

NAVIGATING THE SCHOOL YEAR: UPDATES AND RESOURCES

Vaccine Initiative...

In a March 3 press conference, Gov. Wolf announced that Pennsylvania will use the Johnson & Johnson single-dose COVID-19 vaccine for PreK-12 teachers and school personnel, beginning this month.

The Pennsylvania Emergency Management Agency (PEMA) and the departments of Education and Health are partnering with the 28 intermediate units to establish vaccine sites across the commonwealth.

The initial priority is vaccinating public and private school staff that have regular and sustained in-person contact with students during the regular school day, including teachers and staff providing pre-k and elementary instruction, special education, English learners and associated support. Secondary school personnel will be included in the second phase of the vaccine initiative.

Guidance and FAQ's are posted on the [PDE website](#).

Spring Assessments...

Acting in concert with the Biden administration's guidance regarding assessment administration in the 2020-21 school year, guidance that requires such assessment to go forward but with administrative flexibility for schools, the PDE recently announced that the department has submitted a let-

ter to the U.S. Department of Education confirming that Pennsylvania will allow public schools the option to either administer assessments this spring or extend the administration of the state assessments to the summer as well as the fall, in essence a continuous testing window from spring through summer and into September.

Other Guidance, Research and Updates...

- The PDE recently updated guidance concerning recommendations for instructional models they should implement during this semester based on changing levels of community transmission by county. Consistent with the Centers for Disease Control (CDC), the departments now recommend public schools in counties with low transmission consider returning all students to in-person instruction and public schools in counties with moderate transmission consider providing hybrid/blended learning models. [Click here](#) for the update.

- On March 1 the PA Department of Health (DOH) revised maximum occupancy limits for indoor events to allow for 15% of maximum occupancy regardless of venue size, and, for outdoor events, 20% of maximum occupancy, regardless of venue size, both with continuing face covering, social-distancing and hand-hygiene public health measures. [Click here](#) for the update.

- In light of guidance changes from the PDE and DOH, the PIAA has released an updated "[Return to Competition: Individual Sport Considerations](#)" focused on spring sports.

- The CDC last month released [updated guidance](#) to help schools decide how to safely bring students back into classrooms and keep them there, utilizing recommendations on "layering" the most effective safety precautions.

See Updates and Resources, page 4

Inside this issue...

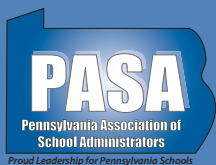
Executive Director's Message	2
At the Capitol	3
PASA Mentor Coachin Program.....	3
PASA Legal Services.....	4
Contacting PASA.....	4
We Are Going to Make It.....	5
PASA Leadership Forum.....	5
PLUS Caucus of PASA	6
Stress: Good, Bad and Ugly	7
Spring is Coming	8
Summer Forum for Adminstrators	8
Women's Caucus.....	9
Advocacy Update	10
PASA Career Center.....	10
Thought for the Day	10
AASA Conference Recap.....	11
Noteworthy Quotes.....	12
Communications Tip	12
Professional Learning Listing	13
COSN	13
The Advocate	14
AASA News & Advocacy.....	15
PA Educational Leadership Summit	16
Membership News.....	16
Calendar.....	16

LAST CALL...

Nominees sought for PASA officers, AASA representatives

PASA is seeking nominations for the 2021-22 PASA President-Elect/Secretary and Treasurer. In addition, PASA is seeking nominations for two Pennsylvania representatives to the AASA Governing Board. See the [PASA website](#) for eligibility, nomination and other information. Officer nominations and Governing Board letters of interest are due no later than **MARCH 12**. The election for PASA officers and the AASA Governing Board representative will be scheduled this month. Those who are PASA members as Commissioned Officers or Small District Leaders (commissioned officers in districts with fewer than 350 students) are eligible to vote.

Questions? Contact Jolene Zelinski at jolenez@pasa-net.org.



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

PREPARING FOR THE COVID RECOVERY

There is good news on the horizon with the announcement that Pre-K to 12 school personnel will be offered vaccines over the next few weeks, with the potential of having most school staff members vaccinated and prepared for in-person schooling by early April.

While this may allow most, and possibly all districts to fully reopen for the remainder of the school year, it also creates the next round of significant issues for school leaders to undertake. How do we prepare to recover from more than 12 months of disrupted learning and loss of school routine due to the pandemic? This may be as daunting a task as navigating the pandemic this past year.

According to a McKinsey & Co. Report, *COVID-19, and Learning Loss, Disparities Grow and Students Need Help*, issued in December 2020, there has been significant learning loss among students from March to June 2020 based on school district diagnostic assessments in the fall of 2020. On average, American students from kindergarten to fifth grade have missed out on 20% of the reading and 33% of the math skills they would have learned in normal times.

Unfortunately, for students of color, those numbers go up to 23% and 41% for reading and math, respectively. This does not take into consideration any continued learning loss for the 2020-2021 school year. Consequently, schools will need to implement both short-term and long-term plans to offset the learning loss that has occurred since the onset of the pandemic. This will require significant funds, resources and personnel.

Additionally, the social and emotional toll of the pandemic on our students and staff will also need to be addressed by our schools in conjunction with academic recovery initiatives. Students lost contact with their teachers and caring adults in their schools when learning remotely. Child abuse reports fell dramatically during the school closure due to lack of monitoring of children by school personnel. Several families experienced financial losses as well as family deaths due to the virus causing grief and stress with limited opportunities to console one another.

Many districts lost track of some students and families during the closures and were unable to provide any academic services or meals. Normal social situations both in school and at home were curtailed or eliminated due to social distancing creating emotional issues for children. Many experts believe that students will need increased mental health and counseling services to help them recover from the isolation of COVID-19 restrictions. We will not be able to simply welcome everyone back to school and assume pre-pandemic routines.

There is significant need for additional counselors, social workers, nurses and psychologists in our schools. Unfortunately, there are few financial resources available to pay for these additional positions. Federal stimulus funds will be available for the next two years, but the need for these services will go well beyond that time frame. Consequently, the challenges of the pandemic will continue long after schools spend their stimulus dollars.

The past twelve months have been long and wearisome for school leaders. The sheer stress of leading schools during this time has taken its toll on every administrator, and the impact of the pandemic has affected every school employee, student and family. While we all want a respite from the trauma of the past year, the recovery phase of the pandemic is now at our doorstep and we need to press forward to develop plans for the post-pandemic world.

PDE developed a [Staff and Student Wellness Guide](#) last fall to help districts plan recovery efforts for the current school year. Many districts are already planning for summer sessions to re-engage struggling students, special education students, and English learner students. These documents can help provide a starting point to plan for coming summer programs and re-opening next fall. We understand the PDE will be providing newer guidance to help districts prepare for the 2021-22 school year soon.



See Executive Director's Message, page 3



NEWS RECAP

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

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

In Budget & Finance News

Budget Hearings: House Appropriations Committee hearings on the proposed state budget are concluded, but Senate hearings on Gov. Wolf's proposal will continue through April.

State Revenue: Pennsylvania collected \$2.7 billion in General Fund revenue in February, which was \$593.9 million, or 28.4 percent, less than anticipated. Fiscal year-to-date General Fund collections total \$23.9 billion, which is \$901.3 million, or 3.9 percent, above estimate.

Legislative News

Session Schedule: Much of the General Assembly's time last month and into March has been focused on hearings concerning the state budget plan. The House and Senate return to three-day session weeks this month, beginning March 15, with a holiday break later this month.

Committee Hearings: Other than appropriations committee hearings on Gov. Wolf's budget plan, several legislative committees have held hearings on numerous pandemic-related education issues, including the impact of cyber charter school growth on school districts and the general impact of the pandemic on Pennsylvania schools.

Bill Action: The House Education Committee last month approved bills that would permit a school district to change its name (HB 232), provide for first aid training in seizures (HB 416) and provide school districts with more flexibility in securing substitute teachers (HB 412).

State News

Cyber Charter School Reform: In a press conference last month, Gov. Wolf announced his continuing support for changes to the charter school law to hold low-performing charter schools accountable, aligning charter school funding to actual costs (particularly for special education), establishing a statewide tuition rate for cyber charter schools, and holding for-profit companies that manage many of those schools to the same financial and ethical standards as school districts.

National News

Secretary of Education: The U.S. Senate has confirmed Miguel Cardona to serve as U.S. Secretary of Education. Cardona is a former elementary school teacher, principal and district administrator, and most recently served as Connecticut's education commissioner.

COMING UP

Senate Appropriations Committee hearings continue this month and next, and what is clear is that Republicans oppose Gov. Wolf's proposed budget plan, particularly his proposed PIT increase to pay for increased school funding. Meanwhile, the General Assembly will return to "regular" legislative business this month, although whether charter school reform will be on the docket this spring remains to be seen. Stay tuned for the latest information by following us on Twitter @PASASupts.

EXECUTIVE DIRECTOR'S MESSAGE

continued from page 2

This recovery will be a long road for many students and staff members. Despite the fatigue everyone is legitimately feeling, we must summon our strength and determination to take the first steps toward restoring hope and normalcy to our children. PASA will continue to update our Coronavirus website with links and information to help school leaders plan and prepare for the post-pandemic world that we are about to enter.

Good leadership is imperative at this critical moment in public education, and we encourage all school leaders to reach out to PASA, other education associations, PDE, and your colleagues for assistance when needed. You are not alone, and there are many who want to help.

Finally, remember to take the time to take care of yourself so you are in the best mental and physical health to take care of those you serve. We will recover.

For Educational Leaders, By Educational Leaders

PASA MENTOR COACHING PROGRAM



Our superintendents and assistant superintendents continue to be challenged in ways we never imagined possible. The pandemic related complexities above and beyond the "normal" requirements for leading a school district are overwhelming, especially to those who are just beginning their roles as superintendents or assistant superintendents. The support of an experienced current or former Pennsylvania-based superintendent can be especially beneficial to the new career superintendent or assistant superintendent's peace of mind, decision-making, and goal achievement.

PASA has developed and is piloting a mentor coaching program to assist with the unexpected and normal challenges of the job. Our program is based upon various international and national mentoring and coaching models. It provides a highly personalized approach, customized to the mentee's needs and/or goals, in which an experienced, skilled mentor coach serves as the mentee's thought partner.

Most successful executives, athletes, musicians, etc. utilize an experienced and skilled mentor and/or coach for ongoing guidance and training. You, too, deserve this opportunity.

For more information about PASA's program, visit our website at <https://www.pasa-net.org/mentor> or contact Connie Kindler at ckindler@pasa-net.org.

NAVIGATING THE SCHOOL YEAR: UPDATES & RESOURCES

continued from page 1

- The CDC last month released updated guidance for "[Ventilation in Schools and Child Care Programs: How to use CDC building recommendations in your setting](#)."

Federal COVID Aid...

The U.S. House passed a \$1.9 trillion COVID-19 relief bill in late February. Following that action, the U.S. Senate took up a slightly different bill, but one that also includes significant funding for states, communities, businesses and schools, extended unemployment compensation benefits, and stimulus checks for individuals based on household income. Both the House and Senate bills passed with all Democrats voting approval and all Republicans voting in opposition.

The Senate's COVID-19 relief package includes more than \$120 billion in direct aid for K-12 schools and students. The legislation provides \$200 million for special education preschool grants, and \$250 million for infants and toddlers with disabilities, both under the IDEA. In addition, the bill provides nearly \$3 billion in additional funding for state special education grants under IDEA for this federal fiscal year, which ends Sept. 30.

The \$3 billion, which appears to have been taken out of the House bill's K-12 relief fund, is earmarked for private schools. Governors would allocate this money, utilizing it as a fund for private schools similar to that included in the December COVID-19 relief bill. (That legislation also provided \$2.75 billion in direct aid for private schools.) Governors are supposed to prioritize that pot of funding for schools serving disadvantaged students and private schools "most impacted" by the virus.

Unlike the House bill, the Senate bill does not provide for equitable services. These services support certain at-risk students in private schools but don't technically represent direct fiscal support for those schools.

Other elements of the bill include:

- States and schools must reserve roughly 25 percent of the stabilization fund for learning recovery (think summer school and extended-day programs).
- School districts must publish a "plan for the safe return to in-person instruction and continuity of services" within 30 days of getting relief funding.
- \$800 million to help identify students experiencing homelessness and to provide those students with wraparound services
- \$350 billion in relief for state and local governments.
- \$7 billion in emergency aid to help students and educators connect to the internet and provide them with connected devices, through the federal E-Rate program.
- \$39 billion for early-childhood programs, including Child Care and Development Block Grants and a stabilization fund for child-care providers.

(information from a summary published in Education Week, 3/8/21)

As this issue of *The PASA Flyer* goes to publication, it was expected that the House would consider and pass the Senate version of the bill and send it to President Biden for his signature.

PASA Resources...

We are providing on the PASA website links to updates, resources, information and strategies from both the state and federal level to help in planning and management. Find the resources here: <https://www.pasa-net.org/coronavirus>. PASA updates the 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.

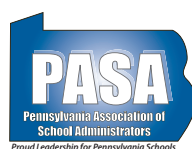
A MEMBERSHIP BENEFIT! PASA LEGAL SERVICES

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.



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!

WE ARE GOING TO MAKE IT!

BY DR. JOHN BELL, 2020-21 PASA PRESIDENT

In January, I wrote about the “Light at the End of the Tunnel” and how we were closer to the end of the pandemic than the beginning. Now, we are almost two-thirds of the way through this school year (approximately 120 days completed and 60 days to go). Doesn’t that sound great after what feels like the longest school year of our careers?

Jump forward two months from January to March, and we have even more to be optimistic about, including:

Coronavirus cases: Both nationally and in Pennsylvania, the number of COVID cases, hospitalizations and deaths have decreased dramatically. As a result, states are starting to pull back on their restrictions allowing for interstate travel and larger occupancies at events.

Vaccines: Pennsylvania has made a significant pledge to vaccinating school employees with the shipments of the one-dose, Johnson & Johnson (J&J) vaccine. If all goes according to plan, this

initiative will be completed by the end of March. President Biden has announced that all adults who want a shot will have one by the end of May. This is two months ahead of the original schedule, thanks to ramped up production of the Pfizer, Moderna and J&J vaccines.

Federal Funding: The CARES Act passed in March 2020 provided \$13 billion to K-12 schools, while the December 2020 stimulus package included an additional \$54 billion. The \$1.9 trillion American Recovery Plan will provide a staggering \$130 million in K-12 school aid. Of course, the key is to use these funds on one-time, not ongoing, expenses to avoid a steep hole in future budgets.

As we head into the final third of the school year with the good news listed above, it is now time to turn our attention to next year. What will the “new normal” look like? We all know we won’t go back to the old way of doing things in all aspects.

In my district, we are in the process of identifying things we did this year that we want to continue after the pandemic is over. I love the process of “continuous improvement” in educational leadership. Always looking for a better way to do things is a sign of good leadership that doesn’t rest on its laurels. I encourage you to have these conversations with your leadership teams.

Last time, I wrote about Jon Gordon’s *The Power of Positive Leadership*. This month, I want to present Doris Kearns Goodwin’s *Leadership in Turbulent Times*. DKG, as her fans like to call her, is a highly-acclaimed presidential author who has studied four presidents in particular – Abraham Lincoln, Teddy Roosevelt, Franklin Roosevelt and Lyndon Johnson. She divided this book into three sections entitled “Ambition and the Recognition of Leadership,” “Adversity and Growth,” and “The Leader and the Times: How They Led.”

In the third section, she explores in great depth the various forms of leadership implemented by these presidents during crucial periods of their presidencies. She looks at Lincoln’s transformational leadership as it relates to the Emancipation Proclamation, TR’s crisis management during the coal strike, FDR’s turnaround leadership in his first 100 days, and LBJ’s visionary leadership with civil rights. This book can be a great resource to educational leaders who are experiencing their most turbulent times right now.

We all know that 2020 was a rough year and 2021 started out just as tough. However, we can see the “light at the end of the tunnel” and we know “we are going to make it.” Keep the faith, be positive and stay safe!

Dr. Bell is superintendent of the Delaware Valley SD.



****REGISTRATION ENDS SOON****



Keynote Presenter: Dr. Bill Daggett
FOCUS: Preparing Students for Their Future, NOT Our Past

A one-day **virtual** leadership conference for superintendents, assistant superintendents, cabinet-level leaders and principals

40 PIL/Act 48 (Act 45) hours
(See website for details on requirements for earning PIL credit.)

Dr. Daggett will share emerging solutions to **the challenge of preparing students for THEIR future, not OUR past**. Equity, social justice, social-emotional learning, mental health, and a rigorous and relevant instructional program for all students are critical issues that schools today are required to address, even though the demands of the past have not gone away (i.e. high-stakes tests, rules, certification). Meanwhile, the pandemic and its challenges have created a tipping point for many educators, policy makers, business leaders, and parents around the immediate need to transform our education system. But the pandemic also has taught us that change is possible in the ways we had not imagined even one year ago. Now we must utilize our leadership skills to provide opportunities for change.

See the PASA website at:

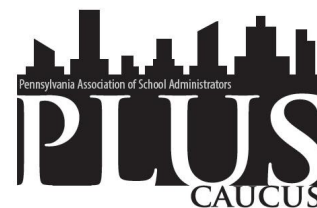
<https://www.pasa-net.org/leadforum>

FROM THE PRESIDENT'S PEN



WANT A HEALTHY MIDDLE CLASS? STOP IGNORING NEEDED EDUCATION REFORMS

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT



Last month, I took time to write about Governor Wolf's proposed budget that called for equitable funding in Pennsylvania. I called out the Governor's courage because we have been discussing the need for equitable funding in our education system. Yet, for too many years, when we discuss this with our legislative representatives, we are met with the throwing up of their hands saying, "We can't pay for this!"

This month, I'd like to explore why we can't afford **not** to pay for this.

As with any good classroom, if you don't have a solid lesson plan to guide instruction, by the end of class, most students will have not learned. Similarly, if we as a commonwealth don't plan for the future, we are going to miss the mark for future Pennsylvanians and the road to recovery will be very difficult, if not impossible.

What am I referring to? **The shrinking middle class.**

The chart provided here from PEW Research outlines a trend that has been around for decades but is slowly increasing. The number of working poor, or "lower class" as defined by economists, has grown from 25% to 29% over the past 45 to 50 years. The middle class has shrunk by nearly 10%, and the upper class has grown by 5%.

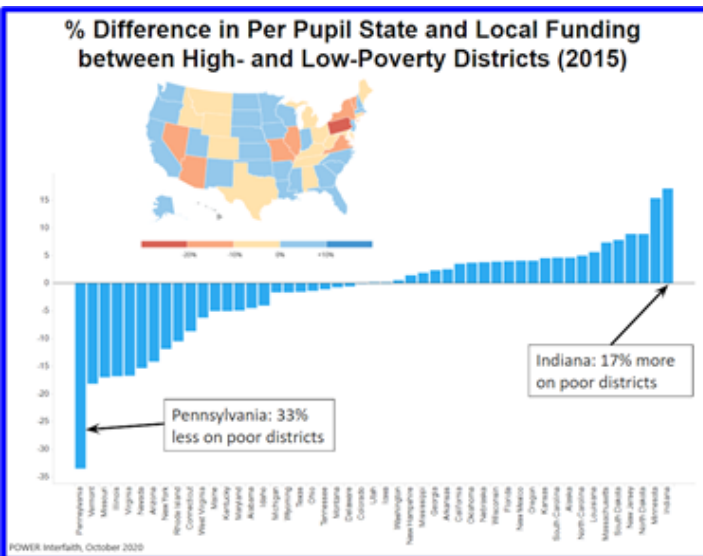
What does this have to do with equitable funding for school districts?

Share of adults living in middle-income households is unchanged since 2011

% of adults in each income tier

	Lower	Middle	Upper
2016	29%	52	19
2011	29	51	20
2001	28	54	18
1991	27	56	17
1981	26	59	15
1971	25	61	14

Note: Adults are assigned to income tiers based on their size-adjusted household income. For 1971 to 2011, incomes refer to earnings in the calendar year prior to the survey year. For 2016, incomes refer to the 2015-16 calendar years. Source: Pew Research Center analysis of 1971, 1981, 1991, 2001 and 2011 Current Population Survey Annual Social and Economic Supplements and 2016 American Community Survey (IPUMS).



"Access to the American Middle Class has been made possible by expanding educational attainment over the 20th century," according to Hardy and Marcotte, who study the effect of education on class status. America is losing ground, rather than gaining ground, as the chart clearly indicates. The fact that the number of rich people, or "upper class," has grown by nearly the same level might be something to celebrate, if at the same time we were shrinking the lower class and growing the middle class. But in fact, we are doing the opposite. We have been growing the lower class category and shrinking the middle class. What's more, the speed with which the changes are occurring are speeding up.

This is a recipe for future disaster.

It should be known that the source of this research is national and not specific to Pennsylvania. However, the trend is clear. As educators, we know that the fate of school districts is inextricably linked to economics and politics. If we do not equitably fund our schools, especially in those schools that have greater diversity, we will soon have a state of "Haves and Have Nots," with a larger portion of our state in the lower class and an even smaller middle class. All you need to do is ask a social studies teacher about the relationship between an education system, the middle class, and democracy: it's clear throughout history.

One of my favorite business quotes is from a conference I attended that observed what good community leaders do to bring back economic revitalization: "This town was an overnight success, 30 years in the making...."

At any given time, we have the leaders of an entire generation, 13 years' worth, attending our schools. If we fail to provide the funding necessary to make them economically successful and well-rounded leaders, our very way of life could be at stake.

If we want economic success and a strong, healthy middle class in 30 years, then we must provide adequate, equitable funding of schools now.

Mr. Rodriguez is superintendent of the Pottstown SD.



STRESS: GOOD, BAD AND UGLY

BY DR. DAVID McDEAVITT

MEMBER, PASA PROFESSIONAL DEVELOPMENT COMMITTEE



Stress and the superintendent's role are synonymous with one another. The Broad Center shows the average tenure of a superintendent is roughly six years (schoolceo, 2020), although other findings suggest that tenure is closer to three years. Many factors contribute to this short tenure, but as we all know, stress is a major factor that affects superintendent's longevity.

There is no way to reduce the stress associated with this position, but there are ways to deal with the stress and remain healthy and effective. This process starts with knowing how to differentiate between good stress and bad stress.

As I am sure you are all aware, there are many negative effects that stress and worry have on our wellbeing. Khansarie, et al., (1990) shows that stress, distress and notably affective stress are associated with immunosuppression. More recent studies clearly show that there is a strong relationship between stress and several disorders that include inflammation, metabolic, reproductive and autoimmune diseases (Cakmur, 2020).

Many of us can easily identify with how a negative stressor affects our emotions, whereas the right amount of good stress can elicit a eustress response that may benefit our health, cognition and well-being. The intensity of the stressor is a key factor in determining the stress response, and an individual's mindset could be a resource

in endorsing a eustress response. Moreover, a stress-is-enhancing (SIE) mindset advocates the belief that experiencing stress has enhancing consequences for performance, while a stress-is-debilitating (SID) mindset appraises these consequences to be debilitating (Bosman, 2019).

The SIE mindset is linked to a eustress response, which is considered a positive to our overall wellbeing. Seeger (2019) believes eustress is a healthy, positive and constructive response to a stressful event and can actually improve performance, health and well-being. Items such as a board meeting could be considered a eustress that could be enough to enhance the preparation period that will result in a successful meeting.

To promote the capacity to handle stress in a positive way, get-up early in the morning and exercise. This is one way to enhance our well-being and provides a roadway to cope with stressful situations during the day. Morning exercise coupled with a nutritional plan that is comprised of fresh food and lean proteins helps to promote healthy cells in the body that are used to combat stress and the release of cortisone.

Even though taking care of yourself is important and can actually improve overall effectiveness on the job, it is simply hard to accomplish. Research has shown how to build wellness into the work and family balance: start by focusing on boosting physical, emotional and cognitive energy through exercise and a balanced diet (Chakmur, 2020).

Ideas for increasing your ability to reduce stress are below:

- *Limit multitasking.* Research shows that multitasking actually diminishes productivity.
- *Set healthy rituals.* Set some healthy rituals and stick to them. Go to bed at the same time each night.
- *Stop unhealthy lifestyles factors.* Pick one thing and STOP doing it.
- *Set and stick to a schedule.* Learn how to delegate a committee role to someone else.
- *Make meetings matter.* Many times meetings do not start on time and last too long. Make it a point to start on time and keep them under one hour.
- *Relationships matter.* Make it a point to greet the students and staff in the morning with a big smile.
- *Take positive action.* Finding a good book, going for a walk, or spending time with family are all good suggestions for reducing stress.

Take good care! Your longevity matters.

Dr. McDeavitt is superintendent of the Allegheny-Clarion Valley SD and member of both the PASA Professional Development and PASA Advocacy committees.

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!





SPRING IS COMING

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

"If winter comes, can spring be far behind?"

– British poet Percy Bysshe Shelly
from "Ode to the West Wind"

I was a big "Game of Thrones" fan. I watched the entire series and often heard the iconic phrase central to the series, "Winter is coming," with its implications of warning and

constant vigilance.

Winter definitely came for us this year. In Harrisburg, we certainly had more than the five inches of snow we had last year. But fortunately for us, it now appears that the seasons are changing. While spring doesn't officially begin until March 20, the snow is melting, the air is mostly warmer, some daffodils are already breaking the soil, days are getting longer, the winds of March are blowing, Daylight Savings Time begins this weekend, and I saw my first robin yesterday. While that doesn't mean any last dregs of winter won't head our way in this ever-changing month (as per Punxsutawney Phil), it does mean that we are headed in a decidedly warmer direction.

Since last March, we have endured another kind of long winter, one could say a year-long-plus "winter of our discontent." But there is reason to believe that spring is breaking through there as well. Although supply does not yet meet demand, the number of available vaccines in the commonwealth is growing weekly, and the number of COVID cases is decreasing. Gov. Wolf just announced that the new Johnson & Johnson vaccine will be targeted to school personnel this month to allow educators and students to get back to in-person learning. The state's revenue numbers are improving, and there is a sense of optimism that we are cautiously beginning to turn the pandemic tide in our homes, communities and schools.

Of course, despite that change in the air, it's undoubtedly going to take a long time for winter clean-up from this pandemic. Many students have fallen behind academically. Many have had limited access to an Internet connection for a year. Too many are struggling socially and emotionally. Not all special needs students are making the gains outlined in their IEPs. Student and family stress is palatable. The same can be said for teachers and administrators – and district budgets.

In addition, testing still is being required either this spring through fall, and school leaders are already planning for remediation to get students back on track over what likely will be a very extended period of time.

In many respects, winter is going to be with us for a while.

And there will be other more winter-like challenges over the coming months, with politically polarized debates in Harrisburg already brewing over many legislative and policy issues, including the state budget and charter school reform. Comments during recent appropriations

hearings give clear evidence that the highly-charged rhetoric of the past year has not abated to any significant degree.

But more federal aid is coming to states, schools, businesses and households. Positives are slowly outpacing negatives. Schools are already planning for a spring and possibly summer academic push and for the unique challenges facing them in the 2021-22 school year but with an optimism that things WILL get better and students and staff WILL get back to "normal," whatever that new normal will be. We are beginning to look ahead more than behind.

Spring is coming. It still may be more muddy and dreary than warm and sunny, and it may be a slow melt, but it is definitely coming.



VIRTUAL FORUM

June 16, July 21 and August 18

10:00 a.m. - 12:30 p.m.

for ALL district leaders, including central office and school building administrators seeking to lead change in their districts and schools

40 PIL Hours (approval pending)

(See the website for requirements)

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. For that reason, ***Leading in a Culture of Change, 2nd edition*** (2020), by Michael Fullan, will provide the foundation and focus of this facilitated forum that will provide an opportunity for school administrators to discuss leading change in their own districts. The program consists of inquiry-based small and large group discussions about the leadership components within Fullan's book. (Participants must purchase their own copy of the book.)

FEE* - \$199 for PASA members/\$259 for non-members

***Payments are due by June 9.**

Virtual information will be sent to paid registrants.

See the PASA website at

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



Patsy Mink was the first US Congresswoman of color. After being denied admissions to numerous medical schools because she was a woman, she attended law school to legislate for women in education. She is well known for being the main author and advocate of Title IX law that mandates equal opportunities and treatment for men and women.

"The problem with our education system is not that parents do not have a choice. The problem is that inequities continue to exist."

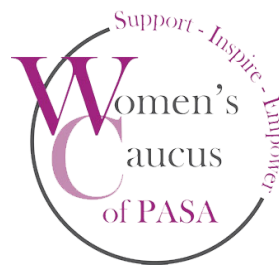
~ Patsy Mink

In 1909 Ella Flagg Young was the first woman Superintendent in Chicago as well as any major urban school district across the nation. She was also the first woman president of the National Education Association in 1910

March is Women's History Month

This month is Women's History Month and there are numerous women who have trailblazed and changed history for the education system and our nation. This infographic highlights a few of those women who significantly contributed to our female students and leaders.

~Tina M. Kane, Ed.D.
Women's Caucus Secretary



Sharing
Herstory
and how
she
changed
education.

Lucy Wheelock was a leading advocate for early childhood education and in 1988 she established a school of education that trained the first generation of kindergarten teachers. She is credited for her strong advocacy resulting in the establishment of kindergarten in public school education programming.



Fanny Jackson Coppin

Born into slavery, Fanny Jackson Coppin was freed by her aunt's ability to buy her freedom. She became the first black woman in the US to be the head of an institute of higher education, the Institute for Colored Youth in Philadelphia, now known as Cheyney University.

"There is too much repression and suppression in schools."

~Fanny Jackson Coppin

ADVOCACY UPDATE

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

Advocacy

- We continue to work with our lobbyist and other education associations on issues of mutual concern as the 2021-22 legislative session gets underway this month, specifically focused on the need for charter/cyber charter reform and adequate & equitable school funding for basic and special education.
- PASA continues to communicate with the PDE and Department of Health about the need for transparency in pandemic directives and the need to inform school officials of changing guidance in advance of public announcements to help school officials better plan for necessary changes and communicate those changes to staff and parents.
- **Dr. Jay Burkhardt**, superintendent of the South Western SD and PASA President-elect, testified on behalf of PASA on Feb. 23 before the House Education Committee concerning the impacts of COVID-19 in Pennsylvania's elementary and secondary schools. Burkhardt pointed to the long list of adjustments and issues districts needed to address when the pandemic struck and called for lawmakers to ensure that broadband is more accessible across Pennsylvania, that adequate resources are provided to districts to provide for effective professional development for teachers, and that inequities in education are addressed.
- PASA issued a press release following the governor's news conference on the need for charter school reform. PASA stated support for the governor's plan, noting, "The 25-year-old charter school law and its funding formula is outdated, causing significant yearly increase to charter school tuition. These increases are unnecessarily draining funding from traditional public school classrooms, causing staff reductions, program cuts, and property tax increases."
- **Dr. Shane Hotchkiss**, superintendent of the Bermudian Springs SD and chairman of the PASA Legislative Committee, testified on behalf of PASA before the House Democratic Policy Committee on March 2 during a public hearing focused on the impact of pandemic enrollment in cyber charter schools on public school budgets. Hotchkiss stated that "the charter school law is based on the deeply flawed assumption that the

same amount of money can appropriately fund two separate and distinct systems of education," and called for changes in the state's charter school law to reflect real costs of education.

- Dr. DiRocco continues to meet 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.

Information

- PASA shared with commissioned officers on Feb. 18 information from AASA concerning grant estimates that each school district could tentatively receive if President Biden's American Rescue Plan would pass Congress as outlined in the U.S. House version of the bill.
- PASA sent to commissioned officers on Feb. 23 the text of a letter from the PDE outlining [new guidance](#) regarding assessment administration for the spring of 2021.
- PASA shared with commissioned officers on March 3 an E-Alert concerning the Governor's announced initiative to vaccinate all private and public school personnel ASAP with the newly approved Johnson & Johnson vaccine, beginning with those working in PreK and elementary schools.
- Dr. DiRocco meets virtually with the PASA Legislative Committee during weeks in which the General Assembly is in session to provide additional legislative updates, discuss issues of high concern and plan for advocacy.

In addition, PASA continues to update the [coronavirus web page](#) and provide additional education news and information through the weekly Update on Mondays and *The PASA Flyer*.

THOUGHT FOR THE DAY

"Storytelling is an ancient technique that equity-focused districts are using to win more hearts and minds. Data informs, but real people and real stories are more compelling and persuasive." – Sharon Contreras, superintendent, and Nora Carr, chief of staff for the Guilford County Schools in Greensboro, North Carolina, from "Developing Support for Equity Initiatives," as published in the March issue of *School Administrator*



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.)

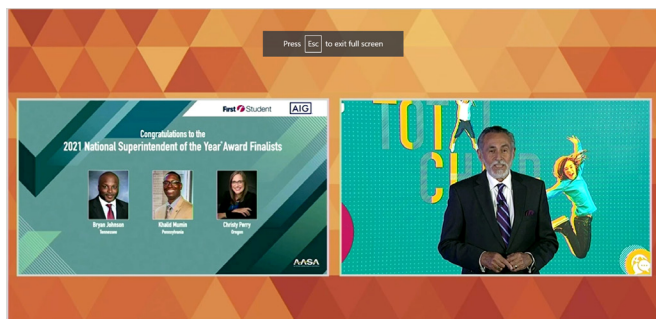


AASA CONFERENCE RECAP

PASA members were among those attending the two-day virtual AASA National Conference on Education last month. The conference, the only national conference for chief school administrators, featured sessions, speakers, and virtual networking opportunities designed to help administrators in both their professional and personal development, with the theme “Social Emotional Learning: Focusing on the Total Child.”

Superintendent of the Year

During the conference, **Dr. Khalid Mumin (below)**, Superintendent of the Reading SD and the 2021 Pennsylvania Superintendent of the Year, was recognized as one of four finalists for National Superintendent of the Year.



RIGHT: National Superintendent of the Year honors went to Michelle Reid of the Northshore School District in Bothell, Washington.



Keynotes...

RIGHT: George Couros, author of *The Innovator's Mindset* and *Innovate Inside the Box*, spoke to the importance of relationships in education, which he said are the core to teaching and learning.



LEFT: Chan Zuckerberg described the ambitious goals of the Chan Zuckerberg Initiative, which focuses on three broad areas — education, justice and opportunity and science — and aims to tackle some

of society's most complex issues.

From the Conference...

“In a setting in which there’s been a history of ... testing that labels some students above and some below, and engages in ability grouping or tracking, that essentially tells some students that they are less able to learn. They take in that perception and it actually undermines the process of learning itself.” – Linda Darling-Hammond

“The worst thing we can do for those groups that have been marginalized in the past ... is simply get them in the system, love them, embrace them with a 20th century curriculum. That doesn’t do any good. We have to get them ready for the 21st century.” – Bill Daggett

“This pandemic has been hard on everyone, the adults as well as the kids. So let’s make it joyful to be back together again. Let’s lift each other’s spirits, so we can do the work of educating our kids together.” – Pedro Noguera

“We are all on a journey and we have struggled in different ways during the pandemic. Let’s be honest with each other and let’s rely on each other so that we can become even stronger and more authentic leaders as we move forward.” – Paul Imhoff, AASA’s incoming president

SAVE THE DATES:

2021 Southeast Region Caucus Dinner
November 10

**2022 Women's Caucus
Spring Conference**
May 22 - 24

Due to ongoing COVID and district travel concerns, the scheduled 2021 spring conference in Hershey has been postponed to spring 2022.

Watch for details on other events to be scheduled between now and the next conference!

Mark your calendars!

2022 AASA National Conference on Education
February 17-19 in Nashville



NOTEWORTHY QUOTES



"Teachers and learning support staff have done a heroic job in delivering instruction to their students to meet the academic standards established by the state. They have pursued their instruction with the same rigor as they did during normal circumstances and have expected the same level of commitment from their students. Our superintendents, principals, teachers and learning support staff members clearly understand that this cannot be a lost year of instruction for Pennsylvania's children and have worked diligently to deliver quality lessons to students." – Dr. Jay Burkhart, superintendent of the South Western SD, PASA President-Elect and Chair of the PASA Elections Committee, speaking on behalf of PASA during a February 23 public hearing before the House Education Committee on the impact of the pandemic on schools

On the Proposed State Budget...

"This proposal is not realistic. I can assure you there will be no Republicans introducing the bill. But if there is a sincerity and this is truly a good proposal, let's see if it gets introduced. I'm willing to bet it doesn't." – Rep. Stan Saylor, chairman of the House Appropriations Committee, concerning Gov. Wolf's proposed tax increase to fund education, during a recent House Appropriations Committee hearing with the Department of Revenue concerning Gov. Wolf's 2021-22 budget plan

On the Need for Charter School Reform...

"Every child in Pennsylvania deserves a high-quality education that prepares them to succeed in life, but our current law lets some charter schools perform poorly at the expense of students enrolled in traditional district schools. The pandemic has made the problem worse as charter school enrollment has increased. We must hold charters accountable to students, parents, and taxpayers. Anything less should be unacceptable." – Gov. Tom Wolf on his proposals to amend Pennsylvania's charter school law, during a Feb. 26 press conference

"The challenges of the current charter law primarily surround funding, accountability, and oversight. Eleven school districts in our region, including 99 board members, believe that a change is necessary. We hope that state legislators will come together and pass legislation that improves the law and benefits students, taxpayers and communities." – Dr. Robert O'Donnell, superintendent of the State College Area SD, during the Feb. 26 press conference

"While cyber charter schools were spending millions of dollars on advertising to attract families to their online programs, traditional public school districts were working diligently throughout the summer to re-tool their on-line capability and to offer quality cyber learning to students if the districts were not able to hold full in-person or hybrid learning.... Public school districts do not have millions of dollars in their budget to allocate to advertising campaigns and would be severely criticized by their stakeholders if they expended funds in this manner." – Dr. Shane Hotchkiss, superintendent of the Bermudian Springs SD and chair of the PASA Legislative Committee, testifying on March 3 on behalf of PASA before the House Democratic Policy Committee concerning the impact of pandemic enrollment in virtual charter schools on public school budgets

"If our district had an extra \$3.5 million, I could tell you that we would spend it on students, not advertising. In fact, the district could lessen the local property tax burden while still investing more in our students. In my opinion, the current structure and operation of cyber charter schools is unethical. In our district, we direct all our resources towards the best possible education for students. I do not know of any other way to prioritize educational spending." – Ken Berlin, superintendent of the Wattsburg Area SD, on the amount cyber charter schools spend on advertising, during the March 3 hearing before the House Democratic Policy Committee

"It's certainly been no secret that the funding formula for determining [charter school] tuition is flawed, and that's what makes it so profoundly clear to me, my colleagues and board members all around this Commonwealth, that it is indeed an unforced error." – James Estep, superintendent of the Mifflin County SD, speaking during the March 3 hearing

On Vaccinating Teachers...

"This new single-dose vaccine adds another layer of support to get students and teachers back in the classroom.... Our goal is to offer every public and private school worker a vaccine. We want to keep staff and students safer in schools and help get students back into the classroom... and it's faster doing it this way than any other way that we could conceive." – Gov. Tom Wolf on March 3 announcing a vaccine initiative that will target the newly approved Johnson & Johnson, single-dose vaccine for public and private school personnel

COMMUNICATIONS TIP OF THE MONTH

"Superintendents, of course, become lightning rods for hot-button issues, yet we must resist becoming isolated in our leadership. I consider it imperative to check in regularly with our administrative team and school board to ensure our alignment. The work of our team is an extension of my leadership. Frequent communication with staff at all levels builds a strong foundation. No matter the task, the tone of the leader shapes the discourse and actions. As superintendent, my dealings with others must contribute to clear prioritization of equity, inclusivity and valuing of diversity." – Lora De La Cruz, superintendent of the Lake Oswego SD in Oregon, from "Promoting Equity Amid Polarization," as published in the March issue of *School Administrator*. This month's issue tackles various facets of racial equity in K-12 schooling.



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

Winter Webinar Series

“Leading Cultures that Prioritize the Well-Being of all Students, Staff and Leaders”

Noon to 1:00 p.m.
 continuing April 14

All webinars are recorded. Registrants will receive a link to the recording.

Superintendent Forum: Leading in a Culture of Change

VIRTUAL

Approved for 40 PIL/Act 45 hours

2:00 – 3:30 p.m.

March 11 and April 8

PASA Leadership Forum: Leadership in a New Era

with Dr. Bill Daggett

VIRTUAL

Approved for 40 PIL/Act 45 hours

Focus: Preparing Students for THEIR Future, Not OUR Past
 March 29

Summer Forum: Leading in a Culture of Change

VIRTUAL

For ALL school administrators

Approved for 40 PIL/Act 45 hours

10:00 a.m. – 12:30 p.m.

June 16, July 21, August 18

PA Educational Leadership Summit

Approved for up to 80 PIL/Act 45 hours

August 1-3

Kalahari Poconos

SAVE THE DATE...

Learning Through September

New Superintendents’ Virtual Session:

Introduction to the Superintendency

July 27

New Superintendents’ Academy

Part 1: Strategic & Cultural Leadership

September 23-24

PASA/PSBA School Leadership Conference

September 27-29

Kalahari Poconos

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: BLENDED LEARNING

EmpowerED Superintendent Monthly Webinar

The free recording of this past Monday’s March 8, 2021 EmpowerED Superintendent Webinar, co-hosted by CoSN, AASA and edWeb.net and sponsored by ClassLink, is now available.

The webinar, *Leading Learning in a Blended Environment: What Works for Students, Teachers and Administrators*, features three superintendents – Dr. Mark Benigni (Meriden Public Schools, CT), Dr. Alan Siebert (Salem City Schools, VA) and Dr. Jason Van Heukelum (Winchester Public Schools, VA) – who joined together in an interactive conversation and shared the leadership strategies they have employed to get the most out of blended learning for their students, teachers and administrators.

Diane Doersch, Technology Director for the Verizon Innovative Learning Schools Program at Digital Promise, joined in the conversation. Examples of effective blended learning strategies were shared, along with resources to assist others in leading and implementing successful blended learning environments.

[Click here](#) for free registration for the recording of the March 8 webinar.

Multiple other webinars in this series are also freely available as recordings at <https://home.edweb.net/supers/> and via podcast at <https://home.edweb.net/podcasts>.

Leading Digital Learning – CoSN Resources

A one-page document, [Leadership for Digital Learning](#), provides leaders with four essential components for leading blended learning in 1-to-1 environments. Additionally, the [CoSN Leadership for Digital Learning Initiative](#) web page is designed to help educational leaders overcome barriers to effectively develop, plan, implement and manage policies and best practices. The published resources are on-point and relevant to district leaders in the “new normal” of constant change.

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.

As part of this year's National Conference on Education, members of the AASA Governing Board ratified the 2021 Legislative Agenda, as drafted by the organization's Executive Committee in January 2021.

In light of the ongoing pandemic, AASA Governing Board and Executive Committee Members elected to include a COVID-19 section in the 2021 Legislative Agenda to ensure an appropriate federal response that will support local school system leadership in safely reopening schools.

Specifically, these new priorities include the following:

- A significant fiscal investment designed to flexibly allow local education leaders to make the decisions and implement the plans necessary to safely open and operate schools for students and staff. This should be a blend of education stabilization funding as well as investment in key categorical programs, including Title I and IDEA.
- A high bar for states asking to waive their maintenance of effort requirement coupled with a need to ensure any maintenance of effort flexibility for states is similarly available for districts.
- Flexibility to state and local education agencies to suspend, reduce and/or redesign assessment and accountability.
- An explicit investment of \$12 billion to address the Homework Gap, funding administered to and through the E-Rate program to support schools in their work to connect students to the internet.
- Flexibility for state and local education agencies to expand, revise and modify their school/academic calendars to best address learning loss. At the local level this could include, but is not limited to, extended day, broader access to summer learning, expanded integration of online learning, and year-round school, among others.
- An extension of liability protections that are afforded to employers to public schools.
- Clarification that federal aid can be used to cover staffing absences necessary to keep students and other staff safe.
- Any effort to reopen schools during the pandemic is dependent upon the availability of personnel. Federal efforts to support local education agencies with their teacher and staffing needs must include:
 - * Increased annual investment in Title II of ESSA, which is critical to ongoing educator development and training needs to ensure educators have the professional knowledge to adjust their teaching to changing learning environments predicated by the pandemic.
 - * Establishing a commission to address the long-standing teacher shortage exacerbated by the pandemic.
 - * Support efforts addressing student learning loss through the deployment of support teachers and tutors.
- A joint commission led by the U.S. Depts. of Education and Health and Human Services should be formed to detail how to locate, connect with and educate the millions of children who have not attended school since March 2020 and how to leverage resources available in both agencies for these purposes.

2021 AASA LEGISLATIVE AGENDA

- The Centers for Medicare and Medicaid should actively engage district stakeholders in updating technical assistance and guidance that will enable every district to access Medicaid reimbursement for much needed critical mental health services for children.
- A prioritization of vaccine access for school personnel and support for district-led vaccination distribution to students.

Also noteworthy, this year AASA members prioritized:

- Ensuring that federal funding is available to support school districts' ongoing efforts to respond to cybersecurity threats and breaches, including technology, training and updates to infrastructure;
- Support for the reauthorization of FERPA to include clear and updated language aligned with existing laws and regulations that schools are following; and
- Support for universal school meals, on the contingency that such policies do no harm to eligibility for and enrollment in existing federal funding streams serving schools, and fully cover costs associated with the program.

You can check out the full Legislative Agenda by [clicking here](#).

PASA GOLD SPONSOR



COVID has changed the way educators teach, interact with families, and measure academics.

Here are 7 TIPS FOR REPORTING ON STUDENT ACHIEVEMENT to your board this year.

**Teach. Learn. Grow.
The education blog brought to you by NWEA.**

National Superintendent of the Year

During last month's virtual national conference, Michelle Reid, superintendent of the Northshore School District in Bothell, Wash., was named the 2021 National Superintendent of the Year. **Dr. Khalid Mumin**, superintendent of the Reading School District, was one of the four finalists for the award.

Superintendent Salary Study

Last month AASA released its ninth annual superintendent salary study to gauge school district leadership compensation and benefits. Major findings of [the study](#), based on more than 1,500 responses include:

- * Median salary ranged from \$140,172 to \$180,500, depending on district enrollment.
- * Findings show a trend of more superintendents, male and female, feeling less optimistic about the economic stability of their districts.
- * Most reported serving in their present position for less than five years.

In This Month's School Administrator

"We all are too hard on ourselves. Carrying guilt and a sense of failure about our own health and wellness routines is easy to do, but it is wrong. Rather than view our own condition as a secondary factor in meeting the demands of the job, we must think about self-care as an essential aspect of our leadership. We all strive to do our best in everything we do. Now is the time to start improving

our personal health, to care for ourselves so we can care for others." – Kristi Wilson, AASA President, from "Fit To Lead"

"We disregard the difference between equity and equality by assuming we must provide all students with the same rather than providing each student with what they need to succeed. Superintendents are in the best position to eliminate the barriers to racial equity. Use the power of the office to identify the barriers in your district and move to eliminate them. In this case, action is better than words." – Daniel Domenech, AASA Executive Director, from "The Hidden Prejudice We Harbor"

AASA Coronavirus Resources

AASA continues to work with federal officials and members of Congress to influence legislation and policy concerning the coronavirus pandemic and its effect on schools. The AASA website offers school leaders updated information and resources from the federal levels, including Congress, the CDC, the Department of Education and the Department of Agriculture. [Click here](#) to see a list of resources and information provided by AASA.

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, <http://www.aasa.org>, or contact the PASA office.**



2021 PASA/PSBA School Leadership Conference CALL FOR PRESENTERS

PASA and PSBA are now seeking relevant and compelling sessions presentations on topics that would appeal to a broad school leader audience during the 2021 PASA/PSBA School Leadership Conference, scheduled for **September 27-29** in a new venue – **Kalahari Poconos**.*

Presentations will be considered in a variety of formats:

* **Traditional Presentation:** The session focuses on a single topic or program, typically including a talk or presentation followed by questions and answers.

* **Roundtable Discussions:** Presenters briefly introduce the idea or issue they wish to explore and then open the discussion for input and exchange of ideas among participants. The purpose of this format is "more discussion, less lecture" and a focus on content delivery.

* **Interactive Presentation:** Interactive sessions provide an extended opportunity for participant engagement (small group discussions, polls, quizzes, etc.).

* **Panel Discussion:** Discussion focuses on a specific topic among a selected group of panelists who share differing perspectives. Panels may not have more than four participants plus a moderator.

* **Inspiration Session Short** (20-25 minute) discussion sessions on topics related to best practices or current trends. NO presentation slides or other audiovisual aides should be utilized.

Deadline for RFPs is June 18. [Click here](#) for the presentation form.

***NOTE:** Every effort is being made to hold the annual conference in person. We continue to monitor the status of the pandemic and CDC recommendations. A determination will be made by July 7, 2021 as to whether the conference will be held onsite at Kalahari Resorts and Conventions or virtually. Should the event change to a virtual platform, all accepted in-person presentations cannot be held virtually due to time and platform limitations. PSBA and PASA therefore reserve the right to make final determinations regarding virtual presentations.

MEMBER NEWS

REGION 11

James Estep, superintendent of the Mifflin County SD, has announced his intention to retire, effective September 10, 2021. Estep is a member of the PASA Legislative Committee.

REGION 23

Robert Rizzo has been appointed acting superintendent for the Spring-Ford Area SD through June 30. He had been the district's assistant superintendent. Rizzo replaces **Dr. David Goodin**, who stepped down to take the position of superintendent for the Sampson County Public Schools in North Carolina.

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 are virtual.

See the PASA web site at www.pasa-net.org.

MARCH

- 11 Superintendent Forum: Leading Change
- 29 PASA Leadership Forum with Bill Daggett

APRIL

- 2 PASA office closed
- 7 Professional Development Committee meeting
- 8 Superintendent Forum: Leading Change
- 14 Winter Webinar Series #4
- 15 Advocacy Committee meeting
- Board of Governors' meeting

MAY

- 6 Superintendent Forum: Leading Change
- 31 PASA office closed

JUNE

- 16 Summer Forum Session 1: Leading in a Culture of Change
- 23-24 National Superintendent Certification Program



**** REGISTRATION IS OPEN! ****

PA EDUCATIONAL LEADERSHIP SUMMIT

August 1-3

at Kalahari Resorts & Convention Center

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

Earn up to 80 PIL Hours

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

KEYNOTES



Scarlett Lewis



Dr. Adam Drummond

To register, go to:

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

Sponsored by...

