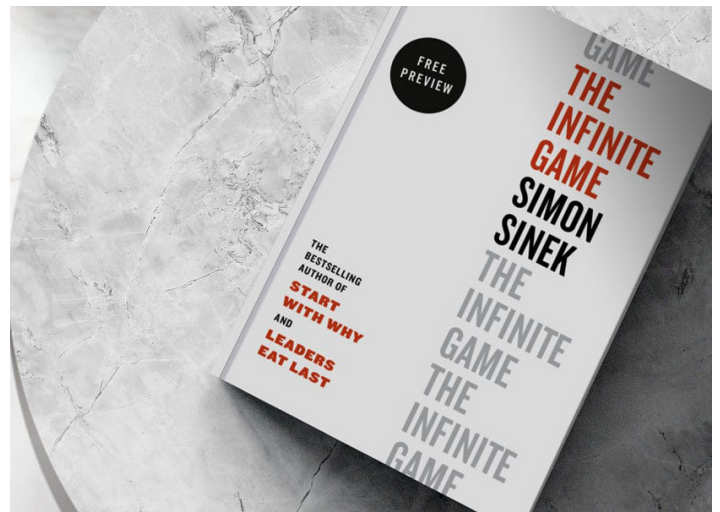
We became educators because we saw the intrinsic value of all students who we have the opportunity to serve; this underscores our core value. When we lead from our beliefs, a subset of our population is left feeling undervalued because the personal beliefs that they hold may be diametrically different from our own.

As a result of this, we must not lead by working to win an issue or push an agenda, from a finite mindset, but should focus on how we can make all students and parents feel valued and cared for. Thus, our focus should be on valuing all, so that trust is maintained and the district is able to consistently grow and improve.

The truth is that we are not finite-minded politicians looking to win a vote in the next election, but are community servants placed in these roles to serve ALL members of our school district.

That being said, I have personally witnessed high-functioning organizations lose the trust of their communities and have observed transformational district leaders flee the chaos of the situation when a segment of their school district loses trust.

If we begin to think differently about our roles and begin to develop an infinite mindset, our natural response will be to move away from a win/lose mentality and focus on valuing ALL stakeholders and building the trust needed for our communities to grow and thrive.



Thank you to our Gold Sponsors:





Growing the Next Generation of Educators

By: **Dr. John Kurelja**, Executive Director, CSIU, **Dr. Alan Hack**, Assistant Executive Director/Chief Academic Officer, CSIU and **Dr. Bernadette Boerckel**, Chief Outreach Officer, CSIU

Pennsylvania's teacher shortage has been receiving much attention lately. It is invigorating to hear about the creative solutions that districts and intermediate units are implementing to grow the next generation of educators. The Central Susquehanna Intermediate Unit is located in Montandon, Pennsylvania, and locally serves 17 districts and three CTEs in Snyder, Union, Columbia, Montour, and Northumberland counties, with centers and programs that have a statewide, national, and even international footprint.

As an educational service agency, the CSIU is committed to supporting districts by finding innovative ways to grow the next generation of educators, including teachers, non-teaching professionals, paraprofessionals, and administrators.

We believe this can happen in two ways. First, by assessing the resources available in communities to create pathways that are equitable, flexible, and inclusive of non-traditional approaches for high school students, college students, and adults interested in a career in education. Examples of

“As an educational service agency, the CSIU is committed to supporting districts by finding innovative ways to grow the next generation of educators, including teachers, non-teaching professionals, paraprofessionals, and administrators.”

such pathways include a new Luzerne County Community College Teacher Academy opening in the fall. Rising juniors and seniors interested in teaching can enroll in two tuition-free education classes per semester at the Watertown campus, with virtual and other site locations to be determined.

This program is in addition to the dual enrollment courses our districts are already offering students in partnership with local colleges and universities (which is now resulting in many students graduating high school

with an associate degree!).

Additionally, the CSIU offers a Guest Teacher program that provides substitute teacher training to individuals who have a bachelor's degree but do not have, or have never held, a Pennsylvania teaching certificate. This program has options for current education majors as well as classroom monitors.

For more information, visit www.csiu.org/guestteacher

The second way that the CSIU wants to grow the next generation of teachers is less evident than those mentioned above. It is focused on promoting a strong and positive public narrative about what it means to be a teacher by sharing stories of educators' impact within their school communities and the rewards of choosing careers in education.

The CSIU is proud to share the first of a series of videos promoting educational pathways and the impact of careers in education.

This video tells the story of Brett Sarnoski, a Central Columbia School District life skills teacher who has

been educating and nurturing students for 24 years while helping to grow and inspire generations of future teachers through a peer mentoring class titled Introduction to Developmental Disabilities.

Seniors who take this class learn about a range of disabilities while having the opportunity to assist life skills students with academics and relationship building.

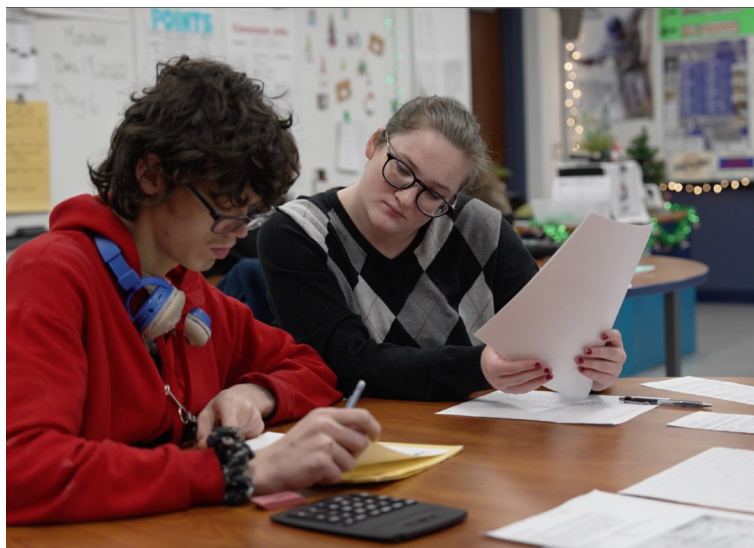
Today, the Central Columbia School District employs 21 educators (including the high school principal) who participated in Mr. Sarnoski's peer tutoring program as students in the district. Superintendent Jeff Groshek said, "The success of this program is due to the commitment of building staff dedicated to its profession. The Developmental Disabilities class not only provides a pipeline for our kids to enter such a rewarding career but, simply put, it develops good people. We could not be more proud to support a program that offers so much to future generations."

To watch the video, click Growing the Next Generation of Teachers.

Every district has stories like this, and the CSIU wants to help tell these stories - not only to demonstrate the positive impact teachers make but to share the creative ways that districts are creating pathways for students to enter careers in education.

We hope that Mr. Sarnoski will inspire districts across the state to tell their stories of teacher impact, and if the CSIU can help in any way, please contact us at AskCSIU@csiu.org.

Thank you to Our Silver Sponsors!





Medicaid Unwinding



By Sasha Pudelski

Director, Advocacy, AASA, The School Superintendents Association



There is a major healthcare coverage change happening that will impact students in your districts who currently rely on Medicaid and the Children's Health Insurance Program (CHIP) for health insurance.

Since the pandemic's Public Health Emergency began in March 2020, children and families enrolled in Medicaid have not been required to complete renewal paperwork in order to stay covered.

Beginning April 1, 2023, this continuous coverage protection will end and eligibility will be checked for all people enrolled in Medicaid and CHIP to ensure they still qualify.

During this process, known as the "unwinding," it is estimated that 6.7 million children will lose their Medicaid coverage despite the large majority of them continuing to be eligible for either Medicaid or CHIP.

In order to reduce loss of health coverage, it is important that parents act quickly to confirm or update their contact information with their state's Medicaid agency and provide the necessary information to complete their Medicaid renewal when notified.

Families could be notified about their renewal paperwork at any point this year or early next year.

As district leaders, you can play a critical role to ensure families in your districts are aware of these Medicaid changes.

The first step is to make sure that the state Medicaid agency has the correct contact information so families will receive



their renewal notices when the time comes. If they don't receive the notices, families may not even realize their children have been disenrolled from coverage and are uninsured until it is too late.

To help inform families about this impending challenge they will face, we partnered with Georgetown University's Center on Children and Families, and the Center on Budget and Policy Priorities to create a one-pager in English and Spanish, a template letter for district leaders to send to families, sample social media and other resources to help you ensure children in your districts don't lose Medicaid coverage.

The end of the Public Health Emergency will disproportionately impact communities of color; two-thirds of the children who are likely to lose Medicaid will be children of color (4.5 million), which includes 2.4 million Latino children and 1.4 million African American children.

The same communities of color that already face America's largest health insurance gaps are expected to experience the deepest further losses of Medicaid coverage. Unless states make significant policy changes, at least 12% of all children of color who live in America will likely lose Medicaid, compared to 6% of non-Hispanic White children.

Children losing Medicaid coverage are likely to include at least 13% of all African American children, 12% of all Latino children, 12% of all Native American children, and 10% of all Native Hawaiian and other Pacific Islander children living in the United States.

Based on research conducted before the pandemic, very few families whose children need to re-enroll in Medicaid will even realize they are about to lose coverage.

In recent years, most children who lost Medicaid at redetermination were never found ineligible. Instead, states simply mailed requests for paperwork, states did not receive responses from families, and their children stopped being eligible for Medicaid.

For example, when Texas ended health coverage for nearly 150,000 children in 2018 and 2019, missing paperwork was the prime cause. While the state mailed income update forms multiple times during each 12-month eligibility period, only 30% of families responded. More than 90% of all terminations resulted from the state not receiving a response.

Because districts have more direct engagement with parents than state Medicaid agencies, we hope superintendents are able to reach out to parents and let them know about this major change and the importance of ensuring the state Medicaid agency has an updated address for the child.

Schools are a central access point for students to be connected to necessary health services, and it is critical to keep children connected to healthcare coverage to receive necessary care.

Almost all schools depend on Medicaid to help cover the cost of certain special education services. The potential impact of the unwinding will be even greater if your district is in one of the 17 states that has expanded Medicaid reimbursement to cover school health services for all Medicaid-enrolled students.

Keeping students connected to Medicaid will be especially important for the fiscal health of these districts.

For the latest updates on the monitoring of the unwinding of the continuous coverage provision (as it's called), visit Georgetown University Center for Children and Families. You can also see how many students in your school district were enrolled in Medicaid or CHIP on the center's website.

Check out our district toolkit for more ways to help keep families in your district covered.



In the March Issue of School Administrator Magazine:

The March edition of AASA's monthly publication features articles on behavioral threat assessments, school safety and security, student mental health and more.

Quotes:

"Those we supervise are always watching our actions, interactions, decisions, and thought processes. If this is true, what are we passing on? How will people describe our purpose, our character, and our approach to solving problems?"

-- **Howard C. Carson, Leadership DNA**

"I've come to learn over time that many concerns that parents, students, and staff have are often not straightforward issues that can easily be identified, defined, or solved. Many concerns in education, and in life, are often nuanced, delicate, and complicated. I actually think we mostly live, learn and lead not in an absolute world, but we exist mostly in the gray--with the uncertainty, ambiguity, and subtle differences that make us human."

--**Daniel Gutekanst, The Elephant in the Room**

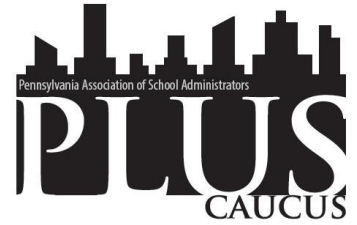


PLUS Caucus of PASA

Support our PLUS Statewide Press Conference on March 28!



By Dr. Christopher Dormer
PLUS Caucus Chair



We have just entered what I call “Advocacy Season” here in Pennsylvania. This is the annual cycle when, between the Governor’s budget address through the actual budget adoption, a flurry of activity occurs as Superintendents, school board members, parents, students, and anyone who has a stake in the game try to lobby and influence the dollars that will flow and the legislation that will be passed that will ultimately impact how our schools are governed. In all my time as Superintendent, this has meant numerous trips to Harrisburg, meetings, phone calls, Zoom meetings, and anything and everything to try to tell our district’s story and offer our suggestions for what will help us take a step forward.

This year, the PLUS Caucus of PASA is trying something different. The caucus currently has 30 member Superintendents serving over 300,000 students. Geographically, we have members in all areas and regions of the Commonwealth. Though every district is different, we share common challenges - most notably, being the most underfunded school districts in Pennsylvania. On March 28, members of the PLUS Caucus are coming together across the state to hold concurrent press conferences in Bethlehem, East Allegheny, Greater Johnstown, Lancaster, and Upper Darby. These events will be used to share our stories and those of member districts who will travel to those five sites to advocate together. We are fortunate to have PASA, PASA’s Legislative Committee, and our tireless Executive Director to help unify our talking points around a consistent message that will benefit not only our member schools but all public schools across the Commonwealth.

We invite all Superintendents to join us on March 28 as we celebrate the recent increases in funding and share how those dollars have been put to good use for our children and our communities. We advocate together for greater investments to come, that Governor Shaprio’s recent budget proposal with nearly \$1 billion in funding increases is, using his words, a “down payment” on what must come. We invite you to join us on March 28 in person, to share a public word of support, or to mention it to colleagues or your local legislators. I also encourage you to join the PASA Leadership Forum on March 30-31, which will focus on advocacy. Our voices are amplified when we advocate in unison.

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.

Free for PLUS Caucus Members

2023 PLUS Caucus Conference

Thursday, March 30

Best Western Premiere Hotel & Conference Center

Leading into PASA's Leadership Forum on March 31, the PLUS Caucus will hold its first annual one-day conference at the Best Western Premiere Hotel and Conference Center in Harrisburg focusing on solutions to the unique and pressing problems facing urban school districts in the Commonwealth. This opportunity is limited to PASA members who are District Superintendents and other administrators in urban Pennsylvania school districts.

Featured sessions:

"Grow Your Own" Teacher Pipeline (10 a.m.)

Charter Schools- Reviewing Applications,
Management and Oversight, and Advocacy for Reform (10:30 a.m.)

Advocacy and Community Building (2 p.m.)

Round Table Discussion:

Sharing Our Biggest Wins and
Brainstorming Solutions to Our Biggest Challenges (1 p.m.)

[Click here for more information and to view the full schedule.](#)

Included for PLUS members:

50 % off of hotel stay on March 29 | Dinner March 29 | Breakfast and Lunch March 30

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



Writing Out Loud

Dance like the No. 1 Seed



By Adam Kulikowski
Director of Communications

This is one of my favorite times of the year. The energy and excitement that accompanies March Madness is incomparable. My wife and I are far from fanatical about college basketball from December to now—we're diehard Penn State fans, so college hoops is only really relevant to us once or twice a decade. This happens to be one of those years where Lions fans aren't tuning into the NIT to watch their team play (YAY!).

For the next few weeks, however, we'll watch the tournament religiously—Jamie has our brackets printed out and her highlighter ready as we learn who will have bragging rights in the Kulikowski household when the nets are cut down and the trophy is hoisted (Team Adam has Houston while Team Jamie picked Kansas for those keeping track at home).

In the tournament, there are winners and losers. Though that isn't as black and white as it might seem. For some—like our beloved Penn State men—they already are winners just by having a seat at the dance this year. For a 'rebuilding' program, their domination of Texas A&M just added to an already successful season.

For the No. 1 seeds, the expectation is that they will be in the Elite 8, Final 4 and in the running for the championship. We expect an elite level of excellence. Anything less, and we call it an upset or a disappointment. The reality though is that even the No. 1 seeds have moments where they don't play as such. They have elements of their game that can be improved. Or maybe they are dealing with an injury or issue that isn't known publicly that affects their play on the court. But nine times out of 10, the No. 1 seed will come out on top because they are built to succeed.

K-12 public education is the No. 1 seed. Yet, internally, it may feel like we are the underdog these days even with more than 75 percent of students in the Commonwealth building for future successes in the halls of public school districts.

Our schools are asked to do more with less. Staffing shortages stretch school staff and ever-increasing expenses and unfunded mandates stress budgets—the list of hurdles evolves on a daily basis for school leaders across the Commonwealth.

We see school administrators and students alike overcoming the monumental challenges of a global



pandemic and a polarizing learning environment. We see resilience and innovation.

We see bright minds—the next generation of business leaders, scientists, teachers and leaders—excelling now as students in our classrooms.

The “No. 1 seed in education” is not without areas of improvement, but over the next 16-month period, we have an opportunity to work with our legislators to revisit the current budget structure to better fortify our strongest elements and build up our areas of improvement so every student in the Commonwealth knows they are the No. 1 seed.

Gov. Josh Shapiro's proposed budget is a first step in a critical period of challenging conversations that will shape the future of public education in the Commonwealth. As public school leaders, we must be ready to enter the dance with the confidence and attitude of the No. 1 seed that we are.

But unlike in March Madness, there doesn't have to be a loser in this dance. All students can and should win, regardless of what district name is stamped on their diploma.

It'd be the Cinderella story of the year.



AASA Releases 2022-23 Superintendent Salary Study

Nine out of 10 superintendents say they intend to be the superintendent in their current school district next year, while only 6% indicate they plan to leave public education or retire, according to the 11th annual superintendent salary study released today by AASA, The School Superintendents Association. According to the survey, superintendents are getting younger and are more diverse in terms of both race and gender.

The report, 2022-23 AASA Superintendent Salary & Benefits Study, is used to gauge school district leadership compensation and benefits, and was released in two versions: a full version for AASA members and an abridged version for wider circulation. The current study is based on nearly 2,500 responses.

“For more than a decade, AASA has collected superintendent salary information to provide critical insight into the conditions of the superintendency,” said David Schuler, AASA executive director. “Our longstanding commitment to this survey means we can capture not only real-time data, but also inform a broader narrative, allowing 10-year comparisons on both the progress school systems have made and the work that remains.”

Major findings include:

- Superintendents are getting younger. In 2022, more than three out of 10 (31.48%) were between 40 and 50 years of age, compared to 29.83% in 2012. Only 12.20% of superintendents were more than 60 years of age in 2022, compared to 19.48% in 2012.
- There was an approximately 3.80% increase in the number of women in the superintendency. In 2022, 26.44% of superintendents were female, compared to 22.60% in 2012.
- There was a slight increase of race/ethnic diversity in the superintendents over the past 10 years. In 2022, 89% of superintendents were White (8.88% a race



other than White). In 2012, 94% of superintendents were White (6.05% a race other than White).

- Respondents who identified as Black or African American are more likely to hold a doctorate (57.44%) compared to other races/ethnicities.
- Years as superintendent: Females have fewer years of experience as a superintendent compared to males. More than one in every four males (27.32%) have 11 or more years of experience. Only 15.20% of females have 11 or more years of experience.
- A superintendent’s median salary was \$156,469 in 2022-23, about 1% less than reported in 2021-22.
- Females earned more: Although males were overrepresented in the superintendency (74%) compared to females (26%), the median salary of female superintendents was slightly higher than that of males for the sixth time during the past 11 years.

“We are grateful for the excellent work of the research team and extend our appreciation to school superintendents across the nation who took time to reply to the survey and make this work possible,” added Schuler.

Click [here](#) to access a copy of the 2022-23 AASA Superintendent Salary & Benefits Study. For specific questions about the report, contact Tara Thomas, AASA policy analyst, at tthomas@aasa.org.



By Ann McMullan
Project Director, CoSN



CoSN 2023 Conference – In-Person and Virtual Opportunity:

The CoSN 2023 conference takes place on March 20 through March 23, 2023, at the Austin Marriott Downtown in Austin, Texas. The theme of this year's CoSN Conference is "Reimagine. Redesign. Renew" with a focus on leveraging the disruptions in education that have taken place over the past three years to truly change education to meet the needs of ALL students now and in their futures. To learn more about the CoSN 2023 Conference, including information about registration for both in-person and virtual participation in the CoSN 2023 Conference use this URL link: <https://www.cosn.org/cosn2023/>

Upcoming April 10 EmpowerED Superintendents edLeader Panel Broadcast:

The next broadcast of the CoSN / AASA EmpowerED Superintendents edLeader Panel Series is titled "Leading and Implementing Educational Technology Innovations: Hurdles, Accelerators, and Tech Enablers", and airs on Monday, April 10, 2023, at 5:00 pm Eastern Time. The April 10 edLeader Panel Broadcast will focus on the main categories of CoSN's 2023 Driving K-12 Innovation Report. Three superintendents who served on the international committee that researched and produced the CoSN 2023 Driving K-12 Innovation Report are the featured guest panelists. Superintendents Scott Borba, Todd Dugan, and Dr. Kelly May-Vollmar will share how the Hurdles, Accelerators, and Tech Enablers specified in the CoSN 2023 Driving K-12 Innovation Report manifest themselves in their school districts and the strategies they have implemented to overcome the Hurdles as well as leverage the Accelerators and Tech Enablers. For more details and access to the web page for free registration for the April 10, 2023, edLeader Panel broadcast, please use this URL link: <https://home.edweb.net/webinar/supers20230410/>
If you are not able to attend the live broadcast, the April

10 edLeader panel will be available at that same link as a recording and also as a podcast, after the live broadcast.

CoSN 2023 Driving K-12 Innovation Report

CoSN recently released the 2023 Driving K-12 Innovation Report. The Driving K-12 Innovation Series is the process by which CoSN shares high-quality trend reports regarding the use of emerging technologies to transform K-12 teaching and learning. Through the Driving K-12 Initiative, a global advisory board of K-12 leaders, practitioners, and changemakers engage in discourse about the major themes driving, hindering, and enabling teaching and learning innovation in K-12 schools.

The results of the advisory board's work are divided into three main categories: Hurdles, Accelerators, and Enablers. To learn which specific items fell into each of the three main categories as well as how to access the full report please go to <https://www.cosn.org/edtech-topics/driving-k-12-innovation/>. Plus, if you would like to be considered to be a part of the 2024 Driving K-12 Innovation Advisory Board, you will find a link to submit your notice of interest on that same web page.

EmpowerED Superintendents edLeader Panel Series

The EmpowerED Superintendents edLeader Panel broadcast series – sponsored by ClassLink - is now in its fifth season. Each monthly broadcast is co-hosted by CoSN, AASA, and edWeb.net. Participants may earn continuing education (CE) credits after viewing the live or recorded broadcasts. To learn more about CE credits please visit <https://home.edweb.net/edweb-tips/>

CoSN Membership

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



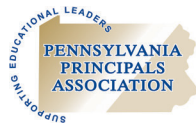
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FEATURING KEYNOTE SPEAKERS:

Hamish Brewer

Monday, August 7th Session



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

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

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Dr. Quintin Shepherd

Tuesday, August 8th Session



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

radical transparency works.

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

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



Make Your Nominations for PASA Officers/AASA Reps.

President-Elect/Secretary | Treasurer | AASA Reps.

Deadline: March 28

What to know:

2023-24 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, 2023, as President beginning October 1, 2024, and as Past-President and chairman of the Membership Committee beginning October 1, 2025.

Candidates for PASA Treasurer serve a one-year term. The elected Treasurer's term begins on October 1, 2023.

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, 2022 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, no later than **March 28**.

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 6 p.m. on March 28, 2023. 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, 2023 to June 30,

2026. Lee Ann Wentzel (Ridley) will continue in her role as AASA Executive Board Member.

Current PA AASA representatives with expiring terms in 2023 include Dr. Bridget O'Connell (Palisades) and Dr. Randal Lutz (Baldwin-Whitehall). They are joined by Dr. Nicholas Guarente (Greenwood), Dr. Shane Hotchkiss (Bermudian Springs), Dr. Gennaro R. Piraino, Jr. (Franklin Regional).

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 2023). 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 28 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.

PASA Calendar



March:

March 30: PLUS Caucus Conference
March 30-31: PASA Leadership Forum
March 31: Nominations due for Wanda McDaniel and Margaret Smith Leadership awards

April:

April 7: PASA office closed in observance of Good Friday
April 13-14: Board of Governors' meetings
April 19-20: AASA National Superintendent Certification Program

May:

May 21-23: Women's Caucus Conference
May 29: PASA office closed in observance of Memorial Day

July:

July 4: PASA office closed in observance of Independence Day

August:

August 6-8: Pennsylvania Summit for Education Leaders

September:

September 4: PASA office closed in observance of Labor Day
September 7-8: Board of Governors' meetings

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