EasyProcure, the Education Procurement Card and a joint venture between PASA, the Pennsylvania Association of School Business Officials (PASBO), Pennsylvania School Boards Association (PSBA) and the Pennsylvania School District Liquid Asset Fund (PSDLAF), is pleased to announce that royalties from the program have totaled over $2 million as the program year came to a close as of May 31, 2019.

These record-high royalties will translate into increased rebate dollars for participating school districts throughout Pennsylvania which will be distributed during July.

Rebates to participating school districts will be greater than they have been throughout the 15-year history of the EasyProcure program.

The 243 Pennsylvania LEAs participating in the EasyProcure program will bring in a cool $1.5 million this year, while 106 participating schools and other local education agencies in Ohio will add $520,895 to their pocket books for the coming school year. This year the EasyProcure program’s remarkable success was demonstrated by the fact that 17 participating LEAs will be presented with a rebate check of more than $25,000.

“As school leaders continue to face difficult budget decisions, the decision to join EasyProcure is not one of those that should make the list,” said Dr. Wayne McCullough, DBA, PCSBA, PASBO’s Executive Director. “Where else can you get a return on expenditure to provide additional resources for student achievement?”

The EasyProcure program, which began in 2005, has continued to be a growing and successful program for schools, intermediate units and career and technical centers. The EasyProcure program offers participating school districts a way to purchase goods and services while cutting down on administrative resources and earning cash that will help them to supplement their funding.

If you are interested in learning how your school can generate revenue with EasyProcure, contact Tom Inners at the PASBO office (717-540-9551) or a PSDLAF fund representative.

Deadline Reminder: July 19

PASA SEEKING NOMINATIONS FOR ANNUAL AWARDS

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, Instructional Leadership, and Leadership in Public Education.

All PASA members are eligible for these awards. Deadline for nominations is JULY 19.

Take a few minutes this month and think about possible nominees from your I.U.

For more information on the Awards of Achievement and the nomination process, see the PASA web site at www.pasa-net.org/pasaawards.
FROM THE EXECUTIVE DIRECTOR

DR. MARK DIROCCO

KEY TAKEAWAYS FROM THE 2019-2020 BUDGET DEAL

The 2019-2020 state budget has been completed and the legislature has left town until September. As with every budget, there were some positives and negatives for public education. Here are some of the key takeaways from PASA’s perspective.

PASA expresses thanks to the governor and legislature for the increases to public education in the 2019-2020 Pennsylvania State Budget. The additional $160 million in Basic Education Funding, $50 million in Special Education Funding, and the combined $10 million in additional CTE Funding will be of great assistance to school districts and the vast majority of Pennsylvania’s children attending public schools. I am sure that many school leaders across the state are grateful for these increases.

The $50 million increase in special education subsidy (SEF) was a significant gain for school districts, who have seen special education costs explode over the past decade. This increase, coupled with the Special Education Funding Commission being reconstituted, bodes well for providing some financial relief to our schools in meeting the needs of special education students.

PASA understands that the state’s contribution towards educational subsidies is at a record high level, and we appreciate the dollars allocated at these historic rates. Unfortunately, mandated expenses for school districts are also at historic levels. It is estimated that employer pension contributions will increase by approximately $130 million in the 2019-2020 school year. Additionally, it is estimated that school districts will see their charter school tuition increase by $170 million. That results in a $300 million increase in just these two areas, which more than offsets the $220 million allocated in the subsidies listed above. Once again, most public school districts are looking at an overall financial loss of revenue unless they consider raising property taxes, cutting personnel and/or programs.

It is not PASA’s intention to dismiss this year’s effort to assist public schools. As school administrators, we understand the challenges of developing a budget and meeting the needs of many constituencies. We know that revenues have been difficult to find in past years, and we were pleased that state revenues experienced robust trends this year. We appreciate the many variables that must be considered in approving a state budget, and thank all policymakers for their efforts in approving this year’s spending plan.

However, we ask that lawmakers consider the broader picture of school funding for future state budgets. In order to stabilize many struggling public school districts, new state revenues will have to exceed mandated expenses. Only then will new subsidy dollars actually reach the classroom and help our children succeed.

One of the most difficult aspects of being a school leader during the state budget process is trying to explain this actual loss of revenue while media headlines are touting the historic increases to school subsidies. Most members of the public presume that the mandated increase for the pension system is the result of retirement benefits being excessive for school employees, when the fact is that the benefits are modest for the vast majority of retirees and have not changed in nearly two decades. The pension system was deliberately underfunded by the legislature and three successive governors despite the warning signs, and local communities will be paying to make up those lost contributions for the next two decades. Unfortunately, most members of the public don’t understand this.

The issue of charter school funding continues to be an elusive concept that the public does not comprehend. The state has created two distinct and separate school systems that compete for the same pot of money. The charter school funding system continues to drain desperately needed dollars from local school districts at excessive rates, which is especially true in regard to cyber charter school funding.

When I have explained the charter school funding process to friends and family over the years, they almost all shake their heads in disbelief. Yet, because this funding system can’t be explained in a 30-second sound bite, it’s difficult to get the general public to understand how devastating it is to school districts.

See Executive Director’s Message, page 4
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 State Budget News

State Budget: The 2019-20 state budget is now final. The $34 billion spending package includes a 1.8% spending increase, no new taxes or fees, and transfers $250 million into the state’s Rainy Day Fund. What the budget does not include are several of the governor’s priorities: an increase in the statewide minimum wage, a higher minimum teacher salary, and additional funding or revenue sources for infrastructure repair.

Education Funding: The budget includes a $160 million increase for the BEF, a $50 million increase for Special Education and increases for several early childhood programs, including Pre-K Counts, Head Start and Early Intervention. The budget also level-funds the Ready To Learn block grant program.

Social Security Payments: Something new in the budget is the transfer of the line-item for Social Security reimbursement into the BEF line-item. However, although the addition of those reimbursement funds into the BEF makes the latter look significantly better on paper, those funds will continue to be distributed via the existing formula, not as part of BEF distribution – at least for 2019-20.

In Other Budget & Finance News

PASBO/PASA School District Budget Report: According to the latest survey of school district budgets (released in June), the financial condition in many districts remains tenuous and greater state support for education is needed. Data outlined in the report tells the story of growing school district fiscal stress tied most significantly to rising mandated costs for charter school tuition, special education and employee pensions, costs that outpaced increases in state funding in 2017-18 and accounted for $0.87 of every new dollar in state funding and local property tax revenue last year. And since 2016-17, the growing education deficit – the difference between mandated cost increases and related state funding increases – grew to $2.43 billion, with those increased costs covered through property tax increases and program and staff reductions.

State Revenue: Pennsylvania ended the 2018-19 fiscal year with $34.9 billion in General Fund collections, which is $883.1 million, or 2.6 percent, above estimate. General Fund collections for June totaled $3.1 billion, which was $69.8 million, or 2.3 percent, more than anticipated. At the close of the 2018-19 fiscal year, overall tax revenue is $2.1 billion, or 6.4 percent, more than anticipated.

Legislative News

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

Education Bills: Along with the budget, the General Assembly passed and Gov. Wolf signed into law several education bills:

*Flexible Instruction Days - SB 440, which allows school districts to receive approval from the PDE to utilize flexible instruction day and get credit for cancelled school days due to weather conditions

*School Safety Amendments – SB 621, which clarifies school safety issues concerning audits, school police officers, cooperative agreements & contracts, SROs and school security guards

*PlanCon Formula – SB 700, which establishes a new PlanCon system by placing into statute the recommendations from the 2018 PlanCon Advisory Committee and extends the current moratorium for one year in order to develop a way to implement and fund the new system beginning in 2020-21

*Omnibus School Code Bill – HB 1615, which includes a wide variety of provisions, including mandating a further study of special education funding, lowering the compulsory school start-age to 6 and raising the compulsory attendance age to 18, and increasing available tax credits for the EITC program (private school tuition payments) by $25 million.

Charter School Reform Bills: Although the House passed four charter school reform bills, the Senate failed to take them up before going home for the summer. Consequently, charter school issues were not part of the final budget agreement. The issue is expected to come up again as early as September. PASA opposes charter school reform that does not also include funding reform for charter schools, particularly cyber charter schools.

Educator Evaluation: Attempts in the Senate to finalize changes to current law regarding educator evaluation fell short in the waning days of budget negotiations. As a result, this issue also is likely to be revisited in the fall.

Minimum Wage: Neither the Governor’s proposals to increase the statewide minimum wage nor set a higher minimum teacher salary reached the finish line during budget negotiations. Gov. Wolf has indicated he will continue to pursue both.

State News

Charter School Study: A recently released study by the Center for Research on Education Outcomes at Stanford University found that, in Pennsylvania, charter school students did about as well as their school district peers in reading but received the equivalent of 30 fewer days of learning in math each school year. In Pennsylvania’s cyber charter schools, comprising about a quarter of all charter school students, the average student lost 106 days of learning in reading and 118 days in math compared to their school district peers.

National News

Census Question: The U.S. Supreme Court last month ruled against the Trump Administration’s plan to pursue adding a citizenship status question to the 2020 decennial census. Census data is a key determinant in distributing federal funds to states, including education funding. Despite the ruling, Pres. Trump has said he will continue to pursue adding the question.

COMING UP

The final week of June was often contentious on both the House and Senate floors during budget debates, but the 2018-19 spending plan is final, along with numerous other bills, including some focused on education issues. However, unresolved issues include charter school reform, educator evaluation changes and the minimum teacher salary promoted by Gov. Wolf. Those issues could come up again in the fall, along with state funding to update county voting machines, as Gov. Wolf vetoed a bill that would do that but which also included many provisions he would not support, including eliminating the option to vote straight-party. But for now, the Capitol is quiet and everyone has a chance to breathe for a few months. As always, stay tuned for the latest information by following us on Twitter @PASASupts.

PASA Flyer - July 2019
CLOSING THE BOOK ON THE BUDGET: REVIEWING THE ROLE WE PLAYED
BY DR. RICHARD W. FRY, 2018-19 PASA PRESIDENT

As we usher in July, that most often means our legislature and governor are putting the finishing touches on the state budget and school boards throughout the state have taken action on their own budgets. Both processes can be quite challenging, and understanding the consequences of such work is not always easily discernable.

As school superintendents, we’ve advocated at both the state and local level. At the local level, we’ve clearly communicated our school district’s needs to our boards and worked through a process that hopefully meets those needs. At the state level, we’ve touched base with legislators so they clearly know our needs, and we’ve provided our input on various proposals. As we bring the budget to life, we need to reflect on the impact we’ve hopefully had on the budget process.

Advocacy is not something that can easily be measured. Basic education funding within the state budget may fall below our expectation as a statewide educational entity, but did our advocacy help minimally set that threshold? Could it have been worse without us at the table? The School Code Bill has some interesting nuggets that cause many of us some concern. Did we fall short on our advocacy, or did we prevent other measures that could have been devastating to some school districts?

These questions are not easily answered at the state level and, as such, it is not tidy to keep a scorecard on our advocacy efforts. Sometimes our work saves us from some misguided legislation, sometimes it lessens the pain, and sometimes we fall short. So to classify our work as successful or not successful is just not feasible.

At the local level, advocacy can be a bit clearer. Did our board find a way to fund the work we determined to be essential within our strategic plan? Do we have a sustainable plan in place that will provide a thorough and dynamic education for all in our community? Did the board heed my advice, and did I have an appropriate amount of influence over our school district budget? Did I collaboratively work with my team to construct a budget plan that clearly meets the educational needs of our community? These are questions that we need to answer for ourselves as we reflect on the budget process in our own school districts.

As we put this budget process to bed and ready ourselves to live with new budgets at the state and local level, take some time and think about the influence you had on both processes. Learn from shortcomings, set challenges for areas that fell short, and revive the process almost immediately to continue educating your community, local school board and legislators.

If we don’t tell our story, it will be told by others.
Wishing you an incredible July. Stay cool!

SUMMER HOURS
Beginning Monday, June 10 through Friday, August 30, summer hours for the PASA office are as follows:
Monday through Thursday: 8 a.m. to 5 p.m.
Fridays: 8 a.m. to noon

Reminder: Nominations Due July 26 Online
PASA SEEKING NOMINATIONS FOR 2020 PA SUPERINTENDENT OF THE YEAR

PASA is seeking nominations for 2020 Pennsylvania Superintendent of the Year.

The National Superintendent of the Year program, sponsored by First Student, AIG Retirement Services and AASA, The School Superintendents Association, pays tribute to the talent and vision of the men and women who lead the nation’s public schools. This is the 33rd year for the national award program.

To be considered for National Superintendent of the Year, a Pennsylvania applicant must first be selected as “Pennsylvania Superintendent of the Year” by the PA Association of School Administrators (PASA).

Candidates will be evaluated on four criteria: leadership for learning, communication, professionalism and community involvement.

Information about eligibility, the nomination process, selection and deadlines is available on the PASA website at https://www.pasa-net.org/soy. The deadline for submitting formal, online nominations for Pennsylvania Superintendent of the Year consideration is FRIDAY, JULY 26.

EXECUTIVE DIRECTOR’S MESSAGE
continued from page 2

PASA was disappointed that a Charter School Funding Commission was not instituted in the budget agreement to begin the process of reviewing this outdated and poorly constructed funding process.

We will continue to advocate for true charter school funding reform and relief from all escalating mandated expenses such as the pension contributions either through significant subsidy increases or changes to laws that drive these expenses. Public education must be made whole in regard to the resources needed to adequately educate all our children.
Summer is a great time to think about your organization’s work. What went well this year? What are you most proud of? Where did you or your organization fall short of the goals you previously set?

If you asked the same questions to your team members, what would they say? How does your team get together to plan for what is next in your learning organization? Do you have leadership team retreats in June, July, or August?

Ah, the annual administrative team retreat! Some of us love it, and some of us dread it. What was the best retreat you have ever attended? What was the worst? What made one experience better than the other? Why did one of the learning experiences resonate more than another?

In our organizations, it is important to make some time to work, plan and have some fun together. As an administrator, I have participated in multiple retreats, and for several years I have been engaged in the planning process. My superintendent (Randy Ziegenfuss) and I co-plan our administrative retreats. Our administrative team is small, with 11 instructional administrators and seven operational administrators.

Each year our retreat has looked a little different, from being facilitated in-house to traveling together for a session facilitated by an external expert. We plan the retreat based on our needs. If you have planned a retreat or offered insights for planning, you know you need to figure out the logistics such as time and venue, whether you will use in-house or external “presenters,” who you will include, who will facilitate, etc.

Once you determine those ideas, you can plan the heavy lifting of planning your day. Here are a few thoughts to consider as you plan this learning experience:

**CLARIFY YOUR PURPOSE AND FOCUS.**

What are your objectives for the day(s)? What do you want to have accomplished by the end of the day(s)? Are you setting a vision or goals for the next year? Are you building culture? Do you need a balance of information sharing and team building? How can you best spend the time together in order to move your organization forward?

As you consider the purpose, will it be meaningful to everyone on the team? How will you engage all team members to contribute to the learning?

This year, the purpose of our retreat for our instructional team was two-fold. We needed to reflect on the work we did during the 18-19 school year in regard to our vision and plan how we will continue to move forward for the 19-20 school year.

**DO THE PREP WORK.**

Think critically about how to best use your time. Invite input from your stakeholders. How do you build activities which get the work accomplished and encourage team members to work, laugh, share and play together?

Prior to the retreat, provide your team members with the opportunity to review what they feel they need to accomplish. We share our ideas in our May/June leadership team meeting and invite feedback. Shared vision for the time together ensures no one leaves disappointed. It also ensures that the central office team doesn’t have blind spots about what building leaders need.

Once you have an agenda, share it ahead of time so participants can come prepared. Do your principals need data? Will you be asking some tough questions which require more “think time”? No one likes surprises.

In our case, we are asking leaders to bring samples of teachers’ work so we can review and reflect on our progress as a learning organization. Being willing to put our work out there shows empathy and builds trust.

**ENGAGE PARTICIPANTS IN A LEARNER-CENTERED ENVIRONMENT.**

Consider the activities to engage participants to help them build their own learning. Participants do not want to “sit and get” for hours on end. Busy leaders rarely spend time in one place. Instead, chunk your day and determine how to best connect independent activities to vary instruction while meeting your objectives. Remember, you are leading a learning experience and you want to model best practices.

Consider using thinking routines to be sure everyone has an opportunity to contribute to the conversation. Learn more about thinking routines at [http://www.visiblethinkingpz.org](http://www.visiblethinkingpz.org)

For us, we weave a few activities together throughout the day. Just like teachers designing good instruction, we needed to build in opportunities for individual, small group and whole group interactions. Doing so models best practice, provides time for group think and learner choices, and encourages collaboration among our leaders. We all benefit from each other’s ideas throughout the process.

Using thinking routines has been helpful in promoting honest conversation. A couple of my favorites are [See, Think, Wonder](http://www.visiblethinkingpz.org) and [I used to think, but now I think](http://www.visiblethinkingpz.org). We anticipate using these routines when reviewing teachers’ work samples from the 18-19 school year.

**ASSESS ALONG THE WAY.**

Throughout the day, monitor pace and progress. Are leaders still engaged? Are you hearing from the same two people? Adjust as needed. Take brain breaks. Maybe your team likes ice breakers. You know your team best. No one wants to feel like his/her time was wasted! We kept an eye on time and made sure to wrap up by the scheduled end time. Doing so builds trust and credibility.

**REFLECT AND FOLLOW UP!**

Don’t forget to assess and create opportunities for follow up. At the end of the day, have participants complete a survey or do a quick round table where participants shared learning outcomes. If it is a two-day retreat, get some input to guide “instruction” for the next retreat day.

Regardless of what you do, be sure to solicit feedback from your team so this retreat is a learning experience for everyone involved!

Ms. Fuini-Hetten is a member of the PASA Professional Development Committee.
LEARNING-CENTERED LEADERSHIP
BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT

In the May Women’s Caucus column, I shared about an action research project which my colleague Randy Ziegenfuss and I are investigating through the development of a podcast—Shift Your Paradigm.

Through this action research, we are learning about leadership in learner-centered learning organizations. You may have read about our learning in a three-part article series written by Randy and me and published in Education Reimagined’s Voyager magazine:

- Shift Your Paradigm: What does learner-centered leadership look like? (Part 1)
- Shift Your Paradigm: What does learner-centered leadership look like? (Part 2)
- Shift Your Paradigm: What does learner-centered leadership look like? (Part 3)

Reviewing the insights we’ve gained through the over 50 interviews we’ve conducted with learners and leaders in learner-centered environments in our Shift Your Paradigm podcast, we’ve discovered four key distinctions that describe learner-centered leadership. These ideas look different in each organization because of its individual context. Factors that affect content include size, socio-economic status, community values, resources, geography, etc.

Learner-centered leaders reframe transformation, support the development of resources, people and the conditions for transformation, prioritize a culture of deep relationships, and prioritize learner voice.

Think about how you are approaching these ideas in your learning organization based on your district’s context:

*Reframe transformation* by distinguishing shifts in learner agency and the role of the teacher in learner-centered environments.
- How are you redefining the role of a teacher in your school or district?
- How does the teaching and learning look different?
- How are students owning their learning?

*Support the development of resources, people, and conditions for transformation.* This is done by providing powerful learning opportunities to develop mindsets and skillsets, creating risk-friendly environments, and unlocking time to maximize opportunities
- How are you cultivating risk-taking in your school or district?
- How are you allocating human or financial resources for risk-taking endeavors?
- What work are you doing to uncover and develop mindsets?
- How do you create time for everyone to do this important work?

*Prioritize a culture of deep relationships.* Relationships are one of the ideas central to learner-centered education. Without a deep connection to the learner—both young and adult—there can’t be “learner-centered” anything.
- How are your learners connected to others within and beyond the learning organization?
- How well do teachers really know their learners - their interests, passions, motivation, etc?

*Prioritize learner voice.* To be learner-centered means to start with the learner, prioritizing their voice throughout the learning process.
- How do you and your staff believe in your learners?
- How do learners (both young and adult) have the opportunity to share their voice in meaningful ways throughout the organization?

Next month, my colleague and I are publishing a follow up article which shares some of our practices in Voyager. The magazine, published regularly by Education Reimagined, is designed to “Explore new perspectives, discover fresh thinking, and uncover insights from the learner-centered mindset.” If you haven’t had the opportunity to view the magazine, you can subscribe by visiting https://education-reimagined.org.

There are so many leaders across our state and country who are doing this important work. This summer, reach out to the women around you, those you mentor, those you meet, and those you work with, novice leaders and veterans alike. Encourage them, if they haven’t already, to join our organization and engage a network that is eager to help them grow.

In order to ensure your membership in the Women’s Caucus, you must select Women’s Caucus on the membership form. There is no additional fee to be a part of the Women’s Caucus. Membership Information can be found at: http://www.pasa-net.org/wcabout.

Registration is open!

https://www.paschoolleaders.org/registration
“People will generally accept facts as truth only if the facts agree with what they already believe.” – Andy Rooney

As is typical in June every year, action on the state budget crawls along for weeks – and suddenly everything is flying at the same time. That certainly was true the last week of June, as there was no indication that a budget deal was finalized one day, but the next day it was on the House floor ready for a vote.

We wish we could say that school districts finally have some relief from unfunded mandates, that Pennsylvania’s abysmal ranking for state support of public education is significantly improved, and that basic education and special education funding is finally keeping up with pension and special ed costs and the drain of charter school tuition costs on school district budgets.

Unfortunately, that is not the case, even though the facts and realities of all of these issues have been known for years. PASA White Papers on charter school costs and the PASA/PASBO School District Budget reports have been widely shared. But while there were many positives in this budget, it appears for the most part that those realities were not a serious part of budget talks.

I watched some of the debate on the state budget. Especially in the House, what I heard many times from those who supported the budget was pride that the plan included no new taxes, concerns that the 1.8% spending increase was too much, and repeated calls for more transparency in spending (at least for some).

As for education, they praised the budget for providing a “big boost” for school districts and “record state spending” for education, emphasizing the “hundreds of millions and hundreds of millions” in spending on education over the years.

What too many of those speeches lacked was balance and reality. Yes, there is “record state spending” on education – but there is record state COSTS for education too.

There were few references to what drives school district expenditures, how the costs for which school districts have no control – pensions, special education, charter and cyber charter school tuition – will gobble up the funding increases as fast as they arrive. Little about whether or not the money that was being appropriated for school safety was adequate. Few concerns about the impact that a lack of state support for school infrastructure and construction has on ensuring student and school safety and learning. No references to what we’ve lost in the last 10 years: the educational impact of extensive staff furloughs in public schools, the reductions in curricular areas, and cutbacks in services and enrichment activities for students over the last 10 years and how “hundreds of millions” in state funding has never made up for that loss. No mention of the ever-expanding and costly list of unfunded mandates passed year after year (including this year) to dictate how public schools are managed, what they teach, how they operate and how they report their progress on all of it.

Yes, the increase in the BEF for 2019-20 is higher than last year’s, and that is a big plus. Yes, a $50 million boost in special education is long overdue and certainly helpful. Maintaining Right-To-Learn grants and school safety grants are also a definite plus, along with increased investment in early childhood programs, libraries and C/T education. All much needed, all much appreciated.

But, as John Adams said, “Facts are stubborn things, and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence.”

Despite advocacy from PASA and others that emphasized facts and the reality of school district operations and budgets, much of that information was overlooked in budget discussions. And that is frustrating. When we advocate for our schools and present the facts and reality and challenges of public education, we rightly expect those facts to matter when a state budget is being crafted. Instead, I listened to the importance of keeping taxes down, how the budget helps more than it hurts, how these increases for education are so positive – but very little about whether they are adequate.

PASA’s advocacy certainly had an impact on some bills that started out much more prescriptive and significantly less supportive of public schools. With the budget, our call for more adequate funding of public education certainly had an impact on the final line-item increases. But, in the end, what was in the final budget plan came together behind closed doors.

To be fair, crafting a state budget is hard work. Reaching compromise is hard work. But a budget reflects the priorities and beliefs of those who craft and support it. And it is clear that in Harrisburg there are many set-in-stone beliefs focused on the notion that we spend more than enough on public education, that the problem is local management of resources.

So we have a lot to do moving forward. We need to build relationships locally, explain how state budgets impact public schools and local property taxes, share our challenges and show why costs are high. We need to demand that those institutions benefiting from public funds are subject to the same levels of transparency and accountability as are school districts. We must challenge the lies and myths that school districts are wasting money, are administrator-heavy, and are inadequately preparing students for the future. Most importantly, we need to share our successes and the success of our students.

Advocacy is tiring and often draining. It’s depressing when facts outlining the often overwhelming challenges to school district budgets are largely ignored in state budget and School Code debates. And it is wearing knowing that preconceived “beliefs” about public education have warped into “alternative facts” that too often dictate education policy.

But we must continue to fight the good fight. As hard and frustrating as it is, there is no other option. We have had successes with our collective advocacy, and many issues that previously were kept on the shelf are now being actively discussed. We must continue to work together, smarter and earnestly, keeping our eyes on the prize – our students’ success. PASA has posted resources for school leaders to assist in that work.

All of us need to take a short break this summer to breathe again, but then we need to get back to work. The future of public education and the future of Pennsylvania is too important to sit back.
Registration Open!
Registration for the annual PASA-PSBA School Leadership Conference is now open. See the conference website to register at https://www.paschoolleaders.org/registration. And remember to make your hotel arrangements ASAP. Click here.

Don't Forget the PASA Events!
When you complete your registration, don't forget to register for the special PASA Recognition Luncheon with your conference registration. This year's luncheon will be held on Wednesday, Oct. 16 instead of Thursday. Network with your colleagues and join us to recognize our outgoing President Dr. Richard Fry and three recipients of the PASA Awards of Achievement.

In addition, the PASA Women's Caucus will have a drop-in session on Thursday, Oct. 17 for conversation and networking during the conference. No registration required!

COMMUNICATIONS TIP OF THE MONTH
“Provide space and opportunities to network. In order to address feelings of isolation, which is a profound concern of new leaders, communicate the expectation that new administrators meet with one another regularly with no specific tasks to accomplish. This may be something as simple as a regularly scheduled coffee break or monthly lunch together. In addition, encourage new leaders to network and make connections with other leaders beyond their local district or region. Online networks, blogs and chat rooms provide ample opportunities for leaders to connect with others.” – Mary Herrmann, a former superintendent and now clinical assistant professor at the University of Illinois Urbana/Champaign, and her daughter Jessica Herrmann, system of support coordinator at Mundelein High School (Illinois), from “Systems of Support for New Leaders,” as published in the July issue of AASA’s School Administrator. The issue carries what the magazine’s editors considered the strongest articles and columns of the past 18 months of coverage.

MARK YOUR CALENDAR
National Conference on Education
San Diego
February 13 - 15, 2020
http://www.aasa.org

LAST CALL!
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 NAEESP/VINCI Digital Leader of Early Learning Award in 2016, and in 2017 was named the Minnesota National Distinguished Principal.
ADVOCACY UPDATE...

Lobby Day

Representatives from PASA, PARSS and the PA Principals Association met at the Capitol on June 18 to participate in Lobby Day, participating in briefings, meetings with legislators and staff, and a press conference in the Capitol Rotunda.

The focus of the event was the need for adequate state funding for public education, the importance of PlanCon, and the pressing need for charter school reform.

PASA President Dr. Richard Fry, superintendent of the Big Spring SD, PASA Executive Director Dr. Mark DiRocco and PASA Legislative Committee Chairman Dr. Eric Eshbach, superintendent of the Northern York County SD, were among those speaking during the press conference.

In May PASA sent to House members a position paper outlining PASA’s position on four charter school bills under consideration. Click here to read the paper. PASA continues to advocate for changes in charter school law regarding funding and accountability.

RIGHT: Dr. Richard Fry at the podium (Dr. Eric Eshbach, far right, behind Dr. Fry)

LEFT: Dr. Mark DiRocco speaking at the press conference

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.

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: SMART EDUCATION NETWORKS BY DESIGN

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 Closing the Homework Gap: Digital Equity Strategies for Learning Beyond the Classroom.

This month we focus on “Smart Network Design for Transformation & Innovation.”

Education networks have evolved from addressing district operational and administrative needs to serving students and teachers in and beyond the classroom, anywhere and anytime. Innovative technologies, more access to the Internet, and powerful communication, creation, and collaboration tools are driving instructional transformation. Rapid change is increasing demand for greater network capacity and reliability.

In the not-too-distant future, innovations in data visualization, embedded digital formative assessment, immersive, adaptive digital content, and interoperability will place additional demands on district networks. And all this comes in an uncertain funding environment.

How can district leaders make high-stakes infrastructure investment decisions when technology, teaching and learning priorities, and funding are changing so rapidly and so constantly?

Check out CoSN’s one-page document that identifies six core characteristics of the “new” network to include in your network design and architecture planning.

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 July 8, 2019 webinar was “Smart Network Design for Transformation and Innovation: Reaching in and Beyond the Classroom.” A recording of this webinar will be available on the edweb website.

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.

RIGHT: Dr. Richard Fry at the podium (Dr. Eric Eshbach, far right, behind Dr. Fry)

LEFT: Dr. Mark DiRocco speaking at the press conference

LEADING EDUCATION INNOVATION
OUR PASA SPONSORS

Thank you for your continuing support!

Visit the PASA website at www.pasa-net.org/pasasponsors for more information on the products and services our sponsors can offer YOU!

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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 new and experienced Pennsylvania superintendents who aim to provide world-class leadership within their districts. 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
- March 4-5, 2021

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

STILL TIME TO REGISTER!

2019-20 POLICY FELLOWSHIP PROGRAM

The Education Policy Leadership Center is now 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 500 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 in September and continues to graduation in June 2020.

Registration is open. See the EPLC website, https://www.eplc.org, for details on how you can join the 2019-20 cohort!

*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.

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
July in Washington, D.C. means one thing (and I am not talking about the humidity!). It means the annual AASA Legislative Advocacy Conference.

As I write this, we are just five days away from our joint conference with the Association of School Business Officials International (ASBO), and we expect nearly 250 school superintendents and school business officials to be in DC to weigh in on federal policy and help Congress understand how to ensure their policy priorities and proposals are written in such a way so as to prioritize and strengthen public education.

Attendees will split time between professional development and preparation for Capitol Hill visits with time on the Hill, meeting with their federal delegations. The policy priorities at this year’s conference—including the talking points and content handed out in the conference folder—include Medicaid in Schools, Infrastructure, E-Rate, annual appropriations, school nutrition, higher education act, forest counties and IDEA full funding. Featured speakers include FCC Commissioner Jessica Rosenworcel, U.S. and U.S. Sens. Pat Roberts (R-KS) and VanHollen (D-MD). Panel topics include school finance and funding formulas, Census 2020 and schools, immigration and schools, and an overview of federal regulations and Supreme Court decisions, among others. If you can’t be here, we’ll miss you, and hope that you can consider joining us next year.

Related to that, I wanted to share our 2019 advocacy challenge: Can we ask our members—and then support them in their efforts—to increase their level of AASA advocacy engagement ONE level? I’m listing various ways for you to engage, below, and these are all in addition to reaching out to us directly. (And by “us,” I mean your AASA advocacy team. I’ve listed our names, titles, email addresses and Twitter handles at the bottom of the article.)

**Brand New to Federal Advocacy?** Sign up for our advocacy network. Our advocacy department offers a variety of ways to stay engaged. If you subscribe to our advocacy network, you will automatically receive our weekly and monthly updates, as well as Calls to Action (the most efficient way to directly engage when we need superintendents to contact members of Congress or a federal infrastructure). You can sign up by emailing Chris Rogers, our policy analyst at crogers@aasa.org.

**Follow our blog and podcast.** These sources often overlap with the newsletters and include everything from the latest reports and links to good news articles, as well as quick updates on the Hill and ways for you to engage with advocacy. Our blog is [The Leading Edge](https://www.aasa.org/press/the-leading-edge), and our podcast is [Public Education Policy (PEP) Talk](https://www.aasa.org/press/pep-talk).

**Engage with AASA Advocacy at the National Conference on Education (NCE).** We always offer five-to-six policy-related sessions at NCE and host a formal federal relations luncheon with a keynote speaker. It’s a great way to integrate your advocacy learning and professional development while already on the ground. We look forward to seeing you in San Diego!

**Save the Date for our 2020 Advocacy Conference.** Join us NEXT July 7-9, as we wrap up the 116th Congress and head into the final push of the 2020 presidential elections. We have no way of knowing what education policy discussions will be dominating our work, but we do know that your voice, participation and support matter.

**UPPING YOUR ADVOCACY ENGAGEMENT**

**BY NOELLE ELLERSON NG, ASSOCIATE EXECUTIVE DIRECTOR, POLICY & ADVOCACY**

**Commit to making regular contact with your congressional delegation.** Can you do it once a month? Or, let’s just start with once a quarter! If you can make that commitment, we can fully support that. Let us know when you want to make contact, and if you have a specific topic in mind. We can send you the name and email address of the appropriate education staffer. We are happy to provide any background information or talking points you may need in crafting your message.

**Contact Your AASA Advocacy Team.** It is an explicit member benefit of belonging to both your state association and AASA that you have access to our advocacy team. Our job is to represent your priorities in all aspects of federal advocacy and to support you in your advocacy teams. Think of us as an extension of your administrative team, and never hesitate to reach out:

- Noelle Ellerson Ng, Associate Executive Director, Policy & Advocacy, nellerson@aasa.org (@Noellerson)
- Sasha Pudelski, Advocacy Director, spudelski@aasa.org (@SPudelski) Please note that Sasha is out on maternity leave until early August.
- Chris Rogers, Policy Analyst, crogers@aasa.org (@CXRogers16)

**DON’T FORGET TO RENEW YOUR MEMBERSHIP FOR 2019-20!**

PASA is working in Harrisburg and throughout the Commonwealth – and AASA is working for you in Washington D.C. – to influence policy, build support for public education, and provide school administrators with both the information and professional development they need.

Membership in both PASA, your professional state organization, and in AASA, the only national organization representing the interests of school district superintendents, is vital for you personally, for the profession and for public education.

Start your summer by renewing your membership for 2019-20 – and stay connected to YOUR professional associations! See the PASA website at: [https://www.pasa-net.org/join](https://www.pasa-net.org/join). The PASA membership year runs from October 1 through September 30.
Census Question

Last month the U.S. Supreme Court ruled against the Trump administration’s effort to include a citizenship question in the next national census. AASA had filed an amicus brief in the case, expressing concerns over how the inclusion of such a question compromised the integrity of the response rate and the census data by suppressing participation. The brief included, in part, an emphasis on the importance of accurate census data and the critical role it plays in ensuring that federal resources, including those for education, are distributed as intended and to true areas of need. Despite the ruling, Pres. Trump has said he is seeking a way to add the question to the census document.

E-Rate Update

In late June AASA sent a letter to the full House as it prepared to vote on the broader financial services appropriations bill, expressing support for an amendment that would prohibit the FCC from implementing its proposed rule for the Universal Service Fund. The amendment would prohibit the Federal Communications Commission (FCC) from using federal funds to advance a proposed rule that would harm beneficiaries of the E-Rate program.

“Earlier this month, the FCC published a notice of proposed rulemaking (NPRM) that would create a cap on the Universal Service Fund (USF) and merge and co-fund/sub-cap the E-Rate and Rural Health Care Programs,” the letter stated. “We are already on the record in opposition to the proposal. We believe the proposal will hurt schools and libraries and will lead to these programs competing for funds. We are concerned the proposal is in direct conflict with the original intent of the underlying statute Section 254(h) of the Telecommunications Act created two distinct programs, one for schools/libraries and one for rural health care. Merging them financially, as proposed in the NPRM, directly undermines Congressional intent. The proposal, if not stopped, would impact students, who would find themselves with lower connectivity access due to loss of E-Rate support and facing an expanding digital divide.”

School Lunch Programs

Also last month, the School Nutrition Association (SNA), the Association of School Business Officials (ASBO), and AASA issued a letter to the Senate Agriculture and House ED and Labor Committees, listing a set of priorities for the federal School Lunch and Breakfast program as Congress attempts to reauthorize the Healthy, Hunger-Free Kids Act of 2015.

The letter calls on House and Senate Committee Leadership to ensure that beneficial, cost-effective school nutrition programs can continue to help nearly 30 million students each day, especially students from low-income households, gain access to quality nutritious food while improving their overall health, development and academic success.

Survey Results on ESSA Title IV-A

Results from the 2019 ESSA Title IV-A survey demonstrate a continued need for strong federal investments in the Student Support and Academic Enrichment (SSAE) program. The survey results also reveal a keen awareness that these funds play an important role in helping schools address the non-academic needs critical to student learning and achievement.

The National Association of Federal Program Administrators, the Association of Educational Service Agencies, the Association of School Business Officials International, Whiteboard Advisor and AASA surveyed school district leaders across the country to determine how they are using their ESSA Title IV-A dollars and what impact this funding has had on their districts.

Results indicated that efforts to support safe and healthy students are the top priority (65 percent of respondents indicating it was “extremely important”), followed by well-rounded education (52 percent of respondents indicating it was “extremely important”) and education technology (31 percent of respondents indicating it was “extremely important”).

When asked to look to the future and rate the importance of continued investment in the three buckets, respondents prioritized continued investment in student health and safety with 70 percent responding “extremely important” compared to 59 percent for well-rounded education and 38 percent for education technology.

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education! See the AASA website, www.aasa.org, for details or contact the PASA office.
MORE PROFESSIONAL LEARNING OPPORTUNITIES FOR YOU THIS FALL

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!

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, including:
- Trends in the Design and Build of School Construction Project
- Financing Your School Construction Project without PlanCon
- Construction Contracts: Dos and Don’ts
- Construction Management Best Practices
- School Construction: What School Leaders Need To Know

Fall Series: Avoiding the Pitfalls - Part 2
One-hour sessions (noon - 1 pm)
What Every School Administrator Should Know

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

Part 2: Systems Leadership
Wed, Sept. 25 - Thurs, Sept. 26
PASA Office
https://www.pasa-net.org/workshopnsa
APPROVED FOR 25 HOURS OF PIL/ACT 45 CREDIT

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.

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.)

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.
On the Budget…

“Five years ago, schools were struggling with teacher layoffs, larger class sizes, and cuts to educational programs. Our children and their futures are my top priority, and this year we will invest $1.2 billion more into classrooms than we did five years ago. That means teachers can focus on educating, students can focus on their learning, and Pennsylvania is on a path that values knowledge, skill and innovation. There is no better investment Pennsylvania can make than ensuring our children get a quality education as they grow.” – Gov. Wolf, on the state budget plan

“At best, this budget keeps many schools from falling further behind, but will likely necessitate local tax increases and does not make adequate progress toward providing districts the funds necessary to provide excellent education to all students.” – from a statement issued by PA Schools Work

“As this year’s budget shows, growing the economy is the key. We remain committed to improving the lives of our hard-working families and creating opportunity for each Pennsylvanian.” – Speaker of the House Mike Turzai (R-Allegheny), from a press release, 6/25/19

“With state revenues barely covering charter school tuition and special ed and pensions, you’re just pouring water in the glass and pouring all the water out of the glass with nothing left to drink at the local level!” – Timothy Shrom, co-author of a recent report outlining the growing divide in fiscal solvency between school districts

“This [budget] lets districts tread water. I’m hoping that next year, we will see a much bigger ask so we can really start to make progress toward building the schools our kids need.” – Susan Spicka, executive director of Education Voters of PA, as quoted in Penn Capital-Star (6/26/19)

On Charter Schools and Finance…

“When a school district’s employee pension costs increase because the mandated employer contribution rate increases, charter school tuition rates go up. When a school district’s special education costs increase because there are more students with more extensive needs, charter schools get more money per student. And when charter school tuition rates increase, charter schools get even more the following year. This isn’t a new problem. There is a better way to fund charter schools, and it’s not rocket science.” – from a press release issued by the PA Assn. of School Business Officials (PASBO), 7/1/19

“While PASA finds provisions in one of these [charter school reform] bills positive regarding transparency and accountability, PASA continues to OPPOSE two of them and has serious concerns about the fourth. In general, PASA opposes consideration of charter school ‘reform’ that does not also address funding for charter schools, particularly for cyber charter schools.” – from a June 17 Advocacy Alert on four charter school bills that had been under consideration last month

On Other Issues…

“Per the legislation, effective this fall, only school police officers (SPOs), school resource officers (SROs), and school security guards – all of whom must have the proper training and credentials – will be permitted to carry a firearm. This legislation does not allow any other school personnel or staff to be armed on school property.” – Secretary of Education Pedro Rivera, in a statement concerning passage and enactment of SB 621 into law and clarifying the bill’s language

“The existence of opt-outs (religious or otherwise) has the potential to negatively impact a state’s participation rates and may potentially impact a state’s LEAs and schools achievement/proficiency rate along with ultimately the ability of a state to be in compliance with federally required assessments and accountability measures.” – from the report summary of “Standardized Tests in Public Education” recently released by the PA Legislative Budget and Finance Committee

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.
REGION 5
Dr. Michele Hartzell has been appointed superintendent of the North East SD. She previously served as superintendent in the Oswayo Valley SD. Hartzell replaces Dr. Frank McClard, who has retired.

REGION 7
Dr. Jeff Taylor is now serving as superintendent of the Norwin SD. He previously served as Assistant Superintendent in the district. Taylor replaces Dr. William Kerr, who has retired.

REGION 8
Cathy Harlow has retired as superintendent of the Tyrone Area SD after six years in the position.

REGION 12
Dr. David Renaut has retired from his position as superintendent of the Spring Grove Area SD. Dr. George Ioannidis, who has been serving as the district’s Business Manager/Board Secretary, has been appointed to fill the position.

Dr. Joshua Doll has been appointed the next superintendent of the Dallastown Area SD, effective in January. He currently serves as assistant superintendent in the district. Doll will replace Dr. Ron Dyer, who has announced he will retire from the position after 15 years in the district, seven as superintendent.

Jeffrey Hughes has retired from his position as superintendent of the South Eastern SD

REGION 15
Dr. David Christopher has been appointed superintendent of the Cumberland Valley SD, effective in August. He currently serves as deputy superintendent in the North Allegheny SD and previously served as superintendent in the Juniata Valley SD. Christopher will replace Dr. Frederick Withum III, who is retiring after 35 years in education and six years in his current position.

REGION 16
Jeffrey Groshek has been appointed superintendent of the Central Columbia SD. He has been serving as a principal in the district. Groshek replaces Harry Mathias, who has retired after 19 years in the position.

REGION 22
Dr. Rose Minniti has been appointed superintendent of the Bristol Borough SD. She previously served as superintendent in the Valley View SD. Minniti will replace Tom Shaffer, who is retiring after 29 years in the district, five as superintendent.

REGION 23
Stan Wisler has retired from his position as CFO for Montgomery County Intermediate Unit 23.

REGION 24
Dr. George Fiore has been appointed the next executive director of the Chester County Intermediate Unit. He has been serving as superintendent of the Kutztown Area SD. Fiore will replace Dr. Joseph O’Brien, who is retiring after 12 years in the position.

REGION 25
Dr. Tina Kane is now serving as superintendent of the Marple Newtown SD. She previously served as a principal in the district. She replaces Business Administrator Joseph Driscoll, who had been serving as interim superintendent.

REGION 28
Dr. Charles Koren, superintendent of the Homer-Center SD, has announced he will retire, effective Sept. 3. Koren has served as the district’s superintendent for seven years and is a member of the PASA Board of Governors.

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!”)

PASA CALENDAR OF EVENTS 2019
For more information, see the PASA web site at www.pasa-net.org.

JULY
11-12 New Superintendents’ Academy Session 1 (PASA Office)
19 Deadline for PASA Awards nominations
25 Executive Committee meeting
26 Deadline for Supt. of the Year nominations

AUGUST
4-6 PA Educational Leadership Summit (Poconos)
7 Professional 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)

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