Excellence in leadership within our nation’s public schools has never been more vital to our children’s success than it is today. To provide a dynamic and interactive professional development program that will positively impact student achievement, PASA is partnering with AASA to facilitate a Pennsylvania cohort of AASA’s premier National Superintendent Certification Program®.

This program, designed by superintendents for superintendents, will be open to PASA members who are new and experienced Pennsylvania superintendents who aim to provide world-class leadership within their districts. Enrollment is available for those who are first year superintendents and enrolled in PASA’s New Superintendents Academies and also for superintendents with one or more years of experience. Participants will be able to earn 105 PIL hours and earn national certification through AASA!

The program, which begins in November, includes five sessions held in the PASA Office, as follows: November 6-7, 2019; March 19-20, 2020; June 24-25, 2020; October 12-13, 2020; and March 4-5, 2021.

Don’t miss this opportunity to join your colleagues and be part of the PA 2021 Cohort!

See the PASA website for details at…
https://www.pasa-net.org/suptcert

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FROM THE EXECUTIVE DIRECTOR

DR. MARK DIROCCO

SUPERINTENDENTS AS COMMUNITY LEADERS

Superintendents are some of the most visible and respected people in their community, with tremendous impact and influence on more than just school matters. They are CEOs that often lead one of the largest employment entities in the local community and usually attract significant media attention across a variety of areas in relation to the school system and community events.

Many people don’t realize how connected the superintendent is to the greater community. While it is critical for the superintendent to be visible with the staff and students of the district, it is equally important for the superintendent to engage the community in an effort to ensure stakeholders are connected to the school system.

Parents and guardians are the most critical stakeholder group to engage. They entrust their children to the schools on a daily basis and want to be informed on their child’s school and district operations throughout the year. Spending time at PTA meetings, Back to School Nights, Booster Club meetings, and Fall Open Houses with time to speak to parents can be a way to communicate important information of the district and answer parent’s questions. Although emails, social media, and traditional newsletters can be good methods to communicate with parents, they want to see and meet with the superintendent. It’s important to be visible and willing to engage in a variety of parent settings.

However, the superintendency requires more than parent engagement. Superintendents must also engage with the greater community.

Many superintendents establish regular meetings with representative groups such as a Safe Schools Council that will not only include staff and parents but also representatives from all first responder agencies. In this time of so many school tragedies, it is critical for the superintendent to have ongoing and candid communications with local law enforcement, fire departments, first responder agencies, mental health agencies, and hospitals that will assist the school district in safety planning, emergency responses, and recovery.

Reaching out to the business sector is also critical. Making the rounds to community service agencies and the Chamber of Commerce is a way to interact with individuals who may not have children in school but can play a significant role in supporting the school district. Many Chambers of Commerce will have an education committee or related group that can be of great assistance to superintendents in promoting the local public schools. Superintendents need to make themselves available to attend meetings of these agencies, serve on their committees or boards, and conduct presentations when requested. As school districts are one of the largest taxing entities in any community, business leaders need to know that the schools are run well, students are learning, and the community is receiving a good return on investment.

Too often, superintendents overlook the importance of connecting with other local municipal leaders. Sooner or later, the district will need to interact with municipal authorities over issues such as zoning, building renovations, bus routes, traffic issues and parking. Getting to know the individuals that lead local government is critical. Attending a township meeting, county commissioner meeting, or city council meeting on occasion will provide superintendents with the opportunity to make acquaintances and open the door at the local government level to positively impact the school district’s standing in these circles. It is not uncommon for the superintendent to be asked to serve on a local government task force, committee, or study group as the school district is a significant factor in every community. Nurturing these relationships can serve the superintendent and local school district well.

To be a superintendent today requires a unique and specific skill set to meet the multitude of challenges and expectations of the position. Those who are fortunate enough to hold this critical role in our society have the opportunity to not only impact an entire generation of children matriculating through the school system, they can also make a significant difference in the greater community.

I wish all superintendents well in the new school year ahead and encourage you to expand your leadership into the greater community that you serve.
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.

THE EDUCATION POLICY AND LEADERSHIP CENTER

Still Time To Register
2019-20 POLICY FELLOWSHIP PROGRAM

The Education Policy Leadership Center is still accepting applications for the 2019-20 Pennsylvania Education Policy Fellowship Program.

The Fellowship Program is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for issues important to children and education. The program is supported by a national and state network of resource people and peers who have a track record of accomplishment in research, policy development, and effective practice in education, child development and human services, and is hosted by the Education Policy and Leadership Center* in Pennsylvania.

With more than 575 graduates in its first 20 years, this program is a premier professional development opportunity for educators, state and local policymakers, advocates, and community leaders.

Past participants include state policymakers, district superintendents and principals, school business officials, school board members, education deans/chairs, statewide association leaders, parent leaders, education advocates, and other education and community leaders.

The 2019-20 program begins with a two-day retreat on September 19-20 and continues to graduation in June.

See the EPLC website for details on how you can join the 2019-20 cohort!

Questions about the Fellowship Program and its requirements should be directed to EPLC Executive Director Ron Cowell at 412-298-4796 or cowell@eplc.org.

*The Education Policy and Leadership Center (EPLC) is a Pennsylvania-based, not-for-profit corporation established in 1998 and governed by a board of directors that includes members who have significant experience with education policy, government and not-for-profit organizations. The Center conducts its policy and leadership programs in cooperation with numerous local, statewide and national organizations. PASA is a founder and supporter of EPLC.

In Budget & Finance News

State Revenue: Pennsylvania collected $2.3 billion in General Fund revenue in July, the first month of the 2019-20 fiscal year. General Fund revenue collected in July 2018 was $2.2 billion.

PA Rainy Day Fund: Gov. Tom Wolf and Secretary of the Treasury Joe Torsella announced last month that $250 million has been transferred to the state’s Rainy Day Fund (RDF), a move that was part of the budget plan. According to Torsella, the deposit was positive, but PA has “a long way to go” to bring the Commonwealth’s fund closer to the median state RDF balance of 7.3%.

Legislative News

Session Schedule: The House and Senate are in recess until mid-September.

State News

Safe2Say Report: The annual Safe2Say report for the 2018-19 school year notes that the state tip line received over 23,000 tips, with over half concerning bullying, self-harm and suicide threats. The report also notes there were 324 False Alarm/Deliberate Abuse of System tips.

Flexible Instructional Days: The PDE this month released more information about how school districts can apply for the Flexibility Instructional Day Program passed with the budget in Act 64 of 2019 to allow school districts to meet the 180 instructional day requirement during weather or other emergencies. Applications are due to the PDE by September 1.

National News

Rise in Cyberbullying: According to a recent report from the Institute of Education Science’s National Center for Education Statistics, about a third of middle and high schools reported dealing with incidents of cyberbullying at least once a week or daily.

Cutting Food Stamps: The Trump administration recently announced it will seek to tighten eligibility requirements for food stamps (SNAP), a move that could mean hundreds of thousands of school children would lose eligibility for free school lunches.

Teacher Shortages: According to the PA Department of Education, the number of undergraduate education majors in the U.S. has declined 55% since 1996, and in Pennsylvania, the number of newly issued in-state instructional teaching certificates has dropped by 71% since 2009.

COMING UP

The Capitol remains quiet this month, as lawmakers do not return to voting session until September 12. What the focus will be in the fall session remains unknown, although there are rumblings about charter school reform and educator evaluation changes, property tax proposals and some fine-tuning and “clean-up” of various requirements and provisions signed into law with the state budget during the last few days in June. Looming ahead: 2020 as an election year, which likely will shape the legislative agenda going forward. As always, stay tuned for the latest information by following us on Twitter @PASASupts.
The first day of school for staff and students is quickly approaching. We are preparing for another year of challenges and opportunities as educational leaders. It is the time of year when we review data from the 18-19 school year and clearly reestablish the upcoming work for the 19-20 school year. We've scoured through our yearly achievement data from the state and processed the impact of such data. We've reviewed local data in relation to strategic planning and utilized such data to help us set district and building goals. We've finalized our professional development calendar for the school year, ensuring that we are addressing our local needs while balancing the various mandates that we must account for on a yearly basis.

In short, the initial plan is set and Day 1 is coming!

There are essentially two first days for school leaders. The first is when all of our staff return and the second is when our students enter back into our buildings.

The day our staff return is one of the rare opportunities that we get as district leaders to clearly set the tone for the school year. It is an opportunity none of us take lightly as we prepare to mobilize our professionals to best serve our students. I wish you luck on your Day 1 plan for staff. I hope that your time with staff will be invigorating and momentous for all involved, and may it truly set the tone that you want to convey. It really is our time as a district leader to infuse energy into our systems and tell our story, knock it out. Whether your story focuses on a family of professionals leading learning, or becoming better-not-bitter, or social emotional learning challenges, or just the incredible opportunity we have every day as an educator – good luck delivering your story!

The second first day involves our students, and it clearly sets the tone for their year. Our students need to quickly understand they are part of a very special learning organization. Students need to feel the great pride that exists in your school district, and they need to hear about and experience the incredible opportunities that await them this school year.

Last week Tom Murray tweeted out about this amazing opportunity that every teacher has on Day 1 for kids. He stated, “The first day of school is an amazing opportunity. What can you do on Day 1 that has your kids running back to you on Day 2? We can’t forget that you never get a second chance to make a first impression. Make that first day count!” Our role as school leaders is to remind our staff of this opportunity and provide them the arena to jump out and light the fire for their kids.

First days don’t come along often. This is my 15th first day as Superintendent of Schools at Big Spring. I still get butterflies the night before worrying about my message and whether it will set the tone it needs to set for our staff. When I finally retire, I suspect that first day feeling is one of the things I will miss the most. It is similar to the feeling you had when you were younger and getting ready to compete at a big game or go on stage for a performance. We still remember those events years later; it is something that has a lasting impression for us all.

The job we’ve chosen for ourselves certainly has numerous challenges and opportunities, and as such I wish you the energy to see Day 1 as an incredible opportunity, one that doesn’t happen often in our careers.

Have some fun with your Day 1s.
WHAT’S YOUR LEADERSHIP BACK-TO-SCHOOL LIST?
BY DR. FRANCINE ENDLER,
ASSISTANT SUPERINTENDENT OF THE HOLLIDAYSBURG AREA SD

Are you ready? Within the next month our schools will be filled with excitement as our students, teachers, support staff and parents return. I can’t help but be drawn to the displays of notebooks, binders, colored pencils, crayons and all of the supplies that are lining the aisles in almost every store. Each year we all pick up a few items and reminisce about when we were students and were anxiously preparing for those important first days of school.

As an education leader, I am curious as to what is on your Leadership Back-to-School List. Consider the following... perhaps they will resonate with you. First on the list is a fresh perspective. How will you enter this school year? While you may have served many years as an educator, this is the first time that you will be leading through the events of this year. There will be a new group of our youngest learners in pre-kindergarten and kindergarten classrooms. This will be a new senior class that we are preparing to send into the world at the conclusion of the year. For some teachers this will be their first time in the classroom, and for others they will be entering their last year in this wonderful profession.

I challenge you to view the events of the 2019-20 school year (even those that you would consider repeats) from a fresh perspective. It has the potential to renew and refresh you as an educational leader.

Next, take every opportunity to be mindfully present. As an educational leader, many demands are placed on you. If you need to be reminded of that, just take a quick look at your calendar. How many of us are double- and triple-booked? It is in those moments that we often lose the ability to be present, and we can miss the opportunity to walk the important journeys with those around us.

Challenge yourself to minimize the distractions (electronic and otherwise) and work to be present in the exceptional moments and events in our schools, districts, communities and with our families.

Finally, clearly define your purpose. Why did you become an educator, and then an educational leader? How do you communicate your purpose and the mission and purpose of your district? There will continue to be many mandates, directives and unanticipated events that will challenge you and recalibrate your intended course. If you remain clear on your purpose, you increase the chances of navigating the events of the year and remain positive on the success of your students, staff and community.

Have a great start to the year!!!

Dr. Endler chairs the PASA Professional Development Committee.

**PLEASE SHARE WITH NEW SUPERINTENDENTS IN YOUR I.U.**

New Superintendents’ Academy Part 2:
SYSTEMS LEADERSHIP

September 25-26
PASA office, Harrisburg

**Approved for 25 PIL credits**

Practical information about the exciting and complex role of the superintendent – and strategies needed for success!

TOPICS:
First Things First: An Organizational System That Works
Aligning Systems with Your Profile of Future Graduates
Strategic Technology Planning and Investment
School District Operation Systems
Governance, Policy Development & Personnel Systems, including Collective Bargaining Systems
Economic Pressures and the Budget System
Systems Leadership Simulation

Deadline for making overnight hotel room reservations at a special rate: AUGUST 25

See the PASA website for details at http://www.pasa-net.org/workshopnsa.

Innovation Spotlight – September 1 Deadline

Are you aware of the many exciting educational innovations currently happening in schools across PA?

The PASA Technology and Research & Development committees are combining efforts on a project that will provide PASA members with information about the innovative practices occurring across the state! Their goal is to support the scaling of promising innovations through the generation of an index of statewide innovative educational practices and contact information.

Participate now by submitting your district or school’s innovative practice via Google Docs before September 1.

Click here to submit your information.
YOUR LEADERSHIP WHY
BY DR. RHONDA BRUNNER, ASSOCIATE PROFESSOR OF EDUCATIONAL LEADERSHIP AT SHIPPENSBURG UNIVERSITY

What motivates you to do the work you do? Why do you choose to lead? When is the last time you reflected on your leadership “WHY?”

In his 2009 TED Talk, Simon Sinek famously stated, “People don’t buy what you do; they buy why you do it.” Sinek says it’s not about what we do for a living; it’s about why we do it. Administrators know what they do but often are so busy doing “it,” they don’t have time to reflect on why they do it.

In his book Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team (2017), Sinek tells leaders, “If we want to feel an underlying passion for our work, if we want to feel we are contributing to something bigger than ourselves, we all need to know our WHY.” As administrator schedules become filled to capacity with obligations, tasks, and problems, reflecting on our compelling why may be a luxury we believe we can’t afford.

Many would argue if we want to succeed as a leader, we don’t have a choice.

Sinek says we only have one compelling WHY. It’s not an aspirational statement about what we want to be but, rather, expresses who we are when we’re at our “natural best.” Although we all have a WHY, perhaps we haven’t recognized or identified it. Our WHY is our purpose, cause or belief—the driving force behind everything we do. What is it that we truly believe in?

Sinek says that our WHY is fully formed by our mid-to-late teens. By that time, we’ve had enough life experiences to recognize our strengths and the circumstances in which we will thrive. He adds that we may not be able to articulate this understanding until we are older, however, because it comes from the limbic part of the brain, which has no capacity for language, but is connected to behavior and decision-making.

Sinek says our WHY statement should be:
• Simple and clear
• Actionable
• Focused on the effect you’ll have on others
• Expressed in affirmative language that resonates with you

Format of WHY statement: To (contribution you make to the lives of others) so that (the impact of your contribution).

It seems simple enough but involves reconnecting with our past. What experiences, influences, and events have shaped the leader we are today?

Our passions and core beliefs may seem closer to the surface when we’re younger or earlier in our educational career. Some may call this idealism. We tend to be passionate about our beliefs and zealous in our teaching. If you ask beginning teachers why they choose to teach, there is little hesitation as they respond that they enjoy working with children or that they “want to make a difference.” In fact, in a 2015 survey compiled by education think and action-tank LMCo and Pearson Inc., the top three reasons teachers choose teaching as a career are: 1) they want to make a difference in the lives of students; 2) they think they will be good at it; and 3) they have interest in the content they teach. While this may be an undeveloped WHY, it is nearer to the essence of why they teach.

Most administrators rose through the ranks of teacher and teacher leader. It is likely that someone mentored them along the way and planted the seed that they may want to consider continuing their education to become an administrator. Nudging a strong teacher into administration is a common practice. Choosing a career as a teacher is usually a deliberate decision, whereas the path to become an administrator may unfold over time. A teacher becomes certified as an administrator, someone retires, a shoulder is tapped, sometimes instead of asking “why” we ask “why not.”

If we haven’t identified our WHY, it could get lost under the To-Do list. It’s important to take time to reflect on why we do the very important work we do. Reconnect with your past to discover your WHY.

REGISTRATION IS OPEN
PASA Women’s Caucus Southeast Regional Dinner
November 12
Maggiano’s Restaurant
205 Mall Boulevard
King of Prussia

Featured Presentation: Leadership as an Opportunity for Reflection
Dr. Michelle Saylor
Superintendent, Bellefonte Area SD and Women’s Caucus Past President

Begins at 4 - 5:15 p.m. with registration, appetizers Dinner and featured presentation follows

COST:
$55.00 if paid by October 25
$65.00 if paid after that date

All registrations and payments due by November 7.

Donations will be collected for Chester Boys and Girls Clubs.

To register, see the PASA website.
“One man’s meat is another man’s poison.” It’s a very old phrase, likely originating back with the Roman poet and philosopher Titus Lucretius Carus. Translation: What seems like a great idea and a great plan to one person may be totally mortifying to another.

For example, everyone who knows me well knows that my attitude toward summer is anything but typical. While others look forward to warm air, beaches, sand, “the shore,” jumping in the ocean and picnics, I spend my summer days wishing January was around the corner.

While I get excited about the prospect of shoveling snow, brisk morning air, and no bugs, you probably are getting the chills just thinking about the possibility of frozen pipes, frozen brake lines and frozen parking lots. For you the choice between enjoying a lazy afternoon at the shore and tracking a midweek winter storm at 3 a.m. is pretty much a no-brainer.

It’s a matter of perspective. One man’s meat is another man’s poison.

The same is often true in policymaking, including the development of education policy.

For one lawmaker, sometimes several, what seems to be just the most ever-so-wonderful idea that will solve all kinds of problems or produce something extra-special good is too often for school districts and the school administrators required to implement it yet another ill-conceived, costly and burdensome mandate. Or a situation in one school district becomes the core of yet another bill that requires all school districts to do things “a different way” to make sure no district will ever duplicate that mistake.

The end result is the same: yet another mandate in a very long string, most developed with basically good intentions but without a lot of forethought or concern about the totality of mandates and their ultimate impact on school operations. For example, while no one would dispute that everyone should know the basics of personal finance, requiring all public schools to add a specific instructional component into an already packed curriculum as a legislative mandate probably means something else must go. There needs to be honesty and transparency in policymaking, including honest consideration of the real impact of any proposal.

When the PASA Resolutions Committee met last April, one thing they did not change in the resolutions document are the references to mandates. And the PASA Resolutions hits it on the head:

“State policymakers must follow a consistent and rational approach to decision-making on new or expanded education mandates before new requirements on school districts are enacted. This must include careful and thorough research and consideration of the financial, staffing, educational and operational impact of the proposal within the broader view of existing requirements and the overall educational mission of public education. In addition, state policymakers should establish a consistent process to solicit feedback from local school officials on the impact of proposed mandates before they are enacted into law.”

The fall legislative session will begin again all too soon, and PASA is already gearing up to become part of those conversations. No doubt there will many proposals out there to make schools “better,” to enhance the curriculum, to change management practices, etc. Some may have merit; others will be problematic, at the least. And some legislation will be developed and promoted simply because some policymakers do not trust or have confidence in those who support and manage our public schools on either the state or local level and continue to regard public schools as “failing” and in need of stringent direction and control from Harrisburg.

That is why PASA will continue our work to inform lawmakers about the impact of what they are trying to do and remind them that dedicated public school leaders are tireless in their focus on doing what is best for their schools, their communities, and most of all, their kids.

Gov. David Ige of Hawaii, the only state in the union comprised of one school district, once said, “I challenge the leaders of public education to stop issuing mandates from the state office and to focus on empowering schools and delivering resources to the school level.”

Good call. In Pennsylvania we would say, “We challenge the policymakers in Harrisburg to stop issuing mandates from the state Capitol and to focus on empowering school districts and delivering resources to the local level.”

SHARE WITH YOUR STAFF!

PA LICENSURE EXAM PREP SESSION

Saturday, September 28

The Center for Educational Leadership at Shippensburg University, in partnership with PASA, is again offering a low-cost, half-day study session on to help interested educators prepare for either the Superintendent’s Letter or the Principal Certification exam. Sessions are available on a first-come, first-served basis!

Superintendent’s Letter Exam Test Prep Session
9 a.m. - noon
Principal Exam Test Prep Session
12:30 - 3:30 p.m.

Offered at Shippensburg University – Shippen Hall Room 160

Cost:
$55 pp for Shippensburg University students and alumni
$65 pp for all others

Facilitators:
Mark Blanchard, Executive Director, Cumberland Valley HS
Kelly DeWees, Supervisor of Special Education, Gettysburg Area SD

To Register:
Supt. Exam Test Prep Session
Principal Exam Test Prep Session

PASA Flyer - August 2019
Keynote Speakers… Education Sessions… Learning Labs… Education Excellence Fair… PASA Events… Student Celebration Showcase… Exhibits… and more!

Reserve Your Rooms Now!
Housing for the Conference remains open – but rooms are going fast! Get your reservations in now!
Reservation deadline is September 16.

Corey Mitchell

COREY MITCHELL, theater arts teacher at Northwest School of the Arts in Charlotte, N.C., has been recognized for his 20 years of enriching the lives of his acting students and in 2015 won a Tony Award as the first recipient of the Excellence in Theatre Education Award.

NOTE:
Purple Dreams will be shown on Tuesday evening.

Robin Grey

ROBIN GREY is co-owner, CEO & Executive Producer of Greyhawk Films, which produced Purple Dreams, a documentary directed by Joanne Hock and following the students of Northwest School of the Arts during their performance of “The Color Purple.” Grey served as Vice Chairman of The Arts Empowerment Project during its founding four years – a nonprofit that connects at-risk children to Charlotte-area arts programs.

Thursday Keynote: Dr. Adolph Brown III

DR. ADOLPH BROWN III, a leading innovator in business and education, and a Master Teacher. Ranked in the top 1% of world-class scholar teachers, Dr. Brown is president of the Business and Education Leadership Authority/Leadership & Learning Institute. He has authored several acclaimed books, including the education classic, Real Talk, on nurturing potential and excellence in young people.

PASA Events at the Conference: Remember to Register!
Don’t forget to register for the special PASA Recognition Luncheon on Wednesday, Oct. 16, a special event for school administrators at the conference. Take a break during the conference to network with your colleagues and recognize our outgoing President Dr. Richard Fry and three recipients of the PASA Awards of Achievement.

On Thursday afternoon (Oct. 17), the PASA Women’s Caucus will have a drop-in session for conversation and networking during the conference – no fee and no registration necessary.

For registration and program details, see the conference website: https://www.paschoolleaders.org/

SEE YOU IN HERSHEY!

Communications Tip of the Month

“One of the best places to go for advice on social media protocol and trends is directly to the experts: the students. Each month I bring together a group of high school students to learn what is going on in the school district in their eyes. More importantly, the Superintendent’s Student Advisory Council members share concerns about the Dearborn Public Schools and provide me with valuable lessons on when not to respond to comments or posts. They also keep me up to date on the latest social media platforms.” – Glenn Maleyko, superintendent of the Dearborn Public Schools in Dearborn, Michigan, from “Better Connecting with Students,” as published in the August issue of AASA’s School Administrator. The issue focuses on courageous conversations about racial & class equity and building strong connections with communities, students and families.

School Safety Resources

To support the work of school administrators in ensuring student safety, PASA maintains an online list of school safety resources (with links).

To access the resources, go to: https://www.pasa-net.org/schoolsafety
ADVOCACY UPDATE...

Press Event on School Funding

PASA President Dr. Richard Fry, superintendent of the Big Spring SD, joined Gov. Tom Wolf and leaders from other education associations on July 16 at the Capitol to celebrate historic investments in education over the past five years.

During the press conference, Gov. Wolf stressed the need to pursue improving education in three ways: fair funding for all school districts, cyber and charter school reform, and lasting and predictable change in education funding.

Speaking during the event, Dr. Fry acknowledged the increased investments for education. “The Governor has made a commitment to meet the current needs of our students while tirelessly advocating for processes and programs that move us beyond the devastating cuts undertaken prior to his term in office that negatively affected young learners throughout the Commonwealth,” he said.

Fry also stressed the urgent need for policymakers to address costly mandates imposed on school districts. “At Big Spring, we spend nearly $1.5 million a year on cyber charter schools, a direct mandate of an outdated system,” he said. “But we also increase our special education spending by five to eight percent per year to meet the needs of each and every learner in our system.”

PASA continues to advocate for changes in charter school law regarding funding and accountability, as well as increased investments in public education.

Be a Better Advocate!

Want to be a better advocate for your school, your community and, most importantly, your students? Get ready for advocacy this fall! The PASA website provides you with resources you need! Check it out: https://www.pasa-net.org/advocacy.

REGISTRATION IS OPEN!

National Conference on Education

San Diego
February 13 - 15, 2020
http://nce.aasa.org
“Strategic and Cultural Leadership” was the focus of Part 1 of the PASA New Superintendents’ Academy, offered July 11-12.

Sessions and presenters focused on a variety of topics, including:

*First 100 Days: Transition and “To Do’s” – Connie Kindler (PASA Consultant for Professional Development)

*School Safety – Dr. Mark DiRocco (PASA Executive Director)

*A Team of 10: Developing an Effective School Board and Superintendent Relationship for Strategic and Cultural Leadership – Dr. Emilie Lonardi (Downingtown Area)

*Organizational Development, Structure & Team Building for Strategic & Cultural Leadership – Dr. Mark Leidy (Mechanicsburg Area)

*Lessons Learned During the First Year – Jacqueline Canter (Coudersport Area), Christopher Dormer (Norristown Area) and Dr. Matthew Strine (South Middleton)

*School Board Transitions and Orientation – Connie Kindler and Dr. Mark DiRocco

*Superintendent Evaluation – Virginia Montgomery, Esq. (PASA General Counsel) and Dr. Mark DiRocco

*Creating a Culture of Learning for ALL Students – Dr. Khalid Mumin (Reading)

Dates for the remaining two sessions of the 2019-20 round of the New Superintendents’ Academy are September 25-26 (Part 2) and January 7-8 (Part 3). Registration is now open for Part 2!

Four school leaders who completed all three sessions of the Academy were recognized during this month’s session.

(With Connie Kindler and Dr. Mark DiRocco)

LEFT: Dr. Leidy talked about strategies for developing the leadership capacity necessary to promote each student’s success and wellbeing.

BELOW: Ms. Canter, Mr. Dormer and Dr. Strine discussed their first-year transitions, successes, challenges and strategies for managing difficult situations.

LEFT: Virginia Montgomery discussed the components and value of a quality superintendent evaluation system.

RIGHT: Dr. Mumin shared strategies that he is implementing in Reading to assure equity and cultural responsiveness to promote all students’ academic success and well-being.
Apprenticeship Awareness Program

Last month AASA announced it is partnering with the U.S. Department of Labor (DOL) to raise awareness of youth apprenticeships as a viable and expansive pathway to success in career and life for the students learning and growing in our nation’s public schools.

DOL’s efforts to grow and expand apprenticeships has resulted in more than a half million new apprentices since the beginning of 2017. In addition, more than 15 states currently have apprenticeship programs for youth or are working toward building programs, emphasizing that youth apprenticeships are a growing strategy for educating and preparing tomorrow’s workforce.

AASA is developing a toolkit that will contribute to the national knowledge base for DOL. Once finished, the toolkit and other materials (case studies, videos) will be accessible at www.Apprenticeship.gov and www.AASA.org. These resources will support and encourage secondary educators to enhance existing programs or create new initiatives to provide pathways for students.

In addition, AASA will be in the field, visiting four school districts and their business partners this fall and spring, generating observations of best practice models and interviews with key stakeholders. Following that, AASA will produce a professional video highlighting each district’s apprenticeship model that will be part of the DOL Youth Apprenticeship Toolkit to be promoted and disseminated to districts across the country and linked to DOL’s website. AASA also will produce case studies highlighting these four successful apprenticeship programs.

Digital Learning Partnership

AASA also has announced a partnership with CoSN, the Consortium for School Networking, to building a community of engaged superintendents and other school system leaders who have the skills and knowledge to bolster dynamic digital learning environments on behalf of K-12 students.

Critical aspects of the partnership include co-branding resources on emerging digital trends such as the Driving K-12 Innovation series and ensuring that AASA’s superintendent and aspiring superintendent certification programs have robust digital leadership dimensions. In addition, AASA will be co-branded as lead partner on CoSN’s National Digital Superintendent of the Year program, and CoSN will share responsibility to build thought-leader practitioners with knowledge and skills by identifying and nurturing a cadre of EmpowerEd Superintendents to become advocates for CoSN and AASA digital resources.

New AASA Officers

During last month’s Legislative Conference and AASA board meetings, Deborah Kerr, superintendent of the Brown Deer SD (Wisconsin) was formally sworn in as the 2019-20 AASA President. Kristi Sandvik, superintendent of the Buckeye Elementary SD (Arizona) was sworn in as President-Elect.

National Conference on Education


Women in School Leadership Awards

AASA is seeking nominations and applications for its Women in School Leadership Awards, which recognize the exceptional leadership of active, front-line female leaders who are making a difference in the lives of students every day. Any female superintendent, central office staff, school principal, classroom teacher, school-based specialist or non-educator in a leadership role may be nominated. Applications are due Oct. 11. Click here for more information.

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education! See the AASA website, http://www.aasa.org, for details or contact the PASA office.

[The Advocate, AASA’s monthly update on federal legislation and policy, will not be published this month as Congress is in recess.]
MORE PROFESSIONAL LEARNING OPPORTUNITIES
FOR YOU THIS FALL

DON’T MISS OUT on these upcoming, learning-rich professional development opportunities, beginning this fall. 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!

Tuesday, September 10
PASA Office, 8:30 a.m. – 3 p.m.
for Superintendents & Business Managers
https://www.pasa-net.org/construction

Before you build, learn the basics of the school construction process from company representatives and experienced school leaders who have been-there/done-that, all focused on key elements of the process.

UPDATE! Enrollment is full! Call PASA at (717) 540-4448 to be added to the waiting list.

Fall Series: Avoiding the Pitfalls - Part 2
One-hour sessions (noon - 1 pm)
What Every School Administrator Should Know
https://www.pasa-net.org/webinars

- Sept. 24: Educator Discipline Act - Mandatory Reporting and Personal Liability
- Nov. 20: Record Retention, Right-to-Know and Litigation Holds
- Dec. 10: Red Flags and Salvaging Your Career When Board Relationships Go South

New Superintendents’ ACADEMY

Part 2: Systems Leadership
Wed, Sept. 25 - Thurs, Sept. 26
PASA Office
https://www.pasa-net.org/workshops

New superintendents will 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.

Thursday, October 3
PASA Office
https://www.pasa-net.org/asstsummit

Evidence-Centered Leadership: Actionable Solutions for the Assistant Superintendent

Continue the conversation with a deeper dive into the practical, actionable aspects of the 4Cs - Culture, Capacity, Coherence and Courage - as they apply to Assistant Superintendents.

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.

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 web site, 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.)
“Chester Community Charter School is the largest brick-and-mortar charter school in Pennsylvania, with more than 4,000 students. It is a for-profit charter school owned by a wealthy lawyer named Vahan Gureghian, who was the largest individual contributor to former Governor Corbett. It is hard to know how much money CCS makes, because its books are not open to the public. It must be doing very well, because his 36,000 square-foot oceanfront house in Palm Beach was recently sold for $60 million.” – Diane Ravitch, in a recent blog “Pennsylvania: The State’s Largest Charter School – Low-Performing But Profitable,” 7/23/19

“Our governor inherited a school funding challenge that was many years in the making, and it will not be reversed without a steady commitment to our students.” – PASA President Dr. Richard Fry, superintendent of the Big Spring SD, during a press event at the Capitol on July 16

“Teachers have been systematically distrusted, unsupported, and disempowered. Not in every school district in America – but in far too many. There is no teacher shortage. There’s a slow motion walkout, an open-ended strike that’s hard to see because teachers are walking off the job one at a time…. There’s a shortage of willingness to invest the profession with respect and support. There’s a shortage of willingness to make the jobs appealing enough to attract and retain all the people schools want to attract and retain. There’s a shortage of will to make the job appealing enough to hold onto the people who start out. There’s a shortage, not just of money, but of respect and support and empowerment. There is no mystery to what is happening, but to deal with [it] effectively, to actually face it, the People in Charge need to stop calling it what it is not.” – Peter Greene, from a post on the blog site curmudgucation, “There Is No Teacher Shortage,” 7/29/19

“Pennsylvania lags behind most states in terms of the amount of savings it currently has. However, its law allows some flexibility to change this. Pennsylvania could rebuild its reserves to adequately weather future downturns. We should heed the advice given by financial professionals to families: make saving for a rainy day a priority and a planned part of our budget.” – PA Secretary of the Treasury Joe Torsella, in a report on the commonwealth’s Rainy Day Fund, July 2019

“For less than what Pennsylvania spends on Keystones, it could pick up the tab for all 540,595 high school students to take the PSAT or SAT, meet the same requirement, and also fulfill a necessary component for them to go on to college if they choose.” – PA Auditor General Eugene DePasquale, during a press conference on July 10, where he called for replacing the Keystone Exams with the SATs

“I am optimistic that it will get heard. The real key to this is my fellow senior citizens.” – Rep. Frank Ryan (R-Lebanon), on his proposal to eliminate school property taxes but impose a tax on retirement income

“The majority of tips received by Safe2Say have not been about students making violent threats to their school or to their classmates—instead, they have been focused on students struggling with mental health issues. The numbers in this report show the reality of what our children are facing in school as they struggle with bullying, anxiety and thoughts of self-harm. The Attorney General urges Pennsylvania’s Legislature to read this report, study the data and act to address the need for increased mental health resources for students across our Commonwealth.” – conclusion and recommendation from the Safe2Say Something Annual Report for 2018-19

PASA CALENDAR OF EVENTS 2019

For more information, see the PASA web site at www.pasa-net.org.

AUGUST
7  Professional Development Committee meeting (virtual)
21  Research & Development Committee meeting (virtual)

SEPTEMBER
2  PASA office closed
4  Professional Development Committee meeting (virtual)
10  School Construction Workshop (PASA office)
Technology Committee meeting (virtual)
12-13  Board of Governors’ meetings (PASA Office)
13  Elections Committee meeting
24  PASA Webinar: Educator Discipline Act/Mandatory Reporting
25-26  New Superintendents’ Academy Session 2 (PASA Office)
28  Professional Licensure Exam prep sessions (Shippensburg University)

OCTOBER
1 2019-20 PASA membership year begins
3  PA Summit for Assistant Superintendents (PASA Office)
16-18  PASA/PSBA School Leadership Conference (Hershey)
23  PASA Webinar: Employee Ethics Act Compliance

NOVEMBER
6-7  Session 1 of the National Superintendent Certification Program® (PASA office)
14-15  Board of Governors’ meetings (PASA office)
20  PASA Webinar: Records Retention, RTK
28-29  PASA office closed