Three Pennsylvania educators were recognized for outstanding leadership in education during the PASA Recognition Luncheon on October 16 at the PASA/PSBA Annual Leadership Conference in Hershey.

The PASA Awards of Achievement were established by the PASA Board of Governors to recognize outstanding leadership among school administrators. Each award sponsor is contributing $1,000 toward the Pennsylvania administrator preparation program or scholarship fund of the recipient’s choice. Recipients were chosen by the PASA Executive Committee from among those nominated.

Judith Swigart
Superintendent (ret.), Greater Latrobe
LEADERSHIP IN PUBLIC EDUCATION
Sponsor: PLGIT/PFM

The award recognizes an individual who demonstrates commitment to school administration as a profession, to public education and to one’s colleagues, including participation in and leadership with the Pennsylvania Association of School Administrators.

During her 40-year tenure in education, and as a superintendent in Greater Latrobe for 11 years, Judy has been a champion for her students, the community, her peers and public education.

From serving as a classroom teacher to an intermediate school and middle school assistant principal to successfully leading a growing high school, Judy always put students, learning and encouragement of positive change as her top priorities. She was present in classrooms, hallways, community events, and she learned to build positive and systems-based relationships that propelled her into the Assistant Superintendent role in the Nazareth Area School District. There she skillfully led the planning, design, budget and PlanCon process for a $57 million building project that has served the district extremely well over the past 10 years.

Her strengths and leadership characteristics were fully recognized when she was called to be the superintendent of the Greater Latrobe School District. At Greater Latrobe, she not only continued to mentor leaders and support a focus on students, but she leveraged her skills in building relationships and coordinating systems to support facility renovations and new construction; K-12 curriculum alignment and development of a Career Pathways program; a Bring Your Own Device initiative; and the successful completion of a $5 million capital campaign for programs in academics, arts and athletics.

In addition to her commitment to the Greater Latrobe Laurel Valley Community Chamber of Commerce and the Latrobe Rotary, Judy held leadership positions on the St. Vincent Drug Prevent Project and

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RESOLUTIONS APPROVED

During the annual PASA business meeting on Thursday, Oct. 16, in Hershey, part of the PASA/PSBA School Leadership Conference, PASA members present unanimously approved the 2019-20 PASA Resolutions as revised by the Resolutions Committee and recommended by the Board of Governors. The Resolutions offers guidelines for PASA’s positions on both ongoing and “new” education issues. The revised document is posted on the PASA website at www.pasa-net.org/resolpriorities.
The PASA Flyer is published monthly by the Pennsylvania Association of School Administrators.

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**PASA Members:**
Please report your appointments, renewals, awards or special achievements, or that of others in your region to Barbara Jewett at PASA either by phone (717) 540-4448, by fax (717) 540-4405, or via email at pasa@pasa-net.org. Copy deadline is the 1st of each month.

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**FROM THE EXECUTIVE DIRECTOR**
**DR. MARK DiROCCO**

**THE DWINDLING LEADERSHIP PIPELINE**

At PASA, we are very concerned about the school leadership pipeline in the commonwealth. Over the past three school years, 301 superintendent positions have changed hands. On average, we have seen about 100 superintendent positions turn over each year.

There are a variety of reasons for this turnover, including retirement, opportunities to lead another district, and disagreements with the school board. Whatever the reason, the rate of superintendent turnover in some districts can create tremendous instability negatively affecting the school system culture, thwarting initiatives, and causing a leadership void among the staff.

However, this is not just a superintendent issue. Far fewer young people are choosing teaching as a profession (down 60% over the past seven years in Pennsylvania). Fewer teachers are considering becoming a principal, and fewer principals and central office administrators are considering becoming a superintendent.

In other words, the education leadership pipeline is dwindling.

I recently spoke with a school board member who was lamenting that they are now searching for their fourth superintendent in the past four years. Unfortunately, this amount of churn in the superintendent position is common in some districts. When Robert Marzano and Tim Waters published their book, *School Leadership that Works* (2009), one of the unexpected findings of their research was that the longevity of the superintendent was highly correlated with school district success. The longer a superintendent remained in the district, the better students perform.

This stands to reason when you consider the time it takes to plan for an initiative, implement it, and see it through over a period of years. It’s difficult for a superintendent or a building leader to make positive, sustainable changes in a few short years. It takes time, consistency, monitoring, and adjusting to institutionalize changes and programs for long-term success.

In his book *Leaders Eat Last* (2014), Simon Sinek talks about the necessity of growing leaders from within your system. He mentions that almost every high-level leader at Costco started with the company at an entry-level position, whereas Walmart hires a mix of inside and outside leadership candidates. The result is that Costco has far less turnover in its leadership positions than Walmart as their leaders know and understand the culture of the company and are committed to its success. In recent years, Costco outperformed both Walmart and Amazon in revenue growth. Sinek suggests that organizations should seek out and grow their own leaders to sustain their culture and dedication to the organization.

School districts should consider this approach to sustaining leadership.

Instead of waiting to see who applies to take courses to become a principal, supervisor, or superintendent, district leaders should approach outstanding teachers and principals to encourage them to take the next step of leadership. Public school leaders need to seek out individuals who have the talent, characteristics, and skills to become the next generation of leaders. It may only take one tap of the shoulder with an encouraging statement as to why you think an individual could become an excellent school leader for them to begin the certification process. In fact, many of today’s school leaders are in their current positions because someone encouraged them to take that step and mentored them along the way.

Public education is in a delicate state, with many political and societal variables working against it. If we are to sustain a system of public education that truly serves all children and remains the foundation of our democracy, we must find the best people available to lead our school systems. I encourage all superintendents, district office administrators, and building leaders to look for the next generation of leaders from within your school system and encourage them to consider a professional life in leadership.

PASA will be offering our annual Aspiring to Leadership Workshop on January 31, 2020 for anyone considering a move to the central office or the position of superintendent.

See Executive Director's Message, page 3
We have significantly reduced the registration fee to just $99 to encourage more individuals to attend this one-day workshop that provides an overview of central office and superintendent positions. This is an excellent opportunity for your aspiring leaders to learn about those positions and reflect on their own professional journey.

Whether or not someone from your district attends this workshop, please consider seeking out the best and brightest individuals in your school system and chat with them about becoming a school leader. The future of public education may depend on it.

**Executive Director’s Message**

**Budget & Finance News**

**State Revenue:** Pennsylvania collected $2.7 billion in General Fund revenue in October, which was $119.7 million, or 4.7 percent, more than anticipated. Fiscal year-to-date General Fund collections total $10.4 billion, which is $164.2 million, or 1.6 percent, above estimate.

**EITC and Lack of Transparency:** A report from the federal General Accountability Office (GAO) concerning Pennsylvania’s EITC program confirmed an earlier report from the Keystone Research Center that the program has very little accountability and oversight on the state level. The GAO report found state statute does not allow for Pennsylvania state agency officials to conduct ongoing monitoring activities.

**State News**

**Report on Delaying School Start Times:** A report issued by the Joint State Government commission last month concluded that research aligns with efforts to delay school start times for adolescents. The report also encouraged schools to look at implementing later start times but recommended that the Commonwealth “offer incentives and other assistance to school entities desiring to make such a change.”

**Statewide Test Results:** Last month the PDE released statewide results from the 2019 administration of the PSSA and Keystone Exams. Building-level PSSA and Keystone Exam results will be released when the Future Ready PA Index is updated later this fall.

**School Safety Spending:** Attorney General Josh Shapiro issued a report last month, summarizing a series of sessions held last school year with teens across the commonwealth concerning school safety concerns. Based on student input, the report recommended that schools need to hire more mental health providers, fund more bullying prevention programs and solve data reporting gaps.

**National News**

**NAEP Results:** The latest NAEP scores showed mixed results, with some math scores up but reading scores down, and gaps between struggling and high-achieving students continuing to widen.

**Coming Up**

As the fall session continues, numerous education bills are rising to the forefront, although we expect the “big” issues such as charter school reform will not be among them. How much lawmakers actually will get done in the handful of scheduled session days left in 2019 remains to be seen. Looking ahead, once the Governor’s budget is released (February) and appropriations hearings are completed (March), expect a busy spring as everything will be focused toward the 2020 election. As always, stay tuned for the latest information by following us on Twitter @PASASupts.

**HOLIDAY OFFICE CLOSINGS**

The PASA office will be closed November 28-29 and December 24 – January 1 for the holidays.

**SAVE THE DATE!**

[PA Educational Leadership Summit]

August 2-4, 2020

Lancaster Marriott at Penn Square
Lancaster, PA

Sponsored by

Pennsylvania Principals Association

for school leaders and district leadership teams to learn, network and plan
served as the IU 7 representative on the PASA Board of Governors. Although Judy has served in many official leadership capacities that have supported all aspects of public education, her greatest contribution has been the number of individuals she has inspired and mentored to continue the leadership focus needed to make a difference in the lives of students and communities. She demonstrated a passion to not only supporting students and teachers but also identifying and supporting those she found to have the talents to be educational leaders.

In nominating Judy for the award, Dr. Michael Roth, Assistant Superintendent in the Southern Lehigh School District, and, perhaps not ironically, another 2019 award recipients, said about her, “Those who know Judy could identify at least a dozen educators, if not more, who aspired to increasing levels of leadership responsibility within their schools or districts primarily because of Judy’s support, encouragement and mentoring. One would be hard pressed to find a current educational leader who worked under Judy’s tutelage unable to share a lesson learned or idea inspired by her. I can attest to this fact, as I am one of those individuals.”

**Lynn Fuini-Hetten**  
**Associate Superintendent, Salisbury Township**  
**INSTRUCTIONAL LEADERSHIP**  
**Sponsor: Lincoln Investment Planning, Inc.**

The award recognizes a school administrator who has demonstrated commitment to excellence in teaching and learning by developing, nurturing and supporting exemplary programs that support the academic achievement of particular student populations, enrich student learning in a particular content area, or implement strategies to enhance student learning across the curriculum.

Lynn has spent her career in education in Salisbury Township, beginning as a 6th grade teacher, and then as instructional support teacher, instructional coach, supervisor of instructional practice, and assistant superintendent. In her current role as associate superintendent, Lynn serves as Chief Academic Officer and is responsible for professional learning for all staff, supporting curriculum development, and managing human and financial resources.

As Assistant Superintendent, Lynn had an integral role in the success of Salisbury’s Teaching and Learning 2020, an Apple one-to-one laptop initiative. She also led the reorganization of the Office of Teaching and Learning, led the curriculum review process, and collaborated with the Supervisor of Instructional Practice to monitor the district’s virtual school and develop the leadership of the administrative team, focusing on 21st century models of teaching and learning, the implementation of professional learning communities within a technology-rich learning ecology, and the development of an understanding of models of technology integration. In addition, she planned and implemented all aspects of the district’s comprehensive planning process and collaborated with key staff members to develop the instructional and technology skill of the teaching, administrative and support staff.

Lynn demonstrates instructional leadership within and beyond the walls of Salisbury Township School District. Within the district, Lynn co-led a visioning process which resulted in the Profile of a Graduate and Learning Beliefs for Salisbury Township School District. This year, in continuation of growing innovation within the district, Lynn is collaborating with the Director of Teaching and Learning to implement an Action Research cohort for professional learning.

**Beyond the district’s walls, Lynn demonstrates instructional leadership while modeling learning for others. She co-hosts two podcasts with her colleague and superintendent Randy Ziegenfuss.**  
**TLTalkRadio** engages listeners in learning, motivates leaders to share their work, and inspires them to lead for change we need in schools for the digital age, and **ShiftYourParadigm** focuses on learner-centered learning and learner-centered leadership. Lynn and Randy regularly interview leaders and learners from across the country who are learning in innovative learner-centered learning environments.

Lynn is currently an adjunct professor of education at Moravian College’s undergraduate and graduate programs and Carbon Lehigh Intermediate Unit’s principal certification program. In addition, Lynn has been a committed member of PASA since she started in an administrative role. In May 2014, Lynn received the Wanda McDaniel Award from the Women’s Caucus of PASA, has served as a member of the PASA Professional Development Committee for six years, and currently serves as the PASA Women’s Caucus President.

**Dr. Michael Roth**  
**Assistant Superintendent for Teaching & Learning, Southern Lehigh**  
**SERVICE TO THE PROFESSION**  
**Sponsor: Horace Mann**

The award recognizes a school administrator who has demonstrated commitment to excellence as evidenced through notable service to the profession.

Prior to this current role, Michael served as Vice President of Professional Services for Houghton Mifflin Harcourt and Director of Professional Development for Discovery Education. In that position, Michael collaborated with schools and districts across the nation on the design, implementation and assessment of professional learning intended to support teachers and leaders with programs designed to support student success and digital transformations. His focus was to provide leadership and coaching support to teachers, principals, and central office through professional learning opportunities. Michael also served as the Superintendent of the Salisbury Township School District and as a teacher, middle school principal,
director of curriculum, and assistant superintendent in the Nazareth Area School District. In both of those districts, he worked to promote differentiated professional development opportunities and programs intended to meet individuals where they were in order to meet organizational and instructional goals.

Throughout his career, Michael has been integral in the successful design and implementation of innovative and thoughtful programs to leverage teacher leadership, technology, data and stakeholder engagement. Districts for which he has provided leadership have been recognized as Apple Distinguished Programs, Project RED Signature Districts, AP College Board Honor Roll, a USA Business Review innovative practices organization, and LEED Certified for building programs.

In addition, he has leveraged his experiences to create opportunities for member engagement and presentations to expand connections among Pennsylvania educators in a number of ways: facilitating leadership retreats, working closely with the Lehigh University School Study Council, serving in leadership positions with PASCD, and presenting at numerous conferences and regional summits for teachers and administrators.

Michael also has worked in several educational leadership programs in higher education and was part of a team of district leaders in the Lehigh Valley that designed a superintendent certification cohort program through Carbon Lehigh Intermediate Unit that has worked with three cohorts of school leaders across the Commonwealth. His dissertation research on how superintendents use Twitter as a means to further their learning and leadership produced early insight to the patterns and demographics of school superintendents across the nation who have Twitter accounts.

According to Dr. Randy Ziegenfuss, who nominated him, “Michael’s career in education has focused on supporting teachers and student learning and those who are in or are continuing their growth as school and district leaders.”

CONGRATULATIONS TO OUR 2019 PASA AWARD OF ACHIEVEMENT RECIPIENTS!

PASA Executive Director Dr. Mark DiRocco (pictured) recently received the Leadership and Service Award from the Penn State Education Alumni Society. The award recognizes alumni who have distinguished themselves in their chosen professions in or out of the field of education.

DiRocco completed his Ph.D. at Penn State in 1997. He served as superintendent of the Lewisburg Area SD from 2002 until joining PASA in 2016.

“Mark has been able to capitalize on a wealth of experience and his strong reputation to move our state organization forward,” said John Kurelja, assistant executive director and chief academic officer of the Central Susquehanna Intermediate Unit. “He was able to work with the governor’s office and other key education associations to pass legislation to update the graduation requirements for students across the state of Pennsylvania.

“He spent his career trying to raise people up and improve not only his own school environment but those around him. You will not find a more principled and caring leader, and his entire career is a testament to this professionalism.”

Congratulations, Mark!

Forty-seven school leaders participated in the PASA Assistant Superintendent Summit on October 3 in Harrisburg.

Dr. Tracey Severs (pictured), nationally recognized teacher and school administrator, and Chief Academic Officer for the New Jersey Department of Education, led the summit, which focused on “Evidence-Centered Leadership” and included networking, interviews, group activity and discussion focused on the importance of “fierce conversations” and ways in which the Assistant Superintendent can positively impact the district’s culture, coherence and capacity.
In my “spare” time, I like to do woodworking. My wife and I recently moved. I am now the proud owner of a large detached garage that will be home to my new woodshop. I spent the last few weekends building new benches and workspaces to support my sawdust habit, and it was awesome! Since I promised that I would ask, what have you done to disengage from the daily grind, to refresh, and recharge this month?

As I write this article, it is Election Day. In my district, there are six board seats on the ballot. There are seven candidates for those seats, four of which would be new to the board if elected. Like many of you, I am about to experience a lot of change. I admit that the prospect of so much change makes me a bit nervous.

I was fortunate to be able to attend the annual conference in Hershey a few weeks ago. During those few days, I attended several very good sessions, listened to a couple of excellent keynote speakers, and was privileged to be there as our organization recognized and celebrated the work of our colleagues.

One of the keynote speakers, Dr. Adolph Brown, talked about Freud’s concept of basement people and balcony people. Basement people tend always to be negative, looking to cause drama and keep things stirred up. Conversely, balcony people tend to be very positive and appreciate positivity in themselves and others. Basement people bring others down; balcony people raise others up.

Another keynote speaker, Dr. Amy Cuddy, talked about the concept of “presence.” If we are truly present, we convey confidence without arrogance, we communicate harmoniously, and we develop trust. Being present better enables us to live on the balcony.

How does this all tie together? When we are uncertain and anxious, it is very difficult to be present with those around us. It is much easier to climb down from the balcony and become a negative basement dweller. There are many things that we can’t control – the outcome of elections, for example. What is within our control is how we choose to respond to those situations. Can you focus with confidence and stay on your balcony? One way to help is to be sure that you are making time for yourself.

One of the great “balcony” moments of the conference was the presentation of the 2019 PASA Leadership Awards. These are awarded annually to school system leaders who provide exemplary leadership and service to public education. This year’s recipients were: Judith Swigart, retired Superintendent of Greater Latrobe, for Leadership in Public Education; Lynn Fuini-Hetten, Associate Superintendent of Salisbury Township, for Instructional Leadership; and Michael Roth, Assistant Superintendent of Southern Lehigh, for Service to the Profession. Each of these award recipients exemplifies what it means to be present and live on the balcony. Congratulations to all!

Attending this year’s conference was time well spent, and the lessons learned will have a positive impact on our district. I encourage each of you to bring a few board members and attend next year’s conference. It will be worth it! And, if you weren’t able to attend or didn’t hear Dr. Brown and Dr. Cuddy, I highly encourage you to look them up, watch the TED Talks and read the books. It is great stuff for educational leaders.

I wish you the best as you work to stay on that balcony!

FROM THE PRESIDENT’S PEN

BASEMENT AND BALCONY PEOPLE
BY DR. JEFFREY A. FULLER, 2019-20 PASA PRESIDENT

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.
There was a period of time not too long ago when high academic standards were educators’ foremost priority. The words “social” and “emotional” were not used within the same context as learning because we feared being viewed as focused on “fluff” and not on the important stuff like test scores and accountability. Yet, having studied Freud, Erickson, Piaget, Maslow and other experts on psychological and cognitive development, we knew the fundamental connection between social and emotional well-being and academic learning.

Fortunately, most communities now recognize the severity of mental health concerns in our society and support our concern for the emotional and social health of our students. Many districts are in the infancy stage of social and emotional learning (SEL), and others are implementing it full throttle. No longer do we deny the critical role of interpersonal and intrapersonal skills in our students’ abilities to survive and thrive during and beyond their time in our schools.

The psychological well-being of all must be embedded into our district’s culture. Students at all grade levels must have the means to freely express their fears and report their concerns. We must address the toxic stress and trauma that many students experience and include their voices in our responses to issues such as truancy, bullying, drug and alcohol consumption, and suicide. We must educate our staff and communities about the importance of mental health, engaging their buy-in and partnerships. We must prioritize the well-being of the staff who must interact with the social and emotional baggage students bring into their classrooms. Most importantly, we must learn how to achieve and maintain peace in our own lives in order to lead with purpose and power.

SEL is not just another fad to add to our plates. I believe it is the plate. It is the foundation upon which all else resides. Without it, quality programs, teachers, and technology provide limited value.

Where are you and your district on this continuum? Do students at all grade levels have a safe means for reporting their concerns? How do you and your school leaders respond to student suicide and other crises? Do you simply acknowledge them and move on, or do you lead recovery efforts? Does your staff have the knowledge and competencies necessary to deal with their students’ reactions, as well as their own stress? Have you engaged parents and local and county officials as partners in addressing mental health? Are you taking care of yourself?

In response to our members’ requests for professional development that addresses the leadership of responsive schools and resilient students, this theme will inform several of PASA’s professional development offerings in 2020.

At our annual signature event, the 2020 PASA Leadership Forum on March 29-31 in State College, national and state experts will speak to culture, crisis response, partnerships, student voice, and other related topics. Be part of the conversation. Be part of the solution. Register now at https://www.pasa-net.org/leadforum!

Stay tuned and visit our website for more information about our 2020 programs, including the monthly webinar series, the Women’s Caucus Conference, the PASA Leadership Forum, and other PASA programs that will promote responsive schools and resilient students.

WHERE ARE YOU ON THE SOCIAL AND EMOTIONAL LEARNING (SEL) CONTINUUM?
BY CONNIE KINDLER,
PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT

Friday, January 31, 2020
PASA Office, Harrisburg
(April 29 – weather make-up date)

HELP US GROW THE PIPELINE OF PENNSYLVANIA’S SCHOOL LEADERS!

This workshop is a MUST for those considering a move to a central office and/or a superintendent position. It addresses topics essential to a deep understanding of superintendent and cabinet level leadership, and the importance of high performing district level teams. Attendees will acquire the knowledge necessary to prepare for, obtain and be successful in their district level leadership role. To provide attendees with diverse perspectives, the interactive sessions are facilitated by highly successful school leaders who served or are serving in districts with varied demographics.

Workshop Schedule (tent.)
8:30 a.m. - Check-in/continental breakfast
9:00 a.m. - Program begins

Morning Session:
• Overview of Central Office Leadership: Assistant Superintendent and other cabinet-level positions, the superintendency, high-performing teams and contemporary issues
• Leadership in the 21st Century: Surviving, Thriving and Flourishing, with a panel of diverse, district-level leaders

Lunch

Afternoon Session:
• The Search Process
• Entry Planning
• Negotiating a Sound Contract
4:00 p.m. - Program concludes

REGISTRATION
$99 for PASA members/$139 for non-members

Overnight accommodations are available nearby on January 30.

See the PASA website at https://www.pasa-net.org/aspiring.
Bullying is an atrocity that plagues our schools, whether you see it or not! Do you recall when it happened to you? Do you remember exactly what happened? How about who did it and how it made you feel? Now think about what you are doing to protect your students from such an experience.

Bullying takes on many forms. It far exceeds throwing someone into a locker or calling someone a name, although these are included. Here are some more examples:

- Excluding students from a group, activity or event
- Sending mean, hurtful or untrue messages
- Posting or liking a mean, hurtful or untrue comment
- Intentionally getting in someone’s space to make them feel uncomfortable
- Spreading rumors
- Teasing
- Getting friends to accost a victim

School leaders, teachers, and staff members must recognize bullying as any PHYSICAL, MENTAL or EMOTIONAL act or series of acts that affect a student. Such actions can cause a student to hide in the bathroom, avoid the cafeteria, feel unsafe in the school setting, or even feel like they do not want to go to school anymore.

Your board policies likely outline much of what is mentioned above, which includes some general examples for your awareness. With that, I urge you to have your schools not only be on the lookout for such actions, but also to listen and respect all reports received. Investigate them all! This will help students believe in the system. In other words, they will feel that the adults not only listen, but they actually did something about it. Too often I hear, “I didn’t tell because you would make it worse” or “I told my teacher/principal before, but nothing happened.” Parents sometimes express this sentiment as well.

So back to the beginning of this message. When you were bullied, in which form did it present itself? Did you avoid reporting because you did not think anyone would do anything? Did your parents say that it was all a part of growing up? This could be true, to an extent. However, if the actions were persistent or pervasive, you were definitely bullied.

“Persistent” and “Pervasive” are the terms used by PDE and set forth in their guidelines for districts to follow and adopt in an effort to keep all children safe. Districts have taken quick action to secure schools so that the bad guys stay out. However, what are you doing for victims that feel like the “bad guy (or girl)” is sitting next to them in class? There is so much more to say on the topic, like what can be done to fight against the epidemic. One way is to give power to the bystander. She can report observations to an adult. Better yet, she can stand up for the victim by telling her friend(s) to stop the harassment.

I started an initiative called “Hallway Hero.” This was a student-centered approach to empowering the bystander to take a stand. Feel free to reach out to me for more information. Additionally, my school recently had a speaker come and present a powerful message to our student body. The speaker, John Halligan, lost his son to suicide after he was bullied by the same person for a long period of time. Mr. Halligan provided an extensive list of resources on his website and gave an impactful presentation for both students, teachers, and parents.

It has been my experience that bullies tend to not know that they are bullying. This is not always the case, but often times they think that they are playing, or that they were friends, or they did not know that the person felt that way. These can be the easiest cases to handle. The students are made aware, then put on notice that it will not happen again! Awareness is one key to combating this plague of bullying. I can also attest to the fact that the message of anti-bullying becomes loud and clear when speaking to individuals in specific situations, as opposed to a PA announcement or an assembly program. We must do all that we can to protect our students’ mental, physical and emotional well-being.

Dr. Tomorrow S. Jenkins is principal of the Pennbrook MS in the North Penn SD and a member of the PASA Women’s Caucus Board.

The same goes for advocacy. Did we get what we wanted? Some of what we wanted? Nothing? Was the advocacy effective? Or did it fall short? It depends on your interpretation.

Determining a “win” in advocacy depends on a balance between our expectations and realities. For example, education advocates, including PASA, have tirelessly pointed to the lack of adequate state and federal funding for the rising costs of special education, costs increasingly borne at the local level. The 2019-20 state budget passed in June included a $50 million increase for special education. And while that was hardly sufficient to cover growing costs, it was $50 million. Considering that the 2018-19 budget included only a $15 million increase, you could consider that a “win,” not sufficient, but a big step forward.

Think about safety grants. A few years ago they didn’t exist. PASA and other education groups, along with many lawmakers, spoke to the need for additional funding for vital security upgrades in our schools. The result? Now there are additional grant funds for school districts for upgrading facility security and providing supports for students. Is it sufficient? Should those kinds of grants be competitive? Most would answer “no” to both of those questions, but the bottom line is that there IS now money for safety and security upgrades beyond what basic education funding can cover.

The PASA Resolutions reflects a list of top concerns for school administrators: adequate, equitable and sustainable state funding for education, charter/cyber charter school reform, a revitalized and funded PlanCon system, and a more balanced policymaking process that goes beyond politics and ideology and instead reflects and respects data and the voices of those who work in education every day.

PASA continues to push for those priorities, whether working to increase funding, urging lawmakers to make changes in law to provide districts with more flexibility, testifying about the impact of a proposed mandate, or working with lawmakers and their staff members to modify a bill on the “fast track” to make it less burdensome to public schools. Sometimes that is the “win.”

In advocacy, as in life, “You can’t always get what you want,” sang the Rolling Stones. Sometimes we get the full loaf, sometimes just a slice. And sometimes, something that looks like only a slice could have been much worse, like week-old rolls, if not for advocacy efforts to convince policymakers to tweak a fast-tracked bill here and there. But whether a full “win” or something less, our advocacy continues and will continue in the upcoming budget and election cycle.

At this time of year, let’s use this “thanksgiving” time of year for a reflection on what we’ve achieved and as a kick-start for advocacy moving forward. We may not always get what we want, but hopefully, with real effort, we will move forward.

All registrations and payments due by November 7!
PASA Women’s Caucus Southeast Regional Dinner
November 12
Maggiano’s Restaurant
205 Mall Boulevard, King of Prussia

** for women in school administration
serving in or near IUs 22, 23, 24, 25 and 26**

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:
$65.00

Gift card donations will be collected for Boys and Girls Clubs of Chester (Delaware Co.)

To register, see the PASA web site, https://www.pasa-net.org/sedinner.
I would be willing to guess that, like me, many of you are now looking intently at your latest school performance profile score and your PVAAS data along with the Future-Ready Index results. When I worked in suburban districts, this was something we worried about, but there certainly was no hand wringing or loss of sleep with the results.

Urban education tends to be more of an up-and-down experience. We make progress, we lose progress. We get frustrated with poor results and feel like the red-headed stepchild that knows we will never be valued as much as the other children. In most places, including in our own urban communities, this seems like “proof positive” that urban districts are broken, and it’s evidence that we’re “just not as good” as our other public school counterparts.

“Accountability” has always been touted as a way to serve our 1.7 million students to ensure that they get the proper education. But is this really true? What if, through sheer hard work and collaboration, 99% of all school district students demonstrated proficiency on the PSSA and Keystone exams? Would this not be an achievement to celebrate? How remarkable and beloved would our education community be?

Not so fast. All “those kids” passed the tests? Can you imagine the reaction? I think I can. There might be an investigation to determine if there was a massive cheating scandal, straight from the movie “Stand and Deliver.” Public Congratulations? No Chance.

I can see it now.

The politicians would review the data and the experts would line up to comment at the press conference. “This is not a reason to celebrate,” they would pontificate. “It simply demonstrates that our standards were too low!” There would be more chants that our current test clearly doesn’t reflect where we need to be. “We need to raise our expectations and hold educators accountable if they don’t meet the new standard!”

Can’t you imagine that too?

Perhaps our testing system in education is far more about stratification and ranking of students than it is about ensuring a solid and stable education for future citizens. We need a “top school” and a “failing school” in order to prove that we are all educating students, don’t we? Yet, the experts already have examined decades’ worth of data and know that the more resources and affluent a community has, the more likely scores will be abundantly high, and vice versa.

So what are we really proving?

In February 2015, Penn State University released the following:

“Researchers have consistently argued that accountability measures such as SPP scores must be adjusted for factors outside the control of educators in order to accurately identify school effectiveness,” Fuller said. ‘The Commonwealth’s SPP scores are strongly associated with student- and school-characteristics, and therefore may not be accurate in their assessments.’

“Instead, Fuller said, ‘SPP scores are more accurate indicators of the percentage of economically disadvantaged students in a school than of the effectiveness of a school.”

Equitable accountability is needed in an education system, and we must ask ourselves serious questions about what we should do when districts fail to make adequate educational progress. The Future Ready Index is a great step in the right direction, but urban districts often find that the resources rarely match the suggested solutions to improve. And that is what needs to be addressed.
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: CYBERSECURITY**

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 focused on five critical guidelines for ensuring student data privacy when leveraging technology to maximize student learning. This month we turn our attention to the larger and even more encompassing issue of cybersecurity.

In today’s world it seems there is not a week that goes by without a news story related to some sort of breach in security for one organization or another. As school districts rely more and more on digital tools for data records, instruction, and many other facets of school or district operations, it is incumbent upon school leaders to understand the issues around cybersecurity and take appropriate actions to prevent any sort of breach within school data systems.

CoSN is pleased to support school leaders in communicating the urgency around cybersecurity by providing a brief overview of the top five reasons why schools and districts must make cybersecurity a priority.

CoSN, in partnership with edWeb.net, hosts The Empowered Superintendent monthly webinar series on topics that are essential for all educators engaged in leading digital transformations. School superintendents serve as panelists on each webinar and share their stories and expertise.

The focus of the November 11, 2019 webinar (5:00 pm ET) is on cybersecurity. Click here to learn more and register for this free webinar as well as access recordings of previously broadcast webinars.

If your school or district would like more information about joining CoSN or getting more involved with CoSN, please contact Brian Calvary, CAE, CoSN Director of Membership and Chapters, at bcalvary@cosn.org.

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**ADVOCACY UPDATE…**

*Public Hearing on Educator Evaluation Bills*

Dr. Eric Eshbach, superintendent of the Northern York County SD and chair of the PASA Legislative Committee, was among those testifying before the House Education Committee on Oct. 28 regarding proposed legislation (SB 751, HB 1607) to make changes to educator evaluation in Pennsylvania.

In his testimony, Eshbach thanked Senator Ryan Aument, sponsor of SB 751, and his staff for outreach to education stakeholders, including PASA, and a willingness to listen to various points of view on the issue.

He noted several positive changes the bills would make, such as inclusion of the challenge multiplier to account for the economically disadvantaged factor in student data, greater weighting of the observation component of the teacher evaluation process, allowing up to 100 percent of an evaluation to be based on observation if no building data is available, and allowing a teacher or principal who is rated “unsatisfactory” to be evaluated a second time within the same school year.

“PASA believes the proposed changes to the teacher and principal evaluation system are mostly positive and will create a better evaluation system for professional employees,” Eshbach stated. “However, PASA is neutral on both of these bills, as we have some remaining concerns that prevent us from taking a position of support.”

Those concerns include:
* the length of time (up to two calendar years) to issue an Unsatisfactory Rating to a professional employee who is not meeting the expectations of an improvement plan and continues to underperform
* language that permits underperforming employees to provide documented input for inclusion in their improvement plan and possible implications of this language in the arbitration process or court proceedings
* lack of language reinstating the “gross deficiency” clause which, prior to 2012, gave superintendents the authority to more quickly remove professional employees who should not be working in schools with children due to severity of their poor performance

Click here to read Dr. Eshbach’s testimony.

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*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.

To learn more about the PA Schools Work Campaign, click here.

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*LEFT: Dr. Eric Eshbach (far left) testified before the House Education Committee on educator evaluation bills.*
School system leaders and school board members gathered in Hershey Oct. 16-18 for the annual PASA/PSBA Leadership Conference, which featured nationally known speakers, sessions, exhibits and special events.

RIGHT: 2018-19 PASA President Dr. Richard Fry (Big Spring), along with PSBA President David Hutchinson (State College Area), presided over the general sessions and was recognized during the conference for his year of service.

STUDENTS
Students were an integral part of this year’s conference, whether performing or exhibiting successful school initiatives and programs at the Education Excellence Fair.

PASA RECOGNITION LUNCH
School leaders and guests gathered Wednesday for the PASA Recognition Luncheon. Highlights of the luncheon included recognition of the PASA Awards of Achievement recipients (see p. 1) and Dr. Richard Fry for his service as association president in 2018-19.

RIGHT: 2019-20 PASA President Dr. Jeffrey Fuller (Freedom Area) presents a plaque to Dr. Fry, recognizing his year of service as president.

SESSION LEADERS
Educators and school administrators led numerous sessions at the conference.

Conference photos courtesy of Alan Wycheck Photography
2019 RECAP

FEATURED KEYNOTES

LEFT: Robin Grey and Corey Mitchell talked about the importance of arts in education.

ABOVE: Dr. Adolph Brown III gave a moving presentation about equity, dignity and nurturing potential and excellence in young people.

LEFT: Dr. Amy Cuddy talked about the behavioral science of power, presence, purpose and prejudice.

LEFT: Pennsylvania Attorney General Josh Shapiro spoke during the opening session concerning the importance of supporting mental health initiatives for students.

RIGHT: PASA Executive Director Mark DiRocco introduced Dr. Fry at the Thursday general session.

LEARNING OPPORTUNITIES

Attendees were able to both attend numerous general and education sessions, visit exhibits, have books signed by keynote presenters and network during the conference.

Conference photos courtesy of Alan Wycheck Photography
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!

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
Nov. 20 Record Retention, Right-to-Know and Litigation Holds
Dec. 10 Red Flags and Salvaging Your Career When Board Relationships Go South

Part 3: Professional & Community Leadership
Tues, Jan. 7 - Wed, Jan. 8
PASA Office
https://www.pasa-net.org/workshops
APPROVED FOR 25 HOURS OF PIL/ACT 45 CREDIT
New superintendents will gain understanding about the importance of effective and ongoing communication, collaboration and empowerment of others inside and outside of the organization in the pursuit of excellence in student learning. Learn strategies that engage all stakeholders.

Friday, January 31
PASA Office
https://www.pasa-net.org/aspiring
This one-day workshop is designed to provide practical information and tools to assist those considering a future career as a district cabinet-level leader and/or superintendent. Learn from those who have made those career moves about how to get there and what to expect. Spread the word – and help us build the future of school system leadership! REGISTRATION IS OPEN!

REGISTRATION IS OPEN!
National Conference on Education
San Diego
February 13 - 15, 2020
http://nce.aasa.org

For more program, registration and hotel details, see the PASA website at:
https://www.pasa-net.org/leadforum

PASA Flyer - November 2019
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This year negotiations began to reauthorize the Higher Education Act (HEA), which is the authorizing statute that determines the policies, procedures, and practices of the nation’s higher education system. HEA is supposed to be reauthorized every six to seven years and was last updated in 2008. Given the amount of time since the last comprehensive HEA reauthorization, lawmakers on Capitol Hill were eager to dust off the law that governs the nation’s higher education system and implement long-awaited administrative and programmatic changes that have been called for by policymakers on both sides of the aisle.

Unlike previous HEA reauthorizations, the process this year began in the Senate as Chairman Lamar Alexander of the Health Education and Labor (HELP) Committee announced his retirement in 2020 and is seeking one last victory before leaving office.

Early in the process, Alexander indicated that he was committed to conducting bipartisan negotiations with Ranking Member Patty Murray. However, outstanding issues over Title II (teacher prep), Title IV (student aid), and Title IX (sexual assault and harassment guidance) effectively ended any bipartisan will to update HEA in the Senate.

With his back against the wall, Alexander took an unprecedented move of introducing a piecemeal HEA package, dubbed The Student Aid Improvement Act, in an attempt to advance his bipartisan priorities of simplifying FAFSA, increase the transparency of the cost of college, and extend Pell to short-term programs and incarcerated individuals. Furthermore, he also attached his HEA priorities with a separate $255 million bipartisan funding bill for black colleges and universities, and other minority-serving institutions to bypass negotiations with Senate Democrats. In response, Murray announced that the Democrats had no interest in a piecemeal approach, thereby kicking the can to the House.

On the House side, Chairman Bobby Scott of the Education and Labor committee released his comprehensive partisan reauthorization of HEA in October—called the College Affordability Act—after seemingly waiting for Alexander to make a move and several months of negotiations with other House Democrats. Similarly, to Scott’s 2018 Aim Higher Act, the bill takes substantial steps towards improving the affordability of post-secondary programs for all students, while also delivering on a set of liberal lawmakers’ Higher Ed priorities.

After reviewing the 1,000+ page text of the bill, AASA was pleased to find the following updates to the law:

**TITLE II**

Under Title II of the Act, the bill reauthorizes and expands the Teacher Quality Partnership (TQP) Grant program, which enables Institutes of Higher Education (IHE) and State Education Agencies (SEA) to partner with a high needs Local Education Agency (LEA) to create cohort-based teacher residency models that offer students clinical experience in school settings. Specifically, the Act expands the allowable use of TQP grants to develop school leader preparation programs (e.g., superintendent and principal pipelines); empowers TQP grantees to develop “Grow Your Own” partnerships for recruiting and supporting diverse paraprofessionals in gaining professional teaching certifications; and, increases the authorized spending level of the program to $500,000,000.

**TITLE IV**

Under Title IV, lawmakers made significant changes to the U.S. Dept. of Education TEACH Grant program by redirecting the grant’s aid to junior and senior teacher prep candidates and expanding the maximum award amount to $8,000 per year. Furthermore, the bill also tackles critiques of the Public Service Loan Forgiveness (PSLF) program by including language in the act to create one Income-Driven Repayment (IDR) plan that addresses the public’s confusion about how to qualify for PSLF. House Dems also threw educators a win by streamlining PSLF so that teachers can count loan payments for the Teacher Loan Forgiveness program at the same time as PSLF, which reduces the number of monthly payments that educators need to make to qualify for loan forgiveness.

Additionally, under Title IV the bill encourages historically underrepresented student groups to earn college credits early by increasing the authorized spending level of the TRIO and GEAR UP programs to $1.2B. Moreover, the law emphasizes college completion by allocating additional funding to states so that students can access early credit pathways such as dual enrollment, early college high schools, and AP and IB and programs. Finally, the bill expands access to post-secondary programs by simplifying the Free Application for Federal Student Aid (FAFSA).

**TITLE IX**

Also, of importance to superintendents, the bill directs the Secretary of Education to abandon the U.S. ED’s regulatory efforts to weaken existing Title IX guidance to IHEs and LEAs. Following the release of the College Affordability Act, the bill was marked-up by the House Education Committee in the last week in October. AASA submitted a letter in favor of the legislation, despite the fact that it was a highly partisan legislative product.

During the mark-up, Republicans expressed strong opposition to the bill, criticizing its $400,000,000 price tag as well as the bill’s emphasis on four-year degrees. Still, House Democrats succeeded in advancing H.R. 4674 out of the Education and Labor Committee on a vote that was split down party lines (28-22). At this point, the measure is headed to the House floor for a final vote before it can move to the Senate, which according to reports, Scott hopes occurs sometime before 2020.

That said, it’s unlikely that the College Affordability Act will advance any further once it hits the Senate, considering that the upper chamber is still under the GOP’s control, and the act is far too progressive for rank-and-file Republican senators. Moreover, depending on how the impeachment inquiry proceeds, much of the political breath on Capitol Hill is expected to be spent on prosecuting or defending President Trump. Consequently, this will leave little time for legislative matters.

AASA will keep you abreast on all the latest basic and higher ed updates, so stay tuned!
About Charter School Reform: Voices at a Public Hearing...

“...Reform policies will lead to the expansion of successful charter schools, recovery or closure of failing charters, and more generally, a sound education system with appropriate accountability and performance standards for students whose families choose the charter school option. Ensure that these school systems function seamlessly, have sound policies, and are equitably funded is paramount to eliminating the current reality of the ‘haves and have nots’ system that Pennsylvania public schools face today.” – Kari King, President and CEO of PA Partnerships for Children

“A major theme behind the proliferation of public charter schools is innovation…. School choice – a freedom for parents to pick whatever traditional, charter, or other school works best for each child – is a benefit to Pennsylvania families as well as to our commonwealth.” – Lenny McAllister of the Commonwealth Foundation

“When the Pennsylvania legislature passed the charter school law in 1997 and amended it in 2002 to include cyber charters, many believed the combination of autonomy, flexibility and accountability of the schools would lead to innovative and better results for students. For far too many students, that has not been the case. Instead of supporting the growth of autonomous, high-quality options for students, Pennsylvania’s law has contributed to its stagnation.” – Tomea Sippio-Smith, K-12 Education Policy Director, Public Citizens for Children and Youth

“There needs to be academic intervention for these [cyber charter] schools and a real examination of online learning. I’m also urging lawmakers to consider a financial intervention on behalf of local taxpayers.” – Susan Spicka, executive director of Education Voters of PA

On Other Issues...

“The Advisory Committee believes that school districts should consider studying the advisability of changing their secondary school hours. The Advisory Committee further acknowledges that schools across Pennsylvania reflect a widely varying demography; each secondary educational entity contemplating later school start times would be well-served by adopting an attitude of flexibility and innovation. Each effort should acknowledge the unique character and makeup of the school and its surrounding community.” – from the executive summary of a recent report released last month by the Joint State Government Commission concerning the advisability of delaying secondary school start times

“Bullying is a pervasive issue affecting students across the Commonwealth—1/5 of Pennsylvania students aged 12-18 are bullied on school property each year, and bullying disproportionately targets students of color, students with disabilities, and members of the LGBTQ community. While this is not a new problem, bullying has taken on a new shape and a new intensity since I was in school due to the rise of the internet and social media. It is critical that we listen to the students about what they are experiencing and what support they need, and that we act to ensure everyone feels safe at school.” – PA Attorney General Josh Shapiro, on the release of a report summarizing recommendations from teens about combating bullying in schools

National Conference on Education


Grant to Promote Social and Emotional Learning in K-12 Schools

AASA recently announced it has received a $400,000 three-year grant from the Chan Zuckerberg Initiative to explore and strengthen policies and programs superintendents and other administrators are creating to advance social and emotional learning outcomes for students nationwide. Founded in 2015, the philanthropy’s mission is to build a more inclusive, just and healthy future for everyone. The focus in education is aimed at ensuring every young person enters adulthood with the skills and abilities they need to reach their full potential—and that every teacher is equipped with the research-based tools and practices they need to help students get there.

Amicus Brief on DACA

AASA has joined NSBA in filing a brief in support of the Deferred Action for Childhood Arrivals (DACA) program, ahead of an upcoming Supreme Court hearing on President Trump’s move to terminate it. AASA believes the administration’s decision would have severe ramifications and devastating costs for public education and the students it serves, impacting thousands of school districts and their communities.

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.
An article written by Dr. John Bell, superintendent of the Delaware Valley SD and PASA President-Elect, was among those featured in AASA’s fall 2019 edition of the Journal of Scholarship & Practice, “Superintendent Job Satisfaction in an Era of Reduced Resources and Increased Accountability.” The article noted findings from a survey of New York State school superintendents revealing that, while the percentage of those indicating job satisfaction was only 60%, about 81% said they would aspire to the superintendency again if starting their careers over. Click here to read the article.

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 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.)