



THE FORUM

University of Pittsburgh

The Tri-State Area School Study Council Newsletter

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Winter 2021

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TRI-STATE AREA SCHOOL STUDY COUNCIL

Seeking ways to increase organizational capacity in schools through problem solving, technical service, and staff development so all students will be better prepared to make contributions to both our democratic society and the world community

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

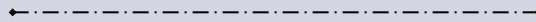
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2021 Workshop Calendar

Most events will be held virtually via Zoom for the remainder of the 2021-22 year. Any event scheduled to be held in-person may be changed to a virtual program closer to the event date.



PASA/PSBA Workshop

“Education Landscape and the Effects of the Pandemic on Public Education”
Dr. Mark DiRocco, PASA, and Jonathan Berger, PSBA

Held Virtually

Friday, March 5, 2021

Free for Member Districts

Dr. Jean E. Winsand Workshop for Women in School Leadership

Held Virtually

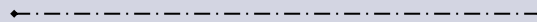
Thursday, April 8, 2021

Free for Member Districts

Dr. Samuel Francis School Law Symposium and Special Education Workshop

Venue will be determined closer to event

Wednesday, June 23, 2021



Workshops on Mental Health Resources and Diversity, Equality, and Inclusion are also being planned for this year.

[Check our website for updates and new workshops!](#)

If you have suggestions for new workshops, please feel free to contact us with your ideas!



Thank you to the law firms who contribute to *The Forum* newsletter each issue:

- **Andrews & Price**, [Special Education Alert](#)
- **Tucker Arensberg Attorneys**, [Education Law Report](#)
- **Weiss Burkardt Kramer LLC**, *In Brief: School Law Update* (Located on pages 6-7 of *The Forum*)

Resources for Administrators

Resources for Mental Health

The ongoing issues created by the pandemic have continued to plague our students in the classroom and in their personal lives. There has been a need to find better ways to help these students, but the same mental health issues are effecting educators and administrators.

There are several resources created to address the needs of educators as the pandemic continues. Below are a list of resources that can be used by educators at all levels.

Self-Care Resources for Educators

Calm

App

Calm is a free meditation and relaxation app. They also provide a [teaching guide](#) for educators to bring mindfulness principals into the classroom.

COVID-19 Employee Mental Health Support Audit and Resource Guide

Article

A resource for Superintendents, Principals, and Administrators to gauge the mental health in their buildings and suggestions for implementations.

Learn Mental Health Literacy - University of British Columbia

Online Course

Free seven module course that helps teachers identify strategies that can be used for maintaining and improving students and your own mental health. This is a Canadian based program.

The Mindful Teacher

Website

This site provides mindfulness and meditation resources for teachers to use in everyday situations.

The Teacher Self-Care Podcast

Podcast

This podcast features real conversations with teachers about what their self-care looks like.

My Well-Being: Practices for cultivating the social and emotional well-being of school staff members

Website

This offers resources to address stress, trauma, and other mental health related issues, particularly geared towards educators in a K-12 setting.

PTSD Coach

App

This app was designed for those with PTSD, but provides an excellent array of self-care tools for anyone who wants to improve their mental health. This app was discussed at a recent Tri-State workshop

"All of us, at some time or other, need help."

- Fred Rodgers

Tri-State does not endorse any content contained within these resources. We hope this can help as you continue with the process of self-care during the pandemic and beyond. ▲



University of Pittsburgh Opportunities

Workshop Opportunity

A Microsoft Teams workshop for K-12 schools using Microsoft products in their classrooms through Pitt's School of Education and Microsoft.

Workshop Title: Tips for Assessment and Engagement in Remote Learning

Description: Workshop participants will explore an array of assessment strategies focusing on participation and engagement using Microsoft Teams. The workshop facilitator will share emerging assessment strategies and enable teacher participants to share ideas, challenges, and areas of improvement.

Facilitator: Lindsey Troyanoski is a Microsoft Learning Consultant. She is a Pitt School of Education alumna and is a former K12 teacher.

Date and Time: Tuesday, March 16th; 4:30 pm to 5:30 pm

Please complete this [workshop registration form](#) to register for the workshop.

Position Opening—University of Pittsburgh's Forum Director

Visiting Faculty Appointment and Director of The Forum for Western Pennsylvania School Superintendents (The Forum) School of Education

Position Description:

The School of Education at the University of Pittsburgh seeks to appoint a new faculty in the appointment-stream who will serve as the next Director of The Forum for Western Pennsylvania School Superintendents (The Forum). This person will play an instrumental role in our School's educational leadership and teacher education programs. We seek a practitioner-scholar who can contribute to how we are reimagining the important intersections, connections, and possibilities of educational leadership and teacher education in praxis and practice, through theory and research, and with schools, districts, and communities.

This position aligns with the School of Education's mission-vision, cultural drivers, and strategic goals that indicate an unwavering commitment to "equity, justice, and innovation," that seeks to "ignite learning," that "strives for well-being for all," and that "disrupts and transforms inequitable educational structures." Specifically, this position will not only engage with the three new departments (especially the Department of Teaching, Learning, and Leading) and the School of Education, but also with the Executive Committee and the membership of The Forum. Important to note is that The Forum "is among the oldest regional superintendent forums in the nation," and is dedicated to engaging in "advocacy for children and youth, collaboration and collegiality among school leaders, mentoring new executive school leaders and becoming masters of our complex profession" (see <https://www.education.pitt.edu/faculty-research/academic-departments/administrative-and-policy-studies/western-pennsylvania-school>).

We welcome applications from members of The Forum who wish to join us for an initial three-year period at the rank of Visiting Assistant, Associate, or Full Professor (depending on qualifications), with the strong possibility of a longer appointment. The person in this position will help us reimagine educational leadership as connected to teacher education; contribute to teaching; participate in advising/mentoring students; coordinate (with input from the Executive Committee) both the fall and spring meetings of The Forum; and engage in leadership initiatives as these are all connected to the Directorship of The Forum and the Pitt faculty position.

Please visit the University's [Job Board](#) for the complete description.

March 29, 2021 is the final deadline for submission of complete application materials.

Women's Law Project

What's Wrong With Dress Codes?

Women's Law Project



With all the other challenges facing schools during a pandemic, why worry about something as inconsequential as student dress codes? The answer is evident when you ask the students themselves: a bad dress code policy can inflict serious damage on students, undermine the school's educational mission, and even entangle the school in legal repercussions. Hopefully, before too long all schools can return to in-person instruction, so now might be the perfect time to give your dress code a second look.

What is the purpose of student dress codes? Some schools claim they equalize social and economic differences among students, deter students from flaunting wealth or advertising gang affiliation, eliminate distractions, and create unity and school spirit.

But are there unintended negative consequences of dress codes?

Here's what we hear from our clients, student allies, and colleagues:

School dress codes can exacerbate social and economic differences, when students with limited incomes have to buy their own uniforms or pay for new clothes that meet specific requirements.

Some of the most pernicious dress codes are explicitly gendered: one standard for boys, a different and often more onerous standard for girls. Whether intended or not, gendered dress codes send a message that girls and boys are to conform to the stereotypes associated with their gender. Such dress codes can be especially tough on girls, regulating not only dress but also hair styles and makeup and requiring clothing that is less comfortable, less suited to unconstricted or active movement, and more expensive than that prescribed for boys.

Gendered dress codes are especially painful for some trans students and people with a nonbinary gender identity—that is, not identifying as either male or female. The impact of being forced to adopt dress that conflicts with one's felt identity is no trivial matter—it is deeply traumatizing and interferes with a student's educational experience. In severe cases, the humiliation a gendered dress code inflicts can force a student to quit school altogether.

Dress codes can send students precisely the wrong messages about sexual harassment: that the person who is responsible for a boy's bad behavior is the girl he's harassing; that girls must hide their bodies, and if they don't, it is their own fault if they are harassed or assaulted. Example: after one of our student allies complained to a teacher about persistent harassment by a boy in her class, the teacher's only response was a dismissive eyeroll and the words, "Yoga pants." This kind of shaming of girls is a powerful deterrent to the reporting of sexual assault and reinforces harmful myths about sexual assault.

Continued on page 5

2021 Workshops for Member Districts

For the remainder of the 2020-21 membership year, all Tri-State workshops will be presented **free*** to member district's staff and personnel. We understand the difficulties of this year and hope you will be able to join us in our remaining workshop this membership year.

**For CLE credits for continuing law education, processing charges may still apply*

Women's Law Project

Continued from page 4

Gendered dress codes are often enforced in a racially discriminatory manner. A study of DC schools showed that schools where Black students predominated were much more likely than predominantly white schools to have dress codes. Girls of color are more harshly punished than their white peers generally, and dress code violations are often enforced by sending the offender home, thus contributing to the phenomenon of school "push-out" of Black and Latinx students. These punishments interrupt a girl's education while teaching her that the way she dresses is more important than the way she thinks.

Far from being a social equalizer or a way to fix students' attention on their studies, we have seen school dress codes that stereotype, divide, shame, and harass students. If your school has a dress code, especially a gender-specific one, why not ask your students what they think about it? Some school districts that have done so have seen sweeping improvements. For a close look at one district's experience, see the National Women's Law Center's [DRESS CODED: Black Girls, Bodies, and Bias in D.C. Schools](#) | NWLC.

The Women's Law Project (WLP) is a nonprofit Pennsylvania-based legal advocacy organization dedicated to eliminating sex discrimination and advancing the legal and economic status of women, girls, and LGBTQ people. This column is offered for informational purposes and is not intended as legal advice. ▲

Resources to Help Talk to Children after Tragedies

As the political and social climate continue to be volatile, there is a sustained need for talking about tragedies to students. Below are a few resources that can assist you when addressing and engaging with these topics.

[Embracing Diversity: A Case Book for Teachers](#)

Casebook from School Based Behavioral Health at the University of Pittsburgh

This book addresses different aspects of diversity and cultural sensitivity that illustrates possible missteps that adults may make in their interactions with children and their families.

[Talking to Kids about Tragedies \(Such as Shootings and Terror Attacks\) in the News](#)

Guide by The National Center for School Crisis and Bereavement

This guide provides an overview for adults when addressing children exposed to upsetting news events.

[Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools](#)

Paper by Maura McInerney, Esq. and Amy McKlindon, M.S.W., Education Law Center

This comprehensive paper addresses different aspects of trauma in students that can assist in understand better what the child is experiencing during the tragic event.

[Preventing Compassion Fatigue: Caring for Yourself](#)

Article from National Association for the Education of Young Children

This provides resources and insights for educators to care for themselves as they work with students experiencing trauma. Compassion Fatigue is explored, along with ideas to reduce this in educators.



Tri-State does not endorse any content contained within these resources. We hope this can help as you as you engage with these topics. ▲

A Tsunami of Assessment Appeals is Coming

by M. Janet Burkardt, Esq.

The COVID-19 pandemic has had a myriad of negative effects on school districts

and municipalities, most of which are obvious and administrators and elected officials are already reacting to these impacts.

However, one impact we see coming which will have a drastic impact on 2021 budgets is the large number of assessment appeals currently being filed on behalf of commercial property owners.

These large, commercial properties, especially hospitality properties, have been seriously negatively impacted by the pandemic and those impacts affect the market value of these properties, some by as much as 30%. Consequently, property owners are seeking to have those market values lowered through assessment appeals so their real property taxes will be lower. In many cases, if not all, those reductions will be warranted and provable through the appraisal process. The bottom line is that taxing jurisdictions will see a reduction in their certified assessed value and a resulting reduction in taxes collected. In Allegheny County, we expect the largest reduction to happen in 2021 although we have already seen some cases that received reductions in 2020.

What is important to understand

continued on next page



M. Janet Burkardt

Commonwealth Court Affirms Employee Discipline Confidentiality Protections under the Right-to-Know Law

by Amanda Jewell, Esq.

*Recently, in **Highlands School District v. Rittmeyer**, the Commonwealth Court affirmed the decision of the Allegheny County Court of Common Pleas to reverse a final determination issued by the Office of Open Records (“OOR”) that would have required the Highlands School District (“School District”) to provide the names of employees who had been placed on unpaid disciplinary leave.*

This case began in February 2019 when a staff writer for the Pittsburgh Tribune-Review issued a Right-to-Know request to the School District seeking the name and other information of an unnamed employee who the Board had voted to place on unpaid disciplinary leave. The District denied the request, along with a subsequent request submitted in April 2019 seeking the same information for a different employee. Both denials were appealed to the OOR and the appeals were granted. Represented by WBK, the School District consolidated both appeals in a Petition for Review to the Court of Common Pleas of Allegheny County. The court reversed, finding that the requested names were exempt from disclosure under Section 708(b)(7)(viii) of the Right-to-Know Law (“RTKL”), which exempts information in an employee’s personnel file relating to discipline. The Tribune-Review then appealed to the Commonwealth Court where it argued that even if the RTKL allowed for the exclusion of the employee names, the School Code and the Sunshine Act did not.

The Commonwealth Court held that there was no basis under the School Code or the Sunshine Act to require the names of the employees in question to be public record. In a previous decision, *School District of Philadelphia v. Jones*, 139 A.3d 358 (Pa. Cmwlth. 2016), the Court interpreted Section 1127 of the School Code to require school districts to furnish employees whom they plan to denote or discharge with a written statement of charges prior to the required agency hearing. In such matters school boards must now pass what is known as a “Jones Resolution.” The Court noted that the plain language of Section 1127 contains no requirement pertaining to the public nature of these records. Further, Section 708 of the Sunshine Act provides that official action must be taken at a public meeting, but discussions concerning an employee’s discipline may be conducted in an executive session outside of the public view. The Court found that this provision within the Sunshine Act supported the School District’s position pertaining to the non-public nature of the disciplinary information at issue.

Although a school district was the prevailing party in this case, ultimately it is a win for employees. By holding that school districts will not be forced to reveal the identities of employees placed on a disciplinary period of suspension, the Court ensured that affected employees are granted a level of protection from public scrutiny. For both school districts and their employees, this case, which will be published and is binding upon all school districts, allows the confidentiality of delicate disciplinary and termination processes to remain intact.

Should you have any questions regarding this case or the impact that it may have on RTKL requests or employee discipline, please contact our attorneys at WBK. ♦



Amanda Jewell

Act 110 of 2020: Protecting Victims of Student-on-Student Sexual Assault

by Nicole Williams, Esq.



Nicole Williams

On November 3, 2020, Senate Bill 530 was signed into law as Act 110 of 2020 and codified at 24 P.S. Sec. 13-1318.1. The purpose of the new law is to support students who have been sexually assaulted by another student and to prevent re-victimization by ensuring that students do not see their attacker every day at school.

Schools are now required to expel, transfer or reassign to another school within the school district any student convicted or adjudicated delinquent of sexual assault against a victim enrolled in the same school to another school or educational program. The school is required to ensure that the convicted/adjudicated student is not educated in the same school building or transported on the same school vehicle. The convicted/adjudicated student is also not permitted to participate in the same school-sponsored activities at the same time as the victim.

The school is required to ensure that the convicted/adjudicated student is not educated in the same school building or transported on the same school vehicle as the victim.

Importantly, the school entity is not prohibited from taking action for convictions or adjudications for sexual assaults committed by one student against another that occur outside a school setting

if the assault has the effect of substantially interfering with the victim's education, creating a threatening or hostile educational environment, or substantially disrupting the orderly operation of the school.

Students are required to notify a school of any such conviction or adjudication within 72 hours. Furthermore, the Act now requires parents to specifically attest, at the time of enrollment, as to whether their child has previously been or is currently expelled from a school due to a conviction/adjudication of sexual assault. Parents are required to provide the name of the school from which the student was expelled with the dates of expulsion and this information is required to be maintained by the school as part of the student's disciplinary record. This means that schools will have to review enrollment policies and procedures and update parental registration forms to include this specific attestation and request for information. Should your school require assistance with policy review or updating forms, please contact our office. ♦

Assessment Appeals, *continued*

is that these reductions should not be granted into perpetuity. Instead, these properties will recover back to their stabilized market values in one to three years. But, given the assessment scheme in Pennsylvania, those reductions will remain into perpetuity unless a new appeal is filed by the taxing jurisdiction or a county-wide reassessment is undertaken. Both are costly propositions.

In Pennsylvania, most school districts and many municipalities currently file assessment appeals to increase market values when recent sale prices indicate a property is underassessed. These appeals work to increase uniformity and stabilize the certified assessed value of the jurisdiction. Because they are simply based upon sales, there is no need for expensive evidence to prove value. Consequently, taxing jurisdictions can undertake this effort for minimal cost.

But, when this pandemic is over and properties have recovered their market value, how will taxing jurisdictions ensure that their assessments are increased to reflect the recovered reality? Filing assessment appeals on these properties will be an expensive undertaking requiring the taxing jurisdiction to procure the evidence needed for the hearing. In most cases appraisals will be required. Taxing jurisdictions will have to weigh the benefit versus the cost of this and many will likely decide not to file assessment appeals due to the cost, instead opting to increase millage rates to meet their budgets. ♦

We're Speaking...

- Attorney Megan Turnbull will be presenting a virtual CLE through the School and Municipal Law Section of the Allegheny County Bar Association on March 25, 2021. The CLE focuses on Tax Assessment and Exemption Appeals in Front of the Board of Viewers.
- On April 21, 2021, Attorney Rebecca Heaton Hall will be co-presenting with Jessica Dirsmith at the LRP Institute virtual ½ day symposium. Their presentation is titled: Emotional Disturbance During a Global Pandemic: Legally Aligned Intervention, Assessment, and Identification Practices.
- Attorney Lynne Sherry is slated to give a special education presentation at Tri-State's Dr. Samuel Francis School Law Symposium and Special Education Workshop on June 23, 2021.

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This issue of In Brief: School Law Update is meant to be informational and does not constitute legal advice. Should districts wish legal advice on any matter, they should contact their legal counsel or request a legal opinion from Weiss Burkardt Kramer LLC.

Annual School Board and Distinguished Educator Banquet

2021 Tri-State Banquet

This year, Tri-State is not able to celebrate the outstanding work of school leaders and school boards as we have for the last 72 year through our annual Banquet.

We would like to congratulate everyone for the work they have done in the past year - dealing with challenges brought by the pandemic, civil unrest, and the uncertainty in all aspects of education. This year, all schools boards and leaders would be deserving for these annual awards for the outstanding work that they have done over the particularly difficult year.

We would like to congratulate the previous winners here. Next year, we look forward to joining as a group once again to celebrate the amazing accomplishments of our schools at this annual banquet!



We look forward to seeing you in 2022!

DISTINGUISHED EDUCATOR AWARD RECIPIENTS

Samuel N. Francis, 1981	Glenn F. Smartschan, 2002
D. Richard Wynn, 1982	Neal V. Musmanno, 2002
Philip Phelps, 1983	Reggie Bonfield, 2003
Harry R. Faulk, 1984	Blair Kucinski, 2004
James M. Burk, 1985	Diane L. Kirk, 2005
Nick J. Staresinic, 1986	Donald A. Lee, 2005
Richard C. Wallace, Jr., 1987	Robert M. Post, 2006
Wayne Doyle, 1988	Frank C. Prazenica, Jr., 2006
Dennis E. Murray, 1988**	James C. Manley, 2007
Edgar J. Holtz, 1989	Robert L. Paserba, 2009
Jean E. Winsand, 1990	Anne E. Stephens, 2010
Louise Brennen, 1991	Linda Hippert, 2011
Philip S. Boggio, 1992	Patrick O'Toole, 2012
Helen S. Faison, 1993	John DiSanti, 2013
Charles J. Gorman, 1994	Joseph Clapper, 2014
R. Gerard Longo, 1995	Bart Rocco, 2015
Joseph S. Werlinich, 1996	Bille Rondinelli, 2016
Frederick Smeigh, 1997	Thomas Ralston, 2017
Joseph Lagana, 1998	Brian White, Jr., 2018
William Pope, 1999	Heidi Ondek, 2019
Patricia Homer, 2000	Timothy J. Steinhauer, 2020
Samuel J. Craighead, 2001	

PREVIOUS D. RICHARD WYNN (SCHOOL BOARD) RECIPIENTS

Big Beaver Falls Area School District, 1989	Leechburg Area School District, 1998	Shaler Area School District, 2008-2009
Canon-McMillan School District, 1989	Mars Area School District, 1998	Beaver Area School District, 2009-2010
Keystone Oaks School District, 1989	Purchase Line School District, 1998	Big Beaver Falls Area School District, 2009-2010
Northgate School District, 1989	Central Cambria School District, 1999	Brownsville Area School District, 2010-2011
Shaler Area School District, 1989	Burgettstown Area School District, 1999-2000	Plum Borough School District, 2010-2011
Bethel Park School District, 1990	Chartiers-Houston School District, 1999-2000	Chartiers Valley School District, 2011-2012
Parkway West AVTS, 1990	Sharon City School District, 1999-2000	South Fayette School District, 2011-2012
West Mifflin Area School District, 1990	Highlands School District, 2000-2001	Allegheny Intermediate Unit, 2012-2013
Charleroi Area School District, 1991	Peters Township School District, 2000-2001	Quaker Valley School District, 2012-2013
Chartiers Valley School District, 1991	Woodland Hills School District, 2000-2001	Carlynton School District, 2013-2014
Highlands School District, 1991	Hempfield Area School District, 2001-2002	Upper St. Clair School District, 2013-2014
New Brighton Area School District, 1991	Quaker Valley School District, 2001-2002	Conemaugh Valley School District, 2014-2015
Highlands School District, 1993	Shaler Area School District, 2001-2002	Yough School District, 2014 - 2015
Richland School District, 1993	West Mifflin Area School District, 2001-2002	Bethel Park School District 2015-2016
Forest Hills School District, 1993	Highlands School District, 2002-2003	Wilmington Area School District 2015-2016
Trinity Area School District, 1993	Northgate School District, 2002-2003	Franklin Regional School District 2016-2017
West Allegheny School District, 1993	West Allegheny School District, 2002-2003	North Hills School District 2016-2017
Deer Lakes School District, 1994	Warren County School District, 2003-2004	North Allegheny School District 2017-2018
North Hills School District, 1994	Grove City Area School District, 2004-2005	West Allegheny School District 2017-2018
Northern Area AVTS, 1994	Highlands School District, 2004-2005	Elizabeth Forward School District 2018-2019
Allegheny Intermediate Unit, 1995	West Mifflin Area School District, 2004-2005	Hampton Township School District 2018-2019
Altoona Area School District, 1995	Northgate School District, 2005-2006	Apollo-Ridge School District, 2019-2020
McGuffey School District, 1995	Ellwood City Area School District, 2006-2007	Deer Lakes School District, 2019-2020
Chartiers Valley School District, 1996	Avonworth School District, 2007-2008	
East Allegheny School District, 1996	Pine-Richland School District, 2008-2009	
Fox Chapel School District, 1996		
McKeesport Area School District, 1996		
Duquesne City School District, 1996		
Highlands School District, 1996		
Monessen City School District, 1996		
Highlands School District, 1998		

Tri-State's PASA/PSBA Update

Friday, March 5, 2021 | 9:30 a.m.-11:00 a.m.
Held virtually via Zoom

“Education Landscape and the Effects of the Pandemic on Public Education”

Presented by **Dr. Mark DiRocco**, Executive Director, PASA and
Jonathan Berger, Director of Government Affairs, PSBA

This presentation will cover the following topics:

- Political insights for a new legislative session
- Governor's budget proposal
- Systemic financial concerns in public education
- Cost of the pandemic's disruption to our schools in terms of money, personnel, and student issues
- Funding schools now and beyond the pandemic. How the federal stimulus dollars will and won't help districts (one-time fed dollars vs. ongoing state subsidy dollars)
- Dealing with the aftermath of the pandemic next school year (academic loss, mental health issues, IEP compensatory ed, continued mitigation practices, etc.)

Register at <https://tristate.pitt.edu/pasa-psba-update-2021/>.

Free for personnel and board members of member districts!

Employment Opportunities

Visit Tri-State's job board for current postings.

<https://tristate.pitt.edu/jobs>

If you have any jobs you would like advertised, please email us.

Current Openings:

- Assistant Principal,
Hopewell Area School District
- Visiting Faculty,
University of Pittsburgh
- Business Administrator,
Hopewell Area School District

2021-22 Pennsylvania State Budget

Basic Education:

- Full funding of public schools through the Fair Funding Formula
- \$1.35 billion increase to basic education funding
- \$1 billion in Redevelopment Assistance Capital Program (RACP) grants to address school infrastructure needs in PA
- \$200 million for special education
- Releases up to \$36 million for additional scholarship to students under the Education Improvement Tax Credit and Opportunity Scholarship Tax Credit Programs)
- \$25 million for Pre-K Counts
- \$11 million increase for Early intervention programs
- \$5 million for the Head Start Supplemental Program
- Charter School reform for \$229 million in savings to school districts
- Sets cyber charter tuition rates at \$9,500 per student
- Push for \$45,000 minimum salary per year for teachers

This information and more details can be found at <https://pasenate.com/budget/>.

The Forum is a publication of the Tri-State Area School Study Council. Your comments and suggestions of topics for future publications are always welcome. You may contact us at:

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The information in The Forum is for the general knowledge of the reader. For more specific information, rely on the advice of your solicitor.