July 20 Deadline

PASA Seeking Nominations for 2018 Awards of Achievement

End-of-year activities are picking up speed. Events around the nation continue to impact students and staff. Planning for next school year is in full gear.

It’s a busy time and a very challenging one for all school administrators.

But that is why it is important to recognize the good work that school administrators do in leading school systems in a positive direction, raising student achievement and advocating for public education.

The PASA Awards of Achievement were developed for just this purpose.

PASA is again seeking nominations for three special awards recognizing leadership in public education in three areas:

- **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 in October during the PASA/PSBA Annual Conference in Hershey. 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 **July 20**.

For more information on the Awards of Achievement, see the PASA web site at [www.pasa-net.org/pasaawards](http://www.pasa-net.org/pasaawards).

PASA thanks our Awards of Achievement sponsors for their continuing support in recognizing outstanding public school administrators in Pennsylvania.

---

School Safety Resources Online

Since February’s tragic events in Florida, superintendents and school leaders across the nation and in Pennsylvania have had to confront numerous challenges and concerns within their school communities.

In an effort to assist you with the many threats and concerns that have arisen in your schools, PASA has developed a webpage providing suggestions and resources that may assist you. We will update this list as we learn of additional resources.

We realize many of you have already put most of the suggestions into practice, but the list may be helpful to those who are experiencing these issues for the first time as a school district or central office leader.

Please see our website at: [https://www.pasa-net.org/schoolsafety](https://www.pasa-net.org/schoolsafety). If PASA can be of any assistance to you, please do not hesitate to contact us at (717) 540-4448.
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 8th of each month.

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

President
Dr. Emile Lonardi, Superintendent
Downtown Area School District

Treasurer
Dr. John Bell, Superintendent
Delaware Valley School District

President-Elect
Dr. Richard Fry, Superintendent
Big Spring School District

Past President
Dr. Patrick O’Toole, Superintendent
Upper St. Clair Township School District

Executive Director
Dr. Mark DiRocco

Assistant to the Executive Director
Barbara W. Jewett

Design Editor
Suzanne K. Yorty

Correspondence regarding the PASA Flyer can be mailed to:

PASA
2608 Market Place
Harrisburg, PA 17110
(717) 540-4448
(717) 540-4405 fax
email to pasa@pasa-net.org
Visit our web site at www.pasa-net.org

From the Executive Director...Dr. Mark DiRocco

Moving the Testing Pendulum

Although spring weather has yet to make an appearance across most of the state, we know that spring is here by the amount of anxiety in our schools associated with PSSA and Keystone Exams beginning this week.

Bulletin boards and other posted visual aids that assist learning are being covered in our classrooms. Principals, teachers, and other school staff members have been briefed on testing security protocols to ensure the exams are administered with fidelity. The Department of Education has scheduled unannounced monitor visits to schools to conduct spot checks on testing procedures. Special schedules are developed to carve enough time out of the school day for the testing sessions. Students are asked to get a good night’s sleep and, at many schools, are provided breakfast to be sure they are at their best for the exams. State testing time is a major undertaking in our schools that affects almost every aspect of district operations for a period of several weeks.

This scenario also plays out across the nation as a result of the accountability movement that has gripped our country since the passage of No Child Left Behind and remains with us in the Every Student Succeeds Act. The underlying rationale for this testing is that schools are provided a great deal of money from the public and should be held accountable for the results they produce in student achievement. This has resulted in the development of a standardized testing system in each state to measure educational effectiveness. These tests have provided valuable information to school personnel about student learning and curriculum effectiveness.

However, there are many limitations to the exams, as they only show a brief snapshot of student achievement within a limited time window. The underlying assumption in current political ideology is that school districts must be assessed by external testing agencies to validate student learning and state-wide standardized exams are an efficient way to accomplish that assessment.

Interestingly, most college and university admission offices look to the high school transcript as the best predictor of student success at the collegiate level. How students perform during their four years of high school is very similar to how they will perform in college. Admission professionals have found that the high school transcript is a better predictor of student success than the PSSA, Keystones, SAT and ACT. Course grades on the high school transcript are all derived from teacher made tests and test generated grades. Yet, we do not trust these professionals to assess our students for accountability purposes.

It’s time to alter this thought process and change the assessment process.

In their book, Most Likely to Succeed: Preparing Our Kids for the Innovation Era, Tony Wagner and Ted Dintersmith explain that Finland has consistently scored in the top ten of industrialized nations on the International PISA Exam. However, their students rarely take a standardized test, have little homework, and their teachers are in front of their students 500 fewer hours per year than American teachers. I have often wondered why our policy makers have not analyzed the school systems of our international counterparts to ascertain why they are getting better results than us on these international exams.

There is a glimmer of hope that a paradigm change is upon us.

Senate Bill 1095 was recently introduced. A collaborative effort between Senators McGar- rigle and Killion, PASA, PSBA, PSEA, The Principals Association and the PDE, this legislation provides four different pathways for students to achieve a high school diploma and ends the current requirement that all student must pass the Keystones in order to graduate, beginning with the 2019-2020 school year. Although every student must still take the Keystone Exams, it provides alternative pathways for graduation if a student fails to achieve a certain cut score on the Keystones. Valuable and meaningful measures such as being accepted into an internship, passing dual enrollment courses, IB courses, and AP courses, being accepted to a college, and attaining an industry recognized credential, will all be given weight in determining high school graduation along with options to achieve passing scores on other standardized exams such as the ASVAB, NOCTI, NIMS, SAT, and ACT.

If this legislation passes, we will finally be moving the pendulum back to an accountability system that focuses on multiple ways to measure student performance and school effectiveness that is administered and verified at the local level.

If we are able to achieve success with this legislation in Pennsylvania, perhaps policymakers at the federal level will begin to see that testing every student in grade 3-8 and once in high school on state exams, as required in the ESSA law, is an antiquated approach to assessing our schools and what our children need to be successful.

Maybe a day will finally come when we will be able to keep the bulletin boards uncovered in April.
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.

School Safety
Safety in Schools: House and Senate leaders continue to examine many school safety issues on the table, including where to find funding to address those issues and how to distribute that funding. Bills that would allow school boards to hold school safety discussions in executive session have widespread support in both chambers.

PASA Testimony: PASA Executive Director Dr. Mark DiRocco testified before the House Education Committee last month concerning school safety, emphasizing the importance of addressing the issue through a collaborative effort and sustained conversation with all policy makers, school leaders and community stakeholders, with a goal of creating a multi-layered approach to the issue. He also encouraged policymakers to be mindful of the reporting and training requirements that may be established in future legislation related to school safety and urged lawmakers to provide school districts the flexibility, resources and funding necessary for ensure school safety.

School Safety Task Force: Pennsylvania’s School Safety Task Force held its first meeting last week in a series of six planned meetings to gather information about school safety issues and develop recommendations for changes needed on the state and local level to ensure student and school security. Gov. Wolf and Auditor General Eugene DePasquale co-chair the task force, which also includes four other members, including PASA Executive Director Dr. Mark DiRocco.

State Budget News
Revenue Update: Pennsylvania collected $4.3 billion in General Fund revenue in March, which was $274.2 million, or 6 percent, less than anticipated. Fiscal year-to-date General Fund collections total $25.3 billion, which is $221.7 million, or 0.9 percent, above estimate.

State Budget Update: There remains a lot of optimism that the budget process this spring will remain positive. There is widespread and significant support for the proposed education line-items, and all sides are talking. Expect budget talks to ramp up after the May primary.

EITC Program Accountability: Last month Auditor General Eugene DePasquale called for more accountability in the EITC program that allows businesses to receive state tax credits in exchange for donations to registered scholarship organizations, educational improvement organizations and/or pre-K scholarship organizations. Specifically, DePasquale called for more accountability in the use of funds in private schools, which, unlike public schools, are not subject to public audit for the use of public funds.

In Legislative News
Session Schedule: Both the House and Senate will be in session next week, just the Senate the week of April 23 and just the House the week of April 30. Then both chambers will recess for the May primary and won’t return until May 21.

Vouchers: In the next few weeks, the Senate Education Committee is expected to consider SB 2, a bill that would provide “Education Savings Accounts” (vouchers) to students in “low achieving” schools for private school tuition, while simultaneously reducing funding to those “low achieving” schools for the same amount.

Graduation Requirements: The Senate Education Committee also plans to bring up for consideration legislation that would eliminate proficiency on the Keystone Exams for graduation purposes and support flexibility in the use of assessments to determine student proficiency.

State News
Charter School Tuition Calculations: Citing existing charter school law, the PDE last month issued a notification that it was rescinding the 2012 guidelines on filing out PDE-363 – Funding for Charter Schools. The guidelines and form were used to calculate the amount the school district is to pay charter schools for resident students enrolled. As a result, because PDE will no longer be involved in this determination, school districts and charter schools will have to settle tuition-level disputes on their own.

National News
Federal Budget for Education: Congress last month passed and Pres. Trump signed into law a $1.3 trillion federal funding bill that averted a government shut down and will keep the federal government running through September 30. The FY18 budget actually increases funding for education, in contrast to Pres. Trump’s proposal for significant education cuts. However, word in Washington since the budget was signed is that the White House is looking for ways to have Congress reduce education funding anyway, despite passage of the federal budget.

COMING UP
For those who like numbers, as of today (April 12), we are 79 days away from the June 30 budget due-date, with only 26 scheduled legislative session days scheduled from now until then. In addition to finalizing a budget, hot-button issues that include vouchers, school safety, graduation requirements, charter school reform and a host of others are waiting their day in the spotlight. Should make for an interesting April - June, a time when anything can happen – and usually does. As always, stay tuned for the latest information by following us on Twitter @PASASupts.

SAVE THE DATE:
PASA, along with the PA Principals Association and PARSS, is planning a Lobby Day on Tuesday, June 19. All PASA members will be invited to participate! More information to come….
Images from last month’s Education Congress: “The Challenging Role of School Leaders in Complex Times”

RIGHT: Lenore O’Donnell, elementary teacher (pictured), along with Christine Matik, Supervisor of Curriculum & Instruction, with the Centennial SD, shared research on creative classroom environments that encourage and support high levels of thinking at all levels.

LEFT: Dr. James Wortman, assistant superintendent in the St. Marys Area SD, was one of several presenters who led sessions as part of the Research Symposium within the Education Congress. His presentation focused on forming a dynamic school culture that infuses leadership throughout the learning community.

RIGHT: Connie Kindler, PASA consultant for professional development, welcomed participants to the Congress, held March 19-20 in State College.

LEFT: Jamie Vollmer, nationally recognized author and producer of the video series The Great Conversation, kicked off the Congress, emphasizing the need to engage the public and win community support.

LEFT: 2018 PA Superintendent of the Year Dr. Michael Snell, superintendent of the Central York SD, along with Julie Randall Romig, the district’s Director of Communication, talked about the importance of building your brand in developing support for public education.

LEFT: 2018 PA Superintendent of the Year Dr. Michael Snell, superintendent of the Central York SD, along with Julie Randall Romig, the district’s Director of Communication, talked about the importance of building your brand in developing support for public education.

RIGHT: Noelle Ellerson Ng, AASA Associate Executive Director for Policy & Advocacy, updated participants on the latest news from Washington on federal education policy and stressed the importance of continual advocacy from the local level.

ABOVE: Dr. Randy Ziegenfuss, superintendent, and Lynn Funi-Hetten, assistant superintendent with the Salisbury Township SD, led two sessions during the Congress, one on designing a toolkit for learner-centered leadership and the other on utilizing social media and other strategies for engaging the community.

Thank you to our special Keynote Sponsors:
SuperEval
SAS EVAAS for K-12
Eidex

Thank you to our Reception Sponsor:
“HU+U: Learning Advantage” of Harrisburg University

Next year’s Congress planning is already underway – watch for dates and details!

Continued on next page
FROM THE PRESIDENT’S PEN

Civility Begins With Us

BY DR. EMILIE LONARDI, 2017-18 PASA PRESIDENT

As I was combing through old district newsletters I had written when I was a new superintendent, I came across one in which I was emphasizing to the community what I believed were important values that students needed and ones I planned to emphasize as superintendent. One of those was civility. I thought about how this one value has not only stood the test of time, but also, that it is needed now more than ever.

Like most districts, my district has spent an exorbitant amount of time (and in some cases money) on anti-bullying programs, kindness challenges, philanthropic causes, friendship days, cultural events, buddy activities, and service to others. In some way or another, all of these activities are intended to teach our students to be inclusive, treat others with respect and kindness, and to put others above self---all components of civility.

Yet, there is some part of me that believes that while our efforts are highly laudable, more is needed. Perhaps it’s the national politics I have on my mind, the recent national violence, or the day-to-day disciplinary action that often results from social media, but I feel the need to ramp up civility to the top of the important values list.

At the recent PASA Education Congress, keynote speaker Jamie Vollmer challenged us as superintendents to constantly model the behavior we expect to see in others. Consider these suggestions:

• Be positive every day, with everyone with whom you come in contact.
• Speak highly of all of your staff, including your Board, at all times.
• Exude positivity with regard to your district, students and community.
• Most importantly, don’t give anyone reason to wonder “what kind of mood the boss is in” because your mood should always be the same: “good.”
• It starts with us, the district leaders. This simple advice, however, is easier said than done.

Maya Angelou once said, “Do the best you can. When you know better, do better.” Perhaps this quote can assist us as leaders with being great role models in our districts. We are always mentoring, intentionally or not.

While no one is perfect at positivity, let’s take the above suggestions to heart, be as reflective as possible, and allow our civility to come through loud and clear to all those around us.

Images from last month’s Education Congress

Continued from page 4

RIGHT: Dr. Tom Ryan, co-founder and chief executive officer of the eL-earn Institute and final Keynote speaker during the Congress, talked about what the latest research tells us about the impact of emerging technologies on teaching, learning and creative inquiry in schools.

ABOVE AND RIGHT: Attendees had numerous opportunities for networking and discussing issues during the Congress.
During the opening session of our recent Education Congress, the 2018 PASA Superintendent of the Year Dr. Michael Snell humbly credited three mentors for his success. He was nominated for this award by one of his mentees, Dr. Peter Aiken, a second-year superintendent, who, like Dr. Snell, supports aspiring leaders.

PASA is fortunate to have members across the state who prioritize “paying it forward” through their mentoring of others and facilitation of sessions at our leadership development workshops. Expanding the pool of leaders is important because administrative turnover is at an all-time high, and this problem is exacerbated by an alarming shortage of leaders prepared for school and district positions.

Savvy leaders are ready when vacancies occur because they regularly take inventory of their own organization’s human assets. They consistently review the characteristics below to identify potential successors:

- strong character through the display of integrity, dependability, and a strong work ethic;
- positive influence on others without an official position of authority;
- proven success within and beyond their roles; and
- productive communications with all stakeholders.

When they identify prospects, they empower them, encouraging and supporting their growth. PASA assists succession planning by providing programs that develop leadership skills, including a mentoring program, aspiring to leadership workshops, new career superintendent academies, and more. Upcoming programs are as follows:

- The 2018 PASA Women’s Caucus Conference “Leaders Lifting Leaders,” a unique leadership development program for women (May 6-8, Hotel Hershey) [https://www.pasa-net.org/wccconf](https://www.pasa-net.org/wccconf)
- The New Superintendent’s Academy Part 1: Strategic and Cultural Leadership, the first part of a three-part program that supports new career superintendents and those who will soon become one (July 12-13, PASA office) [https://www.pasa-net.org/workshops](https://www.pasa-net.org/workshops)
- The Aspiring to Central Office workshop on November 1 and the Aspiring to the Superintendency workshop on November 2 (Allegheny Intermediate Unit 3)

While serving as a principal, a mentor inspired me to pursue the superintendency through his mentoring and encouragement of my attendance of the PASA Women’s Caucus Conference and other PASA programs. Later, when a central office supervisory position became available in the district, I was properly prepared and ready. When he retired as superintendent, there was a smooth transition from his leadership to mine.

The constant identification and development of new leaders is imperative for the continued strength of your organization and our statewide pipeline of qualified and prepared candidates.

Is succession planning part of your plan?

Thank you to our PASA Business Members...

A+ Teachers/Abel Personnel
substitute teachers

Cenergistic
energy savings

ECRA Group
leadership recruiting

Fidevia Construction Management & Consulting
construction management

Imagine Learning
education software

Information Technology Procurement Sourcing (ITPS)
technology solutions

Next Century, Inc.
educational services

Reynolds
construction management

Saul Ewing Arnstein & Lehr LLP
legal assistance

For access to their websites, see the PASA website at [https://www.pasa-net.org/business](https://www.pasa-net.org/business).
Knowing Our Leadership Identity

BY ISABEL RESENDE,
ASST. SUPERINTENDENT, NAZARETH AREA SD

“Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.” - Sheryl Sandberg

Reading this quote, I am reminded of an article I read last year by Baruti K. Kafele (2017), Is Your School Better Because You Lead It? A powerful question, that made me pause and reflect on my core values as a leader.

Kafele challenges leaders to explore their leadership values, to ask themselves challenging questions about their leadership identity. In this article, Kafele stresses that in order to answer the question, Is Your School [or District] Better Because You Lead It?, you must first establish your leadership identity.

Being a leader in today’s world is challenging with the ongoing concerns of school safety. We are no longer just concerned with the academic success and social/emotional wellbeing of our students in schools. We find ourselves rushing through our day meeting with parents and teachers, visiting classrooms, and addressing a multitude of concerns. We make hundreds of decisions in a short amount of time.

We play many different roles in our organizations. Given the overwhelming nature of the work we do, it can be difficult to stop and reflect on what drives us as leaders and what the purpose of our work is. Kafele asserts that to lead our schools and districts effectively we must consider reflecting on our leadership identity.

What is at your core? What do you value? What impact do you have on your organization? How would you define your identity as a leader? These are challenging questions to answer – and there is no right or wrong answer. The important thing is that we take the time to explore these questions and understand what we stand for as leaders. Gaining clarity of our role in an organization helps us create a leadership presence that can positively impact the climate and culture of our organization.

Danielle Harlan, PhD, the founder and CEO of the Center for Advancing Leadership and Human, defines personal leadership identity as “the unique combination of qualities and talents that make you unique and distinctive as an individual and that you can easily and naturally draw upon in order to enhance your leadership effectiveness.” The idea is we have to know ourselves as leaders and not fall into the notion or image of what others think makes a good leader. In reality, we are most powerful and can have the greatest impact on our organizations when we allow our best attributes to naturally guide our leadership style.

In short, leadership identity is your presence at work. It is how you “show up” every day. It drives your goals. It reflects who you are at your core, your values, mindset, actions, and response to situations. So, is my school [district] better because I lead it? Am I making others better as a result of my presence?

As the school year comes to an end, I challenge you as leaders to consider taking the time to reflect on your leadership identify.

If you want to learn more about leadership identity and making others better as a result of your presence, then mark your calendar for May 6-8 and join us at the 2018 PASA Women’s Caucus Annual Conference to learn, share, and grow as women leaders. You can find more information on our conference website: http://www.pasa-net.org/wconf.

We all are still reeling from the tragedy in Parkland, Florida, as the heightened concern for school safety across the country continues to drive discussion and debate here and across the nation.

There have been too many of these school tragedies:

Columbine. 13 dead.
Sandy Hook. 26 dead.
Nickel Mines in PA. 6 dead.
Major Stoneman Douglas. 17 dead.

And that doesn’t count the myriad other shootings, where one or two or three or four or five people were shot to death in and around one of our nation’s schools, some of them in Pennsylvania, some of them in institutions of higher education.

A sobering fact from the Washington Post: “Beginning with Columbine in 1999, more than 187,000 students attending at least 193 primary or secondary schools have experienced a shooting on campus during school hours. This means that the number of children who have been shaken by gunfire in the places they go to learn exceeds the population of Eugene, Ore., or Fort Lauderdale, Fla.”

And that doesn’t include mass shootings across the country in churches, movie theaters, parking lots, shopping malls and everywhere else people congregate, nor does it include the daily, hourly shootings on neighborhood streets and in homes across the nation.

How do we wrap our heads around all that? And how do we help our students sort it through?

No matter what your thoughts about the Second Amendment or arming teachers or the NRA or any of a number of controversial topics surrounding these kinds of events, there is no doubt that the Parkland tragedy, like too many before it, has had and continues to darken the psyche of a country struggling to balance personal rights and public safety.

Up to this point, after the shock, the horror, the outrage, the press conferences and the editorials following each of these events have ebbed, the conversation about what to do has slowly dissipated, much like the aftermath of a natural disaster: we clean up, we adjust, we move on. And perhaps we pray it will never touch us – or our children – live and learn. Nothing much changes. The only thing that does change is that each incident is one more in a very long string of sad events that accumulate in our psyche – and, worse still, in the minds and souls of our kids. And we all just wait for the next incident to happen.

But then the students of Marjory Stoneman Douglas said, “Enough. We are not content to just be victims.”

As a former high school teacher, I look at those kids, what they have said, what they have done and what they are doing, and I am amazed. They are articulate. They are thoughtful. They are active. They are committed. They are energized. They are leading with maturity, poise, dedication and energy. No matter your political beliefs, no matter where you are on gun issues, you must admire their commitment to a cause they believe is right, the integrity and maturity they are bringing to that cause, and the articulate message they are bringing.

We would do well not to ignore them.

Some are trying. The number of adults who are trying to poopo them (“teenagers shouldn’t be making policy – they should be in school”), using social media to demonize and insult them, even bully them, is unconscionable. No, they are not “mushy brained.” They are not paid actors. They are neither bullies nor pawns. What they are is fed up – and they have something to say about it.

On March 17, one of the student speakers in Washington was Yolanda King, the granddaughter of the late Rev. Martin Luther King, Jr., leader of the civil rights movement whose death 50 years ago was remembered just last week. She challenged the crowd: “Spread the word! Have you heard? All across the nation, we are going to be a great generation!”

I hope she is right. I hope that each member of this generation will become active, positive participants in our policy debates, our elections and our civic discourse.

We need to listen to the students from Parkland, Florida and those in our schools and across the nation. They have something to say, even if we may not always agree with it. They are looking at their world and at their future and they want to have an impact on where their world is going. Whether they are our own children or our students, our job is to give them the information and the tools and the skills needed to have an impact on that world, to think outside the box and articulate their vision.

Dr. King put it best: “The function of education is to teach one to think intensively and to think critically…. Intelligence plus character – that is the goal of true education.”

COMING SOON…. Membership Renewal

PASA is working in Harrisburg and throughout the Commonwealth – and AASA is working for you in Washington D.C. – to influence policy, build support for public education, and provide school administrators with both the information and professional development they need. Membership in both PASA, your professional state organization, and in AASA, the only national organization representing the interests of school district superintendents, is vital for you personally, for the profession and for public education.

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

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

Registration for Part 1 is open!

Is there a new superintendent coming to your intermediate unit?

Help him or her get a head start by encouraging them to attend PASA’s “New Superintendents’ Academy.” Or, if YOU are a new superintendent, take advantage of a professional development program developed to meet YOUR needs.

The Academy is a three-part series that serves as a primer of the “basics” for new superintendents. Each two-day academy program features discussions led by experienced superintendents and offers participants practical advice on issues they are likely to confront as they prepare for and enter their new position. In addition, each program in the series is PIL-approved for 25 hours (provided upon attendance and completion of embedded activities per two-day session).

Perhaps most importantly, the Academy provides new superintendents an opportunity to meet and discuss issues with experienced and highly successful colleagues from throughout the commonwealth, develop a network with new superintendents, and gain a statewide perspective from participants and session leaders representing the diversity of districts across Pennsylvania.

The three sessions in the 2018 series are as follows:

**July 12-13 – Part 1: Strategic and Cultural Leadership**
Gain insight into the importance of vision, goals and an empowering culture that promote student and staff growth, as well as working effectively with the school board.

**September 26-27 – Part 2: Systems Leadership**
Gain understanding about the importance of assuring systems and processes for managing and allocating resources transparently, efficiently, effectively and safely to foster equitable access to learning opportunities.

**January 8-9, 2019 – Part 3: Professional and Community Leadership**
Learn strategies that engage all stakeholders with effective and ongoing communication, collaboration and empowerment of others inside and outside of the organization in the pursuit of excellence in student learning.

[Note: Although the programs are sequential, superintendents are urged to take all three programs as they are able.]

All three sessions, held in the PASA office in Harrisburg, begin with check-in between 9:30-10:15 a.m., include lunch, dinner and evening discussion the first day, and conclude at about 2:15 p.m. on the second day (breakfast and lunch included).

Encourage new superintendents in your area to attend!

**REGISTRATION FOR PART 1 IS OPEN!**
Overnight accommodations on July 12 are available nearby. (Deadline: June 12)

See the PASA website for registration and hotel information at: www.pasa-net.org/workshopnsa
Call for Session Presentations: Due June 1

PASA and PSBA seek relevant and compelling presentations for the 2018 School Leadership Conference educational sessions that encourage administrators and board members to think broadly about their respective roles in education.

This year’s education session schedule will not include topic-specific tracks. Potential subjects areas may include governance, planning, leadership, advocacy, ethics, communication and evaluation. Presentation topics are open to all areas of education and training.

Proposal style should fall under one of the following categories:

* **Traditional Presentation**
  Traditional presentations focus on a single topic or program, typically including a talk or media presentation, followed by Q&A.

* **Roundtable Discussion**
  Presenters briefly introduce the idea or issue they wish to explore, and then open the discussion for input and exchange of ideas among participants.

* **Interactive Presentation**
  Interactive sessions provide an extended opportunity for participant engagement (discuss scenarios; conduct/report polls/ mini-breakout sessions; other exercises)

* **Panel Discussion**
  Discussion focuses on a specific topic among a selected group of panelists who share differing perspectives.

See the conference website at [https://www.paschoolleaders.org/](https://www.paschoolleaders.org/) for details and information about how to submit your proposal AND for information about the conference.

**Deadline for submission: June 1**

ALSO…

Applications for student performing groups to participate in the fourth annual Student Showcase on Oct. 18, 2018, 7-9:30 p.m., are due on June 15. See the conference website for details.

---

**Spring 2018 School Leader Advocacy Training**

Join PASA, PASBO, PAIU, PSBA, PARSS and the PA Principals Association in May for the second round of School Leader Advocacy Training, aimed at helping you become an awesome advocate for your LEA and for public education!

The spring advocacy training session will pick up on the fall session, providing a more in-depth look at engaging legislators, along with a focus on working with the press and traditional media and engaging in social media for advocacy.

More importantly, you’ll learn how to:
- build relationships with and educate your legislators through direct engagement;
- build relationships with your local reports and editors;
- create newsworthy press conferences, events and articles;
- draft and place op-eds and letters to the editor; and
- use social media to mobilize your network to reach your advocacy targets.

The spring advocacy training is FREE and will be offered at five locations from 9 am to noon:
- Lincoln Intermediate Unit 12 — Wednesday, May 9
- Appalachia Intermediate Unit 8 — Friday, May 11
- Midwestern Intermediate Unit 4 — Monday, May 14
- BlaST Intermediate Unit 17 — Tuesday, May 15
- Berks County Intermediate Unit 14 — Thurs., May 17

Register via SurveyMonkey: [https://www.surveymonkey.com/r/2018advocacytraining](https://www.surveymonkey.com/r/2018advocacytraining)

---

**Auditor General Eugene DePasquale**

was a featured speaker during the recent PASA/PASBO Leadership Symposium in Harrisburg. DePasquale spoke on school safety.

PASA Executive Director Dr. Mark DiRocco, along with Kathy Swope, PSBA Past President and member of the Lewisburg Area school board, were guests on a March 20 PCN Call-In Program focused on school safety.
AASA President-Elect…

Deborah Kerr, superintendent of the Brown Deer SD in Wisconsin, has been elected 2018-19 AASA President-Elect.

Election to the AASA Executive Board…

Dr. Shane Hotchkiss, superintendent of the Bermudian Springs SD (I.U. 12) recently was elected as Region 6 representative to the AASA Executive Board. He currently serves on the AASA Governing Board. Hotchkiss was elected by other Region 6 representatives on the Governing Board, including those from Washington, D.C., Delaware, Maryland, New Jersey, Pennsylvania and West Virginia. He will replace Dr. Eric Eshbach, who served two terms as Region 6 representative.

Legislative Advocacy Conference…

AASA members, don’t forget to register for the 2018 AASA Legislative Advocacy Conference, scheduled for July 10-12 in Washington D.C. Engage in advocacy on The Hill, learn about the latest policy proposals, and join your colleagues from across the nation to “speak as one” on behalf of public education. See the AASA website for more information, http://www.aasa.org/legconf.aspx.

Statement on the Federal Budget…

Following approval of a $1.3 trillion federal funding bill that avoided a government shutdown and continued investments in public education, AASA Executive Director Dan Domenech issued a statement acknowledging the action as a “step in the right direction” for public schools. “We are optimistic that the level of funding provided in FY18 will be a baseline of support for our nation’s public schools and the students they serve, and that future funding conversation will build on this critical investment,” he said. “By increasing investment in foundational federal education programs – including ESSA Title I and IDEA – as well as critical complementary programs like Impact Aid, Perkins Career and Technical Education and ESSA Title IV —Congress affirms its commitment to our nation’s public school students and the importance of ensuring that our students have access to rich, equitable educational opportunities.” (March 23, 2018 press release)

Voucher Report…

Public Loss, Private Gain: How School Voucher Tax Shelters Undermine Public Education is a new report by AASA, The School Superintendents Association, and the Institute on Taxation and Economic Policy (ITEP), which exposes how state and federal tax policy promotes the privatization of education funding, while simultaneously draining public coffers to enable savvy taxpayers to turn a profit. Seventeen states divert a total of over $1 billion per year toward private schools via school voucher tax credits. When combined with a federal tax loophole, nine of these states’ credits are so lucrative that they allow some upper income taxpayers to turn a profit (at federal taxpayer expense) on contributions they make to fund private school vouchers, all while leaving less resources available for federal investments in education. Simply put, wealthy taxpayers are benefiting from a federally sanctioned voucher tax shelter. Download the report here.

Save the Date…

Set February 14-16, 2019 on your calendar for the next National Conference on Education, to be held in Los Angeles and focused on “Effective Leadership Creates Success.”

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education! See the AASA web site for details at www.aasa.org or contact the PASA office.

Rescissions and Budget Amendments: All the Federal Policy Fun

BY NOELLE ELLERSON NG, AASA ASSOCIATE EXECUTIVE DIRECTOR, POLICY AND ADVOCACY

Less than one month after Congress passed a bipartisan funding deal for federal fiscal year 2018 (FY18), there are proposals that would revert, if not eliminate, the recent commitment to federal investment, with potentially dire consequences for education.

There are two different avenues under consideration, outlined below for your reference. Both would undermine the vote to raise the spending caps for FY18 and FY19, which was adopted with bipartisan support and paved the way for the final FY18 package adopted in late March. (Read AASA’s analysis of the FY18 deal and its impact on education.)

Balanced Budget Amendment (BBA)

This is a new push for an old topic, the idea of a balanced federal budget. House Republicans are expected to vote in April on a Constitutional amendment calling for a balanced budget. This vote is part of a deal made to win the support of conservatives to pass the budget resolution that included the fast-track provisions that made last year’s tax plan possible (remember all that fun?!?).

AASA has historically opposed a push for a balanced federal budget. We support fiscal restraint and responsibility, but the reality of requiring a balanced federal budget raises a whole new host of concerns, including the inability to provide emergency funding (think America Recovery and Reinvestment Act and any of the recent natural disaster emergency spending).

AASA is also concerned that such a vote is hypocritical. The idea that Congress would support a balanced budget but only after passing the tax overhaul in 2017 that relied on $1.5 trillion in deficit spending is illogical, at best. The vote is expected to get next-to-zero traction: while it may pass the House, it is not expected to pass the Senate or to get the support of the required three-fourths of states.

The Congressional Research Service developed a handy issue brief, if you want to geek out on BBA and read about the possible economic impacts of requiring a balanced federal budget, the recent Congressional history around BBA, and the process that would be involved.

Rescission

This proposal comes from the White House and stems from the Administration’s interest in proposing a package of spending cuts. While this is also very unlikely to get any traction, we need to be diligent in communicating our opposition to any such effort.

In this scenario, the President would recommend rescinding (cutting) funds for certain programs within FY18. Any rescission would require the support of Congress, meaning they’d have to vote to make cuts to the very funding package they just adopted. This is NOT a line-item veto; a Presidential line-item veto has been deemed unconstitutional, but rescission does work in a similar manner that the President would identify specific cuts to make and Congress would vote.

These conversations are just getting started. The AASA advocacy team will be engaged in efforts to defeat both proposals and will make the appropriate information and calls-to-action available to our members via the AASA Leading Edge Blog.
Noteworthy Quotes…

On the Issue of School Safety…

“Ensuring the safety of Pennsylvanians, especially our children, is my top priority as Governor. I am creating a school safety task force to ensure we are doing everything we can to make sure that our schools are a safe place for our children to learn. By working together and listening to those on the front lines, we can find solutions that will improve school safety, security and preparedness.” – Gov. Tom Wolf, announcing creating of a school safety task force, to include PASA Executive Director Dr. Mark DiRocco, from a press release

“We do not accept the notion that existing school district or state funds can simply be reallocated to the level necessary to appropriately fund the needed safety improvements for our children and educational staff members. Only with additional funds will our schools continue to have the resources they need to fulfill their mission of providing strong academic programs and services to prepare students for their future. Pennsylvania ranked 8th of the fifty states in the 2018 Education Week Quality Counts Report, which provides a state-by-state assessment of public education. Now is not the time to put our upward trajectory at risk. We can and must address both the mission of public schools and the safety of those who study and work in them with the resources adequate to meet both goals.” – PASA Executive Director Dr. Mark DiRocco, in testimony before the House Education Committee on March 15 concerning legislative proposals for school safety

“I have learned to duck from bullets before I learned how to read.” – Edna Chavez, a South Los Angeles student, speaking at the #MarchForOurLives rally in Washington, D.C. on March 17

On Other Issues…

“PASA believes this approach to graduation requirements provides students with a variety of options to assist them on their path to a successful post-high school career pathway. The process ensures that a high school diploma will be attained through a rigorous process that is meaningful to the students and accountable to their parents and the public.” – from a PASA press release (4/3/18) announcing support for SB 1095, a newly introduced bill that provides for a comprehensive and rigorous approach for students to demonstrate readiness for high school graduation

“As public school leaders, we want to confront issues of civility, but we recognize that people may misconstrue any move we make to be a political statement for or against the left or the right. So what is a superintendent to do about the lack of civil discourse and intolerance playing out in society? Don’t we carry a moral obligation to promote acceptance, compassion and respect for all? As America debates its identity, I believe we must be discernible voices of reason.” – Julie L. Hackett, from “Where Are Our Voices of Reason?”, as published in the April issue of AASA’s The School Administrator

Planning To Retire Soon?

Stay connected to PASA and join as a Retired Member – and update your contact information! Before you retire, contact Jolene Zelinski for assistance at (717) 540-4448 or via email at jolenez@pasa-net.org.

In addition, PASA is in the process of developing an Interim Superintendent Service in an effort to provide continuity of leadership in school districts due to the departure of the superintendent.

We will maintain a list of retired superintendents who are available to serve on an interim basis during a district’s search for a permanent superintendent replacement. When contacted, we will share a list of individuals who are available to serve on an 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 Deborah Banks (dbanks@pasa-net.org) or Mark DiRocco (mdirocco@pasa-net.org) in the PASA office.

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, those seeking positions in school administration and public school employers, PASA provides on its website the “PASA Career Center,” a listing of job openings, both in Pennsylvania and in the Mid-Atlantic region.

Job openings are grouped into several categories:

- Superintendent/Asst. Supt./Executive Director vacancies in PA
- Public K-12, I.U., Career-Tech, Charter School administrator vacancies in PA
- Other Professional Vacancies: PA and National (professional education vacancies in public higher education institutions, associations and other organizations in PA, and non-superintendent public school positions in other states)
- Northeast/Mid-Atlantic Regional Positions (superintendent and other executive vacancies in public schools out-of-state, particularly the Northeast/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 pasa@pasa-net.org. 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.)
REGION 3
Dr. Johannah Vanatta is now serving as superintendent of the Chartiers Valley SD. She previously served as assistant superintendent in the McGuffey SD (I.U. 1). Vanatta replaced interim superintendent Scott Seltzer.

REGION 15
Dr. Matthew Strine has been appointed superintendent of the South Middleton SD, effective July 1. He currently serves as superintendent of the Tuscarora Area SD (I.U. 12). Strine will replace Bruce Deveney, who has been serving as acting superintendent following the retirement of Alan Moyer in August.

Dr. Michael O’Brien, superintendent of the West Perry SD, has announced his intention to retire, effective August 24. He has served in education for 35 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.”)

Quick Glance: PASA Programs

May 6-8 Women’s Caucus Conference (Hershey)
May 9 Spring Advocacy Training Workshop (I.U. 12)
May 11 Spring Advocacy Training Workshop (I.U. 8)
May 14 Spring Advocacy Training Workshop (I.U. 14)
May 15 Spring Advocacy Training Workshop (I.U. 17)
May 17 Spring Advocacy Training Workshop (I.U. 14)
July 12-13 New Superintendents’ Academy Part 1* (PASA office)
June 19 PASA Advocacy Day (Capitol)
July 29-31 PA Education Leadership Summit* (State College)
Sept. 26-27 New Superintendents’ Academy Part 2* (PASA office)
Oct. 17-19 PASA/PSBA School Leadership Conference (Hershey)
Nov. 1-2 Aspiring to Leadership Workshops (Allegheny I.U. 3)

*PIL-approved

See the PASA website at www.pasa-net.org for more information on the PASA Professional Development Program.

Communication Tip of the Month

“In our rush to produce and consume information, we sometimes sacrifice not only the quality that comes with carefully chosen words and ideas, we also risk being rude or offensive to others who may disagree with or misinterpret our point of view. Thoughtful written and spoken communication, as well as a capacity to listen to others, are learned skills. Educators have an obligation to use every teachable moment – with and without technology – to develop in students and staff a keen understanding of the need for civil communication.” – David Gamberg, superintendent of the Greenport Union Free SD in Greenport, NY and Southold Union Free SD in Southold, NY., from “Our Impact on Civility at the Community Level,” as published in this month’s issue of AASA’s School Administrator. The April issue of AASA’s School Administrator addresses the essential role for school leaders in orchestrating civil discourse.