Monday, September 14, 2026
School Board Curriculum Committee Meeting
Edgeboro Room, Education Center, 1516 Sycamore Street,
Bethlehem, PA 18017-6099
https://www.youtube.com/BASDPA

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1. Welcome & Attendance

2. Courtesy of the Floor - Public Comment on Agenda Items Only (30 minutes allowed)

3. Discussion Items

3.1 Lehigh Valley Academy Regional Charter School Charter Renewal Presentation

4. Information Items

4.1 AP Equity and Excellence Report

5. Agenda Items for September 28, 2026, Regular School Board Meeting

5.1 Renewal of Annual Schoology Subscription

Description:
Schoology is an advanced Learning Management System (LMS) that provides a robust, versatile platform. It effectively streamlines teaching, learning, and communication by centralizing educational resources, assignments, grading, and feedback within one accessible platform. Schoology supports interactive learning with its integrated tools for discussion boards, quizzes, and multimedia content sharing, thereby promoting active student engagement and collaboration.

This information was reviewed with the Board at the September 14, 2026, Board Curriculum Committee Meeting.

Recommended Motion(s):
That the Board of School Directors approves the renewal of

Schoology subscription from PowerSchool for the 2026-2027 school year at a cost of $55,596.34.

5.2 Southern Regional Education Board (SREB) Services Agreement for Professional Development and Coaching

Description: The services to be provided include professional development and job-embedded coaching for teachers and administrators focused on strengthening mathematics instruction, instructional leadership, and continuous improvement. The District will utilize Option C as outlined in the attached contract.
The contract term is September 29, 2026, through June 30, 2027.
The total cost will not exceed $110,000 and will be funded through Title funds.
A Sole Source Justification Form is included with this agenda item.

This information was reviewed with the Board at the September 14, 2026, Board Curriculum Committee Meeting.

Recommended Motion(s):
That the Board of School Directors approves the Southern Regional Education Board Services agreement for professional development and coaching in support of mathematics instruction, at a cost not to exceed $110,000 for the 2026-2027 school year, funded through Title funds.

5.3 ABA Support Services, LLC Contract

Description:
A Contract for Independent Services with ABA Support Services, LLC has been developed for the 2026-2027 school year to continue providing services that include observations, data collection, staff training, meetings with school personnel, and preparation of reports as requested by BASD. All costs are to be paid from the Pre-K Counts Grant funds.

Quotes were solicited for services from ABA Support Services, Colonial IU20, and Glen Koch and Associates in the 2024-2025 school year. These support services have been in place since that time.

This information has been reviewed with the Board Curriculum Committee at the September 14, 2026, Board Curriculum Meeting.

Recommended Motion(s):
That the Board of School Directors approves the Contract for Independent Services with ABA Support Services, LLC for the 2026-2027 school year for a Board Certified Behavior Analyst at $131.25 per hour and a Licensed Behavior Specialist at $105.00 per hour. The amount not to exceed $60,000.

6. Courtesy of the Floor - Public Comment on Any Topic (30 minutes allowed)

7. Open Forum for Board Members Only

8. Adjournment

Lehigh Valley Academy Regional Charter School

Charter Renewal Presentation- BASD

LEHIGH VALLEY ACADEMY
Regional Charter School

Who We Are











Lehigh Valley Academy
Regional Charter School

Current Location

- Currently located just off Schoenersville Rd & Avenue C in Bethlehem, PA
- Celebrating our 25th year in operation
- Established in 2002; LVA remains true to the intent of the charter law
- Provides K-12 International Baccalaureate education to all of our students



LEHIGH VALLEY
ACADEMY
Regional Charter School

LVA Students

- Enrollment: 1949 as of September 1, 2026 from 23 districts
- 150 students at each grade level
- 886 BASD students as of September 1, 2026
  - 75 in Kindergarten
  - 70 in Grade 1
- Total wait list of 1546 students
  - 38 Kindergarten BASD students
  - 16 Grade 1 BASD Students



Lehigh Valley Academy
Regional Charter School

LVA Students



- Enrollment: 1949 as of September 1, 2026
  - Asian: 4.8%
  - African American: 16.6%
  - Hispanic: 35.1%
  - American Indian/Alaska Native: Less than 1%
  - Multi Racial: 13.3%
  - Pacific Islander: Less than 1%
  - White: 29.4%
  - Male: 49.8%
  - Female: 50.2%

Lehigh Valley Academy
Regional Charter School

LVA's Mission/Vision

- **Mission:** We educate all students through best learning practices and innovative teaching strategies to be engaged contributors in the community and successful in an evolving global environment.
- **Vision:**Lehigh Valley Academy Regional Charter School (LVA), a dynamic K-12 IB World School, is committed to developing well-rounded, critical, creative, and open-minded thinkers. LVA provides a supportive environment fostering respect and celebrating student achievement. Students will emerge as lifelong learners ready to embrace the challenges of a diverse global society.

LEHIGH VALLEY ACADEMY
Regional Charter School









Elementary School

Primary Years Programme (PYP)

- Grades K-5

Middle School

Middle Years Programme (MYP)

- Grades 6-8

High School

Middle Years Programme (MYP)

- Grades 9 & 10

Diploma Programme (DP)&
Career-related Programme (CP)

- Grades 11 & 12

LEHIGH VALLEY ACADEMY
Regional Charter School

Section I: Student Achievement

LEHIGH VALLEY ACADEMY
Regional Charter School

Future Ready Data

Comparison of LVA K-12 Data & BASD K-12 Data

School	ELA	Math	Career Standard Benchmark	HS Graduation Rate- 4 yr. cohort
BASD AVERAGE	38.2	35.8	94.4	86.3
LVA	44.9	32.6	99.8	96.3

**** See board packet for more detailed breakdown of data****

Data source: Future Ready PA Index

Lehigh Valley Academy Regional Charter School

IB Exam Participation



- Increase in participation in at least one IB exam from 2021-2025
  - 2021- 89%
  - 2022- 89%
  - 2023- 100%
  - 2024- 92%
  - 2025- 96%

**** See board packet for more detailed breakdown of data****

LEHIGH VALLEY ACADEMY
Regional Charter School

IB Exam Participation

- IB Career Related Programme
  - Project Lead the Way - Biomedical Program
  - Project Lead the Way- Engineering Program

- PLTW Distinguished School from 2020-2021 school year annually through 2025-2026 school year

Section II: School Operations/ Management

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Regional Charter School

Financial & Enrollment Stability

	2021-2022 Enrollment Report	2022-2023 Enrollment Report	2023-2024 Enrollment Report	2024-2025 Enrollment Report	2025-2026 Enrollment Report
Kindergarten	149	147	148	150	148
1st grade	149	149	149	148	151
2nd grade	146	150	150	148	150
3rd grade	150	153	148	151	150
4th grade	149	149	149	151	150
5th grade	149	150	149	151	150
6th grade	153	149	152	146	151
7th grade	148	151	147	150	150
8th grade	146	146	151	149	148
9th grade	141	149	150	151	151
10th grade	108	136	144	149	151
11th grade	102	110	121	141	145
12th grade	96	93	106	114	129
Total	1786	1832	1864	1899	1924

- LVA is audited annually by Gorman & Associates
- Operate within the fixed budget from the revenue per student from each district
- Enrollment has been consistent over the course of this charter term
- Lottery process is managed by an independent, third party accounting firm; Buckno Lisicky & Co, CPA

LEHIGH VALLEY ACADEMY
Regional Charter School

Section III: School Safety & Security

Lehigh Valley Academy
Regional Charter School

Safety, Security & Daily Operations



- Meet all PDE requirements for safety drills, fire drills and annual Memorandum of Understanding with Bethlehem Police Department
- Staffing Includes:
  - 4 Certified School Nurses
  - 1.5 Registered Nurses
  - 1 Campus Safety Coordinator
  - 1 Director of Operations/ Safety & Security Coordinator
- National School Lunch & Breakfast Program

Section IV: Implementation of Overall School Design

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Regional Charter School

International Baccalaureate (IB)



- Not a curriculum - a research-based way of learning and teaching incorporating local or national standards (e.g. PA core curriculum)
- In IB World Schools students engage in inquiry, action and reflection on locally and globally significant issues across the curriculum.
- The assessments are internationally benchmarked, allowing graduates to continue their studies anywhere in the world.
- LVA's teachers receive professional development through IB approved workshops and from the IB coordinators in the school.

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Regional Charter School

Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective



LEHIGH VALLEY ACADEMY
Regional Charter School

IB Programmes

While students move through the four programmes in IB

- Students learn to research, share understanding, and present, question and reflect on knowledge
- Focus on how students learn, adapt to change and work together
- Critical engagement while open to future innovation

IB Programme Authorizations

Primary Years Programme:

•Authorization: 2006

• Most recent re-evaluation: 2024

Middle Years Programme:

•Authorization: 2008

• Most recent re-evaluation: 2024

Diploma Programme:

•Authorization: 2007

•Most recent re-evaluation: 2024

Career-related Programme:

Authorization: 2018

•Most recent re-evaluation: 2024

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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Regional Charter School

Primary Years Programme (PYP)

- Kindergarten - 5th grade
- PYP brings international-mindedness to the school community

Students:

- Become active, caring, life-long learners who demonstrate respect for themselves and others
- Develop the capacity to participate in the world around them
- Focus on the development of the whole child

Lehigh Valley Academy Regional Charter School

Primary Years Programme (PYP)

- Six Units of Inquiry at each grade level (based on PA social studies and science standards) - extends the standards to include a global perspective
- Transdisciplinary approach
- Spanish or Mandarin Chinese (K-5)
- Exhibition (5th Grade Project)

Middle Years Programme (MYP)

- Grades 6-10
- Challenging framework of 8 subject groups
- Encourages students to make connections between their studies and the real-world
- Action and Service: Grades 7 and 8- part of curriculum; Grades 9 and 10 - individual responsibility in the school community and beyond
- Personal Project (10th Grade Culminating Project)

Lehigh Valley Academy
Regional Charter School

Career Related Programme (CP)

- Grades 11 & 12 - IB for ALL
- Two year program of study
- Allows students to balance the rigor of the DP courses with career-related study coursework
- Currently two pathways: Biomedical and Engineering (Project Lead the Way courses)
- Students take 3 DP courses
- Service Learning, Reflective Project, Language Development and Personal and Professional Skills

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Regional Charter School

Diploma Programme (DP)

- Grades 11 & 12 - IB for ALL
- Two year program of study
- Aims to develop students who have breadth and depth of knowledge
- Framework with 6 subject groups
- Students choose 2-3 Standard Level (SL) and 3-4 Higher Level (HL) courses
- Creativity, Activity and Service (CAS) - 150 hours
- Theory of Knowledge (TOK)- reflect on the nature of knowledge
- Extended Essay (EE) - 4,000 word Thesis paper

Lehigh Valley Academy Regional Charter School

Diploma Programme (DP)

- Creates independent learners to prepare for post-secondary education
- Many universities recognize it - and give credit for it
- Encourages critical thinking
- Students develop time management skills
- Testing is
    - Rigorous
    - Backed by high level evidence
    - Based on performance against set standards
    - Reliable & consistent measure of academic excellence

Lehigh Valley Academy Regional Charter School

Diploma Programme (DP)

- Full IB Diploma Eligibility includes:
  - Students complete fourteen different assessments over the two years of DP
  - As many as sixteen exams in May of their senior year.
- Multiple assessments per subject (oral and written) allow student to demonstrate their full knowledge and understanding.
- Extended Essay of 4,000 words
- Compile a creativity, activity, and service portfolio.
- LVA students complete these requirements whether they test for the full diploma or not

Lehigh Valley Academy Regional Charter School

Section V: Plans for the Future

LEHIGH VALLEY ACADEMY
Regional Charter School

LVA in the Future

- Remain at current location
- Consistent enrollment
- Remain committed to IB
- Increase parent involvement (see board packet for more information)
- Work on K-12 vertical alignment of curriculum (see board packet for more information)
- Remain committed in providing:
    - IB training for all teachers & administrators
    - Professional development

LEHIGH VALLEY ACADEMY
Regional Charter School

BASD Advanced Placement Equity and Excellence

- Nearly 300% growth in AP Exam Participation at Liberty HS (36% in 2022 to 89.5% in 2026)
- Nearly doubled AP student enrollment in AP courses since 2022 at Freedom HS
- Since 2022, Liberty HS tripled and Freedom HS doubled number of teachers achieving BASD AP Equity and Excellence

Graduates with a 3 or higher on at least 1 AP Exam	2022	2026
Freedom High School	17.3%	26.2%
Liberty High School	8.7%	19.6%

Bethlehem Area School District Advanced Placement Equity and Excellence Report- Freedom High School

College Credit Report (AP Equity and Excellence Score)- This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.

Note: Your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

	2026	2025	2024	2023	
Graduating Class	**26.20%**	**18.80%**	**19.0%%**	**18.60%**	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	**18.40%**	15.70%	15.70%	14.10%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	**27.70%**	21.10%	15.90%	13.20%	
10th Grade	**13.30%**	12.50%	9.60%	7.00%	

Current Year Score Summary

Name of AP Course	Total AP Enrollment	AP students taking exam	% of students taking exam	1s	2s	3s	4s	5s	Mean
2-D Art and Design	9	7	77.78%	1		3	3		3.14
African American Studies	23	16	69.57%	1	3	4	7	1	3.25
Biology	31	31	100.00%	4	8	11	5	3	2.84
Calculus AB	17	13	76.47%	2	6	4	1	0	2.31
Calculus BC	28	26	92.86%		4	9	3	10	3.73
Chemistry	14	13	92.86%	1	1	7	4	0	3.08
Comparative Government and Politics	28	25	89.29%	1	6	9	6	3	3.16
Computer Science A	10	6	60.00%	2		1	2	1	3.00
Computer Science Principles	9	3	33.33%		1		1	1	3.67
English Language and Composition	87	73	83.91%	2	4	27	27	13	3.62
English Literature and Composition	57	48	84.21%		1	14	21	12	3.92
Environmental Science	40	40	100.00%	4	8	8	16	4	3.20
French Language and Culture	5	5	100.00%		1	2	1	1	3.40
Macroeconomics	15	12	80.00%	1	3	5	3	0	2.83
Microeconomics	N/A	1	100%					1	5.00
Music Theory	8	5	62.50%	2	2			1	2.20
Physics 1	30	26	86.67%	7	5	8	5	1	2.54
Physics 2	5	3	60.00%			2	1		3.33
Physics C: Electricity and Magnetism	N/A	1	100%				1		4.00
Physics C: Mechanics	N/A	2	100%				1	1	4.50
Precalculus	106	82	77.36%	2	10	36	20	14	3.41
Psychology	37	30	81.08%	1	6	5	15	3	3.43
Spanish Language and Culture	24	17	70.83%	1	5	2	4	5	3.41
Statistics	29	25	86.21%	2	4	9	8	2	3.16
United States Government and Politics	80	70	87.50%		5	22	28	15	3.76
United States History	N/A	1	100%					1	5.00
World History: Modern	41	39	95.12%	1	1	6	23	8	3.92
TOTAL	**733**	**620**	**84.58%**	**35**	**84**	**194**	**206**	**101**	**3.41**

Bethlehem Area School District Advanced Placement Equity and Excellence Report- Liberty High School

College Credit Report (AP Equity and Excellence Score)- This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May.
In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.

	2026	2025	2024	2023	
Graduating Class	19.6%	18.8%	14.2%	12.7%	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	13.8%	14.5%	11.6%	10.6%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	18.6%	15.1%	13.4%	10.2%	
10th Grade	10.5%	10.1%	8.6%	5.3%	

Current Year Score Summary

Name of AP Course	Total AP Enrollment	AP students taking exam	% of students taking exam	1s	2s	3s	4s	5s	Mean
2-D Art and Design	14	10	71.43%			6	2	2	3.60
African American Studies	10	5	50.00%			2	1	2	4.00
Biology	20	20	100.00%		1	12	6	1	3.35
Calculus AB	39	40	100%	22	11	4	1	2	1.75
Calculus BC	16	12	75.00%	2	6	2	2	0	2.33
Chemistry	10	10	100.00%			4	5	1	3.70
Comparative Government and Politics	35	30	85.71%	15	9	6			1.70
Computer Science A	19	16	84.21%	4	5	5		2	2.44
Computer Science Principles	14	11	78.57%	1	2	4	2	2	3.18
English Language and Composition	83	78	93.98%	3	13	28	23	11	3.33
English Literature and Composition	59	46	77.97%	2	3	11	18	12	3.76
Environmental Science	12	11	91.67%	1	2	4	3	1	3.09
French Language and Culture	2	1	50.00%		1				2.00
German Language and Culture	9	10	100%		1	5	2	2	3.50
Music Theory	7	2	28.57%		1		1		3.00
Physics 1	53	50	94.34%	16	14	11	8	1	2.28
Physics 2	12	9	75.00%	3	4	2			1.89
Precalculus	97	83	85.57%	6	16	30	22	9	3.14
Psychology	30	29	96.67%		2	8	16	3	3.69
Spanish Language and Culture	13	14	100%			2	6	6	4.29
Statistics	31	28	90.32%	9	7	7	3	2	2.36
United States Government and Politics	122	108	88.52%	5	34	26	31	12	3.10
United States History	9	9	100.00%		3	3	3		3.00
World History: Modern	98	96	97.96%	6	33	19	32	6	2.99
TOTAL	**814**	**728**	89.43%	**95**	**168**	**201**	**187**	**77**	**2.98**

PowerSchool

Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #: Q-193816-1

Prepared By:	Joel Hill	Customer Contact:	Mark James
Customer Name:	Bethlehem Area School District	Title:	Supervisor of Professional Learning
		Address:	3149 Chester Avenue
Contract Term:	12 Months	City:	Bethlehem
Billing Frequency:	Annually		
Start Date:	November 1, 2026	State/Province:	Pennsylvania
End Date:	October 31, 2027	Zip Code:	18020
Payment Terms:	Net 30	Phone #	(610) 861-0500 ext. 60245
Pricing Vehicle:		Pricing Vehicle Contract #:	

Contract Term : November 1, 2026 to October 31, 2027

Quote Summary

License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: November 1, 2026 to October 31, 2027	USD 55,596.34	USD 55,596.34
Total Contract : November 1, 2026 to October 31, 2027	USD 55,596.34	USD 55,596.34

License and Subscription Fees

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Uplift %	Price
Schoology LMS Subscription	8,000.00	Students	7.00	USD 55,596.34
			Subscription Period 1 License and Subscription Fees TOTAL:	USD 55,596.34
			Total License and Subscription Fees :	**USD 55,596.34**

Subscription Start and End Dates shall be as set forth above. The Start Date may be delayed based upon the date that PowerSchool receives this executed quote or Customer's purchase order if one is needed. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or executed agreement between the parties (e.g., services billed on time and material basis will be invoiced when such services are incurred).

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

If Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used within such twelve (12) month period will be forfeited.

This quote incorporates any statement of work attached hereto. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: https://www.powerschool.com/MSA_2024

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term of this quote, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC	Bethlehem Area School District
Signature: 	Signature:
Printed Name: Jon Scrimshaw	Printed Name:
Title: Chief Accounting Officer	Title:
Date: 27-APR-2026	Date:

PO Number: _____

Southern Regional Education Board
592 Tenth Street, NW
Atlanta, Georgia 30318-5776
Phone: 404-875-9211
SREB.org

CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/SCHOOL IMPROVEMENT AND BETHLEHEM AREA SCHOOL DISTRICT

Contract Effective Dates from September 29, 2026 to June 30, 2027

Experience

The Southern Regional Education Board: The nation's first regional interstate compact for education, SREB was created in 1948 by Southern governors and legislators who recognized the link between education and economic vitality. SREB is a nonpartisan, nonprofit organization headquartered in Atlanta. SREB works with states to improve public education at every level, from early childhood through doctoral education.

Making Schools Work: SREB's research-based, time-tested continuous school improvement process — Making Schools Work — gives K-12 leaders, teachers and counselors the wraparound supports, ongoing professional learning and coaching, challenging curricula and transformative instructional strategies they need to shift their practices from good to great. Located in SREB's office of School Improvement, Making Schools Work employs a distributed leadership approach to involve the whole school in identifying problems that impact achievement and developing plans to solve them. With designs for elementary grades, middle grades, high schools and technology centers, Making Schools Work empowers school teams to create improvement plans that address five focus areas: (1) engaging students through quality instruction; (2) aligning curricula with state readiness standards; (3) ensuring that students can explore careers and complete career pathways that align with their interests and aptitudes; (4) providing student supports that promote readiness; and (5) creating and supporting cultures of continuous improvement.

Support Services to be Provided by SREB

SREB believes quality math instruction focuses on proper alignment between standards, instruction and assessment. When teachers put in place the following powerful practices students develop a deeper understanding of mathematics:

- Establish mathematical goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

SREB's professional development and job-embedded coaching will focus on incrementally shifting teacher instruction to reflect these eight practices. Job-embedded coaching will consist of modeling, side-by-side co-teaching, and classroom observation. Monthly virtual or in-person meetings with the BASD Director of STEM will ensure that teachers are continuing to grow between SREB face-to-face visits. Throughout the year, creating a mathematical growth mindset within students and teachers.
SREB will provide:

High School Fall 2026/Spring 2027

SREB will provide intensive, job-embedded instructional coaching support at Liberty High School through a series of two-day coaching cycles focused on Algebra I instruction. During each cycle, the SREB instructional coach will collaborate with identified teachers on Day 1 to co-plan a standards-aligned lesson, including clarifying learning targets, anticipating student thinking, and aligning instructional strategies and assessments. On Day 2, the coach will support implementation through co-teaching, followed by targeted observation and non-evaluative feedback grounded in evidence of student learning. Each cycle is designed to build teacher capacity through reflective dialogue, actionable next steps, and alignment to school improvement priorities, ensuring sustained growth in instructional practice and student outcomes.

One three-day cycle in October, November, December, January, February, March, April.

Freedom High School will receive intensive, leadership-focused support from SREB centered on strengthening the capacity of the instructional leadership team, including the principal, assistant principal, department chairs, and other teacher leaders. Through ongoing collaboration, SREB will work with the team to design and refine systems that prioritize teaching and learning, including structures for data use, instructional monitoring, and aligned decision-making. This support will emphasize building leadership capacity to effectively guide instructional improvement, foster a shared vision for high-quality teaching, and create sustainable practices that support continuous improvement across the school.

Two days of support in October, November, December, January, February, March and March

Liberty High School will receive targeted, limited support at the leadership level from SREB, focused on strengthening the capacity of school leaders to support instructional improvement. This support will include periodic consultation and guidance for the principal and leadership team to align priorities, refine existing systems, and ensure coherence between instructional coaching efforts and school-wide goals. The intent is to reinforce leadership practices that sustain a focus on teaching and learning while complementing the more intensive, teacher-level coaching support.

One day of support in October, November/December, February, March, April

Elementary Fall 2026/Spring 2027

SREB will support two elementary schools, identified as focus schools, through the implementation of the HOPE (Hear–Observe–Plan–Enact)* professional learning model. One school will engage in four three-day coaching cycles, while the second school will participate in four four-day coaching cycles, allowing for deeper implementation and sustained support of instructional practices. In addition, six schools that have previously completed a year of focus school support will receive continued services through three two-day follow-up visits. These visits will reinforce prior learning, strengthen implementation of effective practices, and support the sustainability of instructional improvements established during their initial year of engagement.

Focus school 1 (James Buchanan Elementary School)– Four two-day cycles

Focus school 2 (Fountain Hill Elementary School) – Four four-day cycles

Six schools that have already been focus schools – Three two-day cycles

* SREB's HOPE Professional Learning Model is a job-embedded approach to professional learning designed to move beyond one-time training and support lasting changes in instructional practice. Through a continuous cycle of **Hear, Observe, Plan, and Enact (HOPE)**, educators engage in learning that is directly connected to their daily work and focused on improving student outcomes.

In the **Hear** phase, educators build their knowledge and understanding of research-based instructional practices through targeted professional learning. During **Observe**, they see those practices in action through classroom visits, modeling, demonstrations, or collaborative observations that bring the learning to life. In the **Plan** phase, educators work with colleagues and coaches to analyze evidence, anticipate challenges, and develop actionable plans for implementation. Finally, in **Enact**, educators apply the learning in their classrooms, reflect on the results, and receive feedback and support to refine their practice. Together, these interconnected phases create a continuous cycle of learning, implementation, and improvement that strengthens educator capacity and promotes sustained instructional change.

Due to promising , the U.S. Department of Education awarded SREB an early-phase Education Innovation and Research Grant for HOPE: A Professional Development Model to Enhance Mathematics Instruction CFDA 84.411C.

Professional Development Opportunities

Six days of professional development. Topics and audience will be decided on in consultation with the district supervisor of STEM.

NOTE: All daily services costs include planning, travel, on-site support and follow-up.
Schools will be responsible for travel costs incurred if they cancel a workshop within 14 days of the planned event.

Option A

Liberty Math Coaching Days	8 3-day cycles SREB Daily Rate of $2000/day	24 days of coaching **$48,000**
Freedom Leadership Coaching Days	16 coaching days SREB Daily Rate of $2000/day	16 days of coaching **$32,000**
Liberty Leadership Coaching Days	6 coaching days SREB Daily Rate of $2000/day	6 days of coaching **$12,000**
Focus Elementary Schools—Cohort 3 **Fountain Elementary School and James Buchanan**	4 4-day cycles at school 1 and 4 2-day cycles as school 2 SREB Daily Rate of $2000/day	24 days of coaching **$48,000**
Six Elementary Schools from Cohort 1 and Cohort 2 **Lincoln, Clearview, Spring Garden, Freemansburg, Donegan, Governor Wolf**	3 2-day cycles at 6 schools SREB Daily Rate of $2000/day	36 days of coaching **$72,000**

Fall/Spring Professional Development	6 days of Professional Development SREB Daily Rate of $2000/day	6 days of PD **$12,000**
Subtotal for 2026-27 Academic Year (July 2026 to June 2027)	$224,000	
SREB Indirect (10%)	$22,400	
Total for 2026-27 Services	**$246,400**	

Option B

Liberty Math Coaching Days	8 3-day cycles SREB Daily Rate of $2000/day	24 days of coaching **$48,000**
Freedom Leadership Coaching Days	16 coaching days SREB Daily Rate of $2000/day	16 days of coaching **$32,000**
Liberty Leadership Coaching Days	6 coaching days SREB Daily Rate of $2000/day	6 days of coaching **$12,000**
Focus Elementary Schools—Cohort 3 **Fountain Elementary School and James Buchanan**	4 4-day cycles at school 1 and 4 2-day cycles as school 2 SREB Daily Rate of $2000/day	24 days of coaching **$48,000**
Fall/Spring Professional Development	6 days of Professional Development SREB Daily Rate of $2000/day	6 days of PD **$12,000**
Subtotal for 2026-27 Academic Year (July 2026 to June 2027)	$152,000	
SREB Indirect (10%)	$15,200	
Total for 2026-27 Services	**$167,200**	

Option C

Liberty Math Coaching Days	4 3-day cycles SREB Daily Rate of $2000/day	12 days of coaching **$24,000**
Freedom Leadership Coaching Days	12 coaching days SREB Daily Rate of $2000/day	12 days of coaching **$24,000**
Liberty Leadership Coaching Days	4 coaching days SREB Daily Rate of $2000/day	4 days of coaching **$8,000**
Focus Elementary Schools—Cohort 3 **Fountain Elementary School and James Buchanan**	3 4-day cycles at school 1 and 3 2-day cycles as school 2 SREB Daily Rate of $2000/day	18 days of coaching **$36,000**
Fall/Spring Professional Development	4 days of Professional Development SREB Daily Rate of $2000/day	4 days of PD **$8,000**
Subtotal for 2026-27 Academic Year (July 2026 to June 2027)	$100,000	
SREB Indirect (10%)	$10,000	
Total for 2026-27 Services	**$110,000**	

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.

_____ _____

Dale Winkler Date
SREB Vice President

_____ _____

Superintendent or Designee Date
Bethlehem Area School District

Key Practices of Making Schools Work

SREB's **Making Schools Work school improvement process** is grounded in the belief that increasing student achievement begins with increasing student effort. SREB has identified 10 key school and classroom practices that positively impact student effort and achievement. Whether applied in high schools or technology centers, these practices provide students with a purpose, direction and support to achieve college and career readiness.

1. **High Expectations** — Create a culture of high expectations in every classroom and throughout the school.

2. **Programs of Study** — Ensure each student develops and completes a personalized program of study that leads to postsecondary and career success.

3. **Integrated Curriculum** — Teach academic content through the lens of real-world problems and projects.

4. **Access and Equity** — Ensure that all students, including underrepresented and nontraditional students, have access to high-quality career pathways.

5. **Student Engagement** — Use research-based instructional strategies and innovative technology practices to engage each student.

6. **Teacher Collaboration** — Provide teams of teachers with the training, time and support they need to work together to improve instruction**.**

7. **Work-based Learning** — Provide each student with a continuum of real-world learning experiences that connect classroom and workplace learning.

8. **Guidance and Advisement** — Offer guidance and advisement that empowers students to pursue a full range of career and college options after high school.

9. **Interventions and Enrichments** — Provide students with extra help or accelerated learning strategies they need to graduate college and career ready.

10. **Culture of Continuous Improvement** — Engage the whole school community in continuously using data to identify problems and develop plans to solve them.

BETHLEHEM AREA SCHOOL DISTRICT

Sole Source (Non-Competitive Method) Procurement Justification Form

The U.S Office of Management and Budget ("OMB") Uniform Guidance (UG) provides standards that apply when non-federal agencies use federal funds to make purchases. Competitive methods of procurement are the preferred method for all procurement transactions and under UG, non-Federal entities must comply with the more restrictive of Federal, state, or entity-level procurement requirements. However, while competitive methods of procurement are preferred, UG allows for exceptions when the requirements for sole source procurement have been met.

This form should be used when justifying a purchase from a single or sole source without open competition in accordance with Uniform Guidance for purchases greater than $15,000 and for non-Federally funded purchases over $24,500. Purchases over $24,500 must also be board approved.

The sole source (non-competitive) method of procurement is to be used only as an exception when attempts to pursue competitive purchasing practices have failed or when it is determined there are circumstances where the sole source is appropriate, i.e., an item is only available from a single source, bundled services, etc. The suitability of sole source procurement must be examined on a case-by-case basis and be documented to ensure that the cost of any sole source procurement is reasonable.

STEP 1: **Identify why the sole source method is justified.**
(Review the three reasons below and mark all that apply.)

☒ **REASON 1. The item is available only from a single source (Check all that apply):**

- ☐ **Exclusive Rights**
  Item or service under patent, copyright, or exclusive territory held by a single vendor.
- ☐ **Proximity of Service Site**
  Service is provided at a site that is a reasonable distance to commute or transport and is not available in like proximity from any other provider in the region.
- ☐ **Consortia/Shared Services Approach**
  Services are provided through a consortium/shared services approach with the objective of participating in a cooperative effort and/or a pooling of resources to provide/secure services that meet the need and where the actual cost of services are shared/allocated across members/participants. *(CFR §200.318 (e) To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal Government, the non-Federal entity is encouraged to enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.)*
- ☐ **Bundled Services**
  Service is appropriate or necessary to bundle and only one vendor is capable of providing all requested services. *(Refer to "PDE Guidance Concerning Use of Intergovernmental Agreements in Procurements Involving Federal Funds" page 75 of the Uniform Guidance Implementation Guide.)*
- ☐ **Exclusive Design**
  Item or service possesses a unique feature or capability critical in the use of the item or service and is not available from any other sources.
- ☒ **Unique Expertise**
  Individual or firm possesses necessary and/or provides necessary unique knowledge and expertise based on education, training, research and/or a published body of knowledge, i.e., the individual or firm is of national prominence and/or a thought leader in the particular subject area.

☐ **Exclusive Intellectual Property**
Individual or firm possesses copyright, trademark, patent, design rights and/or provides unique capabilities or body of knowledge critical to the provision of the services required.

☐ **Replacement Equipment**
The purchase is for equipment associated with the use of existing equipment where compatibility is essential for integrity of results.

☐ **Replacement Accessories**
The purchase is for accessories sought for enhancement of existing equipment where compatibility with equipment from the original manufacturer is paramount.

☐ **Technical Service**
The purchase is for technical services associated with the assembly, installation or servicing of equipment of a highly technical or specialized nature.

☐ **Continuation of Prior Work**
Additional item, service or work required, but not known to have been needed when the original order was placed and is not feasible or practical to contract separately for the additional need.

☐ **Delivery Date**
Only one supplier can meet the necessary delivery requirements.

☐ **Other Reason That Item is Available Only from a Single Source**
Explain: N/A; or

☐ **REASON 2. The public agency exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An emergency exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes; or**

☐ **REASON 3. After solicitation of a number of sources, the** Bethlehem Area School District **determines that the competition is inadequate. Please document all sources contacted.**

STEP 2: Complete the Following Information Concerning the Purchase.

1. Vendor Name Southern Regional Education Board (SREB)
2. Vendor Contact Name Dale Winkler, Vice President
3. Vendor Contact Email dale.winkler@sreb.org
4. Vendor Address
   592 Tenth Street, NW
   Atlanta, Georgia 30318-5776
5. Goods or services to be purchased.
   Option C professional services for the 2026-27 school year: 12 days of Liberty High School Algebra I coaching, 12 days of Freedom High School leadership coaching, 4 days of Liberty High School leadership coaching, 18 days of elementary coaching at Fountain Hill and James Buchanan, and 4 days of professional development. Total contract amount: $110,000.
6. Are there any other providers of these goods or services? (Provide information regarding contractor selection/rejection).
   Other firms may provide general coaching or professional development. However, they would not provide SREB's specific Making Schools Work and HOPE models together with SREB's established knowledge of BASD's schools, leaders, coaching structures, and improvement priorities. A different provider would require BASD to change frameworks and duplicate onboarding, planning, and relationship-building.
7. State why this source is the only one who can provide the goods or services (rationale for the method of procurement):

SREB is the only source that can provide this specific combination of SREB-developed Making Schools Work and HOPE professional learning, job-embedded mathematics coaching, leadership coaching, and district professional development. SREB is a nationally recognized, nonprofit interstate education compact with a research-based body of knowledge and direct experience supporting BASD. Its coaches have established knowledge of the district's implementation, participating schools, leaders, and improvement priorities. Replacing SREB would interrupt continuity and require another provider to recreate the framework, relationships, baseline knowledge, and implementation plans already in place.

8. Is the price determined to be reasonable?

   Yes.

9. If the price is determined to be reasonable, why is the price reasonable?

   The pricing is transparent and based on a consistent daily rate of $2,000 for 50 service days. The contract states that each daily service cost includes planning, travel, on-site support, and follow-up. The $100,000 service subtotal plus the stated 10% indirect cost of $10,000 results in a total of $110,000.

10. What is the basis for the contract price?

    Fifty service days at SREB's contractual rate of $2,000 per day, totaling $100,000, plus a 10% indirect charge of $10,000, for a total contract price of $110,000.

11. Additional information about the situation that is applicable to the rationale for this purchase method:

    The contract covers July 1, 2026 through June 30, 2027. Option C provides coaching cycles at Liberty and Freedom High Schools, 18 days of elementary coaching across Fountain Hill and James Buchanan, and four days of professional development selected in consultation with the BASD Supervisor of STEM. The work includes co-planning, modeling or co-teaching, observation, feedback, leadership consultation, and follow-up rather than one-time training.

STEP 3: Request a sole source letter *(if applicable)* from the vendor.

STEP 4: Attach the sole source justification form, vendor proposal, vendor sole source letter *(if applicable)***, and cost/price analysis** *(if applicable)* **to the purchase transaction or contract.**

By signing this form, the Bethlehem Area School District initiating the transaction provides assurance that the form is complete and accurate and there are no known conflicts of interest as outlined in the Organization's Conflict of Interest Policy.

Prepared by:

Name: Rick Amato
Title: Supervisor of STEM
Date: July 22, 2026

ABA SUPPORT SERVICES, LLC
MAKING CONNECTIONS TODAY FOR A BETTER TOMORROW
224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

Client Service Agreement

This Client Service Agreement (the "Agreement") is made as of the Effective Date set forth below by and between ABA Support Services, LLC with its principal place of business located at 224 Nazareth Pike, Suite 22A, Bethlehem, Pennsylvania 18020 (hereinafter "ABASS") and Bethlehem School District, with its principal place of business located at 1516 Sycamore Street, Bethlehem, Pennsylvania, 18017 (hereinafter "School District"). ABASS and School District are sometimes referred to collectively as the "Parties," and individually as a "Party."

1. Effective Date and Commencement of Services Date. This Agreement will be effective as of the date signed by both Parties ("Effective Date"). The term of the Agreement will be for the 2026 to 2027 school year, (ESY included-if applicable), from August 24, 2026, to June 7, 2027 ("School Year"). The services described herein will commence on August 24, 2026, or otherwise indicated by the School District.

2. Client Services and Fees. ABASS agrees to provide to School District the following consultation services ("Client Services"), at the following rates:
BCBA $131.25 per hour
LBS[1] $105.00 per hour

***BCBA / LBS hours for PRE K COUNTS will not exceed $60,000.00 for the 2026-2027 school year.**

Services as provided by this Agreement include, but are not limited to, observations, data collection, staff training, meeting with school personnel, and preparation of reports as requested by School District.

A Parent, Legal Guardian, and/or School District Personnel must be present during all Client Services sessions.

3. Responsibilities of ABASS. ABASS will provide School District a copy of current clearances (Act 34, Act 151, and Act 114) and Mandated Reporter Certificate of completion for all ABASS staff performing the above services. Additionally, upon request by the School District, ABASS will provide proof of workers compensation insurance and liability insurance coverage.

4. Service Providers. School District agrees to utilize in a non-joint employment relationship, to the extent required by applicable state law, certain of ABASS's employees (hereafter referred to as "Service Providers") who will be on the payroll of ABASS to perform client services as outlined in Paragraph 2 of this Agreement. To the extent that the School District and/or a Parent or Legal Guardian requests replacement of or preference for a Service Provider, ABASS shall consider the request, but

[1] Licensed Behavior Specialist.

ABASS shall have the sole authority to determine whether to accept the preference or discontinue the services.

It is expressly understood and agreed that Service Providers are exclusively employed by ABASS, and there is no employment relationship between Service Providers and School District. It is further agreed that because Service Providers are not employed by the School District, the School District does not have any obligation or responsibility for the payment of unemployment compensation or state or federal withholding taxes with respect to the Service Providers, including, but not limited to the taxes levied or contributions required by the Federal Insurance Contributions Act (FICA), the withholding provisions of the Internal Revenue Code, or any state or local ordinance, the Social Security Act, the Federal Unemployment Insurance Act and Worker's Compensation.

5. Timing of Service Payment. ABASS will provide the School District with an invoice by the 10th of each month, dated with itemization of all costs. Failure to provide an invoice by the 10th of the month does not negate the School District's requirement to provide payment upon presentation of an invoice for services rendered. Payment will be received within 45 days from the invoice date.

ABASS is responsible for submission of invoices for services provided by the Service Providers and distribution of payment to Service Providers.

6. Personal Protective Equipment. If protective equipment (PPE) is needed in order to maintain safety of staff and/or student: For Non-Emergent Needs: School District will be notified by ABASS of protective equipment needs and School District will purchase item(s). For Emergent Needs: School District will be notified by ABASS, ABASS will purchase item(s) and include receipt on monthly invoice to be reimbursed by School District. Total cost of PPE reimbursement will be approved in writing by the School District, prior to invoicing by ABASS.

7. Payment for Court-Related Services. In addition to costs set forth in Paragraph 2, the School District shall provide payment to ABASS for all work performed by ABASS, or its employees, related to any court-related matters. In this regard, ABASS shall be paid at a rate of $100 per hour for all preparation time, document review, and time spent in court proceedings (which includes, but may not be limited to, any depositions, hearings, or trials) to the extent ABASS, or its employees, are required to testify at the request of the School District, by court order, or by other valid legal procedure, including subpoena. The time set forth in this section shall not be included in the hours set forth in Paragraph 2 regarding Client Services.

8. High Intensity Cases. School District further agrees to provide payment of any additional costs and fees necessary to provide Client Services for high intensity cases. Any such time spent on high intensity cases shall not be included in the hours set forth in the Client Services. ABASS shall notify School District in the event it anticipates additional costs will be incurred for a high intensity case.

9. Indemnification. ABASS shall hold harmless and indemnify the School District for claims against the School District by any party as a result of these activities of ABASS's employee(s), including, but not limited to, Service Providers, rendering any Client Services. ABASS, including its employees, are not entitled to any benefits or protections provided to School District employees. School District shall indemnify and hold ABASS harmless from any and all claims, causes of action, liabilities, expenses (including court costs, attorneys' fees, paralegal fees, expert witness fees, accounting fees, and other legal expenses) and suits, of whatsoever kind or nature, whether in law or in equity, which may be asserted against or incurred by them, or any of them (regardless of whether litigation is actually commenced), and which may result in whole or in any material part from the acts or omissions of the School District, its agents or employees, except to the extent judicially determined to have resulted primarily from the bad faith, gross negligence or intentional misconduct of ABASS or its employees.

10. No Solicitation. The School District agrees that for a period of twelve (12) months after the termination of this Agreement, it shall not either directly or indirectly, for the School District or for any third party, solicit, induce, or recruit another person in the employ of ABASS in any capacity to terminate his/her employment or engagement with ABASS. To the extent the School District desires to employ any employee of ABASS directly in violation of this section, it shall pay to ABASS a fee in an amount equal to the employee's then yearly rate of pay.

11. Governing Law and Waiver of Jury Trial. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the Commonwealth of Pennsylvania. The Parties recognize and accept that the Court of Common Pleas for Northampton County, Pennsylvania shall have exclusive jurisdiction and venue for any disputes under this Agreement. The Parties agree to a non-jury trial in the event of any such disputes. Additionally, in the event of a breach of this Agreement, the prevailing Party shall be entitled to an award of reasonable attorneys' fees and costs incurred by it as a result of remedying the breach. No waiver by the Parties hereto of any default or breach of any term, condition, or covenant to this Agreement shall be deemed to be a waiver of any other breach of the same or any other term, condition, or covenant contained herein.

12. Response to Third Party Requests for Information. ABASS and School District agree that they shall not disclose or communicate the terms of this Agreement to any third party without the prior written consent of the other Party, except where such disclosure of communication is either required by law or necessary to carry out the objectives of the Agreement.

13. Severability. If any provision of this Agreement or application thereof to anyone or under any circumstances is adjudicated to be invalid or unenforceable in any jurisdiction, such invalidity or unenforceability shall not affect any other provisions or applications of this Agreement that can be given effect without the invalid or unenforceable provisions or applications and shall not invalidate or render unenforceable such provision in any other jurisdiction or under any other circumstance.

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224 Nazareth Pike Suite 22A Bethlehem, PA 18020 Phone: 610.365.8373 Fax: 610.365.2522

I have read and understand the above provisions. I agree to abide by all provisions provided in the services outline. Unless expressly waived or modified in writing, the School District reserves all rights conferred upon it by law, whether express or implied. The Parties agree that nothing in this Agreement shall be interpreted to expand or reduce the School District's immunity under the Political Subdivision Tort Claims Act, 42 Pa. C.S.A. 8541. Without limiting the foregoing, the School District or the ABASS shall have the right to terminate this Agreement for its convenience or for cause by providing at least thirty (30) days written notice to the other party.



08/18/2026

_____	_____
School District Administrator Date	ABA Support Services, LLC Signature Date
Print: _____	Print: Amy Gable, President