

MUMIN SELECTED 2021 PENNSYLVANIA SUPERINTENDENT OF THE YEAR

Dr. Khalid Mumin, Superintendent of the Reading School District, has been named the 2021 Pennsylvania Superintendent of the Year.

In 2014, when Dr. Mumin began his tenure as superintendent, he was confronted with 19 buildings with failing infrastructures, eight bargaining units without contracts for five years, and a district having little to no transparency with either staff or constituents. One of the largest urban districts in Pennsylvania, Reading also was one of the poorest with a highly transient student population and a district facing a financial crisis – along with a looming state takeover.

Dr. Mumin demonstrated visionary leadership right from the start to get the district back on a positive track and focused on academic growth and support. He put together a team of professionals that focused on consistency by creating and implementing a plan for the 13 elementary schools in the district to have the same lesson plans across the board.

For high school students, he led the creation and implementation of the Reading Virtual Academy (RVA) and Reading Red Knight Accelerated Academies (RKAA), blended learning programs designed to reengage dropouts and non-traditional students in the public education system, thus leading to graduation. In fact, the RVA is being utilized as a model for other districts in Berks County to compete with the costs and educational programming of cyber charter schools at an approximate cost of \$8,500 per pupil, compared to the cyber charter cost of \$14,000 per student, with RVA students also having guaranteed access to certified teachers and extracurricular activities. To further support students, he brought more social workers and school counselors into all of the district's schools.

In addition, Dr. Mumin led the creation of the Reading School District Welcome Center to engage and empower the families of an increasing population of English Language Learners through orientations



for new families, parent engagement activities, adult education programs, and a wide variety of social services provided by the district's community partners.

With the COVID pandemic, Dr. Mumin and his team focused on addressing the technology and internet connectivity gaps within the districts, making Reading a "one student one technology" device district for all students in grades K-12. In addition, he led the effort to ensure that most of the district's schools have extended open wireless connections for students to access the internet while maintaining social distancing, and developed a district partnership with Comcast to provide internet service in the homes of up to 10,000 students for the 2020-21 school year at no cost to parents.

As a result of all these initiatives, attendance has consistently trended upward, test scores are increasing, the achievement gap is closing, the high school has won the Distinguished Title I School for Achievement award two consecutive years and received the Silver Award for Best High Schools from US News, and the district's schools continue to show growth in academic effectiveness every year.

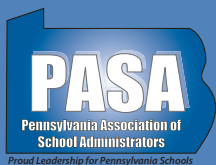
In addition, Dr. Mumin has focused on the issue of equity as key to student success, serving on panels and giving presentations

focused on issues such as immigration, racism and equal opportunity for all students. With a continuing commitment to inclusion and diversity, he has served as both a role model and spokesperson on the challenges of unconscious bias, the need to understand and address those challenges, and the importance of accepting others. He and the Reading School Board created a Welcoming Schools Resolution to ensure all students and families may seek help, information, assistance and safety from discrimination and

See Superintendent of the Year, page 4

Inside this issue...

Executive Director's Message	2
At the Capitol	3
PA's 2020 Blue Ribbon Schools	4
Contacting PASA	4
PA Proud!	5
Aspiring to Leadership	5
PLUS Caucus of PASA	6
Resources from PASA Sponsors.....	6
Leading a Culture of Change	7
PASA Leadership Forum.....	7
Partnership	8
Thought for the Day	8
Navigating the School Year:	
Updates & Resources	9
Virtual Learning & Sharing.....	9
WC: Gender Bias: It's Still	
Happening in 2020.....	10
PASA Virtual Learning Programs.....	11
2020 PASA/PSBA Virtual	
Leadership Conf Recap	12
Our PASA Sponsors.....	13
Advocacy Update	14
Recap: PA Summit	14
COSN.....	15
Communications Tip	15
The Advocate	16
AASA News & Advocacy.....	17
Membership News.....	18
Noteworthy Quotes.....	18
Calendar.....	18



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

PRESIDENT

Dr. John Bell, Superintendent
Delaware Valley School District

TREASURER

Dr. Thomas Lesniewski, Superintendent
Punxsutawney Area School District

PRESIDENT-ELECT

Dr. Jay Burkhart, Superintendent
South Western School District

PAST PRESIDENT

Dr. Jeffrey Fuller, Superintendent
Freedom Area School District

EXECUTIVE DIRECTOR

Dr. Mark DiRocco

EDITOR

Barbara W. Jewett

DESIGN EDITOR

Suzanne K. Yorty

Correspondence regarding the
PASA Flyer can be mailed to:

PASA

2608 Market Place
Harrisburg, PA 17110
(717) 540-4448
(717) 540-4405 fax
email to pasa@pasa-net.org

Visit our web site at
www.pasa-net.org

PASA Members:

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

FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

NATIONAL POLITICS AT THE LOCAL LEVEL

The 2020 presidential election has been intense and emotional across the nation over the past few months. The divisions in the nation have been on full display in the media, news programs, articles and social media postings.

To say the least, it has been a stressful time for our nation, as we managed a global pandemic and a national election simultaneously. There have been many comments and reports about pandemic fatigue and people's desire to get back to some sense of normalcy. The emotion of the national campaign has only added to that fatigue, and it is showing in many facets of our society.

Over the past two months, I have taken several phone calls from superintendents and other school leaders to discuss difficult situations they are encountering at the local level that were influenced by national politics. Most of the calls focused on how best to process an outbreak of COVID-19 in a school district.

The Pennsylvania Department of Health (DOH) has guidelines and processes in place to assist school leaders when active COVID-19 cases are confirmed or suspected in a school district. Many school leaders have found themselves in the difficult position of deciding whether to follow the DOH guidelines when an outbreak occurs because their school board, parents and community want to keep the schools open.

As Pennsylvania continues to see a surge in COVID-19 cases, more superintendents are going to be faced with this dilemma as we enter the winter months. Keeping schools open has been a political issue at the national level for several months. Superintendents often find themselves trying to balance the recommendations from DOH with the expectations from their local board and community. It has added another layer of complexity and stress during this tumultuous year.

Once a county enters the "substantial" level in COVID-19 cases for two consecutive weeks, DOH recommends the district deliver instruction remotely. A few weeks ago, there were only 11 counties at the substantial level. It quickly grew to 21, and more counties are expected to move to the substantial level soon. Consequently, more districts will be considering the move to remote learning if they decide to follow DOH guidelines.

However, we must note that the DOH guidelines are only recommendations, not a mandate. The decision is up to the local school board – and that is the crux of the issue.

Many superintendents are faced with the difficult task of recommending actions that could be very unpopular with school board and the community if they follow the DOH guidelines and change their instructional delivery model. It could quickly sour the board-superintendent relationship and cause disruption in the community.

For that reason, I have advised our members as follows:

- Make a recommendation that you believe is in the best interest of your students and staff.
- Discuss your recommendation with a DOH representative, local medical professional, and your solicitor before making it public. I also suggest you run it by one or more colleagues in your area for feedback.
- Consider how your recommendation will look in a court of law 6-12 months from now should litigation be filed against the district. (Remember, school board members and superintendents can be sued individually as well as collectively).
- Be sure to get your recommendation on the record in the minutes of a school board meeting or in an email to the board.
- Emphasize to the school board that they have the authority to make the final decision and your recommendation is an option for their consideration. If they want to go a different direction, that is their prerogative.

I remember the day when national politics rarely entered a school board discussion or decision. Many board members didn't know the political party of their fellow board members, as most would cross-file in the election. Today, I have seen more national party politics enter local school district governance decisions, which is highly evident in COVID-19 related issues.

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.

Election 2020 News

National: Former Vice President Joe Biden received sufficient votes to win key states and be named President-Elect, defeating incumbent Donald Trump. In the U.S. House, while Republicans gained a few seats, Democrats retained the majority. Control of the U.S. Senate is pending, awaiting a decision on several very tight races and a run off for two Senate seats in Georgia.

State: Republicans retained majority control of both the House and Senate, with results for several very close races still pending.

In Budget & Finance News

State Revenue: Pennsylvania collected \$2.6 billion in General Fund revenue in October, which was \$365.6 million, or 16.4 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$12.5 billion, which is \$824.5 million, or 7.1 percent, above estimates.

Cyber Charter Costs: According to a report recently released by PASBO, the statewide cyber charter school enrollment has increased by roughly 24,000 students in 2020-21 and, as a result, school districts likely will pay about \$465 million more in charter school tuition this school year than last year, further straining budgets already stretched thin by the pandemic. That cost will effectively zero-out most of the federal funds provided to districts under the CARES Act.

Equity in PA: An analysis prepared for a Commonwealth Court judge by the Education Law Center and the Public Interest Law Center indicates that Pennsylvania's public school children are being short-changed by \$4.6 billion – and those in the poorest school districts, who have fallen the furthest behind, are owed the most. The conclusions depict widening gaps in education spending between affluent and poor communities – and divides in academic performance. (from *Spotlight PA*, 10/27/20)

State Budget: State lawmakers and Gov. Wolf will face a deadline this month to finish the 2020-21 state budget. The partial budget passed in early summer, a \$25.8 billion plan, expires on Nov. 30, the last official day of the 2019-20 legislative session. The current budget gap is estimated to be more than \$5 billion.

Legislative News

Session Schedule: The House and Senate are focused in the short-term on electing caucus and chamber leadership for the 2021-22 session that begins in January.

EXECUTIVE DIRECTOR'S MESSAGE

continued from page 2

This is a disturbing trend that I hope will begin to dissipate after the national election and COVID-19 are in our rearview mirror.

Please know that PASA is available for consultation on these types of matters. We have former superintendents and skilled legal counsel that can give you feedback and suggestions to assist you in these difficult matters.

Be well and stay strong.

Signed into Law: Before the Nov. 3 election, the legislature passed and Gov. Wolf signed into law several bills impacting education. SB 530 (now Act 110) requires school entities to expel or transfer a student convicted or adjudicated delinquent of sexual assault and makes further requirements for students so adjudicated to be enrolled in other schools or programs. HB 703 (now Act 84) amends the School Code to require districts to establish an email address for each school director and post them on the district's website.

Voucher Bill Hearing: Last month the Senate Education Committee held a hearing on SB 1230, that would create Back on Track "education scholarship accounts" (vouchers) that would give parents who believe their school-aged children have been educationally shortchanged since last March funding in an account to offset educational costs of tutoring, online classes, curriculum, tuition, counseling and services for students with special needs. \$500 million in CARES funding would be put into the program. **PASA opposes the bill.**

State News

Future Ready Index: The PDE has updated certain data elements on the Future Ready PA Index. Data sets not affected by the extended school closures will display school year 2019-20 data. Attendance and graduation indicators will display 2018-19 data, and the postsecondary transition indicator will display 2017-18 data.

National News

Access to Education: Researchers at Bellwether Education Partners estimate that as many as three million children in the U.S. haven't received any education since their schools closed in March. The researchers identified groups of students most at risk and then calculated a likely percentage of those groups not in school, based on media reports and available data. (from *US News*, 10/21/20)

Digital Divide: According to a report issued last month by the Public Policy Associates, Inc., around one-quarter of all school-aged children, around 13.5 million ages 5-17, live in households without broadband access or a web-enabled device such as computer or tablet. The digital divide threatens to widen pre-existing inequities and the opportunity to learn, putting the nation's most underserved school-aged children at risk.

U.S. Census: The U.S. Supreme Court ruled last month that the Trump Administration can end census field operations. Advocates for an accurate census remain concerned that the truncated data collection could have an adverse impact on schools and communities, as well as congressional representation.

COMING UP

Now that the election is over, Gov. Wolf and state lawmakers need to come up with a plan to complete the 2020-21 state budget, as the partial plan runs out after Nov. 30. Given both revenue realities and the continuing partisanship over the response to the COVID pandemic, that may not be an easy lift. And looming ahead is concern about the 2021-22 state budget, with the governor unveiling that plan in February. As for the federal government, there are many unanswered questions: whether there will be another COVID-aid package anytime soon, which party will control the U.S. Senate for 2021-22, and what President Trump will do between now and January 20. Stay tuned for the latest information by following us on **Twitter** @PASASupts.

SUPERINTENDENT OF THE YEAR

continued from page 1

harassment. With his input, the board also approved an Anti-Racism and Equity Policy based on the principles of fairness and justice in allocating resources and treatment and creating opportunities for success for each student according to his/her unique needs.

To raise student achievement, support students and staff, and promote a culture of excellence, Dr. Mumin places a high emphasis on transparency, communication, teambuilding, community engagement, partnerships and visibility throughout the district and the wider community. When developing a plan for classroom re-configuration, he hosted a series of town meetings to help the community better understand the “what” and “why” of those changes and to address the concerns of faculty and parents.

During the ongoing COVID pandemic, he provided staff, families and the school board continual updates with relevant information pertaining to the ever-changing environment. His work to strengthen the district’s social media presence has led to numerous awards for the district from the Pennsylvania School Public Relations Association. In addition, Dr. Mumin and his team strengthened the district’s website and utilizes videos to further provide information to the entire community. In fact, the 2020 opening day video, “Kid Superintendent Video,” became a national sensation.

Dr. Mumin maintains high visibility both within the school community and the community-at-large, participating on numerous local boards, developing partnerships within the community to enhance investment in the students and the district itself, providing educational insights through frequent participation on local podcasts, and speaking at community events. Through these and other civic opportunities, he clearly demonstrates his understanding of what children need from an academic perspective while also addressing the social issues affecting the entire community.

Professionally, Dr. Mumin places a high value on giving voice to students in urban schools through active membership with PASA,

AASA, NSBA and the Council of Urban Educators, the PASA Urban Caucus, the Mid Atlantic Equity Consortium and the National Alliance of Black School Educators, among others. He has served as a panelist and presenter for PASA, AASA, the Pennsylvania Human Relations Commission, PSBA, Discovery Education and others, and has published numerous articles and op-eds on the importance of student voice.

Most recently, he has published the book *Problem Child: Leading Students Living in Poverty Towards Infinite Possibilities of Success* (WGW Publishing, June 2020), in which he examines the historical constructs of youth growing up in poverty, emphasizes the ways in which influential mentorship has become one of major pillars of success, and provides a three-pronged approach at addressing teaching and leadership for students who grow up in underserved communities. It is a philosophy inspired by his own life story and demonstrated through visionary excellence in the Reading School District.

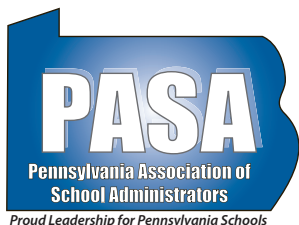
After Dr. Mumin’s work to get the district on a more positive financial track, finalize collective bargaining contracts that brought more stability to the district, develop a more positive and transparent vision for the district, create a positive district environment and lead staff and students to academic success, Pennsylvania Auditor General Eugene DePasquale described the district’s turnaround under Dr. Mumin’s leadership as “nothing short of a miracle,” and the ongoing upward trajectory of the district as a testimony to his vision.

The Reading School Board describes Dr. Mumin as someone who is “cool under pressure, adapts to changes, is trustworthy, respectful, weighs his words carefully, is a great listener, and is a role model for educators, parents, students and the community at large.” According to the board, “he is a visionary, committed and dedicated to making the Reading School District the best it can be.”

Dr. Mumin will be recognized during a special virtual event with the PASA Board of Directors on November 12 and will be feted at a special local event in 2021. As the Pennsylvania honoree, he and 49 other state honorees will be recognized in February during the virtual AASA National Conference on Education

Congratulations, Dr. Mumin!

The National Superintendent of the Year Program was instituted 34 years ago by AASA, The School Superintendents Association® to honor outstanding public school superintendents. First Student, AIG Retirement Services and AASA are co-sponsors of the award program. The goal of the prestigious awards program is to further inspire exemplary educational leadership and promote a sense of confidence and pride in the nation’s public schools. The Pennsylvania Superintendent of the Year is selected by a PASA panel of school administrators. Superintendent of the Year nominees are evaluated on how each candidate demonstrates leadership for learning, communication skills, professionalism and community involvement – active participation in local community activities, and understanding of regional, national and international issues.



Contacting PASA

PASA staff continues to work remotely. However, we are available for you as we always have been. For urgent questions and concerns, call our alternative phone number: 717-514-8718. For general questions, contact PASA via the general email (pasa@pasa-net.org) and your question will be directed appropriately and promptly.

In addition, you may send an email directly to specific PASA staff members. ([Click here](#) for the staff list.) We monitor all correspondence and respond as quickly as possible. Please do not hesitate to contact us with your questions and concerns!

PA PROUD!

BY DR. JOHN BELL, 2020-21 PASA PRESIDENT

I am so proud of the work that Pennsylvania school leaders do for our students on a regular basis and the amazing leadership shown during the pandemic! If someone would have told me a year ago what schools would look like today, I would not have believed it. We have been called on to not just lead school districts but to also help lead our communities through this crisis. Kudos to all of you for your ongoing efforts.

I also want to thank Mark DiRocco and the staff at PASA for the outstanding leadership they have provided to school leaders. Those Zoom calls in the height of the crisis last spring helped fill a statewide leadership vacuum and gave us much needed direction. The PASA staff has also been instrumental in monitoring the many legislative activities on the state and federal levels on our behalf.

Promotions throughout my career have led me to move back and forth between neighboring school districts along the New York-

Pennsylvania border. I spent five years as a teacher in New York, five years as a principal in Pennsylvania, ten years as a principal and assistant superintendent in New York, and now nine years as a superintendent in Pennsylvania. Having worked in five districts in two states gives me a broad perspective of similarities and differences among different school districts and states.

Returning to Pennsylvania and ascending to the superintendency in 2012 had me wondering what it would be like compared to being an assistant superintendent in New York. **I have to tell you that I have been thoroughly impressed with the amazing school leaders I have met from across the Commonwealth! That is why I wanted the title of this month's column to be "PA Proud!"** All of us should feel proud because we are part of a top-notch group of school leaders. Even on the national level, Pennsylvania is a shining star when it comes to school leadership.

The superintendency can be a lonely job, so I encourage you to network with colleagues in your intermediate unit, region and across Pennsylvania. I have had the good fortune to interact with leaders from rural, urban and suburban districts from all parts of the state. They have helped me grow immensely as a leader. I learn something new every time I have a conversation with a fellow superintendent. Your PASA membership also opens doors to expand your network of colleagues, which in turn can lead you to make even better decisions. Don't go it alone. Find ways to connect with peers to help you on your leadership journey.

Last month, I talked about Stephen Covey's *7 Habits of Highly Effective People*. This month, I want to explore John Maxwell's *The 21 Irrefutable Laws of Leadership*. It is a great leadership book to read on your own and to use with your administrative leadership teams.

In my district, we read and discussed one of the laws, then practiced it over the next two weeks. At our next administrative meeting, we would do the same with the next law. The stories related to each law are both entertaining and instructive. For example, the Law of the Lid explains how the McDonald brothers couldn't figure out how to expand their business so they sold it to Ray Kroc who made McDonald's a household name. The brothers had reached their "leadership lid" and couldn't figure out how to grow the business any larger.

At the end of the book, Maxwell says, "Personnel determine the potential of the organization. Relationships determine the morale of the organization. Structure determines the size of the organization. Vision determines the direction of the organization. Leadership determines the success of the organization." The leadership that you and your team provide truly matters.

Leading a school district is an awesome responsibility and an amazing opportunity. Go forth and be PA proud!



HOLIDAY OFFICE CLOSING

The PASA office will be closed Nov. 26-27 for the Thanksgiving holiday.

SAVE THE DATE!



Friday, January 15
Virtual Workshop

HELP US GROW THE PIPELINE OF PENNSYLVANIA'S SCHOOL LEADERS!

This workshop is a MUST for those considering a move to the superintendency or assistant superintendency. It addresses topics essential to a deep understanding of the importance of high-performing superintendent and assistant superintendent leadership. Attendees will acquire the knowledge necessary to prepare for, obtain and be successful as they move toward and into a new district leadership role.

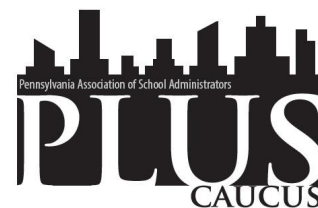
Whether you are considering that move yourself or know someone who is (or should be), SAVE THE DATE for this important program.

Registration Opens Soon!



THE FUTURE OF SNOW DAYS - DO THEY HAVE A FUTURE?

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



As the holidays are approaching us and the weather is changing, I can't help but be reminded of the late nights and early mornings of tracking a winter storm, wondering if I'll have to make a controversial call.

Urban superintendents have the added difficulty of knowing that, when there is a snow day, many students don't get up to two meals that they count on. Having a large group of our population having to walk in the snow makes the decision even more complicated. And of course, the danger of transportation takes on a whole new meaning with the coronavirus on the loose.

But one of the crazy turn of events of these "unprecedented times" is that most of us now have more technology than we ever thought possible. I would venture a guess that our technology plans were put in fast forward by more than a decade. Right now, thanks to a Herculean effort, most districts have been able to connect students to the Internet and devices on a wide scale, making virtual education not just possible, but actually normal.

But what does that mean for the traditional snow day?

With a large majority of urban schools having completed the last two plus months in a virtual environment, why would we extend the school year if the weather doesn't cooperate? It's true that PDE (through legislation) is running a flexible day program (for a grand total of five days), but for those of us who have reviewed the plan in earnest, it seems very much behind the times.

We now have the technology to continue the curriculum without having to fall back on preapproved or "canned" lesson plans. If the school district has the ability to move straight into a synchronous virtual environment, why not do so? We could even hold a delay to ensure the safety of those who need to travel for one reason or another, but it seems to me we might be looking at different ways of doing business for all future snow days.

Like everything else, this undoubtedly presents a serious chance for controversy. There is a tradition of



students getting out to play and sledding down big hills on a snow day. But there are just as many people who like to travel with their families in the summer and will take off from school anyway if the school year isn't basically wrapped up by Memorial Day or soon thereafter.

I am certainly contemplating all of the possibilities this year but don't have a strong opinion one way or another about holding school virtually or keeping with the tradition of snow days being no-school days. This will be another opportunity for leaders to speak with their stakeholders and make good local decisions. I am thankful that we can have those discussions before the clouds fill up and everyone begins panicking about that wretched snowstorm which always seems to hit when we least expect it.

But if things do change, I know this... I won't miss getting up at 4 a.m. in the morning and having to weigh the safety of students and staff hanging in the balance of a snow day decision.

RESOURCES FROM PASA SPONSORS

PASA is grateful for the ongoing support of our Sponsors at all levels. Although PASA does not promote or endorse any product or service offered by our sponsors, we are pleased to share information they offer that may be helpful to school leaders, particularly concerning return-to-school issues.

Several of our sponsors have offered free webinars and other unique opportunities and resources to assist PASA members in planning for the school year. A recording of several of these webinars and a list of additional **FREE** resources and information is available at:

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





LEADING A CULTURE OF CHANGE

BY CONNIE KINDLER,
PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



Throughout the last eight months you courageously navigated uncharted territory, and you continue to demonstrate incredible commitment and flexibility in response to students' wellbeing and learning. The fallout of COVID-19, combined with ongoing advances in digital technology and an increasing demand for authentic student-centered learning, presents an unprecedented opportunity to transform education.

Since much continues to be learned about current remote and hybrid models, **PASA is facilitating two professional development programs to support our Pennsylvania superintendents and CEOs.** These programs will provide opportunities to reflect upon and share best practices, discuss future possibilities, and consider the systems necessary for leading cultures of change.

The first program, **"What's Now and What's Next,"** for superintendents and CEOs, is offered free to PASA members. It will be facilitated as a virtual, two-part interactive forum on **December 3 and December 17 from 3:00 – 4:00 p.m.** Within small and large groups, participants will discuss successes and insights gained from remote and hybrid models during the current transitional year and their implications for the next school year and beyond. To pre-register, go to: <https://www.pasa-net.org/suptsession>.

In 2021, we will host a virtual five-part series entitled **"PASA's Forum for Superintendents: Leading in a Culture of Change,"** for **40 PIL hours.** Participants will want to read Michael Fullan's *Leading in a Culture of Change, 2nd edition* (2020) which provides the context for this program. The forum will facilitate inquiry-based small and

large group discussions focused on the leadership competencies necessary for the creation of agile school cultures that selectively and efficiently manage change.

Those who want to earn the PIL hours will be required to read Fullan's book, participate in pre- and post-class discussions via a learning management system, lead similar conversations with other leaders in their organizations, and complete a culminating project due August 1, designed to embed the participant's learning into his/her own organization.

This program will be facilitated on January 7, February 4, March 11, April 8, and May 6, from 2:00 – 3:30 p.m. To register, go to: <https://www.pasa-net.org/suptforum>.

Our mission is to support you. We know these times are difficult for you. You are making health-related decisions that balance risk with benefit in the face of divided opinions. Being a superintendent or CEO at this time can be a lonely proposition without opportunities to connect with others dealing with the same complexities. Our hope is that you will find these and other learning and sharing opportunities that PASA provides to connect you and help you collaborate with your peers across the state to be invigorating and inspiring.

From my backstage seat, I continue to be awed as I observe your navigation of so many challenges. You are steadfast in your demonstration of strength and substance. You remain anchored to your values and responsibilities. Your leadership is second to none. Please know how much I and so many others appreciate all that you are doing for our children throughout this time, and accept my best wishes for a peaceful Thanksgiving break that offers time for reflection, celebration, and hope for a brighter tomorrow.

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

to read more about it.

****SAVE THE DATE****



Keynote Presenter: Dr. Bill Daggett

A one-day conference for superintendents, assistant superintendents, curriculum leaders, technology coordinators, principals, and student services & facility leaders

Details Coming Soon!



PARTNERSHIP

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

A partnership between state government and school districts is essential to identifying and providing the necessary resources for developing equitable educational opportunities and a positive learning environment for ALL students.... Whether under emergency conditions or during a normal school year, state officials must work with PASA and local school officials to identify priorities in the development

of a state budget for education, with funding focused on flexibility and the key principles of predictability, adequacy and equity to ensure equal access to quality public education for ALL students in every community.

This statement, part of "State Education Funding and Policy Priorities," one of the three Emphasized Priorities in the 2020-21 PASA Resolutions, seems pertinent to some recent events.

The notion of "partnership" has almost gone out of favor these days, if not out of practice. Over the past 12-15 years, governing has devolved into something far less than a recognition of the importance of respectful partnership and working toward meaningful compromise that will allow forward progress, the approach Abraham Lincoln took with his "team of rivals." Rather, what has been happening both in Pennsylvania and across the country is a growing divide of political ideology and an absolute refusal to work toward compromise, let alone civility and respect. We have less commitment to the public good than we do to our desire to make sure the other side loses, in a bizarre and unproductive blending of winner-take-all, survival-of-the-fittest, I'm-right-you're-wrong, and my-goal-is-to-ensure-that-you-fail.

In other words, if they like it, we will hate it, even if it makes sense and even if we once supported it.

The result of all that, beyond a continual poisoning of the social well, is abject policy failure, putting off consideration of legislation that could positively impact people, schools and communities because doing so would require compromise – and we can't have that. Infrastructure needs, broadband access, school funding reform (specifically cyber charter funding reform), even something as simple as allowing county bureaus of elections to begin processing mail-in ballots in advance of Nov. 3 to determine their legitimacy, can't happen because that would mean we would have to develop compromise on legislation – and that is something we just can't do.

If Pennsylvania lawmakers had spent as much time addressing those issues during the past six months as they have passing bill after bill about business reopening, bills they knew would be vetoed, we might have had some meaningful policy changes by now that would have extended broadband capacity to more students and families for virtual education and policy changes that would have (finally) curtailed the flow of

badly needed school district funds to cover the exorbitant costs of cyber charter tuition. If federal lawmakers and the White House had worked productively to ensure that individuals and communities and schools had the resources they needed to make it through the COVID pandemic, there would have been another stimulus package truly aimed at those who most needed it, fewer people in food lines, and fewer businesses facing shutdowns.

Rather, in both cases, politics won; the public good lost.

The election is over – or nearly over, as things are not yet finally settled as this issue goes to print. But already we are hearing "we're going to make sure they fail." How did we get to this point, a point where it is more important that "they" lose and "we" win than it is that we make it our priority to work toward compromise that will meaningfully address the critical issues affecting our citizens, our schools and our communities – the public good?

If our nation, our commonwealth, our schools and communities, and our citizens are to thrive and move forward, we must address those issues that negatively impact both our present and our future. We can't do that with a toxic cocktail of politics gone mad that benefits no one. It will require partnership, whether it be a respectful partnership between a superintendent and a school board, a working and meaningful partnership between policymakers and school officials, or a respectful working relationship between a President/Governor and a Congress/Legislature. It must be a true partnership, one dedicated to the work of developing policy and compromise that will have a positive impact for people, not one that is aimed at positively impacting a political party.

In his second inaugural address, Lincoln said, "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations."

A refusal to work together is not an option. We need to be more like Lincoln.



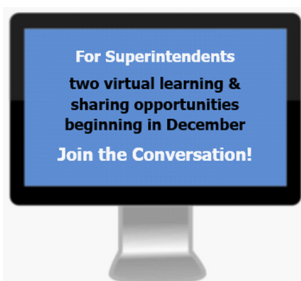
THOUGHT FOR THE DAY

"We can use our power as leader to increase opportunities for input on solutions, to discover employees' passions, to create the conditions for our employees to want to work as hard as they can and to go beyond what we ask. Very few people go to work to see how little work they can get away with. People want to be productive, to contribute, to matter, to do good work for our students, families and community." – Deborah Peterson, associate professor of educational leadership and policy at Portland State University (Oregon), from "Leading with Care and Compassion in Crisis Moments," as published in the November issue of *School Administrator*

NAVIGATING THE SCHOOL YEAR: UPDATES & RESOURCES

Closing the Digital Divide

Released by Common Sense media, this report follows up on their [June Homework Gap](#) report and looks at specific state and local examples of closing the student digital divide during the pandemic and common approaches that can be replicated. The paper, "[Connect All Students: How States and School Districts Can Close the Digital Divide](#)," makes policy recommendations for Congress and the Administration to close the divide now and keep it closed.



****For Superintendents and Chief Executives of LEAs****

Interactive Virtual Conversations on "What's Now – and What's Next?"

Thursday, December 3 from 3:00 – 4:00 p.m.

Part 1: What's Now: Priorities and Successes

During this Transitional Year

Thursday, December 17 from 3:00 – 4:00 p.m.

Part 2 - What's Next: Transitioning to the Future

PASA is facilitating two interactive virtual discussions for superintendents and school CEOs over the course of two one-hour sessions, sparked by a series of questions intended to identify bright spots during the current year and a vision for the future – with a focus on "What's Now – and What's Next?" Prior to the sessions, participants are invited to read ***Education Reimagined: The Future of Learning***, a collaborative position paper between New Pedagogies for Deep Learning and Microsoft Education authored by Michael Fullan, Joanne Quinn and Mag Gardner.

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

Superintendent Forum: Leading in a Culture of Change Virtual Forum for Superintendents

Jan. 7, Feb. 4, March 11, April 8, May 6

2:00 - 3:30 p.m.

40 PIL Hours (approval pending)

The fallout of COVID-19, combined with continuing advances in digital technology and an increasing demand for authentic student-centered learning, presents an unprecedented opportunity to transform education across whole systems. Superintendents and other LEA Chief Executives are invited to participate in this virtual interactive forum which has, as its focus and foundation *Leading in a Culture of Change*, 2nd edition (2020), by Michael Fullan. The program consists of the following components:

- Inquiry-based small and large group discussions about the leadership components within Fullan's book, facilitated during five 90-minute virtual sessions
- for those seeking PIL credit, job-embedded assignments due August 1

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

Federal News Updates...

- The Centers for Disease Control and Prevention (CDC) recently issued [new guidance](#) on social distancing during the pandemic, which likely will mean changes in some schools' approach to preventing or tracing coronavirus outbreaks and significantly more students being identified for quarantine. The CDC now defines a "close contact" of someone with COVID-19 as anyone who was within six feet of someone infected for a total of 15 minutes over the course of 24 hours.
- The CDC also released [new guidance](#) that gives a framework for school-based testing for COVID-19, detailing who should be tested first and how such screening should be incorporated into schools' overall strategies for controlling the spread of the virus.
- Discussion on a new federal COVID aid package came to a halt in advance of the election. Whether Congress, specifically the Senate, and the White House will seek to reach a compromise plan in the next two months remains to be seen, given the results of the election.
- The U.S. Department of Agriculture last month announced it would extend flexibilities to allow free meals to continue to be available to all children throughout the entire 2020-21 school year, thus allowing districts to continue to leverage the Summer Food Service Program and the Seamless Summer Option to provide no-cost meals to all children through June 30, 2021, serve meals outside the typically required group settings and meal times, waive meal pattern requirements as necessary, and allow parents and guardians to pick up meals for their children through June 30.

State News Updates...

- Last month Gov. Wolf unveiled amended COVID-19 orders to allow for adjusted capacity to gathering limits, while keeping place the proven mitigation tools that include wearing masks and maintaining social distancing. The order went into effect on October 9.
- The School Safety and Security Committee within the Pennsylvania Commission on Crime and Delinquency announced last month that it has approved the release of \$49.8 million to address additional COVID-19-related health and safety needs for school districts.

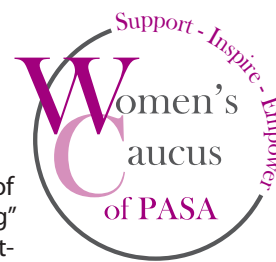
PASA Resources...

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



GENDER BIAS: IT'S STILL HAPPENING IN 2020

BY DR. RHONDA BRUNNER AND MARK HENNES



This article discusses the efforts of a Women's Caucus Executive Board member and an Intermediate Unit leader

to support the advancement of women leaders through the creation of a Women's Network group.

In summer 2019 we reached out via various administrative advisory councils to assess women's interest in monthly networking meetings. The response was so positive that we had enough interested individuals for two monthly meetings.

At the outset, we established norms to provide a safe, confidential space for non-judgmental sharing. We selected topics for each meeting but allowed time for support and sharing among participants. New habits require practice, so we encouraged intentional application between meetings, with self-reflection and sharing at the start of the next meeting.

Gender, Stereotypes, and Bias

An experience we heard repeatedly over the year was an apparent disregard for women's accomplishments and potential. One participant recounted being asked privately to co-lead an initiative with a male colleague as "partners," yet the superintendent announced publicly that the colleague would be her "boss" for the work. This slight became disrespect when the colleague was introduced to the board with his title of "doctor," while she was introduced simply by her first name, despite having the same advanced degree.

Another participant recounted an email she received from the board president after her in-depth presentation, stating that "her hair looked good" but not mentioning the quality and value of her work. One participant described a particularly egregious conversation with two board members following a board meeting. In this casual conversation, one stated that he didn't want to hire a female superintendent again because he couldn't always say what he wanted to say. "They're too emotional," he said. Seeing the stunned look on the female administrator's face, he tossed a curt "no offense" to her.

Underlying these dismissive attitudes are the stereotypes that good leadership traits are decidedly masculine and that stereotypical male characteristics— independence, aggression, competitiveness, rationality, dominance, objectivity— correlate with widespread expectations of leadership. These stereotypes, dismissive actions, and disrespectful slights serve to inhibit the ascendancy of women to senior education leadership positions.

Confidence

Stereotypes and bias affect how we see ourselves and how others see us. Whereas men are socialized to be confident, assertive and self-promoting, cultural attitudes toward women as leaders continue to suggest that it is inappropriate or undesirable for them to possess these same characteristics. While this socialization may result in a lack of confidence and lost opportunities for women leaders, throughout the year numerous participants spoke of their growing confidence.

One said she was more cognizant of subtle biases, especially the "interrupting" of women by men. As a result of the network meetings, she felt more skilled at returning the conversation to the woman who was interrupted. Another expressed her former mentality of "keep your mouth shut" and "don't talk about it" and her new realization that she wasn't the only one experiencing the inequities, though she now possessed strategies to address them. She said, "I have slowly built the confidence to be able to respond to negative/inappropriate comments." Another stated, "I am not apologizing anymore! I never realized how much we do that... how automatic. I am more confident and am perceived in a better light because I stand up for myself more." Another said that in her district of mostly male administrators, she no longer felt the need to try and fit in by engaging in casual conversations on subjects of little interest to her.

Motherhood

One participant recalled snide comments, sometimes couched in a joke, that she couldn't be both a good administrator and a good mother, and that she must feel guilt about leaving her child. "You have to prove yourself all over again as a female administrator with a young baby," she said.

Many commented on the double standards for men and women that are attributed to biological differences. If a woman who happens to be pregnant is assertive with a colleague or corrects a direct report, then "it's because of hormones" as opposed to being a skilled leader. A common sentiment was that a woman administrator gets a reputation as nitpicky or nagging, while men are praised for attention to detail with good follow-through.

Notwithstanding the fact that education is an overwhelmingly female occupation, we believe motherhood bias is hidden, but widespread, throughout our region. Particularly insidious is the fact that it negatively impacts early- and mid-career women of childbearing age, thus inhibiting the positive and developmental experiences that are so important for future leaders.

Moving Forward

Despite COVID closures and the summer break, our network continued to meet virtually through the summer and into the new school year. Members share, confide and support each other without judgement or fear of retribution.

Will these leaders seek to fill higher leadership positions in the future? Time will tell. But the actions of these women to change the climate and attitudes herald the changing tide for themselves and for other women to follow.

Dr. Rhonda Brunner is Associate Professor for Educational Leadership at Shippensburg University and a member of the PASA Women's Caucus Executive Board. Mark Hennes is Special Projects Supervisor for the Capital Area Intermediate Unit.

SAVE THE DATES
Virtual Networking Session
 for women in school leadership
November 16
2021 Women's Caucus Conference
May 16 - 18
2021 Southeast Region Caucus Dinner
November 10



PASA VIRTUAL LEARNING PROGRAMS

See the PASA website for program updates at

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



Part 2: "Systems Leadership"

November 16 - 17

(PIL/Act 45 approved for 25 hours)

New superintendents will 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.

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

Coming Up...

Part 3: Professional & Community Leadership (Jan. 21-22)



Fall Webinar Series: "Cultivating a Culture of Social Justice and Equity"

Noon to 1:00 p.m.

Series continues this month!

This series of webinars will focus on enhancing school leaders' capacity for the creation of fair and just environments in which all learners experience equity and excellence.

November 18: Implicit Bias in Schools

Presenter: **Dr. Gina L. Gullo**, author of *Implicit Bias in Schools*, educational data and equity consultant with GLG Consulting, and clinical faculty at Seton Hall University (Educational Leadership, Management and Policy)

December 16: Culturally Relevant Leadership for Equitable Schools

Presenter: **Dr. Floyd D. Beachum**, author of *Improving Educational Outcomes of Vulnerable Children* and Bennett Professor of Urban School Leadership at Lehigh University

(Registrants will have access to ALL four webinar recordings in the series.)

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



PASA/PASBO School Construction Workshop

December 14-15

VIRTUAL PROGRAM

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:

- ♦ How to do a Traditional Design/Bid/Build School Construction Project
- ♦ School Construction Without PlanCon
- ♦ Construction Contracts: Dos and Don'ts
- ♦ Construction Management Best Practices
- ♦ School Construction: What School Leaders Need To Know

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



****SAVE THE DATE****

Aspiring to Leadership Workshop

January 15

(offered virtually)

For those considering moving forward into higher levels of school district administration

Watch for details – coming soon!



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.)

2020 PASA/PSBA VIRTUAL LEADERSHIP CONFERENCE RECAP

School system leaders and school board members gathered virtually on Oct. 14-15 for the annual PASA/PSBA Leadership Conference, which featured nationally known speakers, sessions and virtual exhibits.



From this year's virtual event...


RIGHT: Opening keynote **Baruti Kafele**, an author and highly regarded urban educator in New Jersey for more than 20 years, talked about the importance of a great teacher, the key role of the principal, and an equity approach to instruction, one in which students see themselves in the learning. "Different students need a culturally responsive approach to equitably reach the fruit," he said.

Panels of Urban, Suburban and Rural school leaders shared issues and concerns specifically affecting their districts and possible solutions.

Do I bring an equity approach to my instruction?

What is an *Equity Mindset Teacher*?

An "**Equity Mindset Teacher**" is a teacher who utilizes a variety of **developmentally appropriate instructional strategies** that consider the different **academic, social & emotional needs of ALL** the learners in a **student-centered, culturally-responsive** and **culturally-relevant "Equity Mindset Classroom"** where **student individuality, student cultural identity & student "voice" matter EXPONENTIALLY.**




BELOW: **Dr. Michael Snell**, superintendent of the Central York SD (top left), **Mike Willis**, Chief Financial and Operations Officer in the Cumberland Valley SD (top right), and **Dr. Robert O'Donnell**, superintendent of the State College Area (bottom left) discussed problems they confronted in planning for 2020-21 and strategies that have worked in their districts.

LEFT: **Dr. Khalid Mumin** (bottom left), superintendent of the Reading SD, along with school board members from the Lancaster and Washington school districts, spoke about the challenges of remote learning and access, transportation and operational concerns.

BELOW: **Amy Stewart** (top right), superintendent of the Warren County SD (top right), along with board members from the Lewisburg Area and Claysburg-Kimmel school districts, discussed unique issues facing rural districts this year.



RIGHT: **U.S. Senator Robert Casey Jr.** discussed the movement of federal policy in impacting public schools, as well as what advocates can do to make an impact. (U.S. Sen. Pat Toomey also was invited to participate but declined.)



LEFT: **Dan Domenech**, executive director of AASA, The School Superintendents Association, along with two representatives from the National School Boards Association (NSBA), offered a national perspective on how AASA and NSBA are addressing the current socioeconomic climate and what they see coming. All of them stressed the importance of the superintendent and school board working as a team and as advocates. "The national level has abdicated a leadership role on this issue," Domenech said. "Perhaps this is an opportunity for school systems to show that, when it comes to strong leadership, they will do that effectively as a management team."

See PASA/PSBA Conf Recap, page 13

PASA Flyer - November 2020

PASA/PSBA CONF RECAP

continued from page 12

Communications

Concurrent, topical sessions focused on PSERS issues, special education in 2020-21, financial recovery from the impact of COVID-19, and managing your own mental health during stressful times. In addition, Annette Stevenson of PSBA and Liam Goldrick of the Donovan Group (pictured) presented a session on the importance of communication and using specific COVID issues as an opportunity to reinform the community about the importance of keeping students and schools healthy and safe.

Getting Your Message Out
How Do I Communicate



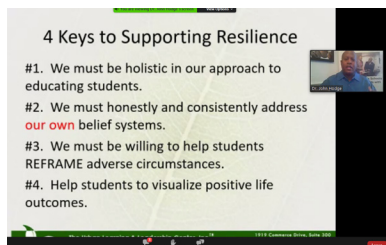
1. Gather the facts
 - ✓ Capture what details you know
2. Prioritize contacts
 - ✓ Who needs to know?
 - ✓ When do they need to know?
3. Line up your team
 - ✓ Administration/staff, school board
 - ✓ Do you need to contact your solicitor?
4. Determine your mediums
 - ✓ Press release/website
 - ✓ Phone calls, robocalls, text, emails



PASA/PSBA School Leadership Conference



ABOVE: **Special guests** - **Dr. Joseph Roy**, superintendent of the Bethlehem Area SD (upper right) and **Dr. Sherri Smith**, Advisor to the Assistant Secretary for K-12 Education with the PDE (bottom right) were among those on a panel who addressed questions and concerns on a wide variety of topics, including event capacity, tracking attendance, substitutes, addressing learning loss and legislation focused on education and pandemic issues.



LEFT: Closing keynoter **Dr. John Hodge**, vice president of the Urban Learning and Leadership Center, talked about how to help students bounce back and stressed multiple factors: clearly communicating and overtly modeling the

behaviors we expect, BE what we want students to BEcome, utilizing a holistic approach involving social, academic and moral education, and the importance of a significant relationship in the life of a child.

RIGHT: **Dr. Jeffrey Fuller**, 2019-20 PASA President and superintendent of the Freedom Area SD, closed out the conference.



SAVE THE DATE

2021 PASA/PSBA Leadership Conference

Sept. 27-29

New Location! Poconos Kalahari

OUR PASA SPONSORS

Thank you for your continuing support!

Visit the [PASA website](#) for a link to sponsor websites and learn about the products and services our sponsors can offer you and your district.

DIAMOND SPONSORS

Crisis Go
Edmentum
Forecast 5
Lincoln Investment
PLGIT

PLATINUM SPONSORS

Curriculum Associates
EduPlanet21
Horace Mann
Newsela
Questeq
R Zero
Site LogiQ
Studer Education

GOLD SPONSORS

Agenda Manager
Audio Enhancement
College Board
Education First
McClure Company
MIND Research Institute
SuperEval
NWEA

SILVER SPONSORS

The Fitness Headquarters
Kades-Margolis
PARS

BUSINESS PARTNER

Easy Procure

ADVOCACY UPDATE

PASA continues to both provide information to members and advocate on their behalf. Some of these activities since the August issue of *The PASA Flyer* was published included the following:

Advocacy

- Prior to the legislative recess, Mark continued to field calls from legislative staff on school issues and pending legislation. He continues to field questions from reporters.
- We continue to work with our lobbyist and other education associations on issues of mutual concern, specifically related to School Code bills going into the lame-duck session.
- Dr. DiRocco provided comments to the Senate Education Committee in opposition to SB 1230, that would create an "education scholarship program" with \$500 million of the state's CARES funds.
- PASA continues to keep the issues of limited liability for school officials and the crucial need for cyber charter funding reform before the Governor's Office and legislative leaders.
- Dr. DiRocco met via Zoom with AASA legislative advocacy staff and executives from other state superintendent associations to share information and updates related to school operations and state education policy.

PASA Points

Dr. DiRocco sent to lawmakers last month the [latest issue](#) of *PASA Points*, a monthly update sent to Pennsylvania lawmakers highlighting education issues and priorities of school leaders across Pennsylvania. The October issue focused on the need for providing adequate funding and resources for health and safety in our schools.

Information

On October 8 Dr. DiRocco provided a special Zoom briefing for superintendents on the Governor's amended orders that allow for venue occupancy limits to play a bigger role in determining the number of people permitted both inside and outside of events or gatherings. In addition, PASA continues to update the coronavirus web page, <https://www.pasa-net.org/coronavirus>, and provide additional education news and information through the weekly Update on Mondays and *The PASA Flyer*.

PASA Silver Sponsor

PUBLIC
AGENCY
RETIREMENT
SERVICES

PARS

TRUSTED SOLUTIONS. LASTING RESULTS.

Separation Incentives/OPEB Trusts

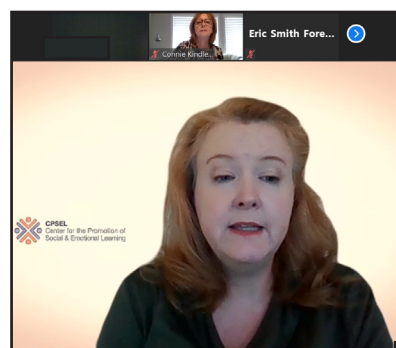
<https://www.pars.org>

RECAP: PA SUMMIT

Fifty-one school leaders participated in the virtual PA Summit for Assistant Superintendents and Supervisors Summit on November 6.

Presenter **Dr. Carol Paxton**, Director of the Center for the Promotion of Social and Emotional Learning (CPSEL), an educational psychologist, researcher, publicist, and national presenter, focused on the model of social and emotional learning (SEL) utilized by the Collaborative for Academic, Social and Emotional Learning (CASEL) and implementation considerations that rely on the latest SEL research. She provided an overview of SEL, its importance, and basic considerations for successfully implementing and sustaining SEL in districts, schools and the community.

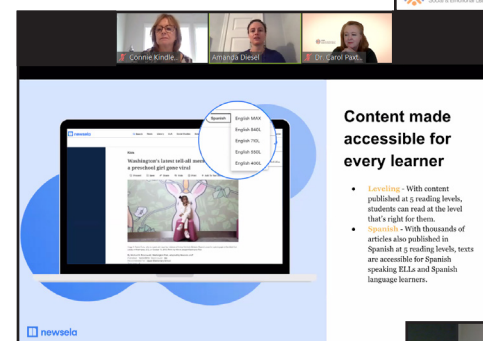
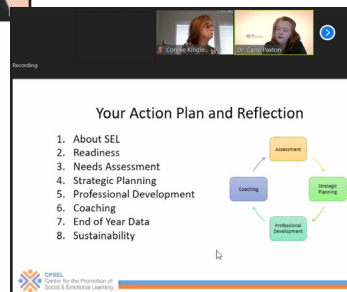
Connie Kindler, PASA consultant for professional development facilitated the Summit.



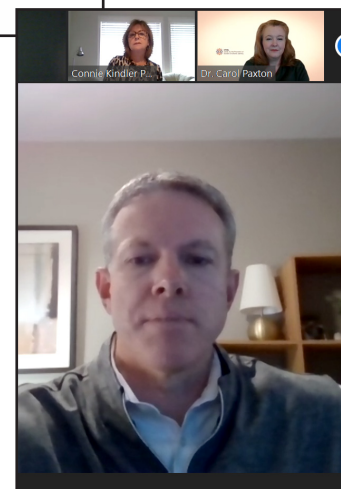
LEFT – Dr. Paxton provided an introduction to the CPSEL model for social/emotional learning.

BELOW – Dr. Paxton helped participants plan their own response to SEL and implementation in their schools.

BELOW – Amenda Diesel with Newsela, a PASA Platinum Sponsor and another Summit sponsor, presented a brief overview of the company's Instructional Content Platform.



RIGHT – Eric Smith of Forecast5, a PASA Diamond Sponsor and one of two sponsors for the Summit, explained how the company's data-analytics software assists in district planning.





TOPIC: EFFECTIVE TECHNOLOGY PROFESSIONAL LEARNING FOR ALL EDUCATORS

One of the lessons learned during the spring of 2020 was the need for effective and ongoing technology professional learning opportunities for all educators. As school districts made the quick pivot to online learning in either a totally remote or a hybrid setting, it became painfully clear that many educators did not know how to maximize technology tools to assure that effective learning continued for all students.

Additionally, parents, families and caretakers – many now serving as “co-teachers” or “learning facilitators” for children who are attending school remotely – find that they also benefit when technology professional learning strategies are provided for them.

EmpowerED Superintendent Monthly Webinar: *Effective Technology Professional Learning – Leading and Collaborating to Assure Success*

This week’s episode of the monthly EmpowerED Superintendent Webinar series, co-hosted by CoSN, AASA and edWeb.net and sponsored by ClassLink, which aired on Monday, November 9, was titled “Effective Technology Professional Learning: Leading and Collaborating to Assure Success.”

Truly effective educator professional learning requires a coordinated, collaborative approach by school system leaders. The November 9 webinar featured three district leaders from North Carolina’s Wake County Public School System. You are invited to view the recording of the lively, interactive conversation with Superintendent Cathy Moore, the district’s Chief Technology Officer Marlo Gaddis, and Allison Reid, Senior Director of Digital Learning and Libraries. Together, these three school system leaders share the collaborative strategies they use to provide technology professional learning experiences for educators that truly improve instructional practice, whether learning occurs remotely or in a traditional classroom setting.

[Click here](#) to access the link to the webinar recording.

The complete list of free recordings of all previously broadcast EmpowerED Superintendent webinars is available at <https://home.edweb.net/supers/>. In addition to the free access to live and recorded webinars, the EmpowerED Superintendent recorded webinars are now accessible via podcast. Learn more at <https://home.edweb.net/podcasts/>.

Critical Focus Areas: Issue One-Pager on Cybersecurity

The [CoSN EmpowerED Superintendents web page](#) presents a series of “one-pagers” to guide and empower superintendents and their leadership teams in leading digital transformations. CoSN’s one-page document on “Effective Technology Professional Development” defines three critical guidelines for professional learning that improves classroom practice and identifies the factors school leaders must consider when planning for and evaluating professional learning opportunities. This one-page guide is available to view and download at <https://tinyurl.com/TechPD-CoSN>.

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. 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.



COMMUNICATIONS TIP OF THE MONTH

“The biggest thing is that you have to carve time out of your day to say, ‘I’m going to be invested in this process, I’m going to be in classrooms, I’m going to be in hallways, and I’m going to have conversations with people, just to make sure that those things are continuing.’ They can be focused conversations, and sometimes they’re just what we call Seinfeld conversations – conversations about nothing. You walk in just to make sure that you’re still connected to that group. If you’re there, you develop this social capital for when something goes wrong, and something will always go wrong. But if you’ve developed enough social capital that they know that you’re not making decisions from your desk, it changes the way people view those decisions.” – Joe Sanfelippo, superintendent of the Fall Creek SD (Wisconsin), in an interview with Dan Heath, co-author of four bestselling books on the psychology of leadership practices, in “Problem Blindness,” as published in the November issue of *School Administrator*, AASA’s monthly publication. This month’s issue addresses career transitions in the superintendency, with special attention to those starting in the midst of remote operations.

November 2020 may be a month that will be defined by its election, but we run The Advocate early in the month, and so I am writing this in late October, when we don't know who the next president will be. What we do know is that our nation's schools continue to grapple with the COVID-19 pandemic, balancing the very important push and priority to open schools at the exact same time the nation's COVID-19 rates are peaking as we rapidly approach flu season.

So, what's a district leader to do when he/she finds himself/herself in the middle of a pandemic, lacking meaningful and reliable federal data on rates?

That's where the [National COVID-19 School Response dashboard](#) comes in. As a collaboration between AASA, the National Association of Secondary School Principals and National Association of Elementary School Principals, we work with Professor Emily Oster (Brown University) and Qualtrics, an experience management company. (Researchers often use Qualtrics as a survey tool and combine it with SPSS to analyze survey data.) The collaboration is the first nationwide database that systematically maps schools' responses to the pandemic across the United States.

Data is visualized in a single dashboard that empowers school leaders, policymakers and the general public to examine current conditions in their own communities—as well as compare against other areas—to adapt to changing environments and make data-driven teaching and learning decisions as they continue to navigate the 2020-21 school year.

AASA supports this work because our members, the nation's public school superintendents, and the schools and students they serve, started the 2020-21 school year with inadequate access to broad, nationwide data reporting the realities of COVID in schools. We are proud to be a partner in this effort, to respond to a critical need, and to be able to share a robust set of locally reported data that will help district leaders and school principals answer questions critical to ensuring their staff and students are safe in school. The initial dashboard, [launched in September](#), was just the first step in what will be an enduring effort to make this data as robust and meaningful as possible.

Top level takeaways of the database to date are:

- It is likely safer for schools to be more open than they currently are, though there are two very big and important caveats: where opening is happening well, it takes a lot of mitigation strategies, and those mitigation strategies cost money.
- School COVID rates appear to reflect/track those of their broader community (not surprising) but at an overall lower level. That is, if you are in a community that is experiencing an increase in COVID rates, your school rate is also likely increasing, most likely at an overall lower level.

Looking ahead, there are big updates as of the last week in October: The dashboard now includes data from New York, collected by the state, on all their public schools. The inclusion of the New York data both increases the sample a lot and addresses some of the concerns raised on selection bias. (Not ALL of the concerns, as the data is still not perfect.) And the research team tweaked some of the dashboard filter functions to better allow you to look at age groups, learning models and state community rates (grouped). Scroll to the bottom to get the New York raw data, and some summary of what you'd get from filters.

THE NATIONAL COVID-19 SCHOOL RESPONSE DASHBOARD

Next steps are just as exciting, as well! We are working with other states to do what we did with New York. (If you can help us with this, we'd welcome it!) We are in discussions to enroll more parochial and private schools, including outreach to Notre Dame, which is monitoring COVID-19 in private schools. And the research team will be expanding its analysis on race and income.

Specific to districts, though, AASA is very pleased to announce that, as part of the November 17 webinar [How Schools Can Reopen Using Data Driven Decisions](#) (featuring Emily Oster, Noelle Ellerson Ng and Byron Adams), we will preview the dashboards with relevant benchmarks that participating districts and schools will receive. This is a much more granular level than is currently available to individual enrollees.

We remain committed to this dashboard and our work to ensure the nation's public school leaders have access to robust, real-time and locally-reported data detailing COVID-19 in schools, information critical to ongoing efforts to open schools safely.

Direct questions about the Dashboard to AASA's Noelle Ellerson Ng (nellerson@aasa.org).

Related Information

- [National COVID-19 School Response Dashboard](#) and [Landing Page](#)
- [Enroll Your District](#)
- [Enroll Your Schools](#)
- Dashboard [Frequently Asked Questions \(FAQ\)](#)

WHAT YOU NEED TO KNOW!



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

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



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



Policy Recommendations for President-Elect Joe Biden

AASA has released a set of education policy proposals in an effort to partner with the Biden Administration as the nation continues to reel from the COVID-19 pandemic.

"AASA is committed to having a strong professional and collaborative relationship with the next administration," said Daniel A. Domenech, AASA executive director. "To that end, we are excited to release a set of proposed education policy recommendations in our efforts to set a new, positive course for public education and ensure America is a land of opportunity for every child."

The report, [**A New Education Vision for a New Administration**](#), which was prepared by members of the AASA Policy and Advocacy Team, contains the following key recommendations:

- Support Public Schools and the 90% of the K-12 Students They Educate
- Repeal Recent Regulations that Harm Public School Students and District Operations
- Ensure Continuous and Direct Engagement Between Local Education Officials and the U.S. Department of Education

Salary & Benefits Study

In late October, AASA released its eighth annual superintendent salary study. The [**2019-20 AASA Superintendent Salary & Benefits Study**](#) is based on more than 1,300 responses and gauges the compensation, benefits and critical demands of urban, suburban and rural school system leaders across the nation.

Disaster Recovery Report

AASA reports that the U.S. Government Accountability Office (GAO) has released their report on K-12 disaster recovery. The study, COVID-19 Pandemic Intensifies Disaster Recovery Challenges for K-12 Schools, found that the impact of the COVID-19 pandemic has exacerbated and compounded the challenges associated with the 206 major disasters declared since 2017. Specifically, the GAO's findings show that for many communities, the pandemic increased mental health issues, delayed recovery projects, contributed to lost instructional time, led to staff burnout, and caused financial strain. To access the major highlights, the full report, and GAO's podcast on this topic, please [click here](#).

Discussions about Race and Equity

According to a recent AASA survey, although nearly 90% of school superintendents said conversations about race and equity are either extremely or very important, only 21% said they were "very well prepared" for that responsibility. The survey results show urban and suburban superintendents rated race and equity conversations of greater importance than rural superintendents.

Virtual Conference in 2021

Registration is open for the first ever virtual AASA National Conference on Education, which will be held over two days, February 18-19. The virtual format will provide convenience and safety for participants while still providing access to data, research and best practices shared among other superintendents and school districts across the nation. See the AASA website, <https://nce.aasa.org>, for information and updates.

AASA's National COVID-19 School Response Dashboard: Enroll Your District Today!

This fall AASA, NASSP, NAESP, and Brown University Professor of Economics, Emily Oster, released a COVID-19 school response data dashboard to provide educational leaders and policymakers with information on how schools are reopening, and what factors contribute to safe reopening. Specifically, the effort will collect baseline information on schools as the year progresses, and then follow them over time to record enrollments, staffing, and COVID-19 cases. You can access the preliminary findings from the dashboard by [clicking here](#).

AASA is committed to making the data entry straightforward and simple and, as such, is asking school leaders to [enroll](#) their districts in the dashboard. Participants would complete the baseline survey, which should take no more than 10 to 20 minutes, and then sign-up to participate in a five-question, bi-weekly follow-up survey.

Read more about it in this month's installment of The Advocate.

AASA Coronavirus Resources

AASA continues to work with federal officials and members of Congress to influence legislation and policy concerning the coronavirus pandemic and its effect on schools. The AASA website offers school leaders updated information and resources from the federal levels, including Congress, the CDC, the Department of Education and the Department of Agriculture. Go to <https://aasa.org/coronavirus.aspx> for a list of resources and information provided by AASA.

From the AASA President

"One of the joys that comes with being a superintendent is the ability to influence school and district culture, which can be a fragile entity. The role we play when it comes to empowering others to shape school culture is powerful, but it takes time to see the full effects. District slogans and mission statements are one thing. It is the actions of the leaders that have long-lasting effects on staff morale, parent engagement, teacher retention and overall student learning." – Kristi Wilson, AASA President, from "Fulfilling My Responsibility," as published in the November issue of *School Administrator*.

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

“NOTEWORTHY QUOTES”

On the Incomplete State Budget...

“Nobody has said, ‘OK, this is what we’re doing.’ But it’s all being worked out.” – Rep. Stan Saylor (R-York), chair of the House Appropriations Committee, on budget plans for the remainder of the 2020-21 fiscal year

“If Dec. 1 comes and there’s no state budget, then things start to collapse. It just gets to be a very, very ugly situation.” – Sen. Vince Hughes, D-Philadelphia, on finalizing the unfinished 2020-21 state budget for Dec. 1 through June 30

On the Pandemic This Fall...

“The fall resurgence is here. And while we must always take this deadly virus seriously, now is the time for all of us to double down on our efforts to keep ourselves and those around us safe. We’ve seen what happens when masks aren’t worn and social distancing isn’t practiced – people get sick, so we need to stay vigilant and work together to stop the spread of COVID-19.” – Gov. Tom Wolf, from a press release on Oct. 19

“We will not move forward with in-person learning unless it is safe for students and staff, and we will not remain in schools unless it is safe for students and staff. We are aware cases are rising here in the city and we are in daily contact with the Department of Health and medical experts as we carefully monitor COVID-19 to ensure conditions support in-person learning.” – Dr. William Hite, superintendent of the Philadelphia SD, in a statement on Oct. 29

“We stand ready to distribute and administer the vaccine. Now, the Pfizer vaccine is the one that is ultra-cold – that’s the one that (must be stored at) minus 70 to 80 degrees centigrade. It has to be kept on dry ice or in ultra-cold refrigeration units, so that poses challenges, but we’ve already reached out to hospitals and health systems to be able to accomplish that.” – PA Secretary of Health Rachel Levine, in a press conference statement on Nov. 9 concerning news about successful early trials for a COVID vaccine

On the Election...

“Let me be very clear, I have no knowledge of any voter fraud, I have no knowledge of any misdeeds other than the process. That is the unfortunate part, because no matter who wins, you’re going to have 50% of the population that’s going to not have faith in the result.” – PA Senate Majority Leader Jake Corman (R-Centre) in a statement about the Nov. 3 election

“It’s time to put away the harsh rhetoric, lower the temperature, see each other again, listen to each other again. And to make progress, we have to stop treating our opponents as our enemies. They are not our enemies. They are Americans. They are Americans.” – former Vice President Joe Biden, in a speech on Nov. 7

MEMBER NEWS

REGION 15

Dr. Patricia Sanker is currently serving as acting superintendent in the Camp Hill SD.

Please report member news to PASA at pasa@pasa-net.org. Announcements of professional vacancies across Pennsylvania and in neighboring states are posted on the PASA Web site at www.pasa-net.org (Click on the “Leadership Development” button and look for “**Career Center**.”)

PASA CALENDAR

All programs and meetings through January are virtual.
See the PASA web site at www.pasa-net.org.

November

- 12 Board of Governors’ meeting
- 16 Women’s Caucus Virtual Networking Session
- 16-17 New Superintendents’ Academy Part 2
- 18 Fall Webinar Series #3: Implicit Bias in Schools
- 19 National Superintendent Certification Program
- 26-27 *PASA office closed*

December

- 2 Professional Development Committee
- 3 Superintendent Virtual Discussion: What’s Now?
- 14-15 School Construction Workshop (virtual)
- 16 Webinar: Culturally Relevant Leadership
- 17 Superintendent Virtual Discussion: What’s Next?
- 24-31 *PASA office closed*

January

- 1 *PASA office closed*
- 6 Winter Series Webinar #1
- 7 Superintendent Forum: Leading Change (Session 1)
- 13 National Superintendent Certification Program
- 15 Aspiring to Leadership Workshop
- 18 *PASA office closed*
- 21-22 New Superintendents’ Academy Part 3
- 29 Board of Governors’ meeting
- 30 Superintendent Licensure Exam Prep Session (virtual)