PASA SEEKING NOMINATIONS FOR 2019 ‘AWARDS OF ACHIEVEMENT’

Spring is a busy time and a very challenging one for all school administrators. But that is why it is important to recognize the good work that school administrators do in leading school systems in a positive direction, raising student achievement and advocating for public education.

The PASA Awards of Achievement were developed for just this purpose.

PASA is again seeking nominations for 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 in October during the PASA/PSBA Annual Conference in Hershey. A monetary award of $1,000 will be donated in each recipient’s name to a scholarship fund of his/her choice or to the Pennsylvania administrator preparation program of his/her choice.

Deadline for nominations is July 19.

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

PASA thanks our Awards of Achievement sponsors for their continuing support in recognizing outstanding public school administrators in Pennsylvania.
FROM THE EXECUTIVE DIRECTOR

DR. MARK DIROCCO

LEVERAGE YOUR POSITION

As activity ramps up in your district, so does the legislative process in Harrisburg. The spring legislative session in Harrisburg is similar to the end of a school year. Suddenly, we move into a bevy of political activity and maneuvering to develop a School Code bill and other education-related bills that are tied to passing a state budget.

As you navigate the end of the school year activities in your district, it’s easy to lose sight of important events at the Capitol that could impact your schools. This is the time when school leaders need to monitor the political landscape by reading the PASA e-Update, e-Alerts, Legislative Committee notes, and the PASA Flyer as we highlight the movement of legislation that could positively or negatively affect your daily work.

Often, many superintendents and school leaders don’t realize the impact they could have on events in Harrisburg because they are too busy leading their district. You are a significant voice in your community and have many opportunities to use your position to influence legislation in Harrisburg. I ask that you leverage your influence on behalf of your students.

One way to increase your influence is to invite your legislators into your schools. PASA, PSBA, PAIU and the PA Principals Association are promoting the Show Them What It Takes initiative to educate our legislators on what is really happening in our schools. Too many times, legislators only remember what school was like when they were a student many years ago. They need to see the reality of today’s educational environment. I encourage you to make an effort to have at least one of your local legislators visit your schools this spring. If you need information on how to facilitate a visit, click here.

Another way for school leaders to leverage their influence is to sign onto the PA Schools Work Campaign. This group of educational agencies is collaborating in a joint effort to champion increased funding for public education in Pennsylvania. It is critical that the legislature support the governor’s 2019-20 budget proposal for increased school funding. The governor’s request will most likely be the high-water mark for school funding allocations. We need to hold the line at these levels even though we had hoped for higher numbers. You can help the Campaign by forwarding the petition to your staff and community members for electronic signature.

Perhaps the greatest influence school leaders have in the legislative process is the relationship they have with their local legislators. Developing this relationship is critical to your role as a school leader. Being able to quickly call, text, or email your legislator can be of great influence. I highly recommend that you secure your legislator’s email address, cell phone number and Twitter account so you can communicate directly and succinctly with them on a moment’s notice. Even if you are in total opposition to your legislator’s politics, keep the door open. You never know when the opportunity will present itself to work collaboratively with your legislator on a matter that is important for your school district.

Showing up in Harrisburg is also important. PASA is collaborating with other education agencies to hold Advocacy Days on April 29, May 29, and June 18. Watch for more details about these days on the PASA website, www.pasa-net.org. It is important that your legislators see you in Harrisburg as well as at home. Joining your colleagues for a day at the Capitol sends a message that you care deeply about your students and staff.

I also recommend that every superintendent attend the AASA Advocacy Day in Washington D.C. at least once during their tenure. Federal dollars are critical to our state and local school district budgets. Meeting with the PA Congressional Delegation can be very helpful to your local district. The AASA Advocacy Day on the Hill will be held July 9 this year. You can register on the AASA website, http://aasa.org/legconf.aspx.

Finally, it is important to develop parent and community networks that can magnify your message with legislators. Engaging your school stakeholders in an organized manner to deliver your message to policymakers can make a significant impact on state policy. PASA can help you establish a community network to respond to legislative issues quickly and let your legislators know that you have many like-minded constituents who care about the same issues. Please contact us if you would like to start a local stakeholder advocacy network.

PASA has resources for your use. Check them out at: https://www.pasa-net.org/advocacy.

Many legislative proposals will surface over the next three months that could impact your school district. As a school leader, you have more political influence than you realize. Use it!

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. Copy deadline is the 1st of each month.

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

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Visit our web site at www.pasa-net.org

Proud Leadership for Pennsylvania Schools
NEWS RECAP

Don’t forget to check the PASA website for the weekly Education Update that provides a summary of up-to-date legislative, state and national education news. For more information on the following news briefs, see the PASA Web site at www.pasa-net.org. (Click on “News and Advocacy” to access the current and archived updates.) And follow us on Twitter for the latest updates @PASASupts.

In Budget & Finance News

State Revenue: Pennsylvania collected $4.6 billion in General Fund revenue in March, which was $76.1 million, or 1.7 percent, more than anticipated. Fiscal year-to-date General Fund collections total $24.7 billion, which is $363.6 million, or 1.5 percent, above estimate and about 5.2 percent more than was collected in the same period of the last fiscal year.

Tax Reform & Tax Collections: The PA Independent Fiscal Office (IFO) recently released a report noting that total school property tax collections are projected to grow by the average annual rate of 3.2 percent, reaching $17.3 billion by FY 2023-24. The IFO also recently reported that it would take about $8.5 billion in tax revenue to provide PA homeowners with a 100 percent school property tax homestead exclusion, as has been proposed by several Republican lawmakers, and noted that it would require a PIT rate increase of 1.90 percentage points in FY 2019-20 alone to make up for lost property tax revenue.

Unemployment Rate: Pennsylvania’s unemployment rate was down one-tenth of a percentage point from December to 4.1 percent. The national rate rose one-tenth of a percentage point to 4.0 percent.

School Safety

Student Wellness: A recent report from the National Youth Risk Behavior Survey shows that the percentage of U.S. high school students who experienced persistent sadness or hopelessness rose by 3 percent between 2007 and 2017, while the number of students who seriously considered attempting suicide rose to one in six.

Legislative News

Session Schedule: The House and Senate are beginning to meet more regularly in voting session, as work begins to ramp up in the push toward developing and passing a final state budget and related legislation by the end of June.

Appropriations Hearings: A series of appropriations hearings on Gov. Wolf’s proposed budget ended in mid-March with education hearings focused on a variety of issues, including the proposed $45,000 minimum teacher salary, basic and special education funding, school construction, charter school reform, school safety, transportation issues, early childhood education, safety and library funding. These issues and more continue to percolate at the Capitol.

C/T Bills: The House recently approved a package of career/technical bills aimed at strengthening workforce development programs in communities and schools.

Vaping Products: Bills are beginning to move through the legislature that would prohibit the sale of vaping products to minors or use by minors and would prohibit their use on school property.

Pension Forfeiture: Gov. Wolf recently signed into law SB 113, which provides for forfeiture of public pension benefits for offenses punishable by more than five years of imprisonment or those classified as a felony.

State News

Gifted Education: A committee of the State Board of Education recently made recommendations regarding gifted education and the current Chapter 16 regulations. Among the recommendations is additional guidance from the PDE concerning IEPs, additional resources on the PDE website and a review of requirements for professional training.

Charter Appeals Board: Public Citizens for Children & Youth, an advocacy organization in Philadelphia, is circulating a petition to urge Gov. Wolf to replace former Gov. Tom Corbett’s appointees on the Charter Appeal Board. Terms for many of the current board members have expired, but to-date Gov. Wolf has not appointed new members. The board has the authority to overrule local school district decisions to deny charters or close charter schools.

National News

Charter School Oversight: According to a recent analysis by the Network for Public Education, the federal government has awarded hundreds of millions of dollars to charter schools that have closed or have never opened. The analysis found that the U.S. Department of Education has largely ignored potential problems flagged over the years by its own internal investigator. (reported in Education Week, 3/27/19)

Proposed Federal Budget: The Trump administration’s proposed budget is seeking a 10 percent cut to the Department of Education budget and elimination of 29 programs, including Title IV funding for academic supports and enrichment, 21st Century Community Learning Centers (afterschool programs) and teacher development under Title II. The plan also calls for $500 million for federal charter school grants.

Toomey and School Choice: Sen. Pat Toomey of Pennsylvania, along with Sen. Ted Cruz of Texas, is promoting legislation that would provide $5 billion in federal tax credits for donations to organizations that provide school choice scholarships to students.

Ruling on Delayed Special Education Rules: A U.S. District Court judge recently vacated the Department of Education’s delay of an Obama-era rule that would closely examine how minority students are identified and served in special education.

COMING UP

Although things are relatively quiet at the Capitol to date, expect activity to ramp up, particularly after the Easter break, as lawmaker begin the push toward finalizing a state budget. A myriad of issues may come up for debate in the next few months, including charter school reform, property tax reform, school safety and other as-yet-unknown issues that could impact public schools.

As always, stay tuned for the latest information by following us on Twitter @PASASupts.
FROM THE PRESIDENT’S PEN

SPRING BRINGS RENEWED ENERGY AND THE NEED TO BALANCE
BY DR. RICHARD W. FRY, 2018-19 PASA PRESIDENT

April signals the beginning of longer days and what most define as the start of spring. For many, it energizes us to get outside and enjoy all the beauty our Commonwealth has to offer. I hope you are able to make time at the beginning or end of your day to get a nice jog or walk in to help maintain “balance.”

April is also a time during which superintendents start to more visibly notice the final chapter in another school year. As we begin to evaluate the year as a whole, we often take a closer look at what went well, areas where we need to grow, and what we need to plan for the future. Ideally, our strategic plan or comprehensive plan serves as the guide and allows us to keep score and utilize that information to think forward.

As we put together our scorecard, why not focus on “balance” the same way we challenge ourselves to balance our lives? Can we better highlight specific points we value in our planning process that help us tell our story as a school district?

Within that thinking, March 25-29 was National Public Schools Week, a week-long event that celebrated supporting and strengthening our public schools. The sponsor of this event, in its second year, was the Learning First Alliance. The alliance is a coalition of 12 national education organizations representing more than 10 million parents, teachers, administrators, specialists, school members and teacher educators. The alliance represents the face of public education in our country, and it has teamed with a bipartisan group of lawmakers that support the importance of a strong public school system for our country’s future economic strength. There were numerous activities on Capitol Hill and nationally that reflected and celebrated what differentiates our democracy: a strong public school system.

Thinking about an identified week that showcases a system in support of 50.7 million students nationwide causes me to wonder about the other 55 weeks and what we do to tell our story from a balanced perspective.

When I entered the superintendency 15 years ago, most solid communication plans focused on district newsletters, yearly district reports that highlighted achievements, building newsletters and an all-inclusive district calendar. These mediums were important to our community, but quite frankly they are more like autopsies: they report where we have been. How do we grow that reporting beyond where we have been to also include where our learning organization is at risk in the future? To put it more bluntly, how do we develop a future orientation with our communication or balance what our students need for the future while still reporting on what has happened in the past?

With technology advances, 24/7 communication portals have become the rule for our families, and as such our communications have expanded. But are we using these portals in support of a future orientation? Joe Hirsh defines these phenomena in his book The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change as a focus on feedforward as opposed to feedback. It is a very tricky balance for us as district leaders, as we certainly need to showcase the incredible things happening in our schools that reflect a clear “Return on Investment” for our community, but we also need to set the stage for future needs as often as possible. Without that focus, we can quickly find ourselves in survival mode, a spot that doesn’t help our students in an ever changing world economy.

If this sort of accountability thinking has some merit for you as a leader, I would encourage you to consider attending the Symposium on True Accountability, set for April 17 in the PASA office. We are excited to host John Tanner and the Schlechty Center as they discuss powerful questions and thoughts to help school districts develop a capacity for future orientation thinking, communication and accountability. Click here for information.

We are truly the storytellers for our school district, so hearing what others are considering and doing nationally that reflects true accountability and “setting a balanced scorecard” for the district is certainly something that excites me as our chief storyteller. I hope to see you on April 17th – and that you find some personal and “scorecard” balance this month and beyond!

PLANNING TO RETIRE SOON?

Stay connected to PASA and join as a Retired Member – and update your contact information! Before you retire, contact Jolene Zelinski for assistance at (717) 540-4448 or via email at jolenez@pasa-net.org. We want you to stay connected!

In addition, PASA is in the process of developing an Acting Superintendent Service in an effort to provide continuity of leadership in school districts due to the departure of the superintendent.

We will maintain a list of retired superintendents who are available to serve on an acting basis during a district’s search for a permanent superintendent replacement. When contacted, we will share a list of individuals who are available to serve on an acting basis in the geographical location of the requesting district and help them conduct interviews if requested.

If you are a retiring superintendent and would like to be part of this service, please contact Deborah Banks (dbanks@pasa-net.org) or Mark DiRocco (mdirocco@pasa-net.org) in the PASA office.
Are you identifying and inspiring your successor and those of other leaders in your school(s)? Are you encouraging them to develop and strengthen their leadership skills? Are you connecting them with other leaders inside and outside of your organization?

Leadership research confirms the development of other leaders within an organization as one of the characteristics of successful leaders.

In Good to Great, Jim Collins describes Level 5 leadership as the “highest level in a hierarchy of executive capabilities.” He states that “Level 5 leaders set up their successors for even greater success in the next generation.” Similarly, in Developing the Leaders Around You, John Maxwell explains that “a leader who produces other leaders multiplies his influence.” Both claim that the value of an organization strengthens when the leader of the organization provides opportunities for others to grow and lead.

One of the components within PASA’s mission is the development of current and aspiring leaders. Two upcoming programs address this purpose.

The Women’s Caucus Annual Conference (May 13-15 in Hershey) provides a unique opportunity to develop and support the women within your organization. Who are the women within your school(s) that have leadership potential? Are you a female leader who believes in the importance of mentoring and networking with other females?

According to PDE and AASA data, approximately 75 percent of the educational workforce is comprised of females, yet only 25 percent serve as superintendent. I believe that, as leaders, women and men alike have an obligation to encourage and develop female leaders and potential female leaders. The Women’s Caucus Conference provides this opportunity.

Past participants have commented on the value of this conference:
- Always a great opportunity to meet female colleagues from across the Commonwealth.
- It’s encouraging to know that women CAN and DO support women and that an organization exists to promote this notion.
- So appreciative that a Super encouraged me to attend.
- Totally exceeded expectations.

In addition, PASA’s Aspiring to Leadership Workshops (June 20 and 21 at the PASA Office) are designed to assure a robust pipeline of men and women for cabinet level and superintendent positions. Attendees are connected to leaders from a variety of districts, small to large and rural to urban, who address topics essential to developing a deep understanding of a successful district level leader. This program is now offered in June to increase current teachers and principals’ access to it.

Again, past participants have noted the high value of these workshop opportunities:
- The experience, the networking, the time spent was relevant, useful and inspiring!
- I found the mock interviews at the Cabinet Level Workshop to be invaluable.
- I particularly appreciated the session on contract negotiations and considerations in the Superintendent’s Workshop.
- I can do the job of the superintendent, and am now ready to make the move!

Both programs connect aspiring leaders to leaders, providing the confidence, encouragement, support and empowerment necessary to grow.

Be a Level 5 leader and multiply your influence by setting up your successors for success! Share with them these links to PASA programs:
- Women’s Caucus Annual Conference - https://www.pasa-net.org/caucusconference
- Aspiring to Leadership Workshops, June 20 (Cabinet) and 21 (Superintendent) - https://www.pasa-net.org/aspiring

Help us connect leaders with leaders – and grow the next generation of school system leaders for the benefit of public education in Pennsylvania!
I’m not a huge fan of baseball. Although I do enjoy an occasional game, I don’t know all the strategies involved, nor do I understand the mysterious signaling that goes on between managers and players or the even more mysterious rituals of hitters and pitchers.

Although my understanding of the strategy involved with the game is limited, I still enjoy the sound of a good hit or a fastball slamming into the catcher’s mitt and the excitement of a homerun. It’s a peripheral enjoyment perhaps, but it’s a great time spent at a stadium indulging in one of America’s oldest traditions, one whose origins date back to the 18th century.

Ironically one of my favorite films is about baseball: “Field of Dreams.”

And because baseball is underway again, I’m reminded of the cyclical nature of the game. James Earl Jones, portraying the fictional writer Terence Mann in the film, puts it this way: “The one constant through all the years, Ray, has been baseball. America has rolled by like an army of steamrollers. It has been erased like a blackboard, rebuilt and erased again. But baseball has marked the time. This field, this game: it’s a part of our past, Ray. It reminds us of all that once was good and could be again.”

Public schools mark the time as well.

In fact, the first public school was founded before precursors to today’s baseball began, in 1635, by Rev. John Cotton who wanted to create a school modeled after the Free Grammar School in Boston, England, in which Latin and Greek were taught. Publicly funded, the school opened its first classes in the home of the school’s master.

As years went by, and “public” education became a mishmash of less-than-effective options, someone else with the last name “Mann” came to prominence – not the fictional Terence Mann from “Field of Dreams,” but Horace Mann, who spearheaded the Common School Movement, a movement aimed to ensure that every child could receive a basic education funded by local taxes. His influence soon spread beyond Massachusetts as more states took up the idea of universal schooling.

Mann believed that public schooling was central to good citizenship, democratic participation and societal well-being. He observed, “A republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house, without superintendent or keepers, would be on a small one.” The democratic and republican principals that propelled Mann’s vision of the Common School have colored our assumptions about public schooling ever since. (from “Only a Teacher,” PBS)

The 2018-19 PASA Resolutions reflects Mann’s belief that a strong public education system is essential to our democracy. The first sentences in the “Statement of Principles” make that clear: “The success of public schools is the keystone to ensuring an educated public and a strong Commonwealth. For that reason, the Pennsylvania Constitution provides that “The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth.”

Public schools leaders and advocates continue to stress this principle. We need strong public schools. We need to support the students in those schools, no matter who they are.

But public schools cannot carry out that vital role if they are unfunded while simultaneously tasked with more and more requirements.

Certainly the latest budget proposal out of the White House speaks volumes about priorities that most definitely are NOT pro-public education. A plan to cut 29 federal education programs and instead divert that money into backdoor vouchers and more charter school start-ups speaks for itself.

Here in Pennsylvania unwavering support continues for eliminating school property taxes and replacing that revenue with some kind of wage-based tax increase going forward, despite warnings and overwhelming evidence that the ultimate result will be badly underfunded schools. And while the state’s EITC program provides some public school education programs with additional support, ultimately those annually increased tax credits, that primarily fund private schools and programs, lead to decreased revenue in the General Fund, the fund that is utilized to pay for services to Pennsylvania’s citizens AND to support public education.

We need to have a strategic shift and see a recommitment to PUBLIC education on all levels.

Next week the Resolutions Committee will revise the current PASA Resolutions for 2019-20. While some issues may necessitate revisions in the resolutions, I would doubt that the core principles will need any changes. The vision of Horace Mann must continue. Support for public education must continue. The overriding theme in the PASA Resolutions and in our advocacy efforts is that public education WORKS, that it is essential to a thriving democracy, and that the schools where the vast majority of our students attend must be supported fully by local communities and by the commonwealth.

Public schools, like the country and the communities in which they exist, have changed tremendously since the 1800s. But, like baseball, public schools mark the time.

Play ball.

Looking for resources to enhance your own advocacy? Check out the PASA website at https://www.pasa-net.org/advocacy to assist you in those efforts!

BE A BETTER ADVOCATE!

Want to be a better advocate for your school, your community and, most importantly, your students? The PASA website provides you with resources you need! Check it out… https://www.pasa-net.org/advocacy
REGISTRATION FOR PART 1 IS OPEN!

A unique three-session program* for new superintendents and those considering a move into the superintendency
• Discussions led by experienced superintendents
• Practical advice on issues facing new superintendents
• Networking with your peers across the Commonwealth

[*Note: Although the programs are sequential, participants are urged to take all three programs as they are able.]

PIL/Act 45-approved for 25 hours per two-day session
(requires full attendance and completion of embedded activities)

July 11-12 – Part 1: Strategic and Cultural Leadership
REGISTRATION IS OPEN!
Gain insight into the importance of vision, goals and an empowering culture that promote student and staff growth, as well as working effectively with the school board.

September 25-26 – Part 2: Systems Leadership
Gain understanding about the importance of assuring systems and processes for managing and allocating resources transparently, efficiently, effectively and safely to foster equitable access to learning opportunities.

January 7-8, 2020 – Part 3: Professional and Community Leadership
Learn strategies that engage all stakeholders with effective and ongoing communication, collaboration and empowerment of others inside and outside of the organization in the pursuit of excellence in student learning.

SCHEDULE:
check-in: 9:30-10:15 a.m.
includes lunch, dinner and evening discussion the first day concludes at about 2:15 p.m. on the second day (breakfast and lunch included).

Overnight accommodations on July 11 are available nearby.
(Deadline: June 12)

Not a new superintendent but know someone who is - or someone soon moving into the superintendency? Share this program information and give them a positive start as they move into another phase in their professional career!

See the PASA website for details, registration and hotel information at: www.pasa-net.org/workshopnsa.

Thinking about moving forward in your professional journey? Or know someone who is? These are the workshops aspiring school system leaders need!

ASPIRING TO CABINET-LEVEL/ CENTRAL OFFICE LEADERSHIP
PASA Office - June 20
Focus: an overview of cabinet positions; preparation for these roles; team building; the differences between contracted term and tenured compensation plans; and actions for successfully transitioning to the role that is right for you. Current superintendents and a cabinet-level leaders will facilitate practice interviews with participants.

ASPIRING TO THE SUPERINTENDENCY
PASA Office - June 21
Focus: an overview of the role, responsibilities and rewards of serving as a superintendent; balancing responsibilities; finding the right match; negotiating a sound contract; and entry planning and transition. A search consultant will discuss the search process and tips for securing the job.

WORKSHOP SCHEDULE
8:30 a.m. - Check-in/continental breakfast
9:00 a.m. - Program begins (includes lunch)
4:00 p.m. - Program concludes

REGISTRATION FEE:
$159 (per day). Register for one day or both days!

HELP US GROW FUTURE LEADERS!
Encourage aspiring leaders in your district or building to take advantage of this excellent learning opportunity!

BONUS: EARN GRADUATE CREDIT!
PASA is partnering with Shippensburg University to provide the option of earning three Shippensburg University graduate credits that can be applied to its nationally recognized Letter of Eligibility Program. The option requires participation in both days of PASA’s Aspiring to Leadership Workshops. Those seeking this option must be currently serving in an administrative or supervisory position.

Want more information? Need to register? See the PASA website at https://www.pasa-net.org/aspiring.
FROM LAST MONTH’S LEADERSHIP FORUM:

“THE FUTURE OF PUBLIC EDUCATION – BOLD LEADERS BREAKING BARRIERS”

Nearly 100 school administrators from across Pennsylvania gathered in Harrisburg on March 17-18 at the 2019 PASA Leadership Forum to hear from keynote speakers and attend breakout sessions focused on leadership and innovation in public schools.

Session topics included transforming high schools, developing partnerships to support student learning, fostering student peer collaboration, creating learning pathways and leading innovation in strengthening career readiness.

In addition to the two Keynote Presenters on site, Heidi Hayes Jacobs, Founder and President of Curriculum Designers, offered a virtual presentation to the group about new and bold approaches to creating exciting and new learning environments.

Thank you to our special Keynote Sponsors:

SAS Institute/EVAAS
Learning Ovations
Thought Exchange

Thank you to our Reception Sponsor:
Harrisburg University

Thank you for our Breakfast Sponsor:
The Fitness Headquarters

Next year’s Forum planning is already underway – watch for dates and details!
Approved for 40 Hours of PIL/Act 45 Credit!

**Early-Bird Rate through April 26 available for both individuals and team members.**

Bring your administrative team and make this a learning & planning opportunity before the school year begins! [CLICK HERE](#) to register.

**HOTEL ACCOMMODATIONS**

To secure rooms, contact Kalahari Resorts & Conventions at 1-877-52525-2427 and reference the “PA Educational Leadership Summit” room block or [click here](#) for online reservations (enter group ID 4422). Group rate based on availability. **Deadline: July 5.**

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**REGISTRATION NOW OPEN**

**FEATURED KEYNOTERS**

**DR. JOE SANFELIPPO**, Superintendent of the Fall Creek SD (Wisconsin). His book, *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students and Parents Love* will be featured at the summit and will be required reading for all PIL participants.

**JESSICA CABEEN**, principal of Ellis Middle School in Austin, Minnesota. Jessica was awarded the NAESP/VINCI Digital Leader of Early Learning Award in 2016, and in 2017 was named the Minnesota National Distinguished Principal.

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**WHAT YOU NEED TO KNOW!**

For breaking education news and the latest from the Capitol, follow us on Twitter [@PASASupts](#).

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

Check the PASA website at [www.pasa-net.org](http://www.pasa-net.org) for reports, testimony, the program and meeting schedule, archived Updates, the PASA Career Center (job postings) …and more!

**PASA Website:**

**Career Center**

Have an administrative position you need to fill? Or are you considering moving forward in your professional career?

As a courtesy to school administrators, public school employers, and those seeking positions in school administration, PASA provides on its website the “**PASA Career Center**,” a listing of school administrator job openings, both in Pennsylvania and in the Mid-Atlantic region. Vacancies and available positions for public schools are posted at no charge upon request and review.

To request a vacancy announcement posting on this website, send a message to the [Webmaster](#). Please include your phone number with your e-mail request. Information needed includes: position, entity, contact name/address, description of the position, application deadline and application process. Additional position information may be included, depending on length.

(PASA reserves the right not to publish an open position or to modify submitted information.)
FROM THE WOMEN’S CAUCUS

WHAT’S YOUR STORY?
BY DR. JILL M. JACOBY, SUPERINTENDENT, FORT CHERRY SD

This seems like a fairly easy question to answer. Everyone has a story—most peoples’ stories are scripted by life experiences, societal expectations, and/or the expansive landscape of one’s imagination. But, think for a minute: What is YOUR story—and how do you use it???

As educational leaders, we tell stories of our districts, our schools, our teachers, and our students—but do we really ever tell our own stories. As I have sat in various leadership roles throughout my career, I believe my own story has shaped who I am as a leader, as a manager, as a colleague, and as a learner. The means by which we communicate our own stories can impact the way we interact, relate, and influence others.

In my last five years as superintendent, I have found my ability to communicate effectively and tell my own story has been a strength as well as a struggle. As an educational leader, I am well aware that communication is the key to gaining perspective, influencing one’s space, and inspiring those around me. Our stories tell who we are, what we believe in, and how we interact with the world around us. Learning to tell our stories is a type of self-branding, a technique to communicate our inner most self with those we lead.

For some, storytelling is a natural form of communication; for others, it may not come so effortlessly. As scholars of the social sciences will expound upon, the “art of storytelling” is a skill, an art form of social contact between the storyteller and the story listener. The connection between the two individuals makes a story come to life. As with any skill, practice is the key to excellence. Acquiring knowledge of one’s content, one’s audience, and one’s own voice can move a storyteller from good to great.

In many cases, how one tells a story may be more influential than what one tells. According to Pixar, one of the greats in multimedia storytelling, “Effective storytelling involves a deep understanding of human emotions, motivations, and psychology in order to truly move an audience.”

Pixar expounds with six rules for great stories:
1. Great stories are universal.
2. Great stories have a clear structure and purpose.
3. Great stories have a character to root for.
4. Great stories appeal to our deepest emotions.
5. Great stories are surprising and unexpected.
6. Great stories are simple and focused.

As I began to ponder my own experiences and my own ability to communicate my personal stories, a close friend offered me a great read, The Story Factor by Annette Simmons (Cambridge, MA: Basic Books, 2006). Simmons sets out to explain the key to the oldest tool of influence—storytelling. She not only explains what storytelling is and how it can be influential, but more importantly she delineates how stories can persuade, motivate and inspire.

Simmons outlines six types of stories people of influence should be able to tell. The six types of stories help individuals build credibility, focus their listeners, and create authenticity to their ability to influence others. The ability to tell one’s story can possibly create a competitive advantage for one’s overall purpose and goal attainment.

Below is a comprehensive outline of Simmon’s first chapter in The Story Factor in which she outlines the six types of stories all leaders should be able to tell. Each of these story topics answer two major questions: “Who are you?” and “Why are you here?”

WHY I AM: In order to influence others in a captivating and engaging manner, the people around you need to trust and believe you are genuine in your intent. The ability to communicate who you are and why you are here lays the foundation for building a collaborative relationship of confidence. In working to establish this trust, you, as the storyteller, must become genuine and allow the listener to see you for who you are. This can be done through a personal story, a historical perspective, a parable of virtue—let your audience get to know the authentic you.

WHY I AM HERE: Leaders strive to want groups of people to work towards a common vision, goal, or target. The ability to motivate a group of people to cooperate can be extremely difficult. Thus, telling a story about why things are happening can provide insight and buy-in. It is human nature to remain pessimistic until someone clearly defines the reason and intent for the decisions being made. Even the most genuine of people can be seen as selfish and egocentric due to the lack of explanation into their own intent and interest.

THE VISION: After the leader explains who they are and why they are here, the listeners can begin to understand the leader’s vision and foresight. However, it is important for a leader’s vision to include how the decisions will benefit the whole, not just one’s self. In creating a vision story, a leader must paint a picture—create a storybook of experiences through which his/her listeners may understand the road map about to be followed. Vision stories need to be authentic, providing context while contextualizing potential issues and mishaps. As Simmons states, “A vision story weaves all the pieces together—particularly the struggles and the frustrations—so that they make sense” (p. 17).

TEACHING: Once the leader frames their vision, it is important to provide the supporters with the skills to get the job done. Many times our employees need a clear understanding of how to get the job done, rather than what the specific job might be. According to Simmons, stories are a great way to combine the “what and how” to deliver a message of teaching. Using personal stories to explain how a specific element of the goal may be achieved is a more palatable means to provide directives, instructions, and/or guidelines. In addition, the ability to communicate why the leader wants something done over what he/she wants done can be advantageous. As Simmons states, stories allow you to explain the complexities while teaching “people to think about why and how they might use a new skill” (p. 19).

See Women’s Caucus News, page 11
VALUES IN ACTION: Stories “instill values in a way that keeps people thinking for themselves” (p. 20). As most of us know, one of the best ways to teach a value is through personal stories, which provide a clear example. The use of real world examples to provide perspective and viewpoint gives the viewer a contextual lens. The use of personal stories comprised of values easily becomes engrained in the minds and hearts of those listening. As Simmons explains, a good test to develop these storytelling skills is “to discover how many stories you can come up with to demonstrate the values you profess to hold” (p. 23). These innate stories become the first in your repertoire of “values in action” to use in order to change behaviors through influence and inspiration.

I KNOW WHAT YOU ARE THINKING: Lastly, to gain leverage and credibility with your team, it is important to tell stories that make individuals stop and think—“Are you reading my mind?” If you know the group you are working with, it is usually fairly easy to figure out their views, perspectives, and beliefs. From there, you are able to build a message that identifies with the group’s perspective, while possibly dismissing the nonbelievers while engaging believers. “I know what you are thinking” stories can help to dispel the doom and gloom that may come over a group which is going through a change, a transformation, or a new way of thinking. Gaining leverage through understanding and empathy can truly pay off in transitional thinking.

Good luck on building your skill set as an influential storyteller!

A MEMBERSHIP BENEFIT!
PASA LEGAL SERVICES

PASA’s legal staff offers a wide range of employment-related legal resources and services to PASA members who are Commissioned Officers.

These services include consulting services, employment contract services, non-litigation dispute resolution, and assistance with the negotiation and development of separation agreements.

Go to www.pasa-net.org/legalservices to read more about it.

**REGISTER TODAY**

2019 Annual Spring Conference
Grit, Growth & Gains: Leading for Student Achievement

sponsored by the PASA Women’s Caucus
Mon., May 13 – Wed., May 15
Hotel Hershey

NOW APPROVED FOR 30 PIL/Act 45 Hours

Featured Presenters:

DR. VEIRDRE JACKSON
Core Behaviors to Leveling Up and Leaving a Legacy

BETH TRAPANI
Communicating Under Pressure

DR. SHERRI SMITH
Update from the PDE

**PLUS**

Education Case Law Review
Legislative Update
Networking
Numerous education sessions focused on grit, growth & gains

Hotel Room Deadline: April 26
Make your hotel reservations EARLY, as the hotel block fills quickly.

Conference fees increase after April 5.

See the PASA website at https://www.pasa-net.org/wcconf for conference and registration details!
ANALYSIS OF THE PRESIDENT’S FY20 BUDGET PROPOSAL
NOELLE ELLERSON NG, AASA ASSOCIATE EXECUTIVE DIRECTOR, POLICY & ADVOCACY

AASA outright opposes the president’s FY20 budget proposal, for a myriad of reasons: for its flawed premise; for its failure to resolve the funding pressures of sequester; for its continued prioritization of privatization; for missing the opportunity to introduce a budget document that is not DOA with Congress; for its blunt cuts to non-defense discretionary funding; and for its disregard for parity between defense and non-defense discretionary funding, among others.

AASA welcomes the opportunity to work with Congress to complete a timely, bipartisan, bicameral FY20 budget that raises the federal funding caps, uses FY19 as the base funding level and supports and strengthens public education.

2019-20 President-Elect
Kristi Sandvik, superintendent of the Buckeye Elementary School District (Arizona), has been elected the 2019-20 AASA President-Elect. Sandvik and other newly-elected AASA governance members will begin their terms on July 1. Deborah L. Kerry, superintendent of the School District of Brown Deer (Wisconsin) and Sandvik will be sworn in as president and president-elect, respectively, on July 9 at a summer meeting of the AASA Governing Board in Washington D.C.

AASA Endorses WiFi on Buses Act
Last month both the House and Senate introduced legislation to expand the E-Rate program to allow wi-fi on buses. The bill will make it easier to put wireless internet on school buses in order to help students without broadband access at home get online to study, learn and complete homework. The legislation would require the Federal Communications Commission’s (FCC) E-Rate Program to reimburse school districts that place Wi-Fi technology on school buses carrying students to school or school-related extracurricular activities. Check out the related press release (including the AASA quote!).

Push for Full Funding of IDEA
AASA is the chair of the IDEA Full Funding Coalition, a group of national education and related groups committed to getting Congress to honor its commitment to fund 40% of the additional cost associated with educating students with special needs. This is a commitment they made when signing IDEA into law in 1975, and one they have chronically failed. To date, the closest they have come to this goal through the annual appropriations process was 18% in 2005, and is under 15% in the current federal fiscal year, 2019.

To that end, our coalition leads the effort to work with Congress to introduce the legislation that gives Congress a clear ten-year glide path to realize their commitment, and we are so pleased that this year’s bills, in both the House and Senate, are bipartisan and were introduced during Public Schools Week.

Click here for more information.
Each month, PASA, in coordination with the Technology Committee and CoSN (Consortium for School Networking), will publish a monthly technology-focused news item of interest to members of PASA.

TOPIC: RESOURCES FOR RURAL SCHOOL DISTRICTS

The Consortium for School Networking (CoSN) and its state affiliate chapter, Pennsylvania Association for Educational Communications and Technology, are honored to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations. Last month we addressed the issues involved with ensuring accessibility for all. This month we focus on the topic of rural school districts taking the digital leap.

More than half of school districts and about one-third of public schools in the United States are in rural areas. Rural districts have unique challenges, ranging from poverty and vast travel distances to lack of affordable internet access. However, along with the challenges facing rural school districts, there are also some unique opportunities rural school districts can leverage due to their smaller size and direct impact on their communities.

You can learn more and access a copy of the CoSN Report “Challenges and Opportunities of Rural Districts in Taking the Digital Leap” at https://www.cosn.org/Rural.

CoSN has partnered with edWeb to provide a monthly webinar series on topics essential for leading digital transformations. School superintendents serve as panelists on each webinar and share their stories and expertise. Every webinar is recorded for viewing by those who are not able to join the live broadcast.

The title of the April 8, 2019 webinar (scheduled for 5:00 pm ET) is “Rural School Districts Taking the Digital Leap.” Learn more and register for this free webinar online.

If your school or district would like more information about joining CoSN or getting more involved with CoSN and/or PAECT, please contact Brian Calvary, CAE, CoSN Director of Membership and Chapters, at bcalvary@cosn.org.
Don’t miss out on a learning-rich series of professional development opportunities in PASA’s new membership year. Whether you are a new superintendent, someone aspiring to higher levels of school system leadership, or a school administrator who is looking to build your knowledge base and grow your leadership skills – PASA has a program for YOU!

Don’t miss these professional learning opportunities developed with YOUR needs in mind!


Final one-hour informational webinar in a series focused on barrier-breaking leadership in innovation – issues important to YOU. Don’t miss the final webinar, set for April 25, focused on “The Career Pathway Model: The Future of Education Is Now” and led by school leaders from the Central Columbia SD. See the website for details at: https://www.pasa-net.org/webinars.

Women’s Caucus Spring Conference
“Grit, Growth, Gains: Leading for Student Achievement”
May 13-15 at the Hotel Hershey with Dr. Veidre Jackson and Beth Trapani See p. 10 for details.

Aspiring to Leadership Workshops
*Aspiring to Cabinet-Level/ Central Office Leadership
June 20 (PASA Office – Harrisburg)
Aspiring to the Superintendency
June 21 (PASA office – Harrisburg)
See p. 7 for details.

New Superintendents’ Academy
Part 1: Strategic & Cultural Leadership – July 11-12 (REGISTRATION OPEN)
Part 2: Systems Leadership – September 25-26
Part 3: Professional & Community Leadership – January 7-8
See p. 7 for details.

PA Educational Leadership Summit
featuring keynote speakers
Dr. Joe Sanfelippo and Jessica Cabeen
Teams encouraged to attend!
See p. 9 for details.

PASA/PSBA School Leadership Conference
Oct. 16 - 18 (Hershey)
Featured Speakers ~ Sessions ~ Student Displays & Performances ~ Networking & Learning
Watch for details! https://www.pasa-net.org/fallconference

**SAVE THE DATE**
Thursday, Oct. 3 (PASA Office)
“Evidence-Centered Leadership: Actionable Solutions for the Assistant Superintendent”
a deeper dive into the practical, actionable aspects of the 4Cs - Culture, Capacity, Coherence and Courage - as they apply to Assistant Superintendents
https://www.pasa-net.org/asstsuptsummit

Final on in the series set for April 25...

Stills Time to Register!
PASA Members: $39 per webinar
Non-members: $49 per webinar

Payment is due in advance of each webinar.
Connection instructions will be sent to paid participants only. (Note: Webinars are recorded. A link is sent to registrants for later viewing if they are unable to connect at the time of the presentation.)

See the PASA website for more details on each webinar and links to registration at www.pasa-net.org/webinars.
**2019 PASA/PSBA School Leadership Conference**

**REMINDER: CALL FOR SESSION PRESENTATIONS**

Share your ideas and expertise with other education leaders by leading educational sessions at the PASA/PSBA School Leadership Conference, scheduled for Oct. 16-18 in Hershey.

Presentation topics are open to all areas of education and training. Potential subject areas may include best practices, safety and security, advocacy, risk management, finance, student supports, equity, behavioral health, positive board communication, trauma, career and technical education readiness, and social media.

Preference will be given to interactive sessions.

The *deadline* for entries is **July 1, 2019**.

See the conference website at [https://www.paschoolleaders.org/](https://www.paschoolleaders.org/) for details and information about how to submit your proposal AND for information about the conference.

**ALSO...**

We need your talented students for the 2019 Student Showcase at the annual conference, scheduled for October 17!

If you have an outstanding performing arts group or individual that you are proud of, submit an application. We are looking for energetic, entertaining acts to perform for 10 minutes each as part of a celebration of public school students.

In addition to performing arts groups, we also need a student master of ceremonies to host the show.

Applications are due by **June 14, 2019**. Selected groups and individuals will be notified by July 15, 2019. See the conference website for details.

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**NOTEWORTHY QUOTES**

“Our current system, in my view, serves as a barrier to high quality educators teaching in high-poverty districts. Student mobility and poverty should play a role in [teacher] evaluations.”
– Sen. Ryan Aument (R-Lancaster), noting that he has changed his mind on whether student poverty should affect teacher evaluations (as reported on penncapital-star.com, 3/2/19)

“I think that this is the best place to put that funding, in our kids in Pennsylvania. It makes sure they have the skills that will help our businesses be stronger and be able to survive in the economy that we have.”
– Carol Kilko, Deputy Secretary for Business Financing with the PA Department of Community and Economic Development, speaking about the importance of Gov. Wolf’s Statewide Workforce, Education and Accountability Program (SWEAP) and increased investments in schools during a visit at St. Marys Area High School (as reported by WJAC-TV news, 3/12/19)

“We released this report for the first time in 2017 and identified gaps in Pennsylvania law around protecting kids from lead in school drinking water. The gaps were that there’s no regular testing required in schools to assure us of the drinking water quality there, and when schools do test voluntarily, they’re not required to disclose the results to the public or parents, and then finally they’re not really required to fix the problem if they find that lead levels are high.”
– Ashleigh Deemer, spokesperson for PennEnvironment, which gave Pennsylvania an “F” in its “Get the Lead Out” report for not requiring lead testing of water in schools (from *The Pittsburgh Post-Gazette*, 3/26/19)

“PASA is not opposed to teachers receiving a minimum wage of $45,000. However, we are concerned with the long-term impact it may have on collective bargaining agreements beyond the first year of proposed funding. New requirements that would impose additional costs for many districts that are already struggling with budgets places an additional burden on those school districts and local communities. Changes such as this one must be considered carefully and in concert with adequate increases in state funding for both basic education and special education that address those challenges.”
– PASA statement on the proposed increase in the minimum teacher salary

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**Watch for registration information!**

[https://www.paschoolleaders.org](https://www.paschoolleaders.org)
REGION 3
Dr. Monique Mawhinney recently was appointed superintendent of the Highlands SD, effective April 1. She had been serving as Acting Superintendent in the district. Dr. Michael Bjalobak, who had been on medical leave, has retired.

REGION 12
Dr. Ronald Dyer, Superintendent of the Dallastown Area SD, has announced he will retire at the end of 2019. Dyer has worked for the district for nearly 15 years and as superintendent for seven years.

Dr. David Renaut, Superintendent of the Spring Grove Area SD, has announced he will retire at the end of this school year after 39 years in education and as superintendent since 2007. George Ioannidis has been appointed the next superintendent of the district, effective July 2. He currently serves as the business manager for the district.

REGION 15
Dr. Fred Withum III, Superintendent of the Cumberland Valley SD, has announced his intention to retire, effective in August. Withum has served in public education for 35 years, six of them as the district’s superintendent.

Dr. Jerry Wilson, Superintendent of the Shippensburg Area SD, has announced he will retire from the position, effective June 30. Wilson joined the district in December 2017.

REGION 16
Dr. Jason Bendle has resigned from his position of Superintendent in the Danville Area SD.

REGION 24
Dr. Barry Tomasetti, Superintendent of the Kennett Consolidated SD, has announced his intention to retire in January 2020. He has served as the district’s superintendent since January 2010, and previous to that served as superintendent of the Mifflinburg Area SD (I.U. 16) for 10 years.

Dr. Joseph O’Brien, Executive Director of Chester County I.U. 24, has announced he will retire this summer. He has served in the position since 2007.

Please report member news to PASA at pasa@pasa-net.org. Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA Web site at www.pasa-net.org (Click on the “Leadership Development” button and look for “Career Center.”)