

RECENT REPORTS ON KEY EDUCATION POLICY & OPERATIONS ISSUES

School District Budget Report

COVID Impact Part III:
Districts Focus on Student Needs



PASA, the Pennsylvania Association of School Business Officials (PASBO), and the Pennsylvania Association of Rural and Small Schools (PARSS) released their **Winter 2022 School District Budget Report** in late

January.

The budget report, which recounts stories and insights gathered from superintendents, school business officials, and others involved in school business operations throughout the Commonwealth, illustrates how school districts across the Commonwealth find themselves navigating a new normal – working through the lasting effects of the pandemic while addressing

student needs, battling increases in mandated costs, massive statewide educational labor shortages, significant supply chain issues, and stringent requirements associated with ESSER funding.

Labor issues across the spectrum for operational and instructional student services and support functions were reported as the **top** concern and challenge for all three survey respondent groups (superintendents, school business officials, and operational specialists).

Respondents also noted other significant levels of concern for supply chain and fiscal issues among most schools, including procurement disruptions for technology, food, and equipment, along with budgeting constraints resulting from an accelerated growth in state and federal mandated costs for special education, charter school tuition, and pension contributions.

Additionally, the report reveals how schools are heavily investing federal ESSER funds into student-centered academic and support programs supplemented by

improvements to healthy learning environments and expanded technology access.

The annual budget report strongly recommends that state and federal policymakers:

- strengthen and expand funding support and mandate relief in a predictable and sustainable way to schools experiencing accelerated growth in mandated costs for special education, charter school tuition, and pensions;

See Recent Reports, page 4

PROPOSED 2022-23 STATE BUDGET

Gov. Wolf yesterday unveiled his proposed 2022-23 state budget, a plan that includes a substantial increase in education funding and reiterates his call for a single cyber charter school tuition rate and comprehensive charter law reform.

"Last year, we made a historic investment in our schools," Wolf said in his budget address before the General Assembly. "This year, we have an opportunity to build on that momentum and make a generational difference for students all across the commonwealth."

Highlights for education include the

following:

Education Appropriations

The governor proposes an overall increase for K12 schools and libraries of \$20.3 billion, to include the following:

INCREASES:

* BEF: over \$1.5 billion increase (22%), with \$1.25 billion driven through the Fair Funding Formula and a \$300 million increase for Level-Up. [Note: The BEF appropriation includes funding for school district Social Security payments.]

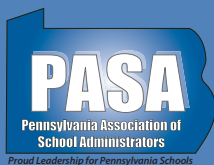
* Special Education: \$200 million increase (16.7%)

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PASA is seeking interested candidates for **2022-23 President-Elect/Secretary, 2022-23 Treasurer, and one seat on the AASA Governing Board.** See page 13 for information.



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

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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

MANDATED COSTS ARE DWARFING STATE SUBSIDY INCREASES

It's that time again. The Governor presented his 2022-2023 budget to the General Assembly on Tuesday, February 8. This is the Governor's final budget as he is now in the last year of his second term. Once again, he is requesting a significant increase for public school funding.

The Governor is asking the General Assembly to appropriate a \$1.75 billion increase for education subsidies, including:

- ◆ \$1.25 billion increase in Basic Education Funding
- ◆ \$300 million increase in the Level Up Program for the 100 most underfunded school districts
- ◆ \$200 million increase in Special Education Subsidy

This proposal demonstrates the Governor's continued commitment to support public education by providing a significant increase to various categories of funding.

This proposal is somewhat different than last year in that the Governor is not proposing to run all the BEF funds through the new Fair Funding Formula, as that would create as many problems as it solves. Instead, he is picking up where last year's budget agreement left off in just running new BEF revenue through the formula as it was designed to do. In addition, it provides extra permanent subsidies to the 100 most underfunded districts that desperately need an extra boost after decades of significant underfunding. This option provides needed funding increases to all our school districts and begins to chip away at the underfunding of many public school districts in our state.

I am sure that many critics of the Governor's proposal will be quick to point out that \$1.75 billion is a lot of money and our public schools are flush with millions in federal ESSER funds after receiving subsidy increases last year. In fact, from 2010-2011 to 2020-2021, school districts have received an additional \$2.8 billion in increased subsidies. Many policymakers will point to this figure to discredit the Governor's budget proposal.

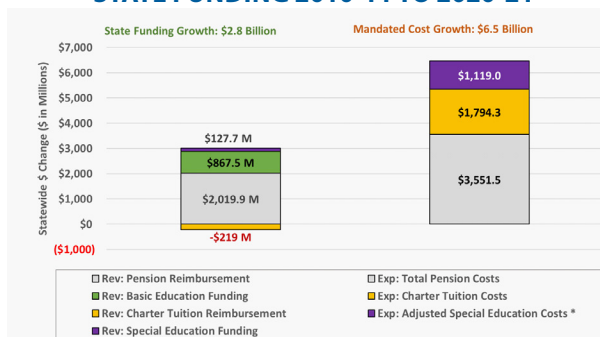
So why are school district leaders claiming they don't have enough money? The simple answer is that during the same time period, mandated cost for pensions, charter schools, and special education have increased by \$6.5 billion. **That leaves a gaping hole of \$3.7 billion that Pennsylvania school districts must fill with local revenues.**

Many districts simply have not been able to keep up with these mandated expense increases through local taxes. Consequently, the children do without and are deprived of the education they deserve. This is the story that is not being told in the media. It's the story that our community members don't understand. But it is the story that needs to be heard.

Below is a graph that clearly shows the discrepancy in state funding growth and mandated cost growth over the last decade. This graph can be found in the recent [2022 PASBO-PASA-PARSS Budget Report](#). While we can acknowledge that the amount of subsidy to our public schools is at an historic high, **we must also make clear that the mandated costs required by the state are at an even greater all-time high!** Only when the two bars on the graph below are equal will we be able to stabilize public school funding, stop relying so heavily on local property taxes, and ensure that all our children receive a quality education.

As we head into the state budget season, state revenues are expected to be about \$2 billion

CUMULATIVE CHANGE IN MANDATED COST AND STATE FUNDING 2010-11 TO 2020-21



higher this year than expected after realizing a healthy surplus last year. The state also has a \$2.9 billion budget reserve. Clearly, there are ample resources available to provide a significant increase to public education.

I encourage all school leaders to share your story about what your district pays in mandated costs vs. state revenues as this budget process unfolds. The public needs to understand what is actually happening to our schools.





NEWS RECAP

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

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

In Budget & Finance News

School Funding Trial: The school funding lawsuit continues. Those bringing the lawsuit completed their case in late January, and now the defendants, primarily legislative Republicans, are presenting their case. To date, the defendants have highlighted the school choice options available to commonwealth families through state tax-credit programs. If successful, the lawsuit could result in drastic changes to how Pennsylvania funds public education.

Federal Budget: (from AASA) Congress is negotiating FY 22 appropriations in order to fund the government after the current continuing resolution (CR) ends on February 18. It is likely that Congress will pass a short-term CR before February 18 and expects to pass full FY22 appropriations in late March.

FCC Funding: (from AASA) Last month the Federal Communications Commission (FCC) announced the commitment of \$240 M in its eighth wave of the Emergency Connectivity Fund program support, intended to close the homework gap by building connections for coursework and educational resources.

School Safety Grants: Gov. Wolf announced last month that \$8 million in competitive Save Schools Targeted Grants has been awarded to 303 LEAs. Funds can be used to purchase equipment, enact new programs, and hire security personnel and school resource officers.

Legislative News

Teacher Training Mandates: A resolution that would direct the Joint State Government Commission to establish an advisory committee to look at current teacher training mandates (HR 163) was passed unanimously by the House this month. PASA has been invited to participate on the advisory committee.

Automatic EITC Increases: In a partisan vote (with all Democrats opposed), the Senate Education Committee last month approved SB 527, a bill that would provide a 25% annual increase in the EITC program. *PASA opposes the bill and any legislation that would expand or create tax-funded voucher programs.*

In State News

Revised Chapter 4 Science Standards: The State Board of Education last month approved final-form amendments to Chapter 4 (Academic Standards & Assessment) and three sets of science standards. The **Chapter 4 revision** reflects changes in state statute regarding standards and assessment. The **three sets of science standards**, which will replace the current two sets, will be fully integrated by 2025. They include: Science, Environment, Ecology, Technology and Engineering (K-5), science, environment and ecology (6-12), and technology and engineering (6-12).

Redistricting: Work continues on final approval for a plan for redistricting PA's congressional districts and legislative districts, based on the recent census. Because there was no consensus on a congressional map, the PA Supreme Court currently is reviewing the proposed plan and likely will develop a final one. Meanwhile, although the Legislative Redistricting Commission has approved a new legislative map for Senate and House seats, it is likely the plan will be appealed to the courts – possibly putting the May primary date in jeopardy.

In National News

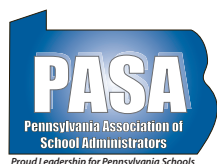
Federal Education Policy: U.S. Secretary of Education Miguel Cardona last month released a **vision for education**, outlining the Biden administration's goals and priorities, including increases in funding for Title I and special education.

School Meals: On February 4, the U.S. Department of Agriculture (USDA) **announced** transitional standards on milk, whole grains and sodium that will be in place for School Years 2022-2023 and 2023-2024. The transitional standards include:

- * Allowing 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 2022-2023, at least 80 percent of the weekly grains in the school lunch and breakfast menus must be whole grain-rich.
- * Establishes Sodium Target 1 as the sodium limit for school lunch and breakfast in SY2022-2023. For SY2023-2024, schools must meet Sodium Target 1A which requires a 10% reduction in sodium for school lunch only.

COMING UP

And so it begins... Budget season is underway, which means appropriations hearings on Gov. Wolf's plan well into March. After that, lawmakers will return to voting session to work on the budget and many policy issues leading up to the May primary – although the primary date could be pushed back depending on whether there is a final decision on a redistricting plan in time to meet deadlines. Already there is total disagreement on spending levels for 2022-23, so budget negotiations will be challenging, to say the least. That, coupled with already contentious policy disagreements and anticipation of the November general election (and votes), will push the spring session into dangerous waters for public education. Hearings on the budget can only be considered the calm before the storm. Stay tuned for the latest information by following us on **Twitter** @PASASupts.



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.

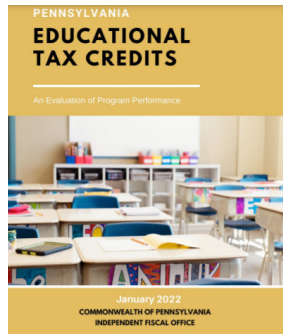
In addition, you may send an email directly to specific PASA staff members. ([Click here](#) for the staff list.) Please do not hesitate to contact us with your questions and concerns!

RECENT REPORTS

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- ♦ ensure that school funding is predictable, consistent, and sustainable as districts unwind ESSER funding and begin to plan budgetary needs over the next three years;
- ♦ ensure that the schools that are investing in successful federal ESSER programs can sustain these programs well beyond the current statutory deadline; and
- ♦ assist schools in overcoming the severe supply chain, labor, and fiscal challenges so they can more effectively provide pupil transportation, food service, technology requirements, infrastructure updates, and student support.

EITC Program Accountability & Real Costs



The Independent Fiscal Office (IFO) in January released a [fiscal review of the EITC program](#). In its review, the IFO identified similar programs in other states, reviewed available research, held discussions with numerous stakeholders and with met with agency staff who administer the tax credit. Although the IFO requested five years of EITC data, in some cases the Department of Community and Economic Development was only able to

supply two years.

The general findings of the report are as follows:

- ♦ For fiscal year (FY) 2019-20, 68,430 students received \$145 million in ETC scholarships, an average of \$2,120 per student. Final data for FY 2020-21 are not yet available.
- ♦ Almost all firms make a two-year commitment and receive a tax credit equal to 90% of their contribution.
- ♦ Article XX-B of the School Code expressly limits the data that DCED may collect related to the ETC program to those that are specifically enumerated in the authorizing legislation. Key data necessary to thoroughly evaluate the program are not available.
- ♦ Qualifying income limitations for scholarship recipients are roughly 500% of federal poverty level (FPL) for a family of four. This level is higher than all other states that have an income limitation. Because some portion of families could likely afford private school without a scholarship, it is unclear how much behavior is incentivized by the credit.
- ♦ Modest state savings are realized from students switching from public to private school (\$350 per student on average) due to strong hold harmless provisions.
- ♦ Compared to other states, Pennsylvania has the highest allowance for administrative and other costs. This reduces the number of scholarships available to students.
- ♦ The top ten Educational Improvement Tax Credit (EITC) organizations received 26% of contributions in FY 2015-16 and 47% in FY 2019-20. As the cap on the EITC increases, a small number of organizations benefit most.

The recommendations outlined in the report include:

- ♦ There should be more accountability for contributions not used to fund scholarships or educational improvement programs.
- ♦ The statute should be amended to allow for the collection of student performance and demographic data so that program effectiveness can be evaluated. Across states, Pennsylvania has one of the largest tax credits but collects and publishes the least amount of outcome data.

- ♦ The caps on Educational Opportunity Scholarship Tax Credit scholarships should be eliminated.
- ♦ Consideration should be given to eliminating the early application period for firms that renew a two-year contribution commitment.

(A more complete discussion of these points can be found in the final section of the report.)

The Need for Cyber Charter Reform

The advocacy group Children First has released a report noting the need for charter school reform in Pennsylvania, specifically for cyber charter schools. The report found that, of the 27 states that authorize cyber-charter schools, Pennsylvania spends the most public money on these programs, but has the “weakest systems to ensure students and taxpayers are getting their money’s worth.”

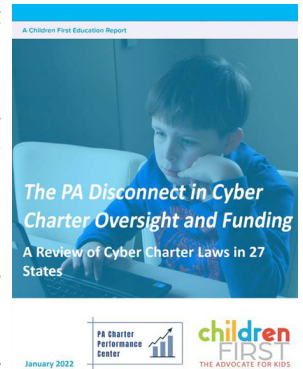
“Pennsylvania is the cyber-charter capital of the nation,” ML Wernecke, the director of the Pennsylvania Charter Performance Center, which conducted the study, said in a statement. “But given the persistent performance in cyber-charter programs, and the out-of-control pressure on local taxpayers, this is one place where it is not good to be first.”

According to the report, enrollment in Pennsylvania cyber charter schools mushroomed by 59% to 60,900 full-time students in the 2020-21 school year or nearly triple the size of the Pittsburgh School District. This growth – and the resulting impact on local school districts – was not anticipated in 2002 when Pennsylvania’s Charter School Law was amended to permit cyber charter schools.

Despite the obvious differences between virtual learning and in-person classrooms, the law carried over the funding formula for brick-and-mortar charter schools to cyber charters. However, the unforeseen growth of cyber charters is a leading cause of pressure on school budgets and local taxpayers. As the report notes, last year 99.7% of Pennsylvania’s charter enrollment growth occurred in virtual charter schools, making cybers accountable for virtually all the charter school-related cost increases to school districts and local taxpayers.

In addition, all 14 of Pennsylvania’s statewide cyber charter scored below the statewide average on the 2018-2019 English and math assessments and all 14 have been identified as needing support under the state’s ESSA School Improvement and Accountability plan. Unfortunately, the charter school law lacks teeth when it comes to oversight and accountability. To the extent that there are standards in the law, there is little consequence for not meeting them.

The report also notes that, despite growing calls for charter school funding reform, Pennsylvania’s Charter School Law has remained unchanged for nearly a quarter century, while other states have not stood still. The study found that no other state uses a funding methodology that mirrors or even closely resembles Pennsylvania’s approach, which has been unchanged since it was enacted in 2002, and recommends that lawmakers convene a commission to make recommendations that will strengthen accountability and make common-sense changes to the way cyber charter schools are funded.



NOW VIRTUAL



March 28, 2022

A one-day conference for superintendents, assistant superintendents, curriculum leaders, technology coordinators, principals, and student services & facility leaders

Featuring **DR. MICHAEL FULLAN**



Leadership for System Change in Complex Times

Reignite your passion and learn practical system leadership strategies for leading the way to a brighter future for our children and public education.

PIL/Act 45 Approved for 40 hours
(upon completion of requirements)

For registration, program, hotel accommodation and PIL/Act 45 information, see the PASA website at:
<https://www.pasa-net.org/leadforum>

STATE BUDGET

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- * Pre-K Counts: \$60 million increase (24%)
- * Career/Technical Education: \$6 million increase (6%)
- * Student Transportation: \$16 million increase (2.7%)

LEVEL-FUNDING:

Ready-to-Learn Block Grants, Teacher Professional Development, CT Equipment Grants, Nonpublic and Charter Student Transportation, Early Intervention, School Food Services, Services, Textbooks, Materials and Equipment for Nonpublic Schools, Safe Schools Initiative, Trauma-Informed Education

Cyber Charter Tuition and Charter School Reform

As he has in past budgets, Gov. Wolf proposes a flat cyber charter school tuition rate and reforms in the Charter School Law:

- * a statewide cyber charter tuition rate of \$9,800 per student per year to better align tuition with the actual costs of providing an online education. The Governor's Office estimates this will save school districts an estimated **\$199 million** annually.
- * comprehensive reform of the Charter School Law to ensure charter schools are providing a high-quality education, are accountable for their academic performance and financial management, and are meeting the same standards Pennsylvanians expect from traditional public schools.
- * applying the tiered Special Education Funding formula to all charters to better align special education funding with actual costs of providing services to special education students. This was a recommendation from the bipartisan Special Education Funding Commission. The Governor estimates this will save school districts an estimated **\$174 million** annually.
- * providing clarification on the redirection process, including the basis for reported expenditures and the deductions included in the tuition rate calculation, to increase fairness, accountability, and transparency

EITC/OSTC Programs

The plan proposes lowering the maximum administrative set-aside from 20 percent to 5 percent for scholarship organizations participating in the EITC and OSTC, allowing up to an additional **\$41 million** in scholarships for students without an increase in any taxpayer aid. Scholarship organizations will be required to report more information on the students and families that receive scholarships and their educational outcomes.

Minimum Wage

The governor proposes increasing Pennsylvania's minimum wage to \$12 per hour effective July 1, 2022, with annual increases of \$0.50 until the minimum wage reaches \$15 per hour on July 1, 2028.

See the PASA website, <https://www.pasa-net.org/statebudget>, for links to more information about the Governor's proposal.

MENTOR COACHING TIP OF THE MONTH

Mentor and coaching leaders engage with those they lead. They mentor one-on-one by educating and equipping. They empower through preparation followed by freedom. They energize and motivate. They raise up other leaders. If you don't have time to teach, you don't have time to lead. (Dungy, T. (2010). *The Mentor Leader: Secrets to Building Teams That Win Consistently*. Tyndale House Publishers, Inc.)

CELEBRATING THE 100TH DAY

BY DR. JAY BURKHART, 2021-22 PASA PRESIDENT



Recently, I enjoyed the opportunity of visiting some of our high school classrooms. Similar to all of your schools, I was able to observe our students engaged in high level learning opportunities. This is the type of observation that will make the day of any superintendent, or any educator, complete.

We can all agree the goal of education is to provide opportunities for our students to have access to high-quality instruction. It is also equally important to make sure our teachers and staff have access to the resources necessary to deliver high-quality instruction.

As I continued the tour of our high school classrooms with the building administrative team, we were involved in dialogue regarding the upcoming 100th day of school. We started talking about some of our own memories. I would imagine many of you can conjure up your own memories of the 100th day of school, and some of you are probably celebrating the 100th day of school as I am writing this article. It is a grand day of celebration!

Some of us will recall the 100th day of school when we may have enjoyed 100 M&Ms after completing a math activity using the hard-shelled delight. Some may recall building a paper chain made of 100 links that when combined with others in the classroom provided some outstanding decoration for the room. As teachers you may recall that special 100th day shirt you wore once a year or the time you had to move the day of celebration because of an unexpected snow day. All are great memories.

Regardless of the memory, I think we can all reflect back to a time that was joyous and brings a smile to your face. It was an event that makes school special and fun. The 100th day of school allows for a break from the rigors of school, regardless of the grade level, but still provides a unique format for learning to take place.

It was during the classroom visitations that the administrative team from our high school reminded me that high school students need to have that same joyous experience – just because they are in high school doesn't mean we cannot celebrate the momentous occasion of the 100th day of school!

So, that is what our high school has done – they celebrated the 100th day of school! There were teasers about the day put out on the high school's social media accounts. The teachers and administration were planning some special outfits for the day. The students arrived at lunch on the momentous day to find their administrators scooping Rita's Water Ice to thank them for their hard work during the first 100 days.

I was also able to participate in the scooping of the water ice and listen to the fun comments from the students. Some were talking about their own 100-day

memories. Others were asking if they could help, and all students thanked the team for their special treat. It was nice to see our high school students just taking time to be kids!

As we enter full throttle into the second half of the 2021-22 school year, it is important for us to remember that, even though the last 20+ months have been challenging for our students and our staffs, we can still create those special memories for our students, regardless of their age or grade in school. The memories from our days in elementary school are the foundation for our positive experiences in middle school and high school – we must be sure to build on them just like we build our curriculum from kindergarten through the senior year in high school.

I guess the real lesson I learned from my recent visit to our high school and scooping Rita's Water Ice is that our students should have memories that are articulated through positive experiences from the time they enter schools in kindergarten until they leave us as seniors for the next phase in their lives. What a great challenge!

Happy 100th day and special thanks to Mr. Winters, Mr. Baugher and Mr. Warehime for the 100th day celebration and making learning "fun."

Seeking Interested Candidates...

PASA DIRECTOR OF PROFESSIONAL DEVELOPMENT

PASA is seeking an exceptional individual to serve as Director of Professional Development beginning May 2, 2022.

The successful candidate will replace **Connie Kindler**, PASA's Consultant for Professional Development, who is resigning, effective at the end of May.

The Director will coordinate and facilitate PASA professional development programs, conferences, and workshops and assist with the PASA sponsorship program in conjunction with the Executive Director. Experience as a School District Superintendent, Assistant Superintendent, Intermediate Unit Leader, or equivalent educational leadership position is preferred. The position requires in-depth knowledge of best practices and current research in school leadership topics for public school administrators, excellent organizational skills, and both knowledge of and skill in the use of technology vital for professional learning.

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

Interested candidates should send a cover letter and resume to Dr. Mark DiRocco, PASA Professional Development Director Search, 2608 Market Place, Harrisburg, PA 17110 or email documents to mdirocco@pasa-net.org. Deadline for letters is **February 25**.



FLIPPING PIZZAS, FLIPPING ARGUMENTS AND THE DEFINITION OF 'SUCCESS'

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

Vouchers, EITC expansion and the school funding lawsuit. What do these things have in common?

Bad "logic."

Bear with me – and follow the arguments...

In a partisan vote on January 19, with all Democrats voting in opposition, the Senate Education Committee approved **SB 527**, a bill that would set up an automatic annual escalator of 25% for the EITC and OSTC programs. Not 3%, not even 10% – 25% every single year. During the meeting, Sen. Mike Regan (R-York), the prime sponsor of the legislation, said the bill "builds upon the success of the Educational Improvement Tax Credit (EITC) and the Opportunity Scholarship Tax Credit (OSTC) programs."

Success?

A recent performance review of the EITC program conducted by the Independent Fiscal Office said there was not enough data to accurately perform a review of whether the EITC program is a "success." No one knows the income of families who take advantage of the program, no one knows academic outcomes for those who do. And that is by design – it's written into the law that no one can keep that data. They can only hand out the money.

As Spotlight PA reported, "Among the 19 states that run similar programs, Pennsylvania is an outlier, according to a new report by the Independent Fiscal Office, an independent fiscal watchdog. Even though Pennsylvania has one of the largest tax credits [providing an estimated \$280 million in tax-funded "scholarships" for students to attend private and religious schools], it collects the least amount of data on the program's outcomes. That basic flaw hasn't deterred Republican lawmakers who control the state legislature from increasing the tax credits while resisting attempts to bring more transparency to the program. Over the last two decades, the program has grown to more than nine times its original size, including a \$40 million boost in last year's budget — the biggest increase in its history."

Segue to ongoing testimony and arguments in the school funding lawsuit currently in Commonwealth Court. Here are some news reports from those proceedings:

From one session:

"Defense attorney John Krill, representing GOP Senate President Pro Tempore Jake Corman raised the fact that children who are classified as economically disadvantaged enter the district's kindergarten classes with educational gaps compared to their peers. 'If it's not the intellect, then what factors create the educational gaps that you see when they enter kindergarten?' he asked of Philadelphia superintendent William Hite. 'Would an unstable home environment be another factor that could disadvantage a child and create educational readiness gaps?' Krill asked.

"It likely could, but we can't worry about that nor can we control it at schools,' Hite said. 'We have to actually be responsive to it with services and supports.'" (from a story on WHYY)

From another session:

"What use would a carpenter have for biology?" asked John Krill of Matthew Splain, superintendent of the Otto-Eldred School District in McKean County and president of the board of directors

of the Pennsylvania Association of Rural and Small Schools, one of the plaintiffs. Splain had said his district's scores on state standardized tests in biology and other subjects were not acceptable.

"What use would someone on the McDonald's career track have for Algebra 1?" Krill continued. 'The question in my mind is, thorough and efficient to what end? To serve the needs of the commonwealth,' Krill said. 'Lest we forget, the commonwealth has many needs. There's a need for retail workers, for people who know how to flip a pizza crust.'" (from a story in *The Philadelphia Inquirer*)

SO... Let's understand this...

On the one hand, voucher/school "choice" proponents argue that kids who are trapped in "failing" schools deserve public funds to go to a private or religious school because then they won't fail and won't end up in prison.

On the other hand, defendants (many of whom support vouchers/school choice/EITC expansion) are arguing before the court in the school funding case that some kids are way behind before they even get into school and just don't have a future beyond McDonalds (or prison) and there is no amount of money that will change that, so why invest more public money in trying to force them to reach standards they won't reach and don't need, this despite those same defendants' insistence that every student in public schools MUST reach proficiency on those standards, and, if they don't, then the schools those McDonalds and prison kids are in are "failing" schools.

To further summarize the arguments, every child has potential – or he/she doesn't. Every child should have access to resources but not every child should if it costs taxpayers more money in support of "government" schools. Some kids should be able to reach standards and some kids shouldn't be expected to because they can't or they come into school way behind and are only going to flip pizza crusts anyway.

But if those same pizza-crust kids don't meet the standards, then that public school is failing, and that is why those kids should have vouchers and "scholarships" through the EITC program. Those kids are just trapped in an "unsuccessful," failing public school and that's the reason they aren't reaching the standards. "Some of these kids may never get the opportunity to lift themselves out of poverty or [an] inevitable life of crime and prison," Sen. Regan told the Senate Education Committee. "Because their taxpayer-funded schools continue to fail to provide them with the education and support they need to break that horrible cycle." (from *penncapital-star.com*)

Just a few questions: How do we know their private/religious school isn't "failing" them too, as there is no data to discover if they are a "success"? Also, could it be because public schools with high-need students don't have

See *Writing Out Loud*, page 9

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT



Black history is American history."

I am aware that many school districts in Pennsylvania essentially ignore this opportunity, and that may be a disservice to all of our students. The history of the origination of this event goes back all the way to 1916 when a young black man named Carter Woodson (right) thought it would be a good idea to ensure people were given the full history of our country. It started out as a Black History Week and was slowly adopted by many organizations, but President Gerald Ford in 1976 made it an officially recognized national event. Interestingly, Black History Month is celebrated in four countries in total: the United States, Canada, Ireland and the United Kingdom.



When I worked in suburban schools, the need for a full historical account was clear. Many students did not know the true level of heroic and positive contributions of African-American people. However, what I found is that in places that are more diverse, like urban environments, this history is oftentimes just as unknown. I want every graduate from public school in Pennsylvania to have a keen sense of the sheer bravery and importance of the life of George Washington, Thomas Jefferson, Abraham Lincoln and Franklin Delano Roosevelt. But I also want them to know about Frederick Douglass, Harriet Tubman and Sojourner Truth.

"Hey, Stephen, aren't you Puerto Rican? Do you want to have a Hispanic History Month too?"

Nope. This event is not about other ethnicities. It's not about slavery either. Black history cannot simply be an acknowledgment of slavery. That's what it was when I was in school, and all too often that's still what it is today.



This month is about acknowledging other historical positive contributions BECAUSE Black people were systematically ignored. That's the point and the way we don't repeat the mistakes of the past.

Without question, if we are to survive as a nation, it will be critical that the education system outwardly and actively teaches cultural competence and the history, contributions and value of all races

and ethnicities.

Unfortunately, despite the protestation of Morgan Freeman, Black history has yet to become a full and true part of our American history lexicon, at least in Pennsylvania's classrooms. When that situation changes, then we'll be ready for change.

Until then, let's celebrate Black history because we are Americans and proud of our country's roots, not out of political begrudgery.

Stephen Rodriguez is superintendent of the Pottstown School District.



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!



A NEW EPIDEMIC

BY CONNIE KINDLER, PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



Public education is at a tipping point. The events of the last two years moved it to a new state of being. Leaders and teachers are leaving the profession and vacancies cannot be filled. What had been a gratifying career has become undesirable.

We know from Maslow's Hierarchy of Needs that the conditions for physiological wellness, belonging, and safety are core to higher levels of thriving. Unfortunately, the events of the last two years continue to erode these basic needs. We are at the point in which we must restore satisfaction and stability, conditions necessary for our leaders and educators to thrive. Our only choice is to reverse the current trajectory by taking action that restores pride in the profession and the desire to serve. But how?

As I was contemplating my topic for this month's professional development article, my mind went to Malcolm Gladwell's *The Tipping Point: How Little Things Can Make a Big Difference*. I read it in 2000 shortly after it was first published. It applies the concept of a health epidemic to the examination of various social epidemics that have occurred throughout history, and the term "epidemic" struck

me as applicable to our plight.

Gladwell emphasizes three elements necessary for the ignition of a positive epidemic. These include the "Law of the Few," the "Power of Context," and the "Stickiness Factor."

The "Few" consists of three types of influencers (Connectors, Mavins and Salesmen) critical to the spread of an infectious idea or behavior. Connectors have a lot of associates and friends, Mavins are respected for their knowledge, and Salesmen are persuaders. Our schools and communities have a few influencers who could easily be co-opted to infect others, and the context for an epidemic is ripe.

However, to start the outbreak, we must identify the ideas or behaviors that will have the "Stickiness Factor." The [PASA Leadership Forum](#) on March 28 featuring Michael Fullan will provide the perfect opportunity to acquire those that will "stick." He will offer "practical ideas and behaviors for building cohesion throughout our schools and communities." He refers to this work as "spirit work manifested through collaboration." All will leave with the "sticky" ideas and behaviors necessary to ignite the epidemic.

I cannot help but wonder if my recent reconnection with Gladwell's book could have been a result of my own "spirit work." Could a new epidemic, a positive one in which "spirit work through collaboration" is prioritized, speak directly to the needs and hearts of our leaders and educators? It is our duty to try.

The three elements for an epidemic are at our fingertips. The tipping point is now. We can start a positive epidemic, one that restores the wellbeing of our leaders, educators and those they serve!

WRITING OUT LOUD

continued from page 7

adequate resources to provide support to students who come into public schools so far behind?

Their answer is no, not at all, because those students probably can't reach the standards anyway because of where they come from and where they live, so their public schools don't need more money. Plus we need pizza flippers. However, every student in public schools must reach the standards – even those students who can't and don't need them. And that is why their schools are failing and that is why we need to expand the EITC program and have a voucher program that uses public tax money not to provide adequate resources to government schools but to support private and religious schools. And we will call that "success." Because kids in those schools (who receive taxpayer funds through EITC) don't go to prison and don't work at McDonalds or flip pizza crusts. Although we don't know if that's true or if at-risk kids are truly those who benefit from the program because there is absolutely no accountability or transparency involved with the EITC program – by design.

Are we clear on all this?

From the PASA Advocacy Priorities...

PASA:

- * Strongly opposes the use of public funding to provide tuition vouchers or opportunity scholarships.
- * Strongly opposes state and federal legislation which would allow for or expand voucher or tuition tax credit plans.
- * Strongly supports adoption of accountability measures to determine the effectiveness of the investment of state tax credits (EITC) to support enrollment of students in private schools.
- * Strongly urges that policies, in the form of laws, regulations and standards that apply to public schools, should apply also to nonpublic schools whose students accept public funds.

Any questions?

PA LICENSURE EXAM PREP. SESSION

The Center for Educational Leadership at Shippensburg University, in partnership with PASA, is again offering a low-cost, half-day study session to help interested educators prepare for the Superintendent's Letter exam.

**Saturday, March 26
9:00 a.m. – noon
Cumberland Valley HS
Mechanicsburg**

**\$55 pp for Shippensburg University students and alumni
\$65 pp for all others**

**See the PASA website for more information,
<https://www.pasa-net.org/prepsession>**



RANDOM ACTS OF KINDNESS

BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT



Let's face it. We all need a little extra love this year. What can we do to share some love in our school or district?

Use social media to celebrate successes and colleagues!

Have you seen [Canva](#)? It allows you to make engaging social media posts!

This week we're highlighting national school counselor week. Every morning we feature a post of one of our school counselors to help our community recognize and thank them for their work.

Another local school district, Bethlehem School District is featuring a social media campaign - #BuildingBethlehem, sharing posts of students and their accomplishments. They periodically feature alumni and employees and celebrate their contributions to the Bethlehem School District. I love seeing their posts and the community spirit they are cultivating.

Another local school district, East Penn School District, started a social media campaign in which they're inviting stakeholders to celebrate graduating seniors for the Emmaus High School Grad Spotlight. Stakeholders complete a quick Google form and share information with the administration. Our Director of Athletics and Activities created a similar spotlight on our Salisbury students last year. I'm looking forward to seeing these posts this spring!

Start a random act of kindness campaign!

Random Acts of Kindness Week is February 13-19, and Random Acts of Kindness Day is February 17. Grab some notecards and send out some love to your colleagues and coworkers.

Last year I sent themed masks, note cards, small Dunkin' Donuts or Starbucks gift cards, and even creative pens. A trip to the Dollar Store provided many cheerful treats. With each small treat, I added a note card asking the recipient to pay it forward. I don't think anyone ever knew that I started it, but people started to share more kind acts across the district. A week or so ago, I walked into a teacher's classroom, and she was wearing a "smile" mask which I sent her a year ago. It was a warm fuzzy moment!

A colleague from Women's Caucus sent me some positive vibes in a creative card a couple of weeks ago, and it brightened my day! Learn more at <https://www.randomactsofkindness.org>.

Be intentional about the thank you's!

This morning, when I arrived at the office, the sidewalks and driveways had been completely salted, not just a little salt here and there, but evenly spread out salt across the entire macadam and sidewalk. I realize it is our facilities team's responsibility to ensure a safe environment, but when I saw those walks, I smiled. Custodial staff had been hard at work to ensure a light glaze of ice didn't cause any issues for our students or employees - when many of us were still sleeping. When I stopped by one of the buildings to thank the custodial staff, their light eyes

lit up, and I could see the smiles behind their masks.

We can't always offer more money, and we can't offer additional time off, but we can appreciate those around us, those who work with us every day. This month I'm hoping to be more intentional about saying thank you.

Connect with others!

Take a few minutes to ask someone how they are, and then really listen. I don't know how many times during the day I ask someone how they are or how their day is going. But, I hear myself asking, offering a kind response, and then moving onto the business at hand. This month I want to take more time to listen. I want to encourage colleagues to really share how things are going and how I can better support their work.

At the mid-year mark, I reached out to all of our leaders whom I supervise. I invited them to schedule some time to talk about their meet your goals and connect.

A couple of days ago I met with one of our building leaders for one of these informal check-in meetings. It was a really meaningful conversation. I have to admit I was overwhelmed in my office, and he was dealing with other building time-sensitive issues. It would've been easy for either one of us to say, "Let's reschedule." Likely the conversation would've gotten pushed down the road. But I think we really need to have these rejuvenating conversations. It gave me an opportunity to connect with this new leader and understand the struggles and successes he had been experiencing in our district. It was a mentoring opportunity for both of us, and we need to invest the time.

I need to invest more time in talking and listening with my colleagues. It's been so easy to get inundated with the operational challenges of the work.

Last but not least... show yourself some love!

And don't forget to show yourself a little extra love this month. Certainly, the school year has been more challenging than we anticipated. We all said, "Let's just get to 2021, and life will get better and easier." The reality is, for many of us, it has not. In fact, in some ways this year is more difficult than last year.

Remember to take care of yourself. A little extra time for pleasure reading, a soak in the hot tub or Jacuzzi, a visit to a favorite store, an excursion for wine or beer tasting, some exercise, practice meditation, or whatever else helps you take care of your mind, body and soul. You are your most valuable resource. Don't forget to show yourself some extra kindness.

What are some ways you can show some extra love to those around you this spring?

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

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)

Professional Learning



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.

- February 9: *Developing Future-Ready Elementary Learners: Career Readiness through the Cultivation of Curiosity*
- March 9: *Developing the Whole Learner through a Trauma Sensitive and Equitable Culture: A Plan for the Middle School*
- April 13: *Learners as Co-Authors of their Journeys: Student Voice and Choice via a High School Pathway Program*

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

PASA Leadership Forum: Leadership for Systems Change in Complex Times

Featuring Dr. Michael Fullan

March 28

9:00 a.m. – 2:30 p.m.

NOW VIRTUAL

Approved for 40 PIL/Act 45 hours

Dr. Bridget O’Connell, 2022 PA Superintendent of the Year
Dr. Michael Fullan, international education reform leader and author

- Move beyond current challenges
- Restore and build cohesion in our schools and communities
- Network with statewide colleagues

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

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

Keynote presenters, educational sessions, networking... and more!

SAVE THE DATE!

Introduction to the Superintendency - The First 100 Days

July 27 (virtual)

PA Educational Leadership Summit

Presented by the PA Principals Association & PASA

August 7-9 (Lancaster)

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

NOMINATIONS SOUGHT FOR PASA WOMEN’S CAUCUS AWARDS

The PASA Women's Caucus is seeking nominations for two annual awards honoring individuals annually for special awards of recognition.

Both awards are based on four criteria: leadership, significant contributions in inspiring women and/or their peers, significant accomplishments, and evidence of continuing professional and/or personal growth.

The two awards are:

- ♦ **Wanda McDaniel Award:** given to an aspiring female school administrator who shows evidence of great leadership potential.
- ♦ **Margaret Smith Leadership Award:** given to a female administrator who has demonstrated proven leadership in education.

Those selected for the awards will be recognized and honored during the Women’s Caucus Conference set for May 22-24 in Hershey.

Nominations are due Friday, February 25. For more information, go to: <https://www.pasa-net.org/wcawards>

THOUGHT FOR THE DAY

“When feelings start to enter conversations, I consciously try to maintain my own internal equanimity so that I am available as an authentic, empathetic listener. My role as leader is, in a sense, to witness emotion while remaining calm and gently focused on the future. If I am steadfast, it gives others the space to discharge whatever they need to turn their attention the positive changes we will make together.” – Patricia Kinsella, interim superintendent of the Pioneer Valley Regional SD in Northfield, Mass., from “What I’m Learning about the Personal and the Practical,” as published in the February issue of *School Administrator*



REGISTRATION IS OPEN!

2022 Annual Spring Conference

Sunday, May 22 – Tuesday, May 24

Hotel Hershey

"Leveraging Support for Social Emotional Well-Being"

30 PIL/Act 45 Hours
approval pending

FEATURED PRESENTERS:



Hon. Camara Chatham Bartolotta
Member, PA Senate

Gillian Huebner
Finding the Magic in the Dust



**Dr. Dana Milachovic and
Dr. Stacey Molnar-Main**
*Universal School Approaches
to Social, Emotional &
Behavioral Wellness*



**Dr. Bridget
O'Connell**
2022 PA
Superintendent
of the Year

****PLUS****

Education Case Law Review

Legislative Update

Networking

**Numerous education sessions focused on
social-emotional well-being**

Hotel Room Deadline: April 26

See the PASA website at
www.pasa-net.org/wccconf
for conference and registration details!

March 11 Deadline PASA 'AWARDS OF ACHIEVEMENT' RECOGNIZE PUBLIC SCHOOL LEADERSHIP

PASA is seeking nominations for the three special awards recognizing leadership in public education – and we need YOUR help in identifying those among us who are deserving of special recognition.

Over the past two years, school administrators have had to utilize creative and inspiring

The awards fall into three categories:

SERVICE TO THE PROFESSION

Demonstrating commitment to excellence as evidenced through notable service to the profession. Examples of this service may include developing an effective professional development program for school district educators, demonstrating leadership in administrator preparation programs, school study councils or other professional development efforts, or promoting the education profession through research, writing or organizational service.

Sponsored by: Horace Mann

INSTRUCTIONAL LEADERSHIP

Demonstrating commitment to excellence in teaching and learning by developing, nurturing and supporting exemplary programs that support the academic achievement of particular student populations, enrich student learning in a particular content area, or implement strategies to enhance student learning across the curriculum.

Sponsored by: Lincoln Investment Planning, Inc.

LEADERSHIP IN PUBLIC EDUCATION

Demonstrating commitment to school administration as a profession, to public education, and to one's colleagues, including participation in and leadership with the Pennsylvania Association of School Administrators.

Sponsored by: PLGIT/PFM

All PASA members are eligible for these awards. Individuals may self-nominate or be nominated by their peers, staff or board. Those nominating/self-nominating should complete the PASA Awards nomination form and include and/or attach further information that will provide a judging panel with sufficient evidence to support the nomination.

The PASA Awards of Achievement will be presented during the Recognition Luncheon/Annual Meeting in September (TBA). A monetary award of \$1,000 will be donated in each recipient's name to a scholarship fund of his/her choice or to the Pennsylvania administrator preparation program of his/her choice.

Deadline for nominations is March 11.

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

CANDIDATES SOUGHT FOR PASA OFFICERS, AASA REPRESENTATIVES

PASA is seeking candidates for the 2022-23 PASA President-Elect/Secretary and Treasurer. In addition, PASA is seeking candidates for one Pennsylvania representative to the AASA Governing Board.

PASA OFFICERS

Candidates for **PASA President-Elect/Secretary** must make a three-year commitment to the association by serving one year each as President-Elect/Secretary and chairman of the Advocacy Committee beginning October 1, 2022, as President beginning October 1, 2023, and as Past-President and chairman of the Membership Committee beginning October 1, 2024.

Candidates for **PASA Treasurer** serve a one-year term. The elected Treasurer's term begins on October 1, 2022.

See the [PASA website](#) for the list of duties for each office.

Eligibility

Each eligible candidate must have been an active member of the Association for at least three years prior to October 1, 2021 and a PASA member in one of two membership categories: Commissioned Officer and Small District Leader.

Nominations & Deadlines

Interested candidates should send their statement of interest directly to Dr. Mark DiRocco, PASA Executive Director, via email to mdirocco@pasa-net.org, **no later than March 1**.

Once PASA confirms the candidate's eligibility to run for the position, PASA will develop an online survey/petition for that candidate via SurveyMonkey and provide the candidate with the link to that survey. Candidates then will be able to share that link electronically to secure the online endorsement of at least twenty

(20) voting members of PASA from a combination of no less than two (2) PASA regions, including the candidate's own region (I.U.). "Voting members of PASA" are Commissioned Officer and Small District Leader members. **The online survey/petition will close by 6 p.m. on March 18, 2022.**

In advance of the election, candidates who have obtained at least 20 signatures from voting members of PASA will be asked to submit to the PASA office a letter (with digital picture) outlining their reasons for seeking the position.

PENNSYLVANIA REPRESENTATIVE TO THE AASA GOVERNING BOARD

PASA is seeking candidates for one (1) Pennsylvania representative to the Board, to a three-year term beginning July 1, 2022 to June 30, 2025.

Current PA representatives on the Board include Dr. Nicholas Guarente (Greenwood), Dr. Bridget O'Connell (Palisades), Lee Ann Wentzel (Ridley), Dr. Shane Hotchkiss (Bermudian Springs) and Dr. Gennaro R. Piraino, Jr. (Franklin Regional).

About the Governing Board

The AASA Governing Board consists of representatives elected from each state. See the [PASA website](#) for a list of responsibilities of the Governing Board.

Eligibility/Requirements

1. Each eligible candidate must have been an eligible voting member of **both** AASA and PASA for **at least** three years. ("Voting members of PASA" include those who are current members as *Commissioned Officer* and *Small District Leader* members. "Voting members of AASA" are those who are current members as *Active*, *Institutional Active*, *Life* or *College Professor*.)
2. Candidates must be committed to attending **two** AASA meetings per year, in July and February (beginning July 2022). Travel expenses are provided for the July meeting. Governing Board members are responsible for their own expenses to the February meeting, which coincides with the AASA National Conference on Education.

Nominations

Candidates may self-nominate or be nominated by current PASA members who are Commissioned Officer or Small District Leader members. No signatures or petitions are required.

As part of the election process, candidates must submit electronically to the PASA office **by March 18** a short biographical statement/letter (including involvement with AASA and PASA), goals for AASA, and reason(s) for seeking the position, along with a digital photograph.

The election for PASA officers and the AASA Governing Board representative will be scheduled for early spring (TBA).

Questions? Contact Barbara Jewett at pasa@pasa-net.org.

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](http://www.pasa-net.org/legalservices)
to read more about it.

Statement on Sec. Cardona's Priorities, Vision for the Future

"I am pleased that many of Secretary Cardona's goals align with our efforts as we work toward a future-focused, equity-driven and holistic redesign of public education," said Daniel A. Domenech, executive director of AASA, in a statement in response to U.S. Dept. of Education Secretary Miguel Cardona's remarks outlining his [priorities](#) as the Biden administration enters its second year in office. Read the rest of Domenech's statement [here](#).

Survey on School-Based COVID Clinics

An AASA survey of hundreds of superintendents across the U.S. in December found that just over 50% were offering COVID vaccine clinics for kids ages 5-11 and nearly 70% hosted clinics for students ages 12-17.

Dialogue with the USDE

AASA has been working with the U.S. Department of Education to set up and support a series of regional conversations for public school superintendents with Secretary Cardona and Deputy Secretary Cindy Marten. The calls will be grouped by AASA region, and AASA is emailing AASA superintendent and district administrator members in each state ahead of their scheduled call.

Supporting COVID-Bereaved Children and Families

AASA joined over 90 health, education and community organizations in asking for the Biden Administration's leadership to support children who have lost a parent or caregiver due to COVID-19. The letter addressed the staggering loss as the nation continues to battle the ongoing pandemic, where roughly one in 450 children in America has lost a parent or caregiver as of November 17, 2021. Find the [letter here](#).

In This Month's School Administrator

"The pandemic continues to be a journey. Challenges are around every corner, but so are opportunities. As leaders, we can focus on the challenges and surrender to feelings of loss, or we can find the opportunities for change, for continuous improvement, for listening to voices we haven't heard before. We can use these things to improve our schools so that every day we can truly meet the needs of each learner in our care." – AASA President Paul Imhoff, from "Live Well, Lead Well"

"Despite the problems encountered with remote learning, the pandemic has brought about a new era. Online learning, whether remote or in the classroom, is here to stay." – AASA Executive Director Daniel Domenech, from "Remote Learning's Enduring Qualities"

School Safety & Crisis Planning Toolkit

In a continuing effort to help guide and support school district leaders who are navigating the impact of the COVID pandemic, AASA, The School Superintendents Association, has launched a modified version of its [School Safety and Crisis Planning Toolkit](#) for proactive best practices before, during and after a crisis.

AASA Post-Pandemic Resources

The AASA website offers school leaders updated information and resources from the federal levels, including Congress, the CDC, the Department of Education and the Department of Agriculture. [Click here](#) to see a list of resources and information provided by AASA.

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, <http://www.aasa.org>, for details or contact the PASA office.**



Last Chance to Register!
February 17 - 19
Nashville

Leading for Student-Centered, Equity-Focused Education
For more information and to register, [click here](#).

Pennsylvania Reception
Friday, February 18
5:30 – 7:30 p.m.

BMI Hall
Country Music Hall of Fame & Museum
222 5th Ave S
attached to the Omni Hotel

COMMUNICATIONS TIP OF THE MONTH

"To create a positive culture, student voice must be valued. Use the connections with students to solicit feedback on how to combat any social media challenges that might cause harm to others. I have student advisers from across our high schools. These students, along with our board of education's student adviser, hold an annual student summit where they discuss issues important to students. Principals and other administrators listed but do not talk. The genuine feedback helps to develop solutions, all student-driven, for improving the climate and culture of our schools."

– Tony Sanders, superintendent of School District U-46 in Elgin, Ill, from "The Nefarious TikTok Challenge," as published in the February issue of *School Administrator*.

This month's issue explores the many ways educators can foster relationships with students.

As we head into February – fresh on the heels of a Punxsutawney Phil who saw his shadow, bringing us six more weeks of winter – we find Congress also looking at an extension, albeit one of the federal budget, which is past due.

And the annual appropriations cycle isn't the only thing in limbo. When it comes to things to watch in Congress this month, it's a hat trick: annual appropriations, school meal waivers, and Head Start vaccine mandate:

Annual Appropriations

Federal fiscal year 2022 (FY22) started on October 1, 2021. FY22 dollars will be in schools for the 2022-23 school year. And while FY22 started on Oct 1, Congress did not complete its funding work on time. When the funding is completed on time, we either get a federal shutdown, or Congress buys itself more time via a continuing resolution, which just extends the timeline and buys Congress more time to complete its funding works. We are in our second CR of FY22, and the current one expires on February 18.

In terms of where we stand on FY22 appropriations specifics, the potential, as it relates to education and the things we prioritize, is very good. The President, House and Senate have all proposed budgets that prioritize education and include significant increases for critical formula programs like Title I and IDEA. Democratic majorities remain in both chambers, and while almost everything in this town is currently hyperpolitical and partisan, one thing that can consistently be bipartisan is the annual appropriations work.

Where it gets complicated is actually the timing. When we get this far into the fiscal year, it is increasingly likely Congress chooses to do a year-long CR, which would level-fund the federal government for the full year. While year-long CRs were a safer thing under the previous administration to help protect against education cuts, we are opposed to a year-long CR in this scenario. A year-long CR would mean level-funding, which would mean no increase for Title I and IDEA.

We need clear messaging to Capitol Hill to finish the appropriations process in normal order, and to include the proposed education increases. And, as soon as that dust settles, Congress will pivot to the FY23 budget process, which usually kicks off in February.

Head Start:

We are waiting additional clarity from HHS detailing how Head Start will be impacted by the vaccine mandate for employers. On November 30, 2021, HHS implemented an interim rule establishing a COVID-19 vaccine and masking mandate for Head Start programs. The masking requirement took effect immediately, while the vaccine mandate required Head Start teachers, staff and contractors working directly with children to be fully vaccinated by Jan. 31, 2022.

Twenty-four states challenged the rule, and on January 1, 2022, a federal district judge blocked the vaccine requirement for Head Start employees in the states that signed onto the lawsuit (AK, AL, AR, AZ, FL, GA, IN, IA, KS, KY, LA, MO, MS, MT, ND, NE, OH, OK, SC, SD, TN, UT, WV, and WY). Texas filed a separate lawsuit, meaning that 25 states are exempt from the vaccine mandate in Head Start programs, but the remaining 50 states are subject to the provision.

We are awaiting further clarification on what that implementation will look like. AASA is currently partnering with our friends at

LEGISLATIVE LIMBO: HOW LOW WILL IT GO?

the National Head Start Association to pen a joint letter asking the administration and Congress to act expeditiously to revise implementation guidance for their vaccine mandate to eliminate conflicts between inter-governmental policies. We'll post the final letter to the blog once it is delivered.

School Meal Flexibilities:

AASA is committed to extending the school meal flexibilities in place under COVID through the 2022-23 school year. The current flexibilities last through the 2021-22 school year. Anticipating continued disruptions due to COVID, and the fact that child hunger won't end just because the pandemic may subside or become endemic, it is critical Congress take action to extend the flexibilities, either in an appropriations bill, a revised version of the Build Back Better package, or (less likely) a school meal reauthorization.

If these issues don't capture your attention, or you're wondering what else we might be working on at the federal level, here's a quick rundown of other policies we are supporting:

*** Extension of ARP Timeline to Support Infrastructure Work:**

AASA is **spearheading an effort** – an uphill effort, at that – to push the Congress and administration to extend the timeline on ARP ES-SER dollars to support infrastructure projects through September 2026.

*** Regional Calls with USED:** AASA is pleased to be working with USED to facilitate ongoing, rotating regional calls for school superintendents to speak directly with USED Secretary Miguel Cardona and Deputy Secretary Cindy Marten.

*** Title I Funding Formula:** While this has a next-to-zero chance of getting over the finish line (or anywhere near it) this year, AASA is pleased to be reunited in our effort with Rep. Glenn Thompson (R-PA) to revise and update the Title I funding formula to better target the dollars based on concentration of need.

*** Medicaid Claiming in Schools:** We continue to work with the Biden Administration to push them to streamline the paperwork burden schools have to navigate to realize the full funding they're due for the Medicaid services they provide to students.

We will keep you updated going forward and provide updates at this month's National Conference on Education.

For Educational Leaders, By Educational Leaders

PASA MENTOR COACHING PROGRAM



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

RECAP OF PASA PROGRAMS

New Superintendents' Academy

"Professional & Community Leadership" was the focus of Part 3 of the PASA New Superintendents' Academy, offered January 20-21. Thirty-seven new and aspiring superintendents attended the virtual program.

Sessions and presenters in the virtual program focused on a variety of topics, including:

- * *Professional and Community Leadership Actions* – **Dr. Bridget O'Connell** (Palisades)
- * *Communication That Builds Understanding and Trust with Stakeholders* – **Mary Curley** (Chester Co. I.U.)
- * *Ethical and Moral Leadership for the Success of ALL Students* – **Dr. Terrance Furin** (St. Joseph's University)
- * *Building Teacher, Leader, Team & System Capacity* – **Dr. Patricia Greco** (Huron Studer Education)
- * *Communicating During Challenging Time* – **Beth Trapani** (public school communications consultant)
- * *Professional & Community Leadership* – (panel) **Dr. David Christopher** (Cumberland Valley), **Christopher Dormer** (Norristown Area) and **Lee Ann Wentzel** (Ridley)

Thank you to our presenters!

ACADEMY GRADUATES

Twenty-seven graduates completed all three sessions of the Academy and were recognized at the conclusion of the two-day program. They are:



(left to right)

Top row: **Timothy Kantor** (Ligonier Valley), **Randall Skrinjorich** (Ringgold) and **Heidi Rochlin** (Antietam)

Second row: **Dr. Phillip Woods** (Aliquippa), **Dr. Heather Collins** (Kennett Consolidated), **Dr. Patrick Winters** (Twin Valley) and **William Kanich** (Blacklick Valley)

Third row: **Ralph Cecere** (Portage Area), **Minka Jenkins** (Pittsburgh), **Dr. Robert Steckel** (Whitehall-Coplay), **Dr. Cathleen Cubelic** (Highlands) and **Dr. Cynthia LaRosa** (Western Wayne)

Fourth row: **Dr. Mark Madson** (Parkland), **Kenneth Kerchenske** (Cambria Heights), **Brice Benson** (Smethport Area), **Dr. Robin Conboy** (St. Isidore Schools) and **Holly Sayre** (Carbondale Area)

Fifth row: **Gregory Ferencak** (Derry Area), **Ashley Rizzo** (Columbia Borough), **Sean Haines** (Morrisville), **Dr. Abram Lucabaugh** (Central Bucks) and **Dr. Chelton Hunter** (Middletown Area)



Additional Graduates (pictured left to right)

- Kelly Cartwright** (Dover Area)
- Matthew Horoschak** (Tri-Valley)
- Stephan Puskar** (Burgettstown Area)
- Dr. Christina Ramsey** (Central Fulton)
- Robert Rizzo** (Spring-Ford)
- Dr. Misty Slavic** (Kiska Area)

2022 NEW SUPERINTENDENTS' ACADEMY DATES

- July 27: Introduction to the Superintendency (virtual)
- Sept. 21-22: Strategic & Cultural Leadership
- Nov. 17-18: Systems Leadership
- Jan. 9-10, 2023: Professional & Community Leadership

Watch the PASA website for information at

www.pasa-net.org/workshopnsa.

Aspiring to Leadership Workshop

Forty-one educators aspiring to either the superintendency or assistant superintendency participated in the Aspiring to Leadership Workshop on Feb. 4 to hear from current and former superintendents and assistant superintendents on a variety of considerations concerning both positions, including leadership, an overview of the responsibilities, leading school boards and cabinets, preparation, transition, work life fit, developing a contract, and more.

Presenters included:

- Dr. Michael Barber* (Kennett-Consolidated)
 - Christopher Dormer* (Norristown Area)
 - Dr. Jodi Frankelli* (Palmerton Area)
 - Connie Kindler (facilitator; PASA Consultant for Professional Development)
 - Dr. Mark DiRocco (PASA Executive Director)
 - Dr. Keith Hartbauer (Brownsville Area)
 - Dr. David McDeavitt* (Allegheny-Clarion Valley)
 - Linda McKay (PASA Deputy General Counsel)
 - Dr. Kimberly Minor* (Exeter Township)
 - Dr. Cynthia Mierzejewski*
 - Dr. Bridget O'Connell (Palisades)
 - Dr. Michael Snopkowski* (Avon Grove)
- (*members of the PASA Professional Development Committee)

Thank you to our presenters!



TOPIC - INTEROPERABILITY: SEAMLESSLY SHARING DATA, CONTENT, AND SERVICES WITHIN SCHOOL DISTRICT SYSTEMS OR APPLICATIONS

The EmpowerED Superintendent eWebinar Series

The next episode of Season 4 of the EmpowerED Superintendent Webinar series, scheduled for **Monday, February 14**, at 5:00 p.m., focuses on *"Interoperability: Seamlessly Sharing Data, Content, and Services Within School District Systems or Applications."*

Interoperability is key for the successful use of multiple sources of digital content and assorted e-learning technologies. This is especially true as schools continue to rely on technology to meet the evolving education needs and goals in their school districts. Even though technology-based products have the ability to make positive impacts on teaching and learning and school district operations, at times gaps in the integration and interfaces of the variety of applications can be problematic. At its core, interoperability is the seamless sharing of data, content and services among a variety of technology based data, content and services..

In this webinar, three leading-edge school leaders share leadership strategies for solving the challenges of interoperability. You are invited to join in the conversation with Dr. Doug Brubaker (Texarkana Independent SD, TX); Dr. Michael T. Conner (Middletown Public Schools, CT) and Dr. Mary Wegner (School of Education at the University of Alaska Southeast). Free registration for the February 14 webinar is now available at <https://home.edweb.net/supers/>.

The EmpowerED series is co-hosted by CoSN, AASA and edWeb.net, and sponsored by ClassLink.

Leadership Strategies for Scaling, Sustaining, and Budgeting for Education Technology Innovations

The previous episode of the EmpowerED Superintendent edWebinar series, aired on January 10, featured three superintendents – Dr. Karen Cheser (Durano SD 9-4, CO), Dr. Heath Morrison (Montgomery IKSD, TX) and Mr. Marlon Styles (Middletown City SD, OH) – who shared how they lead the processes in their school districts to successfully budget, scale and sustain technology innovations.

Free access to webinar recording: If you missed this webinar, you can still access the recording at <https://home.edweb.net/supers/>. You will also be able to use this link to access free recordings and podcasts of multiple previously broadcast webinars in the EmpowerED Superintendent series.

CoSN Resources

Resources referenced during the January 10 edWebinar include:

- * [***CoSN Critical Focus Area One Pager***](#): *Strategic Technology Planning and Investment, Aligning Priorities. Balancing Choice Cost & Outcomes*
- * ***Financing Technology Innovations - Strategies and Tools***: Links to tools to assist in calculating Total Cost of Ownership & Value of Investment are listed on the CoSN EmpowerED Superintendent web page at <https://www.cosn.org/edtech-topics/empowered-superintendents/>.

CoSN 2022 Annual Conference

The CoSN 2022 Annual Conference will take place on April 11-13, 2022, in Nashville, Tennessee. The conference will be a hybrid experience to accommodate all who wish to meet safely in-person as well as those who elect to participate remotely. You can preview the conference program and access registration information at <https://cosnconference.org/>.

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***](mailto:membership@cosn.org).



HEALTH, SAFETY & EQUITY UPDATES

Mask Mandates in the Courts

Federal courts have given mixed messages concerning school mask mandates in the last month. A judge in a federal class-action lawsuit brought against the Perkiomen Valley SD by parents of a disabled child in the wake of the district's lifting of a mask mandate in school buildings issued a restraining order requiring the mask mandate be reinstated through Feb. 8. Meanwhile, in western PA, one federal judge ruled for the plaintiffs against the lifting of a mask mandate in the North Allegheny SD, while another federal judge sided with the Upper Saint Clair SD school board when it lifted that district's mandate. Stay tuned...

CRT Opposition

According to a new study by researchers from the University of California Los Angeles and the University of California San Diego, districts facing the most rapid demographic shifts – where white student enrollment fell by more than 18% since 2000 – were more than three times as likely to experience local action by anti-Critical Race Theory campaigns than districts that saw little or no enrollment change in white students. (from K-12Dive, 1/21/22)

Federal Assistance for School COVID Testing

On January 12, the White House [announced](#) it is expanding its investments in COVID-19 testing at K-12 schools to help alleviate the cost to districts and keep students in the classroom. Included is \$5 M to point-of-care tests per month to schools.

In a [letter](#) to school leaders, U.S. Secretary of Education Miguel Cardona outlined new and existing resources from the federal government that can help school officials access tests and implement testing programs in their schools.

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.

Still Time to Register!

**2022 AASA
NATIONAL CONFERENCE
ON EDUCATION**

February 17-19 in Nashville

ADVOCACY & INFORMATION UPDATE

Local Advocacy

Chester County's school superintendents shared their concerns regarding the increased demand for mental health services for students with state and county elected officials at a special information session held at the Chester County Intermediate Unit on February 2.

Organized by Pennsylvania State Representative Christina Sappey and CCIU Executive Director Dr. George Fiore, the meeting was the culmination of work done by a smaller group formed early last summer to address youth mental health and suicide prevention needs in Chester County. This smaller work group consisted of county officials, school superintendents and staff and CCIU. They inventoried current programming and resources and identified gaps in service.

The goal of this larger meeting was to bring both county and state officials together to hear directly from the superintendents. The presentation made by superintendents provided an overview of the current situation and a plan to significantly improve services and meet students' needs. ("[Commissioners, Legislators Meet with School Officials to Address Student Mental Health](#)", *The Unionville Times*, 2/2/22)

PASA Advocacy

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 January issue focused on the state of the superintendency in Pennsylvania and continuing school personnel shortages across the Commonwealth.
- We continued discussions with our lobbyist and other education associations on many issues and bills that were considered in the fall session in preparation for the spring legislative session.
- We met with the PASA Legislative Committee virtually on Monday mornings during weeks when the General Assembly was in session to discuss the legislative agenda for the week and advocacy strategies.
- We met with PSBA and PARSS staff to plan an Advocacy Day at the Capitol on April 25.
- We fielded many calls from members concerning COVID mitigation concerns and 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*.



BUDGET QUOTES



From Gov. Wolf's Budget Address:

"We are no longer digging out of a hole. We're ready to build. And this year's budget does exactly that, by making new investments that will build a brighter future for Pennsylvania families."

"Refusing to fund education equitably does not save us money. It just means we wind up spending more on social services, remedial programs, even prisons. And that calculation doesn't even take into account the opportunity costs of failing to invest in our kids: the skills our workforce doesn't develop, the products and services that never become reality, the business growth and tax revenues that vanish. We're going to have to pay this bill eventually. And there's never been a better time to take a giant step forward than right now... Let's not waste this opportunity. Let's not force our successors in public office—not to mention our kids and grandkids—to pay the price for our failure to act."

"In our political system, the future belongs to the coalition-builders and the consensus-seekers. Those who understand our true impact can only be measured by the work we actually get done and the people whose lives we actually improve. That's a good thing. Those are the people you want in charge. But what we're seeing happen in the country right now—that's something different. A significant number of our political leaders are turning against the very idea of democracy itself. And that kind of nihilism is poisonous. It denies the whole idea of civil disagreement. It denies the whole idea that we can eventually find common ground without force. It denies that democracy can ultimately bring us to a better place. After all, we can choose to be cooperative or we can choose to be intransigent, but when we walk away from the very idea of democratic governance, we wind up somewhere we can't come back from."

From the Governor's Budget Document:

"The proposed budget prioritizes equity, fairness, accountability, and strategic investments to keep Pennsylvania moving forward. The budget continues the governor's goal of fair funding for public schools and proposes leveling the playing field between charter schools and traditional public schools. Needed reforms will ensure all Pennsylvania students can access a high-quality education to prepare them for college, career, and community. The budget also proposes reforming the Educational Improvement Tax Credit program to provide greater transparency and adjust administrative allowances for companies receiving tax credits. These efforts will redirect millions of dollars to low-income students in need of scholarships."

Response to the Budget Plan:

"Pennsylvanians will not forget how terribly the Wolf Administration mismanaged the COVID-19 pandemic. Now he is trying to buy back the support of alienated voters by using money that we already planned to invest in the health, safety and prosperity of our citizens in the years ahead. Instead of caving in to Gov. Wolf's transparent attempt to distract from his past failures, we will work to pass a realistic and responsible budget that meets the core needs of our communities and puts people first." – Senate Pro Tempore Jake Corman (R-Centre)

"Governor Wolf's sound fiscal stewardship has resulted in a historic budget surplus, while making thoughtful and targeted investments in education, infrastructure and our workforce. A budget is a statement of priorities, and once again the governor has shown that our first priority must be investing in both our pandemic recovery and our long-time growth. The governor's vision for this budget mirrors many of the ideals we've been fighting for that will lead to better schools, better jobs and a better Pennsylvania. Last year we took a historic step through the Level Up initiative to provide more resources to our most underfunded schools. This year, we look forward to continuing to work toward equity for all students as we invest in their futures from pre-K through postsecondary education." – from a press release issued by the PA House Democratic Caucus

"After years of hard work by Republicans in this General Assembly to ensure these kinds of nonsensical proposals from the administration do not become law, it is surprising Gov. Wolf still just does not get it." – House Majority Leader Kerry Benninghoff (R-Centre/Mifflin)

"This budget gives us the opportunity to make the critical investments that Pennsylvania needs in our schools, communities, and workforce. Now is the time to put this money into the programs that fund the future of this commonwealth. We must use the surplus of this budget to show Pennsylvanians that we see where they are struggling, and we are supporting a budget that gives them the support where they need it." – Senate Democratic Appropriations Chair Vincent Hughes (D-Philadelphia)



NOTEWORTHY QUOTES



On State Funding Issues...

"These are our future doctors, nurses, teachers, engineers, counselors, and we must seize this moment. The last three years have shown us that our schools are in many ways the keystone of our society. And for a better society, we must invest in our public education system." – Sen. Lindsey Williams (D-Allegheny) during a January 31 press conference held by PA legislative Democrats who outlined their own spending priorities for 2022-23, priorities that include increasing education funding by using \$2.75 billion out of the general fund and \$1 billion from unspent federal American Rescue Plan funds allocated to Pennsylvania last year

"This is separate and apart from the budget. These are ARPA dollars. The budget should not, has not, and will not include ARPA money. This is money that is supposed to go directly to the people of Pennsylvania." – Gov. Tom Wolf, during a press conference on Feb. 2 with Democratic lawmakers, calling on the General Assembly to pass a \$1.7 billion plan to support recovery efforts using ARPA funds

From and About the School Funding Court Trial...

"Education clauses in state constitutions cannot be construed to make public school systems constitutionally required to cure every societal ill or to overcome every family or personal disadvantage that students bring with them to school, which undoubtedly hinder the academic achievement of those students. To conclude otherwise would convert the education clause into a constitutional obligation that the state must eliminate all personal, social and economic impediments to learning." – Patrick Northern, an attorney for GOP House Speaker Bryan Cutler

"I really hope that the Commonwealth Court is watching this legislation [SB 527]. This legislation is an indication of the Legislature's willingness to fully invest in public schools to meet our constitutional obligation to provide a thorough and efficient system of education." – Sen. Lindsey Williams (D-Allegheny) criticizing Republican efforts to annually increase the EITC program 25%, during Senate Education Committee consideration of the bill, and referencing the ongoing school funding trial

More Voices...

"Gone are the days when schools simply provided core instruction in areas like mathematics, science, English, and social studies. It is no longer acceptable for schools to simply prepare students to be proficient academically. It is a necessity that we examine our system priorities, the goals we set for our schools, and rethink our design to benefit all of our students. Success will surely follow as we work together to redesign our system and become more relevant for those whom we serve." – Dr. Richard Faidley, superintendent of the Wilson School District, from an op-ed published in *The Reading Eagle*, 1/20/22

"We urge the U.S. Department of Education to expeditiously consider how it can extend the timeline school districts have to expend funding for school construction and capital projects under the American Rescue Plan through December 2026." – from a letter sent to U.S. Secretary of Education Miguel Cardona last month by AASA and 31 other organizations

"Pennsylvania is the cyber-charter capital of the nation. But given the persistent performance in cyber-charter programs, and the out-of-control pressure on local taxpayers, this is one place where it is not good to be first." – ML Wernecke, the director of the Pennsylvania Charter Performance Center, which conducted a recent [study of accountability](#) of and funding for the commonwealth's cyber charter schools

"As much as it breaks my heart to admit this, I have to be honest — I don't know if I want him to do it, not unless our teachers are finally provided with the support they need to do the job properly.... Any one of these elements — retirements, departures, and fewer new teachers — is a cause for concern. Taken together? We are soon facing the teacher shortages that have plagued other states for a number of years now." – Nina Esposito-Visgitis, president of the Pittsburgh Federation of Teachers, testifying before the Senate Democratic Policy Committee on February 1 concerning school staff shortages and whether she would encourage her son to go into teaching



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.)

MEMBER NEWS

PASA is sad to report the passing of Dr. Karl Rohrbach. Dr. Rohrbach served in education for over 38 years as a teacher, administrator and finally a superintendent in the Selinsgrove Area SD for over 19 years. We extend our sympathies to Dr. Rohrbach's family and friends.

REGION 3

Dr. Joe Maluchnik has been appointed and is now serving as superintendent of the Wilkesburg SD. He had been serving as the district's interim superintendent for seven months.

REGION 8

Dr. Thomas McInroy, superintendent of the Bellwood-Antis SD, has announced he will retire at the end of the 2021-22 school year. He has served as the district's superintendent since 2014.

REGION 12

Dr. Timothy Williams, superintendent of the York Suburban SD, has announced he will retire from the position, effective June 30. He has served as the district's superintendent for four years.

REGION 13

Dr. Damaris Rau, superintendent of the Lancaster SD, has announced she will resign from the position, effective July 5. Rau has served in education for more than 35 years and as the district's superintendent since 2015.

Matthew Stem has been appointed executive director of Lancaster-Lebanon I.U. 13, effective April 1. He currently serves as the IU's assistant executive director and formerly was Deputy Secretary for K-12 Schools at the Department of Education. Stem will replace **Dr. Brian Barnhart**, who is retiring.

Dr. Michael Lechlitter, superintendent of the Penn Manor SD, has announced he will retire from the position, no later than August 31. Lechlitter has served as the district's superintendent since 2009.

REGION 15

Dr. Donna Dunar, superintendent of the East Pennsboro Area SD, has announced that she will not seek a contract extension and will leave the position at the end of the school year. She has served as superintendent since 2019.

REGION 18

Robert Mehalick, superintendent of the Crestwood SD, has submitted his resignation from the position and has accepted a job as assistant superintendent in the Hazleton Area SD.

REGION 26

Dr. William Hite, superintendent of the Philadelphia SD, has been named the new CEO/President of KnowledgeWorks, a national nonprofit that partners with school districts, state departments of education and education agencies to prepare students for college and meaningful careers, beginning July 1. Hite did not seek a contract renewal with the district.

REGION 28

Dr. Barbara Parkins, superintendent of the United SD, has announced she will resign at the end of the 2021-22 school year. She has served in the position since 2012 and has worked in education for more than 41 years.

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

PASA

CALENDAR

All programs and meetings are virtual.

See the PASA web site at www.pasa-net.org.

FEBRUARY

- 15 Superintendent Webinar: Managing Social Media
- 17-19 AASA National Conference on Education (Nashville)
- 21 PASA office closed

MARCH

- 2 Superintendent Forum/Book Study Session 2
- 3 Women's Caucus Board meeting (virtual)
- 9 Webinar: Education in a New Era #7
- 21 Legislative Committee meeting
- 26 Superintendent Letter Exam Prep Session
- 28 PASA Leadership Forum (virtual)
- 29 Legislative Committee meeting

APRIL

- 4 Legislative Committee meeting
- 6 Professional Development Committee meeting
- 6 Women's Caucus Board meeting
- 7 Advocacy Committee meeting
- 7 Board of Governors' meeting
- 8 Board of Governors' liaison meeting
- 11 Legislative Committee meeting
- 13 Webinar: Education in a New Era #8
- 15 PASA office closed
- 20 Superintendent Forum/Book Study Session 3
- 25 Advocacy Day at the Capitol

Learn together...

Grow together...

Lead together!

Take advantage of the numerous professional learning programs PASA is offering for school administrators in 2021!

See the list on page 11