

CORONAVIRUS UPDATE...SCHOOL REOPENING

Task Force Report

Last month PASA, along with PSBA, PSEA, PASBO, PAIU, PACTA and PARSS, as part of the **Back to School 2020 Taskforce**, finalized a report offering suggestions, considerations and innovative solutions for districts to consider when developing plans for reopening school.

The task force, comprised of individuals from those organizations, focused on ten key areas: Community & Outreach, Community Needs, Extracurricular & Cocurricular Activities, Facilities & Logistics, Health & Safety, Instruction, Resources (Staff Training & Purchasing), Special Education, Staffing & Personnel, and Transportation. Work groups for each of those areas developed ideas and considerations related to key challenges that school leaders will face in the coming months, suggestions intended to inform the planning work within school districts and to inform legislators and state administrators as they seek to support public schools in their reopening.

In addition to publishing the report, PASA offered to commissioned officers two web briefings during which PASA members serving on the task force work groups provided an overview of the report's suggestions. Find the report and links to the briefings on [PASA's web site](#).

State Guidance on Masks

The PA Department of Education recently sent to school leaders [guidance](#) concerning the use of masks when schools reopen in the fall.

Specifically, the PDE stated that the governor's recent order for all individuals ages 2 and up to wear masks while indoors unless they are six feet apart or unable to do so for health reasons applies to students and staff in all educational institutions, both public and private, and in any day care or Head Start facility.

According to the PDE, the Secretary issued the order "to continue to protect all in the Commonwealth from the spread

of COVID-19, mindful of the need to slow the increase in the number of cases as the Commonwealth reopens and in order to avoid the resurgence that is overwhelming the health care systems and public health systems in other states who have been less successful in reopening than the Commonwealth."

The guidelines also note that athletes and coaches must wear masks on the sidelines but not during competition, and students are not required to wear masks

See Coronavirus Update, page 4

MEMBERSHIP RENEWAL FOR 2020-21

Stay connected to PASA and your peers across the commonwealth in 2020-21 as we work together to navigate through uncharted waters and an upcoming school year that will be anything but "normal."

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 ed-

ucation, and provide school administrators with both the information and professional development they need, particularly now.

The Daily Briefings PASA has provided to commissioned officers over the past two months are just one example of how your professional association seeks to support you with the vital information you need to manage your district, whether in a crisis or during any school year. Legal advice and assistance, weekly updates, and professional learning programs that meet your needs are all an essential component of PASA's mission: supporting school district leaders.

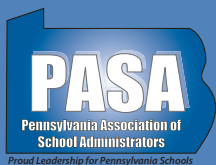
Membership in both PASA, your professional state organization, and in AASA, the only national organization representing the interests of school district superintendents, is vital for you personally, for the profession

See Membership Renewal, page 4

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Dr. Jeffrey Fuller, Superintendent
Freedom Area School District

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Big Spring School District

EXECUTIVE DIRECTOR

Dr. Mark DiRocco

EDITOR

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

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

FEDERAL HELP NEEDED FOR AN UNCERTAIN EDUCATION FUTURE



July is the one month of the year when things typically slow down a bit for school leaders. They can take some time for vacation, work only an eight-hour day and be at home every evening. Unfortunately, it appears that is not going to happen this summer as planning is frenetically underway for the opening of the 2020-2021 school year. July has quickly become the new August in the urgency to prepare for the opening of school.

After finally getting to the end of the exhausting 2019-2020 school year with all the issues related to the school closure, school leaders found themselves quickly pivoting to the daunting task of how to plan for opening schools in the fall. This exemplified the phrase, "No rest for the weary." I can't remember a more difficult and challenging time to be a school leader.

Every leader wants to do the right thing for their students and staff. They want to keep them safe and healthy when they return to school. The question is how to do that.

Many national, state, and local entities have provided considerations and suggestions. However, few have given concrete recommendations on how to specifically operate school in a safe manner that superintendents and school boards can rely upon to develop a reopening plan. I applaud the Bucks County Department of Health for providing specific recommendations to school districts on how to safely operate school this fall. It's one of the few documents from a health agency that gives school leaders some detailed information to plan for the year ahead.

Ultimately, the School District Health and Safety Plan will be a locally developed document that will be authorized by the local school board and administered by the superintendent in conjunction with the administrative team and staff. I don't know of a time in the history of public education where so much has been asked of our local school leaders in literally making potential life and death decisions about operating school during a pandemic. This goes well beyond a "damned if you do, damned if you don't" situation that a snow day decision brings. It is an excruciatingly heavy lift for school leaders that exceeds normal expectations for professional educators and locally elected school board officials.

On top of this unprecedented responsibility, school funding is on the brink of disaster. While we appreciate that Pennsylvania's public schools have been funded for the full 2020-2021 school year without cuts, level-funding will not keep pace with what is needed to reopen our schools during COVID-19 and will not keep up with state and federal mandated expenditures. Local tax revenues are expected to decrease by approximately \$1 billion this year due to low collection rates, and the federal stimulus dollars from the CARES Act will not be enough to make up for those losses. The painful truth is that, without increased federal funding, public schools will have to cut teachers and staff at the very time they need them the most.

The U.S. House of Representatives just passed a fourth COVID-19 relief package called the HEROES Act with approximately \$58 billion directed to K-12 education funding. This is four times greater than the \$13.5 billion that came to public education through the CARES Act. Unfortunately, it will not be enough to help our public schools this fall. AASA projects that we will need a federal relief package of \$200 billion for our public schools before the summer slips away in order to properly staff our schools and operate them safely.

The U.S. Senate needs to act increase the public education relief funds in the HEROES Act passed by the House of Representatives as quickly as possible. I am encouraging all PASA member to contact U.S. Senators Casey and Toomey to implore them to pass an upgraded version of the HEROES Act immediately. The new school year will be upon us soon, and our schools need the necessary personnel and resources, including Internet connectivity to every student's home, to provide quality educational programming to our students. If left to local and state revenues, our schools will struggle to open the school year adequately. We need federal assistance – and we need it soon.

See Executive Director's Message, page 3



NEWS RECAP

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

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

In State Budget News

State Revenue: Pennsylvania ended the 2019-20 fiscal year with \$32.3 billion in General Fund collections, which is \$3.2 billion, or 9.1 percent, below estimate. General Fund collections for June totaled \$2.7 billion, which was \$577.4 million, or 17.8 percent, less than anticipated. The Department of Revenue estimates that approximately \$133 million of the \$577.4 million shortfall in June can be attributed to moving due dates for various taxes. It is estimated that the remaining \$444.4 million of the June shortfall is due to reduced economic activity during the COVID-19 pandemic.

Legislative News

Session Schedule: The General Assembly will be in recess more than in session for the next two months, although one or both chambers may return to the Capitol at some point in July and August to address unfinished business related to the pandemic.

State News

Charter School Reform: A [new report](#) issued by Education Voters of PA concludes that Pennsylvania's system for funding special education in charter schools creates incentives for charters to drive away the costliest special ed students. The report notes that this, in turn, forces school districts and local taxpayers to pick up the tab for expensive services, even as they overpay the charters for the low-cost special ed students that the charters retain. "The fact that charter schools receive the same amount of tuition from a school district for each special education student regardless of the costs of the services provided, whether the student receives a half hour of speech therapy per week or needs a full-time aide and extensive nursing care, combined with the absence of any requirement that the money be spent on special education services – a charter school can spend the money on other things, or take it as profit – creates an incentive for them to game the system," the report states.

EXECUTIVE DIRECTOR'S MESSAGE

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Please contact Senators Casey and Toomey at your earliest convenience and encourage your school board members, leadership team, staff and school stakeholders to do the same. If school districts are going to be asked to do the improbable, they need the financial backing to make it possible.

Senator Robert R. Casey: <https://www.casey.senate.gov/contact/>
Senator Patrick J. Toomey:

<https://www.toomey.senate.gov/?p=contact>

I wish you well in your planning process and encourage you to contact our team at PASA if we can be of any assistance to you in preparing for the school year ahead.

National News

CARES Funding for Schools: U.S. Secretary of Education Betsy DeVos has published a rule to reinforce her interpretation of the "equitable services" distribution of federal CARES funding for schools. That interpretation would distribute federal funds to nonpublic schools based on attendance rather than poverty, as is required under Title I and as was the intent of the CARES Act. The public comment period ends as of August 1. PASA, AASA and officials and organizations across the nation are weighing in on this flawed interpretation and are urging Congress to make clear the intention of CARES Act fund distribution.

Additional Federal Funding: The U.S. House recently passed the Heroes Act (HR 6800) that would provide additional funding to K-12 schools to address pandemic and return-to-school costs. The Senate likely will consider their own funding bill when they return to session in early fall.

Updated Free-Meal Eligibility: The U.S. Department of Agriculture has released updated federal income eligibility guidelines for free and reduced-price school meals and free milk for the 2020-21 school year. The new guidelines took effect July 1, 2020. Schools, and other institutions and facilities, use these guidelines to determine eligibility for the National School Lunch Program, the School Breakfast Program, the Special Milk Program for Children, the Child and Adult Care Food Program, and the Summer Food Service Program. Guidelines are available on the [PDE website](#).

Public Funds for Religious School: The U.S. Supreme Court has ruled that a state having a tax credit available for private schools cannot prohibit those tax credits from being used for religious schools, regardless of what the state constitution says. The 5-4 ruling likely will result in additional cases going before the court.

Job Discrimination: In another high-profile case, *Bostock v. Clayton County, Ga.*, the Supreme Court last month ruled 6-3 that an employer who fires a worker based on sexual orientation or transgender status violates the main federal job-discrimination law. AASA was among numerous education groups that had filed a friend-of-the-court brief in support of the gay and transgender employees in the case.

School Infrastructure: According to a recent report from the Government Accountability Office (GAO), more than half of U.S. school districts have buildings in need of major repairs, including about 36,000 in need of repairs to HVAC systems, a key component in addressing COVID-19 concerns.

COMING UP

Lawmakers are mostly in recess until mid-September. However, with ongoing pandemic concerns, there likely will be several session days over the summer months. As the commonwealth's financial situation continues to unfold and pandemic issues become increasingly politicized, lawmakers will be preparing for the November election and, following that election, developing a state budget for the remainder of 2020-21 (December through June). Stay tuned for the latest information by following us on **Twitter** @PASASupts.

CORONAVIRUS UPDATE

continued from page 1

when they are socially distant at recess or in buildings or eating and drinking when 6 feet apart. In addition, school entities need to update their Health and Safety plans to reflect the order.

However, concerning exceptions to the mask rule, the guidelines indicate that “students are not required to show documentation that an exception applies.”

Questions concerning the order and its implementation should be directed to the PDE by email at RA-EDMERGENCYRESPONSE@pa.gov.

180-Day Rule

The PDE this week also sent to school leaders [clarification](#) about the 180-day/instructional hours rule in light of the pandemic. Referencing specific sections of the School Code (specifically Section 520.1), the department has determined that school entities during a declared emergency are allowed broad authority to put in place temporary provisions to comply with the instructional days/hours requirements in the School Code. School boards of an LEA that provides instruction utilizing a hybrid model would need to approve the temporary provisions and submit them to the Secretary for review. Districts should work with their solicitor to develop these provisions as needed.

The department’s interpretation has been forwarded to the Governor’s Office and to legislative leaders.

Considerations for Reopening

Although the guidance concerning masks was directive, the PDE has not issued specific guidelines concerning school reopening. Rather, the department last month followed up its initial June 3 guidance by issuing a comprehensive report summarizing existing research on COVID-19 and generating considerations for school officials to help inform decision-making on health and safety plans, resuming in-person teaching and learning, and developing support for student and staff wellness.

The research-based report, “[Considerations for Reopening Pennsylvania Schools](#),” developed in partnership with the Mid-Atlantic Regional Educational Laboratory (REL), does not offer guidance but rather presents findings from three actions: examining emerging evidence on COVID-19’s public-health and educational implications for schools; interviewing a wide range of Pennsylvania stakeholders to assess concerns and challenges related to reopening school buildings; and creating an agent-based computational model to assess likely disease spread among students and school staff under various approaches to reopening school buildings.

According to the report introduction, the primary purpose of the research and the report is to provide “analytic support” that would assist the PDE in their effort to “produce a guidance document that outlines options for fall school openings while addressing infection risk, educational impact, and community concerns, with attention to equity throughout.”

Other Guidance & Numerous Concerns

State guidance concerning school opening in the fall comes on the heels of additional guidance from Washington and concerns raised by many organizations about how to address student needs in the “new normal.”

The Centers for Disease Control (CDC) has released “[Interim Considerations for K-12 School Administrators for SARS COV-2](#)

Testing.”

Meanwhile, the American Academy of Pediatrics has issued a set of [recommendations](#) for how schools should safely reopen. As reported in US News, the academy insists that “the academic, physical and mental upsides associated with reopening outweigh the risks, especially as evidence mounts that children may not be the superspreaders medical experts initially assumed they were and that they tend to exhibit milder symptoms when they do contract the virus. Perhaps most importantly, the pediatric group concludes, reopening is essential for the country’s most vulnerable students, including poor students and students of color, who often rely more heavily on the multitude of services schools provide.”

PASA Testimony

Recently **Dr. Eric Eshbach**, now retired as superintendent of the Northern York County SD, provided testimony before the House Education Committee, and **Dr. Shane Hotchkiss**, superintendent of the Bermudian Springs SD and newly appointed chair of the PASA Legislative Committee, provided [testimony](#) before the House Democratic Policy Committee concerning school reopening. Both emphasized the growing and long list of decisions school leaders will need to make in reopening, the ongoing challenges presented with the pandemic, and the need for increased resources to meet those challenges.

PASA Resources

We are providing on the PASA website links to updates, resources, information and strategies from both the state and federal level to help in planning and management during this uncertain time. Find the resources here: <https://www.pasa-net.org/coronavirus>. PASA updates this growing list as information and resources continue to develop. If you know of a website that provides useful ideas and guidance for school leaders in planning for 2020-21, please let us know at pasa@pasa-net.org.

Daily Briefings

Although PASA no longer holds weekly web briefings on issues related to the pandemic, we will be providing special briefings as needed when issues arise or new guidance is issued to provide chief school administrators with the information they need.

MEMBERSHIP RENEWAL

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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.

Recognizing that this is a unique time in Pennsylvania, the PASA Board of Governors has frozen membership dues in all categories for 2020-21. This ensures you will receive the same services and support next year at no additional cost.

Renew your membership today!

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

As you may have noticed, this month's issue of *The PASA Flyer* is missing two regular columns: From the President's Pen by Dr. Jeffrey Fuller, superintendent of Freedom Area SD, and the column from the PLUS Caucus of PASA, authored by Stephen Rodriguez, superintendent of Pottstown Area SD. Like all superintendents and school administrators across the commonwealth, Jeff and Stephen are inundated with the challenges of planning for the 2020-21 school year along with the day-to-day management of their districts, while also trying to carve out some time for themselves to get some much needed rest and relaxation. We look forward to hearing from them again in our August issue.

Nominations Due July 24 Online

PASA SEEKING NOMINATIONS FOR 2021 PA SUPERINTENDENT OF THE YEAR

PASA is seeking nominations for 2021 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 34th year for the national award program.

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.

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 been a superintendent 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.

All nominations will be accepted **online only**. Those seeking to nominate a Pennsylvania superintendent must first register on the AASA Superintendent of the Year website. (Self-nomination is **not** permitted.) AASA will notify candidates of their nomination.

The deadline for submitting formal, online nominations for Pennsylvania Superintendent of the Year consideration is **Friday, July 24**. Nomination information is available on the AASA Superintendent of the Year web site at <https://soy.aasa.org>.

For more information on the process, see the PASA website at <https://www.pasa-net.org/soy>.

Registration Open

2020-21 POLICY FELLOWSHIP PROGRAM

The Education Policy Leadership Center is now accepting applications for the 2020-21 Pennsylvania Education Policy Fellowship Program.

The Fellowship Program is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for issues important to children and education. The program is supported by a national and state network of resource people and peers who have a track record of accomplishment in research, policy development, and effective practice in education, child development and human services, and is hosted by the Education Policy and Leadership Center* in Pennsylvania.

Past participants include state policymakers, district superintendents and principals, school business officials, school board members, education deans/chairs, statewide association leaders, parent leaders, education advocates, and other education and community leaders.

The 2020-21 program will be conducted in briefer, more frequent and mostly online sessions, due to the COVID-19 pandemic. The content will be substantially the same as the traditional Fellowship Program, with some changes necessitated by the new format and a desire to reduce costs to sponsors in these uncertain fiscal times.

However, the commitment of EPLC remains the same. With more than 500 graduates in its first 21 years, the program will continue to be Pennsylvania's premiere education policy leadership program for education, community, policy and advocacy leaders.

The Fellowship Program begins with three-hour virtual sessions on both September 17 and 18, and the program ends with a graduation event in June 2021.

Registration is open! See the [EPLC website](#) to learn more and to access the application. (Please note: The application may be printed from the EPLC web site, but it must be submitted by mail or scanned and emailed, with the necessary signatures of applicant and sponsor.)

Questions may be directed to EPLC executive Director Ron Cowell at 412-298-4796 or cowell@eplc.org.

*The Education Policy and Leadership Center (EPLC) is a Pennsylvania-based, not-for-profit corporation established in 1998 and governed by a board of directors that includes members who have significant experience with education policy, government and not-for-profit organizations. The Center conducts its policy and leadership programs in cooperation with numerous local, statewide and national organizations. PASA is a founder and supporter of EPLC.

AVOID THESE RETIREMENT PLANNING PITFALLS

FROM HORACE MANN, PASA PLATINUM SPONSOR

Watch for these mistakes if you hope to get to retirement with enough money to enjoy your time.

Many people think saving for retirement is complicated enough: finding money to put away, considering the type of investment to put it in, and managing the ups and downs of the markets in this economy. And there are some pitfalls that can complicate your retirement strategy.

But every day, thousands of people do find the resources to retire, even though they may have made some mistakes along the way.

Here are a few mistakes you should watch for and avoid if you hope to get to retirement with enough money to enjoy your time.

Not having a defined strategy

What are your retirement financial goals? To find out, you can start by trying to estimate how much money you'll need to live on in retirement. You'll need to factor in your expected retirement income sources, including a pension (if any) and any Social Security benefits, plus any additional amounts you've saved. You'll also need to factor in the cost of healthcare in retirement, as that is a concern for many retirees.

Consider what you will need to provide the basics of food, shelter, and clothing. Then add in the wants, like travel, transportation, clubs and organizations. Once you know the needs and wants, you can consider whether you might have enough to consider some dreams, like a vacation home, exotic destinations, or starting a business.



Now, how much will each of those things cost? Make a plan to set aside what you'll need over the amount of time you have until retirement.

Not starting early enough

You may have your strategy and know how much you'll need to have the retirement you want. However, if you've waited until your late 40s to start saving, you may not have enough time to accumulate enough for all those retirement goals. Starting early gives you a lot of time to accumulate enough for your retirement savings – you may not have to set aside as much for retirement if your investments have time to grow, plus you have the power of compound earnings on your side if you start early. All is not lost if you have waited to start your retirement savings, but it will take a lot more sacrifice to accumulate enough to meet your goals.

Unrealistic growth expectations

So you've got a strategy, and you've started setting aside funds early enough. You'll have plenty now, right? So much you'll be able to retire early!

Well maybe, or maybe not.

How fast you make your goal depends on a lot of factors, including what the markets may do. Sure, if they grow and grow and grow, you'll make your goal quickly. But markets don't work that way - they have up years and down years. And if you're counting on double digit increases every year, you should probably prepare for disappointment.

It's unrealistic to expect growth every year. A year of increase can be followed by a year of double-digit decrease. The stock market has averaged an increase of about 8 percent over the last 50 years (Forbes, 2018), and it has endured a few 30 percent decreases during that time. So keep your growth goals realistic.

If you've got your strategy in place, have started early and have realistic expectations, you may be well on your way to realizing your retirement financial goals.

Visit the [HMConnection page](#) to read more articles.

**Career
Center**

PASA WEBSITE: CAREER CENTER

Have an administrative position you need to fill? Or are you considering moving forward in your professional career?

As a courtesy to school administrators, public school employers, and those seeking positions in school administration, PASA provides on its website the "[PASA Career Center](#)," a listing of school administrator job openings, both in Pennsylvania and in the Mid-Atlantic region. Vacancies and available positions for public schools are posted at no charge upon request and review.

To request a vacancy announcement posting on this web site, send a message to the [Webmaster](#). Please include your phone number with your e-mail request. Information needed includes: position, entity, contact name/address, description of the position, application deadline and application process. Additional position information may be included, depending on length.

(PASA reserves the right not to publish an open position or to modify submitted information.)



"GOING WHERE NO ONE HAS GONE BEFORE"

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

I've been a Trekkie since high school. And, while I had to live through both good and bad post-TV Star Trek movies, I did enjoy the 2009 movie, which played off the familiar characters but in an alternative universe due to a black hole and a crazy Romulan commander wielding planet-killing red matter and two Mr.

Spocks... well, unless you're into Star Trek, I won't bore you with the plot details.

I saw the movie on TV this past weekend. And as it progressed, I got to see one of my favorite scenes, during which Mr. Spock from the future and Captain Kirk from the present meet up with Engineer Scott played by Simon Pegg, one of my favorite ST actors. And as he is presented with the possibility of utilizing a method of transwarp beaming which he has not yet invented, he notes how preposterous it actually sounds.

"Except, the thing is, even if I believed you, right, where you're from, what I've done - which I don't, by the way - you're still talking about beaming aboard the Enterprise while she's traveling faster than light, without a proper receiving pad," he says. "The notion of transwarp beaming is like trying to hit a bullet with a smaller bullet whilst wearing a blindfold, riding a horse."

When he uttered those lines, a thought popped into my head: this sounds like school leaders dealing with the COVID-19 pandemic! You're dealing with a situation you never had to address before, you're having to make changes in a trans-warp second to adjust to this alternative and constantly changing reality, you're dealing with anything but the usual norms (focused more on instructional delivery than content), and you're being asked to make decisions and plans for

school reopening with conflicting guidance and policy from a number of official sources, but guidance that seems to change day to day, while simultaneously trying to prepare for issues that are still unknown. In other words, "trying to hit a bullet with a smaller bullet whilst wearing a blindfold, riding a horse."

Good policy is a wonderful thing. And the PASA Resolutions make clear that good, thoughtful education policy is essential for public schools to thrive. But developing policy and guidance that is sure-footed and at least semi-permanent is probably asking too much at a time when facts and data and evidence – and human behavior – seem to change with the tides (or the holidays).

One minute the focus is on social distancing in school, the blended school model, concerns about bus protocols and the number of school days – and suddenly the issue is how to ensure that all students keep masks on at school. And who is paying for the masks. And what to do if Michael says he forgot his or Suzy isn't wearing one (for a reason neither she nor her parents are required to disclose)

while Emily is questioning why she has to wear one if they don't. And what a teacher is supposed to do when a mask gets trampled on the floor or takes a beating from the common cold or Jesse is crying because the mask "hurts."

Everyone talks about the new "normal." To me, it's more like the alternative reality of Star Trek, where what we know is out the window and takes second place to what we don't know, when policy and guidance changes in an

instant as new evidence is discovered or fallout from bad choices exacerbates an already troubling reality, and when we know what we should and must do for kids but really doing it well has the potential for its own fallout.

In this alternative universe, one thing you can count on right now is that you just can't count on much except doing the best you can with the skill and knowledge and creativity you and your staff possess. If there was ever a time in the history of American public schools during which an ability to think-outside-the-box and adjust to a rapidly changing environment is prime, it is now.

Again, I'm think about that Star Trek movie and the one of the closing scenes:

Scotty: I'm giving her all she's got, Captain!

[the bridge ceiling begins to crack as the ship's drawn closer]

Captain Kirk: All she's got isn't good enough! What else ya got?

Scotty: Um... Okay, if we eject the core and detonate, the blast could be enough to push us away! I cannae promise anything, though!

[the viewing window starts to rupture]

Captain Kirk: DO IT, DO IT, DO IT!

So, there you go. Perhaps science fiction does indeed inform reality.



COMMUNICATIONS TIP OF THE MONTH

"Once upon a time in the years before social media, we could embrace the complex with our board and come up with a solution we thought was best. The times have changed. We now live in a digital era, which means our privileged knowledge from yesteryear is gone. When we sit in a city council meeting or just about any other public meeting, the existing knowledge is easily shared and available to everyone present, and we should assume our community has access to it. As such, we need to adopt a new language with our board members and our community to open the door for these conversations to occur in meaningful ways." – Quintin Shepherd, superintendent of the Victoria Independent SD (Texas), from "Differentiating the Complex from the Complicated," as published in the July issue of *School Administrator*, AASA's monthly publication. This month's issue compiles the best articles and columns of the past 18 months of coverage.

ADVOCACY & COMMUNICATIONS UPDATE...

Advocacy and Information

PASA continues to both provide information to members and advocate on their behalf. Some of these activities include the following:

- Testifying before House committees concerning school reopening
- Participating in virtual meetings with AASA and representatives from other state administrator associations
- Continuing to work with AASA on advocacy concerning the use of CARES funding and the need for additional federal funding for schools during the pandemic
- Providing special virtual briefings for school superintendents and executive directors on focused on policy and guidance updates, and sending post-briefing documents and links
- Working with education associations to finalize a report outlining school reopening considerations
- Continuing to press the General Assembly and the Governor's Office for urgently needed charter school reform

PASA will continue providing information and advocacy for and on behalf of public school administrators both during this challenging time and moving forward.

Reminder: Communicate Your Story

PASA urges school leaders to communicate with your parents, community and legislators concerning all you and your district staff have been doing to retool education, ensure students have access to meals, and provide instruction and support for students during school closures, while also developing plans for next year. It

is important the public knows that, despite an unprecedented and unexpected course change in school operations for which there is no roadmap, your commitment to students is continuing into 2020-21. For that reason, it is equally important to engage with parents and key community members concerning options for school reopening in the fall and the challenges that presents.

Utilize [communication recommendations and tools](#) provided by AASA, [web resources](#) provided by the PA School Public Relations Association (PenSPRA), and [web resources](#) from the National School Public Relations Association (NSPRA).

Advocacy Tools

The PASA website provides you with resources for your own advocacy. Check it out: <https://www.pasa-net.org/advocacy>. To learn more about the PA Schools Work Campaign, [click here](#).

CONTACTING PASA

Although PASA staff continues to work remotely, we are available for you as we always have been. For urgent questions and concerns, call our alternative phone number: (717) 514-8718.

For general questions, contact PASA via the general email (pasa@pasa-net.org) and your question will be directed appropriately and promptly. In addition, you may send an email directly to specific PASA staff members. ([Click here](#) for the staff list.) We monitor all correspondence and respond as quickly as possible. Please do not hesitate to contact us with your questions and concerns!



RESCHEDULED PART 1: STRATEGIC AND CULTURAL LEADERSHIP September 22-23 PASA Office, Harrisburg

(NOTE: Should concerns about COVID-19 remain in September, the Academy may be changed to a virtual program. If that occurs, cost will be \$49 for members and \$60 for nonmembers. Current registrants would receive a refund for the difference.)

New superintendents will learn strategies for developing and enacting a mission, vision and core values for the academic success and well-being of all students. Facilitated discussions will focus on effectively transitioning to the new role, prioritizing safety, developing a positive relationship with the school board, creating an organizational structure based on the district's needs and priorities, developing an appropriate superintendent evaluation process, and assuring equitable opportunities for all students.

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.

Other Rescheduled Sessions for 2020:

Part 2: November 16-17

Part 3: January 21-22

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



HOW TO PROMOTE EMPLOYEE WELL-BEING

BY DAVID McDEAVITT,
PASA PROFESSIONAL DEVELOPMENT COMMITTEE MEMBER



As a member of the PASA Professional Development Committee and a former presenter at the New Superintendents Academy, I was asked to write an article on health and wellness.

This is “right down my alley” as I wrote an article in July 2018 on Employee Wellness Programs entitled “Will Employee Wellness Programs Reduce Healthcare Costs?” Since this article was published, I am pleased to be in the final stages of my doctorate program. I have completed my research through Drexel University and am currently awaiting a date to defend my dissertation.

The qualitative single instrument case study that this researcher conducted on an Employee Wellness Program was at an intermediate unit in Pennsylvania. During this research, it was evident that employee wellness programs can save money on healthcare costs.

According to the director, this wellness program actually had a return on investment (ROI) that was just under \$4.89 for every \$1.00 spent (intermediate unit director, email correspondence, June, 2020). During this study, it was evident that the director and the staff “bought into” the wellness program. The successes from this wellness program came from the four checkpoints that included a health screening, physical, follow-up to any recommendations from the health screenings, and a personal fitness goal.

It is evident through this research that disease prevention is

the key to employee wellness program success. The treatment of diseases is a burden on our healthcare system and costs employers more money on healthcare costs (Ozminkowski et al., 2016; Ott-Holland, Shepherd, & Ryan (2019). As we all know, the budgets are a concern, and any type of costs reductions are welcomed.

The other theme that was evident in this research was the fact that the intermediate unit director worked in conjunction with the support staff and professional staff unions to promote a healthy workforce. Healthy employees not only reduce healthcare costs, but they have the potential to improve the educational culture.

As we prepare for the fall, a healthy workforce and a positive culture are two areas within our organizations that will be more important than ever before. The success within these two areas cannot be accomplished unless the superintendent leads the way.

Entering into my ninth year as superintendent, there is so much that needs to be done for the fall. I don’t have time for anything else, or as Jessie Ventura’s character in the movie “Predator” put it, “I ain’t got time to bleed.” Individual wellness can erode under adverse conditions and can be enhanced under favorable conditions (Cowen, 1991).

These are the times that we must focus on our own wellbeing in order to lead the organization. Eating a variety of fresh nutritious foods, committing to a regular exercise program, and keeping your mind “right” are actually easy. If you are a superintendent you can easily do these three small tasks. If not for you, do it for your family.

References

- Cowen, E. L. (1991). In pursuit of wellness. *American psychologist*, 46(4), 404.
- Ott-Holland, C. J., Shepherd, W. J., & Ryan, A. M. (2019). Examining wellness programs over time: Predicting participation and workplace outcomes. *Journal of occupational health psychology*, 24(1), 163.
- Ozminkowski, R. J., Serxner, S., Marlo, K., Kichlu, R., Ratelis, E., & Van de Meulebroecke, J. (2016). Beyond ROI: using value of investment to measure employee health and wellness. *Population health management*, 19(4), 227-229.

David McDeavitt is the superintendent of the Allegheny-Clarion Valley School District, a member of the PASA Professional Development Committee Member and a Drexel University doctoral candidate.



COMING UP...

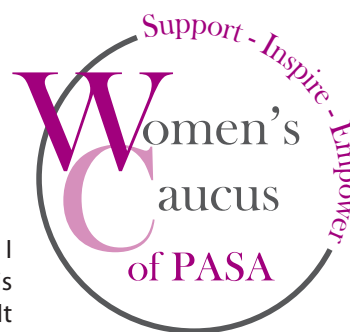
July 27	New Superintendents: Transitioning to the Superintendency – The First 100 Days
August 5	Actions for Eliminating Racism and Inequities in Schools
Sept. 28	Building Culture from the Inside Out (with JC Pohl)
This Fall (TBA)	Fall Series: Conversations about Racism and Inequities

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



USING STRESS IN A POSITIVE WAY

BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT AND
ASSOCIATE SUPERINTENDENT, SALISBURY TOWNSHIP



Is this really summer? Usually I experience a slightly slower pace in the summer. A refreshing family vacation... fireworks on the fourth...

fewer evening meetings... planning for opening convocation... more time to think, learn, and grow... more time for writing and reflection....

This year? Not so much. This year the game has changed as we sift through resources, suggestions and expert opinions to generate Health and Safety Plans. This year we plan for multiple learning options. This year we rethink large group opening convocations. This year we plan for alternate student and/or parent orientations. This year so much has changed. There are very few definitive answers, and we need to plan for multiple possibilities.

I am definitely feeling the stress, and I imagine other leaders are feeling it too. We want to do the best for our faculty/staff and students/families. We want to predict and solve potential issues. We want to maximize our human and financial resources, but our constraints cause us stress.

Yesterday, I read the article "[In Stressful Times, Make Stress Work for You](#)," published in the *New York Times*. As a result of reading the article, I am asking myself to think differently about the stress I am feeling. What is causing my stress? How do I feel about it? More importantly, what opportunities lie within the stress and/or stressors themselves?

The article encourages the reader to consider an important researched fact: that what matters most about stress and its impact is our **mindset about the stress**, not how much stress we have. (Read a [sample research report here](#).) The good news? We can control our mindset, even when we can't control our stress.

The authors of the article share a three-step process for the reader to shift his/her mindset about stress. (You can also view videos/instructional materials linked in the article.). Here are the three steps:

Step 1: Acknowledge Your Stress

The authors believe the first step to making stress work for you is to simply see and acknowledge your stress. Ok. This seems doable. I am stressed about COVID-19 and the challenges it presents for our school systems. I am stressed because there are so many experts sharing guidance, but I am stressed that we as an organization are planning for all of these possibilities and solving all of these operational challenges instead of talking about improving teaching and learning! Instead of reading a title from the ever-growing stack of professional resources on my bookshelf, I am reading more guidance from health experts or PDE.

The authors share once you identify the stressors, you can identify the emotions you are experiencing and any

physical results of the stress. Yes, I feel frustrated, and this summer is exhausting instead of refreshing. It is easy to identify how I feel.

Step 2: Own Your Stress

The authors share, "We only stress about things that we care about. By owning our stress, we connect to the positive motivation or personal value behind our stress." Certainly, I care and want to do the best we can for our faculty/staff and learners/families. It is easy to see the personal connection and values behind this stress.

Step 3: Use Your Stress

In this final step, the authors encourage the reader to use and leverage stress to achieve his/her goals. They encourage the reader to reflect, "Are your typical responses in alignment with the values behind your stress? Think about how you might change your response to this stress to better facilitate your goals and your purpose."

So, what are my typical responses to the COVID stress and all this planning? How do I manage it? Instead of getting tired and frustrated with what isn't possible, how do I focus on the opportunities this experience has provided?

Throughout this challenging time, I have had the opportunity to collaborate with two different stakeholder groups. I have met and networked with professionals across the state. Throughout this challenging time, I have learned! I have learned so much from diverse sources about this disease and how to best protect our students/faculty/staff. Throughout this challenge, I realize, there are opportunities. They may look different from what I expected this summer, but I am still learning!

If you are interested in learning more, check out the article or at least take a look at the [ReThinking Stress Toolkit](#) on Stanford University's site. You could use the resources as a lunch-and-learn for your administrative team or just share the site with others. There are short videos to better understand each step of the process. There is even a [companion workbook](#) to guide a conversation and/or private reflection.

The important thing is to make stress work for you, not the other way around.

WOMEN'S CAUCUS UPDATE...

The **Southeast Women's Caucus dinner** planned for November 10 in King of Prussia has been canceled. But mark your calendar for **November 10, 2021** for next year's dinner!

Remember to mark your calendar for the 2021 Women's Caucus Conference in Hershey:
May 16-18.

Title IX – Amicus Brief

Given the enormous burden the Title IX regulation poses for districts trying to re-open schools in the middle of the pandemic, AASA has taken the unusual step of filing an amicus brief in two key state attorneys general cases that are requesting a preliminary injunction to stop the regulation from going into effect on August 14th. **Pennsylvania is one of the two states seeking that injunction.**

The AASA amicus brief, drafted by John Borkowski of the law firm HuschBlackwell and an attorney who has focused on assisting district leaders for over 30 years, highlights the most egregious aspects of implementing this regulation from the K-12 perspective. [Read the brief here.](#)

CARES Funding Update

Last week, Secretary of Education Betsy DeVos doubled down on her flawed interpretation of the equitable services provision, and published a [proposed rule](#) that would codify the practice with the strength of law. Her policy proposal will be open for public comment for 30 days.

In her rule, DeVos continues to conflate allocation of resources with use of resources, in an effort to distract from the fact that her proposal shifts \$1.3 billion from public schools to private schools and it inherently inequitable. She frames the CARES Act equitable services resources as a subsidy for private schools to keep them from going out of business/closing, a far cry from the reality of CARES Act funding, which is about getting emergency funding to kids. CARES Act did provide a pathway by which private schools could get support against closures, via the Paycheck Protection Program. DeVos uses the long-standing equitable services mechanism as a money grab to bolster private school coffers, when historically, the program has been about ensuring Title I eligible students are served.

Giving the allusion of choice as a cover for a flawed policy proposal is unacceptable. This interim rule reaches into how schools USE their CARES funding—something Congress was crystal clear to make very flexible—so as to force public schools to allocate money from Title I students to private schools.

The proposal is anything but choice: if a districts wants to implement equitable services as it has historically been done—and as Congress intended—it can only use the district's CARES funding in its Title I schools. This is a logistical and operational hurdle that unnecessarily complicates the work of safely reopening schools in the fall and all but forces LEAs to set aside the higher proportion to private schools, or to be in non-compliance with supplement-not-supplant, as DeVos grossly expanded her authority to apply this provision in the context of CARES.

The rule is rife with problems. For that reason, AASA will fully engage, strongly oppose, and make clear to USDE opposition and criticism of their action, theory and approach. **Watch for details about how you can become involved during the public comment process.**

AASA Coronavirus Resources

AASA continues to work with federal officials and members of Congress to influence legislation and policy concerning the coronavirus pandemic and its effect on schools. The AASA website

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

Also, since the start of the pandemic, AASA and the Association of School Business Officials (ASBO) International have worked to collect and respond to the variety of questions received about the COVID-19 pandemic, the federal response, and what it means for schools in terms of implementation and compliance. To broadly disseminate this intelligence, AASA and ASBO have created a [FAQ document](#) to inform COVID education policy needs.

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, <http://www.aasa.org/>.**

“NOTEWORTHY QUOTES”

"In Title VII [of the Civil Rights Act of 1964], Congress adopted broad language making it illegal for an employer to rely on an employee's sex when deciding to fire that employee," he wrote. "We do not hesitate to recognize today a necessary consequence of that legislative choice: An employer who fires an individual merely for being gay or transgender defies the law." – U.S. Supreme Court Justice Neil M. Gorsuch in the written opinion for a 6-3 majority in [Bostock v. Clayton County, Ga.](#) (Case No. 17-1618) and two consolidated cases involving workers who alleged they were fired on the basis of being gay or transgender

"We're fighting for school choice, which really is the civil rights of all time in this country. Frankly, school choice is the civil rights statement of the year, of the decade, and probably beyond—because all children have to have access to quality education. A child's zip code in America should never determine their future, and that's what was happening." – President Trump, announcing an executive order on policing in the White House Rose Garden last month

"Pennsylvania has two different systems for paying for special education services for public school students. In school districts, funding is based on a Special Education Funding Formula (SEFF) that differentiates students into cost tiers according to their levels of educational need. Special education for charter schools is funded according to an outdated formula that pays the same tuition per student for each student from a school district, regardless of the cost of that student's needs. This difference is unequal, unfair, and wastes millions of dollars." – from the executive summary of a recent report on the special education funding system for charter schools, published last month by Education Voters PA

On June 30, the U.S. Supreme Court decided that a state could no longer bar private religious schools from participating in its voucher programs. "A state need not subsidize private education," wrote Chief Justice John Roberts for a five-judge majority in the case, *Espinoza v. Montana Department of Revenue*, "but once a state decides to do so, it cannot disqualify some private schools solely because they are religious."

AASA submitted an amicus brief to the Court, arguing that it was improper to require a state to fund private religious education and that voucher programs undermine public schools and the obligation of states to fund public schools. The 5-4 decision did not surprise us or many legal experts because, by hearing the case at all, which many felt was weak, the Court seemingly tipped its hand that they were unhappy with the decision by the Montana Supreme Court and wished to overturn it.

State "no-aid" provisions which bar funding of religious education exist in 38 states, but 18 of these states already have voucher programs. Thus, while pointing out how the creation of voucher program conflicts with a state's constitution or no-aid clause has been a helpful argument for public school advocates opposed to these programs, it has not stopped states from disregarding their no-aid provisions and enacting voucher programs.

What are the immediate effects of the SCOTUS decision then? Two states, Vermont and Maine, will now have their "town-tuitioning programs" dating back from 1869 to 1873 respectively, (long before vouchers were invented) open to private religious schools. These programs have allowed students in rural parts of the state who did not have access to any public school to attend any other public or private secular school inside or outside the state. Unlike voucher programs that started in the 1950s in response to segregation, these programs are small and specific to very rural communities in those

states. They are not "true" voucher programs in the mind of many school leaders, but voucher proponents are already pouncing on the opportunity to claim them as such and ensure parents in these states can opt to send their children to private religious schools on the state dime.

What else is next? According to the Institute for Justice, which represented *Espinoza*, they are looking to use this decision to push vouchers in Texas, Missouri, South Dakota and Idaho. They say these are the next big "battlegrounds" for vouchers, and legislatures should no longer feel bound by "no-aid" causes. However, a look at how these voucher fights have played out recently reveals that the winning arguments for public education have centered on opposition by rural Republicans that diverting state funding away from public schools will hurt rural students. There also are concerns about academic achievement and accountability in voucher programs.

This decision raises the possibility that voucher proponents could start insisting that it would be religious discrimination if religious schools are not treated the same as other educational entities when it comes to state aid. They could try to argue that, when new grant programs are created, private religious schools should be eligible for the funding. Meanwhile, they also will want to be granted exemptions so they don't have to meet the same academic/curriculum, reporting and discrimination provisions as secular private schools or public schools.

As is true of major education decisions by the Court in recent years, it can take time to understand the policy ramifications of a case. AASA and the coalition we lead, the National Coalition for Public Education, will remain vigilant in fighting voucher schemes at the federal level and provide our affiliates with the best arguments and research for successfully opposing these programs at the state level.

From our PASA Sponsors PROFESSIONAL OPPORTUNITIES

PASA is grateful for the ongoing support of our [PASA Sponsors](#) and [Business-Level Sponsors](#). Although PASA does not promote or endorse any product or service offered by our sponsors, we are pleased to share information they offer that may be helpful to school leaders.

Several of our Diamond and Platinum sponsors are offering free webinars and other unique opportunities to assist PASA members in planning for the next school year. We encourage you to take advantage of these opportunities as we all work toward the goal of successfully navigating toward a "new normal" with quality educational opportunities for our students.

To date, PASA Sponsors Edmentum and SiteLogiQ have provided free webinars. Webinars from additional sponsors are being scheduled.

See the PASA website for updates and information at <https://www.pasa-net.org/sponsoropportunities>.

ON THE CALENDAR...

July 14: "What Does the CARES Act Mean to You Financially" (offered by Horace Mann, a PASA Platinum Sponsor)

July 23: "Addressing Students with Back-to-School" (offered by Newsela, a PASA Platinum Sponsor)



TOPIC: SMART EDUCATION NETWORKS BY DESIGN: THE COSN SEND INITIATIVE, PLUS COVID-19 & REOPENING SCHOOL RESOURCES

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.

CoSN/AASA/edWeb.net EmpowerED Superintendent Monthly Webinar

"Smart Education Networks by Design: The CoSN SEND Initiative"

The next installment of the CoSN/AASA/edWeb.net EmpowerED Superintendent webinar series is scheduled for Monday, July 13, at 5:00 pm ET.

Now, more than ever, school networks must serve students and teachers both inside and outside the classroom, anywhere and anytime. You will not want to miss this highly engaging webinar as three school superintendents – Dr. Mark Benigni (Meriden Public Schools, CT), Dr. John Marcus (Stoughton Public Schools, MA), and Matthew Miller (Lakota Local Schools, OH) – and share how their districts make high-stakes technology investment decisions in the midst of constantly changing technology, teaching and learning priorities, and funding.

[Click here](#) to learn more and register for this free webinar.

CoSN Resources to Support Smart Educational Networks

The impact of COVID-19 and the rapid move to Remote Learning have underscored the importance of school districts creating and maintaining robust reliable Internet networks. Education networks have evolved from addressing district operational and administrative needs to serving students and teachers in and beyond the classroom, anywhere and anytime.

Innovative technologies, more access to the Internet, and powerful communication, creation, and collaboration tools are driving instructional transformation. Rapid change is increasing demand for greater network capacity and reliability.

CoSN is pleased to provide district leaders with information resources to help them make effective and sustainable high-stakes infrastructure investment decisions. CoSN's [one-page document](#) identifies six core characteristics of the "new" network to include in your school district's network design and planning. The [CoSN SEND Initiative website](#) provides multiple tools and resources, including comprehensive guidelines, a checklist for School System Chief Technology Officers, an Action Toolkit, and much more.

COVID-19 & Reopening School Resources for School Leaders

CoSN continues to provide schools leaders with updated information on the ["EdTech Guidance in the age of COVID-19"](#) web page. School leaders have ready access to current resources that not only help school systems adapt to remote learning during COVID-19 but also provide guidance for planning how to reopen schools for the 2020-2021 school year.

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



“NOTEWORTHY QUOTES”

On Return-to-School Concerns...

"Although these challenges seem daunting, PASA believes they can be overcome through creativity, cooperation, collaborative planning between school districts, and adequate financial support. We understand there are no easy answers but are committed to being part of the solution." – Dr. Shane Hotchkiss, superintendent of the Bermudian Springs SD and chair of the PASA Legislative Committee, during testimony before the House Democratic Policy Committee last month concerning school reopening

"Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfecting). Therefore, CDC does not recommend universal testing of all students and staff." – from newly released CDC guidelines

"The AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school." – from a statement released by the American Academy of Pediatrics

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Visit the PASA website at www.pasa-net.org/pasasponsors for more information on the products and services our sponsors can offer YOU!

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PROFESSIONAL LEARNING UPDATE

Please watch the PASA website for additional updates.

CANCELED PROGRAMS

PA Educational Leadership Summit
was scheduled for August 2-4

Southeast Region PASA Women's Caucus Dinner
was scheduled for Nov. 10 in King of Prussia

RESTRUCTURED PROGRAMS

PASA/PSBA School Leadership Conference
Oct. 14-16

This year's conference is being restructured as a virtual event.
Watch for details!

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

FOR NEW SUPERINTENDENTS

Webinar for New Superintendents
"Transition: The First 100 Days"
July 27

New Superintendents' Academy Part 1
Strategic & Cultural Leadership
Sept. 22-23 (had been July 27-28)

New Superintendents' Academy Part 2
Systems Leadership
Nov. 16-17 (had been Sept. 22-23)

New Superintendents' Academy Part 3
Professional & Community Leadership
Jan. 21-22 (had been Nov. 18-19)

SAVE THE DATE

Webinar: "Actions for Eliminating Racism and Inequities in our Schools"
Free for PASA members
Aug. 5, 10 am – noon

Webinar: "Building Culture from the Inside Out"
with J.C. Pohl - from PASA and the PA Principals Assn.
Sept. 28 (10-11:30 a.m.)
Registration Opens Soon!

Summit for Assistant Superintendents and Supervisors
"Bridging SEL Research and the Applied Implementation of SEL in Schools" - Nov. 6 at CAIU
Registration Opens Soon!

IN 2021

Aspiring to Leadership Workshop
January 15 in the PASA Office

PASA Leadership Forum with Dr. Bill Daggett
March 29 at the US Army Heritage and Education Center (Carlisle)
reception on March 28

PASA Women's Caucus Spring Conference
May 16 - 18 in Hershey

PA Educational Leadership Summit
August 1 - 3 in the Poconos

Southeast Women's Caucus Dinner
November 10 in King of Prussia

NOTEWORTHY QUOTES

"Does the Order of the Secretary of the PA Department of Health Requiring Universal Face Coverings apply to children and adults while in schools? Yes, this Order applies to all individuals while in school entities, including public K-12 schools, brick and mortar and cyber charter schools, private and parochial schools, career and technical centers (CTCs), intermediate units (IUs); educational programming for students in non-educational placements such as residential settings (boarding schools), residential facilities, detention centers, and hospital settings; PA Pre-K Counts, Head Start Programs and Pre-school Early Intervention programs; and Private Academic Nursery Schools and locally funded prekindergarten activities. For the safety of students, staff and families, and to avoid community spread of COVID-19, students and staff are considered to be members of the public who are congregating in indoor locations. As such, they are required to adhere to this Order. The Order is effective immediately and applies to all children aged two and older." – from an email sent to school officials on July 3 by the PA Department of Education concerning a statewide order for mask use in public

"In our survey, parents expressed a lot of uncertainty regarding their plans for school attendance. Many are waiting to see how schools address safety and how the pandemic evolves. It's very likely that parents' views and plans will change as new information becomes available." - Kao-Ping Chua, M.D., Ph.D., a pediatrician and researcher at Michigan Medicine C.S. Mott Children's Hospital, CHEAR and the U-M Institute for Healthcare Policy and Innovation, concerning a recently released survey of parents concerning a return to school

"As an educator who doesn't have a medical background and is being asked to make significant public health decisions, this is extremely frustrating." – Dr. Jim Scanlon, superintendent of the West Chester Area SD, in a letter to district families regarding lack of clear state guidance for schools

MEMBER NEWS

REGION 1

Dr. Helen McCracken, superintendent of the Central Greene SD, as announced she will retire, effective September 8.

REGION 24

Dr. Kimberly Donohue, assistant superintendent of curriculum and learning in the Coatesville Area SD, has retired.

REGION 25

Dr. Byron McCook has retired from his position as director of technology for the Radnor Township 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.")

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!



PASA CALENDAR

PASA continues to closely monitor the coronavirus outbreak and its implications for our schools, our students and our communities. We also want to make the health and well-being of Pennsylvania's school leaders a high priority and are sensitive to the need for our members to be in their districts as these challenging situations continue. For that reason, some programs and meetings listed here may be canceled or rescheduled, reshaped and reimagined, and new ones added as necessary. Please watch the PASA website for updates. See the PASA web site at www.pasa-net.org.

JULY

- 13 Executive Committee meeting
- 27 Webinar for New Superintendents
- 30 AASA/PASA Natl. Supt. Cert. Program® (virtual session)

AUGUST

- 5 Webinar: Eliminating Racism & Inequities in Schools
- 12 Professional Development Committee meeting (virtual)

SEPTEMBER

- 7 *PASA office closed*
- 10-11 Board of Governors' meetings
- 22-23 New Superintendents' Academy Part 1
- 28 Webinar: Building Culture from the Inside Out

OCTOBER

- 1 PASA membership year begins
- 12-13 National Superintendent Certification Program (PASA office)

NOVEMBER

- 6 PA Summit for Assistant Superintendents and Supervisors (CAIU)
- 12-13 Board of Governors' meetings
- 16-17 New Superintendents' Academy Part 2
- 26-27 *PASA office closed*