Welcome to year sixteen of the Delaware Valley Consortium for Excellence and Equity! For the past fifteen years we have provided engaging and meaningful programming that has focused on inter-district collaboration and shared learning for continuous improvement in eliminating pervasive preparation, opportunity, and achievement gaps.

DVCEE is motivated by an equity driven mission to positively transform the lives of each and every one of our students by preparing them for success in post-secondary education and in life – especially our diverse children and youth who have traditionally struggled academically in our systems, or who might likely be the first in their family to attend and graduate from college.

Thanks so much for joining us for another exciting year of reflection, learning and taking action in your district that truly enhances the academic success of all of the precious young people you serve! Thanks for your ongoing personal and professional commitment to excellence through equity, and we look forward to supporting your efforts in any way we can.

Best Wishes,

Bob

Dr. Robert L. Jarvis
Director
Penn Coalition for Educational Equity
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All Events, With the Exception of the Student Leadership Institutes, Will Be Held At:
3440 Market St. Philadelphia PA 19104, 5th Floor Conference Suite

Registration:

To better accommodate the needs of our member districts, we will be offering most of our workshops on one of two consecutive dates. When possible, we ask that districts from A-N to sign up for the first date offered and districts from O-Z sign up for the second date. Please contact Dayna Muñiz if you have any questions or concerns.

PLEASE NOTE: This year, we will be offering a number of multi-session workshop series to support our district teams. We ask that districts identify a cohort of educators that can engage consistently in each series.
**At-a-Glance Calendar**

**September 18, 9:00am-12:00pm**  
Teaching Tolerance Social Justice Standards Working Group – Session for Curriculum and Instruction Administrators.

**September 23 or 24, 8:30am-2:30pm**  
Poverty & School Success: Challenges & Opportunities in Effectively Working with Under-Resourced Students with Tammy Pawlowski

**October 7 or 8, 8:30am-2:30pm** *Session Series. Session 1 of 3*
Educational Leaders Building Equity Through Cultural Proficiency with Dr. Erick Witherspoon, National Director of Equity, Generation Ready, New York, NY.

**October 29, 8:30am-2:30pm**  
DVCEE Promising Practices Symposium: Showcasing What’s Working in Our Schools in Better Serving Our Traditionally Under-Achieving Students

**November 12 or 13, 8:30am-2:30pm** *Session Series. Session 2 of 3*
Educational Leaders Building Equity Through Cultural Proficiency with Dr. Erick Witherspoon, National Director of Equity, Generation Ready, New York, NY.

**November 21, 8:30am-2:00pm**  
14th Annual DVCEE High School Student Leadership Institute @ University of Pennsylvania Perelman Quad

**November 22, 8:30am-2:00pm**  
14th Annual DVCEE Middle School Student Leadership Institute @ University of Pennsylvania Perelman Quad

**December 2, 8:30am-2:30pm**  
Social Justice Standards Working Group – Standards Training for Curriculum and Instruction Professionals

**December 10 or 11, 8:30am-2:30pm** *Session Series. Session 3 of 3*
Educational Leaders Building Equity Through Cultural Proficiency with Dr. Erick Witherspoon, National Director of Equity, Generation Ready, New York, NY.

**January 14 or 15, 8:30am-2:30pm** *Session Series. Session 1 of 2*
Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Fosters Educational Equity and Improves School Climate and Learning with Dr. Bill Preble, New England College, Manchester, NH.

**January 28, 8:30am-12:00pm**  
Forum on Recruitment and Retention of Educators of Color in our Schools

**February 3 or 4, 8:30am-2:30pm**  
I See You and You Matter: Culturally Responsive Practices for Educators with Shauna King, King Professional Development Services, Bowie, MD.

**February 27 or 28, 8:30am-2:30pm** *Session Series. Session 2 of 2*
Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Fosters Educational Equity and Improves School Climate and Learning. Session 2 of 2 session series with Dr. Bill Preble, New England College, Manchester, NH.

**March 2 or 3, 8:30am-2:30pm** *Session Series. Session 1 of 2*
“Student Resilience Realized: Building Extraordinary Brains” with Frank J. Kros, Kros Learning Group, Baltimore, MD.

**April 22, 1:00pm-3:30pm**  
Annual Superintendent’s Meeting

**April 22, 4:00pm-7:00pm**  
Annual Educators of Color Recruitment Fair

**May 12 or 13, 8:30am-2:30pm** *Session Series. Session 2 of 2*
“Building Resilience in Our Students Who Are Experiencing Poverty” with Frank J. Kros, Kros Learning Group, Baltimore, MD.

**SAVE THE DATE**

**July 8 and 9, 2020 at Upper Merion SD.**
DVCEE Summer Institute
In December of 2018, we hosted a session with Megan Fuciarelli that introduced us to the Social Justice Standards developed by Teaching Tolerance that was very well-received by many of our DVCEE district curriculum administrators. Given the high interest, we are offering this session as space for educational leaders from our membership to discuss the use of the standards within our work, specifically in curriculum development and review. Megan will join us via video-conference as we discuss tackling this work in our districts.

Dr. Mary Jo Yannacone, Assistant Superintendent in The School District of Springfield Township, has begun to utilize the standards with staff this year and will co-facilitate this half-day work session with interested district curriculum and instruction leaders. We will discuss and share existing and potential practices in the use of the standards in our schools and Megan will be available virtually from Michigan for consultation and support.

Megan Fuciarelli is an educator and administrator with over 20 years of experience in the social justice realm. Now residing in Michigan, Fuciarelli has spent the bulk of her educational career in the Chicago area. As the Executive Director & Principal Consultant of US2, she works with a team of like-minded individuals whose primary goal is to help Unite Society through equity and inclusion work. In her career, she has served as an educator as well as building and district-level administrator. She has presented for local, state, national, and international audiences in the areas of Restorative Practices, Equity & Inclusion, Culturally Responsive Pedagogy, and The Whole Child. She is very proud of her work with Teaching Tolerance as a contributor and the author of the Critical Practices Webinar Series. Fuciarelli holds a BS in Elementary Education as well as a MATL in Reading and MEd in Educational Administration. Fuciarelli has also completed an ESL Certificate and the Urban School Leadership Program at Harvard. She continues to serve on many committees and boards (on both local and state levels).

TEACHING IN CULTURALLY RESPONSIVE SCHOOLS WORKSHOP
“Poverty and School Success: Challenges and Opportunities in Effectively Working with Our Under-Resourced Students”

September 23 or 24, 2019
8:30am-2:30pm
Research is clear that life with limited key resources can negatively impact brain development, and the achievement gap between under-resourced children and their wealthier peers is widening. Children of poverty score far lower on virtually every standardized test than their more economically advantaged peers, and the dropout rate for low-income students is 5 times greater than that of their high-income counterparts.

Why is this happening and what can schools & teachers do? The good news is that while life in poverty often provides a shaky foundation for school success, teachers and schools can make the difference! Music, video, and powerful graphics will be used in this session presentation to explore why access to resources matter and which research-based strategies yield best results. Learn how to reframe the challenges faced by teachers in high-poverty schools as opportunities for changing the futures for under-resourced students. Participants will identify ways that life in poverty or limited resources may impact brain development and subsequent school achievement, identify research-based, goal-directed and high-yield strategies that can positively impact school success, and use an action research model to guide the implementation and assessment of plans for under-resourced students at the classroom, school, or district level.

Dr. Tammy Pawloski currently serves as Professor of Education and Director of the Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University. She has led more than 400 professional learning events for teachers, school leaders, and stakeholders. Pawloski understands the challenges and opportunities of teaching, and has devoted the last ten years to the study of children of poverty—why they struggle and which strategies have the greatest impact, What resonates most with teachers and school leaders is her ability to deliver an uncommon combination of research, practice, and compelling stories from the field that empower and challenge them to show up every day as engaged, effective educators. She holds a Ph.D. from the University of South Carolina.

LEADERSHIP FOR CULTURALLY RESPONSIVE SCHOOLS THREE-SESSION WORKSHOP SERIES

“Educational Leaders Building Equity Through Cultural Proficiency”

October 7 or 8, 2019
November 12 or 13, 2019
December 10 or 11, 2019
8:30am-2:30pm

Dr. Erick Witherspoon, National Director of Equity
Generation Ready
New York, NY

This highly engaging three-day workshop series will provide identified district equity teams, that are interested in building more inclusive, affirming and culturally responsive schools and classrooms, the opportunity to explore a practical framework and develop strategies to more effectively address their diversity challenges. Note that this is a three session workshop series for consistent district equity leadership teams that is designed to help build system capacities for increasing all students’ academic engagement and achievement in learning environments that effectively address culture and diversity. Building upon the foundational work of Dr. Randall Lindsey and his associates, these sessions introduce the Tools of Cultural Proficiency as a shared commitment to excellence and equity for all students. Participants will use strategies and tools needed for districts to embed Cultural Proficiency into their schools’ academic cultures. Upon completion of the three sessions, the district teams will better understand and know how to apply the Tools: The Guiding Principles, Essential Elements, Continuum, and Barriers related to Cultural Proficiency, and will explore the best ways to weave these tools into the fabric of their schools.
Session One consists of an introduction to the four tools of Cultural Proficiency through an exploration of culture at the individual and organization level. The Intended Outcomes include:

- Participants view Cultural Proficiency as a shared priority
- Participants experience Cultural Proficiency as personal and professional work
- Participants ensure a common language and common understanding of this work
- Participants use Culturally Proficient Schools: An Implementation Guide, as a guide for addressing access and achievement gap issues

Session Two builds upon the culture at the individual and organization level to expand understanding of viewing the Tools of Cultural Proficiency as a guide for addressing access and achievement gap issues. The Intended Outcomes include:

- Participants gain a sense of diverse perspectives regarding the history of education in America
- Participants engage in the exploration of the achievement gap and the cultural correlation
- Participants explore federal mandates and the cultural effects on students
- Participants view the Tools of Cultural Proficiency as a guide for addressing their complex achievement gap issues
- Participants begin to design a plan for implementation at the school level

Session Three consists of the continued exploration of achievement gaps and strengthening the understanding of Cultural Proficiency as a shared priority to overcome identified barriers. The Intended Outcomes include:

- Participants review the culture of the school culture and served cultures
- Participants identify barriers that may prevent a person, school, and district from becoming culturally proficient
- Participants deepen the understanding of Cultural Proficiency as a shared priority to overcome barriers
- Participants explore the characteristics/traits of a culturally responsive classroom and to understand how the organization capacity relates to the ability to leverage equity and inclusion

Dr. Erick E. Witherspoon is a nationally recognized educational leader, professor, and motivational speaker, who originally hails from the sprawling Midwest air-capital city of Wichita, Kansas. Dr. Witherspoon holds a B.S. in Elementary Education from Kansas Newman University, a M.S. in Educational Administration from Wichita State University, and Ed.D. in Leadership for Educational Justice from the University of Redlands, Redlands, CA.

His career in education includes experience as a classroom teacher, assistant principal, principal, district leader, and adjunct professor in Southern California. Additionally, he has held many local, state, and national offices in the National Alliance of Black School Educators and serves on the California Staff Development Council. Throughout his career, Dr. Witherspoon has received numerous awards, including the San Bernardino County, ACSA Region Elementary Principal of the Year, the Golden Bell Award from the California School Boards Association, the California Association of African American Superintendents and Administrators (CAAASA) Emerging Superintendent Award, and the National Alliance of Black School Educators (NABSE) 2015 Hall of Fame Award inductee among many others. Currently, Dr. Witherspoon serves as the National Director of Equity for Generation Ready – one of the nation’s premiere educational professional development companies based in New York, NY. Generation Ready partners with parents, school communities, and districts throughout the country to ensure success for all students. [https://www.generationready.com/what-we-offer/cultural-proficiency/](https://www.generationready.com/what-we-offer/cultural-proficiency/)

DVCEE PROMISING PRACTICES SYMPOSIUM
“Showcasing What’s Working in Our Schools to Better Serve Our Traditionally Under-Achieving Students”

October 29, 2019
8:30am-2:30pm

Consortia district leadership teams from Haverford School District, Reading School District, Lower Merion School District, Upper Merion School District, and Springfield Township School District will share promising programs and practices that are having a significant impact on all students. The symposium format will give district participants opportunities to drill deeper with colleagues about practical strategies for attending to the instructional and organizational challenges to addressing the learning and developmental needs of their most challenged learners.

Presentations include:

- Haverford Township School District - Belonging and Social Cultural Identities In Schools: BASIS
- Reading School District - Reading School District’s Equity Journey from Vision to Practical Implementation
- Upper Merion School District - Access and Equity Plan: Creating opportunities and remove barriers where every learner is encouraged to reach his or her dreams

UPDATED January 21, 2020
Students from each participating school will work together on projects that can make an IMPACT on their school, community and themselves. Chaperones will stay with their students and assist them as they identify problems and develop solutions.

Participants will select one problem/issue they would like to address and work on tri-fold that outlines these three steps:

1. Identifying a Problem
2. Developing a Solution
3. Forecasting the Outcome.

Additionally, students will create an Instagram PSA sharing their idea and using #BETHEIMPACT. Lastly, students will take the feedback they receive on their projects and develop next action steps to implement it at their respective schools.

Participants will then view all the projects in the Gallery.

Each Consortium district is welcomed to invite a team of 10 emerging leaders to join us with identified chaperone/advisor(s). Districts should identify emerging student leaders who they believe might significantly benefit by the experience.

**14TH ANNUAL DVCEE MIDDLE SCHOOL STUDENT LEADERSHIP INSTITUTE**

"Arise and Shine: Standing Together for Positive Change"
November 22, 2019
The University of Pennsylvania
Perelman Quadrangle, Houston Hall

The goal of these one-day forums is to help support the development of the leadership and academic potential of diverse students in our Delaware Valley Consortium for Excellence and Equity school districts. Our aim is to support our students in effectively addressing their school and life challenges, as well as empowering them to make sound and success-producing decisions about their futures. This learning experience is designed to:

- Inspire emerging student leaders to seek high levels of personal and academic success and accept leadership responsibilities for making positive contributions to their families, schools and society;
- Develop a network of students that supports possible future collaboration among these emerging leaders; and
- Engage students in activities that will foster personal leadership development, build a diverse community, and assist in establishing meaningful continuing leadership activities back in their home district.

Each Consortium district is welcomed to invite a team of 10 emerging leaders to join us with identified chaperone/advisor(s). Districts should identify emerging student leaders who they believe might significantly benefit by the experience.

DVCEE CURRICULUM AND INSTRUCTION ACTION LEARNING NETWORK
“Teaching Tolerance Social Justice Standards Working Group”

December 2, 2019
8:30am-2:30pm

Megan Fuciarelli
Executive Director and Principal Consultant of US2, Inc.  Teaching Tolerance Consultant
Madison Heights, MI

As we work toward providing more explicit instruction within issues around social justice, it can be difficult to navigate and balance everything. In education, we recognize the importance of having conversations around equity and inclusion, but it can become overwhelming without resources.

Within our time together, we will unpack the Social Justice Standards from Teaching Tolerance (a project of the Southern Poverty Law Center). While doing so, we will provide concrete examples and allow time for teams to start the process of integration into their educational system. We will also briefly introduce Perspectives for a Diverse America, an online portal for curriculum resources available at no-cost to educators from Teaching Tolerance. By participating in this workshop, participants will walk away with resources and lesson plans that they can use immediately in their classroom as well as a better understanding of culturally responsive pedagogy and its’ relation to effective lesson planning for a diverse student population.

Objectives:

- Unpack the four domains of the Social Justice Standards
- Discuss integration of social justice into lesson planning and teaching practices
- Plan lessons using resources from Teaching Tolerance

UPDATED January 21, 2020
Megan Fuciarelli is an educator and administrator with over 20 years of experience in the social justice realm. Now residing in Michigan, Fuciarelli has spent the bulk of her educational career in the Chicago area. As the Executive Director & Principal Consultant of US 2, she works with a team of like-minded individuals whose primary goal is to help Unite Society through equity and inclusion work. In her career, she has served as an educator as well as building and district-level administrator. She has presented for local, state, national, and international audiences in the areas of Restorative Practices, Equity & Inclusion, Culturally Responsive Pedagogy, and The Whole Child. She is very proud of her work with Teaching Tolerance as a contributor and the author of the Critical Practices Webinar Series. Fuciarelli holds a BS in Elementary Education as well as a MATL in Reading and MEd in Educational Administration. Fuciarelli has also completed an ESL Certificate and the Urban School Leadership Program at Harvard. She continues to serve on many committees and boards (on both local and state levels).

YOUTH LEADERSHIP AND SCHOOL CLIMATE TWO SESSION WORKSHOP SERIES

“Schools Where All Students Thrive: How Youth Participatory Action Research (YPAR) Fosters Educational Equity and Improves School Climate and Learning”

January 14 or 15, 2020
February 27 or 28, 2020
8:30am-2:30pm

Dr. William Preble
Professor of Education at New England College and Executive Director of The Center for School Climate and Learning
Manchester, NH

Until we get equality in education, we won’t have an equal society (Sotomayor).
School climate is like the air we breathe, it tends to go unnoticed until something is seriously wrong (Freiburg).
A school’s culture is a key factor in determining whether improvement in a school is possible (Fullan & Hargreaves, 2011).

These quotes capture the issues we will discuss and work together to address in these two sessions. Note that this is a two-session workshop series for consistent district equity leadership teams that will explore the issues of school climate, culture and learning and how to work with students as action research partners. Educators will learn how they can call upon and invite diverse teams of students to serve as school climate experts, researchers and advocates and work with them to identify and solve complex problems and overcome barriers to providing a quality education to all students.

We will examine how schools across the U.S. are using YPAR to transform school climate, learning environments and achieve educational equity, while simultaneously improving adult culture, work environments and teacher morale. In each session, we will explore how to improve schools for everyone by working collaboratively with students using a set of activity-based, action-oriented exercises and protocols, and sharing model action projects that have been used successfully in other schools. Everyone will leave with a personal plan of action and YPAR Tool Kit they can use for leading and sustaining school climate improvement to ensure that all students thrive.

Goals for Session 1:

- To introduce the power of YPAR to amplify the voices of students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
- To synthesize research on quality education as a civil right (QECR), personalized learning, democratic school leadership and improving school climate, culture and learning as a call to taking effective action.
- To explore and apply a simple, yet powerful Youth Participatory Action Research Model that each participant can apply in their schools to address issues of educational equity and improve school climate and culture.
- To review, design and share simple action steps, activities and projects and that will help all students and teachers thrive in Consortium Schools.
Goals for Session 2:

• To explore and assess the power of YPAR to amplify the voices of ALL students and teachers and to identify and solve complex school problems that prevent schools from meeting the needs of all students.
• To share the ways that students, teachers and school leaders applied the YPAR Action Model in their schools, classrooms and organizations.
• To investigate how this process can be applied more broadly in Consortium Schools and sustained in the future to help all students and teachers thrive.

Dr. William Preble is currently a Professor of Education at New England College, teaching in NEC’s Doctoral Program in Educational Leadership as well as the undergraduate Teacher Education Program. Bill was NEC’s Kilgore Award-winning Professor of the Year in 2011, and he was awarded the Faculty of the Year Award in Education in 2015. He is also a proud member of the National Science Foundation’s We the People Math Literacy Alliance, whose mission is to ensure quality education and math literacy as a civil right for students in the bottom quartile on mathematics tests. Bill is the founder and Executive Director of the Center for School Climate and Learning, which provides schools, organizations, and government agencies with school climate and culture research and evaluation and professional development services. Bill has worked in hundreds of schools across the country to help school leaders, teachers, and students amplify student voice and expand student leadership opportunities to improve school climate and culture. He is the author of two books: The Respectful School (ASCD), written with Steven Wessler (2003), and Transforming School Climate and Learning (Corwin, 2011) and his work has been featured in numerous books and educational journals. Bill and his wife Holly have two children and he enjoys spending time at his family cottage in Maine and playing the drums whenever he can.

DVCEE FORUM ON RECRUITMENT AND RETENTION OF EDUCATORS OF COLOR IN OUR SCHOOLS

January 28, 2020
8:30am-2:30pm

In this interactive workshop for district administrators, school principals and HR Directors, Dr. Bianco and Dr. Stevenson will share their approaches for diversifying the teaching profession.

Dr. Bianco will share her vision for how to achieve equity in schools by growing and sustaining a diverse teacher workforce. She will present findings from the research literature on Grow-Your-Own (GYO) programs as well as share short videos of students in her high school Pathways2Teaching program as they discuss their need for a community responsive and diverse teacher workforce. Dr. Bianco will also address challenges school districts face with retention of Teachers of Color and why. Her session will provide participants with an overview of important components of GYO programs, videos of students in the program, and highlight the successes and challenges in developing a Grow Your Own program.

Dr. Stevenson will share his work with the Educators of Color Meet Up and Networking Project at Villanova University. The project seeks to create a space where people of color and allies can come together to address, voice and elevate the leadership to influence the historically marginalized groups in suburban public schools in the Philadelphia region. The project’s goal is to develop a safe space where educators can share ideas and resources. Long-term goals include developing the following programs:

• Mentor/Mentee Program
  The Villanova EOC mentor/mentee program will match peers who can connect periodically to offer informal conversations and professional/personal support.

• Affinity Group Program
  This group will be an informal supportive space for educators of color to build community and strengthen their self-advocacy tools and anti-racist pedagogy.

• VU Bridge Project-Recruitment, Retention and Supporting EOC
  The goal of the Bridge project is to work with school districts to identify qualified educators of color to become candidates for teaching and administration positions.

UPDATED January 21, 2020
Dr. Margarita Bianco is an Associate Professor in the School of Education and Human Development at the University of Colorado Denver. Professor Bianco teaches undergraduate and graduate courses in special education, educational psychology and urban community teacher education. Prior to joining the faculty at CU Denver, Dr. Bianco worked as a K-12 classroom teacher for more than 20 years in public and private schools in the US and overseas. Dr. Bianco is a first generation college graduate. She draws on these rich personal and professional experiences to inform her work.

Dr. Anthony Stevenson has more than 20 years’ experience in public and private education. He has taught at both private and public schools and has served as an administrator. He is currently the Principal at Radnor Elementary School. Dr. Stevenson is also a senior adjunct professor of cultural geography at Rowan University and adjunct professor of educational leadership at Temple University and Villanova University. A native of Marion, South Carolina, Dr. Stevenson is a graduate of South Carolina State University (B.A. History), Indiana University of Pennsylvania (M.S. Geography and Regional Planning), University of Pennsylvania (M. Ed. Education Leadership), and Lutheran Theological Seminary of Philadelphia (M. Divinity). Dr. Stevenson earned his Ed. D. from the University of Pennsylvania.

TEACHING IN CULTURALLY RESPONSIVE SCHOOLS WORKSHOP
“I See You and You Matter: Culturally Responsive Practices for Educators”

February 3 or 4, 2020
8:30am-2:30pm

Shauna F. King, Ed.S.
Educator, Author, Consultant to the University of Maryland Positive Schools Center
King Professional Development Services
Bowie, MD

Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. While may educators understand the value of creating a culturally responsive classroom, for many teachers it is difficult to imagine what a culturally responsive classroom looks like in practice. Using the lens of neuroscience, teachers can make classrooms safe and nurturing for all. In this highly interactive and engaging session, participants will identify practices that boost students’ brain power and information processing in an environment that values culture.

Shauna King has a talent and passion for connecting with adults who have chosen to serve children. This passion has led to invitations to present nationally as well as internationally. A self-proclaimed “Yelling Teacher In Recovery”, Shauna shares practical and research-based strategies to improve teacher, parent and student engagement. She is a former principal, Positive Behavior Supports coordinator and classroom teacher with over 20 years of experience in public and non-public school settings. She is currently adjunct faculty for LaSalle University, through the Regional Training Center, she is also a school climate coach with The University of Maryland Positive Schools Center and a certified presenter for TranZed Institute of Baltimore.

In addition to being a highly sought-after presenter, Shauna serves as a district consultant for Anne Arundel County’s Office of Equity and Accelerated Student Achievement. Shauna is a member of the APBS (Association for Positive Behavior Supports) and NAREN (National At-Risk Education Network). Her articles “What We Say Matters: The Power of Positive Talk and Transitions with the Brain in Mind” are featured in the Association for Middle-Level Education magazine. Her first book School Smart: It’s More Than Just Reading And Writing is now available on Amazon and helps to guide teachers and parents as they navigate the school year.

UNDERSTANDING AND EFFECTIVELY RESPONDING TO OUR STUDENTS’ STRESS AND TRAUMA TWO SESSION WORKSHOP SERIES

UPDATED January 21, 2020
“Student Resilience Realized: Building Extraordinary Brains”
“Building Resilience in Our Students Who Are Experiencing Poverty”

March 2 or 3, 2020
May 12 or 13, 2020
8:30am-2:30pm

Session 1: “Student Resilience Realized: Building Extraordinary Brains”

The trauma-informed movement is sweeping through education. Now almost every educator knows something about childhood trauma and its devastating impact on student learning, behavior and quality of life. We also know that building student resilience is the antidote to traumatic experience. But now that we are trauma-informed, how do we respond? And what about students who do not experience trauma yet suffer the significant challenges of severe anxiety and chronic stress?

This workshop is focused on providing you with the knowledge, skills, and structures to build resilience in all students. Resilience empowers every student to achieve success and prepares them for future challenges. Educational leaders can drastically increase student resilience by designing and implementing a resilience-building culture so that each student can heal, grow, learn and thrive. Equally important, you’ll be exposed to practices that erode student resilience and lead to poor outcomes. You’ll learn how to apply practical tools to strengthen your students’ readiness for instruction and ability to learn. You’ll also get strategies to meet students’ needs for behavioral support including motivational tools and effective behavioral health structures. In addition, you’ll learn how to create powerful, transformational school cultures that prioritize inclusion, equity, optimism and hope.

Session 2: “Building Resilience in Our Students Who Are Experiencing Poverty”

Research reveals that experiences of chronic poverty significantly impact how a student thinks, feels and behaves. Because this emerging pattern of thinking, feeling and behavior is often starkly different from those of people not experiencing poverty, helping relationships between the impoverished student and non-impoverished educator can struggle to form, stall midway, or fail altogether. This workshop provides educational leaders with information and insights on the impact of poverty on the brain and equips them with concrete tools for helping staff build effective relationships with impoverished students. Leaders will experience a powerful Poverty Simulation and be furnished with specific, research-backed strategies for influencing students’ thinking, feeling and behavior to produce positive and enduring academic, social and behavioral change for economically-stressed students.

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children’s home administrator, consultant, college professor, attorney, writer and speaker. Frank currently serves as president of Transformation Education Institute, Director of the National-At-Risk Education Network (NAREN) and executive vice president of The Children’s Guild, a multi-service children’s organization headquartered in Maryland. He joined The Children’s Guild as vice president of programs in 2000 and became executive vice president in 2002. Prior to arriving at The Guild, Mr. Kros practiced law with Luce, Forward, Hamilton & Scripps in San Diego, California, where his practice focused on children’s issues. He also has served as vice president for curriculum and training at Children’s Square U.S.A. in Council Bluffs, Iowa;
as a child abuse service officer for the Douglas County Juvenile Court in Omaha, Nebraska; and as a family teacher at Father Flanagan’s Boy’s Home (Boy’s Town).

Frank is a worldwide speaker and presents seminars to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, attention-deficit hyperactivity disorder (ADHD), neuroscience of the teenage brain and brain-compatible organizational leadership. He also speaks on the effects of stress, child abuse and poverty in relation to brain function and development. He has presented his workshops at national education, social work and human services conferences, and Frank was awarded a Maryland Governor’s Citation for his speaking efforts. In addition to lecturing nationwide, he co-authored the books Creating the Upside Down Organization: Transforming Staff to Save Troubled Children (2005) and The Upside Down Organization: Reinventing Group Care (2008).

ANNUAL DVCEE SUPERINTENDENT’S SHARING AND PLANNING MEETING
“Continuing the District Momentum for Increasing Inclusion, Opportunity and Access”

April 22, 2020
1:00pm-3:30pm

This will be a highly interactive forum for Superintendents’ and/or Assistant Superintendent’s/Curriculum Director’s continued sharing of district successes, promising initiatives, challenges and key equity and excellence lessons learned. Participants will reflect on current Consortium activities, affirm continued commitment and provide input for program planning in the 2020-21 school year.

14th ANNUAL DVCEE EDUCATORS OF COLOR RECRUITMENT FAIR

April 22, 2020
4:00pm-7:00pm

In recognition of its commitment to enhance the diversity of faculty and staff at the school and district levels, DVCEE school districts host our Annual Educators of Color Recruitment Fair. The fair presents an opportunity for DVCEE districts’ leaders and human resources professionals to tap into a pool of highly-qualified candidates, and for the prospective candidates to connect with our districts in furtherance of their professional endeavors.
DVCEE Summer Leadership Institute

July 8-9, 2020
8:00am-4:00pm
Upper Merion SD

This summer the Delaware Valley Consortium for Excellence and Equity is again hosting a two-day institute for district and school leaders that will focus on effectively addressing the “real-life” dilemmas and challenges of leading for equity. We will offer a variety of learning experiences led by nationally and locally recognized leaders in this work and give you a forum to enhance the skills you will need to make ethical and effective decisions. You will also have exciting opportunities for connection with colleagues from across the region to unpack and share impactful solutions to REAL dilemmas by engaging in formal and informal collaborative learning sessions.
Catalyst @ Penn GSE connects people and ideas across diverse constituencies to develop innovative ways to address persistent and emerging problems in education. Building upon Penn GSE’s history of leadership in education, Catalyst is both a collection of unique programs and a facilitator within and beyond the University.

Throughout its work, Catalyst combines education, business, and technology to embrace an ongoing process of generating, testing, adapting, and disseminating best practices.

Connect with Us!
Web: https://www.gse.upenn.edu/catalyst/educational-equity
Facebook: Penn Excellence and Equity Consortia
Twitter: @pennedequity
## 2019-2020 DVCEE Member Districts

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<tr>
<th>District</th>
<th>Superintendent</th>
<th>Location</th>
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<tr>
<td><strong>Abington School District</strong></td>
<td>Jeffrey Fecher, Superintendent</td>
<td>Abington, PA</td>
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<tr>
<td><strong>Bensalem School District</strong></td>
<td>Samuel Lee, Superintendent</td>
<td>Bensalem, PA</td>
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<tr>
<td><strong>Brandywine School District</strong></td>
<td>Mark Holodick, Superintendent</td>
<td>Wilmington, DE</td>
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<tr>
<td><strong>Centennial School District</strong></td>
<td>David Baugh, Superintendent</td>
<td>Warminster, PA</td>
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<tr>
<td><strong>Cheltenham Township School District</strong></td>
<td>Wagner Marseille, Superintendent</td>
<td>Elkins Park, PA</td>
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<tr>
<td><strong>Chester County Intermediate Unit</strong></td>
<td>Joseph O’Brien, Executive Director</td>
<td>Downingtown, PA</td>
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<tr>
<td><strong>Chichester School District</strong></td>
<td>Daniel G. Nerell, Superintendent</td>
<td>Aston, PA</td>
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<tr>
<td><strong>Colonial School District</strong></td>
<td>Michael Christian, Superintendent</td>
<td>Plymouth Meeting, PA</td>
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<tr>
<td><strong>Council Rock School District</strong></td>
<td>Robert Fraser, Superintendent</td>
<td>Newtown, PA</td>
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<tr>
<td><strong>Delaware County Intermediate Unit</strong></td>
<td>Maria Edelberg, Executive Director</td>
<td>Morton, PA</td>
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<tr>
<td><strong>Delaware Department of Education</strong></td>
<td>Monique Martin, Dover, DE</td>
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<tr>
<td><strong>Great Valley School District</strong></td>
<td>Regina Palubinsky, Superintendent</td>
<td>Malvern, PA</td>
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<tr>
<td><strong>Hatboro-Horsham School District</strong></td>
<td>Curtis Griffin, Superintendent</td>
<td>Horsham, PA</td>
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<td><strong>Haverford School District</strong></td>
<td>Maureen Reusche, Superintendent</td>
<td>Havertown, PA</td>
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<td><strong>Interboro School District</strong></td>
<td>Bernadette C. Reily, Superintendent</td>
<td>Prospect Park, PA</td>
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<td><strong>Jenkintown School District</strong></td>
<td>Jill Takacs, Superintendent</td>
<td>Jenkintown, PA</td>
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<td><strong>Lower Merion School District</strong></td>
<td>Robert Copeland, Superintendent</td>
<td>Ardmore, PA</td>
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<td><strong>Marple Newtown School District</strong></td>
<td>Tina Kane, Superintendent</td>
<td>Newtown Square, PA</td>
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<td><strong>Morrisville School District</strong></td>
<td>Jason Harris, Superintendent</td>
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<td><strong>Neshaminy School District</strong></td>
<td>Joseph Jones, Superintendent</td>
<td>Langhorne, PA</td>
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<td><strong>Norristown Area School District</strong></td>
<td>Christopher Dormer, Superintendent</td>
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<td><strong>North Penn School District</strong></td>
<td>Curtis Dietrich, Superintendent</td>
<td>Lansdale, PA</td>
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<tr>
<td><strong>Pennsylvania State Education Association</strong></td>
<td>Dolores McCracken, President</td>
<td>Harrisburg, PA</td>
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<td><strong>Phoenixville Area School District</strong></td>
<td>Alan Fegley, Superintendent</td>
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<td><strong>Radnor Township School District</strong></td>
<td>Kenneth Batchelor, Superintendent</td>
<td>Wayne, PA</td>
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<tr>
<td><strong>Rancocas Valley High School District</strong></td>
<td>Christopher Heilig, Superintendent</td>
<td>Mount Holly, NJ</td>
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<td><strong>Reading School District</strong></td>
<td>Khalid Mumin, Superintendent</td>
<td>Reading, PA</td>
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<td><strong>Red Clay Consolidated School District</strong></td>
<td>Dorrell Green, Superintendent</td>
<td>Wilmington, DE</td>
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<td><strong>Ridley School District</strong></td>
<td>Lee Ann Wentzel, Superintendent</td>
<td>Folsom, PA</td>
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<td><strong>Rose Tree Media School District</strong></td>
<td>Eleanor DiMarino-Linnen, Superman</td>
<td>Media, PA</td>
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<td><strong>Salem City School District</strong></td>
<td>Patrick Michel, Superintendent</td>
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<td><strong>Solanco School District</strong></td>
<td>Brian Bliss, Superintendent</td>
<td>Quarryville, PA</td>
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<td><strong>Southeast Delco School District</strong></td>
<td>Stephen Butz, Superintendent</td>
<td>Folcroft, PA</td>
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<td><strong>Spring Ford Area School District</strong></td>
<td>David Goodin, Superintendent</td>
<td>Royersford, PA</td>
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<td><strong>Springfield Township School District</strong></td>
<td>Nancy Hacker, Superintendent</td>
<td>Oreland, PA</td>
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<td><strong>Tredyffin/Easttown School District</strong></td>
<td>Richard Gusick, Superintendent</td>
<td>Wayne, PA</td>
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<td><strong>Upper Merion School District</strong></td>
<td>John Toleno, Superintendent</td>
<td>King of Prussia, PA</td>
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<td><strong>Wallingford-Swarthmore School District</strong></td>
<td>Lisa Palmer, Superintendent</td>
<td>Wallingford, PA</td>
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<td><strong>West Chester School District</strong></td>
<td>James Scanlon, Superintendent</td>
<td>West Chester, PA</td>
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<td><strong>Wissahickon School District</strong></td>
<td>James Crisfield, Superintendent</td>
<td>Ambler, PA</td>
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