

## Nominations due July 24 Online

# PASA NOW SEEKING NOMINATIONS FOR 2021 PENNSYLVANIA SUPERINTENDENT OF THE YEAR

PASA is now 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.

### CRITERIA

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

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

**Communication** – strength in both personal and organizational communication.

**Professionalism** – constant improvement of administrative knowledge and skills, while providing professional development opportunities and motivation to others on the education team.

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

### NOMINATIONS

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.

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## PASA ELECTION RESULTS



Dr. Jay Burkhart

**Dr. Jay Burkhart**, superintendent of the South Western SD, has been elected 2020-21 PASA President-Elect and **Dr. Thomas Lesniewski**, superintendent of the Punxsutawney SD, has been elected 2020-21 PASA Treasurer, both effective October 1.

**Dr. Bridget O'Connell**, superintendent of the Palisades SD, and **Lee Ann Wentzel**, superintendent of the Ridley SD, have been elected to serve a three-year term on the AASA Governing Board,

effective July 1. Also serving on the board are **Dr. Nicholas Guarente** (Greenwood), **Dr. G. Brian Toth** (St. Marys) and **Dr. Brian Troop** (Ephrata Area).

**Dr. Shane Hotchkiss** (Bermudian Springs) continues to serve on the AASA Executive Committee for Region 6 (Washington, D.C., Delaware, Maryland, New Jersey, Pennsylvania and West Virginia). Regional representatives to the Executive Committee are selected by the respective state representatives serving on the AASA Governing Board.



Dr. Thomas Lesniewski



Guarente



O'Connell



Toth



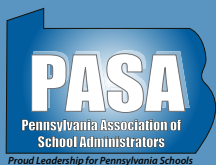
Troop



Wentzel



Hotchkiss



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#### **PASA Members:**

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

## FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

### CHARACTER IS REVEALED IN TIMES OF ADVERSITY



School leaders are in the midst of one of the most difficult times in the history of public education with the Coronavirus closures and the constant challenges of the situation. It is often said that a crisis doesn't build character; it reveals it.

I have been heartened and impressed with the character that has been revealed by our school leaders and educators during the past eight weeks. I join the majority of school stakeholders in expressing my gratitude for all that is being done for students during this unprecedented school closure.

As in any crisis that threatens the normalcy of life and the stability of our welfare, people are genuinely frightened and anxious due to the many unknowns that we face. People's livelihoods are at stake, and with that, their ability to not only take care of themselves but also their families. When the basic necessities of life are threatened, fear begins to take hold. It is expected that such a severe economic downturn in such a short period of time would generate severe anxiety among our students, families, and communities.

It is during these agonizing times that we see the true character of people rise above the situation and lead with dignity or sink to the bottom and castigate others for their plight and the lash out to find fault instead of working to find solutions. We have read many stories of educators, parents and community members reaching out in a variety of ways to support students and families showing us tremendous character in difficult times.

"Good leaders know that in a time of crisis one must focus on finding solutions. Leadership calls for cutting through the rhetoric, seeking facts, and finding common ground to move forward."

Unfortunately, we have also witnessed a recent email blast and social media postings denigrating school leaders who have led with dignity and honor. School systems and educators have been called out for not providing adequate learning opportunities and failing to reach out to students and families during the closure. While there may be isolated incidents of inadequate services by school districts, most schools have worked hard to ensure their students are fed, learning, and connected to their school.

Good leaders know that in a time of crisis one must focus on finding solutions. Leadership calls for cutting through the rhetoric, seeking facts, and finding common ground to move forward. Nothing is every gained by castigating those who will be needed to solve the problem. Time spent on expressing frustrations is time that could have been spent seeking a resolution. As Abraham Lincoln said, "We can complain that rose bushes have thorns, or rejoice that thorn bushes have roses."

"All leaders need to be a beacon of hope and serve as an inspiration to others."

As the crisis lengthens and anxiety increases about the ongoing threat of the Coronavirus, all leaders need to be a beacon of hope and serve as an inspiration to others. This is the time to pull together, look for the good in those you serve, and appeal to their better nature to find common ground and practical solutions.

Our school leaders are encouraged to maintain the high ground and model great character during this pandemic. People may disagree with you, challenge you, and lash out at you. However, if you maintain your dignity, they will respect you for how you conducted yourself in times of great stress.

PASA will continue to work to provide our members with information and facts to assist you in leading your local districts. We will help you to focus on the roses, so you can lead with knowledge and distinction. Remember that dignity endures long after the vitriol has passed.



## 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 Budget & Finance News

**State Revenue:** Pennsylvania collected \$2.2 billion in General Fund revenue in April, which was \$2.2 billion, or 49.7 percent, less than anticipated. Fiscal year-to-date General Fund collections total \$27.5 billion, which is \$2.2 billion, or 7.4 percent, below estimate.

**Local Revenue Losses:** Last month PASBO released projects of the drop in local revenues for school districts next year, based on a study of the effect on school taxes during the Great Recession and a projection that the COVID-19 economy will create deeper and more immediate cuts. According to the analysis, losses could be anywhere between \$850 million to \$1.07 billion, an estimated 4.5% loss, depending on whether there is a quick turnaround in the economy.

### Legislative News

**Session Schedule:** The General Assembly continues to operate on modified rules, and some lawmakers are working virtually. The Capitol remains closed to all but lawmakers, legislative and Capitol staff, and credentialed press. Over the past, both the House and Senate have modified their respective schedules from week to week.

**School Property Taxes:** House Republican leaders are continuing an effort to consider and pass legislation ([HB 1776](#), [HB 2431](#)) that would freeze school property tax rates for 2020-21 at current rates. While PASA understands that the current situation is putting a strain on household budgets and business operations, the coronavirus pandemic timeline remains an unknown. For that reason, PASA believes that the availability of federal, state and local tax revenues, the economic impact of the pandemic, the fiscal needs in all public sectors, the impact of mandated costs and the lack of charter funding reform, and tax rates on both the state and local level must be considered together in light of pandemic timelines rather than considered separately.

**Employee Clearances:** Gov. Wolf recently signed into law **HB 360 Act 18 of 2020**. The act extends deadlines for school employees to obtain FBI clearances.

### State News

**Three-tiered Approach to Reopening:** Gov. Wolf last month laid out his plan to reopen states county-by-county with a red-yellow-green approach based on numbers of COVID-19 cases, testing and availability of healthcare facilities.

### National News

**CARES Funding for Schools:** School and state officials are concerned about the USDE's recently released interpretation of the CARES Act, an interpretation that would provide more of those federal funds to nonpublic schools based on attendance rather than poverty, as is required under Title I. PASA, AASA and Pennsylvania is questioning this interpretation and urging Congress to make clear the intention of CARES Act fund distribution.

**New Fed Rules on Sexual Assault in Schools:** The USDE this month released a new rule that outlines when and how schools must respond to reports 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.

**Special Education Waivers:** Last month U.S. Secretary of Education Betsy DeVos told Congress it should not grant flexibility from the federal special education law's key components (FAPE) but only for a few administrative issues.

### COMING UP

The General Assembly has spent considerable time this spring on pandemic-related legislation. Many of those bills, supported by Republican leaders, focus on reopening issues that would circumvent the Governor's closure order. As it is in Washington, concerns in Harrisburg are focused on health issues but increasingly on the economy and the state budget. It appears likely that state lawmakers will focus on passing a two-part state budget, one before June 30 and another later when economic factors are more fully known. Another big topic: What happens with education in the fall? All of these issues could make state budget negotiations and discussion about accompanying legislation very challenging this month and next. Stay informed and be prepared for anything. And stay tuned for the latest information by following us on **Twitter** @PASASupts.

## “NOTEWORTHY QUOTES”

“We’re preparing for the best, but we’re planning for the worst. We’re looking at a hybrid staggered model that addresses not only the academic needs of students but also their health needs as well, and I would encourage parents to think the same way. When we return back to school, it will not look like the schools we participated in just over a month ago. Families and schools and communities have to see this as a new opportunity to transform education.... At the end of the day, we’re going to make sure that the health and welfare of our students is first and foremost, front and center. And we’re not going to allow and ask students to return to school in an unsafe environment.”  
– Secretary of Education Pedro Rivera, during a phone call with reporters in late April concerning reopening schools and reshaping schools going forward

“Let’s be blunt. You do not want the schools to reopen in the fall. You should be exhibiting a can-do attitude. We need to open the schools safely just after Labor Day.... Who are you to act like you’re the education dictator in the Commonwealth of Pennsylvania without any input from legislators or publicly elected officials?” – Speaker of the House Mike Turzai, from both a [letter](#) to Secretary Rivera and a [video](#) he produced



- ♦ 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>.

## APPLICATIONS

Nominees for Pennsylvania Superintendent of the Year who are found eligible according to the established criteria will be asked to complete the **PASA application rubric** (NOT the online AASA application). Completed application rubrics must be received by the PASA office no later than **Friday, August 28**.

## SELECTION PROCESS

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

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

## STATE AND NATIONAL RECOGNITION

The 2021 Pennsylvania Superintendent of the Year will be recognized and honored during a special luncheon to be planned and coordinated with input from the recipient.

The 2021 National Superintendent of the Year will be chosen from among four finalists selected from the state winners and will be announced at the 2021 AASA National Conference on Education in New Orleans (February 18-20) during a ceremony where all state Superintendents of the Year are recognized and honored. In addition to other awards, a \$10,000 scholarship is presented each year in the name of the National Superintendent of the Year to a student in the high school from which the superintendent graduated. The four national finalists receive U.S. Savings Bonds.

**Dr. David Baugh**, who has been serving as superintendent in the Centennial SD, is the 2020 Pennsylvania Superintendent of the Year.

Questions about the Superintendent of the Year application process may be directed to PASA at [pasa@pasa-net.org](mailto:pasa@pasa-net.org).

## COMING IN JUNE...

## MEMBERSHIP RENEWAL FOR 2020-21

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.

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.

## WATCH FOR YOUR MEMBERSHIP RENEWAL NOTICE TO ARRIVE BY MAIL IN EARLY JUNE!

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





# LIKE A CAT CHASING A LASER POINTER AND SILVER LININGS

BY DR. JEFFREY FULLER, PASA PRESIDENT

Like a cat chasing a laser pointer, we chase the little red dot and, just as we about to grab hold of it, it darts away. We look around wildly to locate it, then dash off to pounce again, only to have it flit away.

A principal friend used that descriptor as an explanation for what it feels like to run his school during these COVID-influenced times. Isn't that what it feels like? It is certainly an appropriate description of what our life as superintendents looks like as well.

As I look at the work that our teachers are doing, I am overwhelmed by the complete overhaul that public education has experienced over the last two months. COVID-19 has completely changed the face and function of public education in our state, and it will never be the same. That is probably a good thing!

A couple of weeks ago I tweeted (@DrJAFuller) about this change, saying, "Positive outcome of this crisis? Our already amazing teachers will be better with technology, better communicators, and more creative instructors than ever before. Our incredible students will be even better and more versatile learners."

As an example, I want to share an email that I received from one of our teachers this past weekend. Kim is a Title 1 Reading Specialist in our elementary school. She is a veteran teacher and previously described herself as being fairly non-technical.

"I wanted to take a couple of minutes and reflect on the past 2 months and share some successes with you," she said. "It was mid-

March when you sent out a survey on the use of technology. At the time I had never attended a virtual meeting, or used more than an occasional instructional video clip in my classroom. I honestly never dreamed that I would be hosting live guided reading groups daily.

"As a reading specialist, I spent my days reading paper books, reteaching phonics skills using magnetic letters or the white boards, and writing responses to the books we read. Well, fast forward two months. I am using the same series of books that I used in my room only in a digital format, I meet with the Title 1 students daily for 30 minutes of small group instruction where they are being taught on their level. The only difference is that everything is done from my dining room.

"I needed to get creative when it comes to phonics and trying to hold their attention. I spend time after my classes creating activities in PowerPoint so that we can still do picture sorts, encode and decode words, do word sorts, and play games to review a targeted phonics skill. I can honestly say that the students who show up daily are making progress. I have had several parents email me and comment on how their child is improving and even more who will pop their head in at the beginning or end of class and thank me for teaching their child online every day."

I am confident that many of you have heard very similar messages from your teachers as well. Pennsylvania's teachers, OUR teachers, the professionals that we have asked to completely change the way they live their professional lives and the way they support their students, have stepped to the plate and knocked it out of the park. There is a silver lining to this if you choose to find it. I do. I hope you do, too.

The frustration comes when we see the great things that teachers and students are doing, but those outside of education, often those in positions of power like our elected representatives, refuse to see and acknowledge the great things we are doing. They take pot-shots at us and say that we are failing our students, not communicating with families, hurting our taxpayers.

They are trying to tell our story for us – and we cannot let that happen.

So I challenge you not to allow your narrative to be driven by the negative. Find the silver linings. Hear the stories of amazing things students and teachers are doing and share them. Overwhelm your social media feeds with those stories. Tag PASA (@PasaSupts), PDE (@PAdeptofEd), and your local legislators. Make your voice be heard!

In the last eight weeks our lives have become even more connected and our time more controlled. Now more than ever, it is vitally important to find time for yourself. Force time over the weekend to disconnect so that you can relax and recharge. Show yourself grace, because we still have a road to travel.

Be well, my friends.

## 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.



# SEE THE MOON

BY BARBARA W. JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

Barn's burnt down --  
now  
I can see the moon.

- Mizuta Masahide,  
17th century Japanese poet  
and samurai

Forgive the over-used phrase,  
but we truly are living in "unprecedented times," and you are dealing with unprecedented challenges.

When the school calendar was turned on its head, you were expected to do a 180 and turn apples into oranges, working with staff and teachers to support students and create different models and processes for delivering instruction that were far and away from "normal" – and do it yesterday. And do it effectively, even if your students have no internet connection or computers and even when just knowing where they are can be a significant problem.

You were on a long and important mission, driving on an often bumpy road and following the long set of directions you were given, when suddenly the road diverged into a footpath that wouldn't accommodate sedans. So you've had to jump out of the car, grab the tools you had in the trunk, take the car apart, and then design and McGyver yourself a smaller vehicle, maybe a motorcycle or motorbike or perhaps even a bicycle, and get back to the mission immediately – and simultaneously start planning for the next one,

That's what you are doing, despite the "slings and arrows of outrageous fortune" and often outrageous criticism from some quarters. Through it all, as Mark notes in his column this month, you are serving as a beacon of hope and inspiration to others.

That's not easy. I can't know how you are managing right now in this new reality or what stress you are under as a school administrator with tremendous responsibility for your staff and community and particularly your students. This pandemic and its impact on your schools and students are certainly not what you were expecting when school began last September.

Maybe you have read the short 1987 essay from Emily Perl Kingsley comparing her experience as the mom of a special needs child to someone who was planning a romantic trip to Italy but, when disembarking from the plane, discovered instead that she had landed in Holland. "'Holland?!?' you say. 'What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy.' But there's been a change in the flight plan. They've landed in Holland and there you must stay. The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place. So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met."



Kristen Groseclose, a blogger on *smithkingsmore.com* and also the mother of a differently-abled child, references the haiku above and offers another important perspective. "It [the haiku] honors both the loss and the beauty of this special needs mystery and provides me with a measure of comfort. [It] speaks to the competing joys and sorrows of our situation. Destruction and hope in 10 short words. While the barn may symbolize the loss of our dreams, viewing the moon shows how our new reality does hold beauty and awe. And not to mention, the quote makes me think of the aftermath: in our situation and in the smoldering remains of that barn. You must clean up the debris, scrape together funds to start over, move the animal feed and figure out where the heck do I put all the animals now? That is my life."

Fortunately, the turmoil this pandemic has caused all of us is not our "life," but it is a big part of it and will be for some time. You are living in a very different reality this spring than you expected in the fall, and in many ways, the barn has indeed burned down and you will need to rebuild. Refocusing, restructuring and reimagining what school is, amid great challenges, will continue to be your focus for a long time.

While this isn't what you expected for 2020, you'll get through, you'll persevere, and you'll find new paths on the way. In his column this month, PASA President Jeff Fuller puts it well: "There is a silver lining to this if you choose to find it." And as Dori says in *Finding Nemo*: "Just Keep Swimming."

PASA will work to help you in any way we can, with support, information and advocacy. That last one, in particular, is already crucial, with some efforts to freeze property tax rates next year, some lawmakers questioning whether you and your staff are even doing anything for students right now, and big concerns over the state budget – and school funding. We will continue to work on your behalf and on behalf of the students you serve to ensure that public education does indeed remain the SUPPORTED foundation of our democracy.

And we will continue to share the true reality: that you are amazing professionals who continually do amazing things for your students, despite the odds and the criticism. True McGyvers.

Just remember: while you are rebuilding the barn, don't forget to look at the moon.





# LEADERSHIP FOR A NEW ERA

BY CONNIE KINDLER,  
PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



that are occurring during this time of remote learning.

Think about the transformations that have occurred. At short notice, teachers moved almost seamlessly from brick-and-mortar classrooms to remote instruction. They are collaborating to design instruction and facilitate learning, while mentoring and coaching each other and their students. They are flexing and assuming other roles and responsibilities to meet students' immediate needs. They quickly adapted to web-based platforms that were new to them. They have also adjusted to non-traditional schedules, grading practices, student groupings, and many other changes.

Understandably, we have a lot of work to do before we can assure high-quality remote learning-centered experiences for all students, but remarkable flexibility and movement occurred within two months, and under the most volatile and complicated circumstances.

Teachers, parents, school boards, community members, etc., who previously were fearful of and resistant to change have become liberated to it. How can we use this opportunity to maintain the momentum for change?

School leaders are currently faced with a short timeline to plan for the next school year, which is likely to involve several transitions from one learning environment to another. The public will expect preparedness. Options for learning will likely include remote learning and hybrid options. The hybrid options will consist of combinations of remote learning and learning within a school building. All possibilities will require the identification of a continuum of high priority curricula for all learning levels, a suite of available technological applications for remote learning, digital devices and connectivity for all learners, adequate staffing, staff training, and adjustments to related services and logistics such as transportation, meals, facilities, schedules, extra-curriculars, etc. The variations will require numerous decisions.

Reflect on the organic responsiveness that occurred when your employees learned that the school buildings would be closed to instruction. Team members and teams quickly adapted to the real-world conditions. They rapidly engaged with others in the identification of new ways to do their work, and they continue to evolve and improve. School leaders became comfortable with "imperfect" learning environments, and empowered experimentation and growth. Authority was distributed. The organizational structure flattened.

I believe that, to be prepared for the start of the next school year and to empower continued transformation, a similar decision-making model is necessary.

Teams composed of those closest to the various kinds of work that will need to be done prior to and during the next school year should be formed now. Each team will need a clear purpose, autonomy, and authority. Depending upon the team's mission, some employees may need to participate on several teams. When a team's task is complete, it could disband. As new tasks are identified, new teams could be formed. Teams can be led by official leaders, but may be best served by emerging leaders who are at the same authority level as others on their team. If desired, official leaders could participate on a team as an equal, or be asked to participate when their input is needed. Collaboration and communication within and between teams will be essential.

## BELOW ARE TWO EXAMPLES:

- A team of regular education and special service teachers who are responsible for math instruction is formed to identify the priority curricula for all levels, appropriate technological applications, staffing roles and responsibilities, and digital devices needed for remote learning. When their back-to-school plan is complete, it is submitted for official authorization and resource allocation. Throughout the year, this team continues this collaborative process as they learn and adjust together.
- A team of facility and health related personnel is formed to prepare schools for occupancy, assuring appropriate sanitation measures based upon CDC recommendations. They create daily, weekly, monthly, etc., checklists for facility sanitation and identify necessary materials and training. The plan is then submitted for authorization, allocation of resources and oversight.

I believe that a flattened organizational model that uses task-focused teams with distributed authority will continue to facilitate transformation for our rapidly changing future. The vision for where we want to be is imperative to the process, but the achievement of it will require nimble structures and systems that promote growth, purpose, innovation, collaboration, and agency. This new model empowers the organization's expertise via the unleashing of control, and creates a culture of responsiveness and adaptability.

The old model has been disrupted and the case for change has been made. Our opportunity is now!



# PANDEMIC ADVOCACY 'UNMASKED'

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



From the first day schools were closed because of the COVID-19 outbreak, the superintendent's world got turned upside down. We had to reinvent nearly everything we do for students and come up with a Continuity of Education Plan nearly out of thin air.

Like me, I am guessing you have had many a long day and a few sleepless nights to try and navigate through these, dare I re-use the phrase, "unprecedented times." While I have appreciated the leadership on safety provided by our elected officials (Governor Wolf, Secretary Rivera and Secretary Levine), there have been some very frustrating public controversies around other elected officials that have, quite frankly, boggled my mind.

Some legislators, especially in the House of Representatives, have been taking up the freezing of real estate taxes as an issue they wish to tackle, something that could complicate our financial situation so badly it could take many years for some of our districts to recover. Talk about painting with far too broad a brush!

We are juggling device procurement and professional development for stressed-out teachers and thinking about a school year with an entirely new lens. This is far more than most of us want to handle. But alas, as educational leaders, we have no choice but to be strong advocates in lawmaking because, if we don't, it is those very policy changes that could harm our students and our communities.

Frustrated. Discouraged. Feeling very alone. These are all emotions expressed by educational leaders as we hear about legislation that seems to take away resources from the majority of students. After all, the overwhelming population of students are still in traditional public school districts, right? So why does it seem that at least some legislation is so anti-public schools?

Lately, I must admit that I felt like a Parisian commoner before the start of the Revolution (pictured below), discussing with other compatriots whether my government and

my representatives understand what we are going through. Can't we acknowledge that this Coronavirus situation has revealed the serious need for cyber and charter school funding reform, one of the big cost-drivers districts have? And is there any better example of the gross inequity across our state when some districts and students barely skip an academic beat during school closure with Chromebooks and other tech tools and others have students at home without internet access, let alone anything beyond a television? It can get discouraging.

An educational leader could feel very defeated by it all.

But then I got a very clear reminder that **advocacy still works**, even during a pandemic.

Through a great working relationship with our legislative representative, Senator Bob Mensch, several superintendents from the southeast were able to meet (via Zoom) with the new education chair, Wayne Langerholc. Both Senators were receptive, helpful and supportive. When we spoke of the implications of a potential tax freeze and all of the effort and expense that went into a Continuity of Education plan, they listened and understood. No new major piece of legislation came out of the conversation, but a better understanding of our challenges and needs were firmly communicated to leaders within the Senate.

In November 1947, Winston Churchill was famously quoted while addressing the House of Commons: "Democracy is the worst form of government, except for all the others."

I think he was right.

How important is relationship-building and advocacy during a pandemic? I would say it's more important than ever.

Keep reaching out to your constituents, as well as your elected leaders. It will make all the difference.



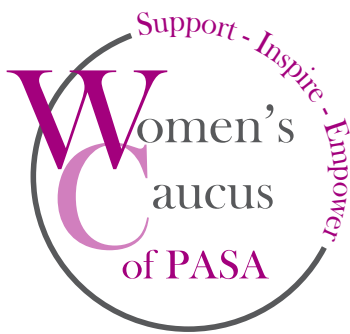
## WOMEN'S CAUCUS ELECTION



Earlier this month, **Lynn Fuini-Hetten** (left), Associate Superintendent of the Salisbury Township SD, was reelected president of the PASA Women's Caucus, and **Dr. Tina Kane** (bottom left), superintendent of the Marple-Newton SD, was elected Secretary of the Caucus. Both will serve a two-year term through early May 2022.

Thank you to **Dr. Tomorrow Jenkins**, principal in the North Penn SD, who served as Caucus Secretary and Conference Chair the past two years.





## WHAT'S NEXT?

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

Well, this has certainly been a challenging end to the 2019-20 school year. We planned and implemented Continuity of Learning for our learners - while navigating the operational and instructional

challenges of the shift to an online learning environment. We are finalizing budgets with uncertain funding mechanisms and potential shortfalls due to the COVID-19 pandemic. Despite the current context, we are thinking towards the future and all of its possibilities.

As we wrap up this year, we also have to start thinking about, "What's next"? There are so many avenues to consider as we think about what teaching and learning will look like in the fall. Will our schools be up and running at full capacity? Will our students still be participating in online learning? What will the impact of the COVID-19 pandemic be on state and/or county closures?

Likely, we will need to create a blend of both face-to-face and virtual options. This is no easy task for our small system. It will take us time and significant divergent thinking about all of the variables. A good place to start is with what we have learned this year. Where have we had successes? What are the challenges that still need to be resolved?

Our teachers have done a remarkable job of getting up and running and implementing a version of online learning with just days' notice. Some districts and/or teachers were more prepared than others. Some districts already had devices and online tools to support this learning. Others started from scratch. But every district developed a plan.

Now that we will have more time to think this spring and summer, how do we want to do better? How do we solve some of the challenges related to assessment and grading? How do we think critically about the types of learning experiences we want to develop for our learners? How do we prioritize content? Instead of thinking about how we transfer our brick and mortar lessons into online lectures or videos, how do we create learning experiences unlike any other?

How do we create opportunities for learners to engage with classmates, peers, and experts beyond our schools walls? How do we plan to create for equity? How do we continue to develop meaningful relationships with our learners when we no longer have that face-to-face interaction on a daily basis? How do we create spaces for the social engagement that our learners need, crave, and miss?

In the same vein of thought, how do we create opportunities for our teachers and leaders to be collaborative and connect with one another through this virtual learning environment? How do we support our teachers, leaders and staff members in managing the demands of their lives at home and the priorities of their families, all while providing the best opportunities for our learners?

And how do we do this when we as leaders and teachers are simply exhausted from the challenges the COVID-19 pandemic has put in front of us?

We now have additional budget challenges and implications, and many of us already had budget woes. We have the operational challenges of cleaning up classrooms and returning students' personal belongings to them as we close out the year.

More than ever, we need to make time to think about what is possible for the future, even in these uncertain times. In Salisbury, we have started talking about some of these ideas and questions during daily check-in zoom sessions with our leadership team. Katie King, Director, Strategic Foresight Engagement of Knowledgeworks encourages us: "There may be no better moment to reflect on our visions for education and for society." (Check out Katie King's blogpost - [Futures Thinking Now: Reflecting on Vision](#). She shares questions and ideas to help us uncover how our vision and values might ground us in these uncertain times.)

So we're operating again in two worlds, thinking about this year what we've learned, what still needs to be done, and how we continue to support our learners. All the while, teachers, leaders, and families need to plan for what's next. We will solve this challenge by working together, sharing ideas, and building opportunities.

One way we can continue to solve and address these challenges is by utilizing our networks around us. When I think about the strengths and talents of others around me, I marvel at our collective abilities.

Thank you to PASA and the other organizations who are collaborating as part of the Joint Associations Taskforce on Reopening Schools in Pennsylvania. These representative leaders will work together to develop recommendations for all of us in PA schools and districts.

Thank you to PASA for bringing superintendents and leaders together for briefing calls. These calls are an opportunity for all of us to build understanding, share practices, clarify thinking, and identify potential issues. Mark's ability (and willingness) to accept questions from individual leaders, compile research and/or ask PDE for clarification, and then report out during these calls, has served PASA and its membership well through these challenging times. Thank you for this leadership and for taking the time to bring us together.

Intermediate Units across the state are also holding networking calls for principals, curriculum leaders, and superintendents. Building and leveraging these networks is now more important than ever.

It seems as though we have more questions than answers. We need to continue to work together to answer these questions to the best of our ability in the contexts of our individual districts.



### SAVE THE DATE

**2021 Women's Caucus Conference**  
**May 16-18**  
**Hershey**

# SPECIAL INFORMATION

## CORONAVIRUS UPDATE... GETTING ANSWERS

### **Planning Ahead**

One issue that is now at the forefront of concern, discussion – and some debate in both Harrisburg and Washington – is how schools will reopen in 2020-21.

Recently, Secretary of Education Pedro Rivera told reporters that it is too soon to know if schools will be able to safely open in the fall. He focused instead on how schools will reopen and what they will look like, pointing to the importance of thinking-outside-the-box and reshaping what education is moving forward.

Numerous organizations and websites are offering and sharing ideas to assist school leaders in making those plans. Some of them are below:

\* <https://returntoschoolroadmap.org>. From Opportunity Lab, a roadmap of essential actions to help district and school leaders plan and implement a safe, efficient and equitable return to school. It is comprised of the essential actions designed to spur thinking, planning and prioritization and likely to have the most significant impact with limited time and resources.

\* <https://www.edutopia.org/article/school-leaders-debate-solutions-uncertain-2020-21>. Concerns and considerations school leaders across the nation are reviewing in preparation for the next school year.

\* <https://districtadministration.com/fall-2020-schools-reopen-online-learning-social-distancing/>. Ideas being considered for fall.

\* <https://www.educationnext.org/a-blueprint-for-back-to-school-what-will-it-take-get-schools-ready-coronavirus-covid-19/>. A blueprint for returning to school.

In Pennsylvania, PASA, along with PSBA, PSEA, PASBO, PAIU, PACTA and PARSS, have put together a **Back to School 2020 Task-force** comprised of individuals from those organizations tasked with evaluating some of the hurdles school districts will face if social distancing practices prohibit large groups from assembling for the start of school or at any point throughout the school year.

The Task Force will focus on 10 topic areas:

- ♦ Facilities
- ♦ Staffing/Personnel
- ♦ Instruction
- ♦ Transportation
- ♦ Special Education
- ♦ Extra-Curriculars
- ♦ Health & Safety
- ♦ Communications/Outreach
- ♦ Resources
- ♦ Community

PASA will co-chair four groups: staffing/personnel, instruction, special education and communications/outreach. All the meetings will be virtual and the deadline for each committee to finish its works is June 5.

The workgroup will:

- Develop recommendations for the groups coordinators to submit June 5, 2020 to the steering committee.
- Provide a set of considerations for our members and for policy makers to consider as budgetary decisions are made for the next fiscal year at both the state and district level
- Compile a list of innovative solutions for districts to consider within numerous areas, including operations, scheduling, facilities, academics, transportation and others
- Identify and increase 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
- Develop 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
- Identify solutions and costs to districts for specific products and services

The Steering committee will publish the results and send the report to all districts no later than June 19, 2020.

### **PASA Resources**

PASA is 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 Continuity of Education Plans; 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.

Find the resources here: <https://www.pasa-net.org/coronavirus>. PASA updates this growing list as information and resources continue to develop.

### **Daily Briefings**

In addition to providing online links to resources, PASA continues to update superintendents and I.U. executive directors through a Monday, Wednesday and Friday Daily Briefing 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.

*See Coronavirus Update, page 11*

# SPECIAL INFORMATION



## STRATEGIES TO SUPPORT YOUR WORK DURING THE COVID CRISIS

FROM JC POHL

Are you overwhelmed by the surge in marketing and outreach that has taken place since the COVID crisis began?

With that in mind, **JC Pohl**, President & CEO of Teen Truth, offers you **5 SIMPLE**

**STRATEGIES** that give you value and can help support your work during COVID:

### **Build your Student Leaders**

The Texas Association of Student Councils asked me to put together a video on how to manage student leaders through the crisis. I believe the corona pandemic could be a once in a lifetime opportunity to build self-driven leaders. [CLICK HERE](#) to watch it.

### **Develop Your School Leaders**

Lifetouch has asked me to lead several webinar programs that range from student leadership content, staff support strategies, and school culture information. [CLICK HERE](#) to register for the live webinars and receive them in your inbox if you can't make the date or the time.

### **Support Your School Vendors**

Your school vendors are a huge part of your team! Having visited over 1,000 schools, I have come to realize that school culture is about students, parents, staff members, and community stakeholders all working together to support the overall vision of a school. [CLICK HERE](#) to read a blog that offers three important ways to support your school vendors during COVID.

### **Value Your Student Relationships**

TEEN TRUTH's Instructional Coach, Sarah Hayden, wrote a blog on the importance of putting relationships first and your distance

learning efforts second. She offers an awesome staff activity. You can [CLICK HERE](#) to read it and download the [free PDF](#).

### **Deepen Your Distance Learning**

Your students deserve the space to process COVID with some of the best youth speakers in the industry, so TEEN TRUTH's speakers have stepped up to offer free virtual assemblies for them to experience. You can view the free assemblies at [teentruth.net/365](https://teentruth.net/365) and book live interactive classes to deepen your distance learning efforts. [CLICK HERE](#) to download a summary sheet to share with your team.

We're better together!

*JC Pohl was scheduled to be one of the featured presenters at the 2020 PASA Leadership Forum. On June 9 he will lead a rescheduled webinar in the PASA Winter/Spring Webinar Series, focused on "Building Student Resilience from the Inside Out." [Click here](#) for information.*

## WHAT YOU NEED TO KNOW!



For breaking education news and the latest from the Capitol, follow us on Twitter [@PASASupts](#).

Find what you need to know in the weekly "Education Update." Watch your email on **Mondays** for the E-Update and link to this weekly report, a source for the latest in education and budget news from Harrisburg, Pennsylvania and the nation.



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



## CORONAVIRUS UPDATE

Continued from page 10

### **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, essential staff, federal programs, graduation requirements, meals for children, school construction, special education services, state-wide 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.



# SPECIAL INFORMATION

## LEARNING THROUGH COVID-19 CRISIS

BY JASON KING  
CHIEF OPERATING OFFICER, QUESTEQ



**QUESTEQ**  
EDUCATIONAL TECHNOLOGY MANAGEMENT

Technology is built into the fabric of today's educational experience. From administration to the classroom, the adoption of technology tools and methods are staples of the teaching and learning process. And while it's true that most of us who work in and around education have developed a certain comfort level with technological norms, it's safe to say that no one anticipated the sudden and complete dependence that COVID-19 has created.

During this transition, Questeq teams have been working with district administrators to execute contingency plans and expand online resources, all while providing unwavering support for thousands of teachers and students across Pennsylvania. As we evaluate our next set of challenges, we have drawn from these experiences to document a 3-tiered approach for edtech leaders to consider.

### MAXIMIZE FLEXIBILITY

COVID-19 has created new hurdles for teams handling hardware support, so processes for maintaining service levels while observing social distancing requirements have been essential. To accomplish that goal, Questeq's team at Avonworth School District in Allegheny County quickly moved to implement a number of changes to protect team members while expanding the options for teachers and students in need of support.

According to Technology Director Brandon Gary, "Our goal was to maximize the options that students, teachers and administrators had to get the help and information they need." The team developed a no-contact pickup process for teachers and student families when device repair is required, created a central support email address to streamline families' support requests and developed a common questions knowledgebase to make it easier for users to find information quickly. Virtual office hours were also added for teachers to connect for IT support.

At Middletown Area School District in Dauphin County, there was focus on maximizing the technology team's ability to work remotely while they worked to rapidly prepare student devices. New approaches now allow safe and isolated equipment repair to take place while remote support is being provided via Zoom. According to Superintendent Lori Suski, that still didn't diminish the team's responsiveness. As the crisis began to unfold, "[Technology] Director Jack Steiner immediately developed a plan to prepare older generation model iPads from our secondary 1:1 program that had been set aside for re-sale to be repurposed for all elementary students. He and his team of technicians worked around the clock in order to turn around these devices for distribution within a week. As a result of their dedicated service, MASD was able to provide a 1:1 device for every K12 student."

### COHESIVE DECISION-MAKING

The online learning transition for Middletown 6-12 students was virtually seamless since students and teachers were already familiar with their LMS, Canvas. Students and teachers in K-5 classrooms, however, had limited exposure. As with any major IT decision involving the classroom environment, implementing an LMS in K-5 – in this case, Google Classroom – was discussed with building-level and district leadership. Mr. Steiner was able to quickly coordinate resources and PD for elementary teachers via Zoom to increase their comfort using the tool. As a result, Middletown's educators rose to the challenge.

### CONTINUAL IMPROVEMENT AND STAKEHOLDER FEEDBACK

With so many unknowns, technology teams need to have mechanisms in place to gather quick feedback as decisions are made so that as information changes, they are able to optimize new processes quickly. At Avonworth, Mr. Gary relayed that surveys were sent to parents after the first week of virtual instruction. Based feedback received from those surveys, the district was able to adjust teacher instruction and assignment duration to improve consistency across grade levels.

While the long-term impact of COVID-19 on public education is yet to be fully realized, technology professionals across Pennsylvania have stepped up to meet the crisis head-on. Whether you're a Questeq partner or operating on your own, we hope you'll find these to be valuable, simple practices that will pay dividends in the weeks and months to come as we continue to rely heavily on technology to get the work of education done.

**Questeq is a PASA Platinum Sponsor.**

## 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!

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 LEARNING DURING COVID-19 & STRATEGIC TECHNOLOGY PLANNING



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.

### COVID-19

CoSN has created a special web page with resources to provide information for school leaders as they deal with our current national emergency: **"CORONAVIRUS (COVID-19) EDTECH GUIDANCE"** available at <https://www.cosn.org/coronavirus>. Under the "CoSN Resources" tab you are able to access the following documents:

- "Video Conferencing Tools in the Age of Remote Learning: Privacy Considerations for New Technologies"
- "Preparing To Take Your Schools Online"
- "Cybersecurity Consideration in a COVID-19 World"

You can also access a webinar presented in partnership with AASA titled, *"Virtual Collaboration and Learning Continuity."*

The web page also gives you access to resources from CoSN Partner Organizations and Corporate Guidance as well. More resources will be added in the weeks and months ahead.

### COSN 2020 – Going Virtual

The 2020 CoSN Annual Conference that was originally scheduled to be held in mid-March in Washington DC is now going forward as a lively interactive virtual conference scheduled for May 17-21. Learn more and join CoSN 2020: A Breakthrough Virtual Experience by accessing this web page: <https://cosnconference.org/cosn2020-is-going-virtual/>.

### Strategic Technology Planning & Investment – CoSN Resources

A one-page document, [Strategic Technology Planning and Investment](#), provides leaders with three essential focal

points for SmartIT decisions. The [SMART IT web page](#) features a new resource created in collaboration with the Association of School Business Officials (ASBO) along with additional information on total cost of ownership, value of investment and more.

### The Empowered Superintendent edWebinar Series – Recording Now Available

#### "Strategic Technology Planning: Aligning Priorities, Costs, Outcomes and Sustainability"

CoSN, in partnership with [edWeb.net](#), hosts The Empowered Superintendent monthly edWebinar series on topics that are essential for all educators engaged in leading digital transformations. Technology has never played a more crucial role than today in schools being able to continue teaching and learning for all students. On May 12, superintendents Dr. Jeanne Barker, Dr. Chris Gaines and **Pennsylvania's own, Dr. Randy Ziegenfuss**, provided a lively interactive conversation as they shared their strategies for technology planning and sustainability. Each updated webinar participants on how they are leading learning in their school districts during the current COVID-19 health crisis. Their stories and expertise have great value for all school leaders. You are invited to view this 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](mailto:bcalvary@cosn.org).



## PLANNING TO RETIRE THIS YEAR OR IN THE NEAR FUTURE?

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.

*As the nation's public schools continue to respond to the COVID-19 pandemic and the related economic downturn, one of the enduring needs and conversations relates to the homework gap, or the reality that far too many of our students lack the internet access necessary to access and participate in remote learning.*

The COVID-19 pandemic has shone a bright light on one of the worst kept secret inequities for today's students: the homework gap. The pandemic forced more than 55 million students into a remote learning reality, resulting in an almost immediate struggle to ensure students can access online learning. It is anticipated that 12 million students across the nation lack internet access adequate to support online learning, and many are in Pennsylvania.

AASA has drafted a letter, to be sent to all members of Congress, urging them to take immediate action to support all students displaced from their classrooms. Congress must ensure the next COVID-19 funding package include \$4 billion in direct funds to the Federal Communications Commission's (FCC) Schools and Libraries Program, commonly called the E-Rate program, to help connect millions of students to the internet so they can continue their education and to reflect planning already underway for the possibility of interruptions to classroom teaching and learning during the 2020-2021 school year.

**PASA, in partnership with AASA, is pleased to share this letter and call to action with you, and to encourage you to sign it, on behalf of your district.**

As part of the AASA advocacy strategy, this letter will be one piece in a broader day of action related to raising awareness about related legislative proposals, with the collective aim of putting enough pressure on Congress to ensure that the next round of COVID-19 emergency relief not only include funding for educational technology, but that the funding flow through the E-Rate program.

You'll recall that, while the CARES Act does include funding that can be used to address the homework gap, it is part of a larger pot of funding with a long list of allowable uses. The dollar amount of the overall pot comes nowhere near addressing the full set of needs it is designed to address (including connectivity). In addition, it unnecessarily complicates the process by which schools could use it to access education technology because it would require a new bureaucratic program to drive the dollars to schools for an education technology use instead of using the already established and well-proven E-Rate program.

In response to this misstep, several members in both the House and Senate have introduced legislation to address this very issue and to call on their peers to support the need of dedicated funding for the E-Rate program. AASA supports both of these proposals, companion bills introduced by Rep Meng (D-NY) and Sen Markey (D-MA).

The letter we are asking you to sign ties all of these efforts together by providing a unified voice for school superintendents across the nation to express their support for inclusion of funding through the E-Rate program in the next COVID package. You can review and [sign the letter here](#).

Thank you in advance for your advocacy on behalf of Pennsylvania's students!



### **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>



### **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.

### **Call-to-Action: Equitable Services**

AASA is deeply concerned with USED's flawed interpretation of the CARES Act's equitable services requirements. As such, both AASA and PASA are calling on members to weigh in with Congress to highlight how USED's guidance undermines Congress's goal of targeting CARES Act funds to high-poverty communities.

Briefly, USED's guidance advises local educational agencies to calculate the proportionate share for CARES Act equitable services based on overall enrollment rather than poverty rates. This significantly expands the share of funding available to private schools beyond what they would have gotten under the CARES Act's plain language. Check out the full summary on the [Leading Edge Blog](#).

AASA has created a quick and concise template (linked in the blog) to assist in letting your members of Congress see how the flawed interpretation's failure to calculate the private school share based on poverty results in a significant increase in private school allocations. All you need to complete the template email is your name, district name, and the percentage of your district's FY19 (2019-20 school year) Title I and Title II set-asides for equitable services. To submit your comments to Congress, please reach out to PASA or Chris Rogers at [crogers@aasa.org](mailto:crogers@aasa.org).

### **Survey on District Response to the Pandemic**

As part of AASA's ongoing advocacy efforts specific to the impacts of the COVID-19 pandemic, AASA members are invited to complete a second nationwide survey to help better illustrate the effect of the pandemic itself and the resulting economic downturn. The data from this survey will be used to track how districts are responding to federal and state pressures to re-open schools and deliver equity-based services during the crisis. Moreover, the survey will help illustrate the fiscal impact of COVID-19 on our nation's public schools. To assist AASA in continuing to elevate the voice of superintendents on Capitol Hill, please take a few moments to complete the survey by [clicking here](#).

### **Continuing Advocacy in Washington**

Over the past month, AASA has advocated on behalf of school districts across the nation to urge federal officials to provide the most flexibility and assistance possible during the pandemic crisis. AASA also has provided members with specific communication and informational opportunities. These efforts include:

- \* issuing a [statement](#) on reopening America in response to the latest guidance from the administration
- \* joining 50 education and related national associations to call for an additional \$2 billion in emergency funding to help students without high speed internet access continue learning at home during the

coronavirus pandemic. Legislation, proposed by Representative Grace Meng (D-NY) would use the funds through the FCC's E-rate Program for parents to purchase Wi-Fi hot spots, modems, routers, and other internet connected devices. [Click here](#) to learn more.

\* sending to Congress a letter that addresses the next COVID-19 package and specific funding issues within it. The letter address implementation of IDEA, CARES Act funding, Secure Rural Schools' drawdown reduction and more as AASA pushes for policy flexibility. Read the [full letter here](#) on The Leading Edge Blog.

\* providing virtual meetings for school leaders

\* holding regular phone calls with state affiliates to review strategies and issues of concern among the states

AASA continues to advocate for and support school district leaders who are confronting new and ongoing challenges.

### **July Advocacy Conference**

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 **May 29**. Contact Gabriela Iturri at [giturri@aasa.org](mailto:giturri@aasa.org) with any questions.

**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.

**SAVE THE DATE**

**2021 National Conference  
on Education**

**February 18-20  
New Orleans**

# ADVOCACY & COMMUNICATIONS UPDATE

## Advocacy and Information

Since the beginning of statewide school closures, PASA has been working 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
- Developing and supporting a memo to the PA House with other education associations concerning legislation that would freeze school property tax rates in 2020-21
- Drafting and soliciting support among other organizations for a letter on the need for more federal funding for public schools, to be sent to the Pennsylvania delegation in Congress
- Working 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, initially on Monday through Friday, and more recently, on Monday, Wednesday and Friday, providing 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 reopening strategies
- Sending alerts to members concerning state and federal legislation affecting public school finance

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

## Communicating 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!

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](#).

## 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.)*

## COMMUNICATIONS TIP OF THE MONTH

"In February thousands of schools across the country participated in another campaign: Public Schools Week 2020. Supported by several organizations, including AASA, this public relations campaign (#PublicSchoolProud and @PSW20) highlighted the amazing work taking place in our classrooms. Sharing the many great stories that champion public education across the country brought attention to the critical issues facing us in education. While this week was a special tribute, we need to stay diligent in communicating our advocacy of public education all year long." – Deborah L. Kerr, AASA President and superintendent of the Brown Deer School District in Wisconsin, from "Strategic Use of Social Media," as published in the May issue of *School Administrator*, AASA's monthly publication. This month's issue details school districts' attempts to close the gap in web access for students when working at home

# PROFESSIONAL LEARNING UPDATE

Please watch the PASA website for additional updates.

## CANCELED PROGRAMS

**PASA Women's Caucus Spring Conference**  
*was scheduled for May 17-19*

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

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

**PASA/PSBA School Leadership Conference**  
*was scheduled for Oct. 14-16*

## RESCHEDULED PROGRAMS

**Winter/Spring PASA Webinars**

**New Time: 1:00 – 2:00 p.m.**

**\* June 9 (had been April 17): "Building Resilient Students from the Inside Out"**

Multiple school shootings occur every year. Teen suicide is on the rise. Thousands of students are bullied every day. In the face of such overwhelming stress, how can we help our students work through the adversity they regularly face? Award-winning producer and nationally certified counselor JC Pohl offers a direct pathway to one singular solution: resiliency.

**\* June 23 (had been March 27): "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.

**Registration is open for these rescheduled webinars.**

**See the PASA website at <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

**Aspiring to Leadership Workshop**

Jan. 15, 2021 in the PASA Office

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

March 28-30, 2021 in State College

**PASA Women's Caucus Spring Conference**

May 16-18, 2021 in Hershey



"We believe that school districts will do everything they can to recognize the financial impact that COVID-19 has had on taxpayers, and property tax increases for next year will be considered only in those school districts with no other fiscally viable options. School districts simply can't absorb simultaneous revenue declines at the local and state levels while also facing mandated cost increases." – Hannah Barrick, PASBO assistant executive director, on PASBO's recent analysis showing the anticipated loss of over \$1 billion in local revenues for school districts next year

"The unprecedented situation presented by COVID-19 has highlighted just how critical our public schools are in supporting students and entire communities, especially during this period of statewide closures. This is not the time for impulsive decisions to be made that directly impact the capacity of PA's public schools to continue to deliver learning and supports for students during this pandemic.... Forcing a one-size-fits-all approach that essentially limits ability for local communities to determine what is best for them – prior to anyone having the facts about the extent of the impact of the pandemic on local and state revenue for school districts, as well as the extent to which federal stimulus funds can begin to cover the holes – is not the right approach." – from a memo sent to members of the PA House by PASA and 13 other education organizations stating opposition to legislation that would freeze school property taxes for 2020-21 statewide

"Nobody was prepared for this. But now that we're here, it's going to take a little time to make sure that we roll out a product that is going to meet the needs, the equitable needs, of all of our students." – Anthony Hamlet, superintendent of the Pittsburgh SD, on the digital divide between wealthy and poor communities and the impact on schools and students



# MEMBER NEWS

## REGION 1

**Dr. Laura Jacob** has been appointed superintendent of the California Area SD, effective July 1. She has been serving as assistant to the superintendent for curriculum, instruction and federal programs in the Connellsville Area SD. Jacob will replace **Michael Sears**, who is retiring.

## REGION 3

**Robert Scherrer** has been appointed executive director of the Allegheny I.U., effective July 21. He previously served as superintendent in the North Allegheny SD. Scherrer will replace **Rosanne Javorsky**, who has been serving as interim executive director.

**Dr. Mary Catherine Reljac** has been appointed superintendent of the Fox Chapel Area SD, effective on or before August 1. She currently serves as assistant superintendent in the Franklin Regional SD. She will replace **Dr. Gene Freeman**, who has left the district.

**Scott Millburn** has been reappointed as assistant superintendent for secondary education in the West Jefferson Hills SD.

## REGION 10

**Scott Graham** has been appointed superintendent of the Bald Eagle Area SD, effective June 1. He previously served as a superintendent in the Northern Potter SD. Graham replaces **Joe Clapper**, who has been serving as interim superintendent in the district.

**Kenneth Jubas** has been appointed superintendent of the Harmony Area SD, effective July 1. He currently serves as executive director at Admiral Peary Vocational Technical School.

## REGION 11

**Dr. Michelle Hall**, superintendent of the Central Fulton SD, has submitted her resignation, effective July 1.

## REGION 12

**Dr. Tracy Krum**, superintendent of the Dover Area SD, has announced she will retire from the position, effective in January 2021.

## REGION 14

**Dr. Kim Minor** has been appointed superintendent of the Exeter Township, effective July 1. She has been serving as chief organization officer in the Upper Dublin SD. Minor replaces **Dr. Robert Phillips**, who has served as superintendent since 2016.

## REGION 15

**Richard Kaskey** has been appointed assistant superintendent in the Susquehanna Township SD.

## REGION 16

**Joseph Rasmus** has been appointed superintendent of the Millville Area SD, effective July 1. He currently serves as assistant superintendent in the Crestwood SD. Rasmus will replace **Cynthia Jenkins**, who is retiring.

## REGION 17

**Dr. Brian Ulmer** has been appointed superintendent of the Jersey Shore Area SD, effective July 1. He currently serves as director of secondary education in the Milton Area SD. Ulmer will replace **Dr. Jill Wenrich**, who is retiring.

## REGION 20

**David McDeavitt** has been reappointed superintendent of the Allegheny-Clarion Valley SD.

## REGION 21

**Dr. Jodi Frankelli** has been appointed superintendent of the Palmerton Area SD, effective July 1. She currently serves as the supervisor of Early Learning, Grants and Development in the Bethlehem Area School District. She will replace interim superintendent **Dr. Alan Lonoconus**.

## REGION 22

**Dr. Robert Fraser** has been reappointed superintendent of the Council Rock SD.

## REGION 23

**Wagner Marseille** has been reappointed superintendent of the Cheltenham Township SD.

**Dr. Scott Eveslage** has been appointed superintendent of the Hatboro-Horsham SD, effective July 1. He currently serves as assistant superintendent in the Lower Merion SD. Eveslage will replace **Dr. Curtis Griffin**, who is retiring.

## REGION 29

**Dr. Frank Musitano** has been appointed assistant superintendent in the Blue Mountain SD. He currently serves as director of pupil services in the district.

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).

### MAY

25 PASA office closed

### JUNE

9 Webinar: Building Resilient Students from the Inside Out  
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 PASA Board of Governors meetings (PASA office)  
22-23 New Superintendents' Academy Part 2 (PASA office)

### OCTOBER

12-13 National Superintendent Certification Program (PASA office)