

PASA ELECTION RESULTS

Dr. George Fiore, executive director of Chester County I.U. 24 has been elected 2022-23 PASA President-Elect and **Ms. Lynn Fuini-Hetten**, superintendent of the Salisbury Township SD, has been elected 2022-23 PASA Treasurer, both effective October 1.

Dr. Nicholas Guarente, superintendent of the Greenwood SD, has been re-elected to serve a second three-year term on the AASA Governing Board, effective July 1. Also serving on the board are **Dr. Shane Hotchkiss** (Bermudian Springs), **Dr. Bridget O'Connell** (Palisades), and **Dr. Gennaro Piraino, Jr.** (Franklin Regional), and **Dr. Randal Lutz** (Baldwin-Whitehall), who was elected by the PASA Board of Governors to serve the remaining term of Lee Ann Wentzel, who recently was elected to the AASA Executive Committee.



Dr. George Fiore



Dr. Lynn Fuini-Hetten

AASA Governing Board Representatives (as of 7/1/22)



Dr. Nicholas Guarente



Dr. Shane Hotchkiss



Dr. Randal Lutz



Dr. Bridget O'Connell P



Dr. Gennaro Piraino, Jr.

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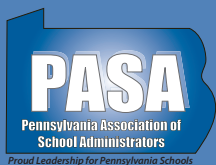
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SEEKING INTERESTED CANDIDATES... PASA EXECUTIVE DIRECTOR

PASA is seeking an exceptional individual to serve as the association's next Executive Director. The successful candidate will replace **Dr. Mark DiRocco**, who is retiring as of October 1.

The PASA Board of Governors is seeking a self-driven, inspirational, highly ethical, strategic leader. Successful candidate must be an effective communicator who possesses a strong commitment to advocating for PA school superintendents and students.

[Click here](#) to read more details about the position, including qualifications, requirements and application inquiries.



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.

FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

PENNSYLVANIA SCHOOL ENROLLMENT TRENDS: LACK OF EVIDENCE FOR THE CHOICE MOVEMENT



The Pennsylvania Department of Education recently posted the 2021-22 school enrollment reports for school districts, charter schools and cyber charter schools. The data shows some interesting trends in enrollment and dispels common misperceptions that are often touted by school choice advocates.

First, the concerning news. Traditional school districts in PA lost 49,354 students during the 2020-21 pandemic school year in comparison to the mostly pre-pandemic year of 2019-20. The largest loss of population was in kindergarten, with about 14,742 fewer students, and losses of 4,000 to 8,000 students at most of the elementary grade levels. The losses were less significant in grades 7-12, with losses ranging from about 500 to 2,200 students per grade level.

Many people assume that most of the 49,354 students who left traditional public schools enrolled in cyber charter schools due to their experience with remote learning delivery systems. However, that notion is only partially correct. Cyber charter school enrollments increased by 22,618 students in 2020-21. Although that is significant, it accounts for less than half of the students who left traditional public school districts. So where did the other 26,736 students go?

If you guessed brick and mortar charter schools, you would be wrong. They actually lost enrollment in 2020-21 by about 500 students. I was somewhat surprised to learn that home schooling enrollment increased by 15,469 students during the pandemic year of 2020-21 and private tutoring enrollments increased by 452 students. If you add up the students who left traditional public schools for cyber charter schools, charter schools, home schooling, or private tutoring, the number is 38,029. That leaves about 11,000 additional students missing.

Did they enroll in non-public schools? When we look at the non-public school enrollments for the pandemic year of 2020-21, the data shows their enrollment decreased by 3,378 students. Consequently, Pennsylvania lost about 14,000 students in 2020-21. Either they left the state or just went off the grid. In some cases, parents may have delayed enrolling their children in kindergarten for a year.

Now for the good news. In the current 2021-22 school year, traditional school districts reclaimed over 12,000 students from the previous year. That number includes a significant increase in kindergarten enrollments. Perhaps some parents did wait out the pandemic before registering their children for kindergarten.

Another interesting trend is that the cyber charter schools lost 5,030 students this year. Although they were able to retain over 17,000 of the students they added in 2020-21, about 23% of those students enrolled elsewhere this year. I also believe the enrollment decline would have been even greater if the masking order had not been reinstated in August of 2021, causing many parents to be upset with in-person schools that enforced the masking order.

Additionally, it should be noted that brick-and-mortar charter school lost enrollment for the second consecutive year. Over the past two years, brick-and-mortar charter schools are down 1,169 students.

The key takeaway from this data is that it totally dispels the narrative being touted by the school choice movement. Parents and students are not flocking to cyber charter schools, charter schools and non-public schools. These schools have all seen enrollment declines last year or this year. Although we don't have the non-public or home-school enrollments for this year yet, it is obvious that there is not a growing number of families who want to send their children to these alternative learning environments. Yet, the choice movement continues to push a false narrative that more families want to put their children in these schooling alternatives to escape their "failing" local school.

Nothing could be further from the truth.

At PASA, we understand that charter schools, non-public schools, and home-schooling options are part of the educational landscape in Pennsylvania, and we agree that parents

See Executive Director's Message, page 3



NEWS RECAP

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

follow us on **Twitter** for the latest updates @PASASupts.

In Budget & Finance News

State Revenues: Pennsylvania collected \$5.6 billion in General Fund revenue in March, which was \$659.1 million, or 13.5 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$34.1 billion, which is \$2.7 billion, or 8.5 percent, above estimates.

Emergency Connectivity Fund: The FCC has opened **a third - and possibly final - application window** for districts seeking funding from a pool of money dedicated to covering the costs of improving student and teacher access to devices and broadband used away from school campuses. At least a minimum of \$1 billion will be available to districts seeking funding for the upcoming school year during the third application filing period for the **Emergency Connectivity Fund**, according to an FCC order.

Legislative News

Voucher, EITC Expansion Bills: House and Senate Republicans are working to advance voucher and EITC expansion bills this spring. HB 2169, would establish a voucher program for students in the lowest 15% achieving school district schools – a program that includes little accountability or transparency but would greatly reduce available funds to many of the most financially distressed public schools. Another, SB 1, would expand available funds for the EITC program 25% annually. PASA opposes any bills that create voucher programs or reduce state revenues available for public school districts.

EXECUTIVE DIRECTOR'S MESSAGE

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should have the option to choose any of these alternatives if they believe it would be beneficial to their children. However, it is now abundantly clear that there is not an overwhelming demand to increase choice options for students.

Policymakers need to face this reality and stop pushing the misperception that bloated tuition payments to charter schools and publicly funded vouchers for non-public schools are needed to meet the parental demand for these schools. The data doesn't support it!



Contacting PASA

The PASA Office is open 8:00 a.m. to 4:00 p.m. weekdays. Please call (717) 540-4448 to leave a message for any staff member. You may also call the Executive Director directly at (717) 514-8718 at any time, or email us at pasa@pasa-net.org.

In addition, you may send an email directly to specific PASA staff members. ([Click here](#) for the staff list.) Please do not hesitate to contact us with your questions and concerns!

Other Education Bills on the Docket: Also moving forward in both the House and Senate are bills that would require book and curriculum "transparency" in schools, restrict transgender students' participation in interscholastic or scholastic athletic teams or sports, restrict school board authority to implement temporary emergency provisions, and restrict spot appeals of property assessments.

Legislator Changes: In advance of the May primary, 37 lawmakers have announced they will not seek re-election, and at least 43 other lawmakers are facing primary challenges this spring. Of those not seeking re-election, several have noted the difficulty of effective lawmaking in a highly political environment.

In State News

Charter School Regulations: The Independent Regulatory Review Commission last month approved the final-form **charter school regulations** with a 3-2 vote. The regulations, which PASA supports, clarify accountability, ethics, auditing and the tuition payment process. House and Senate Republicans are now attempting to pass a concurrent resolution that would overturn the regulations.

School District Audits: The PA Auditor General announced last month that, due to years of budget cuts, his office will discontinue doing school district audits and will transfer that responsibility to the Department of Education.

In National News

Book Bans: According to PEN America, a free speech advocacy organization, two million students in 86 school districts across the country have had their access to books restricted because of book bans this year.

Proposed FY23 Federal Budget: Pres. Biden's fiscal 2023 budget proposal, unveiled in late March, would more than double funding for Title I. The plan would increase funding for the Department of Education by \$11.9 billion, or 15.6%, over FY2022.

School Board Member Censure: The U.S. Supreme Court recently ruled unanimously that a community college board's censure of one of its members over his speech did not violate the First Amendment. The decision upholds the authority of school boards to carry out such formal reprimands.

Teacher Preparation Programs: According to the American Association of Colleges for Teacher Education, enrollment in teacher preparation programs between the 2008-09 and 2018-19 academic years declined nationwide by almost a third.

COMING UP

After an active start to the spring session following the end of the appropriations budget hearings, lawmakers now will be in recess significantly more than in session as the spring primary looms. Between now and May 23, only the House will be in session – and only for three days. Work on the budget and legislation will kick into high gear starting May 23 and through the month of June. If the March/April session days are any indication, Republican priorities appear to mirror those in other states: privatizing education, supporting more charter schools (and less regulation), while further regulating local school district operations and authority. Stay tuned and follow us on **Twitter** @PASASupts.

FORWARD-LOOKING DESIGN

BY DR. JAY BURKHART, 2021-22 PASA PRESIDENT



Recently, I had the opportunity to visit one of the more iconic and timeless landmarks in the state of Pennsylvania: Fallingwater. I am sure many of you have had the chance to visit this timeless masterpiece designed by Frank Lloyd Wright and built in 1939. The house was commissioned by the Kaufmann family as their summer retreat from

Pittsburgh. It was later turned over to the Western Pennsylvania Conservancy by Edgar Kaufmann Jr. in 1963, where it has remained to this day.

The reason I bring this visit up is during my tour of the home there were many unique and rather forward-thinking concepts of the home's design that were pointed out to our group. One of the examples of the forward-thinking features were the cantilevered patios that hung over the spectacular waterfall. The cantilevered patios make up about half of the over 5,000 sq. ft. home. It is truly amazing to see the patios because there are no beams that anchor/support the patios to the grounds below – they "float."

Another stunning example of the modern architecture came from the corners of the windows in the home. They are corner-less?? There is no frame to support the corner of the window to bring the glass together at their joint. The window design allows the glass to meet at the corner and does not create an obstruction for the person who is looking out from the inside to the beauty of the environment.

It goes without saying the home met the needs of the owners in terms of the shelter it provided. It also carried a vision into the future through the design that is considered a modern marvel almost 100 years later. So, it had me thinking that this is similar to the education we provide to our students today.

I would ask each of you to stop and think about the timeless practices you and your staff provide for the students in your school today. You all deliver sound and effective instruction to your students and work to meet the needs of your students with all of the supports necessary for their success. You anchor your instruction and curriculum in standards that are designed to assist students in their mastery of the topic(s). Your teachers are the architects that design the students' instructional homes in a manner that, much like the widows in Fallingwater, removes the obstructions to their view of learning.

When we look at the marvels of Fallingwater, we see the function of the home complimented by the timeless and future focused design. The parallel drawn here is to the work you and your staff has completed for your students over the past 24+ months. The pandemic forced our educators to design and deliver instruction in a manner that was never widely implemented by educators in the past. The instructional models, that had been anchored in face-to-face instruction, was being deliv-

ered in a future-based model of distance learning, still tied to the purpose of ensuring student learning. This unanticipated change to a future based form of instruction is similar to the design by Mr. Wright – a functional shift in the purpose and art of teaching to a more modern purpose that removes traditional thought, resulting in more efficient and enhanced outcomes.

Effective instruction is fundamental to learning, much like the effective design of a house is essential to providing shelter. However, the true genius of your staff and Mr. Wright is they both retain the importance of the purpose of the instruction/structure, while making sure the future needs will be met by a process/design that has literally changed and adapted to the landscape that it sits upon.

This comparison is not meant to generalize the work of Mr. Wright or the work of you and your staff. Rather, it simply meant to show that, as we move further from the start of the pandemic, we can all look back at the instructional designs that have been developed and appreciate the modern flare that will be looked back upon with appreciation, just like Fallingwater.

Dr. Burkhardt is superintendent of the South Western SD.

PASA HIRES DR. SHERRI SMITH TO LEAD PROFESSIONAL DEVELOPMENT PROGRAMS



PASA is excited to announce that Dr. Sherri Smith will become the Director of Professional Development for PASA beginning in May.

Dr. Smith currently serves as the Deputy Secretary of Elementary and Secondary Education for the Pennsylvania Department of Education and has been a member of the PDE staff for the past four years. Prior to her work at the Department, Dr. Smith served 14 very successful years as superintendent of the Lower

Dauphin SD in Hummelstown. She has held many other school leadership roles including assistant superintendent, district supervisor of curriculum, intermediate unit curriculum specialist, head teacher, and classroom teacher.

In addition, Dr. Smith served as PASA President in 2014-15 and, prior to her service with the PDE, also served on the Board of Governors and the Resolutions Committee (now the Advocacy Committee).

We are truly fortunate to have a proven educational leader with a tremendous background across many educational leadership settings join PASA to lead the development and facilitation of professional development programs for school leaders.

Welcome, Dr. Smith!

PASA 2022 LEADERSHIP FORUM RECAP: CHANGE - DON'T WAIT FOR PERMISSION!

BY CHRIS DORMER



Superintendents and school leaders entered the month of March needing to navigate many recent changes: changes in COVID guidance and recommendations, changes in the dynamics of their school boards after the latest election cycle, and ongoing changes to the social-emotional and mental health needs of students, just to name a few.

This year's PASA Leadership Forum brought together 84 educational leaders for a day of learning and collaboration around the theme of "Leadership for System Change in Complex Times." Navigating yet another change moving the forum to an all-virtual format, leaders were able to spend time strengthening skills and strategies related to proactively leading a successful change process, not reacting to changes, as has become somewhat of a norm during the past two years of the COVID-19 pandemic.

PASA President Dr. Jay Burkhart and Consultant for Professional Development Connie Kindler opened with words of encouragement and discussed the importance of resilience, intentionality and passion, before Jeff Wagner of R-Zero, one of the sponsors of the forum, introduced 2022 Pennsylvania Superintendent of the Year Dr. Bridget O'Connell.

In her 11th year as superintendent of the Palisades SD, Dr. O'Connell shared her experiences with implementing change and stressed the importance of building and maintaining relationships,

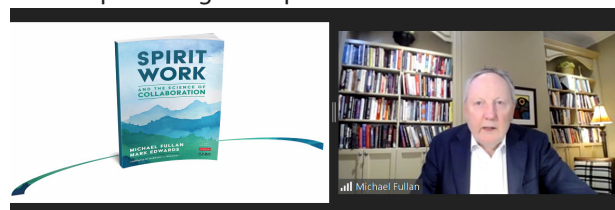
now more than ever. She specifically shared how she has focused on an investment in the development of community relationships, spreading the good news of her district and celebrating the accomplishments of PSD as accomplishments of the entire community.

O'Connell also discussed how building trust, good will, and shared ownership are vital when relationships inevitably bend or begin to fracture. For those difficult times when change is needed to re-engage stakeholders, she shared some practical and sage advice, especially the importance of being visible and remaining optimistic. She also stressed the importance of listening and considering new approaches to show your commitment and your valuing of personal relationships while staying true to your comprehensive plan, district policies, and board actions.

Finally, O'Connell reminded everyone of the need to attend to your own needs and those of your team so you can properly stay connected and pull others through when needed. Though today's climate seems to demand immediate action and reaction, it is good practice to recognize that "not everything is a crisis" and we need to take time to share the "sparkles" of the personal and professional successes achieved each day.

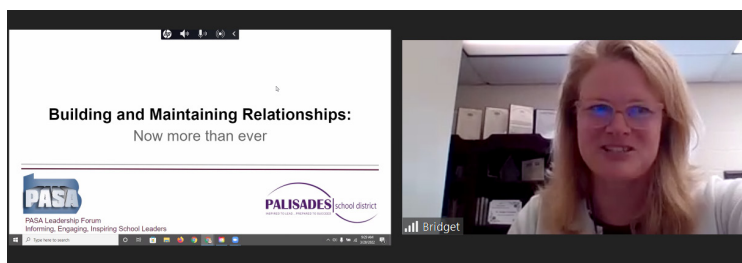
Amanda Diesel of Newsela, the other sponsor of this year's forum, introduced our keynote speaker, Dr. Michael Fullan. A renowned scholar on educational leadership, Dr. Fullan facilitated four segments on nuanced leadership to facilitate change, with the urgency for that change to occur right now in education, as "the future is up for grabs."

Fullan's research with Joanne Quinn published in 2019 found four major themes that necessitate that urgency: school is boring, inequity is widening, the world is troubled, and deep learning initiatives show promise. He stressed that what we learned during the pandemic about teaching and learning shows us that we need to fundamentally change what we do, that now is the time, and deep learning is the path.



Throughout the day, Fullan shared resources and strategies for school leaders to leverage in creating a collaborative, student centered culture in our schools, including his book *Spirit Work and the Science of Collaboration* and website (<https://deep-learning.global/>). He highlighted the need to identify the right drivers to enact a change process and the power of moving to a "community schools" strategy where districts work WITH

See Leadership Forum Recap, page 6



WENTZEL ELECTED TO AASA EXECUTIVE COMMITTEE



Lee Ann Wentzel, superintendent of the Ridley SD, has been elected to serve an unexpired term on the AASA Executive Committee for Region 6 through June 2023. Region 6 representatives on the AASA Governing Board selected Ms. Wentzel for the position. Region 6 includes Washington, D.C., Delaware, Maryland, New Jersey, Pennsylvania and West Virginia.

Each of the seven AASA regions elects at least two members to the Executive Committee, and the president-elect appoints one member-at-large who represents an under-represented segment of the membership on the Executive Committee.

Congratulations, Lee Ann!

LEADERSHIP FORUM RECAP

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staff, students and families to partner with community agencies and government entities to improve student outcomes.

Despite the daunting nature of trying to bring meaningful change, he shared six reasons to be optimistic about learning in 2022:

1. Escaping a bad system
2. Recognizing and working with best allies
3. Well-being and learning are joining forces
4. New, more powerful learning is emerging
5. Diverse leadership will grow
6. Systems will change

After providing time for participants to collaborate and synthesize in breakout sessions, Fullan closed the morning sessions with a charge and challenge for all of us to pursue change, but “don’t wait for permission,” as we need to ensure the very best for today’s students to realize tomorrow’s future.

The afternoon focused on how deep learning can be a catalyst for systemic change. Fullan identified six global competencies of deep learning: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.

Some or all of these may appear familiar to superintendents, educational leaders, and school districts who have incorporated these competencies into their district’s “portrait of a graduate.” Dr. Fullan encouraged the application of these competencies into all parts of a district’s education program. By layering the four elements of deep learning design – pedagogical practices, learning partnerships, learning environments, and leveraging digital – and the future of learning can be realized where students are change agents when deep purpose and engaging strategies intersect in our schools.

Here are some final thoughts Fullan shared that hopefully resonate in the hearts and minds of PASA leaders as we look to lead change in these complex times:

- ♦ Education will never be the same, but we need to influence the path forward to ensure we are contributing to a better society.
- ♦ Leaders need to commit to being lead learners.
- ♦ Leaders must develop other leaders.
- ♦ Though uncomfortable, conflict leads to better problem solving.
- ♦ We need to become “assessment literate.” Test scores are problematic because of attitudes toward test scores. We need to measure progression as well as the outcome.
- ♦ 6 C’s of Deep Learning will result in increased literacy proficiency.
- ♦ No one in the world is really great at education. Everyone is trying to grow, fix, and improve. You need to invest in growing teachers.

Christopher Dormer is superintendent of School of the Norristown Area SD and a member of the PASA Professional Development Committee. He also serves on the PASA Board of Governors as the I.U. 23 representative and as secretary of the PLUS (Pennsylvania League of Urban Schools) Caucus of PASA.

Thank you to our Forum Sponsors!

**R-Zero
Newsela**



PASA, PSBA SEEKS CONFERENCE PRESENTATIONS, STUDENT SHOWCASE SUBMISSIONS

PASA and PSBA are seeking relevant and compelling presentations and Student Showcase performances for the 2022 PASA-PSBA School Leadership Conference! The conference, planned for Oct. 31 – Nov. 1 at Kalahari Resorts & Conventions in the Poconos, is a premier annual event attended by hundreds of school leaders across the commonwealth.

Conference presentation topics should appeal to a broad school leader audience and be presented in one of these formats: traditional, roundtable, interactive, panel.

Student Showcase submissions should represent the best of public school performing arts such as music, dance or theater. Groups will perform the evening of October 31 for about 15 minutes as part of a celebration of student talent.

Deadline for applications is June 15. All applicants will be notified of their status by July 31. To learn more and apply, visit the conference website at <https://paschoolleaders.org/>.

WHAT YOU NEED TO KNOW!



For breaking education news and the latest from the Capitol, follow us on Twitter @PASASupts.

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



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





VOUCHERS AND PROFITS: WHO WINS?

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

Since I left teaching and began working on issues relating to public schools, I have seen the evolution of education policy ideas across the spectrum. Unfortunately, over time, the voices criticizing public education have become much more strident and oppositional. And, in the world

of education policy development, the politically squeaky wheel, the one with the most money or the loudest voice behind it, the one that produces the most political capital, is too often the one that gets the grease.

Frankly, that is how it is has been since the 1980s, when the Reagan Administration unveiled *A Nation at Risk* and pronounced public schools a failure, utilizing a skewed perspective on a Rand Institute Study, a report that was subsequently buried in File 13 and out of the public eye. Even so, media embraced the book's spin on that report as gospel. It was an easy political win. The ultimate goal was pointing to privatization as the solution and creating a "feeling" that this was a "you vs. it" – Average Joe and Josie vs. the bloated bureaucracy full of ego-centric educated people who thought they were better than us, didn't care about kids or taxpayers, and were just there for the paycheck.

Over time that feeling has expanded to paint the "it" as not reflecting "our values," one operating in opposition to parents, promoting an anti-American propagandist agenda, and integrating into school curriculum all kinds of take-your-pick communist/socialist/fascist concepts such as social-emotional learning, the facts of American history, and respect for all students, no matter their religion, race or gender. Education "reformers," political consultants, too many corporations (who never saw an opportunity for profit they could pass up), and a never-ending number of well-funded and highly political think-tanks continue to amp up a perverse culture war over social media to convince a wide swath of the public that they are under attack by "it," all in a quest for an ultimate goal that hasn't changed: erode confidence in public education, promote publicly funded school "choice" as an alternative (whether for-profit or not), and dismantle "government" schools.

Call it what it is: privatizing K-12 education, the first step in privatizing most things that are public. Top bidder takes all.

In some places business and corporations have successfully created or are seeking to create alternative education centers to school districts by adopting the charter school model. Are they doing that for altruistic reasons? Doubt it. Businesses and business interests invest in those things that will turn a profit, and some companies

are beginning to jump on the charter school bandwagon to focus on producing prospective employees. A new version of the company store. Education for sale.

And then there are those who want to support their version of private schools, religious or otherwise, with public money. That will help another bottom line.

This spring is bringing with it a legislative push for a voucher program, starting with allowing students in the lowest-performing schools within school districts (not charter schools, of course) to take out a chunk of money from their districts and transfer it to private schools. There is no knowing if those vouchers would allow economically-challenged students to actually attend those schools or whether the academic experience for kids would be better in those schools. The bill (HB 1592) prohibits anyone from knowing that.

It's much like the call for a drastic annual 25% increase in the EITC program as outlined in SB 1 – same lack of accountability, same lack of transparency. Take what should be tax money for the commonwealth's General Fund to be used for the public good and give it to private citizens to use it as they choose. A new kind of don't-ask-don't-tell.

You have to wonder what those who sought to create a system of public schools in this country would think of all this.

These education-for-sale efforts are not in line with Pennsylvania's Constitution: "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth." It doesn't say divert what should be General Fund revenue to private schools. It doesn't say take money AWAY from public education and give it to private citizens for use in private schools. It doesn't say corporate Pennsylvania should be able to make profits from publicly funded schools. And it certainly doesn't say that the General Assembly should be actively involved in starving public school districts to feed private interests.

But money and the privatization ideology seek opportunity and push forward to do just that in the guise of helping kids, even though it is questionable who they really are helping. Without any accountability or transparency in voucher plans or the EITC program, and just a totally inadequate amount of both in the charter school system, we truly don't know what or who any of this funding diversion is really helping.

We're in for a long slog this spring as privatization efforts are well under way in a highly contentious election year. In fact, every Republican candidate for governor has stated that expanding school choice is one of their goals. Public schools bad, private schools/charter schools good.

Public education that is truly accountable and transparent and focused on the needs of EVERY child is not something to be sacrificed on the altar of money and ideology and a total disregard for the Constitution. Rather, it is the right of every child and the bedrock of our democracy.

And we can't let that slip away.

MENTOR COACHING TIP OF THE MONTH

A mentor is someone who shares knowledge, skills and/or experience, to help another to develop and grow. A coach is someone who provides guidance to assist another with goal and full potential achievement. To create capacity for public education's continued success, who are you mentoring and/or coaching?



HOW DOES CLIMATE CHANGE INFORM FUTURE EDUCATIONAL TRENDS?

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT



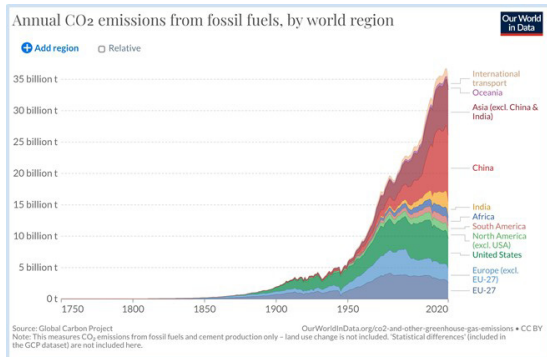
When I first started teaching and leading, I was fascinated with the future of education. Would we all use computers? Would students be able to learn at home?

I remember attending a conference featuring Dr. Bill Daggett and being intrigued with the idea of a keyboard made of lasers and light. Oh, how that would change education for the better, right?

I'm now less convinced that technology or even social structure will create large "leaps" into educational accomplishment. The pandemic has proven how critical teachers are to the learning process and how technology only enhances, not replaces, what we do. Advancement will likely occur more as a result of a change to our practice.

So what does that have to do with climate change? The reality is we are preparing students for jobs they won't have and very big problems we can't currently solve. Our students will need to be smarter, braver and better than us if we are to survive and thrive.

A quick view of the first chart will show a classic "J Curve," with CO₂ emissions spiking at an unbelievable rate. That shouldn't be a surprise, but what is a surprise is that emissions for the U.S. and Europe are actually shrinking slightly, while India, China and Asia are on a meteoric rise, outpacing other first-world countries by a more than 2:1 ratio. Electric cars won't solve this problem. In fact, if America reduced its emissions to near zero, the rest of the world would more than make up the difference in short order.



I, for one, would like to enjoy my retirement one day without living on a planet that can't sustain human life. As an urban school leader, I'm all too familiar with Urban Heat Island, and based on the average rising temperature in the chart here, it's possibly the most critical of the issues we face today. I was impressed when a school board member from my district rightly pointed out that this is a big problem, but we don't directly address it in our comprehensive plan.

So what can we do about it, while also ushering in new and better educational practices? I suggest the following:

Access to Source Data

As educators, we need to get better about being informed and facilitating relevant educational opportunities.

Data, not headlines! In social studies instruction, we learned long ago that even though it was harder, our students were far better off reading the Constitution rather than just reading about it. The same is true in all aspects of instruction. I just recently met with a group of students whose chief complaint was a desire for relevance in classwork and the need to be engaged at a higher level.

Absolute Role of Impartial Facilitator, Not Indoctrinator

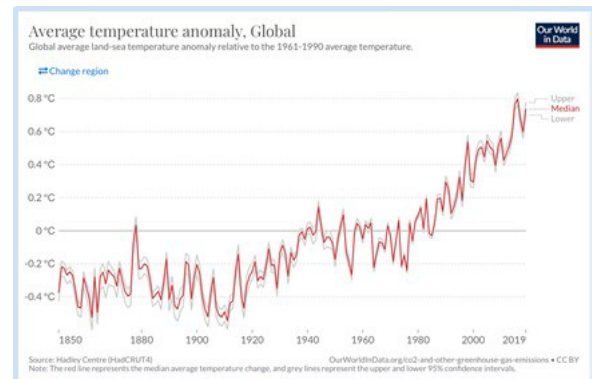
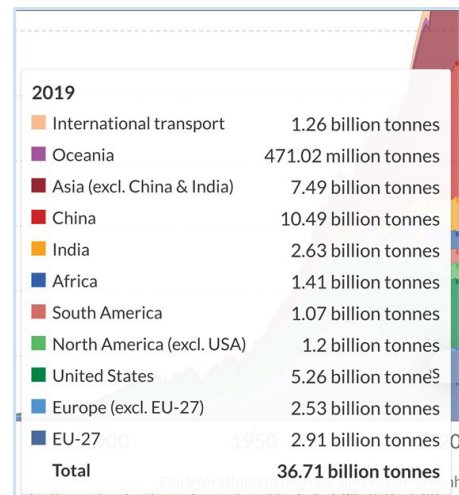
Relevance has a price. There is an inherent danger in not being boring, and it's important educators do not become associated with the political machine. If parents and students are to trust us, they need to know that we don't indoctrinate kids or take sides in the red vs. blue fight. In that way, we can become powerful partners for change with the big issues we face today.

Teamwork, Analysis, & Evaluation

One of the best takeaways from the pandemic for my district was the power of teamwork. Educators who work together get far better results. The same is true with our students. Based on age-appropriate levels, the more our students work together on real life situations, with source data, the better they will become and make evaluations necessary for world-saving discoveries.

It's time to move our students forward into the future with the best tools we have – great data, great teaching and great teamwork.

Stephen Rodriguez is superintendent of the Pottstown School District.





APRIL SHOWERS BRING MAY FLOWERS

BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT



Every season brings new challenges and opportunities. I am certainly glad the unpredictability of winter weather is over! Late start? Early dismissal? Flexible Instructional Day? Fully Remote Day? Offices Closed? Work from home? The list goes on and on, and the anxiety over wanting to make the “right” decision never got easier. And now many of us are dealing with rescheduled practices and games due to extensive rain and spring storms. But, with these storms comes new opportunities for growth – literally and figuratively.

What are you and your team planting this spring?

Are you planting ideas for new programs?

What new programs are on your horizon? Are you implementing summer STEAM camps or an online academy? Are you working with your Educational Foundation to offer programs supported by EITC funds? Are you looking to expand or develop the MTSS framework in any or all of your schools? A career pathways model at the secondary level? Or academies to support students in transition? Our middle school team and high school team are planning transition academies - SOAR for 5th graders and the Falcon Experience for incoming 9th graders. The purpose of these academies is to better support our learners during these essential transition years.

Are you planting ideas for professional learning?

What do you hope your teachers and leaders will learn this summer? Does your professional learning plan promote differentiated learning opportunities? We are preparing our Summer Academy for our staff as well as our Leadership Team retreat. Last year our team went to the Gettysburg Foundation Leadership program. I recently heard of another superintendent taking his team to a Washington Monument Segway Leadership tour. Maybe your team is participating in the PA Education Leadership Summit this summer. Don't forget your own professional learning!

Are you planting ideas for community partnerships?

As our resources dwindle and our students' needs increase, we need to leverage our community partnerships. We are starting to identify who can best support us in our work next year. What local science organizations can support our implementation of the new PA Science Standards? How can we better collaborate with mental health agencies to support our school community? Which pre-k programs feed our kindergarten programs, and how can we connect with them to better assist our students in transitioning into our school?

Are you planting ideas for a new vision?

Is your mission and vision representative of the work that your district is doing? Or does your team need to take a closer look at the “what” and “why” of the purpose and direction of your institution? Many districts are working on their Comprehensive Plans or developing a Profile of a Graduate. What is important to you, your team, and your school community? Are you focused on knowledge, skills, and/or dispositions?

Are you planting ideas for teachers to become leaders or leaders to ascend to new positions?

While much of the focus has been on the current teacher shortage, a leader/administrator shortage is on the horizon. As you complete year-end evaluations, can you be intentional about talking with building leaders about central office aspirations? Can you ask building leaders to identify and mentor some teacher leaders? How do we plant seeds to continue to build our strong leadership pool?

Are you planting ideas for new beginnings in retirement?

It is hard to imagine being at this stage of my career, and I love hearing about what others will do in retirement - everything from accepting new consulting opportunities, playing with grandchildren, and even making pottery. Education has seen its ups and downs over the past few decades, and your service has been imperative to the work that we are called to do. Consider how you may stay connected to the field and support new and emerging leaders during some of the most volatile and most important times to be in education.

Spring provides unique opportunities for us to plant the seeds so that we can reap what we sow well into the new school year. Whether you are staying or moving on, consider what you are planting for your team to take into the new year. Schools are counting on us to continue fostering a sense of direction beyond the here and now!

Lynn Fuini-Hetten is superintendent of the Salisbury Township SD.



UPDATE
2022 PASA Women's Caucus
Annual Spring Conference
Sunday, May 22 – Tuesday, May 24
Hotel Hershey
Leveraging Support for Social
Emotional Well-Being

Due to an overwhelming response, registration for this conference is now at capacity.

To be placed on the waiting list, contact Anna Maria Stankoczi in the PASA office at amstankoczi@pasa-net.org.

PLANNING AND INVESTING: SOME BASICS FOR SCHOOLS IN TIMES OF UNCERTAINTY

BY JOHN MOLLOY, CFA, PLGIT SENIOR MANAGER

Historians and opinion writers have remarked that the combined world events of the last two years haven't been seen in more than a generation. A global pandemic slowed world economies to a critical pace, and the rebound from that pandemic has resulted in accelerated buying and materials shortages that have pushed inflation to levels not seen in decades. Compounding that environment, the conflict between Russia and Ukraine has disrupted energy markets, rattled investors, and added additional threats to supply chains, some of the effects of which still have yet to be seen.

The impact of war in Europe complicates the business of the U.S. Federal Reserve (The Fed) as it works to resolve the effects of the pandemic disruption to the markets, developing a strategy on raising short-term interest rates to control a potentially overheating economy.

All of this can raise stress levels for school districts as they seek to manage their resources and continue to meet the needs of the citizens and businesses they serve. As the saying goes, "When elephants fight, it's the grass that suffers."

My colleagues and I at PFM Asset Management LLC (PFMAM), investment advisor to PLGIT, stress some fundamental principles to our school district and municipal investors as a solid foundation for investment planning, regardless of economic conditions.

- ♦ **Have a thorough investment policy.** Above everything, a school should keep its investment policy current, describing the specifics of its approach to investing. Key elements should include: the policy's scope; the delegation of authority and responsibility; a statement of approved investments and institutions; a statement of accounting and reporting requirements and other specific parameters of its investing. An investment policy provides a framework for decision making and provides a roadmap for officials, staff, and service providers to follow.

- ♦ **Ensure compliance.** Schools are required to place their assets within the specific investments spelled out in PA School Code, including:

- treasury bills and bonds,
- debt issued by government agencies such as the Federal Home Loan Bank System,
- appropriately FDIC-insured deposits at financial institutions (and collateralized for amounts above \$250,000 per institution),
- general obligation debt issued by a Pennsylvania state or local agency,
- highly rated money market mutual funds registered with the Securities & Exchange Commission, and
- local government investment pools such as PLGIT.

With the signing of Act 10 of 2016, those acceptable investments were expanded to include negotiable certificates of deposit, bankers' acceptances, insured bank deposit reciprocals, and commercial paper.

- ♦ **Keep detailed and current reporting on investments.** A school district's investment records should be clear and constantly updated to provide an accurate snapshot of the big picture at any time. Records should include: a listing of investments/funds; cost, yield, accrued interest and maturity of investments; a comparison of current income with income projections; and a listing of the market value of each investment and other measurements.

- ♦ **Seek to mitigate risk.** While all investing involves some degree of risk, it is possible to diversify in such a way as to reduce and manage the risk: match assets and liabilities and acquire investments with

varying maturities and yields, securities with fixed and variable-rate interests, and securities with an active secondary market.

- ♦ **Identify clear investment objectives.** Know the expectations for each investment in terms of safety, accessibility of funds for expenditures (liquidity), degree of investment risk, and return on initial investment.

- ♦ **Engage in cash flow forecasting.** Cash flow forecasting is the process of predicting cash flows for the purposes of liquidity management and financial control. With a clear picture of its cash flow, a school district will be able to balance the timing of expenditures with the investment of additional funds for longer periods of time. And that means a school district has the opportunity to take advantage of the higher interest rates typically associated with longer-term investments.

Basing investment decisions on future cash flow needs also helps to base investment decisions on the needs of the entity. With a systematic approach you should not have to worry about the "right time" to make an investment based on market headlines, but rather seek to obtain for the best return based on your liquidity needs.

- ♦ **Do breakeven analyses to help think through investing shorter or longer.** A break-even analysis allows investors to better manage risk and diversification. An analysis evaluates and compares different maturity options for different investment products by factoring rate of return and duration of investment. The relationship team at PFMAM who work with PLGIT can help with that analysis.

- ♦ **Evaluate costs and yields.** "Free" sometimes isn't really free. Costs can eat into a significant portion of returns, and yields can be quoted in many different ways. An evaluation that reveals a true comparison of expected results is important to making any investment decisions.

These key ideas represent a simple overview of PFMAM's approach to strengthening your investment plan. If you have questions, contact your PLGIT representative, or call PLGIT at 1-800-572-1472.

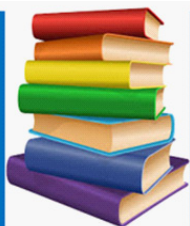
John Molloy, CFA, is the Senior Manager of PLGIT who, along with a team of professionals at PFMAM, work with PLGIT investors throughout the Commonwealth. He can be reached at molloyj@pfmam.com.

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PLGIT was created in 1981 to meet the short-term investment needs of local governments, school districts, municipal authorities, and other types of governments in the Commonwealth of Pennsylvania (the "Commonwealth"). PASA is a sponsoring association of the Trust.

Professional Learning



ADVOCACY & INFORMATION UPDATE

PASA continues to both provide information to members and advocate on their behalf. Some of these activities since the January issue of *The PASA Flyer* was published included the following:

- We sent to lawmakers and the governor's office the latest issue of [PASA Points](#), a two-page paper highlighting education issues and priorities of school leaders across Pennsylvania. The latest issue focused on the need for mental health support and on opposition to school vouchers.
- PASA Executive Director Dr. Mark DiRocco's [op-ed](#) on how Pennsylvania must do more to assist schools and students with recovery from the pandemic was published in the *Patriot-News* on March 12.
- Stephen Rodriguez, president of the PLUS Caucus of PASA and superintendent of Pottstown SD, presented testimony before the House Democratic Policy Committee on April 4 concerning the impact of charter schools on property taxes.
- PASA was one of numerous organizations with Pennsylvanians Opposed to Vouchers who signed a [letter](#) to members of the House in opposition to HB 2169, the latest statewide voucher scheme, and sent an alert to PASA members on April 11 concerning the bill.
- Dr. John Sanville, PASA President-Elect and superintendent of the Unionville-Chadds Ford SD, testified before the House Education Committee on March 17 concerning Pennsylvania's teacher/staffing shortages.
- The PASA Legislative Committee continues to meet virtually on Monday mornings in weeks when the General Assembly is in session to discuss pending legislation and provide guidance on PASA's advocacy efforts at the Capitol.
- PASA provides comments to legislative committees upon request concerning bills that could be scheduled for consideration.
- We continued discussions with our lobbyist and other education associations on many issues and bills in preparation for the spring legislative session and work on the state budget.
- We continue to work with PSBA staff concerning details for an Advocacy Day at the Capitol on April 25.
- We fielded many calls from members concerning community/district issues.

In addition, PASA continues to provide additional education news and information through the weekly Update on Mondays and monthly issues of *The PASA Flyer*.

2022 Webinar Series: Education in a New Era 12:00 – 1:00 p.m.

Sessions are focused on the "redesign characteristics" identified by the national initiative, "An American Imperative: A New Vision for Public Schools and are recorded.

- April 18: *Learners as Co-Authors of their Journeys: Student Voice and Choice via a High School Pathway Program* (FINAL IN THE SERIES)

<https://www.pasa-net.org/webinars2021-22>

Webinar Series for Commissioned Officers: 'Now What?' Part 2 – April 27 (noon to 1 p.m.)

Focus: Resources

With PASA and Now What Edu, explore [AASA's Learning 2025 Framework](#) in a three-part webinar series this spring. Hear from inspiring district leaders from across the state who will share their tools, targets, and techniques that drove their district innovations in the midst of COVID. Webinar 2 will focus on aligned community resources and the educator pipeline. (Part 3 TBA)

PASA Women's Caucus Spring Conference *Leveraging Support for Social Emotional Well-Being* May 22-24

Hotel Hershey

Approved for 30 PIL/Act 45 hours

PA Educational Leadership Summit

Presented by the PA Principals Association & PASA
August 7-9 (Lancaster)

Approved for 40 PIL/Act 45 hours

<https://www.pasa-net.org/leadsummit>

SAVE THE DATE!

Introduction to the Superintendency - The First 100 Days July 27 (virtual)

New Superintendents' Academy Part 1 September 21-22 (PASA office)

PASA/PSBA School Leadership Conference Oct. 31 – Nov. 2 (Poconos)

Southeast Women's Caucus Annual Dinner November 15 (King of Prussia)

New Superintendents' Academy Part 2 November 17-18

HEALTH, SAFETY & EQUITY UPDATES

Student Mental Health

* According to [findings](#) of a special national survey of high school students administered by the CDC in 2021, high school students experienced challenges with mental health during the COVID-19 pandemic including hopelessness, substance abuse, and suicidal thoughts or intentions. But those who felt close to people at school or who reported strong virtual connections with family and peers were less likely to report such concerns. (from *Education Week*, 3/31/22)

* A recent report from the PA Attorney General's Office indicates that nearly three out of every four calls to Safe2Say Something PA were focused on mental illness, self-harm, discrimination and harassment, or instances of bullying.

Integrating New Immigrant Students

Gov. Wolf and the Pennsylvania Department of Education (PDE) recently provided guidance to schools on welcoming refugee families. The [guidance](#) instructs schools that newly arriving children should be permitted to attend school the day after they are presented for enrollment, screened prior to referral for special education and provided language assistance services.

CDC Recommendations and the Impact on Special Needs Students

Last month U.S. Secretary Miguel Cardona [wrote a letter](#) to educators and parents regarding new CDC recommendations and the recommendations' impact on children with disabilities. The letter addresses the needs of students with disabilities as the country moves into a new phase in our response to the pandemic. The letter addresses the CDC's February 2022 [framework for identifying COVID-19 Community Levels](#) (updated on March 24) and encourages schools to lead with equity and inclusion to ensure all students have access to in-person learning alongside their peers.

Behavioral Health Services

On March 24, U.S. Secretaries Cardona and Becerra [sent a letter](#) to Governors formally describing a new effort by both agencies to work together to develop and align resources to ensure children have the physical and behavioral health services and supports that they need to build resilience and thrive.

Specifically, in the coming months, the Departments plan to provide additional technical assistance, resources and support that will (1) provide guidance on the federal funding available for school-based physical and behavioral health services, including how Medicaid can support the delivery of these services; (2) help reduce federal administrative burden for states and localities, including local educational agencies, and barriers to the provision of school-based physical and behavioral health services; and (3) improve and strengthen access to physical and behavioral health services.

School Nutrition Waivers

Last month President Biden signed into law the FY22 spending package totaling \$1.5 trillion. Notably absent in the bill was an extension for the school nutrition waivers. The expiration of federal nutrition waiver leaves school nutrition directors braced as supply chain issues and spiking costs eat up their already tight budgets. They also fear hungry children may fall through the cracks as schools rush to identify and enroll eligible families for free and reduced-price meals that require paperwork they haven't had to complete in more than two years. Bills have been introduced in both the House and Senate to extend the waivers through September 30, 2023.

Impact of School Masks

Mask requirements still offer one of the strongest tools to prevent COVID-19 outbreaks in schools, say new studies. The findings come from the Centers for Disease Control and Prevention and from a nationwide [study](#) published last month in the journal *Pediatrics*. They land as the latest pandemic wave recedes, federal masking guidelines begin to relax, and education leaders work toward more flexible approaches to masking for staff and students. But the data offer the strongest evidence to date on the effectiveness of masking in curbing COVID spread in schools, regardless of whether or not students are vaccinated. (from "[Mask Mandates Cut COVID-19 Spread in Schools, Studies Find](#)," *Education Week*, 3/9/22)

AP Classes and Curriculum Censorship

The Advanced Placement program has long provided a stepping stone to college-level work for high school students. But as a growing number of states enact bans or restrictions on teaching about "divisive" or "controversial" topics in K-12 schools, questions are rising over how AP coursework will be impacted, particularly in subjects such as U.S. History or African American Studies, the [newest course](#) in development.

How has the College Board—the organization that runs the AP program—responded to those questions? Well, it's complicated. On the one hand, in a statement to *Education Week* on Jan. 18 the College Board says it is "not aware of any instances in which state requirements conflict with the standards of college-level AP courses." But on March 2, the organization sent AP teachers a reminder of program principles they must adhere to. If instruction is censored, the College Board says, students could end up losing AP credit. (from [Education Week](#), 3/14/22).

From the PDE: ESSER/GEER Extra

The Pennsylvania Department of Education (PDE) offers *ESSER/GEER Extra*, a frequent communication that provides school communities with reminders, resources, information, and guidance as they develop plans, implement, and monitor their Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funds. [Click here](#) to access information.

AASA President-Elect

Gladys Cruz, district superintendent of Questar III BOCES in Castleton, N.Y., has been elected as the 2022-23 AASA president-elect. Cruz serves as a commissioner of AASA's Learning 2025 Network: A National Commission on Student Centered-Equity-Focused Education. She also serves as a lead teacher of the AASA Aspiring Superintendents Academy® for Latino and Latina Leaders and as a mentor in the AASA National Superintendent Certification Program®, and is a member of the New York State Council of School Superintendents.

AASA, ASBO Response to Transitional Nutrition Standards

On March 23, AASA and ASBO International responded to the USDA's Transitional Nutritional Standards for Milk, Sodium and Whole Grains. The transitional standards, announced on February 4, include:

- ♦ Allow local operators of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to offer flavored, low-fat milk (1 percent fat) for students in grades K through 12 and for sale as a competitive beverage
- ♦ Beginning in SY 2022-23, at least 80 percent of the weekly grains in the school lunch and breakfast menus must be whole grain-rich.
- ♦ Establish Sodium Target 1 as the sodium limit for school lunch and breakfast in SY2022-23 and, for SY2023-24, meet Sodium Target 1A, which requires a 10% reduction in sodium for school lunch only.

While the comments expressed support for the milk and sodium standards as they are reasonable and achievable, they did not express support for the 80% whole-grain requirement, as some whole-grain products are not as appealing to students which leads to unnecessary food waste and reduced participation in the program. Additionally, given Congress's failure to extend the COVID-19 waivers, the organizations conveyed concern that districts will not be able to meet any of the nutritional standards amidst the significant challenges they are facing due to the supply chain disruption and will not receive federal reimbursement as a result.

Finally, the comments encouraged the USDA to use the full scope of its authority to ensure that school districts are not penalized for being unable to meet these nutritional standards and are able to continue to receive federal reimbursements for the meals they serve.

Superintendent Salary Report

AASA recently released its latest Superintendent Salary & Benefits Study. The annually-revised and updated [survey](#) tracks the demographics, salary, benefits and other elements of the employment agreements of school superintendents throughout the country. This year's study results are based on 1,776 complete responses, an increase of 258 over the previous year.

Key findings this year are:

- ♦ Superintendents are getting younger. In 2022, more than four out of 10 (42.5%) were between 30 and 50 years of age compared to 35.1% in 2012. Only 10.3% of superintendents were more than 60 years of age in 2022 compared to 19.4% in 2012.
- ♦ A superintendent's median salary ranged from \$105,000 to \$228,541, depending on district enrollment (size).

- ♦ As in previous years, there is a difference in salaries by gender, with males reporting higher base salaries. Female superintendents earn approximately 96% of what male superintendents earn.
- ♦ In terms of longevity, nearly half (46%) of respondents have five years or fewer experience as a superintendent.
- ♦ Nearly 43% of respondents hold a doctorate in education (Ed.D.), followed by 38% with a master's degree and 9.4% hold a doctoral research degree (Ph.D.) Where numbers are sufficient, a higher percentage of female superintendents hold an Ed.D. (48%), compared to males (41%).

Call for Proposals

AASA is now accepting proposals for session presentations at the 2023 National Conference on Education, scheduled for Feb. 16-18 in San Antonio. The deadline is May 31. [Click here](#) for information.

Amicus in Key School Prayer Case before the Supreme Court

AASA, along with the National Associations of Elementary and Secondary School Principals, [filed an amicus brief](#) in a pivotal Supreme Court case (Kennedy v Bremerton) that will be heard later this month. The case concerns a former assistant high school football coach in Washington who sued his former school district after he was placed on administrative leave for refusing to stop holding midfield prayers with students at games. He has lost his case in both state and appellate courts.

The unexpected decision by SCOTUS to hear the case has led many to speculate that the Court could side with the coach, which would open the door to numerous first amendment issues for district leaders relating to when prayer is and is not acceptable by a school employee and how to draw a line that protects the employee's religious freedom but protects students from religious coercion and proselytizing.

In This Month's School Administrator

"As leaders, we also must advocate for each child in our care. It is easy to avoid topics that might cause controversy, but our students need us now more than ever as we recover from the pandemic and seek to build a future of innovation and endless possibilities for all students.." – AASA President Paul Imhoff, from "On Equity in Education"

"Ninety percent of our nation's students attend public schools. There are those who believe that charter schools, vouchers and privatized education are the answer to a better education. But those solutions just take away from the limited resources that school districts have, thus escalating the inequity for the vast majority of students left in the public system. It compounds exclusivity." – AASA Executive Director Daniel Domenech, from "Politicization, Pandemic Threaten Our 'Equitable' Mission"

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education. AASA, The School Superintendents Association, is the only national organization that represents and promotes the concerns of chief school administrators across the nation! **See the [AASA website](#) for details or contact the PASA office.**

At the beginning of the pandemic, Congress granted the U.S. Department of Agriculture (USDA) the authority to provide waivers for child nutrition programs to allow critical flexibilities for program operators to continue operations and feed children despite school closures and supply chain challenges.

Without Congressional action, these waivers are set to expire on June 30, 2022. Although schools remain open, districts continue to need these flexibilities to ensure students receive the healthy meals they need as programs face challenges caused by the pandemic.

Advocates were hopeful that Congress would include an extension of the USDA waiver authority in the FY22 omnibus bill, but that did not come to fruition. Senate Minority Leader Mitch McConnell (R-KY) was the greatest opponent to the inclusion of the waivers, with the position that they were meant as pandemic relief and no longer necessary. Additionally, the Biden Administration was not adamant that having the waivers extended was a priority, while Congressional Democrats were willing to sacrifice the waivers to get the omnibus passed.

However, stand-alone bills have been introduced in both the House and Senate that would extend the waivers through SY22-23, and we continue to urge Congress to do the right thing and take action on this important issue. In the House, the *Keeping School Meals Flexible Act* ([H.R. 6613](#)) was introduced by Reps. Spanberger (D-VA) and Fitzpatrick (R-PA). In the Senate, the *Support Kids Not Red Tape Act* ([S.3979](#)) was introduced by Sens. Stabenow (D-MI) and Murkowski (R-AK). (Sen. Robert Casey has signed on to the bill.)

The expiration of the waivers on June 30, 2022, will be detrimental to school meal programs and their ability to serve students.

One of the most significant impacts for school meal programs will be financial. The current Summer Food Service Reimbursement Rates waiver allows schools to be reimbursed with the Summer Food Service Program rate, which is higher than the normal rate. When this waiver expires on June 30, 2022, school meal programs will receive substantially less reimbursements while the cost of food, labor and supplies continues to increase. Returning to the normal reimbursement rate will increase meal program losses and cut into

CHILD NUTRITION WAIVERS

education budgets, impeding efforts to meet the needs of students.

Additionally, in recognition of the significant challenges that school meal programs were facing to get the necessary food to meet the meal pattern requirements of the NSLP and SBP, USDA provided flexibility around these requirements, including sodium, whole-grain, milk variety, vegetable subgroups and planned menus for specific age/grade groups. When these waivers end, schools must meet all of these requirements in order to receive reimbursement from the Federal government, despite ongoing challenges of getting the foods necessary to be in compliance. Food companies and distributors have streamlined offerings and reduced the geographic areas they serve, leaving many meal programs without access to foods that meet highly specialized meal pattern requirements.

The waivers also provided flexibilities to the requirement that meals be served in a congregate setting and allowed parents and guardians to pick up meals. Districts were granted the ability to quickly pivot programs and ensure students were still receiving meals even when schools were closed, or students had to quarantine. Across the country we saw schools jump into action to ensure their students continued to be fed even when they couldn't come to school. Districts delivered meals to families or provided to-go meals that could be picked up by guardians. When this waiver ends, schools will no longer be able to provide meals to students outside of school, even if schools close or a student must quarantine due to COVID-19. Meal programs will no longer have the regulatory flexibility they need to serve all their students safely and quickly adapt operations.

And finally, the Seamless Summer Option allowed schools to provide free meals to all students. Schools will now have to gather Free and Reduced Priced Lunch applications for the first time in two years. We have already heard from our members that they are experiencing difficulties in getting this paperwork, meaning students may lose access to meals unnecessarily.

We urge Congress to extend the waiver authority through SY22-23 and provide schools and community-based organizations with the security necessary to plan for the summer and following school year. Without the extension, millions of children will lose access to the healthy meals they need to learn and grow.

If you would like to take action on this and tell your members of Congress to support the extension of waivers, draft language and contact information can be found on the [AASA Advocacy App](#) (see how [here](#)).

While we remain hopeful that the waivers will be extended, districts should prepare for a SY22-23 without the flexibilities that were provided over the past two years.

COMMUNICATIONS TIP OF THE MONTH

"All school systems should develop cultural competency among staff. This means, first, engaging administrators at all levels in difficult and uncomfortable conversations about race and culture. Educators working with children, communities and cultures with which they are unfamiliar are operating at a disadvantage." – Baruti Kafele, author of *The Equity & Social Education Education 50*, from "Viewing the World Differently," as published in the April issue of *School Administrator*. This month's issue examines school systems that are making progress on racial and socioeconomic integration.

Learn together...

Grow together...

Lead together!

Take advantage of the numerous professional learning programs PASA is offering for school administrators in 2022!

See the list on page 11

STAY CONNECTED TO PASA! ARE YOU RETIRING THIS YEAR?

Stay connected to PASA and continue receiving the *PASA Flyer* by updating your address/email information.

Log-in to the PASA website and make changes in your contact information **OR** send an email with your new information to:

Anna Maria Stankoczi at
amstankoczi@pasa-net.org

IMPORTANT DATES IN 2022!

WOMEN'S CAUCUS SPRING CONFERENCE

May 22-24 (Hotel Hershey)

Focus: Social, Emotional &
Mental Health Support
Registration is open!

SOUTHEAST WOMEN'S CAUCUS DINNER

November 15 (King of Prussia)

For Educational Leaders, By Educational Leaders

PASA MENTOR COACHING PROGRAM



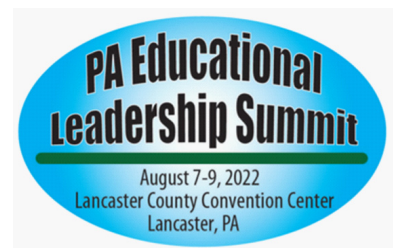
Our superintendents and assistant superintendents continue to be challenged in ways we never imagined possible. The pandemic related complexities above and beyond the "normal" requirements for leading a school district are overwhelming, especially to those who are just beginning their roles as superintendents or assistant superintendents. The support of an experienced current or former Pennsylvania-based superintendent can be especially beneficial to the new career superintendent or assistant superintendent's peace of mind, decision-making, and goal achievement.

PASA has developed and is piloting a mentor coaching program to assist with the unexpected and normal challenges of the job. Our program is based upon various international and national mentoring and coaching models. It provides a highly personalized approach, customized to the mentee's needs and/or goals, in which an experienced, skilled mentor coach serves as the mentee's thought partner.

Most successful executives, athletes, musicians, etc. utilize an experienced and skilled mentor and/or coach for ongoing guidance and training. You, too, deserve this opportunity.

For more information about PASA's program, visit our website at <https://www.pasa-net.org/mentor> or contact Connie Kindler at ckindler@pasa-net.org.

REGISTRATION IS OPEN



for school leaders and district leadership teams
to learn, network and plan

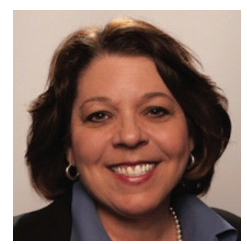
approved for 40 PIL/Act 45 hours
(up to 40 additional hours available with Ed Camp registration)

Keynote speakers, high quality breakout sessions, table talks on hot topics, Ed Camp and district team planning and job-alike sessions will provide practical ideas that can be immediately reviewed and discussed at the summit and utilized at the district level.

KEYNOTES



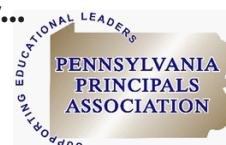
RUBY PAYNE



MURIEL SUMMERS

<https://www.pasa-net.org/leadsummit>

Sponsored by...





NOTEWORTHY QUOTES



"Regarding poor funding and toxic [public] schools, Chairman Stan Saylor [R-York] stated, 'It isn't the state's fault they didn't do that. It's their own mismanagement.' He continued, 'They failed their teachers, and they failed their students to give them what they needed.' The chairman said it is not about receiving extra funds, it is about what schools do with those funds. He added this year's poor standardized test scores make that very clear. 'This state doesn't hold school districts accountable,' he remarked. 'We need, as PDE and as leaders of the General Assembly, to quit making excuses about money and hold schools accountable.'" – from a published report summarizing last month's House Appropriations Committee's public hearing with officials from the PDE on the proposed budget for education (from Pennsylvania Legislative Services, 3/7/22)

"The work is not going to get easier, it's going to get different. I'm excited about this next chapter. We have an opportunity and responsibility to disrupt systems that didn't work in the past. So while I want to allow educators to catch their breath, because really they've been doing heroic work, especially during omicron, I really want to make sure that we're shifting now to transformative change, to innovation, to really boldly addressing inequities." – Miguel Cardona, U.S. Secretary of Education, in an interview with K-12 Dive, on some challenges he expects districts to run into in this "new phase" following the pandemic (3/21/22)

"'Lifeline scholarships' are just the latest iteration of school vouchers that will siphon precious taxpayer resources away from public schools, and send those resources to private schools, higher education institutions and entities that are not accountable to the public for their decisions or results. House Bill 2169 will lessen educational opportunities for students, while leading to funding cuts and higher local property taxes." – [letter](#) from Pennsylvanians Opposed to Vouchers (including PASA) sent to members of the PA House concerning HB 2169, which would create a statewide voucher program

"All of my colleagues in urban school districts are facing financial crises that have been exacerbated by the burden of charter schools, specifically the way they are funded in this state. Charter schools are paid for by local commonwealth taxpayers, and these charter schools will receive nearly \$3 billion in publicly-paid tuition during the 2021- 2022 school. Charter reform is needed and needed now." – Stephen Rodriguez, superintendent of the Pottstown SD and president of the PLUS Caucus of PASA, during an April 4 public hearing held by the House Democratic Policy Committee on the impact of charter schools on property taxes

AASA Statements on the FY22 Federal Budget...

"Today's bill shows, once again, the disconnect between education funding proposals and education funding realities. What we fund is what we value, and AASA urges Congress to do better when it comes to truly and meaningfully funding education. Our nation's public school system leaders expected better, and our nation's schools and students deserved more. At the end of the day, though, our nation's public school system can and will make this work, ensuring that school doors remain open and ready to educate all who walk through." – Daniel Domenech, AASA Executive Director,

on the federal FY 2022 Omnibus funding bill, which includes only a small increase for IDEA funding and does not extend the school nutrition waiver (from a press release, 3/9/22)

"We are deeply troubled by the lack of an extension for the school nutrition waivers, a seeming failure to acknowledge that student hunger needs will continue into the 2022-23 school year, and a willingness to undo all the good that has been done—all the meals that have been fed—under this initially bipartisan proposal. Complicating the meals piece even further, the end of these commonsense flexibilities comes at the exact time that schools are seeing increased prices and supply chain issues." – Daniel Domenech, AASA executive director, on the failure of Congress to include an extension of school nutrition waivers in the FY22 budget bill (from a press release)

On Charter School Regulations...

"These regulations will provide much needed clarity to a charter school law that is now 25 years old. They are promulgated well within the PDE's statutory authority and they are clear, reasonable, and in the best interest of the taxpayers of Pennsylvania and the needs of our educational system and the students it serves." – Rep. Mark Longietti (D-Mercer), minority chairman of the House Education Committee, during a meeting of the committee, arguing that the PDE's proposed charter school regulation provides more transparency and accountability of charter schools, promotes greater predictability and uniformity for charter school authorizers, and clarifies important ethics and conflict of interest standards that will reduce the risk of misuse of public funds.

"These regulations are a vital step in clarifying charter schools' responsibilities to the taxpayers who fund them. We were forced to take this path when the Legislature refused to act on our comprehensive reform package. Charter schools received nearly \$3 billion in publicly paid tuition this school year. Parents and taxpayers have a right to know how those resources are being used." – Gov. Tom Wolf following approval of charter school regulations by the Independent Regulatory Review Commission, 3/21/22

On the School Funding Trial...

"Pennsylvania currently ranks 7th in the nation in terms of per-pupil spending on education, and school districts are sitting on reserves [federal pandemic funds] totaling approximately \$4 billion. The idea that the legislature isn't properly supporting public schools is patently false." – Sen. Jake Corman (R-Centre), Senate Pro Tempore and gubernatorial candidate, in response to arguments in the school funding trial (from a press statement)

"What we hope will come out of this trial is the recognition that Pennsylvania's funding system for our public schools is totally inadequate. It needs to be overhauled. We hope the trial has brought this to light." – Dr. Mark DiRocco, PASA executive director, on the school funding trial, from New Castle News, 3/9/22

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.



CoSN 2022 Driving K-12 Innovations Reports

CoSN recently released the final installment of the 2022 Driving K-12 Innovation Reports which are created and published to support the use of emerging technology in K-12 education to transform learning. The Reports are divided into three areas of focus:

- 1) Hurdles - Obstacles that make participants slow down, evaluate, practice, and then make the leap to better support teaching and learning.
- 2) Accelerators - Megatrends that drive change – sometimes suddenly and sometimes so gradually the implications aren't readily apparent.
- 3) Tech Enablers – Tools that support smoother leaps over the hurdles and expansive changes in global K-12 Education.

Learn more and check out access to the complete Reports and other aligned free resources at: <https://www.cosn.org/edtech-topics/driving-k-12-innovation/>.

The EmpowerED Superintendent edWebinar Series

The next episode of the series, *Leading for Digital Equity: Award-Winning Community Engagement Strategies*, is scheduled for **Monday, May 9, at 5:00 p.m.**

Digital equity has proven to be one of the most critical issues of our times. Lessons learned over the past two years have taught education leaders that they cannot solve the challenges of digital equity in their school districts without actively engaging a wide range of community groups. CoSN annually awards a school district with the association's Community Leadership Award for Digital Equity to honor and recognize those districts that are working to eliminate inequities and narrow the digital access gap. Louisa County Public Schools in Virginia is the recipient of CoSN's 2022 Community Leadership Award for Digital Equity.

In this webinar, Louisa County Public Schools Superintendent Doug Straley will be joined by David Childress, Louisa County Director of Technology and Kenny Bouwens, District Director of STEAM and Innovation. Keith Krueger, CoSN CEO, joins in the conversation. The school district leaders will share the strategies they use to lead their work with their community in leveraging technology innovations to meet the needs of all students. The development of the district's "Wireless on Wheels (WOW)" program to provide high speed access to previously unconnected areas is one of the innovations that will be shared.

Free registration for the May 9 webinar, produced in partnership with AASA and edWeb.net and sponsored by ClassLink, is available at <https://home.edweb.net/supers>.

CoSN Resources

* **Defining Digital Equity 2022:** Creating a shared understanding of what digital equity is and what district leaders can do to realize digital equity for the students that they serve is more important than ever. CoSN has created this resource to help leaders build a shared understanding of digital equity for their district. Available at <https://cosn.org/digitalequity>.

* **CoSN Student Home Internet Connectivity Study:** CoSN has published a study on students' at-home internet connectivity which provides guidelines on bandwidth, devices, and other remote learning needs. The study was supported by a grant from the Chan Zuckerberg Initiative. The findings serve as a guide for school district leaders who are working to improve online learning equity. Read an overview or download the complete report at <https://cosn.org/digitalequity>.

The Consortium for School Networking ([CoSN](#)) and its state affiliate chapter, Pennsylvania Association for Educational Communications and Technology ([PAECT](#)) are honored to support the work of current and aspiring superintendents and district leadership teams in leading all aspects of digital learning transformations. If your school or district would like more information about joining CoSN or getting more involved with CoSN, please membership@cosn.org.



THOUGHT FOR THE DAY

"Current efforts to frighten and censor educators have nothing to do with empowering parents to make decisions for their own children and everything to do with eliminating access to meaningful content and materials for other people's children.... To claim we are sinister or that we fail to be transparent about instruction is to demean, disrespect and dishonor the thousands of selfless public school educators who are working in challenging times to empower students to achieve their full potential." – Mark Lane, superintendent of the Decorah Community SD (IA), from "Our 'Sinister' Agendas," as published in the April issue of *School Administrator*.

MEMBER NEWS

REGION 8

Dr. Todd Dishong has been appointed superintendent of the Portage Area SD, effective July 1. He currently serves as elementary principal in the State College Area SD. Dishong will replace **Eric Zelanko**, who is retiring.

REGION 12

Dr. Sandra Lemmon, superintendent of the Southern York County SD, has announced she will retire, effective June 30. She has worked as an educator for 36 years, 21 years with the district and as superintendent for eight years.

REGION 17

Alanna Huck has been appointed superintendent of the Wellsboro Area SD, effective July 1. She currently serves as superintendent of the Galeton Area SD. Huck will replace **Brenda Freeman**, who is retiring.

REGION 26

Tony B. Watlington Sr. has been appointed the next superintendent of the Philadelphia SD, effective July 1. He currently serves as superintendent of the Rowan-Salisbury School District in North Carolina. Watlington will replace **William Hite Jr.**, who is leaving to become CEO of the education nonprofit KnowledgeWorks and to lead a program for superintendents at Yale University.

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.")

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.

PASA CALENDAR

All programs and meetings are virtual.
See the PASA web site at www.pasa-net.org.

APRIL

15 PASA office closed
20 Superintendent Forum/Book Study Session 3
25 Advocacy Day at the Capitol

MAY

22-24 PASA Women's Caucus Conference (Hershey)
23 Legislative Committee Zoom meeting
30 PASA office closed

JUNE

6 Legislative Committee Zoom meeting
13 Legislative Committee Zoom meeting
20 Legislative Committee Zoom meeting
27 Legislative Committee Zoom meeting

JULY

4 PASA office closed
27 New Superintendent's Academy Webinar



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.)