

# PASA FLYER

Proud Leadership for Pennsylvania Schools

## PASA AWARDS OF ACHIEVEMENT

### Recognizing Pennsylvania's Outstanding Administrators

Now more than ever it is important to recognize the good work that school administrators do in leading school systems, raising student achievement and advocating for public education. The PASA Awards of Achievement were developed for just this purpose.

**PASA is now seeking nominations for three special awards recognizing leadership in public education in three areas:**

#### 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.

#### 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.

#### 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. (*must be a PASA member*)

**Who is eligible?** Public school administrators in Pennsylvania

**Who can make a nomination?** All nominations must be made by an active PASA member. Self-nominations are also accepted.

*See Awards of Achievement, page 4*



**At the Capitol**  
Page 3

**MEMBER NEWS**

Page 7



**CALENDAR**

Page 8

### It's time to renew your PASA membership!

Perhaps never before has public education faced so many challenges. PASA is working in Harrisburg and throughout the Commonwealth to influence policy, build support for public education, and provide school administrators with both the information and professional development they need. Membership in your professional organization is vital for you personally, for the profession and for public education.

**How do I renew my membership?** Simply fill out the membership renewal form you received in the mail or download a membership form from the PASA web site at [www.pasa-net.org/Join.asp](http://www.pasa-net.org/Join.asp). Payment can be made either by check, invoice request or by credit card. For credit card payments, simply fill out the requested credit card information on the membership form, and PASA will process the payment. (All credit card information will be processed securely.) Send your completed form to Jolene Zelinski at PASA by fax at (717) 540-4405, attn: Jolene Zelinski or by mail: PASA, 2608 Market Place, Harrisburg, PA 17110.

#### MEMBERSHIP REMINDERS...

- **AASA Membership:** PASA processes both new and renewal memberships for the American Association of School Administrators (AASA). Information is provided on the membership form.
- **Women's Caucus Membership:** You must elect Caucus membership by checking the Women's Caucus box on the membership form. (no charge)
- **Membership Directory Deadline:** To ensure you are included in the 2011-12 PASA Membership Directory and Buyers' Guide, you MUST return your membership renewal no later than October 1, 2011.
- Individual Active and Institutional Active members have an opportunity to take advantage of a **new legal services option**. See your membership renewal mailing or call the PASA office for details.

**Have a question about your membership renewal?** Contact Jolene Zelinski in the PASA office by phone at (717) 540-4448 or by email at [jolenez@pasa-net.org](mailto:jolenez@pasa-net.org).

### Inside...

Executive Director's Message .....	2
Tuition Voucher Position .....	3
PASBO's School Operations Academy .....	4
Pro-Active for Children: Windows vs. Mirrors.....	5
From the President's Pen ....	6
2012 AASA Superintendent of the Year .....	7
Upcoming AASA Programs .....	7

## From the Executive Director...Jim Buckheit



Having lived in a townhouse these past 20 years, I never had to concern myself much with mowing lawns or yard work. I swore off these tasks after spending several years living in an old farmhouse that had a huge lawn bordered with poison ivy gone wild. It took three hours to mow this lawn, which often needed mowing twice a week. This task very quickly became a labor of tedium.

I have recently been reintroduced to the pleasures of lawn care and yard work. Last month my fiancé and I purchased a house with nearly one acre of grass. Every four or five days I head over there to take on the task of mowing the lawn, something I have avoided these

past 20 years.

From the street, the lawn and yard looks just beautiful: many tall, mature trees that shade a thick carpet of green grass spread across relatively level ground. We have lots of birds visit our feeder in the back yard, including occasional visits from our neighbor's peacocks and guinea hens.

To groom this little piece of sylvan paradise, I purchased the latest in self-propelled lawn-mower technology. To my amazement, right out of the box, after adding fuel, the mower started on the first pull of the cord. "Wow!" I thought to myself. "This is going to be much more pleasant than expected. It may even become a peaceful time to relax away from the phones, computer screens and my Blackberry!"

After mowing back and forth in perfectly executed, even lines, I discovered the lawn's dirty little secret. It has lots of hidden ruts and many exposed roots jutting just high enough above ground to block smooth passage of the mower. So I have to dart the mower around, between and, in some cases, above the roots and ruts. Then I have to dodge around all those lovely trees. My dream of easy mowing quickly faded into the bleak reality that this chore was going to be hard, dirty work.

This learning experience was taking place at about the same time as the General Assembly was just starting to get serious about negotiating a state budget and sorting through which of the thousands of bills it would enact into law, including several highly contentious education bills.

As I was mowing one evening, it struck me that, like my new lawn, to many the processes of budget- and law-making look just fine from a distance. To the average citizen, who does not pay close attention to the happenings inside the Capitol, things look just fine. Except for irritants like their inability to ban drivers from using handheld cell phones and not imposing a tax on Marcellus shale gas extraction, many citizens do not pay much regard to the happenings in Harrisburg.

Housed in one of the most beautiful state capital buildings anywhere, the General Assembly conducts its sessions following the same rules and traditions that make the institution look and sound noble and statesmanlike to the occasional visitor. During floor debates members are not permitted to refer to each other by name; rather, they must say something like the "gentle lady from Cumberland County" or "chairman of the committee" or "Mr. Speaker."

However, those of us who walk the hallways to visit the offices of members and staff on a regular basis know otherwise. Like my newly acquired lawn, once one looks below the surface you will find all kinds of imperfections such as interpersonal and political conflict, hardball politics and backroom deal-making. When one walks the hallways, you quickly discover the place is filled with roots and ruts.

One would think that with a unified government, where the Governor's Office, House and Senate are each strongly held by members of the same political party, that the legislative and fiscal policy agenda would be adopted as if handled by a well-oiled machine. When we last had unified state government, in the 1990's, both major and relatively minor state policy matters and the state budget were passed with ease. This is in dramatic contrast to where we stand today. Major differences in policy and budget priorities exist between the Corbett Administration, House and Senate leadership and rank and file members of the General Assembly.

A combination of relatively inexperienced legislative leadership, large numbers of relatively new legislators and lack of resources in which to make deals, mixed together, has turned this year's legislative session into the wild, Wild West. Rank and file members in both the House and Senate have pushed back strongly against the Corbett Administration on some issues

*See Executive Director's Message, page 4*

### PASA Members:

Please report your appointments, renewals, awards or special achievements, or that of others in your region to **Barbara Jewett** at PASA either by phone (717) 540-4448, by fax (717) 540-4405, or via email at [pasa@pasa-net.org](mailto:pasa@pasa-net.org). Copy deadline is the 15th of each month.

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

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## NEWS RECAP

The weekly Education Update posted on PASA-Net provides information on legislative, state and national news items. For more information on the following news briefs, see the PASA Web site at [www.pasa-net.org](http://www.pasa-net.org). (Click on "Advocacy and Issues" to access a link to current and archived updates.)

### 2011-12 Budget News

**Budget Status:** As this issue of The PASA Flyer was prepared for distribution, legislative leaders and the governor still were negotiating final budget numbers, with the goal of beginning consideration of a final budget plan by Friday (June 24). See the PASA web site for budget details as they are available.

**State Revenues:** Pennsylvania collected \$1.8 billion in General Fund revenue in May, which was \$33.9 million, or 1.9 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$24.3 billion, which is \$539.4 million, or 2.3 percent, above estimate.

### State News

**Success of the PIL Program:** A new study released by researchers from Old Dominion and Johns Hopkins universities found that, in 101 school districts where principals completed the PA Inspired Leadership (PIL) program from 2006 to 2010, student achievement rose at the elementary, middle and high school levels. Gains in high school math were the most impressive, with the National Institute for School Leadership (NISL) school outgaining their peers by nearly 10 percentage points.

**PSERS Earnings:** The Public School Employees Retirement System (PSERS) announced this month that the fund posted a 4.23 percent return for the quarter and an 18.09 percent return for the nine-month fiscal year-to-date period ending March 31, 2011. According to PSERS Chief Investment Officer Alan Van Noord, the fund remains on track to post another positive fiscal year return above the fund's rate-of-return assumption of 8.00%.

### Legislative News

**General Assembly Schedule:** The House and Senate will be in session this month until the budget and accompanying bills, including a School Code bill, are passed and sent to the governor. Following the summer recess, lawmakers are not scheduled to return to Harrisburg until mid- to late September.

*As lawmakers finalize the 2011-12 state budget, there has been a flurry of activity in the Capitol for the past two weeks. Much of this activity involves consideration of education bills. Updates will be available on the PASA web site. The following represents the status of key education bills, as of Wednesday, June 22:*

**Act 1 Exceptions:** SB 1326 would eliminate all exceptions currently allowed under Act 1. The bill is on the House calendar and could be brought forward for a vote this week. *PASA opposes this bill.*

**Tuition Vouchers:** Several new voucher proposals were offered as legislation in mid-June, including a possible "compromise" plan that included both vouchers and an expanded EITC program. An attempt this week to hold a public hearing before the House Education Committee on the newly introduced bill, as well as a charter school accountability bill, met with obstacles due to failure to comply with public meeting notification rules set by the House. Voucher and charter school issues remain in limbo, with the governor continuing to express support for passage of some kind of statewide voucher plan this spring and lawmakers divided on the issue.

**Economic Furloughs:** SB 612 would allow schools districts to furlough staff for economic reasons, require proportional reductions in administrators (exempting up to five and providing a possible

waiver from the requirement), retain seniority as the primary criteria for suspension, but also allow furloughs of those who have consecutive negative evaluations, regardless of seniority. The House was scheduled to consider the bill this week. *PASA supports language that would allow districts to utilize other performance-based measures as the criteria for furloughs.*

**Superintendent Qualifications:** SB 858 was on the House floor scheduled to be considered for final passage. The bill would allow school boards to hire as superintendents either certificated individuals or candidates who have degrees in business or finance from accredited institutions. *PASA does not support the bill.*

### NATIONAL NEWS

**NCLB Reauthorization:** U.S. Secretary of Education Arne Duncan recently indicated that, if Congress does not reauthorize ESEA soon, he would be prepared to grant states "relief" from the key provisions of the federal school accountability law in exchange for what he calls "commitments to key reforms." Members of Congress have disputed whether Duncan has the authority to provide any waivers from the law. **Job Cuts Nationwide:** In late May AASA released the eleventh study in its Economic Impact Series. The newest report focused on projecting job cuts for the 2011-12 school year, found that as many as 227,000 education jobs are on the chopping block.

### COMING UP

Final negotiations on the state budget are underway in earnest this week as lawmakers and the governor work to complete the 2011-12 state budget before the June 30 deadline. Once the budget and accompanying legislation is enacted, lawmakers will be in summer recess. The State Board of Education is scheduled to meet on July 20 in Harrisburg.



## PASA's Position on Tuition Vouchers...

The PASA Legislative Committee met on June 15 in Harrisburg. Prior to the meeting, several committee members visited with 10 key legislators, including chairmen of the House and Senate education committees. Following those meetings, the committee discussed a variety of educational issues currently under discussion at the Capitol, including tuition vouchers.

**The committee determined that, given that several new voucher proposals were about to be introduced in the General Assembly, PASA should now take action to aggressively oppose all legislation to establish voucher programs.**

Through mid-June, the only voucher bill under consideration, Senate Bill 1, was stalled in the Senate, where prospects for its approval were in doubt. House leadership had also indicated that they preferred expansion of the Education Improvement Tax Credit program (EITC) and would therefore not take action on Senate Bill 1.

Within the past two weeks, Representatives Curt Schroder (R-Chester) and Jim Christiana (R-Beaver) have introduced their own voucher bills. Rep. Schroder introduced HB 1679, which would provide all students with \$5,000 vouchers, and a second bill, HB 1678, which would provide \$5,000 vouchers to students who attend or live within the attendance boundary of one of the state's 144 failing schools. Rep. Christiana introduced HB 1708, which

*See Tuition Vouchers, page 4*

## Awards of Achievement

Continued from page 1

**What occurs after nominations are received?** Nominees will be asked to complete the PASA Awards application form and attach further information that will provide a judging panel with sufficient evidence to support their nomination.

**How are award recipients recognized?** The PASA Awards of Achievement will be presented at the PASA/PSBA Annual Conference on Oct. 20.

**What are the deadlines for nominations?** July 1.

We encourage you to submit nominations for these awards. **For more information on the Awards of Achievement, see the PASA web site at [www.pasa-net.org/PASAAwardsPA.asp](http://www.pasa-net.org/PASAAwardsPA.asp).**



### Don't Miss PASBO's School Operations Academy

Getting new staff members up to speed on responsibilities will save your school district both time and money! The place to do it is at the Pennsylvania Association of School Business Officials (PASBO) School Operations Academy, July 28 - 29, 2011 at the Penn Stater Conference Center Hotel in State College, PA.

Academy participants will learn proven techniques from experienced practitioners, gain ideas to create efficiencies and reduce costs, exchange challenges and solutions with peers, and build a network of contacts across the state.

This conference provides a blend of common-interest and track-specific sessions in Business, Facilities, Food Service, Technology and Transportation. Sessions are presented at the basic level, providing an overview of business operations in a school entity. All combined, there are a total of 35 different sessions provided in the two day conference.

This is an excellent source for new or experienced Superintendents to brush-up on school business issues. In addition, this is an opportunity for significant staff development. The Academy is particularly well suited for:

- ◆ New business staff in all functional areas
- ◆ Education support staff
- ◆ Experienced business administrators looking for a refresh
- ◆ Department directors/staff being groomed for advancement

For maximum impact, come with the entire leadership team to cover all tracks and encourage collaboration. Maximize the "Return on Investment" for your LEA by taking advantage of the Buy One/Get One Half Price incentive.

Whether sending one staff person or **the entire leadership team**, we encourage your district to take advantage of the wealth of information presented at the 2011 Academy. For more information including a complete schedule, visit <http://www.pasbo.org/workshopseries.asp>.

## Tuition Vouchers

Continued from page 3

would create a voucher program starting in the 2012-13 school year. Eligible students would need to reside within the attendance boundary of a low-achieving school as of the first day of class. A low-achieving school district will be defined as the lowest performing 5 percent of school districts.

As the Legislative Committee determined when SB 1 was first under consideration in the Senate Education Committee, without a clear picture of where the full Senate, the House Education Committee and House members and the governor stood on that particular piece of legislation, and without a proposed state budget that included funds for implementing the program as proposed in the bill, PASA would not take a specific position on SB 1.

This decision, both nuanced and strategic, allowed PASA to have an ongoing dialogue with legislators in both legislative chambers, often with very different views on the voucher issue, as well as key education officials in Harrisburg on a wide variety of educational issues, in addition to vouchers and the EITC program.

The PASA Resolutions clearly state that *PASA opposes the use of public taxpayer dollars to fund tuition vouchers or opportunity grants.*

**That position has not changed.**

With introduction of the three new voucher bills, the committee determined that PASA will make clear to lawmakers our opposition to any proposal that would transfer public funds from struggling school districts or any public school districts to private schools.

In addition to voicing that opposition, PASA will ask the following questions concerning any voucher plan:

- What will be the impact of the voucher plan on both state and local school district budgets?
- Since it is expected that only a small percentage of eligible students would use the vouchers to attend another school, what efforts will be taken to improve these schools where the overwhelming majority of students will continue to attend?
- How will private schools be held accountable for use of public funds? Will these schools be required to administer the state assessments? Will the funds provided through vouchers be audited?

PASA is working with the Pennsylvanians Opposed to Vouchers Coalition on these issues and will keep you informed and engaged as these new bills are considered in the General Assembly.

## Executive Director's Message

Continued from page 2

and against their own legislative leadership on others. Legislative leadership and the Corbett Administration have butted heads on several issues, with the administration threatening to use the veto pen against legislation passed by members of its own party.

As of the date of writing this article, education issues like economic furloughs, elimination of Act 1 exceptions, qualifications to serve as a district superintendent and tuition vouchers remain on the front burner without agreement between the Governor, Senate and House. So like my lawn, state policymakers on the surface may appear well groomed and aligned, but the reality is each has very different.

Let us hope legislative leadership and the Governor run into some additional roots and ruts as they work to pass legislation that is mostly deleterious to the cause of public education. At this time, the continuing chaos in Harrisburg is our best asset.

# Pro-Active for Children: Windows vs. Mirrors

BY DR. PATRICK E. CRAWFORD, DIRECTOR OF PROFESSIONAL DEVELOPMENT

In my 38-year journey in the field of education, I've heard one common theme from educators: "We do it for the kids," or, even more common, "...this is for the children."

These two themes and others often and ostensibly serve as guides for our decision-making. However, because we sometimes get caught in the past ("that's the way it's always been done"), they do not always guide our behavior and action.

As Director of Professional Development for PASA and the Executive Director of PLDC, I've had the unique opportunity to learn, observe and interact with many outstanding educational leaders. These individuals have dedicated their lives to the education of children. Because of the people I've met, the books that I've read, and the things I've done, in the past three years I better understand Sydney J. Harris's quote, "*The whole purpose of education is to turn mirrors into windows.*"

When we look in the mirror, we see things as they appear, although backward. When we look out the window, we see things as they are – always changing. I now have fewer mirrors and more windows in my professional learning.

One of those windows has provided me a view of what it really means to be "**pro-active for children.**" This theme allows me to see through the window to a time and place where students are met at their readiness level, accommodated for their learning style, and learning through content that is personally interesting.

Early in my career I worked with John, a master teacher. He was adored by his students and admired by his peers. After John became my mentor and friend, I asked him, "What is the secret to being a great teacher?" He responded, "It's not enough to be on their (students)' side; you also must be on their case!" My friend Jay Scott refers to this as "raising them up."

The outstanding educational leaders I have met strive to help others to do more, and to be more, than they thought was possible. These leaders abide by the same behavioral ethic: they are constantly stretching their learning.

Through one of my newly found windows, I can really clearly see what being pro-active for children looks like in practice. We now have the knowledge and technology to anticipate and provide what every child needs to be fully engaged in their learning.

I can remember talking about individualizing/personalizing learning in the 1990s. Everyone agreed that creating individual learning plans for all students, not just those who qualify for special education, was a good idea, but only a few were ever able to implement this idea.

In 2011 we are having the same discussion. For example, this year's annual retreat of the Consortium for Public Education (a western Pennsylvania consortium of school districts) is focused on "Personalizing School for All Students."

My friends Chuck Schwahn and Beatrice McGarvey believe customizing learning for the masses is inevitable. In their book *Inevitable: Mass Customized Learning* (2011), they say, "Customizing and personalizing learning to the individual learner will allow educators to move from "workers" to "professionals," and allow education to move from an "industry" to a "profession." (pg. viii)

Today's courageous and committed leaders in education have disciplined themselves to stop looking into mirrors of education. Instead, they have chosen to look through windows of the future, to see the possibilities.

When you're surrounded by buzzing Bs – board, budget, buildings and busing – it often is difficult to find a window. It is just easier

to keep looking in the mirror for some fictional ideal past. My advice for you is to get away from the buzz and join friends and colleagues to look through some new windows.

On August 2 PASA and PLDC are hosting the two authors of *Inevitable*. Schwahn and McGarvey are intent on sharing a vision of an information age instructional delivery system focused on being pro-active for children. For more information and registration, please visit the PASA website at [www.pasa-net.org](http://www.pasa-net.org) or contact me with questions or comments at [crawfordp@embarqmail.com](mailto:crawfordp@embarqmail.com) (814-977-1097).



## PASA's Summer Office Hours

In order to save on energy costs, for six weeks over the summer, PASA has joined with PASBO – with whom we share office space – to keep the office open from 7 a.m. to 5 p.m. Mondays through Thursdays and close the office on Fridays, beginning the week of July 11.

If you must reach PASA on Fridays during that time, please contact us by email at [pasa@pasa-net.org](mailto:pasa@pasa-net.org). If it is an urgent matter, please call (717) 395-2009.



During the New Superintendents' Academy program on Wednesday, June 22, PA Secretary of Education Ron Tomalis administered the oath of office to Dr. Bridget O'Connell, newly appointed Superintendent of the Palisades SD. Congratulations, Bridget!

**SAVE THE DATE!**

**PASA Education Congress**

**March 21, 2012**

*Featured Presenter: Douglas Reeves*

# FROM THE PRESIDENT'S PEN

## Keeping Students Healthy and Safe

By Dr. Amy F. Sichel, Superintendent, Abington School District



Research and experience demonstrate that students learn better when they are healthy and safe. Therefore, it is important for schools to focus on student health and safety issues. Good nutrition is one of the ways schools can help our students. Not only can we teach about good nutrition, but we can introduce students to healthy foods during the school day by offering alternatives to sweets and high-calorie, high fat-laden foods.

As an example, last year Abington School District developed a nutritious foods tasting program for the students. With the help of a PDE nutrition grant, healthy fruits, vegetables, or other foods that students might not be aware of were introduced at each of the elementary schools. Where possible, locally grown foods were purchased.

Students loved the program and learned about healthy foods that were new to them. For example, students tasted chickpea-based humus, and their reaction was so positive that chickpea humus was included as an item on the lunch menu this year.

Working with your food service provider or staff can help ensure that the food offerings in your cafeterias meet or exceed the Healthy U.S. Schools Challenge criteria. They can provide menu items that use whole grains while restricting salt and sugar and are nutritious.

A trend that has become popular is to work with parents to send in healthy snacks and drinks, rather than sweets, for birthday and other celebrations in classrooms. Parents can be encouraged to send in fruits, vegetables, and water or natural fruit drinks instead of cake, cookies, and sugary soft drinks.

Concurrent with nutrition, students can be taught the value of and experience moderate to vigorous physical activities (MVPA) in school. By reviewing the structure of physical education classes, teachers can aim to eliminate or reduce the non-exercise time in class (for attendance, reviews, etc.), thereby including more actual activity per class period.

Another consideration is to increase the number of physical education periods by offering additional PE electives at the secondary level. Many schools participate in the Walk at Lunch program. Students and teachers dedicate their lunch recess to a twenty to twenty-five-minute walk in the school neighborhood. Students (and staff!) who have participated in this project have been very enthusiastic about the program, and it reinforces positive attitudes and role modeling by the adults and a sense of comradery and achievement as students complete their walks.

As educators, we share the nation's concern regarding obesity in youth. BMI is one measure, and we are able to analyze BMI results. We compare that to school attendance and grades to look for relationships and then take action regarding school programs and professional development activities.

We have found an inverse relationship with BMI and attendance and BMI and student achievement based on grades. Using increased activity, better nutrition, and other physical education programs, we have been able to reduce students' average BMIs.

I highly recommend providing AEDs (Automated External Defibrillators) in all school buildings and available near or at athletic playing fields. It is also advisable to instruct staff and students in their use. Our students graduate high school with skills in performing CPR and using AEDs to potentially save lives as a part of a health education class.

Other initiatives that have proven valuable for keeping students healthy and safe relate to student data collected from surveys.

Since 1994 we have implemented the CTC (Communities That Care) and PRIDE surveys and lately, the Gallup Poll® survey. The initial purpose of the PRIDE surveys was to help us measure student alcohol, tobacco, and other drug use and identify the risk and protective factors in our schools and community. The surveys now measure more, including behavior on many crucial issues that can affect learning: family, discipline, safety, activities, and more. The results have been used to assess and plan interventions where appropriate and beneficial. The Gallup Poll® measures students' levels of hope, engagement, and well being -- all factors that can relate to learning.

Student safety is another factor related to learning; students need to feel safe in school in order for effective learning to take place. Anti-bullying programs can assist staff in identifying bullying behavior and help reduce bullying in schools. Policies, administrative procedures, and staff training to encourage any adult employee – not just teachers – who observes bullying to report it helps define bullying accurately. We have selected the research based Olweus Bullying Prevention program to implement in our schools.

School Wide Positive Behavior Support (SWPBS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations, which has worked well for our students. Some data from the Surgeon General suggest that while extreme violence is stabilizing among young people, the rate of disruptive problem behavior is escalating. In many schools, a common request for assistance from teachers is related to behavior and classroom management with positive supports. Surveys can assess school climate and identify areas to target intervention. It is becoming more universal to teach behavior in schools and identify and categorize anti-social behavior according to a tier paradigm that utilizes formal behavioral interventions.

Conflict resolution training for students and staff is another effective strategy. We implemented conflict resolution training for staff members, and we continue to work with outside agencies, often through grants, to develop peer mediation skills among young people. By practicing the means and methods to resolve conflict, students and staff have been able to reduce the need for more intensive interventions in many instances.

We work with many community agencies and groups through a community taskforce. An important partner in our efforts to promote school safety is our township's police department. Initially through grants, we placed a school resource officer (SRO) in our junior and senior high schools. Students turn to SROs for many reasons, including assistance, to report problems they or other students are having, or sometimes just to have a friendly supporter to talk to when needed. We utilize our police officers in our DARE programs, which creates positive relationships, role modeling, and upbeat activities as well as the DARE drug and alcohol prevention programs.

By attuning everyone in our educational and extended community, including all staff members, students, parents, outside agencies, and community members, to student health and safety, we hope to prevent and reduce anti-social behavior and activities and increase student health and well being. This will enhance learning in our schools and help to develop safer and happier students.

# MEMBER NEWS

## REGION 3

**Raymond Gualtieri** has been appointed Superintendent of the North Allegheny SD, effective August 1. He currently is serving as superintendent of the East Hampton Union Free SD in New York and previously served as superintendent in the Wissahickon SD (I.U. 23). Gualtieri will replace **Dr. Patricia Green**, who is leaving the position to become superintendent of the Ann Arbor, Michigan schools.

## REGION 10

**Dr. Robert O'Donnell** has been appointed Superintendent of the State College Area School District, effective July 27. He has been serving as Assistant Superintendent for Elementary Education in the Hempfield SD (I.U. 13). O'Donnell will replace **Michael Hardy**, who has been serving as acting superintendent in the district.

## REGION 12

**Dr. Scott Deisley** has been appointed Superintendent of the Red Lion Area SD, effective July 1. He has been serving as Assistant Superintendent in the Spring Grove Area SD. Deisley will replace **Dr. Frank Herron**, who will retire on June 30, having served the district for 13 years, nine years as assistant superintendent and four years as superintendent.

**Dr. Eric Eshbach**, Superintendent of the Upper Adams SD, recently was named one of two Educators of the Year by the Gettysburg/Adams Chamber of Commerce.

## REGION 13

**Dr. Brenda Becker**, Superintendent of the Hempfield SD, has received a five-year contract renewal, effective July 2011 through June 2016.

## REGION 15

**Dr. David Reeder** has been appointed Superintendent of the Camp Hill SD, effective July 1. He currently serves as Director of Secondary Education for the Washington County Public Schools in Hagerstown, Maryland. Reeder will replace **Connie Kindler**, who is retiring after 34 years in education, seven as the district's superintendent.

## REGION 19

**Donald Kanavy** has been appointed Superintendent of the Valley View SD, effective July 1. He currently serves as the district's director of curriculum and instruction. Kanavy will replace **Joseph Daley**, who is retiring. Daley has served 11 years as the district's superintendent.

**Dr. Clarence Lamanna** has been appointed Executive Director of the Northeastern Educational Intermediate Unit. He has been serving as interim director for the I.U. since October.

## REGION 23

**Dr. Janet Samuels**, Superintendent of the Norristown Area SD, has received a four-year contract extension to January 10, 2016.

Report member news to PASA at [pasa@pasa-net.org](mailto:pasa@pasa-net.org) by the 15th of each month. Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA Web site at [www.pasa-net.org/Vacancies.asp](http://www.pasa-net.org/Vacancies.asp).

# 2012 Superintendent of the Year Program



Nomination information and forms for the 2012 National Superintendent of the Year program will be available beginning June 1 on the AASA web site at [www.aasa.org](http://www.aasa.org).

The National Superintendent of the Year program, sponsored by ARAMARK Education, ING and AASA, pays tribute to the talent and vision of the men and women who lead the nation's public schools. This is the 25th year for the award program.

Each candidate for Superintendent of the Year will be judged on the following criteria:

**Leadership for Learning** – creativity in successfully meeting the needs of students in his or her school system.

**Communication** – strength in both personal and organizational communication.

**Professionalism** – constant improvement of administrative knowledge and skills, while providing professional development opportunities and motivation to others on the education team.

**Community Involvement** – active participation in local community activities and an understanding of regional, national, and international issues.

Winners from every state, including Pennsylvania, receive local, state and national recognition for their outstanding leadership. A National Superintendent of the Year will be chosen from among four finalists selected from the state winners.

In addition to other awards, a \$10,000 scholarship is presented each year in the name of the National Superintendent of the Year to a student in the high school from which the superintendent graduated. The four national finalists receive U.S. Savings Bonds.

Watch for nomination information on the PASA and AASA web sites beginning early next month.



## Upcoming AASA Programs...

**AASA Legislative Advocacy Conference**  
July 12-14 Washington, D.C.

Annual opportunity for America's public school leaders to influence the debate on Capitol Hill. Featured speakers include Richard Rothstein and Elaine Weiss, of the Economic Policy Institute, Daniel Cardinali of Communities In Schools, and Shital Shah of Coalition for Community Schools. The conference will feature a mix of speaker presentations, panel discussions and facilitated group discussions on a variety of issues including vouchers, funding, ESEA reauthorization, and more. AASA also will screen the film "Race to Nowhere" as one session, bringing attention to the true impact of testing and accountability on our nation's students.

**AASA Women in School Leadership Forum**  
October 20-21 San Diego, CA

**AASA National Conference on Education**  
Feb. 16-19 Houston, TX

See the AASA web site for more information at [www.aasa.org](http://www.aasa.org).

## COMMUNICATIONS TIP OF THE MONTH

“In my role as superintendent of a 7,200-student school district, transparency is about promoting accountability and accessibility, providing timely information for students, staff and parents about what their school district is doing. Essentially, it demystifies the work of schools and school districts.... I blog for many reasons, and one of them is that I can share my messages unfiltered. I don’t have to worry about being misquoted or hope others will share ideas in a timely way. My blog allows me to connect in real time to the community. It is also a place for discussion and dialogue.” – from “Making Transparency Concrete” by Chris Kennedy, as published in the June 2011 issue of *The School Administrator*, AASA’s monthly publication. The issue focuses on resuscitating 12th grade. (*Become an AASA member today and join your colleagues in the only national organization focused on the needs of chief school administrators. Call PASA today for information.*)



## PASA CALENDAR OF EVENTS 2011

### June

- 27 Women’s Caucus Conference follow-up session (PASA office)
- 28 Education Congress follow-up session (PASA office)
- 29 Leadership for Teaching Module 5 (PASA office)

### July

- 4 PASA office closed
- 15\* PASA office closed
- 19 Women’s Caucus Conference follow-up session (online)
- 22\* PASA office closed
- 29\* PASA office closed
- Professional Development Committee meeting (PASA office – 8:30 a.m.)

### August

- 2 Mass Customized Learning Workshop (PASA office)
- 4 Mentoring Meeting (PASA office)
- 5\* PASA office closed
- 11 Leadership for Teaching Module 4 (I.U. 3)
- 12\* PASA office closed
- 19\* PASA office closed

### September

- 5 PASA office closed
- 15-16 Board of Governors’ meeting (PASA office)
- 21-22 New Superintendents’ Academy Part 2 (PASA office)
- 28 Education Congress follow-up session (PASA office)

### October

- 1 2011-12 PASA membership year begins
- 18 Board of Governors meeting (Hershey)
- 19-21 PASA/PSBA Leadership Conference (Hershey)

## Noteworthy Quotes...

### On the budget...

“I want you to remember what I said on the campaign. We will get a budget done on time as long as they [state lawmakers] don’t want to spend more money than I do. \$27.3 [billion] is the number we set. If they come in with \$27.35 [billion], then we’re gonna be there on July 1 or 2 or 3 or 4.” – Gov. Tom Corbett speaking out his budget goals before the township supervisors association in Lancaster, from a story on *capitolwire.com*, 6/20/11

“The governor didn’t plan for that when he made his budget address on March 8 because he didn’t know – we didn’t know.” – Sen. Dominic Pileggi (R-Chester), Senate Majority Leader, referring to the \$500 million state revenue surplus and calling for using some of those funds to restore funds to education, from a news story in *The Daily Local*, 6/2/11

### On Vouchers...

“We’re looking for opportunities where parents and kids can look to other places to help improve their lives ... we think in the end every public school will be better.” – Rep. Mike Turzai (R-Allegheny), House Majority Leader, on a voucher proposal introduced on June 21 by Rep. Jim Christiana (R-Beaver), during a press conference, 6/21/11

“In little more than a year, activists like Michigan’s Betsy DeVos of the Amway fortune, the heirs of Wal-Mart founder Sam Walton, and three wealthy Main Line hedge-fund traders have doled out an astonishing \$6-million-plus in campaign cash to top Harrisburg pols, while they and allies have spent millions more on rallies, inflammatory mailers and lobbyists. In doing so, they’ve managed to put a voucher program, which would take hundreds of millions of dollars from public schools and shift them to private or parochial schools, on the political front burner – even as those same public schools are facing draconian budget cuts.” – from “Pennsylvania: Voucher Ground Zero” by Will Bunch of the *Philadelphia Daily News*, 5/23/11, concerning changes made to SB 1 that would expand a proposed statewide voucher plan

### On Economic Furloughs...

“It’s agreed upon, we negotiated, but I don’t think it’s the kinda bill I would want, but I’m going to vote for it because it’s the best deal we could bring together.... An education bill of this stature will attract amendments. I don’t know what those amendments will be.” – Rep. Paul Clymer (R-Bucks), Chairman of the House Education Committee, on SB 612 concerning education furloughs for economic reasons, after the bill was amended and approved by the committee and sent to the House for consideration, from a news story on *capitolwire.com*, 6/20/11

### On Teacher Evaluation...

“It is very difficult for me to rationalize how our state can have virtually 100-percent of educators evaluated as satisfactory when, based on the statewide assessment, one-in-four students are scoring below proficient in reading, and one-in-three are scoring below proficient in math.” – PA Secretary of Education Ron Tomalis, commenting on recently released data that indicates over 98 percent of teachers and nearly 94 percent of principals received satisfactory ratings in 2009-10, from a PDE press release, 6/8/11