O’CONNELL SELECTED 2022 PENNSYLVANIA SUPERINTENDENT OF THE YEAR

Dr. Bridget O’Connell, Superintendent of the Palisades School District, has been named the 2022 Pennsylvania Superintendent of the Year.

Since becoming superintendent of the Palisades School District in 2011, Dr. O’Connell has demonstrated positive and forward-thinking leadership that has inspired student achievement, community involvement and support, state and national recognition, and systemic models that have served as an example for other districts. As an educational leader, she works collaboratively with School Board and community members, administration, faculty, staff, parents and students to enhance learning opportunities.

Under Dr. O’Connell’s leadership, student achievement, academic recognition and a focus on the whole child have been a hallmark of the district’s schools. For example, this year Tincum Elementary was one of 13 thirteen Pennsylvania schools and 325 public and nonpublic schools nationwide recognized by the U.S. Department of Education as a “National Blue Ribbon School” in a program that recognizes schools based on overall academic excellence or progress in closing achievement gaps among student subgroups. In addition, the district’s high school students score consistently high on AP exams, with 52 students earning distinction as AP Scholars just in the past two years.


In addition, Palisades High School (seven years), Middle School (two years) and Durham Nockamixon Elementary (one year) continue to fulfill obligations to maintain their “No Place for Hate” designations by the

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WHAT DOES THE CENSUS DATA TELL US ABOUT THE FUTURE OF PUBLIC EDUCATION?

The 2020 United States Census Data was released earlier this year and revealed the following trends in the nation:

- The data show that the U.S. is becoming more diverse. For the first time on record, the white population decreased over the course of a decade, declining by 8.6% since 2010.
- The number of people who said they were more than one race surged. The multiracial population was measured at 9 million people in 2010 and is now 33.8 million people in 2020, a 276% increase.
- Additionally, 62.1 million people identified as Hispanic or Latino, 46.9 million people identified as Black, and the number of Americans who identify as Asian – alone or in combination with another race or ethnicity – totaled 24 million people. These three groups make up about 40% of the nation’s 331 million population. These three numbers continue to grow while the white population continues to decline.
- The country’s 7.4% population growth was the second-slowest rate of any decade in U.S. history, just behind the rate of growth the country experienced between 1930 and 1940, which encompassed the Great Depression. Census officials cited declining birth rates and declining immigration.
- Fewer babies are being born in America than the number of students graduating from high school over the past few years.
- In Pennsylvania, the percentage of residents who identified as “white alone” decreased by 6.3 percent over the decade to 75 percent.
- Black Pennsylvanians accounted for 10.9 percent of the state’s total population in 2020, according to census data. The state’s Hispanic and Latino population grew from 5.7 percent of its total population in 2010, to 8.1 percent in 2020, a 45.8% increase statewide.
- The census found Pennsylvania’s population was 13,002,700, an increase of 2.4% since the 2010 count. The state’s population grew slower than the 3.4% rate seen between 2000 and 2010.
- In Pennsylvania, rural counties continue to decline in population while counties with suburban and urban centers continue to grow in population.
- In 2010-11 there were 1,781,206 public school students enrolled in Pennsylvania’s public schools, including public charter schools. In 2019-20 there were 1,724,454. That is a loss of 56,752 public school students over the past decade.
- During the pandemic year of 2020-21, another 26,000 students disappeared from public education and an additional 9,000 students went missing from private and parochial schools. While early enrollment estimates appear to show that some of these students have re-enrolled in our schools, many are still missing.
- There are many implications to this data that are manifesting in our schools and in the general discourse of our communities. Our country’s birth rate has slowed significantly at the same time that immigration numbers have dwindled. As our population growth has slowed, our diversity is rapidly on the rise, causing tension, uncertainty and anxiety in our politics and community dynamics.

We have witnessed a significant increase in student poverty that was exacerbated by the consequences of the pandemic. Even though there are fewer students in our public schools, a greater number of students need additional services to be successful, including subsidized school breakfast and lunch programs, special education plans, 504 services, social work services, mental health services, school counseling services and family support services. These programs have wonderful benefits for students, but they require extra financial resources that are difficult to explain to policymakers and taxpayers.

As these trends continue, school and community leaders will have to thoughtfully navigate many challenging issues well beyond mask mandates and vaccinations. The question that con-
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 website 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

State Revenue: Pennsylvania collected $2.8 billion in General Fund revenue in October, which was $159.9 million, or 6.0 percent, more than anticipated. Fiscal year-to-date General Fund collections total $12.1 billion, which is $788.2 million, or 7.0 percent, above estimate.

Federal Infrastructure Bill: Last week, with a 228-206 vote, the House passed and sent to Pres. Biden a $1 trillion infrastructure bill that includes provisions concerning early childhood and pre-K programs, an adequate educator pipeline to avoid future staffing shortages, expansion of districts’ ability to offer free meals and enable millions more students to access nutritious meals at school, and the continued commitment to closing the homework gap. Unfortunately, Pres. Biden’s proposed $100 billion in grant funding for school infrastructure was stripped from the bill during negotiations on the final package.

In National News

Federal Budget Bill: The Senate recently released its draft FY22 budget bill, that includes about $4.4 billion less than the House version. Among the differences with the House bill is $3 billion less for Title I and no increase for mental health.

Use of Expanded Child Tax Credit Payments: According to the Center on Budget and Policy Priorities, more low-income families reported using funds from expanded child tax credit payments for education-related expenses at the start-of-school.

Spending on SEL: A new report from Tyton Partners indicates that school district spending on SEL programming grew about 45 percent between the 2019-20 and 2020-21 academic years, from $530 million to $765 million.

COMING UP

After this week, the House is scheduled to be in session only six days and the Senate three. Despite the few session days remaining, Republican leaders are pushing to get many education bills passed and to the governor – who likely will veto most of them. Many of the bills address issues best described as very political, such as curriculum “transparency,” school choice and EITC expansion. The reason: 2021 will include key election races, including the race for governor. Meanwhile, despite state revenues running well above estimates, the state’s pot of federal COVID funds continues to remain untouched and mostly undistributed. Coming up: the governor’s proposed budget release in February, followed by budget hearings and a lot of hyper-partisan politics. Stay tuned for the latest information by following us on Twitter @PASASupts.

EXECUTIVE DIRECTOR’S MESSAGE

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cerns me the most is this: Will our state and nation continue to uphold the very principle upon which public education was built? Or will we succumb to the ignorance and fear that existed before public education was implemented almost two centuries earlier?

We have long upheld the notion that the state, along with the residents of each community, will pool their financial resources to ensure that every child receives a quality education through a public education system. In return, those who lead and govern our public schools are accountable to the parents, taxpayers and the greater community for the finances and performance of the public schools.

This notion has been disrupted and disputed by the school choice movement that promotes the idea of each student/family being allocated public tax dollars so they can choose the public or private school of their choice, with accountability left only to the parents, not the citizens who provide the tax dollars. This clash of philosophies is playing out in almost every state capitol across the country.

We need school leaders, teachers, school board members, and all school personnel to help set the record straight in their communities about the great work being done on behalf of students each day in our public schools and explain why public schools are deserving of support. In the end, the public trust will be the deciding factor in how our nation’s children are educated. There is more at stake than most people realize.
Anti-Defamation League.

Dr. O’Connell has led district-wide efforts to focus on college and career readiness by developing multiple pathway programs for students focused on coursework and hands-on experiences that allow students to reaffirm their college and career interests or, in some instances, help them make decisions in other directions. With her leadership, Palisades developed online learning options years in advance of the pandemic and countless extracurricular opportunities, initiatives that have served as a model for countless districts statewide and nationally.

In addition, Dr. O’Connell leverages social media, traditional media, videos and in-person methods to reach and proactively engage with all stakeholders, efforts that have garnered support from parents and the community. Since March 2020, she has focused on COVID communications, creating community forums to promote ongoing engagement on a wide number of issues. These actions were particularly important last year when the district was open K-8th grade at the beginning of the school year, five days a week, for in-person instruction and at the high school level beginning in October following the completion of a science wing renovation project. Families also had the opportunity to choose online instruction through Palisades Cyber Academy which was established by Dr. O’Connell over a decade ago.

As the district’s Act 44 Safety and Security Coordinator, she invites emergency responders, township EMA and local legislators to discussions on district safety and security, forums that have created a space for collaboration and sharing across jurisdictions. She also engages with a district Superintendent Parent Leadership Council to gather feedback from parent representatives from each of the district’s five school buildings. These meetings provide information that helps her respond to the concerns of the greater community. In addition, she meets with student groups to learn about their school experiences in order to better meet their needs.

Dr. O’Connell also is committed to professional leadership in Pennsylvania and nationally. She has been elected by PASA members to serve as one of five representatives to the Governing Board of AASA®, The School Superintendents Association. She also serves on the PASA Board of Governors and on the PASA Advocacy Committee. In addition, she has delivered both in-person and virtual presentations for the PASA National Superintendent Certification Program, the PASA New Superintendents’ Academy and PASA Leadership Forum and the Lehigh School Study Council of which she is currently chair.

Finally, Dr. O’Connell makes advocacy for public education a hallmark of her leadership. She has represented her district on an NPR segment to discuss CARES funding, been invited to participate in a webinar hosted by U.S. Secretary of Education Miguel Cardona concerning efforts to provide vaccine access to adolescents, participated in the AASA Legislative Advocacy Conference to discuss key education issues with members of Congress and their staff, and hosted PA Secretary of Education Dr. Noe Ortega for a district visit. She regularly corresponds with state legislators, maintains a legislation and advocacy webpage on the district’s website, and hosts annual legislative dinners with the district’s state representative to discuss current issues facing public education.

“Dr. O’Connell is the consummate professional,” said Dr. Mark Hoffman, Executive Director of Bucks County I.U. “She has mentored countless educators, administrators and colleague superintendents throughout her career. She is active locally among Bucks County superintendents and is seen as a leader-among-peers in southeastern Pennsylvania and in the Lehigh Valley.”

“Dr. O’Connell [is] an educational and community leader who truly seeks to understand the complexities of public health in order to clearly communicate reliable and accurate information not only to her school district community but throughout the county,” said Dr. David Damsker, director of the Bucks County Health Department.

As the Pennsylvania honoree, Dr. O’Connell and 49 other state honorees will be recognized in February during the AASA National Conference on Education. In addition, she will be honored at a special local event in 2022.

Congratulations, Dr. O’Connell!

The National Superintendent of the Year Program was instituted 35 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

The PASA Office is open 8:00 a.m. to 4:00 p.m. weekdays. Please call (717) 540-4448 to leave a message for any staff member. You may also call the Executive Director directly at (717) 514-8718 at any time, or email us at pasa@pasa-net.org.

In addition, you may send an email directly to specific PASA staff members. (Click here for the staff list.) Please do not hesitate to contact us with your questions and concerns!
Recently, I was talking with some friends about growing up and what our school experiences were like. We talked about questions such as “Where did you go to school?” “Who were your best friends?” “What was your favorite subject?” and “What is your best memory from school?” As you can imagine, the answers varied until we came to the question: “What is your best memory from school?”

While the answers to this last question were not identical amongst the participants, there were an easily recognized commonality between all of the people. Every person in our conversation came back to their favorite memory that included a teacher. The memory was based on something the teacher said to encourage them or something they did to help them. These memories remain with people for the rest of their lives!

Now, I imagine as you read this you probably asked yourself the same questions. Maybe you shared similar memories about a teacher or another staff member from your school days. If you are like me you thought of a teacher, maybe more than one, who helped contribute to the person you are today. They may have been the difference between giving up on a subject and being determined to push forward when you really did not want to push. Maybe there was a teacher who asked you how you were doing when it was clear you were not at your best.

So, I would like to take this opportunity to encourage all of us, the leaders in our districts, to take a moment over the next few weeks, during this time of the year when we give thanks, to accept a challenge.

The challenge is this: we all know the past 18+ months have been more than challenging for our students, teachers, families and fellow administrators (and the list goes on). As a way to recognize the efforts of our teachers and other staff members, I challenge you to take a moment over the coming weeks to be deliberate about thanking a member of your district staff. I know many of you already do this, but I challenge you to do it again and be measured about your message.

When you thank a member or members of your staff this time, take a picture and post it to Twitter and tag PASA (@PasaSupts) on your tweet. When you tweet it, I challenge all who are in our membership to retweet it so we can fill social media with the positive messages about the amazing people who work with and support our students. It will be a wonderful message of thanks at this time of the year.

In closing, thank you for all you do to support your dedicated staff. Thank you for making sure you and your teams are working to meet the needs of your students. I look forward to seeing all of the tweets celebrating the wonderful people in your schools.

Let’s fill Twitter with our appreciation for our staffs!

Dr. Burkhart is superintendent of the South West SD.
If there has ever been a time when it is more difficult to be a public school leader, it is now. While you are trying to focus on managing the many moving parts of your school district, keeping buses on the road, directing resources, and leading staff to build instructional excellence and academic gains following a devastating pandemic, you are continually sidetracked by hot-button political/cultural issues, such as anger over masking orders and the latest-and-greatest bugaboo, critical race theory. The latter, in fact, was a dominant factor in many school board races across the Commonwealth and the nation, even though NO K-12 public schools anywhere “teach” it and few, if any, of those angered about it even know what it is. They just know it’s bad.

It almost makes you look back nostalgically about other issues that dominated education debates since the 70’s, among them the “open school” concept, outcomes-based education, and the ongoing legal debate about what this clause in the PA Constitution means: “The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth.”

Even though there has always been disagreement about these and other issues, at least those debates have been mostly civil.

Now too many superintendents are walking on eggshells just trying to do the job they were hired to do: keeping the focus on student learning and achievement, creating a positive school environment, and efficiently managing a school system. It’s hard to maintain your professional and personal composure and focus when community members (and policymakers) are insisting that you are indoctrinating kids, teaching communism, infringing on individual rights and freedoms, supporting immoral gender policies, not giving parents a say in their child’s education, and destroying American democracy and the American way of life.

In some communities, with the results of this month’s local elections and more elections to come, that challenge is going to get even more difficult, particularly at a time when facts have little to do with debates and civility even less. Sadly, the debate and energy focused on the November election had nothing to do with education issues that should be at the forefront of our public discourse about schools: adequate and equitable funding, growing deficiencies in school infrastructure, the lack of substitute teachers and school bus drivers, the escalating costs of special education, the drain of charter school funding on district budgets, and the difficulty of attracting the best-and-brightest to pursue degrees in teaching or administration. For that matter, those issues have been mostly ignored during the fall session of the state legislature as well in favor of legislation relating to promoting school choice, curriculum “transparency” (trans: What are they REALLY teaching?), and others.

All that time and energy – and, in many school board races, a lot of money – was poured into election and legislative debates this fall about topics unrelated to any of the crucial issues public schools have been facing for a long time without resolution. What a waste.

But public education must continue, and it must continue to thrive. We need strong, professional and positive leaders to focus that work, despite the challenges. We need you.

We also need you to take care of yourself personally and professionally. That will be easier for some than for others. Many superintendents have now and will continue to have school board, community and parent support that will allow the important work of their schools to stay focused and continue moving in a positive direction. Unfortunately, for some superintendents, the district’s environment will make effectively moving education forward and focusing on real issues related to student support and academic achievement extremely challenging, if not nearly impossible. That may lead to some very difficult decisions.

All you can do is your best: continue to be calm, positive and professional, demonstrate transparency and clarity in communicating with the wider district community, focus on data, factual information and the real needs of your district, and keep your eyes on the prize – doing what is best for all kids.

PASA is here to support you professionally, and we will continue to advocate on your behalf with policymakers, keeping at the forefront the real challenges facing public schools, not those that sidetrack that focus. As an Emphasized Priority in the PASA Advocacy Priorities states, “A healthy, safe, secure and positive learning environment that is inclusive, accepting and supportive of all students is critical to the overall mission of public schools.” That must be everyone’s goal.

COMMUNICATIONS TIP
OF THE MONTH

“Telling the story of your district is truly paramount and develops social capital for the schools if something goes wrong, which it will. The same concept holds true for leaders. When people in and out of your school fill in the gaps based on what they think you do as a leader, the amount of social capital you have developed has a tremendous impact on how those gaps are filled. One of the easiest ways to build social capital is to be seen and heard in spaces across the school.”

– Joe Sanfelippo, superintendent of the Fall Creek SD (WI), from “Filling in the Gaps,” as published in the November issue of School Administrator. This month’s issue examines how school districts can best support and nurture vulnerable students in a time of significant need.
As we approach the Thanksgiving holiday, I would like to share a fun Thanksgiving fact with you. Sarah Josepha Hale, the writer of the classic song, “Mary Had a Little Lamb” convinced President Abraham Lincoln to declare Thanksgiving as a national holiday. She accomplished this after 17 years of writing letters to campaign for this great distinction. Lincoln’s declaration, in 1863, was over 200 years after the first Pilgrim Thanksgiving.

I thought this was a worthwhile fact to share because it demonstrates that we do not always reap what we sow, but the lasting effect can be more than we will ever know. I find this theme easily parallel to the work you do each and every day. For all of your efforts offered to children, the effects may not be readily apparent, or are rather delayed and discovered in years to come.

You care for students each and every day and your efforts make a difference. Each of you has a specific responsibility, job title, and approach. But in the end, you all offer effort and value that assists and contributes to the success of students.

I extend my sincere gratitude to all of you for your hard work, dedication, and commitment to the students each and every day. I am grateful for the opportunity to work with such a fine group of professionals who share the vision to help students achieve their personal best; you truly do make a difference. I wish you all a wonderful Thanksgiving and hope you get to enjoy spending time with your family and friends.
WHAT LEADERS CAN LEARN FROM AERIAL COMBAT
BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT AND SUPERINTENDENT OF THE POTTSTOWN SD

My brother and I love to reminisce about great movies from the 80’s and get pretty excited about the remakes as well! A crowd-pleaser for everyone, and we were no exception, was Tom Cruise in the famous movie “Top Gun,” a story about fighter pilots dealing with personal struggles in life while answering the call to protect democracy. With famous lines like “Kick the tires and light the fires!” and “I feel the need, the need for speed!”, it was an action-packed adventure. Hopefully, the reboot of this film will be just as entertaining.

But on a more serious note, education leaders have been going through their own fighter pilot experience leading communities through the most divisive, chaotic and divided times of our nation’s history for the past 100 years, a time where getting sick could be life-threatening and curriculum that mentions equity could lead to political consequences. In a recent countywide meeting, it was hard to fathom multiple school leaders saying, “This year is much worse than last year.”

Colonel Boyd, born right here in Erie, PA, and well-known in certain military and defense communities, noticed something about our nation’s fighter pilots that educational leaders need to learn. He taught that if a fighter pilot could survive multiple dogfights and aerial engagements, their chances of living and winning future engagements was near 100%.

He went on to opine that those fighter pilots needed to get through the initial adrenaline dump of battle. Once they were able to control their fear and have an understanding of what was happening around them, the enemy could no longer surprise or defeat them.

Here is how he broke down his theory, often referred to as the “OODA” loop, because we do this sequentially and repeatedly during any challenge (made applicable to education):

**OBSERVE**: Realize you are under threat or attack; be aware of your surroundings.

**ORIENT**: Determine what is happening and where your threat (political or otherwise) is coming from.

**DECIDE**: Determine options to meet that threat or challenge, and choose one.

**ACT**: Carry out that decision with speed and accuracy.

I don’t know about you, but the job lately has felt like a series of dogfights. “Battle Weary” seems like an apt description for our current emotional health as school leaders and educators.

But the comparison here gives me great hope and encouragement. If we continue to observe, orient, decide and act, we are very likely to be successful. We need the fundamentals of good leadership and building relationships. Surviving the confrontations we are currently going through will help us and our communities realize a much brighter future.

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**THOUGHT FOR THE DAY**

“We all feel the weight of the world becoming harsher and more difficult to navigate. Children who are hurting have a much harder time learning and thriving. Recognizing the immediate need for institutional nurturing and compounding that need with the reality that what we have been doing doesn’t work should bring attention to two guiding principles: 1) refocus on getting ready for life instead of a test; and 2) lead and learn with love and kindness.”

– Michael Fullan and Mark Edwards, co-authors of *Spirit Work and the Science of Collaboration*, from an article by the same name published in the November issue of *School Administrator*
Dr. Pat Greco, Senior Director for Thought Leadership with Huron/Studer Education, delivered exactly what she promised at the PASA 2021 Summit for Assistant Superintendents and Supervisors, held both in-person and virtually on October 15. Participants left with a toolbox full of systems to hardwire into their organization for the purpose of continuous school improvement.

As the former superintendent of the School District of Menomonee Falls, WI, which had been an underperforming and high spending school district, she grew teacher and leadership capacity, improved systems and team performance, achieved results valued by the communities she served, and was recognized as the 2018 Wisconsin Superintendent of the Year.

Huron/Studer Education's foundational beliefs are based upon nine principles for organizational excellence:

1. Commit to excellence by setting high expectations to achieve results while living the organization's mission and values.
2. Measure the important things with continuous progress tracking and an improvement mindset for the achievement of desired results.
3. Build a culture around service by serving others with great care and concern.
4. Develop leaders to develop people through coaching.
5. Focus on employee engagement by attending to their aspirations and desires in the workplace.
6. Build individual accountability and achieve beyond individual expectations.
7. Align behaviors with goals and values by applying consistent practices to move the organization in a positive direction.
8. Communicate at all levels by building connections so that people know that their work matters.
9. Recognize and reward success by valuing and appreciating people working together to get results.

When these principles are operationalized systemically throughout the organization, employees' actions and students' results continue to improve. Huron/Studer Education's approach not only provides the "why" and the "what," they also provide the "how" in the format of simple, but impactful, routines to embed in the organization's culture.

Two examples are "Leader Rounding" and "30- and 90-Day Interviews." Both processes open two-way communication, build relationships, provide important data, and reward those who provide value.

"Leader Rounding" is a process in which all leaders within the organization routinely engage in actionable conversations with those they supervise using the same series of questions. The conversations consist of questions that build relationships and provide data about successes and opportunities for growth. Teams of leaders routinely review what they are learning for the purpose of identifying the organization's strengths and needs. For full effectiveness, leaders first introduce the process to staff, establish a rounding schedule that assures routine contact with all direct reports, and track progress.

During “Leader Rounding,” questions that matter the most are consistently asked. Huron/Studer Education recommends the following questions:

- Use an inviting opening such as, “Hi (Name). How are you and your family?”
- What is working well for you?
- Do you have the resources and support you need to do your job?
- Is there anything that I can do to help you to continue to perform well?
- Is there anyone who has been especially helpful to you?

To develop a broader perspective on strengths and needs, the “Rounding” cycles also can be used with students, parents, school boards, and community groups. While direct reports require frequent “rounding,” others may only require two to four “rounds” per school year.

In addition, those identified as having been helpful are acknowledged by the leader. “Rounding” is a simple, yet powerful, routine to standardize in the organization for the creation of a culture of continuous improvement.

The “30- and 90-Day Interviews” are a means for connecting with new employees, collecting data, and recognizing those providing value. For this group, Huron/Studer Education recommends the following questions 30 and 90 days after the employee’s start date:

- How do we compare with what we said?
- What is working well?
- Have there been any individuals who have been helpful to you?
- Based on your prior work, what ideas for improvement do you have?

See Professional Development, page 10
Is there any reason that you feel this is not the right place for you?

In both processes, those that provide value are recognized. To identify actions for improvement, the team of leaders collects and analyzes the feedback from the leader’s “Rounds” and “Interviews.” Huron/Studer Education identifies two easy, yet impactful, tools for managing this data. After a “Round,” a two column “Plus/Delta” graphic provides a quick means for recording the pluses and recommendations for change or follow-up. A “Spotlight Report” with green, yellow, and red columns tracks actions that are complete, in progress, or unable to be addressed at the current time.

In summary, specific and measurable goals are important to set as visionary targets, but in our environment of unpredictable rapid change, these long-term goals often become irrelevant or unattainable. I am not suggesting that timebound goals should be eliminated. Quarterly, semi-annual, and annual assessments of the organization’s progress toward its future-focused targets are important. However, I am saying that if we want all graduates to demonstrate transferable, future-ready skills such as critical thinking, collaboration, creativity, communication, empathy, adaptability, and perseverance, we need to assure that our current leadership actions are promoting the growth of all learners (students, staff, and leaders). Systematizing the leadership actions of “Rounding,” “30 – and 90-Day Interviews,” “Plus Delta” and “Spotlight Reporting” is doable. It would grow capacity, improve systems and performance, attain relevant results, and, most importantly, restore the wellbeing of your people during this time of unprecedented distraction and opposition.

PROFESSIONAL DEVELOPMENT

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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](https://www.pasa-net.org/mentor) or contact Connie Kindler at ckindler@pasa-net.org.

MENTOR COACHING TIP OF THE MONTH

Effective coaches build capacity in and enhance the performance of individuals and groups by creating and facilitating coaching plans based upon the individual or group’s greatest needs.
Amicus Brief in School Choice Case
AASA joined NSBA and other education groups in filing an amicus brief before the Supreme Court in the case Carson v. Makin. This case presents a question of vital importance to school superintendents: whether the free public education available to all residents by their local public school boards must include the option of a pervasively religious education or whether innovative methods of providing a secular public education that are necessitated by local district circumstances may lawfully exclude the sectarian alternative.

We are not expected to succeed in the case, so the question of how far beyond last year’s Espinoza ruling the Court chooses to go is of greater importance. There is the potential for this case to impact the ability of private religious schools to be eligible for state formula funding, as well as other funding that has been traditionally limited to public schools.

Read about the case here.

Statement on the Federal Infrastructure Bill
In response to the release of the Democrats’ reconciliation bill known as the Build Back Better Act, AASA, The School Superintendents Association, issued the following response.

“Build Back Better is an historic investment in education. AASA is appreciative of the many ways it will support the work our members do in educating the nations’ K-12 public school students. We are grateful for the bill’s many investments that will better the lives of K-12 students and educators.

“However, BBB also represents a significant missed opportunity: The absence of $100 billion in grant funding to build new school facilities in high-poverty communities and ensure children in America can attend public schools free of lead, mold, asbestos and with working bathrooms, heating and air-conditioning systems, leak-proof roofs and functioning windows, among other things.

“In light of the omission in funding for school facilities, it is critical districts have more time to leverage their American Rescue Plan investment to re-build and construct safer, healthier school environments. If a new federal school construction program is off the table, then districts must have more time to utilize current federal investments to improve school facilities is essential.”

Compensatory Services
AASA has joined other K-12 education groups to urge the U.S. Department of Education to issue a revised guidance document clarifying the accurate use of the term "compensatory services" and when that term and its use are appropriate in the Return to School Roadmap released by the USDE on September 30. The groups reiterate the distinction between compensatory services and interrupted learning, recovery services, or other terms in use that explain the appropriate statutory/legal process in which IEP teams are currently engaged.

The Council of Administrators of Special Education (CASE) included a memo with a comprehensive review of Section D in the context of the pandemic, school closures and ongoing national circumstances. While helpful, AASA, CASE and other K-12 education groups believe Section D provides a new and incorrectly expanded interpretation of “compensatory services” and is in conflict with applicable case law and the language of the Individuals with Disabilities Education Act (IDEA).

Read the full letter here. The CASE memo is available here.

School Safety & Crisis Planning Toolkit
In a continuing effort to help guide and support school district leaders who are navigating the impact of the COVID pandemic, AASA, The School Superintendents Association, has launched a modified version of its School Safety and Crisis Planning Toolkit for proactive best practices before, during and after a crisis.

In This Month’s School Administrator
“Early in my graduate school journey, an educational psychology professor said, ‘There is nothing as unequal as the equal treatment of unequals.’ Our students are starting from very different places, and by focusing on equity, we can adjust our efforts to best serve each one…. It is best to recognize that equity work considers more than race, culture, gender, sexual orientation or socioeconomic status. It includes individual circumstances and experiences.” – AASA President Paul Imhoff, from “Meeting Students Where They Are”

“Some voices have suggested the most effective way to learning recovery is to have students repeat the disrupted grade level. That would be a practice representative of the educational system we want to leave behind. Repeating a grade negatively impacts the vulnerable students who have suffered the most during the pandemic. The ideal strategy would be to assess where students are at mastery of the material and have them move forward form there.” – AASA Executive Director Daniel Domenech, from “Forward Thinking about Vulnerable Students”

AASA Post-Pandemic Resources
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, http://www.aasa.org, for details or contact the PASA office.
In late October, House Democrats released a new version of the Build Back Better Act following weeks of negotiations. The new package totals $1.75 trillion, down from the original $3.5 trillion proposal. This new version is expected to get approval from the two key Senators who did not support the original price tag: Joe Manchin of West Virginia and Kyrsten Sinema of Arizona.

Most notably for superintendents, the bill includes investments in the educator workforce, school nutrition, childcare and universal pre-K that AASA supports.

**Investments in the Educator Workforce**

The package allocates $450 million for educator preparation programs through standalone grant programs, including $112.6 million for “Grow Your Own” programs, $112.2 million for teacher residencies programs, $112.2 million for Hawkins Centers of Excellence Program and $112.2 million for school leadership programs. This is a significant increase for the educator workforce. In FY21, Congress appropriated just $52 million for teacher preparation through teacher quality partnership grants.

**Expanded Access to Nutrition Programs**

The Build Back Better Act includes a few provisions that will support and expand access to healthy meals. For years 2022 through 2026, the bill makes changes to the Community Eligibility Program (CEP) that will make 8.7 million more children eligible to receive free school meals. Specifically, the bill lowers the CEP threshold from 40% to 25%, increases the ISP multiplier from 1.6 to 2.5, and allows states to opt-in to a statewide CEP in order to provide free meals to all students. These changes are included in AASA's priorities for the forthcoming Child Nutrition Reauthorization, and we are excited to see them included in the bill.

In addition to the CEP expansion, the bill creates a national Summer-EBT program for two years which will provide a $65 per child per month benefit to the families of 29 million children in need to purchase food during the summer. It also provides $30 million for school kitchen equipment grants and $250 million for grants to schools to improve the nutritional quality of school meal programs.

**Universal Pre-K and Child Care Subsidies**

Providing universal pre-K and making childcare more affordable has been a top priority for the Biden Administration. The Build Back Better Act invests $400 billion over 6 years to provide free, high-quality pre-K to all 3- and 4-year-olds and childcare subsidies for families. Under the plan, families making up to 250 percent of a state's median income would not have to pay more than 7 percent of their annual income on childcare.

There is no mandate that LEAs provide childcare or universal pre-K options, although they can compete with other home-based and private providers if they want to try and expand their program offerings. States will choose to opt-into the programs and commit to spending significant resources. We do not anticipate all states to do this but there are work-arounds for localities to receive funds in states that do not participate. Similarly, the requirements for participating and qualifications for educators could pose obstacles for districts. A more comprehensive breakdown of these programs is forthcoming.

The Build Back Better Act is an historic investment in education, but notably missing is a critical investment in K-12 school infrastructure. In light of this omission, AASA has called for providing more time to school districts to leverage their American Rescue Plan investment to re-build and construct safer, healthier school environments. If a new federal school construction program is off the table, then districts must have more time to utilize current federal investments to improve school facilities which are essential.

While this deal is quite close to completion, there could still be amendments offered and accepted that would change the funding levels. We will provide updates if anything in the K-12 funding arena is altered.

Registration remains open for the 2022 conference.

**Registration Remains Open**

**February 17 - 19**

**Nashville**

With schools thrust into the global pandemic, equity became a critical barometer as changes were made to accommodate necessary distance learning, safety, technology, mental health and wellness, and other innovative approaches to education. Researchers, educators and practitioners will come together at the 2022 conference for intensive debate and discussion on **Leading for Student-Centered, Equity-Focused Education**, and what that means for your leadership role, community collaboration, district outcomes and student success.

**CLICK HERE TO REGISTER.**
ADVOCACY & INFORMATION UPDATE

PASA Points: Cost of Special Education

Last month’s edition of PASA Points, a two-page informational publication sent to lawmakers on specific education issues, focused on special education costs and PA’s special education regulations that exceed federal requirements.

The issue reflects last month’s PASA testimony on the issue presented before the House Education Subcommittee on Special Education. Dr. Shane Hotchkiss, superintendent of the Bermudian Springs SD and chair of the PASA Legislative Committee, and Dr. Mike Leichliter, superintendent of the Penn Manor SD and a member of the committee, both testified during that hearing.

Click here to read this month's issue and past issues.

More Information and Advocacy…

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

• We provided to both the House and Senate education committees comments on a wide number of education-related bills scheduled to be considered by both.
• We continued discussions with our lobbyist and other education associations on many issues and bills coming up for consideration at the Capitol, including vouchers, curriculum and charter/cyber charter reform.
• We met with the PASA Legislative Committee on Monday mornings during weeks when the General Assembly was in session to discuss the legislative agenda for the week and advocacy strategies.
• We fielded many calls from members concerning COVID mitigation concerns and community/district issues.
• 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.

In addition, PASA continues to provide additional education news and information through the weekly Update on Mondays and monthly issues of The PASA Flyer.
HEALTH, SAFETY & EQUITY UPDATES

BREAKING NEWS: Ruling on School Mask Order

Today (Nov. 10) Commonwealth Court ruled 4-1 that the Secretary of Health’s mask order for schools didn’t comply with rules for setting regulations and was adopted without an existing disaster emergency declared by the governor.

However, in a statement, Secretary of Education Noe Ortega said that the state is filing an appeal today, which will trigger a stay of the Court’s ruling and keep the order in effect. “Schools should continue to observe the school masking order throughout the duration of the court’s proceedings,” he said.

The challenge brought before Commonwealth Court followed a 7-4 decision last month of an 11-member panel, known as the Committee on Documents, that the governor had properly implemented the school mask order under his administration’s existing powers.

Nearly two in three Pennsylvania voters recently surveyed said they support the state’s order requiring students and staff to wear masks in schools, according to a new Franklin & Marshall College poll. The F&M poll also found a majority of voters approve of employers requiring workers to get the COVID-19 vaccines. But voters are split on whether businesses should require customers to show proof of vaccination. (from pennlive.com, 10/28/21)

Pfizer Vaccines for Children

Vaccine advisers to the US Food and Drug Administration voted 17-0 with one abstention last month to recommend emergency use authorization of Pfizer’s Covid-19 vaccine in children ages 5 to 11. Members of the FDA’s Vaccines and Related Biological Products Advisory Committee agreed the benefits of vaccinating younger children appeared to outweigh the risks. Pfizer has cut its vaccine to one-third of the adult dose for the children under 12 and said clinical trials showed this lower dose protected children well against symptomatic infection. The hope is it will cause fewer side-effects. The CDC must give the green light to the vaccine before it can be made available to children. (from CNN, 10/26/21)

Inequity in Broadband Access

Affordability—not lack of high-speed broadband infrastructure in the community—is the biggest reason millions of students are still without home internet access, even as the federal government has poured billions of dollars into closing the digital divide. In fact, almost two-thirds of offline households have access to home broadband connections in their areas, but can’t cover the cost, according to “No Home Left Offline,” a report released by EducationSuperHighway, a nonprofit that champions greater broadband access in schools and homes. (from Education Week, 11/4/21)

Mental Health Pandemic

There’s been a quieter, parallel pandemic happening alongside COVID-19: a spike in significant mental health problems among young people, spurred by isolation, uncertainty, fear, and grief. Mental health emergency visits among children are on the rise. Between March and October of 2020, they increased 24 percent for children ages 5 to 11, and 31 percent for kids ages 12-17. There was also a more than 50 percent spike in visits for suspected suicide attempts among girls ages 12 to 17 in early 2021, compared to the same period in 2019. That boils down to a “mental health state of emergency” for children and adolescents, according to an Oct. 19 statement from three organizations that represent child health practitioners: the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children’s Hospital Association. (from Education Week, 10/19/21)

New Child Support Resource

The U.S. Department of Education has released a new resource, Supporting Child and Student Social, Emotional, Behavioral and Mental Health, to provide information and resources to enhance the promotion of mental health and the social and emotional well-being among children and students. This resource highlights seven key challenges to providing school- or program-based mental health support across early childhood and K-12 schools and presents seven corresponding recommendations. It also includes many real-world examples of how the recommendations are being put into action by schools, communities and states across the country.

From the PDE: ESSER/GEER Extra

The Pennsylvania Department of Education (PDE) offers ESSER/GEER Extra, a frequent communication that provides school communities with reminders, resources, information, and guidance as they develop plans, implement, and monitor their Elementary and Secondary School Emergency Relief (ESSER) and Governor’s Emergency Education Relief (GEER) funds. Click here to access information.

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.
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: SOCIAL EMOTIONAL LEARNING**

**The EmpowerED Superintendent eWebinar Series**

CoSN is pleased to partner with AASA, The School Superintendents Association, and edWeb.net in hosting the EmpowerED Superintendents edWebinar Series, a professional learning opportunity for school leaders which is sponsored by ClassLink. There is no cost for webinar participants to sign up for the monthly webinars. Participants are invited to share their thoughts in the chat and through poll surveys and question and answer submissions during the live webinar broadcasts. They can also earn continuing education credits through the edWeb community.

The third episode of Season 4 of the EmpowerED Superintendent Webinar series aired on Monday, November 8. “Social-Emotional Learning: Leveraging Technology to Care for All” featured three superintendents – Dr. Ann Levett (Savannah-Chatham County Public Schools, GA), Dr. David Miyashiro (Cajon Valley Union School District, CA) and Mr. Glenn Robbins (Brigantine Public Schools, NJ) – who shared their knowledge and strategies for addressing multiple facets of Social Emotional Learning and how best to leverage technology to meet the SEL needs of all their students, staff, families and their broader communities.

CoSN’s 2021 Driving K-12 Innovation Report identified Social Emotional Learning as one of the three accelerators or mega-trends in K-12 education today. The challenges presented by the COVID-19 pandemic heightened the need to address the social and emotional aspects of learning, not only for students and their families, but also for teachers, school leaders and administrators.

The following recommendations from the CoSN 2021 Driving K-12 Innovation Report were highlighted during the November 8 edWebinar along with examples from each superintendent on the strategies they are using to address each of the report’s three recommendations:

1) Provide SEL and well-being support for educators and students.
2) Integrate SEL into curriculum.
3) Build educator and community buy-in.

Additionally, the superintendents shared the practices they are leading in their districts to leverage technology tools to address the challenges of social-emotional learning.

**Free access to webinar recording:**

If you missed the Nov. 8 webinar, click here to access the free recording. You also will be able to access free recordings and podcasts of multiple previously broadcast webinars in the EmpowerED Superintendent series at the same link.

**Resources Referenced During the November 8 EmpowerED Superintendent edWebinar:**

* CoSN 2021 Driving K-12 Innovation Report
* CoSN & CASEL Joint Report on Making Social and Emotional Learning (SEL) a Priority. This report identified four important ways that leaders overseeing educational technology can partner with SEL teams to promote high-quality implementation.

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 aspir ing 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.

**SAVE THE DATE**

**March 28, 2022**

**Hyatt Place, State College**

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

**Registration Opens Soon!**

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**PASA Flyer - November 2021**
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 website, 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.)

NOTEWORTHY QUOTES

“As a mother and a physician, I know that parents, caregivers, school staff, and children have been waiting for today’s authorization. Vaccinating younger children against COVID-19 will bring us closer to returning to a sense of normalcy. Our comprehensive and rigorous evaluation of the data pertaining to the vaccine’s safety and effectiveness should help assure parents and guardians that this vaccine meets our high standards.” – Acting FDA Commissioner Janet Woodcock, M.D. on the U.S. Food and Drug Administration authorization for emergency use of the Pfizer vaccine for children 5 through 11 years of age, from a press release (10/21/21)

“The threat of ‘indoctrinating the kids’ is a lot more effective in getting people out to vote versus just, ‘Hey, I think we need more money to continue maintaining our schools.” – Ruchira Singh, candidate for the Avon Grove SD school board, on the Nov. 1 election, as quoted by WHYY, 11/1/21

“The school mask order has been critical in ensuring Pennsylvania’s children could safely learn and grow in an in-person classroom setting at the beginning of the school year. During the announcement, my administration made clear that we would continue to reevaluate the status of the school mask mandate. Now, we are in a different place than we were in September, and it is time to prepare for a transition back to a more normal setting. Unfortunately, the COVID-19 virus is now a part of our daily lives, but with the knowledge we’ve gained over the past 20 months and critical tools like the vaccine at our disposal, we must take the next step forward in our recovery. With more than 70 percent of adults vaccinated in Pennsylvania and the recently expanded vaccine eligibility, I strongly encourage parents to take safety measures to protect your children and your family – like getting vaccinated.” - Gov. Tom Wolf, announcing his intention to return decision-making concerning school mask orders to local school officials on January 17, from a Nov. 8 press release

REGISTRATION OPEN

2022 SUPERINTENDENT/CEO FORUM

Virtual Book Study for Superintendents, CEOs and I.U. Executive Directors
February 2, March 2 and April 20
2:00 – 4:00 p.m.

Approved for 40 hours of PIL/Act 45 Credit
(See the website for PIL requirements.)

Successful leadership teams have a shared belief that they have the real power to enact change. This Forum’s focus, Collective Leader Efficacy: Strengthening Instructional Leadership Teams by Peter M. DeWitt, delves deeply into the research and tools for creating a team of learning leaders who share the conviction that they can and will positively impact student learning and well-being. Join a community of superintendents, CEOs and IU executive directors from across the Commonwealth in knowledge creation and knowledge sharing conversations. Use the materials within this program to facilitate a book study with your leadership team for the promotion of collective leader efficacy within your organization.

For details and registration: https://www.pasa-net.org/leadersefficacy

Register today!

2022 AASA NATIONAL CONFERENCE ON EDUCATION

February 17-19 in Nashville
2021-22 Series
Continuing November 17
noon – 1 p.m.

Take a short time out of your day and take advantage of
these eight one-hour informational webinars in 2021-22
featuring issues important to you and your district team –
and focused on “Education in a New Era.”

Nov. 17  No Learner Marginalized via Framing the Journey to
Modern Learning
Dec. 8  Cultivating an Equity-Focused Culture through
Mindfulness: Working from the Inside Out
Jan. 12  Accelerating Learning via a Mobile Fabrication Lab
Feb. 9  Developing Future-Ready Elementary Learners: Career
Readiness through the Cultivation of Curiosity
March 9  Developing the Whole Learner through a Trauma Sensitive
& Equitable Culture: A Plan for Middle School
April 13  Learners as Co-Authors of Their Journeys: Student Voice
and Choice via a High School Pathway Program

Registrants will receive access to the recording
of each webinar.

COST:
Series (best value):
$270 for PASA members / $380 for nonmembers

Individual Webinars:
$39 for PASA members / $49 for nonmembers

Learn more about each webinar and register at:
https://www.pasa-net.org/2021-22webinars

Friday, February 4
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 superin-
tendent 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!

Learn together…
Grow together…
Lead together!

Take advantage of the numerous
professional learning programs PASA is offering
for school administrators in 2021!

See the list on page 10
REGION 3

Dr. Ginny Hunt, superintendent of the Clairton City SD, has announced her intention to retire, effective July 1, 2022.

REGION 6

Amy Rupp is now serving as superintendent of the Redbank Valley SD. She most recently served as substitute and then acting superintendent following the retirement of former superintendent Dr. John Mastillo.

REGION 7

Dr. Georgia Teppert, superintendent of the Greater Latrobe SD, has announced she will retire, effective January 3. She has served in the position since 2019. Michael Porembka, currently the district’s assistant superintendent, has been appointed superintendent effective upon Teppert’s retirement.

Dr. Ken Williams is now serving as superintendent of the Belle Vernon SD. He previously served as an administrator in the Mount Pleasant Area SD.

Dr. Misty Slavic is now serving as superintendent of the Kiski Area SD. She previously served as Chartiers Valley School District’s assistant superintendent of curriculum and assessment.

REGION 15

Dr. Lori Suski retired as superintendent of the Middletown Area SD on August 28 after serving over nine years in the position and five years as the district’s assistant superintendent. She was appointed Chief Recovery Officer for the Harrisburg SD as of September 13.

Eric Turman is now serving as superintendent of the Harrisburg SD. He formerly served as a principal in the Reading SD.

REGION 16

Dr. Donald Wheeler has resigned from his position as superintendent of the Bloomsburg Area SD. Jason Moser, the district’s executive secondary principal, is now serving as the district’s interim superintendent.

Dr. Cathy Keegan, superintendent of the Milton Area SD, has announced her intention to retire, effective September 13, 2022. She has served the district since 2010 and currently is a member of the PASA Board of Governors.

Joseph Stroup is now serving as superintendent of the Midd-West SD. He previously served as the district’s director of curriculum and instruction. Stroup replaced Rick Musselman, who retired in June.

REGION 22

Dr. Abram Lucabaugh is now serving as superintendent of the Central Bucks SD. A 17-year employee of the district, he served as principal and then Assistant Superintendent of Secondary Education before being appointed acting superintendent and then superintendent.

Dr. Thomas Smith is now serving as superintendent of the Pennsbury SD. He previously served as superintendent of the Hopewell Valley Regional School District located in Pennington, New Jersey.

REGION 25

Dr. Craig Parkinson is now serving as superintendent of the Chester Upland SD. He previously served as a high school principal in the Phoenixville Area SD.

REGION 27

Dr. Thomas Woods is now serving as superintendent in the Aliquippa SD. He previously served as a principal in the Woodland Hills SD.

Dr. Michelle Miller is now serving as superintendent of the South Fayette SD. She previously served as superintendent of the Hopewell Area 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 are virtual.
See the PASA web site at www.pasa-net.org.

NOVEMBER

12  PASA Awards Luncheon/Board of Governors meeting (Harrisburg)
15  Legislative Committee Zoom meeting (8 a.m.)
15-16  New Superintendents’ Academy Part 2
17  Webinar: Education in a New Era series (#3)
25-26  PASA office closed

DECEMBER

1  Leading in a Culture of Change Session 3
8  Webinar: Education in a New Era series (#4)
13  Legislative Committee Zoom meeting (8 a.m.)
24-31  PASA office closed

JANUARY 2022

12  Webinar: Education in a New Era series (#5)
17  PASA office closed
20-21  New Superintendents’ Academy Part 3
27  Joint Boards Dinner (Harrisburg)
28  Board of Governors’ meeting