

Nominations Due July 22 Online

PASA NOW SEEKING NOMINATIONS FOR 2023 PA SUPERINTENDENT OF THE YEAR

PASA is now seeking nominations for 2023 Pennsylvania Superintendent of the Year.

The Pennsylvania award is part of the National Superintendent of the Year program, sponsored by First Student, AIG Retirement Services and AASA® The School Superintendents Association. The program pays tribute to the talent and vision of the men and women who lead the nation's public schools. This is the 36th year for the national award program.

CRITERIA

Each candidate for Pennsylvania Superintendent of the Year will be judged on the following criteria:

Leadership for Learning – creativity in successfully meeting the needs of students in his or her school system.

Communication – strength in both personal and organizational communication.

Professionalism – constant improvement of administrative knowledge and skills, while providing professional development

opportunities and motivation to others on the education team.

Community Involvement – active participation in local community activities and an understanding of regional, national, and international issues.

ELIGIBILITY

Any Pennsylvania superintendent **who plans to continue as a superintendent** may be nominated. The program is designed to recognize the outstanding leadership of active, front-line superintendents. It is **not** recognition of service at retirement or a program to reward current state or national leaders.

Additional criteria for Pennsylvania nominee eligibility include the following:

- The individual must be both a **PASA and AASA** member.
- The individual must have served as a sitting superintendent with a commission for **at least five years** and in his/her current district in Pennsylvania for **at least two years**.

- The individual must intend to continue serving as a superintendent in the year in which he/she will be the PA Superintendent of the Year.

NOMINATIONS

All nominations will be accepted **online only** via the AASA Superintendent of the Year **website** no later than **Friday, July 22**. Those seeking to nominate a Pennsylvania

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COMING IN JUNE

MEMBERSHIP RENEWAL FOR 2022-23

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

Whether it is informational Zoom meetings, alerts and informational emails or in-person presentations at the intermediate unit level, PASA seeks to support you with the vital information you need to manage your district, whether in a crisis or during a “normal” school year.

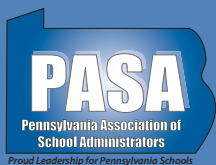
In addition, legal advice and assistance for commissioned officers, weekly

updates, and professional learning programs that meet your needs are all an essential component of PASA's mission: **supporting school district leaders**.

Membership in both PASA, your professional state organization, and in AASA, the only national organization representing the interests of school district superintendents, is vital for you personally, for the profession and for public education. And never has it been more important – and valuable – for school leaders to be part of their professional associations.

Watch for your membership renewal notice to arrive by mail in early June!

The PASA membership year runs from October 1 through September 30.



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

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PASA Members:

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

FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

STATE EDUCATION BUDGET EXPECTATIONS

I have been asked by several superintendents over the past few months about the 2022-23 state budget for education. Many are wondering how much of Gov. Wolf's request for basic subsidy and special education subsidy should school districts include in their local budgets.

If we look at trends over the past few years, it seems as though the governor has received about 25% of what he has requested for education after the budget negotiations have concluded. We believe it is safe to assume that Gov. Wolf will receive at least that much again this year – with a few interesting caveats to consider.

First, state budget revenues have been exploding in recent months, with April being historically high for state revenues. According to the Pennsylvania Independent Fiscal Office (IFO), April 2022 General Fund revenues exceeded expectations by over \$2 billion. April is typically one of the highest revenue months in the fiscal year. Additionally, General Fund revenues are more than **\$5 billion** higher than expected for fiscal year 2021-22. Pennsylvania has never seen revenue generation to this magnitude.

To paint an even rosier picture, the state is still sitting on more than \$2 billion in American Rescue Plan Funds and put \$2.6 billion into the state Rainy Day Fund back in September 2021 to offset future economic downturns. We have never seen this level of revenue available to the state for the budget development process. Consequently, the governor's request for a \$1.25 billion in basic subsidy, \$300 million in level-up funding for the most underfunded school districts, and a \$200 million increase in special education subsidy is actually doable this year without raising taxes. This would be a significant development for our public school districts and give some much needed financial relief to districts.

Unfortunately, the same IFO that has reported record revenues for the Commonwealth made a rare political move recently by issuing a warning that Gov. Wolf's proposed budget increases could lead to deficits in the future. The IFO's update to its five-year projection for the General Fund favors the governor's spending plan in the short run but issues caution to the plan in the long run. General Fund revenues are expected to increase 2.7% annually through 2026-27, and expenditures should increase 2.4% annually through 2026-27, but inflation and other factors will turn a budget surplus into a budget deficit.

The recent spike in inflation, including fuel and food costs, has caused this warning from the IFO to become more prominent in budget discussions. When you add in the additional factor of the gubernatorial election this fall and national midterm elections, the hope of receiving the governor's education subsidy increase for public education begins to fade.

So where does this leave superintendents and board members who are trying to put the finishing touches on their local budgets?

We believe the General Assembly will increase subsidies for school districts, as they do not want to enter the fall campaign fighting an education budget battle. Frankly, it would not be good for either side of the aisle. Rather, it would be reasonable for the General Assembly to grant a higher percentage of the governor's budget request than in the past due to the strong financial balance sheet of the state, and we expect Gov. Wolf to get a bit more of his request than in previous years. However, the budget process is always a political matter, and districts may want to use the historical trends of budget agreements from the past few years for their local budget projections.

PASA will continue to advocate for a substantial increase in education subsidy this year because it is desperately needed – and the state can afford it. We encourage all PASA members to tell your financial story to your legislators as we enter this crucial phase of the budget process in Harrisburg.





NEWS RECAP

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

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

In Budget & Finance News

State Revenues: Pennsylvania collected \$6.5 billion in General Fund revenue in April, which was \$1.8 billion, or 38.7 percent, over estimate, and the most tax revenue ever collected in a single month. Fiscal year-to-date General Fund collections total \$40.7 billion, which is \$4.5 billion, or 12.4 percent, above estimate.

Corporate Tax Rate Cut: Lawmakers are moving through the General Assembly legislation that would reduce the state's corporate net income rate from 10% to 9%, and possibly to 8% by 2025. Estimates are that the cut would decrease state revenues by \$400 million to \$450 million annually after the first year.

Electric School Bus Rebates: The EPA is now providing information about the new \$5 billion electric school bus program that will provide rebates for bus replacement and infrastructure. The three-month application window will open this month, with grants awarded in the fall. Check the EPA website for updates.

Legislative News

Voucher Bill: In a 104-98 vote, the House in late April passed HB 2169, the "Lifeline Scholarship" bill that would establish a pilot voucher program for students in the lowest 15% achieving school district schools to attend private schools with school district funds. *PASA strongly opposes the bill.*

Bid Contracts: Gov. Wolf last month signed into law SB 478, now Act 18 of 2022. The act authorizes political subdivisions and authorities to enter into contracts for services when two consecutive

advertisements fail to induce bids. Provisions of the act take effect on June 18.

Pending Education Bills on the Docket: Numerous education bills have been moving through the legislative process this spring, including bills that would require book and curriculum "transparency" in schools, restrict transgender students' participation in interscholastic or scholastic athletic teams or sports, restrict school board authority to implement temporary emergency provisions, and restrict spot appeals of property assessments. Whether Gov. Wolf would sign any of them would be a different issue.

In State News

Charter School Regulations: With a partisan vote, the House has passed a concurrent resolution, 107-92, that would overturn PDE's [charter school regulations](#) approved by the Independent Regulatory Review Commission last month. The regulations, which PASA supports, clarify accountability, ethics, auditing and the tuition payment process.

Secretary Resignation: Late last month Noe Ortega resigned from the position of Secretary of Education. Gov. Wolf appointed his former deputy chief of staff, Eric Hagarty, to serve as acting secretary. Hagarty had been responsible for implementing the governor's priorities and policies relating to education.

Chapter 49 Regulations: Final-form amendments to Chapter 49 were published in the [April 23 edition](#) of the *Pennsylvania Bulletin* and are now in effect. The rulemaking aligns Chapter 49 to changes in state statute and enhances educator preparedness by establishing new training requirements related to culturally responsive and sustaining education (CR-SE).

In National News

Proposed FY23 Federal Budget: The Biden administration last month announced [proposed regulations](#) that would require charter schools seeking federal funding to demonstrate widespread community interest in the program via a survey and data showing over-enrollment in local public schools. For-profit charter school operators would be barred from the \$440 million in the proposed education budget.

Superintendent Turnover: According to a new Rand survey of over 350 district leaders nationwide, more than a quarter of America's superintendents plan to leave their posts imminently – and hundreds more are unsure they want to keep balancing pandemic-era 67-hour work weeks and staffing challenges.

COMING UP

Harrisburg currently is in a holding pattern for the May 17 primary, with both chambers in recess. Beginning May 23, when lawmakers return to Harrisburg, and continuing through June, expect not only intense budget negotiations but the same contentious and highly political activity on legislation, with the Republican majority in both chambers angling to pass bills that reflect the party's education priorities: privatizing education and supporting more charter schools (and less regulation), while further regulating local school district operations and authority. Stay tuned and follow 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!



THE FUTURE IS HERE

BY DR. JAY BURKHART, 2021-22 PASA PRESIDENT

There are many unique characteristics in our education profession. One of the more obvious to families and students are the acronyms we use for terms, programs and laws. Examples of these include IEP (Individualized Education Program), Advanced Placement (AP) and GPA (Grade Point Average). This is in addition to some of the acronyms

for educational organizations, like PASA (Pennsylvania Association of School Administrators).

I have talked with colleagues who have suggested we should create our own educational handbook to share with our families and students to will assist them in translating the educational jargon that can pop up in many of our meetings or appear in the paperwork often handed out. If you are like me, a person who works full-time in our profession, there are even times when I cannot remember what an acronym may stand for in the paperwork.

The reason I bring this up during this month's newsletter is the result of a few new acronyms I was recently introduced to at the AASA State Leadership Conference.

One of the presenters at the conference, Dr. Bill Daggett, shared some new and valuable information with all of us in attendance. I, along with Dr. DiRocco and Dr. Sanville, enjoyed listening to Dr. Daggett and his knowledge regarding our profession, but, while his information was robust, a few pieces of his information stood out above the rest. They were references to the following acronyms: GPT-1, GPT-2 and GPT-3.

In the interest of true transparency, I am not certain what the letters G, P, or T represent in this acronym; however, I do know the numbers represent the versions of each rollout – with each one being more powerful than the previous. Also, these acronyms are not specific to education, but their influence in education is undeniable.

As a way of further introduction, these acronyms, with which many of you may already be familiar and have experienced, either knowingly or unknowingly, is based in AI (Artificial Intelligence). Since each is built on the progression of the previous, I will start with GPT-1.

This first one, which I know I use dozens of times daily, is in your email program and aims to make your life very convenient and efficient. Type an email to someone. As you are entering their contact information, you will see the address of the person pop up after you type just a few letters. In fact, you may see multiple addresses appear based on the frequency you use those emails and the combinations of the letters entered. One example for me: Several of my office colleagues are named Jeffrey. When I enter the first few letters, the Jeffrey that I email the most is listed as my first choice, while all the others with the name Jeffrey

will be options below, in descending order of frequency.

The newer version, GPT-2, is a progression from the original – and more powerful. This is also a feature you will experience in your email and possibly your phone in text messaging. The major difference in this newer version is that suggestions are made in your text and emails, suggestions that are not in your contacts but rather in the word(s) you would like to use in your message.

Specifically, if you are typing a sentence, there are times when a word will appear in your sentence (shaded in grey) ahead of where you are typing. This is the machine/software predicting what you are going to type. If you agree with the suggested word, you simply click on it – and it appears. There are times when the suggested word(s) will finish your sentence. Again, it appears to be making suggestions based on what you typically communicate and tries to match your style. For example, when you are clearly typing a Happy Birthday message, the program will recognize that and complete your thought.

Pretty cool, right? So, what is next? Great question!

The next version is GPT-3, which is different from the other two because it now offers even more enhanced features for the user. This newer version of AI, which will certainly make an appearance in the lives of our students and colleagues, helps the user write perfect, quality articles on any given topic without having to use a word processor. The program has access to unlimited resources, including articles and the style of writing the user typically employs to create the perfect, quality article.

I ask you to stop and think about that for a moment and what that will mean to education: the ability for the user to craft a perfect, quality article on any given topic, without having to compose the article! The user will only have to organize ideas and divide them into multiple points that can be expanded one by one. The next step in the process is for the user to produce key words and – voila! GPT-3 will produce your very own original (not plagiarized) article that will match your style of writing.

I am not an expert on AI, not even a novice, so I am not certain how this is accomplished, but I am certain this is done through an algorithm. Fascinating for sure, transformational without a doubt – but now what do we as a profession to make sure we can support our students with this new and evolving technology?

For me, the answer is relatively clear. We will once again meet the challenges and changes this will create for our teachers and our students, not years away from our classrooms but months away! Education has evolved from a once slow-to-respond profession that will change over time into a profession that is dynamic and changing annually, if not sooner.

We are responding better than ever to the needs of our students and supporting the future of education. The skills that can be completed with algorithms are being automated. The skills that don't have or cannot have an algorithm are not being automated – and that is where education will flourish. This is done in research skills, collaboration, social emotional learning, and many more skills. That is where we go – that is what our teachers will create. Artificial intelligence and algorithms may transform parts of our profession and many others, but our teachers will continue to build relationships and make sure our students have the skills that cannot be automated. And we as leaders have to keep an eye to the future to make sure we know when they are needed.

See From the President's Pen, page 5



THANK YOU TO CONNIE KINDLER



Effective the end of this month, Connie Kindler will resign from her position as PASA Consultant for Professional Development.

Connie, a former superintendent with the Camp Hill SD, began to work with PASA in March 2016 on an interim basis and then as a consultant beginning in January 2017. Since that time, she has worked with the PASA Professional Development Committee to expand PASA's professional development program, including adding programs such as the PA Summit for Assistant Superintendents & Supervisors and a summer webinar for beginning superintendents. She also wrote and submitted ITQ applications to the PDE to allow PASA to offer PIL credit for many programs, with all of those applications accepted.

In addition, Connie and both the Professional Development and Innovative Teaching & Learning committees developed both single webinars and a number of multiple webinar series for school administrators, and, working with AASA, organized the first PA Cohort within AASA's National Superintendent Certification Program. To better support PASA programs, she began to utilize Canvas Instructure with a virtual platform for participants.

Connie also worked with Executive Director Dr. Mark DiRocco and the PASA Board of Governors to develop the association's 2018-2024 strategic plan, and, upon her retirement, will have helped PASA meet the professional learning goals in the plan.

"Connie has been a wonderful leader and has taken PASA's professional development programs to new heights," said Dr. Mark DiRocco, PASA executive director. "Her organization and facilitation of our workshops, conferences and webinars has been exemplary. We will miss her presence at PASA!"

Thank you, Connie, for all your work in building PASA's professional development program. We wish you the best!

FROM CONNIE KINDLER...

Dear Colleagues and Friends,

This is my last submission to this monthly newsletter. I am leaving PASA at the end of this month with mixed emotions. I look forward to more leisure time, but I will miss you.

I have appreciated your support of and participation in our professional learning programs. While you were learning, I was also learning. I learned that our PA educational leaders are strong, courageous, resilient and purposeful to their mission. Our children have been impacted by a global pandemic, unrelenting divisiveness, and, most recently, the shocking images of a senseless war, and you have been a lifeline for them, their families, and your communities. Thank you for your leadership!

I am leaving PASA, but I have made many friends. Call or email me (717-215-4075 / ckindler@comcast.net) to say hello or ask the advice of an old, but experienced, friend and colleague.

Serving you throughout the last six years has been a treasured capstone to my 50-year career in public education. Thank you for this privilege!

Warmest regards,
Connie

RETIRING? STAY CONNECTED TO PASA!

Planning to retire this year or in the near future?

Before you retire, remember to update your contact information and plan to renew your PASA membership **as a Retired Member** beginning October 1 for only \$50! Contact Anna Marie Stankoczi at amstankoczi@pasa-net.org. **We want you to stay connected!**

In addition, PASA offers to school districts an **Interim Superintendent Service** in an effort to provide continuity of leadership in school districts due to the departure of the superintendent. We maintain a list of retired superintendents who are available to serve on an interim basis during a district's search for a permanent superintendent replacement. When contacted, we share a list of individuals who are available to serve on an interim basis in the geographical location of the requesting district and help them conduct interviews if requested.

If you are a retiring superintendent and would like to be part of this service, please contact Dr. Mark DiRocco in the PASA office at mdirocco@pasa-net.org.

FROM THE PRESIDENT'S PEN

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I was excited to learn about this information, looking forward to making sure we are adjusting to our world to ensure our students are successful, no matter what may be on the horizon. PASA and AASA are keeping us ahead of the curve so our students and teachers remain ready for the next challenge. Artificial intelligence and algorithms cannot meet all the needs of the future, but educators can – and we will be ready.

PA SUPERINTENDENT OF THE YEAR

continued from page 1

superintendent must first register on the AASA Superintendent of the Year website. (NOTE: Self-nomination is **not** permitted.) AASA will notify candidates of their nomination.

APPLICATIONS FROM THOSE NOMINATED

Those nominated by July 22 and found eligible according to the established criteria will receive from PASA a state application to be completed and sent to PASA no later than Friday, August 26. (Nominees will not complete the AASA online application.)

SELECTION PROCESS

After August 26 the PASA Elections Committee and the PASA President will review all applications and recommend to the PASA Board of Governors a minimum of two (2) finalists but not more than three (3) for consideration as 2023 Pennsylvania Superintendent of the Year. The finalist who receives the majority vote (at least 51 percent) will be considered the Pennsylvania recipient of the award.

The individual selected will be notified no later than October 1 and then will be asked to complete the formal, online AASA application for National Superintendent of the Year by the November 1 deadline.

STATE AND NATIONAL RECOGNITION

The 2023 Pennsylvania Superintendent of the Year will be recognized and honored during a special luncheon to be planned and coordinated with input from the recipient.

The 2023 National Superintendent of the Year will be chosen from among four finalists selected from the state winners and will be announced at the 2023 AASA National Conference on Education in San Antonio (February 16-18) during a ceremony during which all state Superintendents of the Year are recognized and honored. In addition to other awards, a \$10,000 scholarship is presented each year in the name of the National Superintendent of the Year to a student in the high school from which the superintendent graduated. The four national finalists receive U.S. Savings Bonds.

Dr. Bridget O'Connell, superintendent of the Palisades SD, is the 2022 Pennsylvania Superintendent of the Year.

Questions about the Superintendent of the Year application process may be directed to PASA at pasa@pasa-net.org.



2022 PASA Women's Caucus Annual Spring Conference

Sunday, May 22 – Tuesday, May 24

Hotel Hershey

Leveraging Support for Social Emotional Well-Being

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

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



DEADLINE: JUNE 15

CALL FOR PRESENTERS, STUDENT MUSICAL GROUPS AT FALL CONFERENCE

PASA and PSBA are now seeking relevant and compelling sessions presentations on topics that would appeal to a broad school leader audience during the 2022 PASA/PSBA School Leadership Conference, a two-day event scheduled for **October 31 - November 1** in a new venue – **Kalahari Poconos**. [Click here](#) for information.

Does your district have a musical, dance or theatrical group that you want to be highlighted at the annual Student Showcase? Selected acts will perform during the evening of Monday, October 31 as part of a celebration of our students from across the state. [Click here](#) for information.

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!





REDUCING TAXES GOOD, SPENDING BAD

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

In the March issue of *PASA Flyer*, I noted the contradictions that abound in attitudes toward education policy in the General Assembly, including this summary of Republican leaders' attitude toward Gov. Wolf's proposed increase for public schools: "We insist we can't use the

budget surplus and unspent federal COVID aid to boost education funding big-time because we may need that money someday, but we also insist we can't boost education funding big-time when revenues are flat because we don't have the money."

But, as some legislative leaders have said, despite the growing revenue surplus (which included a record-setting amount of state revenue collected in April), we also can't use that growing surplus and unspent federal COVID aid to boost education funding big-time as the governor has proposed because, well... we just can't. We will reduce the corporate tax rate, however, which means a loss of annual revenue every year going forward. Not that reducing the corporate tax rate (CTR) is a bad thing, as Pennsylvania has one of the highest in the country, and a lower rate may incentivize companies to locate here.

But the takeaway here is there clearly seems to be a lot of concern about spending, particularly on education, but not much concern about revenue loss, either from reducing the CTR or increasing business tax diversion to an ever-expanding EITC program. The reason: Less money means less spending. It's called "starving the beast," a long-held political strategy to limit government spending by cutting taxes in order to deprive government of revenue and therefore force it to reduce spending.

The current surplus is actually rather inconvenient for these lawmakers, quite frankly. Money is there, lots of money, including a hefty balance of federal funds, to pay for programs and services people and public schools need. How do you ignore that huge balance? The comeback? "Well, we need to save it for a rainy day."

Pretty easily, apparently.

When it comes to education, the concurrently held core belief among too many lawmakers is this: Public ("government") schools

have more than enough money; they are just spending it wrong (a euphemism for wasting it). A "reasonable" increase every year is more than enough. Rather, we need to empower parents to have choices about where to educate their children, including private schools. The solution is more taxpayer-funded choice, more competition (which will make education better), and less investment in government schools (charter schools not included in that, of course).

As an FYI, every Republican candidate for both governor and the U.S. Senate has school choice as a goal.

With numerous reports and facts, PASA and other education associations, including PASBO and PSBA, have continually drawn attention to the perfect storm sparking a crisis in our public schools: increasing charter school tuition costs with a funding formula long-overdue for significant change, rapidly increasing special education and litigation costs, high pension costs, school infrastructure needs that have been left bereft of any state funding with the loss of PlanCon, and wildly dissimilar tax capacity within local school communities to address those high costs which a combination of state and federal funding has never come close to adequately addressing.

It's almost as though someone were trying to starve the beast even though there is plenty of meat in the freezer.

Unfortunately, public school districts have very few options for how to cut spending, as most of what is spent involves mandated expenses, a fact usually ignored by those who would prefer to invest taxpayer money in private schools rather than public ones – at least public school districts.

At the end of this month, the push will be on to finalize a state budget and policy changes by July 1. Education funding and education policy will be a big part of that debate. We are hearing that there will be a "decent" increase in funding for the BEF and perhaps more for special education. That is a big positive. However, the final numbers certainly won't come close to what Gov. Wolf has proposed at a time when costs are increasing, including costs for addressing the social, emotional and mental health needs of our kids, a growing problem even before the pandemic. At the same time, it is very doubtful that there will be any meaningful changes to charter school law and that funding formula, so those funding losses likely will continue. And you can expect another General Fund-depleting increase in the EITC program – along with (ironically) more talk about how important it is to maintain a big cash reserve in the state's coffers for a "rainy day."

PASA won't give up in putting the REAL data about school district funding and spending before the General Assembly. We will continue to press for fact-based funding of public schools this spring, not funding amounts based on a randomly selected number that is labeled "sufficient."

The rainy day is here.

SAVE THE DATE!

**SOUTHEAST WOMEN'S
CAUCUS DINNER**

November 16*

King of Prussia

***Note change of date**

SERVING ON PASA COMMITTEES IN 2022-23

Under PASA Bylaws, PASA follows a process to notify members annually about open positions on the standing operating and current ad-hoc committees for the next membership year to allow members to express their interest in being considered for these positions. That process is now open.

PASA currently has three statewide committees which include nine or more individuals who serve **three-year terms** and are appointed by the PASA President from among those who submit their statements of interest.

ELIGIBILITY TO SERVE ON COMMITTEES

- Those who hold the following PASA memberships are eligible to serve on PASA committees: Commissioned Officer, Small District Leader, District Cabinet/Central Office, Associate or Professor.
- Those appointed to a committee position must maintain PASA membership, be committed to serving the entire three-year term, and actively serve as a school administrator or college professor during their term in office.

AVAILABLE POSITIONS IN 2022-23

At least three positions will be open on the following committees:

- Elections Committee:** Provides oversight of the election of PASA officers and Pennsylvania delegates to the AASA Governing Board, as well as reviewing applications for Superintendent of the Year and presenting their recommendations to the PASA Board of Governors for consideration. The committee is also responsible for hearing and resolving any complaints or appeals regarding results of any PASA election.
- Professional Development Committee:** Designs and develops professional development programs and activities for the Commissioned Officers and other educators based upon needs identified by members.
- Innovative Teaching & Learning Committee:** Supports and promotes research on emerging issues which have the potential to improve public education.

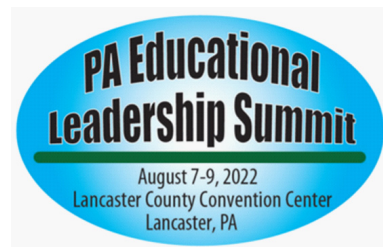
EXPRESSING INTEREST IN SERVING

Eligible PASA members who are interested in serving on one or more of the above listed committees should submit to PASA a written statement of interest, which should identify the name of the position(s) you are seeking and include additional professional information that would support your consideration.

Please address statements of interest to Dr. Jay Burkhart, PASA President, 2608 Market Place, Harrisburg, PA 17110 or send them by email to pasa@pasa-net.org no later than **Thursday, June 30**.

Questions may be directed to PASA at pasa@pasa-net.org.

REGISTRATION REMAINS OPEN



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

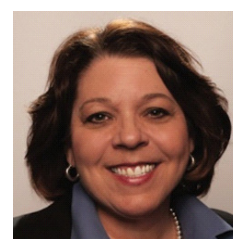
approved for 40 PIL/Act 45 hours
(up to 40 additional hours available with Ed Camp registration)

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

KEYNOTES



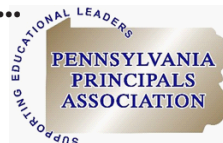
RUBY PAYNE



MURIEL SUMMERS

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

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Learn together...
Grow together...
Lead together!

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

See the list on page 11

Support for Biden Administration's New Public Charge Rule

After the Biden Administration announced it would take steps to rectify the harm to children in immigrant families created by the Trump Administration's previous public charge rule, AASA joined 110 children's advocacy and child-serving organizations in support of the Biden Administration's new proposed rule on public charge. The new proposed rule corrects the gravest errors of the 2019 rule and would be a critical step to securing the health and wellbeing of millions of children in immigrant families. [Learn more here.](#)

Call for Proposals

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

Legislative Advocacy Conference

Join you colleagues from across the nation with AASA and ASBO International at the 2022 Legislative Advocacy Conference, scheduled for July 12-14 at the Hyatt Regency on Capitol Hill in D.C. The conference offers a chance to interact with key policymakers and advance a policy agenda that strengthens public education.

Opportunities include panel discussions with key Hill staff, a legislative breakfast featuring elected officials, the latest information on how to work with the current administration, and time for you to meet with your representatives.

See the [AASA website](#) for more information.

In This Month's issue of School Administrator

*** In the Issue:** This month's issue has excellent articles about the importance of civics education, articles such as "Rethinking What Districts' Digital Citizenship Should Be," "Intellectual Virtues and the Formation of Good Citizens," "Teaching Fact from Fiction," and "Teaching Civic Online Reasoning Across the Curriculum."

* Quotes...

"We must encourage our young people to speak up and speak out about what they believe while demonstrating respect for the opinions of others who may disagree." – AASA President Paul Imhoff, from "An Educated Citizenry"

"Efforts to counter truth decay and to emphasize the study of the rights and duties of citizenship must take place at the school building level, the grassroots of education." – AASA Executive Director Daniel Domenech, from "Truth Decay in a Period of Divisiveness"

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

FROM AASA

THREE PA DISTRICTS NAMED 'LIGHTHOUSE' SCHOOL SYSTEMS

Moving toward creating a holistic redesign of our nation's schools, AASA, The School Superintendents Association, in partnership with the [Successful Practices Network](#), has announced that 13 school districts have been recognized as "Lighthouse" systems that will serve as models of positive change in public education.

The selected designates are members of [AASA's Learning 2025 Network](#), a cadre of more than 120 demonstration systems representing forward-leaning, urban, suburban and rural school districts engaged in learning, networking and working together to help drive education policy and ultimately improve student learning.

The goal of the Network, which was created by the [AASA National Commission on Student-Centered, Equity-Focused Education](#), is to guide Learning 2025 leaders as they chart their progress toward "Lighthouse" designation in one or more areas of growth. The commission called for identification of exemplary educational systems to serve as beacons of light in key areas of holistic redesign of American education.

"Our 'Lighthouse' systems are serving as thought-leader practitioners that are implementing bold, actionable steps on behalf of the broader education community to learn from and learn with as they have taken on the challenge of Learning 2025," said Daniel A. Domenech, executive director, AASA. "As we emerge from the pandemic, it is critical to invoke future-focused best practices for the well-being, self-sufficiency and success of our young learners. I congratulate these districts, as well as all of the school districts associated with the Learning 2025 Network."

The three Pennsylvania districts selected as AASA Learning 2025 Lighthouse Systems and their area of focus are:

*** [Elizabeth Forward School District](#) (Allegheny I.U. 3)**

Superintendent: Todd Keruskin

Technology-Enhanced Learning: Strategic Partnerships in Interactive Digital Learning

*** [Ephrata Area School District](#) (Lancaster-Lebanon I.U. 13)**

Superintendent: Brian Troop

Future Ready Learners: Coherent Future-Driven Mindset

*** [West Allegheny School District](#) (Allegheny I.U. 3)**

Superintendent: Jerri Lynn Lippert

Future Ready Learners: Differentiated Targeted Supports and Focus on Removing Barriers

A review panel comprised of independent education leaders from across the country evaluated applications submitted during the first three months of 2022. Districts were reviewed based on strategies and recommendations developed by the commission. Redesign component indicators included: Social, Emotional and Cognitive Growth; Future-Ready Learners; Cognitive Growth Model; Learners as Co-authors; Accelerator A1: Diverse Educator Pipeline; Accelerator A2: Early Learning; Accelerator A3: Technology Enhanced Learning; and Accelerator A4: Community Alignment.

BIDEN ADMINISTRATION FOCUSES ON BUILDING BETTER SCHOOLS

The health of our school buildings has long been a major problem. The *2021 State of Our Schools Report* from the 21st Century School Fund estimates that the U.S. is under-investing in school buildings and grounds by \$85 billion each year.

The COVID-19 pandemic focused considerable attention on the importance of ensuring we have well-ventilated schools, but air quality is merely one key aspect of healthy buildings. Over the past decade, states and federal agencies have tried to incentivize districts to address a variety of key school facilities issues such as lead in water, PCBs in light bulbs, and asbestos. The Biden Administration is now shifting its focus to expand beyond these issues to the environment health of our planet and the role schools can play in reducing greenhouse gas emissions.

On April 4, the Biden Administration announced its Action Plan for Building Better School Infrastructure to “upgrade our public schools with modern, clean, energy efficient facilities and transportation—delivering health and learning benefits to children and school communities, saving school districts money, and creating good union jobs.”

As part of this plan, there are new grant programs available to districts to upgrade their buildings and transportation systems. Notably absent from this announcement is any new, dedicated federal funding for school infrastructure, a major priority for AASA during the Build Back Better negotiations that fell apart last year. Instead, the Administration is tapping money that passed through the bipartisan infrastructure bill to issue competitive grants to “advance solutions including energy efficiency retrofits, electric school buses, and resilient design” in schools.

Specifically, in May, the EPA will roll out applications for its \$5 billion electric school bus rebate program. AASA has [a detailed blog post](#) about the grant program and how districts can apply. There are already steps districts can take to prepare for the grant application as detailed [here](#). This unprecedented influx of funding provides an opportunity for many districts to begin the process of electrifying their school bus fleets and reducing operating expenses for school transportation. In addition, there is a \$500 million grant program to make public schools more energy efficient. The grant program is not expected to open until the summer and further details for this program are available [here](#).

Taken together, these grant programs represent a well-intentioned desire by the Biden Administration to help districts transition to cleaner, greener technology and improve energy efficiency. That said, it is far from the investment the federal government should be making to upgrade our school facilities and ensure equitable learning opportunities for every student.

Based on our [AASA survey data](#), we know many districts are planning to spend American Rescue Plan funds on upgrading HVAC systems, replacing roofs, carpets and windows, and upgrading buildings.

We are also aware that many are hesitant to sign or finalize contracts given supply chain issues, inflation, labor supply issues and other logistical issues. That’s why we are continuing to press

Secretary Cardona to offer districts additional time to spend ARP funding on these projects, and *we are expecting Department of Education guidance outlining an extended timeline for liquidating ARP funds later this month*. Without a standalone new federal school infrastructure program, the ARP funds are the best opportunity many superintendents have to make a dent towards the \$85 billion a year we should be spending to update our facilities.

One other funding opportunity around school facilities is through the State and Local Fiscal Recovery Funds program, a \$350 billion program for state and local governments included in ARP. On April 27, the Treasury Department [issued guidance](#) specifically outlining how this funding can be used to build out school infrastructure.

While governors and state legislatures are in charge of how this funding is spent, superintendents should consider lobbying them to allocate some of this funding towards rebuilding crumbling school facilities.

REGISTRATION OPENS SOON



Part 1: Strategic and Cultural Leadership
September 21-22
PASA Office, Harrisburg

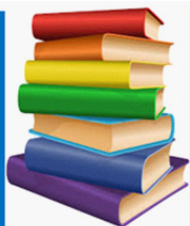
For new superintendents and those close to moving into the position

Successful leaders intentionally create cultures that prioritize relationships and value all children, families and staff. Learn strategies for assuring a great start within the new role, including the creation of a strong board of directors and leadership team.

Registrants for Part 1 will be able to participate in a free "Introduction to the Superintendency" Zoom webinar on July 27. Details will be sent in advance.

Check the PASA website for updates:
<https://www.pasa-net.org/workshopnsa>

Professional Learning



ADVOCACY & INFORMATION UPDATE

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

- We sent to lawmakers and the governor's office the latest issue of [PASA Points](#), a two-page paper highlighting education issues and priorities of school leaders across Pennsylvania. The latest issue focused on K-12 enrollment trends in PA and the growing teacher shortage crisis.
- On April 11 PASA sent to members an E-Alert urging them to contact their House members HB 2169, the so-called "Lifeline Scholarships" bill, a voucher bill that was poised for possible action on the House floor. While the response to the E-Alert was positive and the bill was not brought up for a vote at that time, House leaders at the end of April managed to find a few additional votes to support the bill, and it was passed, 104-98. PASA will continue to lobby against the bill in the Senate and any other voucher bill that may come up for consideration in either chamber this spring.
- PASA and PASA members on April 25 participated in Advocacy Day at the Capitol along with PSBA and school board members from across the commonwealth. Sponsored by both PASA and PSBA, this event was an important part of informing lawmakers about the essential work of public schools and the need for increasing state support.
- The PASA Legislative Committee will again meet virtually on May 23 as they do on Monday mornings in weeks when the General Assembly is in session to discuss pending legislation and provide guidance on PASA's advocacy efforts at the Capitol.
- PASA provides comments to legislative committees upon request concerning bills that could be scheduled for consideration.
- We continued discussions with our lobbyist and other education associations on many issues and bills in preparation for the spring legislative session and work on the state budget.
- We fielded many calls from members concerning community/district issues.

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

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

Hotel Hershey

Approved for 30 PIL/Act 45 hours

PA Educational Leadership Summit

Presented by the PA Principals Association & PASA

August 7-9 (Lancaster)

Approved for 40 PIL/Act 45 hours

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

COMING SOON...

Webinar Series for Commissioned Officers: 'Now What?'

Part 3 – Date TBA

Focus: Social, Emotional & Cognitive Growth

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

SAVE THE DATE!

Introduction to the Superintendency - *The First 100 Days*

July 27 (virtual)

New Superintendents' Academy Part 1

September 21-22 (PASA office)

Approved for 25 PIL/Act 45 hours

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

Approved for 25 PIL/Act 45 hours

COMMUNICATIONS TIP OF THE MONTH

"A lot of the controversy around SEL (and CRT) in schools boils down to a lack of specifics. When parents hear about concrete practices and goals, they can engage, offer more informed feedback and support school efforts. [A recent survey] found that when asked whether schools should be helping students cultivate specific SEL-related skills, such as goal setting or controlling one's emotions, parent support was very high. Unfortunately, SEL advocates often couch their advice in jargon, abstractions, complicated diagrams and confusing rhetoric. This loses parents who might support more concrete initiatives." – Adam Tyner, national research director at the Thomas B. Fordham Institute in Washington, D.C., from "Listening to Parent Voices about SEL," as published in the May issue of *School Administrator*. This month's issue examines the need for K-12 students to become educated citizens in the real and digital worlds.

From Navigate360, a PASA Diamond Sponsor

ADDRESSING THE YOUTH MENTAL HEALTH CRISIS

The COVID-19 pandemic has reshaped society as we know it. Besides the obvious physical effects of the virus, the pandemic is also taking a toll on the mental health of people everywhere, especially kids. With changes made to their education, socialization and home lives, children are struggling with stressors they've never faced, and they're experiencing mental health challenges as a result.

Youth Mental Health: A National Emergency

In December 2021, the U.S. Surgeon General released a public health advisory containing findings related to the mental health of young people before and during the pandemic. According to the advisory, there was a 40% increase in "persistent feelings of sadness or hopelessness" among youth from 2009 to 2019.

Since the start of the pandemic, 25% of youth surveyed experienced depressive symptoms and 20% reported feeling anxious — in both cases, more than double the pre-pandemic rate.

The youth mental health crisis is also being recognized as a national emergency. In October 2021, the American Academy of Pediatrics ([AAP](#)), American Academy of Child and Adolescent Psychiatry ([AACAP](#)) and the Children's Hospital Association ([CHA](#)) declared a [national emergency](#) in children's mental health.

What Causes Teen Anxiety & Depression?

Aside from the pandemic's overhaul of modern life and disruption to routines, youth are facing other challenges to their mental health:

* Academic Stressors

High expectations from parents and schools can take a toll on [students' mental health](#) as they try to keep up with what's demanded of them. This can impact their [well-being](#) as they sacrifice their sleep, diets, social lives and schedules to make it all work.

* Feeling Unsafe at School

According to a 2021 poll by Navigate360 and John Zogby Strategies, many school-aged children simply don't feel that safety is a true priority at their schools. Only 37% of teens believe their schools have comprehensive plans in place for an emergency. Only 32% of teens believe their schools can handle an incident of self-harm or suicide. 58.4% of students surveyed are concerned about their mental health, and 38% of students surveyed said they don't feel their schools are meeting their mental health needs.

* Digital Safety & Mental Health

Today's young people have grown up in an increasingly online world. While this has given them countless resources, it has also created an avenue for bullying and harmful content that's negatively affecting their mental well-being. A 2018 study conducted by Pew Research Center found that 59% of teens have experienced at least one type of cyberbullying. Additionally, students have had to adapt to drastically different learning styles and environments such as hybrid and remote learning.

* Problems at Home

Youth who have turbulent home lives are constantly dealing with stress and anxiety. COVID-19 has only made things worse by adding more stressors to these students' already full plates.

Next Steps for Schools

Creating a positive, safe learning environment is key for schools to properly meet their students' mental health and well-being needs. Schools must be well-equipped to achieve positive outcomes amid the youth mental health crisis and quite possibly save lives by getting kids access to the invaluable resources they need.

[Download this guide](#) to learn how you can address youth mental health issues on your campus.

About our Sponsor: [Navigate360](#) is the leader in holistic school safety and wellness solutions. Our revolutionary model spans the full spectrum of safety, including threat detection and prevention, mental health and wellness, and safety management and preparedness – backed by research and developed by industry experts. We provide the tools necessary to save and enhance lives.

For Educational Leaders, By Educational Leaders

PASA MENTOR COACHING PROGRAM



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

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

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

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

Each month, PASA, in coordination with the Technology Committee and CoSN (Consortium for School Networking), will publish a monthly technology-focused news item of interest to members of PASA.



CoSN Annual Report: “Onward – CoSN from 2020 to Now”

During the April CoSN 2022 Annual Conference in Nashville, TN, CoSN released its annual report. This very special report shares the story of CoSN over the past two years. You are invited to read how the CoSN leadership, staff and members responded to the circumstances brought on by the pandemic. Learn how CoSN found innovative ways to stay committed to the association’s strategies and goals within the context of multiple new challenges. [Click here](#) to access the full report.

The EmpowerED Superintendent edWebinar Series

The most recent episode of the EmpowerED Superintendent Webinar series, *Leading for Digital Equity: Award-Winning Community Engagement Strategies*, aired this past Monday, May 9, produced in partnership with AASA and edWeb.net and sponsored by ClassLink.

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

The district’s superintendent Doug Straley was joined by David Childress, Director of Technology, and Kenny Bouwens, Director of STEAM and Innovation, as the featured guest panelists on the edWebinar broadcast. Keith Krueger, CoSN CEO, also joined in the conversation. The school district leaders shared the strategies they use to lead their work with their community in leveraging technology innovations to meet the needs of all students. The development of the district’s “Wireless on Wheels (WOW)” program to provide high speed access to previously unconnected areas was one of the district’s innovations that was highlighted in the webinar broadcast.

Free access to the webinar recording (as well as other previously broadcast webinars) is [available here](#).

CoSN Resources

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

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

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



THOUGHT FOR THE DAY

“I don’t think the goal of teaching civics or history should be to produce patriots. I think it should be to produce critical thinkers who are ready to actively participate in democracy and defend their rights and freedoms when they are attacked... We should teach our students how to disagree respectfully and how to debate intelligently using evidence rather than threats of violence to support their views. Democracy and the social contract that holds us together as a society depend on our ability to do this.”
– Pedro Noguera, dean of the Rossier School of Education in Los Angeles, in a discussion with Rick Hess, director of education policy studies at the American Enterprise Institute in D.C., from an article titled “A Debate over Civics Education” adopted from their published book *A Search for Common Ground* and published in the May issue of *School Administrator*.



NOTEWORTHY QUOTES



"After this month's [April's] collections, Pennsylvania revenues are so far ahead of estimate that we already have the money in the bank to pay for the historic investment I want to make in K-12 education, as well as the Corporate Net Income Tax cut and reforms I have proposed to bolster Pennsylvania businesses. My administration has done a lot of work to get the Commonwealth of Pennsylvania in a good place financially. It has taken a lot of hard work and a lot of years, but our state government is frankly swimming in cash right now and we need to reinvest it in things that will make Pennsylvanians' lives better." – Gov. Tom Wolf, in a May 2 press release

"Any rational system would start with an effort to figure out how much state funding schools need to be able to provide essential educational support. The court isn't going to come up with what that system is. We would hope that the court would exercise oversight over the process to ensure accountability of the General Assembly to meet its constitutional duties." – Deborah Gordon Klehr, executive director of the Education Law Center, one of the firms representing the plaintiffs in the school funding trial (from *Pennsylvania Capital-Star*, 5/2/22)

"Commonwealth Partners Chamber of Entrepreneurs' political action committees have become a conduit for campaign cash from billionaire Jeffrey Yass, who has previously spent tens of millions on pro-charter school candidates. His long-running Students First PAC, which in past elections donated millions to candidates, has transferred \$12 million in 2021 to Commonwealth Partners PAC. Commonwealth Partners now has more than \$20 million on hand. For comparison, upwards of \$65 million was reported spent on

2018's race for governor. The advocacy group linked to the PAC says it has the twin aims of helping parents choose alternatives to public schools, and cutting taxes and regulations." – from the Associated Press, concerning PAC support for Republican gubernatorial candidates

"It has been a tremendous honor to lead the Department of Education during an unprecedented moment in the history of the commonwealth and I am extremely proud of the accomplishments made and the resiliency demonstrated by the PDE team throughout my tenure." – statement from Noe Ortega, who recently resigned from his position as Pennsylvania Secretary of Education

"As our kids come out of COVID, they need us now more than ever to create the best conditions for their future. In some places that means we are going to need to go to school board meetings to demonstrate public support for our board to create safe, inclusive schools where all students feel valued and where all students will have an opportunity to learn and thrive." – Susan Spika, education policy director for Education Voters of PA, in an op-ed published in the *Pennsylvania Capital-Star*, 4/7/22

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.



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 adminis-*

trators, 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

REGION 4

Debbie DeBlasio, superintendent of the New Castle Area SD, has announced she will retire, effective June 30. She has served in education for more than 39 years, 31 years in New Castle, and as the district's superintendent since 2018.

Dr. Kimberly Zippie, superintendent of the Commodore Perry SD, plans to retire at the end of this school year.

REGION 5

Greg Lehman has been appointed the next superintendent of the Northwestern SD. He currently serves as the district's middle school principal. He replaces **Dr. John Hansen**, who is retiring.

REGION 16

Dr. Thor Edmiston has been appointed the next superintendent of the Warrior Run SD. He previously served as Director of Curriculum & Instruction for the Midd-West SD. Edmiston will replace **Alan Hack**, who has accepted the position of chief academic officer with the Central Susquehanna I.U.

REGION 23

Dr. Susan Elliot has been appointed superintendent of the Upper Moreland Twp. SD, effective July 1. She has been serving as interim superintendent in the Council Rock SD. Elliot will replace **Dr. William N. Kiefer**, who has served as interim superintendent since January 2022.

Dr. Curtis Dietrich, superintendent of the North Penn SD, has announced he will retire from the position this summer.

REGION 24

Dr. Robert O'Donnell, superintendent of the State College Area SD, has been appointed superintendent of the Downingtown Area SD, effective July 1. He has served as State College's superintendent for 11 years. O'Donnell will replace **Dr. Emilie Lonardi**, who is retiring.

REGION 25

Dr. Wagner Marseille is now serving as superintendent of the Wallingford-Swarthmore SD. He previously served as superintendent of the Cheltenham SD.

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.

MAY

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

JUNE

6 Legislative Committee Zoom meeting
13 Legislative Committee Zoom meeting
20 Legislative Committee Zoom meeting
21 Superintendent of the Year Reception (Lehigh Univ.)
27 Legislative Committee Zoom meeting

JULY

4 PASA office closed
27 New Superintendent's Academy Webinar

AUGUST

7-9 PA Educational Leadership Summit (Lancaster)