Voting Meeting

Thursday, November 12, 2026 6:30 PM
KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751

1.	**Meeting Opening**	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
1.A.	Call to order/Flag Salute	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
1.B.	Moment of Silence	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
1.C.	Roll Call	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
1.D.	Approve the Agenda	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
1.E.	Executive Session	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
2.	**Hearing of Visitors**	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
2.A.	Hearing of Visitors	
3.	**District Staff Presentation/Report**	
3.A.	Central Mountain Student Government Representative	**Speaker(s):** Caroline Svederus, CMMS Student Government Represenative
4.	**School Board, Committee Meetings and Minutes**	
4.A.	Curricular/Co-Curricular Committee Meeting Minutes	**Speaker(s):** Chair, Mr. Manny Rodriguez
4.B.	Facilities Committee Meeting Minutes	**Speaker(s):** Chair, Mr. Christopher Scaff
4.C.	Finance Committee & Minutes	**Speaker(s):** Chair, Mr. Christopher Scaff
4.D.	Policy Committee & Minutes	**Speaker(s):** Chair, Mr. Christopher Scaff
4.E.	Work Session Minutes	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
4.F.	Voting Meeting Minutes	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
4.G.	Special Voting Meeting Minutes	
4.H.	Safety & Security Committee Meeting & Minutes	**Speaker(s):** Mr. Manny Rodriguez and Officer VanGorder

4.I.	Personnel & Negotiations Committee Meeting	**Speaker(s):** Chair, Mr. Christopher Scaff
5.	**Board Review and Discussion**	
5.A.	Annual Board Retreat	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
6.	**Policies**	**Speaker(s):** Chair, Mr. Christopher Scaff
6.A.	Second Read - Policy 204.1 Virtual Attendance and Wellness Checks	**Speaker(s):** Chair, Mr. Christopher Scaff
6.B.	Second Read - Policy 246 School Wellness	**Speaker(s):** Chair, Mr. Christopher Scaff
6.C.	Second Read - Policy 249 Bullying/Cyberbullying	**Speaker(s):** Chair, Mr. Christopher Scaff
6.D.	Second Read -- Policy 918 Title I Parent and Family Engagement	**Speaker(s):** Chair, Mr. Christopher Scaff
7.	**Business**	
7.A.	Checks for review	
7.B.	Weeded books	
7.C.	KCE Champion LLE Agreement (Champion)	**Speaker(s):** Elisabeth Lynch, KCSD School Board President
7.D.	Donation of Milling Table	**Speaker(s):** Citizen, Mr. Christopher Scaff
7.E.	PSBA Delegate Assembly – KCSD Representative and Expense Reimbursement	**Speaker(s):** Dr. William Baldino, PSBA Board Representive
7.F.	Enterprise Vehicle End of Lease Purchase	
8.	**Personnel and Negotiations**	
8.A.	Personnel and Support Staff	**Speaker(s):** Justin Evey, Director of Human Resources
8.B.	Career & Technical Education (CTE) Counselor	
8.C.	Memorandum of Understanding	
8.D.	Athletics	
9.	**Curricular/Co-curricular**	
9.A.	Student Activities	
9.B.	Course Guide	**Speaker(s):** Justin Evey, Director of Human Resource & Interim Curriculum Director
9.C.	CTE & State Approved POS	

10. **Future Discussions**

10.A.	Future Discussions	**Speaker(s):** Elisabeth Lynch, KCSD School Board President

11. **Future Meeting**

11.A.	Future Meeting	**Speaker(s):** Elisabeth Lynch, School Board President

12. **Adjournment** **Speaker(s):** Elisabeth Lynch, KCSD School Board President

Curricular/Co-Curricular Committee Meeting (Monday, October 19, 2026)
Generated by Rachel Phillips on Monday, October 19, 2026

Members present: Mr. Rodriguez, Ms. Bohartz, Mr. Evey, Ms. Phillips, Ms. Lynch, Mrs. Kline, and Mr. Lynch

1. Meeting Opening
Speaker(s): Chair, Mr. Manny Rodriguez
Description: Call to Order
    1.A. Call to Order

2. Hearing of Visitors
    2.A Hearing of Visitors

3. Curricular
    3.A. Course Guide
    Speaker(s): Justin Evey, Director of Human Resource & Interim Curriculum Director
    Mrs. Kline gave an overview on the changes and additions in the draft course guide for CMHS for the 2027-2028 school year. Mrs. Kline explained that administration had reconsidered an earlier plan to reduce graduation requirements to 24 credits. Instead, the proposal was to maintain 26 credits for the class following the current graduating class and subsequent classes. Mrs. Kline mentioned that this will maintain competitiveness with cyber charter schools while preserving educational opportunities, particularly electives and career pathways. The proposal also retained three social studies electives and higher elective credit requirements. The committee had discussion on how Central Mountain High School compares with other regional districts and high-performing Pennsylvania high schools. The committee also requested comparative data for a future Board work session. The committee asked Mrs. Kline to review the proposed PE offerings in response to the Committee's feedback, prepare additional information comparing graduation credit requirements for the board work session, and update the course guide to clarify AP enrollment and course rotations.

    3.B. KCSD PSSA
    Speaker(s): Justin Evey, Director of Human Resource & Interim Curriculum Director
    Mr. Evey gave an overview of the 3 year PSSA data, broken down by school building, grade level, subject, and gender. Mr. Evey presented assessment results for the 2023, 2024, and 2025 school years covering all buildings. Mr. Evey explained that the results were intended to provide a starting point for evaluating student performance. Ms. Lynch asked Mr. Evey to prepare similar data for the Keystone Exams.

    3.C. CTE & State Approved POS
    Speaker(s): Kurt Lynch, Director of Keystone Central Career & Technology
    Mr. Lynch reviewed the District's Career and Technical Education (CTE) enrollment and placement procedures, emphasizing the program's continued growth, with enrollment now exceeding 600 students. Mr. Lynch explains the District maintains an open-enrollment approach, with student placement determined by interest, program availability, safety requirements, and capacity. The committee discussed space limitations and the need to ensure appropriate staffing as enrollment increases. The proposed procedures will be presented to the Board for approval to satisfy state requirements and will be incorporated into the course guide.

    3.D. Commonwealth University Articulation Agreement
    Speaker(s): Justin Evey, Director of Human Resource & Interim Curriculum Director
    Mr. Evey discussed a potential partnership with Commonwealth University that would allow CMHS

students to earn college credits while taking courses taught by District teachers. The proposed cost is $400 per course per student. The committee expressed support for expanding college-credit opportunities.

4. Future Meeting

4.A. The next Curriculum & Co-Curricular meeting will be held on November 16, 2026 at 6:00 PM, in the Boardroom in the Administration Office.

5. Adjournment

Mr. Rodriguez adjourned the meeting at 8:21 pm.

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Rachel Phillips, Alternate Curricular/Co-Curricular Committee Secretary

Facilities Committee Meeting (Wednesday, October 28, 2026)
Generated by Brandy Mundrick on Wednesday, October 28, 2026

In attendance: Mr. Scaff, Ms. Lynch, Mr. Wyknoff, Dr. Lonoconus, Mr. Hoy, Ms. Mundrick, Ms. Farrall, Ms. Guerriero, and Mr. Taylor.

1. Meeting Opening

A. Call to Order

Mr. Scaff called the meeting to order at 11:30 pm.

2. Information

A. Bucktail HS Gym Floor

The Bucktail High School gym floor is being replaced through an insurance claim with UTICA, with Miller Sports handling the work. The existing floor has been removed, and the new maple wood is scheduled for delivery 11/29/26, with installation expected to begin next week. The project is currently on schedule, with gym activities tentatively expected to resume on December 14. A water-based finish will be used, consistent with the other school floors, which will help avoid the additional two weeks of drying time required for an oil-based finish. Mr. Hoy will continue to provide updates on the project's progress.

B. Bucktail HS Fire Alarm System

The outdated Bucktail High School fire alarm system failed on September 23, 2026. It was replaced using emergency funds after repairs proved too costly. The new system includes battery backup, upgraded notification devices, and direct communication with the fire department. It has been tested and is fully operational. A Utica Insurance recommendation to install additional smoke and heat detectors throughout the building to meet current fire code was presented to the Facilities Committee, with a cost of $10,797.00.

The amount of emergency replacement equipment to date is $10,953.00 for the new system panel and $9,116.00 for replacement of the existing proprietary horns and strobes due to incompatibility with the new operating panel.

C. 10yr Facilities Plan

The committee reviewed the 10-year facility plan, discussing project priorities, funding needs, and building improvements. Updates included HVAC repairs, the Bucktail fire alarm replacement, proposed tennis court bathrooms, and the Central Mountain Middle School cafeteria floor replacement. Project timelines will depend on available capital funding.

D. Utility Cost per School

The committee discussed differences in utility costs per student and emphasized energy

conservation through turning off unused lights and installing automatic lighting controls to reduce expenses.

E. Central Mountain Middle School Rodent Concerns

The committee received an update on rodent concerns at Central Mountain Middle School. The district has increased pest control visits, added traps and bait stations, sealed potential entry points, and reinforced cleaning procedures. Staff were reminded to properly dispose of food waste, keep doors closed, and store food in sealed containers. A recent food safety inspection went well, and the cafeteria remains open.

F. HVAC - Fall and Winter Transition

The committee addressed seasonal HVAC challenges, with staff monitoring temperatures and maintaining the required 68–72-degree range. Aging equipment and outdated control systems will be addressed through the 10-year facility plan, while staff and students were encouraged to dress in layers.

G. Current Project Update

The Renovo Elementary School project was postponed until spring at RC Bowman's request, as the current heating conditions are adequate and not causing any issues.

3. Discussion

A. Enterprise Vehicles

The committee recommended purchasing two leased vehicles, a Ford Explorer and Ford Interceptor, due to their low mileage and daily use. The proposal will be presented to the Board with details on each vehicle's year, mileage, and purchase justification.

B. CMHS Tennis Courts

The committee recommended posting signs prohibiting bikes and scooters on the Central Mountain High School tennis courts and establishing dawn-to-dusk hours to prevent further damage. Security cameras may be considered if problems continue.

4. Hearing of Visitors

A. CMHS Nick Verrelli - Wildcat Den

No visitors were present, and the Wildcat Den discussion was postponed until the next meeting. The committee will resume regular meetings in January, with

emergency meetings scheduled as needed.

5. Future Meetings

A. Future Meeting Information

6. Adjournment

Mr. Scaff adjourned the meeting at 12:39 pm.

Finance Committee Meeting (Tuesday, October 27, 2026)

Members Present: Chris Scaff, Shelby Bohartz, John Miller, Dr. Alan Lonoconus, Elisabeth Lynch, Rich Wykoff, Jason Smith, Dr. William Baldino
Others Present: Joni MacIntyre, Kristy Serafini-Brooks

1. Meeting Opening
Mr. Scaff called the meeting to order at 4:30pm.

2. Hearing of Visitors
None

3. Items to Discuss
A. Bond Update
Ms. MacIntyre presented the District's bond update as of October 27, 2026. The District currently has four outstanding bonds, with a total remaining debt obligation of $68,851,030.19, including principal and interest.

B. TCC Updated
Mrs. Serafini-Brooks reviewed the tax revenue received from the Keystone Central Tax Office, Berkheimer, Wayne Township, Bald Eagle Township, and Greene Township to compare quarterly collections remitted by each collector. Berkheimer assumed responsibility for tax collections from the Keystone Central Tax Office effective January 1, 2026. Berkheimer collects the District's Earned Income Tax, Business Privilege Tax, and Local Services Tax, with the exception of Local Services Tax collections handled directly by the respective municipal tax collectors. The amounts presented are what the District received from each collector for deposit.

C. Quarterly Medical Claims Analysis
Ms. MacIntyre presented two medical claims reports to provide the Board with greater transparency regarding healthcare expenditures and claims trends. The first table on the reports summarized total medical claims paid, separating active employees from retirees. The second table analyzed claims for spouses covered under the District's health plan, distinguishing between spouses of active employees and retirees and identifying their share of total healthcare expenditures. These reports will be presented on a quarterly basis.

D. 2026-2027 Building and Department Budgets
The updated Building and Departments Budgets were provided.

E. Rural and Low-Income Grant
The District was awarded $125,957 through the 2026–2027 Rural Education Achievement Program (REAP) grant. The grant provides financial assistance to rural schools to support student achievement and may be used for eligible activities under Title I, II, III, and IV, including academic programs, teacher recruitment and retention, language instruction, and student support services. Administration will submit an application to receive the grant. Ms. MacIntyre will provide an update at a future Finance Committee meeting.

F. Skills USA Competition
Ryan Broughton, CTC Automotive Technology instructor, submitted a letter requesting District funding to help offset SkillsUSA competition costs. He noted that a SkillsUSA club is required by the Pennsylvania Department of Education and that District students have placed in state and national competitions, including one National

Champion. The Finance Committee requested that Mr. Broughton and CTC Director Kurt Lynch attend the November Board Work Session to provide additional details, including a specific funding request.

4. Adjournment
Mr. Scaff adjourned the informational meeting at 5:21pm.

Respectfully submitted,
Kristy Serafini-Brooks

KCSD Medical Claims Jan - June 2026

TABLE 1

Member Relationship	*All Active Members*	*KCSD Claims Paid*
PSHIC - Keystone Central School District Administration 1500 Ded	$752,018.43	$266,378.07
PSHIC - Keystone Central School District Professionals 1500 Ded	$132,718.88	$132,718.88
PSHIC - Keystone Central School District Teachers 1500 Ded	$1,131,883.29	$945,917.30
PSHIC - Keystone Central Sd 1000 Pref Ded Admin	$594,801.57	$230,343.08
PSHIC - Keystone Central Sd 500 Pref Ded Admin	$1,899,451.47	$1,375,346.46
PSHIC - Keystone Central Sd Secretaries 1000 Ded	$404,831.82	$291,261.92
PSHIC - Keystone Central Sd Secretaries 1500 Ded	$423,154.28	$391,758.28
PSHIC - Keystone Central Sd Secretaries 500 Ded	$1,971,622.37	$904,275.29
PSHIC - Keystone Central Sd Support 1000 Ded	$734,658.17	$612,791.45
PSHIC - Keystone Central Sd Support 1500 Ded	$1,678,589.49	$956,632.86
PSHIC - Keystone Central Sd Support 500 Ded	$3,739,879.21	$2,163,819.05
PSHIC - Keystone Central Sd Teachers 1000 Ded	$4,994,043.29	$2,953,611.26
PSHIC - Keystone Central Sd Teachers 500 Ded	$21,640,238.02	$12,332,882.80
	$40,097,890.29	**$23,557,736.70**

	All Retiree Members	*KCSD Claims Paid*
PSHIC - Keystone Central Sd 1000 Pref Ded Retirees	$827,985.30	$381,225.87
PSHIC - Keystone Central Sd 500 Pref Ded Retirees	$4,337,333.95	$2,818,733.89
PSHIC - Keystone Central Sd Supp &secretaries 500 Ret	$47,331.76	$47,331.76
PSHIC - Keystone Central Sd Retirees	$13,446.92	$13,446.92
PSHIC - Keystone Central Sd Retirees 1500 Ded	$729,204.83	$465,447.55
	$5,955,302.76	**$3,726,185.99**

TOTAL MEMBERS CLAIMS PAID JAN-JUNE 2026 **$27,283,922.69**

TABLE 2

Member Relationship	*Active Spouse Member*	*KCSD Claims Paid*
PSHIC - Keystone Central School District Administration 1500 Ded	$12,694.95	$12,694.95
PSHIC - Keystone Central School District Professionals 1500 Ded	$68.83	$68.83
PSHIC - Keystone Central School District Teachers 1500 Ded	$34,822.92	$34,822.92
PSHIC - Keystone Central Sd 1000 Pref Ded Admin	$87,921.36	$87,921.36
PSHIC - Keystone Central Sd 500 Pref Ded Admin	$228,651.23	$228,651.23
PSHIC - Keystone Central Sd Secretaries 1000 Ded	$42,281.89	$42,281.89
PSHIC - Keystone Central Sd Secretaries 1500 Ded	$775.36	$775.36
PSHIC - Keystone Central Sd Secretaries 500 Ded	$121,153.92	$121,153.92
PSHIC - Keystone Central Sd Support 1000 Ded	($1,615.62)	($1,615.62)
PSHIC - Keystone Central Sd Support 1500 Ded	$10,623.48	$10,623.48
PSHIC - Keystone Central Sd Support 500 Ded	$161,138.66	$161,138.66
PSHIC - Keystone Central Sd Teachers 1000 Ded	$288,022.96	$288,022.96
PSHIC - Keystone Central Sd Teachers 500 Ded	$4,184,235.04	$1,897,330.39
	$5,170,774.98	**$2,883,870.33**

	Retiree Spouse Member	*KCSD Claims Paid*
PSHIC - Keystone Central Sd 500 Pref Ded Retirees	$170,260.49	**$170,260.49**
PSHIC - Keystone Central Sd Retirees 1500 Ded	$17.86	$17.86

TOTAL MEMBER SPOUSE CLAIMS PAID JAN-JUNE 2026 $5,341,035.47 **$3,054,130.82**

KCSD Medical Claims July-September 2026

TABLE 1

Member Relationship	*All Active Members*	*KCSD Claims Paid*
PSHIC - Keystone Central School District Administration 1500 Ded	$76,311.68	$76,311.68
PSHIC - Keystone Central School District Professionals 1500 Ded	$9,466.63	$9,466.63
PSHIC - Keystone Central School District Teachers 1500 Ded	$996,210.42	$748,637.44
PSHIC - Keystone Central Sd 1000 Pref Ded Admin	$34,389.80	$34,389.80
PSHIC - Keystone Central Sd 500 Pref Ded Admin	$330,148.10	$302,020.27
PSHIC - Keystone Central Sd Secretaries 1000 Ded	$43,248.76	$43,248.76
PSHIC - Keystone Central Sd Secretaries 1500 Ded	$75,671.80	$75,671.80
PSHIC - Keystone Central Sd Secretaries 500 Ded	$482,872.66	$332,248.74
PSHIC - Keystone Central Sd Support 1000 Ded	$58,552.73	$58,552.73
PSHIC - Keystone Central Sd Support 1500 Ded	$513,978.95	$480,438.10
PSHIC - Keystone Central Sd Support 500 Ded	$424,987.95	$424,987.95
PSHIC - Keystone Central Sd Teachers 1000 Ded	$592,878.30	$592,878.30
PSHIC - Keystone Central Sd Teachers 500 Ded	$2,682,402.55	$2,611,612.86
	$6,321,120.33	**$5,790,465.06**

	All Retiree Members	*KCSD Claims Paid*
PSHIC - Keystone Central Sd 1000 Pref Ded Retirees	$30,434.34	$30,434.34
PSHIC - Keystone Central Sd 500 Pref Ded Retirees	$612,644.29	$612,644.29
PSHIC - Keystone Central Sd Supp &secretaries 500 Ret	$1,095.52	$1,095.52
PSHIC - Keystone Central Sd Retirees	$495.24	$495.24
PSHIC - Keystone Central Sd Retirees 1500 Ded	$99,806.73	$99,806.73
	$744,476.12	**$744,476.12**

TOTAL MEMBERS CLAIMS PAID JULY-SEPTEMBER 2026 **$6,534,941.18**

TABLE 2

Member Relationship	*Active Spouse Member*	*KCSD Claims Paid*
PSHIC - Keystone Central School District Administration 1500 Ded	$19,110.74	$19,110.74
PSHIC - Keystone Central School District Professionals 1500 Ded	$0.00	$0.00
PSHIC - Keystone Central School District Teachers 1500 Ded	$96,526.76	$96,526.76
PSHIC - Keystone Central Sd 1000 Pref Ded Admin	$14,466.31	$14,466.31
PSHIC - Keystone Central Sd 500 Pref Ded Admin	$213,282.90	$185,155.07
PSHIC - Keystone Central Sd Secretaries 1000 Ded	$3,469.28	$3,469.28
PSHIC - Keystone Central Sd Secretaries 1500 Ded	$421.74	$421.74
PSHIC - Keystone Central Sd Secretaries 500 Ded	$53,266.59	$53,266.59
PSHIC - Keystone Central Sd Support 1000 Ded	$3,764.56	$3,764.56
PSHIC - Keystone Central Sd Support 1500 Ded	$103,374.57	$103,374.57
PSHIC - Keystone Central Sd Support 500 Ded	$47,384.04	$47,384.04
PSHIC - Keystone Central Sd Teachers 1000 Ded	$52,882.82	$52,882.82
PSHIC - Keystone Central Sd Teachers 500 Ded	$1,031,176.13	$927,818.56
	$1,639,126.44	**$1,507,641.04**

	Retiree Spouse Member	*KCSD Claims Paid*
PSHIC - Keystone Central Sd 500 Pref Ded Retirees	$133,238.54	$133,238.54
PSHIC - Keystone Central Sd Retirees 1500 Ded	$3,748.25	$3,748.25
TOTAL MEMBERS SPOUSE'S CLAIMS PAID JULY-SEPTEMBER 2026	$1,772,364.98	$1,640,879.58

Agenda of Policy Committee -The Board of Trustees - Keystone Central School District

In attendance: Mr. Scaff, Mr. Miller, Ms. Lynch, Ms. Ott, Josie Hendershot (student government representative), Andrew Wolfe (student government representative), and Ms. Taylor

Meeting Opening Call to Order
1.A. Call to Order
Mr. Scaff called the meeting to order at 10:01 AM.

Mr. Scaff suspended the agenda to allow Transportation Supervisor, Shelly Ott to provide an informational update to the Policy Committee regarding the implementation and effectiveness of Policy 810.

Transportation Supervisor Shelly Ott provided an update on revised Policy 810, reporting positive feedback from bus drivers, contractors, students, and the community. She noted that bus video reviews have led to additional follow-up regarding student behavior and safety. Bus drivers are feeling more supported by the District when addressing behavior concerns, and students have reported a more positive bus experience. Mr. Scaff encouraged recommendations for future policy revisions to be shared with the Committee Chair.

A student shared that they have consistently had a positive experience riding the afternoon bus and noted that other students appear to be enjoying their bus rides more, with behavior seeming to improve.

Mr. Scaff asked the student representatives to introduce themselves. Josie Hendershot, a ninth-grade Student Government representative, and Andrew Wolfe, a sophomore Student Government representative, introduced themselves as representatives from Central Mountain High School.

Hearing of Visitors Public Comment
There was no public comment.

PSBA Review

1. Policy 204.1 Virtual Attendance and Wellness Checks
   Action: Action: Bold the solicitor's recommendation in Policy 204 so the entire Board can easily identify the guidance provided to the Policy Committee: "When the district has been unable to reach or obtain a response from the student or the student's parent/guardian, the Superintendent or designee shall consult with the district solicitor for guidance."
   Action: Move Policy 204 to the November 5 meeting for first read.

2. Policy 246 School Wellness
   Action: The Committee noted that the District website needs to be updated with Wellness Committee information. The Committee also discussed adding language under "Delegation of Responsibility" in Policy 246, School Wellness, requiring the triennial wellness assessment to be posted on the District website upon completion every three years to

ensure public access to the report. The Committee Secretary will work with Administration to revise the language in Policy 246 regarding the posting of the triennial wellness assessment.
Action: The Committee recommended removing the Advisory Health Council heading and incorporating its responsibilities under the Wellness Committee section of the policy on pages 3 and 4. References to the Advisory Health Council will be changed to the Wellness Committee, with "may" retained for the individual activities to allow flexibility in addressing them as needed.
Action: Under the bolded title Management of Food Allergies in District Schools, strike through the word "district" and replace it with "Food Service Supervisor" so the revised wording reads: The Food Service Supervisor shall establish Board policy and administrative regulations to address food allergy management in district schools in order to.
Action: Move Policy 246 to the November 5 meeting for first read.

3. 246-AR-2 - Physical Education
Action: Place the administrative regulation on hold pending receipt of the report from the Health and Physical Education Department. Mr. Evey will assist in expediting the review process to obtain the report and complete the administrative regulation review.

4. 246-AR-7 - Healthy School Environment
Action: Add a space between items 25 and 26 on page two of the administrative regulation under "Healthy School Environment" to correct the formatting.
Action: Informational: The Committee agreed to place this AR on the November agenda for informational purposes only.

5. Policy 249 - Bullying/Cyberbullying
Action: Under the bolded heading DELEGATION OF RESPONSIBILITY, in the fourth paragraph, strike through the words "District administration" and replace them with "The Superintendent or designee," so the revised sentence reads: The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]
Action: Under the Education section of the Code of Student Conduct, change "may" to "shall" and revise the language to read: "The District shall develop, implement, and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying."
Action: Move Policy 249 to the November 5 meeting for first read.

6. Policy 803 School Calendar
The Committee reviewed the proposed revisions to Policy 803, including the color-coded changes reflecting updated statutes and language from other recently revised policies. The Committee discussed the proposed timeline for presenting the school calendar to the Board, including whether the calendar should be presented in June of the preceding school year rather than December to allow the Board, Administration, parents, and principals more

time to review and plan. Concerns were also raised regarding the length and complexity of the policy and the potential impact of state testing dates on calendar development.
Action: Table Policy 803 for further review. Interim Superintendent Dr. Alan Lonoconus will review the proposed revisions, consider the Committee's feedback regarding the school calendar timeline and policy language, and provide recommendations for the Committee's continued discussion at the November meeting.

7. 803-AR-0 School Calendar
   Action: The committee recommended to table this Administrative Regulation until the November 2026 policy committee meeting.

8. 805.1-AR-0. Incident Report - Immediate Notification
   Action: Informational: The Committee agreed to place this AR on the November agenda for informational purposes only.

9. 805.1-AR-1 Incident Report - Discretionary Notification
   Action: Update the language by striking through "may" and replacing it with "shall" so the sentence reads: "Incidents involving the following criminal offenses shall be reported to the law enforcement agency."
   Action: Informational: The Committee agreed to place this AR on the November agenda for informational purposes only.

10. 906-AR-1 Public Complaints - Special Provisions
    Action: Informational: The Committee agreed to place this AR on the November agenda for informational purposes only.

11. Policy 918 Title I Parent and Family Engagement
    Action: Principal Umbenhouer provided information on Policy 918, Title I – Parent and Family Engagement. Each individual school's policies clarify the school's plan is specific to that building and reflects its individual parent and family engagement activities.
    Action: Mr. Umbenhouer will revise the final sentence in the Purpose section of each school's policy to clarify that the policy is specifically developed for and applicable to that individual school, reflecting its collaboration with and agreement by parents and family members and its school-specific engagement efforts.
    Action: Move Policy 918 to the November 5 meeting for first read.

12. Policy-719-Therapy-Dogs
    Action: Policy 719 – Therapy Dogs: The Committee discussed the leash requirements on page 3 under "Control," specifically whether the handler may place the leash on the ground or allow the therapy dog to work off the leash while working with an individual student or group of students. The Committee noted that the existing language may address these situations when holding the leash interferes with the therapy dog's safe and effective performance of its work and tasks.
    Action: The Policy Secretary will verify whether Policy 719 is the most current version on record.

Action: Upon confirmation if the policy is current, it will be forwarded to the solicitor for review.
Action: Mr. Umbenhouer will present the proposed use of a therapy dog at Liberty-Curtin Elementary School for Board consideration at the November meeting. The presentation will include a flyer explaining the program and a passive permission slip for families to address concerns, including allergies. The therapy dog will not be permitted in the cafeteria.

13. Policy 312 Performance Assessment of Superintendent/Assistant Superintendent
Action: The Policy Secretary will contact PSBA to verify the most current version of Policy 312. Dr. Lonoconus will review the policy and coordinate any necessary revisions with the Administration. The updated policy will be brought back to the Policy Committee on November 11, 2026, for review, with any recommended revisions placed on the November 12, 2026, Board Voting Meeting agenda for consideration and approval, as needed.

14. Policy 302 Employment of Superintendent and or Assistant Superintendent
Action: The Policy Secretary will contact PSBA to verify the most current version of Policy 302. Dr. Lonoconus will review the policy and coordinate any necessary revisions with the Administration. The updated policy will be brought back to the Policy Committee on November 11, 2026, for review, with any recommended revisions placed on the November 12, 2026, Board Voting Meeting agenda for consideration and approval, as needed.

15. Policy 237 Electronic Devices
Action: The Committee discussed the current policy regarding cell phone use by all members of the District community. Members emphasized balancing instructional needs with appropriate student use and consistent enforcement at all grade levels. Dr. Lonoconus will initiate a survey to gather feedback from teachers and building administrators regarding cell phone use and related concerns. Student input, including feedback from Student Government, was also discussed. Student Government representatives noted that certain uses of cell phones were not considered disruptive. The survey results will help determine whether revisions to the policy are needed. The policy will remain unchanged.

Policy Maintenance
An update was provided regarding policy citations and links in the new system. Some legal reference footnotes are missing, out of sequence, or incorrectly numbered; however, all required legal citations remain included in the policy language, and the issue does not affect the validity or legal completeness of the policies. The technical team is working to correct the footnote formatting and numbering.

The policy committee discussed whether any districts or users were considering returning to BoardDocs for policy management. Members requested to be kept informed of any updates regarding the matter.

Future Meeting The next Policy Committee meeting will be held on November 11, 2026 at 10:00 AM, in the Boardroom in the Administration Office.

Adjournment
Mr. Scaff adjourned the meeting at 11:33 AM.

_____
Christine Taylor
Policy Committee Secretary

The Board of Trustees
Keystone Central School District
A Work Session of the Board of Trustees of Keystone Central School District will be held Thursday, October 1, 2026, beginning at 6:30 PM KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751.

1. Meeting Opening
1.A. Call to order/Flag Salute
Ms. Lynch called the meeting to order at 6:30 P.M.
1.B. Moment of Silence
1.C. Roll Call

Dr. Baldino	Present	Mr. Rodriguez	Absent
Ms. Bohartz	Present	Mr. Scaff	Present
Mr. Kshir	Absent	Mr. Smith	Present
Ms. Lynch	Present	Mr. Wykoff	Present
Mr. Miller	Present (virtual)		

Seven members were present.

1.D. Approve the Agenda
With the recommendation of the school board leadership, RESOLVED, that the Keystone Central School District Board of Directors consent to the following agenda as presented for the board. Ms. Lynch moved the October 1, 2026 Work Session agenda as presented. All members voted “aye,” and the motion carried.

1.E. Executive Session
The Board held an Executive Session on Thursday, September 10, 2026, from 8:21 p.m. to 8:52 p.m. to discuss the first round of superintendent candidate interviews and establish the interview list. On Thursday, September 17, 2026, the Board met with consultant Tom Templeton from 5:40 p.m. to 5:59 p.m. to discuss the interview process and other updates. The Board then conducted two superintendent candidate interviews from 6:00 p.m. to 7:50 p.m.
On Monday, September 28, 2026, the Board held an Executive Session from 5:30 p.m. to 8:15 p.m. with consultant Tom Templeton to review and select the final interview schedule for the Superintendent position. The Board then held a second Executive Session from 8:15 p.m. to 8:27 p.m. to receive an update from Interim Superintendent Designee Joni MacIntyre regarding a student matter.

2. Hearing of Visitors

2.A. Hearing of Visitors

Brad Ferguson, Varsity Football, Liberty Township
Doug Frederick, Football Program, Lock Haven City
Amy Wolfe, Online AP Course Textbook, Greene Township/Loganton

3. District Staff Summary Presentation/Report

3.A. Summer Recreation Program

Kurt Lynch, Director of Keystone Central Career and Technical Education, will provide information regarding the 2026 Summer Program.
The acronyms listed on page 20 are as follows:
GF - General Fund
CCCF - Clinton County Community Foundation
Special thanks go to the many community members who took the time to visit and support our summer camps programs.
Kurt Lynch, Director of KCSD Career and Technical Educaiton and Hayley Orndorf, Director of Special Educaiton provided a presentation on the KCSD Summer Parks Program, which operates at five different locations. The presentation included information on daily attendance, program activities, community partners and visitors, including Penn State Extension's Nutrition Links program and CareerLink. The program received a $2,500 grant from the Clinton County Foundation, with approximately $34,000 spent from the General Fund, which was under the $39,000 total budget. The Board discussed program participation, community partnerships, funding, and the possibility of continuing the Summer Parks Program in the future.

3.B. KCSD FFA Forestry Team Takes 2nd Place at Eastern Regional Competition KCSD Natural Resource Management students earned 2nd place at the FFA Eastern Regional Forestry Competition, with Jacob Lusk taking 1st place individually. John May, Natural Resource Management Teacher at Keystone Central CTC, contributes to the program and provides student learning opportunities through FFA (Future Farmers of America).
Mr. Kurt Lynch spoke about the Keystone Central FFA Forestry Team, which placed second at the Eastern Regional Competition at The Big E in Massachusetts, following successful finishes at the regional and state levels. He also recognized a team member who earned first place in the individual competition.

3.C. Designee Superintendent Report

Provide the Board and community with timely updates regarding developments, activities, and important matters occurring throughout the District.
Ms. Joni MacIntyre, Superintendent Designee, provided an update on activities and events throughout the District. She reported on the planting of a weeping cherry tree at Renovo Elementary in memory of Katie Himmel. She also recognized the Mill Hall Elementary staff and students for their response to a recent fire alarm. Upcoming Homecoming activities at Bucktail and Central Mountain were discussed. An update was provided on the progress of the Bucktail gym floor repairs following storm damage. Ms. MacIntyre also reported on improvements to the District's internet.

4. School Board, Committee Meetings and Minutes

4.A. Curricular/Co-Curricular Committee Meeting Minutes

The curriculum meeting was canceled because of the superintendent search.

4.B. Facilities Committee Meeting Minutes

Approve the Tuesday, August 25, 2026 Facilities Committee Minutes.

Mr. Christopher Scaff, Chair, reported on the Facilities Committee Meeting Minutes. Also, Mr. Lynch spoke about the District's sawmill and discussed its operations and potential uses.

4.C. Finance Committee & Minutes

These minutes are being provided for informational purposes. The meeting did not constitute a quorum.

Mr. Chris Scaff, Chair, reported on the Facilities Committee meeting, which did not have a quorum. The Board discussed trading existing firearms for updated ones with better optics. The proposed purchase is unbudgeted. The Board discussed using $1,400 in student parking permit revenue, along with future revenue towards the help of this purchase. The Board also discussed the stadium account which has been dormant and has a balance of $74,768. The Administration is researching the funds. Anyone with information regarding the account was asked to contact Joni MacIntyre at the District Office.

4.D. Policy Committee & Minutes

Approve the minutes of the Policy Meeting.

Mr. Christopher Scaff, Chair, reported on the Policy Committee & Minutes. Policy

4.E. Work Session Minutes

The September 3 Work Session was canceled due to unexpected weather-related issues.

4.F. Voting Meeting Minutes

Approve the minutes from the Voting Session held on September 10, 2026.

5. Reports (Information/Discussion Items)

5.A. Treasurer Report

A monthly report showing the month end bank account balances.

Administration reported that the General Fund Money Market Account has a balance of approximately $17 million, with revenues from local real estate taxes and state basic education funding providing a strong revenue position.

5.B. Financial Reports

An overview of the current financial status, including income, expenditures, and budget performance.

5.C. Enrollment Report

A review of current enrollment figures, including total student count of each school building.
The Board reviewed the enrollment report and noted that information for Sugar Valley Rural Charter School still needs to be added. Page numbers and repeated header rows will be included in future reports for clarity.

5.D. TCC Financial Reports

Keystone Central School District Earned Income Tax collections from Berkheimer.
The reports from Berkheimer are not finalized. They should be available for the Voting Meeting. This is informational only.

5.E. PSBA Pilot Data program Nov. meeting

Keystone Central School District will be the first district to participate in PSBA's new Using Data to Drive Governance Decisions workshop. PSBA is excited to partner with KCSD as they pilot this new offer.
There is no formal agreement required for participation. The district will simply provide candid feedback on the experience to help PSBA continue to refine and improve the program.
Workshop Dates:

1. Monday, November 2
2. Tuesday, November 3
3. Wednesday, November 4
4. Monday, November 9
5. Tuesday, November 10
6. Wednesday, November 11

The Board discussed PSBA's pilot program focused on using data to make informed governance decisions and agreed to tentatively schedule the training for November 2 at 5:30 p.m., with November 9 as the alternate date. The training will be held at the District Office, will not be recorded due to proprietary information, and PSBA will attempt to accommodate Zoom participation for Board members.

5.F. IU10 Report

This report is an informational item only for the board purpose.

6. Board Review and Discussion

6.A. KCSD CTC Occupational Advisory Committee Member 26-27

With the recommendation of the Administration, resolved that the Keystone Central School District Board of Directors approve the following recommendation: A motion to approve the Occupational Advisory Committees as presented in the exhibit.

6.B. KCSD CTC items for sale

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the sale of the items listed on the attached exhibit from the KCSD CTC. The items will be offered for sale through Municibid.

7. Policy - First Read

7.A. Policy - First Read - Policy

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.B. Policy - First Read - Policy

Reviewed by the Policy Committee on September 9, 2026, and recommended to advance to the Board.

7.C. Policy - First Read - Policy

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.
The Board discussed concerns regarding Policy 209 – Health Examinations/Screenings, including tuberculosis testing and medical supervision, parent/guardian exemptions from height and weight measurements, the release of screening information to parents/guardians, and the timeframe for physical examinations by a student's personal physician. The policy was pulled from the upcoming voting meeting and will return to the Policy Committee following review by Solicitor David Lindsay.

7.D. 209-AR-0 (Informational Only)

Reviewed by the Policy Committee on September 9, 2026. Informational only; no Board action is required.

7.E. Policy - First Read - Policy

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.F. 704-AR-6 (Informational Only)

Reviewed by the Policy Committee on September 9, 2026. Informational only; no Board action is required.

7.G. Policy - First Read - Policy

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.H. Policy - First Read - Policy

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

8. Business

8.A. Bills Paid

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the monthly list of payments as presented. These are bills that the Board would need to approve as they would be unbudgeted expenses.

8.B. Checks for review

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors review the monthly list of payments in the total amount of $2,399,331.63, as presented. The Board shall also review Liberty-Curtin expenditures charged to Fund 39 and Fund 10 as part of this monthly financial review.

Administration noted that charter school payments are not reflected in the report, as the District has not yet received any charter school payments.

8.C. Geisinger Donation

With the recommendation of the Administration, be it resolved that the Keystone Central School District Board of Directors approve the donation of two Hillrom Centrella beds from Geisinger. The beds include built-in bed weights, alarms, and adjustable mattress settings. The District worked with Geisinger Chief Nursing Officer Chelsea Reichard and Christina Yerasimos regarding the donation.

The approximate value of each bed is $4,000, for a total estimated value of $8,000.

8.D. Potential Make-Up Day – April 19, 2027

With the recommendation of the Administration, the Keystone Central School District Board of Directors approved the designation of Monday, April 19, 2027, as a potential make-up day on the 2026-2027 School Year Calendar. This date is being designated to provide a make-up day for the instructional day missed due to the District's closure resulting from flooding and hazardous conditions in the area.

9. Personnel and Negotiations

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: Approve the Human Resources recommendations as shown in exhibits.

It was discussed prior to the Board meeting that the General Cafeteria Worker position was listed under the General Fund but should be charged to the Food Service Fund, consistent with the funding of other cafeteria employees and expenses.

9.A. Athletics

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: A motion to approve the Athletic Recommendations as presented in Exhibit.

The Athletics personnel exhibit includes the recommended all new athletic volunteers, game workers and coaches.

The Board discussed the need for possible further discussion regarding an earlier discussion and noted that the Superintendent's Designee had requested an executive session following the meeting.

9.B. Act 93 MOU Cafeteria Managers

An Act 93 MOU agreement as recommended by the district solicitor, summarizing the cafeteria manager's pay adjustment for the redistribution of responsibilities from an unfilled 3rd position and outlining if any type of position is needed in the future related to this reduction, the rights of the district.

The Board discussed the elimination of one Act 93 cafeteria manager position and providing stipends to the remaining two managers, who will share responsibility for operating the third cafeteria manager position, resulting in overall savings to the District; the stipends will end if the the two managers feel that are unable to fulfill their job responsibilities.

9.C. Interim Curriculum Director

With the recommendation of the Administration, the Keystone Central School District Board of Directors approved an agreement appointing Mr. Justin Evey as the Interim Curriculum Director at a stipend of $10,000 for the responsibilities outlined in the attached job description.

The Board discussed the proposed Interim Curriculum Director position for Justin Evey, including the $10,000 stipend and temporary term from October 8, 2026, through June 30, 2027. It was noted that the motion should include specific start and end dates and provide flexibility for the incoming superintendent.

9.D. School Safety and Security Coordinator

With the recommendation of the Administration, the Keystone Central School District Board of Directors approved an agreement appointing Mr. David Scott VanGorder as the School Safety and Security Coordinator at a stipend of $6,000 for the responsibilities outlined in the attached job description.

The Board discussed the transition of School Safety and Security Coordinator duties to Scott VanGorder, including overseeing and training school security officers, ensuring required certifications, completing Act 44 reporting, and coordinating security-related training. The individual previously performing some of these duties will no longer be responsible for them or receive the related stipend. Mr. VanGorder's stipend will become effective October 8, 2026, through June 30, 2027, upon Board approval.

10. Curricular/Co-curricular

10.A. Student Activities

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: A motion to approve the Student Activities Recommendations as presented in Exhibit. The Student Activities personnel exhibit includes the recommended for all student activities.

The Board discussed having Student Government representatives present their reports at the upcoming voting meetings, beginning October 8, 2026, to allow the Board to hear from students.

11. Future Discussions

11.A. Future Discussions

The Board will consider topics for future discussion, review, and potential action at upcoming meetings.

The Board President noted that an executive session would be held following the meeting, as called by the Superintendent Designee. The Board discussed addressing the topics raised during visitor comments during the executive session. The Board also discussed including an Athletic Report and the previous year's PSSA test results on a future November agenda, with the assessment data presented in a standardized format by grade, gender, and school.

12. Future Meeting

12.A. Future Meeting

The next Board Meeting will be held on Thursday, October 8, at 6:30 p.m. in the Administration Board Room. This will be a Voting Meeting.

13. Adjournment

Board President Lynch called for a motion to adjourn. Mr. Scaff moved to adjourn the meeting. The meeting adjourned at 8:41 p.m.

_____

Christine Taylor
Board Secretary

Agenda of Voting Meeting
The Board of Trustees - Keystone Central School District

A Voting Meeting of the Board of Trustees of Keystone Central School District will be held Thursday, October 8, 2026, beginning at 6:30 PM KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751.

1. Meeting Opening

1.A. Call to order/Flag Salute
Ms. Lynch called the meeting to order at 6:34 P.M.

1.B. Moment of Silence

1.C. Roll Call

Dr. Baldino	Present	Mr. Rodriguez	Present
Ms. Bohartz	Present	Mr. Scaff	Present
Mr. Kshir	Present	Mr. Smith	Present
Ms. Lynch	Present	Mr. Wykoff	Present
Mr. Miller	Present (virtual)		

Nine members were present.

1.D. Approve the Agenda
With the recommendation of the school board leadership, RESOLVED, that the Keystone Central School District Board of Directors motion to approve the following agenda as presented for the board.
The Board President asked for a motion to approve 1D Approve the Agenda as presented. Mr. Wykoff made the motion, which was seconded by Mr. Scaff. The Board President asked if there was any discussion. Hearing none, the motion was carried by consensus voice vote, with all those in favor saying “aye.”

1.E. Executive Session
Board President Lynch noted that several Executive Sessions were listed on the agenda for reporting purposes.
On September 9, 2026, from 5:45–7:28 P.M. The Board met in Executive Session with consultant Tom Templeton to discuss the superintendent search, including the selection of finalists for second-round interviews, and a student incident. On October 1, 2026, from 8:46–9:51 P.M. The Board met in Executive Session to discuss IT employment, the CMHS

football program, AP textbooks, second-round interview dates for superintendent candidates, and a student incident. On October 8, 2026, from 5:30–6:26 PM. The Board met in Executive Session to receive an update from security personnel and the principal regarding a student incident and to discuss AP textbooks with Superintendent Designee Ms. MacIntyre. Board President Lynch also noted that the Board would hold an Executive Session following the conclusion of the meeting.

2. Hearing of Visitors

2.A. Hearing of Visitors

Ms. Josie Bidwell, Student, Parks Program, Mill Hall Borough

3. Student Government Presentations

3.A. Central Mountain High School - Student Government Representative

Ms. Kathryn Farrall, Central Mountain High School Student Representative, provided an update on recent student activities and fall athletics. She reported that the marching band earned second place at the Tournament of Bands competition. She also highlighted the accomplishments of the girls' tennis team at the district level. Kathryn announced that the Drama Club will present *Radium Girls* November 5–8. She also recognized the Four Mountain FFA team for earning second place at the Northeast competition in Massachusetts. Jacob Lusk was recognized for placing first overall in forestry. Kathryn shared homecoming announcements and welcomed the newly elected Student Government representatives. She concluded by expressing her appreciation for the opportunity to represent the student body at Board and committee meetings.

3.B. Bucktail High School - Student Government Representative

Ms. Carrie Ditty, Bucktail High School Student Representative, provided an update on recent school activities and upcoming events. She shared information about the September 18 PBIS tailgate, which brought elementary and high school students together for activities and opportunities to build relationships. Carrie highlighted several classroom activities, including rocket launches in physics class and egg-drop projects. She also reported on students' monthly volunteer efforts with the local food bank, recognizing their involvement in supporting the community. Carrie shared that students recently participated in college visits to South Hills and Lock Haven University, providing opportunities to explore future educational options. She also announced Renovo Library's witch and warlock hat contest. In addition, Carrie reviewed several upcoming school and community events, including the Powderpuff game, the Flaming Foliage Festival, the homecoming football game, the homecoming dance, and the traditional bonfire. She concluded her report by sharing these activities and highlighting the continued involvement of students in school and community events.

Mr. Scaff made a motion to approve Items 4A, 4B, 4C, 4D, 4E, and 4F, seconded by Mr. Rodriguez. Board President Lynch asked if there was any further discussion. Hearing none,

discussion was closed. All those in favor said “aye,” with none opposed. The motion was carried unanimously.

4. School Board, Committee Meetings and Minutes

4.A. Curricular/Co-Curricular Committee Meeting Minutes
The curriculum meeting was canceled because of the superintendent search.

4.B. Facilities Committee Meeting Minutes
Approve the Tuesday, August 25, 2026 Facilities Committee Minutes.

4.C. Finance Committee & Minutes
These minutes are provided for informational purposes only. The Finance Committee meeting did not constitute a quorum.
Click here to view the Finance Committee Meeting.

4.D. Policy Committee & Minutes
Approve the minutes from the Policy Meeting.

4.E. Work Session Minutes
The September 3 Work Session was canceled due to unexpected weather-related issues.

4.F. Voting Meeting Minutes
Approve the minutes from the Voting Session held on September 10, 2026.

5. Reports (Information/Discussion Items)

5.A. Enrollment Report
A review of current enrollment figures, including the total student count for each school building. The enrollment report has been updated to include SVRCS enrollment numbers.
The Board discussed the Sugar Valley Rural Charter School enrollment report, noting an apparent misprint in the previous month’s enrollment total that will be corrected. A Board member also requested that the report include a breakdown of students by district, as well as by grade level, rather than reporting only the combined total. The Administration agreed to look into providing the additional information.

5.B. TCC Financial Reports
Keystone Central School District Earned Income Tax collections from Berkheimer.
The reports from Berkheimer are not finalized. They should be available for the Voting Meeting. This is informational only.
Board President Lynch asked Business Manager Joni MacIntyre to provide an update on how the current figures compare to the previous year and whether she felt confident in the current numbers, suggesting that additional information could be shared at the next Finance Committee meeting.

Mr. Scaff made a motion to approve Items 6A and 6B seconded by Mr. Kshir. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine members voted in favor of the motion.

6. Board Review and Discussion

6.A. KCSD CTC Occupational Advisory Committee Member 26-27 With the recommendation of the Administration, be it resolved that the Keystone Central School District Board of Directors approve the following recommendation: A motion to approve the Occupational Advisory Committees as presented in the exhibit.

6.B. KCSD CTC items for sale

With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the sale of the items listed on the attached exhibit from the KCSD CTC. The items will be offered for sale through Municibid.

6.C. Policy 005 Meetings

In Policy 005, under "Board Committees" line item #5 titled Finance, Auditing and IT Committee, the school board members will discuss and decide Finance Committee membership. Currently "Committee of the Whole", a minimum of 5 school board members must be in attendance. Every other school board committee requires 3, not 5 members.
Policy Link

The Board discussed the Finance Committee's quorum requirements under Policy 005, which require five members rather than three. Members expressed concerns about attendance and emphasized the importance of maintaining the committee to provide direction to the Business Manager, particularly during budget preparation and audits. The Board discussed moving the October 27 meeting to a later time to improve attendance, with suggested times ranging from 4:00 to 5:30 PM. Members also discussed keeping Finance Committee meetings separate from other Board meetings and allowing flexibility in scheduling based on the Business Manager's needs. The Business Manager noted that

some meetings may be informational and that reports could be provided when a meeting is not necessary. The Board agreed to reschedule the October 27, 2026, Finance Committee meeting from 3:00 PM to 4:30 PM. The Board Secretary will update and publish the revised meeting notice.
Mr. Scaff made a motion to approve Items 7A, 7B, 7C, 7D, 7E, and 7F. It was noted that Item 7C had been added to the agenda in error and should not have been included. Mr. Scaff rescinded his original motion and presented a revised motion to approve Items 7A, 7B, 7D, 7E, and 7F, excluding Item 7C. The revised motion was seconded by Ms. Bohartz. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. All those in favor said “aye,” with none opposed. The motion was carried unanimously.

7. Policy - Second Read

7.A. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.B. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.C. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.D. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.E. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

7.F. Policy - Second Read - Policy
With the recommendation of the Administration, the Keystone Central School District Board of Directors approve the attached exhibit. This exhibit was reviewed by the Policy Committee on September 9, 2026, and recommended for advancement to the Board for approval.

8. Business

8.A. Bills Paid

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the monthly list of payments as presented.

These are bills that the Board would need to approve as they would be unbudgeted expenses.

Mr. Scaff made a motion to approve Items 8A seconded by Mr. Kshir. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine Board members voted in favor of the motion, and the motion carried unanimously.

8.B. Checks for review

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors review the monthly list of payments in the total amount of $2,399,331.63, as presented. The Board shall also review Liberty-Curtin expenditures charged to Fund 39 and Fund 10 as part of this monthly financial review.

This is an informational item only unless an invoice is listed for approval.

Mr. Scaff made a motion to approve Items 8C and 8D seconded by Mr. Wykoff. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine Board members voted in favor of the motion, and the motion carried unanimously.

8.C. Geisinger Donation
With the recommendation of the Administration, be it resolved that the Keystone Central School District Board of Directors approve the donation of two Hillrom Centrella beds from Geisinger.

The beds include built-in bed weights, alarms, and adjustable mattress settings. The District worked with Geisinger Chief Nursing Officer Chelsea Reichard and Christina Yerasimos regarding the donation. The approximate value of each bed is $4,000, for a total estimated value of $8,000.

8.D. Potential Make-Up Day – April 19, 2027
With the recommendation of the Administration, the Keystone Central School District Board of Directors approved the designation of Monday, April 19, 2027, as a potential make-up day on the 2026-2027 School Year Calendar. This date is being designated to provide a make-up day for the instructional day missed due to the District's closure resulting from flooding and hazardous conditions in the area.

8.E. Summer Recreation Program
The Board will discuss the 2027 Summer Recreation Program, including weather-related considerations and the continuation of the program.
With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the 2027 Summer Recreation Program and authorize the Business Office to budget $_____for the program in the 2027-2028 fiscal year budget.
Board President Lynch asked the Board to discuss whether to continue the Summer Recreation Program for the summer of 2027, noting that a decision was needed to assist with budget preparation. Members discussed the program's educational, social, and nutritional benefits to students, along with its estimated cost of $35,000. They also reviewed declining support from municipalities and community partners and the availability of other summer programs. Some members expressed concern about the District's budget deficit and whether funds should be directed toward other educational priorities, while others supported continuing the program and pursuing additional community donations. The Board discussed making a renewed effort to secure outside funding and establishing a deadline for obtaining sufficient donations, with the understanding that the program could be discontinued if the funding goal was not met.
Mr. Scaff made a motion to continue the summer program, recreation program for the 2027 summer, seconded by Mr. Wykoff. The Board President noted that discussion had already occurred. A roll call vote was taken.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Nay	Mr. Smith	Nay
Ms. Lynch	Nay	Mr. Wykoff	Aye
Mr. Miller	Nay (virtual)		

The motion carried, with five members voting in favor and four members voting against.

Mr. Scaff made a motion to continue the program contingent upon securing donations totaling at least 70% of the 35,000 budget by April 1, 2027. If the required donations are not secured by that date, the program will be canceled, and any donations received will be returned to the donors, seconded by Mr. Rodriguez.
A Board member noted that the District cannot budget anticipated donations and clarified that the District's budget allocation would be $10,500, with $24,500 in donations required by April 1, 2027, for the program to proceed.
Mr. Scaff rescinded his motion and the entire board approved by saying "aye'.
Mr. Scaff rescinded his previous motion and made a new motion to allocate $10,500 toward the 2027 Summer Recreation Program which the program cost $35,000, with the remaining $24,500 to be secured through donations by April 1, 2027. If the required donations are not received by that date, the program will be canceled by the board, and all donations received will be returned to the respective donors, seconded by Mr. Rodriguez.
The Board discussed budgeting for the 2027 Summer Recreation Program. Business Manager MacIntyre clarified that the District would budget $10,500 for the program, which would be set aside for that purpose or reallocated if the program does not proceed due to insufficient donations by April 1, 2027. The Board discussed budgeting $10,500 for the 2027 Summer Recreation Program, with the remaining $24,500 to be secured through community donations by April 1, 2027. Business Manager MacIntyre clarified that the $10,500 would be set aside for the program or reallocated if it does not proceed. The Board noted that the program would be canceled if the required donations are not received by the deadline, and all donations would be returned to the donors. Board President Lynch closed the discussion. A roll call vote was taken.

Dr. Baldino	Abstained	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Nay	Mr. Wykoff	Aye
Mr. Miller	Nay (virtual)		

Dr. Baldino	Nay	Mr. Rodriguez	
Ms. Bohartz		Mr. Scaff	
Mr. Kshir		Mr. Smith	
Ms. Lynch		Mr. Wykoff	
Mr. Miller			

The motion carried, with six members voting in favor and three members voting against.

8.F. Addendum to Central Intermediate Unit 10 for Special Education Services With the recommendation of the Administration, the Keystone Central School District Board of Directors approves the addendum to the 2026-2027 agreement with Central Intermediate Unit 10 for special education services, which was previously approved by the Board on June 18, 2026. The addendum reflects the removal of educational interpreter services from the agreement.
Mr. Scaff made a motion to approve Items 8F, seconded by Mr. Rodriguez. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. All those in favor said “aye,” with none opposed. The motion was carried unanimously.

8.G. Miller Sports - Bucktail High School Gym Floor
The Board discussed the proposal from Miller Sports Construction (MSC/Miller) for the repair of the water-damaged gym floor at Bucktail High School. Proposal Serial No. 26-08656 includes all necessary materials, labor, and equipment, with the project priced using prevailing wages. The project is subject to a $25,000 insurance deductible, with insurance covering the remaining eligible costs. The attached agreement was executed to allow the contractor to access the building and begin preparing the gym floor so the facility could be ready for athletic and physical education use. With the recommendation of the Administration, the Board approved the proposal as presented.
Mr. Scaff made a motion to approve Item 8G, seconded by Mr. Rodriguez. Board President Lynch called for further discussion. A Board member asked about the insurance payment, which

was clarified by Business Manager MacIntyre. Board President Lynch closed the discussion. A roll call vote was then conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine Board members voted in favor of the motion, and the motion carried unanimously.

Mr. Scaff made a motion to approve Items 9A, 9B, and 9C, seconded by Mr. Rodriguez. Board President Lynch called for further discussion. Hearing none, the discussion was closed, and a roll-call vote was conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine Board members voted in favor of the motion, and the motion carried unanimously.

9. Personnel and Negotiations

9.A. Personnel and Support Staff

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: Approve the Human Resources recommendations as shown in exhibits.

9.B. Athletics

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: A motion to approve the Athletic Recommendations as presented in Exhibit.

9.C. Act 93 MOU Cafeteria Managers
An Act 93 MOU agreement as recommended by the district solicitor, summarizing the cafeteria manager's pay adjustment for the redistribution of responsibilities from an unfilled 3rd position and outlining if any type of position is needed in the future related to this reduction, the rights of the district.

9.D. Interim Curriculum Director
With the recommendation of the Administration, the Keystone Central School District Board of Directors approved an agreement appointing Mr. Justin Evey as the Interim Curriculum Director, effective October 8, 2026, through June 30, 2027, at a stipend of $10,000 for the responsibilities outlined in the attached job description.
Mr. Scaff made a motion to approve Item 9D, seconded by Mr. Smith. Board President Lynch asked if there was any discussion. The Board discussed the proposed temporary duties for the Interim Curriculum Director, including concerns regarding the lack of a formal job description and the need for Personnel Committee review. Members clarified responsibilities for federal Title grant programs and emphasized the importance of clearly defining duties to ensure curriculum responsibilities are addressed. The Administration explained that the duties and stipend were temporary through June 30, 2027. A roll-call vote was conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Nay
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Nay	Mr. Wykoff	Aye
Mr. Miller	Nay (virtual)		

The motion carried, with six members voting in favor and three members voting against.

9.E. School Safety and Security Coordinator
With the recommendation of the Administration, the Keystone Central School District Board of Directors approved an agreement appointing Mr. David Scott VanGorder as the School Safety and Security Coordinator, effective October 8, 2026, through June 30, 2027, at a stipend of $6,000 for the responsibilities outlined in the attached job description.
Mr. Scaff made a motion to approve 9E, seconded by Mr. Rodriquez. Board President Lynch asked if there was any further discussion. Hearing none, discussion was closed. A roll call vote was then conducted. A roll call vote was conducted.

Dr. Baldino	Aye	Mr. Rodriguez	Aye
Ms. Bohartz	Aye	Mr. Scaff	Aye
Mr. Kshir	Aye	Mr. Smith	Aye
Ms. Lynch	Aye	Mr. Wykoff	Aye
Mr. Miller	Aye (virtual)		

All nine Board members voted in favor of the motion, and the motion carried unanimously.

10. Curricular/Co-curricular

10.A. Student Activities

With the recommendation of the administration, RESOLVED, that the Keystone Central School District Board of Directors approve the following recommendation for the board: A motion to approve the Student Activities Recommendations as presented in Exhibit.

Mr. Scaff made a motion to approve 10A, seconded by Mr. Kshir. Board President Lynch asked if there was any further discussion. Board President Lynch noted that she would like to A Board member suggested that the Curriculum and Co-Curricular Committee discuss the possibility of establishing a book or reading club at the school. Hearing no more discussion, Hearing none, discussion was closed. All those in favor said “aye,” with none opposed. The motion was carried unanimously.

11. Future Discussions

11.A. Future Discussions

The Board will consider topics for future discussion, review, and potential action at upcoming meetings.

12. Future Meeting

12.A. Future Meeting

The PSBA Pilot Program will be held on Monday, November 2, at 5:30 p.m. in the Administration Building Board Room. This will be held as an Executive Session and will serve as a training session.

The next Board Meeting will be held on Thursday, November 5, at 6:30 p.m. in the Administration Building Board Room. This will be a Work Session Meeting.

13. Adjournment

Board President Lynch called for a motion to adjourn. Mr. Scaff moved to adjourn the meeting. The meeting adjourned at 8:03 P.M.

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Christine Taylor
Board Secretary

Agenda of Special Voting Meeting - The Board of Trustees - Keystone Central School District

A Special Voting Meeting of the Board of Trustees of Keystone Central School District will be held Friday, October 16, 2026, beginning at 4:30 PM KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751.

1. Meeting Opening

1.A. Call to order/Flag Salute
Ms. Lynch called the meeting to order at 6:34 P.M.

1.B. Moment of Silence

1.C. Roll Call

Dr. Baldino	Present	Mr. Rodriguez	Absent
Ms. Bohartz	Present	Mr. Scaff	Present
Mr. Kshir	Present	Mr. Smith	Present
Ms. Lynch	Present	Mr. Wykoff	Present
Mr. Miller	Present		

Eight members were present.

1.D. Approve the Agenda
With the recommendation of the school board leadership, RESOLVED, that the Keystone Central School District Board of Directors motion to approve the following agenda as presented for the board:
The Board President asked for a motion to approve 1D Approve the Agenda as presented. Mr. Scaff made the motion, which was seconded by Mr. Smith. The Board President asked if there was any discussion. Hearing none, the motion was carried by consensus voice vote, with all those in favor saying “aye.”

1.E. Executive Session
An executive session was held on October 16, 2026, from 4:04 p.m. to 4:55 p.m. to discuss two confidential student matters and receive guidance from District Solicitor David Lindsay regarding procedural issues.

2. Hearing of Visitors

2.A. Hearing of Visitors

No members of the public were present for the public hearing.

3. Board Review and Discussion

3.A. Student Confidential Matter

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the confidential student matter as presented during the October 13 Executive Session, student #2026-2.

Mr. Scaff made a motion to pass student confidential matter, student 3A, student 2026-2, seconded by Mr. Miller. The Board President asked if there was any further discussion; hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Yay	Mr. Rodriguez	Absent
Ms. Bohartz	Yay	Mr. Scaff	Yay
Mr. Kshir	Yay	Mr. Smith	Yay
Ms. Lynch	Yay	Mr. Wykoff	Yay
Mr. Miller	Yay		

Eight members voted in favor of the motion for Item 3.A. 2026-2, Student Confidential Matter, and the motion carried.

3.B. Student Confidential Matter

With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the confidential student matter as presented during the October 16 Executive Session, student #2026-3.

Mr. Scaff made a motion to pass student confidential matter, student 3B, student 2026-3, seconded by Mr. Miller. The Board President asked if there was any further discussion; hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Yay	Mr. Rodriguez	Absent
Ms. Bohartz	Yay	Mr. Scaff	Yay
Mr. Kshir	Yay	Mr. Smith	Yay
Ms. Lynch	Yay	Mr. Wykoff	Yay
Mr. Miller	Yay		

Eight members voted in favor of the motion for Item 3.B. 2026-3, Student Confidential Matter, and the motion carried.

3.C. Student Confidential Matter
With the recommendation of the Administration, RESOLVED, that the Keystone Central School District Board of Directors approve the confidential student matter as presented during the October 16 Executive Session, student #2026-4.
Mr. Scaff made a motion to pass student confidential matter, student 3C, student 2026-4, seconded by Mr. Miller. The Board President asked if there was any further discussion; hearing none, discussion was closed. A roll call vote was then conducted.

Dr. Baldino	Yay	Mr. Rodriguez	Absent
Ms. Bohartz	Yay	Mr. Scaff	Yay
Mr. Kshir	Yay	Mr. Smith	Yay
Ms. Lynch	Yay	Mr. Wykoff	Yay
Mr. Miller	Yay		

Eight members voted in favor of the motion for Item 3.C. 2026-4, Student Confidential Matter, and the motion carried.

4. Personnel and Negotiations

4.A. Personnel and Support Staff
Recommend the employment of Cecilia Vavreck as Life Skills Teacher at Central Mountain High School, placed at Step 2, with a salary of $61,500, effective TBD. Salary and benefits are in accordance with the Association of Clinton County Educators (ACCE) contract. Hiring is contingent upon receipt of all required paperwork, including, but not limited to, all necessary

background checks that meet the appropriate standards as required by Pennsylvania law. Filled due to vacancy.
The Board President asked for a motion to table Action Item 4.A. and reschedule it for the Special Voting Meeting on October 21, 2026, at 5:30 p.m. Mr. Scaff made a motion to table Action Item 4.A., Personnel and Support Staff, and reschedule it for the Special Voting Meeting on October 21, 2026, at 5:30 p.m, seconded by Mr. Kshir. The Board President asked if there was any further discussion. Hearing none, all those in favor of tabling Action Item 4.A., Personnel and Support Staff, and rescheduling it for the Special Voting Meeting on October 21, 2026, at 5:30 p.m., said "aye." There were no opposed votes, and the motion was carried unanimously.

5. Adjournment
Board President Lynch called for a motion to adjourn the special voting meeting at 5:03 PM. The Board President noted that the Board would enter into an executive session following the meeting.

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Christine Taylor
Board Secretary

Agenda of Special Voting Meeting -The Board of Trustees - Keystone Central School District

A Special Voting Meeting of the Board of Trustees of Keystone Central School District will be held Wednesday, October 21, 2026, beginning at 5:30 PM KCSD Administration Board Room, 86 Administration Drive, Mill Hall, PA 17751.

1. Meeting Opening

1.A. Call to order/Flag Salute

Ms. Lynch called the meeting to order at 5:30 P.M.

1.B. Moment of Silence

1.C. Roll Call

Dr. Baldino	Present	Mr. Rodriguez	Absent
Ms. Bohartz	Present (Virtual)	Mr. Scaff	Present
Mr. Kshir	Present	Mr. Smith	Present
Ms. Lynch	Present	Mr. Wykoff	Present
Mr. Miller	Absent		

Seven members were present.

1.D. Approve the Agenda

With the recommendation of the school board leadership, RESOLVED, that the Keystone Central School District Board of Directors motion to approve the following agenda as presented for the board.

Board President Lynch asked for a motion to approve the agenda as presented. Mr. Scaff made a motion to approve the agenda as presented, seconded by Mr. Wykoff. Board President Lynch asked if there was any discussion. Hearing none, the floor was closed. All members voted “aye,” and the motion was carried unanimously.

1.E. Executive Session

Board President Lynch announced that two executive sessions were held. The first was held on October 14, 2026, from 4:30 p.m. to 8:12 p.m. to hear two confidential student matters and conduct second-round superintendent candidate interviews with consultant Tom Templeton. The second executive session was held on October 16, 2026, from 4:04 p.m. to 5:51 p.m. to discuss a confidential student matter.

Mr. Scaff noted that the Personnel Committee held an executive session on October 20, 2026, from 3:45 p.m. to 4:15 p.m. to discuss employee matters.

2. Hearing of Visitors

2.A. Hearing of Visitors

No members of the community were available for public comment.

3. Personnel and Negotiations

3.A. Personnel and Support Staff

With the recommendation of the Administration, RESOLVED, that the Board approve the employment of a professional employee, effective TBD. Salary and benefits shall be in accordance with the applicable Association of Clinton County Educators (ACCE) contract. Employment is contingent upon receipt of all required paperwork, including, but not limited to, all necessary background checks that meet the appropriate standards as required by Pennsylvania law. Filled due to vacancy.

Mr. Scaff made a motion to approve the employment of a professional employee, Item 3.A, effective immediately upon Board approval, with salary and benefits in accordance with the Association of Clinton County Educators contract, seconded by Mr. Kshir. Board President Lynch asked if there was any discussion. It was noted that the position was being filled due to a vacancy. Board President Lynch then closed the discussion and called for a roll call vote.

Dr. Baldino	Yay	Mr. Rodriguez	Absent
Ms. Bohartz	Yay (Virtual)	Mr. Scaff	Yay
Mr. Kshir	Yay	Mr. Smith	Yay
Ms. Lynch	Yay	Mr. Wykoff	Yay
Mr. Miller	Absent		

Seven members voted in favor of the motion, and two members were absent. The motion carried.

4. Adjournment

Board President Lynch called for a motion to adjourn. Mr. Scaff moved to adjourn the meeting. The meeting adjourned at 5:35 P.M.

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Christine Taylor
Board Secretary

Public Safety and Security Committee Meeting (Thursday, October 15, 2026)
Generated by Elizabeth Nace on Thursday, October 15, 2026

Members present: Mr. Scaff, Mr. Rodriguez, Ms. Lynch, Ms. Nace, Mr. Kshir, Mr. Smith

1. **Meeting Opening**
   1A. Call to order
   Mr. Scaff called the meeting to order at 6:30 pm.

2. **Safety and Security**
   2A. Verkada Update
   Mr. VanGorder updated that officers are getting more comfortable with the program and have organized the buckets for cameras. No official training with Verkada yet. Problems with the internet were creating issues but have been worked out. Officer VanGorder spoke about the vape detectors and answered questions about the process.

   2B. New Weapons with Optics
   Officer VanGorder provided an update on the new weapons with optics and the qualifications. All new weapons have been received and certified and are being used.

   2C. Officer Training and Act 235 Update
   Officer VanGorder provided an update on opening of schools, trainings and Act 235 paperwork. All officers have completed the necessary and required trainings, certifications and Act 235.

   2D. TraCS (Traffic and Criminal Software) Update
   Officer VanGorder provided an update and explanation on the software. Has been a lengthy process over multiple school years. Officers have started using the software for citations this school year.

   2E. Radio Issues: Programming/Antennas
   Officer VanGorder provided an update on radio programming and antenna issues due to lighting strikes. A temporary antenna was installed at CMHS and has slightly improved communication, but a permanent antenna for the system needs to be purchased to resolve the police radio frequency issue. Officer VanGorder will get an official quote.

   2F. Knox Boxes
   Officer VanGorder discussed that we currently have Knox Box installed at Liberty Curtin Elementary; no other schools have them installed. Discussion was had in regard to the benefits, costs and if this is something to pursue in the future for all buildings.

2G. SWIS (Schoolwide Information System) Data
Officer VanGorder and Mr. Evey reviewed the total number of student referrals and the number of physical altercations. There has been an overall decrease in numbers across all buildings. SWIS Data hand out provided to committee.

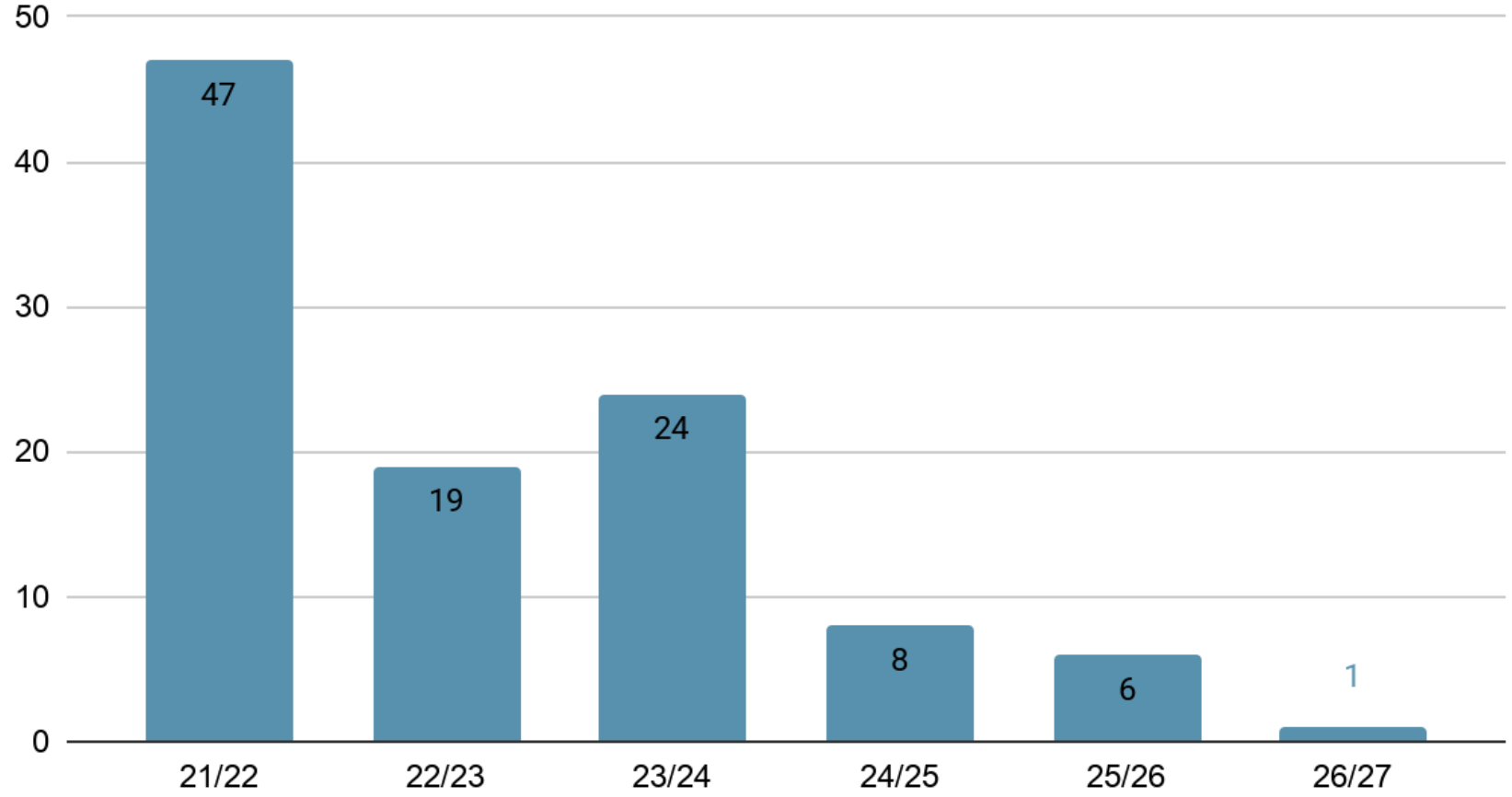
3. **Future Discussion**

4. **Future Meeting**
   Future meeting is TBD.

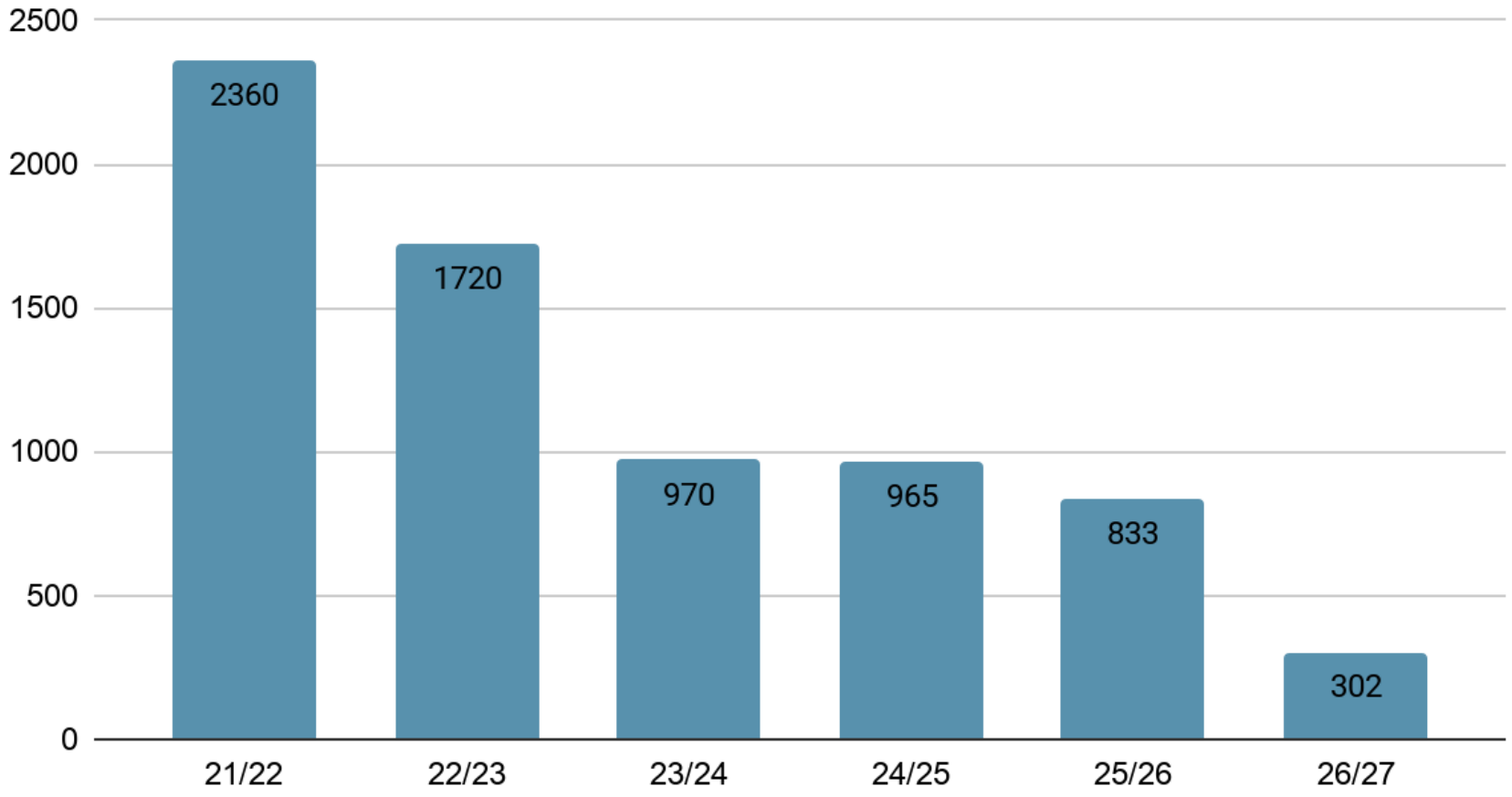
Mr. Scaff adjourned the meeting at 7:16 pm

Swis Data
Fighting and Total Referrals

Referrals - Fighting



Referrals - Total



Public Personnel Committee Meeting (Tuesday, August 12, 2026)
Generated by Rachel Phillips on Tuesday, October 20, 2026

Members present: Mr. Scaff, Mr. Evey, Ms. Phillips, and Ms. Lynch

1. Meeting Opening
Speaker(s): Chair, Mr. Christopher Scaff
Description: Call to Order

1.A. Call to Order

Mr. Scaff announced that because both Dr. Baldino and Mr. Miller were not in attendance, he confirmed with the district solicitor that the board president, Ms. Lynch can stand in as a committee member as ex-officio president, this gives the committee a consistent quorum.

2. Discussion

2.A. Job Descriptions

Speaker(s): Justin Evey, HR Director

2.A.1 Job Description Spreadsheet

The committee reviewed the job description spreadsheet and Mr. Evey explained that going forward as the committee reviews job descriptions, they will be added to the spreadsheet.

2.A.2. CTC School Counselor Position

Mr. Evey explained that this is a position that was paid with a grant through CTC as it was specific to CTC. The position is and has been filled with a retired counselor through ESS. The union is now saying they are not subbing for anyone because that position didn't exist. Mr. Evey mentioned Dr. Lonoconus discussed with the board needed a Mr. Evey worked with Mr. Lynch and Robin long, who served in this position, to come up with the specific tasks for the job description because it is a little bit different than a regular school counselor. This position is very specific for what is needed to support the students in CTC.

2.A.3. School Counselor Job Description

The committee reviewed the job description. Mr. Evey explained that this is the job description for the regular school counselor. The new job description is more specific to the position.

2.A.4. Memorandum of Understanding - Association of Clinton County Educators

The committee reviewed the MOU and Mr. Evey explained that we have a teacher who is already teaching live lessons through the district's online learning program for grades 7-12. This MOU would only be for the 26-27 school year.

*Mr. Scaff adjourned the meeting to move into executive session.

2.B. Staff Updates

3. Future Discussions

Mr. Scaff adjourned the meeting at 1:13 pm.

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Rachel Phillips, Personnel Committee Secretary

BOARD POLICY

204.1 Virtual Attendance and Wellness Checks

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
204.1	v2.4	DRAFT	10/22/2026

PURPOSE

This policy establishes standards for wellness checks for students who receive academic instruction exclusively through the district's virtual instruction program for the full school year. Wellness checks are conducted to verify attendance and to facilitate the safety and well-being of students.

AUTHORITY

The Board directs the maintenance of a wellness check process that complies with state law.[1]

This policy shall be posted on the district's publicly accessible website.[1]

DEFINITION

District employee/representative – a district teacher, administrator or other district representative who is subject to mandated reporter requirements for child abuse under the Child Protective Services Law.[2][3]

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for implementing this policy.

It shall be the responsibility of the designated district employee/representative to administer wellness check procedures in accordance with applicable law and this policy.

GUIDELINES

Weekly Wellness Checks

Weekly wellness checks must be conducted for each student enrolled in the district's virtual instruction program who receives academic instruction exclusively through virtual means for the full school year.[1]

At least once during any week consisting of three (3) or more full or partial academic instructional days, a district employee/representative shall ensure that each student is visibly seen and communicated with in real time either, in person or through electronic means.[1]

Wellness Check Methods

Acceptable methods of conducting wellness checks include:[1]

1. A student turning on a webcam and the district employee/representative visibly seeing and communicating with the student during synchronous online instruction.

2. Virtual or face-to-face participation by the student in any of the following activities:
    a. Health screenings.
    b. Standardized testing.
    c. Advising sessions.
    d. Tutoring sessions.
    e. In person, school-sponsored activities chaperoned by a district employee/representative.

Excused Absence Exemptions

A student may be exempt from a wellness check on the day a check is attempted if the student has an excused absence pursuant to applicable attendance requirements.[1] [4][5]

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week. If a student has an excused absence for all school days during the same week, the student shall be exempt from the wellness check requirement for that week.[1] [4][5]

Internet or Power Outage Exemptions

A student may be exempt from a wellness check when the student's household experiences a documented Internet or power outage during the day and time of the attempted wellness check.[1]

If this occurs, the district shall conduct the wellness check on the next school day or another school day during the same week following resolution of the outage.[1]

The student's parent/guardian shall provide documentation of the outage to the district as soon as possible.[1]

Failure to Complete a Required Wellness Check

Within one (1) school day after a student fails to complete a required wellness check, the district shall:[1]

1. Make documented and ongoing efforts to complete the required wellness check and contact the student's parent/guardian using at least two (2) different methods of communication; and
2. Provide written notice to the parent/guardian, in the parent's/guardian's preferred language, stating that the required wellness check has not been completed.

Wellness Review Conference

If the required wellness check is not completed within three (3) school days following the issuance of written notice, the district shall immediately schedule a wellness review conference to occur within one (1) school day. The wellness review conference may be conducted in person or through electronic means.[1]

The wellness review conference will be conducted to:[1]

1. Complete the required wellness check through real-time visual interaction with the student;
2. Reestablish communication with the student and the student's parent/guardian; and
3. Identify interventions to facilitate future participation in wellness checks.

The wellness review conference shall convene as scheduled regardless of whether the student or the student's parent/guardian participates.[1]

In-Person Wellness Check

If a student does not participate in the wellness review conference, the district must conduct an in-person wellness check within twenty-four (24) hours of the scheduled conference, even if this time period falls on a weekend or holiday.[1]

{ X } When the district has been unable to reach or obtain a response from the student or the student's parent/guardian, the Superintendent or designee shall consult with the district solicitor for guidance.

Wellness Check Records

The district shall maintain accurate records of all wellness checks, including the date, time, method, and outcome of each check.[1]

District administrators are prohibited from altering attendance records for wellness checks after a wellness check has been performed, except to correct an identified error.[1]

Reporting Requirements

Any district employee/representative who observes an indications of abuse, neglect or harm to a child during a wellness check, wellness review conference, or related contact, the district employee/representative is required to report the concerns in accordance with law and Board policy.[1][2][3]

The district shall maintain documentation sufficient to demonstrate compliance with this policy and applicable law.[1]

Such documentation shall be provided to the Pennsylvania Department of Education (PDE) upon request. Failure to comply with the with such requests may result in:[1]

1. A requirement to report to PDE the date, time and method of each wellness check for each student enrolled exclusively in the district's virtual instruction program.
2. Mandating district educators, administrators and staff to complete child abuse recognition, prevention and reporting training annually.
3. Requiring the district to meet in person with each student enrolled in a virtual instruction program at least once during the school year following the school year in which the district was found to be out of compliance.
4. Prohibiting the district from being awarded a competitive state grant by PDE until the district demonstrates compliance.

Legal Footnotes

[1] **24 P.S. 1327.4**
LEGAL REFERENCE

[2] **23 Pa. C.S.A. 6301 et seq**
LEGAL REFERENCE

[3] **Pol. 806 — Child Abuse**
POLICY REFERENCE

[4] **24 P.S. 1329**
LEGAL REFERENCE

[5] **Pol. 204 — Attendance**
POLICY REFERENCE

BOARD POLICY

246 School Wellness

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
246	v3.3	DRAFT	10/22/2026

Proposed addition Proposed deletion

PURPOSE

Keystone Central School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

AUTHORITY

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[2][3]

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

{X} The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. {X } Assessment of school environment regarding school wellness issues.
2. {X } Evaluation of food services program.
3. {X } Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. {X } Listing of activities and programs conducted to promote nutrition and physical activity.
5. {X } Recommendations for policy and/or program revisions.
6. {X } Suggestions for improvement in specific areas.
7. {X } Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

GUIDELINES

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

{X } **Advisory Health Council**

{ X} An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.[5]

{X } The Advisory Health Council may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.

{X } The Advisory Health Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.

{ X} The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.

{X } The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year, as required by law.[5]

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

{X } Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

{X } Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

{X} Nutrition education lessons and activities shall be age-appropriate.

{X } Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

{X } School food service and nutrition education classes shall cooperate to create a learning laboratory.

{ X} Nutrition education shall be integrated into other subjects such as math, science, language arts and social sciences to complement but not replace academic standards based on nutrition education.

{X } Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

{X} The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[9]

{X } Nutrition education shall extend beyond the school environment by engaging and involving families and the community.

{ } _____ other.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

{X} District schools shall promote nutrition through the implementation of Farm to School activities, where possible. Activities may include, but not be limited to, the initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

{X } District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

{ X} District food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

{X } Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

{ X} Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

{X } District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

{ } _____ other.

Physical Activity

{X } District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

{X } District schools shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

{X } Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

{X } Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

{X } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

{X } Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

{X } Physical activity breaks shall be provided for students during classroom hours.

{X } Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

{X } District schools shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.

{X } Physical activity shall not be used or withheld as a form of punishment.

{X } District schools shall promote physical activity through encouragement of walking and biking as a means of transportation to and from school.

{X} Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

{ } _____ other.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.[10]

{X } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

{X } Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

{X } A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

{X } A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

{X } Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

{X } A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

{X } Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

{ X} Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

{X } Physical education shall be taught by certified health and physical education teachers.

{X } Appropriate professional development shall be provided for physical education staff.

{X } Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.

{X } Physical activity shall not be used or withheld solely as a form of punishment.

{ } _____ other.

Social Media

A social media literacy program consistent with curriculum regulations and academic standards shall be developed and implemented to address the following:[7][8][23]

1. **Mental, psychological and physical effects of social media and mobile device use.**
2. **Potential impacts of social media and mobile device use on academic growth and learning.**
3. **Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:**
   a. **Cyberbullying.**
   b. **Predatory behavior.**
   c. **Potential human trafficking.**
4. **Personal security and privacy on mobile devices.**

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][24]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

{ X} District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

{ X} Students shall be provided a clean and safe meal environment.

{X } Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

{X } District schools shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

{X } Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[11]

{X } Students shall have access to hand washing or sanitizing before meals and snacks.

{X } Access to the food service operation shall be limited to authorized staff.

{X } Nutrition content of school meals shall be available to students and parents/guardians.

{X } Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.

{ X} To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

{X } The district shall provide appropriate training to all staff on the components of the School Wellness policy.

{X } Goals of the School Wellness policy shall be considered in planning all school based activities.

{X } Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

{X } Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.

{X } The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.

{X } The district shall maintain a healthy school environment to optimize conditions for learning and minimize potential health risks to students, in accordance with the district's school environmental health program and applicable laws and regulations.

{ } _____ other.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives: **(CHOOSE ONE OF THE OPTIONS BELOW)**
    a. { } Foods and beverages shall not be used as a reward or incentive in district schools.
    b. {X } Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.).
    c. { } _____other.
2. Classroom Parties and Celebrations: **(CHOOSE ONE OR MORE OF THE OPTIONS BELOW)**
    a. { } Only non-food based parties and celebrations shall occur on the school campus during the school day in district schools.
    b. { } Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
    c. {X } Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
    d. { } Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
        i. Fresh fruits/vegetables; and
        ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
    e. {X } When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
    f. { } Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
    g. {X }Food and beverages used for classroom parties and celebrations will promote a positive nutrition message.
3. Shared Classroom Snacks:
    a. { } Shared classroom snacks are not permitted in district schools.
    b. {X } Shared classroom snacks will promote a positive nutrition message.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.[3] [18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

Management of Food Allergies in District Schools

The Food Service Supervisor ~~The districts~~ shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

{X } The Superintendent or designee shall assess and, to the extent possible, implement improvements to make walking and biking to school safer and easier for students.

{X } The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

{X } District administrators may seek and utilize available federal and state funding for safe routes to school, when appropriate.

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Legal Footnotes

[2] 42 U.S.C. 1758b
LEGAL REFERENCE

[3] 7 CFR 210.31
LEGAL REFERENCE

[4] 7 CFR 210.15
LEGAL REFERENCE

[5] 24 P.S. 1422
LEGAL REFERENCE

[6] 24 P.S. 1513
LEGAL REFERENCE

[7] Pol. 102 — Academic Standards
POLICY REFERENCE

[8] Pol. 105 — Curriculum
POLICY REFERENCE

[9] Pol. 808 — Food Services
POLICY REFERENCE

[10] 24 P.S. 1512.1
LEGAL REFERENCE

[11] 7 CFR 210.10
LEGAL REFERENCE

[12] 7 CFR 220.8
LEGAL REFERENCE

[13] 24 P.S. 701
LEGAL REFERENCE

[15] 42 U.S.C. 1751
LEGAL REFERENCE

[16] 42 U.S.C. 1773
LEGAL REFERENCE

[17] 7 CFR 210.30
LEGAL REFERENCE

[18] 7 CFR 210.11
LEGAL REFERENCE

[19] 7 CFR 220.12
LEGAL REFERENCE

[20] Pol. 229 — Student Fundraising
POLICY REFERENCE

[21] 24 P.S. 504.1
LEGAL REFERENCE

[22] Pol. 209.1 — Food Allergy Management
POLICY REFERENCE

[23] 24 P.S. 1556
LEGAL REFERENCE

[24] 24 P.S. 742.1
LEGAL REFERENCE

Policy Number	249 SD PNN
Title	Bullying/Cyberbullying
Version	v3 · 10/30/2026

Bullying/Cyberbullying

PURPOSE

The Board recognizes that bullying **and cyberbullying create** an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. **The Board is committed to providing a safe, positive learning environment for district students that is free from bullying and cyberbullying.**

DEFINITIONS

Artificial Intelligence-Generated or Modified Media means text, code, images, audio or video data that has been created or modified from its original source data through the use of artificial intelligence technology, programs or platforms.[1]

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting

{X} and/or outside a school setting,

that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education**; or**
2. Creating a threatening environment**; or**
3. Substantially disrupting the orderly operation of the school.

Cyberbullying means bullying through the use of electronic technology or communication, including data, computer software or online platforms regardless of their origin, using a device, system network, internet service, email, social media or other digital means, including artificial intelligence–generated or modified media. Cyberbullying includes bullying conduct which occurs in a school setting.[1]

{X} and/or outside a school setting.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

AUTHORITY

The Board prohibits all forms of bullying **and cyberbullying** by district students **and requires that this policy be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.**[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying **and cyberbullying** be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying **or cyberbullying** brought pursuant to this policy **to** also be reviewed for conduct which may not be proven to be bullying **or cyberbullying** under this policy but merits review and possible action under other Board policies.[1]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying **or cyberbullying** or participation in an investigation of allegations of bullying **or cyberbullying** is prohibited and shall be subject to disciplinary action.

DELEGATION OF RESPONSIBILITY

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying **and cyberbullying**.

The Superintendent or designee shall develop administrative regulations to **support** this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

~~District administration~~ The Superintendent or designee shall annually provide the following information with the school safety and security incident report:[1][2]

1. Board's Bullying**/Cyberbullying** Policy.
2. Report of bullying **and cyberbullying** incidents.
3. Information on the development and implementation of any bullying **and cyberbullying** prevention, intervention or education programs.

GUIDELINES

Reports of bullying or cyberbullying may be made orally or in writing and may be anonymous, except where made by district staff. Students are encouraged to use the district's reporting form attached to this policy, or to submit a written complaint; however, oral complaints will be accepted, documented and investigated.

Any individual receiving a complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor any person involved.

District staff who observe bullying/cyberbullying or receive a report of bullying/cyberbullying shall not conduct an independent investigation but shall take appropriate action to protect the safety of involved students and promptly provide a summary of the observed or reported conduct to the building principal or designee.

For purposes of this policy, a reporter is an individual, other than district staff, who reports alleged bullying/cyberbullying directed at one or more students. A complainant is the alleged victim or target of the conduct. In some circumstances, the same individual may serve as both reporter and complainant.

The building principal or designee shall encourage the complainant or reporter to complete the district's designated report form. If, due to age, disability or other incapacity, the complainant or reporter is unable to complete the form, the building principal or designee shall document the report and complete the form on the individual's behalf. If the report is made by someone other than the complainant, the complainant shall be notified promptly, informed of the report, and encouraged to complete the district reporting form.

As soon as practicable after the receipt of a report of bullying or cyberbullying, the district shall notify the parent(s)/guardian(s) of any student involved in the incident.

If the complainant, district staff, or other professionals with knowledge of the complainant's health and well-being indicate that notifying a parent/guardian could place the complainant or another person at risk of abuse, neglect or other imminent harm, the building principal, in consultation with the Superintendent and legal counsel, and as appropriate, law enforcement, child welfare authorities and other qualified professionals, may determine whether parental notification should be delayed as permitted by law. The basis for the delay must be documented, and parent/guardian notification shall occur as soon as legally and safely practicable.[3] [4]

Every report of bullying/cyberbullying shall be reviewed and investigated promptly and sufficiently to address the alleged misconduct, even if the report is anonymous or the complainant requests that no action be taken.

Threat Assessment

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community, or others, district staff shall make a referral to the district's threat assessment team in accordance with applicable law and Board policy.[5][6]

Discrimination/Harassment

If, at the time of the report or at any time during the investigation of the alleged bullying/cyberbullying, there is reason to believe that the conduct may fall within the provisions of the district's discrimination/harassment policies, the Title IX Coordinator must be promptly notified. Upon notification, the Title IX Coordinator will immediately initiate steps to comply with appropriate policies and procedures. The investigation will be handled as a joint and concurrent investigation to address all appliable allegations and legal requirements.[7][8]

Investigation Procedures

After determining that the matter does not require handling under Policy 103, the building principal shall determine whether the investigation may be conducted by the principal or designee or whether the matter must be referred to the Superintendent or another appropriate administrator.

If law enforcement has been notified, a law enforcement report has been filed, or substantiated allegations could result in expulsion, the building principal shall consult with the Superintendent or appropriate administrator, who may seek advice from legal counsel.

Investigations shall be timely, impartial, thorough and comprehensive. The investigation may include:

1. **Interviewing the complainant.**
2. **Interviewing the individual(s) accused of the conduct.**
3. **Interviewing witnesses.**
4. **Reviewing physical, electronic or documentary evidence.**
5. **Reviewing any other relevant information provided during the investigation.**
6. **Conducting any additional inquiry reasonably necessary to determine the facts and address proven misconduct.**

Investigative Findings

The investigator shall prepare findings that summarize the investigation, determine whether the allegations have been substantiated, identify any violation of Board policy or applicable law, and recommend appropriate corrective action.

As soon as practicable after determining that an incident of bullying or cyberbullying has occurred, the district shall notify the parent(s)/guardian(s) of any student involved in the incident of the determination of the investigation.

The complainant/reporter and the accused shall be informed of the outcome of the investigation within a reasonable period of time, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The accused shall not be informed of any individual remedies provided to the complainant.[9]

District Response and Corrective Action

If an investigation results in a finding that bullying or cyberbullying or other misconduct occurred, the district shall take prompt and appropriate corrective action designed to stop the conduct, prevent its recurrence, protect affected students, eliminate any hostile or disruptive environment, and prevent retaliation. [1]

The district shall document corrective actions taken and, when permitted by law, inform the complainant or reporter of responsive measures. District administrators shall monitor the effectiveness of corrective actions and take additional measures when necessary.[1]

If an investigation reveals violations of other Board policies or circumstances requiring additional review, referral, discipline or intervention, the district shall address those matters through the appropriate disciplinary, administrative or support processes.

Any disciplinary action imposed shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, applicable collective bargaining agreements, and state and federal law, and may include:[1][2][13]

{X } Counseling within the school.

{X } Parental conference.

{X } Loss of school privileges.

{X } Transfer to another school building, classroom or school bus.

{X } Exclusion from school-sponsored activities.

{X } Detention.

{X } Suspension.

{X } Expulsion.

{X } Counseling/Therapy outside of school.

{X } Referral to law enforcement officials.

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][2][10]

Education

The district

{ } may

{X} shall

develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][11][12]

School Safety and Security Incidents Report

Annually, by July 31, the Superintendent shall report on the designated form, to the PA Department of Education, all new incidents as required by state law. The report must include the total number of bullying and cyberbullying incidents that occurred during the school year, including the number of cyberbullying incidents suspected to involve artificial intelligence-generated or modified media.[2][14]

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Footnotes

[1] 24 P.S. 1303.1-A

[2] Pol. 805.1
Policy Reference
Open policy

[3] 23 Pa. C.S.A. 6301

[4] Pol. 806
Policy Reference
Open policy

[5] 24 P.S. 1302-E

[6] Pol. 236.1
Policy Reference
Open policy

[7] Pol. 103
Policy Reference
Open policy

[8] Pol. 103
Policy Reference
Open policy

[9] Pol. 216
Policy Reference
Open policy

[10] 22 PA Code 12.3

[11] 20 U.S.C. 7118

[12] 24 P.S. 1302-A

[13] Pol. 236
Policy Reference
Open policy

[14] 24 P.S. 1319-B

BOARD POLICY

918 Title I Parent and Family Engagement

POLICY NUMBER	ADOPTED	REVISED	VERSION
918	3/11/2021	10/9/2025	v1.1
DOCUMENT STATUS	**PRINTED**		
DRAFT	10/22/2026		

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community.[1] [2]

Definition

Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.

Authority

The Board directs the district and each of its schools with a Title I program to:[1]

1. Conduct outreach to all parents and family members.
2. Include parents and family members in development of the district’s overall Title I Plan and process for school review and improvement.[3]

3. Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:

    a. Distributed in writing to all parents and family members.

    b. Incorporated into the district's Title I Plan.[3]

    c. Posted to the district's publicly accessible website.[4]

    d. Evaluated annually with parent and family involvement.

4. Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.

Accessibility

The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.[1] **[5]**

Delegation of Responsibility

The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.[1][3]

The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:

1. Providing communications in clear and simple language.

2. Posting information for parents and family members on the district's website.

3. Including a telephone number for parents and family members to call with questions.

4. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information.

5. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate. **[5]**

The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and expectations to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.[1]

Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:[1]

1. Volunteer in their child’s classroom. **[6]**

2. Support their child’s learning.

3. Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.

Guidelines

Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.[1]

The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.[1]

The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.[1][3]

At these meetings, parents and family members shall be provided:[1]

1. Timely information about programs provided under Title I.
2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

1. Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.
2. Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.
3. Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.
4. Analyze and share the results of the Title I Parent/Family Survey.

5. Post school performance data on the district's website.

6. Distribute and discuss the School-Parent and Family Compact.

7. Host various parent and family nights at each school building with a Title I program.

8. Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

9. Actively recruit parents and family members to participate in school review and improvement planning.

10. Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

11. Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.[1][3]

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children. [2] [7]

2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:

    a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.

    b. Using technology, including education about the harms of copyright piracy, as appropriate. [8]

    c. Providing information, resources and materials in a user friendly format.

    d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.

3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school. [9]

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children. [1] [5] [10][11][12][13][14] [15]

5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.

6. Train parents and family members to enhance the involvement of other parents and family members.

7. Adopt and implement model approaches to improving parent and family engagement.

8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.

9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:[1] **[5]** [10][11][12][13][14] **[15]**

1. Involving district and program representatives to assist in identifying specific parent and family member needs.

2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.[1]

The evaluation shall identify:[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

1. A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

2. Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.[1]

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.

2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time. **[6]**

3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. **[6]**

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.[1]

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:[1]

1. Supporting programs that reach parents and family members at home, in the community, and at school.

2. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign–in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

Legal Footnotes

[1] **20 U.S.C. 6318**
LEGAL REFERENCE

[2] **Pol. 102 — Academic Standards**
POLICY REFERENCE

[3] **20 U.S.C. 6312**
LEGAL REFERENCE

[4] **24 P.S. 510.2**
LEGAL REFERENCE

[5] **Pol. 138 — Language Instruction Educational Program for English Learners**
POLICY REFERENCE

[6] **Pol. 916 — Volunteers**
POLICY REFERENCE

[7] **Pol. 127 — Assessment System**
POLICY REFERENCE

[8] **Pol. 814 — Copyright Material**
POLICY REFERENCE

[9] **Pol. 333 — Professional Development**
POLICY REFERENCE

[10] **20 U.S.C. 7845**
LEGAL REFERENCE

[11] **29 U.S.C. 3271 et seq**
LEGAL REFERENCE

[12] **29 U.S.C. 701 et seq**
LEGAL REFERENCE

[13] **42 U.S.C. 11301 et seq**
LEGAL REFERENCE

[14] **42 U.S.C. 9831 et seq**
LEGAL REFERENCE

[15] **Pol. 212 — Reporting Student Progress**
POLICY REFERENCE

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
Liberty-Curtin Elementary School
2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Liberty-Curtin Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at Liberty-Curtin Elementary.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families
    - Schoolwide Title I End of the Year Planning Meeting with parents and families
    - Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

    - Zoom and Live Meetings
    - Recorded Meetings
    - During School Meetings
    - Evening Meetings

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

    - Title I Schoolwide Planning Committee Meetings
    - Annual letter
    - Parent Surveys
    - Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

    - Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
    - Open House
    - Parent-teacher conferences
    - Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

    - Open House
    - PSSA Summary Results
    - Powerschool
    - Family Acadience and/or NWEA MAP Assessment Report
    - Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))

- Conferences
- Parent meetings- at the convenience of parents
- 504 meetings
- IEP meetings
- GIEP meetings
- Zoom with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops

- KCSD website: Plan, Compact, and Engagement Policy
- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))

    - One-to-one technology
    - Parent Trainings
        - Parent tutorials
        - Parent workshops
        - SEL training and support
        - Technology training and support
        - Literacy training and support
        - Math training and support
        - Heath training and support
        - Guidance Support

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events

- Parent Training and Support
- Student Showcase Events

14. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

    - Language interpretation is available upon request
    - Website information can be translated in language of choice
    - Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

    - Interpreters upon request
    - ADA accessibility in the facility
    - Notices can be translated into Native languages and braille upon request
    - Settings can be set on PowerSchool to translate into the family's native languages
    - Schoology

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Paper copy sent home with students
    - MTSS letters sent home
    - Paper copy of compact sent home
    - Posted on KCSD website/Class Dojo:
        - KCSD Family Engagement Policy
        - KCSD Teacher/Parent/Student Compact
        - Right to Know Letter Policy
        - Annual Schoolwide Plan
        - Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

- Liberty-Curtin Elementary uses SAS Translation Library to provide translated mandatory federal program forms to families in the language they speak.
- Liberty-Curtin Elementary utilizes Language Line for parent/family conferences and the TalkingPoints app when necessary.
- Liberty-Curtin Elementary has access to translators for written communication.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Robb Elementary School

2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Robb Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at Robb Elementary.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families
    - Schoolwide Title I End of the Year Planning Meeting with parents and families
    - Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

    - Zoom and Live Meetings
    - Recorded Meetings
    - During School Meetings
    - Evening Meetings
    - Coffee and Conversation

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

    - Title I Schoolwide Planning Committee Meetings
    - Annual letter
    - Parent Surveys
    - Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

    - Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
    - Open House
    - Parent-teacher conferences
    - Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

    - Open House
    - PSSA Summary Results
    - Powerschool
    - Family Acadience and/or NWEA MAP Assessment Report
    - Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))

- Conferences
- Parent meetings- at the convenience of parents
- 504 meetings
- IEP meetings
- GIEP meetings
- Zoom with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops

- KCSD website: Plan, Compact, and Engagement Policy
- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))
    - One-to-one technology
    - Coffee and Conversation
    - Parent Trainings
        - Parent tutorials
        - Parent workshops
        - SEL training and support
        - Technology training and support
        - Literacy training and support
        - Math training and support
        - Health training and support
        - Guidance Support

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events

- Parent Training and Support
- Student Showcase Events

14. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

    - Language interpretation is available upon request
    - Website information can be translated in language of choice
    - Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

    - Interpreters upon request
    - ADA accessibility in the facility
    - Notices can be translated into Native languages and braille upon request
    - Settings can be set on PowerSchool to translate into the family's native languages
    - Class Dojo

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

    - Paper copy sent home with students
    - MTSS tiered intervention letters sent home
    - Paper copy of compact sent home
    - Posted on KCSD website/Class Dojo:
        - KCSD Family Engagement Policy
        - KCSD Teacher/Parent/Student Compact
        - Right to Know Letter Policy
        - Annual Schoolwide Plan
        - Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Renovo Elementary School
2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Renovo Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at Renovo Elementary.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:

- **Renovo Elementary convenes an annual meeting each year to inform all parents and families about the Title I Schoolwide Programs, Title I requirements, and about the right of parents to be involved in the Title I Schoolwide Program.**
- **Parents and families will have the opportunity to review the current school policy and make suggestions in person or through Google Forms for updates and changes.**
- **The Parent and Family Engagement Policy will be available year-round on our Renovo Monthly Newsletter along with the Google Form to provide suggestions.**

2. Convene an annual meeting, at a convenient time:

· To which all parents and family members of participating children shall be invited, and encouraged to attend;

· To inform parents and family members of their school's participation as a Title I school; and

· To explain the requirements and the rights of parents and family members to be involved.

- **Renovo Elementary will provide families with an annual meeting to be held on August 24th, 2026 from 3:30- 6:00p.m.**
- **Notifications will be on the Smore School Newsletter and invitations will be sent out via Class Dojo and paper copies sent for parents who are not connected to Renovo Elementary School's Class Dojo**

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.

- **Parent/family survey to determine the time and dates that meetings are held.**
- **Parent/family will be informed about the meetings through ClassDojo, Smore Newsletter, and paper copies as needed.**
- **PTO Meetings – held in person & on Zoom on the 2nd Wednesday of every month at 5:00p.m.**
- **Open House/Parent Family Engagement - August 24th, 2026**
- **Annual Meeting – August 24th, 2026**
- **Parent-Teacher Conferences - November 12th, 2026 (12:30-3:30p.m.) and (5:00p.m.-8:00p.m.)**
- **Showcase Night - TBD**
- **Spring Parent-Teacher Conferences – as needed March 12, 2027 (8:00a.m.-3:10p.m.)**
- **MTSS meetings – scheduled at the parent/family convenience and generally involves Interventionists in the conference room**

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:

- **Parent/family response to a Google Form survey on the parent and family engagement program (or paper survey if requested)**
- **Offer opportunities throughout the year to complete for parent/guardian surveys pertinent to the Title I program via Google Form or email school website**
- **PTO Meetings once a month (2nd Wednesday) at 5:00 p.m. Title I will be addressed as needed as part of the monthly agenda, and the principal or designee stays after to discuss any concerns or topics related to federal programs, Title I, schoolwide programs, parent and family engagement, etc.**

5. Provide parents and family members of participating children with timely information about the Title I program:

- **School Newsletter that is updated monthly, which includes a federal program section**
- **District and School Federal Programs website**
- **Class Dojo messages**
- **WIN (What I need intervention groups) Parent/Family Letter**

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:

- **Science of Reading Newsletter (Shared via Principal's Monthly Newsletter) and paper copy available as needed**
- **The federal program and curriculum website will address these topics.**
- **All students participating in Intervention groups will receive letters informing the parents and family members of participating children the academic assessments used, baseline scores, and information about interventions.**
- **School newsletter**
- **Meeting – August 24th, 2026**
- **Parent/Teacher conferences on November 12th, 2026**
- **Parent/Teacher Spring Conferences-as needed March 12, 2027**
- **Spring Meeting prior to PSSA's April 8th, 2026**
- **MTSS meetings – scheduled at the parent/family convenience and generally involves Interventionists in the conference room**

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:

- **Parent/Teacher Conferences (Fall and Spring)**
- **Parent conferences set via Google Meet, Zoom, or in person at parent/family request at any time throughout the school year**

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- **Involve community members, faculty/staff, and parent/family members to participate in the development of the Schoolwide Improvement Plan.**
- **Planned Fall, Winter, and Spring meetings to review and update plan**

- **Parents/Families may view the Schoolwide Improvement Plan during the Annual Title I Meeting on August 24th, 2026.**

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

· Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. Also address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:

o Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

o Frequent reports to parents and family members on their children's progress;

o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

o Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.

- **Parents/Families and school staff will meet on August 24th, 2026 to discuss the design, implementation, and provide feedback on the school compact.**
- **Interventionists will edit the document based on the feedback received from parents, families, and school staff members.**
- **Spring parent-teacher conferences – as needed March 12, 2027 frequent reports to parents on their children's progress**
- **Open communication with opportunities for contacting teachers/staff, opportunities to volunteer and participate in their child's class**
    - **Newsletters, phone calls, ClassDojo**

- **Documents translated into family language of preference, SAS Translation Library for translation of mandated federal program forms, and use of Language Line for translators for oral communication (conferences, phone calls)**

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:

- **Annual Meeting – August 24th, 2026**
- **Parent/Teacher conferences (Fall and Spring)**
- **Parent Meeting in Spring TBD**
- **Documentation from Director of Curriculum via Class Dojo, district website, school newsletter**

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- **Materials handed out to support the Science of Reading at the annual meeting held on August 24th, 2026.**
- **Family Provided with materials to assist in improving their child's achievement at the annual meeting held on August 24th, 2026.**

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- **SPAC Skits and Google Form sign off of participation**

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- **Headstart Kindergarten registration districtwide**.
- **Conduct meetings involving parents and families and program participants to discuss development and assessments needs of individual children**

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

- **Class Dojo messages sent by classroom teachers**
- **School newsletter**
- **PTO Meetings**
- **Translating documents as needed or offering Language Line**

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):

- **All parents/families are informed through various means of communication including newsletters, phone calls, Class Dojo, and email.**
- **All documents are translated in the parent/family native language per the home language survey and parent request.**
- **Documents translated through SAS Translation Library**

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- **Send policy via Class Dojo**
- **Send paper copy to parents who request it**
- **Policy included in school newsletter**

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

- **Renovo Elementary uses the SAS Translation Library to provide translated mandatory federal program forms to families in the language they speak.**
- **Renovo Elementary utilizes Language Line for parent/family conferences when necessary.**
- **Renovo Elementary has access to translators for written communication.**

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Woodward Elementary School

2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to achieving state academic standards by students participating in Title I programs. This policy, developed by Woodward Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at Woodward Elementary.

School Components of the Family Engagement Policy

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review, and improvement of the school's Parent and Family Engagement Policy: (ESSA, Section 1116(b)(1))

    - Schoolwide Title I Beginning of the Year Meeting with faculty to discuss the plan created at the end of the previous school year.
    - Schoolwide Title I Mid-Year Planning Meeting with parents and families ● Schoolwide Title I End of the Year Planning Meeting with parents and families ● Open House
    - Engagement Policy is posted on the KCSD website

2. Convene an annual meeting, at a convenient time:

    - To which all parents and family members of participating children shall be invited, and encouraged to attend;

    - To inform parents and family members of their school's participation as a Title I school; and

    - To explain the requirements and the rights of parents and family members to be involved (ESSA, Section 1116(c)(1)).

        - Open House
        - Title I Parent Information Night
        - Parent/teacher conferences
        - Annual letter explaining Schoolwide Title I
        - Title I Compact
        - Parent Right to Know letter
        - KCSD website

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings. (ESSA, Section 1116(c)(2)).

- Google Meet and Live Meetings
- Recorded Meetings
- During School Meetings
- Evening Meetings

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program: (ESSA, Section 1116(c)(3)).

- Title I Schoolwide Planning Committee Meetings
- Annual letter
- Parent Surveys
- Communication with parents in various forms- emails/meetings/phone calls

5. Provide parents and family members of participating children with timely information about the Title I program: (ESSA, Section 1116(c)(4)(A)).

- Beginning of the year information: Schoolwide Title I Annual Letter, Compact, Family Engagement policy, and Right to Know
- Open House
- Parent-teacher conferences
- Technical assistance

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:(ESSA, Section 1116(c)(4)(B))

- Open House
- PSSA Summary Results
- Powerschool
- Family Acadience and/or NWEA MAP Assessment Report
- Parent/Teacher Conferences

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:(ESSA, Section 1116(c)(4)(C))
    - Conferences
    - Parent meetings- at the convenience of parents
    - 504 meetings
    - IEP meetings
    - GIEP meetings
    - Google Meet with parents who cannot attend in person

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. (under Section 1114 per ESSA (ESSA, Section 1116(5)).

    - Mid-Year Title I Schoolwide Planning Committee Meeting
    - End of Year Title I Schoolwide Planning Committee Meeting
    - Review and Revise the Compact
    - Review and Revise the Title I Parent and Family Engagement Policy

9. KCSD will provide a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

    - Describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

    - Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
        - Teacher conferences
        - Frequent reports are available to parents and family members on their children's progress;
        - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
        - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.(ESSA, Section 1116(d)(2)(A-D))

            - Translation of information into other languages upon request
            - Parent Informational Workshops
            - KCSD website: Plan, Compact, and Engagement Policy

- Schoolwide Title I Open House

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children: (ESSA, Section 1116(6)(e)(1))

    - Open House
    - Parent/Teacher Conferences
    - Resources given to parents by teachers/specialists to educate parents.
        - phone communications
        - email communications

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:(ESSA, Section 1116(6)(e)(1))

    - One-to-one technology
    - Parent Trainings

    Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school: (ESSA, Section 1116(6)(e)(3))

    - Additional after school training sessions for teachers and support staff
    - Faculty meetings- Schoolwide Title I professional learning
    - In-service training days

12. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:(ESSA, Section 1116(6)(e)(4))

    - Literacy Events
    - Parent Training and Support
    - Student Showcase Events

13. Ensure that information related to school and parent and family member programs, meetings, and other activities are sent to the parents and family members of participating children in a format and in a language, the parents and family members can understand:(ESSA, Section 1116(6)(e)(5))

- Language interpretation is available upon request
- Website information can be translated in language of choice
- Paper copies can be prepared in first language upon request

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children): (ESSA, Section 1116(7)(f))

- Interpreters upon request
- ADA accessibility in the facility
- Notices can be translated into Native languages and braille upon request
- Settings can be set on PowerSchool to translate into the family's native languages

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- Paper copy sent home with students
- MTSS letters sent home
- Paper copy of compact sent home
- Posted on KCSD website/Class Dojo:
    - KCSD Family Engagement Policy
    - KCSD Teacher/Parent/Student Compact
- Right to Know Letter Policy
- Annual Schoolwide Plan
- Complaint Resolution Policy

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the schoolwide plan and the resources available to parents and families.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information, and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

MILL HALL ELEMENTARY
2026-2027

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by Mill Hall Elementary in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at Mill Hall Elementary.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:

- In the fall each year, Mill Hall Elementary holds an Annual Title I Meeting. The purpose of this meeting is to inform the families about the Title I Schoolwide Programs, Title I requirements, and the rights of families to be involved in the Title I Schoolwide Program.
    - This meeting was held on **Monday, August 24, 2026 from 5:00 p.m - 8:00 p.m** in the cafeteria. The families were offered the opportunity to provide feedback via a sign-in sheet (in-person), or an electronic option via completion of a Google Form.
    - In the Spring, a meeting is held with families to provide them the opportunity to review the current school policy and make suggestions to the policy. This meeting is held in person along with Zoom or Google Meet.
- The School-Parent and Family Engagement Policy will be provided to families via ClassDojo, school marquee, monthly newsletters, and KCSD Federal Programs site.

2. Convene an annual meeting, at a convenient time:

- To which all parents and family members of participating children shall be invited, and encouraged to attend;
- To inform parents and family members of their school's participation as a Title I school; and

- To explain the requirements and the rights of parents and family members to be involved.

- Hold a minimum of one annual meeting in the beginning of **September/October 2026** via Zoom or in-person and provide the families opportunity for feedback through a parent/family survey or Google Forms.

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.

- Parent/Family Survey results determine the times and dates that meetings are held.
- Parents/Families will be informed about the meetings through ClassDojo, Mill Hall Elementary PTO Facebook Page, Mill Hall school webpage, monthly newsletter, and on the school marque.
    - PTO Meetings are held on the **third Wednesday** of each month.
    - Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
    - Annual Meeting - **Monday, August 24, 2026**
    - Title 1 Night - **Spring 2027**
    - Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
    - Child Study Team meetings - scheduled at the parent/family convenience and generally involve the regular education teacher, instructional coach, interventionist, school psychologist**,** and principal.

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:

- An Annual meeting will be held **September/October 2026** to discuss the design, implementation, and provide feedback on the parent and family engagement policy.
- Parent/Family responses collected via a Google Form and paper/pencil copies on the parent and family engagement programs.
- Offer opportunities throughout the year for parent/family input via email or ClassDojo.
- Additional parent/family appointments are available upon request. Messages can be sent via ClassDojo, and meetings can be scheduled by calling the main office.

5. Provide parents and family members of participating children with timely information about the Title I program:

- Parents/Families are notified about Title I services through a shared parent letter at the beginning of the school year. That letter is shared on ClassDojo, the school website, and the monthly newsletter.
- KCSD District and Mill Hall Elementary Federal Programs webpages
- ClassDojo
- Parents/Families will be notified by an interventionists when a child enters an intervention group.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:

- In September/October of each academic year, a board presentation will address these topics.
- Annual Meeting - Monday, August 24, 2026
- Title I Night - Spring 2027
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Information will be posted on the federal programs and curriculum website to address these topics.
- Students participating in Intervention groups will receive letters to document local assessments used, baseline scores, and information about interventions.

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:

- Parent/Teacher Conferences -- **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Parent Meetings -- at the request of the parent/family or classroom teacher/Interventionist can be held at any time throughout the year. These meetings are held in person or virtually, in attendance are: classroom teacher, Interventionists, IEP case manager (if the student currently has an IEP), building principal.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- Elyse Robinson, parent representative, serves on the committee for the Schoolwide Improvement Plan to create the plan and make additional changes as needed throughout the year.

- Parents/Families may view the Schoolwide Improvement Plan during the Annual Title I Meeting on Monday, August 24, 2026. It is also included on the monthly newsletter.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
- Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
    - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

    - Frequent reports to parents and family members on their children's progress;

    - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

    - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.

- Link to School-Parent and Family Compact
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Opportunities to contact teachers/staff
- Documents translated into family language of preference, SAS Translation Library for translation of mandated federal program forms, use of Language Line for oral communication (conferences, phone calls), and the TalkingPoints app and Class Dojo for messaging services.

10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:

- Annual Title I Meeting - Monday, August 24, 2026
- Title I Night - Spring 2027
- Parent/Teacher Conferences - **Thursday, November 12(Fall) and March 12, 2027 (Spring) on CALENDAR as PLD/Senior Projects**
- Documentation from Director of Curriculum via ClassDojo and district website
- Report cards are sent home at the end of each quarter

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- Materials to support introducing the Science of Reading to families
- Title I Night - Spring 2027

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- SPAC Skits and Google Form sign off of participation
- Parent/Family surveys and information gathered during the Annual Title I Meeting, PTO, School Advisory Team**,** and ClassDojo will be used to determine professional development recommendations and trainings.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- Kindergarten registration districtwide
- Coordination with local preschool offering materials to local daycare to use while students are in their care.

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

- ClassDojo messages are translated by families in their native language
- PTO Meetings
- Translating documents are provided by the ESL instructor. **Language Line** and **TalkingPoints** are used if needed.

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):

- Invitation to annual Title 1 meeting and any other parent/family event using ClassDojo and translated documents as needed.

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- Send policy via ClassDojo
- Mill Hall Monthly Newsletter
- Send a paper copy to parents upon request.
- Include a link on the Mill Hall Elementary School Homepage in the Federal Programs section

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.

2. A set of goals and objectives to be addressed.

3. A description of the services to be provided.

4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.

- Mill Hall Elementary uses SAS Translation Library to provide translated mandatory federal program forms to families in the language they speak.
- Mill Hall Elementary utilizes Language Line for parent/family conferences and the TalkingPoints app when necessary.
- Mill Hall Elementary has access to translators for written communication.

ACCOUNTS PAYABLE CHECKS FOR REVIEW

November 2026 Board Meeting

Vendor		Total	Description	(Zero Check Number is a Direct Deposit payment) Check Number	Check Date	Department
AMAZON.COM, INC.	$	33.58	ADMIN SUPPLIES	0	10/16/2026	Administration
BAKER, TILLY, VIRCHOW, KRAUSE, LLP	$	8,699.26	2ND BILLING FOR AUDIT ENDING 06.30.26	0	10/02/2026	Administration
BAKER, TILLY, VIRCHOW, KRAUSE, LLP	$	3,809.40	3RD BILLING - AUDIT ENDING 06.30.26	0	10/23/2026	Administration
BLAST IU #17	$	3,210.04	SOUTH PARTIAL BILLING - FINAL BILLING 25-26	2542	10/16/2026	Administration
BLAST IU #17	$	34,241.06	DIVERSIFIED TREATMENT CENTER BILLING - FINAL BILLING 25-26	2542	10/16/2026	Administration
BLAST IU #17	$	2,309.60	DIVERSIFIED TREATMENT CENTER BILLING - FINAL BILLING 25-26	2542	10/16/2026	Administration
CENTRAL INTERMEDIATE UNIT #10	$	122,538.00	CIOLA 25-26 QTR 4	0	10/23/2026	Administration
CHESTER COUNTY I.U.	$	1,212.66	CHOR TUITION 08.24.26-08.31.26	2544	10/16/2026	Administration
CHESTER COUNTY I.U.	$	4,042.20	CHOR TUITION - SEPTEMBER 2026	2577	10/23/2026	Administration
DELAWARE COUNTY INTERMEDIATE UNIT	$	29,563.20	EDUCATIONAL SERVICES ST. EDMONDS HOME MARCH-JUNE 2026	2583	10/23/2026	Administration
DF SUPPLY INC	$	277.38	ADMIN GENERAL SUPPLIES	2635	10/30/2026	Administration
EASTBURN AND GRAY, PC	$	1,705.00	AUGUST 2026 LEGAL SERVICES	2463	10/02/2026	Administration
EASTBURN AND GRAY, PC	$	29,897.64	SEPTEMBER 2026 LEGAL SERVICES	2637	10/30/2026	Administration
FIRST NATIONAL BANK	$	1,498.72	CHECK PRINTER	0	09/30/2026	Administration
FRONTLINE TECHNOLOGIES GROUP LLC	$	2,863.23	APPLICANT TRACKING - 10.01.26-12.31.26	2588	10/23/2026	Administration
HARBORCREEK YOUTH SERVICES	$	537.65	EDUCATIONAL SERVICES AUGUST 2026	2551	10/16/2026	Administration
HARBORCREEK YOUTH SERVICES	$	2,258.13	SEPTEMBER 2026 EDUCATIONAL SERVICES	2592	10/23/2026	Administration
KING SPRY HERMAN FREUND & FAUL	$	4,025.50	SEPTEMBER 2026 SERVICES	2598	10/23/2026	Administration
LEAF	$	772.22	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Administration
LEARN WELL SERVICES	$	708.90	RETRO HOSPITAL TUTORING 02.04.26-02.10.26	2600	10/23/2026	Administration
MADISON NATIONAL LIFE	$	1,732.38	OCTOBER 2026 LIFE INSURANCE	0	10/09/2026	Administration
MAUREEN L. PRITCHARD	$	99.00	EXECUTIVE SESSION ON EXPULSION HEARING	2511	10/09/2026	Administration
MEADOWS PSYCHIATRIC CENTER	$	900.00	ACADEMIC INSTRUCTION 09.10.26-09.23.26	2555	10/16/2026	Administration
MEADOWS PSYCHIATRIC CENTER	$	400.00	ACADEMIC INSTRUCTION 09.15.26-09.19.26	2555	10/16/2026	Administration
MILLCREEK TOWNSHIP SCHOOL DISTRICT	$	16,659.48	RESIDENTIAL TUITION - 09.02.25-06.11.26	2556	10/16/2026	Administration
MONTOUR SCHOOL DISTRICT	$	717.60	BRADLEY SCHOOL DAY RESIDENTIAL TUITION - AUGUST 2026	2558	10/16/2026	Administration
MONTOUR SCHOOL DISTRICT	$	5,023.20	SEPTEMBER 2026 RESIDENTIAL TUITION	2602	10/23/2026	Administration
NEW STORY, LLC	$	8,925.00	EDUCATION SERVICES 10.01.26-10.31.26	0	10/16/2026	Administration
NEW STORY, LLC	$	8,925.00	EDUCATION SERIVES 10.01.26-10.31.26	0	10/16/2026	Administration
NEW STORY, LLC	$	8,925.00	EDUCATION SERVICES - 10.01.26-10.31.26	0	10/16/2026	Administration
NEW STORY, LLC	$	8,085.00	EDUCATION SERVICES - 10.01.26-10.31.26	0	10/16/2026	Administration
NITTANY LEARNING SERVICES	$	50.25	AEDY SEPTEMBER 2026 LUNCHES	2560	10/16/2026	Administration
PITNEY BOWES	$	1,011.15	ADMIN POSTAGE MACHINE LEASE 07.26.26-10.25.26	2608	10/23/2026	Administration
PSERS	$	2,966,599.18	EMPLOYER CONTRIBUTIONS	0	09/28/2026	Administration
PSERS	$	5,239.42	EMPLOYER POS	0	09/28/2026	Administration
PSHIC	$	4,942.43	DENTAL CLAIMS 09.25.26	0	10/02/2026	Administration
PSHIC	$	1,384.00	ASO UCCI 09/2026	0	10/02/2026	Administration
PSHIC	$	1,404,957.87	OCTOBER 2026 MEDICAL/VISION	0	10/09/2026	Administration
PSHIC	$	3,512.77	DENTAL CLAIMS 10.09.26	0	10/16/2026	Administration
PSHIC	$	5,368.06	DENTAL CLAIMS 10.02.26	0	10/16/2026	Administration
PSHIC	$	7,203.75	DENTAL CLAIMS 10.16.26	0	10/23/2026	Administration
PSHIC	$	1,432,093.28	NOVEMBER 2026 MEDICAL/VISION	0	10/30/2026	Administration

PSHIC	$	4,914.06	DENTAL CLAIMS 10.23.26	0	10/30/2026	Administration
PYRAMID HEALTHCARE, INC.	$	7,752.00	AUGUST 2026 TUITION	2562	10/16/2026	Administration
PYRAMID HEALTHCARE, INC.	$	33,915.00	SEPTEMBER 2026 TUITION	2609	10/23/2026	Administration
RIVER ROCK ACADEMY, LLC	$	14,985.00	3RD INSTALLMENT OF 10 PRE-PURCHASED EDUCATION SLOTS	2563	10/16/2026	Administration
RIVER ROCK ACADEMY, LLC	$	14,985.00	4TH INSTALLMENT OF 10 PREPAID 5 STUDENT EDUCATION SLOTS	2611	10/23/2026	Administration
SALISBURY TOWNSHIP SCHOOL DISTRICT	$	4,905.18	KIDSPEACE NATIONAL CENTERS EDUCATION PROGRAM 08.03.26-08.25.26	2564	10/16/2026	Administration
SOURCE4TEACHERS	$	172.12	SUBSTITUTE NURSE 09.26.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	524.40	SUBSTITUTE CLERICAL AIDES 09.26.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	2,335.83	SUBSTITUTE BUILDING ASSISTANTS 09.26.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	786.56	SUBSTITUTE CUSTODIANS 09.26.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	19,320.47	SUBSTITUTE TEACHERS 09.26.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	119.18	SUBSTITUTE CLERICAL AIDES 09.19.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	324.38	SUBSTITUTE NURSE 09.19.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	1,724.07	SUBSTITUTE BUILDING ASSISTANTS 09.19.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	699.16	SUBSTITUTE CUSTODIANS 09.19.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	14,027.78	SUBSTITUTE TEACHERS 09.19.26	0	10/09/2026	Administration
SOURCE4TEACHERS	$	770.70	SUBSTITUTE CLERICAL AIDES 10.03.26	0	10/16/2026	Administration
SOURCE4TEACHERS	$	324.38	SUBSTITUTE NURSE 10.03.26	0	10/16/2026	Administration
SOURCE4TEACHERS	$	842.19	SUBSTITUTE CUSTODIANS 10.03.26	0	10/16/2026	Administration
SOURCE4TEACHERS	$	1,672.43	SUBSTITUTE BULDING ASSISTANTS 10.03.26	0	10/16/2026	Administration
SOURCE4TEACHERS	$	19,608.44	SUBSTITUTE TEACHERS 10.03.26	0	10/16/2026	Administration
SOURCE4TEACHERS	$	1,799.56	SUBSTITUTE BUILDING ASSISTANTS 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	1,009.06	SUBSTITUTE CLERICAL AIDES 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	1,204.84	SUBSTITUTE NURSE 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	881.89	SUBSTITUTE CUSTODIANS 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	21,359.43	SUBSTITUTE TEACHERS 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	111.23	SUBSTITUTE TEACHER 10.10.26	0	10/23/2026	Administration
SOURCE4TEACHERS	$	476.64	SUBSTITUTE NURSE 10.17.26	0	10/30/2026	Administration
SOURCE4TEACHERS	$	444.92	SUBSTITUTE BUILDING ASSISTANTS 10.17.26	0	10/30/2026	Administration
SOURCE4TEACHERS	$	484.65	SUBSTITUTE CUSTODIANS 10.17.26	0	10/30/2026	Administration
SOURCE4TEACHERS	$	826.31	SUBSTITUTE CLERICAL AIDES 10.17.26	0	10/30/2026	Administration
SOURCE4TEACHERS	$	13,034.78	SUBSTITUTE TEACHERS 10.17.26	0	10/30/2026	Administration
SOURCE4TEACHERS	$	60.90	SUBSTITUTE AFTER HOURS TEACHER 10.17.26	0	10/30/2026	Administration
SUGAR VALLEY RURAL CHARTER	$	2,535,821.28	JULY, AUGUST, SEPTEMBER, OCTOBER 2026 TUITION	2649	10/30/2026	Administration
TYLER TECHNOLOGIES, INC.	$	326.25	SCHOOL ERP PRO - BENEFITS CONSULTING	2479	10/02/2026	Administration
TYLER TECHNOLOGIES, INC.	$	72.50	SCHOOL ERP PRO - BENEFITS CONSULTING	2529	10/09/2026	Administration
UTICA NATIONAL INSURANCE GROUP	$	35,459.00	INSURANCE	2615	10/23/2026	Administration
VERIZON WIRELESS	$	1,065.08	ACCT #922197783-00001 - CHARGES 09.11.26-10.10.26	2616	10/23/2026	Administration
WAGEWORKS, INC. (CONEXIS)	$	341.25	SEPTEMBER 2026 COBRA	2569	10/16/2026	Administration
WILLITS COPIERS, INC.	$	7,293.86	COPIER BUYOUT	2622	10/23/2026	Administration
TOTAL ADMINISTRATION	**$**	**8,913,738.95**				
ALICIA KALISZEWSKI	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2484	10/09/2026	Athletics
AMAZON.COM, INC.	$	1,036.33	BUCKTAIL FOOTBALL EQUIPMENT	0	10/02/2026	Athletics
AMAZON.COM, INC.	$	(14.99)	CMHS CHEERLEADING SUPPLIES	0	10/09/2026	Athletics
AMAZON.COM, INC.	$	(59.96)	CMHS CHEERLEADING SUPPLIES	0	10/09/2026	Athletics
AMAZON.COM, INC.	$	(14.99)	CMHS CHEERLEADING SUPPLIES	0	10/09/2026	Athletics
AMAZON.COM, INC.	$	117.93	CMHS CHEERLEADING SUPPLIES	0	10/09/2026	Athletics

AMAZON.COM, INC.	$	299.95	CMHS CHEERLEADING SUPPLIES	0	10/23/2026	Athletics
AMAZON.COM, INC.	$	417.84	BUCKTAIL GIRLS BASKETBALL EQUIPMENT	0	10/30/2026	Athletics
ASHTON FERRARA	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2487	10/09/2026	Athletics
BALD EAGLE TOWNSHIP AUTHORITY	$	70.00	CMHS STADIUM OCTOBER 2026 CHARGES	2572	10/23/2026	Athletics
BRUNGARD, ASHLEY F	$	40.00	FALL SEASON 2026 REGISTRATION REFUND	2489	10/09/2026	Athletics
CASSANDRA HALL	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2491	10/09/2026	Athletics
COLLINS SPORTS MEDICINE	$	285.11	OP TRAINING SUPPLIES	2545	10/16/2026	Athletics
D9 FOOTBALL LEAGUE	$	175.00	DISTRICT IX AD DUES	2582	10/23/2026	Athletics
DISTRICT 6 PIAA	$	100.00	26-27 GIRLS SOCCER DISTRICTS	2586	10/23/2026	Athletics
DISTRICT 6 PIAA	$	100.00	26-27 BOYS SOCCER DISTRICTS	2586	10/23/2026	Athletics
ELITE SPORTSWEAR - OMNI CHEER	$	35.98	CMHS CHEERLEADING SUPPLIES	2638	10/30/2026	Athletics
EMILY SLEMONS	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2497	10/09/2026	Athletics
GRAY, MICHELLE L	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2500	10/09/2026	Athletics
JACKIE CONDOR	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2503	10/09/2026	Athletics
KEYSTONE CENTRAL SCHOOL DISTRI_22	$	2,500.00	26-27 INDOOR BAND EQUIPMENT REIMBURSEMENT	2597	10/23/2026	Athletics
LAUREN WERTS	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2506	10/09/2026	Athletics
MATTHEW FYE	$	40.00	FALL SEASON 26 REGISTRATION REFUND	2510	10/09/2026	Athletics
PIAA DISTRICT 6_1	$	280.00	25-26 CROSS COUNTRY CHAMPIONSHIPS	2606	10/23/2026	Athletics
PIAA DISTRICT VI, ATTN: VOLLEYBALL CHAI	$	100.00	26-27 VOLLEYBALL DISTRICTS	2607	10/23/2026	Athletics
POORMAN, MICHEAL A	$	194.56	MILEAGE	2518	10/09/2026	Athletics
PP&L	$	237.76	CMMS STADIUM CHARGES 08.13.26-09.14.26	0	10/02/2026	Athletics
PP&L	$	2,197.94	CMHS STADIUM CHARGES 09.04.26-10.06.26	0	10/23/2026	Athletics
PP&L	$	583.38	BUCKTAIL STADIUM CHARGES 08.27.26-09.28.26	0	10/23/2026	Athletics
PP&L	$	239.64	CMMS STADIUM CHARGES 09.14.26-10.13.26	0	10/30/2026	Athletics
SAMANTHA BERRY	$	40.00	FALL SEASON 2026 REGISTRATION REFUND	2521	10/09/2026	Athletics
SHIKELLAMY HIGH SCHOOL	$	250.00	2026-2027 CROSS COUNTRY DISTRICTS	2523	10/09/2026	Athletics
SITE ONE	$	1,104.82	ATHLETIC FIELD PAINT	2524	10/09/2026	Athletics
SPORTSMAN'S	$	4,285.00	CMHS GIRLS BASKETBALL CLOTHING	2566	10/16/2026	Athletics
SPORTSMAN'S	$	2,417.00	CMMS GIRLS BASKETBALL CLOTHING	2612	10/23/2026	Athletics
SUBURBAN WATER AUTHORITY	$	112.07	CMHS STADIUM SEPTEMBER 2026 CHARGES	2613	10/23/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	530.72	CMHS BOYS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	480.16	CMHS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	691.42	CMHS GIRLS TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	614.24	BUCKTAIL JR. SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	474.73	CMHS GIRLS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	364.80	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	771.86	CMHS GIRLS TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	355.44	CMHS BOYS CROSS COUNTRY TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	425.48	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	660.13	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	620.98	CMMS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	608.25	CMHS BOYS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	(360.00)	CMHS MARCHING BAND TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	1,115.92	CMHS MARCHING BAND TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	718.19	BUCKTAIL JR FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	418.08	BUCKTAIL JR. SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	605.64	BUCKTAIL FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	594.77	BUCKTAIL CHEER TRANSPORTATION	0	10/30/2026	Athletics

SUSQUEHANNA TRANSIT COMPANY	$	462.76	BUCKTAIL JR. SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	341.86	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	627.93	CMHS GOLF TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	465.92	BUCKTAIL JR. SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	526.70	CMHS BOYS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	399.91	BUCKTAIL JR FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	643.12	CMHS GOLF TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	565.39	CMHS BOYS CROSS COUNTRY TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	510.71	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	405.90	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	478.76	CMHS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	705.65	CMMS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	840.03	CMHS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	562.47	CMHS GIRLS/BOYS CROSS COUNTRY TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	1,021.00	CMHS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMHS CHEER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	BUCKTAIL JR. FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	445.80	CMHS BOYS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMHS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	600.00	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	470.70	CMHS GIRLS CROSS COUNTRY TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	450.38	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	70.00	CMMS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMHS GIRLS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	382.31	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	BUCKTAIL JR SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	519.86	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	545.20	CMHS GIRLS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMHS GIRLS TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	507.03	BUCKTAIL JR SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	462.55	CMHS GIRLS TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	472.67	CMHS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	338.49	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	491.49	CMHS GOLF TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	70.00	CMHS GIRLS CROSS COUNTRY TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	373.05	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	513.12	BUCKTAIL TENNIS TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	320.00	CMMS SOFTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	995.54	CMHS FOOTBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	486.90	CMHS CHEER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	604.88	CMHS GIRLS SOCCER TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	433.53	CMMS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
SUSQUEHANNA TRANSIT COMPANY	$	623.05	CMHS VOLLEYBALL TRANSPORTATION	0	10/30/2026	Athletics
VERIZON WIRELESS	$	96.78	ACCT. #922197783-00001 - CHARGES 09.11.26-10.10.26	2616	10/23/2026	Athletics
	TOTAL ATHLETICS	**$ 48,852.62**				

AMAZON.COM, INC.	$	49.97	BUCKTAIL INDUSTRIAL ARTS GENERAL SUPPLIES	0	10/23/2026	Bucktail MS/HS
AMAZON.COM, INC.	$	79.77	BUCKTAIL INDUSTRIAL ARTS GENERAL SUPPLIES	0	10/30/2026	Bucktail MS/HS
AMAZON.COM, INC.	$	2,722.18	BUCKTAIL INDUSTRIAL ART SUPPLIES	0	10/30/2026	Bucktail MS/HS
BLICK ART MATERIALS	$	43.27	BUCKTAIL ART GENERAL SUPPLIES	0	10/23/2026	Bucktail MS/HS
CAROLINA BIOLOGICAL SUPPLY CO.	$	117.90	BUCKTAIL SCIENCE GENERAL SUPPLIES	0	10/23/2026	Bucktail MS/HS
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Bucktail MS/HS
LEAF	$	137.90	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Bucktail MS/HS
NRG BUSINESS MARKETING	$	212.86	BUCKTAIL CHARGES 09.10.26-10.08.26	2605	10/23/2026	Bucktail MS/HS
PP&L	$	25.29	BUCKTAIL CHARGES 08.31.26-09.30.26	0	10/16/2026	Bucktail MS/HS
PP&L	$	4,778.44	BUCKTAIL CHARGES 08.27.26-09.28.26	0	10/16/2026	Bucktail MS/HS
ROBERT M. SIDES, INC.	$	414.75	BUCKTAIL MUSIC GENERAL SUPPLIES	2648	10/30/2026	Bucktail MS/HS
SCOTT ELECTRIC	$	12.24	BUCKTAIL AV SUPPLIES	2474	10/02/2026	Bucktail MS/HS
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	175.39	BUCKTAIL CHARGES 08.29.26-09.29.26	2568	10/16/2026	Bucktail MS/HS
W CLINTON CO MUNCIPAL AUTH	$	3,240.00	BUCKTAIL CHARGES 07.01.26-09.30.26	2531	10/09/2026	Bucktail MS/HS
WEIS MARKETS	$	78.41	BUCKTAIL HOME EC SUPPLIES	2570	10/16/2026	Bucktail MS/HS
WEIS MARKETS	$	38.14	BUCKTAIL HOME EC SUPPLIES	2570	10/16/2026	Bucktail MS/HS
WEIS MARKETS	$	53.92	BACK TO SCHOOL NIGHT SUPPLIES	2619	10/23/2026	Bucktail MS/HS
WEIS MARKETS	$	287.15	BACK TO SCHOOL NIGHT SUPPLIES	2619	10/23/2026	Bucktail MS/HS
WILLITS COPIERS, INC.	$	163.10	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Bucktail MS/HS
TOTAL BUCKTAIL MS/HS	**$**	**12,790.40**				
ADVANCE AUTO PARTS	$	122.94	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	52.61	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	56.70	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	22.64	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	53.98	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	115.26	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	72.58	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	5.87	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	72.61	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ADVANCE AUTO PARTS	$	4.36	AUTO MECHANIC SUPPLIES	2627	10/30/2026	Career & Technology Center
ALRO STEEL CORPORATION	$	178.67	MACHINE SHOP SUPPLIES	2485	10/09/2026	Career & Technology Center
ALRO STEEL CORPORATION	$	119.17	MACHINE SHOP SUPPLIES	2485	10/09/2026	Career & Technology Center
ALRO STEEL CORPORATION	$	74.08	MACHINE SHOP SUPPLIES	2485	10/09/2026	Career & Technology Center
AMAZON.COM, INC.	$	112.87	CHILD CARE SUPPLIES	0	10/02/2026	Career & Technology Center
AMAZON.COM, INC.	$	186.78	CHILD CARE SUPPLIES	0	10/02/2026	Career & Technology Center
AMAZON.COM, INC.	$	2,983.00	SECONDARY CURRICULUM BOOKS	0	10/02/2026	Career & Technology Center
AMAZON.COM, INC.	$	357.06	RECOVERABLE EXPENDITURES	0	10/09/2026	Career & Technology Center
AMAZON.COM, INC.	$	11.94	CULINART ART SUPPLIES	0	10/16/2026	Career & Technology Center
AMAZON.COM, INC.	$	24.89	CULINARY ART SUPPLIES	0	10/30/2026	Career & Technology Center
AMAZON.COM, INC.	$	814.60	RECOVERABLE EXPENDITURES	0	10/30/2026	Career & Technology Center
B & H PHOTO	$	168.50	TECH ED DRAFTING DESIGN SUPPLIES	0	10/02/2026	Career & Technology Center
BALD EAGLE TOWNSHIP AUTHORITY	$	210.00	CTC OCTOBER 2026 CHARGES	2572	10/23/2026	Career & Technology Center
CAREERSAFE ONLINE	$	899.00	EMPLOYABILITY SKILLS LICENSE	0	10/02/2026	Career & Technology Center
COHERE BEAUTY (MARIANNA INDUSTRIES, INC.	$	1,982.90	RECOVERABLE EXPENDITURES	0	10/16/2026	Career & Technology Center
DISCOUNT SCHOOL SUPPLY	$	60.88	VOCATIONAL ADMIN GENERAL SUPPLIES	2548	10/16/2026	Career & Technology Center
DOTTERER EQUIP., INC.	$	1,759.47	PERKINS SUPPLIES	2636	10/30/2026	Career & Technology Center
FIRST NATIONAL BANK	$	2,000.00	ALEX LITE - ONE YEAR SUBSCRIPTION	0	09/30/2026	Career & Technology Center

FIRST NATIONAL BANK	$	320.00	SERVSAFE CERTIFICATIONS	0	09/30/2026	Career & Technology Center
FIRST NATIONAL BANK	$	5,484.00	PERKINS EQUIPMENT	0	09/30/2026	Career & Technology Center
FISHER SCIENTIFIC COMPANY LLC	$	710.00	PERKINS SUPPLIES	0	10/16/2026	Career & Technology Center
HAAS FACTORY OUTLET	$	147.67	MACHINE SHOP SUPPLIES	0	10/02/2026	Career & Technology Center
HAAS FACTORY OUTLET	$	560.26	RECOVERABLE EXPENSES	0	10/16/2026	Career & Technology Center
HERMANCE MACHINE CO.	$	3,147.50	PERKINS - EQUIPMENT	0	10/02/2026	Career & Technology Center
LYNCH, KURT R	$	97.92	MILEAGE	2553	10/16/2026	Career & Technology Center
MSC INDUSTRIAL SUPPLY CO., INC	$	386.18	PERKINS SUPPLIES	0	10/02/2026	Career & Technology Center
MSC INDUSTRIAL SUPPLY CO., INC	$	243.51	MACHINE SHOP SUPPLIES	0	10/09/2026	Career & Technology Center
MSC INDUSTRIAL SUPPLY CO., INC	$	152.57	RECOVERABLE EXPENDITURES	0	10/09/2026	Career & Technology Center
MSC INDUSTRIAL SUPPLY CO., INC	$	108.00	MACHINE SHOP SUPPLIES	0	10/16/2026	Career & Technology Center
NOCTI	$	3,760.00	PRE NOCIT TESTS	0	10/16/2026	Career & Technology Center
PP&L	$	8,787.12	CTC CHARGES 09.04.26-10.06.26	0	10/23/2026	Career & Technology Center
SUBURBAN WATER AUTHORITY	$	296.87	CTC SEPTEMBER 2026 CHARGES	2613	10/23/2026	Career & Technology Center
TELEMEDIA, LLC	$	2,199.00	CTC SOFTWARE	2476	10/02/2026	Career & Technology Center
TELEMEDIA, LLC	$	970.00	DIVISIFIED OCCUPATIONS SUPPLIES	2476	10/02/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	69.72	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	48.67	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	90.40	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	22.83	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	41.22	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	88.17	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	123.39	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	11.27	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	238.78	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONER AUTO PARTS, INC.	$	7.32	AUTO MECHANIC SUPPLIES	2651	10/30/2026	Career & Technology Center
TONY'S HARDWARE	$	602.50	CONSTRUCTION TRADE SUPPLIES	0	10/30/2026	Career & Technology Center
US FOODS	$	(23.23)	270847	0	10/02/2026	Career & Technology Center
US FOODS	$	315.96	CULINARY ARTS SUPPLIES	0	10/02/2026	Career & Technology Center
US FOODS	$	156.87	CUST #10666593 - CULINARY ART SUPPLIES	0	10/16/2026	Career & Technology Center
US FOODS	$	(43.12)	CUST #1666593 - CULINART ART SUPPLIES	0	10/16/2026	Career & Technology Center
US FOODS	$	530.68	CUST #1666593 - CULINARY ART SUPPLIES	0	10/23/2026	Career & Technology Center
US FOODS	$	167.17	CUST #1666593 - CULINARY ART SUPPLIES	0	10/30/2026	Career & Technology Center
WEIS MARKETS	$	36.71	CULINARY ARTS SUPPLIES	2533	10/09/2026	Career & Technology Center
WEIS MARKETS	$	112.39	CULINARY ART SUPPLIES	2533	10/09/2026	Career & Technology Center
WEIS MARKETS	$	7.98	CULINARY ART SUPPLIES	2533	10/09/2026	Career & Technology Center
WEIS MARKETS	$	30.65	CULINARY ART SUPPLIES	2533	10/09/2026	Career & Technology Center
WEIS MARKETS	$	16.49	CULINARY ART SUPPLIES	2570	10/16/2026	Career & Technology Center
TOTAL CAREER & TECHNOLOGY CENTER	**$**	**42,546.78**				
AMAZON.COM, INC.	$	163.48	CMHS SCIENCE GENERAL SUPLIES	0	10/02/2026	Central Mountain HS
AMY WOLFE	$	156.78	REIMBURSE - AP BOOK	2486	10/09/2026	Central Mountain HS
BALD EAGLE TOWNSHIP AUTHORITY	$	630.00	CMHS OCTOBER 2026 CHARGES	2572	10/23/2026	Central Mountain HS
BLICK ART MATERIALS	$	1,650.81	CMHS ART GENERAL SUPPLIES	0	10/09/2026	Central Mountain HS
DOROTHY CUNNINGHAM	$	57.64	REIMBURSE - AP BOOK	2496	10/09/2026	Central Mountain HS
FIRST NATIONAL BANK	$	79.85	FAMILY CONSUMER SCIENCE SUPPLIES	0	09/30/2026	Central Mountain HS
HERMITAGE ART DBA WARNER PRESS	$	99.90	CMHS MUSIC GENERAL SUPPLIES	2593	10/23/2026	Central Mountain HS
JR JUDD VIOLINS, LLC	$	95.00	CMHS MUSIC EQUIPMENT	2504	10/09/2026	Central Mountain HS

KELLY & JASON MADIGAN	$	65.00	SAT FEE REIMBURSEMENT	2643	10/30/2026	Central Mountain HS
LEAF	$	310.60	SEPTEMBER 2026 CHARGES	2507	10/09/2026	Central Mountain HS
LEAF	$	964.99	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Central Mountain HS
PITNEY BOWES	$	298.41	CMHS POSTAGE MACHINE LEASE 08.18.26-11.17.26	2608	10/23/2026	Central Mountain HS
PITNEY BOWES	$	275.36	RED INK	2608	10/23/2026	Central Mountain HS
PP&L	$	252.94	CMHS CHARGES 08.31.26-09.30.26	0	10/16/2026	Central Mountain HS
PP&L	$	10,966.02	CMHS CHARGES 09.04.26-10.06.26	0	10/23/2026	Central Mountain HS
PP&L	$	28.97	CMHS CHARGES 09.04.26-10.06.26	0	10/23/2026	Central Mountain HS
SUBURBAN WATER AUTHORITY	$	731.40	CMHS SEPTEMBER 2026 CHARGES	2613	10/23/2026	Central Mountain HS
UGI ENERGY SERVICES, INC.	$	787.93	CMHS CHARGES 09.01.26-09.30.26	0	10/23/2026	Central Mountain HS
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	1,662.20	CMHS CHARGES 09.01.26-09.30.26	2614	10/23/2026	Central Mountain HS
WEIS MARKETS	$	26.96	CMHS HOME EC GENERAL SUPPLIES	2570	10/16/2026	Central Mountain HS
WEIS MARKETS	$	180.16	CMHS HOME EC SUPPLIES	2570	10/16/2026	Central Mountain HS
WILLITS COPIERS, INC.	$	1,466.46	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Central Mountain HS
WILLITS COPIERS, INC.	$	45.30	COPIER CHARGES 09.01.26-09.30.26	2534	10/09/2026	Central Mountain HS
WILLITS COPIERS, INC.	$	35.80	COPIER BASE RATE CHARGES 10.15.26-11.14.26	2622	10/23/2026	Central Mountain HS
TOTAL CENTRAL MOUNTAIN HIGH SCHOOL	**$**	**21,031.96**				
ALDERFER LUMBER	$	2,421.00	CMMS 7/8 ART GENERAL SUPPLIES	0	10/02/2026	Central Mountain MS
AMAZON.COM, INC.	$	20.98	CMMS 5/6 ENRICHMENT BOOKS	0	10/16/2026	Central Mountain MS
AMAZON.COM, INC.	$	38.94	CMMS 7/8 MUSIC GENERAL SUPPLIES	0	10/16/2026	Central Mountain MS
AMAZON.COM, INC.	$	32.38	CMMS 5/6 LIBRARY SUPPLIES	0	10/30/2026	Central Mountain MS
AMAZON.COM, INC.	$	4.18	CMMS 5/6 LIBRARY SUPPLIES	0	10/30/2026	Central Mountain MS
AMAZON.COM, INC.	$	(3.72)	CMMS 5/6 LIBRARY BOOKS	0	10/30/2026	Central Mountain MS
AMAZON.COM, INC.	$	14.88	CMMS 5/6 LIBRARY BOOKS	0	10/30/2026	Central Mountain MS
AMAZON.COM, INC.	$	318.48	CMMS 5/6 ENRICHMENT BOOKS	0	10/30/2026	Central Mountain MS
BLICK ART MATERIALS	$	131.49	CMMS 7/8 ART GENERAL SUPPLIES	0	10/02/2026	Central Mountain MS
CARIS, CODY A	$	285.00	CREDIT REIMBURSEMENT 10.23.26	0	10/23/2026	Central Mountain MS
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Central Mountain MS
LEAF	$	689.50	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Central Mountain MS
MILL HALL BOROUGH	$	1,080.00	CMMS OCTOBER 2026 CHARGES	2601	10/23/2026	Central Mountain MS
PENN STATE UNIVERSITY_35	$	3,238.32	#936832097 - M. GRAHAM	2517	10/09/2026	Central Mountain MS
PP&L	$	8,610.79	CMMS CHARGES 09.14.26-10.13.26	0	10/30/2026	Central Mountain MS
QUILL CORPORATION	$	127.50	CMMS 7/8 ART GENERAL SUPPLIES	0	10/02/2026	Central Mountain MS
QUILL CORPORATION	$	96.00	CMMS 5/6 PRINCIPAL OFFICE GENERAL SUPPLIES	0	10/23/2026	Central Mountain MS
ROBERT M. SIDES, INC.	$	168.45	CMMS 7/8 MUSIC GENERAL SUPPLIES	2648	10/30/2026	Central Mountain MS
ROBERT M. SIDES, INC.	$	220.00	CMMS 7/8 MUSIC GENERAL SUPPLIES	2648	10/30/2026	Central Mountain MS
SCHOLASTIC INC.	$	274.73	CMMS 7/8 ENRICHMENT SUPPLIES	2565	10/16/2026	Central Mountain MS
SCHOOL SPECIALTY	$	144.86	CMMS 7/8 GENERAL BUSINESS SUPPLIES	0	10/16/2026	Central Mountain MS
SUBURBAN WATER AUTHORITY	$	775.36	CMMS SEPTEMBER 2026 CHARGES	2613	10/23/2026	Central Mountain MS
UGI ENERGY SERVICES, INC.	$	302.26	CMMS CHARGES 09.01.26-09.30.26	0	10/23/2026	Central Mountain MS
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	1,335.27	CMMS CHARGES 09.01.26-09.30.26	2614	10/23/2026	Central Mountain MS
WEIS MARKETS	$	137.70	CMMS HOME EC SUPPLIES	2533	10/09/2026	Central Mountain MS
WILLITS COPIERS, INC.	$	1,125.86	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Central Mountain MS
TOTAL CENTRAL MOUNTAIN MIDDLE SCHOOL	**$**	**21,749.93**				
AMAZON.COM, INC.	$	52.70	CURRICULUM ELEMENTARY SUPPLIES	0	10/30/2026	Curriculum

AMAZON.COM, INC.	$	5,018.59	ELEMENTARY CURRICULUM PROFESSIONAL DEVELOPMENT	0	10/30/2026	Curriculum
IXL LEARNING, INC	$	1,200.00	EDUCATION.COM'S SCHOOL LICENSE	0	10/16/2026	Curriculum
LANGUAGE LINE SERVICES	$	169.80	OVER-THE-PHONE INTERPRETATION	2552	10/16/2026	Curriculum
MULTI-HEALTH SYSTEMS, INC.	$	3,712.50	NAGLIERI GENERAL ABILITY TESTS	0	10/23/2026	Curriculum
SAVVAS-LEARNING COMPANY	$	5,142.90	SECONDARY CURRICULUM SUPPLIES	2522	10/09/2026	Curriculum
WILSON LANGUAGE TRAINING CORPORATION	$	790.50	ACADIENCE LEARNING	2483	10/02/2026	Curriculum
TOTAL CURRICULUM	**$**	**16,086.99**				
AMAZON.COM, INC.	$	241.75	FOOD SERVICE SUPPLIES	0	10/16/2026	Food Service
AMAZON.COM, INC.	$	51.06	CAFETERIA GENERAL SUPPLIES	0	10/23/2026	Food Service
AMAZON.COM, INC.	$	81.70	FOOD SERVICE SUPPLIES	0	10/23/2026	Food Service
BERGER, SHARON A	$	7.85	ADULT SALES REFUND	0	10/02/2026	Food Service
BERGER, SHARON A	$	127.15	MILEAGE	0	10/09/2026	Food Service
BI LO SUPPLY	$	3,084.01	CMMS CAFETERIA EQUIPMENT REPLACEMENT	199	10/30/2026	Food Service
BIMBO FOODS, INC	$	116.80	WOODWARD FOOD	0	10/16/2026	Food Service
BIMBO FOODS, INC	$	157.60	WOODWARD FOOD	0	10/30/2026	Food Service
BSC MECHANICAL, INC.	$	1,025.00	BUCKTAIL EQUIPMENT REPAIRS/MAINTENANCE	185	10/02/2026	Food Service
BSC MECHANICAL, INC.	$	410.00	RENOVO EQUIPMENT REPAIRS/MAINTENANCE	185	10/02/2026	Food Service
BSC MECHANICAL, INC.	$	130.00	CMMS EQUIPMENT REPAIRS/MAINTENANCE	185	10/02/2026	Food Service
BSC MECHANICAL, INC.	$	125.00	BUCKTAIL - REPAIR SERVING LINE MILK COOLER	189	10/16/2026	Food Service
DOUGLAS EQUIPMENT	$	4,628.00	MILK FREEZER	0	10/16/2026	Food Service
FIRST NATIONAL BANK	$	158.65	COMMERICAL MOP BUCKET	0	09/30/2026	Food Service
FIRST NATIONAL BANK	$	103.06	FALL & HALLOWEEN DECORATIONS	0	09/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	336.09	MILL HALL MILK/FOOD	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	1,085.01	CMMS FOOD/MILK	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	576.54	CMHS FOOD/MILK	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	420.21	ROBB MILK	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	460.69	WOODWARD FOOD/MILK	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	769.38	CMMS FOOD/MILK	186	10/02/2026	Food Service
GALLIKER DAIRY COMPANY	$	621.64	CMMS FOOD/MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	313.15	MILL HALL FOOD/MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	291.00	CMMS FOOD/MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	739.26	CMHS MILK/FOOD	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	441.53	LIBERTY CURTIN MILK/FOOD	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	1,175.19	CMMS FOOD/MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	278.50	ROBB MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	495.99	WOODWARD MILK/FOOD	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	867.24	CMHS MILK/FOOD	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	365.94	MILL HALL MILK/FOOD	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	384.83	LIBERTY CURTIN MILK	187	10/09/2026	Food Service
GALLIKER DAIRY COMPANY	$	397.87	CMHS FOOD/MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	435.58	MILL HALL FOOD/MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	269.46	CMHS FOOD/MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	475.76	ROBB MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	222.88	MILL HALL FOOD/MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	298.93	ROBB MILK	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	1,186.83	CMHS MILK/FOOD	190	10/16/2026	Food Service
GALLIKER DAIRY COMPANY	$	434.61	ROBB MILK	190	10/16/2026	Food Service

GALLIKER DAIRY COMPANY	$	917.96	CMHS MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	498.14	WOODWARD MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	176.77	MILL HALL MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	691.14	CMHS MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	712.02	CMMS FOOD/MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	345.52	WOODWARD FOOD/MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	647.94	CMHS FOOD/MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	425.26	ROBB MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	389.73	MILL HALL MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	325.39	LIBERTY CURTIN MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	1,068.04	CMMS MILK/FOOD	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	457.24	LIBERTY CURTIN FOOD/MILK	196	10/23/2026	Food Service
GALLIKER DAIRY COMPANY	$	431.43	LIBERTY CURTIN FOOD/MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	637.56	CMHS FOOD/MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	1,198.69	CMMS FOOD/MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	417.05	ROBB MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	473.95	MILL HALL FOOD/MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	483.09	LIBERTY CURTIN MILK/FOOD	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	762.42	CMMS FOOD/MILK	200	10/30/2026	Food Service
GALLIKER DAIRY COMPANY	$	301.77	ROBB MILK	200	10/30/2026	Food Service
GOLD STAR FOODS, INC	$	446.25	FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
GOLD STAR FOODS, INC	$	148.75	FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
GOLD STAR FOODS, INC	$	87.50	FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
GOLD STAR FOODS, INC	$	988.75	FOOD & SUPPLY INVENTORY	0	10/23/2026	Food Service
GOLD STAR FOODS, INC	$	402.50	FOOD & SUPPLY INVENTORY	0	10/23/2026	Food Service
HARRIS SCHOOL SOLUTIONS	$	447.75	EZSCHOOLPAY.COM TRANSACTION FEES 08.01.26-08.31.26 & 09.01.26-08.30.26	191	10/16/2026	Food Service
HELM, TARAN S	$	194.56	MILEAGE	0	10/09/2026	Food Service
HERSHEY'S ICE CREAM	$	558.00	CMMS FOOD	0	10/23/2026	Food Service
HERSHEY'S ICE CREAM	$	216.00	FOOD	0	10/30/2026	Food Service
HUBERT	$	229.66	FOOD SERVICE SUPPLIES	192	10/16/2026	Food Service
HUBERT	$	231.01	BUCKTAIL CAFETERIA GENERAL SUPPLIES	197	10/23/2026	Food Service
KEEP SAFE TRANSPORTATION SERVICES	$	82.30	KEYSTONE CENTRAL DTAC 09.08.26-09.09.26	2596	10/23/2026	Food Service
KEEP SAFE TRANSPORTATION SERVICES	$	463.90	RIVER ROCK ACADEMY 09.01.26-09.04.26	2596	10/23/2026	Food Service
KRAMER, ESTHER MARIE	$	104.96	MILEAGE	0	10/16/2026	Food Service
LAURIE WETZEL	$	3.60	STUDENT LUNCH REIMBURSEMENT	0	10/09/2026	Food Service
PRO SUPPLY	$	469.95	FOOD & SUPPLY INVENTORY	193	10/16/2026	Food Service
RAUCH, JAIME E	$	6.55	STUDENT LUNCH REIMBURSEMENT	0	10/09/2026	Food Service
SEASHORE FRUIT & PRODUCE CO.	$	287.05	MILL HALL FOOD	0	10/09/2026	Food Service
SEASHORE FRUIT & PRODUCE CO.	$	625.10	CMHS FOOD	0	10/16/2026	Food Service
SEASHORE FRUIT & PRODUCE CO.	$	281.25	ROBB FOOD	0	10/16/2026	Food Service
SOURCE4TEACHERS	$	258.22	SUBSTITUTE CAFETERIA AIDES 09.26.26	0	10/09/2026	Food Service
SOURCE4TEACHERS	$	325.76	SUBSTITUTE CAFETERIA AIDES 09.19.26	0	10/09/2026	Food Service
SOURCE4TEACHERS	$	631.65	SUBSTITUTE CAFETERIA AIDES 10.03.26	0	10/16/2026	Food Service
SOURCE4TEACHERS	$	572.05	SUBSTITUTE CAFETERIA AIDES 10.10.26	0	10/23/2026	Food Service
SOURCE4TEACHERS	$	297.94	SUBSTITUTE CAFETERIA AIDES 10.17.26	0	10/30/2026	Food Service
SUSAN GETGEN	$	20.35	STUDENT LUNCH REIMBURSEMENT	0	10/23/2026	Food Service
TRIMARK SS KEMP	$	4,559.00	REACH-IN FREEZER	194	10/16/2026	Food Service
ULINE	$	184.08	CAFETERIA SUPPLIES	195	10/16/2026	Food Service
ULINE	$	183.03	FOOD SERVICE SUPPLIES	198	10/23/2026	Food Service

UPSTATE NIAGARA COOPERATIVE, INC.	$	311.33	BUCKTAIL MILK	0	10/09/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	408.98	RENOVO MILK	0	10/09/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	318.84	BUCKTAIL MILK	0	10/16/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	348.92	RENOVO MILK	0	10/16/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	318.84	BUCKTAIL MILK	0	10/23/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	418.44	RENOVO MILK	0	10/23/2026	Food Service
UPSTATE NIAGARA COOPERATIVE, INC.	$	239.12	RENOVO MILK	0	10/23/2026	Food Service
US FOODS	$	2,162.34	CUST #10689206 - ROBB FOOD/SUPPLIES	0	10/02/2026	Food Service
US FOODS	$	5,122.87	CUST #30687487 - CMHS FOOD/SUPPLIES	0	10/02/2026	Food Service
US FOODS	$	1,272.69	CUST #20689238 - WOODWARD FOOD	0	10/02/2026	Food Service
US FOODS	$	30.52	CUST #20686887 - LIBERTY CURTIN FOOD	0	10/02/2026	Food Service
US FOODS	$	1,106.12	CUST #20686887 - LIBERTY CURTIN FOOD/SUPPLIES	0	10/02/2026	Food Service
US FOODS	$	2,391.88	CUST #40688491 - CMMS FOOD/SUPPLIES	0	10/02/2026	Food Service
US FOODS	$	29.02	CUST #40688491 - CMMS FOOD	0	10/02/2026	Food Service
US FOODS	$	627.96	CUST #20686887- LIBERTY CURTIN FOOD	0	10/09/2026	Food Service
US FOODS	$	(186.45)	CUST #20686887 - LIBERTY CURTIN FOOD	0	10/09/2026	Food Service
US FOODS	$	(199.75)	CUST #20689238 - WOODWARD FOOD	0	10/09/2026	Food Service
US FOODS	$	830.01	CUST #20689238 - WOODWARD FOOD/SUPPLIES	0	10/09/2026	Food Service
US FOODS	$	(327.24)	CUST #20688495 - MILL HALL FOOD	0	10/09/2026	Food Service
US FOODS	$	(911.46)	CUST #40688491 - CMMS FOOD	0	10/09/2026	Food Service
US FOODS	$	1,395.40	CUST #20688495 - MILL HALL FOOD/SUPPLIES	0	10/09/2026	Food Service
US FOODS	$	5,580.60	CUST #40688491 - CMMS FOOD/SUPPLIES	0	10/09/2026	Food Service
US FOODS	$	(842.00)	CUST #30687487 - CMHS FOOD	0	10/09/2026	Food Service
US FOODS	$	4,784.83	CUST #30687487 - CMHS FOOD	0	10/09/2026	Food Service
US FOODS	$	940.94	CUST #90687401 - RENOVO FOOD/SUPPLIES	0	10/09/2026	Food Service
US FOODS	$	1,366.61	CUST #10687325 - BUCKTAIL FOOD	0	10/09/2026	Food Service
US FOODS	$	1,767.08	CUST #20688495 - MILL HALL FOOD/SUPPLIES	0	10/09/2026	Food Service
US FOODS	$	156.45	CUST #61228144 - FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
US FOODS	$	1,062.89	CUST #40688491 - FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
US FOODS	$	960.00	CUST #61228144 - FOOD & SUPPLY INVENTORY	0	10/09/2026	Food Service
US FOODS	$	1,301.87	CUST #10689206 - ROBB FOOD/SUPPLIES	0	10/16/2026	Food Service
US FOODS	$	458.66	CUST #20689238 - WOODWARD FOOD	0	10/16/2026	Food Service
US FOODS	$	5,941.12	CUST #30687487 - CMHS FOOD	0	10/16/2026	Food Service
US FOODS	$	1,148.23	CUST #20688495 - MILL HALL FOOD/SUPPLIES	0	10/16/2026	Food Service
US FOODS	$	1,736.88	CUST #10689206 - ROBB FOOD/SUPPLIES	0	10/16/2026	Food Service
US FOODS	$	895.61	CUST #10687325 - BUCKTAIL FOOD	0	10/16/2026	Food Service
US FOODS	$	1,216.42	CUST #90687401 - RENOVO FOOD	0	10/16/2026	Food Service
US FOODS	$	4,201.61	CUST #40688491 - CMMS FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	33.17	CUST #30687487 - CMHS FOOD	0	10/23/2026	Food Service
US FOODS	$	4,185.49	CUST #30687487 - CMHS FOOD	0	10/23/2026	Food Service
US FOODS	$	1,353.66	CUST #20689238 - WOODWARD FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	1,023.49	CUST #20688495 - MILL HALL FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	2,103.83	CUST #10689206 - ROBB FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	1,194.50	CUST #10687325 - BUCKTAIL FOOD	0	10/23/2026	Food Service
US FOODS	$	4,242.93	CUST #40688491 - CMMS FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	1,440.74	CUST #20686887 - LIBERTY CURTIN FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	1,053.21	CUST #90687401 - RENOVO FOOD/SUPPLIES	0	10/23/2026	Food Service
US FOODS	$	1,371.86	CUST #10687325 - BUCKTAIL FOOD	0	10/23/2026	Food Service
US FOODS	$	(245.82)	CUST #40688491-CMMS FOOD	0	10/23/2026	Food Service

US FOODS	$	(215.35)	CUST #90687401 - RENOVO FOOD	0	10/23/2026	Food Service
US FOODS	$	(216.81)	CUST #10687325 - BUCKTAIL FOOD	0	10/23/2026	Food Service
US FOODS	$	1,686.57	CUST #40688491 - CMMS FOOD	0	10/23/2026	Food Service
US FOODS	$	563.64	CUST #61228144 - FOOD & SUPPLY INVENTORY	0	10/23/2026	Food Service
US FOODS	$	(5.47)	CUST #90687401 - RENOVO FOOD	0	10/23/2026	Food Service
US FOODS	$	892.57	CUST #20686887 - LIBERTY CURTIN FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	1,295.14	CUST #20688495 - MILL HALL FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	1,418.70	CUST #10689206 - ROBB FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	1,360.35	CUST #20689238 - WOODWARD FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	637.81	CUST #30687487 - CMHS FOOD	0	10/30/2026	Food Service
US FOODS	$	2,324.40	CUST #30687437 - CMHS FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	2,645.84	CUST #40688491 - CMMS FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	(50.50)	CUST #20689238 - WOODWARD FOOD	0	10/30/2026	Food Service
US FOODS	$	1,049.03	CUST #20686887 - LIBERTY CURTIN FOOD/SUPPLIES	0	10/30/2026	Food Service
US FOODS	$	(375.97)	CUST #10689206 - ROBB FOOD	0	10/30/2026	Food Service
W.A. DEHART	$	611.65	CMHS FOOD	0	10/16/2026	Food Service
WEIS MARKETS	$	18.16	RENOVO CAFETERIA FOOD	188	10/09/2026	Food Service
WEIS MARKETS	$	33.08	CMHS CAFETERIA FOOD	188	10/09/2026	Food Service
TOTAL FOOD SERVICE	**$**	**128,276.40**				
FIRST NATIONAL BANK	$	10.00	EMERGENCY PERMIT	0	09/30/2026	Human Resources
FIRST NATIONAL BANK	$	55.20	FALL LOCK HAVEN CAREER LINK EXPO	0	09/30/2026	Human Resources
FIRST NATIONAL BANK	$	25.00	EMERGENCY PERMITS	0	09/30/2026	Human Resources
TOTAL HUMAN RESOURCES	**$**	**90.20**				
AMAZON.COM, INC.	$	242.71	LIBERTY CURTIN GENERAL SUPPLIES	0	10/23/2026	Liberty Curtin Elementary
AMAZON.COM, INC.	$	41.77	LIBERTY CURTIN ART GENERAL SUPPLIES	0	10/23/2026	Liberty Curtin Elementary
AMAZON.COM, INC.	$	16.99	LIBERTY CURTIN LIBRARY BOOKS	0	10/23/2026	Liberty Curtin Elementary
BEECH CREEK WATER AUTHORITY	$	448.92	LIBERTY CURTIN CHARGES 06.16.26-09.21.26	0	10/09/2026	Liberty Curtin Elementary
BEECH CREEK WATER AUTHORITY	$	50.00	LIBERTY CURTIN CHARGES 06.16.26-09.21.26	0	10/09/2026	Liberty Curtin Elementary
BLICK ART MATERIALS	$	135.60	LIBERTY CURTIN GENERAL SUPPLIES	0	10/30/2026	Liberty Curtin Elementary
KEYSTONE CENTRAL S.D. FOOD SERVICE	$	100.00	LIBERTY CURTION - PBIS REWARDS - STAR STUDNETS EACH MONTH	0	10/16/2026	Liberty Curtin Elementary
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Liberty Curtin Elementary
LEAF	$	275.80	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Liberty Curtin Elementary
LIBERTY TOWNSHIP SUPERVISORS	$	630.00	LIBERTY CURTIN OCTOBER 2026 CHARGES	2508	10/09/2026	Liberty Curtin Elementary
WEST PENN POWER (ALLEGHENY POWER)	$	0.08	LIBERTY CURTIN CHARGES 09.03.26-10.02.26	2571	10/16/2026	Liberty Curtin Elementary
WEST PENN POWER (ALLEGHENY POWER)	$	26.26	LIBERTY CURTIN CHARGES 09.18.26-10.16.26	2620	10/23/2026	Liberty Curtin Elementary
WEST PENN POWER (ALLEGHENY POWER)	$	4,718.41	LIBERTY CURTIN CHARGES 09.04.26-10.05.26	2620	10/23/2026	Liberty Curtin Elementary
WILLITS COPIERS, INC.	$	270.66	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Liberty Curtin Elementary
WILLITS COPIERS, INC.	$	1.99	COPIER CHARGES 09.12.26-10.22.26	2622	10/23/2026	Liberty Curtin Elementary
TOTAL LIBERTY CURTIN ELEMENTARY	**$**	**7,118.91**				
CARNAHAN, JOBETH J	$	1,620.00	CREDIT REIMBURSEMENT 10.23.26	0	10/23/2026	Mill Hall Elementary
CARNAHAN, JOBETH J	$	1,620.00	CREDIT REIMBURSEMENT 10.23.26	0	10/23/2026	Mill Hall Elementary
CROUSE, KAILEIGH A	$	57.38	MILEAGE	2494	10/09/2026	Mill Hall Elementary
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Mill Hall Elementary

LEAF	$	275.80	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Mill Hall Elementary
MILL HALL BOROUGH	$	720.00	MILL HALL OCTOBER 2026 CHARGES	2601	10/23/2026	Mill Hall Elementary
NRG BUSINESS MARKETING	$	643.32	MILL HALL CHARGES 09.10.26-10.08.26	2605	10/23/2026	Mill Hall Elementary
PP&L	$	4,875.40	MILL HALL CHARGES 09.14.26-10.13.26	0	10/30/2026	Mill Hall Elementary
QUILL CORPORATION	$	343.57	MILL HALL GENERAL SUPPLIES	0	10/02/2026	Mill Hall Elementary
SHAFER, MICHAELA J	$	580.00	CREDIT REIMBURSEMENT 04.24.26 - ORIGINAL CHECK NEVER RECEIVED	0	10/23/2026	Mill Hall Elementary
SHAFER, MICHAELA J	$	580.00	CREDIT REIMBURSEMENT 06.26.26 - ORIGINAL CHECK WAS NEVER RECEIVED	0	10/23/2026	Mill Hall Elementary
SUBURBAN WATER AUTHORITY	$	407.46	MILL HALL SEPTEMBER 2026 CHARGES	2613	10/23/2026	Mill Hall Elementary
WILLITS COPIERS, INC.	$	239.46	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Mill Hall Elementary
TOTAL MILL HALL ELEMENTARY	**$**	**12,122.11**				
MCKESSON MEDICAL-SURGICAL (MOORE MEDICAL	$	221.11	NURSE GENERAL SUPPLIES	2554	10/16/2026	Nurse
TOTAL NURSE	**$**	**221.11**				
AMAZON.COM, INC.	$	22.39	SECONDARY CYBER SCHOOL BOOKS	0	10/16/2026	Online Learning
TOTAL ONLINE LEARNING	**$**	**22.39**				
AMAZON.COM, INC.	$	670.13	DISTRICTWIDE CUSTODIAL SUPPLIES	0	10/02/2026	Property Services
AMAZON.COM, INC.	$	7.59	CMHS REPAIRS/MAINTENANCE	0	10/02/2026	Property Services
AMAZON.COM, INC.	$	157.95	MAINTENANCE SUPPLIES	0	10/16/2026	Property Services
AMAZON.COM, INC.	$	135.10	CMHS REPAIRS/MAINTENANCE	0	10/16/2026	Property Services
AMAZON.COM, INC.	$	226.19	CMMS REPAIRS/MAINTENANCE	0	10/16/2026	Property Services
AMAZON.COM, INC.	$	323.64	DISTRICTWIDE CUSTODIAL SUPPLIES	0	10/23/2026	Property Services
AMAZON.COM, INC.	$	23.99	CMHS REPAIRS/MAINTENANCE	0	10/23/2026	Property Services
AMAZON.COM, INC.	$	88.49	PSO SUPPLIES	0	10/23/2026	Property Services
AMAZON.COM, INC.	$	19.99	ROBB REPAIRS/MAINTENANCE	0	10/30/2026	Property Services
AMAZON.COM, INC.	$	27.49	CMMS CUSTODIAL SUPPLIES	0	10/30/2026	Property Services
AMAZON.COM, INC.	$	136.77	CMHS REPAIRS/MAINTENANCE	0	10/30/2026	Property Services
AMAZON.COM, INC.	$	102.92	MILL HALL REPAIRS/MAINTENANCE	0	10/30/2026	Property Services
AUTOMATED LOGIC	$	3,056.00	LIBERTY CURTIN REPAIRS/MAINTENANCE	2457	10/02/2026	Property Services
BI LO SUPPLY	$	1,142.05	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	261.57	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	696.95	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	19.29	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	21.11	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	30.07	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	6.31	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	65.80	MAINTENANCE SUPPLIES	2458	10/02/2026	Property Services
BI LO SUPPLY	$	113.38	MAINTENANCE SUPPLIES	2488	10/09/2026	Property Services
BI LO SUPPLY	$	259.51	MAINTENANCE SUPPLIES	2488	10/09/2026	Property Services
BI LO SUPPLY	$	198.60	MAINTENANCE SUPPLIES	2541	10/16/2026	Property Services
BI LO SUPPLY	$	37.95	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services
BI LO SUPPLY	$	27.12	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services
BI LO SUPPLY	$	56.46	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services
BI LO SUPPLY	$	66.66	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services
BI LO SUPPLY	$	28.77	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services

BI LO SUPPLY	$	42.22	MAINTENANCE SUPPLIES	2573	10/23/2026	Property Services
BI LO SUPPLY	$	237.30	MAINTENANCE SUPPLIES	2629	10/30/2026	Property Services
BI LO SUPPLY	$	64.70	MAINTENANCE SUPPLIES	2629	10/30/2026	Property Services
BI LO SUPPLY	$	1,162.96	MIANTENANCE SUPPLIES	2629	10/30/2026	Property Services
BSC MECHANICAL, INC.	$	852.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	1,988.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	2,201.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	710.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	568.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	645.00	BUCKTAIL REPAIRS/MAINTENANCE	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	140.00	MILL HALL REPAIRS/MAINTENANCE	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	142.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	142.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	568.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	284.00	MAINTENANCE SUPPLIES	2459	10/02/2026	Property Services
BSC MECHANICAL, INC.	$	426.00	MAINTENANCE SUPPLIES	2490	10/09/2026	Property Services
BSC MECHANICAL, INC.	$	490.00	BUCKTAIL REPAIRS/MAINTENANCE	2490	10/09/2026	Property Services
BSC MECHANICAL, INC.	$	1,420.00	MAINTENANCE SUPPLIES	2543	10/16/2026	Property Services
BSC MECHANICAL, INC.	$	6,250.00	MILL HALL REPAIRS/MAINTENANCE	2574	10/23/2026	Property Services
BSC MECHANICAL, INC.	$	1,710.00	MAINTENANCE SUPPLIES	2630	10/30/2026	Property Services
CLEARAIR TECHNOLOGIES	$	780.00	ROBB - MOLD AIR SAMPLING	2579	10/23/2026	Property Services
COMMONWEALTH OF PENNSYLVANIA_21	$	35.00	PESTICIDE BUSINESS LICENSE RENEWAL 2027	2581	10/23/2026	Property Services
DAVID M MAINES ASSOCIATES INC.	$	1,930.38	CMMS REPAIRS/MAINTENANCE	2633	10/30/2026	Property Services
DAVID M MAINES ASSOCIATES INC.	$	1,385.05	CMHS REPAIRS/MAINTENANCE	2633	10/30/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	85.14	MAINTENANCE SUPPLIES	2461	10/02/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	12.25	MAINTENANCE SUPPLIES	2461	10/02/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	27.80	MAINENANCE SUPPLIES	2461	10/02/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	1.66	MAINTENANCE SUPPLIES	2461	10/02/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	35.80	MAINTENANCE SUPPLIES	2461	10/02/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	41.27	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	133.34	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	35.74	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	90.93	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	24.49	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	75.69	MAINTENANCE SUPPLIES	2495	10/09/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	(63.25)	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	190.90	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.07	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	73.08	MAINTENANCE SUPPLIES	2547	10/16/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	663.58	MAINTENANCE SUPPLIES	2584	10/23/2026	Property Services
DENNEY ELECTRIC SUPPLY CO.	$	354.00	MAINTENANCE SUPPLIES	2634	10/30/2026	Property Services
DOTTERER EQUIP., INC.	$	57.96	MAINTENANCE SUPPLIES	2462	10/02/2026	Property Services
DOTTERER EQUIP., INC.	$	1,550.69	MAINTENANCE SUPPLIES	2587	10/23/2026	Property Services
DOTTERER EQUIP., INC.	$	17.96	MAINTENANCE SUPPLIES	2636	10/30/2026	Property Services

ENTERPRISE FLEET MANAGEMENT CUSTOMER B	$	13,384.06	SEPTEMBER 2026 VECHILE LEASE/MAINTENANCE	0	10/09/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	395.30	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	82.95	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	1,012.80	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	301.95	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	373.75	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	119.95	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	236.45	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	233.35	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	3,593.55	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	394.00	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	856.55	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	885.15	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	823.90	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	346.80	MAINTENANCE SUPPLIES	2464	10/02/2026	Property Services
FRY'S FIRE SYSTEMS LLC	$	199.95	MAINTENANCE SUPPLIES	2589	10/23/2026	Property Services
GALLAGHER FLOOR COVERING	$	34.16	ROBB REPAIRS/MAINTENANCE	2590	10/23/2026	Property Services
GEORGE TRAILERS INC.	$	225.00	CONTAINER RENTAL 10.04.26-11.04.26	2498	10/09/2026	Property Services
GLASS ERECTORS, INC.	$	3,154.00	GLASS REPLACEMENT	2639	10/30/2026	Property Services
GRAINGER	$	424.72	MAINTENANCE SUPPLIES	2465	10/02/2026	Property Services
GRAINGER	$	59.98	MAINTENANCE SUPPLIES	2465	10/02/2026	Property Services
GRAINGER	$	45.06	MAINTENANCE SUPPLIES	2465	10/02/2026	Property Services
GRAINGER	$	45.06	MAINTENANCE SUPPLIES	2465	10/02/2026	Property Services
GRAINGER	$	113.24	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	62.40	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	62.40	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	331.90	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	424.72	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	56.22	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	213.60	MAINTENANCE SUPPLIES	2499	10/09/2026	Property Services
GRAINGER	$	7.15	MAINTENANCE SUPPLIES	2550	10/16/2026	Property Services
GRAINGER	$	146.32	MAINTENANCE SUPPLIES	2591	10/23/2026	Property Services
GRAINGER	$	60.27	MAINTENANCE SUPPLIES	2591	10/23/2026	Property Services
GRAINGER	$	24.86	MAINTENANCE SUPPLIES	2591	10/23/2026	Property Services
GRAINGER	$	25.26	MAINTENANCE SUPPLIES	2591	10/23/2026	Property Services
GRAINGER	$	124.74	MAINTENANCE SUPPLIES	2640	10/30/2026	Property Services
GRAINGER	$	906.16	MAINTENANCE SUPPLIES	2640	10/30/2026	Property Services
ICON FIRE SOLUTIONS, LLC	$	915.00	MAINTENANCE SUPPLIES	0	10/23/2026	Property Services
ICON FIRE SOLUTIONS, LLC	$	5,765.00	MAINTENANCE SUPPLIES	0	10/23/2026	Property Services
IDN - HARDWARE SALES INC.	$	200.50	MAINTENANCE SUPPLIES	2641	10/30/2026	Property Services
IDN - HARDWARE SALES INC.	$	516.23	MAINTENANCE SUPPLIES	2641	10/30/2026	Property Services
IDN - HARDWARE SALES INC.	$	392.05	MAINTENANCE SUPPLIES	2641	10/30/2026	Property Services
INGRAM FUELS	$	349.20	PROPANE - WOODWARD	2594	10/23/2026	Property Services
INTEGRITEC, INC.	$	1,365.00	QUARTERLY WATER TREATMENT	2595	10/23/2026	Property Services
INTEGRITEC, INC.	$	450.00	LIBERTY CURTIN - QUARTERLY BILLING FOR WATER TREATMENT	2595	10/23/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services

J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.C. EHRLICH	$	380.64	PEST CONTROL MAINTENANCE	2642	10/30/2026	Property Services
J.J. PETERS DISPOSAL	$	621.00	CMMS COMPACTOR	2467	10/02/2026	Property Services
J.J. PETERS DISPOSAL	$	641.80	CMHS COMPACTOR	2467	10/02/2026	Property Services
J.J. PETERS DISPOSAL	$	251.20	BUCKTAIL COMPACTOR	2467	10/02/2026	Property Services
J.J. PETERS DISPOSAL	$	251.20	RENOVO COMPACTOR	2467	10/02/2026	Property Services
J.J. PETERS DISPOSAL	$	143.16	CTC SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	418.16	LIBERTY CURTIN SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	268.16	MILL HALL SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	72.33	PSO SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	290.38	ROBB SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	268.16	WOODWARD SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	268.16	CMHS SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
J.J. PETERS DISPOSAL	$	268.16	CMMS SEPTEMBER 2026 GARBAGE REMOVAL	2502	10/09/2026	Property Services
KEYSTONE SECURITY & TECHNOLOGY	$	645.00	RENOVO MAINTENANCE SUPPLIES	0	10/09/2026	Property Services
KEYSTONE SECURITY & TECHNOLOGY	$	474.00	BUCKTAIL MAINTENANCE SUPPLIES	0	10/09/2026	Property Services
KEYSTONE SECURITY & TECHNOLOGY	$	5,515.00	CMHS MAINTENANCE SUPPLIES	0	10/09/2026	Property Services
KEYSTONE SECURITY & TECHNOLOGY	$	589.00	ROBB MAINTENANCE SUPPLIES	0	10/09/2026	Property Services
KEYSTONE SECURITY & TECHNOLOGY	$	3,800.00	BUCKTAIL REPAIRS/MAINTENANCE	0	10/23/2026	Property Services
KINGS III EMERGENCY COMMUNICATIONS	$	441.00	ELEVATOR SKYLINE 10.01.26-12.31.26	2468	10/02/2026	Property Services
KINGS III EMERGENCY COMMUNICATIONS	$	220.50	ELEVATOR SKYLINE - 10.01.26-12.31.26	2468	10/02/2026	Property Services
KINGS III EMERGENCY COMMUNICATIONS	$	441.00	ELEVATOR SKYLINE - 07.01.26-09.30.26	2468	10/02/2026	Property Services
KINGS III EMERGENCY COMMUNICATIONS	$	220.50	ELEVATOR SKYLINE - 07.01.26-09.30.26	2468	10/02/2026	Property Services
L.J.C. JANITORIAL DISTRICUTORS, LLC	$	334.50	DISTRICTWIDE CUSTODIAL SUPPLIES	0	10/02/2026	Property Services
LANDPRO EQUIPMENT	$	72.20	MAINTENANCE SUPPLIES	2644	10/30/2026	Property Services
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Property Services
LINDE GAS & EQUIPMENT, INC.	$	36.72	MAINTENANCE SUPPLIES	0	10/02/2026	Property Services
LINDE GAS & EQUIPMENT, INC.	$	23.04	MAINTENANCE SUPPLIES	0	10/30/2026	Property Services
LOBAR INC	$	8,684.86	LIBERTY CURTIN CONSTRUCTION	2509	10/09/2026	Property Services
M & T LAWN CARE AND SERVICES	$	530.00	PSO MISC PURCHASED SERVICES	0	10/09/2026	Property Services
M & T LAWN CARE AND SERVICES	$	940.00	PSO MISC PURCHASED SERVICES	0	10/09/2026	Property Services
M.L.P ELECTRIC LLC	$	1,150.00	MAINTENANCE SUPPLIES	0	10/30/2026	Property Services
MAXWELL TRUCKING & EXCAVATING INC	$	49.37	MAINTENANCE SUPPLIES	2645	10/30/2026	Property Services
MILL HALL BOROUGH	$	120.00	PSO OCTOBER 2026 CHARGES	2601	10/23/2026	Property Services
MILLER BROTHERS AUTO SALES	$	367.61	VEHICLE MAINTENANCE	2471	10/02/2026	Property Services
MILLER BROTHERS AUTO SALES	$	40.65	VEHICLE MAINTENANCE	2471	10/02/2026	Property Services
MILLER BROTHERS AUTO SALES	$	29.02	MAINTENANCE SUPPLIES	2557	10/16/2026	Property Services
MILLER BROTHERS AUTO SALES	$	1,024.38	MAINTENANCE SUPPLIES	2557	10/16/2026	Property Services
MIRABITO ENERGY PRODUCTS	$	2,199.14	DYED BIODIESEL	2647	10/30/2026	Property Services
NOLAND	$	58.44	MAINTENANCE SUPPLIES	2514	10/09/2026	Property Services
NRG BUSINESS MARKETING	$	53.07	WAREHOUSE CHARGES 09.10.26-10.08.26	2605	10/23/2026	Property Services
PRECISE ELECTRIC	$	2,907.86	CMHS REPAIRS/MAINTENANCE	2519	10/09/2026	Property Services
RIZZO'S GREENHOUSE	$	79.95	REPLACE TREE @ BUCKTAIL	0	10/16/2026	Property Services
TONER AUTO PARTS, INC.	$	3.72	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	1.84	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services

TONER AUTO PARTS, INC.	$	124.98	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	24.84	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	29.15	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	40.16	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	2.57	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	28.64	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	5.29	MAINTENANCE SUPPLIES	2478	10/02/2026	Property Services
TONER AUTO PARTS, INC.	$	249.96	MAINTENANCE SUPPLIES	2528	10/09/2026	Property Services
TONER AUTO PARTS, INC.	$	106.36	MAINTENANCE SUPPLIES	2528	10/09/2026	Property Services
TONER AUTO PARTS, INC.	$	12.08	MAINTENANCE SUPPLIES	2528	10/09/2026	Property Services
TONER AUTO PARTS, INC.	$	41.96	MAINTENANCE SUPPLIES	2567	10/16/2026	Property Services
TONER AUTO PARTS, INC.	$	112.67	MAINTENANCE SUPPLIES	2651	10/30/2026	Property Services
TONER AUTO PARTS, INC.	$	11.89	MAINTENANCE SUPPLIES	2651	10/30/2026	Property Services
TONER AUTO PARTS, INC.	$	5.44	MAINTENANCE SUPPLIES	2651	10/30/2026	Property Services
TONER AUTO PARTS, INC.	$	164.26	MAINTENANCE SUPPLIES	2651	10/30/2026	Property Services
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	66.05	WAREHOUSE CHARGES 09.10.26-10.08.26	2614	10/23/2026	Property Services
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	37.04	HEAD HOUSE CHARGES 09.10.26-10.08.26	2614	10/23/2026	Property Services
VERIZON WIRELESS	$	105.42	ACCT. #922197783-00001 - CHARGES 09.11.26-10.10.26	2616	10/23/2026	Property Services
W.B. MASON	$	1,849.50	DISTRICTWIDE CUSTODIAL SUPPLIES	2653	10/30/2026	Property Services
W.F. WELLIVER & SON, INC.	$	932.89	DISTRICTWIDE EQUIPMENT REPAIRS/MAINTENANCE	2617	10/23/2026	Property Services
WAYNE TOWNSHIP LANDFILL	$	45.11	DISPOSAL SERVICE	2532	10/09/2026	Property Services
WEX BANK	$	6,197.60	SEPTEMBER 2026 FUEL CHARGES	0	10/09/2026	Property Services
TOTAL PROPERTY SERVICES	**$**	**124,743.79**				
AMAZON.COM, INC.	$	16.99	RENOVO LIBRARY BOOKS	0	10/16/2026	Renovo Elementary
BAIR, LYNDSIE A	$	285.00	CREDIT REIMBURSEMENT 10.30.26	2628	10/30/2026	Renovo Elementary
BAIR, LYNDSIE A	$	285.00	CREDIT REIMBURSEMENT 10.30.26	2628	10/30/2026	Renovo Elementary
CASPER, CHEYANNE J	$	83.60	MILEAGE	2631	10/30/2026	Renovo Elementary
KURTZ BROS.	$	151.20	RENOVO GENERAL SUPPLIES	2599	10/23/2026	Renovo Elementary
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Renovo Elementary
LEAF	$	137.90	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Renovo Elementary
NRG BUSINESS MARKETING	$	247.94	RENOVO CHARGES 08.29.26-09.29.26	2605	10/23/2026	Renovo Elementary
PP&L	$	3,287.52	RENOVO CHARGES 08.27.26-09.26.26	0	10/16/2026	Renovo Elementary
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	200.52	RENOVO CHARGES 08.29.26-09.29.26	2568	10/16/2026	Renovo Elementary
W CLINTON CO MUNCIPAL AUTH	$	3,240.00	RENOVO CHARGES 07.01.26-09.30.26	2531	10/09/2026	Renovo Elementary
WILLITS COPIERS, INC.	$	264.82	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Renovo Elementary
TOTAL RENOVO ELEMENTARY	**$**	**8,360.21**				
BLICK ART MATERIALS	$	769.01	ROBB ART GENERAL SUPPLIES	0	10/02/2026	Robb Elementary
CITY OF LOCK HAVEN	$	1,855.57	ROBB CHARGES 07.15.26-10.15.26	2578	10/23/2026	Robb Elementary
DEMCO, INC. - ORDER DEPARTMENT	$	110.70	ROBB LIBRARY GENERAL SUPPLIES	0	10/23/2026	Robb Elementary
JARRETT, TIFFANEY M	$	3,342.00	CREDIT REIMBURSEMENT 10.30.26	0	10/30/2026	Robb Elementary
KURTZ BROS.	$	14.07	ROBB GENERAL SUPPLIES	2469	10/02/2026	Robb Elementary
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Robb Elementary
LEAF	$	413.70	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Robb Elementary
NRG BUSINESS MARKETING	$	543.42	ROBB CHARGES 09.09.26-10.07.26	2605	10/23/2026	Robb Elementary
POPADINES, KERI A	$	66.88	MILEAGE	2561	10/16/2026	Robb Elementary

PP&L	$	18.31	ROBB CHARGES 09.16.26-10.15.26	0	10/23/2026	Robb Elementary
PP&L	$	3,958.73	ROBB CHARGES 09.01.26-10.01.26	0	10/23/2026	Robb Elementary
ROBERT M. SIDES, INC.	$	20.00	ROBB MUSIC GENERAL SUPPLIES	2648	10/30/2026	Robb Elementary
SCHOOL SPECIALTY	$	223.79	ROBB ART GENERAL SUPPLIES	0	10/02/2026	Robb Elementary
UGI UTILITIES, INC. (CENTRAL PENN GAS)	$	352.60	ROBB CHARGES 09.09.26-10.07.26	2614	10/23/2026	Robb Elementary
W.B. MASON	$	39.60	ROBB GENERAL SUPPLIES	2481	10/02/2026	Robb Elementary
W.B. MASON	$	105.60	ROBB GENERAL SUPPLIES	2481	10/02/2026	Robb Elementary
W.B. MASON	$	274.20	ROBB GENERAL SUPPLIES	2481	10/02/2026	Robb Elementary
W.B. MASON	$	2,480.47	ROBB GENERAL SUPPLIES	2481	10/02/2026	Robb Elementary
WILLITS COPIERS, INC.	$	712.80	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Robb Elementary
TOTAL ROBB ELEMENTARY	**$**	**15,461.17**				
CENTRE COMMUNICATIONS INC	$	421.00	SECURITY SERVICE SUPPLIES	2492	10/09/2026	Security
GOODMANS ARMS LLC	$	3,811.94	FIREARMS	2549	10/16/2026	Security
NATIONAL RANGE & ARMORY LLC	$	1,320.00	HOLSTERS	2559	10/16/2026	Security
NATIONAL RANGE & ARMORY LLC	$	855.00	AMMUNITION	2559	10/16/2026	Security
NATIONAL SPORTING GOODS	$	18.00	SECURITY SERVICE SUPPLIES	2604	10/23/2026	Security
ROGERS UNIFORM	$	3,900.00	SECURITY SERVICE SUPPLIES	0	10/23/2026	Security
TOTAL SECURITY	**$**	**10,325.94**				
AMAZON.COM, INC.	$	199.48	ACCESS SUPPLIES	0	10/16/2026	Special Education
AMAZON.COM, INC.	$	33.20	ACCESS SUPPLIES	0	10/16/2026	Special Education
AMAZON.COM, INC.	$	622.77	SETTLEMENT SUPPLIES	0	10/23/2026	Special Education
AMAZON.COM, INC.	$	135.80	ACCESS SUPPLIES	0	10/30/2026	Special Education
BARNHART, ELIZABETH A	$	121.60	MILEAGE	0	10/09/2026	Special Education
CENTRAL INTERMEDIATE UNIT #10	$	457.27	JUNE 2026 ESY BILLING	0	10/02/2026	Special Education
DEDUCTIBLE RECOVERY GROUP	$	5,953.25	CLAIM PAYMENT	2546	10/16/2026	Special Education
DISCOUNT SCHOOL SUPPLY	$	103.49	ACCESS SUPPLIES	2585	10/23/2026	Special Education
HMH EDUCATION COMPANY	$	2,980.00	STUDENT LICENSE	2466	10/02/2026	Special Education
HMH EDUCATION COMPANY	$	1,509.54	STUDENT LICENSE	2466	10/02/2026	Special Education
HMH EDUCATION COMPANY	$	2,214.45	STUDENT LICENSE	2466	10/02/2026	Special Education
HOOKED ON SIGN, LLC	$	2,520.00	EDUCATIONAL INTERPRETING SERVICES - 09.11.26-09.18.26	0	10/02/2026	Special Education
HOOKED ON SIGN, LLC	$	4,200.00	EDUCATIONAL INTERPRETING SERVICES 09.21.26-10.02.26	0	10/16/2026	Special Education
HOOKED ON SIGN, LLC	$	3,600.00	EDUCATIONAL INTERPRETING SERVICES 10.05.26-10.16.26	0	10/23/2026	Special Education
KG TUTORING	$	560.00	TUTORING SERVICES - 09.19.26-10.04.26	0	10/09/2026	Special Education
KURTZ BROS.	$	1,701.00	ACCESS EQUIPMENT	2505	10/09/2026	Special Education
LEAF	$	310.60	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Special Education
MCGRAW HILL SCHOOL EDUCATION GROUP	$	1,254.00	PSYCHOLOGICAL SERVICES BOOKS	2470	10/02/2026	Special Education
MCGRAW HILL SCHOOL EDUCATION GROUP	$	3,046.02	PSYCHOLOGICAL SERVICE BOOKS	2470	10/02/2026	Special Education
ORNDORF, HAYLEY J	$	144.86	MILEAGE	2515	10/09/2026	Special Education
QBS, INC.	$	179.80	SAFETY-CARE RECERTIFICATION	0	10/09/2026	Special Education
QBS, INC.	$	203.00	SPECIALIST CERTIFICATION FEES	0	10/09/2026	Special Education
QBS, INC.	$	1,998.00	SAFETY-CARE RECERTIFICATIONS	0	10/23/2026	Special Education
SNYDER, MARIE A	$	107.92	MILEAGE	2525	10/09/2026	Special Education
TAYLOR, PATRICIA J	$	45.30	MILEAGE	2527	10/09/2026	Special Education
THERAPY SPOT, LLC DBA PEDIATRIC DEVELOPM	$	2,469.60	THERAPY STAFFING SERVICES - AUGUST 2026	2477	10/02/2026	Special Education
THERAPY SPOT, LLC DBA PEDIATRIC DEVELOPM	$	4,047.40	SEPTEMBER 2026 THERAPY STAFFING SERVICES	2650	10/30/2026	Special Education

ULINE	$	94.48	ACCESS SUPPLIES	2530	10/09/2026	Special Education
UPMC	$	2,944.00	SEPTEMBER 2026 PT SERVICES	2652	10/30/2026	Special Education
WEAVER, CARLEIGH E	$	61.48	SEPTEMBER 2026 MILEAGE	2618	10/23/2026	Special Education
WEAVER, CARLEIGH E	$	11.70	AUGUST 2026 MILEAGE	2618	10/23/2026	Special Education
TOTAL SPECIAL EDUCATION	**$**	**43,830.01**				
CONKLIN, ERICKA	$	122.96	REIMBURSE - BREAKAWAY GLASSES - PROPS FOR FALL PLAY	195	10/23/2026	Student Activities
FIRST NATIONAL BANK	$	(29.06)	REFUND ON PROPS FOR FALL PRODUCTION	0	09/30/2026	Student Activities
FIRST NATIONAL BANK	$	26.16	PROP & COSTUMES FOR ALL PRODUCTION	0	09/30/2026	Student Activities
FIRST NATIONAL BANK	$	312.96	PROP & COSTUMES FOR ALL PRODUCTION	0	09/30/2026	Student Activities
FIRST NATIONAL BANK	$	613.70	PERFORMANCE RIGHTS FOR FALL PLAY	0	09/30/2026	Student Activities
FIRST NATIONAL BANK	$	142.45	PROP & COSTUMES FOR ALL PRODUCTION	0	09/30/2026	Student Activities
FIRST NATIONAL BANK	$	199.50	SCENIC EXPENSES FOR FALL PLAY	0	09/30/2026	Student Activities
KLINE, STACY L	$	100.00	DISSOLVE CLASS OF 2026 CLUB	196	10/23/2026	Student Activities
MARIANNA'S FUND RAISERS	$	6,190.00	FUNDRAISER	192	10/09/2026	Student Activities
MARIANNA'S FUND RAISERS	$	4,112.50	FUNDRAISER	192	10/09/2026	Student Activities
MAY, JOHN P	$	993.60	REIMBURSE - HOTEL ROOMS FOR EASTERN REGIONAL COMPETITIONS	189	10/02/2026	Student Activities
MUSIC THEATER INTERNATIONAL	$	2,025.00	RIGHTS FOR SPRING MUSICAL - LITTLE WOMEN	193	10/16/2026	Student Activities
SOCKMAN, JANENE M	$	100.00	CASH ADVANCE - PURCHASE NECKLACES FOR HALLOWEEN	194	10/16/2026	Student Activities
TEMPLE, JENNIFER L	$	73.21	REIMBURSE - DONUTS FOR SENIOR BREAKFAST	190	10/02/2026	Student Activities
WILLIAMS, JEFFREY M	$	400.00	REIMBURSE - GIFT CARDS FOR PBIS	191	10/02/2026	Student Activities
TOTAL STUDENT ACTIVITIES	**$**	**15,382.98**				
DAVID I. LINDSAY, ESQUIRE	$	2,903.50	SEPTEMBER 2026 SERVICES	2632	10/30/2026	Superintendent
TAYLOR, CHRISTINE M	$	36.77	REIMBURSE - BOARD EXPENSE SEARCH FOR SUPERINTENDENT	2526	10/09/2026	Superintendent
TOTAL SUPERINTENDENT	**$**	**2,940.27**				
BAKER, TILLY, VIRCHOW, KRAUSE, LLP	$	2,205.00	1ST BILLING AUDIT	468	10/02/2026	Tax Office
EASTBURN AND GRAY, PC	$	930.00	SEPTEMBER 2026 LEGAL SERVICES	471	10/30/2026	Tax Office
EASTBURN AND GRAY, PC	$	78.48	AUGUST 2026 LEGAL SERVICES	469	10/02/2026	Tax Office
EASTBURN AND GRAY, PC	$	1,410.00	AUGUST 2026 LEGAL SERVICES	469	10/02/2026	Tax Office
GEARHART, HERR & CO., INC. INS	$	100.00	BOND - L. JONES	470	10/02/2026	Tax Office
TOTAL TAX OFFICE	**$**	**4,723.48**				
AMAZON.COM, INC.	$	2,259.97	TECHNOLOGY SUPPLIES	0	10/16/2026	Technology
AMAZON.COM, INC.	$	899.50	AV TECHNOLOGY SUPPLIES	0	10/23/2026	Technology
APPLE COMPUTER, INC.	$	5,995.00	ADMIN COMPUTER REPLACEMENT	2540	10/16/2026	Technology
CAPITAL AREA INTERMEDIATE UNIT	$	49,725.00	POWERSCHOOL LICENSES & SUPPORT	2575	10/23/2026	Technology
CDWG	$	14,416.50	STUDENT COMPUTER REPLACEMENT SUPPLIES	0	10/09/2026	Technology
CDWG	$	2,560.00	STUDENT COMPUTER REPLACEMENT SUPPLIES	0	10/09/2026	Technology
CDWG	$	5,798.92	STUDENT COMPUTER REPLACEMENT	0	10/16/2026	Technology
CDWG	$	48,650.00	STUDENT COMPUTER REPLACMENT SUPPLIES	0	10/23/2026	Technology
CDWG	$	2,232.50	STUDENT COMPUTER REPLACEMENT SUPPLIES	0	10/30/2026	Technology
CENTRAL SUSQUEHANNA INTERMEDIATE UNIT	$	6,000.00	E-RATE	2576	10/23/2026	Technology
CLARITY TECHNOLOGY GROUP	$	3,018.44	DISTRICTWIDE CHARGES - NOVEMBER 2026	2493	10/09/2026	Technology

COMCAST	$	14,202.16	DISTRICTWIDE CHARGES	2580	10/23/2026	Technology
CONNECTIVITY COMMUNICATIONS	$	36,880.00	PALO ALTO NETWORKS	2460	10/02/2026	Technology
FIRST NATIONAL BANK	$	81.01	MONTHLY ZOOM SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	344.50	MONTHLY CHATGPT SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	111.01	MONTHLY ZOOM SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	5.14	MONTHLY CHATGPT SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	121.90	MICROSOFT OFFICE 365 SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	155.00	MONTHLY STARLINK SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	224.20	MICROSOFT OFFICE 365 SUBSCRIPTION	0	09/30/2026	Technology
FIRST NATIONAL BANK	$	3,069.79	REMOTE SOFTWARE	0	09/30/2026	Technology
HEINEY, JACOB W	$	162.94	MILEAGE	2501	10/09/2026	Technology
MELZER, ANDREW H	$	214.32	MILEAGE	2646	10/30/2026	Technology
MELZER, ANDREW H	$	171.46	MILEAGE	2646	10/30/2026	Technology
MOREFIELD COMMUNICATIONS, INC.	$	9,450.00	OCTOBER 2026 SERVICES	2472	10/02/2026	Technology
MOREFIELD COMMUNICATIONS, INC.	$	9,450.00	NOVEMBER 2026 AGREEMENT IT SUPPORT SERVICES	2512	10/09/2026	Technology
MOREFIELD COMMUNICATIONS, INC.	$	433.75	SEPTEMBER 2026 - AGREEMENT MICROSOFT 365 SUBSCRIPTION	2603	10/23/2026	Technology
NEFF, JESSICA M	$	6.54	MILEAGE	2513	10/09/2026	Technology
RHINE II, LARRY D	$	165.00	REIMBURSE - EDPUZZLE PRO TEACHER	2610	10/23/2026	Technology
RIPPLE EFFECTS INC	$	970.00	ANNUAL RENEWAL	2520	10/09/2026	Technology
SHI INTERNATIONAL CORP	$	12,597.76	GOOGLE WORKSPACE	2475	10/02/2026	Technology
UNIVERSITY OF OREGON	$	7,000.00	TITLE IV - SWIS ANNUAL LICENSE	2480	10/02/2026	Technology
WEVIDEO	$	682.64	WEVIDEO SUBSCRIPTION - 10.03.26-10.02.27	2621	10/23/2026	Technology
ZITO BUSINESS	$	210.00	DISTRICTWIDE CHARGES - OCTOBER 2026	2535	10/09/2026	Technology
TOTAL TECHNOLOGY	**$**	**238,264.95**				
AMAZON.COM, INC.	$	263.60	TITLE II SUPPLIES	0	09/30/2026	Title
AMAZON.COM, INC.	$	928.52	TITLE II SUPPLIES	0	09/30/2026	Title
AMAZON.COM, INC.	$	92.03	TITLE I - MILL HALL SUPPLIES	0	09/30/2026	Title
AMAZON.COM, INC.	$	412.83	TITLE IV - LH CATHOLIC SCHOOL SUPPLIES	0	09/30/2026	Title
FATULA GROUP, LLC	$	2,000.00	TITLE II - INCIDENT COMMAND TEAM RESPONSE TRAINING	2456	09/29/2026	Title
PENN STATE UNIVERSITY	$	6,000.00	TITLE II - 26-27 FACILITATE PROFESSIONAL LEARNING PROGRAM	2516	10/09/2026	Title
TOTAL TITLE	**$**	**9,696.98**				
CENTRAL INTERMEDIATE UNIT #10	$	4,092.20	JULY 2026 ESY TRANSPORTATION	0	10/09/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	275.60	KEYSTONE CENTRAL MHE 09.28.26-10.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	167.60	KEYSTONE CENTRAL MHE 09.28.26-10.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	193.61	CONTRACTUAL TRANSPORTATION SERVICES 09.09.26-09.11.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	157.62	KEYSTONE CENTRAL MHE 09.08.26-09.10.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	1,177.15	CONTRACTUAL TRANSPORTATION SERVICES 09.28.26-10.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	100.00	CONTRACTUAL TRANSPORTATION SERVICES 09.29.26-10.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	1,355.05	RIVER ROCK ACADEMY 09.28.26-10.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	1,157.97	CONTRACTUAL TRANSPORTATION SERVICES 09.21.26-09.25.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	207.81	CONTRACTUAL TRANSPORTATION SERVICES 09.21.26-09.25.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	176.64	KEYSTONE CENTRAL MHE 09.21.26-09.25.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	274.38	KEYSTONE CENTRAL MHE 09.21.26-09.25.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	649.80	RIVER ROCK ACADEMY 09.21.26-09.25.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	1,157.97	CONTRACTUAL TRANSPORTATION SERVICES 09.14.26-09.18.2026	2596	10/23/2026	Transportation

KEEP SAFE TRANSPORTATION SERVICES	$	346.35	CONTRACTUAL TRANSPORTATION SERVICES 09.14.26-09.18.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	204.98	KEYSTONE CENTRAL MHE 09.14.26-09.18.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	275.60	KEYSTONE CENTRAL MHE 09.14.26-09.18.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	855.07	RIVER ROCK ACADEMY 09.14.26-09.18.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	903.20	CONTRACTUAL TRANSPORTATION SERVICES 09.08.23-09.11.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	220.48	KEYSTONE CENTRAL MHE 09.08.26-09.11.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	732.72	RIVER ROCK ACADEMY 09.08.26-09.11.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	648.43	CONTRACTUAL TRANSPORTATION SERVICES 08.31.26-09.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	283.59	KEYSTONE CENTRAL MHE 08.31.26-09.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	76.90	KEYSTONE CENTRAL DTAC 09.02.26-09.04.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	197.45	KEYSTONE CENTRAL MHE 08.31.26-09.02.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	1,019.08	CONTRACTUAL TRANSPORTATION 08.25.26-08.28.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	277.08	CONTRACTUAL TRANSPORTATION SERVICES 08.25.26-08.28.26	2596	10/23/2026	Transportation
KEEP SAFE TRANSPORTATION SERVICES	$	205.84	KEYSTONE CENTRAL MHE 08.25.26-08.28.26	2596	10/23/2026	Transportation
SUSQUEHANNA TRANSIT COMPANY	$	592,520.72	AUGUST/SEPTEMBER 2026 CONTRACTUAL TRANSPORTATION SERVICES	0	10/09/2026	Transportation
SUSQUEHANNA TRANSIT COMPANY	$	375.00	SPECIAL NEEDS TRAINING 10.13.26	0	10/23/2026	Transportation
WINDECKER ENTERPRISES, INC	$	25,102.60	CONTRACTUAL TRANSPORTATION 06.08.26-08.21.26	0	10/02/2026	Transportation
WINDECKER ENTERPRISES, INC	$	81,878.28	CONTRACTUAL TRANSPORTATION SERVICES 08.25.26-09.30.26	0	10/16/2026	Transportation
TOTAL TRANSPORTATION	**$**	**717,266.77**				
AMAZON.COM, INC.	$	16.99	WOODWARD LIBRARY BOOKS	0	10/16/2026	Woodward Elementary
AMAZON.COM, INC.	$	7.45	WOODWARD LIBRARY BOOKS	0	10/23/2026	Woodward Elementary
LEAF	$	159.72	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Woodward Elementary
LEAF	$	275.80	SEPTEMBER 2026 COPIER CHARGES	2507	10/09/2026	Woodward Elementary
PP&L	$	4,709.43	WOODWARD CHARGES 08.18.26-09.17.26	0	10/09/2026	Woodward Elementary
S & S WORLDWIDE	$	16.89	WOODWARD GENERAL SUPPLIES	2473	10/02/2026	Woodward Elementary
SUBURBAN WATER AUTHORITY	$	261.36	WOODWARD SEPTEMBER 2026 CHARGES	2613	10/23/2026	Woodward Elementary
W.B. MASON	$	314.90	WOODWARD GENERAL SUPPLIES	2653	10/30/2026	Woodward Elementary
WILLITS COPIERS, INC.	$	304.02	COPIER CHARGES 08.23.26-09.22.26	2482	10/02/2026	Woodward Elementary
WILLITS COPIERS, INC.	$	1.58	COPIER CHARGES 09.12.26-10.22.26	2622	10/23/2026	Woodward Elementary
WOODWARD TOWNSHIP MUNICIPAL AUTHORITY	$	721.60	WOODWARD CHARGES 07.01.26-09.30.26	0	10/23/2026	Woodward Elementary
TOTAL WOODWARD ELEMENTARY	**$**	**6,789.74**				
GRAND TOTAL	**$**	**10,422,435.04**				

Liberty Curtin New Construction - Fund 10

Vendor Name	Description	Date	Check No	Amount
L/B WATER SERVICE, INC.		5/3/2024	00068507	1,746.02
EAGLE RESPONSE SERVICES		6/25/2024	00068504	6,380.04
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	10/4/2024	00069886	881,301.15
	PAYMENT RECOVERY			(879,732.61)
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	10/11/2024	00069909	12,926.44
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	10/18/2024	00069973	1,899.40
TURN-KEY TECHNOLOGIES, INC	Equipment for LC E-rate Network Project	10/18/2024	00069997	23,090.08
TURN-KEY TECHNOLOGIES, INC	Equipment for LC E-rate Network Project-	10/18/2024	00069997	253.30
ePLUS TECHNOLOGY OF PA, INC.	E-Rate Discount (DISCOUNT: $1,483.74)	11/1/2024	00070110	(1,483.74)
ePLUS TECHNOLOGY OF PA, INC.	SMART UPS SRT 1500VA RM 120V NETWORK CAR	11/1/2024	00070110	1,745.58
			Total	**48,125.66**
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000375	1,591.20
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000383	13,331.25
HOSLER CORP	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000385	25,053.33
SILVERTIP	LIBERTY CURTIN CONSTRUCTION	9/5/2025	00000436	85,520.50
BARRY ISETT & ASSOCIATES, INC.	MONITORING & REPORTING, TESTING, ADJUSTING	9/19/2025	00000448	5,926.00
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION ADMIN, ECS SOIL EXPLORATION, RE	9/19/2025	00000454	6,857.25
	COMMITTED FUNDS - TRANSFER TO FUND 39			1,000,000.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	10/3/2025	0000564	39,711.30
HOSLER CORP	LIBERTY CURTIN CONSTRUCTION	10/10/2025	0000604	40,744.32
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	10/17/2025	0000660	118,723.12
BARRY ISETT & ASSOCIATES, INC.	MONITORING & REPORTING, TESTING, ADJUSTING	10/17/2025	0000645	24,325.40
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	10/17/2025	0000654	4,674.50
			Total	**1,414,583.83**
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	11/7/2025	0000829	67,844.07
			Total	**1,482,427.90**
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	11/28/2025	0000904	21,906.25
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	11/28/2025	0000912	201.60
			Total	**1,504,535.75**
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001019	99.54
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001030	47,394.08
SILVERTIP	LIBERTY CURTIN CONSTRUCTION	12/19/2025	0001039	5,243.99
			Total	**1,557,273.36**
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	1/16/2026	0001125	98,325.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	1/16/2026	0001133	15,000.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	1/23/2026	0001178	62.58
			Total	**1,670,660.94**

No Invoices for February - March 2026				-
			Total	**1,670,660.94**
HALLSTROM	LIBERTY CURTIN CONSTRUCTION	4/10/2026	001564	50,962.75
			Total	**1,721,623.69**
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	5/22/2026	001817	3,784.86
			Total	**1,725,408.55**
CRABTREE, ROHRBAUGH & ASSOCIATES	VOIDED MAY CHECK		001817	(3,784.86)
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	6/5/2026	001878	350.00
			Total	**1,721,973.69**
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	10/9/2026	002509	8,684.86
			Total	**1,730,658.55**

Liberty Curtin New Construction - Fund 39

	Description	Check No	Date	Amount
2023 GOB Bond Deposit			1/2024	$ 9,560,568.05
Janauary Interest				$ 21,719.25
Janauary Total				**$ 9,582,287.30**
CRABTREE, ROHRBAUGH & ASSOCIATES	DECEMBER 2023 SERVICES	00000105	2/9/2024	$ 33,447.88
LIBERTY TOWNSHIP SUPERVISORS	ZONING PERMIT	00000106	2/14/2024	$ 1,000.00
February Interest				$ 31,633.06
February Total				**$ 9,579,472.48**
CRABTREE, ROHRBAUGH & ASSOCIATES	JANUARY 2024 SERVICES - LIBERTY CURTIN	00000107	3/1/2024	$ 11,995.29
LOBAR INC	LIBERTY CURTIN PROJECT	00000108	3/8/2024	$ 178,356.60
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000109	3/22/2024	$ 31,779.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000110	3/22/2024	$ 32,805.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000111	3/22/2024	$ 655,394.17
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000112	3/22/2024	$ 4,822.88
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION AT LIBERTY CURTIN	00000113	3/29/2024	$ 12,360.70
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000114	3/29/2024	$ 116,486.09
March Interest				$ 31,000.33
March Total				**$ 8,566,473.08**
LOBAR INC	DRAW 2303900003-LIBERTY CURTIN PROJECT	00000115	4/5/2024	$ 561,887.64
QUALITY ASSURANCE PLUS	SOILS & EARTHWORK	00000116	4/5/2024	$ 1,802.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000117	4/19/2024	$ 81,175.50
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000118	4/26/2024	$ 11,277.51
April Interest				$ 29,852.01
April Total				**$ 7,940,182.44**

LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000119	5/3/2024	$	1,121,556.96
QUALITY ASSURANCE PLUS	LIBERTY CURTIN CONSTRUCTION	00000120	5/3/2024	$	12,163.10
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000121	5/3/2024	$	184,201.43
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000122	5/10/2024	$	90,670.85
CRABTREE, ROHRBAUGH & ASSOCIATES	CONSTRUCTION LIBERTY CURTIN	00000123	5/31/2024	$	7,398.21
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000124	5/31/2024	$	837,677.87
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000125	5/31/2024	$	189,726.07
May Interest				$	24,145.31
May Total				**$**	**5,520,933.26**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000126	6/7/2024	$	247,468.50
CRABTREE, ROHRBAUGH & ASSOCIATES	MAY 2024 PROFESSIONAL SERVICES	00000127	6/21/2024	$	7,039.89
HALLSTROM CLARK ELECTRIC, INC.	APPLICATION NO. 4	00000128	6/28/2024	$	30,170.25
HOSLER CORP.	APPLICATION NO. 4	00000129	6/28/2024	$	13,112.10
HOSLER CORP.	APPLICATION NO. 5	00000129	6/28/2024	$	169,666.31
LOBAR INC	LIBERTY CURTIN PROJECT	00000130	6/28/2024	$	1,828,306.16
SILVERTIP, INC.	APPLICATION NO. 6	00000131	6/28/2024	$	88,710.98
June Interest				$	17,479.71
June Total				**$**	**3,153,938.78**
BARRY ISETT & ASSOCIATES, INC.	SERVICES 06.02.24-06.29.24	00000133	7/19/2024	$	3,394.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN PROJECT	00000134	7/26/2024	$	6,482.85
BARRY ISETT & ASSOCIATES, INC.	MONITORING AND REPORTING* *A MONTHLY FE	00000132	7/5/2024	$	250.00
July Interest				$	12,667.29
July Total				**$**	**3,156,479.22**
CRABTREE, ROHRBAUGH & ASSOCIATES	JULY 2024 CONSTRUCTION SERVICES	00000136	08/16/24	$	6,910.56
HALLSTROM CLARK ELECTRIC, INC.	JULY 2024 LIBERTY CURTIN CONSTRUCTI	00000135	08/09/24	$	35,775.00
QUALITY ASSURANCE PLUS	LIBERTY CURTIN CONSTRUCTION	00000139	08/23/24	$	3,593.88

SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000141	08/30/24	$	484,710.40
August Interest				$	10,737.03
August Total				**$**	**2,636,226.41**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000142	9/6/2024	$	25,726.50
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION AUG 2024	00000143	9/6/2024	$	1,031,231.17
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION JULY 2024	00000143	9/6/2024	$	343,815.25
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000144	9/6/2024	$	1,928,191.21
Transfer from GF			9/11/2024	$	1,000,000.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000145	9/13/2024	$	2,200.00
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000146	9/20/2024	$	250.00
September Interest				$	3,874.40
September Total				**$**	**308,686.68**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000147	10/4/2024		43,924.50
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000148	10/4/2024		185,738.96
2024 GOB DEPOSIT			10/22/2024		9,577,539.82
October Interest				$	10,836.96
October Total				**$**	**9,667,400.00**
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000149	11/1/2024	$	250.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000150	11/15/2024	$	8,573.89
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000151	11/22/2024	$	861.40
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000152	11/22/2024	$	110,016.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000153	11/22/2024	$	586,699.35
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000154	11/22/2024	$	716,245.14
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000155	11/22/2024	$	211,371.44
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000156	11/29/2024	$	881,301.15
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000157	11/29/2024	$	98,569.82

November Interest				$	29,308.18
November Total				**$**	**7,082,819.99**
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000158	12/13/2024	$	6,704.34
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000159	12/13/2024	$	241,854.30
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000160	12/13/2024	$	452,945.94
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000161	12/20/2024	$	250.00
December Interest				$	23,053.25
December Total				**$**	**6,404,118.66**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000162	1/10/2025		76,707.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000163	1/10/2025		197,615.10
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000164	1/10/2025		563,467.02
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000165	1/10/2025		13,184.14
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000166	1/17/2025		250.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000167	1/17/2025		6,543.05
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000168	1/31/2025		63,148.87
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000169	1/31/2025		539,382.90
January Interest				$	18,411.41
January Total				**$**	**4,962,231.99**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000170	2/7/2025		281,882.70
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000171	2/14/2025		6,733.41
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000172	2/21/2025		2,610.20
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000173	2/28/2025		127,595.88
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000174	2/28/2025		151,113.67
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000175	2/28/2025		7,290.78
February Interest				$	13,344.37
February Total				**$**	**4,398,349.72**

HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000176	3/7/2025	$	47,496.36
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000177	3/7/2025	$	31,927.98
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000178	3/21/2025	$	6,753.05
CDWG	LIBERTY CURTIN CONSTRUCTION	00000179	3/28/2025	$	4,815.31
March Interest				$	12,694.02
March Total				**$**	**4,320,051.04**
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000180	4/4/2025	$	150.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000181	4/4/2025	$	12,991.25
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000182	4/4/2025	$	407,103.16
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000183	4/4/2025	$	2,148.90
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000184	4/11/2025	$	186,850.80
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000185	4/18/2025	$	7,417.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000186	4/18/2025	$	6,753.61
April Interest				$	10,965.12
April Total				**$**	**3,707,601.44**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000187	5/2/2025	$	226,424.07
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000188	5/2/2025	$	473,601.05
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000189	5/2/2025	$	1,000.00
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000190	5/2/2025	$	2,302.75
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000191	5/9/2025	$	250.00
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000192	5/9/2025	$	58,663.10
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000193	5/9/2025	$	27,500.00
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000194	5/16/2025	$	6,397.67
SIGNS PLUS, NEW IDEAS-NEW TECHNOLOGY INC	LIBERTY CURTIN CONSTRUCTION	00000195	5/16/2025	$	19,990.00
WEST PENN POWER	LIBERTY CURTIN CONSTRUCTION	00000196	5/16/2025	$	10,807.40
PA ONE CALL SYSTEM, INC	LIBERTY CURTIN CONSTRUCTION	00000197	5/23/2025	$	125.00

SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000198	5/23/2025	$	1,416.82
May Interest				$	8,592.74
May Total				**$**	**2,887,716.32**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000199	6/6/2025	$	178,951.50
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000200	6/6/2025	$	14,307.97
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000201	6/6/2025	$	94,137.58
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000202	6/6/2025	$	1,694.80
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000203	6/13/2025	$	6,716.28
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000205	6/30/2025	$	386,034.44
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000206	6/30/2025	$	617.50
June Interest				$	8,739.92
June Total				**$**	**2,213,996.17**
HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000001		$	4,061.99
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000002		$	453.40
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000003		$	7,186.57
NITTANY WOODCRAFTS LLC	LIBERTY CURTIN CONSTRUCTION	00000004		$	53,032.22
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000005		$	1,377.50
July Interest				$	7,618.40
July Total				**$**	**2,155,502.89**
HALLSTROM CLARK ELECTRIC, INC.	LIBERTY CURTIN CONSTRUCTION	00000006		$	278,559.00
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000007		$	408,628.43
BARRY ISETT & ASSOCIATES, INC.	LIBERTY CURTIN CONSTRUCTION	00000008		$	45,858.75
CRABTREE, ROHRBAUGH & ASSOCIATES	LIBERTY CURTIN CONSTRUCTION	00000009		$	7,283.88
KAY-TWELVE	LIBERTY CURTIN CONSTRUCTION	00000010		$	350,013.08
August Interest				$	5,441.32
August Total				$	1,070,601.07

HOSLER CORP.	LIBERTY CURTIN CONSTRUCTION	00000011		$	52,531.36
LOBAR INC	LIBERTY CURTIN CONSTRUCTION	00000012		$	1,017,784.71
SILVERTIP, INC.	LIBERTY CURTIN CONSTRUCTION	00000013		$	285.00
September Interest					
September Total				**$**	**0.00**

List Of Deleted Items

Report Results For: Date of Action is greater than or equal to "10/13/2026" AND Date of Action is less than or equal to "10/13/2026" AND History Action equals "Delete Holding"
10 Result(s) Found.

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
1	Dork diaries/Tales from a not-so-fabulous life	Russell, Rachel Renee	00700441	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:14 PM	Delete Holding	tabitha
2	Dogman: Brawl of the Wild : Dogman series #6		00000259	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
3	Dog Man: Lord of the Fleas		00000252	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
4	Dog Man A Tale of Two Kittens-Book3 : DogMan Series		00000119	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
5	Diary of a Wimpy Kid: Big Shot : Diary of a Wimpy kid Series		00000104	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
6	Diary of a wimpy kid: Old school	Kinney, Jeff	00011140	Reason: LC received newer copies of these book. these worn copies will be donated to WW &	10/13/2026 01:27:13 PM	Delete Holding	tabitha

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
				Renovo Library Collections			
7	Diary of a wimpy kid/The third wheel	Kinney, Jeff	00701442	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
8	Diary of a wimpy kid/Dog days	Kinney, Jeff	00718215	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
9	Diary of a wimpy kid/Rodrick rules	Kinney, Jeff	00700726	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:13 PM	Delete Holding	tabitha
10	Dogman: A Tale of Two Kittens : Dog man Series #3		00000260	Reason: LC received newer copies of these book. these worn copies will be donated to WW & Renovo Library Collections	10/13/2026 01:27:12 PM	Delete Holding	tabitha

List Of Deleted Items

Report Results For: Date of Action is greater than or equal to "10/21/2026" AND Date of Action is less than or equal to "10/21/2026" AND History Action equals "Delete Holding"
54 Result(s) Found.

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
1	Diary of a wimpy kid/The long haul	Kinney, Jeff	0000065601	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
2	The ultimate 1500+ kid-safe fun facts for smart kids ages 8-12	Carver,Milo	0060000652	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
3	Snowball fight!	Fallon, Jimmy.	0000700312	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
4	Moja means one : Swahili counting book	Feelings, Muriel L.	0000020774	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
5	Bark, George	Feiffer, Jules	0000025812	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
6	Rugrats : Discovering America.	Kitty Richards	0000020776	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
7	Rugrats in Paris : Tommy's Bestes Adventure.	Gold, Becky	0000021602	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
8	The surprise garden	Hall, Zoe,	0000023426	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
9	Salt In His Shoes.	Jordan, Michael	0000021202	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
10	Dear Mr. Blueberry	James, Simon.	0000510590	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
11	Biscuit's big friend	Capucilli, Alyssa Satin	0000022108	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
12	Prehistoric Pinkerton	Kellogg, Steven.	0000024082	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
13	Barbie/Mariposa	Man-Kong, Mary	0000025836	Reason: weeded due to book damages	10/21/2026 09:30:11 AM	Delete Holding	Terry
14	My tooth is loose	Hood, Susan,	0000022937	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
15	Bad kitty	Bruel, Nick	0000025449	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
16	The velveteen rabbit, or, How toys become real	Bianco, Margery Williams,	0000019724	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
17	Freckle juice	Blume, Judy	6000000138	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
18	FRECKLE JUICE.	BLUME, JUDY 2 COPIES	0000023941	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
19	Superfudge	Blume, Judy	0000021462	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
20	Spider-Man versus Doc Ock	Figueroa, Acton.	0000022973	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
21	Too-Too Justin!	Bowdish, Lynea.	0000019019	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
22	Move over, Rover!	Beaumont, Karen	0000300228	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
23	Dinosaurs love underpants	Freedman, Claire	0000510230	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
24	Three little chicks	Feczko, Kathy.	0000024043	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
25	Superdog : the heart of a hero	Buehner, Caralyn.	0000025810	Reason: weeded due to book damages	10/21/2026 09:30:10 AM	Delete Holding	Terry
26	Princess Alice and the magical mirror	French, Vivian	0000000282	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
27	Robots : Rodney goes to town	Figueroa, Acton.	0000023596	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
28	Bat loves the night	Davies, Nicola	0000020976	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
29	Little polar bear, take me home.	de Beer, Hans	0000020745	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
30	Bigger	Kirk, Daniel.	0000020781	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
31	Robots : Rodney goes to town	Figueroa, Acton.	0000023595	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
32	The three little fish and the big bad shark	Geist, Ken.	0000300226	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
33	The creepy computer mystery	Levy, Elizabeth	0000021594	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
34	A friend for Sam	Labatt, Mary,	0000022104	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
35	Whistle for Willie	Keats, Ezra Jack	6000000134	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
36	Aligator Baby.	Munsch, Robert	0000024707	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
37	"Buzz," said the bee	Lewison, Wendy Cheyette	0000024210	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
38	Lilo and Stitch Home, Stinky Home.	Lagonegro, Melissa	0000023564	Reason: weeded due to book damages	10/21/2026 09:30:09 AM	Delete Holding	Terry
39	The shark who was afraid of everything!	James, Brian,	0000025325	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
40	Lion King : Friends.	Korman, Justine	0000024039	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
41	I love you with all my heart	Kern, Noris.	0000022783	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
42	The Dog : Why Are Dogs' Noses Wet?	Dewin, Howie	0000024819	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
43	Baby Alligator.	Clarke, Ginjer	0000022765	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
44	The Bunyans	Wood, Audrey	0000021356	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
45	Stand tall, Molly Lou Melon	Lovell, Patty	0000012235	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry

Line #	Title	Author's Name	Holdings Barcode	History Action Comment	Date of Action	History Action	Worker Name
46	Miles of smiles.	Lansky, Bruce	0000019015	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
47	Stand tall, Molly Lou Melon	Lovell, Patty	0000014217	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
48	Around the Block		0006000164	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
49	A Day at the Ranch		0006000167	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
50	At the Shore		0006000166	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
51	Dr. Cat	Ziefert, Harriet.	0000024065	Reason: weeded due to book damages	10/21/2026 09:30:08 AM	Delete Holding	Terry
52	Hamtaro Little Hamster's Big Adventure : We Are the Ham-Hams.	Ladd, Frances Ann	0000023630	Reason: weeded due to book damages	10/21/2026 09:30:07 AM	Delete Holding	Terry
53	Oink! moo! how do you do? : a book of animal sounds	Maccarone, Grace.	0000700309	Reason: weeded due to book damages	10/21/2026 09:30:07 AM	Delete Holding	Terry
54	Who wants a dragon?	Mayhew, James,	0000024912	Reason: weeded due to book damages	10/21/2026 09:30:07 AM	Delete Holding	Terry

Keystone Central School District Library Weeding Guidelines

Purpose

Weeding is a critical aspect of library collection development. It ensures that materials remain current, relevant, engaging, and aligned with curriculum needs and student interests. Regular weeding contributes to an organized, accessible, and appealing collection that promotes literacy and learning.

Criteria for Weeding

Library materials will be evaluated and considered for removal based on the following criteria. Items meeting two or more of the criteria should be strongly considered for withdrawal.

Content and Currency

- Information is outdated or no longer accurate (especially in science, health, technology, and geography).
- The copyright date is older than 2010 unless the content remains relevant for historical or literary reasons.
- A newer edition or a more current title on the subject is available.

Physical Condition

- Items are damaged beyond repair (e.g., pages missing, extensive marking, mildew, broken bindings).

Usage

- The item has not circulated in the past 5 years, with exceptions made for classic literature or curriculum-aligned texts.
- The material is duplicated unnecessarily (multiple copies with little to no usage).

Relevance and Quality

- Content does not align with current curriculum or student interests.
- The item is no longer appropriate for the age or grade level of the school population.

Exceptions to Weeding

Some materials may be retained despite meeting one or more weeding criteria:

- Local history or region-specific materials.
- Award winners or titles of significant literary merit.

- Curriculum-specific or teacher-requested resources.
- Titles included in reading programs or state lists (e.g., Reading Competition teams)

Replacement of Weeded Materials

- Weeding is an opportunity to refresh the collection with more engaging, current, and relevant content.
- Titles that are removed will be evaluated for replacement with the same or a similar title only after an analysis of student interest and relevance to the curriculum.

Replacement decisions will consider:

- Current student needs and preferences.
- Gaps in the collection resulting from the removal.
- Alignment with district literacy goals and instructional themes.

Disposal and Redistribution of Weeded Materials

Weeded items will be reviewed for appropriate disposition:

- Items in poor/unusable condition: Discarded/recycled following district policy.
- Items in fair condition:
    - Offered to classroom teachers for use in classroom libraries.
    - Donated to KCSD students and famalies
    - Donated to nonprofit or literacy organizations (e.g., local public libraries, local shelters, correctional facilities).
    - Boxed and made available for a library sale or community book giveaway, coordinated at the district level.

All discarded materials will be documented and submitted to the business office using the district-provided inventory form.

Weeding Schedule and Procedures

To ensure a healthy and relevant collection, KCSD will follow a three-part weeding approach:

1. **Comprehensive Initial Weeding:** A full weeding cycle will be completed in each school library as part of the current revitalization efforts.
2. **Ongoing/Continuous Weeding:** As materials are returned or processed (especially post-checkout), they will be evaluated for possible removal.

3. **Scheduled Weeding Days:** Intermittent weeding will occur throughout the school year

Review and Updates

These guidelines will be reviewed annually by the district librarian team and updated as necessary to align with evolving curriculum standards, collection needs, and best practices in library science.

SECOND AMENDMENT TO CHILD CARE SERVICES AGREEMENT

This **SECOND AMENDMENT TO CHILD CARE SERVICES AGREEMENT** (this "Second Amendment") is entered into as of October 23, 2026 2026 (the "Second Amendment Effective Date"), by and between Keystone Central School District ("Client") and KCE Champions LLC ("Champions").

RECITALS

A. Client and ("Champions") entered into that certain Child Care Services Agreement dated effective October 23, 2026 as amended by that First Amendment dated June 30, 2023 (collectively, the "Agreement"); and

B. The parties now desire to modify the Agreement as described below.

AGREEMENT

For good and valuable consideration, the receipt of which is hereby acknowledged, the parties desire to amend the Agreement and hereby agree as follows:

1. **Amendment to Agreement**. The Agreement is hereby amended as set forth in this Section 1.

   a. Exhibit A is hereby deleted in its entirety and replaced with the Exhibit A attached hereto.

2. **Notices**. Any notice or other communication under the Agreement and this Second Amendment will be given in writing, addressed to the addresses below for KCE (or by such other address set forth in a notice that complies with this section) and will be deemed to have been delivered and given for all purposes: (i) on the delivery date if sent by confirmed facsimile, (ii) on the delivery date if delivered personally, or (iii) one business day after deposit with an internationally recognized overnight courier.

   If to KCE:

   KinderCare Education LLC
   Attn: Sales Operations
   5005 Meadows Rd., Suite 200
   Lake Oswego, OR 97035

   With a copy to:

   KinderCare Education Legal
   Attn: Christopher Kind
   5005 Meadows Rd., Suite 200
   Lake Oswego, OR 97035

3. **Conflict and Full Force and Effect**. In the event any term or provision of this Second Amendment conflicts with a term or provision of the Agreement, this Second Amendment shall control. Except as expressly amended herein, the remaining terms and conditions of the Agreement shall continue in full force and effect.

4. **Counterparts and Facsimile.** This Second Amendment may be executed in counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. A facsimile transmission by one party to another party of an executed signature page of this Second Amendment shall have the same effect as delivery of an original signature page, and the transmitting party shall forward the original signature page upon request of the receiving party.

(Signature page to follow.)

IN WITNESS WHEREOF, the parties have executed this Second Amendment as of the Second Amendment Effective Date written above.

KEYSTONE CENTRAL SCHOOL DISTRICT	**KCE CHAMPIONS LLC**
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____

CHILD CARE SERVICES AGREEMENT

EXHIBIT A

Effective Date: August 26, 2026

1. **School or District Name:** Keystone Central School District ("School")

2. **Term:** This Exhibit A is made part of that certain Child Care Services Agreement made as of the Effective Date. This Exhibit A commences on the Effective Date and will continue for 2 Years from the Projected Program Start Date ("**Initial Term**") between the parties at the locations and on the dates for those Programs shown in this Agreement. This Agreement will automatically renew for successive 1 year period (each, a "**Renewal Term**") on the yearly anniversary of the Effective Date. Initial Term and Renewal Term are collectively the "**Term**".

3. **Champions** will provide the Programs at the sites set forth below:

Site Location	Program	Hours of Operation
Robb Elementary 400 E Church St. Lock Haven PA 17745	Before School After School PreK Full Day	6:00 am – School Start Dismissal -6:00 pm 8:00 am- 3:00 pm
Woodward Elementary School 35 King St., Lock Haven PA 17745	After School	Dismissal- 6:00 pm
Mill Hall Elementary School 210 Kyler Ave, Mill Hall, PA 17751	After School	Dismissal - 6:00 pm

Projected Program Start Date: August 26, 2026

Facility Use Terms: School will provide Champions with access to the gymnasium, cafeteria, multipurpose room, or other appropriate spaces to operate the Programs.

Tuition and Fees:

Program	1-2 Day Weekly Rate	3 Day Weekly Rate	4 Day Weekly Rate	5 Day Weekly Rate
Before School	$30	$40	$40	$40
After School	$50	$80	$80	$80
PreK Full Day	$160	$160	$160	$160

Other Fees:		**Discounts:**	
Student Registration	$60	School District Employee	20%
Family Registration	$100	Military	10%
Drop In After School	$25	Multi-Child	10%
Early Release	$10		

Rent: Champions will pay $100 per school per month

Minimum Enrollment: Champions will establish minimum enrollments at each school and for each program to ensure sustainability. If daily attendance in any session fails to meet these target levels at any time, Champions may choose to terminate the Program session or this Agreement with 30 days' advance written notice.

Documents Required for Licensing: To *be provided to Champions Legal by Champions Business Development at time of contract creation.*

4. Additional Client Provided Services or Additional School Closure Days: N / A

5. Addresses for Notice:

School: Keystone Central School District
Joni L. MacIntyre, PCSBA
Business Manager
86 Administration Drive
Mill Hall, PA 17751
570-893-4900 Ext 2312

Champions: KCE Champions LLC
5005 Meadows Rd., Suite 200
Lake Oswego, OR 97035
Phone: 503-872-1300
Facsimile: 503-736-1954
Attn: Vice President, Champions

With a copy to: KinderCare Education Legal
5005 Meadows Rd., Suite 200
Lake Oswego, OR 97035
Phone: (248) 227-1373
Attn: Christopher Kind

KEYSTONE CENTRAL SCHOOL DISTRICT	**KCE CHAMPIONS LLC**
By:_____	By:_____
Printed Name:_____	Printed Name:
Title:_____	Title:

The following professional staff members have received advanced degrees or have reached advanced credit levels prior to the beginning of the 2026-2027 school year. Payment will be in accordance with the current collective bargaining agreement.

Master's Degree				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Heidi Doyle	Science Teacher	Wilkes University	Masters of Science in Education	
Master's +12				
Name	**Title**	**University**	**Degree Earned**	**Amount**
N/A				
Master's +24				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Master's +36				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Miranda Feerrar	Health&PE Teacher	Idaho University	N/A - 12 Additional Credits	
Master's +48				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Master's +60				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Renee Serafini	Stem Teacher	CIU 10	N/A - 12 Additional Credits	
Doctorate				
Name	**Title**	**University**	**Degree Earned**	**Amount**
Jenn Walters	RN	Eastern Mennonite University	Doctor of Nursing Practice	

Keystone Central School District
Personnel
November 12, 2026

1. Content
2. Support
3. Secretarial
4. Professional
5. Professional (Continued)
6. Administration
7. Volunteers
8. Drivers and Aides

SUPPORT

Leave of Absence

Leave of absence for Employee #003868**,** Support, effective October 12, 2026 through approximately October 23, 2026. Absence is partially compensated.

Employment

Employment of **Andrea Neese**, General Cafeteria Worker, 4.75 hrs/day, at Central Mountain High School, effective TBD, at a rate of $14.75/hour, paid from the General Fund per the Keystone Central Education Support Professionals Association (KCESPA) Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Employment of **Mary Kline**, Building Assistant, Autistic Support, at Robb Elementary School, effective TBD, at a rate of $14.75/hour, paid from the General Fund per the Keystone Central Education Support Professionals Association (KCESPA) Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.**

Transfers

Transfer of **Tracy Shade**, General Cafeteria Worker, 4.75 hrs/day, at Central Mountain High School to General Cafeteria Worker, 6.25 hrs/day, at Central Mountain High School, effective November 4, 2026. No change in pay. **Filled due to vacancy.**

Resignations/Retirements/Terminations

Resignation of **Leann Styers**,General Cafeteria Worker, 6.75 hrs/day at Central Mountain High School, effective October 20, 2026. Leann has 2 years of service with Keystone Central School District.

Resignation of **Justee Workman**,210 Custodial Floater, home base at Central Mountain High School, effective November 2, 2026. Justee has 2 months of service with Keystone Central School District.

*Open Support Positions as of October 30, 2026**

ELL Paraprofessional at Central Mountain High School
General Cafeteria Worker, 6.25 hrs/day at Central Mountain Middle School
Building Assistant at Renovo Elementary School
210 Custodian Floater, home base at Central Mountain High School

SECRETARIAL

Leave of Absence
N/A

Employment
N/A

Transfers
N/A

Resignations/Retirements/Terminations
N/A

Open Secretarial Positions as of October 30, 2026
N/A

PROFESSIONAL

Leave of Absence

Leave of absence for Employee #003458**,** Secondary Teacher, effective October 19, 2026 through approximately October 30, 2026. Absence is compensated.

Employment

Employment of **Cecila Vavreck**, as Life Skills Support Teacher, at Central Mountain High School, placed at B, step 2, with a salary of $61,500, effective TBD. Salary and Benefits are according to the Association of Clinton County Educators (ACCE) Contract. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to vacancy.* (This is not a new position. This new hire was already approved at the special voting meeting on October 21, 2026 however, the employee's name was omitted on that agenda.)**

Transfers

N/A

Resignations/Retirements/Terminations

Retirement of **Timothy Martin,** Learning Support Teacher, at Mill Hall Elementary School, effective the last day of the 2026-2027 school year. Timothy has 29 years of service with Keystone Central School District.

Retirement of **Beth Keiser,** Art Teacher, at Central Mountain High School, effective the last day of the 2026-2027 school year. Beth has 26 years of service with Keystone Central School District.

Retirement of **Lana Weaver,** Fourth Grade Teacher, at Liberty Curtin Elementary School, effective the last day of the 2026-2027 school year. Lana has 28 years of service with Keystone Central School District.

Retirement of **Leslie Brown,** Reading Interventionist, at Robb Elementary School, effective the last day of the 2026-2027 school year. Leslie has 11 years of service with Keystone Central School District.

Retirement of **Michael Smith,** Mathematics Teacher, at Central Mountain High School, effective the last day of the 2026-2027 school year. Michael has 34 years of service with Keystone Central School District.

Retirement of **Michael Kramer,** Mathematics Teacher, at Central Mountain High School, effective the last day of the 2026-2027 school year. Michael has 35 years of service with Keystone Central School District.

Retirement of **Jennifer Bottorf,** Fourth Grade Teacher, at Renovo Elementary School, effective the last day of the 2026-2027 school year. Jennifer has 34 years of service with Keystone Central School District.

Retirement of **Robin Bechdel,** Fifth Grade Teacher, at Central Mountain Middle School, effective the last day of the 2026-2027 school year. Robin has 20 years of service with Keystone Central School District.

Retirement of **Chryssie Miller,** English Teacher, at Central Mountain High School, effective the last day of the 2026-2027 school year. Chryssie has 35 years of service with Keystone Central School District.

Retirement of **Michael Fry,** Business Teacher, at Central Mountain High School, effective the last day of the 2026-2027 school year. Michael has 18 years of service with Keystone Central School District.

Retirement of **Donald Mansfield,** Health and Physical Education Teacher, at Mill Hall Elementary School, effective the last day of the 2026-2027 school year. Donald has 34 years of service with Keystone Central School District.

Retirement of **Paula Gunsallus,** Second Grade Teacher, at Mill Hall Elementary School, effective the last day of the 2026-2027 school year. Paula has 28 years of service with Keystone Central School District.

PROFESSIONAL CONTINUED

Retirement of **Aaron Soullaird,** Science Teacher, at Bucktail Middle School, effective the last day of the 2026-2027 school year. Aaron has 3 years of service with Keystone Central School District.

*The total cost of Salary and Benefits for the above retirements is $2,822,838.00. At this time, the district has not decided if any of these positions will be replaced.

Open Professional Positions as of October 30, 2026
N/A

INFORMATION
Staff members who received advanced degrees or who reached advanced credit levels prior to the beginning of the 26-27 school year as shown in attached Exhibit.

ADMINISTRATION

Leave of Absence
Leave of absence for Employee #1278**,** Administrator, effective October 8, 2026 through approximately October 30, 2026. Absence is compensated.

Employment
Employment of **Michael Brunst**, Food & Nutrition Services Supervisor, at Administration, effective TBD, with a salary of $65,000, prorated, paid from the General Fund per the Act 93 Agreement. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law. **Filled due to retirement.**

Transfers
N/A

Resignations/Retirements/Terminations
N/A

Open Administrative Positions as of October 30, 2026
Network Systems Administrator

Volunteers

Approve the following Smiles Program Volunteers for the 2026-2027 school year:
Joseph Marasco

Approve the following Volunteers for the 2026-2027 school year:
Mike Gentzel- CMHS Ski Club
Kass Bitner- Liberty Curtin
Megan Rash- Liberty Curtin
Christen Donahay- Liberty Curtin
Cheyenne Lutz- Liberty Curtin
Sabrina Rodriguez- Liberty Curtin
Ashley Bowes- Liberty Curtin
Katelynn Titus- Liberty Curtin
Heidi Wright- Liberty Curtin
Laura Bowes- Mill Hall
Brittany Martin- Mill Hall and CMMS
Kaylyn Pelletier- Mill Hall
Lorelei Peters- Mill Hall
Judith Petruzzi- Mill Hall
Jordan Rockey- Mill Hall
Kris Conner- Robb
Lisa Lucas- Robb
Larissa Gipe- Renovo
Malarie Hastings-Woodward
Kimberly Barner- Woodward

Approve the following Co-Op/Diversified Occupations volunteers for the 2026-2027 school year:
Gerard Banfill- Lock Haven EMS

Drivers and Aides

Approve the following drivers and aides for Susquehanna Transit for the 2026-2027 school year. Hiring is contingent upon receipt of all required paperwork including, but not limited to, all necessary background checks that meet the appropriate standard(s) as required by Pennsylvania law:

Shirley Foster- Driver
Renee Dawes- Driver
Levan Kolb- Driver
John Hess- Van Driver
Nancy Hess- Aide
Cretia Stimely- Aide
Robert Sweetwood- Driver

KEYSTONE CENTRAL SCHOOL DISTRICT
POSITION DESCRIPTION

TITLE:	Career and Technical Education Counselor
QUALIFICATIONS:	Minimum master's degree and appropriate Pennsylvania certification for Elementary/Secondary Guidance Counseling required; background in working with both elementary and secondary children; experience as classroom teacher preferred; must possess a thorough and current knowledge of curriculum and effective teaching practices, be an effective communicator with strong organizational and leadership skills.
REPORTS TO:	Director of CTC (Career and Technical Education Center)
JOB GOAL:	To provide comprehensive academic, career, and personal counseling services that support students in achieving success in their Career and Technical Education programs and preparing for postsecondary education, career, and workforce opportunities. The counselor will assist students in understanding their interests, abilities, strengths, and career goals; facilitate informed academic and career planning; connect students with appropriate educational and work-based learning opportunities; and collaborate with students, families, school personnel, postsecondary institutions, employers, and community agencies to promote student success and successful transition beyond high school.

PERFORMANCE RESPONSIBILITIES:

1. Assist students through crisis interventions and develop programs for students at risk.
2. Conduct academic counseling with students who appear not to be working up to their academic potential as well as attendance counseling for students with truancy issues.
3. Conduct conflict resolution counseling with students.
4. Serve as a liaison between parents, teachers, administration, and non-school agencies.
5. Provide feedback and advice to instructional and administrative staff relative to student needs, performance, or interpersonal conflicts.
6. Refer students with needs that are outside the scope of school resources to appropriate non-school agencies.
7. Coordinate school awards and student recognition events.

8. Maintain student records to include academics, attendance and behavior. Ensure proper distribution of student records.

9. Assist with maintaining artifacts and records for federal Perkins audit.

10. Deliver course selection presentations.

11. Coordinate the 8th grade CTC tour prior course selection each year.

12. Create NOCTI (National Occupational Competency Testing Institute) testing rosters and testing schedule for CTC students required to participate in testing.

13. Download individual student and group NOCTI reports by instructor for each CIP code (Classification of Instructional Programs code) to assist with tracking test performance, professional development needs, and Perkins funding.

14. Serve as the point of contact for exchanging annual course verification addendums with post secondary institutions to meet PDE requirements in order for students to earn advanced credits.

15. Work with the Cooperative Education Coordinator to assist students with work experience placement opportunities through the Diversified Occupations Program.

16. Verify student career objective forms for PDE(Pennsylvania Department of Education) compliance and reimbursement.

17. Enter the required course information into CATS (Career and Technical Education Information System) as required by PDE.

18. Roster verification for PIMS (Pennsylvania Information Management System)

19. Assist CTC Secretary with tracking student attendance and hours specific to CTC course enrollment.

20. Prepare documents for post secondary institutions for CTE student enrollment who are in courses that can earn advance credit thru articulated agreements.

21. Consistent attendance is a requirement of the job.

22. Perform related duties as assigned related to this position.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job. The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

TERMS OF EMPLOYMENT:

In accordance with the Association of Clinton County Educators' compensation plan.

Adopted by the Board of Directors on _____

Memorandum of Understanding
between the
Keystone Central School District
and the
Association of Clinton County Educators

This Memorandum of Understanding is entered into by the Keystone Central School District (District) and the Association of Clinton County Educators (Association). The parties have a Collective Bargaining Agreement (CBA) effective July 1, 2022, through June 30, 2027. This MOU supplements Article VI, Hours and Conditions, of the CBA for online courses assigned during the regular workday, as follows:

1. **Scope and assignments.** This MOU applies only to teachers assigned to teach online courses for students in grades 7 through 12. The District shall not assign teachers to teach online courses for students in grades K through 6.

2. **Scheduled instructional period.** For each online course assigned as part of a teacher's regular teaching assignment, the District shall schedule a regular class period during the student day for the teacher to provide instruction, manage the course, respond to students, and perform related teaching duties. An online class period shall count as a teaching period. The assignment shall not extend the teacher workday under Article 6.1 of the CBA or replace or reduce the teacher's daily preparation period under Article 6.6.

3. **Class size.** Enrollment in an online course shall not exceed thirty-five (35) students for each teacher, for each scheduled class period provided for that course. The District shall not combine multiple online course sections into one scheduled class period in a manner that exceeds this limit.

4. **Instruction and availability.** Online instruction under this MOU shall be asynchronous. Teachers shall not be required to provide live instruction, hold office hours, or otherwise be available for the online course outside the student day. A teacher may communicate with students during the scheduled student day using District-approved methods.

5. **Cameras and recordings.** Teachers shall not be required to turn on a camera, appear on video, or record video lessons in connection with an online course under this MOU.

6. **Course development.** When the District requires a teacher to create or substantially develop online course content beyond ordinary lesson preparation, the District shall provide the teacher the same approval process, allocated development time, and compensation that apply to curriculum development work in the District. Required development work outside the regular workday shall be arranged and compensated under that process.

7. **Formal observations.** During the first two school years in which a teacher is assigned to teach or implement an online course, an online class period shall not be used for a formal observation unless the teacher agrees. This does not prevent a formal observation of another class period taught by the teacher.

8. **Student conduct.** The District's expectations for student behavior in online courses shall be consistent with those for in-person classes. Teachers may refer disciplinary matters arising in an online course to administration, and the District shall address those matters through the same disciplinary procedures and administrative support used for in-person classes.

9. **Districtwide virtual days.** This MOU does not apply to districtwide virtual instruction days called because of inclement weather. The established practices governing those days shall continue to apply.

10. **CBA and duration.** Except as expressly provided in this MOU, the CBA remains in full force and effect. This MOU takes effect upon signature by both parties and remains in effect through June 30, 2027, unless the parties modify or extend it by mutual written agreement. If the parties decide to allow this to expire on June 30, 2027 it shall be considered non-precedent setting.

The parties have caused this Memorandum of Understanding to be signed by their authorized representatives.

For the Keystone Central School District	**For the Association of Clinton County Educators**
_____	_____
Authorized Representative	Authorized Representative
Date: _____	Date: _____

26-27 BOOSTER CLUBS	BHS Band Booster	BHS Boys Boosters	UPDATED - BHS Girls Boosters	CM Band Booster	CM Baseball	CM Bocce
President's Name			Lisa Henderson		Bradley Batterson	
Vice-President's Name			Andy Phillips		Tawnni Germello	
Secretary's Name			Barb O'Brien		Teresa Everett	
Treasurer's Name			Samantha Phillips		Nicki Fravel	
Other Officer			Katie Ditty			
Title			PR			

26-27 BOOSTER CLUBS	CM Boys Basketball	CM Boys Soccer	CM Cheerleading	CM Cross Country	CM Football	CM Girls Basketball
President's Name						
Vice-President's Name						
Secretary's Name						
Treasurer's Name						
Other Officer						
Title						

26-27 BOOSTER CLUBS	CM Girls Soccer	CM Golf	CM Indoor Band	CM Softball	CM Swimming	CM Tennis
President's Name						
Vice-President's Name						
Secretary's Name						
Treasurer's Name						
Other Officer						
Title						

26-27 BOOSTER CLUBS	CM Track	UPDATED - CM Volleyball	CM Wrestling			
President's Name		Christine Koch				
Vice-President's Name		Amanda Confer				
Secretary's Name		Christine Kulak				
Treasurer's Name		Dave Kelley				
Other Officer		Kristi Gingery				
Title		Communications Coordinator				

Keystone Central School District
Personnel
November 12, 2026

ATHLETICS
Miscellaneous

Approve the Updated or Additional Athletic Booster Club Officers for the 2026-2027 School year
See attached Booster club Sheet

*Approve any girls from the Lock Haven YMCA and Fearless Athletics gymnastic teams who have qualifying scores to represent CMHS at the PA Classic Meet on February 26th - 28th, 2027 at Butler High School and at the Bellefonte Area High School Home Meets.

*Approve any Keystonce Central School District students to represent Central Mountain High School and to utilize the name Central Mountain High School for their Clay Target Team in the PA State High School Clay Target League through the Liberty Township Sportsmen's Club.

Name	Position	Bldg/Dept	Approximate Beginning-End Date
Volunteer			
Justin Bower	Wrestling Volunteer	Central Mountaion Middle/High School	11/20/26
Jerry "Mike" Brown	Wrestling Volunteer	Central Mountaion Middle/High School	11/20/26
Eric Coleman	Wrestling Volunteer	Central Mountaion Middle/High School	11/20/26
Bryn Miller	Marching Band Volunteer	Central Mountaion Middle/High School	10/15/26
Cyrus McCarl	Football Volunteer	Central Mountaion Middle/High School	10/7/26
Jason Stone	Softball Volunteer	Bucktail Area High School	10/7/26
Dionne Werts	Marching Band Volunteer	Bucktail Area High School	10/7/26
Employment			
Shane Dunlap	Game Worker	Central Mountain Middle/High School	10/7/26
Teresa Everett	Game Worker	Central Mountain Middle/High School	9/29/26
Aubrey Miller	Student Game Worker	Central Mountain Middle/High School	10/28/26
Shan Packer	Game Worker	Central Mountain Middle/High School	10/28/26
David Petruzzi	Head Girls Wrestling Coach	Central Mountain Middle/High School	10/23/26
	Position is the result of the Resignation of Dylan Caprio		
	Salary will be a Category 1 Step 1 $6,573.00 based on Schedule B in the Teacher's Contract		
Becky Terry	Assistant Girls Soccer Coach	Central Mountain Middle/High School	8/15/26
	Position is the result of the Head Coach Resignation (Ryan Veltri) and opening all assistant positions		
	Salary will be a Category 3 Step 1 $4,518.00 based on Schedule B in the Teacher's Contract		
Brooke Williams	Head Jr. High Girls Basketball Coach	Central Mountain Middle/High School	10/21/26
	Position is the result of Bradley McCloskey's Resignation		
	Salary will be a Category 2 Step 2 $5,526.00 based on Schedule B and prior year of Coaching with KCSD		

-Game Workers are paid on a per event basis - Rates are determine by position and sport listed on Schedule C of the Teachers Contract-

Resignations:

Keystone Central School District
Personnel
November 12, 2026

Student Activities

Miscellaneaous:

Name	Position	Bldg/Dept	Approximate Beginning-End Date

Volunteers:

Employment:

Morgan Fogel	Reading Competition Advisor If the advisor works 25 or more outside of school hours they are paid the stipend listed in Schedule C of the Teacher contract for this club - $704.46	Central Mountain Middle School	10/6/26

Spanish for Culinary Arts and the Food Service Industry

Course Description

This course introduces students to Spanish vocabulary and basic communication skills relevant to the culinary arts, restaurant management, and food service industries. Students will learn practical Spanish terminology related to ingredients, cooking methods, kitchen equipment, food preparation, menu items, and restaurant operations. Through hands-on activities, interactive lessons, and real-world scenarios, students will practice communicating with Spanish-speaking coworkers and customers. The course will also explore cultural traditions and cuisines from Spanish-speaking countries, helping students develop an appreciation for the diversity of the culinary world. Emphasis will be placed on building useful language skills that enhance workplace communication, promote safety, and prepare students for future careers in the culinary arts and hospitality industries.

Suggested course topics



1. Kitchen Vocabulary and Equipment

Learn the Spanish names for common kitchen tools, appliances, utensils, and work areas, such as el cuchillo (knife), la sartén (frying pan), and el horno (oven).



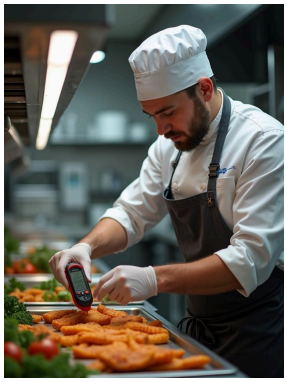
2. Ingredients and Food Groups

Identify meats, seafood, fruits, vegetables, grains, dairy products, herbs, spices, and other common ingredients in Spanish.



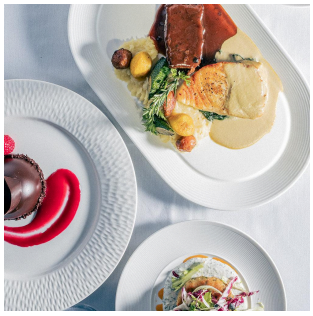
3. Cooking Methods and Food Preparation

Practice vocabulary for chopping, mixing, boiling, frying, baking, grilling, measuring, and following recipes.



4. Kitchen Safety and Sanitation

Learn how to communicate about handwashing, cleaning, food storage, temperatures, equipment safety, and preventing cross-contamination.



5. Menus and Restaurant Terminology

Read basic Spanish menu terms, describe dishes, discuss ingredients, and learn vocabulary related to appetizers, main courses, side dishes, and desserts.



6. Workplace Communication

Practice common kitchen instructions, asking for supplies, communicating with coworkers, responding to requests, and interacting with customers.



7. Culinary Traditions of the Spanish-Speaking World

Explore traditional dishes, ingredients, cooking techniques, and food customs from Spain, Mexico, Central America, South America, and the Caribbean.



8. Dietary Needs and Customer Service

Learn basic vocabulary for food allergies, dietary restrictions, ingredients, substitutions, and customer preferences. Emphasize confirming allergy information clearly and following established safety procedures.

Possible hands-on projects

- Create a bilingual menu: Design a restaurant menu in English and Spanish.
- Spanish kitchen challenge: Identify equipment and ingredients using Spanish vocabulary during a practical kitchen activity.
- Follow a recipe: Read and follow a simple recipe written in Spanish.
- Restaurant role-play: Take turns acting as chefs, kitchen staff, servers, and customers.
- Cultural cooking project: Research a Spanish-speaking country's cuisine and prepare or present a traditional dish.

- Culinary vocabulary portfolio: Build a collection of Spanish terms, pictures, definitions, and example sentences relevant to culinary careers.

Recommended instructional approach

Since this is a high school career and technical education program, I would emphasize job-specific Spanish rather than traditional academic Spanish grammar. Students should learn vocabulary and useful phrases they can immediately apply in the kitchen, during labs, in restaurants, and in future employment.

The goal is not necessarily to make students fluent in Spanish. It is to help them develop practical communication skills that can make them safer, more effective, and more employable in the culinary and hospitality industries.

Semester at a glance

Weeks 1–2

Unit 1: Kitchen Basics

Greetings, numbers, kitchen areas, equipment, and utensils.

Weeks 3–4

Unit 2: Ingredients and Food Groups

Meats, produce, dairy, grains, spices, and measurements.

Weeks 5–6

Unit 3: Cooking Methods and Recipes

Cooking verbs, recipe instructions, quantities, and sequencing.

Weeks 7–8

Unit 4: Kitchen Safety and Sanitation

Cleaning, food storage, temperatures, hygiene, and safety instructions.

Weeks 9–10

Unit 5: Menus and Restaurant Vocabulary

Menu items, courses, food descriptions, and restaurant terminology.

Weeks 11–12

Unit 6: Workplace Communication

Kitchen commands, teamwork, requests, and restaurant role-play.

Weeks 13–14

Unit 7: Spanish-Speaking Culinary Traditions

Traditional dishes, ingredients, food customs, and regional cuisines.

Weeks 15–16

Unit 8: Culminating Culinary Project

Apply vocabulary through a bilingual menu, recipe, cultural dish, or restaurant simulation.

Semester Curriculum: Spanish for Culinary Arts

Unit 1: Kitchen Basics

Weeks 1–2

Essential vocabulary

- Greetings and introductions
- Numbers and basic classroom expressions
- Kitchen areas and workstations
- Common kitchen equipment and utensils

Learning objectives
Students will be able to:

- Identify common kitchen tools and equipment in Spanish.
- Recognize and respond to basic Spanish instructions.
- Use numbers to identify quantities and equipment.

Suggested activities

- Label kitchen equipment in Spanish.
- Complete a picture-based vocabulary scavenger hunt.
- Play a matching game with Spanish terms and kitchen tools.
- Create a personal culinary vocabulary reference sheet.

Assessment: Vocabulary quiz and equipment identification activity.

Unit 2: Ingredients and Food Groups

Weeks 3–4

Essential vocabulary

- Fruits and vegetables
- Meats, poultry, and seafood
- Dairy products, grains, and baked goods
- Herbs, spices, and seasonings
- Weights, measurements, and quantities

Learning objectives
Students will be able to:

- Identify common culinary ingredients in Spanish.
- Sort ingredients into food groups.
- Recognize common measurements and quantities.
- Identify ingredients needed for a particular dish.

Suggested activities

- Label ingredients during a culinary lab.
- Create illustrated ingredient flashcards.
- Complete a grocery shopping activity using Spanish vocabulary.
- Identify ingredients from sample recipes.

Assessment: Ingredient identification quiz and illustrated vocabulary collection.

Unit 3: Cooking Methods and Recipes

Weeks 5–6

Essential vocabulary

- Cooking verbs: cortar, mezclar, hervir, freír, hornear, asar
- Preparation techniques and kitchen directions
- Recipe ingredients and measurements

- Sequencing words: primero, después, luego, finalmente

Learning objectives
Students will be able to:

- Recognize common cooking methods in Spanish.
- Interpret simple recipe directions.
- Identify the ingredients and equipment required for a recipe.
- Follow a basic sequence of culinary instructions.

Suggested activities

- Match cooking verbs with demonstrations or pictures.
- Put recipe steps in the correct order.
- Translate selected recipe vocabulary.
- Create a simple illustrated recipe in Spanish.

Assessment: Recipe sequencing activity and cooking vocabulary quiz.

Unit 4: Kitchen Safety and Sanitation

Weeks 7–8

Essential vocabulary

- Handwashing and personal hygiene
- Cleaning and sanitizing equipment
- Food storage and temperature
- Cross-contamination and food safety
- Safety commands and warnings

Learning objectives
Students will be able to:

- Recognize common kitchen safety instructions in Spanish.
- Identify vocabulary related to cleanliness and food storage.
- Recognize basic warnings and safety reminders.
- Connect Spanish safety terminology to established kitchen procedures.

Suggested activities

- Label safety signs in Spanish.
- Match safety instructions with pictures.
- Complete a kitchen safety scenario activity.
- Create a bilingual food safety poster.

Assessment: Safety vocabulary quiz and bilingual safety poster.

Unit 5: Menus and Restaurant Vocabulary

Weeks 9–10

Essential vocabulary

- Appetizers, main courses, side dishes, and desserts
- Beverages and common menu items
- Flavors and food descriptions
- Menu prices and numbers
- Common dietary needs and food allergies

Learning objectives
Students will be able to:

- Identify common foods and menu categories in Spanish.
- Describe foods using basic adjectives.
- Interpret selected Spanish menu terms.
- Recognize common dietary requests and allergy-related vocabulary.

Suggested activities

- Analyze authentic or teacher-created Spanish menus.
- Design a bilingual restaurant menu.
- Describe dishes using Spanish vocabulary.
- Match customer requests to menu items.

Assessment: Menu vocabulary quiz and bilingual menu assignment.

Unit 6: Workplace Communication

Weeks 11–12

Essential vocabulary

- Kitchen commands and requests
- Ingredients and supplies needed at work
- Teamwork and common workplace expressions
- Restaurant greetings and customer service
- Basic questions and responses

Learning objectives
Students will be able to:

- Recognize common Spanish phrases used in professional kitchens.
- Make simple requests for supplies and equipment.
- Respond to basic workplace instructions.
- Participate in a short, rehearsed restaurant or kitchen conversation.

Suggested activities

- Practice kitchen commands during simulated lab activities.
- Role-play chef and kitchen assistant interactions.
- Practice restaurant employee and customer conversations.
- Create a quick-reference sheet of useful workplace phrases.

Assessment: Workplace communication role-play and practical vocabulary check.

Unit 7: Spanish-Speaking Culinary Traditions

Weeks 13–14

Essential vocabulary and concepts

- Traditional dishes and ingredients
- Culinary traditions of Spain, Mexico, Central America, South America, and the Caribbean
- Regional food customs and preparation techniques
- Cultural influences on cuisine

Learning objectives
Students will be able to:

- Identify traditional dishes from Spanish-speaking regions.
- Recognize Spanish vocabulary associated with those dishes.
- Explain basic ingredients and preparation methods.
- Describe how culinary traditions differ across regions.

Suggested activities

- Research a traditional dish from a Spanish-speaking country.
- Create a bilingual dish profile.
- Explore recipes and regional ingredients.
- Prepare or demonstrate a dish when appropriate for the culinary program.

Assessment: Cultural food presentation or illustrated dish profile.

Unit 8: Culminating Culinary Project

Weeks 15–16

Project options
Students may choose one of the following:

1. **Bilingual Restaurant Menu:** Create a restaurant menu with Spanish food names, descriptions, and prices.
2. **Spanish Recipe Demonstration:** Present a recipe using Spanish ingredient names and cooking verbs.
3. **Cultural Cuisine Project:** Research and present a traditional dish from a Spanish-speaking region.
4. **Restaurant Simulation:** Demonstrate basic communication between kitchen staff, servers, and customers.

Learning objectives
Students will be able to:

- Apply vocabulary from multiple units.
- Demonstrate practical Spanish skills relevant to culinary careers.
- Present culinary information using Spanish terms.
- Explain how Spanish communication skills can benefit future employment.

Assessment: Final project evaluated on vocabulary accuracy, practical application, completion, presentation, and cultural understanding.

Physical Health and Movement — Grades 9–12

18-Week Semester Course

This course introduces students to a variety of physical activities that can be continued throughout life. Students will participate in walking, jogging, aerobic exercise, toning exercises, flexibility training, yoga, and pilates while developing healthy habits and improving overall wellness. Activities will focus on improving cardiovascular fitness, muscular strength and endurance, flexibility, balance, mobility, and stress management. Students will explore different forms of physical activity while developing an understanding of the benefits of regular exercise and personal wellness. The course emphasizes participation, consistency, individual improvement, and discovering enjoyable activities that students can continue both in and beyond high school.

18-Week Curriculum at a Glance

Weeks	Unit	Topics and Potential Activities
1–2	Unit 1: Introduction to Lifetime Fitness	Course expectations, personal wellness, activity tracking, and benefits of regular physical activity
3–4	Unit 2: Walking, Jogging, and Aerobic Exercise	Walking and jogging, aerobic workouts, cardiovascular endurance, pacing, heart rate, and step tracking
5–6	Unit 3: Fitness and Conditioning	Bodyweight exercises, resistance training basics, fitness circuits, strength, and muscular endurance
7–8	Unit 4: Toning Exercises, Flexibility, and Mobility	Muscle-toning routines, bodyweight exercises, light resistance, stretching, joint mobility, and range of motion
9–10	Unit 5: Yoga and Mind-Body Fitness	Yoga poses, breathing techniques, balance, posture, relaxation, and stress management
11–12	Unit 6: Pilates and Core Strength	Core stability, controlled movement, muscular endurance, posture, and body awareness

13–14	Unit 7: Combined Fitness and Wellness	Combining aerobic exercise, strength, toning, flexibility, balance, mobility, and conditioning activities
15–16	Unit 8: Recreational Fitness Activities	Enjoyable individual and group activities, low-impact exercise, and accessible lifelong recreation
17–18	Unit 9: Lifelong Fitness and Wellness	Review of course activities, participation in preferred fitness activities, and benefits of maintaining an active lifestyle

Instructional Approach Throughout the Semester

- Walking, jogging, and aerobic exercise: Develop cardiovascular endurance through walking, jogging, aerobic routines, and sustained physical activity.
- Strength and conditioning: Participate in bodyweight exercises, fitness circuits, and appropriate resistance activities.
- Toning exercises: Use light weights, resistance bands, and bodyweight movements to develop muscular endurance and improve muscle tone.
- Flexibility and mobility: Practice stretching and mobility exercises to support healthy movement and range of motion.
- Yoga and Pilates: Develop balance, core strength, posture, body awareness, breathing control, and relaxation.
- Recreational activities: Experience accessible activities that can be enjoyed independently or with others throughout adulthood.
- Personal wellness: Explore the connections between physical activity, stress management, and overall well-being.
- Individual improvement: Encourage consistent participation, effort, and progress at each student's ability level.

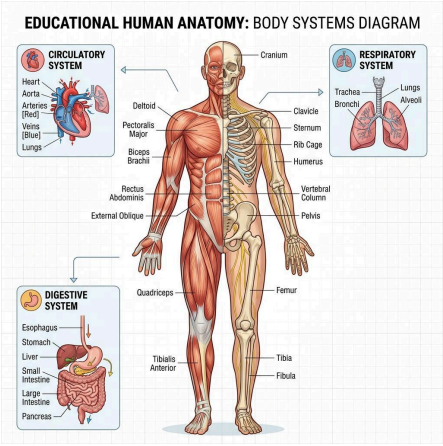
Primary goal: Students will experience a variety of enjoyable physical activities and understand how regular movement supports lifelong health. The course emphasizes participation, cardiovascular fitness, muscular endurance, flexibility, wellness, and discovering activities students can continue enjoying throughout adulthood.

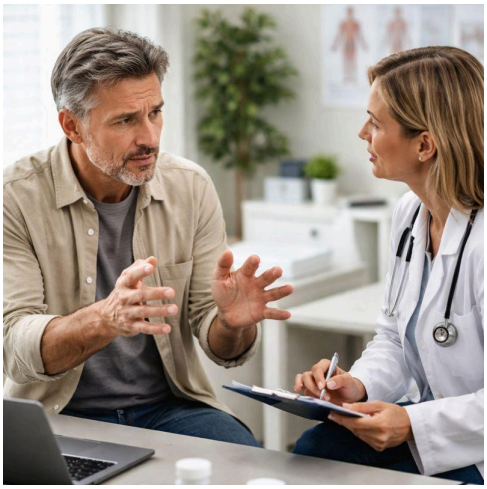
Spanish for Health and Medical Professions

This course introduces students to basic Spanish vocabulary and communication skills used in health care and medical settings. Students will learn terminology related to the human body, common illnesses and symptoms, medical procedures, medications, and health care professionals. Emphasis will be placed on practical vocabulary, basic conversations between health care providers and patients, and communicating essential medical information in Spanish. Through interactive activities, role-playing, and real-world scenarios, students will develop language skills that may benefit them in future careers in nursing, medicine, emergency services, and other health-related fields. The goal is not to make them fluent in Spanish, but rather to help them develop a practical skill that will make them more effective and employable in the health care industry. This course provides introductory language practice and does not qualify students to serve as medical interpreters or replace professional interpretation services.

The curriculum should be organized around practical vocabulary and real-life situations students might encounter in health care settings. This would be especially useful for high school students who may be interested in pursuing careers in medicine, nursing, physical therapy, or emergency services.

Suggested Course Topics



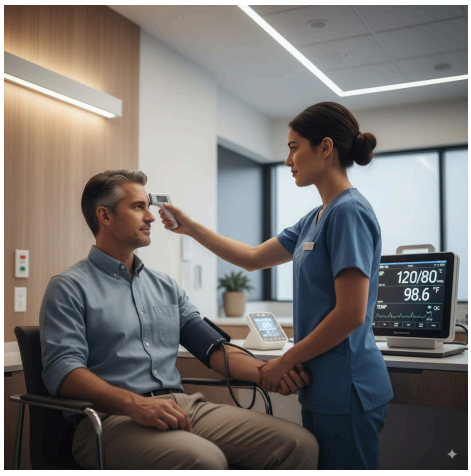


1. **The Human Body and Anatomy**

- Body parts and major organs
- Bones, muscles, and body systems
- Internal and external body parts
- Describing where pain occurs

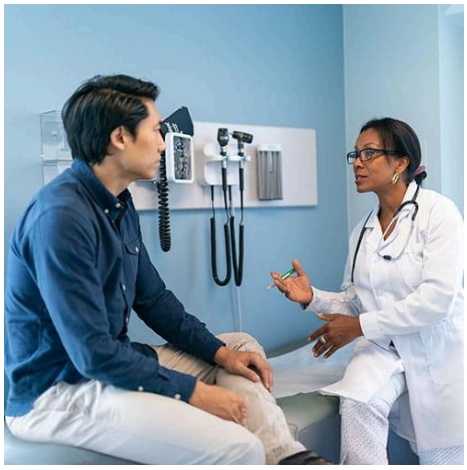
2. Symptoms, Illnesses, and Injuries

* Common illnesses and medical conditions
*Describing pain, discomfort, and symptoms
*Injuries, cuts, burns, and fractures
*Asking and answering questions about symptoms



3. Medical Assessments and Vital Signs

- Temperature, pulse, blood pressure, and breathing
- Numbers, measurements, and units
- Medical equipment and basic examinations
- Asking about pain intensity and duration



4. Communicating with Patients

- Greeting patients and introducing yourself
- Asking questions about health history
- Asking about allergies and medications
- Giving simple instructions and checking understanding

- Showing empathy and communicating respectfully



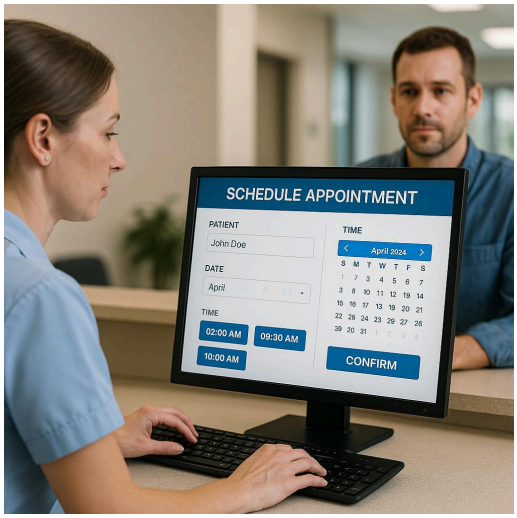
5. Medications and Pharmacy Vocabulary

- Common medications and their purposes
- Prescriptions and pharmacy terminology
- Dosage, frequency, and administration instructions
- Understanding basic medication labels



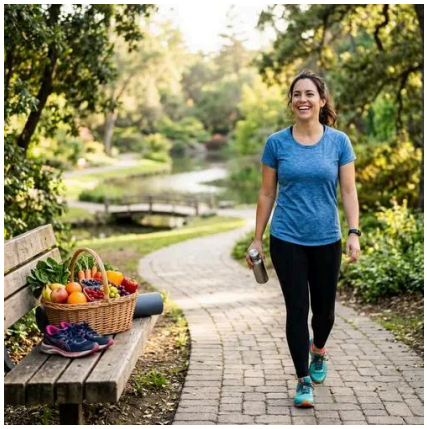
6. Emergencies and First Aid

- Calling 911 and requesting help
- Describing accidents and injuries
- Emergency room vocabulary
- Communicating urgent symptoms and basic first-aid needs



7. Health Care Settings and Professionals

- Hospitals, clinics, pharmacies, and laboratories
- Doctors, nurses, paramedics, and specialists
- Scheduling appointments and checking in
- Medical forms, insurance basics, and patient information



8. Wellness and Preventive Care

- Nutrition, exercise, and sleep
- Hygiene and disease prevention
- Vaccinations and routine checkups
- Mental health and stress vocabulary



9. Cultural Awareness in Health Care

- Cultural perspectives on health and wellness
- Respectful communication with Spanish-speaking patients
- Family roles and health beliefs
- Recognizing the importance of qualified medical interpreters



10. Practical Applications and Career Exploration

- Doctor-patient role-plays
- Simulated medical interviews
- Reading simple medical forms and instructions
- Exploring health care careers that use Spanish
- A final simulated clinic or emergency scenario

Spanish language skills to incorporate throughout the course

Rather than teaching vocabulary in isolation, I would integrate these language skills into every unit:

- Question words: qué, dónde, cuándo, cuánto, cómo
- Useful verbs: doler, tener, sentir, necesitar, tomar, respirar
- Common expressions: ¿Dónde le duele? (Where does it hurt?), ¿Tiene alguna alergia? (Do you have any allergies?)
- Commands and instructions: Abra la boca. (Open your mouth.) Respire profundamente. (Breathe deeply.)
- Present tense and tener expressions: Tengo fiebre. (I have a fever.)
- Formal communication: using Usted when addressing patients
- Listening and speaking: understanding symptoms and responding appropriately

Suggested semester sequence

If this is a one-semester high school elective, I would prioritize the topics in this order.

Weeks 1–2	Introduction to medical Spanish and health care careers
3–4	The human body and anatomy
5–6	Symptoms, illnesses, and injuries
7–8	Patient interviews and medical assessments
9–10	Medications and pharmacy vocabulary

11–12	Emergencies and first aid
13	Health care settings and appointments
14	Wellness and cultural awareness
15–16	Final role-play project and review

Unit 1: Spanish in Healthcare

Weeks 1–2

Essential vocabulary

- Greetings and introductions
- Numbers, dates, and age
- Healthcare professions and medical settings
- Basic question words: qué, dónde, cuándo, cómo
- Polite expressions and formal address using usted

Learning objectives

Students will be able to:

- Identify common healthcare professions and settings in Spanish.
- Greet patients and introduce themselves using basic Spanish phrases.
- Recognize numbers and basic personal information.
- Identify common question words used in healthcare conversations.

Suggested activities

- Match healthcare careers with Spanish vocabulary.
- Practice greeting a patient and introducing oneself.
- Complete a medical vocabulary scavenger hunt.
- Create a bilingual healthcare career vocabulary sheet.

Assessment: Vocabulary quiz and introductory patient-provider role-play.

Unit 2: Anatomy and the Human Body

Weeks 3–4

Essential vocabulary

- External body parts
- Major organs and body systems
- Left, right, front, and back
- Basic location and movement terms
- Common words for describing body areas

Learning objectives

Students will be able to:

- Identify major body parts and organs in Spanish.
- Label a diagram of the human body.
- Recognize basic vocabulary describing body location.
- Understand simple questions about where a patient feels discomfort.

Suggested activities

- Label a body diagram in Spanish.
- Play a body-part identification game.
- Match organs with their functions.
- Practice pointing to and naming body areas during simulated encounters.

Assessment: Labeled anatomy diagram and oral vocabulary identification.

Unit 3: Symptoms, Illnesses, and Injuries

Weeks 5–6

Essential vocabulary

- Common symptoms: pain, fever, cough, nausea, and dizziness
- Common illnesses and injuries
- Pain descriptions and body locations
- Basic expressions such as “Me duele…” and “Tengo…”
- Questions such as “¿Qué le pasa?” and “¿Dónde le duele?”

Learning objectives

Students will be able to:

- Recognize vocabulary for common symptoms and injuries.
- Identify basic questions used to ask about a patient's condition.
- Practice describing a symptom and its location in simple Spanish.
- Match patient statements with corresponding symptom vocabulary.

Suggested activities

- Use symptom cards to build simple patient statements.
- Complete symptom-to-picture matching activities.
- Practice short patient-provider dialogues.
- Analyze fictional patient scenarios and identify key vocabulary.

Assessment: Symptom identification quiz and simulated symptom interview.

Unit 4: Patient Interviews and Basic Assessments

Weeks 7–8

Essential vocabulary

- Personal and emergency contact information
- Basic health history questions
- Vital signs: temperature, pulse, blood pressure, and breathing rate
- Numbers and simple measurements
- Common medical forms and assessment terms

Learning objectives

Students will be able to:

- Recognize common questions used during an initial patient interview.
- Ask and answer selected basic questions in rehearsed Spanish.
- Identify Spanish terms for common vital signs.
- Recognize personal information and key details in a simplified medical form.

Suggested activities

- Complete a fictional patient intake form.
- Practice a mock check-in at a clinic.

- Match vital signs with their Spanish names.
- Conduct a simulated interview using a prepared question sheet.

Assessment: Completed mock intake form and structured patient interview.

Unit 5: Medications and Treatment

Weeks 9–10

Essential vocabulary

- Medication and pharmacy terms
- Pills, liquid medicine, creams, and other medication forms
- Common treatment and care vocabulary
- Prescription and over-the-counter terminology
- Basic instructions related to taking medication and following up with a provider

Learning objectives

Students will be able to:

- Identify common medication and treatment terms in Spanish.
- Recognize basic pharmacy vocabulary.
- Identify common words used in simple care instructions.
- Recognize the importance of confirming medication instructions through qualified healthcare personnel or professional interpreters when needed.

Suggested activities

- Match medication forms with pictures.
- Analyze fictional medication labels designed for classroom practice.
- Complete a pharmacy vocabulary matching activity.
- Role-play a simulated pharmacy interaction using a prepared script.

Assessment: Medication vocabulary quiz and interpretation of a fictional, simplified label.

Unit 6: Emergencies and First Aid

Weeks 11–12

Essential vocabulary

- Emergency situations and injuries

- Basic first-aid vocabulary
- Common safety commands and warnings
- Requests for help and emergency services
- Simple phrases for communicating location and immediate needs

Learning objectives

Students will be able to:

- Recognize common emergency terms in Spanish.
- Identify basic phrases used to request assistance.
- Recognize vocabulary for common injuries and urgent symptoms.
- Demonstrate appropriate use of rehearsed emergency phrases in simulated scenarios.

Suggested activities

- Match emergency terms with pictures.
- Practice short emergency dialogues.
- Work through fictional first-aid scenarios.
- Create a bilingual emergency vocabulary reference card.

Assessment: Emergency vocabulary assessment and simulated emergency communication scenario.

Unit 7: Healthcare Settings, Wellness, and Cultural Awareness

Weeks 13–14

Essential vocabulary and concepts

- Hospitals, clinics, pharmacies, and other healthcare settings
- Appointments, checkups, and referrals
- Healthcare professionals and their responsibilities
- Nutrition, exercise, hygiene, and preventive care
- Cultural considerations in healthcare communication

Learning objectives

Students will be able to:

- Identify common healthcare settings and professionals in Spanish.
- Recognize vocabulary related to appointments and preventive care.

- Identify basic wellness terms and expressions.
- Explain why respectful communication and access to qualified language assistance are important in healthcare.

Suggested activities

- Create a bilingual healthcare facility directory.
- Role-play making a medical appointment.
- Match healthcare professionals with their responsibilities.
- Research a health-related cultural practice without assuming all Spanish-speaking patients share the same beliefs or preferences.

Assessment: Bilingual healthcare resource or short cultural-awareness presentation.

Unit 8: Simulated Healthcare Experience

Weeks 15–16

Culminating project: A Day in a Healthcare Setting

Students will demonstrate their learning through a simulated patient encounter or healthcare scenario.

Possible scenarios

1. A patient checks in for a routine appointment.
2. A patient describes a common symptom.
3. A healthcare worker gathers basic information using a prepared interview.
4. A patient requests assistance at a pharmacy.
5. A patient needs help communicating during a simulated emergency.

Learning objectives

Students will be able to:

- Apply vocabulary from multiple units.
- Recognize and use rehearsed healthcare phrases.
- Demonstrate appropriate listening and speaking skills at a beginner level.
- Identify when professional interpretation or additional assistance is necessary.

Suggested activities

- Review vocabulary using stations and games.
- Prepare a short scripted or guided encounter.
- Complete a peer practice session.

- Perform a simulated patient interaction and reflect on learning.

Assessment: Final simulated encounter, vocabulary application, and student reflection.

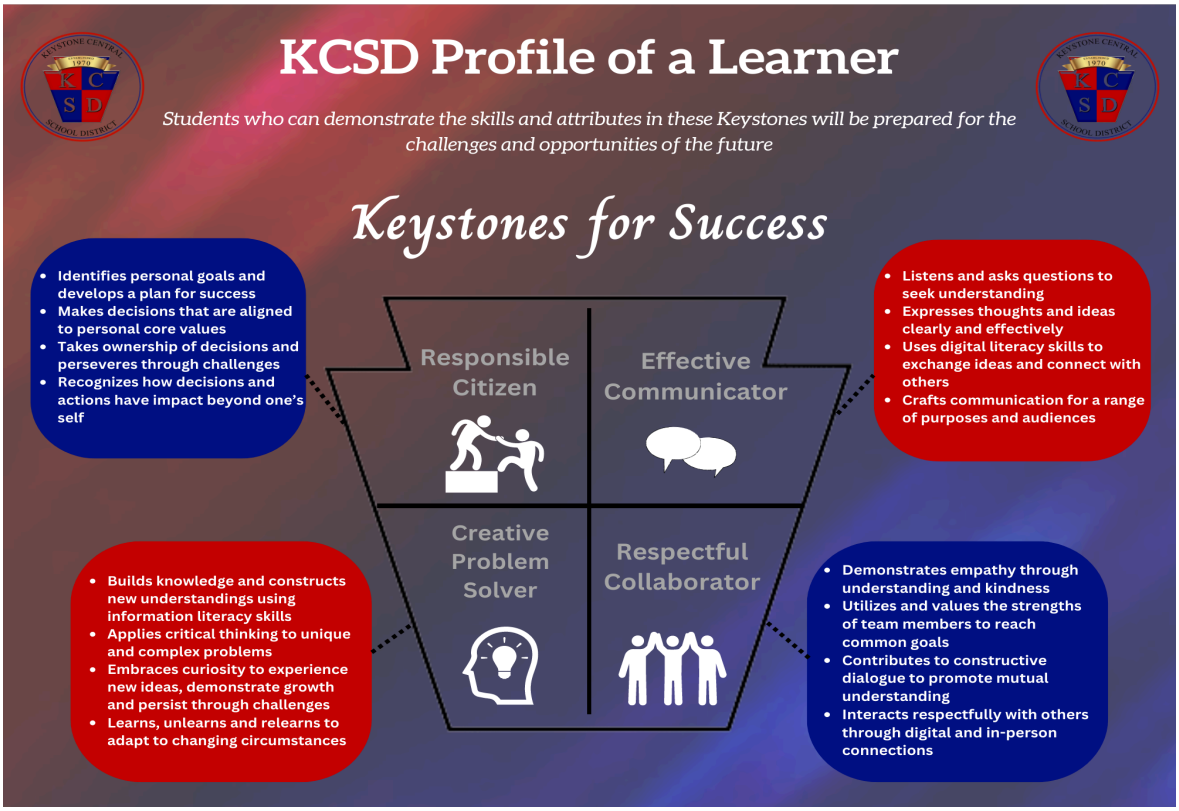
Mission Statement: We are committed to developing life-long learners who are adaptable, resilient, productive, and of high moral character.

Vision Statement: Preparing citizens for the challenges and opportunities of the future!

Shared Values:

We value:

- Equitable access to rigorous curriculum and effective instruction
- Critical thinking and solution-focused learners
- A safe, healthy, and inclusive culture
- High expectations and support for all
- Engaged and empowered communities and families
- Policies and procedures that promote learning and leadership



PART ONE:

KEY ACADEMIC INFORMATION

Introduction to the Course Guide

This catalog has been developed by Keystone Central School District to be a source of information and to guide students in selecting the courses of study in each curriculum area. All of the courses offered to our students are listed in this guide. Course descriptions are brief to provide those reading it with an overview of the course content. In order to run a course in the upcoming school year, there must be enough students enrolled. It is our goal to provide information to students and parents that will assist them in making informed decisions regarding course selection. Teachers, counselors, and administrators are all a part of the scheduling process and are ready to work with students and their families to accomplish educational objectives. When selecting courses, it is imperative that students consider their future goals. Whether the long-term plan involves college, trade school, workforce, military, technical school, or other; each requires prerequisites to prepare students for the next step. Take note that some classes are only offered every other year. We encourage students to take the time and map out a plan for all four years, or the remainder of their high school career.

What are your goals?

The answer to this question should be the driving force in how students select courses and develop their schedules. We expect students to challenge themselves, set goals, and reach their highest level of academic achievement. Our student's future starts here.

How to Use the Course Guide:

Part I: Key Information about Academics and Programming

Part 2: Career Pathway Information

The information in this section outlines the five career pathways at KCSD. Each pathway has relevant information about the pathway and suggested course sequence per pathway.

Part 3: Course Description Guide

The information on the pages in Part 3 aims to describe each of the courses offered at our high schools; and where appropriate, additional information has been listed on a subject-by-subject basis. The following terms are used in the course guide:

Credit Hours: assigned to the course, typically the number of periods in a full year course or indicates if a course is less than a full year.
(Examples: Full Year=1.0; Semester=0.5; 3 periods/Full Year = 3.0, etc.)

Grade Level Availability: Elective courses are offered to students in grades 9-12, unless otherwise noted in the course description.

Weight: the weight assigned to the course. This is what determines the difficulty of the course and is used to calculate class rank. Class rank compares the academic quality of a student's work to that of other classmates. Examples include honors courses, AP courses, CTE, and dual enrollment courses.

IEP Team: for some courses the guide indicates that students need recommendation from the *IEP Team* in order to take the course. IEP stands for Individualized Education Plan, and students who receive special education services will work with the team of educators and parents to consider courses marked this way.

Key Icons:

Throughout the course selection guide, this symbol indicates a course meeting NCAA requirements.

Dual Enrollment

Throughout the course selection guide, this symbol indicates a course with potential dual enrollment credit. Dual enrollment opportunities through Lackawanna College are offered to students in grades 10-12.

Keystone Central School District Graduation Requirements:

To graduate from the Keystone Central School District, students must successfully complete the academic credits distributed across a variety of content areas, fulfill the Act 158 Graduation Requirement, and complete a Graduation Project.

Required Component #1	Completion of Academic Course Credits
Required Component #2	. Completion of "PA Act 158" Requirement
Required Component #3	Completion of Graduation Project

Academic Credit Requirements:

Minimum Credit Graduation Requirements

This chart represents the minimum required academic course credits for graduation from Keystone Central School District

Course	Class of 2028	Class of 2029 and beyond
English	4	4
Math	3	3
Science	3	3
Social Studies	3	3
Health	.5 (not required for CTE Health Occupations students)	.5 (not required for CTE Health Occupations students)
Physical Education	1	1
Elective Courses (Fine Arts, Business/Technology, FCS, World Language, etc.)	**Additional 12.5 electives**	**Additional 11.5 electives**
Total Credits	**27**	**26**

*As part of the required courses and credits, all students must take one class that focuses on Financial Literacy (Personal Finance or Financial Literacy) as well as take a course to educate students on concepts required for the Citizenship Test as required by PA Act 35 (ex. Civics and Government or PCN American Government). Additionally, students not taking an Introductory level course in CTE as 9th graders, will be required to take Career Explorations.

Elective credits can be earned by taking any course in the course guide once the credit requirement for that content area has been fulfilled. For example, once three social studies credits have been fulfilled, students can take additional social studies courses that will count towards the elective credit requirements. Regardless of a student's chosen pathway, they can take any elective within the course guide.

PA ACT 158 Requirement:

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Starting with the Class of 2023, the following options exist to meet the statewide graduation requirements:

- ☐ **Option 1: Keystone Proficiency**
  - ☐ Proficient or Advanced in Algebra 1, Biology and Literature

- ☐ **Option 2: Keystone Composite Score = 4452 or greater**
  - ☐ Proficient or Advanced on at least 1 exam
  - ☐ No score is below basic

- ☐ **Option 3: CTE (Career and Technical Education) Concentrator**
  - ☐ Pass Keystone content course in which student scored less than Proficient
    AND meet 1 of the following:
  - ☐ Earn an industry-based competency certification (NOCTI or NIMS)
  - ☐ Demonstration of high likelihood of industry-based competency assessment success
  - ☐ Demonstration of readiness for continued engagement in a CTE Concentrator Program of Study

- ☐ **Option 4: Alternative Assessment**
  - ☐ Pass Keystone content course in which student scored less than Proficient
    AND meet 1 of the following:
  - ☐ ASVAB AFQT score of 31 or better
  - ☐ PSAT score of 970 or better
  - ☐ SAT score of 1010 or better **or** ACT score of 21 or better
  - ☐ AP score of 3 or higher in each Keystone content area in which less than Proficient
  - ☐ Successful completion of dual enrollment course related to each Keystone content area in which less than Proficient
  - ☐ Successful completion of a Pre-Apprenticeship Program (Precision Machining)
  - ☐ Acceptance into 4-year Institution of Higher Learning for college-level coursework

- ☐ **Option 5: Evidence-Based Option**
  - ☐ Pass Keystone content course in which student scored less than Proficient

AND meet **THREE** of the following with **ONE or more** from the first five and **no more than TWO** from the last five:

- ☐ Score of 3 or better on any AP exam
- ☐ Successful completion of any dual enrollment or post-secondary course
- ☐ Industry-recognized credential
- ☐ SATSubject Test
- ☐ IB Exam
- ☐ AP Exam Score
- ☐ Acceptance into any other-than-4 year Institution of Higher Learning for college-level coursework
- ☐ Attainment of Proficient or Advanced on any Keystone Exam
- ☐ Successful completion of a service-learning project
- ☐ Letter guaranteeing full-time employment or military enlistment
- ☐ Completion of an internship, diversified occupations or cooperative education placement
- ☐ Meet NCAA Division II academic requirements for college-bound athletes

Graduation Project Requirements

All students must choose an option from the following menu as their Graduation Project:

1. Take Senior Seminar (new 1-credit course)
2. Participate in Co-op or Diversified Occupations
3. Completer in a CTE Program
4. Take 2 dual enrollment or Advanced Placement (AP) courses during your senior year
5. Full-time Virtual Academy students will take a designated graduation project course

NCAA Course Regulations for Student Athletes and Families

If participation in college athletics is a possible future consideration, it is important for you to read and understand the following information. If you have any questions about the academic standards, you should contact a high school counselor or call the NCAA eligibility hotline at (877) 262-1492.

In order to participate as a college freshman in Division I or II athletics, the NCAA Initial-Eligibility Clearinghouse must certify a student. Although a student does not begin the certification process before the end of the junior year in high school, he/she begins to meet the eligibility requirements in ninth grade with the courses selected and the grades achieved. Thus, course selection is extremely important.

To be certified by the NCAA Eligibility Center, you must:

- Graduate from high school.
- For Division I: Complete 16 NCAA approved core courses with a minimum GPA of 2.3. Keystone Central School District courses meeting these requirements are listed throughout the catalog. The following chart shows what core courses must be included at a minimum.
- For Division II: Complete 16 NCAA approved core courses with a minimum GPA of 2.2. Keystone Central School District courses meeting these requirements are listed throughout the catalog. The following chart shows what core courses must be included at a minimum.

	Division I	**Division II**
English Core	4 years	3 years
Math Core - Algebra I or higher	3 years	2 years
Science Core - one year with lab	2 years	2 years
Social Studies Core	2 years	2 years
Additional Core courses from English, Math, or Science	1 years	3 years
Additional academic (Core) courses in any of the above (English, Math, Science, Social Studies) or world language, or non-doctrinal religion	4 years	4 years
Total Core Units Required	16	16

Please work with your school counselor to complete the checklist for NCAA and college enrollment requirements so that you can plan your high school courses appropriately.

Division 1 Academic Quick Reference Sheet Division II Academic Quick Reference Sheet

Key Information About Academics

Courses and Impact on Class Rank

Type of Program or Opportunity	**Fulfills Graduation Requirements**	**Used to Calculate GPA and Class Rank**
Dual Enrollment (taken during standard college fall and spring semesters)	Yes, if approved or	Yes

Calculating Honor Roll

9 week grade earned x credit for each class=points earned.
Total of points earned divided by credit attempted.
Be sure to take into account courses that are worth more than 1 credit.
Weighted value of a course is not figured into Honor Roll.

Honor Roll: 89.5-94.4 High Honor Roll: 94.5-100

Converting a Percentage into a 4.0 Grade Point Average

X represents the percentage. The formula to use when converting a percentage into a GPA (with a scale of 4.0) is (X/20)-1=GPA

Example: You earned an 89% in Geography. Plug in the formula to get the following:

- 89/20-1=4.45-1=3.45
- The GPA equivalent of 89% is 3.45

Course Change Process

Circumstances under which a course change request may be granted once the scheduling process is complete or the school year begins are limited to specific situations. A student should meet with their school counselor to discuss the need for a course change.

Full Time Student Status:

To be considered a full time student, a student must carry academic credits to cover at least 75% of the academic day (6 periods at CMHS). Full time student status affects students' ability to earn college scholarships, grants, discounts on insurance plans, receive support funding, receive Social Security funds, and receive certain benefits of public housing and other benefits families may not realize. Please consider this carefully. **Students will not be able to take extra credits to work towards early graduation.**

A Note About Advanced Placement Classes

Although every student is required to meet the minimum requirements for high school graduation, many

students will want to consider college, university, and a variety of post-high school education requirements. Colleges and universities specify that a student must take a college preparation level course of study. Colleges look for students who complete Honors and AP level courses where possible. Please research admission information for your desired post-high school pursuit. All students successfully enrolled in Advanced Placement (AP) classes are expected to take the AP exam associated with the course. Counselors will send a letter to parents/guardians regarding the payment process. For fees and calendars, please refer to http://apcentral.collegeboard.com. It is recommended that students take no more than two (2) AP courses per school year.

Transcripts and Letters of Recommendation

Students and parents, please complete the transcript/counselor letter of recommendation form and return to the Student Services/Guidance office. You must allow at least 15 school days for processing and mailing transcripts and/or letters of recommendation. We cannot guarantee transcript delivery by your deadlines for forms that are submitted late. Please see the due dates for major college, scholarships, or program deadlines.

Keystone Exam Graduation Requirements

Keystone Exams are given at the completion of **Algebra 1, English 10 and Biology** (or any level of those courses). In order to meet the graduation requirements, students must take the exam. For more information on the score requirements, please see the information about PA Act 158 in this course catalog. More information about the exams can be found here.

Work Experience Opportunities

"Start your Future NOW"

Do you want to…

- Leave school **EARLY** or come in **LATER**?
- Have more **FLEXIBILITY** in your day?
- **ONLY** take classes you need for graduation?
- Earn more **MONEY**?
- Work during the **SCHOOL** day?
- Develop **EMPLOYABILITY** skills?
- Build your **RESUME**?

If you answered "**YES**", then **Co-Operative Education** or **Diversified Occupations** is the program for **YOU**!

Co-Operative Education (Co-Op) is for students in 11th or 12th grade currently enrolled in a Career and Technology Education program. Co-Op is the next step in student learning for students to utilize their foundational skills to start developing new career specific skills in the workplace. Students will be paid by the employer through the C0-Op program

Diversified Occupations (DO) is for students in 12th grade that are not currently enrolled in a Career and Technology program but want to develop employability skills and specific occupations skills. Students will be paid by the employer through the DO program.

"Sign Me UP"

How do I ENROLL?

- Email Mrs. D. Killinger: dkillinger@kcsd.k12.pa.us
- Contact your School Counselor for more information
- Contact Keystone Central Career and Technology Center 570-893-4900 ext. 4301

CO-OP and **Diversified Occupations** work experiences offer students the opportunity to participate in employment during the school day. **Per law, students are not permitted to work during school hours unless they are enrolled in an approved work experience program such as Co-Op or Diversified Occupations.**

Senior Option

KCSD

Request for Senior Option

For students who are on track to meet their graduation credit requirements, there is an option for seniors to come to school late or leave early, still allowing time for required coursework while being flexible depending on student need. Senior Option is a privilege for 12th grade students who are in good academic and disciplinary standing at the high school. Students who select and qualify for this option will be permitted to come to school before the start of Period 3 or leave at the conclusion of Period 6. All 12th grade students must schedule a minimum of 6.0 credits. **Students are not permitted to work during the school day (3:31pm) unless they are enrolled in a school approved work-program (Co-Operative Education or Diversified Occupations) per Department of Labor and Industry regulations.**

Criteria:

Student Requirements/Criteria for Senior Option:

- Successfully completed a minimum of 21 credits by the end of junior year
- Have a minimum cumulative grade point average (GPA) of 75%
- Students have to have fewer than 8 demerits in the student's junior year
    - Student handbook
- Students with 6 or more unlawful absences during junior year will not be considered.
- Have his/her own transportation to and/or from school
- Administrative approval following a review of student discipline and attendance records
- If student is not meeting the expectations of a student in high standing, Counselor/Administrator reserves the right to revoke Senior Option
- If you have Senior Option you are **not permitted** to remain in the building.
- The deadline to apply is the end of the second week of the school year.

*Registering for Senior Option and meeting the above requirements/criteria does not ensure admittance. Required classes may need to be scheduled during periods that would prevent a student from scheduling the Senior Option.

All information must be completed. Please print clearly. Turn completed form into the Counseling Office for processing.

Academic Year:_____

Student Name (First, Last):_____ Student#:_____

Senior Option preference:

☐ Come in Late ☐ Leave Early

Parent/Guardian Signature: _____

Parent/Guardian Print Name:_____ DATE:_____

(OFFICE USE ONLY)

School Counselor:

☐ Credits Verified

☐ GPA Verified

☐ Request Approved

☐ Request Denied

Signature: _____

Date:_____

School Administrator

☐ Attendance Records Verified

☐ Discipline Records Verified

☐ Request Approved

☐ Request Denied

Signature: _____

Date:_____

Comparing Work Experience Options and Senior Options

What is the difference between Work Experience Options (Diversified Occupations and Co-Op) and the Senior Option?

Feature	Work Experience (COOP / Diversified Occupations)	Senior Option
Purpose	To allow students to gain paid, supervised work experience during the school day while earning school credit.	To give qualified seniors flexibility in their school schedule by arriving late or leaving early.
Who Qualifies	Juniors and seniors who are on track for graduation and meet academic, attendance, and behavior expectations.	Seniors who are on track for graduation, have a minimum GPA of 75%, and are in good standing.
Minimum Credits Required (to qualify)	Varies based on student need	Seniors: 21 credits completed by end of junior year
Minimum Credits to Schedule	Varies based on student need	Seniors: Must schedule at least 6.0 credits
Work Component	Students are employed during all or part of the school day at a job site.	No work is permitted during the school day as per labor laws for school aged students.
Pay	Yes – students are paid by their employer.	No – this option does not include employment.
Credit Toward Graduation	Yes – work experience does count toward elective or career education credits.	No additional credit – it only adjusts the daily schedule.
Schedule Flexibility	Students may leave early or arrive late depending on their work schedule.	Students may leave after Period 6 or arrive after Period 2, depending on class needs and availability.
Transportation	Students must have reliable transportation to and from work/school.	Students must have their own transportation

Supervision	Monitored by school staff and employer; includes evaluations and coordination with the COOP coordinator.	Managed by administration; primarily focused on student responsibility and attendance.
Department Approval	Requires approval through the COOP/Diversified Occupations coordinator and administration.	Requires counselor and administrative approval after a review of academic, attendance, and discipline records.
On-Campus Privileges	Students typically attend part of the school day and then leave for work.	Students are not permitted to remain in the building during unscheduled time.
Revocation Conditions	Can be revoked for poor job performance, attendance issues, poor behavior, and academic decline.	Can be revoked if academic performance, attendance, or behavior expectations are not maintained.
Application Process	Complete COOP or Diversified Occupations paperwork through the CTE office and work coordinator.	Complete Senior Option Request Form and submit to the counseling office.
Main Benefits	Gain real-world work experience, earn income, develop time management skills, build a resume, and gain employability skills.	Increased flexibility, reduced time in school, and opportunity for independent responsibility.

Dual Enrollment Opportunities at Keystone Central School District



Dual enrollment opportunities are available through a variety of post-secondary institutions. Courses that offer dual enrollment opportunities have a dual enrollment icon next to the course.

Penn College Technology (PCT): Courses with the Penn College program allow students to take college classes while in high school, **at no cost to the student or family.** The courses are taught at the high school and the Career and Technology Center by Penn College approved high school instructors. To qualify for Penn College courses, all students must maintain an overall C-average or better in grades 9 through 12. For Biology, Chemistry, or BWM 150, students must have a C-average or better in Algebra I. Students wishing to take MTH123 must also take additional placement tests. Certain courses may also require that students meet pre- or co-requisites required for individual courses. Generally, 11th and 12th grade students are eligible to participate in the program. A limited number of classes are available to 10th grade students. Penn College credits will appear on a Penn College transcript and may be applied toward specific Penn College degrees. The extent to which a course will transfer to another college or university is at the discretion of that college or university.

Lackawanna, KCSD Virtual Academy, other post-secondary institutions: Students can participate in Lackawanna dual enrollment courses that take place on-campus at KCSD and are taught by KCSD teachers. **These courses have an associated cost to the student/family.** Students can also choose to take dual enrollment courses through the KCSD Virtual Academy, **which has an associated cost to the student/family.**

Dual Enrollment Credit Policy:

- Classes taken at an approved university will count for dual enrollment credit at KCSD when taken in the fall or spring semester and when overall credits for the year do not exceed the allowable credit limit. **Students in the Class of 2028 and beyond should not exceed eight credits per year.**
- Students can take unlimited dual enrollment courses through the KCSD Virtual Academy beyond the maximum credits listed in the above bullet. The cost for dual enrollment courses will be at the expense of the family. **The courses taken beyond the maximum credit allotment will not be reflected on the student's high school transcript, or be reflected in their high school GPA or class rank.**
- Students can take summer session and winter session courses at the collegiate level, however these courses will not become part of a student's high school record and will not appear on the student's high school transcript, nor be part of GPA, class rank etc.
  These courses will not count towards the total number of courses needed for a student to graduate from high school. Students can not accelerate due to taking summer and winter mini session courses. (Beginning May 2025).

- High School Administration determines how early college credit is to be applied to a student's transcript. The School Counselor will match the collegiate course to the closest content area of high school based on collegiate category and based on what is in the best interest of the student.
- Any course that is not a core content course at the collegiate level will be accepted as an elective at the high school.
- Students at high school will earn one credit for each course taken - regardless of the number of credits assigned at the collegiate level (ie - 3 credit class = 1 credit high school, 4 credit lab = 1 credit high school, 2 credit course = 1 credit high school)
- Students who withdraw from a college level course are at risk for not having enough credits in their schedule. Students are responsible for letting their school counselor know they withdrew from a course. Depending on the date of the withdrawal, this information may appear on the student's collegiate transcript. This information will not appear on the KCSD transcript.(Beginning May 2025)
- Students need to have a full schedule while attending KCSD and college. A full time schedule is based on at least 6 credits in the school year.

BENEFITS OF THE PENN COLLEGE PROGRAM

Penn College courses are free of charge to all KCSD students who qualify.

TIME: With college credits "in the bag," participating students can either ease their workload by taking fewer courses in a semester once at college OR complete their chosen degree more quickly.

MONEY: Since tuition is free for Penn College courses, students save money by taking fewer courses to complete their chosen degree. Students can of course use their credits at Penn College, or they can transfer their credits to a different institution.

CONFIDENCE: Students gain experience with rigorous college coursework in a supportive and familiar setting--their home school and career and technology center. They learn that they can be successful at the next level!

Customized Learning Focused School District:

KEYSTONE CENTRAL SCHOOL DISTRICT

YOUR PATH, YOUR FUTURE

Customized Learning - Academic Excellence - Real World Experience

A Learning Experience Designed Around You

- **Face-to-Face Instruction:** Traditional, in-person classes with passionate, certified teachers who know and care about our students.
- **Virtual Learning Options:** Take approved online or hybrid courses for more flexibility, independence, or schedule balance.
- **Blended Learning:** Combine both — attend in-person for core subjects while completing electives or advanced coursework online.



Academic Excellence: Honors, AP, and Beyond

- Challenge yourself and prepare for college or technical training with a wide range of **Honors and Advanced Placement (AP)** courses across subjects.
- CMHS students can earn **college credit**, explore advanced topics, and gain valuable academic experience — all while supported by dedicated teachers and counselors.

Music, Arts, and Expression

At KCSD, creativity thrives. Students can develop their artistic talents through **visual arts, music, and performance programs** that inspire confidence and collaboration.

Our arts programs include:

- Concert and Marching Band
- Chorus and Vocal Ensembles
- Studio Art and Design
- Theater and Performance Opportunities

Career & Technical Center (CTC): Real Skills for Real Futures



The **Keystone Central CTC** provides students with **hands-on, industry-aligned training** while earning high school credits. Students can graduate career-ready or prepared for further study in technical and professional fields.

Featured CTC Pathways:

- Health Sciences
- Engineering & Technology
- Automotive & Welding
- Construction & Carpentry
- Culinary Arts
- Computer Networking & Programming
- Business & Marketing

Students can combine **CTC programs with AP, Honors, or virtual coursework** — creating powerful, personalized pathways that lead directly to employment, certification, or higher education.

What sets us apart?

✅ Customized learning options — in-person, virtual, or blended
✅ Strong academic foundation with advanced coursework
✅ Exceptional music and arts programs
✅ Real-world career and technical training
✅ Supportive teachers and counselors who put students first
✅ Opportunities to earn college credits and industry credentials
✅ A community that values **individual growth and future readiness**

Online Learning Academy:

Keystone Central Online Learning Academy (OLL)

Flexible. Customized. Connected.

Your Education—Your Way!
The Keystone Central Online Learning Academy offers students and families the flexibility to learn anytime, anywhere—while remaining connected to the Keystone Central School District community.

Why Choose OLL?

- 🕒 **Flexible Scheduling –** Learn at home, at school, or both. We work with each family to build a schedule that fits your student's needs.
- 💻 **Personalized Learning –** Access courses through a variety of online platforms designed to support different learning styles.
- 🎓 **Variety of Course Opportunities-** Access to a number of college courses, foreign languages, and other courses not normally offered in the schools.
- 🧭 **Blended Opportunities –** Mix online and in-person classes to create a unique, balanced learning experience.
- ⚙️ **Career & Technical Education (CTE) –** Participate in hands-on, career-focused programs through the Keystone Career and Technical Center.
- 👩‍🏫 **On-Site Support –** Meet with teachers, counselors, and staff for extra help, enrichment, or social connection.
- 🏫 **Stay Connected –** Take part in school activities, clubs, and KCSD athletics while enjoying the flexibility of online learning.

The Best of Both Worlds

OLL combines the independence of online learning, the support of in-person instruction, and the real-world skills of career and technical education—all within the Keystone Central School District. **Course Catalog**

📍 **Location: 64 Keystone Central Drive, Mill Hall, PA 17751**
📞 **Phone: 570-893-4900 x 4583 or x 2310**

PART TWO:

CAREER PATHWAYS

What are Career Pathways?

Our Career Pathways program helps students explore their interests, develop essential skills, and prepare for success in college, careers, and life. Each pathway is built around the Pennsylvania Career Clusters and informed by U.S. Bureau of Labor Statistics data highlighting fast-growing, high-demand fields. **Students can choose from five innovative pathways:**

- **Business, Technology, and Information Systems**
- **Education, Public Service and Law**
- **Arts, Media and Hospitality**
- **Health and Human Services**
- **Engineering, Industry and Environmental Systems**

By connecting coursework with real-world applications, Career Pathways empower students to make informed choices, gain hands-on experience, and confidently plan their futures in today's dynamic job market.

Beginning in **8th grade**, students are introduced to all five pathways through a comprehensive overview that helps them understand the skills, coursework, and potential careers within each area. Students may then either select a pathway before entering high school or use **9th grade as a transition year** to explore their options more deeply through elective courses and career experiences.

By **10th grade**, students formally choose a pathway that best matches their interests and goals. Their chosen pathway then guides their **course selection and learning experiences in grades 10–12**, ensuring they gain relevant academic and technical knowledge, hands-on learning opportunities, and career-focused experiences such as internships, job shadowing, or dual-enrollment courses.

The Career Pathways program empowers students to graduate not only with a high school diploma but also with a clear sense of direction, practical skills, and confidence in their future—whether they plan to continue their education, enter the workforce, or pursue technical training.

CAREER PATHWAYS

ENGINEERING, INDUSTRY, AND ENVIRONMENTAL/ SYSTEMS

HEALTH AND HUMAN SERVICES

ARTS, MEDIA & HOSPITALITY

EDUCATION, PUBLIC SERVICE, & LAW

BUSINESS, TECHNOLOGY, AND INFORMATION SYSTEMS



Career Pathways Question and Answer:

1. **When do students start learning about Career Pathways?**

   Students are introduced to all five Career Pathways in **8th grade** through a comprehensive overview that explains each area's skills, coursework, and potential careers. This helps students begin identifying areas that match their interests and strengths.

2. **Do students have to choose a pathway right away?**

   No. Students have time to explore before making a decision.

   - In **9th grade**, students can take elective courses and participate in coursework about careers to learn more about different pathways. This can include introductory Career and Technical Education courses to explore interests.

   - By **10th grade**, they formally select the pathway that best aligns with their goals, which then helps guide their course selection and experiences through graduation.

3. **How do Career Pathways affect course selection?**

   Each student's pathway shapes their **academic and elective coursework** to support their career interests. While all students meet standard graduation requirements, their pathway allows them to take classes and participate in experiences that make learning more relevant and purposeful.

4. **Can students take courses that aren't recommended in their pathway?**

   Yes! Students are encouraged to utilize the recommended coursework aligned with their pathway, but are able to take other courses as well.

5. **Can a student switch pathways once they choose one?**

   Yes! Students can work with their school counselor to switch pathways if they find that their original pathway selection doesn't align with their future goals.

6. **What types of real-world experiences are included?**

   Students can gain valuable hands-on experiences through:

   - Internships and job shadowing
   - Diversified Occupations and Cooperative Education
   - Dual-enrollment college courses
   - Industry certifications and technical training
   - Career-focused projects, guest speakers, and field trips

   These opportunities help students apply classroom learning to real-world settings, build professional skills, and prepare for life after high school.

7. **How do Career Pathways prepare students for the future?**

   Career Pathways ensure every graduate leaves high school with:

   - A **clear sense of direction** for college, technical training, or a career
   - **Practical, in-demand skills** valued by employers and postsecondary programs
   - **Confidence** in their ability to achieve personal and professional goals

   Students graduate ready to succeed — not only with a diploma, but with purpose and a plan for their future.

8. **How can parents support their student's pathway?**

   Parents are key partners in this process. You can support your child by:

   - Talking about their interests, strengths, and goals
   - Encouraging exploration through electives, clubs, and volunteer experiences
   - Attending school events about Career Pathways
   - Working with school counselors to align coursework with postsecondary goals

   Together, families and educators help students discover their passions and prepare for success in life after high school.

Business, Technology, and Information Systems



This pathway brings together the worlds of business strategy, finance, and technology. Students explore how organizations make smart decisions, use data, and create efficient systems in today's fast-paced, digital world.

What You'll Learn

You'll discover how businesses and technology work hand-in-hand — from designing secure data systems and managing supply chains to analyzing financial trends and developing innovative solutions that improve performance and drive growth. Along the way, you'll build critical skills in problem-solving, communication, and leadership — preparing you for careers in fields like business analytics, information systems, finance, and project management.

According to the U.S. Bureau of Labor Statistics, this pathway connects to rapidly growing career fields:

- Technology & Information Systems
- Business & Financial Services
- Transportation & Logistics

Here are some examples of exciting, high-demand careers in this pathway:

Career	Expected Growth	Median Pay (per year)
Software Developer	25%	$120,730
Data Scientist	36%	$108,020
Information Security Analyst	33%	$120,360
Artificial Intelligence / Machine Learning & Cloud Specialist	20%	$140,910
Accountant / Auditor	6%	$78,000
Financial Analyst	8%	$96,220
Management Consultant	10%	$95,290
Forensic Scientist	16%	$75,260
Supply Chain & Logistics Manager	4.8%	$98,560

Pennsylvania Career Cluster Connections

- Financial Services
- Digital Technology
- Marketing & Sales

- Management & Entrepreneurship

Business, Technology, and Information Systems Pathways Focus Areas		
Are you interested in … • Owning your own business • A business environment • Office management • Sales • Computers and technology • Telecommunications • Advertising • Insurance • Record keeping	**Can you…** • Work easily with others • Organize your time efficiently • Work with statistics • Use computers and other technology • Pay attention to details • Solve problems • Work Independently • Show initiative • Work on a team	**Do you enjoy…** • Meeting with groups • Making budgets • Organizing a project • Planning an event • Working with technology • Selling products and services • Processing numbers and figures • Following directions • Learning new software programs • Working with computers
If you answered "yes" to most of these questions, you might consider a future in one of the same occupations listed below based on their level of post-secondary training.		
Sample Careers		
Entry (On the Job Training) • Customer Service Representative • Reservation/Travel Agent Telemarketer • Book Keeper • Cashier • Payroll Clerk • Title Searcher • Computer Operator • Accounts payable clerk • Administrative Assistant • Bank Teller • File Clerk • Retail Sales Clerk • School Secretary	**Technical/Skilled (1-3 yrs education)** • Computer Salesperson Retail Buyer • Bank Collection Officer • Tax Preparer • Claims Adjuster • Software Engineer • Computer Programmer • Production Support • Analyst Desktop Publisher • Legal Secretary • Medical Secretary • Paralegal • Real Estate Agent • Restaurant Manager • Sales Representative	**Professional (4 + yrs education)** • Marketing Manager • Auditors • Certified Public Accountant • Economist • Financial Planner • Tax Examiner • E-Commerce Analyst Operations Analyst Systems Analyst • Hospital Administrator • Human Resources Manager • Chief Executive Officer • Manufacturing Sales Representative • Bank President
Check out Occupational Outlook Handbook –https://www.bls.gov/		

BUSINESS, TECHNOLOGY, AND INFORMATION SYSTEMS TECHNOLOGY PATHWAY Course of Study & Electives				
Note: Before selecting any electives, be sure all prerequisites have been met. **The courses listed below are recommended and/or required for the pathway, however a student may choose from other courses in the course guide that align with their individualized future goals.**				
SUBJECT	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 Communications 1 Technical Reading and Writing 1 AP English Literature	English 12 Communications 1 Communications 2 Technical Reading and Writing 2 PCT English Comp 1 AP English Literature
Math	Algebra 1 Honors Algebra 1 Honors Geometry* Honors Algebra 2* Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-calculus Honors Pre-Calculus Technical Math	Geometry Honors Geometry Algebra 2 Honors Algebra 2 Pre-Calculus Honors Pre-Calculus Calculus Statistics Financial Literacy	Pre-Calculus Honors Pre-Calculus PCT Technical Algebra and Trig Calculus Statistics AP Calculus* Financial Literacy
Science	Science 9 Honors Science 9 Honors Biology	Biology Honors Biology Chemistry PCT Chemistry	Chemistry PCT Chemistry Environmental Science Ecology Applied Physics Honors Physics	Chemistry PCT Chemistry Environmental Science Ecology Applied Physics Honors Physics AP Physics*
Social Studies	US History Honors US History	World History Honors World History AP US History*	Civics and Government Honors Civics and Government Sociology Introduction to Law AP US History* AP European	Sociology Introduction to Law AP US History* AP European History* AP World History*

			History* AP World History*	
Health and Physical Education	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Health	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement
Suggested Pathway Electives	Intro to Business* Basic Web Design German 1 Spanish 1,2 Leadership 1 Exploring your Future STEM 1	Exploring AI* Intro to Business* Sports and Entertainment Marketing* Business Law 1* Entrepreneurship Investing Accounting 1* Basic Web Design Advanced Web Design Computer Programming* Cybersecurity Business Management* Graphic Design 1 Spanish 1,2,3 German 1,2 STEM 1 STEM 2	Exploring AI* Investing Business Law 1* Business Law 2 Personal Finance PCT Intro to Web Page Development Intro to Business* Sports and Entertainment Marketing* Entrepreneurship Investing Accounting 1,2* Personal Finance* Basic Web Design Advanced Web Design Computer Programming* Cybersecurity Business Management* Graphic Design 1, 2 German 1, 2, or 3 Spanish 1, 2, 3, or 4 STEM 1 STEM 2	Exploring AI* Cybersecurity Investing Business Law 1* Business Law 2 PCT Intro to Web Page Development Intro to Business* Sports and Entertainment Marketing* Entrepreneurship Investing Accounting 1,2* Personal Finance* Basic Web Design Advanced Web Design Computer Programming* Business Management* Graphic Design 1,2 German 1, 2, 3, 4 or 5 Spanish 1, 2, 3, 4, or 5 STEM 1, 2
Aligned Career and Technical Education Programs	**Intro Level:** Entrepreneurship/Business Academy Drafting Biotechnology	**Level 1** Entrepreneurship/ Business Academy Drafting Biotechnology	**Level 2** Entrepreneurship/ Business Academy Drafting Biotechnology	**Level 3** Entrepreneurship/ Business Academy Drafting Biotechnology

Aligned Virtual Academy Courses for Customized Learning	Cybersecurity Fundamentals Computer Programming II Excel Spreadsheets Professional Communications Entrepreneurship II Digital Literacy See full course catalog for additional courses

Education, Public Service, and Law



Summary:

This pathway emphasizes service, justice, and education. Careers range from teachers shaping the next generation of innovators to public safety officers ensuring community wellbeing. All roles share a commitment to helping people, upholding laws, and providing structure in society.

Alignment to In-Demand Fields:

- Education and Training
- Public Safety and Law

Career Growth and Salary Information:

Career	Expected Growth	Median Pay (per year)
STEM Teachers	4%	$62,360
Special Education Teachers	4%	$62,950
Education Administrators	5%	$101,320
Workforce Development Trainers	6%	$63,740
Lawyers	8%	$135,740
Police/Detectives	3%	$69,160
Firefighters	4%	$51,680
Forensic Scientist	16%	$75,260

Pennsylvania Career Cluster Alignment:

- Education
- Public Service and Safety

KCSD Career and Technical Education Alignment:

- Teacher Preparation
- Childcare
- Homeland Security
- Biotechnology

Pathways Focus Areas

Are you interested in …	Can you…	Do you enjoy…
• Owning your own Business • Family and social services • Working with people • Child development • Teaching • Counseling	• Apply science and math to the real world • Organize well • Plan and direct programs • Be creative Communicate well Assume leadership • Work with a team • Use interpersonal skills • Be conscientious and dependable • Plan budgets	• Helping and protecting others • Working with people • Counseling and advising people • Serving others' needs • Interviewing people • Selling products or services • Handling customer complaints • Searching for answers to human problems

If you answered "yes" to most of these questions, you might consider a future in one of the same occupations listed below based on their level of post-secondary training.

Sample Careers

Entry (On the Job Training)
- Library Assistant
- Nanny
- Classroom Aide
- Armed Services Career Bailiff
- Postal Services Worker
- Security Guard
- Prison Guard
- Public Office (Schooling Depends on Level)
- Childcare Worker
- Teacher Assistant

Technical/Skilled (1-3 yrs education)
- EMT
- Fire Fighter
- Public Office (Schooling Depends on Level)
- Police Officer
- Game Officer
- Preschool Teacher

Professional (4 + yrs education)
- Criminologist
- FBI Agent
- Lawyer
- Parole Officer Paralegal
- Park Ranger
- Workforce Director
- Teacher
- Professor
- Educational Leader
- Public Office (Schooling Depends on Level)
- Child Care Center Director
- School Counselor
- Behavior Specialist
- Psychologist
- Social Worker

Check out Occupational Outlook Handbook – www.bls.gov/OCO/ or explore CareerCruising.com

EDUCATION, PUBLIC SERVICE, AND LAW PATHWAY
Course of Study & Electives

Note: Before selecting any electives, be sure all prerequisites have been met. **The courses listed below are recommended and/or required for the pathway, however a student may choose from other courses in the course guide that align with their individualized future goals.**

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 Communications 1 Technical Reading and Writing 1 AP Literature	English 12 Communications 1 Communications 2 Technical Reading and Writing 2 PCT English Comp AP Literature
Math	Algebra 1 Honors Algebra 1 Honors Geometry* Honors Algebra 2* Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-calculus Honors Pre-Calculus Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Statistics Pre-Calculus Honors Pre-Calculus Calculus Financial Literacy	PCT Technical Algebra and Trig Statistics Pre-Calculus Honors Pre-Calculus Calculus AP Calculus* Financial Literacy
Science	Science 9 Honors Science 9 Honors Biology	Biology Honors Biology Chemistry PCT Chemistry	Chemistry PCT Chemistry Environmental Science Ecology Applied Physics Honors Physics Honors Anatomy & Physiology	Environmental Science Ecology Applied Physics Honors Physics Honors Anatomy & Physiology AP Biology AP Chemistry* AP Physics*
Social Studies	US History Honors US History	World History Honors World History AP US History*	Civics Honors Civics Introduction to Law Sociology Psychology Political Science AP US History* AP World History* AP European History*	Introduction to Law Sociology Psychology Political Science AP US History* AP World History* AP European History*

Health and Physical Education	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Health	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement
Suggested Pathway Electives	Basic Web Page Design Exploring Your Future Child Development Exploratory Art Art 1 Leadership 1,2 German 1 Spanish 1,2 STEM 1	Exploring AI* Business Law 1* Advanced Web Page Design Leadership 1, 2 Exploratory Art Art 1,2 Art History Introduction Spanish 1,2,3 German 1,2 Child Development Nutrition STEM 1 STEM 2 Modern Music Exercise Science	Exploring AI* Intro to Business* Personal Finance* Business Law 1* Business Law 2 Cybersecurity PCT Intro to Web Page Development Leadership 1,2 Exploratory Art Art 1, 2, 3 Art in Public Places Art History Introduction German 1, 2, or 3 Spanish 1, 2, 3, or 4 Child Development Nutrition STEM 1, 2, or 3 Modern Music Exercise Science	Exploring AI* Intro to Business* Personal Finance* Business Law 1* Business Law 2 PCT Intro to Web Page Development Cybersecurity Leadership 1, 2 Exploratory Art Art 1, 2, 3, 4 Digital Photography Art in Public Places Art History Introduction German 1, 2, 3, 4 Spanish 1, 2, 3, 4, or 5 Child Development Nutrition STEM 1, 2, 3, or 4 Modern Music Exercise Science
Aligned Career and Technical Education Programs	**Intro Level:** Child Care General Education Homeland Security	**Level 1:** Child Care General Education Homeland Security Biotechnology	**Level 2:** Child Care General Education Homeland Security Biotechnology	**Level 3:** Child Care General Education Homeland Security Biotechnology
Aligned Virtual Academy Courses for Customized Learning	Introduction to Education Teaching and Learning Law and Order Civil Liberties and Civil Rights Leadership and Service Learning Principles of Human Services See full course catalog for additional courses			

Arts, Media, and Hospitality



Summary:

This pathway combines creativity, storytelling, and experience design. Whether in media, digital arts, or hospitality, these careers bring people together, communicate ideas, and deliver meaningful experiences. All rely on innovation and adaptability in customer-facing industries.

Aligned In-Demand Fields:

- Arts, Entertainment, and Design
- Hospitality, Events, and Tourism

Career Growth and Salary Information:

Career	Expected Growth	Median Pay (per year)
Graphic/Digital Designers	3%	$57,990
Multimedia Artists/Animators	8%	$98,950
Event Planners	7%	$52,560
Hospitality Managers (Lodging/Food Service)	7%	$61,910
Chefs/Head Cooks	5%	$56,520

Pennsylvania Career Cluster Alignment:

- Arts/Entertainment/Design
- Hospitality/Events/Tourism

KCSD Career and Technical Education Alignment:

- Cosmetology
- Culinary Arts
- Drafting

ARTS, MEDIA, AND HOSPITALITY PATHWAY

This pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal and written work.

Pathways Focus Areas

Are you interested in …

- Making Visual Art
- News reporting and writing
- Interviewing and reviewing
- Multi-media
- Acting
- Radio, TV, Film, Video
- Performing in a band, chorus
- Attending concerts
- Fashion
- Decorating
- Photography
- Art shows

Can you…

- Be creative
- Sketch, Draw, Paint, Sculpt, Print
- Sing
- Play an instrument
- Create and develop new ideas
- Express thoughts visually
- Act
- Articulate clearly
- Write and conduct interviews
- Meet deadlines
- Sell
- Write

Do you enjoy…

- Making videos
- Working with film props
- Seeking creative ideas
- Working with sound effects
- Performing in front of a live audience Working with computers
- Working with illustrations
- Developing creative solutions
- Working with food
- Working with people

If you answered "yes" to most of these questions, you might consider a future in one of the same occupations listed below based on their level of post-secondary training.

Sample Careers

Entry (On the Job Training)

- Model
- Radio Operator
- Stage Hand
- Stunt Performer
- Floral Designer
- Florist
- Projectionist
- Sound Technician
- Desktop Publisher
- Circulation
- Copy Person
- Newsroom Worker
- Set Designer
- Gallery Assistant
- Studio Assistant
- Potter
- Jeweler
- Music Retail

Technical/Skilled (1-3 yrs education)

- Actor
- Book Illustrator
- Choreographer
- Dancer
- Disc jockey
- Musician
- Talent Agent
- Animator
- Artist
- Broadcast Technician
- Camera Technician
- Gallery Director
- Make-up Artist
- Photographer
- Recording Engineer
- Video Manager
- Computer Graphic Artist

Professional (4 + yrs education)

- Art or Music Teacher
- Cinematographer
- Composer
- Film Editor
- Music Critic
- Music Director
- News Broadcaster
- Curator
- Advertising Creator
- Art Director
- Industrial Designer
- Copy Writer
- Telecommunications
- Writer
- Art Historian
- Art Restorer
- Illustrator

• Travel Agent	• Web Designer • Textile Designer/Stylist • Furniture Designer • Billboard and Sign Artist • Glass Artist • Court Artist • Barber • Cosmetologist • Designer • Manicurist • Chef • Baker • Restaurant Manager • Hotel/Resort Manager	• Fashion or Interior Designer • College Art Professor • Interior Designer • Gallery Owner • Museum Educator • Ceramic Artist • Family Planner • Food Services Manager • Hotel/Motel Management • Executive Chef • Dietician • Chef • Baker • Nutritionist
Check out Occupational Outlook Handbook – www.bls.gov/OCO/ or explore CareerCruising.com		

ARTS, MEDIA, AND HOSPITALITY PATHWAY
Course of Study & Electives

Note: Before selecting any electives, be sure all prerequisites have been met. **The courses listed below are recommended and/or required for the pathway, however a student may choose from other courses in the course guide that align with their individualized future goals.**

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 Communications 1 Technical Reading and Writing 1 AP Literature	English 12 Communications 1 Communications 2 Technical Reading and Writing 2 PCT English Comp AP Literature
Math	Algebra 1 Honors Algebra 1 Honors Geometry* Honors Algebra 2* Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-calculus Honors Pre-Calculus Technical Math	Financial Literacy Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-Calculus Honors Pre-Calculus Statistics Calculus	Algebra 2 Honors Algebra 2 PCT Technical Algebra and Trig Statistics Pre-Calculus Honors Pre-Calculus Calculus AP Calculus*

Science	Science 9 Honors Science 9 Honors Biology	Biology Honors Biology Chemistry PCT Chemistry	Chemistry PCT Chemistry Applied Physics Honors Anatomy & Physiology Environmental Science Ecology	Applied Physics Honors Anatomy & Physiology Environmental Science Ecology
Social Studies	US History Honors US History	World History Honors World History AP US History*	Civics Honors Civics Psychology Sociology Introduction to Law AP US History* AP World History* AP European History*	Psychology Sociology Introduction to Law AP US History* AP World History* AP European History*
Health and Physical Education	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Health	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement
Pathway Electives	Exploring Your Future Basic Web Design Exploring the Kitchen Cooking for your World The Art and Science of Baking Exploratory Art Art 1 Digital Photography German 1	Exploring AI* Basic Web Design Advanced Web Design Intro to Business* Business Management* Sports and Entertainment Marketing* Digital Photography Exploratory Art	Exploring AI* Basic Web Design Advanced Web Design Intro to Business* Business Management* Entrepreneurship Investing Sports and Entertainment Marketing* Personal Finance*	Exploring AI* Advanced Web Design Business Management* Entrepreneurship Investing Sports and Entertainment Marketing* Accounting 1,2* PCT Intro to Web

	Spanish 1,2 Band Chorus Orchestra Rock Band 1 World Drumming Modern Music	Graphic Design 1 Art 1,2 Art History Introduction Band Chorus Orchestra Piano Keyboarding 1 Yearbook 1 Cooking for your World The Art & Science of Baking Spanish 1,2,3 German 1,2 Music & Movies History of Rock & Roll Nutrition Modern Music Studio Recording & Production Facilities Management	Accounting 1* PCT Intro to Web Page Development German 1, 2, or 3 Spanish 1, 2, 3, or 4 Exploratory Art Digital Photography Graphic Design 1,2 Art 1,2,3 Art in Public Places Art History Introduction Band Chorus Orchestra Piano Keyboarding 1, 2 Yearbook 1,2 Media 1 Exploring the Kitchen Cooking for your World The Art and Science of Baking Music & Movies History of Rock & Roll Nutrition Modern Music Studio Recording & Production Facilities Management	Page Development German 1, 2, 3, 4 Spanish 1, 2, 3, 4, 5 Exploratory Art Art 1, 2, 3, 4 Art in Public Places Art History Introduction Digital Photography Graphic Design1,2 The Art and Science of Baking Exploring the Kitchen Cooking for Your World Yearbook 1,2 Media 1,2 Band Chorus Orchestra Piano Keyboarding 1,2,3 Music & Movies History of Rock & Roll Nutrition Modern Music Studio Recording & Production Facilities Management

Aligned Career and Technical Education Programs	**Intro Level:** Cosmetology Culinary Arts Drafting	**Level 1:** Cosmetology Culinary Arts Drafting	**Level 2:** Cosmetology Culinary Arts Drafting	**Level 3:** Cosmetology Culinary Arts Drafting

Health and Human Services



Summary:

This pathway addresses health and human well-being. From high-skill practitioners like NPs and PAs to critical support roles such as home health aides, these careers meet the rising demand of an aging population and increased focus on preventative and rehabilitative care. They all share a dedication to helping others live healthier, more fulfilling lives.

Aligned In-Demand Fields:

- Healthcare and Social Assistance

Career Growth and Salary Information:

Career	Expected Growth	Median Pay (per year)
Nurse Practitioners	46%	$126,260
Physician Assistants	28%	$130,020
Home Health Aides	22%	$33,530
Physical Therapist Assistants	25%	$64,080
Social Workers	7%	$55,350
Medical Assistants	14%	$38,270
Forensic Scientist	16%	$75,260

Pennsylvania Career Cluster Alignment:

- Healthcare/Human Services

KCSD Career and Technical Education Alignment:

- Health Occupations
- Childcare
- Teacher Preparation
- Biotechnology

HEALTH AND HUMAN SERVICES PATHWAY

This pathway is designed to cultivate students' interests skills and experiences for employment in careers related to family and human needs.

Pathways Focus Areas

Are you interested in …

- Owning your own Business
- Family and social services
- Working with people Aging adults
- Child development
- Food preparation Teaching
- Counseling

Can you…

- Apply science and math to the real world
- Organize well
- Plan and direct programs
- Be creative Communicate well Assume leadership
- Work with a team
- Use interpersonal skills
- Be conscientious and dependable
- Plan budgets

Do you enjoy…

- Communicate services
- Helping and protecting others
- Working with people
- Counseling and advising people
- Serving others' needs
- Interviewing people
- Selling products or services
- Handling customer complaints
- Searching for answers to human problems

If you answered "yes" to most of these questions, you might consider a future in one of the same occupations listed below based on their level of post-secondary training.

Sample Careers

Entry (On the Job Training)

- Patient Care Technician
- Dialysis Technician
- Home Health Aide
- Physical Therapy Aide
- Animal Caretaker
- Extension Services Worker
- Child Care
- Home Health Aide
- Library Assistant
- Armed Services Career
- Bailiff
- Postal Services Worker
- Security Guard
- Utility Worker
- Aerobics Instructor
- Travel Agent

Technical/Skilled (1-3 yrs education)

- Certified Nursing Assistant
- Pharmacy Assistant
- Barber
- Cosmetologist
- Designer
- Manicurist
- Massage Therapist
- Mortician
- Truck Driver
- Teacher's Aid
- Armed Services Career
- Crime Laboratory Technician
- Medical Laboratory Technician
- Fire Fighter
- Flight Attendant
- Surgical Technologist
- Personal Trainer

Professional (4 + yrs education)

- Registered Nurse Dietician
- Funeral Director
- Marriage and Family Therapist
- College Professor
- Teacher
- School Counselor
- Medical & Public Health Social Workers
- Psychologist
- Physician Assistant
- Criminologist
- FBI Agent
- Lawyer
- Parole Officer Paralegal
- Park Ranger
- Workforce Director
- Physical Therapist
- Executive Chef

	• Licensed Practical Nurse (LPN) • Dental Hygienist • Occupational Therapy Assistant	• Family Planner • Food Services Manager • Hotel/Motel Management

Check out Occupational Outlook Handbook – www.bls.gov/OCO/ or explore CareerCruising.com

HEALTH AND HUMAN SERVICES PATHWAY PATHWAY
Course of Study & Electives

Note: Before selecting any electives, be sure all prerequisites have been met. **The courses listed below are recommended and/or required for the pathway, however a student may choose from other courses in the course guide that align with their individualized future goals.**

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 AP English Literature Communications 1 Technical Reading and Writing 1	English 12 Communications 1 and 2 Technical Reading and Writing 2 PCT English Comp AP English Lit
Math	Algebra 1 Honors Algebra 1 Honors Geometry* Honors Algebra 2* Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-calculus Honors Pre-Calculus Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-Calculus Honors Pre-Calculus Calculus AP Calculus AB* Statistics Financial Literacy	Algebra 2 Honors Algebra 2 Pre-Calc Honors Pre-Calc PCT Technical Algebra and Trig Calculus AP Calc AB* Statistics Financial Literacy
Science	Science 9 Honors Science 9 Honors Biology	Biology Honors Biology PCT Chemistry	Chemistry PCT Chemistry Applied Physics Honors Physics Honors Anatomy & Physiology AP Bio Lab AP Chem Lab* AP Physics* Environmental	Chemistry PCT Chemistry Applied Physics Honors Physics Honors Anatomy & Physiology AP Bio AP Chem* AP Physics* Environmental Science

			Science Ecology	Ecology
Social Studies	US History Honors US History	World History Honors World History AP US History*	Civics Honors Civics Psychology Sociology Intro to Law AP US History* AP World History* AP European History*	Psychology Sociology Intro to Law AP US History* AP World History* AP European History*
Health and Physical Education	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Health	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement
Pathway Electives	Exploring Your Future Basic Web Design Nutrition Child Development Leadership 1,2 German 1 Spanish 1,2 STEM 1	Exploring AI* Basic Web Design Advanced Web Design Intro to Business* Business Management* Entrepreneurship Sports and Entertainment Marketing* Accounting 1 Child Development Spanish 1,2,3 German 1,2 Leadership 1, 2 Nutrition STEM 1 STEM 2 Exercise Science Facilities Management	Exploring AI* Advanced Web Design Cybersecurity Business Management* Entrepreneurship Sports and Entertainment Marketing* Personal Finance* Accounting 1,2* PCT Intro to Web Page Development German 1, 2, or 3 Spanish 1, 2, 3, or 4 Child Development Nutrition STEM 1 STEM 2 STEM 3 Exercise Science Facilities Management	Exploring AI* Advanced Web Design Cybersecurity Intro to Business* Business Management* Entrepreneurship Sports and Entertainment Marketing* Personal Finance* Accounting 1,2* PCT Intro to Web Page Development PCT Medical Terminology German 1, 2, 3, 4 Spanish 1, 2, 3, 4, or 5 Child Development Nutrition STEM 1 STEM 2 STEM 3 STEM 4

				Exercise Science Facilities Management
Aligned Career and Technical Education Programs	**Intro Level:** Health Occupations Childcare Teacher Preparation Cosmetology	**Level 1:** Health Occupations Childcare Teacher Preparation Cosmetology Biotechnology	**Level 2:** Health Occupations Childcare Teacher Preparation Cosmetology Biotechnology	**Level 3:** Health Occupations Childcare Teacher Preparation Cosmetology Biotechnology
Aligned Virtual Academy Courses for Customized Learning	Principles of Human Services First Aid and Safety Mental Health Nutrition and Wellness (Advanced) Introduction to Health Careers See full course catalog for additional courses			

Engineering, Industry, and Environmental Systems



Summary:

This pathway connects skilled trades, construction, and renewable energy with a focus on building and maintaining essential systems. Careers range from electricians and plumbers powering communities to engineers leading the transition to clean energy. The unifying theme is technical expertise, problem-solving, and sustainability.

Alignment to In-Demand Fields:

- Renewable Energy and Environmental Sustainability
- Skilled Trades

Career Growth and Salary Information:

Occupation	Job Growth	Median Pay (per year)
Wind Turbine Technicians	60%	$61,770
Solar Photovoltaic Installers	48%	$48,800
Environmental Engineers	6%	$96,530
Mechanical Engineers	5%	$87,500
Energy Auditors/Technicians	emerging	strong growth potential
Electricians	6%	$60,240
Plumbers/Pipefitters	5%	$59,880
HVAC Technicians	6%	$51,390
Precision Machinists	3%	$49,980
Construction Managers	5%	$101,480
Architectural Engineers	25%	$59,540

Pennsylvania Career Cluster Alignment:

- Advanced Manufacturing
- Construction
- Energy/Natural Resources/Forestry
- Agriculture

KCSD Career and Technical Education Alignment

- Auto Mechanics
- Construction Trades
- Precision Machining
- Drafting
- Agriculture
- Natural Resource Management
- Biotechnology

ENGINEERING, INDUSTRY, AND ENVIRONMENTAL PATHWAY

This pathway is designed to cultivate students' interests in the life, physical and behavioral sciences.

Pathways Focus Areas

Are you interested in …

- Tools, equipment and materials
- Buildings and construction
- Woodworking
- Nature and Plants
- Math & Science classes
- Precision work
- Design and architecture
- Engineering
- Computer technology
- Production management
- How things work

Can you…

- Apply science and math to real world
- Read and understand directions
- Solve problems of a complex nature
- Understand directives and read maps
- Organize reports and people
- See a task through to completion
- Use a computer

Do you enjoy…

- Travel
- Working with your hands
- Design/working with project, models, prototypes
- Working Outdoors
- Working with plants and nature
- Working in a lab setting
- Working on a team
- Building with your hands
- Operating tools and equipment
- Paying close attention to details

If you answered "yes" to most of these questions, you might consider a future in one of the same occupations listed below based on their level of post-secondary training.

Sample Careers

Entry (On the Job Training)

- Construction Laborer
- Drywall worker
- Roofer
- Machine Operator Freight Handler Laborer
- Warehouse Worker
- Florist
- Farming

Apprenticeships

- Brick Mason
- Carpenter
- Welder
- Electrician
- HVAC
- Plumber
- Machinist

Technical/Skilled (1-3 yrs education)

- Electric Technician
- Welder
- Metals Engineering
- Technician
- Auto Mechanic
- Carpenter
- Automation Technician
- Plant Materials Specialist
- Horticultural Therapist
- Environmental Resource Specialist
- Mason
- Diesel Mechanic
- Plumber
- Grader and Dozer Operator
- Motorcycle Mechanic
- Machinist

Professional (4 + yrs education)

- Industrial Engineer
- Mechanical Engineer
- Forestry
- Building Inspector
- Electromechanical Engineer
- Petroleum Engineer
- Navigator
- Electrical Engineer
- Aerospace Engineer
- Construction Management
- Civil Engineer
- Chemical Engineer
- Computer Network Engineer
- HVAC
- Transportation Engineer

• Diesel Mechanic • Surveyor • Landscaping • Drafter	• Drafter/Designer • Civil Engineering Technician • Robotics Technician • CAD/CAM Technician • Electronic Technician	• Landscape Architecture • Landscape Engineering • Urban Forestry • Sports Grounds Specialist
Check out Occupational Outlook Handbook – www.bls.gov/OCO/ or explore CareerCruising.com		

ENGINEERING, INDUSTRY, AND ENVIRONMENTAL PATHWAY
Course of Study & Electives

Note: Before selecting any electives, be sure all prerequisites have been met. **The courses listed below are recommended and/or required for the pathway, however a student may choose from other courses in the course guide that align with their individualized future goals.**

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 AP English Literature Technical Reading and Writing 1 Communications 1	English 12 Technical Reading and Writing 2 Communications 1 Communications 2 PCT English Comp AP English Lit
Math	Algebra 1 Honors Algebra 1 Honors Geometry* Honors Algebra 2* Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-calculus Honors Pre-Calculus Technical Math	Algebra 2 Honors Algebra 2 Geometry Honors Geometry Pre-Calculus Honors Pre-Calculus Calculus Financial Literacy AP Calculus AB* Statistics	Financial Literacy Algebra 2 Honors Algebra 2 Pre-Calc Honors Pre-Calc PCT Technical Algebra and Trig Statistics Calculus AP Calc AB*
Science	Science 9 Honors Science 9 Honors Biology	Biology Honors Biology Chemistry PCT Chemistry	Chemistry PCT Chemistry Applied Physics Honors Physics Lab Honors Anatomy & Physiology AP Bio Lab AP Chem Lab* AP Physics*	Chemistry PCT Chemistry Applied Physics Honors Physics Honors Anatomy & Physiology 1 AP Bio AP Chem* AP Physics*

			Environmental Science Ecology	Environmental Science Ecology
Social Studies	US History Honors US History	World History Honors World History AP US History*	Civics Honors Civics Psychology Sociology Intro to Law Political Science AP US History* AP World History* AP European History*	Psychology Sociology Intro to Law Political Science AP US History* AP World History* AP European History*
Health and Physical Education	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Health	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement	Weight Training and Fitness Competitive Physical Education Physical Education Physical Health and Movement
Pathway Electives	Basic Web Design Exploring Your Future Nutrition Leadership 1, 2 German 1 Spanish 1, 2 STEM 1	Exploring AI* Computer Programming* Intro to Business* Business Management* Entrepreneurship Nutrition Spanish 1,2,3 German 1,2 STEM 1 STEM 2 Facilities Management Exercise Science	Exploring AI* Computer Programming* Intro to Business* Business Management* Entrepreneurship Investing Personal Finance* German 1, 2, or 3 Spanish 1, 2, 3, 4 Nutrition STEM 1 STEM 2 STEM 3 Facilities Management Exercise Science	Exploring AI* Computer Programming* Intro to Business* Business Management* Entrepreneurship Investing Personal Finance* Accounting 1 German 1, 2, 3, 4 Spanish 1, 2, 3, 4, 5 Nutrition STEM 1 STEM 2 STEM 3 STEM 4 Facilities Management Exercise Science

Aligned Career and Technical Education Programs	**Intro Level:** Auto Mechanics Construction Trades Precision Machining Drafting Agriculture Natural Resource Management	**Level 1:** Auto Mechanics Construction Trades Precision Machining Drafting Agriculture Natural Resource Management Biotechnology	**Level 2:** Auto Mechanics Construction Trades Precision Machining Drafting Agriculture Natural Resource Management Biotechnology	**Level 3:** Auto Mechanics Construction Trades Precision Machining Drafting Agriculture Natural Resource Management Biotechnology
Aligned Virtual Academy Courses	Manufacturing Technology Welding Fundamentals Energy and Power Technology Sustainability and Renewable Energy See full course catalog for additional courses			

PART THREE:

COURSE DESCRIPTIONS

ACADEMIC COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS CORE COURSES

ENGLISH 9
1.0 Credit

English 9 blends reading and writing with an emphasis on preparing students for the English Literature Keystone Exam. Enrichment activities are added as appropriate. It also contains the beginnings of the career/college readiness activities.

HONORS ENGLISH 9
1.0 Credit (1.05 Weight)

These classes build on the English 9 course content but involve lengthier writings, deeper analytical discussion, and projects that may require research or be cross-curricular in nature.

ENGLISH 10
1.0 Credit

English 10 emphasizes wide reading in order to prepare students for the English Literature Keystone Exam. Students will demonstrate comprehension, analysis, and interpretation of a variety of genres with particular attention to poetry, short stories, and informational texts (including speeches and editorials) through formative and summative assessments such as constructed-response items, tests, essays, and projects. Enrichment activities are added as appropriate. It also contains career/college readiness activities. (Keystone Exam)

HONORS ENGLISH 10
1.0 Credit (1.05 Weight)

These classes build on the English 10 course content but involve lengthier writings, deeper analytical discussion, and projects that may require research or be cross-curricular in nature.

ENGLISH 11
1.0 Credit

English 11 surveys literature from its origin to the present for the purpose of developing an understanding of literature as it coincides with history. This course attempts to instill a love for reading and an appreciation for the best writers. Additionally, vocabulary, grammar, usage, and mechanics are taught in conjunction with composition. MLA formatting is emphasized. Enrichment activities are added as appropriate. It also contains career/college readiness activities.

HONORS ENGLISH 11
1.0 Credit (1.05 Weight)

These classes build on the English 11 course content but involve lengthier writings, deeper analytical discussion, and projects that may require research or be cross-curricular in nature.

English 12
1.0 Credit

English 12 is a composition course. It surveys British literature from its origin with Beowulf to the present for the purpose of developing an understanding of British literature as it coincides with British history. This course attempts to instill a love for reading and an appreciation for the best of Britain's writers. Additionally, vocabulary, grammar, usage, and mechanics are taught and reviewed in conjunction with composition. Enrichment activities are added as appropriate. Career/college readiness activities are brought to fruition through the senior project.

AP ENGLISH LITERATURE & COMPOSITION
1.0 Credit (1.07 Weight)

This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

LITERACY INTERVENTION 1
1.0 Credit

Research-based reading instruction formulated from teacher recommendations and reading inventory data. This course is targeted to close multiple grade-level gaps in reading skills and based on IEP team recommendation.

FUNCTIONAL ENGLISH
1.0 Credit

Researched-based reading instruction formulated from teacher recommendations and reading inventory data. This course is targeted to close multiple grade-level gaps in reading skills and based on IEP team recommendation.

PCT ENGLISH COMPOSITION I (PCTENL111)
1.0 Credit (1.07 Weight)

Dual Enrollment

Fundamental writing and research skills with an emphasis on expository writing. Emphasis on analysis, discussion, and practice of writing that explores, explains, and argues. Course work includes a significant research component. Senior-Only Course. Enrollment requirement: (C) minimum overall GPA and Penn College English Test, level 3. All students must be fully enrolled in this course by the first day of school.

ENGLISH LANGUAGE ARTS ELECTIVES

COMMUNICATIONS I
1.0 Credit
This course develops essential skills in written, spoken, and interpersonal communication, serving as a dynamic alternative to a traditional English course. Students will build confidence and proficiency in public speaking, debate, interpersonal communication, and professional writing. Key topics include speech preparation and delivery, persuasive and creative writing, negotiation and conflict resolution, and effective digital and workplace communication. Through hands-on projects and real-world applications, students will learn to express ideas clearly, think critically, and engage respectfully in discussions and debates. *Communications I* may be taken in place of a regular English course and provides rigorous opportunities for students to enhance their academic and professional communication skills.
Available only to 11th and 12th grade students.

COMMUNICATIONS II
1.0 Credit
Prerequisite: Communications 1
This advanced course continues to develop students' speaking, writing, and critical thinking skills while exploring more complex forms of communication. Building on *Communications I*, students will engage in advanced public speaking, debate, and interpersonal communication activities designed to strengthen confidence and leadership. Emphasis will be placed on persuasive techniques, professional and creative writing, negotiation, and collaborative problem-solving. Students will analyze contemporary issues through debates and presentations, refining their ability to craft compelling arguments and communicate effectively across diverse settings. *Communications II* may be taken in place of a regular English course and provides rigorous opportunities for students to enhance their academic and professional communication skills. Available only to 12th grade students.

TECHNICAL READING/WRITING I
1.0 Credit
This course prepares students for success in professional, technical, and trade settings by developing practical reading and writing skills. Students will learn to interpret technical documents, create clear and accurate workplace communications, and produce professional materials such as reports, instructions, and proposals. Emphasis is placed on clarity, precision, and real-world application, helping students build the communication skills needed for post-secondary programs, apprenticeships, and careers in the trades. Available only to 11th and 12th grade students.

TECHNICAL READING/WRITING II
1.0 Credit
Prerequisite: Technical Reading/Writing 1
This advanced course expands on the skills developed in Technical Reading & Writing I, focusing on higher-level communication tasks found in professional and technical environments. Students will refine their ability to analyze complex texts, interpret data, and produce detailed technical and professional documents such as reports, proposals, manuals, and project plans. Emphasis is placed on accuracy,

organization, and audience awareness, as well as teamwork and problem-solving through written communication. This course prepares students for post-secondary study, apprenticeships, and career fields that require clear, precise, and effective technical communication. Available only to 12th grade students.

MATHEMATICS

ALGEBRA 1
1.0 Credit

Algebra I is a Keystone Trigger Course designed to build upon foundational skills established in Intermediate Algebra. This course will develop a student's understanding of the fundamentals of algebra, including linear equations, linear inequalities, graphing, relations and functions, polynomials, polynomial operations, probability and statistics, and all their multiple representations. A primary focus of the course is to develop mathematical literacy which is necessary for success in subsequent math courses, as well as to achieve proficiency on the Keystone Algebra I Exam.

~~**ALGEBRA 1A**~~
~~**1.0 Credits**~~

~~Algebra IA designed to build upon foundational skills established in Intermediate Algebra. This course will develop a student's understanding of the fundamentals of algebra, including linear equations, linear inequalities, graphing, relations and functions. A primary focus of the course is to develop mathematical literacy which is necessary for success in subsequent math courses, as well as to achieve proficiency on the Keystone Algebra I Exam at the conclusion taken at the conclusion of Algebra IB.~~

~~**ALGEBRA 1B**~~
~~**1.0 Credits**~~
~~***Prerequisite: Algebra 1A***~~

~~Algebra IB is a Keystone Trigger Course designed to build upon foundational skills established in Intermediate Algebra and Algebra 1A. This course will develop a student's understanding of polynomials, polynomial operations, probability and statistics, and all their multiple representations. A primary focus of the course is to develop mathematical literacy which is necessary for success in subsequent math courses, as well as to achieve proficiency on the Keystone Algebra I Exam.~~

HONORS ALGEBRA 1
1.0 Credit (1.03 Weight)

Honors Algebra I is a Keystone Trigger Course designed to build upon foundational skills established in Intermediate Algebra. This course will develop a student's understanding of the fundamentals of algebra, including linear equations, linear inequalities, graphing, relations and functions, polynomials, polynomial operations, probability and statistics, and all their multiple representations. A primary focus of the course is to develop mathematical literacy which is necessary for success in subsequent math courses, as well as to achieve proficiency on the Keystone Algebra I Exam.

This course is designed for students with a math aptitude and will move at a more rapid pace than traditional Algebra 1. This course is assigned through teacher recommendation and review of student academic data.

ALGEBRA 2
1.0 Credit
Prerequisite: Algebra 1or Honors Algebra 1
Algebra 2 begins with an overview of Algebra 1 and then introduces more advanced concepts, such as completing the square, deriving the quadratic formula, complex numbers, advanced equations, motion, problems, and geometric applications.

HONORS ALGEBRA 2
1.0 Credits (1.05 Weight)
Prerequisite: Algebra 1 or Honors Algebra 1
The material covered in Honors Algebra 2 is the same as that covered in Algebra 2. However, there is more depth of coverage of topics associated with this course. It may also entail individual projects and/or group projects.

GEOMETRY:
1.0 Credit
Prerequisite: Algebra 1 or Honors Algebra 1
Geometry is designed to provide students with the opportunity to develop an understanding of geometric relationships and figures in a plane and in space. Logical thinking skills will be developed through the use of deductive and inductive reasoning. This course will focus on using basic geometric principles in everyday life through project based learning that is applicable to multiple career and educational pathways. **GEOMETRY**

HONORS GEOMETRY
1.0 Credit (1.05 Weight)
Prerequisite: Algebra 1 or Honors Algebra 1
The material covered in Honors Geometry is the same as that covered in Geometry. However, there is more depth of coverage of topics associated with this course. It may also entail individual projects and/or group projects.

PRE-CALCULUS/TRIGONOMETRY
1.0 Credit (1.03 Weight)
Prerequisite: Algebra 1/Honors Algebra 1, Algebra 2/Honors Algebra 2, and Honors Geometry/Geometry.
This course is advanced mathematical concepts and applications. It includes defining the six basic functions for right triangles and circular functions, analytical proofs, solving right and non-right triangles, graphing trigonometric functions, verifying trigonometric identities, conics, vectors, polar coordinates,

exponential and logarithmic functions. This course will give students the foundation to continue with the study of Calculus.

HONORS PRE-CALCULUS/TRIGONOMETRY
1.0 Credit (1.05 Weight)
Prerequisite: Algebra 1/Honors Algebra 1, Algebra 2/Honors Algebra 2, and Geometry/Honors Geometry.
The material covered in Honors Pre-Calculus is the same as that covered in Pre-Calculus. However, there is more depth of coverage of topics associated with this course. It may also entail individual projects and/or group projects.

CALCULUS
1.0 Credit (1.05 Weight)
Prerequisite: Pre-Calculus/Honors Pre-Calculus
This elective math course is designed for college-bound students who would like to increase their algebra and research skills. In this course, students will be doing advanced algebra topics and hands-on projects using calculators and computers.

AP PRE-CALCULUS **Pending NCAA Approval
1.0 Credit (1.07 Weight)
Prerequisite: Algebra 1/Honors Algebra 1, Algebra 2/Honors Algebra 2, and Geometry/Honors Geometry.
This college-level mathematics course designed for students seeking a rigorous study of advanced algebraic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will develop skills in mathematical modeling, problem-solving, reasoning, and interpreting functions in real-world contexts while using multiple representations and technology. The course prepares students for the AP Precalculus Exam and provides a strong foundation for college-level mathematics, including calculus, statistics, engineering, and other STEM-related fields.

AP CALCULUS AB
1.0 Credit (1.07 Weight)
Prerequisite: Pre-Calculus/Honors PreCalculus
This college-level course is designed as part of the AP program in cooperation with the College Board. All the topics covered in Calculus are covered in this course, but explored at a greater depth and at a faster pace. Its purpose is to prepare students for the AP exam and may ultimately lead to advanced college placement and college credit. All students will be required to adhere to a rigorous assignment schedule.

FINANCIAL LITERACY
1.0 Credit
This math course will include units that contain information that students will use daily during high school and beyond. Topics will include critical math skills, learning how to choose a loan to buy a car,

buying a car versus leasing a car, insurance (car and life), checking accounts, savings accounts, taxes, Credit cards and the dangers, and living on a budget.

TECHNICAL ALGEBRA AND TRIGONOMETRY I (PCTMTH123)
1.0 Credit (1.07 Weight)
Study of intermediate algebra and trigonometry, designed to prepare students for course work in college majors. Topics include algebraic expressions, linear equations, systems of equations, right triangle trigonometry, functions, and graphs. Emphasis on problem solving and application as well as the use of technology. Not designed to prepare students for calculus. Senior-only course. Enrollment requirement: (C) minimum overall GPA and Penn College math test, level 3. All students must be fully enrolled in the course by the first day of school. Prerequisite testing is required through Penn College.

STATISTICS
1.0 Credit
Statistics introduces students to the concepts and methods used to collect, analyze, and interpret data. Students will learn how to organize data, calculate and interpret measures of central tendency and variability, create and analyze graphical displays, and explore the fundamentals of probability. Emphasis is placed on understanding real-world data, making informed decisions based on evidence, and effectively communicating statistical findings. Through hands-on projects, technology integration (such as graphing calculators or spreadsheet software), and real-life applications, students will develop critical thinking skills and statistical literacy that can be applied across disciplines including science, business, social studies, and everyday life.

TECHNICAL MATH
.5 credits
This course is designed to develop the mathematical skills necessary for success in a variety of technical and career fields. Students will apply mathematical concepts to practical, real-world scenarios involving measurements, ratios and proportions, unit conversions, data interpretation, and record keeping. Emphasis is placed on accuracy, critical thinking, and problem-solving in both classroom and hands-on settings. Through applied projects and industry-relevant examples, students will learn how math supports effective decision-making, quality control, and operational efficiency across technical and professional environments. This course is limited to 9th and 10th grade students only.

FUNCTIONAL MATH
1.0 Credit
Researched-based mathematics instruction formulated from teacher recommendations and math inventory data. This course is targeted to close multiple grade-level gaps in math skills and based on IEP team recommendation.

SCIENCE COURSES

SCIENCE 9
1.0 Credit

Students will use inquiry based learning strategies from Science, Technology, Engineering and Mathematics to explore basic Biology principles, Earth and Space science, weather and climate. Ecosystems, populations and the complex factors that affect them will be modeled and studied. A PA meaningful watershed project will be undertaken during this course.

HONORS SCIENCE 9
1.0 Credit (1.05 Weight)

Students will use inquiry based learning strategies from Science, Technology, Engineering and Mathematics to explore basic Biology principles, Earth and Space science, weather and climate. Ecosystems, populations and the complex factors that affect them will be modeled and studied. A PA meaningful watershed project will be undertaken during this course. The rigor of the honors course will deepen the thinking skills of students.

BIOLOGY LAB
1.0 Credit

The primary goal of this course is to enable students to acquire a detailed understanding of the basic concepts of biology, the study of living things. The course content includes in-depth discussion, activities, and laboratory experiences in areas such as cellular and molecular biology, genetics, evolution, and ecology. Students completing this course will be prepared to pass the Biology Keystone Exam.

HONORS BIOLOGY LAB
1.0 Credit (1.05 Weight)

The primary goal of this highly challenging course is to enable students to acquire a detailed understanding of the basic concepts of biology, the study of living things. The course content includes in-depth discussion, activities, and laboratory experiences in areas such as cellular and molecular biology, genetics, botany, evolution, and zoology. The course will be helpful to students who are planning for a career in the life sciences, as well as those enrolling in biology courses at the post-secondary level. Selected topics will be taught at an accelerated pace and in more detail than in biology. Additionally, students will be involved in independent project work and will be expected to commit a significant amount of time to studying in this course. Students completing this course will be prepared to pass the Biology Keystone Exam.

CHEMISTRY LAB
1.0 Credit
Prerequisite: Algebra 1/H Algebra

Lab Science - In this course, students will study the structure and function of matter as well as the changes that matter undergoes at the macroscopic and atomic levels. Students will study atomic structure and progress to explore many aspects of chemical activity including: electron structure, ionic

bonding, covalent bonding, metallic bonding, and basic chemical reactions. Students will carry out laboratory experiences and explore mathematical relationships.

FUNDAMENTALS OF CHEMISTRY (PCTCHM100)
1.0 Credit (1.07 Weight)

Basic principles of chemistry and its practice in the laboratory. Emphasis on the underlying structure of matter (atoms, ions, molecules) and how structure determines properties. Designed to teach chemistry terminology and symbols, as well as to develop analytical and critical thinking skills. Appropriate for non-science majors needing one term of chemistry or to satisfy a lab science requirement. Also appropriate for those who desire background before taking General Chemistry I (CHM111) No prior knowledge of chemistry is assumed, but some algebra skills are needed. Sophomore-approved course. Enrollment requirement: (C) minimum overall GPA. 4 Credits (3 Lecture – 3 Lab)

HONORS PHYSICS LAB
1.0 Credit (1.05 Weight)

Prerequisite: Pre Calculus or taking Pre Calculus concurrently

Lab Science – This course is a mathematical study of the physical laws of nature. Topics include Newton's Laws of Motion (velocity, acceleration, and force), thermodynamics (energy, heat), wave motion (circular motion, electromagnetic spectrum, and electricity) and nuclear physics. It is recommended for all students who plan to pursue the study of science at the post-secondary level. This course includes laboratory experiences and is designed to probe more deeply into the subjects studied in physics. Students should be prepared for additional reading, projects, and out-of-class assignments. Higher-order math skills are required. As a weighted science course, honors students will be expected to commit a significant amount of time to study in this course.

Biotechnology II/Forensics (19511) *Pending NCAA Approval
3.0 Credits - 2.0 Elective Credits, 1.0 Science Credit (1.05 Weight)
Prerequisite(s): L1 Biotechnology.

This course is the second of three in the Biotechnology Career and Technology Education program. Students in this course will continue to refine their biotechnology laboratory skills and utilize the protocols learned in the previous course to complete more advanced experimental studies. **Topics covered in this course include a study of DNA structure & analysis via gel electrophoresis and plasmid mapping, bacterial transformation & plasmid purification, polymerase chain reaction (PCR) and forensic science. Students will use analytical techniques and instrumentation to analyze items that are typical of evidence submitted for analysis in criminal cases. Additionally, students will begin to explore and debate the ethical implications of biotechnology in the 21st century.**

APPLIED PHYSICS LAB
1.0 Credit, Grade 11-12

This applied physics course is designed for students who plan to pursue careers as technicians or who want to solve problems through project-based applications. It is a course that builds a firm foundation for understanding advances in technology. Specific topics of study include forces, work, rates, resistance, and

energy as they apply in a variety of systems with an emphasis on experimentation and problem solving. This course does not meet the NCAA requirements for a science lab and is not considered to be a college preparatory course.

APPLIED PHYSICS 2
1.0 Credit
Prerequisite: Applied Physics I
This applied physics course is designed for students who plan to pursue careers as technicians or who want to solve problems through project-based applications. It builds on concepts learned in Applied Physics 1. Specific topics of study include power, force transformers, momentum and waves, and vibrations with an emphasis on experimentation and problem solving. This course does not meet the NCAA requirements for a science lab and is not considered to be a college preparatory course

~~**AP PHYSICS 1: ALGEBRA-BASED Rotation**~~
~~**1.0 Credit (1.07 Weight)**~~
~~AP Physics 1 is an algebra-based, introductory college-level course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This course is equivalent to the first semester of an introductory, algebra based Physics college course. Because this course is intended to be a yearlong course, teachers have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics while engaging in science practice to earn Credit or placement (http://apcentral.collegeboard.org/apphysics1). This course is limited to 11th and 12th grade students only and will only run if more than 10 students request the course.~~

AP BIOLOGY LAB
1.0 Credit (1.07 Weight)
Lab Science – AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics such as evolution, energetics, information storage and transfer, and system interactions. This course is limited to 11th and 12th grade students only and will only run if more than 10 students request the course. AP Biology and AP Chemistry will be on an alternating year rotation.

AP CHEMISTRY LAB
1.0 Credit (1.07 Weight)
Prerequisite: Chemistry, or PCN Chemistry
AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. This course is limited to 11th and 12th grade students only and will only run if more than 10 students request the course. AP Biology and AP Chemistry will be on an alternating year rotation.

ANATOMY AND PHYSIOLOGY
1.0 Credit
Prerequisite: Biology or Honors Biology
This course examines the structure and function of the human body from the cellular through the body system level, with special attention to the biochemical processes involved in cellular activity. Students will apply biological principles to their anatomy and physiology studies and employ the scientific method in research activities. This challenging course is designed for students planning on a career in some aspect of the health sciences. This course meets the NCAA requirements for a science lab and is considered to be a college preparatory course. This course is limited to 11th and 12th grade students only.

HONORS ANATOMY AND PHYSIOLOGY I
1.0 Credit (1.05 Weight)
Prerequisite: Biology, or Honors Biology
This course examines the structure and function of the human body from the cellular through the body system level, with special attention to the biochemical processes involved in cellular activity. Students will apply biological principles to their anatomy and physiology studies and employ the scientific method in research activities. This challenging course is designed for students planning on a career in some aspect of the health sciences. This course meets the NCAA requirements for a science lab and is considered to be a college preparatory course. As a weighted course, honors students will be expected to commit a significant amount of time to study in this course. This course is limited to 11th and 12th grade students only.

HONORS ANATOMY AND PHYSIOLOGY II
1.0 Credit (1.05 Weight)
Prerequisite: Biology (or Honors), Honors Anatomy and Physiology I
This course continues the examination of the structures and functions of the human body from the cellular through the body system level, with special attention to the biochemical processes involved in cellular activity. Students will continue to apply biological principles to their anatomy and physiology studies and employ the scientific method in research activities. This challenging course is designed for students planning on a career in some aspect of the health sciences. This course meets the NCAA requirements for a science lab and is considered to be a college preparatory course. As a Weighted course, honors students will be expected to commit a significant amount of time to study in this course. This course is limited to 11th and 12th grade students only.

ECOLOGY LAB
1.0 Credit (1.05 Weight)
Prerequisite: Biology or Honors Biology
This science elective course will review major ecological concepts, identify the techniques used by ecologists, provide an overview of local and global environmental issues, and examine individual, group and governmental activities important for protecting natural ecosystems. Technical information will be provided to allow students to identify problems and issues and to utilize research methodology for the

study of natural ecosystems, and to consider appropriate solutions and analytical techniques. The in-site campus wetlands area will provide an outdoor laboratory setting for on-going monitoring and study of the flora and fauna of this region. This course is limited to 11th and 12th grade students only.

ENVIRONMENTAL SCIENCE
1.0 Credit
Students cultivate their understanding of the inter-relationships of the natural world through inquiry-based investigations of field work as they explore concepts like the four Big Ideas: energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. This course is limited to 11th and 12th grade students only.

FUNCTIONAL SCIENCE
1.0 Credit
Students will access the alternate eligible content of the PA Core Standards, with emphasis on the functional domain of science as it relates to the student in his/her environment. Students will join this class through the recommendations of the IEP team.

SOCIAL STUDIES CORE COURSES

U.S. HISTORY
1.0 Credit
U.S. History teaches the history of the 1900s through current U.S. issues. It provides the students with a global perspective and parallel modern history in order to study the historical, geographical, political, and social economic developments in the United States. Students will develop an appreciation of the national heritage of the United States, an understanding of how past events relate to current events in an interdependent world, and the development as a recognized world leader.

HONORS U.S. HISTORY
1.0 Credit (1.05 Weight)
U.S. History teaches the history of the 1900s through current U.S. issues. It provides the students with a global perspective and parallel modern history in order to study the historical, geographical, political, and social economic developments in the United States. Students will develop an appreciation of the national heritage of the United States, an understanding of how past events relate to current events in an interdependent world, and the development as a recognized world leader. Honors students will be asked to study the American experience in a broader and more in-depth manner by which they will use critical conversations, readings, and compositions. Honors Students will be challenged with higher level thinking questions with demanding projects and assessments with higher expectations.

WORLD HISTORY
1.0 Credit
Global Studies will introduce students to global affairs focusing on contemporary issues in world politics such as conflict and cooperation, business and trade, population, environment, and human rights. Students will analyze major questions concerning the shaping of the modern world based upon the study of the growth of civilizations and nations spanning ancient times through the present. The course will investigate the contributions of various cultures to the shaping of world history.

HONORS WORLD HISTORY:
1.0 Credit (1.05 Weight)
Honors Global Studies will allow students to explore global affairs focusing on contemporary issues in world politics such as conflict and cooperation, business and trade, population, environment, and human rights. Students will research major questions concerning the shaping of the modern world based upon the study of the growth of civilizations and nations spanning ancient times through the present. The course will investigate the contributions of various cultures to the shaping of world history.

CIVICS AND GOVERNMENT
1.0 Credit
Students will be exposed to two semester courses: Problems of Democracy and Economics. Students will acquire the attitudes, skills, and knowledge necessary to become a self-supporting member of a democratic society. Students will also acquire an appreciation of the main economic systems used in an interdependent world. This course (or 0342) is required for all students and students complete the Act 35 Civics Exam at the completion of the course.

HONORS CIVICS AND GOVERNMENT
1.0 Credit (1.05 Weight)
Honors Civics & Government offers students the opportunity to explore the inner-workings of the American Government and to understand the importance of democracy in the world today. An emphasis will be placed on current events that shape our world and students will be expected to contribute to discussions on a regular basis. Honors Economics teaches students the basics of microeconomics and macroeconomics. The course is designed so that students will have the knowledge to apply the fundamentals of economics to real world situations. An emphasis will be placed on global economics and the interdependency of countries in the world today. This course (or 0431) is required for all students and students complete the Act 35 Civics Exam at the completion of the course.

AP WORLD HISTORY
1.0 Credit (1.07 Weight)
The purpose of AP World History is to prepare students for the AP exam and may ultimately lead to advanced college placement and college Credit. The main theme of the course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international

frameworks and their causes and consequences, as well as comparisons among major societies. This course is limited to 10th, 11th and 12th grade students only and will only run if more than 10 students request the course. AP World History and AP US History will be on an alternating year rotation.

AP US HISTORY
1.0 Credit (1.07 Weight)

The AP US History course is designed to represent college-level history studies. The scope of the course begins with the age of exploration and ends with present day America. Students are expected to leave the course with college-level writing skills, knowledge of historical events and concepts, and the ability to interpret historical documents. This course is intended for students who possess strong backgrounds in history and writing and prepares them to take the AP exam which may lead to advanced college placement and college credit. This course is limited to 10th, 11th and 12th grade students only and will only run if more than 10 students request the course. AP World History and AP US History will be on an alternating year rotation.

AP EUROPEAN HISTORY
1.0 Credit (1.07 Weight)

This course is designed to give students an understanding of European history and its impact on today's global society. This will be taught using a variety of methods and sources of information (primary sources, video clips, discussion, lecture, individual and group projects). The course will cover European civilization beginning with the Black Death of 1348 through the present day. Not only will this class increase student knowledge of the evolution of European societies, but it will also prepare them for the AP European History exam. This class will also reinforce critical reading, writing and thinking skills. This course is limited to 11th and 12th grade students only and will only run if more than 10 students request the course.

PSYCHOLOGY
1.0 Credit

The content area of this course includes: background information relative to what psychology is, psychology methods, human development, biological influences on behavior, personality and personality theories, principles of learning and theories on learning, thinking processes, motivation and emotions, coping with stress, personality disturbances and treatments, group behavior, social influences, and social interactions. This course is limited to 11th and 12th grade students only.

General Psychology (PSY111)
1.0 Credit (1.07 Weight)

Dual Enrollment

Introduction to the science of human behavior and mental processes. Students examine the relation between the nervous system and behavior, learning, perception, language, personality, intelligence, and psychopathology. This course is limited to 11th and 12th grade students only.

American Government – National (PSC131)
1.0 Credit (1.07 Weight)



Federal government, its power, and organization. Functions of legislative, executive, and judicial branches. Students examine the historical development of our federal system and analyze the relationships between social forces, government, and political action. This course is limited to 11th and 12th grade students only.

FUNCTIONAL SOCIAL STUDIES
1.0 Credit

Students will access the alternate eligible content of the PA Core Standards, with emphasis on the functional domain of social sciences as it relates to the student in his/her environment. Students will join this class through the recommendations of the IEP team.

SOCIAL STUDIES ELECTIVES

SOCIOLOGY



0.5 Credits

In this course, students study human relationships in society. The course focuses on the use of a sociological perspective to examine culture, social structure, the individual in society, social institutions, and social inequality. Our changing global society and its implications are presented and analyzed. Students learn to apply sociological theories and research techniques to modern-day problems. Students may participate in a variety of activities including class lectures, role-playing, discussions, field trips, problem-solving activities, simulation games, research, and class presentations. This course is limited to 11th and 12th grade students only.

INTRODUCTION TO LAW
0.5 Credits

This course provides students with a foundational understanding of the American legal system and the role of law in society. Students will explore key topics such as the Constitution, criminal and civil law, the court system, and the rights and responsibilities of citizens. Through case studies, mock trials, and class discussions, students will develop critical thinking, legal reasoning, and debate skills. The course also introduces legal careers and ethical issues in the practice of law. This course is limited to 11th and 12th grade students only.

~~**POLITICAL SCIENCE**~~
~~**1.0 Credit**~~

~~This course explores the principles, structures, and functions of government at the local, national, and global levels. Students will examine political ideologies, public policy, and the roles of citizens, leaders, and institutions in shaping society. Emphasis is placed on current events, civic engagement, and developing informed opinions through discussion, debate, and research. This course is limited to 11th and 12th grade students only.~~

FAMILY AND CONSUMER SCIENCE COURSES

EXPLORING YOUR FUTURE
0.5 Credits
This course allows students to venture into the expansive world of career selection, including college exploration. Additionally, students will learn soft skills for career readiness and will understand how financial literacy impacts decision making. This course is required for all 9th graders not enrolled in a Career and Technology program.

ADULTING ACADEMY
0.5 Credits
This course introduces functional living skills that will help students be successful after high school. Topics will include community-based resources, lifestyle choices, budgeting and financial literacy, as well as preparing for the challenges of the real-world.

NUTRITION
0.5 Credits
This course will give students the knowledge needed to make healthy decisions based on nutrition and fitness. This course explores the science behind how the foods we eat impact our bodies, health, and risk for disease. Students will learn how nutrients support body systems, how diet influences chronic and infectious diseases, and how healthy eating habits can prevent illness. Through labs, projects, and case studies, students will examine real-world connections between nutrition, diet trends, and diseases such as diabetes, heart disease, and obesity. By the end of the course, students will understand how to make informed choices that promote lifelong wellness.

THE ART AND SCIENCE OF BAKING
0.5 Credits
This course will introduce students to the art and science behind baking. Students will learn about food safety techniques, baking science, and will explore and apply elements of food creativity with baked goods.

EXPLORING THE KITCHEN
0.5 Credits
This course is designed to introduce students to basic kitchen functionality and food preparation skills. Emphasis will be on food safety and sanitation, nutrition, and basic cooking methods. Students will learn how to read a recipe, use proper culinary terms, evaluate the nutritional value of food and use kitchen equipment properly.

COOKING FOR YOUR WORLD
0.5 Credits

This course is designed to enhance your functional cooking skills to prepare you for your future. Students will practice using and adapting recipes to enhance the nutritional value, broaden cultural food knowledge, and create meals based on a budget.

CHILD DEVELOPMENT
0.5 Credits
This course focuses on the development of children from conception through middle childhood. You will gain an understanding of the prenatal, physical, social/emotional and intellectual development of the child. If you are interested in working with children, this course will help you prepare for further study.

DAILY LIVING
1.0 Credits
Students will join this class through the recommendations of the IEP team.

HEALTH AND PHYSICAL EDUCATION

HEALTH
0.5 Credits
Health Education equips students with the skills necessary to weigh options, make responsible decisions and develop behaviors that promote healthful living. Students are encouraged to assess their attitudes and behavior patterns and to understand the impact their life choices have on their communities and on their own well-being.Topics in 10th grade Health range from personal health, physical health, mental health, sexual health and healthy relationships, healthy eating, alcohol, tobacco and violence. Students will be provided with up-to-date skills and knowledge relevant to today's rapidly changing society.

Weight Training & Fitness
0.5 Credits
This course introduces students to the fundamentals of weight training, strength development, and lifelong fitness. Students will learn proper lifting techniques, safety procedures, exercise selection, and how to safely use a variety of strength-training equipment. Students will participate in sport-specific strength and conditioning workouts designed to improve performance for a variety of sports and physical activities. Students will also participate in structured PLT4M workouts focused on strength, endurance, mobility, flexibility, and overall fitness. The course emphasizes proper technique, individual fitness growth, consistency, goal setting, and developing healthy fitness habits that can continue beyond high school.

Competitive Physical Education
0.5 Credit
This course is designed for highly active students who enjoy competition and are looking to challenge themselves physically and mentally. Students will participate in a variety of individual and team sports while developing skills in fitness, strategy, teamwork, leadership, record keeping, and sportsmanship. Activities may include tennis, basketball, volleyball, soccer, flag football, ultimate frisbee, softball, team

handball, badminton, pickleball, and other competitive activities. A high level of participation, effort, fitness, and willingness to be challenged is expected. Students will be encouraged to push themselves, work with teammates, and demonstrate positive competitive behavior.

Physical Education
0.5 Credit
This course provides students with opportunities to participate in a variety of team, individual, and lifetime physical activities. Students will develop skills and knowledge related to fitness, sports, recreation, and healthy lifestyle choices. Activities will focus on improving cardiovascular endurance, muscular strength, flexibility, coordination, teamwork, and overall physical wellness. The course emphasizes active participation, sportsmanship, personal responsibility, and developing healthy habits that can continue throughout life.

EXERCISE SCIENCE
0.5 Credits
This course explores the scientific principles behind human movement, physical fitness, and health. Students will study the body's muscular, skeletal, cardiovascular, and respiratory systems and how they respond to exercise and physical activity. Topics include biomechanics, nutrition, injury prevention, and the development of personal fitness plans. Through hands-on activities, labs, and fitness assessments, students will gain an understanding of how exercise affects performance and overall wellness. This course prepares students for future study or careers in fields such as sports medicine, physical therapy, personal training, and health education. This course is limited to 10th, 11th and 12th grade students only.

UNIFIED PHYSICAL EDUCATION
0.5 Credits
Integrated Physical Education (IPE) is an inclusive course designed for students of all abilities, fostering teamwork, respect and understanding among peers. This course emphasizes physical fitness, skill development, building motor skills, enhancing physical fitness and movement, and developing social skills through cooperative games, fitness routines, and challenges. Students will engage in modified physical activities that promote participation and success for everyone, encouraging collaboration between disabled and non-disabled peers. Students must participate in an application process in order to be enrolled in this course.

VISUAL ARTS COURSES

ART 1
1.0 Credit, Grades 9-12
Art 1 is intended to teach students basic skills, knowledge, and processes in drawing and painting to apply for self-expression, enrichment, or as a foundation for further study in the arts. Strategies will be explored to develop foundational practices in the creative process, including ideation, compositional development, design techniques, creation, and reflection.

ART 2
1.0 Credit
Prerequisite: Art 1
The Art 2 course builds upon students' skills and knowledge in drawing and painting media, techniques, and processes, and further develops the exploration and study of two-dimensional and three-dimensional media. Concentration will be focused to enhance artistic thinking habits and behaviors, the creative process, and self-expression through artmaking.

ART 3
1.0 Credit
Prerequisite: Art 1 and Art 2
Art 3 is an advanced-level course designed for students who have successfully completed Art 1 and Art 2 and wish to deepen their artistic skills and understanding. This course focuses on developing a personal artistic style, refining techniques, and exploring a wide range of media and processes. Students will engage in independent projects while also participating in collaborative critiques, art history discussions, and exposure to contemporary art practices.

ART 4
0.5 Credit
Prerequisite: Art 1 and Art 2 and Art 3
Art 4 is an advanced studio art course designed for students who have developed a strong foundation in artistic techniques and wish to deepen their skills and explore more complex, individualized projects. Students will engage in the exploration of a variety of media and techniques, including drawing, painting, sculpture, printmaking, and digital art. Emphasis is placed on refining technical proficiency, conceptual thinking, and personal artistic expression.

GRAPHIC DESIGN 1
1.0 Credit
This course introduces students to the exciting world of computer graphics and visual media creation. Students will explore the foundational concepts and techniques used in the creation of digital images, animations, and visual effects. Through hands-on projects and software training, students will learn how to design and manipulate graphics using industry-standard tools.

The course will cover topics such as:

- Graphic Design Principles: Understanding color theory, composition, typography, and visual communication.

GRAPHIC DESIGN 2
1.0 Credit
Prerequisite: GRAPHIC DESIGN 1
Graphic Design introduces students to the fundamentals of visual communication, digital design, and creative problem-solving using digital tools. Students will learn how to combine images, text, and layout to communicate ideas effectively and artistically across print and digital platforms. Projects explore the

relationship between design, purpose, and audience, emphasizing the Elements and Principles of Design as the visual foundation for all digital work. Students will create original designs while developing skills in composition, color theory, typography, and image editing. Throughout the course, students will practice concept development, refine technical proficiency, and apply professional design processes—from brainstorming and thumbnail sketches to digital rendering and critique. Emphasis is placed on creativity, craftsmanship, and the ability to convey clear visual messages. This course is limited to 10th, 11th and 12th grade students only.

EXPLORATORY ART -Grades 9-12
0.5 Credits
Exploratory Art will enable students to develop their knowledge, abilities and appreciation for art. Problem-solving, self-expression, aesthetic awareness, and critical thinking skills will be developed. Students in exploratory art class will explore a variety of different materials and will develop skills and techniques in two and three-dimensional art production.

DIGITAL PHOTOGRAPHY
0.5 Credits
Prerequisite: All students must have access to a digital device to take their own original photographs for the completion of the production projects of this course.
This course is for photography enthusiasts who would like to master their camera's controls as they learn the foundational skills and techniques of composition in order to become better photographers and digital editors. This course will also look at photography from a historical sense and highlight some of the great photographers of all time. This course will be highly hands-on and project oriented.

ART IN PUBLIC PLACES
0.5 credits
In *Art in Public Places*, students will explore the powerful intersection of art and community through hands-on projects and collaborative activities. This course encourages students to utilize their artistic skills to create meaningful artwork that enhances public spaces within the school and the surrounding community. Students will engage in designing, planning, and executing public art projects, while also considering the social, cultural, and environmental impact of art in shared spaces. This course is limited to 11th and 12th grade students only.

ART HISTORY INTRODUCTION
Dual Enrollment
1.0 Credit
This introductory course invites students to explore the rich and diverse history of visual art across cultures and time periods. Through a thematic and chronological approach, students will study influential artists, significant movements, and the cultural contexts that shaped them. The course emphasizes the interconnections between visual art, music, and architecture, fostering a multidisciplinary appreciation of the arts. Students will engage in hands-on projects, including drawing, painting, sculpture, and collaborative installations, inspired by historical styles. By the end of the semester, students will have curated a personal portfolio and presented a final exhibition that synthesizes their learning and creative

responses. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12.***

MUSIC COURSES

BAND (Full Year/Semester)
1.0 Credit/ 0.5 Credits
Prerequisite: At least one year of the corresponding ensemble (Band or Orchestra) at the middle school level OR one year of instrument lessons at the high school level (as documented by music instructor).
The high school band program represents a continuation and extension of the middle school band program with additional performance ensembles designed to supplement the daily program. Skills and concepts are developed and cultivated through many performance opportunities.

CHORUS (Full Year/Semester)
1.0 Credit / 0.5 Credits
This course is designed for students interested in choral singing. Choral skills will show growth, refinement, and complexity through many performance opportunities.

ORCHESTRA (Full Year/0595-Semester)
1.0 Credit / 0.5 Credits
Prerequisite: At least one year of the corresponding ensemble (Band or Orchestra) at the middle school level OR one year of instrument lessons at the high school level (as documented by music instructor).
The Orchestra performs music of varying musical styles from throughout history while striving to attain a high level of musical proficiency. The group gives two or more concerts per school year and performs as a fiddle/strolling string group periodically.

ROCK BAND 1
0.5 credits
Step into the world of music performance with *Rock Band 1*, an exciting, hands-on course designed for students interested in learning how to play in a band setting. In this course, students will learn the basics on all rock band instruments (guitar, bass, drums, keyboards, and vocals), then break off into cover bands to work in small groups on songs of their choice. This course is ideal for beginners or those with basic proficiency on their instrument who want to explore the dynamics of playing in a collaborative environment. All musical genre interests are welcome, including rock, pop, hip hop, country, folk, gospel, metal, etc.

Advanced Rock Band
0.5 credits
Prerequisite: Successful completion of Rock Band 1 – or – proficiency on a rock instrument and prior arrangement with the teacher.

Build on your skills and take your band performance to the next level in Advanced Rock Band! Designed for students with proficiency on their instrument(s) of choice (guitar, bass, drums, keyboards, and/or vocals), this course offers a deeper dive into the collaborative aspects of playing in a band. Students will refine their musical abilities while working on more complex arrangements and challenging rock songs, exploring advanced techniques in performance, communication, and ensemble performance.

UKULELE 1
0.5 credits
Course Title: Ukulele 1: Introduction to Ukulele

Strum your way into the world of music with *Ukulele 1*, an introductory course designed for high school students who are eager to learn how to play this fun and accessible instrument. Whether you're a complete beginner or have some basic knowledge of music, this course will provide you with the foundational skills needed to play the ukulele confidently and musically.

UKULELE 2
0.5 credits
Prerequisite: Successful completion of Ukulele 1.

Course Title: Ukulele 2: Intermediate Ukulele

Build on your foundation of ukulele skills in *Ukulele 2*, an intermediate-level class designed for high school students who have some experience with the instrument. This course will expand your musical knowledge, deepen your playing techniques, and introduce you to more complex chord progressions, strumming patterns, and performance techniques. Whether you're looking to enhance your solo playing or collaborate more effectively in a group, *Ukulele 2* will help you develop the skills needed to play with greater confidence and creativity.

MODERN MUSIC
.5 credits
This course introduces students to the world of music through listening, performing, and creating. Students will explore the basic elements of music—rhythm, melody, harmony, form, and expression. Through hands-on activities, students will learn to read simple music notation, recognize instruments and musical styles, and develop an appreciation for genres ranging from classical to pop, jazz, and world music. Students will also experiment with basic composition and music technology tools to create short musical pieces of their own. Activities in this course may include elementary-style activities (dances, songs, plays, puppets, etc.), turning children's books into movies with technology, and designing musical activities to present to elementary or preschool students. No prior musical experience is required—just a curiosity about sound, creativity, and how music brings people together.

MUSIC AND MOVIES
.5 credits
Students will learn terms and strategies for various music, lighting, scene change, and sound effect techniques in film from clip examples from various movies. This class will include watching various movies in full, but the majority of this course will center around projects where students will make their own movies by adding background music, sound effects, and possibly narration to muted film clips and children's books. Any full movies watched in class will have a specific purpose.

THE HISTORY OF ROCK AND ROLL
.5 credits
The History of Rock and Roll is a music class exploring the social, cultural, and political impact of Rock and Roll music on American society and the world. This course will trace the history of rock music from its origins in the southern plantations to the urbanization of African Americans and the resistance to influences on and impediments utilized by American society in general. Part of this course will explore how music has historically been used for activism and social protest. There will be multiple research projects and presentations throughout this course where students will do a deep dive into a band/artist.

STUDIO RECORDING AND PRODUCTION
.5 credits
This course is designed to prepare students for studio recording and music production. Through songwriting, recording, mixing, and mastering using digital audio workstations (DAWs) and studio equipment, students will learn the concepts and techniques required for recording, producing, and editing. Students may also have the opportunity to visit and tour at least one professional studio (music and/or radio) throughout the semester. This course is limited to 10th, 11th, and 12th grade students only.

PIANO 1
0.5 Credit
This course is an introduction to the piano keyboard designed for students who have not had prior piano experience. The course will help students gain proficiency on piano and learn the fundamentals of theory and musical form.

PIANO 2
0.5 Credit
Prerequisite: Piano 1
Students will continue to gain piano experience while learning the fundamentals of music theory and applying it to their piano playing. Piano 2 will move faster than Piano 1.

WORLD LANGUAGES COURSES

SPANISH 1
1.0 Credit
Introduces the language and culture, including current life today, music, art and notable people of the Spanish-speaking world. Students learn the sound system of the language, basic conversational skills in the present tenses and the near future. As in all Spanish courses, students practice listening, speaking, reading and writing of the language.

SPANISH 2
1.0 Credit
Prerequisite: Spanish 1
The second year of Spanish continues use of the same skills as in the previous course. Students continue to learn vocabulary needed in all careers and everyday life. At this level students use their Spanish skills to learn more about everyday life in Hispanic countries and other cultures and to connect with math, science, geography and culinary arts. Students begin to be able to read, write, listen and speak in the past tense.

SPANISH 3
1.0 Credits (1.03 Weight)
Prerequisite: Spanish 2
In the third level of Spanish students continue to learn more thematic vocabulary about everyday life, increase their knowledge of grammar and add two more past tenses. Using Spanish students connect to the Hispanic world to learn about art, music, products of the Hispanic countries and careers where Spanish is needed.

SPANISH 4
1.0 Credit (1.05 Weight)
Prerequisite: Spanish 3
In the fourth year of Spanish, students learn Spanish for use in the health care professions, about disasters, accidents and injuries. This vocabulary is also useful to emergency responders, firefighters and paramedics. Students learn about health care and social security in Hispanic countries. This course continues the study of culture, everyday life, literature and the fine arts. Students learn the compound verb tenses, the present subjunctive and to begin using the language in the future.

SPANISH 5
1.0 Credit (1.05 Weight)
Prerequisite: Spanish 4
This course appeals to students who enjoy using Spanish to learn about Hispanic culture and its products, poetry, short stories and one book. Students discuss and write reflections of what they have read. They also write a three part autobiography, illustrated and decorated in an album for the final exam, to show everything they have learned in Spanish 1-5.

GERMAN 1
1.0 Credit
German I students begin to develop listening, speaking, reading, and writing skills. The main emphasis is on oral communication. Students will learn about America's German heritage, the geography of German speaking countries, and about the cultural differences and similarities between German and American young people.

GERMAN 2
1.0 Credit
Prerequisite: German 1
German 2 students will be able to handle typical social situations in an appropriate manner and to tend to their welfare in a limited manner in the target culture. Students will be able to converse, read, and write about events in the present, past, and future.

GERMAN 3
1.0 Credit (Weight 1.03)
Prerequisite: German 2

German 3 students will continue to improve the four basic communicative skills of listening, speaking, reading, and writing. Students will be able to interact socially in an appropriate manner and be able to tend to their own welfare in the target culture. The study of literature will continue with fables, short stories, fairy tales, and other literary texts suitable to this skill level.

GERMAN 4
1.0 Credit (Weight 1.05)
Course Description Prerequisite: German 3
German 4 students will continue to improve the four basic communicative skills. Students will be able to interact socially in an appropriate manner. The study of literature will continue with longer texts suitable to this skill level. The vast portion of this class will be instructed in German.

SPANISH FOR THE TRADES
0.5 CREDIT
This course provides construction, engineering, and other students learning trades with the practical, job-site vocabulary and basic conversation skills needed to communicate effectively in hands-on industries. Students will learn core terminology for tool and material usage, safety protocols, and daily equipment operation while practicing clear instructions for active worksite scenarios. By bridging communication gaps, this course prepares future trade professionals to foster safer, more efficient, and collaborative working environments.

SPANISH FOR HEALTH CARE CAREERS
0.5 CREDIT
This course equips pre-health and medical students with the practical, clinical vocabulary and conversational skills needed to communicate effectively with Spanish-speaking patients. Students will practice essential language for patient intake, medical histories, physical exams, and common treatment explanations, with a strong focus on culturally competent care. By building practical communication skills, this course prepares future healthcare professionals to deliver safer, more empathetic, and higher-quality care in diverse clinical settings.

SPANISH FOR CULINARY AND FOOD SERVICES
0.5 CREDIT
This course equips aspiring chefs, kitchen managers, and hospitality professionals with the essential vocabulary and conversational skills needed to lead and collaborate in fast-paced commercial kitchens. Students will master key terminology for culinary tools, prep techniques, inventory control, and food safety standards while practicing clear worksite communication. By bridging language gaps behind the line, this course prepares future food service leaders to foster safer, more efficient, and cohesive kitchen environments.

Additional languages are available through KCSD's Virtual Academy (French, American Sign Language, Latin, etc.) See the Virtual Academy program information within this course guide for more information.

BUSINESS TECHNOLOGY

To participate in the Commonwealth University Dual Enrollment options listed in this section, a student must apply and be admitted to the University within one semester after graduation and after completion of the Entrepreneurship/Entrepreneurial Skills (CIP 52.0701) program.

COMPUTER APPLICATIONS
0.5 Credits
This course will review Microsoft Office software and emphasize advanced computer skills. Students will utilize the Internet; apply computer skills, and complete presentations. Additional computer applications will be covered as time permits. This course is limited to 10th, 11th and 12th grade students only.

EXPLORING ARTIFICIAL INTELLIGENCE
0.5 Credits
Introduces learners to the fundamentals of artificial intelligence (AI) and its business applications. Learners explore various AI tools and their capabilities, gaining knowledge on utilizing AI for data analysis and making AI-driven decisions

BASIC WEB PAGE DESIGN
0.5 Credits
In this course, students will learn the most important skills of Google Sites, Weebly, Wordpress, Wix, and Adobe Dreamweaver CS5. We will also cover the basics of HTML and CSS. No prior computer experience is assumed. Students will learn how to create web pages and develop a web site.

ADVANCED WEB PAGE DESIGN
0.5 Credits
Coverage of the Internet and on-line web technologies. Skills learned include how to plan, create, and maintain static web pages using HTML and CSS. This course is limited to 12th grade students only

INTRODUCTION TO WEB PAGE DEVELOPMENT (PCTBWM150)
1.0 Credit (Weight 1.07)
Dual Enrollment
Introductory coverage of the Internet and online Web technologies while using markup (coding) language HTML & CSS. Skills learned include how to plan, create, and maintain static web pages. Enrollment requirement: (C) minimum overall GPA and (C) minimum overall Algebra I final grade. **Note: 3 Credits through Penn College earned upon completion.** This course is limited to 11th and 12th grade students only

CYBERSECURITY
.05 Credit
Dual Enrollment
Cybersecurity affects every part of our digital lives—from smartphones and gaming to social media and smart devices. In this course, students will explore the world of cybersecurity through

real-world examples, hands-on projects, and discussions about current cyber threats. Students will gain skills in identifying threats, understanding risks, and recognizing the importance of online safety and ethical behavior. **Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12.** This course is limited to 10th, 11th and 12th grade students only

ACCOUNTING 1
1.0 Credit



Students will learn the basic accounting cycle for a service business organized as a sole proprietorship. Next, students expand their knowledge to include the accounting cycle for a merchandising business operated as a partnership. A brief introduction to corporations is also presented in the class. Students will learn both general and special journal systems. Microsoft Excel will be used to prepare financial statements***. Note: Dual Enrollment is available through Lackawanna College for students in grades 11-12 and this course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 11th and 12th grade students only

ACCOUNTING 2
1.0 Credit (Weight 1.03)



Prerequisite: Accounting 1

This one year, advanced accounting course will expand knowledge acquired in Accounting 1. Students will review the basic accounting cycle as well as expand the accounting cycle to corporation accounting. Emphasis will be given to a more in-depth understanding of analysis and interpretation of financial information for departmental businesses. Automated accounting is a major portion of this class. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 12. This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 12th grade students only

INTRODUCTION TO BUSINESS
0.5 Credits



In this introductory course students learn the fundamentals of business including basic economics, private enterprises, career exploration, budgeting and finance, entrepreneurship and small business, and consumer awareness. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12. This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 10th, 11th and 12th grade students only***.***

BUSINESS MANAGEMENT
0.5 Credits



Students will learn: the role and work of managers, the historical development of management, managing in the 21st century, how to increase management effectiveness, effective supervision, the importance of

leadership, developing leadership skills, leadership styles, how to cope with employee issues and work rules, economic wants, economic systems, fundamentals of capitalism and managing the economy. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12. This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 12th grade students only

PERSONAL FINANCE
0.5 Credits



This mandatory course covers all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, investing, credit, taxes, insurance, budgeting, and consumer skills ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12. This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 11th and 12th grade students only. *This course meets the Financial Literacy Requirement

ENTREPRENEURSHIP
0.5 Credits



An entrepreneur is a person who attempts to earn profit by taking the risk of owning and operating his or her own business. Thousands of people become entrepreneurs each year. They may start their own business from scratch, buy existing businesses or buy franchised businesses. In this course, students learn about self-employment through reading, research and classroom activities. **This course is offered through the Commonwealth University Dual Enrollment Program.**

SPORTS AND ENTERTAINMENT MARKETING
0.5 Credits



This course will provide students with the skills that are helpful in getting a job in some area of the marketing process. Product planning, research, development, pricing, distribution, advertising, and selling will be emphasized to increase the student's knowledge of the marketing process and customer behavior. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12. This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 11th and 12th grade students only

INVESTING
0.5 Credits



This course teaches the basics of stock marketing investment, research and evaluation of stocks, trade in common stock and mutual funds. It will cover the understanding of customer behavior and why people choose to buy what they buy. This course emphasizes long-term investment strategies. This course is limited to 12th grade students only

BUSINESS LAW 1
1.0 Credit



This course provides students with a background in: our laws & legal system, the types of laws, what are ethics and how are they expressed in our laws, foundations of our constitution, constitutional

amendments, the division of balance and power in our government, dispute resolution in the courts, the federal court system, the state court system, criminal law, criminal procedure, offenses against individuals, intentional torts, negligence, strict liability and civil procedure. In addition students will complete a variety of projects related to law, including formal organized debates. Outside influences include trips to the local courthouse and sheriff's department as well as visits by the district attorney, local attorneys, district magistrate and the Pennsylvania State Police. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12.*** ***This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 10th, 11th and 12th grade students only.

BUSINESS LAW 2
1.0 Credit
Prerequisite: Business Law 1



Students will build on an understanding from Business Law I as it relates to them currently and the implications of the law in their future lives as well as the lives of their family and friends. They will also work to gain an understanding of basic legal vocabulary. Students will gain an understanding of sales and other contractual situations, property, the law of jobs, forms of business organizations, and borrowing money and paying bills. ***This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 11th and 12th grade students only.

COMPUTER PROGRAMMING
0.5 Credits



Students will discover how to write, test, and run programs using Python—one of the most popular and beginner-friendly programming languages. The course introduces the basics of how software works, how programming languages are built, and what sets Python apart from others. Students will explore key concepts such as how code is executed, interpreted, and the tools developers use every day. By the end of the course, students will be prepared to take the PCEP (Certified Entry-Level Python Programmer) certification exam and gain valuable skills that can lead to future opportunities in technology. Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12. ***Note: Dual Enrollment is available through Lackawanna College for students in grades 10-12.*** ***This course is offered through the Commonwealth University Dual Enrollment Program.*** This course is limited to 10th, 11th and 12th grade students only.

GENERAL ELECTIVES

LEADERSHIP I
0.5 Credits
This course is designed to empower participants with essential skills in teamwork, leadership, communication, decision making, problem-solving, innovation, and citizenship. Through this curriculum, you will embark on a transformative journey to not only enhance your personal leadership abilities but also to significantly impact your school community.

LEADERSHIP II
0.5 Credits
This course continues the topics introduced in Leadership I. Leadership II is designed to further develop and empower participants with essential skills in teamwork, leadership, communication, decision making, problem-solving, innovation, and citizenship. Through this curriculum, you will embark on a transformative journey to not only enhance your personal leadership abilities but also to significantly impact your school community.

Yearbook 1
Yearbook 2 ***Prerequisite: Yearbook 1***
1.0 Credit
This course provides students with hands-on experience in the planning, design, and production of the school yearbook. Students will develop skills in journalism, photography, graphic design, page layout, and digital publishing while working collaboratively to capture the story of the school year. Emphasis is placed on creativity, accuracy, organization, and meeting deadlines. Students will learn to conduct interviews, write and edit copy, take and edit photos, and use design software to create professional-quality pages. By the end of the course, students will have contributed to a lasting record of school memories and achievements while gaining valuable experience in teamwork, communication, and project management.

MEDIA 1
MEDIA 2
1.0 Credit
Broadcast Media introduces students to the fundamentals of television and digital broadcasting. Students learn how to plan, produce, and deliver live and recorded news segments, announcements, and special feature stories for the school community. Working in a studio environment, students gain hands-on experience with cameras, audio, lighting, teleprompters, and video switchers such as the TriCaster system. Students will also use WeVideo, a cloud-based editing platform, to edit stories, create graphics, and finalize broadcast segments and create original video projects. Emphasis is placed on teamwork, communication, and professionalism as students rotate through on-air and behind-the-scenes roles to create engaging, high-quality productions.

Broadcast Media 2 builds on the foundational skills from Broadcast Media and focuses on advanced live production, directing, and content management. Students take leadership roles in planning, producing, and airing the school's live broadcasts, including daily announcements, special events, and feature segments. Emphasis is placed on professional storytelling, technical precision, and leadership in a studio setting. Students refine their production skills using advanced tools such as the TriCaster system for live switching and WeVideo for collaborative editing, sound mixing, and post-production effects. In addition, students will create original video projects. They also develop leadership and project management skills by mentoring beginning students and leading broadcast teams.

STEM 1, STEM 2, ~~STEM 3, STEM 4~~
.5 Credits

These hands-on, interdisciplinary courses introduce students to the exciting and interconnected worlds of Science, Technology, Engineering, and Mathematics (STEM). Through real-world problem solving, students will explore how these fields work together to create innovative solutions for global challenges—such as sustainable food production, renewable energy, and environmental conservation.

Students will engage in laboratory experiments, design-based engineering projects, and data-driven research related to agricultural technology and sustainability. Emphasis is placed on critical thinking, teamwork, and innovation as students apply scientific principles, technological tools, and mathematical reasoning to practical agricultural and environmental systems.

By the end of the course, students will have developed a strong foundation in STEM disciplines, an understanding of modern agricultural practices, and the skills to design and evaluate systems that improve life on Earth. Key topics include: environmental and agricultural science; robotics, coding, and technology in farming; engineering design and innovation; data analysis and applied mathematics; sustainable energy and resource management

BASICS OF MEDICAL TERMINOLOGY (PCTMTR104)
1.0 Credits (1.07 Weight)
Foundation for the use of the language of medicine, with emphasis on correct pronunciation and spelling, various word parts, abbreviations and symbols, and terms pertaining to body systems. Etiology, symptomatology, pathology, and diagnostic procedures for identifying various disease processes provide an increased understanding of medically related conditions and procedures. Enrollment requirement: (C) minimum overall GPA. This course is limited to 11th and 12th grade students only

FACILITIES MANAGEMENT
.5 credits
This course introduces students to the principles and practices of facilities management. Students will learn how to maintain safe, efficient, and functional environments by exploring topics such as building systems, preventive maintenance, safety and infection control, environmental services, and sustainability practices. Emphasis is placed on regulatory compliance, teamwork, and communication skills essential for supporting the operations of healthcare and technical facilities. Hands-on activities and real-world scenarios will prepare students for entry-level positions or further study in healthcare support services and facility operations. This course is limited to 10th, 11th and 12th grade students only.

FOUNDATIONS OF ENGINEERING DESIGN
1 Credit
This introductory course exposes students to the fundamental design file and documentation process used by modern engineers. Students dig into the Engineering Design process - learning how to brainstorm, research, develop, and test solutions to open-ended technical problems.

SENIOR SEMINAR
1 Credit

Senior Seminar is a capstone experience designed to prepare students for life beyond high school. Through exploration of personal goals, career pathways, postsecondary options, and civic engagement, students will strengthen the skills needed for success in college, the workforce, and their communities. Emphasis is placed on communication, problem-solving, and responsible decision-making. As a culminating experience, each student will complete a **Graduation Project** that demonstrates readiness for life after graduation aligned with students' individual interests and future plans. This course is limited to 12th grade students only.

ALTERNATIVE CURRICULUM FOR SPECIAL EDUCATION STUDENTS

STUDY SKILLS
0.5 Credits / 1.0 Credit
Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing. This course will be assigned through consultation with the IEP team.

SOCIAL SKILLS 1
SOCIAL SKILLS 2
1.0 Credit
Students will join this class through the recommendations of the IEP team.

Schedule of Cycled Courses

Cycled courses will be offered in the years listed below. If fewer than 10 students request the course, the course will not run that year. The following year, the listed course will run.

27-28	28-29	29-30	30-31

AP Language	AP Literature	AP Language	AP Literature
AP Biology	AP Chemistry	AP Biology	AP Chemistry
AP US History	AP World History	AP US History	AP World History
Spanish for Health Care Careers	Spanish for Culinary Careers	Spanish for the Trades	Spanish for Health Care Careers

KCSD VIRTUAL ACADEMY

The KCSD Virtual Academy offers vendor courses through 5 major vendors:Harris Learning, StrongMind, Apex Learning, Accelerate Education and eDynamic.

There are 2276 courses available K-12 from our consortium vendors. We currently mirror traditional KCSD course offerings but also have the ability to meet the needs of specific students with Credit Recovery, Foundational, Comprehensive, NCAA, Honors, and AP courses.

We do offer some expanded options online such as Astronomy, Forensics, Latin, American Sign Language and Genetics for our online learners as well as students who have a unique academic schedule.

Courses are aligned to the PA Standards and we only use courses that are taught by a PA certified teacher.

Here (https://caiu.geniussis.com/PublicStudentCourseList.aspx?aid=173) is the online course master catalog.

NOTE: Online PE Offered through Schoology by a KCSD Health/PE teacher

OLL PHYSICAL EDUCATION 9
OLL PHYSICAL EDUCATION 10
OLL PHYSICAL EDUCATION 11
OLL PHYSICAL EDUCATION 12

Offered through Schoology
The physical activities of these courses will allow students to participate in health-enhancing activities designed to promote lifetime personal fitness. The students will be taught movement concepts, skills, and strategies through a variety of individual and team activities. These activities will also teach students to recognize and apply safe practices, rules, etiquette, fair play, and the ability to work with others while participating in wellness activities.

CREDIT RECOVERY

Throughout the school year, school counselors, administrators, students, and parents will review student progress toward graduation. Students who have failing grades in a core area will need to retake a course (or courses) in order to earn credit toward graduation. Students and families can seek credit recovery on their own through The Keystone School's
Credit Recovery Curriculum:
http://keystoneschoolonline.com/credit-recovery/faq

The Keystone School is a fee based on-line or correspondence course provider, but it is not associated with the Keystone Central School District. Please review their website for more information.

As funding allows the district will offer on-site credit recovery options. These courses will be listed on the student transcript as CREDIT RECOVERY and are not considered college preparatory in nature. The CREDIT RECOVERY courses will not be calculated in Honor Roll, GPA or Class Rank. Only the original course grade will calculate toward Honor Roll, GPA, or Class Rank. The following course descriptions are provided for families to consider:

~~Students are able to gain credit if they have previously completed a course but did not successfully earn credit. Teachers certified in the content area will administer a diagnostic test to each student that assesses his/her current knowledge of fundamental content. The results of these tests are used to create individualized study plans. Through the use of programs such as Compass, Study Island and teacher-generated materials, the students will work toward goal(s) that have been individually designed in order to earn the necessary credit.~~

~~Students will work to complete a course of study over an abbreviated period of time after school or during the summer. Students must complete at least 30 hours of work and earn at least a 60% on work completed. The CREDIT RECOVERY courses will not be calculated in Honor Roll, GPA or Class Rank. Only the original course grade will calculate toward Honor Roll, GPA, or Class Rank.~~

If using The Keystone School's Virtual Academy Credit Recovery Curriculum or other Credit Recovery not provided by the district: The student's parent/guardian works with the student's school counselor to determine if the course selected will be approved for the graduation requirement that has not been met through completing the district course. Once approval is granted, the family works with the outside service to set up the course. Students will complete all work outside of the school district following the expectation of the credit recovery program. Once grades are assigned at the end of the course, the student requests for the grade transcript to be sent from the approved credit recovery program to the school counselor.

CREDIT RECOVERY ENGLISH
CREDIT RECOVERY MATH
CREDIT RECOVERY SCIENCE
CREDIT RECOVERY SOCIAL SCIENCES

CREDIT RECOVERY PHYSICAL EDUCATION
CREDIT RECOVERY ELECTIVE
.5 or 1.0 Credit(s)

TRANSFER COURSES

When students transfer to KCSD from other districts, the counseling department enters historical grades. The KCSD counseling department will use the weights and values assigned by the sending school (adjusted to our grade scale if necessary) when recording the courses. Transfer Courses will be calculated in Honor Roll, Class Rank, and GPA. These courses and grades will appear on a transcript as:

TRANSFER ENGLISH
TRANSFER MATHEMATICS
TRANSFER SCIENCE
TRANSFER SOCIAL SCIENCES
TRANSFER HEALTH
TRANSFER PHYSICAL EDUCATION
TRANSFER ELECTIVE

SOAR

The mission of SOAR (Students Occupationally and Academically Ready) is to prepare students for college and careers in a diverse, high-performing workforce.

Goal of SOAR?

SOAR is the career and technical Program of Study (POS) educational plan that articulates the secondary career and technical programs to postsecondary degree or diploma or certificate programs. SOAR programs lead students into a career pathway that aligns the secondary courses to a postsecondary program to complete a degree or certificate.

What is SOAR?

SOAR is built on programs of study (POS) which incorporate secondary education and postsecondary education elements and include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content. These career and technical programs of study include a statewide articulation agreement partnership between secondary schools and postsecondary institutions.

SOAR Support High Demand Careers

SOAR programs prepare today's students for High Priority Occupations (HPO) which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages.

Benefits of SOAR

- Saving money on college tuition
- Saving time by shortening college attendance
- Getting on the right career pathway
- Entering the job market ready
- Getting a consistent education

For more information on SOAR please visit the website.

INTRODUCTION AND PROGRAMS OF STUDY

Career and Technical Education is designed to prepare students for work ready or post-secondary education upon graduation. These programs are based on industry standards and are reviewed on a regular basis by leaders in business and industry.
*Many of these courses are also aligned with **college credits**. Ask your school counselor about individual CTE program college credits and how they can be achieved!*

AGRICULTURE MECHANICS
CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 01.0201
Future Career examples: Diesel Mechanic, Heavy Equipment Operator, Welder

This is an instructional program that prepares individuals to sell, select and service agriculture or agribusiness technical equipment and facilities including computers, specialized software, power units, machinery, equipment, structures and utilities. This program includes instruction in agriculture power units, mechanical systems, the planning and selection of materials for the construction of agriculture facilities, safe mechanical practices associated with water conservation, erosion control and data processing systems.

INTRODUCTION TO AGRICULTURAL MECHANICS AND NATURAL RESOURCES (GRADE 9 ONLY) (2 periods)

This course will introduce students to careers in the fields of agriculture, natural resources, metal fabrication, and equipment repair. Students will focus on safety and basic skills in the areas of welding, small gas engines, machinery operation, woodworking, and construction. Students will operate plasma cutters and MIG and Flux core welders. Students will learn to troubleshoot a small gas engine, operate equipment used in various agricultural enterprises and will have the opportunity to receive the Safe Tractor/Equipment Operators Certification. Students will learn forest management, wildlife management, and wood products and processing. Students will learn identification of trees and wildlife.

AGRICULTURE MECHANICS I/SAE
(2 periods/SAE online- see description below)
2.0 Credits (1.03 Weight)

Through instruction in both the classroom and shop setting, students will learn to safely use hand and power equipment to plan, design, and construct projects using a variety of wood and metal working skills and techniques. Students will study the theory of hot and cold metal work, plasma cutting, Oxy fuel cutting and arc welding. Students will learn to identify the selected lumber for use in construction projects based on the physical properties and characteristics of the lumber. Students will cover the management techniques for the preservation and control of animal populations, and methods of

improving wildlife habitat. Students will learn the identification of trees, measurement of trees for manufacture into lumber products, and the management of forests for timber, wildlife and recreation.

AGRICULTURE MECHANICS II/SAE:
(2 periods/SAE online- see description below)
2.0 Credits (1.05 Weight)
This course covers wood and metal fabrication for project construction. Topics include welding, wood construction, plumbing, electrical wiring, masonry construction, and maintenance of structural systems. Students will receive instruction in safety, hand and power tool usage, planning, selection materials, and usage related to the construction of items used in agriculture, shop, and home. Students will be using their own ideas and methods in design and fabrication of projects. Must also schedule SAE.

AGRICULTURE MECHANICS III/SAE:
(2 PERIODS/SAE ONLINE- see description below)
2.0 Credits (1.07 Weight)
This course will prepare students for careers in several areas relating to agriculture. Students will study small gas engines, welding, machinery operation and repair, fundamentals of soil, framing and construction of farm buildings, woodworking, and basic forestry. Must also schedule SAE.

SUPERVISED AGRICULTURAL EXPERIENCE:
Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities. Open to students in grade 10-11-12 must be scheduled with Ag Mechanics I, Ag Mechanics II, and Ag Mechanics III as their third period.

AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN
CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 47.0604
Future Career examples: Mechanic, Service Technician, Repair Technician

An instructional program that prepares individuals to apply technical knowledge and skills to engage in the servicing and maintenance of all types of automobiles and light trucks. This program includes instruction in the diagnosis and testing, including computer analysis of malfunctions in and repair of engines, fuel, electrical, cooling and brake systems and drivetrain and suspension systems. Instruction is also given in the adjustment and repair of individual components and systems such as cooling systems, drive trains, fuel system components and air conditioning and includes the use of technical repair information and the state inspection procedures.

INTRODUCTION TO AUTO-TECHNOLOGY (GRADE 9 ONLY)
This course is designed as an entry-level class that gives an overview of the basic skills of automotive technology and repair. This includes safety skills, work habits and basic hand tool use. The class is designed to familiarize the student with hands-on training and working in a repair facility environment.

AUTO-TECH I
3.0 Credits (1.03 Weight)
This course is designed to expand upon the skills learned in the introduction course. Auto-Tech 1 provides the opportunity for students to build on the basic skills taught in the introduction course and begin to understand the mastery skills needed for automotive technology and repair. This program includes safety skills, work habits, and basic hand tool use. The class is designed to familiarize the student with hands-on training and working in a garage repair facility environment.

AUTO-TECH II
3.0 Credits (1.05 Weight)
The purpose of the program is designed to give students practical instruction in the design, repair, and diagnosis of today's automobiles. The theory of functions and designs are learned through the use of textbooks, videos and hands-on training. Emphasis is given in engine overhaul, transmission, brakes, tires, and wheels, cooling systems, fuel systems, and various other systems that make up today's automobiles. Students will have the opportunity to learn competency-based skills, develop good work related attitudes, safety and trade pride while working in a repair facility.

AUTO-TECH III
3.0 Credits (1.07 Weight)
This program prepares students to become automotive technicians who are trained in the latest automotive service technologies and methods. Courses include technical training on current model vehicles and components with emphasis on the latest developments in engine repair, automotive electrical and electronic engine control systems, brakes and suspension systems, fuel systems, and emission control systems.

BIOTECHNOLOGY

Classification of Instructional Program/CIP Code: 26.1201

Future Career examples: Forensics, Pharmacology, Genetic Engineering

Biotechnology is a lab-intensive course that focuses on the application of biological sciences, as well as activities that relate biotechnology to daily life. Students will be exposed to biochemistry and genetics in preparation of new and enhanced agricultural, environmental, clinical and industrial products, including the commercial exploitation of microbes, plants and animals. This course includes instruction in bioinformatics, gene identification, phylogenetics and comparative genomics, bioinorganic chemistry, immunoassays, DNA sequencing, xenotransplantation, genetic engineering, industrial microbiology, drug and biologic development, enzyme-based production process, patent law and biotechnology management and marketing, applicable regulations and biotechnology ethics. This course will encourage students to take more science in high school. Students will learn valuable laboratory skills and techniques that are transferable to biotechnology related technical fields. This course is for 10,11,12 grade students.

Biotechnology I-Grade 10
3.0 Credits (1.03 Weight)
This course is the first of three in the Biotechnology Career and Technology Education program. The course focuses on the application of the biological sciences such as cell biology, microbiology, biochemistry, and genetics in preparation of new and enhanced medical, agricultural, environmental, and industrial products including the commercial exploitation of microbes, plants and animals. Students in this course will experience the procedures, methods, and equipment common to most biotechnology laboratories. Students will use state of the art equipment to learn the principles of scientific investigation as applied to medicine, forensics, agriculture, genetic engineering and environmental health. This program prepares students for a wide range of science-based occupations including biochemist, biomedical engineering, epidemiologist, food scientist, forensic scientist, geneticist, medical laboratory scientist, microbiologist, pharmacist, and veterinarian along with numerous healthcare related careers. **Topics covered at this introductory level include an overview of the biotechnology industry, laboratory safety, basic biology & chemistry laboratory skills, microbiology & cell cultures, and epidemiology.**

Biotechnology II/Forensics *Pending NCAA Approval
3.0 Credits - 2.0 Elective Credits, 1.0 Science Credit (1.05 Weight)
Prerequisite(s): L1 Biotechnology.
This course is the second of three in the Biotechnology Career and Technology Education program. Students in this course will continue to refine their biotechnology laboratory skills and utilize the protocols learned in the previous course to complete more advanced experimental studies. **Topics covered in this course include a study of DNA structure & analysis via gel electrophoresis and plasmid mapping, bacterial transformation & plasmid purification, polymerase chain reaction (PCR) and forensic science. Students will use analytical techniques and instrumentation to analyze items that are typical of evidence submitted for analysis in criminal cases. Additionally, students will begin to explore and debate the ethical implications of biotechnology in the 21st century.**

Biotechnology III
3.0 Credits (1.07 Weight)
Prerequisite(s): L2 Biotechnology. This course is the third of three in the Biotechnology Career and Technology Education program. Students in this course will apply their biotechnology laboratory skills and utilize the protocols learned in the previous courses to complete more advanced experiments in preparation for their NOCTI exam**.**
Topics covered in this course include a study of protein structure & analysis, OSHA certification, immunology, plant biotechnology and a senior project involving hydroponics and aquaponics.

BUILDING CONSTRUCTION OCCUPATIONS/ CONSTRUCTION TRADES: CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 46.9999

Future Career examples: Building Inspector, Electrician, Carpentry

The construction and building environment sector covers a wide range of work from more familiar activities like installing windows, fitting carpets and mending broken water pipes, to installing solar panels and creating new structures around the world. Different jobs in the construction industry need different skills. Operatives and craftspeople need practical hand skills for using tools and machinery as well as skills in communication, teamwork, problem solving, numeracy and the ability to work with deadlines. This program of study prepares individuals for a variety of trade areas, including carpentry, masonry, plumbing, heating, electrical, and painting and decorating. Carpenters construct, erect, install, and repair structures and fixtures made from wood and other materials. As part of a single job, they might frame walls and partitions, put in doors and windows, build stairs, install cabinets and molding, and complete may other tasks. Each carpentry task is somewhat different, but most involve the same basic steps. By working from blueprints or instructions from supervisors, carpenters first perform the layout, measuring, marking, and arranging materials, in accordance with local building codes. They cut and shape wood, plastic, or drywall using hand and power tools. Bricklayers build and repair walls, floors, partitions, fireplaces, chimneys, and other structures with brick, precast masonry panels, concrete block, and other masonry materials. Plumbers also install and repair water pipes, waste disposals, drainage, and gas systems in homes, commercial and industrial buildings. Plumbers also install plumbing fixtures in bathtubs, showers, sinks, and toilets, and appliances such as dishwashers, water filtration systems and water heaters. Electricians specializing in construction primarily install and maintain electrical and power systems in homes and businesses. They install and maintain the wiring and control equipment through which electricity flows. Painters apply paint, stain, varnish, and other finishes to buildings and other structures. They select the right paint or finish for the surface to be covered, taking into account the durability, ease of handling, method of application, and customers' wishes.

INTRODUCTION TO CONSTRUCTION TRADES (GRADE 9 ONLY)

Students will be introduced to the basic skills in the trade areas in Building Construction Occupations including: Operating and maintaining hand and power tools, Masonry, Carpentry, Plumbing, Electrical, Surveying and safety including OSHA.

CONSTRUCTION TRADES I

3.0 Credits (1.03 Weight)

The basic skills and techniques learned in the introduction course are expanded upon in Level l. Students will broaden their knowledge and begin to master the basic skills learned in the introduction course concentrating in the following areas: Masonry, Carpentry, Plumbing, Electrical, etc.

PCT CONSTRUCTION TRADES I

Dual Enrollment

3.0 Credits (1.07 Weight)

The basic skills and techniques learned in the introduction course are expanded upon in Level l. Students will broaden their knowledge and begin to master the basic skills learned in the introduction course

concentrating in the following areas: Masonry, Carpentry, Plumbing, Electrical, etc. *Students taking this course will be enrolled in Penn College BCT103 – Construction Hand and Power Tools.*

PCTBCT103: CONSTRUCTION HAND AND POWER TOOLS
Survey of hand and power tools typically used to perform construction work. Emphasis on the development of skills needed to effectively perform layout, measurement, cutting, fastening, and finishing operations. Study also includes maintenance of tools and equipment, safe use of hand and power tools, and emerging tool technology. 1 Credit (0 Lecture – 3 Lab). Sophomore-Approved Course. Enrollment requirement: (C) minimum overall GPA.

CONSTRUCTION TRADES II
3.0 Credits (1.05 Weight)
Level 2 techniques are expanded to strike a balance between the knowledge of the trade skills, materials and methods involving the construction process, to the point that a student will be prepared for an entry level position in the construction field. There will be extensive work in blueprint reading.

PCT CONSTRUCTION TRADES II
3.0 Credits (1.07 Weight)
Dual Enrollment
Level 2 techniques are expanded to strike a balance between the knowledge of the trade skills, materials and methods involving the construction process, to the point that a student will be prepared for an entry level position in the construction field. There will be extensive work in blueprint reading. *Students taking this course will be enrolled in Penn College BCT103 – Construction Hand and Power Tools.*

PCTBCT103: CONSTRUCTION HAND AND POWER TOOLS
Survey of hand and power tools typically used to perform construction work. Emphasis on the development of skills needed to effectively perform layout, measurement, cutting, fastening, and finishing operations. Study also includes maintenance of tools and equipment, safe use of hand and power tools, and emerging tool technology. (0 Lecture – 3 Lab). Sophomore-Approved Course. Enrollment requirement: (C) minimum overall GPA.

CONSTRUCTION TRADES III
3.0 Credits (1.07 Weight)
The student will complete a core competency based requirement for each trade area. The studies in each area will be expanded to strengthen the students' knowledge and skills. Co-op will be offered to students who qualify.

PCTBCT109: Framing Design Principles
Theory and application of framing techniques in residential and light commercial construction. Emphasis on basic principles and skills used in hand and machine woodworking operations. (0 Lecture – 3 Lab). Sophomore-Approved Course. Enrollment requirement: (C) minimum overall GPA.

CHILD CARE

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 19.0708

Future Career examples: Teacher, Counselor, Social Worker

Child Care is an instructional program that prepares the student for a variety of occupations working with children including a daycare center or to enter college for Early Childhood Education. The program's focus is the education and care of the whole child through instruction of child growth and development, lesson planning, health and safety, curriculum development, classroom management and guidance, play activities, child abuse, and clinical experience.

INTRODUCTION TO CHILD CARE (GRADE 9 ONLY)

This course will provide basic developmental needs of newborns, infants, toddlers, and preschoolers. Students will design a pleasing environment for an early childhood center. Areas will be covered on theories of development, career, health and safety.

CHILD CARE I

3.0 Credits (1.03 Weight)

This course will continue to study the basic developmental needs of children, birth through age 12. Students will learn about classroom management and positive guidance. Areas of study will be covered on standards, curriculum, and assessment.

CHILD CARE II

3.0 Credits (1.05 Weight)

This course will focus on health, safety, guidance, and limits. Students will study the value of play and handling common problems. Writing and presenting lesson plans based on specific themes will be completed. The student will have clinical experience as they interact with preschoolers in the Playdays preschool program.

CHILD CARE III

3.0 Credits (1.07 Weight)

In this course we will continue to review planning and presenting lesson plans. We will study the topic of professionalism. We will study how to keep children healthy and safe. Students taking this course will have the opportunity to participate in the Playdays preschool program.

COSMETOLOGY

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE 12.0401

Future Career examples: Hair Stylist, Nail Technician, Salon Owner

An instructional program that prepares individuals to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands. Instruction includes training in giving shampoos, rinses and scalp treatments; hair styling, setting, cutting, dyeing, tinting and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management including record keeping and customer relations are also emphasized. Instruction is designed to qualify pupils for the licensing examination.

INTRO TO COSMETOLOGY (GRADE 9 ONLY)

Students beginning the Cosmetology program will focus on the basics and progress through salon-based competencies. Students will be introduced to the arts and sciences behind the careers in Cosmetology, bacteriology, Cosmetology history, client protection, professional image, and client communication. The study of hair, skin disorders, and diseases will be studied in depth to develop recognition and confidence in working on clients. The student will then progress into task completion with scalp and hair care, shampoos, and the chemistry of products. Basic manicuring will be practiced while simultaneously learning the anatomy of the arm and hand. Other practical tasks learned include hair removal, scalp treatments, and arm and hand massages. Many of these units will include medical terminology and vocabulary. All practical exercises will be practiced on mannequins and students in the class. Basic math skills, fractions, and geometric angles are skills that will be utilized throughout the course.

COSMETOLOGY I

3.0 Credits (1.03 Weight)

Students beginning the Cosmetology program will focus on the basics and progress through the salon based competencies. Students will be introduced to the arts and sciences behind careers in Cosmetology, bacteriology, proper sanitation, beauty culture laws, client protection, professional image, and professionalism. The study of hair and disease will be studied in depth to develop recognition and confidence in the salon setting. Haircutting will combine lines and geometric angles along with the art of sculpting and design. Hairstyling will include braiding, blow-dry styling, thermal styling, and wet styling. Basic manicuring skills nail wraps will be practiced as well as pedicuring. Other practical skills learned include hair removal, permanent waving, and introduction to hair coloring. Many of these units will include medical terminology and vocabulary. Student practical exercises and tasks are practiced on mannequins and students in the class. Basic math skills, fractions and geometric angles are skills that will be utilized throughout the course. Upon completion of 300 satisfactory hours, and successful performance tests, the student will be able to begin servicing clients.

COSMETOLOGY II

3.0 Credits (1.05 Weight)

The student will continue to work through the science and art of hair coloring. Competencies such as depositing hair color, hair lightening, highlighting, balayage techniques, and other advanced creative

coloring techniques will be demonstrated and practiced to perform on clients. The knowledge of the pH scale will expand to include chemicals and their effects on the hair. The color wheel and color theory will be studied to prevent and correct color mistakes. Advanced braiding techniques, such as cornrows, individual braids, and dreadlocks will be practiced. Additional competencies in nail care including nail tip application, acrylic work, and gel nails will be introduced. Concentration in Anatomy and Physiology will be incorporated into skills such as facials, arm and hand massages, and other massage. Thermal pressing and curling, razor clipping and cutting, makeup application, epilating and hair removal, and formal styles will be taught. The student will focus on the art of styling and hair shaping while combining the elements of balance and harmony. Client communications and people skills are a must as the students work on clinical and receptionist duties. For a salon business, basic math skills will be used as well as knowledge of fractions and measurements will be implemented in color formulation. The students will expand on clinical experience and be working the clinic floor to gain on the job experiences and build confidence in their abilities.

COSMETOLOGY III
3.0 Credits (1.07 Weight)
The students will review all competencies and theoretical principles in preparation for the State Board Licensing Exam and the NOCTI exam. Chemical services such as permanent waving, coloring, and hair lightening will be concentrated on during the course. Ethnic hair care, chemical relaxing, wigs and hair extensions, and nail sculpting will be practiced. Students will cover job acquisition skills and develop a resume, letter of application and interviewing skills to prepare them to secure a position in the field of Cosmetology. Salon business includes computing salaries and commissions, taxation, assets and liabilities, retailing and computations. The Level 3 students will be the primary operators on the clinic floor and handle all clients and services requested to gain salon experience. Students will have the opportunity to Job Shadow, and upon completion of 1250 hours of training, will be eligible to sit for State Board Testing.

CULINARY ARTS
CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP: 12.0503
Future Career examples: Chef, Dietician, Restaurant Manager

The Keystone Central Career and Technology Center Culinary Arts program serves the needs of the students by preparing them to continue their culinary career either through continued education or gaining employment after graduation. We serve the needs of the community by providing students with the basic skills required for someone beginning a culinary career.

Our Culinary Arts program consists of a thorough grounding in culinary basics. These basic skills follow the path set forth by the PA Department of Education's Program of Study for Food Workers (CIP 12.0508). The students begin with kitchen safety and sanitation, knife handling and safety, theory, preparation techniques, and cooking styles. Students then flow into breakfast cookery, meat fabrication and cookery, culinary math, menu basics, laboratory and work experiences related to planning, selecting, preparing, and serving of quantity foods and food products and much more. The program also emphasizes the use and maintenance of commercial equipment safety practices and sanitary precautions. Industry certifications including ServSafe, ProStart National Certificate of Achievement, OSHA, and Heartsaver CPR can be obtained through the Culinary Arts program as well.

As with any career and technology program, the instructor expects/demands a certain level of maturity due to the hazardous nature of learning in a lab environment with knives, hot liquids, gas/fire, slicers, etc.

INTRO TO CULINARY ARTS (GRADE 9 ONLY)
Prerequisite(s): Self-Discipline, Self-Motivated, Positive Work Ethic, Team Player, Work in a hot environment (95°F-110°F).
Students will be introduced to the basics of food safety and sanitation, kitchen safety and sanitation, use and care of commercial kitchen tools and equipment, preparation of standardized recipes, and procedures for purchasing, receiving, and storage. Students will study a wide range of theory and skills directly related to the Culinary field. Students will be able to use this knowledge as building blocks as they proceed through the Culinary program on their way to a Culinary career.

CULINARY ARTS I
3.0 Credits (1.03 Weight)
Prerequisite(s): Successful completion of Intro to Culinary, Self-Discipline, Self-Motivated, Positive Work Ethic, Team Player, Work in a hot environment (95°F-110°F).
Students will revisit the basics of food safety and sanitation, kitchen safety and sanitation, use and care of commercial kitchen tools and equipment, preparation of standardized recipes, and procedures for purchasing, receiving, and storage. Students will then be introduced to the skill of garde manger and gain knowledge of the food industry.

FOUNDATIONS OF PROFESSIONAL COOKING
3.0 Credits (1.07 Weight)

Dual Enrollment

Introduction to professional food preparation skills and kitchen organizational practices through theory and performance-based learning lab activities. Theory relates manual skills to basic production techniques. Principles of classic cooking methods, heat transfer, knife skills, ingredient identification, sensory analysis, and industry professionalism are emphasized. 12th Grade Only in Culinary Levels 2 and/or 3.

CULINARY ARTS II
3.0 Credits (1.05 Weight)
Prerequisite(s): Successful completion of Culinary 1, Self-Discipline, Self-Motivated, Positive Work Ethic, Team Player, Work in a hot environment (95°F-110°F).
Students will review the basics of food safety and sanitation and kitchen safety and sanitation. Students will have an opportunity to continue honing a wide range of skills they have previously learned. New skills and knowledge will also be introduced in the areas of stocks, soups, and sauces; cheese; vegetables and fruits; salads and salad dressings; breakfast foods; seasonings; pasta and rice; and beverages. Students will also gain valuable skills by participating in the students run restaurant.

CULINARY ARTS III
3.0 Credits (1.07 Weight)
Prerequisite(s): Successful completion of Culinary 2, Self-Discipline, Self-Motivated, Positive Work Ethic, Team Player, Work in a hot environment (95°F-110°F).
As in previous years, students will begin with a review of food safety and sanitation and kitchen safety and sanitation. In correlation with the safety and sanitation review, students will have the opportunity to earn ServSafe, OSHA, CPR, and ProStart certification throughout this course. The final skills taught in the Culinary program include meat, poultry, and seafood cookery; nutrition; baking and pastry practices; planning and costing menus; institutional food service procedures; “front and back of the house” operations; dining room service; and foodservice information technology.

DRAFTING DESIGN TECHNOLOGY

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 15.1301

Future Career examples: Architecture & Mechanical Engineer, Electronic Drafter, Mapping Technician

Drafting is the language that the technical world speaks.

Since the industrial revolution, every machine, building project, invention or idea that has shaped our lives has been explained to the world through this technical language.

Our drafting design technology program begins with basic drafting knowledge and skills and progresses through the use of the industry standard computer programs for designing and preparing drawings and/or sketches. Mechanical, architectural, structural, pneumatic, electrical/electronic, civil, topographical and other types of drawings will be included in the curriculum. Students will receive a diverse background of basic engineering and architectural concepts that are explained through daily lab exercises, as well as through major projects and other real life situations. Students will be responsible to research, gather, and translate data and/or specifications into drawings. Students will have the opportunity to design and create a complete set of architectural working drawings, work with conventional and computer aided land survey equipment, as well as build models and prototypes utilizing 3D printers. This course is designed and specifically targeted toward students' careers in Engineering and Architecture. Many dual enrollment opportunities are available through Penn College and the PDE SOAR program. Most Drafting and Design students are eligible to earn up to 16 college credits while in high school.

Academic Prerequisites: Solid math skills up to and including Algebra I and good communication skills.

INTRODUCTION TO DRAFTING DESIGN TECHNOLOGY (GRADE 9 ONLY)
This year-long class is designed to expose 9th grade students to various engineering concepts in Drafting and Design. The Drafting and Design Coursework includes a brief examination of mechanical drawings and structural shapes. The engineering portion of the course exposes students to the basic principles and theories of engineering and the machining and manufacturing of metal parts. In addition, students will study safety and how it relates in the construction, engineering, manufacturing, and shop environments. Finally, students will be briefly introduced to AutoCAD and MasterCAM. When students have successfully completed this course, they should be able to make an educated decision on the selection of future coursework within the engineering pathway.

DRAFTING DESIGN TECHNOLOGY I (BLUEPRINT READING AND COMPUTER AIDED DRAFTING I) 3.0 Credits (1.03 Weight)
This course introduces and prepares students to apply basic drafting principles, technical skills, and computer aided drafting techniques for the purpose of reading, working, drawing, and sketching. Learning experiences will emphasize theory, laboratory, and shop work. This course is also an introduction to drafting and Computer Aided Drafting software applications. This program prepares individuals to apply basic drafting and engineering principles, technical skills and CAD techniques for the

purpose of designing and preparing two-dimensional working drawings. This course is designed and specifically targeted toward students interested in pursuing college programs in Engineering and Architecture.

PCT DRAFTING DESIGN TECHNOLOGY I (BLUEPRINT READING AND COMPUTER AIDED DRAFTING I)
3.0 Credits (1.07 Weight)

This course introduces and prepares students to apply basic drafting principles, technical skills, and computer aided drafting techniques for the purpose of reading, working, drawing, and sketching. Learning experiences will emphasize theory, laboratory, and shop work. This course is also an introduction to drafting and Computer Aided Drafting software applications. This program prepares individuals to apply basic drafting and engineering principles, technical skills and CAD techniques for the purpose of designing and preparing two-dimensional working drawings. This course is designed and specifically targeted toward students interested in pursuing college programs in Engineering and Architecture. *Students taking this course will be enrolled in Penn College CAD122 – Parametric Modeling.*

PCTCAD122: PARAMETRIC MODELING USING AUTODESK INVENTOR

Study and application of solid and surface modeling using Autodesk Invento)arametric modeling software. Topics include the generation of editing and mechanical parts and assemblies, analysis of mass properties, rendering and animation, and the development of physical models using rapid prototyping (additive manufacturing) equipment. Also included are basic 3D to 2D documentation techniques. Sophomore-approved course. Enrollment requirement: (C) minimum overall GPA.

DRAFTING DESIGN TECHNOLOGY II
3.0 Credits (1.05 Weight)

Drafting Design Technology will continue with a basic review of drafting knowledge and skills and will progress through the use of computers for designing and preparing prints. Learning experiences will emphasize theory, laboratory, and shop work as each relates to gathering and translating of data and/or specifications into drawing and design. The students will also receive extensive two and three-dimensional hands-on training with state-of the-art CAD systems and software. Mechanical, architectural, structural, pneumatic, electrical/electronic, civil, topographical and other types of drawings are included in the curriculum.

PCT DRAFTING DESIGN TECHNOLOGY II
3.0 Credits (1.07 Weight)

Drafting Design Technology will continue with a basic review of drafting knowledge and skills and will progress through the use of computers for designing and preparing prints. Learning experiences will emphasize theory, laboratory, and shop work as each relates to gathering and translating of data and/or specifications into drawing and design. The students will also receive extensive two and three-dimensional hands-on training with state-of the-art CAD systems and software. Mechanical, architectural, structural, pneumatic, electrical/electronic, civil, topographical and other types of drawings are included in the curriculum. Students taking PCTDDT2 will enroll in at least one or more of these Dual

Enrollment courses: AutoCAD Comprehensive (CAD 120), Technical Drawing I (CCD103) and Detailing (CCD104) through the Pennsylvania College of Technology.

PCTCAD122: PARAMETRIC MODELING USING AUTODESK INVENTOR (if not previously taken)

Dual Enrollment

Study and application of solid and surface modeling using Autodesk Inventor® parametric modeling software. Topics include the generation of editing and mechanical parts and assemblies, analysis of mass properties, rendering and animation, and the development of physical models using rapid prototyping (additive manufacturing) equipment. Also included are basic 3D to 2D documentation techniques. Sophomore-approved course. Enrollment requirement: (C) minimum overall GPA.

PCTCCD103: TECHNICAL DRAWING I (if not previously taken)

Dual Enrollment

Basic principles and skills of drafting as a graphic using the parametric modeling approach. Topics include technical sketching, SolidWorks® CAD operations and procedures, shape description, geometric construction, multiview projection, sectional views, auxiliary views, revolutions, threads and fasteners, and application of dimensions and tolerancing. Other topics include detail views, part drawings, assembly drawings, manufacturing processes, surface finishing, descriptive geometry, and the use of vendor part catalogs. ANSI/ASME drawing standards and practices are emphasized. Co-requisite(s): CCD104 (waiver not available). Enrollment requirement: (C) minimum overall GPA. Fall Only.

PCTCCD104: DETAILING I (if not previously taken)

Dual Enrollment

Technical drawing procedures using SolidWorks® CAD operations in compliance with the ANSI standards to develop finished drawings. Drawing assignments involve technical sketching, shape description, geometric construction, multiview projection, sectional views, auxiliary views, revolutions, threads and fasteners, application of dimensions and tolerancing, detail views, part drawings, and assembly drawings. Other topics will include manufacturing processes, surface finishing, descriptive geometry, and acquiring and using vendor part catalogs. ANSI/ASME drawing standards and practices are emphasized. Co-requisite(s): CCD103 (waiver not available). Spring Only.

PCTCAD120: AUTOCAD-COMPREHENSIVE

Dual Enrollment

Comprehensive application of 2D and 3D techniques using AutoCAD® software. Topics include the generation, editing, and analysis of geometry in alignment with industry standards with an emphasis on productivity. Enrollment requirement: (C) minimum overall.

PCTACH135: ARCHITECTURAL COMPUTER AIDED DRAFTING

Dual Enrollment

Introduction and practical application of Computer-Aided Drafting (CAD) techniques and standards used to create two-dimensional architectural drawings. Focus on hardware and software components, operating systems, file management, CAD commands, system variables, drawing setup, creation of lines and shapes, and the editing, saving, and printing of drawings.

Advanced topics include external references, layouts, paper space, attributes, dimensioning, text, and the creation of a symbols library. Enrollment requirement: (C) minimum overall GPA.

DRAFTING DESIGN TECHNOLOGY III
3.0 Credits (1.07 Weight)
Drafting Design Technology will continue with more advanced applications of drafting knowledge and skills. Learning experiences will continue to emphasize theory, laboratory, and shop work as each relates to gathering and translating of data and/or specifications into drawing and design. The students will also receive extensive two and three-dimensional hands-on training with state-of the-art CAD software. Mechanical, architectural, structural, pneumatic, electrical/electronic, civil, topographical and other types of drawings are included in the curriculum.

HEALTH OCCUPATIONS

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 51.0899

Future Career examples: Registered Nurse, Licensed Practical Nurse, Physician Assistant

Health Occupations is a multi-level course that will help students explore careers in the healthcare industry. Students will gain entry-level skills and knowledge that will help them to be successful for a career in healthcare directly out of high school or some types of post-secondary education.

INTRO TO HEALTH OCCUPATIONS (GRADE 9 ONLY)

This is an introductory course that is designed to explore healthcare careers and investigate the medical field. Other topics covered in this course would include safety, introduction to medical terms and basic clinical skills.

HEALTH OCCUPATIONS I

3.0 Credits (1.03 Weight)

Students who take this course will revisit some careers in the healthcare industry with a focus on their career expectations and how to get to that career. Other topics included in this level include human needs, growth and development, medical terminology, vital signs and more basic clinical skills.

HEALTH OCCUPATIONS II

3.0 Credits (1.05 Weight)

In this level, students will again visit careers in healthcare that interest them specifically. Students will take prior knowledge to learn how to manage patient care in multiple aspects. Students will learn about anatomy, medical law and ethics, nutrition, death and dying, growth and development, and human needs. Students will also learn more clinical skills that include a head to toe patient assessment, ambulating a patient, and patient transfers.

HEALTH OCCUPATIONS III

3.0 Credits (1.07 Weight)

In this last year, students will begin to problem solve patient issues and understand why a patient is experiencing their signs and symptoms. Students will learn more advanced content such as cardiac rhythms and pharmacology. There is also a continuation with medical terminology. Students may also have the ability to participate in an internship program with a local health care facility.

PCTMTR104: BASICS OF MEDICAL TERMINOLOGY



1.0 Credits (1.07 Weight)

Foundation for the use of the language of medicine, with emphasis on correct pronunciation and spelling, various word parts, abbreviations and symbols, and terms pertaining to body systems. Etiology, symptomatology, pathology, and diagnostic procedures for identifying various disease processes provide an increased understanding of medically related conditions and procedures. Enrollment requirement: (C) minimum overall GPA.

NATURAL RESOURCE MANAGEMENT
CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 03.0299
Future Career examples: Fish and Game Warden, Arborist, Park Ranger

An instructional program having a combination of subject matter and planned learning experiences concerned with the principles and processes involved in the conservation, protection and/or improvement of natural resources found in the environment such as air, forests, soil, water, fish, plants and wildlife for economic and recreational purposes. Instruction also emphasizes such factors as the establishment, management and operation of forest lands for recreational purposes.

INTRODUCTION TO AGRICULTURE, MECHANICS, AND NATURAL RESOURCES (2 PERIODS): (GRADE 9 ONLY)
This course will introduce students to careers in the fields of agriculture, natural resources, metal fabrication, and equipment repair. Students will focus on safety and basic skills in the areas of welding, small gas engines, machinery operation, woodworking, and construction. Students will operate plasma cutters and MIG and Flux core welders. Students will learn to troubleshoot a small gas engine, operate equipment used in various agricultural enterprises and will have the opportunity to receive the Safe Tractor/Equipment Operators Certification. Students will learn forest management, wildlife management, and wood products and processing. Students will learn identification of trees and wildlife.

NATURAL RESOURCE MANAGEMENT I / SAE
(2 PERIODS/SAE ONLINE- see description below)
2.0 Credits (1.03 Weight)

Through instruction in both the classroom and shop setting, students will learn to safely use hand and power equipment to plan, design, and construct projects using a variety of wood and metal working skills and techniques. Students will study the theory of hot and cold metal work, plasma cutting, Oxy fuel cutting and arc welding. Students will learn to identify the select lumber for use in construction projects based on the physical properties and characteristics of the lumber. Students will cover the management techniques for the preservation and control of animal populations, and methods of improving wildlife habitat. Students will learn the identification of trees, measurement of trees for manufacture into lumber products, and the management of forests for timber, wildlife and recreation.
Must also schedule SAE.

NATURAL RESOURCE MANAGEMENT 2 / SAE
(2 PERIODS/SAE ONLINE- see description below)
2.0 Credits (1.05 Weight)
This course covers the history and management of forest and individual trees in the United States and Pennsylvania. Students will focus on the identification of trees, measurement of trees for manufacture into lumber products, and the management of forests for timber, wildlife and recreation. In addition students will be introduced to the care and culture of trees for the urban environment, and learn the safe practices and use of chainsaws and wood processing equipment. Must also schedule SAE

NATURAL RESOURCE MANAGEMENT III / SAE
(2 PERIODS/SAE ONLINE- see description below)
2.0 Credits (1.07 Weight)
This course will address careers in the natural resource management fields. Students will study soil conservation, forest management and wildlife management. Students in this course will manage a woodlot as a multiple use site. Students will operate a chainsaw to harvest trees, operate a sawmill to produce lumber, construct recreational trails, climb and prune trees, and make habitat improvements for wildlife conservation. Students will use a variety of skills and equipment to design, build and repair equipment, and produce finished projects. Must also schedule SAE.

SUPERVISED AGRICULTURAL EXPERIENCE:
Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities. Open to students in grade 10-11-12 must be scheduled with NRM I or NRM II, NRM III.

PRECISION MACHINE TECHNOLOGY

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 48.0501

Future Career examples: Machine Tool Operator, Control Machinist, Mill Operator

Precision Machining Technology is an instructional program that prepares individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills and computer operated equipment (CNC and CIM). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines.

INTRODUCTION TO PRECISION MACHINING (GRADE 9 ONLY)

This course is designed to introduce the student to the Manufacturing industry. This includes safety skills, work habits and basic measuring tools. The class is designed to familiarize the student with hands-on training and working in a manufacturing facility. In addition, the engineering portion of the course exposes students to the basic principles and theories of engineering and Drafting and Design. Students will also study safety and how it relates in the engineering, manufacturing, and shop environments. Finally, students will be briefly introduced to Computer Aided Drafting (CAD) and Computer Aided Machining (CAM). Precision Machining students should possess a strong background in math, ability to stand for long periods of time, and be in good physical condition to perform the competencies of the program.

PRECISION MACHINING 1

3.0 Credits (1.03 Weight)

Precision Machining l tasks include; Safety and Environmental Practices, Fraction to Decimal Conversion, Metric to Inch Conversion, Basic Measuring tools, Manual and CNC machine Orientation, Introduction to Computer Aided Drafting, and Computer Aided Machining. Required projects include: NIMS Layout certification, NIMS Benchwork certification, OSHA 10 certification, and year one portfolio content.

PRECISION MACHINING 2

3.0 Credits (1.05 Weight)

Precision Machining II tasks include; Manual Lathe Operations, CNC Turning Center Operations, Introduction to Blueprinting, Precision Measuring Tools, introduction to G and M Code Programming, Basic Geometry and Trigonometry, Basic Computer Aided Drafting, and Computer Aided Machining. Required projects include: NIMS Turning Between Centers certification, NIMS Chucking certification, NIMS CNC Lathe Set Up & Programming certification, NIMS CNC Lathe Operator certification, and year two portfolio content.

PCT PRECISION MACHINING 2

3.0 Credits (1.07 Weight)

Dual Enrollment

Precision Machining 2 tasks include; Safety and Environmental Practices, Fraction to Decimal Conversion, Metric to Inch Conversion, Basic Measuring tools, Manual and CNC Machine Orientation, Introduction to Computer Aided Drafting, and Computer Aided Machining. Required projects include: NIMS Layout certification, NIMS Benchwork certification, OSHA 10 certification, and year one portfolio content. *Students taking this course will be enrolled in Penn College Mill Application (MTT128)*

PCTMTT128: MILL APPLICATIONS

Introduction to the theory and practical applications of basic metal working. Emphasis on mill applications, industrial shop safety, material selection, job planning, bench-work, quality control, and inspection. Milling machines, hand tools, drill presses, pedestal grinders, band saws, and precision-measuring equipment are used to complete required projects. Enrollment requirement: (C) minimum overall GPA. Completion of Precision Machining 1, NIMS Milling 1 and Instructor Approval

PRECISION MACHINING 3
3.0 Credits (1.07 Weight)

Precision Machining III tasks include; Manual Mill Operations, CNC Machining Center Operations, Advanced Blueprinting, Quality Control Processes, Advanced G and M Code Programming, Complimentary Geometric Angles, Right Triangle Trigonometry, Advanced Computer Aided Drafting, and Computer Aided Machining. Required projects include: NIMS Drill Press, NIMS Step Block certification, NIMS CNC Machining Set Up & Programming certification, NIMS CNC Mill Operator certification, completion of a senior portfolio.

PCT PRECISION MACHINING 3
3.0 Credits (1.07 Weight)

Precision Machining III tasks include; Manual Lathe Operations, CNC Turning Center Operations, Introduction to Blueprinting, Precision Measuring Tools, introduction to G and M Code Programming, Basic Geometry and Trigonometry, Basic Computer Aided Drafting, and Computer Aided Machining. Required projects include: NIMS Turning Between Centers certification, NIMS Chucking certification, NIMS CNC Lathe Set Up & Programming certification, NIMS CNC Lathe Operator certification, and year two portfolio content. *Students taking this course will be enrolled in Penn College Mill Applications (MTT128) and/or Lathe Applications (MTT129)*

PCTMTT128: MILL APPLICATIONS

Introduction to the theory and practical applications of basic metal working. Emphasis on mill applications, industrial shop safety, material selection, job planning, bench-work, quality control, and inspection. Milling machines, hand tools, drill presses, pedestal grinders, band saws, and precision-measuring equipment are used to complete required projects. Enrollment requirement: (C) minimum overall GPA. Completion of Precision Machining 1, NIMS Milling 1 and Instructor Approval

PCTMTT129: LATHE APPLICATIONS

Introduction to the theory and practical applications used to safely set up and operate a metal turning engine lathe. Operations such as turning, facing, boring, grooving, drilling, turning tapers, single-point threading, and performing cut-off procedures are implemented. Three and four-jaw chucking techniques and turning between centers are used to complete required projects. Enrollment requirement: Enrollment requirement: (C) minimum overall GPA. Completion of Precision Machining 1 and 2, NIMS Milling 1, NIMS Turning Between Centers Test and Instructor Approval

HOMELAND SECURITY

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 43.9999

Future Career examples: Criminal Justice, Homeland Security, Fire Protection

An instructional program that prepares individuals to apply technical knowledge and skills required to perform entry-level duties in law enforcement, fire fighting, EMT and other safety services. This program stresses the techniques, methods and procedures specific to the areas of criminal justice and fire protection especially in emergency and disaster situations. Physical development and self confidence skills are emphasized due to the nature of the particular occupation(s). In addition to the application of mathematics, communication, science and physics, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

INTRODUCTION TO HOMELAND SECURITY

This course is designed as an entry-level class that gives an overview of the basic skills in Emergency Services; including safety skills such as Personal Protective Equipment (PPE), stress management techniques, etc. The class is designed to introduce the criminal justice system, firefighting and EMS.

HOMELAND SECURITY I

3.0 Credits (1.03 Weight)

The course is designed to expand on the skills learned in the introduction course. Homeland Security 1 provides the opportunity for students to build on their basic skills and to begin understanding mastery skills needed for EMS, hazardous materials awareness, criminal justice and homeland security.

HOMELAND SECURITY II

3.0 Credits (1.05 Weight)

The purpose of level II is to give practical depth experience in the areas of firefighting, patrol duties, private security management, and law enforcement. In level II students will be given the opportunity to complete an internship in the areas of firefighting, law enforcement and EMS.

HOMELAND SECURITY III

3.0 Credits (1.07 Weight)

Homeland Security III builds on previous years' tasks by providing more in depth experiences in the areas of law enforcement, firefighting, and EMS. In level III, students will pick an area of concentration in one of these three areas. Once an area is picked, the student will follow that career path to participate in dual enrollment classes and certification training.

GENERAL EDUCATION

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: CIP 13.0101

Future Career examples: Teacher, Education Consultant, School Counselor

A program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

INTRODUCTION TO GENERAL EDUCATION
This course is designed as an entry-level class that gives an overview of the basic skills in health and safety; professionalism and general theory of teaching while exploring opportunities in teaching.

GENERAL EDUCATION I
3.0 Credits (1.03 Weight)
This course is designed to examine the theory of teaching, certifications necessary to become a teacher and the learning environment. Students will complete Mandated Reporter training along with CPR/First AId training.

GENERAL EDUCATION II
3.0 Credits (1.05 Weight)
In level II students will look at subject areas such as the learning environment, curriculum development and assessment. The course will go in depth into planning and instruction including lesson planning and PA state standards.

GENERAL EDUCATION III
3.0 Credits (1.07 Weight)
In level III students will experience the clinical setting in areas of interest, for example, mathematics, social studies, English language arts, and the arts. These clinical settings will be in the form of internships throughout the district.

ENTREPRENEURSHIP

CLASSIFICATION OF INSTRUCTIONAL PROGRAM/CIP CODE: 52.0701

Future Career examples: Financial Advisor, Marketing Manager, Software Developer

A program that prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

INTRODUCTION TO ENTREPRENEURSHIP ACADEMY (GRADE 9 ONLY)
2.0 Credits
This course is an entry level course designed to introduce students to the world of business through the lens of business fundamentals, entrepreneurship and principles of management.

ENTREPRENEURSHIP ACADEMY LEVEL I
3.0 Credits (1.03 Weight)
This course will address the introduction of accounting, computer applications, personal finance and business mathematics.

ENTREPRENEURSHIP ACADEMY LEVEL II
3.0 Credits (1.05 Weight)
This course will address principles of management skills, marketing, advertising and sales. Students will receive business certifications and develop a business plan.

ENTREPRENEURSHIP ACADEMY LEVEL III
3.0 Credits (1.07 Weight)
This course will further develop business skills in the area of management, computer applications, web design, and address career readiness skills through the work experience programs.

WORK EXPERIENCE OPPORTUNITIES

CO-OP EDUCATION

Students participating in Co-op will extend and refine mastery of work skills aligned with areas of study currently offered through CTE courses.

Course Name	Credit Type	Credit Hours	Weight
Co-op Auto Technology	ELECTIVE	VARIES	1.07
Co-op Construction Trades	ELECTIVE	VARIES	1.07
Co-op Health Occupations	ELECTIVE	VARIES	1.07
Co-op Natural Resource Mgmt.	ELECTIVE	VARIES	1.07
Co-op Child Care	ELECTIVE	VARIES	1.07
Co-op Culinary Arts	ELECTIVE	VARIES	1.07
Co-op Cosmetology	ELECTIVE	VARIES	1.07
Co-op Agriculture Mechanics	ELECTIVE	VARIES	1.07
Co-op Machining	ELECTIVE	VARIES	1.07
Co-op Drafting	ELECTIVE	VARIES	1.07
Co-op Entrepreneurship	ELECTIVE	VARIES	1.07
Co-op General Education	ELECTIVE	VARIES	1.07
Co-op Homeland Security	ELECTIVE	VARIES	1.07
Co-op Biotechnology	ELECTIVE	VARIES	1.07

An instructional program that operates as an integral part of vocational education to provide a cooperative arrangement between the school and employers whereby the student receives general education instruction in the school and on-the-job training through part-time employment in business/industry. The area of training may be in any vocational education area where there are needs for trained persons and must relate to the student's career objective. However, specifically, the program was designed to provide training for those vocational areas not presently being offered at the vocational school or comprehensive high school and to serve students who are unable to gain admission to a vocational program due to excessive applications. ***Note: Credit Hours vary by student based on work hours.***

DIVERSIFIED OCCUPATIONS

For students interested in obtaining work skills in areas of study not currently offered through CTE courses

DIVERSIFIED OCCUPATIONS
Credit value varies
State-required minimum of 720 hours

Diversified Occupations help students enter the workforce through career exploration, job search and application, and the development of positive work attitudes and work-related skills. These courses typically cover such topics as career planning and selection, money management, communication skills, interpersonal business relationships and behaviors, and personal responsibility. Employment may be a required component of these courses, or students may be required to enroll concurrently in a work experience course.

INTRO TO CAREER READINESS

11th & 12th Grade Students
Intro to Career Skills is designed to give students the opportunity to explore various career fields through theory and hands-on experience. Students have the opportunity to rotate through the mini courses within this program pathway; this option allows students to not only explore various pathways, but also gain essential employability and daily living skills.

INTRODUCTION TO INDUSTRY
This course will cover topics in Auto Technology, Natural Resource Management, Construction Trades, Agriculture Mechanics and Machine Trades. Topics of study will include safety, tool identification, measurement, and basic skills needed on a construction/manufacturing site. Enrollment in this course is based on an IEP team decision.

PATHWAY TO HUMAN SERVICES
This course will cover topics in Cosmetology, Health Occupations, and Childcare. Topics of study will include basic child development and health and safety requirements in a childcare facility, basic salon based competencies to include client communication/safety, and basic scalp and manicure care, entry level skills and knowledge to be successful in the healthcare industry. Enrollment in this course is based on an IEP team decision.

BUSINESS
In this course, students explore and learn basic computer skills. Students will be introduced to fundamental concepts in order to effectively and efficiently use computers. Emphasis is placed on basic functions and familiarity with computer use. Enrollment in this course is based on an IEP team decision.

FOOD SERVICE BASICS

In this course, students receive both theory and hands-on experience in order to gain fundamental knowledge and experience with kitchen sanitation and safety, food safety, tool and equipment identification and usage, recipe preparation, and hands-on food preparation. Students will learn skills that can help them transition into entry level food service positions. Enrollment in this course is based on an IEP team decision.

PERSONAL WELLNESS

In this course, students will learn about various health topics relevant to their lives. Students will receive instruction on the importance of making healthy decisions in order to stay healthy and safe. Emphasis is placed on teaching students to take responsibility for their own health and safety in relation to the workplace and life after high school. Enrollment in this course is based on an IEP team decision.

EMPOWERING FUTURES WORK PROGRAM

11th & 12th Grade Students
The Empowering Futures Program provides students with access to and participation in pre-employment skills training and community integration through on the job learning and assessment, while also providing opportunities that will prepare students to independently join the competitive workforce.

Candidates for the program go through an assessment process with the Transition Coordinator. Students complete assessments to gauge their individual areas of interest and skill level(s). Job placement is sought based on assessment results. Students may participate in paid or unpaid work experience and will be assessed/monitored bi-weekly, in their job placement.

Empowering Futures Work-Based Learning Program:

11th & 12th Grade Students
The Empowering Futures Program provides students with access to and participation in pre-employment skills training and community integration through on the job learning and assessment, while also providing opportunities that will prepare students to independently join the competitive workforce.

Candidates for the program go through an assessment process with the Transition Coordinator. Students complete assessments to gauge their individual areas of interest and skill level(s). Job placement is sought based on assessment results. Students may participate in paid or unpaid work experience and will be assessed/monitored bi-weekly, in their job placement. Enrollment in this course is based on an IEP team decision.

Empowered Living- Career and Life Prep:
1.0 Credit
12th+ Grade Students
Empowered Living: Career & Life Prep is designed to prepare high school students in the Life Skills program for a successful transition into adulthood by developing essential skills for independence, career exploration, and community engagement. Through community-based work experiences, students gain hands-on exposure to various job roles, building practical skills in real-world environments. Functional academics focus on skills such as budgeting, time management, and problem-solving, directly tied to everyday adult life. Students will also explore personal career interests, participate in job shadowing, and develop skills for self-sufficiency, including meal preparation, personal care, and managing daily routines. This comprehensive course empowers students to take meaningful steps toward a confident and independent future. Enrollment in this course is based on an IEP team decision.

3 Year Course Outline:

Year 1: Foundations of Independence and Community Awareness

Major Focus of Year 1- Introduce basic independent living skills, functional academics, and community engagement through career exploration, volunteerism, group community outings. Enrollment in this course is based on an IEP team decision.

Year 2: Skill Development for Independent Living and Career Preparation

Major Focus of Year 2: Develop independence through applied independent living skills (mock apartment visits), increase involvement in community work/volunteerism, and hands-on career exploration, through job shadowing/internships. Enrollment in this course is based on an IEP team decision.

Year 3: Practical Application for Independent Living and Career Readiness

Major Focus of Year 3: Transition readiness through advanced skills for independence, career-specific training, on the job training, and planning for life after high school. Enrollment in this course is based on an IEP team decision.

Career Technology Education and State Approved Programs of Study (POS)

Admissions

Each PDE approved Career and Technical Education Program has open enrollment and offers all students the opportunity to participate in classes that are detailed in the scope and sequence in CATS. The CTC assigns sections based on enrollment numbers. Programs are assigned based on course selection.

Recruitment Program

Keystone Central School District's State Approved Programs of Study (POS), recruits students and provides equal access to all CTE programming. In addition, all 8th grade students tour/experience each CTE program during a tour and recruitment event. Each program instructor and/or program student intern gives an overview of the program, identifies possible career pathways, and demonstrates/provides the skills/projects that are attributed to their area of content. All CTE programs are reflected in detail and can be viewed in the yearly Curriculum Guide and Guidance Plan.

Selection and Placement Procedure

All students who wish to enter the PDE approved program are welcomed and counseled on the courses they should select each year to complete their desired program offered at Keystone Central Career and Technology Center. Students with a signed student objective form who complete 50% of the scope and sequence must take the end of program assessment. (NOCTI/NIMS Evaluation)

Non Discrimination Policy
The Keystone Central School District is an equal opportunity education institution and does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, ancestry, marital status, disability and/or handicap, pregnancy, or age in its admission, treatment, access, procedures, programs, services, employment practices and activities and provides equal access to the Boy Scouts and other designated youth as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Age Discrimination Act of 1975, Title II of the American Disabilities Act, the Boy Scouts of America Equal Access Act, Pennsylvania 22 Pa. Code § 15.4, and School District Policies.
The Keystone Central School District will assist students who have Limited English Proficiency to participate in programs, services, activities, and/or benefits.
The following person(s) have been designated to handle inquiries regarding all non-discrimination matters for all students, including but not limited to students with disabilities, and/or handicaps, and/or Limited English Proficiency: Christina Manning, Dr. Elizabeth Barnhart, and Justin Evey 570-893-4900