



In September of 2020, I came across an article in *School Administrator* written by Dr. Jim Mahoney, a retired superintendent and current Executive-in-Residence with the George Voinovich School of Leadership and Public Affairs at Ohio University. The article, titled, "I Wouldn't Want Your Job," seem to fit the sentiments leaders have been experiencing since March of 2020.

In the article, Dr. Mahoney recalls a challenging year he faced in the 1990s when serving as the superintendent in a rural district east of Columbus, Ohio. He recounts a specific year in which he faced an extraordinary amount of school days that were lost to the dreaded snow days. He was forced to cancel more than 20 days of school in one year due to inclement weather. His challenge was how

to make up those 20 days during the school year, and this was long before the use of Flexible Instructional Days to at least assist him with this task.

Dr. Mahoney goes on to share how he received several suggestions on how to accomplish the challenges of making up the school days. The advice/opinion he received often closed with the statement, "I wouldn't want your job."

"I wouldn't want your job" is a phrase you have probably heard at least one time in your career. It is a phrase that reaffirms the challenging decisions you, and all leaders, face on a regular basis. It goes without saying the time spent in this pandemic has presented you with some of the most difficult decisions you will ever have to make as an educator.

I am also quite certain you rely on your team to help you reach these difficult deci-

sions. As a leader, it is important to use all of your resources, and by using the valuable members of your team your students, staff and community will all benefit.

As we continue to navigate this ongoing pandemic, hopefully coming down the other side, the work of true educational leadership will once again lead us to the successful path forward. Your expertise,

*See President's Message, page 4*

## FROM THE PRESIDENT'S PEN: THE NEEDED LINCHPIN

BY DR. JAY BURKHART, 2021-22 PASA PRESIDENT

## PASA COMMITTEE UPDATE

The following PASA members have been appointed chairs of PASA committees for 2021-22:

**Legislative:** Dr. Shane Hotchkiss, Bermudian Springs

**Advocacy:** Dr. John Sanville, Unionville-Chadds Ford (President-Elect/Secretary)

**Membership:** Dr. John Bell, Delaware Valley (Past-President)

**Audit:** Dr. Thomas Lesniewski, Punxsutawney Area (Treasurer)

**Professional Development:** Dr. Francine Endler, Central I.U. 10

**Elections:** Dr. Jay Burkhart, South Western

**Innovative Teaching & Learning:** Dr. David Christopher, Cumberland Valley

Updated lists of members serving on these committees are maintained on the PASA website. Click on the "About" button on the home page at [www.pasa-net.org](http://www.pasa-net.org).

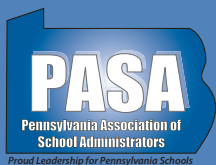
Representatives to the Legislative and Advocacy committees are elected by I.U. Appointments to statewide at-large committees\* are made as needed by the PASA President.

Thank you to all PASA members who served on the PASA Board of Governors and PASA committees in 2020-21!

\*Thank you to all who expressed an interest in serving on the Elections, Professional Development, and Innovative Teaching & Learning committees this year. Appointments were made from among very qualified candidates to ensure equitable geographic/demographic representation on each committee. We appreciate your interest!

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

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#### **PASA Members:**

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

## FROM THE EXECUTIVE DIRECTOR DR. MARK DIROCCO

### LOOKING FOR THE TIDE TO TURN AS THE ONSLAUGHT CONTINUES



In my last column, I wrote about the difficult situation that many superintendents and school leaders find themselves with the ongoing chaos around the Department of Health Face Covering Order. Unfortunately, the situation has not improved much over the past few weeks, and school leaders constantly find themselves on edge with their community, and in some cases, with school board members.

I have received more distressed phone calls from superintendents in the past six weeks than I have in the past six months. I am appalled at how our school leaders are being treated and the constant stress they are under over students having to wear a mask at school. The calls have been disheartening, to say the least.

I am growing more concerned about the split among our school leaders and the acrimony it is creating. Some school districts are not complying with the Face Covering Order, or allowing a parent signature opt-out, while the majority of districts are requiring medical documentation for a student to receive an exception from wearing a face covering. This situation is pitting school districts against each other at a time when we should all be working in unison to mitigate the effects of the virus and maintain in-person learning.

Every challenge to the Face Covering Order has failed, including a lawsuit to allow for religious exemptions, a suit claiming that a superintendent does not have the constitutional authority to implement the order, and claims of child abuse for requiring students to wear face coverings. These rebuttals by the courts and state agencies should give solace to the districts that are following the order with fidelity.

I remain concerned for the school leaders in districts where the order is not being followed. Recently, a school district was sued for not properly implementing the order by allowing a parent signature to suffice for a medical exemption. A federal judge has halted the district's practice to use parent signatures for a medical exception.

This is the scenario that PASA was worried about when we first heard of districts not complying with the DOH order. We believe more litigation could be forthcoming and continue to recommend that superintendents advise their school board to comply with the Face Covering Order by requiring medical documentation for a medical exception. Districts that are following the order with fidelity will be in a much stronger position to defend against these liability cases in the future.

So why is nothing happening to districts that are not complying with this order? Why aren't these districts being fined or some other action taken against them by the state? Unfortunately, it appears that DOH and/or the state either does not have an enforcement mechanism for its order or is unwilling to implement an enforcement procedure. This has justifiably angered and frustrated many school leaders as they must deal with the daily acrimony and political consequences of enforcement procedures. However, simply throwing in the towel and disregarding the order is not the answer, as it may cause more legal repercussions to the district than action from that state would entail.

To add to the tension, PASA has been dealing with a slew of education bills in the General Assembly that are detrimental to public education, including bills on vouchers and tax credit schemes to funnel more public dollars to private education, charter school expansion, and reducing the authority of school boards to offer online learning programs in their districts. I won't mention the many other bills we are opposing as the list is too long for this column. It seems like some political leaders want to step on the neck of public education while they perceive we are bickering among ourselves and losing support from the general population.

It's easy to be disheartened in this educational environment, but school leaders need to look over the horizon and push forward to a better day that lies ahead. I am reminded of the quote from Harriet Beecher Stowe that I kept in my desk when I was superintendent: *"When you get into a tight place and everything goes against you, till it seems as though you could not hang on a minute longer, never give up then, for that is just the place and time that the tide will turn."*

*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](http://www.pasa-net.org). (Click on "News and Advocacy" to access the current and archived updates.) And

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

### In Budget & Finance News

**State Revenue:** Pennsylvania collected \$4.0 billion in General Fund revenue in September, which was \$495.9 million, or 14.1 percent, more than anticipated. Fiscal year-to-date General Fund collections total \$9.3 billion, which is \$628.3 million, or 7.3 percent, above estimate.

**Act 1 Index:** The Department of Education has calculated the base index, or the average of the percentage increase in the statewide average weekly wage and the Employment Cost Index, for fiscal year 2022-23 to be 3.4 percent.

**Federal Debt Ceiling Update:** (from AASA) Last week, the Senate passed a two-month stopgap measure to raise the debt limit by \$480 billion through December 3rd. The measure will go to the House this week for approval. This will stave off uncharted economic catastrophe, for now. The debate will continue as Congress now has two months to create a long-term solution. A [White House memo](#) detailed that it could impact \$50 billion in K-12 funding, including Title I and special ed: Failure to raise the debt ceiling is irresponsible and reckless, at best. It impacts all aspects of the economy. [Here's what it means for schools.](#)

### Legislative News

**Session Schedule:** The House and Senate are scheduled to meet in session 11-12 days until the end of 2021. How many bills will make it to the governor – and how many he will actually sign into law – remains unclear.

**Moving Education Bills:** Both chambers (particularly the House) have been busy during the early days of the fall session moving forward numerous education bills, including a voucher bill, a bill requiring school districts to post curriculum details on their websites, a bill expanding the number of public school students eligible to receive tuition "scholarships" (vouchers), a charter school reform bill that does nothing to reform charter school funding, a bill that requires school districts to remove ticks from students and either give the ticks to the parents or send them to a lab for testing, a bill

that curtails school boards of their emergency powers, a bill that extends the Open Campus Program to charter and cyber charter schools, and a bill that reforms the charter school payment reconciliation process (a bill that PASA supports). How many of those bills pass the finish line and make it to the governor's desk remains to be seen.

### State News

**Proposed Charter School Regulations:** The PDE is accepting public comments until October 18 on its proposal to add Chapter 713 (regulations related to charter schools and cyber charter schools) to Title 22 of the Pennsylvania Code. The proposal strengthens accountability and ethics, requires compliance with accounting principles and auditing standards, outlines the process to reconcile disputes over district payments to charter schools, and requires charter school staff to have health care benefits parity with district plans. (See the [Oct. 11 Education Update](#) for details.) **PASA supports the regulation and urges school district officials to submit comments in support.**

### In National News

**Updated FAPE Guidance:** (from AASA) On September 30, the U.S. Department of Education's Office of Special Education and Rehabilitative Service (OSERS) released a new [guidance document](#) on the provision of FAPE that touches on many key special education issues including the provision of compensatory education. Some of the clarity in the memo related to providing virtual learning for students, reviewing IEPs, transition services, and the provision of FAPE when mitigation measures are limited is quite good, but AASA is deeply concerned by USDE's interpretation that IEP teams can determine what "compensatory services" a student is entitled to due to a loss of services or progress during the pandemic. [Read the AASA memo here.](#)

### COMING UP

Lawmakers returned to Harrisburg last month, and Republican (majority) leaders wasted no time in pushing forward many education bills (most of which PASA opposes), continuing efforts to reform the election process, and push back on the governor's initiatives, including those related to the COVID pandemic and mitigation measures. As noted earlier, how many bills actually will reach the governor's desk is unknown, as there does not appear to be universal support within the Republican Caucus on many of them (vouchers, charter school reform). Meanwhile, the state's pot of federal COVID funds remains untouched and mostly undistributed, as Republican leaders insist it be kept for a rainy day. One thing is clear: Harrisburg continues to be focused on hyper-partisan politics. Stay tuned for the latest information by following us on **Twitter** @PASASupts.

## EXECUTIVE DIRECTOR'S MESSAGE

*continued from page 1*

At some point, this pandemic will end or finally be contained, and chaos will give way to order. Pfizer vaccines for young children will soon be available, and Merk is seeking emergency approval for a COVID antiviral drug. Both of these developments could be game changers and dramatically reduce virus cases. It is important to stay positive and be the light for your district in the darkest of times. Stay true to your moral compass and do what is best for children. Hang on! Better days are coming.



# FROM THE PRESIDENT'S PEN

continued from page 1

leadership skills and vision for the future of your district will never be as important as they are at this very moment. Your stakeholders look to you for stability and confidence in the future. They trust your expertise and count on your commitment to the students, staff and families of your community.

You are the linchpin to the continued success of your schools, including keeping your district moving forward.

I could continue to outline your challenges, list the obstacles to your success, and certainly empathize about the sleepless nights as you debated your next decision – making sure it is what is best for the students. However, I will take this opportunity to thank you for your commitment, for your tireless never ending work on behalf of your students, staff and community, and offer appreciation to you and your families for always giving more when you did not think you had any more to give.

In closing, I know you have heard “I wouldn’t want your job” long before you read this article, so on behalf of all the students, staff, families and community members, we are all glad that you do want your job – because you are perfect for it!

Best wishes for a successful 2021-22 school year.

*Dr. Burkhart is superintendent of the South Western SD.*

## NEW PASA EMPLOYEE



PASA welcomes **Anna Maria Stankoczi**, who assumed the duties of full-time Administrative Assistant on September 13.

Anna Maria comes to PASA with certification as a paralegal and experience as an English teacher in New Jersey. As PASA’s administrative assistant, she is responsible for general office support, processing membership, providing assistance in meeting/event planning, processing program and workshop registrations, and assisting the Executive Director with meeting planning for and communications with PASA committees and the Board of Governors.

**Welcome, Anna Maria!**

**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 14.



## THIS COULD BE YOUR LAST ISSUE OF THE PASA FLYER!

If you have not already done so, renew your PASA membership for 2021-22 to ensure that you will continue to receive the monthly newsletter. For our Commissioned Officer, Small District Leader, Central Office and Associate members, keep connected to PASA through the weekly E-Update by renewing your membership today!

**Not sure if you are renewed for 2021-22?**

Contact Anna Maria Stankoczi at

[amstankoczi@pasa-net.org](mailto:amstankoczi@pasa-net.org)

or by phone at (717) 540-4448 ext. 224.

### Notice to Members

## PASA ANNUAL MEETING, RECOGNITION LUNCHEON RESCHEDULED FOR NOV. 12

The PASA Annual Meeting and Recognition Luncheon, postponed from its September 9 date, has been rescheduled for **Friday, November 12** from **11 a.m. to 2 p.m.** at the **Sheraton Harrisburg Hershey** (4650 Lindle Rd, Harrisburg, PA 17111).

Previously held during the PASA/PSBA Fall Conference, the meeting, which is open to all PASA members, will include a “state of the association” report from PASA Executive Director Dr. Mark DiRocco.

The PASA Recognition Luncheon, moved from the Fall Conference due to scheduling conflicts, will follow the Annual Meeting. During this luncheon, PASA will recognize the recipients of the 2021 PASA Awards of Achievement:

*Service to the Profession*

**Dr. Emilie Lonardi**, Downingtown Area

*Instructional Leadership*

**Dr. Donald Wheeler**, Bloomsburg Area

*Leadership in Public Education*

**Dr. Frank Gallagher**, Souderton Area

In addition, PASA will give special recognition to **Dr. John Bell**, PASA President, for his year of service to the association.

PASA members are invited to attend the annual luncheon. While there is no cost for attending the Annual Meeting, the cost for the Recognition Luncheon is \$30 pp. [CLICK HERE](#) to register online (payment by credit card) or [CLICK HERE](#) for a registration form (payment by check).

Registration questions concerning either the Annual Meeting or the Recognition Luncheon may be directed to Anna Maria Stankoczi at [amstankoczi@pasa-net.org](mailto:amstankoczi@pasa-net.org). (If you plan to attend the Annual Meeting but NOT the Recognition Luncheon, please call Anna Maria at 717-540-4448 ext. 224.)



# SUPERINTENDENT LONGEVITY

BY CONNIE KINDLER

PASA CONSULTANT FOR PROFESSIONAL DEVELOPMENT



The leadership of the school board and cabinet are vital to the superintendent's success. At the recent PASA New Superintendents' Academy Part 1: Strategic and Cultural Leadership, three superintendents who have achieved longevity shared their strategies for leading their school boards and cabinets. Their

tactics provide important reminders for all superintendents who strive for long-term durability.

## "Team Of 10"

Nine school board members and the superintendent comprise the "Team of 10." Dr. Emilie Lonardi, superintendent of Downingtown School District and a superintendent for more than twenty years, and Dr. John Bell, who has served as superintendent of Delaware Valley School District since 2012, shared two commanding strategies for leading their "Teams of 10."

Dr. Lonardi and her cabinet have hardwired routines before, during and after school board meetings. Prior to meetings, Dr. Lonardi and her cabinet anticipate potential inquiries and prepare responses. During the board meetings, cabinet members note questions and reactions, and following meetings she and her cabinet debrief to assure appropriate responses and inform future actions.

She also provides ongoing education for her school board to build their understanding of their governance role and her executive role. She uses a helicopter metaphor for their visualization of their aerial 30,000-foot governance responsibilities and her feet-on-the-ground executive duties. When school board members attempt to micromanage administrative decisions, she provides gentle reminders. Over time, her board members become rehearsed enough to recognize their own descendance into her territory.

Dr. Bell similarly educates his board for their understanding of the differences between their roles and responsibilities. In addition, he prioritizes building and maintaining positive relationships with each board member. Both strategies were illustrated via an anecdote he shared with the new superintendents. A board member had contacted Dr. Bell to express his annoyance about learning of a school district matter at the local grocery store and not from Dr. Bell. The matter was not significant enough to require communication to the school board, and Dr. Bell responded, "Of course you don't know this. You don't work here." Obviously, Dr. Bell had a positive enough relationship with this board member to comfortably remind him that he is not a district employee.

Successfully leading the "Team of 10" is achievable. When the superintendent and cabinet demonstrate competence, they are trusted by the school board. Also, when board members understand their governance role, they are more likely to stay in their lane. The consistent demonstration of competency and ongoing board education are important to the superintendent's longevity in a district.

## "Team of Leaders"

Dr. Bell also shared strategies for leading a Team of Leaders, as did Dr. Mark Leidy, who has served as superintendent of Mechanicsburg Area School District since 2010. Heed their wise advice for managing less and leading more.

They coach the performance of their cabinet leaders, trust their leaders to lead, and hold them accountable. They have also mastered the art of delegation and advised the new superintendents to avoid "carrying others' monkeys on their backs."

Dr. Leidy gave the new superintendents the guidance he received from his predecessor: "You have someone to do that." Superintendents have district-wide leadership responsibilities and do not have the time to manage subordinates' duties. In addition, the weight of "carrying others' monkeys" becomes heavy over time and could lead to the superintendent's extinction. Growing and empowering a competent "Team of Leaders" and allowing them to "carry their own monkeys" are imperative to the subordinates' growth and the superintendent's longevity.

As we know, longevity as a superintendent has become more difficult to achieve as leading a school district has become more complex. However, it is important to remember that this year is atypical. As history has shown us, the turbulence will subside. While you lead through the chaos, in addition to staying true to your values, lead your "Team of 10" and "Team of Leaders" with competence and confidence, and you, too, may be able to thrive in the position for 9, 11, or even 20+ years.

## MEMBERS APPROVE PROPOSED PASA STATEMENT OF ADVOCACY PRIORITIES

Last month the PASA Board of Governors recommended and PASA voting members approved the draft 2021-22 PASA Statement of Advocacy Priorities developed by the PASA Advocacy Committee.

The Advocacy Priorities direct PASA's advocacy efforts and serve to guide the Board of Governors, Executive Director and committees in carrying out the work of PASA and identifying specific actions that need to be taken in order to achieve the goals of the association. The annually updated document offers guidelines for PASA's positions on both ongoing and "new" education issues.

[CLICK HERE](#) for the 2021-22 Statement of Advocacy Priorities.



# OVERHEAD

BY BARBARA WALVORT JEWETT, ASSISTANT TO THE EXECUTIVE DIRECTOR

Recently the PA House amended and passed HB 1332, a bill that would require public schools to publish on their websites **all** curriculum that will be taught for each grade and for each subject area so parents can review the lessons and textbooks in advance of the school year. "Curriculum" would include "academic standards to be achieved, instructional materials, assessment techniques and course syllabus for each instructional course." The bill also would require posting of all curriculum information no later than 30 days after a new or revised curriculum has been approved and would make the chief school administrator or his/her designee responsible for compliance with the requirements.

PASA opposes the bill for many reasons: 1) The curriculum for all Pennsylvania Public Schools is defined in Chapter 4 of 22 PA Code through the Academic Standards established by the state for each grade level and subject area and posted on the PDE website; 2) Districts are required to adopt policies to assure that parents have access to information about the curriculum, including academic standards to be achieved, instructional materials and assessment techniques, a process for the review of instructional materials, and the right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent; and 3) Most districts post their planned instruction on their publicly accessible website and/or make their planned instruction available to parents and the public upon request.

So what's the reason for this bill? It has nothing to do with current requirements around standards and curriculum or transparency. Those already are in place. Nevertheless, the bill's sponsor, and apparently the entire House Republican Caucus, believes it is necessary. (All House Democrats voted against the bill.) The reason? Politics and elections.

The ongoing "controversy" about Critical Race Theory and the belief among many that public schools are teaching it and brainwashing children with liberal ideas is likely the real inspiration for this bill, even though CRT is an academic construct in higher education with no reality in the K-12 classroom. The bill appears to be a nod to those who believe the myth about CRT and whose goal it is to scrutinize classrooms and ferret out anything that they believe smells of CRT. That nod has led to legislation across the country that bans CRT teaching and even discussions of anything that references racism or inequity, basing those policy decisions not on facts or reality but rather on appeasing a base buying into social media frenzies – and gaining votes, a much higher goal, apparently, than effective and fact-based history teaching.

We can expect more of that in 2021-22: introducing and positioning bills that are poor or just plain bad policy to cater to the anger and fear that something is out there

bent on destroying us all.

It's part of a wider problem – and I've spoken of this before: disrespect, if not antipathy, for public schools, particularly school districts, and their decision-making, and even less respect for public school administrators. That was clearly in evidence during the House Education Committee meeting when HB 1332 came up for consideration.

Several Democrats on the House Education Committee questioned the bill's sponsor, Rep. Andrew Lewis (R-Dauphin), about the time and cost for posting everything that HB 1332 required. The minority chair remarked on how school resources will be impacted by the requirements due to constantly changing lesson plans. Another member asked who exactly would update the posts online, as it would require extensive staff time.

Rep. Lewis's answer was disturbing. In effect, he said "portions of state funding go to administrative overhead so resources there will be used to update websites." (from a report by *Pennsylvania Legislative Services*)

Did you know that you were considered "overhead," the ongoing business expenses not directly attributed to creating a product or service? That you and your administrative staff, including your IT staff, don't really contribute anything directly to education and learning but rather are just an extra expense unrelated to outcomes? And did you know that an undefined "portion" of state funding goes to that overhead? (I don't remember seeing that line-item in state budget printouts.)

Unfortunately, there is a total (and sometimes deliberate) lack of understanding among too many people – citizens, parents, media and, yes, lawmakers – about what "curriculum" is, how schools and classrooms actually operate, what it takes to make a meaningful and standards-based curriculum (let alone a lesson plan), what resources are needed to make sure the engine of public education really works to impact EVERY child positively, and what the crucial role of the public school administrator really is. Rather, everyone thinks they "know" education because they went to school. (Heck, I thought I knew what teaching was because I had been a student. My first year in front of the classroom was a real eye-opener.)

Unfortunately, personal, political and cultural beliefs, inspired too often by junk social media "facts" ("I believe, therefore it is true"), can and do inspire bad policy and bad judgments about the value of public education and those who direct, lead and support the crucial work of every school district: helping students learn.

It doesn't take a crystal ball to predict that this thinking is going to continue right on through 2022. Public schools and administrators have been a convenient whipping post for decades. Now, ongoing COVID controversies and the current political and cultural climate here and across the country is casting our schools further into the fire, as all sides are laser-focused on the November 2022 election and jacking-up up their respective electoral bases.

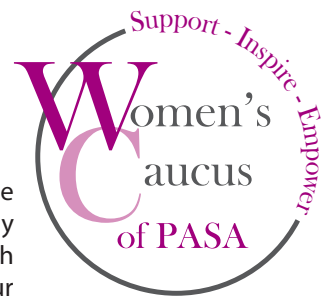
PASA will continue to speak truth to policy, even though it often seems that all of us are banging our heads against a very obstinate wall. As our Advocacy Priorities state, "PASA will work both as an association on behalf of its members and with its members to increase public awareness of the focus issues in public education, the successes of public schools, the need to promote careers in public education in a positive light, and the need for ongoing and increased public support for public education as a constitutional principle..." definitely not as overhead.





# COMPETENCE, COURAGE & CHARACTER

BY LYNN FUINI-HETTEN, CAUCUS PRESIDENT



I started in education in 1995. When I first joined Salisbury Township School District, the district was talking about

OBE - Outcomes-Based Education. How many of you remember that? Over the years, there have been many district and state initiatives - too many to name - and some more successful than others.

But let's face it, last year was unlike any other with the abrupt transitions and immense challenges. We have students who haven't been in our buildings in over a year, and some of them are struggling with this transition. How are we intentionally reconnecting this year? With each other? With our learners? With the work that was paused while we focused on the pandemic?

This past summer, our leadership team had the opportunity to listen to Dr. Carol Reardon through the Gettysburg Foundation. Dr. Reardon is a visiting professor at United States Military Academy at West Point and has taught at the U.S. Army War College. Dr. Reardon led us in an engaging talk about leadership and change, connecting her talk to an army leadership framework which embodies **competence, courage, and character**. It is easy to draw connections between this framework and our collaborative work in the ever-changing field of education.

We are **competent**. Yes, we will continue to read the latest CDC and PA DOH guidance. We will continue to ask questions. We will continue to improve our necessary abilities, knowledge and skills to perform our roles in this year. Regardless of role, we are competent.

Let's take a minute to celebrate all the ways in which we grew our competence.

As Dr. Reardon spoke to us about being competent, I recalled how our technology department rolled out almost 1600 devices to students with only a few days' notice. Not only did our small technology department develop a plan to get the devices into students' hands, but they also created written and video help documents and facilitated live tech support Zoom hours for teachers, parents, and learners. As students were in a fully remote model, having the technology to access education was essential. Additionally, learners - along with their caregivers - needed to know how to navigate the equipment as well as the software. This was no an easy task, but our competent technology department made it happen!

Think about how you and your staff have developed your competence over the school year. We all learned how to work and collaborate over Zoom. Some of you even got fancy with dual monitors, split screens, and document cameras! Our computer technicians offered open office hours on Zoom for staff and students! Our custodial staff learned how to use new equipment and sanitizing procedures, and they certainly refined their skills with snow removal! What examples exist in your school or district? How have you relied on your colleagues and teammates to develop your knowledge and skills?

Dr. Reardon also talked to us about being courageous!! We are **courageous**. We have been courageous as we made tough decisions and tackled new challenges. Have I been a little afraid of the unknown this year? Yup. Have I been dreading the last-minute guidance which might cause a change in course? Absolutely. However, like all of you, I am doing my best to maintain strength in these challenges. How have you been courageous?

Last year, we had the courage to implement a fully remote learning model which included livestreaming for our learners at home. Was this easy? Nope. Many of our teachers taught students in-person and at home simultaneously, teaching in our families' living rooms and kitchens. Surely, that took a lot of courage - and stamina too!

Finally, Dr. Reardon talked about **character**. We have strong character. We have the mental and moral qualities distinctive to each of us and our roles. No doubt about it, this is tough work. It is not for the weak or faint-hearted. We need to persevere as we do what is best for our learners and our staff members.

We will also need to sustain our competence, courage and strong character as we continue to elevate our vision and work to implement our learning beliefs and building upon the work of the district. In Salisbury, we updated our [Profile of a Graduate](#) (PoG) graphic this summer to reflect the input from last year.

This year, we will create a team at each building to help us determine indicators for success with the Profile of a Graduate. How will we know whether students have met or exceeded the expectations of acquiring the knowledge, skills and dispositions?

We need to continue to develop our competence in the learning beliefs, and we will all need to be courageous as we seek ways for students to engage with the PoG, to reflect on their own knowledge, skills, and dispositions in relation to the PoG. It will take courage to move from intent to reality. What are you working on in your district that you need to refocus on?

I encourage you to take some time to think about examples of competence, courage and strong character in your school or department. Repeat those to yourself and celebrate with your team/colleagues. We have done this. We can do this! Let's make this a great school year together!

*Lynn Fuini-Hetten is superintendent of the Salisbury Township SD.*

## SAVE THE DATE

**2022 Women's Caucus  
Spring Conference  
May 22-24  
Hotel Hershey  
Details coming soon!**

# GOOD STATE POLICY IS DATA-DRIVEN AND INTERCONNECTED

BY STEPHEN RODRIGUEZ, CAUCUS PRESIDENT

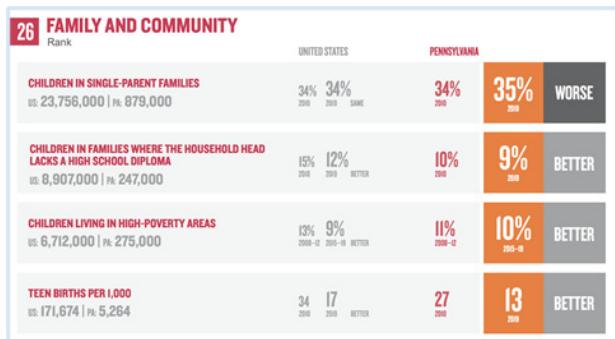


The Annie E. Casey Foundation just released a report of the progress on key issues affecting Pennsylvania for the past decade, pre-pandemic. The four categories examined are Education, Economic Well-Being, Health, and Family and Community.

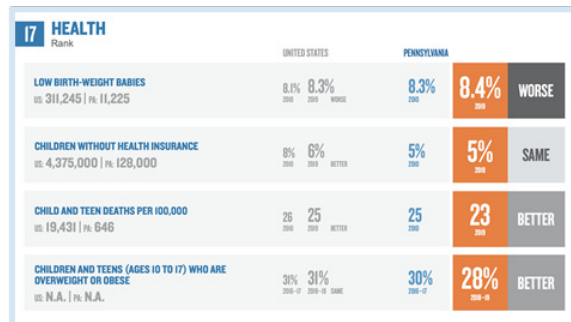


For those who have read some of my previous work or heard me speak publicly, you know that I have been an advocate for the use of the fair funding formula and for better support of our black and brown children in school systems throughout the state. School leaders focus on the narrow lens of education, but there is a clear connection to all four categories listed in this report.

There are other states that make great progress in one area but flounder in another. But I would suggest and believe most politicians agree that a more interconnected and holistic approach to policy has far better outcomes. We cannot simply focus on one issue and hope everything gets better. We must understand the interrelationship of categories needed for positive successful overall results in all areas.



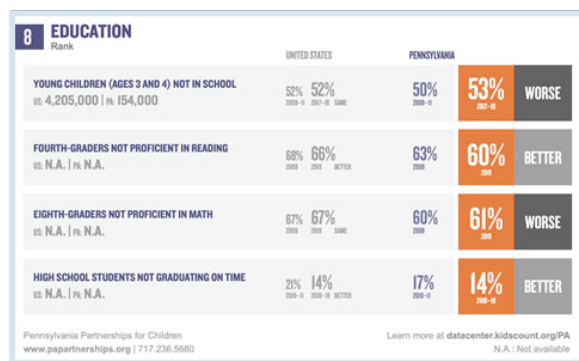
In the area of Family and Community, our report card looks good. We have improvements in every area except "Children living in single-parent families." A clear case can be made that education investments through schools where many single-parent families attend improves our family and community outlook.



In the area of Health, we can do better in the area of "low birth rates" and "medical coverage" for children. Improvement in this category has a direct connection to our secondary school students.



In the area of Economic Well-Being, there is improvement on all fronts. This is great news. Economic health ensures safety and stability for society and is absolutely critical for citizens and communities to grow and prosper. But just like the winning streak of a baseball team, the natural question that comes to everyone's mind is, how do we keep this going?



In the area of Education, we get the lowest marks and have the highest concerns for our long-term success. "Young children not in school" and "Eighth-graders not proficient in math" are indicators where we lost ground, but honestly, every area needs serious improvement. I have long opined that there is an inextricable connection between education and long-term economic health. Good policy (and state law) should take these connections into account and view education funding improvements, not as an additional expense we can't afford, but as a necessary investment we would be utterly foolish to ignore.

The red flags are here. We must act now.



# NAVIGATING THE SCHOOL YEAR: UPDATES & RESOURCES

## **Strategies to Counter Threats Against School Leaders**

U.S. Attorney General Merrick Garland said last week that the FBI will work with federal attorneys, as well as state and local leaders, to discuss strategies for countering threats against teachers, principals, school board members and other educators. In addition, the [U.S. Department of Justice announced](#) plans to create a federal task force to address “the rise in criminal conduct towards school personnel” as school boards and other educators have faced anger and harassment in response to COVID-19 restrictions and other controversial issues in schools. The Justice Department said it will also create “specialized training” for school leaders to help them understand the behavior behind the threats, how to report threats to law enforcement, and how to preserve evidence of crime stemming from threats against educators. (from *Education Week*, 10/4/21)

## **COVID-19 Vaccine Grant Program (VOGP)**

The PA departments of Community and Economic Development and Health announced last month a new \$5 million grant program to help grassroots organizations with encouraging vaccine-hesitant populations to get the COVID-19 vaccine. The COVID-19 Vaccine Outreach Grant Program will provide grants up to \$100,000 to non-profit organizations and childcare and educational institutions to support grassroots outreach efforts including local media buys, creation of outreach and training materials, sponsorship of vaccine-related community events, equipment rental to assist with setting vaccine appointments, and more. Eligible applicants can submit applications through November 1, 2021. Because this program uses federal funding, applicants will need a Data Universal Number System (DUNS) number in order to apply for funding and be registered with the System for Award Management (SAM) in order to receive funding under the program. Full instructions for application, as well as [complete program guidelines](#), can be found on the DCED website.

## **Study: Impact of Mask Use in Schools**

In the first month of school alone, more than 1,800 schools nationwide have been forced to close or move to virtual learning because of pandemic outbreaks, new federal data show—but schools that required universal masking were much less likely to see widespread infection. That’s the upshot of new research on the post-Delta school landscape, released Friday afternoon by the Centers for Disease Control and Prevention. Researchers in two studies analyzed [overall child coronavirus infections in 520 counties](#) with different school masking policies, as well as specific outbreaks in schools in the two largest districts in Arizona. (from *Education Week*, 9/24/21)

## **COVID Vaccines for Children**

Pfizer and BioNTech are officially asking the Biden administration to authorize the use of their COVID-19 vaccine for children ages 5 to 11. The companies have submitted their formal request for Emergency Use Authorization of the vaccine to the Food and Drug Administration. The application was widely expected after Pfizer and BioNTech [submitted data](#) to the government last month showing that their vaccine produced a “robust” antibody response in kids from 5-11 and had “favorable” safety outcomes. (from NPR, 10/7/21)

## **PA Court Cases on Masking**

\* A lawsuit has been filed against the Warren County School District over its decision to effectively make masks optional on buses and in school. At issue is the district’s Sept. 13 decision to permit parents to sign a waiver in order to exempt their children from state mask requirements without supporting medical documentation. A complaint for injunctive relief was filed in the Western Pennsylvania U.S. District Court in Erie. (from *The Times Observer*, 10/5/21)

\* A federal judge in the U.S. District Court for the Eastern District of Pennsylvania rejected a request from several parents for emergency injunctive relief from the Tredyffrin/Easttown SD’s enforcement of the Department of Health’s school masking order, ruling against a request to extend a hearing on the issue with additional testimony concerning the effects of masks. The judge noted that this type of emergency, interim relief constitutes “an extraordinary remedy which should be granted only in limited circumstances.”

\* Saying a mask does not pose a potential of harm to others, U.S. Middle District Court Judge Matthew W. Brann on Thursday denied an injunction last week regarding a requirement in the Montoursville Area School District that students wear masks. In Brann’s opinion, “No one except perhaps a bank robber likes to wear a mask — and even then with reluctance, but as a concession to professional attire. But the Constitution does not shield us from all things we dislike. Here, parents of schoolchildren in Montoursville.... The Constitution does not guarantee students a right to attend school without wearing a mask and being required to do so neither inflicts irreparable harm nor in any way violates students’ right to freely associate and assemble with others,” Brann said. (from *The Williamsport Sun-Gazette*, 10/1/21)

## **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.

## COMMUNICATIONS TIP OF THE MONTH

“A superintendent is leading a large operation, like a CEO of a company. But how that leader, how that superintendent, treats the people whom they deal with day in and day out affects how those people treat the next level down and the next level down. There’s a ripple effect outward. So being able to care about people and to keep your eye on a goal and to inspire people toward that goal, I think, is at the heart of what a real top leader, like a superintendent, ought to do.” – Daniel Goleman, author of *Emotional Intelligence*, in an interview with Julie A. Vitale, superintendent of the Oceanside Unified School District in California, as published in the October issue of *School Administrator*. This month’s issue examines how school districts are using creative solutions to generate imaginative thinking among leaders and creativity in students’ arts instruction.

## **Harassment of School Leaders**

Last month, AASA President Paul Imhoff and AASA Executive Director Dan Domenech collaborated with the National School Boards Association on a [joint statement](#) in response to the increasingly tense public forums related to safe school openings amid the COVID-19 pandemic. The letter emphasized the concerns of school district leaders who are working to ensure a safe reopening of schools and pointed out the unfortunate undermining from those who do not agree with their school guidelines for COVID-19 best practices.

In response to increasing reports of threats and intimidation targeted at school administrators and school board members across the nation, U.S. Attorney General Merrick B. Garland has directed the FBI and U.S. Attorneys' Offices to meet in the next 30 days with federal, state, Tribal, territorial and local law enforcement leaders to discuss strategies for addressing the disturbing trend. The intent of these sessions is to open dedicated lines of communication for threat reporting, assessment and response by law enforcement.

AASA encourages school leaders not to hesitate from contacting local authorities in the event of threats of violence of this nature.

## **Homework Gap Funding**

In a letter addressed to Congressional leaders on October 7, today 57 national education and library organizations, including AASA, expressed their strong support for including Homework Gap Funding in the Build Back Better Act. The groups asks, specifically, that Congress include "...at least \$4 billion to ensure that more than 5 million students, teachers and library patrons can maintain their home broadband connections...." [Read the full letter.](#)

## **New Coalition To Push Back Against Misinformation**

With the rapid spread of misinformation about what is being taught in the nation's public schools, AASA, The School Superintendents Association, has become a founding member of the [Learn from History Coalition](#) (LHC), a broad-based bipartisan group of more than 20 leading organizations comprised of school system leaders, educators, parents and students nationwide.

"The misinformation is fueling efforts to censor teachers, omit history and ban conversations about race in our classrooms," said Daniel A. Domenech, executive director, AASA. "With the opening of the 2021-22 school year upon us, these falsehoods are causing stress and distraction at the worst possible time."

### **Goals of the LHC are:**

- Educate parents and the public about what is actually being taught in schools; and
- Explain the vital importance of students learning thorough, accurate and fact-based history, and that racism is wrong.

The Learn from History coalition is sending a clear and public message to fill a widening gap to ensure this debate won't be one-sided anymore.

"Embracing unvarnished history is the only way we can bring Americans together, heal our divisions and create a better future," said Sharon Adams-Taylor, associate executive director, children's initiatives and program development, AASA. "That is Learn from

History's charge and our commitment."

Other organizations endorsing Learn from History include: the National School Boards Association; National Association of Elementary School Principals; American Federation of Teachers; Alliance for Excellent Education; KIPP Public Charter Schools; Democracy Prep Public Schools; Diversify Our Narrative; The Education Trust; Educators for Excellence; inquired; Leading Educators; The National Council for the Social Studies; News Literacy Project; Not in Our Town; Our Turn; School Board Partners; Stand for Children; Teach+Plus; Teach for America; TNTP; Generation Citizen; American Association for State and Local History; The American Historical Association; The Organization of American Historians; Center for Antiracist Education; and National Association for Media Literacy Education, among others.

For more information about Learn from History, visit [www.LearnFromHistory.org](http://www.LearnFromHistory.org).

## **In This Month's School Administrator**

"During the pandemic, we were reminded again of the importance of student wellness in the educational process. Students who are not healthy cannot learn. Continuing to focus on the arts and creativity positively affects the wellness of a large segment of our student population." – AASA President Paul Imhoff, from "Finding a Comfort Zone in the Arts"

"[Today's] political turbulence and divisiveness are nothing less than a frontal attack on our public education system. This is not to say that our system has ever been free of disagreements and debate.... But today we seem to have crossed into unknown territory involving a deliberate attempt to deny reality. It is untenable to ignore inequity and continue to deny children the opportunity of being provided with the education that will lift them out of poverty." – AASA Executive Director Daniel Domenech, from "A Tumultuous Path for Those Leading the Way"

## **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, [www.aasa.org](http://www.aasa.org), for details or contact the PASA office.**

It's been a busy month as it relates to school connectivity!

In mid-September, the Federal Communications Commission (FCC) announced that schools and libraries had applied for \$5.137 billion in funding to support 9.1 million connected devices and 5.4 million broadband connections were received during the [Emergency Connectivity Fund Program's](#) (ECF) initial filing window. This was an impressive showing for a 45-day application window that fell over the summer, a summer where schools were grappling with safe reopening in the midst of the ongoing pandemic.

On the heels of such a high demand, the FCC also announced a second brief (two-week) application window to make the remaining funds available to eligible entities. That window opened September 28 and will run through October 13. [During this window](#), applicants will be able to submit requests for funding for purchases made between July 1, 2021 and June 30, 2022 to meet the needs of students, school staff, and library patrons who would otherwise lack access to basic educational opportunities and library services.

Looking forward, the continuation of the ECF depends on the reconciliation package currently under negotiation. We were pleased to see the bill include \$4 billion for the ECF but know that we have our work cut out for us to ensure the funding remains in place, especially as the bill faces significant pressure on its overall price tag of \$3.5 trillion. Take a moment to reach out to your full Congressional delegation to let them know you support the inclusion of the \$4 billion to continue the Emergency Connectivity Fund.

AASA remains grateful to the tireless leadership of Acting FCC Chairwoman Jessica Rosenworcel, who has made a career of championing equitable access to affordable broadband, with a special spot in her heart for E-Rate and schools and libraries. She has been a great friend to school connectivity and AASA, and AASA was pleased to join 16 other national organizations [in a letter](#) to President Biden urging him to nominate her as FCC chair.

And lastly on the school connectivity/technology front, this month the K-12 Cybersecurity Act, bipartisan legislation that would

## ALL THINGS SCHOOL CONNECTIVITY

help protect K-12 school systems from cyber-attacks, was sent to President Biden to be signed into law.

The bill will direct DHS's Cybersecurity and Infrastructure Security Agency (CISA) to work with teachers, school administrators, other federal departments and private sector organizations to complete a study of cybersecurity risks specific to K-12 educational institutions, including risks related to securing sensitive student and employee records and challenges related to remote-learning. Using their findings, CISA will then create cybersecurity recommendations and other voluntary resources for schools to use when implementing their cybersecurity solutions.

Ransomware and other cyber-attacks that can shut down our K-12 schools and compromise the personal information of our students and dedicated educators are unacceptable and must be stopped. We are thrilled Congress has taken steps to provide faculty and staff with the resources and means that they often lack to defend themselves and their students against complicated cyber-attacks. AASA was proud to endorse the legislation.

## PENNSYLVANIA'S 2021 BLUE RIBBON SCHOOLS

The U.S. Department of Education last month announced that thirteen Pennsylvania schools have been selected among 302 public and nonpublic schools as 2021 "National Blue Ribbon Schools."

The program, established in 1982, recognizes schools based on overall academic excellence or progress in closing achievement gaps among student subgroups.

The public and private Pennsylvania schools named as this year's "Blue Ribbon Schools" include:

### PUBLIC SCHOOLS

Cambria Heights Senior HS – Cambria Heights (I.U. 8)  
Everett Area HS – Everett Area (I.U. 8)  
Fort LeBoeuf Senior HS – Fort LeBoeuf (I.U. 5)  
Girard Academic Music Program – Philadelphia  
Hershey Primary Elementary School – Derry Township (I.U. 15)  
Hollidaysburg Area Senior HS – Hollidaysburg Area (I.U. 8)  
Kiski Area South Primary School – Kiski Area (I.U. 7)  
Penn Alexander School – Philadelphia  
Tinicum Elementary School – Palisades (I.U. 22)

### PRIVATE SCHOOLS

Saint Andrew Catholic School (Philadelphia)  
St. Ignatius of Antioch School (Philadelphia)  
Saint Mary Elementary School (Philadelphia)  
Saint Norbert Elementary School (Philadelphia)

All Blue Ribbon schools will be recognized in a virtual awards ceremony on Nov. 4-5 in Washington, D.C. See the [USDE press release](#) for more information on Blue Ribbon Schools.

**Congratulations!**

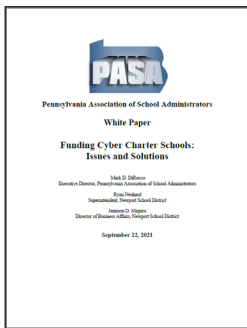
## THOUGHT FOR THE DAY

"Community support is essential to the success of our arts education programs. As a central-office administrator for Richmond Public Schools, I have some advice for those seeking partnerships. Choose your partners well. The community arts partner's mission and vision must be aligned to that of the school division to succeed. When the mission and vision do not match, you risk having organizations in your schools that are not invested in what you want for your students."

– Christie-Jo Carter Adams,  
from "Generating Outside Support for School Arts,"  
as published in the October issue of *School Administrator*



# ADVOCACY & INFORMATION UPDATE



## **PASA White Paper on Cyber Charter Funding**

Last month PASA released and sent to members of the General Assembly a White Paper focused on **[“Funding Cyber Charter Schools: Issues and Solutions.”](#)**

Authored by PASA Executive Director Dr. Mark DiRocco and Ryan Neuhard, superintendent, and Jamison Magaro, Director of Business Affairs, with the Newport SD, the paper is a follow-up to two previous White

Papers on the issue. This paper uses a 2017 study from Research for Action, a Philadelphia-based research group, as the basis for calculations on future costs. That study, supported by the PA Coalition of Public Charter Schools, PASA and PASBO, reviewed six Pennsylvania school districts of varying size and demographics in regards to their charter school expenditures over a five-year period, concluding that the current funding formula is deeply flawed.

With that study as its basis, this White Paper provides a specific example of the negative impact of the current funding system by providing an analysis from the Newport SD (I.U. 15), a small, rural district in central PA. Utilizing a series of charts, the paper points out that, while property taxes and BEF revenue make up approximately 61% of total yearly revenues for the district, the percentage of increase in those revenues passed through to charter schools is 73%, leaving the district with a five-year increase from those revenues after growth in charter school costs of just \$257,713, or an average \$51,543 per year.

The paper also notes the negative economic implications of the COVID-19 pandemic as additional fiscal pressure on districts. “Despite the infusion of federal funds that are designated for one-time expenditures, these dollars should not be used to offset the ongoing and escalating cost of cyber charter school tuition,” the paper warns. “Doing so would create a devastating financial cliff for districts when the federal dollars expire.”

The paper further notes that the annual rise in tuition costs is unrelated to the rate of inflation or the Act 1 index due to the way the tuition formula works. “Over a five-year period, cyber charter school enrollment increased by 10.4%, yet tuition increased by 47.6%, creating significant budget implications for school districts,” the paper states. “This rapid escalation of tuition increase is unsustainable for school districts and must be cubed in the future.”

The paper offers potential solutions to the problem, including:

- ♦ Flat-funding rate for cyber charter school tuition and caps on future tuition increases
- ♦ Reinstating the 30% tuition reimbursement to school districts and placing a cap on tuition increases

## **Testimony Concerning 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, testified on behalf of PASA during a public hearing on September 6 before the House Education Subcommittee on Special Education.

Leichliter focused his **[comments](#)** on the special education identification process and program services, and noted growing numbers of students determined eligible for those services – with more complexity.

“Penn Manor has seen more complex behavior needs from

students, particularly from students who are moving into the school district,” he said. “Some specialized services that are required in a student’s IEP can be difficult to secure for school districts as there are limited entities and professionals available in some areas of the state to provide the services needed. Also, when these specialized services are available, they can be very expensive, as there are often few options for districts to consider. This has been a challenging and recurring problem for school districts dating back several decades and has been exacerbated by the growing shortage of professional educators who work with special needs children.”

Leichliter also noted the deficit in state and federal funding for special education, placing an increasing burden on local districts, and also pointed to the additional rules and regulations in Pennsylvania that go beyond federal requirements.

Hotchkiss focused his **[testimony](#)** on the annual, seven-step IEP evaluation process and progress monitoring of goals for special education students. “Monitoring the progress of our special education students at Bermudian Springs has always required a significant amount of collaboration and coordination,” he said. “It has also stretched the capabilities of our small staff.

“Often this means that in order for us to complete our progress monitoring, we must often defer to the regular education teacher for the collection of data points. This places added stress and time on that regular ed teacher who is already doing so much to accommodate and modify for our students on a daily basis. The bottom line is there is simply not enough time to monitor progress at the high school level. At the elementary level, the challenges are much the same.”

## **More Information and Advocacy...**

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

- We provided to both the House and Senate education committees comments on bills scheduled to be considered by both.
- On Sept. 23 we sent to members an E-Alert concerning a voucher bill (HB 1254) and a bill curtailing school boards of their emergency powers (HB 1660), urging them to contact their House representatives in opposition to both bills.
- We continued discussions with our lobbyist and other education associations on many issues and bills coming up for consideration at the Capitol, including vouchers 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 provided to lawmakers the latest issue of **[PASA Points](#)**, a monthly, two-page information and position paper on important education issues and policy proposals. The latest edition provided a summary of the recently release White Paper on the need for cyber charter funding reform.
- 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*.

# FYI...

## THE VALUE OF PARTNERING WITH ESTABLISHED OUT-OF-SCHOOL TIME PROGRAMS

*The following information is provided by the Pennsylvania Statewide Afterschool/Youth Development Network, the Pennsylvania Alliance of Boys & Girls Clubs and the PA State Alliance of YMCAs.*

Out-of-school time (OST) programming is an underutilized resource that benefits youth, families, and schools all throughout the Commonwealth, and is uniquely positioned to help schools accelerate learning as well as provide for safe environments for young people during those out-of-school hours. OST programs are a means for helping students not just return to normalcy but also to accelerate beyond where they were before the pandemic, both academically and socially.

This year, more so than years in the past, students will need extra support to reconnect, rebuild and re-engage in learning.

Through the American Rescue Plan (ARP), school districts in Pennsylvania were provided nearly \$4.5 billion to remedy student learning loss and provide additional support to young people in and out of the classroom. These funds can be used for evidence-based programs to support student social, emotional and mental health, literacy programs, summer enrichment and afterschool programs and address learning loss.

We encourage school districts to utilize their ARP dollars to partner with existing, evidence-based, OST programs to expand access to more kids in their communities. Per the requirements of the American Rescue Plan, existing, evidence-based OST programs will allow for school districts to support underserved populations (BIPOC, LGBTQ+, ELL, New Americans/Refugees, Migrant and Homeless Youth). Additionally, existing, evidence-based OST programs have the ability to record how funds are used, which meets the crucial accountability element of the statute.

According to the Pennsylvania After 3pm report, written by the Afterschool Alliance, unmet demand for out-of-school time programs remains high, with over 775,000 children who would be enrolled in a program if one were available to them. By partnering with community-based organizations, schools will have access to the many resources our organizations offer, including qualified, caring and talented staff and will be able to help meet that demand.

In addition to the personal well-being of youth, OST programs have an identifiable economic benefit to the Commonwealth and its many communities. Recently the Joint State Government Commission completed a study determining the return on investment for OST programs to be \$6.69 for everyone \$1 invested.

The [Pennsylvania Statewide Afterschool/Youth Development Network](#), the Pennsylvania Alliance of Boys & Girls Clubs, and the PA State Alliance of YMCAs strongly encourage school districts reach out to the evidence-based OST programs in their communities today and seek partnerships that benefit their students, families, and community.

### 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.



### 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](mailto:ckindler@pasa-net.org).

## Professional Learning



See the PASA website for program updates at

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

*(Should it be necessary, in-person programs may be switched to virtual programs.)*

Continuing November 17  
**2021-22 PASA Webinar Series**  
**"Education in a New Era"**  
*nine-webinar series*

October 15  
**PA Summit for Assistant Superintendents & Supervisors**  
**"Leader Actions for Continuous School Improvement"**  
*sponsored by Huron / Studer Education<sup>SM</sup>*  
**PASA Office**

October 25-27  
**PASA/PSBA School Leadership Conference**  
**Virtual; free to PASA and PSBA members**

November 15-16  
**New Superintendents' Academy**  
**Part 2: Systems Leadership**  
*Available in-person or live-streamed*

January 20-21  
**New Superintendents' Academy**  
**Part 3: Professional & Community Leadership**  
*Available in-person or live-streamed*

February 4  
**Aspiring to Leadership Workshop**

March 26  
**Superintendent Letter Exam Prep Session**  
*Offered by Shippensburg University*

March 28  
**PASA Leadership Forum**  
**Featuring Dr. Michael Fullan**  
*State College*

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

## PASA webinars

### 2021-22 Series Continuing November 17 noon – 1 p.m.

Take a short time out of your day and take advantage of these nine 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
- May 11 A Future-Driven High School: Blurring the Lines Between K-12 and Postsecondary Learning

**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>

## MENTOR COACHING TIP OF THE MONTH

Coaching is about helping others to overcome barriers to go from where they are to where they want to be. Coaches ask questions that help others discover their own paths.





## VIRTUAL SESSIONS October 25-27

Join your colleagues and take advantage of FREE registration for the 2021 PASA/PSBA School Leadership Conference, now virtual! Converted from an in-person event to a series of virtual offerings in late October, the conference will feature keynote speakers and many of the breakout sessions spread out over multiple days to help participants avoid "Zoom fatigue."

### Featured Keynotes...

- **Kimberly Reed**, award-winning international speaker, author, corporate trainer and diversity, equality and inclusion executive
- **Donna Beegle**, co-founder and president of Communication Across Barriers, which provides resources and trainings that aim to improve communication and relationships across poverty barriers
- **Gregg Behr** and **Ryan Rydzewski**, authors of *When You Wonder, You're Learning: Mister Rogers' Enduring Lessons for Raising Creative, Curious, Caring Kids*

[CLICK HERE](#) for the latest conference details and registration information.



## Registration Open for National Conference on Education!

Registration is OPEN for the 2022 AASA National Conference on Education, scheduled for **February 17-19 in 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.](#)

## “NOTEWORTHY QUOTES”

### On HB 1332...

"Too many parents have no idea what is being taught to their children until they see the homework — and it's time for this to end. Parents need to be in the driver's seat when it comes to education, not some out-of-state textbook publisher teaching heaven knows what (hint: anti-American socialism) to our students. It's time to turn the tables and empower parents once again." – Rep. Andrew Lewis (R-Dauphin), sponsor of HB 1332, which would require school districts to post all curriculum materials online, from a post on his Facebook page (April 22)

"This bill isn't about transparency for parents. It's about bringing the fights that get started on Fox News to the kindergarten classroom near you. It's about forcing our overburdened school districts to post every single thing they do online. This legislation is an invitation for the book burners and the anti-maskers to harass our schools and our teachers." – Rep. Dan Frankel (D-Allegheny), as quoted in City & State Pennsylvania, 10/7/21

### On the Fall Legislative Session...

"[The House came back] to get some wins, and I think some important fronts were addressed for the people of Pennsylvania." – House Majority Leader Kerry Benninghoff (R-Centre), from a story on *PennLive*, 10/7/21

"Three weeks of divisive rhetoric, waste of time, antichoice rallies, insane bills on the floor, without anything that delivers for Pennsylvania. We really need to start talking about the serious issues in front of us. We have dollars in the bank that we should be talking about, making selective smart, long-term investments for the competitiveness and growth of this commonwealth." – House Democratic Appropriations Committee Chairman Matt Bradford of Montgomery County, from a story on *PennLive*, 10/7/21

### Targeting School Leaders...

"The work to open schools and the discussions at school board meetings are focused on a goal we all support: getting and keeping our kids safe in school. We oppose the increasingly aggressive tactics creeping into board and community meetings, and we cannot let frustrations and tensions evolve into name calling and intimidation. We will never back down from the importance of freedom of speech, but we cannot—and will not—tolerate aggression, intimidation, threats and violence toward superintendents, board members and educators." – AASA Executive Director Dan Domenech, on increasing threats toward school leaders concerning COVID mitigation efforts, from a [press release](#), 9/22/21

"The number-one priority for school superintendents and school board members is to keep students safely in school and engaged in in-person learning. Leadership requires tough decisions and uncomfortable conversations, and we are confident in the ability of superintendents and school boards to continue to work tirelessly to ensure we can keep students safely in school—learning, growing and thriving." – AASA President Paul Imhoff

# SEPTEMBER PROGRAMS RECAP

PASA kicked off the school year last month with programs for school administrators, one focused on empowering students in building school culture and the other as the first of three sessions for new superintendents and other school administrators.



## Webinar on Critical Race Theory

Dr. Shayla Griffin, author of *Those Kids, Our Schools: Race and Reform in an American High School*, and Dr. Serena Shivers, a former superintendent and currently Deputy Executive Director at Michigan Association of Superintendents & Administrators, led a special PASA webinar on September 29 that sorted out what has become a very challenging topic across the state and country: How do we continue to do the important work of social justice and equity, while defueling the “hot topic” of Critical Race Theory and ongoing debate? The webinar offered a better understanding of what CRT is and what it is not, along with a few resources and tools for school leaders to take back to their school district.

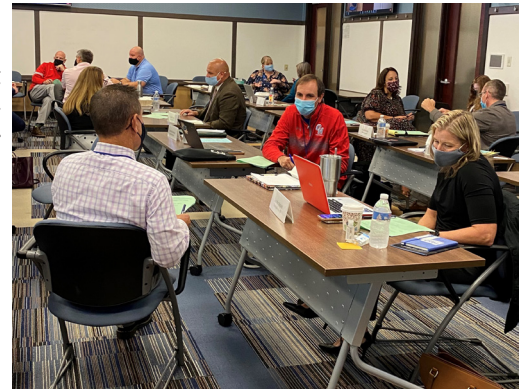
## New Superintendents' Academy, Session 1

Forty-two new and aspiring superintendents/CEOs participated either in-person or virtually in Part 1 of the 2021-22 New Superintendents' Academy, held September 23-24. The PIL-approved program focused on “Strategic & Cultural Leadership,” and featured numerous virtual sessions led by experienced administrators and other professionals:

- \* *Tips and Tricks for New Superintendents* – **Dr. John Bell**, Delaware Valley
- \* *A Team of 10: Developing an Effective School Board and Superintendent Relationships for Strategic and Cultural Leadership* – **Dr. Emilie Lonardi**, Downingtown Area
- \* *Lessons Learned: New Career Superintendents* – **Dr. Jodi Frankelli** (Palmerton Area), **Dr. Laura Jacob** (California Area) and **Nathan Van Deusen** (South Eastern)
- \* *Organizational Structure and Team Development for Strategic & Cultural Leadership* – **Dr. Mark Leidy**, Mechanicsburg Area
- \* *Lessons Learned: Experienced Superintendent* – **Amy Arcurio** (Greater Johnstown), **Dr. Joseph Roy** (Bethlehem Area) and **Dr. Travis Waters** (formerly Steelton-Highspire and now Shippensburg University)



Registrants for Part 1 participated either in-person or virtually.



Rachel Sprouse, Dir. of Employee Services, Baldwin-Whitehall SD, was recognized during Part 1 for having completed all three parts of the New Superintendents' Academy.

## COMING UP:

**Part 2 of the Academy (Systems Leadership) – Nov. 16-17**  
**Part 3 of the Academy (Professional & Community Leadership) – Jan. 21-22**

**\*\*SAVE THE DATE\*\***

**March 28, 2022 at State College**  
**Keynote Presenter: Dr. Michael Fullan**

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

**Details Coming Soon!**





## TOPIC: CYBERSECURITY

### **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 month of October is designated as National Cybersecurity Awareness Month. In keeping with this focus on cybersecurity, CoSN is pleased to offer multiple pathways for school leaders to learn how to identify, manage and prevent cybersecurity attacks within school and school district settings. The second episode of Season 4 of the EmpowerED Superintendent Webinar series aired this past Monday, October 11, in conjunction with National Cybersecurity Awareness Month.

**“Cybersecurity: School Leadership Strategies for Preventing and Responding to Cyberattacks”** featured superintendents Matt Miller (Lakota Local Schools, OH), Dr. Michelle Reid (Northshore School District, WA) and Dr. Hank Thiele (Community High School District 99, IL). The three superintendents shared their knowledge and experiences in leading cybersecurity awareness in their school systems, reviewed liability concerns that arise when schools experience network security incidents, and reviewed the impact those events can have on a district’s professional reputation as well as the effects cyber-attacks have on teaching and learning and district operations. Also discussed were strategies for preventing cyberattacks and recommendations for responding effectively when they do occur.

#### **Free access to webinar recording:**

If you missed the Oct. 11 webinar, [click here](#) to access the free webinar 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.

### **CoSN Resources: CoSN/AASA EmpowerED Superintendents Toolkit**

#### **1) Critical Focus Areas: Issue One-Pager on Cybersecurity**

The [CoSN EmpowerED Superintendents web page](#) presents a series of “one-pagers” to guide and empower superintendents and their leadership teams in leading digital transformations. CoSN’s one-page document on *The Importance of Cybersecurity* defines the top five reasons why school system leaders must make cybersecurity a priority. It is available to view and download at <https://tinyurl.com/cybersecurity-CoSN>.

#### **2) CoSN Cybersecurity Risk Assessment - Powered by S2**

CoSN shares the [Preliminary Self-Evaluation of District’s Cybersecurity Risk](#) as an opportunity for education organizations to conduct a preliminary self-evaluation of their cybersecurity risk. Developed as a collaboration between CoSN’s and Security Studio (S2), this assessment is free and vendor-neutral. It incorporates topics specific to the K12 environment such as educational technology and remote learning. Additionally, the tool itself is designed as an educational tool. Each question is paired with a user-friendly explanation to clearly explain the question being asked.

#### **3) CoSN Cybersecurity Workshops**

[Click here](#) to register for two upcoming workshops:

101 – Creating Cybersecurity & Incident Response Plans, Oct 19 - Oct 21

201 – Advanced Cybersecurity for Remote Learning Environments, Nov 30 - Dec 2

#### **4) Additional CoSN Resources on Cybersecurity**

CoSN provides [online additional tools](#) and resources that provide insight into how risk can be further reduced.

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](mailto:bcalvary@cosn.org).





# MEMBER NEWS

## REGION 2

**Dr. Wayne Walters** is now serving as interim superintendent of the Pittsburgh Public Schools. He replaces **Anthony Hamlet**, who resigned last month.

## REGION 12

**Dr. Peter Aiken** has been appointed superintendent of the Central York SD, effective Nov. 15. He currently serves as superintendent of the Manheim Central SD.

## REGION 15

**Christina Spielbauer**, superintendent of the Carlisle Area SD, has announced she will be stepping down from the position, effective Dec. 31. She has served first as interim superintendent and then as superintendent in the district since 2017.

## REGION 20

**Dr. Craig Butler**, superintendent of the Saucon Valley SD, has announced he will retire from the position, effective October 14. He has served as the district's superintendent for four years.

## REGION 21

**Dr. John Stanford** has been appointed superintendent of the Allentown SD, effective on or before Nov. 15. He currently serves as an administrator in the Columbus City Schools in Ohio. Stanford will replace acting superintendent **Jennifer Ramos**.

**Daniel Malloy** has been appointed superintendent of the Weatherly Area SD. He has been serving as junior/senior high school principal in the Hanover Area SD.

## REGION 26

**Dr. William Hite**, superintendent of the Philadelphia SD, has announced he will leave the position, effective at the end of the 2021-22 school year.

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

# PASA CALENDAR

*All programs and meetings are virtual.*

See the PASA web site at [www.pasa-net.org](http://www.pasa-net.org).

## OCTOBER

- 15 PASA Summit for Asst. Superintendents & Supervisors
- 18 Legislative Committee Zoom meeting (8 a.m.)
- 25 Legislative Committee Zoom meeting (8 a.m.)
- 25-27 PASA/PSBA Virtual School Leadership Conference

## NOVEMBER

- 3 Leading in a Culture of Change Session 2
- 8 Legislative Committee Zoom meeting (8 a.m.)
- 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

## WHAT YOU NEED TO KNOW!



For breaking education news and the latest from the Capitol, follow us on Twitter @PASASupts.

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



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



## 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](mailto: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!