

CORONAVIRUS UPDATE...

Across Pennsylvania and the nation, the spread of the coronavirus is an issue of growing concern for communities and school districts. As testing and response becomes more agile and information becomes more available, school leaders are certain to face questions from their communities and important decisions about everything from student attendance to athletic events.

PASA is monitoring the coronavirus outbreak and the potential for a pandemic in our state and nation. In an effort to assist school leaders, we are providing on the PASA website links to resources, information and strategies to help in the planning and management of a pandemic in your school

district and community. Find the resources here: <https://www.pasa-net.org/coronavirus>. PASA will update this list as information and resources develop.

Emergency Declaration

Following a press conference on March 6 announcing the first two presumptive positive cases of coronavirus, known as COVID-19, Governor Tom Wolf signed an emergency disaster declaration to provide increased support to state agencies involved in the response to the virus.

The disaster declaration followed the Department of Health's activation of its Department Operations Center at the Penn-

sylvania Emergency Management Agency's headquarters to conduct public health and medical coordination for COVID-19 throughout the commonwealth.

"As this situation evolves, we will continually update Pennsylvanians through our website, health.pa.gov, our Facebook page and our Twitter account," Secretary of Health Dr. Rachel Levine said. "It's important to remember that the most accurate and timely information regarding this outbreak is available through the Department of Health."

See Coronavirus Update, page 4

AASA CONFERENCE RECAP

PASA members were among those attending the American Association of School Administrators' (AASA) National Conference on Education last month in San Diego (Feb. 13-15). The conference, the only national conference for chief school administrators, featured sessions, speakers, special workshops and roundtables designed to help administrators in both their professional and personal development, with the theme "The Personalization of Education."

Superintendent of the Year



During the conference, **Dr. David Baugh**, Superintendent of the Centennial SD, was recognized as the 2020 Pennsylvania Superintendent of the Year, along with the other state honorees from across



the country. National Superintendent of the Year honors went to **Eugene Baldaras**, Superintendent of the Eugene SD in Oregon.

Conference Sessions: PA Presenters and Facilitators

A record number of Pennsylvania school leaders served as facilitators and session leaders at the conference. They included:

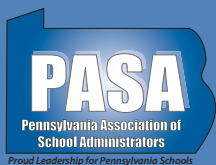
- **Rhonda Brunner**, Associate Professor, Educational Leadership, Shippensburg University, and **Travis Waters**, Superintendent, Steelton-Highspire – "Impact of Positive Behavior Interventions and Supports (PBIS) and Culturally Relevant Pedagogy for Student Success"

See AASA Conference Recap, page 11

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PASA is seeking nominations for 2020-21 President-Elect and 2020-21 Treasurer, and nominations for two seats on the AASA Governing Board. Deadline for nominations is this **Friday, March 13**. See the PASA website for information at <https://www.pasa-net.org/election2020>.



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

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

FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

CRISIS LEADERSHIP AND CORONAVIRUS (COVID-19)



The Coronavirus has entered the mitigation phase in the United States, which means that containment of the virus is no longer a viable strategy. Pennsylvania has encountered its first cases of the disease. A greater volume of testing will soon be available and will most likely reveal higher infection rates in the state and nation.

Naturally, parents and staff members are worried about the safety of the children and adults in our schools. Schools are not well equipped to promote social distancing between individuals, which is now being recommended as a mitigation strategy. This creates a serious dilemma for school leaders navigating this crisis. There are no easy answers in these situations even if a detailed pandemic plan exists.

Whether it is in writing or not, crisis leadership is part of every school leader's job description and comes with the territory of leading a complex, child-based organization. Parents, students, community members, school board members and staff will be looking to their school leaders for direction and plans to manage the crisis, especially the superintendent. This is when leadership matters the most.

It is important for leaders to face reality. While you can hope for the best, it is critical to plan for the worse, with the full understanding that things may spiral out of control faster than you anticipate. This is the time to gather your team, call in the experts (medical and community health officials), and develop short-term and long-term plans to address the crisis. The leadership team must deal with the facts of the situation no matter where they lead and make decisions based on the best information and recommendations they have at the time from the experts and resources available.

New information about the Coronavirus is coming to light each day. As with most crisis situations, we are learning more as the situation unfolds. It is important to monitor the daily briefings from the CDC, PA Department of Health, and other agencies to stay on top of the information and guide your decisions. No superintendent or school leader should be making decisions in a vacuum. This is the time to rely on the experts from the field and the team that has been assembled to lead the district through the crisis. Although the superintendent will be the face of the district and the ultimate spokesperson to the public, it should be clear that decisions are made by a team of experts.

The CDC is recommending the following for schools:

PREPARATION AND PLANNING

- ◆ Encourage students to stay home if sick.
- ◆ If students get sick at school, keep the sick student away from well students until picked up.
- ◆ Encourage students to stay home if they are sick with any illness.
- ◆ Clean and disinfect frequently touched surfaces and objects in the classroom.
- ◆ Follow [CDC's guidance for cleaning and disinfecting community facilities](#), such as schools.
- ◆ Monitor absenteeism.
- ◆ Discuss plans for teaching through digital and distance learning.

IF SCHOOLS ARE DISMISSED FOR A PERIOD OF TIME...

- ◆ Implement a plan to continue educating students through digital and distance learning (if applicable).
- ◆ Determine when students and staff should return to schools.
- ◆ Duration of school dismissals will be made on a case-by-case basis based on the most up-to-date information about COVID-19 and the specific situation in your community.
- ◆ Students and staff should be prepared for durations that could last several days.
- ◆ Administrators should work with their local health authorities to determine duration of dismissals.

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 Budget & Finance News

Appropriations Hearing: Over the last month the House and Senate appropriations committee have held public hearings on elements of Gov. Wolf's \$36 billion state spending plan for 2020-21. With those hearings now concluded, the General Assembly will resume regular session weeks through June, with budget work expected to ramp up in May.

State Revenue: Pennsylvania collected \$2.2 billion in General Fund revenue in February, which was \$90.5 million, or 4.4 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$20.9 billion, which is \$249.1 million, or 1.2 percent, above estimate.

FOR OUR RETIRED MEMBERS...

SAVE THE DATE for the second annual RETIREE LUNCHEON

scheduled for **Wednesday, June 17** in the PASA office from 11 a.m. – 1 p.m. Catch up, learn about what we are doing, and stay connected to PASA!

EXECUTIVE DIRECTOR'S MESSAGE

continued from page 2

The Coronavirus may be with us for an extended period of time. I encourage you to trust the experts, trust your team, and trust your judgement as you lead your district during this challenging time.

PASA will continue to provide Coronavirus resources on our website at <https://www.pasa-net.org/coronavirus> and forward updates and information as events develop. Please do not hesitate to contact us if we can be of any assistance to you.

THOUGHT FOR THE DAY

"Seeing that kids are succeeding because of the changes we're making drives me. We, as leaders, need to be champions for our profession. Education is the backbone to our democracy." – 2020 National Superintendent of the Year Gustavo Balderas, superintendent of the Eugene SD in Eugene, Oregon

School Health & Safety News

School Safety Grants: The School Safety and Security Committee within the Pennsylvania Commission on Crime and Delinquency (PCCD) announced last month that it has approved \$53.7 million in school safety and security grants to 524 school entities and \$7.5 million in community violence prevention/reduction grants to 30 organizations located throughout the commonwealth.

Vaping Lawsuit: Attorney General Josh Shapiro announced last month that his office is filing a lawsuit against JUUL Labs for violating Pennsylvania's Unfair Trade Practices and Consumer Protection law and jeopardizing the health of Pennsylvanians, particularly the young people JUUL targeted with their products. The lawsuit calls for JUUL to cease sales of their products in Pennsylvania and criticizes marketing techniques that targeted middle and high school students.

Legislative News

Session Schedule: The General Assembly returns to session the week of March 16. An unknown in the spring session is how concerns about the coronavirus in Pennsylvania will affect the Capitol.

Legislator Retirements: Senate President Pro-Tempore Joe Scarnati (R-Jefferson) is the latest legislative leader to announce he will not seek reelection. In January, Speaker of the House Mike Turzai (R-Allegheny) announced he will not seek re-election in 2020 for another term.

National News

Federal Budget: Pres. Trump last month released a proposed federal budget that would reduce funding for the U.S. Department of Education by nearly 8 percent. Included in the plan is consolidating 29 major programs – including funding for charter school expansion and Title I funds for disadvantaged students – into a \$19.4 billion block grant. In addition, the plan would cut funding for Head Start by \$58 million.

COMING UP

With the end of appropriations hearing on the governor's proposed state budget, lawmakers will slowly work toward crafting a compromise budget and addressing numerous policy issues this spring. Charter school reform, property tax reform, funding for school building remediation, higher education grants and numerous other issues could be part of the mix. And it is good to be reminded that it's an election year, when anything can happen – and often does. Stay informed and be prepared for anything. And stay tuned for the latest information by following us on **Twitter** @PASASupts.

CORONAVIRUS UPDATE

continued from page 1

Symptoms of the COVID-19 can include fever, cough and shortness of breath. The symptoms may appear in as few as two days or as long as 14 days after exposure. Reported illnesses have ranged from people with little to no symptoms to people being severely ill and dying. Individuals most at risk for severe symptoms include elderly and those with pre-existing conditions. (from the Governor's press release, 3/6/20)

Importance of Communications

Writing in *Education Week*, Katie Test Davis, founder of Forthright Advising, notes the importance of clear messaging concerning the coronavirus, particularly in school districts.

"As parents tuned into news reports about the spread of coronavirus in the United States, telephones at local school districts across the country began to ring," she writes. "Announcements of school closures abroad prompted questions about what schools stateside were doing to get ready for the novel coronavirus or COVID-19. Today, school district leaders are relied on for leadership and guidance on this evolving disease. Clear, proactive outreach and consistent messaging are critical as district leaders begin to respond.

"As with most communications campaigns, there is no 'one size fits all' approach. Each district should stay true to their vision, systems, and stakeholders, while challenging themselves to be flexible, collaborative, proactive, and transparent. Remember, a communications plan is only as good as the programming and processes it represents. To create an effective outreach strategy, leaders must start by creating their district's response plan." (from "[A Coronavirus Outreach Plan: 5 Steps for District Leaders](#)" (3/4/20).

A MEMBERSHIP BENEFIT! PASA LEGAL SERVICES

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



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



2020 NEW SUPERINTENDENTS' ACADEMY REGISTRATION FOR PART 1 IS OPEN!

A unique three-session program for new superintendents and those considering a move into the superintendency*

- **Discussions led by experienced superintendents**
- **Practical advice on issues facing new superintendents**
- **Networking with your peers across the Commonwealth**

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

PIL/Act 45-approved for 25 hours per two-day session
(requires full attendance and completion of embedded activities)

July 27-28 – Part 1: Strategic and Cultural Leadership **REGISTRATION IS OPEN!**

Gain insight into the importance of vision, goals and an empowering culture that promote student and staff growth, as well as working effectively with the school board.

September 22-23 – Part 2: Systems Leadership

Gain understanding about the importance of assuring systems and processes for managing and allocating resources transparently, efficiently, effectively and safely to foster equitable access to learning opportunities.

November 18-19 – Part 3: Professional and Community Leadership

Learn strategies that engage all stakeholders with effective and ongoing communication, collaboration and empowerment of others inside and outside of the organization in the pursuit of excellence in student learning.

SCHEDULE:

check-in: 9:30-10:15 a.m.

includes lunch, dinner and evening discussion the first day
concludes at about 2:15 p.m. on the second day (breakfast and lunch included).

Overnight accommodations on July 27 are available nearby.
(Deadline: July 6)

Not a new superintendent but know someone who is – or someone soon moving into the superintendency? Share this program information and give them a positive start as they move into another phase in their professional career!

See the PASA website for details, registration and hotel information at:

www.pasa-net.org/workshopnsa.



MENTAL HEALTH IN OUR SCHOOLS

BY DR. JEFFREY A. FULLER, 2019-20 PASA PRESIDENT

In his new book *Generation Z Unfiltered*, author Tim Elmore writes that the current generation of children faces more mental health issues than any other generation in American history. Article after article in our local, regional, and national news media support this claim.

As school leaders, we don't need experts or the media to tell us that. We see it in our buildings, classrooms, and hallways every day. The mental health of our students is a significant and growing problem that is stretching school resources far beyond the breaking point. The very real costs associated with addressing these issues, both in terms of financial and academic impact, are broad and far-reaching. More importantly, it is having a significant negative impact on our children, schools, families, and communities.

Across the state of Pennsylvania, referrals to the Student Assistance Program (SAP) have increased dramatically. During the 2014-2015 school year, our schools reported 67,272 referrals to student assistance. Of those, 28,930 were for students that expressed suicidal ideation, gestures, attempts, or other mental health-related concerns. During the 2018-2019 school year, the total number of referrals grew to 90,627. Student referrals for mental health-related issues totaled 39,935.

Those are the statewide numbers, but what about your local district? In my small school district, the total number of referrals and the number of referrals for mental health-related issues have more than doubled over that same five-year period. The numbers are staggering.

We are all working hard to support our students and their families. All districts employ guidance counselors to serve and support students. All districts work with their county mental health agencies. All districts provide professional development to their teachers and administrators to help them understand and support struggling students. Many districts contract with outpatient mental health care providers to work with students inside their school buildings. And still, the numbers are increasing.

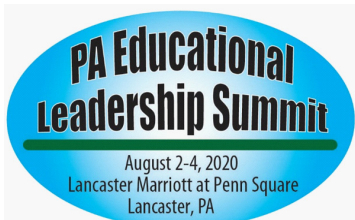
As school leaders, we must take a stand.

In 2018, Governor Wolf appointed a School Safety Task Force to look at ways to improve school safety. Of the many safety-related problems that our schools face, mental health-related issues were chief among them. Issues like social isolation and bullying, insufficient staffing, and the stigma associated with mental health were identified. The task force made 33 recommendations for improving the safety of our schools, including improving communication and information sharing, enhancing social and emotional learning for students, increasing access to mental health services, and increasing the number of mental health professionals in our schools – all of which require increased funding.

These issues must be addressed thoughtfully and respectfully with our public and our legislators. In mid-February, legislators from Bucks County met with local educators and mental health workers to discuss this critical issue. Similar hearings need to be held in all areas of our state. I encourage each superintendent to reach out to his/her local legislator to talk about these issues. Invite them to your schools and show them the things that you are doing to support your students. Introduce them to your mental healthcare providers. Our legislators need to see and understand what we are facing, how we are addressing these issues, and what they can do to help.

In the same vein, I must return to my monthly question. What are you doing to protect your mental health? What are you doing on an intentional and consistent basis to disengage, refresh and recharge? We are all being pulled in many different directions by many competing forces. Without taking that time, we cannot adequately support our students, staff, and communities.

We must address these issues. Our children are worth it.



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

*approved for 40 hours of PIL/Act 45 credit
(additional 40 hours for Ed Camp, with additional fee)*

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



Scarlett Lewis

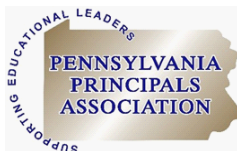


Dr. Adam Drummond

EARLY BIRD RATE ENDS APRIL 24

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

Sponsored by





SHARING OUR ADVOCACY VISION

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



Chances are, if you're taking time to read this article, (or any article in The PASA Flyer), you are one of the few educational leaders throughout the Commonwealth that cares enough to stay "tuned in" and probably advocates on a regular basis for positive changes in school districts with not only your board members but also local legislators and anyone else who will listen.

But here's a gut-wrenching question that needs to be asked: Why are we in the minority? How is it that so many principals, directors, assistant superintendents and superintendents don't see this "discipline of advocacy" as an important part of their job?

As in most professions, what we learn in the classroom does not always match up with day-to-day life.

Here's an example: "Budget! Budget! Budget!"



It's budget time, budget season, filled with budget controversy, and there is no question that we as educational leaders are knee-deep, elbow-deep, neck-deep in how we are going to choose what's most important for next year. Are we going to recommend raising taxes? Are we going to cut positions or programs? These decisions are already upon us.

We learn about budget basics in school, but it took no time at all for some of us (yours truly included) to figure out that the budget cards we are dealt are directly connected to what laws our legislators pass. Therefore, only a foolish educational leader ignores opportunities to advocate, educate and communicate on legislative issues. For the PLUS Caucus, cyber and charter school funding are our focus this year.

Secretary of Education Pedro Rivera visited my district last month, and it was quite an honor. We held a "round table" event, and there was no question that people had cyber/charter school funding and advocacy on their mind.

But one thing he told us stuck out more than everything else. Often, the way things get changed for the better in Harrisburg is not just the one time big events or the impersonal letter (both of which PLUS Caucus members are doing). Legislators also need to hear the details, the stories, and the sincerity in our voice. This takes time and planning. Even if our legislators don't agree with us, we have more impact when we build and maintain that relationship.



So back to the main point: Why don't more educational leaders get involved with advocacy? Well, it takes some time and experience to understand the importance, true. But I would postulate that some education leaders need to hear from those of us who are advocating and who do see the clear connection. They need to see that our budget and the future of our districts (and our Commonwealth) is dependent on how well we tell our story to the very group that makes the decisions.

So this month, take an opportunity to share your own advocacy efforts with other administrators. They need to know why it's important too.

Next month, we'll discuss the biggest upcoming issue affecting every district in the Commonwealth: the crumbling teacher pipeline.

Additional newsworthy quotes from the AASA Conference

"We need to be courageous and tenacious just like Harriet Tubman, the conductor of the Underground Railroad. She was willing to fight to do what was right. Equity is doing what is right! Together we are going to take our people to a brand-new home. This is our calling." – Dr. Deborah Kerr, superintendent of the Brown Deer SD (Wisconsin) and AASA President

"Get a bunch of people in a room to figure out a problem and by default, they'll come to a consensus. That's not a good thing. Usually, there's nothing comfortable about innovation. By its nature, it's disruptive. Progress and innovation require leadership willing to make hard decisions." – Ted Fujimoto, entrepreneur and co-founder of the New Tech Network, a national consortium of 113 school districts advocating technology-centric innovations to educate students and produce a 21st century workforce

"You can have the most phenomenal instruction ... but if your kids aren't accessing it because of social emotional needs, then it's really a waste." – Julie Varnam, assistant superintendent of student support services with the New Hanover County Schools in Wilmington, N.C.



SURVIVING AND THRIVING

BY CONNIE KINDLER,
PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



Keynotes and presentations that addressed personal challenges and growth inspired an audience of 3,600 school leaders last month at the 2020 AASA National Conference on Education (NCE). The son of a migrant worker who is now at the top of his professional field was recognized for his focus on equity.

A child whose family escaped turbulent times in Ethiopia became a graduate of Harvard University and spoke about attending to the invisible child. A highly successful writer who recovered from a state of depression reminded school leaders of the importance of relationships. All survived hardships, and grew to thrive.

Dr. Gustavo Balderas, superintendent of Eugene Public School District 4J in Oregon, was selected from a cast of outstanding state-level superintendents as the National Superintendent of the Year. The son of migrant workers, young Gustavo stuttered and did not speak English. With the support of leaders and teachers who served as mentors, he excelled in school and attended college via a scholarship for bilingual students.

As superintendent of this district he inherited 31 schools with extreme differences in instructional time and resources. During his five years he has made significant progress with his core mission of equity for his 17,500 students.

Keynote speaker Mawi Asgedom also overcame extreme childhood hardships. His story about his journey from an Ethiopian refugee to a Harvard graduate inspires audiences around the

world. While living in poverty, teachers in his school and others in his community noticed and mentored him. He credits them for his social and emotional learning (SEL), and is now making SEL his life work. Urging superintendents to create cultures in which the leaders take time to know each child, he asked them to especially notice the invisible ones.

Although David Brooks, the *New York Times* op-ed columnist, book author and public education pundit, did not have similar childhood challenges to overcome, during his keynote he shared heartfelt insights from his best seller *The Road to Character*, which he wrote to "save his own soul." In it he addresses the deeper values that should inform our lives, a lesson he learned after he allowed his busy career to interfere with the important relationships in his life. He challenged the audience to rebalance the scales between the achievement of wealth and status with kindness, care, and compassion, the "eulogy virtues" that exist at the core of relationships.

Each speaker credited the work of great educators who helped them recognize their own value, take risks, and persist in the face of adversity.

I know that your work for equity, social and emotional learning, and the creation of healthy relationships within your schools is consuming, but you are creating a future in which all students are developing the skills and dispositions to grow and thrive. Thank you!

2020 PASA/PSBA SCHOOL LEADERSHIP CONFERENCE UPDATE...

The 2020 conference website includes new information daily about the annual fall event, scheduled for Oct. 14-16 in Hershey.

PASA and PSBA are now seeking relevant and compelling sessions presentations on topics that would appeal to a broad school leader audience and be presented in one of a variety of formats: traditional, roundtable discussions (Thursday only), interactive, panel discussion and Ed Talks (Wednesday only). Traditional presentations will be considered, however preference will be given to the other format options.

The deadline for entries is May 15. Look for details about the RFP for education sessions, the hotel block at the Hershey Lodge & Convention Center, and registration on the conference website at <https://www.paschoolleaders.org/>.

IMPORTANT INFORMATION FOR OUR MEMBERS

PASA is closely monitoring 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 we are sensitive to the need for our members to be in their districts when challenging situations occur. For that reason, we will continue to monitor the latest information on the virus and its implications for our upcoming professional development programs. That includes reviewing whether it is necessary or advisable that an upcoming in-person program be canceled or rescheduled. Thank you for your patience as we all work through this uncertainty.

THE IMPORTANCE OF SELF-CARE

BY LYNN FUINI-HETTEN, PASA WOMEN'S CAUCUS PRESIDENT

This month, I would like to focus on treating ourselves to a little extra love and self-care.

Likely, all of us in education have been exposed to trauma and are at risk of being indirectly traumatized as a result of hearing

about students' negative experiences. Our learners may be experiencing trauma such as family structure issues, abuse, homelessness, food insecurity, etc. As we hear these stories, we empathize with these learners, and we sometimes vicariously experience their pain. It is important for us to manage our secondary trauma so we are at our best as we serve our learners.

This is easier said than done.

In this article, I would like to share a little information about secondary stress and self-care as we prepare for our annual Women's Caucus this May.

First, what is secondary trauma (often referred to as "compassion fatigue")? Compassion fatigue, or secondary stress, is the emotional distress that results in us when we hear about others' experiences with trauma. This can affect many of us in education as we engage with and support our learners and our colleagues.

What are some symptoms of secondary trauma or compassion fatigue?

In their [Secondary Traumatic Stress Fact Sheet](#), The National Child Traumatic Stress Network (NCTSN) identifies a partial list of symptoms and conditions associated with secondary traumatic stress (listed below). When you look at this list, are you or your staff members experiencing any of these challenges?

- Hypervigilance
- Hopelessness
- Inability to embrace complexity
- Inability to listen
- Sleeplessness
- Fear
- Chronic exhaustion
- Physical ailments
- Minimizing
- Guilt

How do you know if you (or your staff) are experiencing this compassion fatigue?

There are many ways to determine this, but most common are self-assessments and protocols. Consider assessing your needs with the resources in this [toolkit](#). The National Center on Safe Supportive Learning Environments identifies risk factors for secondary trauma in its [Secondary Traumatic Stress and Self-Care packet](#).

While any professional who works directly with children who experienced trauma is at risk, there are additional risk factors including:

- Prior trauma exposure
- Female gender
- Inexperience in the field
- Dose of exposure

- Type of Work
- Young age

Finally, how can we plan for the self-care to support us as we experience secondary trauma?

We need to take time to recharge ourselves so we do not become consumed in the aftermath of secondary trauma. We need to make sure we eat well, take care of our bodies, and get enough sleep. Maybe some of us are still working on our new year's resolutions. Perhaps you committed to improving your physical wellness through exercise. Maybe you are focusing on mindfulness and spiritual wellness. (If you are, check out these apps - [HeadSpace](#) or [Calm](#).)

What can you do to promote your own self-care and self-care in your staff/community members? Maybe you offer a Friday morning meditation or Tuesday afternoon Yoga in your building or district. Read some other ideas about staying healthy in [Self-Care: 12 Ways to Take Better Care of Yourself](#) published in *Psychology Today* or consider developing a [Self-Care plan](#) today.

If this topic is important to you in your learning context, I hope you will consider attending this year's PASA Women's Caucus Conference, focused on ***"Trauma-Informed Schools: A Holistic Approach."*** The conference will be held May 17-19 at the Hotel Hershey. You can find additional information about the conference as it is released by going to <http://www.pasa-net.org/wccconf>.

As always, continue to reach out to the women you work with on a daily basis. Encourage them to join Women's Caucus, as we have a lot to learn as we support and inspire each other. Remember, there is no additional fee to be part of the Women's Caucus. In order to ensure your membership in the Women's Caucus, you must select Women's Caucus on the membership form. Membership information can be found at <http://www.pasa-net.org/wcabout>.



Learn together...

Grow together...

Lead together!

Take advantage of the numerous professional learning programs PASA is offering for school administrators in 2020!

See the list on page 16

FROM AASA: WOMEN AND THE SUPERINTENDENCY

According to a recent AASA survey and federal data, about 76 percent of the nation's K-12 educators are women, but only 24% of the nation's superintendents are women.

What accounts for the relative handful of women superintendents? What strategies might be used to attract and place more women in the superintendency?

The AASA report notes that approximately 75 percent of elementary classroom teachers are women. Nearly 75 percent of the superintendents responding to the survey did not teach at the elementary level prior to working as a central-office administrator or superintendent. Of the 297 women superintendents in the AASA study, 130 were former elementary teachers. Thus more than half came from a secondary background where men teachers are a considerable majority.

In addition, while nationwide data indicate that women constitute more than 50 percent of the graduate students enrolled in educational administration programs and are achieving the doctorate at comparable rates to male candidates, about only 10 percent of women in doctoral programs are opting to earn the superintendency credential along with their educational specialist or doctoral degree.

Also, school boards place a high degree of emphasis on budget and financial decisions by using skills and experiences in these areas as key hiring criteria. However, only half of the 297 women superintendents in the study had experience in the central office and very few had responsibilities in personnel and finance.

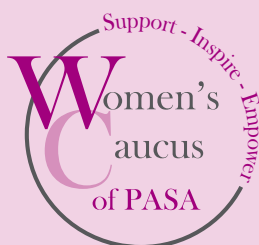
Other reasons cited include the following:

- ♦ Women are not interested in the superintendency for personal reasons.
- ♦ Nearly 82 percent of women superintendents in the AASA study indicated school board members do not see them as strong managers and 76 percent felt school boards did not view them as capable of handling district finances. Sixty-one percent felt that a glass ceiling existed in school management, which lessened their chances of being selected.
- ♦ Women enter the field of education for different purposes.
- ♦ Many women enter the process of moving through the "chairs" to the superintendency too late.

AASA offers some strategies for overcoming these challenges, however:

- ♦ Change the nature of the superintendency.
- ♦ Boards should make it possible for women superintendents to excel in what they like to do.
- ♦ States and higher education institutions should provide incentives to women to gain the superintendent's certificate.
- ♦ Districts and search firms should be rewarded by states for hiring women or minority superintendents.

[Click here](#) to read more about it.



2020 Annual Spring Conference

Sunday, May 17 – Tuesday, May 19

Hotel Hershey

"Trauma Informed Schools: A Holistic Approach"

Approved for 30 PIL/Act 45 Hours

FEATURED PRESENTERS



Dr. Deborah Kerr
2019-20 AASA President
Bold Women Inspire and Innovate to Lead Greatly



Gillian Huebner
Consultant for Child Protection
Finding the Magic in the Dust



Dr. Stacie Molnar-Main
PDE Safe Schools Initiative
Universal School Approaches to Social, Emotional and Behavioral Wellness



Dr. Dana Milakovic
PDE Office of Safe Schools
Universal School Approaches to Social, Emotional and Behavioral Wellness

*****PLUS****

Education Case Law Review ~ Legislative Update ~ Networking
Numerous education sessions focused on building the capacity of women at all levels of school leadership to develop strategies to support students, staff and each other

REGISTRATION IS OPEN! See the PASA web site at: www.pasa-net.org/wcconf



REACHING A COMPROMISE

BY BARBARA W. JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way." – opening paragraph of *A Tale of Two Cities* by Charles Dickens (1859)

If that doesn't describe today's political climate, it's hard to know what does.

I couldn't help thinking about that when I was catching some of the appropriations committee hearings on Gov. Wolf's budget over the last few weeks.

Take just one issue: Gov. Wolf's plan to provide additional state money to remediate toxic schools. Some lawmakers praised the governor's plan for additional funding as overdue. Others accused school officials of gross mismanagement over time that led to the crises in some districts, with the House Appropriations Committee chair even referring to "malfeasance in office." Some legislators noted that this is a problem across the commonwealth, affecting poor rural schools as much as urban schools, while others noted that many districts have already addressed their building issues by raising local tax dollars – so what's in it for them?

It is sometimes hard to know how there can be compromise on any issues in Harrisburg. While there are some lawmakers who, while more conservative ideologically, maintain an ability to see the forest for the trees, there are an equal number who don't want to see any trees, let alone a forest, choosing to focus on the black shadows in the forest instead.

But there will need to be compromise again this spring as budget talks kick into gear now that hearings are over. That compromise will involve not just numbers; it also will focus on some very serious education policy issues, many of which have been left to simmer and stew for a long time without resolution, such as the state share of education funding, charter school reform, property tax reform, et. al.

What will underlie discussion on education policy are two powerful themes that lie just beneath the surface.

The first one is the view lawmakers have of public education, specifically public school districts: whether public schools need increased, adequate and equitable funding or are just money pits; whether those who manage and lead public schools are doing their best to meet high expectations with fewer resources or whether public schools are plagued with "mismanagement;" and whether our public school system has value or should be replaced by a system of choice and vouchers and more charters.

The second is truly the elephant in the room: Penn-

sylvania's changing demographics. During appropriations hearings, both the Independent Fiscal Office and the PA Department of Aging noted the shrinking increase in the number of those ages 1-20 and a rapid increase in the number of those 65 or older. In fact, that latter demographic is expected to grow from three million to four million over the next 20 years. Not 50 years – 20 years.

The implications of this reality are immense and will have and already are having a big impact on everything from funding for public schools to the commonwealth's taxation system to workforce development to the bigger question: What will our priorities be over the next 20 years? Up to now, lawmakers have taken this demographic information as information only, but the reality is coming – and has big implications for our public schools and everything from property taxes to funding priorities.

The attitude toward public schools and changing demographics intersect in the world of policy. Those who believe that "government schools" are a failure and that property taxes are an unfair burden that throws money away at the expense of senior citizens will have one perspective on support for public education. Those who believe that public education works, that it is essential to a thriving democracy, and that the schools where the vast majority of our students attend must be supported fully by local communities and by the commonwealth to ensure the strength of our Commonwealth and the welfare of all of its citizens will have a different perspective.

The PASA Resolutions Committee meets next month to discuss revisions to the current Resolutions document. Without a doubt, school funding, property taxes, school safety and charter school reform will be major issues again this year. And they should be. The PASA Resolutions make clear the priorities for the association and for school leaders across the commonwealth. That is why it is so important to keep it updated and current.

But while the issues identified in those resolutions are important, they are not worth the paper they are printed on without effective advocacy from those of us who believe that public education is key to our future. And, rather than looking at our advocacy as an us vs. them, youth vs. seniors endeavor, we must instead focus on pointing to public education as essential to Pennsylvania's growth, stability – and future.

This election year will be a complicated one. And without a doubt, reaching a compromise on budget and policy issues amid the fiscal and demographic realities will be challenging this spring. Public education always figures prominently in those discussions. That is why it is important that ALL school leaders make advocacy a priority this spring as we rev up our efforts to advocate for our schools and our most important resource for the future – our students.

Looking for resources to enhance your own advocacy?

Check out the PASA website at
<https://www.pasa-net.org/advocacy>
 to assist you in those efforts!

AASA CONFERENCE RECAP

continued from page 1

- **Peter Aiken**, Superintendent, Manheim Central, and **Brian Troop**, Superintendent, Ephrata Area – “One Size Does Not Fit All Districts When It Comes to Transformation”
- **Anthony Hamlet**, Superintendent, and **Errika Fearby Jones**, Chief of Staff, Pittsburgh – “A Systemic Approach To Designing Better School Systems”
- **David Baugh**, Superintendent, Centennial, **John Sanville**, Superintendent, Unionville-Chadds Ford, and **Julia Skolnik**, Assistant Director of Professional Development, The Franklin Institute (Philadelphia) – “Understanding the Brain: How Museum-District Partnerships Improve K-12 Education with the Science of Learning”
- **Brian Troop** and four school leaders from other states – “Using Social Media To Support Your District’s Mission: Manage Consistency of Branding To Engage and Empower Students, Parents and the Community”
- **Daniel Nerelli**, Superintendent, and **Gregory Puckett**, Assistant Superintendent, Chichester – “Put Me In, Coach”
- **Allyn Roache**, Superintendent, Upper Perkiomen – “Strategically Boost Morale in Your Schools and Across the District!”
- **Roshene Davis**, Assistant Superintendent, Philadelphia, and four school leaders from other states – “Developing Global Engagement”
- **Shane Hotchkiss**, Superintendent, Bermudian Springs, and four school leaders from other states – “Staying on Top of Social Media Trends: Why You Don’t Need To Be on TikTok, But You Should Know What It Is”
- **Michele Bowers**, Superintendent, Lancaster, and three school leaders from other states – “Animation Story-Telling Motivates Students To Succeed at Writing”
- **Ron Davis**, Assistant Superintendent of Secondary Education, Mt. Lebanon – “Leaders Lead!”
- **Amy Sichel**, Lead Superintendent, AASA and PASA Past President, with **Gail Pletnick**, Lead Superintendent, AASA Past President from Arizona – “Learning, Leading and Networking with AASA’s Leadership Network”
- **John Bell**, Superintendent, Delaware Valley – “25 Tips and Tricks for New and Aspiring Superintendents”
- **Michael Loughead**, Superintendent, Hampton Township, with three school leaders from other states – “Communicating Your Vision for Digital Learning Within Your Community”

Video: Social Media Lounge

[Click here](#) to watch Shane Hotchkiss, Superintendent of the Bermudian Springs SD, give a preview of the conference in the Social Media Lounge. The lounge offered activities and learning sessions for those interested in expanding their social media literacy and expanding their social networking for professional growth.

Mini Grant Recipients

Two Pennsylvania school districts were among school entities receiving a 2020 AASA/Sourcwell Helping Kids Mini Grant, initiated to support schools recovering from natural disasters and helping students in urgent need. Among the 27 recipients were Butler Area, Franklin Regional, Halifax Area and Mt. Lebanon.



LEFT: **David Baugh** (Centennial) and **John Sanville** (Unionville-Chadds Ford) presented on professional development partnerships.

At the Conference

RIGHT: AASA President Deborah Kerr, superintendent of the Brown Deer SD in Wisconsin, called for greater attention to equity in education.



Photo by LifeTouch



LEFT: Keynote Mawi Asgedom, founder of Mawi Learning, outlined key elements of SEL and challenged school leaders to embrace all students, staff, teachers, families and communities, helping them tap into their internal strengths and resources to become better than before.

RIGHT: Five Pennsylvania school leaders represented Pennsylvania on the AASA Governing and Executive Boards. They are (L-R): **Nick Guarente** (Greenwood), **Brian Troop** (Ephrata Area), **Lee Ann Wentzel** (Ridley), **Shane Hotchkiss** (Bermudian Springs) and **Brian Toth** (St. Marys Area).

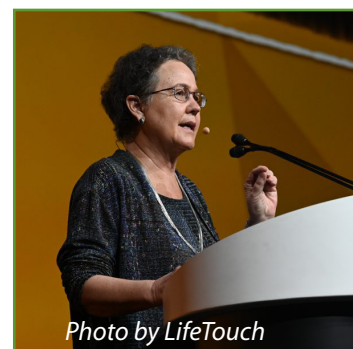
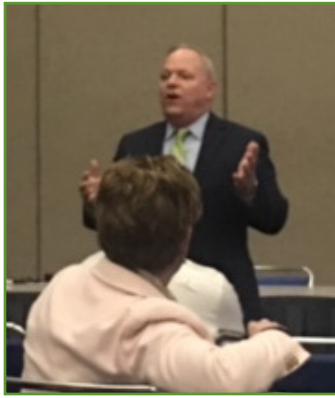


Photo by LifeTouch

ABOVE: **Linda Darling-Hammond** provided a deeper understanding of neuroscience and how engagement boosts brain development.

AASA CONFERENCE RECAP

continued from page 11



LEFT: **John Bell** (Delaware Valley) led a session focused on effective strategies for school leaders to implement and those to avoid.

RIGHT: **Travis Waters** and Rhonda Brunner presented on positive behavior intervention systems in schools.



Photo by LifeTouch

BELOW: **Thomas Gentzel**, NSBA Executive Director, and **Dan Domenech**, AASA Executive Director, spoke in-depth about current challenges facing school district leaders and the importance of positive communication and guidelines between board members and superintendents.

ABOVE: During one of the sessions, **Douglas Reeves**, leadership and education consultant with Creative Solutions, advised participants to share district data that demonstrates year-over-year progress in achievement areas.



Photo by LifeTouch

RIGHT: **Brian Troop** (center), Superintendent of the Ephrata Area SD, and colleagues from other states took advantage of activities and networking time in the Social Media Lounge.



Photo by LifeTouch

Pennsylvanians at the PASA Reception

Nearly 100 Pennsylvanians and sponsor representatives attended the Pennsylvania Reception during the AASA Conference. The reception was held at the Harbor House by the San Diego Harbor.

RIGHT: **Brian Troop** and **Peter Aiken** (Manheim Central) led a session about transformational school systems.



Thank you to our reception sponsors:
MCCLURE COMPANY: providing expertise in engineering, performance, construction, and service from pre-construction to mechanical engineering, and from simple projects to complex solutions
QUESTEQ: providing highly reliable technology infrastructure and improved data management that bridges the gap between technology and curriculum and ultimately drives innovation in the classroom
PSBA INSURANCE TRUST: providing superior insurance services and programs designed specifically for the unique needs of Pennsylvania's member school entities



See AASA Conference Recap, page 13

PASA Flyer - March 2020

AASA CONFERENCE RECAP

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Online Recap of This Year's Conference...

Want to see more about this year's conference? Check out AASA's Conference Daily Online for short write-ups about general session speakers and other presenters, stories and photos of award winners, short video clips, and reflective blog postings by AASA members about their conference experiences. See the AASA website at:

<http://nce.aasa.org/conference-daily-online>.

MARK YOUR CALENDARS!

**2021 AASA National Conference on Education
February 18-20 in New Orleans**

Photography Credit:

Where noted, photos were provided by LifeTouch, official photographer of the AASA Conference. Other photos taken by Dr. Mark DiRocco, PASA Executive Director.



COMMUNICATIONS TIP OF THE MONTH

"What do women need to do to finally take a seat at the table with our male equals? The answer, I believe, is quite simple. We need to do what men have been doing all along by developing a strong presence in the workplace. Women don't need to compete with men. Rather, women need to emulate what men have done so well in the field of education – become fearless competitors, take risks, exude confidence, sit in the front of the room and speak up to be heard. Many experts in the field of career development refer to this aptitude for promotion as 'executive presence,' the ability to engage and inspire people to act. Executive presence is part charisma, part communication and part a well-defined professional manner." – Marilou Ryder, from "Executive Presence," as published in the March issue of AASA's *School Administrator*. The issue looks at women's disproportional representation in the superintendency nationwide, and includes numerous articles, including "Women on a Plateau in the Superintendency," "Biases in Executive Searches," "Nurturing the Under-Represented," "The Glass Cliff," "Dissonance Toward Female Aspirants," and "The Essence of a Support Network."

40 Hours of PIL credit

Responsive Schools, Resilient Students

March 29-31, 2020
Nittany Lion Inn ~ State College



for superintendents, assistant superintendents, cabinet level supervisors, principals, student service personnel and other school leaders who want to create safe schools and build strong cultures that promote the well-being of staff and students, increase student engagement, and enhance academic performance

For more details,
see the PASA website at:

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



DAVID J. SCHONFELD, M.D.
School Crisis Response

JC POHL
*Building Culture
from the Inside Out*



DR. SHERRI SMITH & DR. DANA MILAKOVIC
From the PDE: Safe Schools Initiatives Update

SCHEDULE (tentative)

Sunday, March 29

4-6 p.m. – Registration
6-9 p.m. – Mix-and-Mingle
Reception

Monday, March 30

7-8 a.m. – Breakfast
Two keynotes, breakout sessions, exhibits and evening reception

Tuesday, March 31

7-8 a.m. – Breakfast
Keynote, breakout sessions and exhibits
Noon – Program ends

The ADVOCATE

In the late 1990s, AASA, along with the National Education Association and the National Rural Education Advocacy Coalition, worked together to ensure that No Child Left Behind contained a new funding stream dedicated to small and poor rural school districts. Realizing that rural districts struggled to leverage the formula funding in Title I, Title II, IDEA and other federal programs, we created a formula funding stream, known as the Rural Education Achievement Program (REAP) that was intended to help offset low federal funding and the diseconomies of scale these districts experience.

Since 2002, rural districts across the nation have relied on REAP funds to purchase supplies and make technology upgrades, expand curricular offerings, provide distance learning opportunities, fund transportation, and support professional development activities. Given the bipartisan support for rural districts, the REAP program was incorporated into ESSA in 2015.

REAP is divided into two sub-programs, the Small and Rural Schools Program and the Rural and Low-Income Schools Program (RLIS). Last month the U.S. Department of Education chose to target the (RLIS) Program.

In early February, the Department quietly sent letters out to states notifying them that they were no longer able to deem certain districts as "high poverty" if they do not meet the 20 percent Census Bureau definition of poverty. Since 2002, the Department permitted states to qualify districts for RLIS based on an alternative poverty calculation such as a high rate of free-and-reduced priced lunch. States opted for this flexibility because census poverty data is often a poor metric for measuring poverty in large, rural areas and felt these districts should be eligible for RLIS funding.

A BIG WIN FOR RURAL SCHOOL DISTRICTS FROM THE AASA POLICY AND ADVOCACY TEAM

However, after sending notices to states that they were cutting funding to hundreds of rural districts, the Department faced considerable political backlash, which AASA helped to organize.

Consequently, the [Department announced](#) this month that states would be allowed to distribute funding to districts in using FRLP data for FY20, avoiding an immediate and arbitrary funding cut to rural districts. The Department's reversal came about as a result of a [New York Times](#) story on February 28 that highlighted the issue, as well as a [letter on March 3 sent by 21 Senators](#), including Sen. Majority Leader Mitch McConnell, urging Secretary DeVos to reverse course and allow the funding to go out as planned in FY20. In addition, President Trump [tweeted his concern](#) from the fall-out of cuts to rural districts.

This victory for rural districts was a result of behind-the-scenes advocacy by our team, and we plan to proactively work with Congress to address any outstanding policy issues with RLIS funding. As a result of Congressional and political scrutiny, the Department revised the list of districts that would have lost funding if the Secretary did not rescind her initial decision. We will continue to fight to ensure these rural districts receive the funding they need in 2021 and beyond.

ADVOCACY NOTE: In response to the announced USDE change, PASA Executive Director Dr. Mark DiRocco last month contacted the offices of both Sen. Toomey and Sen. Casey on this issue and received a very positive response. That effort, in concert with AASA and state executives across the country, has led to a very positive outcome on this issue. **Advocacy matters!**



Academy Graduates

Numerous Pennsylvania educators recently graduated from several AASA academies for school leaders and aspiring leaders. They include:

AASA/Howard University Urban Superintendent Academy: Anthony Anderson (Pittsburgh), Nadia Bennett (Mastery Charter Schools, Philadelphia), Lucretia Brown (Allentown City) and Ramona Hollie-Major (Philadelphia)

National Superintendent Certification Program®: Jeffrey Fecher (Abington), George Fiore (Chester County I.U.) and Anthony Hamlet (Pittsburgh)

Aspiring Superintendents Academy®: Steven Burnham (Wilson) and Douglas Kent (Radnor Township)

Aspiring Superintendents Academy® Blended Learning Model: Scott DeShong (Avon Grove) and Chris Hardin (PA Leadership Charter School)

Statement on Proposed Federal Budget

Following the release of Pres. Trump's federal budget plan, which cuts education spending while promoting education tax credits, Dan Domenech, AASA executive director, released a state-

ment describing the budget proposal as "bad for students, bad for schools, and bad for public education.

"Whereas our members are committed to strengthening and supporting the nation's public schools, the nation's leader has once again doubled down on the flawed policies and priorities of privatization. The continued willingness of the current administration to advance a budget that chronically underinvests in our children and their education has a compounding effect, broader than just schools, and it has very real consequences."

USDA Regulations on School Meals

This January, U.S. Agriculture Secretary Sonny Perdue announced newly proposed regulations to the National School Lunch (NSLP) and School Breakfast Programs (SBP).

USDA's proposal is aimed at providing school districts with more administrative and nutritional flexibilities around the federal school meals programs, and if passed, will increase local school systems' control of their SBP and NSLP. Specifically, USDA intends to accomplish this through a three-pronged strategy that would offer schools more time to comply with the programs' compliance

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AASA NEWS

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requirements, relax the programs' nutritional provisions regarding fruits and vegetables, and modify the Smart Snack in Schools Rule, so that districts' can sell revenue-raising competitive foods for longer periods of time.

At a time when school districts are being asked to do more to improve their school meal delivery systems with fewer resources, this regulation takes the correct approach in moving the needle by improving local systems operation of the federal school meals programs.

However, to get this regulation across the finish line, AASA is asking school leaders to weigh-in and let USDA know that the proposed regulation has broad support from superintendents and other school system leaders. AASA is providing a [template](#) to assist school leaders in making those comments, using these instructions:

- ♦ [Click here](#), and then select "Upload files,"
- ♦ Fill out "First Name", "Last Name", and under category select "School district"
- ♦ Click "Continue"
- ♦ On the next page, please mark the box stating, "I read and understand the statement above."
- ♦ Click "Submit Comment"

Comments are due on or before March 23, 2020 at 11:59 pm ET.

National Superintendent Salary & Benefits Study

The recently released (and eighth annual) superintendent salary study found the median salary ranged from about \$117,000 to just under \$338,000, depending on district enrollment. More than half have served in their present position for less than five years, with less than 11 percent surpassing 10 years. In addition, respondents to the survey were predominantly white (92 percent) and male (75 percent). See the [AASA website](#) for details.

Join AASA today and become part of a supported community of school leaders nationwide who advocate for public education! **See the AASA website, <http://www.aasa.org>, for details or contact the PASA office.**

Additional newsworthy quotes from the AASA Conference

"School administrators should see every kid. I know, people will say, 'But my school has 500 students, how can I see and get to know all of them?' To that, I say two is better than one and one is better than none. Reach out and see the kid in front of you. Create a culture in your administration so that everyone is doing the same and soon, every student will be seen." – Mawi Asgedom, founder of Mawi Learning

"Today we are closer to 2050 than we are 1990. The shifts necessary require a combination of innovative thinking and funding. As leaders, we can certainly influence funding, but we can control our thinking. Leaders matter!" – Kristi Sandvik, superintendent of Arizona's Buckeye Elementary SD and AASA President-Elect.

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: LEADING DIGITAL TRANSFORMATIONS IN RURAL SCHOOL DISTRICTS

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.

Last month we addressed the issues involved with ensuring accessibility for all. As learning environments continue to move toward digital learning settings, it is critical that schools assure that an equitable, effective learning ecosystem exists everywhere, at all times, for all students. CoSN is pleased to provide school leaders (and all the stakeholders they serve) with five compelling steps to take now to ensure accessibility in the [CoSN Critical Focus Area: Issue One Pager on Accessibility](#).

This month we focus on the topic of leading digital transformations in rural school districts.

More than half of school districts and about one-third of public schools in the United States are in rural areas. Rural districts have unique challenges, ranging from poverty and vast travel distances to lack of affordable internet access. However, along with the challenges facing rural school districts, there are also some unique opportunities rural school districts can leverage due to their smaller size and direct impact on their communities. You can learn more and access a copy of the CoSN Report, "Challenges and Opportunities of Rural Districts in Taking the Digital Leap" at <https://www.cosn.org/Rural>.

CoSN, in partnership with [edWeb.net](#), hosts *The EmpowerED Superintendent* monthly webinar series on topics that are essential for all educators engaged in leading digital transformations. The focus of the **April 13, 2020 webinar (5:00 pm ET)** is "**Leading Digital Transformations in Rural School Districts**." Three superintendents share the strategies they use to maximize the opportunities and overcome the challenges in leading digital transformation within their rural school districts. Their stories and expertise have great value for all school leaders.

You are invited to register for this free webinar, as well as access recordings of previously broadcast CoSN/edWeb webinars, at <https://home.edweb.net/supers/>.

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.



WINTER/SPRING PROFESSIONAL LEARNING OVERVIEW

Whether you are a new superintendent or a school administrator who is looking to build your knowledge base and grow your and your team's leadership skills – PASA has a program for you in 2020!



2020 Winter Webinar Series: Responsive Schools, Resilient Students

One-hour sessions (noon – 1 p.m.)
March 17, April 27

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

PASA Leadership Forum: Responsive Schools, Resilient Students

March 29-31 at The Nittany Lion Inn in State College

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



PASA Women's Caucus Spring Conference

May 17-19 at The Hotel Hershey

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



NEW! Human Resources Symposium

Offered by PASA and PASBO

June 18 in the PASA/PASBO Building

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

New Superintendents' Academy Part 1 Strategic & Cultural Leadership

July 27-28 in the PASA Office

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



School Safety & Security Coordinator Workshop

Offered by PASA and PASBO

April 2 in the PASA/PASBO Building

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

PA Educational Leadership Summit

Offered by PASA and the PA Principals Assn.

August 2-4 in Lancaster

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

School Construction Workshop: What You Need To Know

Tuesday, April 28 at Allegheny I.U. 3

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



2019 WINTER SERIES: "RESPONSIVE SCHOOLS, RESILIENT STUDENTS"

Take a short time out of your day - and take advantage of these four one-hour informational PASA webinars focused on what you need to know! Provided to school administrators online, this webinar series features both information and opportunity for Q & A.

March 17: A Community Commitment to School Safety

April 27: Building Resilient Students from the Inside Out

All webinars offered from noon to 1 p.m.
Single-webinar and full-series registration available!

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

For School Safety and Security Coordinators



April 2, 2020

9 a.m. - 3:30 p.m.

New location - Capital Area IU
sponsored by PASA and PASBO

This workshop will review the basics of serving as a School Safety & Security Coordinator, including compliance with state and federal law & regulations and coordinating everything from trainings to safety & security assessments.

See the PASA website for information at

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

ADVOCACY UPDATE...

PASA Survey: School Facilities and Remediation

School districts across Pennsylvania are facing numerous school building challenges, some new and some ongoing, from asbestos and lead abatement to mold mitigation, air quality issues and deteriorating infrastructure. And, increasingly, districts are similarly challenged to find ways to pay for that remediation, according to a recent PASA survey.

The PASA survey of school superintendents, conducted last month and focused on both the building problems school districts are facing and the revenues available to address those problems, revealed that nearly 80 percent of districts have deferred maintenance or facility renovations to resolve building issues due to lack of funding in the past 2-3 years, and that issues related to aging infrastructure were an ongoing financial challenge.

When asked if they would recommend a facility upgrade, renovation or building program to resolve infrastructure issues, 84 percent said they would. However, when asked if they would defer maintenance and upgrades if specific state funding would not be available, 93 percent said they would defer or possibly defer.

"Budgetary constraints, unfunded mandates, cyber costs, and special education costs all make it extremely difficult for our district to cover the cost of repairs or even preventive maintenance," one respondent wrote. Another wrote that the district is using stop-gap measures due to financial constraints, writing, "We have utilized systematic flushing of our water system to mitigate an ongoing issue. However, the real fix will be a major plumbing project that we cannot presently afford."

"Our crumbling infrastructure frequently disrupts instruction for students," another wrote. "We MUST take action to ensure our buildings are safe for students and teachers.... We will be cutting more teachers again this year to fund facility repairs." Another stated, "We cannot afford to foot the bill for any large renovation project."

The survey was requested by staff from the Pennsylvania Senate to inform the conversation this spring at the Capitol concerning Gov. Wolf's budget proposal to address those issues in three ways: utilizing \$1 billion in grants from the Redevelopment Assistance Capital Program (RACP) for remediating existing toxins in schools, providing \$1.7 million through the EPA's Lead Testing in School and Child Care Program Drinking Water Grant for developing and implementing a lead testing program in schools and child care facilities, and utilizing revenue raised through a natural gas severance tax to make critical infrastructure repairs and improvements.

Participation in Tax Reform Meeting

On Feb. 12 the Senate Republican Policy Committee held a public meeting in Perry County to review school property tax elimination efforts. In addition to participating legislators, representatives from several organizations participated in the meeting, which also provided for public comment. Dr. Robert Pleis, superintendent of the Twin Valley SD and a member of the PASA Board of Governors, and Dr. Chris Dormer, superintendent of the Norristown Area SD and a member of the PLUS Caucus of PASA, participated in the meeting.

Both Pleis and Dormer noted that state subsidies do not keep up with current mandated costs, including pensions, special education and charter school tuition, let alone additional costs such as mental health services or services needed for low-income students. As a result, they said, local taxpayers have to fund the majority of school district budgets.

Pleis also noted that, in his district, state funding makes up just

over 25 percent of the district's budget, federal funding around 12 percent, and the rest must be raised locally. Eliminating property taxes would have to include a substantial increase in the EIT, PIT and/or sales tax to make up for that revenue, he said, and, while doing that appears to be progressive, those taxes impact lower-wage earners the hardest. In addition, Act 1 already impacts school districts, leading to cutting back on programs, putting off maintenance, etc.

Dormer noted that, in Berks County, pensions and charter school costs alone take up 60 percent of any increase in revenues from local taxes. In fact, he said, two districts have to pay more than their local tax increases for just those two costs alone (Kutztown and Hamburg). He stressed the need for a steady revenue source. In addition, he stated that, because the cost of mandates will continue to increase faster than state support, local districts must have control over the need to raise local revenue, even though that is problematic. In Norristown, the current local share is 72 percent, he said, and because of mandated costs, the district has had to cut programs and services, use fund balance money and raise taxes above the Act 1 index.

"This hits low-income communities the hardest," he said. "The result is perpetuating high local tax burdens and inequalities, perpetuating the haves and have-nots."

Dormer also noted that all five legislative proposals indicate a tax shift but do not address the cost issue. "We need continual investments in public schools to pay for the rising costs of mandates," he said. "For example, safety funding, while positive, mean that districts have to fight each other in competitive grants for dollars for safety and security. We need assurances that we will have a tax system that offers dependable income that is not dependent on fluctuating sales tax revenues, statewide economic conditions, etc. Local officials must continue to have control over budgets and decision making."

Thank you to both Bob and Chris for representing PASA at this important meeting!

Advocacy Day at the Capitol: Are You Registered??

All school leaders are invited to attend Advocacy Day at the State Capitol on **Monday, March 23**, from 8 a.m. to 2:30 p.m., sponsored by PASA, PSBA and the PAIU. We are partnering together to strengthen our advocacy impact!

The day will center around issue briefings and meetings with lawmakers to discuss critical issues affecting public education. We will begin with a continental breakfast and issue briefing at the State Museum, where registrants will receive talking points, materials and leave-behinds to use with their meetings. Staff will be stationed at a table in the Main Rotunda during the day to answer questions and provide assistance.

While there is no cost to register, pre-registration is required so that we can coordinate appointments with legislators. PSBA is handling logistics and registration.

[Click here](#) for more information about the day and registration. Plan to join us in March. NUMBERS MATTER!

Be a Better Advocate!

Want to be a better advocate for your school, your community and, most importantly, your students? Get ready for advocacy this fall! The PASA website provides you with resources you need! Check it out: <https://www.pasa-net.org/advocacy>.

To learn more about the PA Schools Work Campaign, [click here](#).

MEMBER NEWS

REGION 1

Michael Sears is retiring from his position as superintendent of the California Area SD. He has served as the district's superintendent since 2016.

REGION 3

Dr. Timothy Steinhauer, superintendent of the Mt. Lebanon SD, recently was recognized as the Distinguished Educator of the Year by the University of Pittsburgh Tri-State Study Council.

Dr. Robert Sherrer, superintendent of the North Allegheny SD, has been appointed the new Executive Director of Allegheny I.U. 3, effective July 20. He will replace **Rosanne Javorsky**, who has been serving as interim executive director.

Dr. Joseph Pasquerilla, superintendent of the Bethel Park SD, is resigning from the position, effective May 3, and has accepted the position of superintendent in the Ambridge Area SD (I.U. 27). He will replace **Dr. L. Joan Welter**, who is resigning due to retirement, effective June 29.

REGION 10

Dr. Francine Endler has been appointed Executive Director of Central I.U. 10, effective July 1. She currently serves as assistant superintendent in the Hollidaysburg Area SD and is a former president of the PASA Women's Caucus. Endler will replace **Dr. J. Hugh Dwyer**, who is retiring after serving in the position since 2008.

REGION 16

Dr. Frank Jankowski has been appointed superintendent of the Selinsgrove Area SD, effective July 11. He currently serves as assistant superintendent in the district. Jankowski will replace **Dr. Chad Cohrs**, who is stepping down from the position.

Dr. Jennifer Polinchock has been appointed superintendent of the Lewisburg Area SD, effective July 1. She currently serves as assistant superintendent in the Centennial SD. Polinchock replaces **Dr. Steven Skalka**, whose resignation will be effective June 30.

REGION 17

Dr. Amy Martell, superintendent of the Troy Area SD, is resigning from the position, effective April 30, to move into the role of curriculum specialist with BLaST Intermediate Unit 17.

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.")

NEW PROGRAM!



June 18, 2020

9:00 a.m. - 3:30 p.m.

(continental breakfast & lunch included)

PASA/PASBO Building

2608 Market Place
Harrisburg, PA 17110

co-sponsored by PASA and PASBO

The workforce has become a more complicated place – and human resources in school districts requires a multi-faceted approach to ensure accountability and fairness for all involved. Communication is key! Learn and share what works – and what will enhance the positive climate in your school district.

On the Agenda:

- Best Practices & Communicating with a Multigenerational Workforce
- Employee Leaves
- Employee Discipline
- Q&A on Key Issues in Human Resources

Click here for information: <https://www.pasa-net.org/HR>

For those in western PA...still time to register!



Tuesday, April 28

8 a.m. - 3 p.m.

continental breakfast & lunch included

Allegheny I.U. 3

475 E. Waterfront Dr.,
Homestead, PA 15120

Whether you are facing a district construction project in the near future or just getting prepared for that eventuality, this workshop is for YOU! Learn the basics of the process from company representatives and experienced school leaders who have been-there/done-that, all focused on key elements of the process: planning, management & finance.

REGISTER TODAY...

and be prepared for your next project!

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

“NOTEWORTHY QUOTES”

On Concerns over Coronavirus...

"You should ask your children's schools about their plans for school dismissals or school closures. Ask about plans for teleschool." – Dr. Nancy Messonnier, director of the CDC's National Center for Immunization and Respiratory Diseases, during a press briefing in Washington, D.C.

"I don't think it's inevitable. It possibly will. It could be at a very small level or it could be at a larger level. Whatever happens, we're totally prepared.... There's no need to panic. This is something that's being handled professionally." – President Trump, during a White House press conference, on federal preparations for the spread of the virus in the U.S.

"No country should assume it wouldn't get cases. That could be a fatal mistake, quite literally. This virus does not respect borders. It does not distinguish between races or ethnicities. It has no regard for a country's GDP or level of development. The point is not only to prevent cases arriving on your shores -- the point is what you do when you have cases. My advice to these countries is to move swiftly and contain it. With the right measures, it can be contained. That's one of the key messages from China." – Dr. Tedros Adhanom Ghebreyesus, director-general of the World Health Organization

"Since the start of this outbreak, we've taken a proactive approach to prepare and carefully monitor potential cases of COVID-19 in Pennsylvania. As the Centers for Disease Control and Prevention (CDC) advised today, we need to be prepared for community spread of COVID-19. We are working to make sure our health systems, first responders and county and municipal health departments have the resources they need to respond." – PA Secretary of Health Dr. Rachel Levine, during a press conference

"The superintendents, as you can imagine, are very nervous and very concerned about this. They are not health specialists, and, certainly, they are not specialists in epidemiology. It's definitely something that's keeping them awake at night. Are they prepared for it? Right now, they are operating on their own instincts, waiting for information on what to do and when to do it.... I assure you they will do whatever needs to be done. I don't want to go as far as saying, 'budgets be damned.' But when it comes to making decisions about the lives of kids, they [school system leaders] will make those decisions—budgets be damned." – Dan Domenech, AASA Executive Directors, in an interview with *Education Week*

In Budget Hearings Concerning Proposed Funding for Toxic Remediation in Schools...

"I heard that if we do something we would be 'rewarding bad behavior,' and I think that sorely misses the point. My kids' schools don't have asbestos or lead, and not because we reward bad behavior, but because they won the lottery of life and they are in one of our wealthier school districts. We really miss the point if we talk about how those children should pay the price for the failings of their parents' school district, or frankly the commonwealth. We have districts with tremendous disparities of wealth. In fact, there

is a Supreme Court case about how schools are funded in this commonwealth. We as a commonwealth need to realize we have a vested interest in every child. We are not rewarding bad behavior; these kids were not even born when these problems were created, when they were recognized, and frankly, it doesn't matter at this point. We have a very costly obligation and we need to get about the business of addressing it. We can all be upset about how we found ourselves in this predicament, but we need to address it." – Rep. Matthew Bradford (D-Montgomery), minority chair of the House Appropriations Committee

"We all care about the kids and teachers in these classrooms. Every one of these school districts that have not dealt with this issue that has been around for 40 years are getting over 48 percent of their funding from the state.... School districts who got the most money from the commonwealth of Pennsylvania failed to do the right thing. It's a real shame that we have school boards and superintendents who ignored the health and safety of teachers and students for this long. Unbelievable. I'm not willing to give anyone a pass for their incompetence. No one from this side of the aisle is saying we shouldn't fix the problem, but people expect us to have accountability in government. That's why so often government is looked down on, because no one is held accountable when there is malfeasance in office. The taxpayers expect accountability; they expect that their children are kept safe and the teachers are kept safe." – Rep. Stan Saylor (R-York), chairman of the House Appropriations Committee

"It's now our job to respond to the crisis. These schools are all around the commonwealth.... This is a conversation about more than lead and asbestos – it is about broken buildings and broken infrastructure with issues that have not been addressed in decades. If we say kids are the future, we need to put our money where our mouths are. And the poorest districts can't be the one to bear all the burden." – Sen. Vincent Hughes (D-Montg./Phil.), minority chairman of the Senate Appropriations Committee

"We need to have a full assessment with current data statewide and prioritizing based on those needs. That needs to lead the money. We need to build on what we already have done. The PlanCon commission looked at funding and developed a means to rework it and put it in statute. We need to use that structure to address the issue, not a parallel process. That would make sure the money gets where it needs to go." – Sen. Pat Browne (R-Lehigh), chairman of the Senate Appropriations Committee

"This isn't just a Philadelphia issue. It's a conversation across the Commonwealth. We understand the volatility of what it means to be in a school with lead or asbestos. The problems have a wide variety of causes. There aren't big warning signs – it's a culmination of problems around aging buildings. As a start, the governor is proposing a targeted amount of money for remediation, distributed through a transparent, separate line-item. It is also the conversation we had a few years ago when we were discussing PlanCon, about using those funds for remediation and remodeling to address building issues. This proposal is just a start." – Secretary of Education Pedro Rivera



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.)

Don't Forget to Register!



**"Responsive Schools,
Resilient Students"**

March 29 - 31, 2020
State College

PASA CALENDAR

PASA CALENDAR OF EVENTS 2020

For more information, see the PASA web site at www.pasa-net.org.

MARCH

- 13 Deadline for election petitions and letters
- 17 Webinar: A Community Commitment to School Safety
- 19-20 National Superintendent Certification Program, Session 2
POSTPONED
- 23 Advocacy Day in Harrisburg (with PSBA and PAIU)
- 26 Women's Caucus Board meeting (virtual)
- 29-31 PASA Leadership Forum: *Responsive Schools, Resilient Students*

APRIL

- 2 School Safety & Security Coordinator Workshop (PASA office)
- 10 PASA office closed
- 16 Resolutions Committee meeting (PASA office)
- 16-17 Board of Governors' meeting (PASA office)
- 27 Webinar: Building Resilient Students from the Inside Out
- 28 PASA/PASBO School Construction Workshop (I.U. 3)

MAY

- 17-19 PASA Women's Caucus Conference (Hershey)
- 25 PASA office closed

JUNE

- 17 Luncheon for PASA Member Retirees
- 18 Human Resources Symposium (PASA/PASBO office)
- 24-26 AASA/PASA Natl. Supt. Cert. Program® (PASA office)