Regular Meeting of the Board

Monday, September 14, 2026 7:00 PM
High School Conference Room 86, 526 Panther Lane , Rome, PA 18837

1. **OPENING EXERCISES: Pledge of Allegiance** — **Speaker(s):** Benjamin Laudermilch
2. **CALL TO ORDER (ROLL CALL): Benjamin Laudermilch, Board President**
3. **STUDENT CELEBRATION: SADD Proclamation**
4. **APPROVAL OF AGENDA: September 14, 2026**
5. **VISITORS' COMMENTS ON AGENDA ITEMS:**
   Please identify yourself by name and indicate which agenda item you are commenting on. Address all comments to the Board as a whole and make sure they are in the form of a statement. Questions will be taken under advisement. Responses to questions will be offered after due deliberation, usually at the next board meeting. You will be allowed three (3) minutes for your comments; five (5) minutes if the prior written notification was made. Comments relative to private student matters or personnel issues should be directed to the appropriate school authority outside of this meeting. The presiding officer reserves the right to interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant (not related to an agenda item). Thank you for your cooperation.
6. **APPROVAL OF MINUTES:**
   - **A. Regular Session - August 10, 2026**
   - **B. Special Session - August 31, 2026**
7. **FINANCIAL ACTIONS:** ***Recommendation from Vanessa Perez, Business Mgr.***
   - **A. Bank Account Summary-August 31, 2026**
   - **B. Expenditures-August 31, 2026**
8. **SUPERINTENDENT REPORT:**
   - **A. Mr. David Zula, Superintendent**
9. **ADMINISTRATOR REPORT:**
   A. Mr. Bradley Smith, Building & Grounds Supervisor
10. **COMMITTEE REPORTS:**
    - **BLaST IU17-Mrs. Debra Hicks**
    - **NTCC – Mr. Richard Jones**
11. **PERSONNEL ITEMS**
    A. RETIREMENTS
    1. Ronald Weaver – Accept the retirement of Ronald Weaver, District Custodian, effective October 1, 2026.
    B. RESIGNATIONS
    1. Richard Jones – Accept the resignation of Richard Jones, School Board Member, effective

September 1, 2026.
C. Employments
1. Professional Staff Employments
2. Support Staff Employments
a. Megan Brown – Accept the recommendation of employment of Megan Brown, District Paraprofessional [part-time], effective September 15, 2026, at a rate of $13.50/hr.
3. Professional Staff – Substitutes
4. Support Staff – Substitutes
a. J-Lynd Sherman – Accept the recommendation of employment of J-Lynd Sherman, District Paraprofessional Substitute, effective pending documentation, at a rate of $9.50/hr.
5. Volunteers
6. Supplemental Contracts
a. Mikayla Pipher– Accept the recommendation of employment of Mikayla Pipher, Junior High Winter Cheer Coach, effective pending documentation, at a rate of $1,325, to be paid at the conclusion of the activity season.
b. Caleb Tuttle– Accept the recommendation of employment of Caleb Tuttle, Junior High Wrestling Coach, effective pending documentation, at a rate of $1,325, to be paid at the conclusion of the activity season.

12. **CONTRACTS/AGREEMENTS:**
A. Brian Pifer, LLC-Athletic Director 2026-2028
B. Title I Inter-district Service Agreement 2026-2027

13. **PROGRAMS/CURRICULUM/POLICY**:
A. Comprehensive Plan
- **Induction Plan (Chapter 49)**
- **Professional Development Plan (Act 48)**
- **Gifted Education Plan Assurances (Chapter 16)**

14.

15. **TRANSPORTATION:**
A.

16. **OTHER:**
A. McQuaid Invitational-Overnight Trip Request
B. H.S. Front Office Secretary Job Description 10-Mth. ***[Revision]***

17. **GENERAL BOARD DISCUSSION:**

18. **VISITOR COMMENT AND QUESTION PERIOD:**
Please identify yourself by name. Address all comments to the Board as a whole and make sure they are in the form of a

statement. Questions will be taken under advisement. Responses to questions will be offered after due deliberation, usually at the next board meeting. You will be allowed three (3) minutes for your comments; five (5) minutes if the prior written notification was made. Comments relative to private student matters or personnel issues should be directed to the appropriate school authority outside of this meeting. The presiding officer reserves the right to interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, or obscene. Thank you for your cooperation.

19. **ADJOURNMENT:**

NORTHEAST BRADFORD SCHOOL DISTRICT
REGULAR MEETING OF THE SCHOOL BOARD
Monday, September 14, 2026 – 7:00 P.M.
High School Conference Room 86

1. **OPENING EXERCISES:** Pledge of Allegiance
2. **CALL TO ORDER** (ROLL CALL): Benjamin Laudermilch, Board President
3. **STUDENT CELEBRATION:** SADD Proclamation
4. **APPROVAL OF AGENDA:** September 14, 2026

ACTION	MOVE	SECOND	YES	NO	ABS

5. **VISITORS' COMMENTS ON AGENDA ITEMS:**

Please identify yourself by name and indicate which agenda item you are commenting on. Address all comments to the Board as a whole and make sure they are in the form of a statement. Questions will be taken under advisement. Responses to questions will be offered after due deliberation, usually at the next board meeting. You will be allowed three (3) minutes for your comments; five (5) minutes if the prior written notification was made. Comments relative to private student matters or personnel issues should be directed to the appropriate school authority outside of this meeting. The presiding officer reserves the right to interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant (not related to an agenda item). Thank you for your cooperation.

6. **APPROVAL OF MINUTES:**
   - **A.** Regular Session – August 10, 2026
   - **B.** Special Session – August 31, 2026

ACTION	MOVE	SECOND	YES	NO	ABS

7. **FINANCIAL ACTIONS:** ***Recommendation from Vanessa Perez, Business Mgr.***
   - **A.** Bank Account Summary - August 31, 2026
   - **B.** Expenditures - August 31, 2026

ACTION	MOVE	SECOND	YES	NO	ABS

8. **FINANCIAL REPORTS:** ***Informational***
   - **A.** No Report
9. **SUPERINTENDENT REPORT:**
   - **A.** Mr. David Zula, Superintendent
10. **ADMINISTRATOR REPORT:**
    - **A.** Mr. Bradley Smith, Building & Grounds Supervisor
11. **COMMITTEE REPORTS:**
    - BLaST IU17 – Mrs. Debra Hicks
    - NTCC – Mr. Richard Jones

12. PERSONNEL ITEMS:

A. RETIREMENTS:

NO.	NAME	POSITION	EFF. DATE
1	Ronald Weaver	District Custodian	October 1, 2026

B. RESIGNATIONS:

NO.	NAME	POSITION	EFF. DATE
1	Richard Jones	School Board Member	September 1, 2026

C. EMPLOYMENTS: *The following employments/volunteers are recommended by the superintendent for board approval.*

1. Professional Staff Employments:

NO.	NAME	POSITION	EFF. DATE	SALARY CONTRACT
a.				

2. Support Staff Employments:

NO.	NAME	POSITION	EFF. DATE	SALARY CONTRACT
a.	Megan Brown	District Paraprofessional-PT	September 15, 2026	$13.50/hr.

3. Professional Staff – Substitutes:

NO.	NAME	POSITION	EFF. DATE	SALARY CONTRACT
a.				

4. Support Staff – Substitutes:

NO.	NAME	POSITION	EFF. DATE	SALARY CONTRACT
a.	J-Lynd Sherman	District Paraprofessional	Pending Documentation	$9.50/hr.

5. Volunteers:

NO.	NAME	POSITION	EFF. DATE
a.			

6. Supplemental Contracts:

NO.	NAME	POSITION	EFF. DATE	SALARY CONTRACT
a.	Mikayla Pipher	Junior High Winter Cheer Coach	Pending Documentation	$1325*
b.	Caleb Tuttle	Junior High Wrestling Coach	Pending Documentation	$1325*

*To be paid at the conclusion of the activity season.

ACTION	MOVE	SECOND	YES	NO	ABS

13. CONTRACTS/AGREEMENTS:

A. Brian Pifer, LLC-Athletic Director 2026-2028

B. Title I Inter-District Service Agreement 2026-2027

ACTION	MOVE	SECOND	YES	NO	ABS

14. PROGRAMS/CURRICULUM/POLICY:

A. Comprehensive Plan 2026-2029

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances (Chapter 16)

ACTION	MOVE	SECOND	YES	NO	ABS

15. TRANSPORTATION:

A.

ACTION	MOVE	SECOND	YES	NO	ABS

16. OTHER:

A. McQuaid Invitational-Overnight Trip Request

B. H.S. Front Office Secretary Job Description 10-month *[Revision]*

ACTION	MOVE	SECOND	YES	NO	ABS

17. GENERAL BOARD DISCUSSION:

18. VISITOR COMMENT AND QUESTION PERIOD:

Please identify yourself by name. Address all comments to the Board as a whole and make sure they are in the form of a statement. Questions will be taken under advisement. Responses to questions will be offered after due deliberation, usually at the next board meeting. You will be allowed three (3) minutes for your comments; five (5) minutes if the prior written notification was made. Comments relative to private student matters or personnel issues should be directed to the appropriate school authority outside of this meeting. The presiding officer reserves the right to interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, or obscene. Thank you for your cooperation.

19. ADJOURNMENT:

ACTION	MOVE	SECOND	YES	NO	ABS

Respectfully submitted,

Mr. David Zula
Superintendent

Northeast Bradford School District
Bank Account Summary
For the Month Ending August 31, 2026

Fund Description	Current Month Balance	Prior Month Balance	YTD Interest	Interest Rate	Prior Year August 25
FUND 10 - GENERAL FUND					
General Fund Money Market	$7,479,943	$6,313,939	$37,877	3.23%	$5,936,961
General Fund Checking	$294,963	$477,631	$1,770	3.25%	$339,105
Lock Box	$2,132,665	$1,069,555			$1,640,543
Payroll Checking	$1,365,931	$907,900	$4,271	3.23%	$718,988
PLGIT (Pay Card)	$727	$723	$8	3.49%	$644
General Fund Totals	**$11,274,229**	**$8,769,749**	**$43,926**		**$8,636,240**
FUND 32 - CAPITAL RESERVE					
Capital Reserve Money Market	**$277,667**	**$276,917**	**$1,651**	3.23%	**$325,417**
FUND 50 - CAFETERIA RESERVE					
Prepaid Meals - Acct Closed Checking	$11,880	$3,513	$175	3.22%	$6,277
Cafeteria Fund Totals	**$11,880**	**$3,513**	**$175**		**$6,277**
TOTAL OF ALL FUNDS	**$11,563,775**	**$9,050,178**	**$45,752**		**$8,967,934**
FUND 10 - TRUST FUNDS					
Robyn Ierardi Scholarship Fund	$32,242	$32,121	$121	1.50%	$31,684
Loretta Coleman Memorial Scholarship Fund	$29,106	$28,997	$109	1.50%	$28,567
Rueben Brimmer Scholarship Fund	$658	$658	$0	1.50%	$645
	$62,006	**$61,775**	**$230**		**$60,896**

NORTHEAST BRADFORD SCHOOL DISTRICT

AUGUST SPENDING SUMMARY

Aug-26

Total Checks, ACH, and Credit Card	635,898.58
August Payroll & Payroll Taxes	239,816.20
First Citizens Lockbox Fees	636.25
Berkheimer EIT Commission Fees	1,412.59
Total Spending	**877,763.62**

Check No.	Check Date	Vendor Name	Description / Account	Check Total
10*22600	08/07/2026	C C ALLIS & SONS INC	Glistening Frost paint	$149.29
10*22601	08/07/2026	CM REGENT, LLC	Life Insurance Premium	$983.26
10*22602	08/07/2026	HIGHMARK BLUE SHIELD	08/04/26 Medical Invoice, F260804A6812	$13,445.09
10*22603	08/07/2026	LEAF	Elementary School Copier Lease	$1,541.40
10*22604	08/07/2026	NORTHERN TIER INDUSTRY & CON	Programs and Student Enrollment - 3rd invoice	$1,225.83
10*22605	08/07/2026	PENELEC	Electric usage	$6,468.16
10*22606	08/07/2026	STATE COLLEGE AREA SCHOOL DISTRICT	Sheila Maddox - Graduated	$10,347.85
10*22607	08/07/2026	SWEET, STEVENS, KATZ, & WILLIAMS LLC	Professional Services Rendered	$700.00
10*22608	08/07/2026	TRUGREEN	Vegetation control	$542.67
10*22609	08/07/2026	VISION SERVICE PLAN INSURANCE COMPANY	Aug 2026 Vision Invoice,825606124	$423.08
10*22610	08/07/2026	WELLS FARGO FINANCIAL LEASING	Lease for 6 printers coverage	$256.00
10*22611	08/14/2026	BLAST IU 17	IU 17 Fair Share Calculation 2025-2026	$20,878.60
10*22612	08/14/2026	HIGHMARK BLUE SHIELD	08/11/26 Medical Invoice, F260811A6324	$9,692.37
10*22613	08/14/2026	NORTHERN TIER SOLID WASTE AUTH	Container rental for 7/2026	$734.00
10*22614	08/14/2026	ROCKET MEDIA GROUP, LLC	Advertising - School Paving Bid	$74.69
10*22615	08/21/2026	CENTRAL INTERMEDIATE UNIT 10	Ryan Haughie 05/07/26 05/08/26	$466.40
10*22616	08/21/2026	DAILY REVIEW	June 2026 Advertising; Job openings/Bid notice	$962.71
10*22617	08/21/2026	HIGHMARK BLUE SHIELD	08/14/26 Medical Invoice, F260818A8555	$14,616.37
10*22618	08/21/2026	PENELEC	Electric usage	$6,050.00
10*22619	08/21/2026	STUDIES WEEKLY	PDWEB Professional Development Webinar Session (	$4,260.65
10*22620	08/28/2026	CHARACTERSTRONG LLC	Tier 2 Curriculum Elem + MS License $499.00 / Tier	$1,497.00
10*22621	08/28/2026	Commonwealth of Pennsylvania	Chapter 302 Public Water Annual Service Fee 2026	$130.00
10*22622	08/28/2026	NAGLE ELEVATOR INSPECTION & TESTING LLC	Routine elevator reinspection/state of PA, 8/5/202	$95.00
10*22623	08/28/2026	PIAA	Boys/Girls Swimming & Diving w/Towanda HS	$100.00
10*22624	08/28/2026	TIMOTHY J STRICKLAND	8/22/26 Boys soccer scrimmage vs So. Williamsport	$95.00
			Total General Operating Checks	$95,735.42
11*11548	08/07/2026	CDW-G	Crowdstrike 12-Month Falcon Endpoint Protection Pr	$19,974.41
11*11549	08/07/2026	CHERYL LOUISE STROPE	VAN 40 miles, July 2026	$4,397.01
11*11550	08/07/2026	CINTAS FIRE PROTECTION	Fusible link heat detector	$629.00
11*11551	08/07/2026	CODEHS, INC.	Pro Teacher License HS (Starter) Limit 30 Students	$3,125.00
11*11552	08/07/2026	DAWN COBB	July Miles f/Van 4	$4,763.03
11*11553	08/07/2026	DELTA DENTAL OF PENNSYLVANIA	July Admin Fees, BE007140147A	$3,794.25
11*11554	08/07/2026	ICE SYSTEMS LLC	Proxmox VE Standard Subscription 2-CPU RNEW 1yr -	$5,552.80
11*11555	08/07/2026	KIMBERLY S MOSHER	Physical therapy - ESY 2026	$560.00
11*11556	08/07/2026	KRYSTAL LYNN JENNINGS	Behavioral specialist/social work	$1,028.39
11*11557	08/07/2026	MATTHEW R STROPE	Van 39 miles - July 2026	$2,152.12
11*11558	08/07/2026	NASCO EDUCATION/SCHOOL SPECIALTY, LLC	Nasco Washable Tempera Paint, Gallon - White SKU/P	$2,941.43
11*11559	08/07/2026	NTIC	Medical Insurance Premium Aug 26	$223,425.38
11*11560	08/07/2026	PA LEADERSHIP CHARTER SCHOOL	Elementary Regular ED	$13,106.06
11*11561	08/07/2026	PACE ANALYTICAL SERVICES, LLC	Waste water treatment testing services received 7/	$126.50
11*11562	08/07/2026	PASCO SCIENTIFIC	Doppler rocket part WA-9826	$678.85
11*11563	08/07/2026	PENNWOOD CYBER CHARTER SCHOOL	HS Regular Ed	$1,274.79
11*11564	08/07/2026	QUILL CORPORATION	Expo Dry erase markers; fine tip, black, pk of 36	$3,198.57
11*11565	08/07/2026	REALLY GOOD STUFF	Zaner-Bloser Second Grade Two-Sided Cardstock Desk	$584.77
11*11566	08/07/2026	RICHARD C. POTTER	Waste Water Treatment Plant Services	$500.00
11*11567	08/07/2026	ROBERT M SIDES INC	Repair and ultrasonically clean school owned Yamah	$80.00
11*11568	08/07/2026	SCHOOL SPECIALTY LLC	Learning Resources Farm Animal Counters, Set of 60	$263.69
11*11569	08/07/2026	SUN MANAGEMENT, INC.	PA-1420 Premium Support, 1 year (12 months) term	$20,813.00

Check No.	Check Date	Vendor Name	Description / Account	Check Total
11*11570	08/07/2026	TK ELEVATOR CORPORTATION	Oil & grease elevator	$644.46
11*11571	08/07/2026	WILSON LANGUAGE TRAINING CORP	Desk Strip Lite (10-Pack) SKU: DESTK1 UPC CODE: 97	$912.60
11*11572	08/14/2026	AMERICAN READING COMPANY, INC.	Kindergarten Unit 1: letter study notebook V2 - 5	$2,565.00
11*11573	08/14/2026	APPLE TREE EDUCATIONAL ASSOCIATES, LLC	School Psychologist evaluations- (4)	$4,200.00
11*11574	08/14/2026	CDW-G	Google Chrome Education Upgrade - Management Licen	$42,626.00
11*11575	08/14/2026	CYBERSOFT TECHONOGIES, INC	PrimeroEdge Subscription - Central Office 2026/202	$2,714.25
11*11576	08/14/2026	DAUPHIN ELECTRIC	Tripp Lite Smart Rack 42U Deep Rack Enclosure Cabi	$3,409.70
11*11577	08/14/2026	GOGUARDIAN	450 GoGuardian Admin w/Fleet DNS @ $7.95 ea	$7,655.00
11*11578	08/14/2026	ICE SYSTEMS LLC	Proxmox VE Standard Subscription 2-CPU RNEW 1yr -	$3,451.65
11*11579	08/14/2026	MEMBEAN, INC	Student and Teacher Subscriptions	$3,150.00
11*11580	08/14/2026	DEBRA E NEVILLE	Expense Reimbursement	$343.87
11*11581	08/14/2026	NUTRITION, INC	Food Costs July 2026	$7,315.87
11*11582	08/14/2026	PAC WATER LLC	Drinking water services, Iron & Manganese, 7/2/202	$108.00
11*11583	08/14/2026	PENNSYLVANIA SCHOOL BOARD ASSOCIATION	Career Gateway, Single Usage	$575.00
11*11584	08/14/2026	RICHARD C. POTTER	Waste Water Treatment Plant Services	$500.00
11*11585	08/14/2026	XBYTE	Dell PowerEdge R740xd Server - Quote # QT7456777	$18,557.00
11*11586	08/21/2026	AMERICAN READING COMPANY, INC.	ARC Core Digital Access K-8	$12,000.00
11*11587	08/21/2026	DELTA DENTAL OF PENNSYLVANIA	August Admin Fees, BE007177322A	$3,063.80
11*11588	08/21/2026	HARRIS SCHOOLS SOLUTIONS	EdInsight Data Management System 7/1/26 - 6/30/27	$8,484.70
11*11589	08/21/2026	HEALTHY ROSTER, INC.	Sway overage for last year	$904.23
11*11590	08/21/2026	KEYSTONE INFORMATION SYSTEMS	KeyNet Time Entry, 07/01/2026 - 06/30/2027	$1,599.00
11*11591	08/21/2026	KEYSTONE FIRE PROTECTION CO.	Fire alarm systems	$3,370.00
11*11592	08/21/2026	LJC JANITORIAL DISTRIBUTORS, LLC	Fullsan disinfecting wipes: 110 wipes/dry roll, 6	$590.00
11*11593	08/21/2026	NASCO EDUCATION/SCHOOL SPECIALTY, LLC	Crayola Acrylic Paint Doodle Sticks - Set of 12 SK	$231.80
11*11594	08/21/2026	PA LEADERSHIP CHARTER SCHOOL	Regular - Elementary 2025-2026	$548.77
11*11595	08/21/2026	PACE ANALYTICAL SERVICES, LLC	Waste water treatment testing services received 7/	$126.50
11*11596	08/21/2026	QUILL CORPORATION	2026-2027 Staples 8" x 11" Academic Monthly Planne	$586.85
11*11597	08/21/2026	SUBURBAN TESTING LABS, LLC	Drinking Water Systems, Iron/Manganese 07/17/26	$166.46
11*11598	08/21/2026	U.S. OMNI & TSACG COMPLIANCE SERVICES IN	403B and ROTH IRA contributions - 07/31/26	$8,467.04
11*11599	08/28/2026	DATA CENTER WAREHOUSE, LLC	Eaton 26U Wall Mount Rack Enclosure Cabinet Hinged	$1,725.00
11*11600	08/28/2026	DISA GLOBAL SOLUTIONS	Pre-Employment drug testing, to be billed to Strop	$84.25
11*11601	08/28/2026	KEVIN ROBINSON	8/22/26 Boys soccer scrimmage vs So. Williamsport	$95.00
11*11602	08/28/2026	KRYSTAL LYNN JENNINGS	Social work - 08/17-08/21	$2,000.00
11*11603	08/28/2026	NORTHERN TIER CAREER CENTER	NTCC Tuition Payment 2026-2027	$52,335.50
11*11604	08/28/2026	PA LEADERSHIP CHARTER SCHOOL	Regular - High School	$7,368.28
11*11605	08/28/2026	PAC WATER LLC	Drinking water testing services. July 2026	$625.00
11*11606	08/28/2026	PENNWOOD CYBER CHARTER SCHOOL	High school reg ed student 8/31/2026	$1,274.79
11*11607	08/28/2026	DAWN COBB	Van 4, August 2026 miles	$266.50
11*11608	08/28/2026	JONATHAN E MURRAY	Tuition Reimbursement,2 Classes	$988.20
			Total Direct Deposit for AP Checks	$518,599.12
12*4521	08/27/2026	ALL VOLLEYBALL, INC.		$132.99
		Antenna for volleyball nets (replacement)	113.04	
		Shipping and Handling Fee	19.95	
12*4522	08/27/2026	AMAZON.COM		$6,316.24
		Thermal roll laminating film	81.00	
		Acetominophen 325 Regular Strength 1000 tabs	14.49	
		Lg sharps container 2 gallon	24.20	
		Syma X5C 4 Channel 2.4GHz RC Explorers Quad Copter	269.95	

Check No.	Check Date	Vendor Name	Description / Account	Check Total
			5pcs 3.7v 800mAh Lithium Battery with 5-in-1 Charg	74.95
			DJI Neo 2 (Drone Only), Lightweight 4K Drone With	259.00
			Fahrenheit 451 - books for ELA	221.00
			Brave New World book for ELA	206.80
			Colored cardstock	4.99
			Blitzball	32.99
			Dry erase markers for Glassboards	31.44
			Color 3 x 3 sticky notes	49.32
			Small jounals for writing	23.87
			Tri-fold posters	13.29
			Soccer score books	50.97
			Volleyball score books	42.78
			Shredding paper for shredder	40.45
			Landon vinyl exam gloves powder-free, latex free	33.99
			Disposable plastic bulk medicine cups 5 oz	64.78
			Oxford filler 3 hole punch paper	62.89
			Timex Men's Expedition Digital CAT5 41mm Watch	189.60
			Bulk spiral notebooks	46.06
			BMOUO for iPad A16 11th Generation Case (11 inch,	33.73
			Apple iPad 11-inch: A16 chip, 11 inch Model, Liqui	1,424.00
			65W USB C Laptop Charger for Laptop/Computer/Chrom	244.92
			AAA Batteries, 48 count - Energizer MAX Premium Al	19.90
			AAA Batteries, 48 count - Energizer MAX Premium Al	19.90
			Energizer MAX AA Batteries, Double A Alkaline Batt	41.96
			Energizer MAX AA Batteries, Double A Alkaline Batt	41.96
			Energizer CR2 Lithium Batteries (2 Pack), 3V Photo	167.25
			Energizer CR2 Lithium Batteries (2 Pack), 3V Photo	167.25
			20 Pack 4FT LED T8 Hybrid Type A+B Light Tube	314.04
			20 Pack 4FT LED T8 Hybrid Type A+B Light Tube,	314.04
			IRIS USA Clear Storage Cases, 10-Pack,	132.93
			2pcs Sea Turtle Fluorescent Light Covers for Ceili	17.98
			Fluorescent Light Cover for Classroom - 2 Pcs Shar	17.99
			Exquisite Lime Green Plastic Table Cloth Disposabl	13.29
			Ocean Fish Wall Decals,Glow in The Dark Under The	15.98
			Amazon Basics LED Puck Lights, Battery Operated, 5	7.99
			Corner Protector for Baby, Protectors Guards, Furn	9.98
			Energizer MAX AA Batteries, Double A Alkaline Batt	20.98
			Pilot 84095 G2 Premium Retractable Gel ink Pen, Re	34.39
			Pilot G2 Gel roller Penm Retractable and Refillabl	35.79
			The Epic IEP	88.48
			SAFAVIEH Rag Rug Collection Area Rug - 9' x 12', A	114.66
			Heavy-Duty Hydraulic Door Closer 16768	110.63
			Trail Maker Bulk Notebooks,Pk/50,Wide Rule	133.77
			USB C Pencil Adapter for Apple Pencil 1st Ge	35.98
			Anleolife .095" ZT3 Pro Heavy Duty Diamond Weed Ea	34.05
			Castrol GTX Full Synthetic 5W-30 Motor Oil, 5 Quar	79.99
			Storex Small Cubby Bins - Plastic Storage Containe	22.09
			Apple Pencil (2ND Generation) (MU8F2AM/A)	253.98
			Mammal Life Cycle (Life Cycles of Living Things) b	27.93
			Neenah Wausau Exact Index Cardstock, 110 lb, 8.5 x	21.80
			Baofeng Walkie Talkies 888S Rechargeable Long Rang	86.39

Check No.	Check Date	Vendor Name	Description / Account		Check Total
			Play-Doh Modeling Compound 24-Pack Case of Colors,	90.60	
			BIC Intensity Black Low Odor Dry Erase Markers, Fi	64.85	
			5x7 ABC Classroom Rug for Kids Playroom Alphabet R	120.99	
			24 Pack Blue Plastic Folders with Pockets Heavy Du	23.99	
			24 Pack Orange Plastic Folders with Pockets Heavy	23.99	
			24 Pack Purple Plastic Folders with Pockets Heavy	23.99	
			Mr. Pen Highlighters,Asst.Colors,Pk/28,Chisel Tip	23.02	
12*4523	08/27/2026	BEAVER VALLEY CABLE CO.			$1,266.00
			Back-up Internet Connection,07/01/26-06/30/27	666.00	
			Radio Tower Rental,07/01/26-06/30/27	600.00	
12*4524	08/27/2026	BERKHEIMER TAX ADMINISTRATOR			$286.22
			Berkheimer Wage Attachment,Acct #11473335	278.99	
			Credit Card Usage Fee	7.23	
12*4525	08/27/2026	BEST BUY FOR BUSINESS			$1,498.00
			Dell - Upgraded - 15.6" FHD Laptop,Intel Core i7-1	1,498.00	
12*4526	08/27/2026	EARLYCHILDHOOD LLC			$48.77
			Colorations DustLite Washable Sidewalk Chalk - Cla	48.77	
12*4527	08/27/2026	EBAY			$615.76
			Apple Mac Mini A2348 M1 2020 Power Supply 150W 614	124.98	
			Apple Mac Mini A2348 M1 2020 Power Supply 150W 614	128.98	
			HP 250 G7 15.6" Palmrest Touchpad Keyboard, Gray,	42.07	
			HP Probook 450 G7 15.6" Intel i5-10210U 1.6 Ghz Mo	105.14	
			HP Probook 450 G7 15.6" Palmrest w/Touchpad Keyboa	56.15	
			Water pump for John Deere	80.72	
			Water pump for John Deere	77.72	
12*4528	08/27/2026	FEDERAL EXPRESS CORPORATION			$74.44
			Fee for imporiting Opnsense Appliance through U.S.	74.44	
12*4529	08/27/2026	FEIERABEND ASSOCIATION FOR MUSIC EDUCATI			$60.00
			Annual Active Membership Renewal 26-27 School Yea	60.00	
12*4530	08/27/2026	FIVE BELOW, INC.			$171.95
			Haribo Halloween Sour Gummi Vampire Bats 4oz	6.00	
			Mini Dubble Bubble Gumballs w/ Dispenser Keychain	6.00	
			Nerds Gummy Clusters Candy 3oz - Very Berry	7.50	
			Fun Dip Candy 3.01oz	7.50	
			Airheads Mega Candy Tube	10.00	
			Ring Pop Candy Lollipops 6-Count Bag	4.00	
			PPNC Rainbow Ball	4.00	
			ESPN FC Country Flag Soccer Ball	15.00	
			Spalding All-Star 29.5in Basketball	5.00	
			2Boom Glow Wireless Speaker	16.00	
			Tricky Worm Fidget Toy	3.00	
			Plastic Rainbow Slinky Toy	3.00	
			Mesh Squeezeballs Squishy Toy blue	3.00	
			Mesh Squeezeballs Squishy Toy	3.00	
			Grafix Twisti Tubes 2-Pack	3.00	
			Assorted Toy Bucket Play Set	10.00	
			Bloonies 3-Count	3.00	
			ORB Curiosities Flexisaurs Toy	6.00	
			Style My Way Neon Jewelery Case Set	6.00	
			Matchbox Car	9.00	
			Matchbox Car	6.00	

Check No.	Check Date	Vendor Name	Description / Account		Check Total
			Mix N' Match Vibes Bracelets blue and red	8.00	
			Cat Highlighters 6-Count	6.00	
			Uno Express	10.00	
			Jumbo Coloring & Activity Book Moana and Bluey	4.00	
			Shipping and handling	7.95	
12*4531	08/27/2026	FLYNN ENERGY TRANSPORT INC			$1,340.46
			Propane f/HS water heater,729.7 @ $1.699	1,239.76	
			Propane Tank, Leak & Safety Inspection	100.70	
12*4532	08/27/2026	FRONTIER COMMUNICATIONS CORPORATION			$706.05
			Communications	706.05	
12*4533	08/27/2026	NIAGARA FILTRATION CO., INC.			$3,082.68
			AFP2000-D01799 Series 2000 Pleated Filters 10x60x1	622.80	
			AFP2000-D01599 Series 2000 Pleated Filters 10x48x1	362.88	
			AFP2000-D01399 Series 2000 Pleated Filters 10x36x1	503.28	
			AFP2000-14241 Filters	328.80	
			AFP2000-14301 Filters	207.36	
			AFP2000-14201 Filters	94.80	
			AFP2000-12202 Filters	46.20	
			AFP2000-16202 Filters	49.80	
			AFP2000-20242 Filters	62.88	
			AFP2000-16252 Filters	56.64	
			AFP2000-20252 Filters	319.80	
			AFB650S4422 Bag Filter, 6 pocket	348.12	
			AFB350S4422 Bag Filter, 45%	79.32	
12*4534	08/27/2026	P A S B O			$400.00
			PASBO - LEA Tier 1 (1-3 members) 07/01/2026-6/30/2	400.00	
12*4535	08/27/2026	PA DEPARTMENT OF EDUCATION			$60.00
			C. Mihalek-Emergency Permit 26-27	5.00	
			Substitute Emergency Permits 2026-2027	55.00	
12*4536	08/27/2026	ROCHESTER 100 INC.			$126.00
			Nicky's Communicator English Folders - Metallic Ma	126.00	
12*4537	08/27/2026	SMART FUTURES			$3,000.00
			26-27 Smart Futures District License	3,000.00	
12*4538	08/27/2026	STAMPS.COM			$20.99
			Postage service charge	20.99	
12*4539	08/27/2026	WALMART			$567.04
			Lightweight Plastic Pencil Box with Snap-on Lid, C	64.56	
			(6 pack) Great Value Distilled White Vinegar, 64 f	16.13	
			Pen+Gear Top Spiral Steno Pad, Gregg Ruled Paper,	9.52	
			Trailmaker Bulk Composition Notebooks Colored (50	54.45	
			Elmer's All Purpose School Glue Sticks, Washable,	266.76	
			CandWuom Pipe Cleaners for Crafts, 1200 Pcs 30 Ass	19.79	
			Heavy Card Stock Cardstock Paper Circles, Pre-Cut	14.99	
			Ground Tumeric	1.78	
			Brown Sugar	3.42	
			Sugar	4.74	
			Quart canning jars with lids	28.51	
			Pint canning jars with lids	34.90	
			Iodized salt	6.84	
			2 pack Apple Cider Vinegar	7.52	
			Celery seed	2.14	

Check No.	Check Date	Vendor Name	Description / Account		Check Total
			2 pack White vinegar	5.94	
			2 Sleeves fresh garlic	3.48	
			Fresh Dill	3.56	
			Fresh Cilantro	0.93	
			Red onions	5.46	
			Peppercorn kernels	7.28	
			Tortilla chips	4.34	
12*4540	08/27/2026	WOC ENERGY			$1,790.45
			Gasoline f/District Use,497.3G @$3.52/G	1,750.50	
			Safety & Complinance Fee	7.99	
			Fuel Surcharge	5.50	
			Finance Charge	26.46	

				Total Purchase Card Checks	$21,564.04
					=========
				Grand Total Checks	$635,898.58

Northeast Bradford SD

Comprehensive Plan | 2026 - 2029

LEA Profile

The Northeast Bradford School District is a small rural school in Bradford County. We have an enrollment of approximately 640 students in grades K-12. The School is the Community Hub where school and other public activities are well attended. These activities include the regular school-based activities along with events with community partners.

The District is the largest employer within its borders. We currently employ 111 staff members to ensure a high quality education for all our students.

The strength of our school district lies the communities that surround us and the people in them.

Being a rural school district, with little industry, we have many barriers to overcome in order for our students to achieve.

We have higher levels of poverty in our districts compared to some of the surrounding communities. We are CEP eligible in the elementary and take advantage of the free breakfast initiatives K-12 from the state. We also rent space to a local daycare in the elementary and we house two Head Start classrooms.

The district educates students through both regular education and special education. Currently approximately 20% of our students are receiving some sort of services through our student supports offices. This includes traditional special education, speech only, and Section 504.

Mission and Vision

Mission

Our Mission is to create a learning environment conducive to growing thinkers, fueled by a tenacious spirit of innovation in pursuit of community minded solutions to global issues.

Vision

Spark Curiosity, Ignite Passion, Unleash Genius

Educational Values

Students

Students are required to come to school each day with a positive attitude towards learning and need to be willing to take ownership of their learning. They need to have an open mind and be willing and able to start fresh each day.

Staff

All Staff members are the example of lifelong learners ready to engage students in the learning process. We all have our roles, and we all make a difference in the lives of our students. Staff need to come to work each day with an open mind dedicating to meeting the diverse needs of the students.

Administration

Administration's role is to seek out and understand the needs of all staff and students. Through this understanding, administration will create realistic expectations of staff and students while providing the support both groups need.

Parents

Parents are required to be supportive of the school's Mission and Vision as well as to be our partners in the learning process. As partners, parents will work with their students, the staff, and administration to help ensure a high-quality education.

Community

The community that surrounds our school is to be supportive of the schools' initiatives as well as remain engaged in its ongoing evolution. They will engage with administration as stakeholders and continue to help provide unique opportunities for our students.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness K-12	College and career readiness numbers look good for both schools in the district. This shows that we are working towards meeting the college and career needs of all involved.
Growth in most areas	Most areas represented on the future ready data showed growth. Growth is a metric the district uses to help ensure all students are learning.

Challenges

Indicator	Comments/Notable Observations
State Assessment Data	Overall, the state assessment data is lower than expected.
Attendance Data	Attendance rates are lower than the district standard.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Exam Participation **Grade Level(s) and/or Student Group(s)** Elementary, all sub-groups	**Comments/Notable Observations** The district has a high level of participation on examinations by all sub-groups.
Indicator Exam Participation **Grade Level(s) and/or Student Group(s)** Secondary, all sub-groups	**Comments/Notable Observations** The district has high levels of participation on examinations in the secondary level by all sub-groups.
Indicator IEP Graduation **Grade Level(s) and/or Student Group(s)** Secondary	**Comments/Notable Observations** The district continues to maintain high graduation rates amongst students who are identified with an IEP or 504.

Challenges

Indicator Stagnant achievement/growth for IEP students **Grade Level(s) and/or Student Group(s)** IEP students, elementary	**Comments/Notable Observations** Both growth and achievement numbers on state testing are lower for IEP students.
Indicator Stagnant achievement for IEP students **Grade Level(s) and/or Student Group(s)** Secondary, IEP students	**Comments/Notable Observations** Both growth and achievement numbers on state testing are lower for IEP students.
Indicator Lower growth and achievement for economically disadvantaged **Grade Level(s) and/or Student Group(s)** Secondary, Economically Disadvantages	**Comments/Notable Observations** Numbers for this sub-group are lower than district expectations. Though there are many factors, this is an area of need for the district.
Indicator	**Comments/Notable Observations**

Lower growth and achievement for economically disadvantaged **Grade Level(s) and/or Student Group(s)** Elementary, Economically Disadvantaged	Numbers for this sub-group are lower than district expectations. Though there are many factors, this is an area of need for the district.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Career Ready Data
General overall growth trends most years

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Attendance rates K-6 and 7-12
Test scores for identified students

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience/Dibels	Students in the elementary are meeting their overall benchmarks on Acadiance/Dibels.
IXL	IXL is being used in elementary and the secondary levels. This information is being used to make educational decisions by teachers and administrators.
IRLA	This is a formative assessment being utilized in the elementary as part of a k-6 ELA alignment.

English Language Arts Summary

Strengths

Using multiple formative assessment measures in ELA.
Meeting the standards in lower grades with Acadiance data.
Providing tiered intervention in the elementary as needed.

Challenges

Using formative assessments with fidelity.
Tieing IXL in with approved K-8 curricular standards

Mathematics

Data	Comments/Notable Observations
Alex	6th, 7th and 8th grade using Alex through eveal math for formative and summative assessment measures.
IXL	IXL is used throughout many grades 2-12 for student progress tracking.
PLC Meetings	The district has been engaged in various PLC meetings discussing an aligned curriculum K-8+.

Mathematics Summary

Strengths

Use of date to drive decisions in most classes.
Teacher and administration commitment to reviewing data.

Challenges

Using data sources with fidelity.
Need for aligned K-8+ math curriculum.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
5th Assessment Data	Students in the district always score high on the fourth grade assessment data.
Staff training on new standards	The district is sending staff to be trained on the implementation of the new science standards.
Secondary Science Options	The district has a wide range of options, including and in-house CTE for students to participate in the sciences and meet the standards.

Science, Technology, and Engineering Education Summary

Strengths

In-house CTE offerings.
Robust courses 7-12.

Challenges

More science integration K-6.
Science alignment between elementary and secondary.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures Elementary	Most students on track for college and career readiness standards.
Smart Futures High School	Many students on track for college and career readiness.
Career Coach	Students have access to a career coach once a week to help with meeting career standards.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Teacher Data Sheets	Teachers documentation shows that students are learning and working with peers and staff.
Nocti	ALL students are encouraged to take the Nocti.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Keystone College

Agreement Type

Dual Credit

Program/Course Area

Multiple, General Studies

Uploaded Files

Northeast Bradford 2026-2027 Signed Agreement_db37d699.pdf

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Math, Science, Social Studies, English

Uploaded Files

Dual Enrollment Lackawanna Auto Renew.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Commitment to PLC meetings and alignment discussions all areas.
Use of multiple measures for formative and summative assessments.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Alignment in Mathematics K-8+.
Using data to drive educational decisions at the class, school, and district level.
Science alignment to STEEL standards.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA Testing	Students in this group are showing gains.
State assessments	Students are either not required to take certain assessments or count to low to compare.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
IEP Goals	Students in general are meeting IEP goals and progressing through the program.
Graduation Data	Students with IEP's are meeting graduation requirements at similar rates of non-IEP students.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Assessment Data	Students in the group are scoring lower than the non-economically disadvantaged cohort.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students in all groups are graduating at similar rates.
The district has programs in place to support ELL students.
The district has programs in place to support IEP students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Lower assessment scores for IEP and economically disadvantaged students.
Insufficient data for ELL students.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The district's special education plan was submitted and approved on 05/01/2025.
Title 1 Program	The district is an approved Title I school. We will continue to work to ensure equitable environments for all students.
Student Services	Student services is constantly looking for new ways to reach all students.
K-12 Guidance Plan (339 Plan)	The district's guidance plan was approved on 03/31/2024.
Technology Plan	The district is working through its ever-changing technology plan. We have gone almost completely 1-1 over the last two years.
English Language Development Programs	The district is building its ELL programs. We have two current staff members working to provide ELL services.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Special Education Compliance.
Technology 1-1.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Building ELL programs.
Funding for all programs.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

>

The District does a great job in setting high expectations for all students and staff in order to drive academic excellence.
The District has aligned curriculum over the last three years.
The District has increased the use of evidence based instruction.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

>

The District has new building and district level leaders, the focus can be on empowering the capacity of its leaders.
The District does not have many strong community partnerships. This is an area that can be improved.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Ready Data	True
General overall growth trends most years	False
Using multiple formative assessment measures in ELA.	False
Meeting the standards in lower grades with Acadiance data.	False
Providing tiered intervention in the elementary as needed.	True
Use of date to drive decisions in most classes.	False
Teacher and administration commitment to reviewing data.	True
In-house CTE offerings.	True
Robust courses 7-12.	False
Commitment to PLC meetings and alignment discussions all areas.	False
Use of multiple measures for formative and summative assessments.	False
Students in all groups are graduating at similar rates.	False
The district has programs in place to support ELL students.	False
The district has programs in place to support IEP students.	False
The District does a great job in setting high expectations for all students and staff in order to drive academic excellence.	False
The District has aligned curriculum over the last three years.	False
The District has increased the use of evidence based instruction.	False
Special Education Compliance.	True
Technology 1-1.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Attendance rates K-6 and 7-12	True
Test scores for identified students	False
Using formative assessments with fidelity.	False
Tieing IXL in with approved K-8 curricular standards	False
Using data sources with fidelity.	False
Need for aligned K-8+ math curriculum.	True
More science integration K-6.	False
Science alignment between elementary and secondary.	True
Alignment in Mathematics K-8+.	False
Using data to drive educational decisions at the class, school, and district level.	False
Science alignment to STEEL standards.	False
Lower assessment scores for IEP and economically disadvantaged students.	True
Insufficient data for ELL students.	False
Building ELL programs.	False

The District has new building and district level leaders, the focus can be on empowering the capacity of its leaders.	False
The District does not have many strong community partnerships. This is an area that can be improved.	False
Funding for all programs.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The stakeholders had great conversation on many of the identified areas. The topics chosen for the plan indicate careful thought and deliberate concern for the needs of the district.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Attendance rates K-6 and 7-12	Discussion points on attendance concerns were mixed. The group hypothesizes that attendance rated are lower since Covid due to people being more willing to stay home. They also feel that they are lower because the district needs a stronger policy aligned to achievement.	True
Need for aligned K-8+ math curriculum.	The comprehensive planning group feels that teachers are doing their best but they are using varied resources K-5 in math that are not aligned with the current 6-8 program and needs.	True
Science alignment between elementary and secondary.	The group stated that both the IEP and economically disadvantaged groups need further study to identify why there are gaps. The root cause could be linked to attendance, math alignment and science alignment.	True
Lower assessment scores for IEP and economically disadvantaged students.	The district is not currently aligned to the new STEEL science standards.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Ready Data	The group feels that the district is doing a great job with the artifacts and career ready standards. As students are more successful, they should have more buy-in to meet other standards.
Providing tiered intervention in the elementary as needed.	The tiered interventions are helping the elementary school assess and overcome gaps in the learning.
Teacher and administration commitment to reviewing data.	The district has increased its data usage in both buildings over the past few years. This allows for data driven conversations and data driven decision making.
In-house CTE offerings.	The students in the high school are able to attend an in house agriculture CTE program. This will help them with career readiness and give them another option for community within the school.
Special Education Compliance.	The district continues to score well in special education compliance. This helps ensure we are meeting the needs of all students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district needs to review and update policy and procedures related to attendance K-12.
	The district need to identify gaps in mathematic curricular alignment and support a corrective action.
	The district needs to align core curriculum in order to ensure solid tier I instruction as a guide for interventions.
	The district needs to identify and implement the STEEL standards.

Goal Setting

Priority: The district needs to review and update policy and procedures related to attendance K-12.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.		
Measurable Goal Nickname (35 Character Max)		
Policy review		
Target Year 1	**Target Year 2**	**Target Year 3**
Create the committee, Rview policy	Continue policy review, Make recommendations to the board for updates.	The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.

Priority: The district need to identify gaps in mathematic curricular alignment and support a corrective action.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8		
Measurable Goal Nickname (35 Character Max)		
Math Mapping		
Target Year 1	**Target Year 2**	**Target Year 3**
Map courses in edinsight, Data meetings for curricular alignment.	Recommendations to the board for resource acquisition.	Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8

Priority: The district needs to align core curriculum in order to ensure solid tier I instruction as a guide for interventions.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions		
Measurable Goal Nickname (35 Character Max)		
Exceptionalities		
Target Year 1	**Target Year 2**	**Target Year 3**
Identify tier 1 methods, Identify intervention data.	Created targeted interventions based off of tier I data.	The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions

Priority: The district needs to identify and implement the STEEL standards.

Outcome Category
STEM
Measurable Goal Statement (Smart Goal)
The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.
Measurable Goal Nickname (35 Character Max)

STEEL Standards		
Target Year 1	**Target Year 2**	**Target Year 3**
Continue to complete training on implementation of standards.	Provide professional development for all impacted staff on STEEL standards.	The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.

Action Plan

Measurable Goals

Policy review	Math Mapping
Exceptionalities	STEEL Standards

Action Plan For: Creation of stakeholder groups

Measurable Goals:
• The district will form a committee made up of stakeholders to review and make recommendations on our current attendance policies.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Create stakeholder group to discuss attendance data and policy.		2026-09-14	2026-09-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Access to LGI	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Attendance and policy data analysis		2026-09-28	2026-10-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Attendance data District policies	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Recommendations to the Board of Education by the committee on policy changes		2026-11-30	2027-01-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Policy Drafts	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Policy review with all staff		2027-02-01	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Updated board policy	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Creation of new policy to improve student attendance.	Monthly check-ins during the process by the superintendent. Stakeholder feedback survey at the completion of the update, sent by superintendent, one time, electronic.

Action Plan For: Curriculum Mapping and PLC

Measurable Goals:
• Based on committee recommendations, the district will acquire resources to create an aligned math curriculum K-8

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Finish mapping Math k-12 in edinsight		2026-10-05	2027-01-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Edinsight access.	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations.		2026-10-05	2027-04-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Curriculum mapping data	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Presentation to Curriculum Committee		2027-02-01	2027-02-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Recommendation sheets completed.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Board presentation/approval of new aligned math curriculum.		2027-03-01	2027-03-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Curriculum recommendation.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Curriculum training/implementation		2027-08-16	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Curriculum training materials	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Newly aligned mathematics curriculum k-8 with supports for 9-12 in place.	Superintendent will monitor the process on a monthly basis through check-ins with principals. Curriculum committee will monitor progress via updates at regularly scheduled meetings. Superintendent will evaluate and recommend updates once the PLC makes it

	recommendations. Building principals will monitor implementation of new curriculum throughout the implementation year.

Action Plan For: Targeted intervention groups.

Measurable Goals:
• The district will analyze its tier 1 instruction in all areas to ensure the needs of students with exceptionalities are met through tier I and interventions

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Finish mapping core curriculum district wide.		2026-09-07	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Edinsight Access	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Special education teachers identify supports needed by identified students, discuss capabilities in PLCs.		2027-09-06	2028-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Student Services	Data on tier I effectiveness.	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Purchase/train on needed interventions for identified student.		2028-08-07	2029-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Student Services	Training for interventions	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Apply interventions to identified students.		2028-08-07	2029-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Student Services	Purchased Interventions	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased tools for interventionists to use. Increased student achievement.	Fidelity checks by Director of Student Services, monthly throughout the process. Student assessment scores, as available, Superintendent

Action Plan For: Curricular Alignment

Measurable Goals:
• The district will ensure full implementation and support for the new STEEL standards by the end of the compliance period listed in the comprehensive plan.

Action Step		Anticipated Start Date	Anticipated Completion Date
Send staff to IU trainings		2026-09-07	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principal	Time and coverage	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development in-house for all staff linked to standards.		2027-08-02	2028-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Trainer and materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff implementation of standards into their curricular framework.		2028-08-01	2029-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Edinsight	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Analysis		2028-08-01	2029-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
David Zula/Superintendent	Data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Integrated steel standards, Higher achievement due to aligned curriculum.	Monthly reviews - Administration

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Mapping and PLC	Finish mapping Math k-12 in edinsight
Curriculum Mapping and PLC	PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations.
Curriculum Mapping and PLC	Curriculum training/implementation
Targeted intervention groups.	Purchase/train on needed interventions for identified student.
Curricular Alignment	Send staff to IU trainings
Curricular Alignment	Provide professional development in-house for all staff linked to standards.

Math Mapping

Action Step		
• Finish mapping Math k-12 in edinsight • PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations. • Curriculum training/implementation		
Audience		
K-12 Math Teachers		
Topics to be Included		
Edinsight Usage, Standards alignment training, new program/course materials training.		
Evidence of Learning		
Evidence of learning will include: 1) Proper implementation of content maps in edinsight, 2) Effective PLC discussions and recommendations for Math curriculum and 3) Implementation of new curriculum with fidelity.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2026-09-21	2029-08-03

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Diverse Learners

Action Step		
• Purchase/train on needed interventions for identified student.		
Audience		
K-12 teachers/Interventionists		
Topics to be Included		
Training on new or current intervention programs.		
Evidence of Learning		
Use of intervention programs with fidelity.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Student Services	2026-09-14	2027-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

STEEL Standards

Action Step		
• Send staff to IU trainings • Provide professional development in-house for all staff linked to standards.		
Audience		
Introduction to steel standards, crosswalks, curricular alignment.		
Topics to be Included		
Introduction to steel standards, crosswalks, curricular alignment.		
Evidence of Learning		
Knowledge of new standards, understanding where to find the standards, integration of standards into lessons.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principals	2026-09-14	2029-06-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Attendance Policy

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Recommendations to the Board of Education by the committee on policy changes	School Board and All Stakeholders	Attendance Concerns, New attendance Policy	David Zula/Superintendent	04/05/2027	05/31/2027

Communications

Type of Communication	Frequency
Presentation	Multiple board meetings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

Northeast Bradford SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		117083004
Address 1		
526 Panther Lane		
Address 2		
City	**State**	**Zip Code**
Rome	PA	18837
Chief School Administrator		
Mr David Zula		
Chief School Administrator Email		
dzula@nebpanthers.com		
Educator Induction Plan Coordinator Name		
David Zula		
Educator Induction Plan Coordinator Name Email		
dzula@nebpanthers.com		
Educator Induction Plan Coordinator Phone Number		**Extension**
5707442521		2206

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
David Zula	Superintendent	Administrator	Administration Personnel
Melissa Tewksbury	Teacher	Teacher	Teacher
Colleen Cobb	Director of Student Services	Administrator	Administration Personnel
Amy Brown	Secondary Principal	Administrator	Administration Personnel
Alicia DeLamarter	Secondary Counselor	Education Specialist	Education Specialist
Michael Murphy	Assistant Principal	Administrator	Administration Personnel
Makaylah Leljedal	Teacher	Teacher	Teacher
Lynnaya Hughes	Teacher	Teacher	Teacher

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes	
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes	
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes	
Standardized student assessment data	Yes	
Classroom assessment data (Formative & Summative)	Yes	
Inductee survey (local, intermediate units and national level)	No	
Review of inductee lesson plans	Yes	
Review of written reports summarizing instructional activity	Yes	
Submission of Inductee Portfolio	Yes	
Knowledge of successful research-based instructional models	Yes	
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes	
Other, please specify below	No	
Other		

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

The program is a 3-year program that assigns an inductee a qualified mentor. The induction program requires monitoring of instruction and pedagogy.

Content Included

The content includes: District rules and regulations, teaching methods, pedagogy, assessments, and school culture.

Meeting Frequency

The mentor program allows for meetings weekly between the mentor and inductee ?ut the schedule allows these to ?e more frequent if needed.

Delivery Format

The deliver? format is a mix between in person and online submitted work

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

Other

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

The building principals meet with the district leadership to discuss new hires and potential mentors. The teachers evaluations and principals recommendations are used to select from the pool of qualified. This is re-assessed each year of program to ensure the mentor and mentee relationship is mutually beneficial.

Educator Induction Plan Topic Areas

Common Ground

Topic Objectives

Discuss the District needs, culture, and team dynamics. This will also cover the resources in the district and how to access.

Lead Person/Position

David Zula/ Superintendent Amy Brown/ Principal Clayton Weaver/ Principal

Anticipated Start

2026-08-09

Anticipated Completion

2028-07-09

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

The topics for this section include instructional strategies, resources and content, and assessment strategies. The topics will be discussed initially by administration and then discussed during the weekly and monthly meetings by the mentors for all three years.

Lead Person/Position

David Zula/Superintendent Clayton Weaver/ Principal Amy Brown/ Principal

Anticipated Start

2026-08-09

Anticipated Completion

2029-06-09

Observation and Practice Framework Met in this Topic

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

Professional Ethics Program Framework Guidelines

Topic Objectives

The new teachers will be provided a copy of the PA Professional Ethics. This will be used as a discussion topic to ensure they understand the standards.

Lead Person/Position

Amy Brown/Principal Clayton Weaver/Principal

Anticipated Start

2026-08-09

Anticipated Completion

2026-09-30

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Student Learning

Topic Objectives

The topics for this section include instructional strategies, resources and content, and assessment strategies. Thi s will include using data to design instruction. The topics will be discussed initially by administration and then discussed during the weekly and monthly meetings by the mentors for all three years.

Lead Person/Position

Amy Brown/Principal Clayton Weaver/Principal

Anticipated Start

2026-08-09

Anticipated Completion

2026-09-30

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

3c: Engaging Students in Learning

Teacher Competency

Topic Objectives

The administrators will discuss the 13-1's, teacher observations, and walk-through data collections.

Lead Person/Position

Amy Brown/Principal Clayton Weaver/Principal

Anticipated Start

2026-08-09

Anticipated Completion

2026-09-30

Observation and Practice Framework Met in this Topic

4a: Reflecting on Teaching

Evaluation and Monitoring

Monitoring Routines

The district utilizes the teacher and mentor forms handed in yearly, along with monthly meetings with the teachers and mentors to analyze the effectiveness of the program. The current iteration of the plan is based off of changes advocated during past meetings.

Uploaded Files

Induction 1.pdf

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that capacity.

Yes

Signatures and Quality Assurance

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)

Yes

Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)

Yes

Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)

Yes

Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)

Yes

Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)

Yes

Does the induction plan:

a. Assess the needs of inductees?

Yes

b. Describe how the program will be structured?

Yes

c. Describe what content will be included, along with the delivery format and timeframe?

Yes

d. Include a two-year induction program effective the {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

Yes

True We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

True We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	**Date**
David Zula	2026-08-12

False I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Chief School Administrator	**Date**
David Zula	2026-08-12

NORTHEAST BRADFORD SD

526 Panther Lane

Professional Development Plan (Act 48) | 2026 - 2029

Act 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.
g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Profile and Plan Essentials

School District

117083004

526 Panther Lane, Rome, PA 18837

David Zula

dzula@nebpanthers.com

5707442521 X 2206

Mr David Zula

dzula@nebpanthers.com

Steering Committee

Name	Title	Committee Role	Appointed By

1 Steering Committee

Describe how many times the committee meets in a given year, any subcommittees that are formed and any other relevant information regarding the function of the committee.

Action Plans Steps from Comprehensive Plan

Math Mapping

Action Step	Audience	Topics to be Included	Evidence of Learning
• Finish mapping Math k-12 in edinsight • PLC discussion: Vertical and horizontal alignment, data analysis for curriculum recommendations. • Curriculum training/implementation	K-12 Math Teachers	Edinsight Usage, Standards alignment training, new program/course materials training.	Evidence of learning will include: 1) Proper implementation of content maps in edinsight, 2) Effective PLC discussions and recommendations for Math curriculum and 3) Implementation of new curriculum with fidelity.

2 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Principal	09/21/2026 - 08/03/2029

3 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Weekly		Common Ground

4 Action Plans Steps - Learning Format

Diverse Learners

Action Step	Audience	Topics to be Included	Evidence of Learning
• Purchase/train on needed interventions for identified student.	K-12 teachers/Interventionists	Training on new or current intervention programs.	Use of intervention programs with fidelity.

5 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Director of Student Services	09/14/2026 - 06/01/2027

6 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly		Teaching Diverse Learners in Inclusive Settings

7 Action Plans Steps - Learning Format

STEEL Standards

Action Step	Audience	Topics to be Included	Evidence of Learning
• Send staff to IU trainings • Provide professional development in-house for all staff linked to standards.	Introduction to steel standards, crosswalks, curricular alignment.	Introduction to steel standards, crosswalks, curricular alignment.	Knowledge of new standards, understanding where to find the standards, integration of standards into lessons.

8 Action Plans Steps from Comprehensive Plan

Lead Person/Position	Anticipated Timeline
Principals	09/14/2026 - 06/01/2029

9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Weekly		

10 Action Plans Steps - Learning Format

Other Professional Development Activities

Professional Development Plan Assurances

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2023-2024
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? The building level administration team also takes the training	
Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program.	

11 Professional Development Plan Assurances

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

The professional education plan will be reviewed on an annual basis and include the five parts identified. Student outcomes will be reviewed in data meetings as they occur and the aggregate data will be used to identify gaps in the plan. Teachers, as part of the professional development and PLC process will be evaluated formally with the Danielson framework and informally through administration discussion. These evaluations will help guide the plan review process. Participant learning and reaction will be evaluated through our COMPLY system after each professional development opportunity. The organization will use all of the data presented above to identify support for the programs and to identify areas in which change is needed.

Professional Education Plan Assurances

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

Northeast Bradford SD

Gifted Education Plan Assurances (Chapter 16) | 2026 - 2029

Profile

LEA Type		AUN
School District		117083004
Address 1		
526 Panther Lane		
Address 2		
City	**State**	**Zip Code**
Rome	PA	18837
Chief School Administrator		
Mr David Zula		
Chief School Administrator Email		
dzula@nebpanthers.com		
Single Point of Contact Name		
David Zula		
Single Point of Contact Email		
dzula@nebpanthers.com		
Single Point of Contact Phone		**Single Point of Contact Extension**
5707442521		2206

Gifted Education Plan Assurance

1. Describe how the LEA conducts annual public awareness activities to inform parents of the gifted education services and programs offered (e.g. local newspapers, other media, student handbooks, school website).
The district believes in communicating with all families. The district discusses the gifted program at multiple open meetings throughout the year and ensures that all gifted related forms and notices are up to date on our website and in student handbooks.

2. Describe the LEA's screening process for locating and identifying students who are thought to be gifted and in need of specially designed instruction. Provide specific details including the data sources used in the process and staff who have an active role in screening.
The district utilized the child study process as part of the MTSS model. The district uses a referral system for child study in which teachers can identify students who are either struggling or excelling with tier 1 instruction. Students who are excelling are then offered differentiation during various WIN (what I need periods). PSSA, Keystone, IXL, ECRI, and Accidence Data as well as local testing data is reviewed. All second grade students are looked using Accidence and ECRI data as a whole for a deeper look into possible gifted qualifications. For students who are showing growth and achievement at levels higher than their same age peers (6mos- 1year advanced), the child study team would explore additional data collection and gifted recommendations. Parents are contacted as part of the school referral system to discuss additional testing. I at any time a parent requests a gifted evaluation the district will immediately (within 10 days) issue a permission to evaluate.

3. Describe the LEA's specific evaluation procedures for determining eligibility through MULTIPLE CRITERIA and need based on ACADEMIC STRENGTH for potentially mentally gifted students. Use specific details including the data sources used in the process with required notice and consent.
The district uses certified psychologists to administer all cognitive and achievement test. The district typically utilizes the WISC and the WIAT for the cognitive battery and the district utilizes the GATES-2. The psychologist will also consider all data collected during the screening process as described in section two along with parent and teacher input. Through this the psychologist follows board approved guidelines when making a gifted determination. If a student does not meet the 130 IQ on the full cognitive battery, then the multiple criteria will be explored as well as making factors (these include race, gender, ELL and socio-economic status) to make a final criterion. The psychologists will formulate all of the data and results into a formal gifted written report which will be issued to the parents within the 60-day calendar timeline.

4. Describe all the gifted education program options offered by the LEA that provide opportunities for acceleration, enrichment, or both. Describe how it is applied across grade spans and building levels (ES, MS, HS).
As an extremely small rural school district, the Northeast Bradford School District provides many opportunities for gifted students. The district created GIEP's in accordance with the law that outlines accommodations for identified students. The district employs a teacher at the elementary and the high school level to oversee identified students. Students in the elementary and secondary schools are afforded multiple options according to their specific needs. In the elementary school, the District provides push-in and pull-out services at all grade levels for identified students. These services are used to either enhance the students learning within the classroom, or to differentiate and enhance their learning on special projects outside of the classroom. Students in the elementary, based on their exceptionality, are given the opportunity to skip areas of instruction in which they can prove mastery ahead of time (pre-testing) and are provided work and instruction at their level of need. Students are also allowed to skip grades when the district and parents feel they would achieve more in a higher grade level. In the secondary (junior/senior high) students are given push-in and pull-out services depending on their needs. They are given preferential scheduling and are allowed to schedule classes outside of their grade band. Students in the secondary school are assigned time daily with the gifted education teacher in order to provide any services needed on a daily basis. Identified students are also allowed to select classes offered through the district online academy that are not taught in the school. The district has partnerships with Commonwealth University and Lackawanna College. Identified students in the secondary level are offered courses through our collegiate

partners. Students in the secondary are given extra job and career shadowing options and can attend various field trips which have included Washington D.C. Students are given the opportunity to skip classes they do not need and take more advanced classes.

5. Describe how the LEA provides professional development for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.

The district utilizes its trained gifted teachers to provide training for other staff members. Gifted educators attend gifted trainings as presented by the local IU and bring the information back to the rest of the group. Administrators receive gifted updates and training from the director of student services who also attends IU training.

Signatures and Quality Assurance

Chief School Administrator	Date