

## CONVERSATIONS ABOUT RACIAL INEQUALITY

PASA is committed to working toward ensuring that equity in public schools is a priority, promoting respect for all, and providing school leaders with information and resources to assist them in having meaningful community conversations and developing positive initiatives to ensure students are safe, informed and respectful toward each other both in their schools and within their communities.

"Racism is a long-recognized scar on the soul of our nation that continues to inflict pain and misery on too many of our minority citizens, especially black citizens as was evidenced by the recent death of George Floyd,"

said Mark DiRocco, PASA Executive Director. "Our public schools need to be a bastion of hope to eliminate racism in our society. We must refocus our efforts to ensure that equity and respect are woven through every facet of our school programs and activities.

"It is said that one of the greatest honors of being an educator is that we have to opportunity to pass our culture along from one generation to the next. Part of that work needs to include ending the elements of racism that permeate our society. If racism is ever to be eradicated, our public schools will need to play a significant role in leading the effort.

"We need a renewed determination to listen to the black community and other marginalized people if we are going to develop and provide educational programs for our children that pass along a culture free of racism and filled with hope for the future."

In response to recent events in Pennsylvania and across the country, PASA has compiled a list of resources to assist school leaders and educators to facilitate conversations and initiatives addressing racial inequality in schools and communities. See [the list](#) on the PASA website.

## CORONAVIRUS UPDATE... GETTING ANSWERS

### **School Reopening Guidance**

This month the Pennsylvania Department of Education (PDE) said elementary and secondary schools in the state's yellow and green phases may resume in-person instruction and activities beginning July 1 under a phased reopening approach that first requires schools to develop health and safety plans based on guidelines from the Centers for Disease Control and Prevention (CDC) and the state Department of Health (DOH).

According to the department, given the dynamic nature of the pandemic, the [Preliminary Guidance for Phased Reopening of Schools](#) serves as a starting point for school leaders to consider in reopening preparations, and it will continue to evolve as further research, data and resources become available. Later this month, PDE will release additional guidance that outlines steps for school openings while addressing safe operations, teaching and learning and student wellness, with attention to equity.

Elementary and secondary schools that want to begin offering in-person instruction or activities must first develop a health and safety plan, which will serve as a local guideline for all school opening activities.

The plans should be tailored to the unique needs of each school and reflect a comprehensive, community approach created in consultation with local health agencies.

Plans must encompass several elements, including identifying a pandemic coordinator or team to lead response efforts; steps to protect high-risk children and staff who may be at higher risk; processes for monitoring students and staff for symptoms; guidelines for hygiene practices; processes for cleaning and disinfecting; guidelines for the use of face masks; protocols for social distancing; and procedures for restricting large gatherings.

The plans must be approved by local boards of directors and posted on the school or district public website before a school reopens. The plans must also be submitted to PDE, although the department will neither approve nor disapprove them.

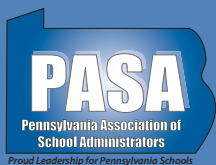
PASA has provided links to various back-to-school resources on our web page at <https://www.pasa-net.org/coronavirus>.

In addition, PASA, along with PSBA, PSEA, PASBO, PAIU, PACTA and PARSS, are finalizing the work of a **Back to School 2020 Taskforce** comprised of individuals

*See Coronavirus Update, page 4*

### Inside this issue...

Executive Director's Message .....	2
At the Capitol .....	3
PASA Legal Services .....	4
PASA Seeking Nominations for 2021 PA Supt. Of the Year .....	5
Advocacy & Communications .....	5
President's Message .....	6
Membership Renewal 20-21 .....	6
Conversations .....	7
Contacting PASA .....	7
Black Students Matter - And You Can Help .....	8
Planning to Retire? .....	8
The Superintendent's New Role .....	9
WC - What Did You Learn this Year? ..	10
Communications Tip .....	10
AASA News .....	11
The Advocate: Misdirecting CARES Funding to Private Schools .....	12
AASA Legislative Advocacy Conf. ....	12
COSN .....	13
Noteworthy Quotes .....	13
NSA Part 1 Rescheduled .....	14
What You Need to Know .....	14
PASA Career Center .....	14
Professional Learning Update .....	15
Noteworthy Quotes .....	15
Membership News .....	16
Calendar .....	16



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## FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

### THE WORLD IS ON FIRE!

Problems have always been with us in America since the inception of our country. Every generation has been forced to endure turmoil, life changing events, hardships and sacrifices as our country has developed for more than two-and-a-half centuries in this great experiment of democracy. There have been periods of great upheaval that have changed the course of our nation over time. Today, it seems like we are in one of those periods of change.

Over the past few months, it seems like the world has been on fire. The Coronavirus Pandemic came on the scene quickly and totally disrupted our lives, causing schools and businesses to close literally overnight. The pandemic has led to more than 100,000 deaths in the U.S. and nearly 400,000 across the globe. In addition, it has caused a swift and unprecedented downturn in the economy, leaving some 30 million Americans unemployed and painting an uncertain picture for the economic road ahead for our economy and our public schools.

School leaders have been working overtime for the past three months dealing with the school closures and doing their best to feed students while educating them remotely. Educators are weary, parents are frustrated, financial resources have been worn thin, and school budgets are tight going into the new year. Although the school year has just ended, the reopening of school in the fall has become the new focus with another set of daunting challenges. New health and safety guidelines just released regarding the opening of schools have set another Rubik's cube in front of school leaders to solve. There are more questions than answers for a short time frame in which to have all the new protocols and procedures in place for schools to open in the fall.

In the midst of the pandemic, economic downturn and disruption of our school systems, another devastating and tragic event occurred recently in the death of George Floyd in Minneapolis, Minnesota. It was an event that hit our nation with a greater ferocity than the Coronavirus in January and the economic collapse in March. This event exposed the 400-year history of the disturbing effects of racism in our society.

Suddenly, the national news shifted from the historic deaths and financial losses of the pandemic to the senseless killing of another member of the black community. It was obvious that people were outraged by the video of the event that led to Mr. Floyd's death, resulting in the loss of life in our minority and marginalized communities. Marches and rallies have been daily events across the nation and around the globe since Mr. Floyd's death.

The pandemic will eventually end. The economy will eventually rebound. But racism will be much more difficult to eliminate, as hate is deeply rooted in our culture and passed down for generations.

If racism is ever to be eradicated, our public schools will need to play a significant role in leading the effort. We need a renewed determination to listen to the black community and other marginalized people if we are going to develop and provide educational programs for our children that pass along a culture free of racism and filled with hope for the future. Additionally, policymakers need to make sure that all schools are provided the financial resources they need to deliver an equitable and effective educational program to all its children. The financial and resource disparity between our public schools needs to end.

Racism is a long-recognized scar on the soul of our nation that continues to inflict pain and misery on too many of our minority citizens, especially black citizens. Our public schools need to be a bastion of hope to eliminate racism in our society, and educators will be asked to lead the change that will create a more equitable society. We must refocus our efforts to ensure that equity and respect are woven through every facet of our school programs and activities. PASA has posted [resources for school leaders](#) on our website to help their schools address the issue of racism.

Our public schools have always been called upon to address society's greatest difficulties and needs. In the short term, we must find ways to deal with the pandemic and how we are going to educate our children in the coming year. However, there is no greater need in our country or public education than to finally extinguish the debilitating effects of racism.

I sincerely hope that this is a new day when people of good will head down a new path armed with a better vision for America's children that is free of racism.





## 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](http://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 Budget:** In late May lawmakers passed and Gov. Wolf signed into law a \$25.75 billion interim 2020-21 state budget that provides for continued funding for most state agencies and programs from July 1 through November 30. The budget includes an additional \$2.6 billion in federal funding provided through the federal CARES Act and sustains most education funding at current year levels for all of 2020-21. Federal funds were not utilized to supplant state funding, which is very positive. The budget also transfers state CARES funds to the Property Tax Relief Fund to make up for decreased gaming revenue. After the general election in November, lawmakers and the governor will need to develop a budget plan for the remainder of the 2020-21 fiscal year.

**Safety Grants:** The budget calls for nearly \$200 million from federal funds under the CARES Act to be distributed as grants to school entities specifically to address health and safety needs related to the COVID-19 disaster emergency.

**School Code Bill:** A School Code bill passed with the budget extended the PlanCon moratorium for another year, requires 180 school days in 2020-21 regardless of whether there is another declaration of disaster emergency, and continues \$7 million in funding for districts in financial distress.

**PASA Response:** PASA applauds the Governor and the General Assembly for making education a priority during a difficult economic time in the Commonwealth. While not providing a funding increase, the budget does not cut state spending to public schools despite financial uncertainty, and by providing for full-year appropriations, gives local school officials the information needed to plan their budgets for 2020-21. PASA also is grateful for the transfer of state CARES funds into the Property Tax Relief Fund, which will provide taxpayers with continuing state support at the local level.

### In Other Budget & Finance News

**State Revenue:** Pennsylvania collected \$2.1 billion in General Fund revenue in May, which was \$439.7 million, or 17.3 percent, less than anticipated. Fiscal year-to-date General Fund collections total \$29.6 billion, which is \$2.6 billion, or 8.2 percent, below estimate.

**Revenue Estimates:** In an analysis published this month, the Independent Fiscal Office (IFO) updated revenue projections for the remainder of 2019-20 and for 2020-21, revising downward projections for the former (\$3.7 billion less) but projects an increase in the GDP and in wages & salaries for 2021. In general, the IFO forecast assumes a relatively quick recovery in the third and fourth quarters of 2020 and through 2021.

### Legislative News

**Session Schedule:** The General Assembly continues to operate on modified rules, with some lawmakers working virtually. The Capitol remains closed to all but lawmakers, legislative and Capitol staff, and

credentialed press. Over the past month, both the House and Senate have modified their respective schedules from week to week, but both chambers soon will recess for the summer.

### State News

**Three-tiered Approach to Reopening:** Gov. Wolf last month continued to reopen the commonwealth county-by-county with a red-yellow-green approach based on numbers of COVID-19 cases, testing and availability of healthcare facilities. Although optimistic about having the entire state move into the "green" phase soon, the Governor, Secretary of Health Dr. Rachel Levin and the medical community continue to urge Pennsylvanians to proceed cautiously in their public interactions until effective treatments and a vaccine are available.

### National News

**CARES Funding for Schools:** U.S. Secretary of Education Betsy DeVos has announced that the USDE will propose a rule to reinforce her interpretation of the "equitable services" distribution of federal CARES funding for schools. Increasingly, school and state officials are concerned about the USDE's interpretation of the CARES Act, an interpretation that would distribute federal funds to nonpublic schools based on attendance rather than poverty, as is required under Title I and as was indicated in the CARES Act. PASA, AASA and officials and organizations across the nation continue to question this interpretation and are urging Congress to make clear the intention of CARES Act fund distribution.

**New Fed Rules on Sexual Assault in Schools:** Attorneys general from the District of Columbia and 17 states, including Pennsylvania, are challenging new rules developed by Secretary Betsy DeVos and the USDE that outline how schools must respond to student complaints of sexual assault and harassment under Title IX. In essence, the rule allows schools to shift the threshold that officials use to decide if an assault claim requires a response from "preponderance of evidence" to a "clear and convincing evidence," which represents a higher bar to prove a claim of misconduct.

**Nutrition Waivers:** The U.S. Department of Agriculture has extended to August 31 waivers from rules for school meal programs. The extended flexibility will allow districts to continue meal programs for students through the summer months.

### COMING UP

With a five-month interim budget passed, lawmakers will likely work on a limited number of issues the rest of June but probably nothing controversial. They will then recess for the summer, not returning until September. But there is a lot of work ahead, including development of a budget plan for the rest of fiscal year 2020-21. And looming ahead is the November 3 election, something that, along with the condition of Pennsylvania's economy, will certainly have a role to play in budget negotiations five months from now. Stay tuned for the latest information by following us on **Twitter @PASASupts**.



# CORONAVIRUS UPDATE

*continued from page 1*

from those organizations and tasked with: evaluating some of the hurdles school districts will face in planning for the 2020-21 school year; compiling a list of innovative solutions for districts to consider within numerous areas; identifying and increasing attention to areas of policy and practice that may require temporary changes in order for districts to be able to open in compliance with state, federal and CDC recommendations; developing an online repository of resources for policy makers, districts, communities, parents and others to access to gain a greater understanding of the challenges and resources available as schools look to successfully reopen in the fall of 2020; and identifying solutions and costs to districts for specific products and services.

The Task Force is focused on 10 topic areas, and many PASA Board of Governors members have worked on those issue-focused committees. Committee co-chairs from PASA included:

- ♦ Dr. Jeffrey Fuller, PASA President and superintendent of the Freedom Area SD – Special Education
- ♦ Dr. Jay Burkhart, superintendent of the South Western SD – Communications/Outreach
- ♦ Dr. Mark DiRocco, PASA Executive Director – Staffing/Personnel
- ♦ Connie Kindler, PASA Consultant for Professional Development – Instruction

Each committee finished its work on June 5, and the Steering Committee will publish the results and send the report to all districts no later than June 19.

## **Federal Guidance & Numerous Concerns**

State guidance concerning school opening in the fall comes on the heels of often conflicting 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 various versions of school reopening guidance, some of which have been at odds with statements from the White House. [Click here](#) to read the latest CDC guidance.

In addition, pediatric and psychologist organizations have pointed to the need for districts to be proactive in addressing student stress with physical and space limitations in reopened schools, health officials have pointed to the need for testing and tracing, technology groups have pointed to the ongoing problem with inequities in school infrastructure that will complicate school reopening, and other associations (including AASA) are pushing for additional federal resources to assist schools with gearing up for the many costs associated with the reality of opening schools, transporting students, maintaining a healthy environment, and addressing the stressors affecting students.

## **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.

The web page provides members with easy access to a wide variety of important resources, including: links to important documents and guidance from the PDE; information on return-to-school issues; links to the pandemic web pages from the Governor’s website, PEMA, Ready PA and the PA Department of Health; AASA resources and information about what is happening on the federal level; and links to numerous national and international resources,

including the USDE, CDC, World Health Organization, U.S. Department of Agriculture, and others.

We are pleased to see that AASA has provided a link to PASA’s web page on its own Coronavirus resources web page.

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](mailto:pasa@pasa-net.org).

## **Daily Briefings**

PASA continues to update superintendents and I.U. executive directors through a Briefing on Tuesdays and Thursdays via Zoom with our Executive Director Dr. Mark DiRocco to provide an opportunity for Q&A on issues that arise in district planning and operations and to share updates from both the state and federal level. This 20-30 minute briefing provides members with the information they need during this time, targeted specifically to the work of chief school administrators.

## **From the Department of Education**

The PA Department of Education has many resources and updates posted on its [coronavirus webpage](#).

One link in particular is aimed at providing guidance to school districts in the form of [frequently asked questions](#) on many pressing issues, including the 180-day school year, early intervention, federal programs, return to school, school construction, special education services, statewide assessments, student teaching and transportation.

The department is constantly updating these resources. PASA is in touch with department officials to have specific questions from our members addressed.

## **A MEMBERSHIP BENEFIT! PASA LEGAL SERVICES**

PASA’s legal staff offers a wide range of employment-related legal resources and services to PASA members who are Commissioned Officers. These services include consulting services, employment contract services, non-litigation dispute resolution, and assistance with the negotiation and development of separation agreements.

Go to:

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



# 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>.

# 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:

- Participating in virtual meetings with AASA and representatives from other state administrator associations
- Urging lawmakers to keep decision-making and authority concerning property tax revenues at the local level
- Continuing to work with AASA on advocacy concerning IDEA requirements, funding issues, E-Rate and funding for digital connectivity
- Providing virtual briefings for school superintendents and executive directors on Tuesdays and Thursdays to provide updates on policy, funding and guidance from the state and local levels, and sending post-briefing documents and links
- Working with education associations to develop school re-opening strategies
- 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.

## PASA Points

The latest edition of PASA Points, PASA's monthly two-page, issue-focused newsletter sent to members of the General Assembly, focuses on the 2020-21 state education budget and PASA's position on budget-related issues. [Click here](#) to see the June issue and past issues.

## 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](#).

# OUR SCHOOLS ARE REOPENING!

BY DR. JEFFREY FULLER, PASA PRESIDENT



I just got off of a phone call with a reporter, and by now I'm sure that you have all heard the news. It has been all over the news the last week that our schools will reopen on July 1!

Of course, the footnote is that it will be extremely difficult to do that with all of the restrictions that may be in place. But then the legislature has now passed bills meant to end the shutdown order AND we learned that athletics can now restart, as long as we don't have fans.

Remember back to March 13? Every decision we made was changing on a day-to-day, sometimes hour-to-hour basis. As we are all working on our plans to reopen schools in the fall, it feels like we are right back in that chaotic phase of daily change.

I may not know what the fall will bring, but here is what I do know: I know that each and every one of you has the best interest of your students in mind as you make decisions about reopening. I know that you and your teams will put together a plan that, while it might look different from the plan that your neighboring district puts together, is designed to support and sustain the students and staff of your community. I know that whatever plan you put together will make some members of your community very happy and some members of your community very upset.

But I also know that you will do your absolute best because that is what you do each and every day.

I also know that PASA, your organization, stands ready to provide as much information and support as possible

as you make those plans. Dr. DiRocco and the team at PASA have established themselves, and our organization, as a leader in the state. The Daily Briefings have provided much needed information in a well-reasoned and timely manner that enabled each of us to make decisions that helped to move our districts forward during a time of uncertainty. They have been our voice in the Capital, and we have been heard through them.

Additionally, members of the PASA Board of Governors served on the various committees of the Back to School 2020 Taskforce that worked tirelessly over the last several weeks to put together a comprehensive resource that will help to guide schools in their reopening efforts. This work, done in conjunction with PASA, PASBO, PSBA, PSEA, PPA, PAIU, PACTA, and PARSS, should be available to districts in the very near future. We hope that you find it useful in your planning efforts.

This has been a long, hard spring. Summer looks like it will be the same. So, I will end by going back to my year-long mantra and ask this: What are you doing that allows you to disengage from the daily grind, to refresh, and recharge? You likely haven't had the time or ability to do much of that for the last several months, so it is vital that you do now.

As for me, I will go back to where I started my articles last fall. I bought a new table saw two weeks ago, and I plan to make a lot of sawdust this summer.

What about you? Take the time. You are worth it.

## MEMBERSHIP RENEWAL FOR 2020-21

Your membership renewal notice is on its way!

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 education, 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 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.*





# CONVERSATIONS

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR



Conversations are important. They are probably more important now than they have been in a long time, although perhaps more difficult. With deep divisions nationally over politics and policy and attitudes toward race and justice, government and taxes, as well as the ongoing debate about individual vs. community, it is difficult sometimes to have civil

conversations that actually inform the issue at hand and involve a level of respect for opposing viewpoints.

The biggest problem is that too many times the word “conversation” is equated solely with speaking. But that is only one-half of what makes a conversation. The other, perhaps even more important, is the one we’ve lost: the ability to listen, truly listen, and listen with an open mind and a humility that says “I may be wrong.”

That doesn’t seem to be in vogue these days.

Have you ever been in a conversation with someone and suddenly noticed that their eyes seem to be glazing over? Maybe they were initially involved in the topic but now are losing interest. More than likely, they have something they want to say, a rebuttal perhaps, and are impatiently waiting for you to stop talking so they can jump in with their take on the issue. They actually tuned you out a long time ago.

If you spend any time on Facebook or any social media, you know what I am talking about. What you see quickly is a lot of “shouting” in capital letters, not a lot of respectful conversation.

## ***Is anybody listening?***

A failure to listen has played a major role in sparking the recent protests across the country and the world. Those protests were triggered by the terrible death of George Floyd but also reflect the systemic failure of this country to listen and truly engage in meaningful conversations about race, prejudice, inequity and injustice, issues that have festered in this country far too long.



Concerning the response to COVID-19, reasoned conversation about balancing the need to maintain community safety with the need to restart the economy was drowned out by name-calling, shouting about the loss of individual freedom, refusals to wear face masks in public places, and political acrimony focused on who should be in charge.

It’s not easy to have a conversation on an important topic when those with whom you are speaking have already made up their minds and see no real need to listen. Most of you have experienced that in your roles as school leaders, whether you are explaining an important budget issue to a lawmaker or an instructional change to parents or a tax increase to the community: no matter how well you explain the problem, there always will be those who just don’t care what you have to say. They already know that what they believe is true. While you are speaking, they have already tuned you out and are just waiting for a change to offer a rebuttal.

Schools were closed this spring, so obviously school districts now have a lot of cash sitting around that they didn’t have to spend for nearly three months, right? When a parent opts to send their child to a charter school, you’re saving money there too, because you don’t have to spend money to educate that child any longer, right? That building worked fine for their kids, so you don’t need to spend all that money on an expensive new one, right? They know those things are true. So what’s the point of listening?

Advocacy is conversation. But it is rarely easy conversation, whether it involves the big conversations about racial injustice and the balance between the individual and the community or conversations about funding equity, mandated costs and charter school funding, or the conversation between you and your school community about the challenges the district is facing and the difficult decisions that have to be made. Advocacy is always a challenge made more difficult by a lack of real listening and a lot of preconceived ideas.

But it is important to have those conversations so that those who indeed are listening will better understand what you are doing and planning for their children and the children in their community – and you will have the input you need to strengthen education and collaboration in your district.

The **PASA Resolutions** do not specifically focus on the need to have real conversations about these important issues. But without those conversations, education issues will never be addressed in a way that ensures public schools will continue as a symbol of hope for ALL students and, as is stated in the General Priorities, “the foundation of our democracy and the American dream.”

No matter whether they truly are listening, we need to lead by example, press on and continue the conversation.

## CONTACTING PASA

Although PASA staff is working 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](mailto: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!

# BLACK STUDENTS MATTER - AND YOU CAN HELP

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT  
AND SUPERINTENDENT OF THE POTTSTOWN SD



For about two weeks we've seen major protests that have captured the nation's and the world's attention over the public killing of an African American named George Floyd. Many of us have issued a statement of grief and solidarity so our community knows that we value minority students and citizens.

As educational leaders, most of us don't question our intentions or ability to make life better for minority students. However, considering the vast majority of educational leaders in Pennsylvania are white males or white females, with only a small sliver of us being of any minority descent, do we have a credibility problem? Can we ensure that our minority students are getting what they need from schools, and can we provide our staff with the cultural competence training necessary to meet those needs?

I suggest the following as a guide to any educational leader during this time of social upheaval and, hopefully, cultural growth.



## Take a Stand

The typical response I've heard from white staff and white community members when the phrase 'Black Lives Matter' comes up is "All Lives Matter." This type of response only deepens the divide in communities because there's a lack of understanding of the very basis of the problem.

When helping community and staff understand why solidarity is important, I use the best explanation I've heard, which is a simple metaphor. If you go to the doctor because your left arm hurts, is bleeding and in pain, you do not expect the doctor to say, "Yeah, but your right arm is doing great, and that matters too!"

As educational leaders and, frankly, as moral leaders, we need to be able to take a stand to see that there are still major civil rights issues to be addressed and that, when we value that perspective, we are not devaluing the faithful men and women who have dedicated their lives to protecting and serving communities in the police force.

## Listen Carefully

PLUS Caucus superintendents are more likely to be of minority descent and have plenty of community members to draw from. But others of us may only have a very small portion of our community represented by African-American or other disenfranchised groups. However, it is still our obligation to hear the concerns from the perspective of minorities.

As leaders, we need to listen not only to those who are in our community but also to those who can speak to this matter directly. I would suggest reaching out to local chapters of the NAACP or other organizations like churches or someone you personally know and get their perspective so that you can share with the people and communities you lead.

## Take Action

In Pennsylvania, we know we have big problems to tackle in our educational system. We do not have an equitable way to fund schools, and we've made minimal progress to fix the problem. We all know that money is the "great equalizer," and we know a major reason things have not changed is that it is more natural to fight for what we need and not for what is ethical or equitable.

This is an opportunity for us to rise to the occasion. Much like the abolitionists who challenged our country to take on the scourge of slavery when no one wanted to talk about it, we have an opportunity to help our communities not only now in this present time of uncertainty but also in the future by ensuring that black and brown students don't get a second-class education.

Your voice means a lot. Use it.

## PLANNING TO RETIRE?

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](mailto:jolenez@pasa-net.org). We want you to stay connected!

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

If you are a retiring superintendent and would like to be part of this service, please contact Deborah Banks ([dbanks@pasa-net.org](mailto:dbanks@pasa-net.org)) or Mark DiRocco ([mdirocco@pasa-net.org](mailto:mdirocco@pasa-net.org)) in the PASA office.





# THE SUPERINTENDENT'S NEW ROLE

BY CONNIE KINDLER,  
PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



new work. Most exciting was the organic professional growth that many teachers experienced as they coached and mentored each other through the utilization of modern learning tools. This shared leadership model will be important for districts' continued ability to quickly pivot to changing needs and innovative practices.

Another observation has been the superintendent's transition from district leader to community leader. You immediately mobilized the volunteers within your communities to collectively provide for the needs of students and their families. During this time of significant devastation caused by a pandemic, racial unrest, and financial loss, you continue to provide guidance and reassurance to your community.

As a former superintendent, I can only imagine the breadth and depth of your current challenges, and I often ask myself what I would be feeling and doing if I were a superintendent during this time. Becoming comfortable with the ambiguity and vulnerability would be most difficult. However, courage and creativity would be necessities, and I would do what I did during my tenure as a superintendent when dealing with issues that impacted students, their families, and the community: I would enhance my district's decision-making capacity through the tapping of the wealth of talent within the community.

For example, when we knew that we needed to consolidate our elementary schools, I invited our community's leaders and others with expertise to the process. Every option consisted of trade-offs and the potential for emotional responses. We listened to and learned from each other, reviewing the varied possibilities through the lens of educational impact, financial impact, and community impact. Yes, it took a significant amount of my time and effort, but, beyond the decision that was made, these leaders and experts became our district's key communicators and advocates. The results of their inclusion in the process extended far beyond the creativity and capacity they contributed.

In light of the current complex decisions that superintendents must make, I believe that a model that enlists relevant community expertise and assets would enhance the district's capacity to address the needs of students and their families, as well as lessen any undesirable impact of certain decisions, such as parent concerns about returning to work, etc. The model would include questions such as these:

- Could parent organizations, day care workers, librarians and others assist support staff with the provision of child care and tutoring services?
- Could some of the communities' facilities be used to expand in-person learning opportunities and/or safe spaces for students during their remote learning days?

- Could cultural groups, local government officials, and clergy organize forums to assist the district with the racial unrest?
- Could local government officials enhance the district's safety and security?
- Could parent groups, food banks, and local grocery stores assist the district's food staff with the provision of and delivery of meals?
- Could community health services assist the district's health staff with student and staff health screenings?
- Could mental health agencies work with counselors and social workers to help staff, students, and families to address the toxic stress, loss, and trauma many are feeling?
- Could education foundations and local businesses contribute to the digital resources that are needed?

The general community does not understand the breadth and depth of the community-related decisions facing superintendents. Their involvement could promote acceptance of any undesirable impact and could assist the community-related needs that have defaulted to the school districts.

Ultimately, the superintendent is responsible for the recommended actions, but the community's engagement will provide value. Yes, it involves some loss of control through the distribution of leadership outside of the school district, but it expands the district's capacity for addressing the multitude of issues within our current environment. Most communities volunteered with the distribution of meals, devices, learning packets, etc., during the initial closing of school, and I believe they could easily be inspired to continue to support a common purpose: the welfare of the community's children.

The preparation for and navigation through a school year burdened with the current complexities will require courage, creativity and capacity. Many of the issues related to child care, community health, safety, food distribution, etc., have become the responsibility of the school district, yet they extend beyond the district's core mission of educating students.

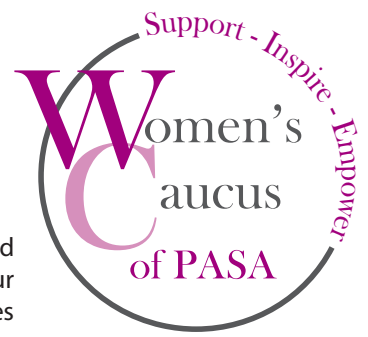
You do not need to lead this effort alone.

Throughout the last three months you shone as community leaders. Now, more than ever, your role as a community leader will be critical to your district's ability to ultimately return to your core mission: a high-quality education that prepares students for their lives.

If you have questions about the process or would like assistance with organizing it, feel free to contact me at [ckindler@pasa-net.org](mailto:ckindler@pasa-net.org).

# WHAT DID YOU LEARN THIS YEAR?

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



Last month, I wrote about how we as educational leaders are working to address the challenges brought on by the COVID-19 pandemic. Initially,

and in a short time span, we focused our energy to create Continuity of Education plans to meet the needs of our learners in our individual contexts. In addition, we navigated final budgets with uncertain funding mechanisms and potential shortfalls due to the pandemic.

In this month's column, I want to focus on the importance of making time for instructional leadership – even when being inundated with intense operational challenges. We must make time for professional learning to feed our souls and prepare us to lead for change!

You might recall I previously shared my colleague [Randy Ziegenfuss](#) and I have been engaged in an action research project to uncover the competencies leaders need in order to lead in a learner-centered environment. [Education Reimagined](#) has published several resources to help us better understand a learner-centered environment. (Learn more in [A Transformational Vision for Education in the US](#) or [It's a Paradigm Shift. So What?](#))

To complete this research, Randy and I started a co-hosted podcast, [Shift Your Paradigm](#), and we've posted almost 80 episodes over the past few years. Each podcast has helped us better understand what the learning beliefs look like in action. There are podcasts focused on each educational level: elementary, middle school, and high school. There are public schools and private schools. There are podcasts with leaders, learners, and both!

A few highlights from this year... We delved into the [Power of Place with Tom VanderArk](#). We learned about [Sweetland School, an Arts Integrated, Project Based elementary school](#). We even featured a couple of episodes with Salisbury teachers/learners about Project Wonder (a micro-school within Salisbury Middle School). Hear their story [here](#).

In addition to Shift Your Paradigm, we've posted over 40 episodes this year for Season 6 of [TLTalkRadio](#), a podcast designed to engage our listeners in learning and inspire listeners to lead for the change. This season, we interviewed quite a few authors including: [Kevin Baird](#), [Ulrich Boser](#), [Bob Crowe/Jane Kennedy](#), and [Joanne McEachen/Matthew Kane](#). One of my favorite episodes this season was [Episode 28](#) which featured the book [EduProtocols](#) written by Jon Corippo and Marlena Hebern. For each podcast, there are links to resources. Be sure to check them out and share with your colleagues. With each episode, we gleaned insights into best practices, alternative thinking models, and ideas to share with our own teams. I hope you will look for an episode which might interest you and your team.

Beyond podcasting, reading new books, and hear-

ing about the learner-centered learning environments across our country, I also learned what it takes to host a high school intern in the workplace! For a couple of years, our high school principal has been working to build a student intern program. Building business partnerships, identifying mentors, and facilitating these experiences is no easy task.

To better understand the demands on the adult learners/mentors and young learners/interns, Randy and I participated in the dTech High Internship program as mentors for two students. The students worked with us to learn about the process of podcasting while we learned about the operational side of developing and facilitating student internship programs. We documented the series through several episodes. You can get a glimpse into the journey through these episodes:

- ♦ [Shift Your Paradigm Bonus Episode 13](#)
- ♦ [Shift Your Paradigm Bonus Episode 14](#)
- ♦ [Shift Your Paradigm Bonus Episode 15](#)

As a culminating internship experience, the student interns created an episode of TLTalkRadio from start to finish. Listen to the "takeover" interview [here](#). Throughout the process, we had a glimpse of the documentation and forms used by the school before, during, and upon completion of the internship. What a rewarding learning experience!

By carving out a few hours per week for my own professional learning, I was able to learn from others' challenges and successes, expand my understanding of learner-centered learning, and think about what is possible in our own learning environment.

As we move into summer and plan for the fall, I encourage all of us to make some time for professional learning and sharing. Read, listen, share, and learn this summer!

## COMMUNICATIONS TIP OF THE MONTH

"Amplifying student voice requires both the promotion of students' social and emotional competence and a safe and caring learning environment where adults listen to and value what students have to say.... Schools can ensure they hear from all students, not just those who regularly speak up and take leadership roles, by providing thoughtful opportunities to lead and contribute both in and outside the classroom." – Melissa Schlinger, vice president of practice and programs with the Collaborative for Academic, Social and Emotional Learning in Chicago, from "Elevating Voice through Social & Emotional Learning," as published in the June issue of *School Administrator*, AASA's monthly publication. This month's issue details various strategies for giving students a greater voice in their education.

### **AASA Coronavirus Resources**

AASA has been working 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.

### **Homework Gap Letter**

AASA has drafted a letter, signed by more than 1,100 educators from across the country, calling on Congress to address the homework gap. The letter reiterates that Congress must ensure the next COVID-19 funding package include at least \$4 billion in direct funds to the Federal Communications Commission's (FCC) Schools and Libraries Program to help connect millions of students to the internet. The letter remains open for additional signatures and the copy linked in [the blog](#) will be updated as needed to reflect the growing levels of support.

### **Use of CARES Funding**

AASA and the National Coalition for Public schools recently penned a letter with more than a dozen organizations urging Congress to include language in the HEROES Act (H.R. 6800) that would block emergency funds from being used for private school voucher programs. Specifically, the groups highlighted that "This unprecedented pandemic should not be exploited to promote unaccountable, inequitable, and ineffective private school vouchers or otherwise divert public funding for private schools. We urge you to support every effort to prevent funding for private school vouchers allowing for school privatization into the next COVID-19 relief package."

Also noteworthy, [the letter](#) criticized Sec. DeVos' Rethink K-12 Education Models program discretionary grant program, which allows states to offer families "microgrants" for technology and public or private remote learning programs. From AASA's perspective, this program would be rife with accountability problems, and consequently, divert relief funds to unqualified, unaccountable online vendors.

### **Resolution on School Reopening**

AASA has released [a resolution to support a safe, healthy and district-specific reopening process](#) that was informed by the Centers for Disease Control and Prevention (CDC). The resolution followed the creation of the [AASA COVID-19 Recovery Task Force](#), comprised of superintendents from across the country charged with recommending solutions for our nation's more than 13,000 school districts on how schools will reopen and what they will look like in the aftermath of the pandemic. AASA is expected to release

a consensus-driven set of guidelines for reopening schools this month.

### **Nutrition Waivers**

AASA and 84 allied education and nutrition organizations have submitted [a letter](#) to the U.S. Dept. of Agriculture (USDA) urging for an extension to all COVID-19 related school nutrition waivers until September 30, 2020, so that districts can continue to serve meals to students and families throughout the summer.

### **July's Virtual Advocacy Conference: Still Time to Register**

AASA's 2020 Legislative Advocacy Conference will be held online July 7-9 (with a governing board meeting on July 6). Content is being coordinated on the afternoons of July 7 and 9, and July 8 is slated for your advocacy visits. Scripts, talking points and the information you need for requesting, confirming and completing virtual conference calls/zoom meetings will be provided. The virtual format represents a great way to expand the reach of our advocacy efforts without asking members to come to Washington.

Registration is free for AASA members and only \$50 for non-members. Take advantage of this opportunity to make a difference on the federal level! Full details are [available online](#).

### **NCE 2021 Call for Proposals**

AASA is searching for the "best of the best" presenters to engage attendees in conversations around cutting edge trends, issues and solutions in education at the 2021 National Conference on Education in New Orleans (February 18-20). Participation as a presenter will help attendees increase their leadership skills and professional competence, provide for an exchange of ideas and help attendees address the controversial issues facing today's educators. Proposals are due [here](#) by JUNE 12 (extended deadline). Contact Gabriela Iturri with any questions at [giturri@aasa.org](mailto:giturri@aasa.org).

**Join AASA today** and become part of a supported community of school leaders nationwide who advocate for public education. AASA, The School Superintendents Association, is the only national organization that represents and promotes the concerns of chief school administrators across the nation! **See the AASA website, <http://www.aasa.org>, for details or contact the PASA office.**

**SAVE THE DATE**

**2021 National Conference  
on Education**

**February 18-20  
New Orleans**



As district leaders figure out how to scrape pennies together to make the next school year a viable option for all students, the U.S. Secretary of Education is using the pandemic as an opportunity to advance her top policy agenda: redistributing federal public school funding to private schools. While to some observers her actions are not surprising, few anticipated the breadth of her actions and her ability to redirect hundreds of millions of dollars earmarked for public K-12 education to private schools.

By intentionally misreading the CARES statute and the citation embedded within it to Title I's equitable services provision, DeVos has disregarded the historical precedent of directing federal funding toward low-income students in public schools. Instead, her guidance and the soon-to-be-issued interim rule, misinterprets the CARES Act statute by saying that funding should be driven by the total number of students enrolled in non-public schools in the district, regardless of poverty level. Rather than require districts to apportion some of their funding to private schools who participate in Title I and private school students who meet Title I eligibility, DeVos is allowing any private school, regardless of their prior history with Title I or their population of students, to now receive funding that was allocated to districts based on their share of localized poverty.

The guidance that was issued on April 30 spurred considerable confusion as to whether states can and should ignore this erroneous interpretation of law and proceed with allowing districts to allocate funding to private schools in a traditional fashion. Currently, ten states have publicly indicated they will follow the guidance, while eight states have said they will follow the statute and ignore the Department's guidance.

In response to AASA's statement and the statement from our partners at the Council of Chief State School Officers that state and districts ignore the guidance, the Department has indicated it will issue an interim rule that will allow it to go after states and districts for their refusal to send millions of dollars to private schools. While the rule is pending, districts would have to set-aside CARES funding in escrow, which, during a time of financial instability, is both an unprecedented and inconsiderate request to make of districts.

### What can you do?

Republicans and Democrats alike on Capitol Hill are angered by this power grab by DeVos (even those who are voucher proponents) and believe she needs to be reigned in quickly. But, **we need YOUR help** to ensure that Congress throws a wrench into the Department's plan and stops private schools from receiving funding intended for public schools.

First, as of this moment, we do not yet have a proposed document to formally respond to. Once we do, AASA advocacy will read and analyze it, draft a template response and post it to the blog. At that time, we'd ask you to take a moment to go to our blog and cut/paste and personalize the template comment in the U.S. Federal Register. We will include easy-to-follow steps for how you can comment on the Federal Register and also encourage you to email us your comment if you're not sure how to do it, and we will submit it for you. This comment does not have to be on district letterhead.

Second, send a copy of your comments to your Representatives and Senators, so they are aware of your advocacy on this issue and

## MISDIRECTING CARES FUNDING TO PRIVATE SCHOOLS

the importance of restoring this funding as intended even before the next COVID-19 package is complete. Given that we anticipate timing of that large package to be in mid-July, we need Congress to act before then.

Third, keep the pressure up! Talk about this with your State Chief, school boards and other elected officials and fellow superintendents. Make sure they are engaged!

We will continue to do whatever we can to stop this funding from leaving your school districts. Stay in touch with us on Twitter @AASAHQ and on [our blog](#) for the latest info and updates.



**LEGISLATIVE ADVOCACY CONFERENCE**

Hosted in partnership by  
AASA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

**JULY 7-9, 2020 VIRTUAL CONFERENCE**

**HELP SHAPE EDUCATION POLICY & FUNDING DURING THIS CRITICAL TIME!**

Your voice is essential in the fight for educational funding and policies that affect you, your staff and your students. **Make sure you are heard during a critical time on Capitol Hill – before decisions are made around the next COVID-19 relief package and for the coming academic year.** Connect virtually with staff on Capitol Hill as well as a variety of policy experts who can advise you on legislative decisions ahead that directly impact your district.

Over the course of three days, participants will:

- **Learn about the latest issues** and understand relevant policies through a Federal Policy Update
- **Enjoy expert-led sessions** including *Managing District Resources During a Pandemic*, *Distinct Voices on COVID-19*, and *The Future of Public Education*
- **Share a powerful message** with members of Congress through virtual Hill visits
- **Connect with colleagues** from around the country

### SPEAKERS INCLUDE:

- **Marguerite Roza, Ph.D.**, research professor and director of the Edunomics Lab
- **Michael Petrilli**, president, Thomas B. Fordham Institute
- **Maree Sneed**, partner, Hogan Lovells LLP
- **Paul Reville**, founding director, Education Redesign Lab, Harvard Graduate School of Education

**Cost: Free for AASA Members/\$50 for nonmembers**

**For information/registration:**  
<https://aasa.org/legconf.aspx>



## NOTEWORTHY QUOTES



"This is the most difficult thought process of my administrative career. There are no perfect options [for a return to school]; personally, I am scared to death of returning to school because there is a complete lack of the ability to control the situation. This is not simple. That said, my job is to help push dialogue forward and to lead." – Dr. PJ Caposey, an award-winning educator, author, and speaker who serves as the superintendent for Meridian CUSD 223 in northwest Illinois, from an interview in *Education Week*

"Education must remain a priority even during a pandemic, and this budget provides schools with the stability to continue building on the progress we have made to prepare our children for a successful future. Reaching an early budget agreement under these challenging circumstances is encouraging as we continue to fight the spread of COVID-19. While this is an encouraging step in the right direction, more needs to be done to ensure Pennsylvania has the resources it needs to protect key programs and investments." – Gov. Tom Wolf, on passage of an interim state budget for July through November

"In the end, it comes down to risk management. What is the risk of returning vs. the benefit, and how can we best lower the risk to an acceptable level by considering every possible alternative since we know that there is definitely a benefit to having our students back in school. It is my professional opinion that face-to-face instruction is still what is best for students. The question is how best to do that while maintaining the health and safety of all." – Dr. Lori Suski, superintendent of the Middletown Area SD (from *The Patriot-News*, 5/28/20)

"The guidance, as currently written, is thoroughly inconsistent with the plain language of the Act, and its non-binding interpretation that instructs LEAs to violate the law. Its conclusions are erroneously arrived at by (a) conflating the allocation of funds with the uses of funds, when they are intentionally distinct, while at the same time (b) creating a distinction between Title I and CARES that, for purposes of the Act, does not exist. The result is not only contrary to the law. It runs contrary to the intentions and goals of the law in seeking to help address losses incurred by the pandemic." – from "[Flawed Guidance on Equitable Services for Private School Students in the CARES Act](#)" from the Center for Law and Education, an analysis which is critical of the USDE's controversial interpretation of the distribution of CARES funding for public and private schools based on enrollment rather than Title I criteria

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



## TOPIC: DIGITAL EQUITY STRATEGIES FOR LEARNING BEYOND THE CLASSROOM

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.

**EmpowerED Superintendent edWebinar – Live broadcast on Monday, June 8; recording available now**

**"Digital Equity Strategies for Learning Beyond the Classroom"**

CoSN, AASA and edWeb join together in co-hosting the monthly EmpowerED Superintendent webinar series. The current COVID-19 health crisis has sharply exposed the critical issues around digital equity in several profound ways.

This month the EmpowerED Superintendent edWebinar featured Dr. David Miyashiro, Superintendent, Cajon Valley School District, CA, Dr. Steven Webb, Superintendent, Vancouver Public Schools, WA, and Dr. Donna Wright, Director of Schools, Wilson County Schools, TN, who engaged in a lively, interactive, informative conversation. The three superintendents shared their strategies for bringing schools and communities together to solve the challenges of digital inequity. Their stories and expertise have great value for all school leaders at this pivotal time for K-12 education.

You are invited to access the recording of this webinar, as well as recordings of previously broadcast "EmpowerED Superintendent" webinars, at <https://home.edweb.net/supers/>.

**COVID-19 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 ensure positive outcomes for all stakeholders.

**Digital Equity – AASA/CoSN Partner Resources Available to Download**

The one-page document, [Creating Equitable Opportunities for ALL Learners](#), provides education leaders with five essential strategies for achieving digital equity. [CoSN's Digital Equity Initiative](#) web page has a number of additional resources, including access to the [Digital Equity Toolkit](#), to support the work of school leaders in building meaningful community partnerships and creating tools to help district leaders achieve digital equity for all learners.

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](mailto:bcalvary@cosn.org).





## 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.

**Cost: \$249 - PASA Members / \$319 – nonmembers**

Other Rescheduled Sessions for 2020:

Part 2: November 16-17

Part 3: January 21-22

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

## 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](http://www.pasa-net.org) for reports, testimony, the program and meeting schedule, archived Updates, the PASA Career Center (job postings)...and more!



## 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.)*



# PROFESSIONAL LEARNING UPDATE

Please watch the PASA website for additional updates.

## CANCELED PROGRAMS

**PASA/PASBO Human Resources Symposium**  
*was scheduled for June 18*

**PA Educational Leadership Summit**  
*was scheduled for August 2-4*

## RESTRUCTURED PROGRAMS

**PASA/PASBO Webinar: School Construction in the COVID-19 Era**

**June 17 - 9:30 – 11:00 a.m.**

Join our panel as they discuss resuming construction under COVID19 protocols and related concerns during these unprecedented times.

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

**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>

## RESCHEDULED PROGRAMS

**Final Webinar in the Winter/Spring PASA Webinars**

**June 23** (had been March 27)

**1:00 - 2:00 p.m.**

**"A Community Commitment to School Safety"**

School districts must rely upon community partners when developing and facilitating school safety plans. The Southwestern School District is working with community partners for the purpose of identifying and implementing best practices to address safety in their schools. Superintendent **Dr. Jay Burkhart** will share their model for the engagement of their community partners (G-Force Investigations, York County Emergency Management, and Penn Township Police Department). Participants will learn the value of this collaborative approach to school safety.

<http://www.pasa-net.org/webinars>

**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

**Summit for Assistant Superintendents and Supervisors**

"Bridging SEL Research and the Applied Implementation of SEL in Schools"

Nov. 6 in the PASA Office

*Registration Opens Soon!*

**Southeast Region PASA Women's Caucus Dinner**

Nov. 10 in King of Prussia

## IN 2021

**Aspiring to Leadership Workshop**

January 15 in the PASA Office

**PASA Leadership Forum with Dr. Bill Daggett**

March 28 - 30 (location TBD)

**PASA Women's Caucus Spring Conference**

May 16 - 18 in Hershey

**PA Educational Leadership Summit**

August 1 - 3 in the Poconos

## NOTEWORTHY QUOTES

"It's been eye-opening for some people to realize how much we depend on schools. Schools are part of the fabric of our society. We need to fund them adequately." - Montgomery County Commissioner Vice Chairman Ken Lawrence, a graduate of North Penn High School, on the challenges facing public schools, students and families over COVID-19 (from *The Phoenixville News*, 5/31/20)

"Educators, students and caregivers have done a remarkable job as we all navigate through this pandemic. Now we need to direct our energy to focus on how to resume instruction in the 2020-21 school year. We fully expect students to return to classrooms in some capacity and are confident that schools will use this guidance to build a framework that best meets the unique needs of their students and communities." - Secretary of Education Pedro Rivera on recently released preliminary guidance on reopening schools

"AASA remains committed to equity, working to prepare and support school system leaders who value equity, and to dismantling system racism and discrimination. We pledge to continue working to change the narrative by building a sense of hope for our children and articulating a vision that is compassionate, supportive and actionable." - Daniel Domenech, executive director of AASA, The School Superintendents Association, in a statement concerning racial protests across the country

# MEMBER NEWS

## REGION 3

**Dr. Patrick O'Toole** is now serving as interim superintendent of the North Allegheny SD.

## REGION 8

**Jennifer Mitchell** has been appointed assistant superintendent of the Hollidaysburg Area SD. She has been serving as the schoolwide coordinator of curriculum & professional development in the Mifflin County SD.

## REGION 15

**Dr. Steve Kirkpatrick** has been appointed superintendent of the Northern York County SD, effective July 1. He currently serves as the assistant superintendent for secondary education in the Cumberland Valley SD. Kirkpatrick will replace **Dr. Eric Eshbach**, who is retiring and will start on July 1 as the assistant executive director for the PA Principals Association.

## REGION 19

**Holly Sayre** has been appointed superintendent of the Carbondale Area SD, effective July 1. She has been serving as an administrator with the West Shore SD.

## REGION 23

**Dr. Regina Speaker Palubinsky** has been appointed executive director of Montgomery County Intermediate Unit, effective October 1 and will serve as executive director-elect beginning July 1. Palubinsky has been serving as superintendent of the Great Valley SD.

## REGION 24

**Dr. Daniel Goffredo** has been appointed superintendent of the Great Valley SD, effective July 1. He currently serves as assistant superintendent of administrative services in the district.

## REGION 25

**Dr. Eric Becoats** has been appointed superintendent of the William Penn SD. He will replace **Jane Ann Harbert**, who is retiring. Becoats has been serving as an adjunct professor for curriculum models in the Drexel University School of Education and has served as assistant superintendent for the Philadelphia SD.

## REGION 29

**Thomas McLaughlin** has been named superintendent of the Saint Clair Area SD, effective July 1. He will replace **Sarah Yoder**. McLaughlin has been serving as an administrator in the Palmerton Area SD and formerly served as a superintendent in the Weatherly Area SD.

Please report member news to PASA at [pasa@pasa-net.org](mailto: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](http://www.pasa-net.org) (Click on the "Leadership Development" button and look for "Career Center.")

# 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](http://www.pasa-net.org).

## JUNE

- 17 PASA/PASBO Webinar: School Construction in the COVID-19 Era
- 23 Webinar: A Community Commitment to School Safety
- 24 AASA/PASA Natl. Supt. Cert. Program® (virtual session)
- 25 AASA/PASA Natl. Supt. Cert. Program® (virtual session)

## JULY

- 3 *PASA office closed*
- 30 AASA/PASA Natl. Supt. Cert. Program® (virtual session)

## AUGUST

- 12 Professional Development Committee meeting (virtual)

## SEPTEMBER

- 7 *PASA office closed*
- 10-11 Board of Governors' meetings
- 22-23 New Superintendents' Academy Part 1

## OCTOBER

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

## NOVEMBER

- 6 PA Summit for Assistant Superintendents and Supervisors (CAIU)
- 10 Southeast Women's Caucus Dinner (King of Prussia)
- 12-13 Board of Governors' meetings
- 26-27 *PASA office closed*