State equalization puts pressure on local taxes

"Equity"-"Poverty and Growth Supplements"-"Foundation Funding"—these are the buzzwords associated with Governor Casey's proposed 1994-95 education budget.

The debate over "equity" in school funding has been taking place for decades. The Governor and state legislators have brought the basic education equity issue to the forefront in the 1993-94 and proposed 1994-95 budgets. What the state is trying to do is direct most of the new education funding to some of the state's least wealthy school districts. Presumably, these districts would qualify for an equity supplement based on specific criteria which would provide additional state funding for educating their students. Of the 501 public school districts in Pennsylvania, 221 districts qualified for 1993-94. Dallas was not one of them. The "wealth" of Dallas in market value/personal income excluded us. Those districts who qualified in 1993-94 will continue to receive the equity supplement in 1994-95.

The Poverty and Growth Supplement will be the only additional basic education funding monies Dallas will receive for 1994-95 if adopted as proposed. This amounts to $10,230 and is based on the number of children in the district receiving Aid for Families with Dependent Children multiplied by $110.

What about the Foundation Guarantee component for Dallas for 1994-95? Once again, based on the criteria established by the state, 147 school districts are estimated to qualify for this funding. Dallas is not one of them. These state monies are supposed to provide additional aid to those districts whose combined state and local support do not generate enough revenue to provide a standard amount of $4,700 per student.

These buzzwords have an impact on our school district's proposed 1994-95 budget. We know that for another year our state basic education funding has been basically frozen. We also know that the local tax effort will continue to fund about 60 percent of the expenditures of the district. We also have provided a supplement to local revenue by utilizing a portion of a fund balance to provide financial stability in uncertain economic times and changes in state funding.

Although the tentative budget for Dallas for 1994-95 will not be presented until May, preliminary numbers have been compiled. The local tax effort provided by the real estate tax should remain at 158 mills. This will be the fourth consecutive year millage has remained the same. Projections for expenditures continue to be reviewed and revised. When the final budget is accepted in June, we don't believe the buzzwords associated with additional state funding will be applicable to Dallas. As predicted, the local taxpayers will shoulder the largest portion of providing quality education to Dallas students.

Wanted: Volunteers for strategic planning committee

The Dallas School District is a Phase II District regarding strategic planning. To be successful, the strategic planning process must be based upon a broad consensus among the various interests within the Dallas School system. Without the consensus, no gain can be achieved, no progress made, nor can a school community, in fact, survive in a time of rapid change. Therefore, to assure a broad understanding from all elements of the community, the strategic planning process must result in two documents.

The first must be a visionary document, designed for the specific purpose of public consumption, that reflects community consensus by presenting the mission statement, the goals, the strategic directions and/or actions and the evaluative process to be applied to the results of the planning. It is left to the creativity of the local community to select the most appropriate format for the visionary document.

The second document must include the supporting plans that address the tactical issues needed to assure completion of the strategic plan to meet regulatory requirements. The following addresses this second element. It presents the specific items for which a district must provide a written response.

- Planning process and participants
- Mission statement
- Education goals
- Transitional and exit outcomes
- Goal action priorities
- Graduation criteria
- Specific action plans
- Planned courses and instructional practices, including vo-tech and special education
- Student assessment planning process
- Two-year professional development/Act 178 (and induction) plans
- Organizational structure
- Personnel resources

Over the next year, the Dallas School District will have the opportunity to develop a plan that will lead the educational program into the next century. To accomplish this we are in need of parents, community members and business persons to help us achieve that planning goal. Therefore, we are asking for volunteers to help make that plan a reality. If you are interested in being a participant, please fill out the enclosed coupon and return it to the Dallas School District.

If the responses are beyond our need for participation we will contact both those who are chosen and those who are not.

Dallas School District
Strategic Planning Survey

Name _____

Address _____

Phone number _____

Please check:
❑ Parent ❑ Community member ❑ Business person

Send to: Gerald Wycallis, superintendent
Dallas School District
Church Street
Dallas, PA 18612

High School gears up for Honors Banquet

Each May the Dallas community gathers to recognize academic achievement of students from Dallas Senior High at the Honors Banquet. In the Spring of 1980, the first Honors Banquet was held at Dallas Senior High School.

Mr. Edgar Hughes, former Principal, was instrumental in starting the program of recognizing students for their scholastic achievement. Individual awards by grade are given to students with the highest numerical average in Art, Business, English, Science, Health, Physical Education, Mathematics, Foreign Language, Home Economics, Music and Industrial Arts. Other awards range from college scholarships, service organization scholarships to the announcement of the Senior class Valedictorian and Salutatorian.

The program was moved to the Irem Temple Country Club several years ago to accommodate the students, parents, faculty, administrators and school board. Last year, approximately 400 people attended the program.

The program starts by honoring students in the National Honor Society, ending with a candlelight ceremony inducting new members into the National Honor Society.

Mr. Frank Galicki, Principal of Dallas Senior High School proudly carries on the tradition of the Honors Banquet. Display cases are utilized near the main entrance to recognize award recipients. When you visit Dallas Senior High School, be sure you take a few minutes to look at the pictures in the display cases honoring Dallas's finest.

Dallas School District hosted Middle States evaluation team

During the week of March 7 through 11, 13 evaluators from all over the northeast part of the country visited Dallas High School.

Under the direction of Arthur H. Ebeling, Chairman, Principal of Chatham High School, Chatham, New Jersey and Dr. Daniel Chandler, Principal of Montoursville High School, Montoursville, PA., the evaluation proceeded without difficulty.

On Monday evening at 6:00 p.m. the evaluation committee, Dallas faculty, administration, school board, representatives from the citizen's advisory council and student representatives began the festivities with a welcome and banquet at the Irem Temple Country Club. The purpose being for the committee to meet the Dallas School District staff and to familiarize themselves with the school district.

The Philosophy of the Dallas School District was presented by acting chairperson, Mrs. Maureen Whalen. Mr. John Turner then followed with the School and Community report, which he chaired. These two reports serve as the foundation for which the self study of the Evaluative Criteria is based.

On Tuesday, March 8, the visiting committee arrived at 7:45 a.m. to prepare for classroom observations and committee reports. Each teacher in Dallas High School was observed twice by various members of the committee. The visiting committee was also organized into subcommittees which observed certain aspects of the self study. For example, on Tuesday at 8:15 the School Facilities Committee met with Mr. Judge and Mr. Morgan to tour the building and the school facilities. At 10:00 a.m. the Learning Media Committee met with Miss Augustine and Mrs. Camp in the library. At 1:30 p.m. the Student Activities Committee met with 20 student representatives that Mr. Cicon selected. Then at 3:00 p.m. the Student Activities Committee met with Mr. Cicon and all coaches and advisors of extra curricular activities. The visiting committee used the faculty room as their base of operations and left school at 4:00 p.m.

On Wednesday, March 9, at 8:15 a.m. the School Staff and Administration Committee met with Mr. Wagner, Mr. Bieri and Mr. Galicki. At 11:00 a.m. the Guidance Services Committee met with Mrs. Russin and Mr. Shevock. At 3:00 p.m. the Curriculum Committee met with the Department Chairpersons, Dr. Griffiths and Mr. Galicki.

On Thursday, March 10, the visiting committee members completed any outstanding observations of teachers and used the day to complete their individual reports to be turned into Mr. Ebeling and Dr. Chandler for organization purposes. At 3:00 p.m. in the auditorium Mr. Ebeling presented an oral report which contained several commendations and strengths of the district, as well as recommendations and areas of concern.

In summary, the Middle States Evaluation will provide valuable recommendations for Dallas High School to continue to improve its excellent condition, it also provides excellent feedback to validate what we are presently doing well. The final report will be mailed to Mr. Galicki within six to eight weeks which will then be shared with the faculty, administration and school board.

The Dallas Reporter

The Dallas Reporter Wednesday, May 11, 1994

A Newsletter for the residents and friends of the Dallas School District

Dallas School District 1994-95 School Calendar

AUG/SEP 1994

M	T	W	T	F
[29]	[30]	31	1	2
(5)	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	(27)	28	29	30

OCTOBER 1994

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	[21]
24	25	26	27	28
31				

NOVEMBER 1994

M	T	W	T	F
	1	2	△3	4
7	8	9	10	11
[14]	15	16	17	18
[21]	22	23	(24)	(25)
(28)	29	30		

DECEMBER 1994

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	(23)
(26)	(27)	(28)	(29)	(30)

JANUARY 1995

M	T	W	T	F
(2)	3	4	5	6
9	10	11	12	13
(16)	17	18	19	△20
23	24	25	26	27
30	31			

FIRST DAY FOR STUDENTS	AUGUST 31
LAST DAY FOR STUDENTS	JUNE 12
HOLIDAYS	
LABOR DAY	SEPTEMBER 5
THANKSGIVING	NOVEMBER 24-28
CHRISTMAS	DECEMBER 23-JANUARY 2
PRESIDENT'S DAY	FEBRUARY 20
EASTER	APRIL 13-17
SPRING BREAK	APRIL 12, 18-21
MEMORIAL DAY	MAY 29

SHOULD SCHOOLS BE CLOSED ON SCHEDULED PUPIL DAYS DUE TO SNOW OR EMERGENCY CONDITIONS PRIOR TO April 12, 1995, THE SCHEDULED SPRING BREAK WILL BE USED AS MAKE-UP DAYS ACCORDING TO THE LISTED SNOW EMERGENCY DAYS.

SNOW EMERGENCY DAYS
APRIL 21-18, 1995
APRIL 12, 1995

TEACHER IN SERVICE DAYS
(NO SCHOOL FOR STUDENTS)

AUGUST	29 & 30
OCTOBER	21

EARLY DISMISSAL/ACT 80 DAYS

SEPTEMBER	27
NOVEMBER	3
JANUARY	16
APRIL	3
MAY	18

PARENT CONFERENCES	NOVEMBER 14 & 21
PARENT CONFERENCES	APRIL 10 & 11

▭ TEACHER IN-SERVICE ○ SCHOOLS CLOSED
( ) EARLY DISMISSAL * REPORT CARDS-ELEM
△ END MARKING PERIOD ⊓ EL - CONFERENCES
SEC

NOVEMBER 11-VETERANS DAY JANUARY 16-MARTIN LUTHER KING DAY

FEBRUARY 1995

M	T	W	T	F
		1	2	3
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13	14	15	16	17
(20)	21	22	23	24
27	28			

MARCH 1995

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△27	28	29	30	31

APRIL 1995

M	T	W	T	F
(3)	4	5	6	7
[10]	[11]	(12)	(13)	(14)
(17)	(18)	(19)	(20)	(21)
24	25	26	27	28

MAY 1995

M	T	W	T	F
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(29)	30	31		

JUNE 1995

M	T	W	T	F
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△12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

	TEACHER DAYS	STUDENT DAYS		TEACHER DAYS	STUDENT DAYS
AUGUST/SEPTEMBER	24	22	FEBRUARY	19	19
OCTOBER	21	20	MARCH	23	23
NOVEMBER	19	18	APRIL	12	11
DECEMBER	16	16	MAY	22	22
JANUARY	21	21	JUNE	8	8
				185	180

#SECONDARY REPORT CARD ISSUE DATES SET BY PRINCIPALS

Superintendent's message

The Dallas School District has been issuing this newsletter since April of 1990. We print one issue each semester of the school year. Over 12,000 copies are distributed to all segments of the community.

The purpose of the Dallas Reporter is to provide information about our schools to our community. This process will hopefully further enhance our communication with the parents of students who attend our school and other members of the community. We also want to provide updated and valuable information about our schools to those community members who don't have children in our educational system. Many of our residents may have had their children complete their education in the Dallas School District, and we want these residents to know that the Dallas School District's educational system continues to provide quality education to its students. We also want to maintain those traditions established by community members who have attended our schools. Keeping our alumni informed of our educational efforts should indicate in some small way that we have not only kept those special traditions but have expanded them.

The Dallas School District is very interested in communicating with all members of its community. Our educational system is exemplary and each member of the community should be proud of our educational accomplishments. This newsletter is just one way of keeping our community members informed of the Dallas School Disrict's efforts.

Schools will open before Labor Day

The Board of School Directors for the Dallas School District at its regular April meeting adopted the 1994-95 school calendar. This school calendar has school beginning before the Labor Day Holiday. It is comprised of 180 school days for students and 185 days for teachers.

The first day of school for students is Wednesday August 31, 1994. Elementary parent conferences are scheduled for November 14, 1994 and April 10, 1995. Secondary parent conferences are scheduled for November 21, 1994 and April 11, 1995.

Dallas School District
Administration Offices
Church Street
Dallas, PA 18612

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Mr. Joseph Kunec
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Mr. Clarence Michael
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Gerald Wycallis
Superintendent