October 2026 NHSD School Board Meeting
Thursday, October 22, 2026 6:30 PM Eastern

District Office Conference Room
180 West Bridge Street
New Hope, PA 18938

John Augenblick:	Present
Tracy Costigan:	Absent
Judy Finn:	Present
Nikhil Heble:	Present
Montu Patel:	Absent
Melissa Persichetti:	Present
Liz Sheehan:	Present
Ellen Stiefel:	Present
Linda Szwedo:	Present

Present: 7, Absent: 2.

1. **Meeting Opening**
    - 1.A. **Call to Order**
    - 1.B. Announcement of Executive Agenda
    - 1.C. Roll Call
    - 1.D. Pledge of Allegiance
2. **Acceptance of Agenda**
    - 2.A. Additions, Deletions, and Modifications
    - 2.B. Acceptance of Agenda
3. **Reports to the Board of Directors**
    - 3.A. Student Reports
        - 3.A.1. HS - Jothika Amuth and Mary Stefanache - Presentation
          UES - Abigail Cunningham and Landon Oates - Presentation
    - 3.B. Superintendent's Report
        - 3.B.1. NHSD Comprehensive Plan Presentation - Dr. Amanda Benolken
    - 3.C. Liaison Reports
        - 3.C.1. BCIU
        - 3.C.2. MBIT
        - 3.C.3. PSBA
4. **Public Comment (Agenda Items Only)**
5. **New Business / Facilities Advisory Committee**
    - 5.A. Committee Report and Discussion
6. **New Business / Curriculum Advisory Committee**
    - 6.A. 5. A. Committee Report and Discussion
7. **New Business / Finance Advisory Committee**
    - 7.A. Committee Report and Discussion
8. **New Business / Policy Advisory**
    - 8.A. Committee Report and Discussion
9. **New Business / Action Items**
    - 9.A. Board Discussion of Action Items as Needed

9.A.1. Implementation of FID Days
9.A.2. BCIU Student Assistance Behavioral Health and School Climate Assessment Contract
9.A.3. MOU - MBIT and Districts for Special Education Services
9.A.4. Check Register Total Bills are $1,881,218.59
9.A.5. September 2026 Treasurers Report
9.A.6. Policies
9.A.6.a. Second Read Policies
9.A.6.a.i. 805.1 - AR-0 Incident Report Immediate Notification
9.A.6.a.ii. Policy 803 - School Calendar
9.A.6.a.iii. Policy 704 - Maintenance
9.A.6.a.iv. Policy 810 - Draft 2 - Transportation
9.A.6.a.v. Policy 204.2 - Virtual Attendance and Wellness Checks Attachment
9.A.6.a.vi. Policy 105 - Curriculum
9.A.6.a.vii. Policy 102 - Academic Standards
9.A.6.a.viii. Policy 249 - Bullying / Cyberbulling
9.A.6.b. Second Reads - Administrative Regulations
9.A.6.b.i. 704 - AR.6 - Drinking Water
9.A.6.b.ii. 805.1 - AR.1 - Incident Report Discretionary Notification
9.A.6.b.iii. 805.1 - AR.0 - Incident Report Immediate
9.A.6.c. First Reads
9.A.6.c.i. Policy 903 - Public Comment In Board Meetings
9.A.6.c.ii. Policy 006 - Meetings - Thursday with Public Comment
9.A.7. October 2026 Personnel
9.A.8. Board Minutes - September 24, 2026 - DRAFT
9.A.9. September 2026 - Investment Report
9.A.10. Budget Projections - September 2026 Meeting
9.A.11. NHSD Comprehensive Plan 2027-2030
9.A.12. Committee Application - Facilities
9.A.13. FS Profit and Loss - September 30, 2026
9.A.14. SBAP Support Service Agreement
9.A.15. Approve directing the net change in fund balance of $1,459,160 as of June 30, 2026 to the Committed Fund for Capital Projects.
9.A.16. Draft Audit Report June 30, 2026
9.A.17. Donations

10. **Public Comment (Non-Agenda Items)**
11. **Adjournment**
12. **Informational Items**
12.A. Enrollment Report - October 2026
12.B. November 2026 Meeting Schedule
12.C. Fiscal Dashboard - September 2026
12.D. Right to Know Log - October 2026

Facilities Advisory Committee Meeting – October 20, 2026
District Office Conference Room, 180 West Bridge Street, New Hope, PA 18938

A. Call to Order

The meeting was called to order at 4:30 PM.
Per Board Operating Guideline 006.2, this meeting and other School Board meetings are audio recorded.

B. Approval of Minutes

- A motion was made and seconded to approve the September 22, 2026 meeting minutes. The Chair announced that the motion carried unanimously.

C. Public Comment

- Pam Kerr, New Hope Resident, expressed appreciation for the lion sculpture project and anticipation of the unveiling planned for Thursday, October 22.

- Mel Band, Solebury Township Resident, questioned the cost-effectiveness of spending up to $100,000 for permanent netting near the stadium end zones, given the limited portion of the 400-meter track it would protect. Presented concerns about runners sharing the track with field sports and recommended scheduling changes, use of Fields 11 and 12, later practices, and occasional evening games to reduce overlap. Raised concerns about ineffective netting at the football practice field goalpost and potential risks to pedestrians using the adjacent pathway. Requested an explanation from the superintendent regarding the proposed stadium expenditure and the practice field concern.

- Administration stated that the netting option remains under review and that additional research is needed before determining whether it is the most cost-effective approach.
- A preliminary equipment life expectancy of approximately 10 or more years was discussed for the netting; a confirmed product-specific estimate was not available.

D. Old Business

1. Update on Athletics

- Season Updates:
  - Fall sports are nearing completion, with most teams expected to participate in postseason competitions.
  - Winter sports registration is open for Middle School and High School students.
- Free Athletic Physicals:
  - The third and final free athletic physical clinic for the school year is planned for October 28 at 8:00 AM in the High School training room, for winter and spring athletes.
- Signs and yellow painted markings now designate the stadium walkway behind the team benches as a pass-through-only area to help manage spectators.
- A monitor is planned for the Hope & Sole Café so concession volunteers can view indoor athletic events. A volleyball parent has also offered a refrigerator to replace the failed unit.

DRAFT

2. Update on Facilities and Grounds

- Scott Radaszkiewicz shared George Arslanian's report in his absence.
- Grounds work continues in support of fall sports, followed by winter preparations.
- Annual preventative maintenance on all boilers and generators is complete. No issues were identified.

3. Update on FCA Projects 2026

FCA and Lions Legacy project updates were presented together and are organized below by project.

- **Transportation Fuel Tank:** Delivery of the replacement tank for the transportation garage is scheduled for the second week of November.
- **Fire Alarm Upgrades:** Main campus alarm-panel replacements are scheduled for the second week of November. Existing detection and alarm devices are compatible with the replacement panels.
    - The complete LES fire alarm system replacement is scheduled for winter break between Christmas and New Year's, with the system to be operational when school resumes.
- **UES HVAC:** Work remains on hold pending a grant decision because projects already underway would not be eligible for the funding.
    - The grant request includes the full approximately $900,000 project rather than only six units. A larger award could allow the district to revisit the scope and complete the entire project.
    - Administration hopes to receive a grant decision before the new year month was unclear.
- **Stadium Field House:** Replacement railings are installed on one side. Installation on the second side is underway.
    - An electrical wire, sewage pump, and float equipment have been replaced. The system is operating, but the cause of the failure remains undetermined. Repair costs are not yet available.
    - The existing alarm sounded during the summer but was not promptly recognized. Administration confirmed that staff will manually check the system as part of their rounds throughout the year.
    - Administration will investigate a wireless notification option for the pump alarms and monitor the repairs over the next month or two.
    - New concession-area venting has improved circulation and reduced heat. Staff will monitor conditions during warmer weather. After summer activities end, the plan is to shut down heat-producing equipment while maintaining ventilation. Winter heat will remain set at 50°F to protect plumbing.

DRAFT

4. Update Lions Legacy 2026

- **Lion Sculpture:** The unveiling is scheduled for Thursday, October 22 at 6:00 PM, before the Board meeting, at the sculpture's campus location.
- **Middle School STEAM Lab:** The ribbon cutting is scheduled for November 10. Invitations will be distributed, and tours may also be arranged through Scott Radaszkiewicz.
- **LES Playground:** The fundraising campaign has closed, but additional donations will still be accepted before equipment is ordered. Approximately $40,000–$45,000 was raised, in addition to the $50,000 district allocation, for approximately $90,000–$95,000 in total funding. Final totals will be confirmed.
    - Equipment selection will resume when Ms. Washington returns. Available funding is expected to cover the original proposal and potentially additional pieces. Installation is most likely in spring 2027, depending on delivery and ground conditions.
- **High School Theater Sound and Lighting:** Administration is reviewing pricing with staff and hopes to bring an update to the committee in November.

E. New Business

1. Facilities Committee Membership Application

- The committee reviewed Ninamarie Vlahovic's application to return to the Facilities Advisory Committee following her prior resignation. Membership requires Board approval before she may vote.
- **Motion:** A motion was made and seconded to recommend Ninamarie Vlahovic's appointment to the Facilities Advisory Committee for Board consideration on October 22. The motion carried unanimously.

2. Testing for Lead in Water

- Scott Radaszkiewicz corrected the September report that main campus water had not been tested for lead. Lead testing was completed in November 2025 as part of broader water testing following concerns raised after a High School sewer backup.
    - Administration explained that the drinking water and sewer systems are separate and that the broader testing was conducted as a precaution.
- **2025 Results and 2026 Proposal:** Administration presented the 2025 lead-testing results and recommended against repeating the testing this year. The attached Element Environmental Solutions proposal estimates $2,950 for up to 35 samples and one follow-up visit if needed; the discussion rounded this amount to approximately $3,000.
    - Administration reported that the 2025 results did not require corrective action and cited the public water supply and district filtration systems in support of its recommendation.
    - Administration stated that the district may publicly discuss a decision not to conduct annual lead testing. Members discussed a possible multiyear testing cycle, but no schedule or formal vote was recorded.
- **Committee Discussion and Follow-Up:** Members discussed comparing Bucks County Water and Sewer Authority reports with district results, including differences between incoming water and water sampled at drinking outlets.
    - Administration explained that the district samples drinking outlets. Members suggested reviewing incoming-water data to help evaluate filtration and future testing needs.
    - Additional water-quality results from the 2025 testing and LES water-testing reports will be provided to Mr. McDonald. Administration stated that LES results are received monthly.

3. High School and Middle School Cafeteria Update

- Administration presented a preliminary $25,000 refresh using existing budget funds, including painting, district branding and signage, and two digital menu displays. District staff and in-house printing would be used where practical, with some painting by an outside contractor.
- The packet lists a prior quote of $113,415 for graphics and painting. The proposed refresh is one part of a broader food-service improvement effort addressing meal quality, participation, and financial performance.
- Members questioned whether appearance changes would do anything towards an increase in lunch participation and recommended reviewing the full plan before prioritizing expenditures. Suggested considerations included comfortable furniture, flexible use during Lunch and Learn, student surveys, and nutrition in support of athletics.
- Reported lunch participation was approximately 47% at the elementary level and 31% for Middle School and High School combined. Members requested separate secondary-school figures and historical comparisons.

DRAFT

- Further discussion was deferred pending Finance Committee review of the broader plan and available funding, along with curriculum input on Lunch and Learn and Middle School requirements. No project approval vote was recorded.

4. Tour Bus Parking on Campus for a Fee

- Scott Radaszkiewicz reported a preliminary inquiry about partnering with New Hope tourism representatives to provide paid parking for empty tour buses after passengers are dropped off downtown.
- The proposed location is the employee parking area at the transportation garage, on Saturdays and Sundays, with access through Lions Way. Administration estimated space for approximately five to eight buses and described the location as separate from primary campus activities and existing parking operations.
- ParkMobile could be used to collect payments. Fees of $50–$100 per bus were discussed as examples; no rate established at this time.
- Discussion included written parking rules and directions, insurance coverage, borough signage and parking coordination, and whether revenue could support the same purposes as existing ParkMobile funds. Members also raised questions about enforcement of current paid parking.
- The committee supported continued exploration. Administration will develop additional details with borough/tourism representatives and return to the committee. No formal motion was required or taken.

F. Adjournment

- With no further business, the meeting was adjourned at 5:30 PM.

DRAFT

Curriculum Advisory Committee (Thursday, October 1, 2026)

Sign In Sheet

1. Meeting Opening

1.A. Call to Order

The meeting was called to order at 5:00 PM. It was noted that, per Board Guideline 006.2, all public meetings of the Board of Directors, including committee meetings, are audio recorded.

The committee was also advised of one change to the usual agenda order: public comment would be held at the end of the meeting rather than at the beginning, so that attendees would have the opportunity to hear the evening's presentations before offering comments.

2. Approve Minutes

2.A. Approve Minutes from the September 3, 2026 meeting

The committee was asked if there was any discussion regarding the September 3, 2026 Curriculum Advisory Committee minutes. A brief clarifying question confirmed that the Chris Balme contract posted reflected the most recently updated proposal. No further comments or revisions were offered, and the minutes were approved.

3. Old Business

No old business was discussed.

5. New Business

5.A. Education Office Update

Dr. Benolken reported on three field trips that took place in September: 7th grade students visited the Penn Museum on September 25, seniors in chamber choir traveled to West Chester University on September 25, and 6th grade students visited Camp America on September 11.

5.B. BCIU Student Assistance, Behavioral Health, and School Climate Assessment Contract

Dr. Benolken presented a proposed service agreement with the Bucks County Intermediate Unit for a behavioral health and school climate assessment, which is newly required as part of the district's PCCD grant funding and is separate from the security assessment the district already conducts. The assessment, which will be conducted by BCIU staff certified to perform this work, is intended to evaluate the district's current mental health and student support programming and provide recommendations for improvement. The cost of the assessment is $5,000 and will be written into the PCCD grant application, which is due October 16. The agreement will go to the full Board for formal approval. In response to a question, Dr. Benolken explained that the assessment process involves BCIU staff meeting with a range of district stakeholders to review existing programming and supports, similar in format to the district's existing security assessment.

5.C. Navy Partnership Programs

Dr. Benolken introduced the district's STEAM team, including Mr. Marrone (K-5 STEAM), Mr. Gosser (middle school STEAM), and Mr. Pompei and Dr. Curtis (high school STEAM and technology education), to provide an update on the STEM+M and SME PRIME programs supported by the Navy partnership established last spring.

DRAFT

Mr. Marrone described the K-5 program as a foundation for exposing students to engineering, robotics, and computer science so they can make informed choices as they move into middle school. Mr. Gosser described the middle school program, which builds on that foundation across grades 6 through 8 with a mix of robotics, engineering, and STEM special and elective courses, including co-teaching with the high school program for 8th graders.

Mr. Pompei and Dr. Curtis reported on the high school program, which this year introduced industry-recognized certifications aligned to national (NC3) standards, supported by new equipment including a high-end 3D printer, a hybrid laser cutter capable of working in both wood and metal, and a precision measurement tool set, with robotic arms expected to arrive within the next several weeks. Staff completed certification training over the summer at sites in Alabama, Kansas, Wisconsin, and Minnesota. The first certification offered, in precision measurement, saw a 97 percent first-attempt pass rate, with the remaining students passing on a second attempt; the certification is recognized industry-wide and remains valid for five years. Enrollment in the program has grown significantly, by their estimate roughly 150 percent year over year, to the point that several courses are now at capacity, with interested students unable to enroll due to space and equipment constraints; class sizes are capped at 18 for safety reasons.

In response to committee questions, staff described how programming is sequenced by grade (a robotics-focused special in 6th grade, an elective and special in 7th grade, and an elective co-taught with the high school program alongside a robotics special in 8th grade), and confirmed that high school enrollment demand currently exceeds available capacity. Staff indicated they expect to continue expanding the program as staffing and physical space allow. Committee members and Dr. Benolken expressed appreciation to the STEAM team and to Dr. Lentz for the partnership that made the program possible.

5.D. K-12 Educational Technology Programming

Dr. Benolken presented the results of the district's fall K-12 technology survey of parents, along with an overview of the broader framework the district uses to make decisions about technology. She noted that this presentation would focus specifically on screen time and devices, and that AI would be addressed in a dedicated future meeting. She reviewed changes made since COVID for a whole child approach.

The survey was open for roughly two weeks this fall, went out to approximately 1,400 parents and was opened by nearly 1,000 parents, and received 317 responses. Among the findings: 86 percent of respondents said their child's at-home device use for homework falls within or less than board guidelines; 66 percent said their child rarely or never uses the device at home for non-educational purposes; views were roughly evenly split on whether classroom technology use is well balanced and on whether device use enhances learning; most respondents did not feel they needed additional resources on monitoring home device use or more information on the district's technology approach, though a substantial minority, approximately 40 to 46 percent, indicated they would welcome more information. Dr. Benolken noted that a meaningful share of parents were unsure how much time their child spends on devices during the school day, which she identified as a clear communication gap for the district to address.

Dr. Keiper, the district's K-12 Technology and Curriculum Specialist, summarized the framework shared with staff during opening professional development, which asks teachers to consider, for any given lesson, whether a screen is the right tool, whether its use represents active or passive engagement, and whether it is supporting or hindering student thinking.

Dr. Benolken outlined steps already taken in response to parent feedback: devices no longer go home for 2nd grade, and the K-1 program has moved to a cart-based model this fall; unstructured and recreational device use has been removed in some settings, such as during dismissal and recess; and, as of the prior week, student YouTube access has been disabled across all elementary users, regardless of location or network.

DRAFT

She identified several areas for continued work: improving communication and transparency with families about technology use and the reasoning behind district decisions; updating the K-12 technology scope and sequence, last revised in 2018, against current ISTE and ASCD standards; continuing to examine unstructured use of technology, including at the secondary level; and ongoing refinement of instructional practice in light of student data and the broader impact of AI. She asked the committee for feedback on how to prioritize these areas.

In discussion, committee members asked about classroom note-taking practices; staff described a mix of handwritten and digital methods depending on grade level and activity, informed by Penn Literacy Network training on the role of hand writing in learning. Committee member asked about the district's approach to evaluating return on investment and effectiveness for widely used instructional technology tools; staff responded that such tools are typically vetted through regional or county curriculum advisory recommendations, that vendor-provided data should be considered with appropriate caution, and that isolating the effect of any one tool is difficult without a control group, but offered to looking into the possibility of compiling information on major tools in current use. Several committee members agreed that improving transparency and communication with families should be an early priority. Discussion also touched on unstructured technology use at the secondary level, including a question about whether device use at lunch and during other unstructured time is substituting for student social interaction, particularly in middle school; staff noted that advisory periods and certain blocks are intentionally kept screen-free, and that this is an area the district will continue to examine.

4. Public Comment

As announced at the start of the meeting, public comment was held following the evening's presentations.

- A resident raised a series of questions, including a request for data on how many classes have taken local, lower-cost field trips, such as to the Historical Society, Washington Crossing, Valley Forge, or Philadelphia, as compared to higher-cost international trips, expressing concern about equity of access between families. He also asked the district to clarify grade-level expectations and assessment practices for foundational skills, including reading proficiency, math fact, handwriting and cursive instruction, and spelling, and asked whether the district requires a beginning-of-year handwriting assessment.
- A parent of three children in the district, described a technology-related petition she and other parents have circulated, citing research linking excessive screen time to vision problems, anxiety, depression, reduced attention span, and lower academic achievement. The petition asks the district to adopt a comprehensive technology policy addressing device distribution and screen time limits in grades K through 5, paper-and-pencil homework in grades K through 8, restrictions on recreational screen use during non-instructional time, meaningful family opt-out options, limits on generative AI use in younger grades paired with dedicated digital literacy instruction, and stronger vendor accountability and data privacy practices, including parental consent and activity reporting. She also asked for clarification on how the new YouTube restriction applies across school and home devices.
- A parent of three, echoed the petition's concerns and asked whether the committee could access more detailed survey data to look for patterns across grade levels and family circumstances. She questioned the need for her daughter to bring a device home when it is rarely required for homework, and suggested that some survey questions may not have been designed to capture the full range of parent perspectives.
- A parent of three, shared that her children have not brought devices home for several years and that this works well for her family. She suggested that some survey questions may have led respondents toward particular answers, and agreed that additional transparency and

DRAFT

communication would be welcome, particularly for families with children in 3rd through 5th grade.

- A parent new to the district, and a district alumna, shared that her first-grader's daily highlight is often YouTube, and that he expressed worry the district might take his computer access away. She raised a concern that very young children may be associating "fun" primarily with screen time rather than social play.
- A parent of a first grader and a fourth grader, also a district alumna, voiced support for the district's continued attention to this topic and asked for closer analysis of how specific apps and platforms, including YouTube, are actually used in classrooms, citing examples of YouTube videos used for brain breaks and transitions in kindergarten.

Dr. Benolken thanked the speakers for their comments, noting that many of the themes raised overlapped with points from the evening's presentation. She confirmed receipt of the written petition and said the district would review it closely. In response to questions about the new YouTube restriction, Mr. Radaszkiewicz confirmed that the block applies wherever a student logs in with their district account, on any device or network, and that guest login and incognito browsing are disabled on district Chromebooks. Dr. Benolken addressed Mr. Band and suggested speaking with the Reading and Math Teacher Leads on specific grade-level benchmarks for literacy, math facts, and handwriting, and to sharing information on upcoming field trips going forward. She noted that flyers summarizing technology use by grade level were available at Back to School Night and would continue to be shared, and thanked attendees for their continued engagement.

6. Adjournment

With no further business to discuss, the meeting adjourned.

DRAFT

Finance Committee Minutes

October 20, 2026

Presiding Chair— Mrs. Ellen Stiefel
Administrative Liaison—Ms. Marcia Cajeira
Committee Members Present – Mrs. Ellen Stiefel (Board), Mr. Joshua Brinkley (Zoom), Benjamin Miller, Dr. Nikhil Heble (Board), Mr. John Deandrea
Committee Members Absent: Mr. John Augenblick (Board Chair), Robert Whalen

Mrs. Ellen Stiefel called the meeting to order at 5:37pm.

DRAFT

Public Comment

Mr. Melvin Band addressed the Committee regarding environmental safety and proposed athletic facility improvements. He encouraged the District to consider radon testing. He also questioned the cost-effectiveness of the proposed stadium protective netting and raised concerns regarding potential safety hazards associated with footballs entering pedestrian areas near the practice field.

Upon a motion made by Mr. Joshua Brinkley and seconded by Mr. John DeAndrea, the minutes of the September 22, 2026 meeting were approved by the Committee.

New Business

1. **2025-26 Draft Audit Report**
   Mr. Jeff Kowalczyk, the district's independent auditor from Barbacane, Thornton & Company, presented the draft financial audit for the fiscal year ended June 30, 2026. He reported that the District received an unmodified clean audit opinion on its financial statements. The separate report on internal controls over financial reporting also identified no material weaknesses, significant deficiencies, or other matters requiring communication to the Board or management.

   The General Fund and Capital Reserve Fund ended the year with approximately $21 million in combined fund balances, with a significant portion committed for future capital needs. The District recognized approximately $54 million in General Fund revenues, incurred slightly more than $51 million in expenditures, and transferred approximately $2 million to Capital Reserve. Overall governmental fund balances increased approximately $1.7 million.

   The auditor also discussed the implementation of GASB Statement No. 103, which primarily changed the presentation of Management's Discussion and Analysis, budgetary comparisons, and certain Food Service financial information without materially affecting the District's reported financial results.

The auditor commended the District's financial management practices, internal controls, and continued attention to capital planning. He noted that favorable earned income tax, real estate transfer tax, and investment revenues have contributed to recent positive financial results, while emphasizing the importance of maintaining conservative long-term revenue assumptions.

The final audit report is scheduled to be presented to the full Board in November.

2. **2025-2026 Year End Fund Balance Allocation**

Ms. Cajeira reported that the District ended the 2025–2026 fiscal year with an approximately $1.46 million surplus, based on the updated audit figures. She requested the Committee's direction regarding allocation of the surplus, noting the District's historical practice of committing available year-end funds toward future capital projects.

The Committee expressed support for recommending that the full Board commit the approximately $1.46 million surplus to the Capital Projects committed fund balance, consistent with the District's long-term capital planning priorities and anticipated Lion's Legacy initiatives.

3. **2026-2027 Budget Reports - September 2026 Financials**

Ms. Cajeira reported on the following:

General Fund:
The General Fund began September with approximately $33.7 million in cash. Local receipts totaled approximately $16 million, including $15.4 million in real estate taxes and strong collections in earned income tax and real estate transfer tax. State subsidies totaled approximately $1.6 million, resulting in total monthly receipts of approximately $17.7 million. Disbursements totaled approximately $6.1 million, including $850,000 in check payments, $3.6 million in electronic payments, and $1.6 million in payroll. The General Fund ended September with approximately $45.2 million.

Capital Reserve Fund:
The Capital Reserve Fund began September with approximately $600,000. Disbursements totaled approximately $123,000, resulting in an ending balance of approximately $470,000. The Committee briefly discussed expenditures associated with the Upper Elementary School walk-in freezer, confirming that the purchase was part of previously planned equipment improvements.

Food Service Fund:
The Food Service Fund began September with approximately $146,000 in cash. Receipts totaled approximately $62,000, and disbursements totaled approximately $20,500, resulting in an ending cash balance of approximately $188,000.

Investments:
Approximately $26.9 million of the District's General Fund cash was invested during September, with interest rates ranging from approximately 3.5% to 4.5%.

DRAFT

Fiscal Dashboard:
Ms. Cajeira reported that the District's financial performance through September remained favorable. Real estate tax collections reached approximately 88% of budget, while earned income tax, real estate transfer tax, and delinquent tax collections continued to perform well. Overall revenues totaled approximately 68% of the annual budget.

Expenditures were approximately 18% of budget, consistent with expectations for this point in the fiscal year. Salaries remained comparable to the prior year, while benefit costs reflected anticipated increases. Contracted services were higher due to the revised Bucks County Intermediate Unit special education payment schedule, and equipment expenditures included security camera purchases partially supported by grant funding. The Committee requested clarification regarding the budget allocation for the security camera expenditures, and Administration will review the applicable budget line items.

Long Term Projections:
Ms. Cajeira presented updated financial projections incorporating a three-year average of actual earned income tax and real estate transfer tax collections. These adjustments provide a more representative estimate of recent revenue trends and modestly improve the District's projected financial outlook.

Food Service P&L & Discussion
Ms. Cajeira presented the September Food Service profit and loss statement. Student lunch sales totaled approximately $50,000, with subsidies of approximately $5,800. Total revenues were approximately $56,000, compared with expenditures of approximately $72,000, resulting in an operating deficit of approximately $16,300, a slight improvement over the prior year. Administration noted that subsidy payments lag by one month, and September reimbursement activity will be reflected in October.

The Committee discussed improvements in labor efficiency resulting from the consolidation to one serving line at the Middle School/High School cafeteria. Employee salary expenses decreased from approximately $37,000 in the prior September to $28,000, primarily due to reduced staffing and substitute usage. Administration reported that the new serving arrangement has been successful and has not negatively affected meal participation.

Lunch participation increased by 97 meals compared with the prior September, while breakfast participation increased by 372 meals, attributable to the introduction of the breakfast cart during the prior school year in January.

4. **Contracts**
Fine Arts Appraisal – CBIZ:
Ms. Cajeira presented a proposal to update the valuation of approximately 20–21 pieces of District-owned artwork currently valued at approximately $757,000. The last appraisal was completed in 2015. The proposed appraisal cost was $8,500 and was intended to ensure adequate insurance coverage and accurate replacement values.

DRAFT

The Committee questioned the cost of the appraisal relative to the value and insurance premium associated with the collection. Members recommended exploring alternative appraisal providers, including local auction houses and qualified art specialists, to determine whether the work could be completed at a lower cost. The Committee agreed to table the proposal pending additional pricing information.

Legal Services Agreement:
Administration clarified that the legal services agreement included in the meeting materials had previously been approved in March. The agreement was therefore withdrawn from consideration, as no additional approval was necessary.

BCIU School-Based ACCESS Program – Direct Service Billing:
Ms. Cajeira presented an agreement with the Bucks County Intermediate Unit for continued administration of the District's School-Based ACCESS Program direct service billing. The IU previously provided these services without a separate charge but has transitioned to a contracted service model for the 2026–2027 school year.

The proposed agreement establishes a rate of $540 per day, for a maximum of 50 days, or $27,000 annually, with charges based on actual services provided. Administration explained that the specialized billing process allows the District to seek Medicaid reimbursement for eligible special education services.

The Committee supported forwarding the agreement to the full Board for consideration. Administration will incorporate the anticipated cost into future budgets.

DRAFT

5. **Food Service Consulting Update/Cafeteria Revitalization Plan**

Ms. Cajeira provided an update on the Food Service Connection consulting engagement. The consultant completed her initial site visit, with a second visit scheduled for October 21. Preliminary observations included opportunities to improve menu offerings, food presentation, signage, equipment utilization, cashier operations, and employee training.

The Committee discussed a previously developed cafeteria improvement plan, including painting, decals, and other enhancements to the dining environment. Members expressed a preference to wait until the consultant completes all four initial visits and provides a comprehensive assessment before committing funds to facility improvements.

The Committee emphasized the importance of understanding the financial impact of proposed recommendations, particularly staffing efficiencies, food quality, student participation, and the level of General Fund support necessary to sustain the program. Members also discussed gathering additional student feedback through surveys and the existing student advisory committee.

The Committee agreed that Administration should continue gathering information and return with a more comprehensive plan outlining operational priorities, potential financial improvements, and recommended facility investments.

6. **Donations**

Administration reported a $3,000 donation from the Community Association toward the Lower Elementary School playground project. The Committee expressed appreciation for the continued community support.

The Committee also acknowledged the donation of T-shirts for kindergarten and first-grade students and staff from the Carr and Lang families.

7. **Informational Items**

Act 1 Index:

Ms. Cajeira reported that the Pennsylvania Department of Education established the 2027–2028 Act 1 Index at 3.6%.

Capital Projects Report:

The Committee reviewed the updated capital projects tracking report and discussed completed and anticipated projects. Administration reported that the Middle School STEAM Lab was completed at a total cost of approximately $130,000. Donations totaling approximately $125,000 covered nearly the entire project cost, significantly reducing the District's financial contribution.

ParkMobile Quarterly Report:

Ms. Cajeira presented the ParkMobile financial report for July through September 2026. Gross parking receipts totaled approximately $7,600, with approximately $3,100 in net revenue to the District after fees and booster allocations. Revenue for August and September was approximately $500 below the comparable prior-year period.

The Committee discussed the allocation of remaining District parking revenues and the potential use of those funds to support student activities, competitive travel, and the District's Angel Fund for students and families experiencing financial hardship. Administration confirmed that unallocated funds remain available for future eligible student needs.

Mrs. Ellen Stiefel adjourned the meeting at 6:51pm.

Respectfully submitted,

Marcia Cajeira

Marcia Cajeira
Chief Financial Officer

DRAFT

NEW HOPE-SOLEBURY SCHOOL DISTRICT

Engaging, Enriching, and Empowering All Students through a World-Class Education

Finance Committee Meeting Sign-In and Attendance
October 20, 2026

Name (Please Print)	Committee (C) or Public (P)	
Marcia Cajeira	C P	Admin
Charles W. Lentz	C P	Admin
Ben Miller	(C) P	
John DeAndrea	(C) P	
Jeff Kowalczyk	C P	Auditor
Ellen Stufel	(C) P	
Nik Hebde	(C) P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	
	C P	

DRAFT

Please note: This sign-in sheet will be included in the meeting minutes and posted to the District's website.
Committee Meetings and topics of discussion are subject to the Sunshine Act.
Individuals serving on Committees are doing so in an advisory capacity.

Policy Advisory Committee Meeting Minutes

October 1, 2026

A. Call to Order Dr. Heble called the meeting to order at 6:22 P.M

Committee Attendance: Dr. Heble, Ms. Sheehan, Mr. Giorgi, Dr. Persichetti, Ms. Borgeson, Ms. Frapwell

Policy Committee Sign-in sheet October 1, 2026

B. Approval of Minutes from September 3, 2026

Motion to approve minutes first. Ms Frapwell, second Mr. Giorgi

C. Public Comment

None.

D. Old Business

1. Second Reads

The committee reviewed the following policies for second read:

- Policy 102 - Academic Standards
- Policy 105 - Curriculum
- Policy 204.2 - Virtual Attendance and Wellness Checks
- Policy 249 - Bullying and Cyberbullying
- Policy 704 - Maintenance
- Policy 803 - School Calendar

Discussion highlights included the following:

Policy 249 Bullying and Cyberbullying: Administration reviewed the expanded language addressing conduct occurring outside of school when there is a connection to the school environment. A wording correction was identified in the definition section so that the policy states that bullying includes cyberbullying.

Policy 102 Academic Standards: The committee discussed the requirement to incorporate instruction on social media literacy and asked how the requirement is addressed in the District's curriculum. Administration explained that policy updates are reviewed with the curriculum department to confirm implementation and compliance with state requirements. Additional information regarding the District's current social media literacy instruction will be provided.

Policy 704 Maintenance and 704-AR-6 Drinking Water: The committee discussed the revised drinking-water testing requirements and the District's testing practices. Members also asked whether responsibilities removed from the policy were addressed in another administrative regulation or policy. Administration will identify the applicable language and include the related regulation in the Board materials so the discussion is fully documented. Operational decisions regarding testing practices may be addressed through the Facilities Committee and incorporated into the administrative regulation when appropriate.

Policies 105, 204.2, and 803: The policies were included in the second-read review. No additional substantive discussion was recorded.

The committee agreed to move the second-read policies forward to the Board, subject to confirmation of the formal motion and approval details.

DRAFT

2. Policy 810 Transportation

The committee revisited Policy 810 and confirmed that the existing clearance language for contracted drivers would remain in the policy. Policy 810 was added to the group recommended to move forward to the Board with the agreed revision.

Motion to approve with the revised policy updates and Board approval. First Dr. Perschetti, 2nd Mr. Giorgi.

E. New Business

1. Proposed Revisions to Policies 006 and 903

The committee reviewed proposed language addressing public comment when a quorum of the Board is present at a committee meeting. The purpose of the revision is to clarify that noncommittee Board members may attend and participate in discussion without voting and that committee meetings will provide one public-comment period.

The committee discussed whether the language belongs in Policy 006, Meetings, or Policy 903, Public Participation in Board Meetings. Members generally favored placing it in Policy 006 because that policy applies more broadly to Board and committee meetings. The committee also discussed whether public comment at committee meetings should be limited to agenda items and expressed support for allowing comments relevant to the committee's subject area even when the specific topic is not listed on the agenda.

F. Adjournment The meeting adjourned at 7:25 pm

DRAFT

Bucks County
Intermediate Unit

705 N. Shady Retreat Rd.
Doylestown, PA 18901
Tel: 215-348-2940
www.BucksIU.org

BUCKS COUNTY INTERMEDIATE UNIT #22

STANDARD SERVICE AGREEMENT

THIS AGREEMENT, entered on **October 20, 2026** by and between the **Bucks County Intermediate Unit #22** located at 705 N. Shady Retreat Road, Doylestown, PA 18901 (hereinafter referred to as "Bucks IU") and **New Hope-Solebury School District** located at 180 West Bridge Street, New Hope, PA 18938 (hereinafter referred to as "Client").

WHEREAS, Client desires the Bucks IU to provide the services outlined herein; and

WHEREAS, Bucks IU agrees to perform these services under the terms and conditions set forth in this Agreement.

THEREFORE, INTENDING TO BE LEGALLY BOUND, the parties agree as follows:

This Agreement shall commence on **November 2, 2026** and shall terminate on **May 2, 2027** , provided that either party to this Agreement may terminate this Agreement sooner upon providing 30 days written notice.

1. The following service(s) will be provided by the Bucks IU to Client:

   a) The Assessor will use the criteria for Student Assistance, Behavioral Health and School Climate assessments developed by the School Safety and Security Committee within the Pennsylvania Commission on Crime and Delinquency (PCCD) to provide a comprehensive report that identifies the extent to which the school or district has met the criteria, highlighting successes and providing recommendations and resources to address any needs.

   b) Section 1303-B of the PA Public School Code requires that the assessment of the policy and training criteria consists of an evaluation of the school entity's policies/procedures and practices and requires discussions with the school entity's employees. The assessment process includes an introductory session, a meeting with each school building team and a policy/training review.

   c) Client and Assessor will agree upon a timeframe for the introductory meeting and individual school meetings. The final report will be submitted to Client between 60-90 days from the last building's interview.

2. Client shall pay the Bucks IU the following compensation for the service(s) provided under this Agreement.

a) Amount: **$5,000.00**

b) Invoice(s) will be submitted to the Client by the Bucks IU by 10 days after receipt of report.

c) Payments shall be made within 30 calendar days following the Client's receipt of invoice(s) by the Bucks IU.

3. Client agrees to indemnify and hold harmless the Bucks IU, its Directors, officers, agents, workers, servants, contractors, subcontractors or employees from any and all claims, demands, causes of action, suits, damages, costs, expenses, including attorneys' fees, which arise directly or indirectly, in whole or in part, as a result of any willful or negligent act or omission of the Bucks IU.

4. Bucks IU shall not discriminate against any person because of race, color, religious creed, ancestry, national origin, age, sex, gender or handicap/disability in performing the duties and/or services required by this Agreement.

5. Client acknowledges and agrees that Bucks IU has developed writings, drawings, designs and other works of authorship that Bucks IU may use in the course of performance of this Agreement. Client agrees that all such materials developed by and/or used by Bucks IU are not works for hire and that Bucks IU is the sole and exclusive owner of all such materials and any copyrights therein.

6. Any change in this Agreement may be accomplished only by a written amendment executed by both Client and Bucks IU.

7. This Agreement may be terminated upon 30 days written notice by either party. If the Agreement is terminated, the Client is expected to pay Bucks IU for services rendered up to the date of termination.

8. Neither the Bucks IU nor Client may assign or transfer any interest in this Agreement without prior written consent of both parties.

9. It is understood and agreed that during the course of work under this Agreement, Client may become aware of confidential information about the Bucks IU, including but not limited to information regarding a Bucks IU employee, information about a Bucks IU student, information from a student's educational or medical records, software and computer programs, and knowledge, skills, and abilities of personnel. It is understood that Client may also become aware of similar confidential information belonging to Bucks IU and/or Bucks IU clients. It is understood and agreed that all such information is considered to be confidential and privileged under the terms and conditions of this Agreement, and cannot be disclosed for any reason. If Client uses, discloses, copies, removes, shares (either verbally, physically, or electronically) confidential information in any way that is

determined by the Bucks IU to be improper or non-work related in any manner, Client will be held liable. It is agreed by both parties that any such disclosure is grounds for immediate termination of this Agreement.

10. Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served by either by personal delivery or certified mail to the following persons and at the following addresses:

Bucks IU:	Client:
Bucks County Intermediate Unit #22	New Hope-Solebury School District
Attn: Beth Kramer	Attn: Dr. Rose Minniti
705 N. Shady Retreat Road	180 West Bridge Street
Doylestown, PA 18901	New Hope, PA 18938

11. This Agreement includes the terms and conditions set forth in this document. This Agreement constitutes the entire understanding and agreement between the parties.

THIS AGREEMENT is signed below by the duly authorized representatives of the parties:

New Hope-Solebury School District 180 West Bridge Street New Hope, PA 18938 Contact Name: **Dr. Rose Minniti** Title: **Assistant Superintendent** Phone:**215-862-5372 ext. 3294** Email: **rminniti@nhsd.org**	Bucks County Intermediate Unit #22 705 N. Shady Retreat Road Doylestown, PA 18901 Recommended By: Name: **Beth Kramer** Title: **Supervisor of Safety Services** Phone: 215-348-2940 ext. 1615 Email: **BKramer@Bucksiu.org**
Authorized Representative:	Approved By:
(Signature in Blue Ink)	John D'Angelo, President Bucks IU Board of School Directors Attest:
(Date)	Michele Ruggiero, Secretary Bucks IU Board of School Directors (Date)

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN

Middle Bucks Institute of Technology

and

Central Bucks School District, Centennial School District, Council Rock School District, and New Hope/Solebury School District

December 9, 2026

I. Joint Statement of Concern

A. Parties

The Parties to this Agreement are the Middle Bucks Institute of Technology (MBIT) and its Sending Districts (SDs), the Central Bucks School District, Centennial School District, Council Rock School District and New Hope/Solebury School District, which said Agreement is intended to commit the Parties to adhere to the policies and procedures set forth in this Memorandum of Understanding.

B. It is the purpose of this Memorandum to foster a relationship of cooperation, mutual support and the sharing of information and resources between the parties hereto as they work together to fulfill the SD's and MBIT's responsibilities under special education law and to foster the achievement of eligible students at MBIT with Individualized Education Programs (IEPs).

C. The purpose of this Memorandum is to establish procedures to be followed in the listed areas related to the education of eligible students with IEPS:

1. Admissions/Eligibility Standards
2. IEP Participation, Process and Scheduling
3. Implementation of IEPS and Staffing/Provision of IEP services
4. Collaboration/Cooperation of Special Education and Administrators Between Entities

5. Necessary meetings of staff
6. Student Disciplinary procedures
7. IEP Progress/Compliance Monitoring
8. Necessary training

II. Admissions/Eligibility

A. MBIT shall write and provide to the SD a nondiscriminatory admissions policy, which shall include a classroom profile for each career and technical program to enable the IEP team to predict a student's success in a given program based on the student's ability to benefit from that program consistent with his/her transition plan.

B. The student services of the SD or MBIT shall make available to all interested students, by appointment, interest inventories, career surveys, and vocational assessments if a student expresses an interest in enrollment at MBIT.

C. The SD in cooperation with MBIT will make parents/students aware of the open house opportunities and will provide parents MBIT contact information if requested. This will allow interested students and their parents to ask questions and schedule a visit.

III. IEP Process

A. The SD shall provide timely notice of the IEP meeting so that MBIT may participate as a member of the IEP team.

B. If requested by MBIT, the SD case manager and a representative of MBIT shall meet to discuss barriers to curriculum, access in the particular lab or subject matter and discrepancies between the student's present levels, needs, postsecondary goals and the task/competencies in MBIT program.

C. As part of the pre-meeting, the SD will review the Specially Designed Instructions (SDIs) that are necessary to address student needs and transition goals.

D. As part of the pre-meeting, MBIT will outline the coaching and training a particular teacher may need to implement the IEP with assistance from the SD as necessary.

IV. IEP Implementation

A. Special Education Staffing

1. The staff of special education services of the SD shall be defined by the sending districts.

2. The staff of special education services of MBIT shall be comprised of the following positions: special needs coordinators and instructional assistants.

B. Implementation of IEP

The special needs coordinators of MBIT shall notify the case manager, and/or Special Education Supervisor if necessary, the SD of the student's lack of meaningful progress toward IEP goals, excessive disciplinary referrals, and excessive absences in order to develop a joint plan of action or to reconvene the IEP team.

C. Communication of Monitoring

Any changes or concerns related to an eligible student with an IEP, including disciplinary actions, poor attendance, problems with implementing the IEP, lack of progress, shall be communicated in writing to the other school entity. An IEP meeting with representatives from both entities will be held.

V. Discipline

A. The discipline of any student with an IEP shall be managed by the principal of MBIT or the principal of the sending school where the incident took place.

B. The other non-responsible entity will be timely notified of the manifestation review meeting and shall have the opportunity to send a team member.

C. In appropriate cases, if the IEP team is convened to revise the behavioral plan, MBIT will be timely notified so that a CTC educator/special needs coordinator will be present.

VI. Training

A. MBIT and the SDs shall be responsible for the training of the necessary personnel to meet the needs of all special education students.

VII. General Provisions

A. This Memorandum is not intended to and does not create any contractual rights or obligations with respect to the signatory agencies or any other persons or entities.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

E. The purpose of this memorandum is to establish procedures and policies, the object of which is to provide an education to the student that is in conformity with his/her IEP.

F. This agreement does not supersede the Memorandum of Understanding for Legal Services between Middle Bucks and the Sending School Districts.

AND NOW, this **9th** day of **December, 2026**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Dr. Charles W. Lentz
MBIT Superintendent of Record

Dr. Mark Covelle
MBIT Administrative Director

AND NOW, this **9th** day of **December, 2026**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

_____

Dr. Abram Lucabaugh
Centennial School District

AND NOW, this **9th** day of **December, 2026**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

_____

Dr. Joanna Wexler
Central Bucks School District

AND NOW, this **9th** day of **December, 2026**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

_____

Dr. Andrew J. Sanko
Council Rock District School

AND NOW, this 9**th** day of **December, 2026**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

_____

Dr. Charles W. Lentz
New Hope/Solebury School District

New Hope-Solebury School District

Board Meeting Date: October 22, 2026

1. 2026-2027 **Capital Reserve** Checks for Approval.

Check No. 10020455 to 10020457

2. 2026-2027 **General Fund** Checks for Approval.

Check No. 165690 to 165864

Total Checks: $1,120,061.50

3. WIRE TRANSFERS Between Meetings for Ratification.

3a. Procurement Card Purchases: $11,538.59

Total Wires: $749,618.50

TOTAL OF CHECKS and WIRES: $1,881,218.59

2026-2027 Capital Reserve Checks for Approval

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CRDI - CR-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0010020455	09/24/2026	AP0871600001	2600001439	D15658	22-2600-752-000-00-000-000-003-0000		40,950.00
199897-DIVERSIFIED STORAGE SOLUTIONS INC					**Payment Date: 09/24/2026**	**Payment Amt:**	**40,950.00**
0010020456	09/24/2026	LE0871500001	2700000309	KP-1311	22-2620-752-000-00-000-000-003-0000		3,610.00
199924-KINGDOM PLAYGROUND				**Remit ID R-1**	**Payment Date: 09/24/2026**	**Payment Amt:**	**3,610.00**
0010020457	09/24/2026	LE0871500002	2700000540	032404	22-2620-752-000-00-000-000-003-0000		20,100.00
MILLERBU-Miller Building Inc.				**Remit ID R-1**	**Payment Date: 09/24/2026**	**Payment Amt:**	**20,100.00**

22 - CAPITAL PROJECTS FUND	**64,660.00**
Grand Total All Funds	**64,660.00**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**64,660.00**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**64,660.00**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

General Fund Checks for Approval

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165719	09/30/2026	2535 (Two) River Rd Prop LLC	Tax Refund		3.01
0000165716	09/30/2026	6169 ASSOCIATES	Tax Refund		35.91
0000165715	09/30/2026	AARON BURR HOUSE LLC	Tax Refund		11,337.12
0000165701	09/30/2026	AGRON & DRIOLA KALOSHI	Tax Refund		66.90
0000165805	10/16/2026	ALLIED ELEVATOR COMPANY	Elevator Repair & Inspection for SY26-27		3,035.01
0000165768	10/16/2026	AMANDA BENOLKEN	Snacks for Comp Planning meeting from Giant	Food for Induction Orientation from Yum Yum Donuts	201.95
0000165690	09/23/2026	AMAZON CAPITAL SERVICES	Item No: B0B9HWKZ2V. Aux Item ID: asid-9bQyUvpnY4YwoZE. Wipex Alcohol...	Item No: B0GYMVW23V. Aux Item ID: asid-h66cR2vO1QItZPz. Hicarer 2 Pac...	12,888.00
0000165740	10/16/2026	AMERICAN RED CROSS	Invoice 23462693 First Aid Tra		832.00
0000165741	10/16/2026	ANALYTICAL LABORATORIES INC	Water Testing for SY26-27		920.00
0000165717	09/30/2026	ANTONIO AND DONNA PENZA	Tax Refund		555.84
0000165742	10/16/2026	ARMOUR & SONS ELECTRIC INC	Invoice # 920009398 Replaced conductors for damaged ejection pump on bal...		818.00
0000165796	10/16/2026	AT&T MOBILITY	CELL PHONE SERVICE 26/27 SY BL		628.67
0000165743	10/16/2026	AUSTILLS REHABILITATION SERVICES	SLP services	OT/PT Services	25,111.89
0000165836	10/16/2026	BARBACANE THORNTON & COMPANY LLP	FINANCIAL STATEMENT AUDIT BILL		2,572.50
0000165855	10/16/2026	BEACON ATHLETICS LLC	Quote: 00-0044936 Yellow Fence Topper 250'		574.99
0000165745	10/16/2026	BENCHMARK EDUCATION COMPANY	Dynamite Decodables		828.80
0000165746	10/16/2026	BETTS EQUIPMENT INC	Lawn equipment rentals for SY26-27		155.12
0000165753	10/16/2026	BLICK ART MATERIALS	Supplies for this year's art classes	MS Art Supplies	712.48

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165849	10/16/2026	BRIDGE PROGRAM	Invoice No. 357 Class of 2030		20.00
0000165744	10/16/2026	BUCKS COUNTY COMMUNITY COLLEGE	Parker Taylor Tuition		788.00
0000165747	10/16/2026	CA NIECE COMPANY INC	Hardware supplies for SY26-27		92.57
0000165696	09/30/2026	CAIRN UNIVERSITY	Highlander Invitational		300.00
0000165739	10/16/2026	CAITLIN KEIPER	"Souvenirs" for Global Travel, from Amazon		210.76
0000165752	10/16/2026	Capital One	Operations Supplies		569.10
0000165827	10/16/2026	CARON TREATMENT CENTERS	Invoice 34711st installment 2		25,141.50
0000165834	10/16/2026	CENGAGE LEARNING	9780787633691	9780787649494	5,765.26
0000165771	10/16/2026	CHAMPION TIRE	Invoice#031-90642, #031-91347, #031-91569 tires for campus vehicles		566.75
0000165858	10/16/2026	CharacterStrong LLC	Estimate #: EST4584 SEL Tier 1 Curriculum PFP License x 1 (LES portion)	Estimate #: EST4584 SEL Tier 1 Curriculum PFP License x 1 (UES portion)	2,999.00
0000165705	09/30/2026	CHERYL OLSTEN	Tax Refund		1,000.00
0000165691	09/25/2026	CHERYL SILVESTRI	Vaughn Medical Foot Stool Heavy Duty Anti Skid	120 Plastic Tooth Saver Boxes	61.96
0000165830	10/16/2026	COLLEEN BELL	Mileage Reimbursement to and from Lenape Valley Fo (Round Trip)	Mileage Reimbursement to and from Lenape Valley Fo	16.68
0000165801	10/16/2026	COLLEGE BOARD	College Board Membership Fee		400.00
0000165750	10/16/2026	COMMONWEALTH CHARTER ACADEMY	Student Tuition		34,164.98
0000165859	10/16/2026	COMMONWEALTH CHARTER ACADEMY	Student Tuition		66,422.19
0000165848	10/16/2026	COOK CENTER FOR HUMAN CONNECTION	Quote 40138710918 Mental Healt		23,750.00
0000165732	10/12/2026	COTALITY CENTRALIZED REFUNDS	Tax Refund		3,937.89

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165733	10/12/2026	COTALITY CENTRALIZED REFUNDS	Tax Refund		9,382.44
0000165708	09/30/2026	DALIA GIL	Tax Refund		1,267.91
0000165718	09/30/2026	DAVID AND PEGGY DONDERO	Tax Refund		531.95
0000165826	10/16/2026	DAVID KLAUSE	Tax Refund		7,851.18
0000165734	10/12/2026	DELAWARE RIVER CLOSING SERVICES	Tax Refund		126.23
0000165818	10/16/2026	DIESEL DIRECT CENTRAL LLC	Invoice 17618066 Biodiesel 2 f	Invoice 17618052 Gasoline UNL	12,005.54
0000165754	10/16/2026	DISTRICT 1 COACHES ASSOCIATION	District 1 Athletic Directors Association membership		75.00
0000165811	10/16/2026	DR WILLIAM MOORE	Student/Athlete Physicals		4,000.00
0000165803	10/16/2026	E JAZZ LINES	Music for Jazz, Concert, and Orchestra		1,752.50
0000165808	10/16/2026	EDUCERE LLC	Invoice #NewHope2605 Fall 2026 PT Spanish I Sekiguchi, K		499.00
0000165820	10/16/2026	EF INSTITUTE FOR CULTURAL EXCHANGE, INC	EF Japan Trip chaperone insurance & room		1,894.00
0000165837	10/16/2026	ELEMENT ENVIRONMENTAL SOLUTIONS	AHERA Contract for SY 26-27		2,608.29
0000165735	10/12/2026	ELEVATION ABSTRACT SERVICES	Tax Refund		35.91
0000165711	09/30/2026	ELLEN CUTHRELL	Tax Refund		1,477.62
0000165726	10/06/2026	EMILY VAN PRAAG	shared staff		47.60
0000165755	10/16/2026	EPLUS TECHNOLOGY INC	Quote No: 23590142 Clear Touch Screens x 3	Quote No: 23558936 Veeam Data Subscription 11/2026-11/2027	26,667.15
0000165860	10/16/2026	Everway, LLC	Quote: 393188 1 x SY26-27 ULS		1,446.99
0000165756	10/16/2026	FEDERAL EXPRESS CORP	Delivery to M. Fraim UES		19.55

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165816	10/16/2026	FIBER ASSET CO., INC.	Blanket for SY26-27 Monthly Invoices beginning July 1, 2026		551.84
0000165787	10/16/2026	FIRST STUDENT INC	PUBLIC SCHOOL TRANSPORTATION	PUBLIC & NON-PUBLIC SCHOOL TRA	267,141.59
0000165788	10/16/2026	FIRST STUDENT INC	Sports Bus Service		342.76
0000165861	10/16/2026	Follett Content Solutions, LLC.	261 BOOKS PER QUOTE	BOOK PROCESSING	267.68
0000165835	10/16/2026	FP Finance Program	DISTRICT POSTAGE 26/27 SY BLA		160.06
0000165704	09/30/2026	FRANCIS KOWAL	Tax Refund		360.00
0000165814	10/16/2026	FUSION LEARNING INC - PRINCETON	Student Tuition - CT		3,195.56
0000165815	10/16/2026	FUSION LEARNING INC - PRINCETON	Student tuition - CT		2,995.74
0000165813	10/16/2026	FUSION LEARNING INC	Student Tuition - ES		4,825.50
0000165828	10/16/2026	FusionSite Pennsylvania	Portable Toilet Blanket PO		631.30
0000165804	10/16/2026	GEESE CHASERS SOUTHEASTERN PA LLC	Geese Clearing Services Blanke		1,079.00
0000165757	10/16/2026	GIANT-AHOLD FINANCIAL	ILS Supplies		41.67
0000165707	09/30/2026	HELENE MAGILL	Tax Refund		733.25
0000165759	10/16/2026	HENDRICKS APPLIANCES	Estimate #33981 Washer for ILS room		599.00
0000165698	09/30/2026	HENRY BRENT CALDWELL	Tax Refund		763.52
0000165782	10/16/2026	HILLYARD - DELAWARE VALLEY	MAINTENANCE SUPPLIES		9,998.65
0000165692	09/25/2026	HOME & SCHOOL ASSOCIATION	Reimbursement for NHS HSA 5th grade field trip - invoice with details at...		3,664.00
0000165760	10/16/2026	HOME DEPOT CREDIT SERVICES	SY26-27 Blanket PO	Lumber Order for Engineering	4,422.75
0000165853	10/16/2026	HOSTING SOLUTIONS & LIBRARY CONSULT	Access PA/Power Technology Fee		250.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165802	10/16/2026	INTEGRAONE	Quote #050112 v1 SY26-27 Fortinet Coterm Renewal		2,006.61
0000165761	10/16/2026	INTERBORO PACKAGING CORP	10 Cases of 33x40 Clear Plasti		473.40
0000165762	10/16/2026	INTERSTATE TAX SERVICE BUREAU	UNEMPLOYMENT COMPENSATION COST		349.80
0000165706	09/30/2026	JAMES & JUNE NEZAMIS	Tax Refund		488.88
0000165764	10/16/2026	JAMES & URBANY ELECTRICAL CONT	Invoice: 9223 UES install refurbished circuit breaker	Invoice: 9224 HS install new circuits for new vinyl printer & boiler roo...	1,325.00
0000165725	10/06/2026	JAMES DITULIO	shared staff		56.00
0000165721	09/30/2026	JAMES PESHEK	Tax Refund		923.65
0000165713	09/30/2026	JEANNE MANTELL	Tax Refund		5,016.89
0000165730	10/06/2026	JENNIFER WIND	shared staff	shared staff - meeting	44.94
0000165833	10/16/2026	JESSICA BARANOSKI	Tuition Reimbursement		333.50
0000165862	10/16/2026	Jessica Shlamowitz	Tutoring - JS		790.00
0000165700	09/30/2026	JOHN & LAURIE S BRICK	Tax Refund		587.16
0000165709	09/30/2026	JOHN & WENDY BLEVINS	Tax Refund		7,395.93
0000165846	10/16/2026	JOHNSON CONTROLS BLDG SOLUTIONS	Estimate No: 1-1QXJ0EF9 SY26-27 Annual Service Agreement Yr 1 of 5	Quote ID# 1-1RFIH815 Furnish / Install - New 15 HP Variable Speed Drive ...	23,499.50
0000165847	10/16/2026	JOHNSON CONTROLS BLDG SOLUTIONS	Estimate No: 1-1QXJ0EF9 SY26-27 Annual Service Agreement Yr 1 of 5	Quote ID# 1-1RFIH815 Furnish / Install - New 15 HP Variable Speed Drive ...	9,990.00
0000165763	10/16/2026	JW PEPPER AND SON INC	Music - HS	Music - MS	60.23
0000165765	10/16/2026	KAMPUS KLOTHES	invoice # 177844 attached with full details - t-shirt order	Loose Fit Track Singlet Various Sizes (J5136A)	6,730.49
0000165727	10/06/2026	KATHERINE MCGINNISS	shared staff		56.00
0000165769	10/16/2026	KIMBERLY KLICKA	Fall planters		533.23

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165767	10/16/2026	KURTZ BROS	Desks for Business Office Quot	Freight	3,822.25
0000165823	10/16/2026	LAMINATORS INCORPORATED	Invoice 153565		396.00
0000165863	10/16/2026	Laura Kim	Tax Collector Expense Reimburs		5,322.61
0000165714	09/30/2026	LEA CRONCE	Tax Refund		9,382.44
0000165695	09/28/2026	LENAPE VALLEY FOUNDATION	Suicide Prevention Conference		100.00
0000165817	10/16/2026	LINDENMEYR MUNROE	Supplies for Vinyl Printer: Evolution3 Smart Fold, Smart Fold Bench		5,196.60
0000165838	10/16/2026	MARCIA CAJEIRA	CFO Bootcamp (Round Trip)	CFO Bootcamp	295.90
0000165749	10/16/2026	MARK'S PLUMBING PARTS	Plumbing Supplies SY26-27		511.52
0000165864	10/16/2026	Mason's Landscaping & Construction, LLC	Playground Extension		36,678.02
0000165770	10/16/2026	MCGRAW-HILL, LLC	Student Supplies	Everyday Math Spanish	1,621.76
0000165699	09/30/2026	MICHAEL DANCHAK	Tax Refund		91.01
0000165731	10/06/2026	MICHELLE NORD	shared staff		10.46
0000165772	10/16/2026	MIDDLE BUCKS INST OF TECH	Operating Cost for 2nd Quarter		41,439.00
0000165773	10/16/2026	MONTGOMERY COUNTY IU 23	Registration for CMC SE Regional Day of Learning on 12/4/26 for Cait Keiper		30.00
0000165774	10/16/2026	NACAC	NACAC renewal for Sarah Reeder		330.00
0000165840	10/16/2026	NASRO	Invoice no: 190310 School Resource Officer Association Annual Membership...		50.00
0000165778	10/16/2026	NETCARRIER TELECOM	Telecommunications for SY26-27		531.95
0000165736	10/12/2026	NEW HOPE - SOLEBURY EDUCATION FUND	DED: Ed Fund - Full Payroll Pay Date: 10/2/2026	DED: Ed Fund - Full Payroll Pay Date: 9/18/2026	6.00
0000165775	10/16/2026	NEW HOPE ACADEMY	Blanket PO		4,552.20

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165776	10/16/2026	NEW HOPE-SOLEBURY CAFETERIA FUND	Coffee/Tea Set up for Community Network Meeting		15.00
0000165738	10/12/2026	NEW HOPE-SOLEBURY EDUCATION ASSOC	DED: NHSEA Dues - Full Payroll Pay Date: 10/2/2026		20,049.00
0000165829	10/16/2026	NEW HOPE-SOLEBURY EDUCATION ASSOC	Longevity Gifts District Share		533.33
0000165728	10/06/2026	NEWTOWN MIDDLE PTO	Volleyball Tournament Fee		325.00
0000165737	10/12/2026	NHS EDUCATION SUPPORT PROFESSIONALS	DED: PSEA Dues - Full Payroll Pay Date: 10/2/2026		1,819.11
0000165779	10/16/2026	NORSTAR NETWORKS	VOIP		1,680.92
0000165856	10/16/2026	NOTABLE INC	Kami License for Psychs		170.00
0000165825	10/16/2026	Occupational Health Centers	Return to Work Physical Invoic		153.00
0000165842	10/16/2026	PEARSON VIRTUAL SCHOOLS USA	Blanket PO for 26-27 FT and PT Seats		34,750.00
0000165783	10/16/2026	PECO ENERGY COMPANY (SUMMARY BILL)	Electric	Gas	49,371.03
0000165781	10/16/2026	PENNSYLVANIA CYBER CHARTER SCHOOL	Student Tuition		397.28
0000165784	10/16/2026	PMEA	PMEA Membership		150.00
0000165785	10/16/2026	PMEA	Membership renewal for Nichola		300.00
0000165766	10/16/2026	PYE-BARKER FIRE & SAFETY	Tank & Fire Inspections for SY26-27		2,691.96
0000165841	10/16/2026	RACHEL ABERNETHY	Tuition Reimbursement		1,500.00
0000165806	10/16/2026	RADIUS SYSTEMS LLC	Invoice: 260201910 2026 Fall WebCTRL Programming / Graphics & Hardware C...		1,075.00
0000165702	09/30/2026	RALPH DIZIO	Tax Refund		164.42
0000165807	10/16/2026	RAPTOR TECHNOLOGIES LLC	Invoice: INV248628 4 x Raptor Visitor Management Annual Access Fee 7/1/2...		2,038.40

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165851	10/16/2026	REACH CYBER CHARTER SCHOOL	Student Tuition		33,760.47
0000165832	10/16/2026	RENEE MEKA CHUMA	Amazon Reimbursement for student supplies		242.73
0000165831	10/16/2026	RICHARD CURTIS	School trip to South Korea, paid EF Tours		478.70
0000165748	10/16/2026	RICOH USA INC	COPIER SERVICE CONTRACT 26/27		10,270.91
0000165758	10/16/2026	RICOH USA INC	RENTAL OF COPIER EQUIPMENT 26/		2,890.60
0000165710	09/30/2026	ROBERT & DARLE DIGNEY	Tax Refund		598.91
0000165723	09/30/2026	ROBERT STIRNER	Tax Refund		188.76
0000165786	10/16/2026	ROCK BROOK SCHOOL	Student Tuition - LW		15,626.31
0000165697	09/30/2026	RONALD F & SUSAN E COEYMAN	Tax Refund		339.54
0000165843	10/16/2026	RYDIN	Invoice: PS INV 144142 Hangtag Parking Permits x 200		689.00
0000165810	10/16/2026	S & G WATER CONDITIONING INC	Water Monitoring for SY26-27		1,175.00
0000165850	10/16/2026	SAVVAS LEARNING COMPANY	QUOTATION # 7029290798 4th grade materials		279.39
0000165792	10/16/2026	SCHOOL NURSE SUPPLY INC	Item # 20210 - 1 case of 4 X 6 reusable Thermakool hot/cold packs	Item # 20215 - 100 count 5 x 7 - disposable icepack covers	184.00
0000165789	10/16/2026	SCHOOL SPECIALTY INC	quote attached	shipping & handling	1,234.26
0000165729	10/06/2026	SCOTT RADASZKIEWICZ	Food for Maintenance staff meeting from Giant		76.99
0000165790	10/16/2026	SDIC	CENTRAL FUND PAYMENT 26/27 SY		11,792.00
0000165791	10/16/2026	SDIC	CENTRAL FUND PAYMENT		24.63
0000165751	10/16/2026	SEA BOX INC	Storage for SY26-27		125.00
0000165812	10/16/2026	SHERWIN WILLIAMS	Paint for SY26-27		3,153.66

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165819	10/16/2026	SIEGEL LUMBER COMPANY	Hardwood Needed for the Manufacturing Class	Shipping	2,017.40
0000165822	10/16/2026	SITE SPECIFIC DESIGN, INC	Invoice#: 111179		1,445.00
0000165777	10/16/2026	SOLEBURY SCHOOL	Student Tuition - FV		11,550.00
0000165793	10/16/2026	STAPLES	cart attached with full details	1265711	670.45
0000165854	10/16/2026	STEPHANIE WASHAM	Tuition Reimbursement		6,738.00
0000165724	10/06/2026	STUART COUNTRY DAY SCHOOL	MS Cross Country Meet		90.00
0000165844	10/16/2026	SUSAN SCHIMPF	NCC annual certification fee		85.00
0000165794	10/16/2026	SWEET STEVENS KATZ & WILLIAMS LLP	LEGAL FEES 26/27 SY BLANKET PO		5,397.00
0000165852	10/16/2026	T-MOBILE	MOBILE INTERNET SERVICES 26/27		288.23
0000165845	10/16/2026	TEACHERS PAY TEACHERS SYNERGY LLC	Quote ID 511075	processing fee	410.98
0000165839	10/16/2026	THE NEWGRANGE SCHOOL OF PRINCETON	Blanket PO		8,174.98
0000165720	09/30/2026	Thomas and Margaret Dietterich	Tax Refund		126.23
0000165694	09/28/2026	TOHICKON MIDDLE SCHOOL	Library of Congress		350.00
0000165703	09/30/2026	VIJAY & RAJITHA VIDIYALA	Tax Refund		4.00
0000165712	09/30/2026	VISHAL SHARMA	Tax Refund		3,937.89
0000165857	10/16/2026	VISTA HIGHER LEARNING	AP French & Spanish Books	Shipping	634.18
0000165780	10/16/2026	W B MASON CO INC	10 Cases of WBM21200 Flagship		295.70
0000165795	10/16/2026	WASTE MANAGEMENT OF SOUTHEASTERN PA	Waste Disposal for SY26-27		3,434.15
0000165797	10/16/2026	WEST CHESTER UNIVERSITY	INVOICE #NHSD PRIZE 202630 House, M SED & Ujj, M		400.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GFDI - GF-Disbursement **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Regular Checks
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000165798	10/16/2026	WESTERN PEST SERVICES	Pest Elimination for SY26-27		534.49
0000165722	09/30/2026	WILLIAM SHARP	Tax Refund		2,955.15
0000165824	10/16/2026	WILLIAM SHARP	Tax Refund		2,955.15
0000165799	10/16/2026	WILLIAM TENNENT HIGH SCHOOL	William Tennent Cross Country Invitational Meet Entry Fee		280.00
0000165800	10/16/2026	WILSON LANGUAGE TRAINING CORP	Quote: Q-44987 Fundations K-2 Sound Cards	quote attached with full details	4,582.72
0000165809	10/16/2026	WRIGHT FLOORING CO INC	MS STEAM lab flooring		24,496.00
0000165821	10/16/2026	ZERO CIRCLE LABS	Book Purchase: 60 copies of Finding the Magic in Middle School, with au...		1,008.00

10 - GENERAL FUND	**1,055,401.50**
Grand Total All Funds	**1,055,401.50**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,055,401.50**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**1,055,401.50**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

Procurement Card Purchases

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Procurement Cards, Credit Cards
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
+ PROCUR8112	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	LEADERSHIP RETREAT BREAKFAST		39.74
+ PROCURE801	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	AMLE CONFERENCE - ROSE MINNITI		349.99
+ PROCURE802	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	CUSTOM FRIDGE MAGNETS		1,106.69
+ PROCURE803	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	GRANT APPLICATION -UES HVAC		100.00
+ PROCURE804	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	FUSES		276.21
+ PROCURE805	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	LEADERSHIP RETREAT/BOARD REFRESHMENTS		320.54
+ PROCURE806	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	WATER FOUNTAIN FILTER REPAIRS		831.75
+ PROCURE807	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	RED/WHITE VINYL TAPE		94.03
+ PROCURE808	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	LEADERSHIP RETREAT 2026 LUNCH		306.63
+ PROCURE809	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	LEADERSHIP RETREAT DINNER		806.85
+ PROCURE810	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	CASTERS FOR CAFETERIA APPLIANCES		1,722.43
+ PROCURE812	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	LEADERSHIP RETREAT BREAKFAST		206.12
+ PROCURE813	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TRAINING FOR AP STAT TEACHER		799.00
+ PROCURE814	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	BATTERIES FOR CUSTODIAN WALKIES		203.78
+ PROCURE815	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	ASBO MEMBERSHIP RENEWAL		499.00
+ PROCURE816	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	CFO BOOTCAMP - MARCIA CAJEIRA		135.00
+ PROCURE817	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	ICE FOR CONCESSIONS ICE MACHINES		79.84

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Procurement Cards, Credit Cards
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
+ PROCURE818	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	ICE FOR CONCESSIONS ICE MACHINES		79.84
+ PROCURE819	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	HS STEAM LAB & SOFTWARE SUBSCRIPTION		239.00
+ PROCURE820	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	MARKETING LISCENSING		1,095.00
+ PROCURE821	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	HARDWARE FOR LES		176.95
+ PROCURE822	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	EZ PASS REPLENISHMENT		245.00
+ PROCURE823	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	NICK AQUILINO A/CAPA 26-27 RENEWAL		90.00
+ PROCURE824	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	A/CAPA FALL CONFERENCE NICK AQUILINO		390.00
+ PROCURE825	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	2026 PASA/PSBA LEADERSHIP CONFERENCE LODGING		185.00
+ PROCURE826	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TEAM BUILDING ACTIVITIES/BOARD MEETINGS		118.12
+ PROCURE827	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TRAVEL TO CHICAGO-DR.LENTZ-EPIC CONFERENCE		77.40
+ PROCURE828	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TRAVEL TO CHICAGO-DR.LENTZ-EPIC CONFERENCE		77.40
+ PROCURE829	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TRAVEL TO CHICAGO-DR.LENTZ-EPIC CONFERENCE		391.33
+ PROCURE830	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	TEAM BUILDING ACTIVITIES/BOARD MEETINGS		123.10
+ PROCURE831	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	SUPER OFFICE SUPPLIES		8.47
+ PROCURE832	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	SUPER OFFICE SUPPLIES		10.59
+ PROCURE833	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	SUPER OFFICE SUPPLIES		31.79
+ PROCURE834	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	SUPER OFFICE SUPPLIES		76.05

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Procurement Cards, Credit Cards
Sort: Vendor Name

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
+ PROCURE835	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	SUPER OFFICE SUPPLIES		144.90
+ PROCURE836	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	MONTHLY SUBSCRIPTION FEE ICLOUD STORAGE		52.27
+ PROCURE837	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	PODCAST HOSTING PLATFORM		12.00
+ PROCURE838	09/22/2026	PNC-PROCUREMENT CARD PURCHASES	PRIMO BRANDS		36.78

10 - GENERAL FUND	**11,538.59**
Grand Total All Funds	**11,538.59**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**11,538.59**
Grand Total Regular Checks	**0.00**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**11,538.59**

2026-2027 Wire Transfers Between Meetings for Ratification

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Non-negotiable Disbursements
Sort: Vendor Name

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
* AFLAC92426	09/24/2026	OD0873300001			10-0462-AFL-PAY-00-000-000-000-0000		72.07
1000583-AFLAC				**Remit ID R-1**	**Payment Date: 09/24/2026**	**Payment Amt:**	**72.07**
* 00BAS10526	10/05/2026	OD0883800001			10-0462-BDC-PAY-00-000-000-000-0000		473.27
* 00BAS10526	10/05/2026	OD0884100001			10-0462-BAS-PAY-00-000-000-000-0000		1,192.10
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 10/05/2026**	**Payment Amt:**	**1,665.37**
* 00BAS92126	09/21/2026	OD0879600001			10-0462-BDC-PAY-00-000-000-000-0000		132.36
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 09/21/2026**	**Payment Amt:**	**132.36**
* 0BAS092226	09/22/2026	OD0872800001			10-0462-BAS-PAY-00-000-000-000-0000		1,991.47
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 09/22/2026**	**Payment Amt:**	**1,991.47**
* 0BAS092926	09/29/2026	OD0873600001			10-0462-BAS-PAY-00-000-000-000-0000		3,150.63
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 09/29/2026**	**Payment Amt:**	**3,150.63**
* 0BAS101326	10/13/2026	OD0893400001			10-0462-BDC-PAY-00-000-000-000-0000		349.05
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 10/13/2026**	**Payment Amt:**	**349.05**
* 0BAS101426	10/14/2026	OD0892400001			10-0462-BAS-PAY-00-000-000-000-0000		2,480.30
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 10/14/2026**	**Payment Amt:**	**2,480.30**
* 0BAS929262	09/29/2026	OD0873700001			10-0462-BDC-PAY-00-000-000-000-0000		681.82

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Non-negotiable Disbursements
Sort: Vendor Name

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 09/29/2026**	**Payment Amt:**	**681.82**
* BAS0922262	09/22/2026	OD0872900001			10-0462-BAS-PAY-00-000-000-000-0000		1,645.42
102920-BENEFIT ALLOCATION SYSTEMS INC				**Remit ID R-1**	**Payment Date: 09/22/2026**	**Payment Amt:**	**1,645.42**
* 0MEDINS930	09/30/2026	OD0877000001			10-0462-211-000-00-000-000-000-0000		396,899.00
* 0MEDINS930	09/30/2026	OD0877000002			10-0462-211-PAY-00-000-000-000-0000		99,486.20
45772-BUCKS & MONTGOMERY SCHOOLS HCC				**Remit ID R-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**496,385.20**
* CHUBB92526	09/25/2026	OD0873400001			10-2360-110-000-00-000-000-006-0000		313.80
* CHUBB92526	09/25/2026	OD0873400002			10-0462-LTC-PAY-00-000-000-000-0000		1,874.20
CHUBBLI-Chubb Life					**Payment Date: 09/25/2026**	**Payment Amt:**	**2,188.00**
* 0CIGNA1006	10/06/2026	OD0884000001			10-0462-214-000-00-000-000-000-0000		9,544.31
* 0CIGNA1006	10/06/2026	OD0884000002			10-0462-213-000-00-000-000-000-0000		5,525.57
CIGNA-CIGNA				**Order ID O-1**	**Payment Date: 10/06/2026**	**Payment Amt:**	**15,069.88**
* 000DD10826	10/08/2026	OD0884200001			10-0462-212-000-00-000-000-000-0000		23,190.95
* 000DD10826	10/08/2026	OD0884200002			10-0462-212-PAY-00-000-000-000-0000		1,998.25
154168-DELTA DENTAL OF PENNSYLVANIA				**Remit ID R-1**	**Payment Date: 10/05/2026**	**Payment Amt:**	**25,189.20**
* 0EXPAY1002	10/02/2026	OD0883900001			10-0462-WAT-PAY-00-000-000-000-0000		1,065.92

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

116935-KEYSTONE COLLECTIONS GROUP		**Order ID O-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**30,571.80**
* PAUC000930	09/30/2026 OD0886400001		10-0462-UNE-PAY-00-000-000-000-0000		715.81
* PAUC000930	09/30/2026 OD0886400002		10-0462-UNE-PAY-00-000-000-000-0000		677.38
* PAUC000930	09/30/2026 OD0886400003		10-0462-UNE-PAY-00-000-000-000-0000		157.48
* PAUC000930	09/30/2026 OD0886400004		10-0462-UNE-PAY-00-000-000-000-0000		189.44
* PAUC000930	09/30/2026 OD0886400005		10-0462-UNE-PAY-00-000-000-000-0000		182.44
* PAUC000930	09/30/2026 OD0886400006		10-0462-UNE-PAY-00-000-000-000-0000		177.36
123350-PA UC FUND		**Order ID O-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**2,099.91**
* POS0000930	09/30/2026 OD0883500001		10-0462-POS-PAY-00-000-000-000-0000		16.03
* POS0000930	09/30/2026 OD0883500002		10-0462-POS-PAY-00-000-000-000-0000		16.03
125820-PSERS		**Order ID O-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**32.06**
* RET0000930	09/30/2026 OD0883600001		10-0462-RET-PAY-DB-000-000-000-0000		68,602.18
* RET0000930	09/30/2026 OD0883600002		10-0462-RET-PAY-DB-000-000-000-0000		69,109.21
125820-PSERS		**Order ID O-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**137,711.39**
* 0RETCK9212	09/21/2026 OD0873100001		10-6111-000-002-00-000-000-000-0000		1,962.21
RETURNCH-RETURN CHK		**Order ID O-1**	**Payment Date: 09/22/2026**	**Payment Amt:**	**1,962.21**
* RETCK92126	09/21/2026 OD0873000001		10-6111-000-002-00-000-000-000-0000		2,030.46
RETURNCH-RETURN CHK		**Order ID O-1**	**Payment Date: 09/21/2026**	**Payment Amt:**	**2,030.46**
* 00S4T10926	10/09/2026 OD0884300001		10-2340-390-000-00-000-000-006-0000		13,593.31
S4T-SOURCE4TEACHERS		**Order ID O-1**	**Payment Date: 10/09/2026**	**Payment Amt:**	**13,593.31**

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - General Fund **Payment Dates:** 09/19/2026 - 10/16/2026

Payment Categories: Non-negotiable Disbursements
Sort: Vendor Name

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
* 00S4T92526	09/25/2026	OD0873500001			10-2340-390-000-00-000-000-006-0000		15,843.90
S4T-SOURCE4TEACHERS				**Order ID O-1**	**Payment Date: 09/25/2026**	**Payment Amt:**	**15,843.90**
* 00S4T93026	09/30/2026	OD0873800001			10-2340-390-000-00-000-000-006-0000		9,694.42
S4T-SOURCE4TEACHERS				**Order ID O-1**	**Payment Date: 09/30/2026**	**Payment Amt:**	**9,694.42**
* 0S4T101526	10/15/2026	OD0891900001			10-2340-390-000-00-000-000-006-0000		14,584.15
S4T-SOURCE4TEACHERS				**Order ID O-1**	**Payment Date: 10/15/2026**	**Payment Amt:**	**14,584.15**

$749,618.50

New Hope-Solebury School District
10 - General Fund - Treasurer's Report
For the Month Ended September 30, 2026

Beginning Cash Balance		**33,705,565.81**
RECEIPTS		
Local General Fund Receipts		
Real Estate Taxes	15,432,790.03	
Interim Real Estate Taxes		
Delinquent Real Estate Taxes	28,262.66	
Transfer Tax	236,933.22	
EIT	253,724.73	
Interest Earnings	76,680.17	
IDEA Pass Through Funds (Act 319 Reimbursement)		
Event Admissions		
Facility Use Fees		
Donations/Stipends	1,935.17	
Ready to Learn Grant		
Returned Checks		
REVTRAK	11,631.59	
Other	11,840.00	
Total Local General Fund Receipts		**16,053,797.57**
State General Fund Receipts		
Basic Education		
Special Education	83,737.00	
School Lunch Subsidy		
Transportation Subsidy	19,108.00	
PlanCon Subsidy		
Act 319 Rollback Taxes		
Cares		
Cyber Charter Subsidy		
Property Relief Subsidy		
Social Security Subsidy		
PSERS Subsidy	1,532,664.88	
Total State General Fund Receipts		**1,635,509.88**
Federal General Fund Receipts		
Title I		
Title II		
Title IV		
SBAP - Access		
Total Federal General Fund Receipts		**-**
Other Receipts		
Offsets to Expenditures	47,040.81	
Refunds	6,846.96	
Insurance Recoveries / Premiums		
Food Service - (Due To) / Due From		
Construction Fund - (Due To) / Due From		
Interfund Transfers		
Total Other Receipts		**53,887.77**
Total Receipts		**17,743,195.22**

Total Beginning Cash Balance and Receipts		**51,448,761.03**
DISBURSEMENTS		
Checks (approved at Board Meeting)		
Check Run 1	778,298.43	
Check Run 2	81,427.46	
Check Run 3		
Check Run 4		
Check Run 5		
Bank Fees		
Void Checks		
Total Checks		**859,725.89**
Electronic Payments		
Health Benefits	496,385.20	
Dental Benefits	25,473.29	
Vision Benefits		
PSERS - Employer	3,042,159.08	
PSERS - Employee (VOYA)	12,663.38	
Retirement 403b Contributions		
Easy Procure Card	11,538.59	
S4Teachers	42,482.94	
Cigna/LTD/STD - Arbeiter / Chubb	17,187.40	
Vendor Wire Payments - BAS / Debt Service/UC	19,404.29	
Bond Payments		
Transfers to Food Service Fund		
Transfers-Interfund		
Transfer to Capital Reserve Fund		
Transfer to Student Activity Fund		
Total Electronic Payments		**3,667,294.17**
Payroll		
Payroll Transfers to CSIU	1,656,813.83	
Total Payroll		**1,656,813.83**
Total Disbursements		**6,183,833.89**
Ending Cash Balance		**45,264,927.14**
BANK ACCOUNT BALANCES		
PSDLAF - Operating Fund	17,841,653.33	
PSDLAF - Investments	26,919,148.27	
PLGIT - Investment	214,599.60	
PA Invest - Investment	289,525.94	
Total Bank Account Balances		**45,264,927.14**
Variance (Ending Cash - Bank Balances)		**-**
Status		**Reconciled**

New Hope-Solebury School District
22 - Capital Reserve Fund - Treasurer's Report
For the Month Ended September 30, 2026

Beginning Cash Balance		**600,993.17**
RECEIPTS		
Interest Earnings	1,563.88	
Transfer from GF (Ins Check)		
Total Receipts		**1,563.88**
DISBURSEMENTS		
Vendor Checks	59,285.00	
Vendor Checks	64,660.00	
Transfer to GF		
Total Disbursements		**123,945.00**
Ending Cash Balance		**478,612.05**
BANK ACCOUNT BALANCES		
PSDLAF	478,612.05	
Total Bank Account Balances		**478,612.05**
Variance (Ending Cash - Bank Balances)		**-**
Status		**Reconciled**

FUND 22 EXPENDITURES

Vendor / Project	Description	Expense
James & Urbany Electrical Cont	Installation of 6 new circuits and lighting for MS Steam Room	11,575.00
11400 INC	Walk-in freezer in UES	27,300.00
Miller Building Inc.	Slab for LES storage building	20,410.00
Diversified Storage Solutions Inc	MS Library Shelving	40,950.00
Kingdom Playground	Playground Edging	3,610.00
Miller Building Inc.	Completion of storage building LES	20,100.00
Total Expenditures		**123,945.00**

-

New Hope-Solebury School District
50 - Food Service Fund - Treasurer's Report
For the Month Ended September 30, 2026

Beginning Cash Balance		**146,809.10**
RECEIPTS		
Cash Deposits	4,686.19	
Electronic Deposits	57,325.15	
Catering		
Subsidies	-	
Interest Income	505.78	
Transfer From General Fund	-	
Donations		
Total Receipts		**62,517.12**
DISBURSEMENTS		
Check Run 1	20,553.30	
Check Run 2		
Check Run 3	-	
Void Checks	-	
Transfer to General Fund		
Total Disbursements		**20,553.30**
Ending Cash Balance		**188,772.92**
BANK ACCOUNT BALANCES		
PSDLAF	188,772.92	
Total Bank Account Balances		**188,772.92**
Variance (Ending Cash - Bank Balances)		**-**
Status		**Reconciled**

BOARD POLICY

805.1-AR-0 Incident Report - Immediate Notification

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
805.1-AR-0	v2.2	DRAFT	9/2/2026

Purpose

The Board recognizes that cooperation with law enforcement agencies is considered essential for protecting students and staff, maintaining a safe environment in schools and safeguarding district property.

Authority

It shall be the policy of the Board to establish and maintain a cooperative relationship between the school district and law enforcement agencies with jurisdiction over school property of the school district in maintaining school safety and security; responding to school safety and security reports; and reporting and resolution of incidents that occur on school property, at any school-sponsored activity or on any conveyance providing transportation to or from a school or school-sponsored activity.[1][2][3] [4] [5]

The Board directs the Superintendent to execute and update, on a biennial basis, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property in accordance with state law and regulations.[1][2][6]

Definition

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code.[2][7][8] [9] [10] [11] [12] [13] [14] [15] [16]

Guidelines

Memorandum of Understanding

In accordance with state law and regulations, the Superintendent shall form an advisory committee composed of relevant school staff to assist in the development of a memorandum of understanding with law enforcement. The Superintendent shall execute and update, every two (2)

years, a memorandum of understanding with each law enforcement agency that has jurisdiction over school property. The memorandum of understanding shall be signed by the Superintendent, chief of police of the law enforcement agency with jurisdiction over the relevant school property and each building principal, and be filed with the PA Department of Education.[1][2][6]

In developing and updating the memorandum of understanding, the district shall consult and consider the model memorandum of understanding, in accordance with applicable law and regulations.[1][2][6]
The memorandum of understanding shall comply with state law and regulations and set forth:[1][2][6]

1. A procedure for law enforcement agency review of the district's annual incident report required by law, prior to the Superintendent filing the report with the PA Department of Education.
2. A procedure for the resolution of incident data discrepancies in the report prior to filing the report.
3. **A procedure for the timely coordination between the district's threat assessment team and the law enforcement agency, as necessary.[17]**
4. Additional matters pertaining to crime prevention agreed to between the Superintendent and the law enforcement agency.

Students With Disabilities

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each law enforcement agency that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[18][19] **[20] [21]**

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[18][19] **[20] [21]** [22]

The district shall invite representatives of each law enforcement agency that has jurisdiction over school property to participate in district training related to subjects that enhance understanding of and build positive relationships with students, which may include but not be limited to training on trauma-informed approaches, restorative practices, suicide awareness and prevention, child abuse recognition and reporting, maintaining confidentiality of students' personally identifiable information and maintaining professional adult/student boundaries. **[4] [23] [24] [25] [26] [27] [28]**

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, to the law enforcement agency that has jurisdiction over the school's property, in accordance with state law

and regulations, the procedures set forth in the memorandum of understanding with law enforcement and Board policies.[1][2][7] [9] [10] [11] [12] [13] [14] [15] [16] [21] [29][30] [31] [32]

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.[2]

Prior to submitting the incidents report, the Superintendent and each law enforcement agency having jurisdiction over school property shall do all of the following:[2]

1. No later than thirty (30) days prior to the deadline for submitting the report to the PA Department of Education, the Superintendent shall submit the report to the law enforcement agency that has jurisdiction over the relevant school property. The law enforcement agency shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine whether the report accurately reflects law enforcement incident data.
2. No later than fifteen (15) days prior to the deadline for the Superintendent to submit the report to the PA Department of Education, the law enforcement agency shall notify the Superintendent, in writing, whether the report accurately reflects law enforcement incident data. Where the law enforcement agency determines that the report accurately reflects law enforcement incident data, the chief of police shall sign the report. Where the law enforcement agency determines that the report does not accurately reflect law enforcement incident data, the law enforcement agency shall indicate any discrepancies between the report and law enforcement incident data.
3. Prior to submitting the report to the PA Department of Education, the Superintendent and the law enforcement agency shall attempt to resolve any discrepancy between the report and law enforcement incident data. If a discrepancy remains unresolved, the law enforcement agency shall notify the Superintendent and the PA Department of Education in writing.
4. Where a law enforcement agency fails to take action as required above, the Superintendent shall submit the report to the PA Department of Education and indicate that the law enforcement agency failed to take the required action.

Legal Footnotes

[1] **24 P.S. 1306.2-B**
LEGAL REFERENCE

[2] **24 P.S. 1319-B**
LEGAL REFERENCE

[3] **22 PA Code 10.1**
LEGAL REFERENCE

[4] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[5] **Pol. 805.2 — School Security Personnel**
POLICY REFERENCE

[6] **22 PA Code 10.11**
LEGAL REFERENCE

[7] **22 PA Code 10.2**
LEGAL REFERENCE

[8] **35 P.S. 780-102**
LEGAL REFERENCE

[9] **Pol. 218 — Student Discipline**
POLICY REFERENCE

[10] **Pol. 218.1 — Weapons**
POLICY REFERENCE

[11] **Pol. 218.2 — Terroristic Threats**
POLICY REFERENCE

[12] **Pol. 222 — Tobacco Use**
POLICY REFERENCE

[13] **Pol. 227 — Controlled Substances**
POLICY REFERENCE

[14] **Pol. 323 — Tobacco and Vaping Products**
POLICY REFERENCE

[15] **Pol. 351 — Drug and Substance Abuse**
POLICY REFERENCE

[16] **Pol. 904 — Public Attendance at School Events**
POLICY REFERENCE

[17] **24 P.S. 1302-E**
LEGAL REFERENCE

[18] **22 PA Code 10.23**
LEGAL REFERENCE

[19] **22 PA Code 14.104**
LEGAL REFERENCE

[20] **Pol. 113 — Special Education**
POLICY REFERENCE

[21] **Pol. 113.2 — Screening and Evaluations for Students With Disabilities**
POLICY REFERENCE

[22] **22 PA Code 14.133**
LEGAL REFERENCE

[23] **Pol. 113.4 — Confidentiality of Special Education Student Information**
POLICY REFERENCE

[24] **Pol. 216 — Student Records**
POLICY REFERENCE

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

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

[27] **Pol. 819 — Suicide Awareness, Prevention and Response**
POLICY REFERENCE

[28] **Pol. 824 — Maintaining Professional Adult/Student Boundaries**
POLICY REFERENCE

[29] **22 PA Code 10.21**
LEGAL REFERENCE

[30] **22 PA Code 10.22**
LEGAL REFERENCE

[31] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[32] **Pol. 113.1 — Discipline of Students With Disabilities**
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

803 School Calendar

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
803	v3.1	DRAFT	9/2/2026

Proposed addition Proposed deletion

PURPOSE

The Board recognizes that preparation of an annual school calendar is necessary for the efficient operation of the district and communication with students, staff, parents/guardians and the school community.

AUTHORITY

The Board shall determine annually the days and the hours when the schools will be in session for instructional purposes, in accordance with state law and regulations. This may include, as appropriate, activities qualifying as instructional days or hours under the direction of certified school employees for fulfilling the minimum required days or hours of instruction under law, regulations and state guidance.[1][2][3][4][5][6][7][8][9]

The school calendar shall normally consist of a minimum of [1][2][8][10]180 student days.

The Board reserves the right to alter the school calendar when it is in the best interests of the district, including in cases of emergency, in accordance with applicable law and regulations. The Board shall take action to establish temporary provisions in cases of emergency, in accordance with law, and shall document such actions with the PA Department of Education when required.[2][5][6][7][9][11][12][13][14]
Temporary provisions established in accordance with law may include but are not limited to: [1][2][5][6][7][8][9][12][13][15]

1. Keeping schools in session such days and hours as the Board deems necessary, which shall include maintaining the requirement for a minimum of 180 student days or 900 hours of instruction at the elementary level and 990 hours of instruction at the secondary level.
2. Reducing the length of time of daily instruction for courses and classes.
3. Implementing remote and other alternative methods of delivering instruction under the direction of certified school employees.

Each year, prior to finalizing the school calendar, the Board must discuss the use or potential use of flexible instructional days and remote or virtual instructional days at a public Board meeting.[7] [14]

DELEGATION OF RESPONSIBILITY

The Superintendent shall annually prepare a school calendar for Board consideration.

The Superintendent or designee shall document alterations to the school calendar and any temporary provisions in accordance with law, regulations, guidance from the PA Department of Education and Board policy.[7][14] [15]

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 24 P.S. 133
LEGAL REFERENCE

[2] 24 P.S. 1501
LEGAL REFERENCE

[3] 24 P.S. 1502
LEGAL REFERENCE

[4] 24 P.S. 1503
LEGAL REFERENCE

[5] 24 P.S. 1504
LEGAL REFERENCE

[6] 24 P.S. 1505
LEGAL REFERENCE

[7] 24 P.S. 1506
LEGAL REFERENCE

[8] 22 PA Code 11.1
LEGAL REFERENCE

[9] 22 PA Code 11.2
LEGAL REFERENCE

[10] 22 PA Code 4.4
LEGAL REFERENCE

[11] 24 P.S. 520
LEGAL REFERENCE

[12] 24 P.S. 520.1
LEGAL REFERENCE

[13] 24 P.S. 1501.3
LEGAL REFERENCE

[14] Pol. 006
LEGAL REFERENCE

[15] Pol. 805 — Emergency Preparedness and Response
POLICY REFERENCE

Legal References

No additional references listed.

BOARD POLICY

704 Maintenance

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
704	v3.1	DRAFT	9/2/2026

PURPOSE

Adequate maintenance of buildings, property and equipment is essential to fiscal responsibility and efficient management of district facilities.

AUTHORITY

The Board directs that a continuous program of inspection and maintenance of all district buildings, property and equipment be established and implemented. Wherever possible, maintenance shall be preventive.[2][3]

~~**A planned program of preventive maintenance shall be developed by the Director of Operations which will produce maximum performance and longevity of equipment and keep buildings and grounds in good condition.**~~

~~**The principals and Director of Operations shall carry on frequent inspections of all buildings, equipment, playgrounds and playground apparatus to discover conditions which might be dangerous to health, safety and comfort of the students or personnel, and return a written report to the Superintendent or the Superintendent's designee as to the findings of that inspection.**~~

~~**Teachers shall be responsible for the safe use of buildings, grounds and equipment in the classes which they teach or in the activities for which they are responsible.**~~

~~**Guidelines**~~

~~**Employees and students shall be encouraged to report promptly to the principal of the school or department head any defects in building, furniture, playground apparatus or other equipment that might prove injurious to the comfort, health or safety of teachers, students or other persons.**~~

~~**The Superintendent or the Superintendent's designee shall report periodically to the Board regarding the current maintenance and improvement program and projected maintenance needs that include cost analyses.**~~

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall develop and supervise a maintenance program which shall include:

1. Regular program of maintenance, repair and improvement of buildings and facilities.

2. Testing lead levels in drinking water.[3]

3. Critical spare parts inventory.

4. Equipment replacement program.

5. Long-range plans for building modernization and conditioning.

6. The Superintendent or designee shall develop a maintenance check list applicable to all district buildings.

7. Each building principal, in conjunction with the Director of Operations and/or building maintenance employee, shall conduct a physical inspection of the building on a periodic basis and return a written report to the Superintendent or designee as to the findings of that inspection.

The Superintendent or designee shall report periodically to the Board regarding the current maintenance and improvement program and projected maintenance needs that include cost analysis.

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[2] **24 P.S. 701**
LEGAL REFERENCE

[3] **24 P.S. 742.1**
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

810-DRAFT-2 Transportation Draft

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
810-DRAFT-2	v1.3	DRAFT	9/30/2026

Purpose

Transportation for students shall be provided in accordance with law and Board policy.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[1]

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[1]

Authority

The Board shall provide transportation for resident students in grades kindergarten through 12 to the district's public schools and charter, regional charter and nonpublic schools located in the district or within the district's transportation boundary or other placements as required by law or agreements. The district's transportation boundary is a distance not exceeding ten (10) miles by the nearest public highway outside the school district's border.[2] [3] [4]

The District shall purchase, lease, equip and maintain school buses/vehicles and/or contract for school bus/vehicle services for transportation of students to and from school at regularly scheduled hours and for field trips and extracurricular activities.[2] [3] [5] [6] [7] **[8]** **[9]** **[10]** [11]

The District shall provide transportation for students living within the prescribed limits when walking conditions to the school are found to be hazardous by the Department of Transportation.[3] [12]

The District shall provide transportation for students with disabilities, without regard to distance or hazardous walking conditions, when required by the student's individualized education program (IEP) or Section 504 Service Agreement.[13] [14] [15] [16] [17]

The District shall provide **free** transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law. **Transportation provided to charter school students need not be identical to transportation provided to traditional public school students.**[2] [4] [18] [19]

The District shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[20] [21]

The District shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations. [21] [22]

A school bus driver shall not be employed until such driver has complied with the mandatory background check requirements for criminal history and child abuse and the District and/or the District's contractor has evaluated the results of that screening process. [10] [22][23][24][25] [26]

District bus drivers and/or the District's transportation contract carriers shall be responsible to inform the District in writing at the beginning of each school year whether or not they or any of their employees:[22][25]

1. Have been charged, subsequent to approval as a District bus driver, with a criminal offense that would bar their employment as bus drivers or contracted service providers.
2. Were charged with a crime deemed 'serious' under the criteria established by law.
3. Have been charged with or convicted of crimes that affect their suitability to have direct contact with children.

This responsibility is in addition to the requirement for clearances that must be presented to the District when an individual is initially hired by the District or the contract carriers. [10] [26]

The District and contract carriers shall have procedures in place to ensure they are notified by their employees when the employees are charged with crimes or child abuse. The procedures shall also include the provision that the failure on the part of employees to make such a timely notification shall subject them to disciplinary action, including termination. [10] [22][25][27]

If any bus driver has been charged as stated in this policy, the transportation contract carriers shall, in their written, yearly notification, include the name of the bus driver, nature of the offense, and the status of the disposition. The District will review this information to determine if the bus driver shall continue to transport District students.

The District prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[23]

The District shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[24] [25]

Delegation of Responsibility

The school bus/vehicle driver shall be responsible to maintain order while students are being transported.

The school bus/vehicle driver shall report all incidents, including, but not limited to, discipline problems, medical problems, bullying/harassment, safety issues, accidents or injuries, and violations of Pennsylvania's School Bus Stopping Law to the Superintendent or designee as soon as practicable.

The building principal may suspend a student from bus transportation for disciplinary reasons, and the parents/guardians shall be responsible for the student's transportation.[7]

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[5] [7]
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[7]
3. Provide each school bus/school vehicle driver with:
   a. The Pennsylvania School Bus Driver's Manual;
   b. The written rules for student conduct on buses/vehicles
   c. The procedures for evacuation drills; and
   d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.
4. Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[7] **[26]**
5. Prepare a district map or schedule indicating each bus stop and bus route.[7]

Guidelines

Student Health Information

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information. **[16]** **[17]** [27] [28] **[29]** **[30]**

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law. **[31]** **[32]**

Evacuation Drills

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[33] [34] **[35]**

NOTES:

Title 22, Sec. 23.4 - discipline, field trips, contracted negotiations, records

Title 22, Sec. 23.6 - authorized passengers

Computation of distance - 1366

Field Trips – 24 P.S. Sec. 517 (farm show), 1361 (nonpublic); Title 22, Sec. 23.4

Ten-mile boundaries - 1361

Other boundaries - 1 ½ miles - 1362

Payments/reimbursements - 2541, 2542, Title 22 Sec. 23.31-23.40

Transportation - Title 22, Chapter 23

School Buses/Vehicles - Title 67, Chapter 171

Bus Drivers Minor Children – Title 22 Sec. 23.6

Definitions of motor vehicle – Vehicle Code – 75 Pa. C.S.A. Sec. 102

If the district has existing language in policy on transportation routes and stops, which addresses students being limited to a single bus stop or single residence, recommend reviewing the language with the solicitor based on recent court cases regarding student transportation and residency (*Watts v Manheim Township SD, Wyland v West Shore SD*). Consult Legal with questions.

Legal Footnotes

[1] **75 Pa. C.S.A. 102**
LEGAL REFERENCE

[2] **24 P.S. 1361**
LEGAL REFERENCE

[3] **24 P.S. 1362**
LEGAL REFERENCE

[4] **24 P.S. 1726-A**
LEGAL REFERENCE

[5] **22 PA Code 23.1**
LEGAL REFERENCE

[6] **22 PA Code 23.2**
LEGAL REFERENCE

[7] **22 PA Code 23.4**
LEGAL REFERENCE

[8] **Pol. 610 — Purchases Subject to Bid/Quotation**
POLICY REFERENCE

[9] **Pol. 611 — Purchases Budgeted**
POLICY REFERENCE

[10] **Pol. 818 — Contracted Services Personnel**
POLICY REFERENCE

[11] **75 Pa. C.S.A. 3345.1**
LEGAL REFERENCE

[12] **67 PA Code 447.1 et seq**
LEGAL REFERENCE

[13] **22 PA Code 23.3**
LEGAL REFERENCE

[14] **24 P.S. 1374**
LEGAL REFERENCE

[15] **Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students**
POLICY REFERENCE

[16] **Pol. 103.1 — Nondiscrimination — Qualified Students With Disabilities**
POLICY REFERENCE

[17] **Pol. 113 — Special Education**
POLICY REFERENCE

[18] **Pol. 140 — Charter Schools**
POLICY REFERENCE

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

[21] **Pol. 251 — Homeless Students**
POLICY REFERENCE

[22] **42 U.S.C. 11432**
LEGAL REFERENCE

[23] **35 P.S. 4601 et seq**
LEGAL REFERENCE

[24] **35 P.S. 4608**
LEGAL REFERENCE

[25] **67 PA Code 212.101**
LEGAL REFERENCE

[26] **Pol. 121 — Field Trips**
POLICY REFERENCE

[27] **Pol. 209.1**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[28] **Pol. 209.2**
POLICY REFERENCE
Referenced policy is not available in this policy book.

[29] **Pol. 210 — Medications**
POLICY REFERENCE

[30] **Pol. 210.1 — Medication/Treatment Guidelines**
POLICY REFERENCE

[31] **Pol. 113.4 — Confidentiality of Special Education Student Information**
POLICY REFERENCE

[32] **Pol. 216 — Student Records**
POLICY REFERENCE

[33] **24 P.S. 1517**
LEGAL REFERENCE

[34] **75 Pa. C.S.A. 4552**
LEGAL REFERENCE

[35] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

NEW HOPE-SOLEBURY VIRTUAL ACADEMY

Weekly Virtual Wellness Check: Internal Guidelines & Protocol

Purpose: To comply with Pennsylvania Act 20 of 2026 (Section 1327.4 of the Public School Code) requiring weekly real-time visual wellness checks for full-year virtual instruction students to verify student well-being and program participation.

1. Session Logistics & Staff Roles

- **Schedule:** Every Tuesday from 1:00 PM – 1:30 PM (during any instructional week consisting of at least 3 full or partial days).
- **Platform:** District Zoom (Standing link provided to virtual families).
- **Designated Host Staff:** Director of Education and/or Education Office Administrative Assistant
- **Student Check-in Expectation:** Students must log on at any point between 1:00 PM and 1:30 PM, enable camera and microphone, verbally say hello, and confirm visual identity in real time.
- **Support Services:** Host staff will provide real-time assistance for technical difficulties or program concerns raised during the window.

2. Attendance & Tracking

- Host staff must log student attendance in real time.

3. Exemptions & Adjustments

- **Excused Absence (Sec. 1329):** If a student has an excused absence on Tuesday, a check-in must be attempted on the next school day in that same week. If absent all week, the student is exempt for that week.
- **Outages:** Documented household internet or power outages exempt the student for that specific window, provided parents submit documentation promptly. A makeup check must occur later that week.

4. Non-Attendance Escalation Protocol (Statutory Timeline)

Timeline	Action Required	Responsible Party
Within 1 School Day (Wednesday)	1. Initiate ongoing efforts using **at least 2 different communication methods** (e.g., phone, email, SMS). 2. Send **written notice** to parent/guardian in their preferred language detailing the missed check.	Director of Education and/or Education Office Administrative Assistant

Within 3 School Days of Notice (Monday)	If the check remains incomplete, schedule a **Wellness Review Conference** to take place within 1 school day.	Director of Education and/or Education Office Administrative Assistant
Next School Day (Tuesday)	**Convene Wellness Review Conference** (in-person or virtual) to establish real-time visual contact, re-establish communication, and create an intervention plan. *Convene regardless of parent/student attendance.*	Director of Education
Within 24 Hours (If Conference Missed)	If the student misses the conference, conduct an **in-person wellness check within 24 hours** (including weekends/holidays).	Social Worker
Unresponsive / Unreachable	Consult School Solicitor. Consider contacting emergency contacts or local law enforcement / child welfare agencies for safety checks.	Director of Education & Solicitor

5. Mandated Reporting Requirements

Staff conducting checks are subject to 23 Pa.C.S. Ch. 63. Any visual or verbal indicators of abuse, neglect, or harm observed during a Zoom check or conference must be reported immediately per Child Protective Services procedures.

BOARD POLICY

105 Curriculum

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
105	v3.1	DRAFT	9/2/2026

PURPOSE

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[1]

DEFINTION

For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[2][3] **[4]**

AUTHORITY

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][3] **[4]**

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[1][3][5][6] **[7]** **[8]**

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.[20][21] **[22]**

GUIDELINES

The district's curriculum shall provide the following:

Policy saved — content, tracked changes, comments

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program. [9]
3. Guidance and counseling services for all students to assist in career and academic planning.[23]
4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. [11]
5. Language Instruction Educational Program for English Learner students, pursuant to law, and regulation and Board policy.[12] [13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation. [14] [15]
8. Career awareness and vocational education, pursuant to law and regulation. [16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
10. Regular and continuous instruction in required safety procedures. [18]

DELEGATION OF RESPONSIBILITY

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. The Superintendent shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [1] administrators, teaching staff members, students, community members, Board members.

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[1] [19]

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 22 PA Code 4.4
LEGAL REFERENCE

Policy saved — content, tracked changes, comments

LEGAL REFERENCE

[3] **22 PA Code 4.12**
LEGAL REFERENCE

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

[5] **24 P.S. 1511**
LEGAL REFERENCE

[6] **24 P.S. 1512**
LEGAL REFERENCE

[7] **Pol. 107 — Adoption of Planned Instruction**
POLICY REFERENCE

[8] **Pol. 127 — Assessments**
POLICY REFERENCE

[9] **Pol. 109 — Resource Materials**
POLICY REFERENCE

[11] **Pol. 113 — Special Education**
POLICY REFERENCE

[12] **22 PA Code 4.26**
LEGAL REFERENCE

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

[14] **Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students**
POLICY REFERENCE

[15] **Pol. 103.1 — Nondiscrimination - Qualified Students With Disabilities**
POLICY REFERENCE

[16] **Pol. 115 — Career and Technical Education**
POLICY REFERENCE

[17] **Pol. 114 — Programs for Gifted Students**
POLICY REFERENCE

[18] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[19] **Pol. 105.1 — Curriculum Review by Parents and Students**
POLICY REFERENCE

[20] **24 P.S. 1541-1555**
LEGAL REFERENCE

[21] **36 U.S.C. 106**
LEGAL REFERENCE

[22] **P.L. 108-447 — P.L. 108-447**
LEGAL REFERENCE

[23] **Pol. 112 — Guidance Counseling**
POLICY REFERENCE

Legal References

No additional references listed.

Policy saved — content, tracked changes, comments

BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
102	v3.1	DRAFT	9/2/2026

PURPOSE

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[1][2]

DEFINITION

Academic standards ~~**shall be defined as**~~ **means** what a student should know and be able to do at a specified grade level. For purposes of ~~**Board policy, the term academic standards shall be deemed to encompass**~~ **this policy, the term academic standards encompasses** Pennsylvania Core Standards, **Pennsylvania Integrated Standards** state academic standards and local academic standards.[3]

AUTHORITY

The Board shall approve academic standards for district students to attain, in the following content areas:[2]

1. English Language Arts **(reading, writing, speaking and listening)** - **PA Core Standards**.
2. Mathematics **- PA Core Standards**.
3. ~~**Science and Technology - to include reading in science and technology, and writing for science and technology,**~~ Science, Environment, Ecology, Technology and Engineering (Grades K-5) **- PA Integrated Standards**.
4. ~~**Environment and Ecology**~~ Science, Environment and Ecology (Grades 6-12).
5. Technology and Engineering (Grades 6-12).
6. Social Studies (history, geography, civics and government, economics) - to include **PA Core Standards** reading in history and social studies, and writing for history and social studies.
7. Arts and Humanities.
8. Career Education and Work.
9. Health, Safety and Physical Education.

10. Family and Consumer Sciences.

11. Personal Finance.

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. **Such standards require the incorporation of education on social media literacy.**[2][4][5]

The district shall address social media literacy by providing instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use. [9]

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[2][6][7]

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[2][8]

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 22 PA Code 4.11
LEGAL REFERENCE

[2] 22 PA Code 4.12
LEGAL REFERENCE

[3] 22 PA Code 4.3
LEGAL REFERENCE

[4] Pol. 105
LEGAL REFERENCE

[5] Pol. 107
LEGAL REFERENCE

[6] Pol. 127 — Assessments
POLICY REFERENCE

[7] Pol. 212 — Reporting Student Progress
POLICY REFERENCE

[8] Pol. 113 — Special Education
POLICY REFERENCE

[9] 24-P-S-1556
LEGAL REFERENCE

Legal References

No additional references listed.

BOARD POLICY

249 Bullying/Cyberbullying

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
249	v3.2	DRAFT	9/2/2026

PURPOSE

The Board is committed to providing a safe, positive learning environment for district students **that is free from bullying and cyberbullying.**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.

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 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.

~~**Bullying, as defined in this policy, includes cyberbullying**~~**. Cyberbullying, as defined in this policy, includes cyberbullying. 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]

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.

~~Students are encouraged to use the District's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.~~

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

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]

~~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 report the student to the threat assessment team, in accordance with applicable law and Board policy.~~ [2] [3]

~~Discrimination/Harassment~~

~~Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination or harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination or harassment as well as the incidents of alleged bullying.~~ [4] [5]

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 ~~implement~~ **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 shall annually provide the following information with the school safety and security incident report:[1][2]

1. Board's Bullying ~~Policy~~/**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.

~~A student who violates this policy shall be subject to appropriate disciplinary action.~~ **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]

1. Counseling within the school.

2. Parental conference.

3. Loss of school privileges.

4. Transfer to another school building, classroom or school bus.

5. Exclusion from school-sponsored activities.

6. Detention.

7. Suspension.

8. Expulsion.

9. Counseling/Therapy outside of school

10. 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 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]

PSBA Revision 8/26 © 2026 PSBA

Legal Footnotes

[1] 24 P.S. 1303.1-A
LEGAL REFERENCE

[2] Pol. 805.1 — Relations With Law Enforcement Agencies
POLICY REFERENCE

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

[4] Pol. 806 — Child Abuse
POLICY REFERENCE

[5] 24 P.S. 1302-E
LEGAL REFERENCE

[6] Pol. 236.1 — Threat Assessment
POLICY REFERENCE

[7] Pol. 1 — Discrimination/Title IX Sexual Harassment Affecting Students
POLICY REFERENCE

[8] Pol. 103 — Nondiscrimination - Qualified Students With Disabilities
POLICY REFERENCE

[9] Pol. 216 — Student Records
POLICY REFERENCE

[10] 22 PA Code 12.3
LEGAL REFERENCE

[11] 20 U.S.C. 7118
LEGAL REFERENCE

[12] 24 P.S. 1302-A
LEGAL REFERENCE

[13] Pol. 236 — Student Assistance Program
POLICY REFERENCE

[14] 24 P.S. 1319-B
LEGAL REFERENCE

Legal References

No additional references listed.

New Hope-Solebury School District

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

704-AR-6. DRINKING WATER

The district has a duty to maintain facilities that provide a safe supply of drinking water.

To ensure that all school facilities are providing safe drinking water to students and staff, the district will implement the following measures:

1. Disinfect drinking water fountains and water outlets daily to reduce possible bacteria contamination.

2. Clean drinking water fountains daily to remove lime and calcium build-up.

3. Clean sediment and debris out of all outlet screens or aerators on a regular basis.

4. Clean water faucets and hot water tanks to control bacteria growth levels.

5. Evaluate school facilities for the presence of cross-connections between the drinking water system and other liquids or substances for actual or potential cross-contamination.

Lead Testing

The Superintendent or designee will determine the necessity for annual lead testing in the drinking water of school facilities where children attend school.

If the district does not test drinking water for lead, the Superintendent or designee will discuss lead issues in school facilities at a public meeting, as required by law.

When lead testing is conducted and water samples show lead levels in excess of **0.005 milligrams per liter**, the district will immediately:

1. Ensure that no child or adult is exposed to drinking water contaminated with lead.

2. Make alternative sources of drinking water available.

3. Take corrective actions, as necessary.

The Superintendent or designee will report elevated lead levels to the PA Department of Education.

The district will ensure that training is provided to school staff to:

1. Raise awareness of the potential occurrences, causes and health effects of lead in drinking water.

2. Assist school staff in identifying potential areas where elevated lead levels may occur.

3. Establish a testing plan to identify and prioritize testing sites.

The district will communicate information to students, parents/guardians, staff and the community about the programs in place for monitoring lead levels, the results of testing for lead in the drinking water, and remediation action being taken by the district.

NOTE: School district facilities that receive their drinking water from their own water source and not from a municipal water system operate as a public water system (PWS) and are required to comply with the federal Safe Drinking Water Act. A **public water system (PWS)** is a school facility that provides water for consumption using their own water source (e.g., a well) to twenty-five (25) or more individuals more than sixty (60) days per year or a system that has fifteen (15) or more service connections. Please see "Drinking Water and Best Management Practices for Schools and Child Care Facilities With Their Own Drinking Water Source," US Environmental Protection Agency, for further information – https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GOT8.txt

Resources:

Drinking Water and Best Management Practices for Schools and Child Care Facilities Served by Municipal Water Systems, US Environmental Protection Agency - https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100HGM8.txt

Lead Information for Schools and Daycares, PA Department of Environmental Protection - http://www.dep.pa.gov/Citizens/My-Water/PublicDrinkingWater/Pages/Lead-and-Drinking-Water.aspx

3Ts Toolkit for Reducing Lead in Drinking Water in Schools, US Environmental Protection Agency - https://www.epa.gov/ground-water-and-drinking-water/3ts-reducing-lead-drinking-water-toolkit

NEW HOPE-SOLEBURY SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

805.1-AR-1. INCIDENT REPORT- DISCRETIONARY NOTIFICATION

The Superintendent or designee, including the School Safety and Security Coordinator, building principals, administrators, school safety and security personnel or district employees in charge of school field trips, will use their discretion and may report specified incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property or the property where the school-sponsored activity takes place, in accordance with state law and regulations and with the procedures set forth in the memorandum of understanding with law enforcement.

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. (24 P.S. Sec. 1319-B).

Incidents involving the following criminal offenses may be reported to the law enforcement agency:

1. The following offenses under 18 Pa. C.S., and any attempt, solicitation or conspiracy to commit any of these offenses:

a. Section 2701 (relating to simple assault).

b. Section 2705 (relating to recklessly endangering another person).

c. Section 2706 (relating to terroristic threats).

d. Section 2709 (relating to harassment).

e. Section 3127 (relating to indecent exposure).

f. **Section 3131 (relating to unlawful dissemination of intimate image).**

g. Section 3307 (relating to institutional vandalism) when the penalty is a misdemeanor of the second degree.

h. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).

i. Chapter 39 (relating to theft and related offenses).

j. **Section 4101.1 (relating to digital forgery).**

k. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

l. Section 5503 (relating to disorderly conduct).

m. Section 6305 (relating to sale of tobacco products).

n. Section 6306.1 (relating to use of tobacco products in schools prohibited).

o. Section 6308 (relating to purchase, consumption, possession or transportation of liquor or malt or brewed beverages).

In determining whether to notify the law enforcement agency of an incident, the Superintendent or designee may consider the following factors:

1. The seriousness of the situation.

2. The school's ability to defuse or resolve the situation.

3. The student's intent.

4. The student's age.

5. Whether the student has a disability and, if so, the type of disability and its impact on the student's behavior.

6. Other factors believed to be relevant.

In making a determination of whether to notify the law enforcement agency of an incident listed above, and to the extent the district has the authority, the district may consider using available school-based diversion programs and available school-wide positive behavior supports to address the student's behavior.

In notifying the law enforcement agency of the incident, the Superintendent or designee will provide as much of the following information as is available at the time of the notification; however, the gathering of this information should not unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.

2. Nature of the incident.

3. Exact location of the incident.

4. Number of persons involved in the incident.

5. Names and ages of the individuals involved.

6. Weapons, if any, involved in the incident.

7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.

8. Injuries, if any.

9. Whether emergency medical services or the fire department were notified.

10. Identity of the school contact person.

11. Identity of the witnesses, if any.

12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.

13. Other such information as is known to the school district and believed to be relevant to the incident.

The Superintendent or designee will also notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Required Reporting

The Superintendent or designee will comply with all applicable reporting requirements, including mandated reporting in accordance with the Child Protective Services Law and submission of the annual school safety and security incident report to the PA Department of Education, in accordance with applicable law, regulations and Board policies.

New Hope-Solebury School District

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

805.1-AR-0. INCIDENT REPORT – IMMEDIATE NOTIFICATION

The Superintendent or designee, including the School Safety and Security Coordinator, building principals, administrators, school safety and security personnel or district employees in charge of school field trips, will immediately report, as required, incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the law enforcement agency that has jurisdiction over the school's property or the property where the school-sponsored activity takes place, in accordance with state law and regulations and with the procedures set forth in the memorandum of understanding with law enforcement.

Incident - an instance involving an act of violence; the possession of a weapon by any person; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco products by any person on school property; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. (24 P.S. Sec. 1319-B)

Incidents involving the following criminal offenses will require immediate notification to the law enforcement agency:

1. The following offenses under 18 Pa. C.S. (relating to crimes and offenses):

    a. Section 908 (relating to prohibited offensive weapons).

    b. Section 912 (relating to possession of weapon on school property).

    c. Chapter 25 (relating to criminal homicide).

    d. Section 2702 (relating to aggravated assault).

    e. Section 2709.1 (relating to stalking).

    f. Section 2901 (relating to kidnapping).

    g. Section 2902 (relating to unlawful restraint).

    h. Section 3121 (relating to rape).

i. Section 3122.1 (relating to statutory sexual assault).

j. Section 3123 (relating to involuntary deviate sexual intercourse).

k. Section 3124.1 (relating to sexual assault).

l. Section 3124.2 (relating to institutional sexual assault).

m. Section 3125 (relating to aggravated indecent assault).

n. Section 3126 (relating to indecent assault).

o. Section 3301 (relating to arson and related offenses).

p. Section 3307 (relating to institutional vandalism) when the offense is a felony of the third degree.

q. Section 3502 (relating to burglary).

r. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

s. Section 5501 (relating to riot).

t. Section 6110.1 (relating to possession of firearm by minor).

u. **Section 6312 (relating to sexual abuse of children).**

2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act.

3. Attempts, solicitation or conspiracy to commit any of the offenses listed in 1 and 2 above.

4. An offense for which registration is required under 42 Pa. C.S. Sec. 9799.55 (relating to registration).

Notification will be made to the law enforcement agency by the most expeditious means practicable, which may include a phone call.

In notifying the law enforcement agency of the incident, the Superintendent or designee will provide as much of the following information as is available at the time of the notification; however, the gathering of this information should not unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.

2. Nature of the incident.

3. Exact location of the incident.

4. Number of persons involved in the incident.

5. Names and ages of the individuals involved.

6. Weapons, if any, involved in the incident.

7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.

8. Injuries, if any.

9. Whether emergency medical services or the fire department were notified.

10. Identity of the school contact person.

11. Identity of the witnesses, if any.

12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.

13. Other such information as is known to the school district and believed to be relevant to the incident.

In responding to students who commit an incident listed above, the district may consider using available school-based diversion programs, including school-wide positive behavior supports, to address the student's behavior and will notify the law enforcement agency of the student's placement in the program.

The Superintendent or designee will also notify the parent/guardian of any student directly involved in an incident as a victim or suspect immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the law enforcement agency has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.

Required Reporting

The Superintendent or designee will comply with all applicable reporting requirements, including mandated reporting in accordance with the Child Protective Services Law and submission of the annual school safety and security incident report to the PA Department of Education, in accordance with applicable law, regulations and Board policies.

 © 2026 PSBA

BOARD POLICY

903 Public Comment in Board Meetings

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
903	v1.3	DRAFT	9/30/2026

Purpose

The Board recognizes the value ~~to school governances~~ of public ~~comment~~ **input** ~~on educational issues of public~~ and the importance of ~~involving members of the~~ **designating time for** public **comment during open** Board meetings. **The Board also recognizes** ~~its responsibility for proper governance of the District and the need to conduct its business in an orderly and efficient manner~~ **the importance of diverse viewpoints and commentary.**

~~As such, it shall be the policy of the District to encourage public comment pursuant to the following conditions.~~

This policy addresses the right for the public to comment at open Board meetings and the responsibility of the Board to conduct its business in an orderly and efficient manner. **An authorized individual's public comment will be free from interruption, except when the individual's conduct is in violation of law or Board policy.**[1]

Authority

~~The Board shall establish guidelines to govern public participation in Board meetings necessary to conduct its meeting and to maintain order.~~[1]

~~In order to permit fair and orderly expression of public comment, the Board shall provide an opportunity at each open meeting of the Board for residents and taxpayers to comment on matters of concern, official action or deliberation which are or may be before the Board, prior to official action by the Board.~~[2][3]

~~If the Board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.~~[2]

~~When an item is added to the agenda after the public comment period has ended, the Board shall offer a further public comment opportunity limited to the added item(s).~~[2][3]

~~**Delegation of Responsibility**~~

~~The presiding officer at each open Board meeting shall follow Board policy for the conduct of open meetings. Where the presiding officer's ruling is disputed, it may be overruled by a majority of those school directors present and voting.~~[4] ~~[5]~~

~~**Guidelines**~~

~~Whenever issues identified by the participant are subject to remediation under policies and procedures of the Board, they shall be dealt with in accordance with those policies and procedures and the organizational structure of the District.~~

An opportunity for district residents and taxpayers, employees and students of the district to provide comment on matters of concern, official action or deliberation which are or may be before the Board, shall be provided as designated on the Board meeting agenda and in compliance with law, Board policy and district procedures.[1][2][3][4] [5]

The Board requires that public participants be a resident or taxpayer of the District or fall into one of the following categories:

1. Anyone who has registered a legitimate interest in a contemplated action of the Board, such as a non-resident with a child enrolled in the District.
2. Anyone representing a group in the community or District.
3. Any District employee.
4. Any District student.
5. Anyone who fulfills the requirements of a non-resident/non-taxpayer as outlined in this policy.

The ~~President~~ **presiding officer** ~~shall be responsible for setting the parameters for public comment and public participation as outlined in this policy~~ **may expand the opportunity to provide public comment to others when deemed necessary to inform the Board.**

~~The President, or presiding officer, shall be responsible for setting the parameters for public comment and public participation as outlined in this policy.[4] [5]~~

~~The President or presiding officer may:~~

1. ~~Interrupt or terminate a participant's statement at any time when the statement is:~~
2. ~~More than three (3) minutes long,~~
3. ~~Personally directed and unrelated to School Board matters,~~
4. ~~Obscene, or~~
5. ~~Irrelevant.~~
6. ~~Request any individual to leave the meeting when the person does not observe reasonable decorum and interferes with the orderly conduct of the meeting.~~
7. ~~Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.~~
8. ~~Call a recess or adjournment to another time when the lack of public decorum interferes with the orderly conduct of the meeting.~~

Public Comment on Non-Agenda Items

~~A period of public comment open to any topic will be provided at the end of each meeting.~~

1. ~~Individual public comment must begin with the participant identifying the participant by name.~~
2. ~~Each participant must identify their municipality of residence on the form provided at each meeting.~~

3. ~~Each participant is restricted to a maximum of three (3) minutes for comment. However, that time limit can be extended at the discretion of the President, or whoever is presiding over the meeting, up to a maximum of five (5) minutes.~~
4. ~~All statements shall be directed to the President or the presiding officer; no participant may address or question Board members individually.~~
5. ~~The Board reserves the right to limit the time allocated for public comment on any non-agenda item and to limit the time for the total period of time for public comment on non-agenda items.~~

Copies of the agenda, which includes a listing of each matter of business that will be or may be the subject of deliberation or official action at the meeting, shall be made available to individuals in attendance at the meeting.[3]

The board **requires** that public comment on agenda items be made at the beginning of each meeting.

If the Board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.[4]

The Board shall provide a second public comment period, after the items for action or deliberation have been completed, to comment on items of concern or other matters involving non agenda items.

When items are added to the agenda after the public comment period has ended, the Board shall offer a further public comment opportunity limited to the added items.[4][6]

~~The President or presiding officer may:~~

1. ~~Interrupt or terminate a participant's statement at any time when the statement is:~~
2. ~~More than three (3) minutes long,~~
3. ~~Personally directed and unrelated to School Board matters,~~
4. ~~Obscene, or~~
5. ~~Irrelevant.~~
6. ~~Request any individual to leave the meeting when the person does not observe reasonable decorum and interferes with the orderly conduct of the meeting.~~
7. ~~Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.~~
8. ~~Call a recess or adjournment to another time when the lack of public decorum interferes with the orderly conduct of the meeting.~~

An individual's public comment may be interrupted or terminated only under limited circumstances, such as when the individual's commentary is in clear violation of law or Board policy, including but not limited to the following:

1. ~~Sexual harassment, racial, ethnic, religious or nationality intimidation towards an individual or individuals in the school community.~~ **[7] [8] [9]**
2. ~~Disclosure of confidential personal information regarding students or staff.~~
3. ~~Speech that traditionally has not been protected under the First Amendment, such as obscenity, defamation and speech integral to criminal conduct.~~

4. ~~Speech that is profane.~~
5. **Speech that constitutes true threats, including expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals**
6. **Speech to incite inciting imminent lawless action**
7. **Speech that is considered, as a whole, to prominently appeal to prurient interests or is otherwise obscene.**
8. **Speech that does not concern matters that may come before the Board for deliberation or official action, for example, sales of commercial products or services.**
9. **An individual speaks for longer than 3 minutes.**

Guidelines

Sign-in and Request to Comment

All individuals ~~other than a resident or taxpayer~~, wishing to ~~participate in a public~~ **comment during** the Board meeting **shall** ~~register their intent with the Board Secretary ten (10) calendar days in advance of the meeting and shall include~~ **sign in on the sheet provided at the meeting and provide the following information on the sign-in sheet:**

1. Name **of commenter.**
2. Municipality of the **commenter**.
3. ~~Topic to be addressed.~~
4. ~~Name of any~~ Group ~~on whose behalf comments will be made, of applicable, and~~ **or organization** affiliation, if applicable**, including acknowledgement that the individual has been requested to and is authorized to speak on behalf of the organization and identification of the organization's connection to the district.**
5. ~~Copies of any handouts or other literature that will be disseminated~~

Prior to public comment during the meeting, the presiding officer shall make a statement providing direction and establishing expectations for the period of public comment.

Public Comment

Public Comment on Agenda Items

~~A period of public comment restricted to items being voted on the agenda will be provided in each meeting before the Board's action on those items.~~

1. ~~Individual public comment must begin with the participant identifying the participant by name.~~
2. ~~Each participant must identify their municipality of residence on the form provided at each meeting.~~
3. ~~Each participant is restricted to a maximum of three (3) minutes per agenda item for comment. However, that time limit may be extended at the discretion of the President, or whoever is presiding over the meeting.~~
4. ~~In the event the public comment period is limited to one (1) period for all agenda items, each participant is restricted to a maximum of three (3) minutes.~~
5. ~~All statements shall be directed to the President or presiding officer; no participant may address or question Board members directly.~~

6. The Board reserves the right to limit the time allocated for public comment on any agenda item and to limit the time for the total period of time for public comment on agenda items

~~Procedures required of non-residents and taxpayers wishing to participate:~~

1. ~~Non-Resident/Non-Taxpayer participants must be recognized by the President or presiding officer and must preface their comments with the participant identifying the participant by name and the name of the group the participant is speaking for, if applicable.~~
2. ~~Each non-resident/non-taxpayer participant must identify their municipality as well as the municipality of any group the participant is speaking for on the sign-in sheet.~~
3. ~~Each non-resident/non-taxpayer participant is restricted to a maximum of three (3) minutes for comment. However, that time limit can be extended at the will of the President, or whoever is presiding over the meeting, up to a maximum of five (5) minutes.~~
4. ~~All statements shall be directed to the President or presiding officer; no participant may address or question Board members individually.~~
5. ~~The Board reserves the right to limit the time allocated for public comment on any non-agenda items and to limit time for the total period of time for non-resident/non-taxpayer comment.~~

~~Whenever issues identified by any participant during public comment are subject to remediation under any policy or procedure of the Board, those issues shall be taken under advisement by the Policy Committee and addressed in accordance with those policies and procedures, as seen fit by the Policy Committee.~~

- **Individuals shall wait to** be recognized by the presiding officer **before commenting, must direct all comments to the Board,** and must preface their comments by an announcement of their name, and group affiliation, if applicable.
- Each statement made by a participant shall be limited to **three (3)** minutes.
- **No individual** may speak more than once on the same topic.
- unless all others who wish to speak on that topic have been heard **and there is time remaining in the public comment period.** All statements shall be directed to the presiding officer; no participant may address or question school directors individually.

The president or presiding officer and **the district solicitor have the authority to:**

1. ~~Interrupt or terminate a participant's statement at any time when the statement is:~~
2. ~~More than three (3) minutes long,~~
3. ~~Personally directed and unrelated to School Board matters,~~
4. ~~Obscene, or~~
5. ~~Irrelevant.~~
6. ~~Request any individual to leave the meeting when the person does not observe reasonable decorum and interferes with the orderly conduct of the meeting.~~
7. ~~Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.~~
8. ~~Call a recess or adjournment to another time when the lack of public decorum interferes with the orderly conduct of the meeting.~~
9. Interrupt **an individual to warn the commenter that the statement is** more than three (3) minutes long **or conduct is otherwise in violation of this policy.**

10. **After warning,** terminate **the individual's opportunity to comment when the conduct continues and is in violation of this policy.**
11. **Call a recess or adjourn to another time when an individual's conduct is otherwise in violation of this policy.**
12. Request an individual to leave the meeting when that person's **conduct is disrupting the operation of the meeting.[10][11]**
13. **If the individual refuses to leave the meeting, request the assistance of school security personnel or law enforcement to remove the disorderly person to enable the Board to proceed with the orderly operation of the meeting.[12] [13]**
14. **Waive the Board's rules regarding public comment with the approval of a majority of those present and voting.**

Where the President or presiding officer's ruling regarding public comment is disputed, it may be overruled by a majority of those school directors present and voting.

Response to Public Comment

The purpose of public comment at Board meetings is to allow the Board to learn the thoughts of the public prior to Board deliberation and official action. Although the public comment period of the meeting is not a question and answer session between the public and the Board, the Board may direct staff to follow up and address public inquiries in a reasonably prompt manner.

Whenever public comments are subject to the Board policy regarding public complaints, the individual shall be directed to the Superintendent. [14]

District recordings shall not be the official record of an open Board meeting, but may be available for public access, upon request, in accordance with the law, relevant court decisions and Board policy. Recordings of Board meetings, including the public comment portions of the meeting, shall be retained and disposed of in accordance with the district's records retention schedule. [5] [15] [16] [17] [18]

Public Comment Recorded in Board Minutes

The following information regarding public comment is required to appear in the official minutes of each open Board meeting: [5] [19]

1. **The names of all citizens who appeared before the Board.**
2. **The subject of their testimony.**

Board Committees

Public comment at committee meetings will be conducted in accordance with this policy. Each participant is restricted to a maximum of three (3) minutes for comment on agenda items. . However, that time limit may be extended at the discretion of the President, or whoever is presiding over the meeting. **At committee meetings designated as special meetings because a quorum of the Board may be in**

attendance, public comment shall be restricted to a maximum of three (3) minutes for comment on agenda items. However, that time limit may be extended at the discretion of the President, or whoever is presiding over the meeting.

Recording Devices and Cameras

Electronic recording devices and cameras, **in addition to those used as official recording devices** shall be permitted at open meetings~~, unless they interfere with the meeting.~~[6 **The Board is authorized to establish reasonable rules for the use of recording devices and cameras during**

Board meetings.[1][21]

~~Placards or banners shall not block or otherwise interfere with another community member's view of or participation in the meeting. Any placard or banner can be removed from the meeting, at the discretion of the President or presiding officer, if said placard or banner interferes with the orderly conduct of the meeting.~~

The meeting agenda and all pertinent documents shall be distributed to the press and public at, or before, the meetings and will be posted on the District website.[7]

Legal Footnotes

[2] 65 Pa. C.S.A. 710
LEGAL REFERENCE

[3] 24 P.S. 407
LEGAL REFERENCE

[4] 65 Pa. C.S.A. 709
LEGAL REFERENCE

[5] 65 Pa. C.S.A. 710.1
LEGAL REFERENCE

[7] 65 Pa. C.S.A. 712.1
LEGAL REFERENCE

[8] 18 Pa. C.S.A. 5101
LEGAL REFERENCE

[9] 18 Pa. C.S.A. 5508
LEGAL REFERENCE

[10] 18 Pa. C.S.A. 3503
LEGAL REFERENCE

[11] Pol. 805.2
POLICY REFERENCE
Referenced policy is not available in this policy book.

[12] Pol. 906
POLICY REFERENCE
Referenced policy is not available in this policy book.

[13] Pol. 113.4
POLICY REFERENCE
Referenced policy is not available in this policy book.

[14] Pol. 216
POLICY REFERENCE
Referenced policy is not available in this policy book.

[15] Pol. 800
POLICY REFERENCE
Referenced policy is not available in this policy book.

[16] Pol. 801
POLICY REFERENCE
Referenced policy is not available in this policy book.

[17] 65 Pa. C.S.A. 706
LEGAL REFERENCE

[18] Alekseev v. City Council of Philadelphia, 8 A.3d 311 (Pa. 2010)
LEGAL REFERENCE

[19] **65 Pa. C.S.A. 711**
LEGAL REFERENCE

BOARD POLICY

006-DRAFT-2 Meetings

POLICY NUMBER	VERSION	DOCUMENT STATUS	PRINTED
006-DRAFT-2	v1.3	DRAFT	9/2/2026

Parliamentary Authority

All Board meetings shall be conducted in an orderly and business-like manner. Robert's Rules of Order (RROO) shall govern the Board in its deliberations in all cases in which RROO are not inconsistent with ~~statue~~ law, state regulations ~~of the state~~ or Board procedures.[1][2]

Quorum

A quorum shall be five (5) school Directors present at a meeting, including remote attendees attending pursuant to Board Policy 006.1. No business shall be transacted at a meeting without a quorum, but the school directors present at such a meeting may adjourn to another time.[3] ~~[4]~~

Presiding Officer

The President shall preside at all Board meetings. In the absence, disability or disqualification of the President, the Vice-President shall act instead. If neither person is present, a school director shall be elected President pro tempore by a ~~pluarity~~ majority of those present and voting to preside at that meeting only. Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes. ~~[~~8. [4][5][6][7] ~~The plurality of those Directors present and voting shall continue to deliberate and vote on those two (2) candidates until a majority is achieved. The election of a President Pro Tempore in accordance with this section shall be recorded in the minutes for such meeting.~~

Meeting Notifications

Notice of all open ~~public~~ Board meetings, including committee meetings and work sessions, shall be given by publication of the date, place, and time of such meetings in the newspaper(s) of general circulation designated by the Board and posting of such notice at the administrative offices ~~and the posting of such notice at the administrative offices~~ of the Board. ~~,and by any additional means the Board deems appropriate~~.~~[10]~~[8][9]

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the fiscal year at least three (3) days prior to the time of the first regular meeting.[8][9]

2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.[8][9]~~[10]~~
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.[8][9]~~[10]~~
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of the ~~**recessed or reconvened**~~ meeting and sending copies of such notice to interested parties.[8]~~[9]~~
5. Notice of all open meetings shall be given to any newspaper(s) ~~**or general circulation**~~ **circulating** in Bucks County and any radio or television station which so requests. Notice of all open meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.[9]~~[10]~~

Notice of all rescheduled meetings and special meetings shall be given to each school director no later than twenty-four (24) hours prior to the time of the meeting.[9][10]~~[11]~~

Agenda Notifications

The agenda, together with all relevant reports, shall be provided to each school director at least three (3) days before the meeting.

If the agenda includes an item of business related to removal of an officer of the Board, the agenda shall be provided to each school director at least seven (7) days before the meeting.

The district shall publicly post the agenda for all open meetings of the Board or Board committees **at which deliberation or official action may take place** no later than twenty-four (24) hours prior to the time of the meeting, ~~**in the manner set forth below**~~ **as follows:**[9]

1. On the district's website.

2. At the location of the meeting.

3. At the district's administrative office.

The posted agenda shall list each matter of agency business that will or may be the subject of deliberation or official action at the meeting.[9]

Agenda Preparation

It shall be the responsibility of the Superintendent, or the Superintendent's designee, in cooperation with the Board Secretary and Board President, to prepare an agenda of the items of business anticipated to come before the Board at each open meeting.

Order of Business

The order of business for regular meetings and special meetings called for general purposes shall be as follows, unless altered by the President or a majority of those present and voting:

Meeting Opening

Approval of Agenda

Acceptance of Minutes

Reports to the Board of Directors

Public Comment on Agenda Items Only

New Business/Curriculum

New Business/Special Education

New Business/Facilities

New Business/Finance

New Business/Policy

Public Comment on Non-Agenda Items Only

Adjournment

The order of business for other special meetings shall be determined according to the stated purpose of the special meeting.

Additions to the Agenda

The Board may deliberate or take official action on matters not included in a posted agenda only under the following circumstances:[11]

Emergencies – The matter of business relates to a real or potential emergency involving a clear and present danger to life or property.[8][11]

Business Arising Within Twenty-Four (24) Hours Prior to the Meeting – The matter of business has arisen within twenty-four (24) hours prior to the meeting, is de minimis (minor) in nature, and does not involve the expenditure of funds or entering into a contract or agreement.[11]

Business Raised by Residents or Taxpayers During the Meeting – When a matter of Board business is raised by a resident or taxpayer during a meeting:[11][12]

1. The Board may take official action to refer the matter to staff, if applicable, to conduct research and include on a future Board meeting agenda; or

2. If the matter is de minimis (minor) in nature and does not involve the expenditure of funds or entering into a contract or agreement, the Board may take official action on the matter.

Majority Vote – During a meeting, the Board may add a matter of business to the posted agenda by a majority vote of the school directors present and voting. The reason for adding an item to the posted agenda must be announced at the meeting before conducting the vote. Once announced and approved by majority vote, the Board may take official action on the item of business. The agenda shall be amended to reflect the new item of business and the amended agenda shall be posted to the district's website and at the administrative office no later than the first business day following the meeting at which the agenda was amended. The unanimous consent procedure may not be used in place of majority vote for this purpose.[11]

The public posting of agenda requirements and rules for adding items to a posted agenda apply to both regular and special open meetings of the Board. These requirements and rules do not apply to:[9][11][13]

1. Conference sessions.

2. Executive sessions.

Regular Meetings

Regular Board meetings shall be open and shall be held at specified places at least once every two (2) months ~~**during the new school term**~~.[2][14]

Special Meetings

Special meetings may be called for special or general purposes and shall be ~~**public**~~ open except when conducted as an executive session for purposes authorized by law.[2][5][10][15]

The President may call a special meeting at any time and shall call a special meeting upon presentation of the written requests of three (3) ~~**or more**~~ school directors. Upon the President's failure or refusal to call a special meeting, such meeting may be called at any time by a majority of the school directors.[5]

No business shall be transacted at any special meeting except that named in the call sent to school directors for such special meeting.[10] At committee meetings designated as special meetings because a quorum of the Board may be in attendance, public comment shall be restricted to a maximum of three (3) minutes for comment on agenda items. However, that time limit may be extended at the discretion of the President, or whoever is presiding over the meeting.

Public Participation

At each open Board meeting, prior to official action by the Board, an opportunity shall be provided for public comment in accordance with law and Board procedures and policy.[2][12]

Voting

All motions shall require for adoption a majority vote of those school directors present and voting, except as provided by statute or Board procedures.

All votes on motions and resolutions shall be by voice vote unless an oral roll call vote is requested by the President or another school director.

Special Voting Requirements

**Indicates actions for which the minutes must reflect how each school director voted.*

1. Actions requiring the unanimous affirmative vote of all members of the Board remaining in office:

    a. Appoint as Board Secretary a former school director who has resigned, before the expiration of the term for which the member was elected.*[16][17]

    b. Appoint as solicitor a former school director who has resigned, before the expiration of the term for which the director was elected.*[16][17]

2. Actions requiring the affirmative votes of two-thirds of the full membership of the Board:

   a. Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.*[17][18][19]

   b. Adding or increasing appropriations to meet an emergency or catastrophe.*[17][19]

   c. Hiring as a teacher a former school director who has resigned, before the expiration of the term for which the director was elected.*[16][17]

   d. Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.*[17][20]

   e. **Fixing the fiscal year to begin on the first day of January. *(2nd class school districts only)* [21]**

   f. **Incurring temporary debt (~~non emergency~~)**.***[17]**[19][22]

   g. Dismissing a tenured professional employee after a hearing.*[17][23]

   h. Borrowing in anticipation of current revenue.*[17][24]

   i. **Adopting or changing textbooks without the recommendation of the Superintendent.*[17][25]**

3. Actions requiring the affirmative votes of ~~**two-thirds of those voting in the presence of a quorum**~~ a majority of the full membership of the Board:

   a. Fixing the length of the school term.*[18].*[17]

   b. ~~**Adopting or changing textbooks without the recommendation of the Superintendent.**~~ **Adopting textbooks recommended by the Superintendent**.*[17][26]

   c. Appointing the district Superintendent and Assistant Superintendent(s).*[17][27][28]

   d. Appointing teachers and principals.*[17]

   e. Adopting the annual budget.*[17][29]

   f. Appointing tax collectors and other appointees.*[17][30][31]

   g. Levying and assessing taxes.*[17][32]

   h. Purchasing, selling, or condemning land.*[17]

   i. Locating new buildings or changing the location of old ones.*[17]

   j. Creating or increasing any indebtedness.*[17]

   k. Adopting planned instruction.[17][33]

   l. Establishing additional schools or departments.*[17]

   m. Designating depositories for school funds.*[17][34][35]

   n. Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year.*[17][19]

   o. Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds $100 (including items subject to bid requirements).*[17][36]

   p. Fixing salaries or compensation of officers, teachers, or other appointees of the Board.*[17]

q. Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.*[17]

r. Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.*[17][37][38]

s. Determining the location and amount of any real estate required by the school district for school purposes.*[17][39]

t. Vacating and abandoning property to which the Board has title.*[17][40]

u. Appointing a school director to fill a vacancy on the Board.*[17][41]

v. Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[5]

w. Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.[42]

x. Adopting, amending or repealing Board procedures and policy.[43]

y. ~~**Combining or reorganizing into a larger School District.**~~[44]**Approving or denying a charter school application.***[44]

z. ~~**Adopting a corporate seal for the District.**~~ **Approving or denying a multiple charter school organization application.***[45]

aa. **Establishing joint schools or departments.***[46]

ab.

4. ~~**Actions requiring the affirmative votes of a majority of the full membership of the Board**~~

Abstention from Voting

A school director shall be required to abstain from voting when the issue involves either one of the following:

1. Conflict of interest under the Ethics Act.[47][48][49]

   Prior to the vote being taken, the school director shall verbally disclose the nature of the conflict in public, and shall also provide the Board Secretary with a written memorandum stating the nature of the conflict, which shall be attached to the Board minutes as a public record.

   Conflict of interest - use by a public official of the authority of ~~**the public official's**~~ **their** office or any confidential information received through **holding** public office for the private pecuniary benefit of the public official, a member of ~~**the public official's**~~ **their** immediate family or a business with which the public official or a member of ~~**the public official's**~~ **their** immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the public official, a member of ~~**the public official's**~~ **their** immediate family or a business with which the public official or a member of ~~**the public official's**~~ **their** immediate family is associated.[47]

   De minimis economic impact – an economic consequence which has an insignificant effect.[47]

   Immediate family – parent, spouse, child, brother or sister.[47]

   Business with which associated – any business in which the person or a member of the person's immediate family is a director, officer, owner, employee or has a financial interest.[47]

2. Relative recommended for appointment to or dismissal from a teaching position.[23][50]

   Relative – father, mother, brother, sister, husband, wife, son, daughter, stepson, stepdaughter, grandchild, nephew, niece, first cousin, sister-in-law, brother-in-law, uncle, or aunt.

The Board is encouraged to seek the guidance of the district solicitor or the State Ethics Commission for questions related to conflict of interest.[48][49]

Minutes

The Board shall cause to be made, and shall retain as a permanent record of the district, minutes of all open Board meetings. Said minutes shall be comprehensible and complete and shall show:[51][52]

1. Date, place, and time of the meeting.
2. Names of school directors present.
3. Presiding officer.
4. Substance of all official actions.
5. Actions taken.
6. Recorded votes and a record by individual members of all roll call votes taken.[53]
7. Names of all residents who appeared officially and the subject of their testimony.
8. Any matter added to a posted agenda, including the substance of the matter, the announced reason and the recorded vote, where applicable.[9][11]

The Board Secretary shall provide each school director with a copy of the minutes of the last meeting prior to the next regular meeting.[1]

The minutes of Board meetings shall be approved at the next succeeding meeting and signed by the Board Secretary.[54]

Notations and any tape or audiovisual recordings shall not be the official record of an open Board meeting but may be available for public access, upon request, in accordance with Board policy. Any notations and/or audiovisual recordings of a Board meeting shall be retained and disposed of in accordance with the district's records retention schedule.[1][55][56]

Recess/Reconvene

The Board may at any time recess or reconvene to a reconvened meeting at a specified date and place, upon the majority vote of those present. The reconvened meeting shall immediately take up its business at the point in the agenda where the motion to recess was acted upon. Notice of the reconvened meeting shall be given as provided in Board policy.[8][9][57]

Executive Session

The Board may hold an executive session, which is not an open meeting, before; during; at the conclusion of an open meeting; or at some other time. The presiding officer shall announce the reason for holding the executive session; the announcement can be made at the open meeting prior to or after the executive session.[13][15][58]

The Board may discuss the following matters in executive session:

1. Employment issues.
2. Labor relations.
3. Purchase or lease of real estate.
4. Consultation with an attorney or other professional advisor regarding potential litigation or identifiable complaints that may lead to litigation.
5. Matters that must be conducted in private to protect a lawful privilege or confidentiality.
6. School safety and security, of a nature that if conducted in public, would:[15]
    a. Be reasonably likely to impair the effectiveness of school safety measures.
    b. Create a reasonable likelihood of jeopardizing the safety or security of an individual or a school, including a building, public utility, resource, infrastructure, facility or information storage system.

Official actions based on discussions held in executive session shall be taken at an open meeting.

Work Sessions

The Board may meet as a Committee of the Whole in an open meeting to vote on or to discuss issues. Public notice of such meetings shall be made in accordance with ~~**BOG 006, Notice**~~ **Board procedures**.[2][57]

A meeting of the Committee of the Whole, not regularly scheduled, may be called at any time by the President; the President shall call such a meeting when requested to do so by school directors. Public notice of the meeting shall be made in accordance with Board procedures.

The Board Secretary shall provide notice of a meeting of the Committee of the Whole in accordance with Board procedures.[8][9][57]

School Board *Committee Meetings*

~~**School Board Committees are those that are established by the School Board through a majority vote.**~~

~~**Committees can be ad hoc or standing.**~~

Standing committee meetings may be called at any time by the committee chairperson, with proper public notice, or when requested to do so by three (3) members of the committee.[8][9][57]

A majority of the total membership of a committee shall constitute a quorum.

Unless held as an executive session, standing committee meetings shall be open to the public, other school directors, and the Superintendent.[2]

A majority of the committee or the chairperson may invite Board employees, consultants or other persons who have special knowledge of an area under discussion.

Legal Footnotes

[1] 24 P.S. 407
LEGAL REFERENCE

[2] 65 Pa. C.S.A. 701
LEGAL REFERENCE

[3] 24 P.S. 422
LEGAL REFERENCE

[4] 24 P.S. 405
LEGAL REFERENCE

[5] 24 P.S. 426
LEGAL REFERENCE

[6] 24 P.S. 427
LEGAL REFERENCE

[7] 24 P.S. 428
LEGAL REFERENCE

[8] 65 Pa. C.S.A. 703
LEGAL REFERENCE

[9] 65 Pa. C.S.A. 709
LEGAL REFERENCE

[10] 24 P.S. 423
LEGAL REFERENCE

[11] 65 Pa. C.S.A. 712.1
LEGAL REFERENCE

[13] 65 Pa. C.S.A. 707
LEGAL REFERENCE

[14] 24 P.S. 421
LEGAL REFERENCE

[15] 24 P.S. 425
LEGAL REFERENCE

[16] 24 P.S. 324
LEGAL REFERENCE

[17] 24 P.S. 508
LEGAL REFERENCE

[18] 24 P.S. 609
LEGAL REFERENCE

[19] 24 P.S. 687
LEGAL REFERENCE

[20] 24 P.S. 707
LEGAL REFERENCE

[21] 24 P.S. 671
LEGAL REFERENCE

[22] 24 P.S. 634
LEGAL REFERENCE

[23] 24 P.S. 1129
LEGAL REFERENCE

[24] 24 P.S. 640
LEGAL REFERENCE

[25] 24 P.S. 803
LEGAL REFERENCE

[27] 24 P.S. 1071
LEGAL REFERENCE

[28] 24 P.S. 1076
LEGAL REFERENCE

[34] 24 P.S. 621
LEGAL REFERENCE

[37] 24 P.S. 1080
LEGAL REFERENCE

[38] 24 P.S. 514
LEGAL REFERENCE

[39] 24 P.S. 702
LEGAL REFERENCE

[40] 24 P.S. 708
LEGAL REFERENCE

[41] 24 P.S. 315
LEGAL REFERENCE

[44] 24 P.S. 224
LEGAL REFERENCE

[45] 24 P.S. 1729.1-A
LEGAL REFERENCE

[46] 24 P.S. 1701
LEGAL REFERENCE

[47] 65 Pa. C.S.A. 1102
LEGAL REFERENCE

[48] 65 Pa. C.S.A. 1103
LEGAL REFERENCE

[50] 24 P.S. 1111
LEGAL REFERENCE

[51] 24 P.S. 518
LEGAL REFERENCE

[52] 65 Pa. C.S.A. 706
LEGAL REFERENCE

[53] 65 Pa. C.S.A. 705
LEGAL REFERENCE

[54] 24 P.S. 433
LEGAL REFERENCE

[58] 65 Pa. C.S.A. 708
LEGAL REFERENCE

Legal References

Additional References

1949 Act 14
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

[17] [36]
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1874 Act 0120
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

uscode.house.gov citation
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

1949 Act 14
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

Pennsylvania General Assembly citation
LEGAL REFERENCE

RESOLUTION OF THE NEW HOPE-SOLEBURY SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Resolution No. _____

A RESOLUTION TO AUTHORIZE THE ISSUANCE OF A STATEMENT OF CHARGES WITH REGARD TO DISTRICT EMPLOYEE, [redacted]

WHEREAS, the Superintendent of the New Hope-Solebury School District (the "District') has recommended to the Board of School Directors of the District (the "Board") that a certain Statement of Charges (the "Statement of Charges") regarding [redacted] (the "Employee"), be approved by the Board as required by law, which Statement of Charges is attached hereto, and incorporated herein by reference; and,

WHEREAS, the Superintendent further advised the Board that in his opinion and belief there is sufficient evidence to support the allegations set forth in the Statement of Charges; and,

WHEREAS, the Board, upon review of the Statement of Charges and upon consideration of the Superintendent's belief that there is evidentiary support for the Statement of Charges desires to act as set forth herein;

NOW THEREFORE, be it resolved as of the date set forth below, as follows:

1. The Statement of Charges is hereby approved and directed to be issued; and,

2. The Superintendent of the New Hope-Solebury School District shall execute the Statement of Charges; and,

3. The Superintendent and/or his designee shall notify the Employee of the Employee's rights, including the right to a hearing before the Board; and,

4. The Superintendent and/or his designee shall cause the Statement of Charges to be served upon the Employee as required by law.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK,

SIGNATURE PAGE TO FOLLOW]

THIS RESOLUTION IS DULY ADOPTED by the Board of School Directors of the New Hope-Solebury School District in a lawful session duly assembled and convened this 22rd day of October, 2026.

NEW HOPE-SOLEBRUY
SCHOOL DISTRICT

By: _____
Judy Finn, President Board of School Directors

ATTEST:

By:_____
Katie Kane, Secretary of
Board of School Directors

RESOLUTION OF THE NEW HOPE-SOLEBURY SCHOOL DISTRICT

BOARD OF SCHOOL DIRECTORS

Resolution No. _____

A RESOLUTION TO AUTHORIZE THE ISSUANCE OF A STATEMENT OF CHARGES WITH REGARD TO DISTRICT EMPLOYEE, [redacted]

WHEREAS, the Superintendent of the New Hope-Solebury School District (the "District') has recommended to the Board of School Directors of the District (the "Board") that a certain Statement of Charges (the "Statement of Charges") regarding [redacted] (the "Employee"), be approved by the Board as required by law, which Statement of Charges is attached hereto, and incorporated herein by reference; and,

WHEREAS, the Superintendent further advised the Board that in his opinion and belief there is sufficient evidence to support the allegations set forth in the Statement of Charges; and,

WHEREAS, the Board, upon review of the Statement of Charges and upon consideration of the Superintendent's belief that there is evidentiary support for the Statement of Charges desires to act as set forth herein;

NOW THEREFORE, be it resolved as of the date set forth below, as follows:

1. The Statement of Charges is hereby approved and directed to be issued; and,

2. The President and the Secretary of the Board shall execute the Statement of Charges; and,

3. The Superintendent and/or his designee shall notify the Employee of the Employee's rights, including the right to a hearing before the Board; and,

4. The Superintendent and/or his designee shall cause the Statement of Charges to be served upon the Employee as required by law.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK,

SIGNATURE PAGE TO FOLLOW]

THIS RESOLUTION IS DULY ADOPTED by the Board of School Directors of the New Hope-Solebury School District in a lawful session duly assembled and convened this 22rd day of October, 2026.

NEW HOPE-SOLEBRUY
SCHOOL DISTRICT

By: _____
Judy Finn, President Board of School Directors

ATTEST:

By:_____
Katie Kane, Secretary of
Board of School Directors

Oct 22, 2026

Resignations/Retirements

Employee	Position	Effective Date

Appointments

Employee	Reason	Effective Date	Salary/Benefits

Transfers

Employee	From/To	Effective Date	Salary/Benefits

Professional Column Movements

Employee	From/To	Effective Date	Salary/Benefits

Extra duty responsibilities in the amount of $57,345.00 (Annual Total to Date $316,868.03)

Name	Extra Duty Responsibility (EDR)	Stipend	
DiTulio, James	Safety and Security Liaison- Elementary	$1,890.00	
Khalilnaji-Otto, Nazaneen	Safety and Security Liaison- Secondary	$1,890.00	
O'Leary, Patrick	Safety and Security Liaison- Elementary	$1,890.00	
Simon, Elizabeth	Safety and Security Liaison- Secondary	$1,890.00	
Hamill, Michele	Supervised Homework (B)	$540.00	
Pedersen, Brittany	Spirit Club / Art Com (A)	$1,620.00	
Pedersen, Brittany	Student Council	$2,160.00	
Sincavage, Lane	Class Advisor 8	$1,080.00	
Haas, Michael	Girls Basketball Head / 8th Grade Coach, MS	$2,170.00	
Hepburn, Nadir	Girls Basketball Assistant / 7th Grade Coach, MS	$1,860.00	
Marshall, Issac	Boys Basketball Assistant / 7th Grade Coach, MS	$1,860.00	
Cary, Jalen	Boys Basketball Head Coach, MS	$2,170.00	
Doyle, Kaitlin	Winter Coed Track and Field Head Coach, MS	$2,170.00	
Blevins, Dustin	Coed Wrestling Head Coach, HS	$5,480.00	

Connors, Michael	Boys Basketball Head Coach, HS	$5,580.00	
Gaffney, Bob	Coed Bocce Assistant Coach, HS	$1,860.00	
Hernandez, Rodney	Boys Basketball Assistant Coach, HS	$4,185.00	
Lysek-Hagy, Megan	Winter Coed Track and Field Head Coach, HS	$4,185.00	
Murphy, Lisa	Girls Basketball Assistant Coach, HS	$4,185.00	
Rudesyle, Erica	Coed Bocce Head Coach, HS	$2,170.00	
Trinsey, Lauren	Winter Coed Track and Field Assistant Coach (A), HS	$3,255.00	
Stefanik, Haley	Winter Coed Track and Field Assistant Coach (B), HS	$3,255.00	

˜ = Split

Extra duty responsibilities **RESIGNATIONS** Only!

Employee	Position	Effective Date
Harrington, Anne	Girls Basketball Assistant / 7th Grade Coach, MS	10/01/2026

Informational Only – Leaves of Absence

Employee	Position	Effective Date
109949	Technology Support Specialist, DO	10/20/2026 - TBD
1076	Building Principal, LES	10/09/2026 - TBD
40212	Instructional Assistant, UES	10/19/2026 - 10/28/2026
1002	Instructional Assistant, UES	10/21/2026 - TBD

The Board received a copy of the proposed Resolution to authorize the issuance of a Statement of Charges with regard to Employee No. *******10. If the Board is in agreement, approval of a motion to approve this agenda item, “Personnel Items” shall also approve the proposed Resolution to authorize the issuance of the Statement of Charges as presented.

The Board received a copy of the proposed Resolution to authorize the issuance of a Statement of Charges with regard to Employee No. *******96. If the Board is in agreement, approval of a motion to approve this agenda item, “Personnel Items” shall also approve the proposed Resolution to authorize the issuance of the Statement of Charges as presented.

September 2026 NHSD School Board Meeting
Thursday, September 24, 2026 6:30 PM Eastern

District Office Conference Room
180 West Bridge Street
New Hope, PA 18938

John Augenblick:	Present
Tracy Costigan:	Present
Judy Finn:	Present
Nikhil Heble:	Present
Montu Patel:	Present
Melissa Persichetti:	Present
Liz Sheehan:	Absent
Ellen Stiefel:	Present
Linda Szwedo:	Absent

Present: 7, Absent: 2.

1. **Meeting Opening**

1.A. **Call to Order**
Meeting was called to order by President Judy FInn at 6:39 pm.

1.B. Announcement of Executive Agenda

1.C. Roll Call

1.D. Pledge of Allegiance

2. **Acceptance of Agenda**

2.A. Additions, Deletions, and Modifications

2.B. Acceptance of Agenda

3. **Reports to the Board of Directors**

3.A. Student Reports

3.A.1. HS - Jothika Amuth and Mary Stefanache - HS Presentation
High School Presentation

1. High School Board Presentation - Jothika Amuth and Mary Stefanache
    A. Fall Sports Update
        1. Battle of the Bridges vs South Hunterdon
        2. Girls Tennis
        3. Girls Soccer
        4. Girls Volleyball
        5. Girls Field Hockey
        6. Coed Cross Country
        7. Boys Soccer

8. Boys Football

B. Opening of School Events

1. High School Back To School Night - 9/16/26
2. Club Interest Meetings - Over 20 Clubs set up tables during lunch and learn
3. Student Council Fundraiser - Ritas Event - Class of 2028 - 9/25/26
4. Homecoming Tickets - Class of 2027 - 10/3/26

C. Student Highlights

1. National Merit Scholarship Recognition Semifinalists - Aiden G, Nora R, and Dimitris K.
2. 140 Students (82 Upperclassmen) received AP Scholar Awards
3. Quinn Spencer along with the crew of New Hope Eagle Fire Co. did the 9/11 Memorial Stair Climb at the Logan Hotel
4. West Chester University Honors Choir Festival - 4 students participated - Chelsea V., Jordyn B., Matt P., and George A.

D. Profile of a Graduate Spotlight - Theme - Curiosity

1. Mrs. Donatelli's Gifted Seminar Class created Vision Boards
2. Mr. Pfancook's AP Environmental Science Class: created duckweed and its uses
3. Mr. Pompeii's Photography Class: used Fuji Brand Mirrorless Cameras

E. Upcoming Events

1. Lions Fest - 10/2/26, tables with clubs, and hs football game and volleyball games
2. Homecoming - 10/3/26 - theme is Disco
3. Haunted Woods - 10/22/26 - 10/24/26 - Community Event

3.B. Superintendent's Report

School Board President started the Superintendents report off with her own presentation regarding Dr. Charles Lentz discussing the payoffs for our district from his Wharton Experience, his interaction with the Navy, and how both have impacted our district in a positive manner, and thanked him on behalf of the board for his time and contributions to the district and making it a better place for our staff and students.

Superintendent's Report — Dr. Lentz

A. Recognitions

1. Maximilian House - West Chester University Summer Teacher Academy
2. Navy Memorial Sea Service Internship - Reza Ardehali., Nahom Teshome., and Mohneesh Vinulollu.
3. Academic Excellence, National Merit Scholarship Semifinalists - Aiden Generaux, Dimitris Kesisoglou, and Nora Redfield

B. Comprehensive Plan Update - Dr. Amanda Benolken

1. 2027-2030 Plan Update - Stakeholders came together on 9/17 and reviewed drafts of proposed goals and action plans.
2. Srafted plan is being revised based on input and feedback and will be presented to the stakeholder group in early October
3. The proposed plan will be presented at the October 22nd board meeting.

C. Transportation Update - Dave Shapp - Transportation Manager

1. We have 25 routes and 34 drivers (5 years ago we had 25 routes and 20 drivers)
2. Students are on bus 45 minutes or less (5 years ago up to 1.5 hours)
3. No early arriving buses to school (5 years ago buses were arriving to school up to 20

minutes early)

4. We have the latest version of routing software (2018) (5 years ago it was from 1984)

5. The average age of our fleet is 5 years old (5 years ago the average age was 7 years old)

6. We worked with community and PennDOT to get a 4 way flashing stop sign at the corner of Old York Road and S. Sugan Road

7. Looking ahead - contract rates, new tech, behavior expectation alignment, more efficient buses and tracking fuel use.

D. Save the Date

1. Lionfest - 10/2/206
2. Free Vaccine Clinic - 10/6/26 - 4:00 pm - 7:00 pm

3.C. Liaison Reports

3.C.1. BCIU

No Report

3.C.2. MBIT

MBIT Report - given by Judy Finn on behalf of Linda Szwedo

A. Highlights

1. Current Enrollment is 1100 students
2. They are working on a new screener application
3. The Cosmetology Department now has 26 stations for students and they are adding an esthetician room for facials.
4. They are opening their public schedule for Dental visits, hair appointments and their culinary restaurant.

3.C.3. PSBA

PSBA Report - Judy Finn

A. Highlights

1. The Ethics Act - There is a State Webinar on the PSBA Platform
2. The Leadership Forum will take place in October at Kalahari.

4. **Public Comment (Agenda Items Only)**

Public Comment - Agenda Items Only

1. Melvin Band - Solebury Twp. -

a. The amount of money approved for Dr. Lentz's coursework at Wharton

b. After speaking with a former board member he found out that the former Student Services Director saved the district over one million dollars by having students stay in district rather than outside placements.

5. **New Business / Facilities Advisory Committee**

5.A. Committee Report and Discussion

Facilities Advisory Committee Report - Mr. Montu Patel

A. Highlights

1. There is still an opportunity to fundraise for the LES Playground and we are still taking donations.
2. The MS STEAM lab and the new curriculum and programming are very enticing for

students.

3. They would like to discuss new parking lot designations for students and faculty.

4. Other discussions at the meeting were HVAC System, Solar Projects in conjunction with grants and the Environmental Club, and Lions Legacy Projects are being revisited.

6. **New Business / Curriculum Advisory Committee**

6.A. 5. A. Committee Report and Discussion
Curriculum Advisory Committee Report - Dr. Tracy Costigan
A. Highlights

1. They approved two new applicants for the committee.

2. Math and Science programs will now be on a 5-year renewal cycle. Math is on hold because of new standards coming out.

3. Professional development will focus on STEM and STEAM

4. They discussed more training on Parent Square for everyone (community and staff)

5. AI Summit coming up in April

   a. Best Practices and Finding the right balance

   b. Free Event - No vendors

   c. They want this to be organically grown - for districts to come together and share ideas

6. Screentime guidelines

   a. Survey results from parents regarding student screentime at home

   b. We can pull the Go-Guardian report for grades K-2 and see the results on their screentime and what they are viewing which will allow us to take a deeper dive into the conversation.

B. Approvals

5. Conscious Discipline and MTSS

6. PD and Assessment Calendar

7. Chris Balme Speaker from Argonat coming to the Middle School during Advisory Period.

7. **New Business / Finance Advisory Committee**

7.A. Committee Report and Discussion
Finance Advisory Committee Report - Mr. John Augenblick
A. Highlights

1. Real Estate Tax - we will not be missing any interest on the collection event though it was later than usual.

2. The Budget - what is our intent, and what are we looking to do: the goal is to find the right balance.

B. Contract Approvals

1. Homestead /Farmstead Mailing by the IU

2. FC Consulting for food service - they are looking at our operational and fiscal needs and ability to better serve our students.

7.A.1. Year Budget Projections

8. **New Business / Policy Advisory**

8.A. Committee Report and Discussion

Policy Advisory Committee Report - Dr. Nik Heble
A. Highlights
1. First meeting in 3 months so there were several policies and AR's that came up for approval.
2. Most were easy discussions, 3 policies will be tabled for future discussion.
3. Next meeting is on October 1st in the Middle School Library.

9. 2027 PSBA Officer Election

9.A. PSBA Officer Election Ballot 2026-2027

10. **New Business / Action Items**

10.A. Board Discussion of Action Items as Needed
It is recommended that the Board of School Directors of the New Hope-Solebury School District approve action items 10. 1 through 10.16, including item 10. A.10 to be approved with amendments as noted, and except for Item 10. A.11. E to be tabled. Motion made by Dr. Nik Heble and seconded by Ms. Ellen Stiefel. Motion Carried. This motion, made by Nikhil Heble and seconded by Ellen Stiefel, Carried.
Liz Sheehan: Absent, Linda Szwedo: Absent, John Augenblick: Yea, Tracy Costigan: Yea, Judy Finn: Yea, Nikhil Heble: Yea, Montu Patel: Yea, Melissa Persichetti: Yea, Ellen Stiefel: Yea
Yea: 7, Nay: 0, Absent: 2

10.A.1. Chris Balme Speaking Proposal (final contract subject to solicitor approval)

10.A.2. 2027-2028 NHSD District Calendar

10.A.3. PD and Assessment Calendar

10.A.4. Committee Applications

10.A.5. Student Settlement Agreement 3XXXX0

10.A.6. Student Tuition Agreements 1XXXX2 and 3XXXX7

10.A.7. Check Register total bills are $1,501,681.96.

10.A.8. August 2026 Treasurer's Report

10.A.9. 2026-2027 Homestead/Farmstead Agreement

10.A.10. FS Connections - Revised Proposal with Q&A Exhibit
Term should read as Definate Term

10.A.11. Policies - Second Reads

10.A.11.a. 805.2 - SD PNN School Security Personnel

10.A.11.b. 122.1 AR.2 - Request Form for Non-Curriculum Related, Non-School Sponsored, Student Initiated Groups

10.A.11.c. 817 - District Social Media

10.A.11.d. 815.4 - Use of Artificial Intelligence

10.A.11.e. 810 - Transportation

10.A.11.f. 619 - District Audit

10.A.11.g. 332 - Working Periods

10.A.11.h. 236.1 - Threat Assessment

10.A.11.i. 221 - Dress and Grooming

10.A.11.j. 140 - Charter Schools

10.A.11.k. 123 - Interscholastic Athletics

10.A.11.l. 122 - Extracurricular Activities

10.A.11.m. 122.1 - Non-Curriculum Related, Non-School Sponsored, Student Initiated Groups

10.A.11.n. 805.1 - Relations with Law Enforcement Agencies

10.A.11.o. 805 - Emergency Preparedness and Response

10.A.11.p. 218.1 - Weapons (Subject to Solicitors Review)

10.A.11.q. 204 - Attendance

10.A.11.r. 006 - Meetings (Subject to Solicitors Review)

10.A.12. Second Read - Administrative Regulations

10.A.12.a. 805.2 AR.0 - Training

10.A.12.b. 122.1 AR.1 - Student Acknowledgement Form

10.A.12.c. 122.1 AR.0 - Non-Curriculum Related, Non-School Sponsored Student Initiated Group

10.A.12.d. 325 AR.2 - Identification Badges

10.A.12.e. 122 AR.0 - Extracurricular Activities

10.A.12.f. 218.1 AR.0 - WeapNotifApproSchComm

10.A.12.g. 204 AR.5 - Cumulative Absence Notice

10.A.12.h. 204 AR.4 - Habitual Truant Notice

10.A.12.i. 204 AR.3 - Truant Notice

10.A.12.j. 805.1 AR.1 - Incident Report Discretionary Notification

10.A.12.k. 204 AR.0 - CompAtt.Unexcused

10.A.13. Policy - First Reads

10.A.13.a. Policy 805.1 AR.0 - Incident Report Immediate Notification

10.A.13.b. Policy 803 - School Calendar

10.A.13.c. Policy 704 - Maintenance

10.A.13.d. Policy 204.2 - Virtual Attendance and Wellness Checks Attachment

10.A.13.e. Policy 204.2 - Virtual Attendance and Wellness Checks

10.A.13.f. Policy 105 - Curriculum

10.A.13.g. Policy 102 - Academic Standards

10.A.13.h. Policy 249 - Bullying Cyberbullying

10.A.14. First Reads - Administrative Regulations

10.A.14.a. 704 AR.6 - Drinking Water

10.A.14.b. 805.1 AR.1 - Incident Report Discretionary Notification

10.A.14.c. 805.1 AR.0 - Incident Report Immediate

10.A.15. August 2026 Minutes

10.A.16. September 2026 Personnel

11. **Public Comment (Non-Agenda Items)**

Public Comment #2 - Non Agenda Items

1. Melvin Band - Solebury Township

a. Screen Time for students - there is a lot of conversation about students in grades K-2 but what about the students in grades 3-12?

b. Field Trips to Local Historical Sites - how many of our students have been to local historical sites to celebrate the nation's 250th Celebration?

c. Equity - he taught in NYC - all colors and creeds. Why doesn't the district look to offer 100 or so students from the School District of Philadelphia to come to New Hope and share the resources that we have?

12. **Adjournment**

Meeting was adjourned by Ms. Judy Finn at 8:10 pm.

13. **Informational Items**

13.A. Enrollment Report - September 2026

13.B. October 2026 Meeting Schedule

13.C. Fiscal Dashboard - August 2026

13.D. Right to Know Log - September 2026

Cash / Investment Balances

As of: September 30, 2026

Investment Detail

Fund	Bank	Type	Description	Settle	Mature	Balance	Rate	Days to Maturity	Income / Day	Est. Annual Income
General Fund	PSDLAF	Cash	Checking			$ 17,841,653.33	3.591%		$ 1,755.33	$ 640,693.77
General Fund	PLGIT	Cash	Savings			$ 214,599.60	3.870%		$ 22.75	$ 8,305.00
General Fund	PA Invest	Cash	Savings			$ 289,525.94	3.810%		$ 30.22	$ 11,030.94
Total General Fund						**$ 18,345,778.87**			**$ -**	**$ -**
General Fund	PSDLAF	Investment	Full Flex (VNB)	9/30/2026		$ 1,008,076.27	3.500%		$ 96.66	$ 35,282.67
General Fund	PSDLAF	Investment	Full Flex (City NB), IL	9/30/2026		$ 1,469.94	3.800%		$ 0.15	$ 55.86
General Fund	PSDLAF	Investment	Full Flex Pool (BofCA)	9/30/2026		$ 1,072,210.53	3.830%		$ 112.51	$ 41,065.66
General Fund	PSDLAF	Investment	Full Flex Pool (Cust)	9/30/2026		$ 873.56	3.830%		$ 0.09	$ 33.46
General Fund	PSDLAF	Investment	Full Flex Pool (OZK)	9/30/2026		$ 8,012,336.98	3.800%		$ 834.16	$ 304,468.81
General Fund	PSDLAF	Investment	Full Flex Pool (BellCo), IL	9/30/2026		$ 2,135,497.05	3.830%		$ 224.08	$ 81,789.54
General Fund	PSDLAF	Investment	PSDLAF Term Series	10/24/2025	10/23/2026	$ 500,000.00	3.510%	23	$ 48.08	$ 17,550.00
General Fund	PSDLAF	Investment	First FSB of Mascoutah, IL	10/30/2024	10/30/2026	$ 229,600.00	4.005%	30	$ 25.19	$ 9,195.48
General Fund	PSDLAF	Investment	PSDLAF Term Series	5/22/2026	11/4/2026	$ 500,000.00	3.650%	35	$ 50.00	$ 18,250.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	5/22/2026	12/2/2026	$ 500,000.00	3.650%	63	$ 50.00	$ 18,250.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/4/2026	12/3/2026	$ 2,000,000.00	3.710%	64	$ 203.29	$ 74,200.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	12/5/2025	12/4/2026	$ 500,000.00	3.520%	65	$ 48.22	$ 17,600.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	7/31/2026	12/15/2026	$ 500,000.00	3.880%	76	$ 53.15	$ 19,400.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	6/5/2026	1/6/2027	$ 500,000.00	3.680%	98	$ 50.41	$ 18,400.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	8/28/2026	1/20/2027	$ 1,000,000.00	3.750%	112	$ 102.74	$ 37,500.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	8/28/2026	2/17/2027	$ 1,000,000.00	3.763%	140	$ 103.10	$ 37,630.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	5/22/2026	2/18/2027	$ 500,000.00	3.751%	141	$ 51.38	$ 18,755.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/25/2026	3/10/2027	$ 1,000,000.00	4.189%	161	$ 114.77	$ 41,890.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/25/2026	3/25/2027	$ 1,959,083.94	4.211%	176	$ 226.02	$ 82,497.02
General Fund	PSDLAF	Investment	PSDLAF Term Series	6/5/2026	4/7/2027	$ 500,000.00	3.760%	189	$ 51.51	$ 18,800.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/25/2026	4/7/2027	$ 1,000,000.00	4.150%	189	$ 113.70	$ 41,500.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	8/28/2026	4/20/2027	$ 1,000,000.00	3.805%	202	$ 104.25	$ 38,050.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	8/28/2026	5/19/2027	$ 500,000.00	3.852%	231	$ 52.77	$ 19,260.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/25/2026	9/7/2027	$ 500,000.00	4.390%	342	$ 60.14	$ 21,950.00
General Fund	PSDLAF	Investment	PSDLAF Term Series	9/25/2026	10/6/2027	$ 500,000.00	4.350%	371	$ 59.59	$ 21,750.00
Total Investments						**$ 26,919,148.27**			**$ -**	**$ -**
Total General Fund + Investments						**$ 45,264,927.14**			**$ -**	**$ -**
									$ -	$ -
Food Service Fund	PSDLAF	Cash	Checking			$ 188,772.92	3.591%		$ 18.57	$ 6,778.84
Student Activity Fund	PSDLAF	Cash	Checking			$ 109,395.79	3.591%		$ 10.76	$ 3,928.40
Capital Reserve Fund	PSDLAF	Cash	Checking			$ 478,612.05	3.591%		$ 47.09	$ 17,186.96
Total						**$ 46,041,707.90**	**3.742%**		**$ 4,720.68**	**$ 1,723,047.41**

New Hope - Solebury School District
Fiscal Dashboard - Future Projections
September 30, 2026

Fund Balance	23-24 Actuals	2024-2025 Actuals	2025-2026 EOY-UA	2026-2027 Budget	2027-2028 Projection	2028-2029 Projection	2029-2030 Projection	2030-2031 Projection	2031-2032 Projection
Beginning Uncomitted Fund Balance	3,268,812	3,268,812	3,268,812	3,268,812	3,268,812	3,268,812	3,268,812	3,268,812	3,268,812
Committed Fund Balance - PSERS	1,766,003	1,766,003							
Committed Fund Balance - Capital Proj	16,246,699	17,303,689	15,776,708	17,327,029	16,156,234	15,574,640	14,209,232	11,972,534	8,769,013
Total	21,281,514	22,338,504	19,045,520	20,595,841	19,425,046	18,843,452	17,478,044	15,241,346	12,037,825
Fund Balance as % of Expenditures	**45.4%**	**44.3%**	**37.4%**	**37.3%**	**34.0%**	**31.7%**	**28.3%**	**23.7%**	**18.0%**
% with Transfers	**43.3%**	**40.3%**	**35.9%**	**36.6%**	**33.4%**	**31.2%**	**27.8%**	**23.3%**	**17.7%**

Revenues	2023-2024 Actuals	2024-2025 Actuals	2025-2026 EOY-UA	2026-2027 Budget	2027-2028 Projection	2028-2029 Projection	2029-2030 Projection	2030-2031 Projection	2031-2032 Projection
Local Revenue									
Real Estate Taxes	33,071,669	34,125,217	35,201,797	37,406,917	38,753,566	39,993,680	41,273,478	42,594,229	43,872,056
Delinquent Taxes	482,494	759,605	682,205	650,000	650,000	650,000	650,000	650,000	650,000
Earned Income Tax	5,172,459	5,680,670	5,803,594	5,200,000	5,552,241	5,552,241	5,552,241	5,552,241	5,552,241
Transfer Tax	1,015,765	1,544,123	1,643,486	1,100,000	1,401,125	1,401,125	1,401,125	1,401,125	1,401,125
Other Local Revenue	1,927,512	1,712,670	1,667,563	1,485,000	1,536,173	1,583,297	1,631,929	1,682,118	1,730,675
State Revenue - General	3,493,595	3,212,188	4,069,652	3,877,695	3,916,472	3,955,637	3,995,193	4,035,145	4,075,496
State Revenue - Soc Sec/Retirement	4,815,818	4,819,620	5,251,713	5,122,800	5,597,568	5,709,520	5,823,710	5,940,184	6,058,988
Federal Revenue	281,650	246,609	216,810	224,459	224,459	224,459	224,459	224,459	224,459
Total Revenue	**50,260,962**	**52,100,702**	**54,536,818**	**55,066,871**	**57,631,603**	**59,069,958**	**60,552,135**	**62,079,501**	**63,565,040**

Expenditures	2023-2024 Actuals	2024-2025 Actuals	2025-2026 EOY-UA	2026-2027 Budget	2027-2028 Projection	2028-2029 Projection	2029-2030 Projection	2030-2031 Projection	2031-2032 Projection
100 Personnel Services - Salaries	22,421,138	24,010,984	24,300,895	25,276,894	26,035,201	26,555,905	27,087,023	27,628,763	28,181,339
200 Benefits	12,561,062	14,462,995	14,964,851	16,166,762	17,460,103	18,856,911	20,365,464	21,994,701	23,754,277
300 Purch Prof & Tech Services	2,339,357	2,484,662	2,553,587	2,850,060	2,935,562	3,023,629	3,114,338	3,207,768	3,304,001
400 Purchased Property Services	392,479	385,553	620,969	705,950	727,129	748,942	771,411	794,553	818,390
500 Other Purchased Services	3,733,078	3,730,057	3,526,455	4,055,881	4,177,557	4,302,884	4,431,971	4,564,930	4,701,878
600 Supplies	2,172,023	2,056,777	1,796,104	2,051,648	2,113,197	2,176,593	2,241,891	2,309,148	2,378,422
700 Property	233,458	192,187	166,172	195,900	201,777	207,830	214,065	220,487	227,102
800 Other Objects	807,977	574,977	692,463	654,571	662,671	662,671	662,671	662,671	662,671
900 Other Uses of Funds	2,230,000	2,495,494	2,360,000	3,280,000	2,900,000	2,900,000	2,900,000	2,900,000	2,900,000
Total Expenditures	**46,890,572**	**50,393,686**	**50,981,498**	**55,237,666**	**57,213,197**	**59,435,366**	**61,788,833**	**64,283,021**	**66,928,079**
Revenues versus Expenditures	**3,370,390**	**1,707,016**	**3,555,321**	**(170,795)**	**418,406**	**(365,408)**	**(1,236,699)**	**(2,203,520)**	**(3,363,039)**
***** Capital Fund Transfers**	**(2,313,301)**	**(5,000,000)**	**(2,005,000)**	**(1,000,000)**	**(1,000,000)**	**(1,000,000)**	**(1,000,000)**	**(1,000,000)**	**(1,000,000)**
Net Change in Fund Balance	**1,057,089**	**(3,292,984)**	**1,550,321**	**(1,170,795)**	**(581,594)**	**(1,365,408)**	**(2,236,699)**	**(3,203,520)**	**(4,363,039)**
Total Expenditures incl. Transfers	**49,203,873**	**55,393,686**	**52,986,498**	**56,237,666**	**58,213,197**	**60,435,366**	**62,788,833**	**65,283,021**	**67,928,079**
Projected Ending Uncommitted Fund Bal	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**	**3,268,812**
Fund Balance as % of Expenditures	**7.0%**	**6.5%**	**6.4%**	**5.9%**	**5.7%**	**5.5%**	**5.3%**	**5.1%**	**4.9%**

Assumptions

Projected Revenues - using 26/27 as base year

Real Estate Tax projected at 3.6%(27/28), 3.2% (28/29), 3.2% (29/30), 3.2% (30/31), 3% (31/32) increase per year

Increased Soc Sec/Retirement Subsidy by applicable salary increase

Investment Income increased by additional RE Tax revenue multiplied by 3.8%

State Revenue projected 1% increase

All other revenues held flat at 2026-2027 budget levels (below 2025-2026 actuals - conservative), excluding EIT and Transfer Tax

Updated EIT and Transfer Tax to 3-year average of actuals (23/24, 24/25, 25/26 EOY-UA), held flat 27/28 through 31/32.

Projected Expenditures - using 26/27 budget as base year

Salaries at 3% (27/28), 2% (28/29), 2% (29/30), 2% (30/31), 2% (31/32) increase per year.

Benefits at 8% increase per year (27/28 through 31/32)

Objects 300 - 700 at 3% increase per year (27/28 through 31/32)

Objects 800- Mostly Bond Interest Payments ($600k)

Object 900 - removed Capital Transfers kept $500k in budgetary reserve + Bond Payments

*** Seperated Capital Transfers

Capital fund projections reflect continued annual transfers of $1,000,000 for planned projects. No additional capital borrowing is assumed.

New Hope-Solebury SD

Comprehensive Plan | 2027 - 2030

Profile and Plan Essentials

LEA Type		AUN
School District		122097604
Address 1		
180 W Bridge St		
Address 2		
City	**State**	**Zip Code**
New Hope	PA	18938
Chief School Administrator		**Chief School Administrator Email**
Dr Charles Lentz		clentz@nhsd.org
Single Point of Contact Name		
Dr. Amanda Benolken		
Single Point of Contact Email		
abenolken@nhsd.org		
Single Point of Contact Phone Number		
215-862-5372		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dianne Aludino	Student	NHSD	aludinodiannelove@nhsdlions.org
Nick Aquilino	Staff Member	NHSD	DAquilino@nhsd.org
Whitney Arjun	Other	Penn State University	waa40@psu.edu
George Arslanian	Staff Member	NHSD	garslanian@nhsd.org
Melvin Band	Community Member	Community	mband2008@comcast.net
Anthony Barth	Administrator	NHSD	abarth@nhsd.org
Colleen Bell	Administrator	NHSD	cbell@nhsd.org
Amanda Benolken	Administrator	NHSD	abenolken@nhsd.org
Harry Boertzel	Community Member	Community	hboertzel@gmail.com
Julia Bollinger	Staff Member	NHSD	jbollinger@nhsd.org
April Borgeson	Administrator	NHSD	aborgeson@nhsd.org
Tim Brennan	Other	PA State Representative	KWhitman@pahouse.net
Josh Brinkley	Parent	Parent	joshua.brinkley@gmail.com
Kirstin Bronkovic	Community Member	EmpathED	Kbronko@empatheducate.com
Jesse Brosious	Administrator	NHSD	jbrosious@nhsd.org
Saia Byrne	Student	NHSD	ByrneSaia@nhsdlions.org
Marcia Cajeira	Administrator	NHSD	mcajeira@nhsd.org
Samantha Carroll	Parent	Parent	samantha@onceuponabrandllc.com
Marissa Christie	Other	United Way	marissac@uwbucks.org
David Shapp	Administrator	NHSD	dshapp@nhsd.org
Mike Connors	Staff Member	NHSD	mconnors@nhsd.org
Brooklynn Rebholz	Staff Member	NHSD	brebholz@nhsd.org
Kendall Cianni	Student	NHSD	Ciannikendall@nhsdlions.org
Christy Cheever	Community Member	NHS Cares	CCheever@nhscares.org
Janice DiLeilo	Other	Cornerstone	Janice@cornerstoneclubs.com

Mary Stefanache	Student	NHSD	stefanachemary@nhsdlions.org
Theresa Martin	Student	NHSD	martintheresa@nhsdlions.org
Beatrice Stevenson	Student	NHSD	stevensonbeatrice@nhsdlions.org
Shannon Stone	Administrator	NHSD	sstone@nhsd.org
Andrea Korn	Staff Member	NHSD	akorn@nhsd.org
Sarah Costanza	Parent	Parent	costanzasj@gmail.com
Shanthy Krishnarajah	Parent	Parent	shanthy76@hotmail.com
Caitlin Keiper	Staff Member	NHSD	ckeiper@nhsd.org
Tobey Klein	Parent	Parent	tobey.s.klein@gmail.com
Christopher Garges	Community Member	Solebury Twp Manager	cgarges@soleburytwp.org
Stephanie Marrone	Staff Member	NHSD	smarrone@nhsd.org
Sandy Weisbrot	Parent	Parent	sandyweis26@gmail.com
Ken Maisel	Community Member	New Hope Borough	kmaisel@gmail.com
Justin Williams	Other	Lakeside	justinw@lakeside.net
Tom Marrone	Staff Member	NHSD	tmarrone@nhsd.org
Marisol Owtscharuk	Staff Member	NHSD	mowtscharuk@nhsd.org
Andrew Ordover	Community Member	Board Member (previous)	aordover@gmail.com
Pamm Kerr	Community Member	New Hope Public Arts	pammkerr@comcast.net
Nazaneen Khalilnaji-Otto	Staff Member	NHSD	nkhalilnajiotto@nhsd.org
Amy Miller	Parent	Parent	jpm386@cornell.edu
Nick Halladay	Other	Fisherman's Mark	nickh@fishermansmark.org
Ceri Marino	Other	Bucks County Community College	Ceri.Marino@bucks.edu
Courtney Nelson	Staff Member	NHSD	cnelson@nhsd.org
Kait Wilson	Parent	Parent	kaitwilson11@gmail.com
Penelope Jaquess	Student	NHSD	JaquessPenelope@nhsdlions.org
James Gosser	Staff Member	NHSD	jgosser@nhsd.org

David Goldstein	Other	Senator Santarsiero's Office	David.Goldstein@pasenate.com
Stephanie Katranis	Parent	Parent	stephaniekatranis@gmail.com
Angela Linch	Other	Penn Medicine Doylestown Health	angela.linch@pennmedicine.upenn.edu
Christen Scalone	Parent	Parent	christenscalone@gmail.com
Ryan Kearney	Student	Student	kearneyryan@nhsdlions.org
Rose Minniti	Administrator	NHSD	rminniti@nhsd.org
Melissa Persichetti	Board Member	NHSD	MPersichetti@nhsd.org
Stella Probert	Student	NHSD	probertstella@nhsdlions.org
Glenn Kaiser	Other	KS Services	gkaiser@ksmst.org
Katie Given	Staff Member	NHSD	kgiven@nhsd.org
Stacey Haferl	Staff Member	NHSD	shaferl@nhsd.org
Aleeza Kamboh	Student	Student	KambohAleeza@nhsdlions.org
Cortney Spiker	Parent	Parent	cortneymspiker@gmail.com
Sam Pharo	Other	NHS Public Library	spharo@buckslib.org
Christine Stefanache	Parent	Parent	cstefanache23@yahoo.com
Erik Pedersen	Administrator	NHSD	epedersen@nhsd.org
Ezra Sirman	Student	NHSD	sirmanezra@nhsdlions.org
Mia Keller	Student	NHSD	kellermia@nhsdlions.org
Victoria Short	Community Member	New Hope Visitor Center	sinjin76@aol.com
Stephanie Gorski-Stuckey	Parent	Parent	stephanie.gorski@gmail.com
Melissa Schuler	Parent	Parent	schulemj@gmail.com
Maya Patel	Student	Student	patelmaya@nhsdlions.org
Montu Patel	Board Member	NHSD	mpatel@nhsd.org
Madeleine Stevenson	Student	NHSD	StevensonMadeleine@nhsdlions.org
Joseph Miller	Parent	Parent	jpm386@cornell.edu
Leda Phillips	Parent	Parent	ledaandkorey@live.com
Sarah Reeder	Staff Member	NHSD	sreeder@nhsd.org
Stephanie Washam	Administrator	NHSD	swasham@nhsd.org

Jeff Petzak	Staff Member	NHSD	jpetzak@nhsd.org
Nancy Wisieniewski	Staff Member	NHSD	nwisniewski@nhsd.org
Susan Wolford	Community Member	Community	shw84w@gmail.com
Brynley Racobaldo	Student	Student	racobaldobrynley@nhsdlions.org
Rickie Yudin	Parent	Parent	rsyudin@gmail.com
Kathleen Taylor	Parent	Parent	ktaylor013@yahoo.com
Charles Lentz	Administrator	NHSD	clentz@nhsd.org
Dillon DeMeo	Student	NHSD	demeodillon@nhsdlions.org
Carey Lever	Staff Member	NHSD	clever@nhsd.org
Jake Eggering	Student	NHSD	eggeringjake@nhsdlions.org
Louise Feder	Parent	Parent	federl@buckslib.org
Jennifer Williford	Other	Fisherman's Mark	jenniferw@fishermansmark.org
Patrick Sasse	Administrator	NHSD	psasse@nhsd.org
Levi Dongilli	Student	NHSD	Dongillilevi@nhsdlions.org
Judy Finn	Board Member	NHSD	jfinn@nhsd.org
Stacey Mardirossian	Community Member	Community	Stacey.Mardirossian@gmail.com
Annelise Dahlin	Other	Solebury Parks & Recreation	adahlin@soleburytwp.org
Tracy Costigan	Board Member	NHSD	tcostigan@nhsd.org
John D'Andrea	Community Member	Community	john.deandrea@gmail.com
Shannon Pendleton	Parent	Parent	sandersondesign@gmail.com
Bernadette Galiano Merksamer	Parent	Parent	bgaliano@mac.com
Lisa Littlefield	Community Member	New Hope Borough	zoning@newhopeborough.org
Chad Evans	Other	BCIU#22	CEvans@Bucksiu.org
Drew Giorgi	Staff Member	NHSD	agiorgi@nhsd.org
Jim Finn	Parent	Parent	jimfinn1967@gmail.com
Ellen Stiefel	Board Member	NHSD	EStiefel@nhsd.org
Scott Radaszkiewicz	Administrator	NHSD	sradaszkiewicz@nhsd.org

Lauren Doherty	Other	MBIT	Ldoherty@mbit.org
Anne Tamporello	Administrator	NHSD	atamporello@nhsd.org
Lori Subotkowski	Parent	Parent	lorisubotkowski@gmail.com
Linda Szwedo	Board Member	NHSD	lszwedo@nhsd.org
Nahom Teshome	Student	NHSD	teshomenahom@nhsdlions.org

LEA Profile

The New Hope-Solebury School District was formed in 1942 and serves New Hope Borough and Solebury Township in the eastern part of Bucks County, along the Delaware River. The district covers 28.57 square miles. Solebury Township, with a population of about 8,700, is a rural landscape of historic stone farmhouses, small villages, and newer residential developments. The village of New Hope, just over one square mile with about 2,600 residents, is a town that predates the Revolution, and its downtown of shops, galleries, restaurants, and antique stores draws visitors from across the region. The two communities have long been known as a center for the arts, and many painters, sculptors, writers, and musicians make their homes here. The area is primarily residential. Many residents commute to Philadelphia, New York, and Princeton, while others work in local trades and professions or are self-employed in small businesses and the arts. Families also benefit from historical and art societies, youth sports leagues, a public library, and a Community School that offers lifelong learning to local residents.

The district serves approximately 1,200 students in four schools. The Lower Elementary School, located in Solebury Township, serves kindergarten through grade 2. The Upper Elementary School (grades 3 to 5), the Middle School (grades 6 to 8), and the High School (grades 9 to 12) share the New Hope campus. Our students represent 22 countries and speak 30 languages. Of our students, 14.2% are economically disadvantaged, 3.9% are English Language Learners, 18.0% receive special education services, and 5.5% are identified as gifted. Our student population is 75.7% white, 9.7% Hispanic, 5.4% Asian, 7.7% two or more races, 0.8% Black, 0.6% American Indian or Alaska Native, and 0.2% Native Hawaiian or Pacific Islander. Students interested in career and technical education may attend the Middle Bucks Institute of Technology, and the Bucks County Intermediate Unit provides itinerant therapists and specialists who work alongside our own student services team.

Our mission is to inspire and empower all students to become passionate, confident, and innovative learners with the ability to adapt to a diverse and global society. We view every student as unique and deserving of personalized instruction, an approach made possible by our size and by the commitment of our Board of School Directors, staff, families, and community. Our curriculum is standards based and renewed continually through the analysis of multiple indicators of student achievement. It emphasizes deep understanding, essential questions, and the application of new learning, with literacy, numeracy, and technology woven through every grade level. Through our Multi-Tiered System of Supports, students who need additional help are identified at each school and plans are developed to meet their needs. The Profile of a Graduate, which focuses on developing ten key characteristics in every student, guides our work across all four buildings. Recent investments in renovated libraries, STEAM spaces, outdoor learning areas, and student scheduling reflect our commitment to the whole child.

Our students and staff achieve strong results. The four year graduation rate is 96.4%, and the dropout rate is 0.3%. Of recent graduates, 85.5% enrolled in four year colleges and 5.5% in two year colleges. Our average SAT score is 1225, our average ACT score is 28, and 85% of AP test takers scored a 3 or higher. Our faculty and administrators number 148, all instructors are certified, 16 are National Board Certified, and the student to teacher ratio is 10 to 1. We pursue these goals while maintaining the second lowest equalized millage rate in Bucks County, supported by 3 bond refinances and $1.2 million in philanthropic support.

We value partnership with local businesses, nonprofit organizations, and community groups which provide meaningful support for our students and families. Our work continues to earn regional and national recognition. In 2026, the Middle School was named a School of Distinction by the Association for Middle Level Education, one of only 39 schools nationwide and three in Pennsylvania to receive the honor. For the second consecutive year, U.S. News & World Report ranked the High School fourth in Pennsylvania, and it also placed the Middle School among the top 5% of schools in the state and the Upper Elementary School among the best in Pennsylvania. Philadelphia Magazine ranks our high school among the top public high schools in the Pennsylvania suburbs, and Niche rates it the top public high school in Bucks County. Together, these strengths position the district to build on its tradition of personalized, innovative education as we look toward 2027 through 2030.

Mission and Vision

Mission

The New Hope-Solebury School District inspires and empowers all students to become passionate, confident, and innovative learners with the ability to adapt to a diverse and global society.

Vision

The New Hope-Solebury School District will support innovation, inclusion, and authentic personalized learning while fostering the development of the whole student.

Educational Values

Students

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All students should be valued and respected for their opinions and their diversity. All students should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All students' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Staff

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All staff should be valued and respected for their opinions and their diversity. All staff should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All staff members' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Administration

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All administrators should be valued and respected for their opinions and their diversity. All administrators should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All administrators' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Parents

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All parents/guardians should be valued and

respected for their opinions and their diversity. All parents/guardians should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All parents and guardians' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Community

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All community members should be valued and respected for their opinions and their diversity. All community members should be personally, academically, socially responsible, and accountable. Schools should be a safe-haven for all. All community members' unique abilities and needs should be respected, recognized, and supported. We should strive to make learning integrative, inquiry based, and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Math growth index: Upper Elementary 100, Middle School 100, High School 77. ELA growth index: Upper Elementary 87, Middle School 100, High School 88. All ELA and elementary/middle math results are coded Blue and improving; High School Algebra 1 is Green and improving.	Every building is meeting or exceeding growth expectations in both content areas, and the Middle School reached the maximum index in both. This tells us students are gaining at least a year of learning across the system, which is the foundation for any targeted improvement work.
ELA proficient or advanced: High School 87.6 percent, Middle School 77.9 percent, Upper Elementary 67.4 percent (state average 49.9 percent). Math proficient or advanced: High School 73.8 percent, Middle School 68.8 percent, Upper Elementary 73.0 percent (state average 41.7 percent). Percent Advanced in Math: 36.7 to 39.8 percent across buildings (state average 16.3 percent).	All buildings perform well above state averages. High School ELA and High School and Upper Elementary Math meet the statewide goal. The share of students scoring Advanced in math is more than double the state rate in every tested building.
High School 90.1 percent, Middle School 93.4 percent, Upper Elementary 96.0 percent, Lower Elementary 93.0 percent (state average 79.6 percent; goal 94.1 percent). Upper Elementary is coded Blue and improving; all other buildings are Green and improving.	Attendance is more than 10 points above the state average in every building and improved everywhere from the prior year. The Upper Elementary has met the long-term goal.
4-Year Cohort Graduation 96.4 percent (state 88.0 percent; goal 92.4 percent; Blue and improving). 5-Year Cohort Graduation 96.5 percent (state 90.5 percent). Post-secondary transition to school, military, or work 91.0 percent (state 76.5 percent), with 86.5 percent enrolled in higher education.	Graduation exceeds the long-term goal and continues to improve. Nearly all graduates move into a defined next step, and the large majority enroll in postsecondary education.
100 percent at the Upper Elementary, Middle School, and High School (state average 91.5 percent; goal 98.0 percent). Coded Blue in all buildings in the area of Career Standards Benchmarks.	Every building meets the long-term goal for career exploration and planning artifacts.

Challenges

Indicator	Comments/Notable Observations
At the Upper Elementary School, 67.4% scored proficient or advanced on ELA which is a decline from previous years.	Proficiency declined even though growth remains strong, which suggests looking at where students enter grade 3 (see Grade 3 Reading below) and at the depth of literacy instruction in the intermediate grades.

At the High School, only 3.5% of students completed Industry-recognized credentials.	Given that most graduates pursue higher education, the District may want to discuss what work-based learning and credential opportunities would serve college-bound students as well as students heading directly into work.
At the Middle School, 68.8% students scored proficient or advanced in mathematics.	The Middle School is close to the goal and moving in the right direction, but it is the one tested building not yet meeting the math goal (71.8%).

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

Strengths

Indicator Academic Growth (PVAAS), Math growth index 72; ELA growth index 79. Both coded Green and improving. **Grade Level(s) and/or Student Group(s)** Students with IEPS, Middle School	**Comments/Notable Observations** Math growth index 72; ELA growth index 79. Students with disabilities at the Middle School are meeting growth targets in both content areas and improving, even while proficiency remains low.
Indicator Academic growth in Math and RELA improving for students with economic disadvantage. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged, Upper Elementary	**Comments/Notable Observations** Math growth index 78; ELA growth index 75. Economically disadvantaged students at the Upper Elementary are growing on track even though proficiency lags.
Indicator Attendance improvement for students of Two or More Races, Hispanic, and Combined Ethnicity across all buildings **Grade Level(s) and/or Student Group(s)** Two or More Races, Hispanic, and Combined Ethnicity, all buildings	**Comments/Notable Observations** Two or More Races 93.1 to 100 percent. Hispanic 86.4 to 96.2 percent. Combined Ethnicity 89.5 to 98.1 percent. Attendance for racial and ethnic student groups is strong and improving across the district, with no group-level attendance gap of concern in these groups.

Challenges

Indicator Gap in Proficiency in ELA and Mathematics for students with IEPS across all buildings. **Grade Level(s) and/or Student Group(s)** Students with Disabilities, UES, MS, HS	**Comments/Notable Observations** This is the most consistent gap on the Future Ready Index, present in every building and both content areas. The distance from the all-student rate ranges from roughly 35 to 52 percentage points.
Indicator Gap in Proficiency in ELA and Mathematics for students who are	**Comments/Notable Observations** Results are improving but remain well below the goal, with gaps of about 20 points from the all-student rate.

economically disadvantaged in Upper Elementary and Middle School **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged, Upper Elementary and Middle School	

Summary

Strengths

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

Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.

Challenges

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

Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading	Administered universally in grades K-5 3x per year.
IXL Benchmarks	Administered Grades 3-8 3x per year.
Study Island Benchmarks	Administered Grades 6-8 3x per year.
Independent Reading Level Assessment (IRLA)	Ongoing

English Language Arts Summary

Strengths

ELA growth is strong in every building. The growth index is 87 at the Upper Elementary, 100 at the Middle School, and 88 at the High School, and all three are improving.
ELA proficiency is well above the state average of 49.9 percent in every building: 87.6 percent at the High School, 77.9 percent at the Middle School, and 67.4 percent at the Upper Elementary. The High School meets the statewide goal of 81.1 percent.
Targeted student groups are showing on track ELA growth. Middle School students with IEPs have a growth index of 79, and Upper Elementary economically disadvantaged students have a growth index of 75. Both are improving.

Challenges

Upper Elementary ELA proficiency is 67.4 percent against a 2033 state goal of 81.1 percent. Only 14.1 percent of students score Advanced, and Grade 3 Reading is 56.4 percent proficient or advanced.
Economically disadvantaged and Hispanic students trail in ELA at the Upper Elementary and Middle School. Economically disadvantaged proficiency is 45.5 percent and 63.6 percent, though improving. Hispanic proficiency is 43.5 percent and 55.6 percent, and is declining at both buildings.

Mathematics

Data	Comments/Notable Observations
Acadience Math	Administered universally in grades k-5 3x per year.
IXL Benchmarks	Administered Grades 3-8 3x per year.
Study Island Benchmarks	Administered Grades 6-8 3x per year.

Mathematics Summary

Strengths

Math growth is at or above expectations in every building. The growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School. Results are improving at all three buildings, including Algebra 1 at the High School.
Math proficiency is far above the state average of 41.7 percent. The High School (73.8 percent) and Upper Elementary (73.0 percent) both meet the statewide 2033 goal of 71.8 percent.
The share of students scoring Advanced in math ranges from 36.7 to 39.8 percent across buildings, more than double the state rate of 16.3 percent.

Challenges

Students with disabilities have low math proficiency in every tested building: 21.1 percent at the High School, 17.0 percent at the Middle School, and 31.6 percent at the Upper Elementary. Upper Elementary math growth for this group is 62.
Middle School math proficiency is 68.8 percent against a goal of 71.8 percent and is improving, but it is the only tested building not yet meeting the math goal.
Economically disadvantaged students score 42.4 percent at the Upper Elementary and 48.5 percent at the Middle School, and Combined Ethnicity students score 52.4 percent in Algebra 1 at the High School, about 21 points below the all student rate. All three results are below goal and improving.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local assessments	Locally developed curriculum-based assessments

Science, Technology, and Engineering Education Summary

Strengths

Elementary (K-5) program was developed for STEELS standards-aligned instruction.
All secondary courses are STEELS standards-aligned instruction.

Challenges

Due to the waiver, we are awaiting data from the 2025-2026 assessment results.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Portfolios	100% of the Upper Elementary, Middle, and High School students achieved the Career Standards Benchmark on the Future Ready PA Index. This is higher than the statewide average of 91.5% and the statewide performance standard of 98%.
School Guidance 339 Plan	The School Guidance Plan assists in contributing to Career Readiness evidence
Future Ready PA Index	Nearly 100% of our school district has completed the required College and Career Ready Standards Benchmarks.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Participation in the Music Program	2/3 of UES students are playing in orchestra or band.
Opportunities for Music Performance	The students have the opportunity to perform in music staring in kindergarten. Students progressively have more opportunities to perform as they increase in grades and the department sponsors at least one international trip for music performance purposes.
Recognition for Music Program	The music program has been recognized by the NAMM Foundation as one of the best communities for music education which has been achieved 10 plus years consecutively.

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

Bucks County Community College

Agreement Type

Dual Credit

Program/Course Area

This Memorandum of understanding permits our students to take college courses at the Bucks County Community College at the expense of the school district.

Uploaded Files

2026-2027 MOU Dual Enrollment Partnership Agreement 8.14.26.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.

Stakeholders repeatedly identified educators as one of the district's greatest assets. Teachers and staff are described as caring, professional, responsive, and committed to student success.
The most consistently referenced strength was the district's small size, which allows for individualized attention and meaningful connections. Stakeholders emphasized that small class sizes and overall enrollment create a personalized experience where students are well-known and supported.
A close-knit, supportive community emerged as a dominant and widely shared theme for the District. Respondents highlighted community pride, family involvement, and a shared commitment to education.
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.
Stakeholders value the breadth of opportunities available to students. This includes advanced coursework, arts programs, extracurricular activities, and innovative offerings.

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.

There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.
There is a desire to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics)

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.

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.

Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA

growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan has recently been developed and reviewed and was presented to Board of School Directors April 23, 2026 and was approved for implementation.
Title 1 Program	The Title I Plan for the NHSD has been developed and is implemented in the Lower Elementary School.
Student Services	The Student Services plan is being revisited as a part of this plan revision.
K-12 Guidance Plan (339 Plan)	The Act 339 Plan / K-12 Guidance Plan was presented to Board of School Directors March 27, 2025 for final approval and implementation.
Technology Plan	The school district maintains an ongoing plan for implementation of technology and resources in the K-12 curriculum.
English Language Development Programs	The school district implements a comprehensive K-12 program for English Language Development.

Strengths

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

The Title I Plan is in place at the Lower Elementary School and integrates reading support with instructional support for students identified through our MTSS process. This helps build a solid foundation in reading in the early grades.
The district established a Learning Walk model to strengthen our supervision process. Learning Walks give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, which complements our formal observation and evaluation model.
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.

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.

The district will continue to review technology use, with attention to balance that best supports learning. As part of this work, we plan to examine how devices are used across grade levels so that technology remains a purposeful tool for instruction.
The district will continue to examine how best to serve the growing number of migrant students within our English Language Development program. This includes looking closely at staffing, service delivery, and the supports needed for students who have gaps in their prior schooling.

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	Exemplary
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	Operational

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	Exemplary

Implement Data-Driven Human Capital Strategies

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

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 has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.

Learning Walks have been added to the supervision process. They give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, and they complement our formal observation and evaluation model.
The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.
The District provides differentiated professional development for teachers, matched to their specific roles, needs, and goals. This helps individual educators grow in areas that matter most to their classrooms while allowing effective practices to be shared across buildings.

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 should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District prioritize with confidence and communicate realistic timelines to the community.
The District should create more opportunities for cross department and building level collaboration to strengthen instruction. Time and structures for teachers to plan, share practices, and look at student work across grade levels and content areas can improve consistency and support smoother transitions for students.
The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.
The District should continue to look for ways to more fully integrate the Profile of a Graduate into instructional delivery. Connecting the skills and dispositions in the Profile to daily classroom practice will help make it a working framework for teaching and learning rather than a standalone statement.
The District should continue to look for ways to connect with the community and increase student voice.

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
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	False
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.	False
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.	False
ELA growth is strong in every building. The growth index is 87 at the Upper Elementary, 100 at the Middle School, and 88 at the High School, and all three are improving.	False
ELA proficiency is well above the state average of 49.9 percent in every building: 87.6 percent at the High School, 77.9 percent at the Middle School, and 67.4 percent at the Upper Elementary. The High School meets the statewide goal of 81.1 percent.	False
Targeted student groups are showing on track ELA growth. Middle School students with IEPs have a growth index of 79, and Upper Elementary economically disadvantaged students have a growth index of 75. Both are improving.	False
Math growth is at or above expectations in every building. The growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School. Results are improving at all three buildings, including Algebra 1 at the High School.	False
Math proficiency is far above the state average of 41.7 percent. The High School (73.8 percent) and Upper Elementary (73.0 percent) both meet the statewide 2033 goal of 71.8 percent.	False
The share of students scoring Advanced in math ranges from 36.7 to 39.8 percent across buildings, more than double the state rate of 16.3 percent.	False

Elementary (K-5) program was developed for STEELS standards-aligned instruction.	False
All secondary courses are STEELS standards-aligned instruction.	False
Stakeholders repeatedly identified educators as one of the district's greatest assets. Teachers and staff are described as caring, professional, responsive, and committed to student success.	False
The most consistently referenced strength was the district's small size, which allows for individualized attention and meaningful connections. Stakeholders emphasized that small class sizes and overall enrollment create a personalized experience where students are well-known and supported.	False
A close-knit, supportive community emerged as a dominant and widely shared theme for the District. Respondents highlighted community pride, family involvement, and a shared commitment to education.	False
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.	True
Stakeholders value the breadth of opportunities available to students. This includes advanced coursework, arts programs, extracurricular activities, and innovative offerings.	False
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	True
Students with IEPs at the Middle School and economically disadvantaged students at the Upper Elementary are showing improving growth. Middle School students with IEPs have a Math growth index of 72 and an ELA growth index of 79, both are improving. Upper Elementary economically disadvantaged students have a Math growth index of 78 and an ELA growth index of 75. Growth for these groups indicates that current instruction is moving them forward even while proficiency continues to lag.	False
Attendance is well above the state average and has improved in every building. Regular attendance is 90.1 percent at the High School, 93.4 percent at the Middle School, 96.0 percent at the Upper Elementary, and 93.0 percent at the Lower Elementary, compared to a state average of 79.6 percent. Consistent attendance gives students the access to instruction needed to close achievement gaps.	False
The Title I Plan is in place at the Lower Elementary School and integrates reading support with instructional support for students identified through our MTSS process. This helps build a solid foundation in reading in the early grades.	False
The district established a Learning Walk model to strengthen our supervision process. Learning Walks give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, which complements our formal observation and evaluation model.	False
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives	True

students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.	
The District has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.	True
Learning Walks have been added to the supervision process. They give teachers a shared, ongoing way to observe instruction, notice what is working, and exchange feedback, and they complement our formal observation and evaluation model.	False
The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.	True
The District provides differentiated professional development for teachers, matched to their specific roles, needs, and goals. This helps individual educators grow in areas that matter most to their classrooms while allowing effective practices to be shared across buildings.	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
Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.	False
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.	True
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.	False
Upper Elementary ELA proficiency is 67.4 percent against a 2033 state goal of 81.1 percent. Only 14.1 percent of students score Advanced, and Grade 3 Reading is 56.4 percent proficient or advanced.	False
Economically disadvantaged and Hispanic students trail in ELA at the Upper Elementary and Middle School. Economically disadvantaged proficiency is 45.5 percent and 63.6 percent, though improving. Hispanic proficiency is 43.5 percent and 55.6 percent, and is declining at both buildings.	False

Students with disabilities have low math proficiency in every tested building: 21.1 percent at the High School, 17.0 percent at the Middle School, and 31.6 percent at the Upper Elementary. Upper Elementary math growth for this group is 62.	False
Middle School math proficiency is 68.8 percent against a goal of 71.8 percent and is improving, but it is the only tested building not yet meeting the math goal.	False
Economically disadvantaged students score 42.4 percent at the Upper Elementary and 48.5 percent at the Middle School, and Combined Ethnicity students score 52.4 percent in Algebra 1 at the High School, about 21 points below the all student rate. All three results are below goal and improving.	False
Due to the waiver, we are awaiting data from the 2025-2026 assessment results.	False
There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.	True
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.	True
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.	True
There is a desire to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics)	False
Students with IEPs perform below the all student rate in ELA and Mathematics in every tested building. The gap ranges from roughly 35 to 52 percentage points. This is the most consistent gap on the Future Ready PA index, and improving outcomes for this group would have the greatest effect on district results.	False
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.	False
Economically disadvantaged students at the Upper Elementary and Middle School score about 20 percentage points below the all student rate in ELA and Mathematics. Results are improving but remain well below the goal. Because growth for this group is already on track, there is a reasonable path to narrowing the gap.	False
The district will continue to review technology use, with attention to balance that best supports learning. As part of this work, we plan to examine how devices are used across grade levels so that technology remains a purposeful tool for instruction.	False
The district will continue to examine how best to serve the growing number of migrant students within our English Language Development program. This includes looking closely at staffing, service delivery, and the supports needed for students who have gaps in their prior schooling.	False
The District should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District prioritize with confidence and communicate realistic timelines to the community.	True

The District should create more opportunities for cross department and building level collaboration to strengthen instruction. Time and structures for teachers to plan, share practices, and look at student work across grade levels and content areas can improve consistency and support smoother transitions for students.	False
The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.	True
The District should continue to look for ways to more fully integrate the Profile of a Graduate into instructional delivery. Connecting the skills and dispositions in the Profile to daily classroom practice will help make it a working framework for teaching and learning rather than a standalone statement.	False
The District should continue to look for ways to connect with the community and increase student voice.	True

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficiency in ELA at the Upper Elementary has declined from previous years. In the most recent year, 67.4 percent of students scored proficient or advanced, even though the building's ELA growth index of 87 shows continued growth. This suggests a need to examine student readiness at entry to grade 3 and the depth of literacy instruction in the intermediate grades.		False
There is a strong call to strengthen durable skills such as our Profile of a Graduate qualities.	The Profile of a Graduate was developed as a shared vision, but it has not yet been built into the everyday structures that shape instruction. Curriculum documents, lesson design, and assessment practices were largely written before the Profile existed, so the qualities it names are present in some classrooms through individual teacher effort but are not consistently planned for or measured. Without common language, clear indicators of what these skills look like at each grade level, and a way to gather evidence of growth, the Profile has remained an aspiration more than a working framework. The stakeholders feel these skills are important human-skills necessary for the world beyond school.	False
Stakeholders identified opportunities to expand or rebalance programming, including career pathways, electives, arts, and athletics.	The District's programming has grown in response to specific needs and opportunities over time, but it has not been reviewed as a whole against what students are asking for and what the community values.	True
There is evidence for a continual examination and evaluation of instructional practices and resources supporting literacy and numeracy practices.		False
The District should further define its fiscal forecast so that projects from Lion Legacy 2030 can be sequenced and aligned with what is financially feasible. A clear picture of future resources will help the District	Lion Legacy 2030 was created through collaborative planning to describe what students and educators need, and the vision has moved faster than the financial planning that would support it. The District	True

prioritize with confidence and communicate realistic timelines to the community.	has not yet connected the full scope of proposed capital projects to a multi-year forecast that accounts for debt service, state and federal funding, enrollment trends, and competing operating needs.	
The District should continue to research, plan, and respond to the impact of artificial intelligence. This includes considering its implications for instruction, assessment, academic integrity, and student and staff readiness, so that decisions are thoughtful and keep pace with a rapidly changing landscape.	Artificial intelligence is changing faster than the public education's ability to study it and adopt guidance, which is a challenge shared by schools everywhere. The District does not yet have a unified framework addressing instruction, assessment, academic integrity, data privacy, and staff and student readiness, so practices vary by classroom and department. Teachers have had common training and time to explore how these tools affect the way students learn and demonstrate understanding, and existing assessment and academic integrity policies were written for a different landscape. Without a coordinated approach and a regular review cycle, the District is responding to developments as they arise.	True
The District should continue to look for ways to connect with the community and increase student voice.	The District has built strong communication practices and a growing Community Network, but outreach has largely depended on existing channels and the groups already most engaged, without a coordinated plan for reaching community members who are less connected, such as local businesses, residents without children in the schools, and alumni. Student voice has been growing but there are gaps in opportunities.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic excellence and rigor were frequently cited as core strengths. Stakeholders pointed to strong curriculum, high expectations, and student achievement outcomes.	
Academic growth is strong across the district. According to the most recent Future Ready Index, the Math growth index is 100 at the Upper Elementary, 100 at the Middle School, and 77 at the High School, and the ELA growth index is 87, 100, and 88 respectively. All ELA results and the elementary and middle school math results are on an upward trend, and High School Algebra 1 is improving. Students are gaining learning at a rate that supports targeted improvement work.	
The district has continued to develop its college and career pathways, which have expanded significantly over the past three years. This growth gives students more ways to explore their interests and plan for life after graduation, and it supports the work outlined in our Act 339 Guidance Plan.	

The District has established and grown a Community Network that regularly brings together 25+ local non-profit organizations. The network gives the district a consistent way to connect with and among community resources and to hear directly from partners about emerging needs.	
The District created Lion Legacy 2030 as an educational lens on desired capital projects. It was shaped through collaborative planning and conversations with faculty, administrators, and staff, so facilities decisions are grounded in what students and educators need.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.
	New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.
	New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.
	The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Goal Setting

Priority: New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 1		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027–2028 school year, the New Hope-Solebury School District will develop a comprehensive planning document that integrates financial projections, the District's Facility Conditions Assessment, and Lions Legacy initiatives to support coordinated, strategic, and long-term planning.	By the end of the 2028–2029 school year, the New Hope-Solebury School District will establish a clearly defined group of stakeholders and a consistent meeting structure to ensure the centralized planning document is regularly reviewed, updated, and utilized to guide financial and operational planning.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 2		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027–2028 school year, the District will continue to improve upon the foundation for a safe and secure learning environment by completing a districtwide physical security and safety assessment using PCCD/PA School Safety and Security criteria, developing a prioritized remediation list aligned to the capital plan, adopting a common Standard Response Protocol and all-hazards Emergency Operations Plan template for all	By the end of the 2028–2029 school year, the District will implement and standardize safety systems across all buildings by initiating priority remediation projects within fiscal capacity, fully implementing standardized Emergency Operations Plans and the Standard Response Protocol with documented drills and after-action reviews, updating transportation safety plans and family communication procedures, completing secure	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

buildings, reviewing transportation and arrival/dismissal safety procedures, delivering an all-staff safety protocol overview, and establishing baseline data on drills, threat assessment referrals, Safe2Say activity, and transportation incidents to inform future planning.	entrance, visitor management, and supervision improvements coordinated with renovation projects, sustaining trained threat assessment teams, and using drill, threat assessment, and incident data to refine protocols and professional development.	

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.		
Measurable Goal Nickname (35 Character Max)		
Operations, Talent, Resources Goal 3		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027–2028 school year, the District will strengthen organizational capacity by completing a districtwide organizational capacity assessment, formalizing the Organizational Capacity Framework, establishing leadership pathways and mentoring structures for all employee groups, expanding workforce pipeline partnerships, and implementing a recurring districtwide self-evaluation process using recognized continuous improvement frameworks to establish baseline data and inform future planning	By the end of the 2028–2029 school year, the District will expand leadership development and organizational learning by, increasing employee-led professional learning and mentoring opportunities, strengthening workforce pipeline initiatives, expanding recurring school and district self-evaluation processes across all schools, and using employee engagement, organizational, and school improvement data to refine district practices and support continuous improvement.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Priority: New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence and Innovation Goal 1		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will utilize established structures to publish clear student and teacher AI expectations, facilitate parent education workshops and online resource center, initiate targeted professional development on critical thinking and process-focused assessments for secondary staff.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will review and update the AI Board Policy as needed, execute specialized PLC and District PD days focused on multi-disciplinary secondary PBL and process-focused rubrics, and begin updating the elementary general education and special areas digital citizenship curriculum maps.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District’s Profile of a Graduate qualities.		
Measurable Goal Nickname (35 Character Max)		
Academic Excellence and Innovation Goal 2		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will convene the cross-building POG alignment committee to draft the K-12 performance rubrics and descriptors, distribute the common instructional vocabulary guide to teaching staff.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will initiate curriculum gap audits across secondary academic departments, and facilitate general education grade-level meetings to map monthly pacing calendars that align with POG themes.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District’s Profile of a Graduate qualities.

Outcome Category
Career Standards Benchmark
Measurable Goal Statement (Smart Goal)
By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding

opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.
Measurable Goal Nickname (35 Character Max)
Academic Excellence and Innovation Goal 3

Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will expand industry-based credentials and dual enrollment opportunities.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will establish structured grade-level community service and civic outreach frameworks across all buildings.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Priority: New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.

Outcome Category
Wellness
Measurable Goal Statement (Smart Goal)
By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.
Measurable Goal Nickname (35 Character Max)
Student Supports, Services, Opportunities Goal 1

Target Year 1	Target Year 2	Target Year 3
By the end of the 2027-2028 school year, the New Hope-Solebury School District will complete a behavioral health assessment of the district.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will begin enacting the recommendations of the behavioral health assessment conducted in Year 1.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.		
Measurable Goal Nickname (35 Character Max)		
Student Supports, Services, Opportunities Goal 2		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will implement ParentSquare.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will increase opportunities for parent involvement.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.		
Measurable Goal Nickname (35 Character Max)		
Student Supports, Services, Opportunities Goal 3		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will expand unified athletic programming for general education and special education students to participate collaboratively.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will expand student ability to provide input into district programming through student advisory to include multiple stakeholders.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Priority: The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Outcome Category
Post-secondary transition to school, military, or work
Measurable Goal Statement (Smart Goal)

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 1		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will establish a structure for a Community & Career Partnership Hub, develop the framework for tracking alumni outcomes, and identify existing partnerships.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will expand the partnership hub, implement an alumni tracking system, and implement and strengthen community partnerships.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 2		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will develop the structure and framework for student advisory engagement and a food service survey, while increasing opportunities for more student engagement.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will implement and expand regular student advisory opportunities, peer mentorship, and student leadership across the District and Schools.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure

		student voice is consistently represented across the District.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.		
Measurable Goal Nickname (35 Character Max)		
Community & Partnerships Goal 3		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2027-2028 school year, the New Hope-Solebury School District will establish and implement foundational communication and service practices (including the transition to ParentSquare) at District, Secondary, and Elementary levels.	By the end of the 2028-2029 school year, the New Hope-Solebury School District will strengthen and expand communication practices, accountability, and engagement through consistent and relevant communication practices across all levels.	By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Plan

Measurable Goals

Operations, Talent, Resources Goal 1	Operations, Talent, Resources Goal 2
Operations, Talent, Resources Goal 3	Academic Excellence and Innovation Goal 1
Academic Excellence and Innovation Goal 2	Academic Excellence and Innovation Goal 3
Student Supports, Services, Opportunities Goal 1	Student Supports, Services, Opportunities Goal 2
Student Supports, Services, Opportunities Goal 3	Community & Partnerships Goal 1
Community & Partnerships Goal 2	Community & Partnerships Goal 3

Action Plan For: Navigate AI's Impact on Education

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.		2027-06-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators	Scholarly Research on K-12 AI, Board Policy	Yes	Yes

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer	2027-07-01	2030-06-30

collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Secondary Building Principals	Scholarly Research on K-12 AI, Board Policy	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Elementary Building Principals	Scholarly Research on K-12 AI, Board Policy	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Creation of AI Guidelines Creation of AI Board Policy Implementation of AI Fluency instruction Parent Information Sessions Online Parent Resources	Director of Education Director of District Operations AI Think Tank Committee Attendance of trainings, meetings, and feedback surveys

Action Plan For: Build Durable Skills in Every Grade

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District's Profile of a Graduate qualities.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-	2027-07-01	2030-06-30

building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators	Scholarly Research on durable skills	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Secondary Level, examine and revise curriculum maps to provide explicit opportunities for secondary students to demonstrate the qualities of the Profile of a Graduate. Audit existing middle and high school curriculum maps across all academic departments to identify current baselines and gaps where POG traits can be natively embedded. Revise secondary course syllabi, unit maps, and/or Canvas course layouts to feature performance tasks and/or reflection activities that measure POG qualities.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Secondary Building Principals	Scholarly Research on durable skills Curriculum Maps	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, expand the lessons from the elementary Wellness Special to the general education classroom to embed lessons related to the qualities of the Profile of a Graduate. Facilitate meetings of general education grade-level teams and Wellness Specialist to design a monthly pacing calendar that aligns homeroom morning meetings with current Wellness Special POG themes. Integrate explicit Profile of a Graduate durable skill vocabulary and activities directly into daily classroom instruction. Leverage Profile of a Graduate qualities to support foundational literacy and numeracy skill development.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Elementary Building Principals	Scholarly Research on durable skills Curriculum Maps	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Profile of Graduate Toolkit K-12 Scope and Sequence of Technology and Digital Literacy Skills Updated Curriculum Maps	Leadership Team Annually Walk Throughs, Surveys

Action Plan For: Prepare Graduates for the World Beyond Our Walls

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels. Increase global exploration opportunities through travel and/or exchange programs at the secondary level. Introduce age-appropriate global awareness experiences in K-5 classrooms.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Principals	Best Practices Travel and Exchange Partnerships	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels. Increase global exploration opportunities through travel and/or exchange programs at the secondary level. Introduce age-appropriate global awareness experiences in K-5 classrooms. At the District Level, cultivate civic duty and community service through grade-level service learning and outreach. Organize annual, grade-level community service and civic outreach projects across K-5 that connect classroom thematic learning with identified local and global community needs. Increase offerings of service learning opportunities at the secondary level.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Principals	Best Practices Travel and Exchange Partnerships	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date

At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Secondary Principals	Best Practices Training for Industry-Recognized Credential Programs	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased global opportunities Increased industry-recognized credentials earned by students Student Exchange Program implementation	Leadership Team Annually

Action Plan For: Build Trauma-Informed Wellness Supports

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.		2026-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

District Administrators Building Principals	MTSS resources	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Secondary Level, build structured, non-graded opportunities and daily coping-skills instruction that let students recover, reflect, and connect during the school day. Establish indoor and outdoor sensory/break spaces and time at the secondary level, with attention to designated safe outdoor areas and existing space constraints. Launch a student peer helper program. Equip coaches and teachers to recognize signs of student stress and to build coping skills.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Secondary Principals	Student mental health resources	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, lay the foundation for lifelong wellness habits, coping skills, and age-appropriate technology literacy among the youngest learners. Introduce age-appropriate digital citizenship and self-regulation lessons within existing wellness programming. Expand the sensory/break space concept at elementary buildings, as developmentally appropriate. Embed foundational, developmentally appropriate coping-skills routines (e.g., breathing and self-regulation practices) into daily classroom life.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Elementary Principals	Student Social Emotional Intelligence Resources Digital Citizenship Resources	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Sensory break stations Digital Citizenship Curriculum Community & Career Partnerships Hub	Administration Annual Surveys/Observations PAYS and Discipline Data

Action Plan For: Strengthen the Home-School Partnership

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series. Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison. Produce short instructional videos demonstrating processes such as registration and athletic forms. Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services. Plan and deliver a coordinated family education series with themed sessions.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Principals	Best practices in Special Education	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Secondary Principals	Academic Support Resources	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, build early, in-classroom family engagement pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.	2027-07-01	2030-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Elementary Principals	Family Engagement materials	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Family Engagement Events Tutoring Resources Family Instructional Videos	Administration Annually Surveys

Action Plan For: Expand Opportunities for Every Student

Measurable Goals:

- By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Action Step	Anticipated Start Date	Anticipated Completion Date
At the District Level, broaden the range and equity of access to extracurricular, athletic, and specialized programming. Use results from the annual student survey to guide new club, activity, and athletic offerings, including non-competitive options such as yoga, dance, music, art, and board games. Move athletic department budgeting from reactionary, line-item decisions to proactive, multi-year planning, including a contingency allocation for emerging program needs. Require and fund coach certification and training. Continue the three-tier MTSS support model.	2027-07-01	2030-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administrators Building Principals	MTSS resources	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, build connective programming across the middle and high school. Involve students directly in planning spirit week, assemblies, and activities, tying programming to the Profile of a Graduate, with intentional rotation of planning roles across different student groups each year to broaden leadership access. Stabilize and expand middle school athletic offerings for coaching consistency and multi-sport participation, including shared events, such as joint	2027-07-01	2030-06-30

pep rallies or combined clubs, that connect middle and high school athletes.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Secondary Building Principals	Student Groups	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, build early exposure to community connection. Host a community youth sports open house for Lower and Upper Elementary students, featuring current student-athlete representatives from each program, potentially integrated into school events. Increase in-school buddy activities to support inclusivity and belonging. Encourage high school students, including those not already involved in an established club, to mentor and support elementary-level activities, sports, and clubs.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Elementary Building Principals	Student Groups	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Annual Student Survey	Administration Survey Annual

Action Plan For: Plan for Capital Projects

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lion Legacy initiatives. This document serves as a centralized guide for Operations and Finance. Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning. Compile and review capital planning information including the District's Facility Conditions Assessment, Lion Legacy 2030 initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections. Develop a process for prioritizing capital projects based	2027-07-01	2030-06-30

on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities. Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity. Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administrators Building Principals	District's Facility Conditions Assessment, Lion Legacy 2030, fiscal projections	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Comprehensive Planning Document	Director of Operations Ongoing

Action Plan For: Strengthen Safety and Security

Measurable Goals:

- By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings. Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces.	2027-07-01	2030-06-30

Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Operations Safety and Security personnel	Safety and Security resources	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
comprehensive districtwide safety and security program Emergency Operations Plans and Standard Response Protocols	Districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria

Action Plan For: Build Organizational Capacity

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, establish a districtwide framework that supports employee leadership, professional growth, mentoring, collaboration, succession planning, and the continuity of critical organizational knowledge. Assess districtwide professional learning, leadership opportunities, employee engagement, and organizational needs to establish priorities and baseline measures for improvement. Develop and implement a districtwide leadership and professional growth framework that provides employees across all employee groups with opportunities for leadership, mentoring, collaboration, professional learning, and career growth. Develop and maintain a districtwide knowledge-sharing and succession process that identifies critical functions, documents essential procedures, encourages cross-training and collaboration, and supports continuity during staffing transitions. Develop pathways that connect students, alumni, and current employees with future employment and career-growth opportunities within NHSD.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Human Resources District Administration	HR resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Districtwide Framework	Administration Surveys

Action Plan For: Grow Community Partnerships

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a centralized “Community & Career Partnerships Hub” to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools. Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities. Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day. Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration	Community resources and organizations	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, implement a comprehensive “Alumni Success Tracking System” to systematically monitor and evaluate the long-term impact and effectiveness of District academic pathways and post-secondary preparation, fostering long-term and ongoing collaboration. Develop the framework and processes for	2027-07-01	2030-06-30

tracking alumni outcomes and maintaining meaningful connections with graduates. Implement and expand the tracking system, using alumni information and feedback to better understand post-secondary pathways and student outcomes. Evaluate the information collected and use insights to inform and strengthen District programs, post-secondary preparation, and ongoing alumni engagement in collaboration with District administration.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration Secondary Building Principals	Alumni connections Tracking systems	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, expand community partnership network to flow into the elementary level, strengthening existing and fostering new collaborations and connections. Identify existing elementary-level partnerships and establish a framework for expanding community connections and opportunities. Strengthen and expand community partnerships that create meaningful opportunities for elementary students to engage with and contribute to the broader community, including through experiences with grade-level service learning. Evaluate and sustain successful partnerships while identifying new opportunities that enrich the elementary experience through meaningful civic engagement, community connections, and hands-on learning experiences.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Community partnerships	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Community & Career Partnerships Hub Partnership Pitch Day Alumni Success Tracking System	Administration Annual

Action Plan For: Amplify Student Voice

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.

Action Step		Anticipated Start Date	Anticipated Completion Date
At the District Level, establish a sustainable structure for ongoing student input and dialogue with District leadership, creating meaningful opportunities for students to contribute perspectives on District priorities, decisions, communications, and initiatives. Establish a structured framework for student advisory engagement, including defined membership, roles, and processes, to ensure the consistent collection, consideration, and evaluation of diverse student perspectives in collaboration with building leadership, district administration, and the Board of Directors. Establish consistent opportunities for students to share feedback, develop solutions, and advocate for meaningful improvements within their schools and the broader district community through an annual student survey, civic engagement, presentations, and collaborations. Expand K-12 opportunities that foster cultural understanding, respect for diverse perspectives, and meaningful connections across the school and broader community.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration	Student Groups	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Secondary Level, strengthen structures for student voice, peer connection, and leadership, creating meaningful opportunities for students to contribute to school operations, activities, and culture. Create meaningful opportunities for diverse student perspectives to be shared with and inform school leadership through staff advocacy to support opportunities to foster connection, collaboration, social-emotional development, and inclusion. Create dedicated forums and student-to-student mentorship opportunities at both the Middle School and High School levels to validate student perspectives and connection, specifically student groups that have been traditionally marginalized. Strengthen student leadership and voice by creating meaningful opportunities for students to shape school culture, share ideas, and contribute to the broader school community through student-led initiatives and speaker series.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement	Student Groups	No	No

Manager District Administration Secondary Building Principals			

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Elementary Level, expand developmentally appropriate opportunities for students to share their perspectives, practice self-advocacy, and contribute to their school community. Pilot developmentally appropriate student voice opportunities, including classroom town halls and building-level Principal Advisory Councils. Expand student voice and leadership opportunities across the elementary level, incorporating student input into school experiences, shared spaces, and annual career and community-focused activities.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Student Groups	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Principal Advisory Councils Student Advisory Groups	Administration Ongoing meetings Surveys

Action Plan For: Strengthen Communication and Service

Measurable Goals:
• By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
At the District Level, strengthen and align communication practices by streamlining digital tools, establishing consistent communication expectations, and providing clear, timely, accessible, accurate, and engaging information to families and the community. Foster a strong culture of service by building shared expectations around responsiveness, collaboration, professionalism, and a commitment to supporting others across the District. Establish and implement foundational communication and service practices (including the transition to ParentSquare), consistent communication expectations including accessibility and accuracy, an accessible and	2027-07-01	2030-06-30

comprehensive District calendar, regular Board and budget updates, and professional learning focused on a culture of service. Strengthen and expand communication practices while increasing proactive public relations efforts that highlight student voice, achievements, events, community partnerships, and opportunities for families and community members to engage and volunteer. Evaluate and refine communication and service practices to ensure they are sustainable, accessible, transparent, and embedded in the District's culture, while expanding outreach and engagement with the broader New Hope-Solebury community, including alumni, senior citizens, civic organizations, and other community partners.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration	Communication resources ParentSquare	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
At the Secondary Level, strengthen and align communication practices by establishing clear, consistent expectations for the use of digital platforms to support academic, extracurricular, student, and family communication through district-approved digital tools. Foster a culture of responsiveness and service through predictable, timely, and accessible communication that promotes student responsibility, while keeping families informed and connected. Establish clear and consistent communication expectations across the secondary schools, including aligned use of digital platforms for academic and extracurricular communication, predictable academic updates, and clear processes for communicating student needs with families. Strengthen implementation and accountability around these practices while expanding proactive communication with students, families, and the broader community to increase awareness, engagement, and connection with secondary school programs and activities, including athletics and extracurricular activities. Evaluate and refine secondary communication practices to ensure they are consistent, sustainable, and responsive, including establishing dependable processes for communicating with families when students are experiencing academic, social-emotional, or other support needs.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration Secondary Building Principals	Communication resources	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
At the Elementary Level, strengthen communication and service practices by establishing clear, consistent, and family-friendly approaches to sharing information and connecting with families. Foster a welcoming and responsive school culture where every family feels informed, valued, supported, and a meaningful part of the school community. Establish clear and welcoming communication practices for elementary families, including consistent use of communication platforms, accessible resources, and onboarding support to help families understand how to connect with their school and access information and support. Strengthen family engagement and connection by expanding opportunities for teachers to engage families through consistent, meaningful communication about group-level and individual student learning, as well as overall school experiences. Evaluate and refine communication and engagement practices to ensure they are sustainable, inclusive, and responsive, with a continued focus on ensuring every elementary family feels informed, supported, connected, and part of the Lion community.		2027-07-01	2030-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Public Relations and Community Engagement Manager District Administration Elementary Building Principals	Communication resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent communication practices utilizing ParentSquare	Administration Annual Survey

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Navigate AI's Impact on Education	At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.
Navigate AI's Impact on Education	At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.
Navigate AI's Impact on Education	At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.
Build Durable Skills in Every Grade	At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.
Prepare Graduates for the World Beyond Our Walls	At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local

	and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.
Build Trauma-Informed Wellness Supports	At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.
Strengthen Safety and Security	At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings. Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.

Artificial Intelligence

Action Step
• At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national

organizations focused on AI in education to stay current on emerging practices, tools, and research.
- At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape. Research, train, and implement best instructional practices for building deep student critical thinking. Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product. Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration. Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.
- At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively. Update the general education and special areas curricula to integrate modern digital citizenship units. Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.

Audience

K-12 Faculty

Topics to be Included

Artificial Intelligence literacy and ethical uses, AI-resilient instructional and assessment practices, project-based learning, critical thinking

Evidence of Learning

Enhanced Instructional and Assessment Practices

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Education	2027-07-01	2030-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 3b: Using Questioning and Discussion Techniques
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Profile of a Graduate Durable Skills

Action Step

- At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands. Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers. Train teachers on multi-disciplinary strategies for integrating durable skills. Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate

essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.
Audience
K-12 Faculty
Topics to be Included
Profile of a Graduate qualities, self reflection practices, curriculum mapping
Evidence of Learning
Inclusion of durable skills into instructional practices and updated curriculum maps

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Education and Principals	2027-07-01	2030-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Multiple

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1e: Designing Coherent Instruction
- 2b: Establishing a Culture for Learning

This Step Meets the Requirements of State Required Trainings

Industry-Recognized Credentials

Action Step

- At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students. Embed high-demand, industry-recognized credential options into the high school program of studies. Expand dual-enrollment opportunities for students. Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.

Audience

High School Teachers (as applicable)

Topics to be Included

Technology Education, Engineering, Manufacturing skills that can produce industry-recognized credentials

Evidence of Learning

Teachers receiving certifications to administer credential exams; Students earning credentials

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Education	2027-07-01	2030-06-03

Learning Format

Type of Activities	Frequency
Workshop(s)	Multiple

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Trauma-Informed Practices

Action Step
• At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support. Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway. Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources. Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub. Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.
Audience
K-12 Teachers
Topics to be Included
Trauma-informed practices
Evidence of Learning
Enhanced classroom management strategies and student support services

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Student Services	2027-07-01	2030-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2d: Managing Student Behavior • 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Safety and Security Protocols

Action Step
• At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training. Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan. Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement. Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings.

Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed. Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.		
Audience		
All employees		
Topics to be Included		
Safety and security protocols		
Evidence of Learning		
Informed practices		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of District Operations	2027-07-01	2030-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Multiple
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 4f: Showing Professionalism • 2e: Organizing Physical Space • 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Growing Partnerships

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series. Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison. Produce short instructional videos demonstrating processes such as registration and athletic forms. Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services. Plan and deliver a coordinated family education series with themed sessions. • At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home. • At the Elementary Level, build early, in-classroom family engagement	District Families, Local Organizations	Partnership Pitch Day, Community and Partnership Hub, Tutor Lists	Public Relations and Community Engagement Manager	07/01/2026	06/30/2030

pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance. • At the District Level, establish a centralized "Community & Career Partnerships Hub" to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools. Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities. Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day. Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.					

Communications

Type of Communication	Frequency
Email	Weekly/Monthly
Posting on district website	Regular
Presentation	As needed

Lions Parent Classroom					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education. Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed. Plan and facilitate ongoing professional development for teachers on the topic of AI. Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers. Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research. • At the Secondary Level, expand technology and academic support resources for secondary families. Establish a tutoring bank of retired teachers, community members, and older students to support struggling students. Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home. • At the Elementary Level, build early, in-classroom family engagement pathways. Expand parent involvement in the classroom, including structured volunteer roles. Increase parent involvement in	District Families	Technology, Artificial Intelligence, Student Wellness, Home-School Connections	Public Relations and Community Engagement Manager	07/01/2027	06/30/2030

academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.					

Communications

Type of Communication	Frequency
Presentation	As needed

Lions Legacy 2030					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lion Legacy initiatives. This document serves as a centralized guide for Operations and Finance. Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning. Compile and review capital planning information including the District's Facility Conditions Assessment, Lion Legacy 2030 initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections. Develop a process for prioritizing capital projects based on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities. Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity. Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.	District Stakeholders	Capital Projects	District Administration	07/01/2027	06/30/2030

Communications

Type of Communication	Frequency
Presentation	As needed
Brief	As needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

NEW HOPE-SOLEBURY SCHOOL DISTRICT

2027-2030 Comprehensive Plan

Summary of Goals, Action Plans, Steps
Draft: 10/17/27

Contents

[At-a-Glance Overview](#)
[Priority Area 1: Academic Excellence + Innovation](#)
[Priority Area 2: Student Supports, Services + Opportunities](#)
[Priority Area 3: Operations, Talent + Resources](#)
[Priority Area 4: Community + Partnership](#)

At-a-Glance

Goal	District	Secondary	Elementary
Priority 1: Academic Excellence + Innovation *Rigorous, innovative instruction that prepares students for college, career, and a global society.*			
Navigate AI's impact on education	Set AI philosophy and policy, train staff, and build partnerships.	Revise assessments and practice to measure the learning process.	Build foundational understanding and habits.
Build durable skills in every grade	Create shared language for Profile of a Graduate skills at each level.	Revise curriculum maps and integrate explicit lessons.	Extend Profile of a Graduate into all classrooms.
Prepare graduates for the world beyond our walls	Expand global exploration and service opportunities to all levels	Expand industry credentials and dual enrollment.	Introduce service projects.
Priority 2: Student Supports, Services + Opportunities *Mental health support, family partnership, and opportunity so every student feels known and connected.*			
Build trauma-informed wellness supports	Extend Multi-tiered Systems of Support (MTSS) to mental health and train staff.	Add break spaces, peer helpers, and coping-skills instruction.	Teach self-regulation and build coping routines.
Strengthen the home-school partnership	Provide multilingual communication, clear IEP and 504 guides, and a family education series.	Expand tutoring and academic support for families.	Expand in-classroom family involvement.
Expand opportunities for every student	Broaden clubs, athletics, and specialized programs based on student interest.	Build connection through shared middle and high school events.	Add buddy activities and early community connection.
Priority 3: Operations, Talent + Resources *Stewardship of people, facilities, and resources for a safe, supportive environment where all can thrive.*			
Plan for capital projects	**Districtwide:** Develop one capital plan that combines 1-, 3-, and 5-year fiscal projections, the facility assessment, and Lions Legacy initiatives, with a process to prioritize projects.		
Strengthen safety and security	**Districtwide:** Complete a PCCD-aligned security assessment, standardize emergency plans and drills, strengthen transportation safety, and improve physical spaces.		
Build organizational capacity	**Districtwide:** Build a framework for leadership, mentoring, and professional growth, with succession planning and career pathways within NHSD.		
Priority 4: Community + Partnership *A transparent district built on two-way communication, student voice, and community partnerships.*			
Grow community partnerships	Establish a central Community & Career Partnerships Hub.	Implement an Alumni Success Tracking System.	Expand community partnerships into elementary schools.
Amplify student voice	Establish a student advisory structure with District leadership.	Strengthen forums, mentorship, and student leadership.	Pilot classroom town halls and Principal Advisory Councils.
Strengthen communication and service	Align communication tools and expectations, including ParentSquare.	Set clear expectations for digital platforms.	Create welcoming, family-friendly communication.

Priority Area 1: Academic Excellence + Innovation

New Hope-Solebury School District will ensure all students master essential knowledge and skills through innovative, rigorous instruction that prepares them to thrive as confident, future-ready learners in college, career, and a diverse global society.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish a flexible, systemic framework to manage the ongoing educational impact of artificial intelligence by continuously evaluating instructional practices and implementing a scope and sequence for AI fluency.

Action Plans:

1.1 Action Plan: At the District Level, collaborate with stakeholders on continued AI policy and guideline regulation, staff training, and community education.

Action Steps:

1.1.1 Research and establish clear student and teacher expectations and ethical guidelines for use of AI with ongoing review and adjustment as needed.

1.1.2 Plan and facilitate ongoing professional development for teachers on the topic of AI.

1.1.3 Facilitate community and parent education workshops to demystify generative tools, address data privacy concerns, and share insights on how AI impacts future careers.

1.1.4 Build and maintain connections with local, regional, and national organizations focused on AI in education to stay current on emerging practices, tools, and research.

1.2 Action Plan: At the Secondary Level, examine instructional practices, assessment protocols, and classroom policies to be responsive to the evolving AI landscape.

Action Steps:

1.2.1 Research, train, and implement best instructional practices for building deep student critical thinking.

1.2.2 Examine, revise, and norm AI-resilient instructional and assessment practices across departments to measure the learning process over the final product.

1.2.3 Increase hands-on, project-based learning (PBL) experiences where possible to encourage authentic problem-solving and peer collaboration.

1.2.4 Design and implement learning opportunities that build student understanding of responsible, effective, and ethical use of AI and its impact on individuals and society.

1.3 Action Plan: At the Elementary Level, establish developmentally appropriate foundational programming that builds the core cognitive and social competencies required for primary learners to navigate future interactions with technologies and AI safely, responsibly, and effectively.

Action Steps:

1.3.1 Update the general education and special areas curricula to integrate modern digital citizenship units.

1.3.2 Explore and pilot age-appropriate instructional methods within STEAM and Library specials that introduce foundational AI concepts, machine learning logic, and algorithmic thinking through interactive learning.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will integrate core durable skills directly into all K-12 areas, utilizing a unified language and clear measurement frameworks aligned with the District's Profile of a Graduate qualities.

Action Plans:

2.1 Action Plan: At the District Level, create a districtwide, developmentally appropriate performance measurement matrix and standardized vocabulary to define, assess, and benchmark Profile of a Graduate (POG) durable skills across all grade bands.

Action Steps:

2.1.1 Convene a cross-building POG Steering Committee to translate abstract graduate characteristics into explicit, grade-banded performance descriptors and common-rubric templates for teachers.

2.1.2 Train teachers on multi-disciplinary strategies for integrating durable skills.

2.1.3 Research, train, and implement best practices for a balanced approach to technology for instructional purposes to elevate essential human skills, including intentionally pairing device use with hands-on, analog learning experiences and real-world project creation.

2.2 Action Plan: At the Secondary Level, examine and revise curriculum maps to provide explicit opportunities for secondary students to demonstrate the qualities of the Profile of a Graduate.

Action Steps:

2.2.1 Audit existing middle and high school curriculum maps across all academic departments to identify current baselines and gaps where POG traits can be natively embedded.

2.2.2 Revise secondary course syllabi, unit maps, and/or Canvas course layouts to feature performance tasks and/or reflection activities that measure POG qualities.

2.3 Action Plan: At the Elementary Level, expand the lessons from the elementary Wellness Special to the general education classroom to embed lessons related to the qualities of the Profile of a Graduate.

Action Steps:

2.3.1 Facilitate meetings of general education grade-level teams and Wellness Specialist to design a monthly pacing calendar that aligns homeroom morning meetings with current Wellness Special POG themes.

2.3.2 Integrate explicit Profile of a Graduate durable skill vocabulary and activities directly into daily classroom instruction.

2.3.3 Leverage Profile of a Graduate qualities to support foundational literacy and numeracy skill development.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will continue to strengthen its comprehensive college and career pathways while significantly expanding opportunities for global connectedness, civic duty, and service, ensuring graduates earn industry credentials and possess a deeply rooted responsibility toward society.

Action Plans:

3.1 Action Plan: At the District Level, expand global connectedness through exploration, exchange, and cross-cultural learning at all grade levels.

Action Steps:

3.1.1 Increase global exploration opportunities through travel and/or exchange programs at the secondary level.

3.1.2 Introduce age-appropriate global awareness experiences in K-5 classrooms.

3.2 Action Plan: At the District Level, cultivate civic duty and community service through grade-level service learning and outreach.

Action Steps:

3.2.1 Organize annual, grade-level community service and civic outreach projects across K-5 that connect classroom thematic learning with identified local and global community needs.

3.2.2 Increase offerings of service learning opportunities at the secondary level.

3.3 Action Plan: At the Secondary Level, strengthen college and career pathways by expanding industry credential opportunities, dual enrollment, and internships for students.

Action Steps:

3.3.1 Embed high-demand, industry-recognized credential options into the high school program of studies.

3.3.2 Expand dual-enrollment opportunities for students.

3.3.3 Develop and expand student internship placements with local and regional employers, recruited and coordinated through the Community & Career Partnerships Hub.

Priority Area 2: Student Supports, Services + Opportunities

New Hope-Solebury School District will surround every student with the mental health support, family partnership, and breadth of opportunity necessary for them to feel known, capable, and connected, regardless of the door through which they enter our schools.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will build a comprehensive, proactive, and trauma-informed mental health and wellness infrastructure — inclusive of the emerging challenges posed by social media — that integrates emotional wellbeing into daily learning and equips every student with the lifelong coping skills, multi-tiered supports, and caring adults necessary to safely and successfully thrive.

Action Plans:

1.1 Action Plan: At the District Level, establish a coordinated, K-12 framework for staff and family education on social media's mental health impact, digital wellbeing, and accessible, multi-tiered mental health support.

Action Steps:

1.1.1 Extend the three-tier MTSS framework (Tiers 1 and 2 interventions, Tier 3 clinical support) to mental health, ensuring every building has a clear, consistent referral and support pathway.

1.1.2 Train staff in trauma-informed practices, through dedicated professional development time and vetted mental health resources, in recognizing when a student needs a break or additional resources.

1.1.3 Partner with outside organizations and community members to supplement existing wellness programming, including after school clubs, with outreach coordinated through the Community & Career Partnerships Hub.

1.1.4 Facilitate ongoing conversations with students and staff across all grade levels about the ethics of social media, reinforcing that these are tools students need to understand, respect, and use responsibly.

1.2 Action Plan: At the Secondary Level, build structured, non-graded opportunities and daily coping-skills instruction that let students recover, reflect, and connect during the school day.

Action Steps:

1.2.1 Establish indoor and outdoor sensory/break spaces and time at the secondary level, with attention to designated safe outdoor areas and existing space constraints.

1.2.2 Launch a student peer helper program.

1.2.3 Equip coaches and teachers to recognize signs of student stress and to build coping skills.

1.3 Action Plan: At the Elementary Level, lay the foundation for lifelong wellness habits, coping skills, and age-appropriate technology literacy among the youngest learners.

Action Steps:

1.3.1 Introduce age-appropriate digital citizenship and self-regulation lessons within existing wellness programming.

1.3.2 Expand the sensory/break space concept at elementary buildings, as developmentally appropriate.

1.3.3 Embed foundational, developmentally appropriate coping-skills routines (e.g., breathing and self-regulation practices) into daily classroom life.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen the partnership and two-way communication between home and school by expanding family resources, multilingual communication, and educational programming so that every family has equitable access to the information and support their child needs to thrive.

Action Plans:

2.1 Action Plan: At the District Level, strengthen family access to information and education through multilingual resources, clear explanations of services, and a coordinated family education series.

Action Steps:

2.1.1 Translate newsletters and key communications into Spanish and other home languages represented in the community, supported by a designated multilingual family liaison.

2.1.2 Produce short instructional videos demonstrating processes such as registration and athletic forms.

2.1.3 Publish clear, accessible, and grade-level appropriate information on IEPs, 504 Plans, and GIEPs for all families, supported by a shared family-facing glossary of terms and advocacy training for students and parents navigating gifted, special education, and English Language services.

2.1.4 Plan and deliver a coordinated family education series with themed sessions.

2.2 Action Plan: At the Secondary Level, expand technology and academic support resources for secondary families.

Action Steps:

2.2.1 Establish a tutoring bank of retired teachers, community members, and older students to support struggling students.

2.2.2 Provide resources and guidance, including opportunities to connect with other families facing similar challenges, for families navigating behavioral challenges at home.

2.3 Action Plan: At the Elementary Level, build early, in-classroom family engagement pathways.

Action Steps:

2.3.1 Expand parent involvement in the classroom, including structured volunteer roles.

2.3.2 Increase parent involvement in academics by sponsoring additional engagement activities, such as reading and math nights, offered with flexible timing or virtual participation options to reduce barriers to attendance.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will expand and diversify student opportunities — activities, athletics, gifted programming, special education supports, and English

Language services — so that every student, regardless of ability, interest, or language background, finds a meaningful path to belonging and growth.

Action Plans:

3.1 Action Plan: At the District Level, broaden the range and equity of access to extracurricular, athletic, and specialized programming.

Action Steps:

3.1.1 Use results from the annual student survey to guide new club, activity, and athletic offerings, including non-competitive options such as yoga, dance, music, art, and board games.

3.1.2 Move athletic department budgeting from reactionary, line-item decisions to proactive, multi-year planning, including a contingency allocation for emerging program needs.

3.1.3 Require and fund coach certification and training.

3.1.4 Continue the three-tier MTSS support model.

3.2 Action Plan: At the Secondary Level, build connective programming across the middle and high school.

Action Steps:

3.2.1 Involve students directly in planning spirit week, assemblies, and activities, tying programming to the Profile of a Graduate, with intentional rotation of planning roles across different student groups each year to broaden leadership access.

3.2.2 Stabilize and expand middle school athletic offerings for coaching consistency and multi-sport participation, including shared events, such as joint pep rallies or combined clubs, that connect middle and high school athletes.

3.3 Action Plan: At the Elementary Level, build early exposure to community connection.

Action Steps:

3.3.1 Host a community youth sports open house for Lower and Upper Elementary students, featuring current student-athlete representatives from each program, potentially integrated into school events.

3.3.2 Increase in-school buddy activities to support inclusivity and belonging.

3.3.3 Encourage high school students, including those not already involved in an established club, to mentor and support elementary-level activities, sports, and clubs.

Priority Area 3: Operations, Talent + Resources

New Hope-Solebury School District will steward its people, facilities, and resources to ensure a safe, secure, and supportive environment in which every student and staff member can thrive.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will develop a comprehensive capital projects plan.

Action Plans:

1.1 Action Plan: At the District Level, create and review a document that combines fiscal projections for 1, 3, and 5 years out, a facility conditions assessment, and Lions Legacy initiatives. This document serves as a centralized guide for Operations and Finance.

Action Steps:

1.1.1 Develop a team of stakeholders to support the development of the District's comprehensive capital projects plan and identify the information and resources needed for long-range planning.

1.1.2 Compile and review capital planning information including the District's Facility Conditions Assessment, Lion's Legacy initiatives, anticipated facility and capital needs, estimated project costs, and 1-, 3-, and 5-year fiscal projections.

1.1.3 Develop a process for prioritizing capital projects based on safety, facility conditions, educational and operational needs, estimated costs, available funding, and long-term financial sustainability, while maintaining flexibility to address emerging District priorities.

1.1.4 Develop a comprehensive capital projects plan that identifies prioritized projects, estimated costs, anticipated timelines, and funding sources, and aligns capital needs with the District's long-range financial capacity.

1.1.5 Establish an ongoing review and update process to monitor capital projects, reassess priorities, update costs and timeline, evaluate financial resources, and revise the plan as District needs evolve.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide safety and security through comprehensive assessment, consistent protocols, safe and secure facilities, effective emergency preparedness, and ongoing staff training.

Action Plans:

2.1 Action Plan: At the District Level, revise and strengthen a comprehensive districtwide safety and security program that assesses physical security needs, standardizes emergency response procedures, strengthens transportation and facility safety protocols, and aligns identified safety improvements with capital planning and staff training.

Action Steps:

2.1.1 Complete a districtwide physical safety and security assessment using PCCD/PA School Safety and Security criteria to identify facility, access-control, surveillance, communication, and

other physical security needs. Develop a prioritized list of recommended improvements and align related projects with the District's capital plan.

2.1.2 Review, update, and standardize Emergency Operations Plans and Standard Response Protocols across all District buildings. Establish consistent emergency procedures, drill schedules, and after-action reviews to identify opportunities for improvement.

2.1.3 Review and strengthen transportation safety and emergency procedures, including routing, driver training, student arrival/dismissal, emergency response, family communication, and coordination between transportation providers and District buildings.

2.1.4 Optimize and improve physical spaces to support safety and supervision, including entrances and vestibules, sightlines, signage, visitor management, and designated safe/de-escalation spaces. Incorporate identified improvements into facility renovation and capital planning as needed.

2.1.5 Establish an ongoing safety review and staff training process to monitor safety priorities, evaluate incidents and drills, review protocols, and provide professional development based on identified District and building needs.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen organizational capacity by developing employees, expanding leadership opportunities, and building systems that support collaboration, professional growth, and continuity.

Action Plans:

3.1 Action Plan: At the District Level, establish a districtwide framework that supports employee leadership, professional growth, mentoring, collaboration, succession planning, and the continuity of critical organizational knowledge.

Action Steps:

3.1.1 Assess districtwide professional learning, leadership opportunities, employee engagement, and organizational needs to establish priorities and baseline measures for improvement.

3.1.2 Develop and implement a districtwide leadership and professional growth framework that provides employees across all employee groups with opportunities for leadership, mentoring, collaboration, professional learning, and career growth.

3.1.3 Develop and maintain a districtwide knowledge-sharing and succession process that identifies critical functions, documents essential procedures, encourages cross-training and collaboration, and supports continuity during staffing transitions.

3.1.4 Develop pathways that connect students, alumni, and current employees with future employment and career-growth opportunities within NHSD.

Priority Area 4: Community + Partnership

The New Hope-Solebury School District will cultivate a transparent, collaborative, and deeply connected district ecosystem by establishing effective and reliable two-way communication, championing authentic student voices, and forging dynamic community partnerships that unite families, taxpayers, and local leaders in the shared mission of student success.

Goal 1:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen and expand partnerships with local businesses, higher education institutions, alumni, and civic organizations to deliver authentic, real-world learning experiences and community-based opportunities for all students, broadening existing programs and enhancing accessible academic and career pathway opportunities that enable students to advance study beyond the traditional instructional setting.

Action Plans:

1.1 Action Plan: At the District Level, establish a centralized "Community & Career Partnerships Hub" to systematically recruit, vet, coordinate, and maintain formal relationships with regional businesses, higher education institutions, alumni, and civic organizations in collaboration with schools.

Action Steps:

1.1.1 Establish the framework, structure, and processes for a centralized and digital Community & Career Partnerships Hub, including identifying key partnership opportunities and priorities.

1.1.2 Implement and expand the Hub by strengthening community and career partnerships, establishing clear points of contact, and creating opportunities for meaningful collaboration through initiatives such as an annual Partnership Pitch Day.

1.1.3 Develop a centralized approach for empowering students to connect directly with meaningful community-based learning and career opportunities through the Partnerships Hub. Evaluate participation and track outcomes to ensure the system is accessible, effective, and aligned with student, partner, and District needs.

1.2 Action Plan: At the Secondary Level, implement a comprehensive “Alumni Success Tracking System” to systematically monitor and evaluate the long-term impact and effectiveness of District academic pathways and post-secondary preparation, fostering long-term and ongoing collaboration.

Action Steps:

1.2.1 Develop the framework and processes for tracking alumni outcomes and maintaining meaningful connections with graduates.

1.2.2 Implement and expand the tracking system, using alumni information and feedback to better understand post-secondary pathways and student outcomes.

1.2.3 Evaluate the information collected and use insights to inform and strengthen District programs, post-secondary preparation, and ongoing alumni engagement in collaboration with District administration.

1.3 Action Plan: At the Elementary Level, expand community partnership network to flow into the elementary level, strengthening existing and fostering new collaborations and connections.

Action Steps:

1.3.1 Identify existing elementary-level partnerships and establish a framework for expanding community connections and opportunities.

1.3.2 Strengthen and expand community partnerships that create meaningful opportunities for elementary students to engage with and contribute to the broader community, including through experiences with grade-level service learning.

1.3.3 Evaluate and sustain successful partnerships while identifying new opportunities that enrich the elementary experience through meaningful civic engagement, community connections, and hands-on learning experiences.

Goal 2:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will establish and strengthen meaningful opportunities for students to share their perspectives, contribute to decision-making, and play an active role in shaping school programs, activities, and experiences, establishing sustainable structures that ensure student voice is consistently represented across the District.

Action Plans:

2.1 Action Plan: At the District Level, establish a sustainable structure for ongoing student input and dialogue with District leadership, creating meaningful opportunities for students to contribute perspectives on District priorities, decisions, communications, and initiatives.

Action Steps:

2.1.1 Establish a structured framework for student advisory engagement, including defined membership, roles, and processes, to ensure the consistent collection, consideration, and evaluation of diverse student perspectives in collaboration with building leadership, district administration, and the Board of Directors.

2.1.2 Establish consistent opportunities for students to share feedback, develop solutions, and advocate for meaningful improvements within their schools and the broader district community through an annual student survey, civic engagement, presentations, and collaborations.

2.1.3 Expand K-12 opportunities that foster cultural understanding, respect for diverse perspectives, and meaningful connections across the school and broader community.

2.2 Action Plan: At the Secondary Level, strengthen structures for student voice, peer connection, and leadership, creating meaningful opportunities for students to contribute to school operations, activities, and culture.

Action Steps:

2.2.1 Create meaningful opportunities for diverse student perspectives to be shared with and inform school leadership through staff advocacy to support opportunities to foster connection, collaboration, social-emotional development, and inclusion.

2.2.2 Create dedicated forums and student-to-student mentorship opportunities at both the Middle School and High School levels to validate student perspectives and connection, specifically student groups that have been traditionally marginalized.

2.2.3 Strengthen student leadership and voice by creating meaningful opportunities for students to shape school culture, share ideas, and contribute to the broader school community through student-led initiatives and speaker series.

2.3 Action Plan: At the Elementary Level, expand developmentally appropriate opportunities for students to share their perspectives, practice self-advocacy, and contribute to their school community.

Action Steps:

2.3.1 Pilot developmentally appropriate student voice opportunities, including classroom town halls and building-level Principal Advisory Councils.

2.3.2 Expand student voice and leadership opportunities across the elementary level, incorporating student input into school experiences, shared spaces, and annual career and community-focused activities.

Goal 3:

By the end of the 2029–2030 school year, the New Hope-Solebury School District will strengthen districtwide communication practices to ensure information is clear, consistent, timely, accessible, and engaging, while fostering a culture of service that emphasizes responsiveness, collaboration, respect, and a commitment to supporting others.

Action Plans:

3.1 Action Plan: At the District Level, strengthen and align communication practices by streamlining digital tools, establishing consistent communication expectations, and providing clear, timely, accessible, accurate, and engaging information to families and the community. Foster a strong culture of service by building shared expectations around responsiveness, collaboration, professionalism, and a commitment to supporting others across the District.

Action Steps:

3.1.1 Establish and implement foundational communication and service practices (including the transition to ParentSquare), consistent communication expectations including accessibility and accuracy, an accessible and comprehensive District calendar, regular Board and budget updates, and professional learning focused on a culture of service.

3.1.2 Strengthen and expand communication practices while increasing proactive public relations efforts that highlight student voice, achievements, events, community partnerships, and opportunities for families and community members to engage and volunteer.

3.1.3 Evaluate and refine communication and service practices to ensure they are sustainable, accessible, transparent, and embedded in the District's culture, while expanding outreach and engagement with the broader New Hope-Solebury community, including alumni, senior citizens, civic organizations, and other community partners.

3.2 Action Plan: At the Secondary Level, strengthen and align communication practices by establishing clear, consistent expectations for the use of digital platforms to support academic, extracurricular, student, and family communication through district-approved digital tools. Foster a culture of

responsiveness and service through predictable, timely, and accessible communication that promotes student responsibility, while keeping families informed and connected.

Action Steps:

3.2.1 Establish clear and consistent communication expectations across the secondary schools, including aligned use of digital platforms for academic and extracurricular communication, predictable academic updates, and clear processes for communicating student needs with families.

3.2.2 Strengthen implementation and accountability around these practices while expanding proactive communication with students, families, and the broader community to increase awareness, engagement, and connection with secondary school programs and activities, including athletics and extracurricular activities.

3.2.3 Evaluate and refine secondary communication practices to ensure they are consistent, sustainable, and responsive, including establishing dependable processes for communicating with families when students are experiencing academic, social-emotional, or other support needs.

3.3 Action Plan: At the Elementary Level, strengthen communication and service practices by establishing clear, consistent, and family-friendly approaches to sharing information and connecting with families. Foster a welcoming and responsive school culture where every family feels informed, valued, supported, and a meaningful part of the school community.

Action Steps:

3.3.1 Establish clear and welcoming communication practices for elementary families, including consistent use of communication platforms, accessible resources, and onboarding support to help families understand how to connect with their school and access information and support.

3.3.2 Strengthen family engagement and connection by expanding opportunities for teachers to engage families through consistent, meaningful communication about group-level and individual student learning, as well as overall school experiences.

3.3.3 Evaluate and refine communication and engagement practices to ensure they are sustainable, inclusive, and responsive, with a continued focus on ensuring every elementary family feels informed, supported, connected, and part of the Lion community.

NEW HOPE-SOLEBURY SCHOOL DISTRICT COMMITTEE MEMBER APPLICATION

Express your interest in serving the district.

NHSD
NEW HOPE-SOLEBURY SCHOOL DISTRICT

Personal Information

- **Name:** Ninamarie Eleoterio-Vlahovic
- **Phone:** [redacted]
- **Address:** [redacted] New Hope, PA
- **Email:** [redacted]
- **Occupation:** Counselor

Committees of Interest

Please indicate which committee(s) you are interested in serving on:

- [ ] Curriculum Advisory (Equity)
- [ ] Policy/Human Resources
- [✓] Facilities
- [ ] Finance

Statement of Interest

Please state the reason(s) for your interest in participating in a committee(s). Describe your relevant experience and what you hope to contribute to the New Hope-Solebury School District.

I was on the Facilities committee for years but was unable to continue attending meetings once the day changed to Tuesdays due to work commitments. I no longer have that work commitment & would like to rejoin the committee. Both of my children attended New Hope Solebury schools & both played sports from middle school throughout their graduation from high school. New Hope schools & athletics have always been very important to my family & myself. My husband is the baseball coach & my daughter was just hired as the high school girls' basketball coach. I believe my prior knowledge of what the facilities committee oversees, plus my strong commitment to the students of this district & especially all of the athletics programs, I will be a helpful member to the committee.

Verification

- **Signature:** **Ninamarie Eleoteerio-Vlahovic**
- **Date:** **9/30/2026**

Thank you for your interest in serving our school district. Your commitment is greatly appreciated.

NEW HOPE-SOLEBURY SCHOOL DISTRICT
FOOD SERVICE REPORT - SEPTEMBER 30, 2026
FISCAL YEAR 2026-2027

PROFIT & LOSS STATEMENT

	Month Ended 09/30/2026	Month Ended 09/30/2025	YTD 09/30/2026	YTD 09/30/2025
NET POSITION, BEGINNING OF YEAR			($1,110,507)	($919,297)
REVENUES				
Student Lunch - Type A	$28,867	$26,796	$28,867	$31,928
Student Breakfast	$0	$0	$0	$0
Student - A La Carte	$21,049	$20,108	$21,049	$23,504
Adult Sales	$186	$222	$186	$252
Catering	$0	$473	$0	$715
Rebates	$118	$0	$118	$0
Subtotal Sales	$50,219	$47,599	$50,219	$56,399
FICA Reimb	$1,035	$1,356	$1,589	$1,356
PSERS Reimb	$4,127	$5,476	$6,628	$5,476
State Subsidy	$145	$810	$145	$810
Federal Subsidy	$567	$2,354	$567	$2,354
Subtotal Subsidies	$5,874	$9,996	$8,929	$9,996
Donations				
Interest Earnings	$506	$399	$1,068	$981
Sale of Assets				
Transfer from General Fund			$375,000	
TOTAL REVENUES	**$56,599**	**$57,994**	**$435,216**	**$67,377**
EXPENSES				
Employee Salaries	$28,855	$36,997	$43,811	$51,245
Employee Benefits	$23,491	$22,718	$55,843	$51,915
Purchased Services	$1,232	$2,188	$1,232	$2,188
Cost of Food	$16,501	$17,465	$16,501	$17,465
Supplies	$2,641	$1,020	$2,641	$1,020
Property,Dues & Fees, Other	$179	$247	$807	$247
TOTAL EXPENSES	**$72,899**	**$80,634**	**$120,835**	**$124,080**
TOTAL PROFIT / (LOSS)	($16,300)	($22,640)	$314,381	($56,703)
NET POSITION, END OF YEAR			**($796,126)**	**($976,000)**

CURRENT MONTH OPERATING STATISTICS

Serving Days	19
Lunches Served (month, reported)	8,602

Participation	**LES**	**UES**	**MS / HS**	**TOTAL**
Average Daily Breakfasts	70	58	67	195
Average Daily Lunches	106	127	220	453
Sept 2026 Enrollment	217	274	703	1,194
% Participation - Lunch	48.8%	46.4%	31.3%	37.9%
% Participation - Breakfast	32.3%	21.2%	9.5%	16.3%

HIGHLIGHTS

Lunches are up 97 meals compared to last September.
Breakfast is up 372 meals from last September mostly due to the breakfast cart that was incorporated in Jan.
Despite going down to one serving line, it did not hurt meal counts.

NHSD
NEW HOPE-SOLEBURY SCHOOL DISTRICT

180 West Bridge Street
New Hope, PA 18938
nhsd.org
(215) 862-5372

CONTRACT SUMMARY
Finance Committee / Board Approval

Vendor: BCIU
Contract Title / Service: School-Based ACCESS Program (SBAP) – Direct Service Billing Support
Department / Program: Special Education
Contract Term: October 1, 2026 – June 30, 2027

1. Purpose of Agreement
This agreement provides for the continued use of Bucks IU personnel to assist the District with SBAP direct service billing, including processing eligible related-service claims for Medicaid reimbursement.

The Bucks IU will provide a qualified individual to perform billing support services under the direction of the District's Director of Pupil Services.

2. Cost Summary

School Year	Cost
Daily Rate	$540 per day
Maximum Days	50 days (Max cost $27,000)

Service Schedule: Up to 2 days per week, remotely
Billing Terms: Monthly, based on actual services provided
Funding Source: General Fund - Special Education

3. Administration Notes
The Bucks IU has transitioned its SBAP direct service billing assistance to a contracted service model for the 2026–27 school year.
This agreement allows the District to continue utilizing IU support for Medicaid direct service billing while maintaining responsibility for the remaining SBAP reporting and compliance requirements.
*The District may use SBAP reimbursement funds to cover the cost of these services.

Bucks County
Intermediate Unit

705 N. Shady Retreat Rd.
Doylestown, PA 18901
Tel: 215-348-2940
www.BucksIU.org

BUCKS COUNTY INTERMEDIATE UNIT #22
SERVICE AGREEMENT

THIS AGREEMENT, entered into on**,** by and between the **New Hope- Solebury School District** (hereinafter referred to as "**District**") located at **180 West Bridge street, New Hope, PA 18938,** and the **Bucks County Intermediate Unit #22** (hereinafter referred to as **"Bucks IU"** and/or **"Contractor**"), located at **705 North Shady Retreat Road, Doylestown, PA 18901.**

WITNESSETH

WHEREAS, the District has a need for the following services:

- **School Based Access Program (SBAP) Support Services- Direct Service Billing**

WHEREAS, Bucks IU has offered to provide the District with a qualified individual to provide SBAP Support Services, to process eligible related service claims submitted by the district for reimbursement; and

WHEREAS, it is understood by both parties that the services provided by the Bucks IU does not include other aspects of the SBAP program such as Random Moment Time Study, IEP Ratio, Quarterly or Annual expense reports, program re-validation or any other aspects of SBAP that are required for the District's participation; and

WHEREAS, the District and Bucks IU mutually agree that the Bucks IU will provide the District with SBAP Support Services for a period of time as needed by the District under the terms and conditions set forth in this Agreement;

THEREFORE, INTENDING TO BE LEGALLY BOUND HEREBY, the parties agree as follows:

1. This Agreement shall commence on **October 1, 2026** and shall terminate no later than **June 30, 2027**, provided that both parties to this Agreement may extend this Agreement by mutual consent by providing written notice by **April 30, 2027.** In addition, either party may also terminate this Agreement or any extension at any time by providing fifteen (15) days written notice.

2. For valuable consideration as expressed herein, Contractor shall provide a qualified individual to provide SBAP Support Services to the district:

A. It is understood that under the terms of this agreement the Bucks IU will provide SBAP Support Billing Services with specific duties and workload managed under the direction of **the District Executive Director of Student Services.**

B. Through **June 30, 2027** the rate for these services will be as follows:

- **SBAP Support Services: Direct Service Billing**
- **District Rate: $540 per day, not to exceed 50 days without pre-approval in the contract period.**

C. Services will be provided up to two full days per week, remotely at another location.

D. Each week's schedule will be mutually agreed to by the **Executive Director of Student Services from the District and the Supervisor of Student Data from the Bucks IU or their designees.**

E. **The District agrees to pay to the Bucks IU the rate for services as outlined above based on actual services provided. The Bucks IU shall submit one invoice at the conclusion of each calendar month. The District agrees to pay approved invoices within thirty (30) days from the receipt of each approved invoice.**

3. If required as part of the job responsibilities, the District agrees to provide financial reimbursement to the Contractor in excess of the compensation stated hereinabove, in order to reimburse the Contractor for any travel, tolls, parking or other out-of-pocket expenses incurred incident to providing services as required by this contract. Requests for such reimbursement will be accompanied by appropriate supporting documentation.

4. The individual(s) serving in this position shall not be responsible for providing printing, and other administrative services, including postage, required by the District for the performance of the duties assigned under this agreement.

5. It is understood and agreed by the parties hereto that the individual serving in this position while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an officer, agent, or employee of the District. As such, the individual serving in this position is not entitled to any of the benefits provided by the District to its employees, including, but not limited to, group insurance, state pension plan enrollment, and vacation, leaves of absence, workers' compensation insurance or unemployment compensation insurance. The District may, during the term of this Agreement, engage other independent contractors to perform the same work that is performed through the SBAP billing reimbursement Services performed under this agreement.

6. Contractor agrees to comply with all Commonwealth of Pennsylvania and federal laws and regulations which apply to the District or to the services to be performed by Contractor, and any internal policies or procedures of the District enacted to comply with said state and federal laws and regulations. Contractor shall ensure that any person assigned to the District has all required federal and state criminal background and child abuse clearances, as well as the required health forms, PDE Form 6004, and Act 168 Employment History Review Form as provided for by the Pennsylvania School Code.

7. It is understood that the rights and responsibilities of this Agreement may be transferred or assigned by Contractor to Educational Staffing Services and/or other contractors/ subcontractors; and the District through this agreement provides express written permission to Contractor to subcontract or delegate obligations under this contract to Educational Staffing Services or other contractors/subcontractors who work with the Contractor.

8. It is understood and agreed that during the course of work under this Agreement, District may become aware of confidential information about the Bucks IU, including but not limited to information regarding a Bucks IU employee, information about a Bucks IU student, information from a student's educational or medical records, software and computer programs, and knowledge, skills, and abilities of personnel. It is understood that District may also become aware of similar confidential information belonging to Bucks IU and/or Bucks IU clients. It is understood and agreed that all such information is considered to be confidential and privileged under the terms and conditions of this Agreement and cannot be disclosed for any reason. If District uses, discloses, copies, removes, shares (either verbally, physically, or electronically) confidential information in any way that is determined by the Bucks IU to be improper or non-work related in any manner, District will be held liable. It is agreed by both parties that any such disclosure is grounds for immediate termination of this Agreement.

9. Contractor represents and warrants to the District that the individual providing SBAP Support Direct Service Billing to the District is experienced and competent to provide the Services, and is familiar with all federal, state, or regulatory laws, ordinances and regulations which may affect the services provided. If Contractor should violate any terms or conditions of this Agreement or should otherwise fail to perform in accordance with this Agreement, the District may without prejudice to any other right or remedy, terminate the Agreement and make other appropriate arrangements for the Services to be provided hereunder.

10. This Agreement shall be binding upon the District and Bucks IU, and their successors and assigns.

11. The District and Bucks IU agree to indemnify and hold harmless each other and each other's employees, officers, agents, contractors, subcontractors, attorneys and representatives from and against any and all claims, demands, costs, including attorneys' fees, suits and damages for any reason including bodily injury and property damage for which either one of them become liable that arise out of or result from negligent or intentional acts or omissions of the other, or the

other's employees, agents, contractors, subcontractors, and/or representatives.

12. This Agreement constitutes the entire understanding and agreement between the parties. Any modifications or amendments to this Agreement must be in writing and signed by a duly authorized agent or representative of both parties.

(Signatures are on a separate page)

IN WITNESS WHEREOF, the District and Bucks IU have executed and delivered this Agreement as of the day and year written on the first page hereof.

NEW HOPE-SOLEBURY SCHOOL DISTRICT

By: _____

Judeth Finn, Board President
School District

Attest: _____

Board Secretary
New Hope-Solebury School District

Date: _____

BUCKS COUNTY INTERMEDIATE UNIT #22

By: _____

John D'Angelo, President
Bucks IU Board of School Directors

Attest: _____

Michele Ruggiero, Secretary
Bucks IU Board of School Directors

Date: _____

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
NEW HOPE, PENNSYLVANIA

AUDIT REPORT

JUNE 30, 2026

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT

TABLE OF CONTENTS

	PAGE
INDEPENDENT AUDITOR'S REPORT	1
MANAGEMENT'S DISCUSSION AND ANALYSIS	5
BASIC FINANCIAL STATEMENTS	
Entity-wide Financial Statements:	
- Statement of Net Position	11
- Statement of Activities	12
Fund Financial Statements:	
- Balance Sheet - Governmental Funds	13
- Reconciliation of Balance Sheet - Governmental Funds to Statement of Net Position	14
- Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	15
- Reconciliation of Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to Statement of Activities	16
- Statements of Net Position - Proprietary Fund	17
- Statements of Revenues, Expenses, and Changes in Net Position - Proprietary Fund	18
- Statements of Cash Flows - Proprietary Fund	19
- Statements of Net Position - Fiduciary Funds	20
- Statements of Changes in Net Position - Fiduciary Funds	21
NOTES TO THE BASIC FINANCIAL STATEMENTS	22

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT

TABLE OF CONTENTS

	PAGE
REQUIRED SUPPLEMENTARY INFORMATION	
Budgetary Comparison Statement - General Fund	57
Notes to Budgetary Comparison Schedule - General Fund	58
Schedule of the School District's Proportionate Share of the Net Pension Liability - PSERS	59
Schedule of School District Pension Contributions - PSERS	60
Schedule of the School District's Proportionate Share of the Net OPEB Liability - PSERS	61
Schedule of School District OPEB Contributions - PSERS	62
Schedule of Changes in the School District's Net OPEB Liability - Single Employer Plan	63
OTHER REPORT	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	64

DRAFT - FOR DISCUSSION PURPOSES ONLY

INDEPENDENT AUDITOR'S REPORT

(To be determined)

Members of the Board
New Hope-Solebury School District
New Hope, Pennsylvania

Report on the Financial Statements

Opinions

We have audited financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the New Hope-Solebury School District ("the School District"), New Hope, Pennsylvania, as of and for the year ended June 30, 2026, and the related notes to the financial statements, which collectively comprise the School District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the New Hope-Solebury School District, New Hope, Pennsylvania, as of June 30, 2026, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

DRAFT - FOR DISCUSSION PURPOSES ONLY

Members of the Board
New Hope-Solebury School District

Responsibilities of Management for the Financial Statements

The School District's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School District's ability to continue as a going concern for a reasonable period of time.

DRAFT - FOR DISCUSSION PURPOSES ONLY

Members of the Board
New Hope-Solebury School District

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the School District's 2025 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information in our report dated December 10, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2025 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 10, and the budgetary comparison schedule – general fund, schedule of the School District's proportionate share of the net pension liability - PSERS, schedule of School District pension contributions - PSERS, schedule of the School District's proportionate share of the net OPEB liability - PSERS, schedule of School District OPEB contributions - PSERS, and schedule of changes in the School District's net OPEB liability - single employer plan on pages 57 through 63 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated (To be determined), on our consideration of the School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant

DRAFT - FOR DISCUSSION PURPOSES ONLY

agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District's internal control over financial reporting and compliance.

BARBACANE, THORNTON & COMPANY LLP

DRAFT - FOR DISCUSSION PURPOSES ONLY

INTRODUCTION

New Hope-Solebury School District management presents this discussion and analysis of the District's financial activities for the fiscal year ended June 30, 2026. The discussion compares the current year with the prior year and should be read with the basic financial statements and notes. It focuses on the primary government and on the transactions, policies, and conditions that had the most significant effect on financial position and results of operations.

If you have any questions about this report or wish to request additional financial information, please contact Ms. Marcia Cajeira, Chief Financial Officer/School Board Treasurer, New Hope-Solebury School District, 180 West Bridge Street, New Hope, PA 18938; (215) 862-5372 or email at mcajeira@nhsd.org.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements include government-wide statements and fund statements. Government-wide statements provide a long-term and short-term view of the District as a whole. Fund statements provide more detail about the District's major governmental and proprietary funds and separately report fiduciary activities. The notes provide information needed to understand amounts reported in the statements, and required supplementary information follows the notes.

Statement group	What the statements report	Measurement focus and basis
Government-wide statements	The statement of net position reports all financial and capital resources and obligations. The statement of activities reports the current year's revenues and expenses by governmental and business-type activity.	Economic resources measurement focus and accrual basis. Fiduciary activities are excluded.
Governmental fund statements	The balance sheet and statement of revenues, expenditures, and changes in fund balances report near-term inflows, outflows, and spendable resources. Reconciliations explain differences from the government-wide statements.	Current financial resources measurement focus and modified accrual basis.
Proprietary fund statements	The statements report the District's business-like activities, including financial position, operating results, and cash flows. The Food Service Fund is reported here.	Economic resources measurement focus and accrual basis.
Fiduciary fund statements	The statements report resources the District holds for the benefit of others. Those resources are unavailable to support District programs and are excluded from government-wide statements.	Economic resources measurement focus and accrual basis.

DRAFT - FOR DISCUSSION PURPOSES ONLY

The government-wide statements and governmental fund statements use different measurement focuses and bases of accounting. Reconciliations accompanying the governmental fund statements explain how short-term fund information is converted to the government-wide amounts. The proprietary fund statements use the same measurement focus and basis as the government-wide statements but provide additional detail, including cash flows.

FINANCIAL SUMMARY

The assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by $10,533,058 as of June 30, 2026. Net position increased by $7,041,114 from June 30, 2025. This net position continues to be impacted due to the application of the GASB 68 reporting item that requires all employers to report their respective portion of the PSERS liability. The amount applicable to the School District was $56,129,000 as reported in the statement of net position below. The other significant changes in the statement of net position are due to the campus revitalization project and the work that has been completed as of June 30, 2026.

STATEMENT OF NET POSITION

	Governmental Activities		Business-type Activities		Total Government	
	6/30/2026	6/30/2025	6/30/2026	6/30/2025	6/30/2026	6/30/2025
Current assets	$ 24,006,317	$ 22,169,698	$ (298,869)	$ (265,813)	$ 23,707,448	$ 21,903,885
Capital assets	68,874,491	70,734,147	18,773	22,799	68,893,264	70,756,946
Total Assets	92,880,808	92,903,845	(280,096)	(243,014)	92,600,712	92,660,831
Deferred outflows of resources	11,908,368	10,519,249	138,913	115,610	12,047,281	10,634,859
Total Assets and Deferred Outflows of Resources	104,789,176	103,423,094	(141,183)	(127,404)	104,647,993	103,295,690
Current liabilities	2,702,258	2,790,099	122,521	153,939	2,824,779	2,944,038
Long-term liabilities	30,047,608	32,612,154	-	-	30,047,608	32,612,154
Net OPEB liability	3,264,521	3,467,558	64,252	37,464	3,328,773	3,505,022
Net pension liability	55,411,206	57,715,672	717,794	755,328	56,129,000	58,471,000
Total Liabilities	91,425,593	96,585,483	904,567	946,731	92,330,160	97,532,214
Deferred inflows of resources	1,756,275	2,235,160	28,500	36,372	1,784,775	2,271,532
Total Liabilities and Deferred Inflows of Resources	93,181,868	98,820,643	933,067	983,103	94,114,935	99,803,746
Net Position (Deficit)	$ 11,607,308	$ 4,602,451	$ (1,074,250)	$ (1,110,507)	$ 10,533,058	$ 3,491,944

DRAFT - FOR DISCUSSION PURPOSES ONLY

	Governmental Activities		Business-type Activities		Total Government	
	6/30/2026	6/30/2025	6/30/2026	6/30/2025	6/30/2026	6/30/2025
Revenues						
Charges for service	$ 66,821	$ 61,783	$ 472,905	$ 491,883	$ 539,726	$ 553,666
Operating grants	6,975,968	5,884,890	346,135	300,390	7,322,103	6,185,280
Property taxes, levied for general purposes	36,070,258	34,276,243	-	-	36,070,258	34,276,243
Taxes levied for a specific purpose	7,484,071	7,315,036	-	-	7,484,071	7,315,036
Grants and entitlements not restricted to specific programs	2,795,200	2,393,526	-	-	2,795,200	2,393,526
Investment earnings	1,398,760	2,145,166	3,406	8,715	1,402,166	2,153,881
Sale of fixed assets	-	-	3,278	-	3,278	-
Miscellaneous	587,922	108,793	-	-	587,922	108,793
Total Revenue	55,379,000	52,185,437	825,724	800,988	56,204,724	52,986,425
Expenditures						
Instruction	25,176,782	29,068,131	-	-	25,176,782	29,068,131
Support services	21,182,183	20,102,129	-	-	21,182,183	20,102,129
Noninstructional services	992,799	1,118,389	939,467	992,198	1,932,266	2,110,587
Debt service - interest	872,379	368,129	-	-	872,379	368,129
Total Expenditures	48,224,143	50,656,778	939,467	992,198	49,163,610	51,648,976
Change in net position	7,004,857	1,528,659	36,257	(191,210)	7,041,114	1,337,449
Net Position (Deficit) Beginning of Year	4,602,451	3,073,792	(1,110,507)	(919,297)	3,491,944	2,154,495
Net Position (Deficit) End of Year	$ 11,607,308	$ 4,602,451	$ (1,074,250)	$ (1,110,507)	$ 10,533,058	$ 3,491,944

The main driver of the $7,041,114 increase in net position from June 30, 2026 is the increase in tax revenues and decrease in expenses. The decrease in expenses was largely due to amortization of deferred inflow and outflows of resources related to the District's pension and OPEB plans.

MAJOR FUNDS

At June 30, 2026, the District governmental funds reported a combined fund balance of $20,978,577 which is an increase of $1,736,786. The schedule below indicates the ending balances at June 30, 2026 and the revenues and expenditures for the year then ended.

	General Fund	Capital Reserve Fund	Totals
ASSETS			
Cash and investments	$ 20,843,915	$ 135,570	$ 20,979,485
Receivables and due from other governments/funds	3,026,832	586,552	3,613,384
TOTAL ASSETS	**$ 23,870,747**	**$ 722,122**	**$ 24,592,869**
LIABILITIES AND DEFERRED INFLOWS OF RESOURCES			
Accounts payables, accrued expenditures, and compensated absences	2,989,411	248,225	3,237,636
Unavailable revenue	376,656	-	376,656
TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES	3,366,067	248,225	3,614,292
FUND BALANCES			
Unassigned, assigned, committed, and restricted	20,504,680	473,897	20,978,577
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	**$ 23,870,747**	**$ 722,122**	**$ 24,592,869**

DRAFT - FOR DISCUSSION PURPOSES ONLY

Table A-4
General Fund Revenue Sources

	2026	2025	Increase (Decrease) from 2025-2026	Percent of Increase (Decrease)
Local sources	$ 44,789,992	$ 43,822,285	$ 967,707	2.21%
State sources	9,332,444	7,817,024	1,515,420	19.39%
Federal sources	438,724	461,393	(22,669)	(4.91)%
Total Revenues	$ 54,561,160	$ 52,100,702	$ 2,460,458	4.72%

Table A-5
General Fund Expenditures and Other Financing Uses

	2026	2025	Increase (Decrease) from 2025-2026	Percent of Increase
Instruction	$ 28,027,855	$ 27,560,409	$ 467,446	1.70%
Support services	18,971,313	18,724,196	247,117	1.32%
Operation of noninstructional services	1,112,821	1,121,343	(8,522)	(0.76)%
Capital outlays	5,123	-	5,123	100.00%
Debt service and transfers	4,984,888	7,987,738	(3,002,850)	(37.59)%
Total Expenditures and Uses	$ 53,102,000	$ 55,393,686	$ (2,291,686)	(4.14)%

General Fund

General fund revenues increased from the prior year due primarily to increases in state and local funding sources. Local funding increased due to increases in transfer and earned income taxes, which fluctuate annually based on economic conditions. Debt service and transfer expenditures decreased due to a $3,000,000 decrease in transfers from the general fund to other funds, based on the needs and availability of fund balance to support long term needs of the District.

Capital Projects Fund

Capital projects fund balance increased due to insurance recoveries and interfund transfers from the general fund exceeding current year expenditures.

DRAFT - FOR DISCUSSION PURPOSES ONLY

CAPITAL ASSET AND DEBT ADMINISTRATION

The School District, as of June 30, 2026, owned four buildings: one high school, one middle school, and two elementary schools.

GOVERNMENTAL ACTIVITIES

Capital Assets - Net of Depreciation

	2026	2025	2024	2023
Land and land improvements	$ 5,455,030	$ 5,455,030	$ 5,455,030	$ 5,455,030
Buildings and building improvements	91,465,545	91,295,049	87,901,861	85,570,858
Furniture and equipment	5,311,465	5,146,353	4,936,367	4,108,993
Right-to-use asset	156,003	156,003	587,567	587,567
Total	102,388,043	102,052,435	98,880,825	95,722,448
Accumulated depreciation/amortization	(33,513,552)	(31,318,288)	(30,359,374)	(28,889,663)
Total Net of Depreciation/Amortization	$ 68,874,491	$ 70,734,147	$ 68,521,451	$ 66,832,785

Outstanding Bond Debt

	2026	2025	2024	2023
General Obligation Notes:				
2016 Issue	$ -	$ -	$ 430,000	$ 875,000
2016 A Issue	-	130,000	130,000	135,000
2017 Issue	5,955,000	6,475,000	6,480,000	6,485,000
2019 A Issue	-	-	1,830,000	2,590,000
2019 B Issue	2,685,000	2,690,000	2,930,000	2,935,000
2020 A Issue	8,805,000	9,595,000	9,620,000	9,625,000
2020 Note	-	-	-	990,000
2021 Issue	9,030,000	9,725,000	9,740,000	9,755,000
Total	$ 26,475,000	$ 28,615,000	$ 31,160,000	$ 33,390,000

Business-type activities capital assets totaled $18,773 and $22,799 for the years ended June 30, 2026 and 2025, respectively. Business-type activities had no long term debt at June 30, 2026 or 2025.

DRAFT - FOR DISCUSSION PURPOSES ONLY

LABOR RELATIONS

The professional staff of the School District is represented by the New Hope-Solebury Education Association (NHSEA), an affiliation of the Pennsylvania State Education Association. The current agreement covers the period from July 1, 2024 through June 30, 2027.

The support staff of the School District is represented by New Hope-Solebury Education Support Professionals, an affiliation of the Pennsylvania State Education Association. The current agreement covers the period from July 1, 2025 through June 30, 2028

The Administrative staff contract under Act 93 covers the period from July 1, 2022 through June 30, 2028. All contracts can be found on the School District web page under the business office.

FACTORS BEARING ON THE SCHOOL DISTRICT'S FUTURE

Public School Employees' Retirement System ("PSERS") – All full-time and eligible part-time employees are covered by the PSERS. The PSERS employer retirement contribution rate for the year ended June 30, 2025 was 33.90%. The employer retirement contribution rate for 2025 - 2026 is increasing to 34.00% and will increase annually until plateauing at approximately 39.94% in 2034 - 2035 unless legislative relief is mandated by the Commonwealth of Pennsylvania.

State Property Tax Reform – The current state legislature continues to discuss property tax reform measures. As approximately 70% of the District's revenue is generated from property taxes, any change in methodology around how this tax is collected and distributed to school districts across the state has the potential to adversely affect the School District.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2026
(With Summarized Comparative Information as of June 30, 2025)

	Governmental Activities	Business-type Activities	Totals 2026	Totals 2025
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES				
ASSETS:				
Cash and cash equivalents	$ 5,628,382	$ 28,629	$ 5,657,011	$ 4,524,288
Investments	15,351,103	-	15,351,103	15,150,722
Restricted investments	-	-	-	-
Taxes receivable	432,062	-	432,062	432,062
Due from other governments	2,233,716	-	2,233,716	1,718,385
Internal balance	353,655	(353,655)	-	-
Other receivables	7,399	15,912	23,311	68,183
Prepaid expenses	-	-	-	-
Inventories	-	10,245	10,245	10,245
Land	1,710,672	-	1,710,672	1,710,672
Land improvements	3,744,358	-	3,744,358	3,744,358
Buildings and building improvements	91,465,545	-	91,465,545	91,295,049
Furniture and equipment	5,311,465	261,460	5,572,925	5,407,813
Right-to-use lease assets	156,003	-	156,003	156,003
Accumulated depreciation/amortization	(33,513,552)	(242,687)	(33,756,239)	(31,556,949)
TOTAL ASSETS	92,880,808	(280,096)	92,600,712	92,660,831
DEFERRED OUTFLOWS OF RESOURCES:				
Deferred amounts related to OPEB	630,764	9,423	640,187	727,480
Deferred amounts related to pension	11,277,604	129,490	11,407,094	9,907,379
TOTAL DEFERRED OUTFLOWS OF RESOURCES	11,908,368	138,913	12,047,281	10,634,859
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$ 104,789,176	$ (141,183)	$ 104,647,993	$ 103,295,690
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)				
LIABILITIES:				
Accounts payable	$ 606,059	$ 42,682	$ 648,741	$ 905,078
Accrued salaries and benefits	1,897,110	-	1,897,110	1,804,440
Accrued interest	199,089	-	199,089	157,756
Other current liabilities	-	79,839	79,839	76,764
Noncurrent liabilities:				
Portion due or payable within one year				
Bonds and notes payable in future years, net	2,420,071	-	2,420,071	2,355,764
Lease liability	31,032	-	31,032	29,743
Accumulated compensated absences/ Accumulated compensated absences	147,915	-	147,915	142,155
Portion due or payable after one year:				
Bonds and notes payable in future years, net	24,326,335	-	24,326,335	26,539,485
Lease liability	69,040	-	69,040	100,072
Accumulated compensated absences/ Accumulated compensated absences	3,053,215	-	3,053,215	3,444,935
Net OPEB liability	3,264,521	64,252	3,328,773	3,505,022
Net pension liability	55,411,206	717,794	56,129,000	58,471,000
TOTAL LIABILITIES	91,425,593	904,567	92,330,160	97,532,214
DEFERRED INFLOWS OF RESOURCES:				
Deferred amounts related to OPEB	747,802	11,706	759,508	754,441
Deferred amounts related to pension	1,008,473	16,794	1,025,267	1,517,091
TOTAL DEFERRED INFLOWS OF RESOURCES	1,756,275	28,500	1,784,775	2,271,532
NET POSITION (DEFICIT):				
Net investment in capital assets	42,028,013	18,773	42,046,786	41,731,882
Restricted - capital projects	473,897	-	473,897	196,271
Unrestricted (deficit)	(30,894,602)	(1,093,023)	(31,987,625)	(38,436,209)
TOTAL NET POSITION (DEFICIT)	11,607,308	(1,074,250)	10,533,058	3,491,944
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)	$ 104,789,176	$ (141,183)	$ 104,647,993	$ 103,295,690

The accompanying notes are an integral part of these financial statements.

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2026
(With Summarized Comparative Data for the Year Ended June 30, 2025)

		Program Revenues			Net (Expense) Revenue and Changes in Net Position (Deficit)			
							Totals	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	2026	2025
GOVERNMENTAL ACTIVITIES:								
Instruction	$ 25,176,782	$ -	$ 4,055,459	$ -	$ (21,121,323)	$ -	$ (21,121,323)	$ (25,435,278)
Instructional student support	5,953,753	-	901,820	-	(5,051,933)	-	(5,051,933)	(6,090,772)
Administrative and financial support services	7,551,555	-	854,578	-	(6,696,977)	-	(6,696,977)	(5,575,850)
Operation and maintenance of plant services	5,685,995	-	528,649	-	(5,157,346)	-	(5,157,346)	(4,821,249)
Pupil transportation	1,990,880	-	333,649	-	(1,657,231)	-	(1,657,231)	(1,647,155)
Student activities	992,799	66,821	111,858	-	(814,120)	-	(814,120)	(954,373)
Interest on long-term debt	872,379	-	189,955	-	(682,424)	-	(682,424)	(185,428)
TOTAL GOVERNMENTAL ACTIVITIES	48,224,143	66,821	6,975,968	-	(41,181,354)	-	(41,181,354)	(44,710,105)
BUSINESS-TYPE ACTIVITIES:								
Food service	939,467	472,905	346,135	-	-	(120,427)	(120,427)	(199,925)
TOTAL BUSINESS-TYPE ACTIVITIES	939,467	472,905	346,135	-	-	(120,427)	(120,427)	(199,925)
TOTAL PRIMARY GOVERNMENT	$ 49,163,610	$ 539,726	$ 7,322,103	$ -	(41,181,354)	(120,427)	(41,301,781)	(44,910,030)
GENERAL REVENUES								
Property taxes, levied for general purposes					36,070,258	-	36,070,258	34,276,243
Taxes levied for specific purposes					7,484,071	-	7,484,071	7,315,036
Grants and entitlements not restricted to specific programs					2,795,200	-	2,795,200	2,393,526
Investment earnings					1,398,760	3,406	1,402,166	2,153,881
Transfers					(150,000)	150,000		
Miscellaneous					587,922	3,278	591,200	108,793
TOTAL GENERAL REVENUES					48,186,211	156,684	48,342,895	46,247,479
CHANGE IN NET POSITION (DEFICIT)					7,004,857	36,257	7,041,114	1,337,449
NET POSITION (DEFICIT), BEGINNING OF YEAR					4,602,451	(1,110,507)	3,491,944	2,154,495
NET POSITION (DEFICIT), END OF YEAR					$ 11,607,308	$ (1,074,250)	$ 10,533,058	$ 3,491,944

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2026
(With Summarized Comparative Information as of June 30, 2025)

	General Fund	Capital Reserve Fund	Totals 2026	Totals 2025
ASSETS				
Cash and cash equivalents	$ 5,492,812	$ 135,570	$ 5,628,382	$ 4,415,270
Investments	15,351,103	-	15,351,103	15,150,722
Taxes receivable	432,062	-	432,062	432,062
Due from other funds	353,655	586,552	940,207	434,284
Due from other governments	2,233,716	-	2,233,716	1,718,385
Other receivables	7,399	-	7,399	18,975
TOTAL ASSETS	$ 23,870,747	$ 722,122	$ 24,592,869	$ 22,169,698
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES				
LIABILITIES:				
Accounts payable	$ 357,834	$ 248,225	$ 606,059	$ 827,903
Accrued salaries and benefits	1,897,110	-	1,897,110	1,804,440
Due to other funds	586,552	-	586,552	-
Accumulated compensated absences	147,915	-	147,915	142,155
TOTAL LIABILITIES	2,989,411	248,225	3,237,636	2,774,498
DEFERRED INFLOWS OF RESOURCES:				
Unavailable revenues - delinquent taxes	376,656	-	376,656	153,409
TOTAL DEFERRED INFLOWS OF RESOURCES	376,656	-	376,656	153,409
FUND BALANCES:				
Restricted - capital projects	-	473,897	473,897	196,271
Committed	17,327,028	-	17,327,028	15,423,408
Unassigned (deficit)	3,177,652	-	3,177,652	3,622,112
TOTAL FUND BALANCES	20,504,680	473,897	20,978,577	19,241,791
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	$ 23,870,747	$ 722,122	$ 24,592,869	$ 22,169,698

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUNDS
TO STATEMENT OF NET POSITION
JUNE 30, 2026

TOTAL GOVERNMENTAL FUND BALANCES		$ 20,978,577
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds. These assets consist of:		
Land	$ 1,710,672	
Land improvements	3,744,358	
Buildings and building improvements	91,465,545	
Furniture and equipment	5,311,465	
Lease asset	156,003	
Accumulated depreciation/amortization	(33,513,552)	68,874,491
Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:		
Bonds payable in future years, net	(26,746,406)	
Lease liability	(100,072)	
Accumulated compensated absences	(3,053,215)	
Accrued interest	(199,089)	
Net OPEB liability	(3,264,521)	
Net pension liability	(55,411,206)	(88,774,509)
Some of the School District's revenues will be collected after year end but are not available soon enough to pay for the current period's expenditures and, therefore, are unavailable in the funds.		376,656
Deferred inflows and outflows related to the School District's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School District's amount of the net OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.		
Deferred outflows of resources:		
Deferred amounts related to OPEB	630,764	
Deferred inflows of resources:		
Deferred amounts related to OPEB	(747,802)	(117,038)
Deferred inflows and outflows related to the School District's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School District's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.		
Deferred outflows of resources:		
Deferred amounts related to pension	11,277,604	
Deferred inflows of resources:		
Deferred amounts related to pension	(1,008,473)	10,269,131
NET DEFICIT OF GOVERNMENTAL ACTIVITIES		$ 11,607,308

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2026
(With Summarized Comparative Data for the Year Ended June 30, 2025)

	General Fund	Capital Reserve Fund	Totals 2026	Totals 2025
REVENUES				
Local sources	$ 44,789,992	$ 8,041	$ 44,798,033	$ 44,451,502
State sources	9,332,444	-	9,332,444	7,817,024
Federal sources	438,724	-	438,724	461,393
TOTAL REVENUES	54,561,160	8,041	54,569,201	52,729,919
EXPENDITURES				
Current:				
Instruction	28,027,855	-	28,027,855	27,560,409
Support services	18,971,313	1,871,951	20,843,264	18,797,049
Operation of noninstructional services	1,112,821	-	1,112,821	1,121,343
Capital outlays	5,123	300,017	305,140	5,220,048
Debt service	2,979,888	-	2,979,888	2,987,738
TOTAL EXPENDITURES	51,097,000	2,171,968	53,268,968	55,686,587
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	3,464,160	(2,163,927)	1,300,233	(2,956,668)
OTHER FINANCING SOURCES (USES)				
Proceeds from extended term financing	-	-	-	156,003
Insurance recovery	-	586,553	586,553	-
Interfund transfers	(2,005,000)	1,855,000	(150,000)	-
TOTAL OTHER FINANCING SOURCES (USES)	(2,005,000)	2,441,553	436,553	156,003
NET CHANGE IN FUND BALANCES	1,459,160	277,626	1,736,786	(2,800,665)
FUND BALANCES (DEFICIT), BEGINNING OF YEAR	19,045,520	196,271	19,241,791	22,042,456
FUND BALANCES, END OF YEAR	$ 20,504,680	$ 473,897	$ 20,978,577	$ 19,241,791

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2026

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS		$ 1,736,786
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense in the statement of activities. This is the effect of these activities:		
Purchases of capital assets	$ 335,608	
Depreciation/amortization expense	(2,195,263)	(1,859,655)
Because some revenues will not be collected for several months after the School District's fiscal year ends, they are not considered as "available" revenues in the governmental funds and are recorded as deferred inflows of resources. Unavailable revenues increased by this amount this year.		223,247
The issuance of long-term debt (e.g. bonds, leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on net position. This amount is the net effect of these differences.		2,169,743
In the statement of activities, certain operating expenses - compensated absences (vacations and sick leave) and special termination benefits (early retirement) - are measured by the amounts earned during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually paid).		391,720
Governmental funds report bond premiums and bond discounts as other financing uses and sources, respectively. However these amounts are reported netted against the outstanding bond liability on the statement of net position and amortized over the life of the debt. This is is the amount of current net amortization.		8,843
Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and, thus, requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.		(41,333)
OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School District's estimated future benefit payments and related deferred inflows and deferred outflows, whereas OPEB expenses are recognized in the governmental funds when a requirement to pay the benefits exists.		111,420
Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School District's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.		4,264,086
CHANGE IN NET DEFICIT OF GOVERNMENTAL ACTIVITIES		$ 7,004,857

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENTS OF NET POSITION - PROPRIETARY FUND
JUNE 30, 2026 AND 2025

	Food Service Fund	
	2026	2025
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and cash equivalents	$ 28,629	$ 109,018
Other receivables	15,912	49,208
Inventories	10,245	10,245
Total Current Assets	54,786	168,471
FURNITURE AND EQUIPMENT:		
Net furniture and equipment	18,773	22,799
TOTAL ASSETS	73,559	191,270
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred amounts related to OPEB	9,423	10,155
Deferred amounts related to pension	129,490	105,455
TOTAL DEFERRED OUTFLOWS OF RESOURCES	138,913	115,610
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$ 212,472	$ 306,880
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)		
LIABILITIES:		
Accounts payable and other accrued liabilities	$ 42,682	$ 77,175
Other current liabilities	79,839	76,764
Due to other funds	353,655	434,284
Long-term liabilities:		
Portion due or payable after one year:		
Net OPEB liability	64,252	37,464
Net pension liability	717,794	755,328
TOTAL LIABILITIES	1,258,222	1,381,015
DEFERRED INFLOWS OF RESOURCES:		
Deferred amounts related to OPEB	11,706	11,696
Deferred amounts related to pension	16,794	24,676
TOTAL DEFERRED INFLOWS OF RESOURCES	28,500	36,372
NET POSITION (DEFICIT):		
Investment in capital assets	18,773	22,799
Unrestricted (deficit)	(1,093,023)	(1,133,306)
TOTAL NET POSITION (DEFICIT)	(1,074,250)	(1,110,507)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION (DEFICIT)	$ 212,472	$ 306,880

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION -
PROPRIETARY FUND
FOR THE YEARS ENDED JUNE 30, 2026 AND 2025

	Food Service Fund	
	2026	2025
OPERATING REVENUES		
Food service revenues	$ 472,905	$ 491,883
TOTAL OPERATING REVENUES	472,905	491,883
OPERATING EXPENSES		
Salaries	395,529	368,990
Employee benefits	212,253	246,937
Other purchased services	20,153	8,928
Food and supplies	306,291	356,585
Dues and fees	1,215	6,732
Depreciation	4,026	4,026
TOTAL OPERATING EXPENSES	939,467	992,198
OPERATING LOSS	(466,562)	(500,315)
NONCAPITAL SUBSIDIES		
State sources	145,747	131,806
Federal sources	200,388	168,584
TOTAL NONCAPITAL SUBSIDIES	346,135	300,390
OTHER NONOPERATING REVENUES		
Earnings on investments	3,406	8,715
Gain on sale of capital assets	3,278	-
TOTAL OTHER NONOPERATING REVENUES	6,684	8,715
CHANGE IN NET POSITION BEFORE TRANSFERS	(113,743)	(191,210)
Transfers from other funds	150,000	-
CHANGE IN NET DEFICIT	36,257	(191,210)
NET DEFICIT, BEGINNING OF YEAR	(1,110,507)	(919,297)
NET DEFICIT, END OF YEAR	$ (1,074,250)	$ (1,110,507)

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENTS OF CASH FLOWS - PROPRIETARY FUND
FOR THE YEARS ENDED JUNE 30, 2026 AND 2025

	Food Service Fund	
	2026	2025
CASH FLOWS FROM OPERATING ACTIVITIES:		
Cash received from users	$ 506,201	$ 450,694
Payments to suppliers	(292,464)	(286,690)
Payments to employees	(727,257)	(526,829)
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	(513,520)	(362,825)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:		
State sources	145,747	131,806
Federal sources	130,700	120,190
Transfers from other funds	150,000	-
NET CASH PROVIDED (USED) BY NONCAPITAL FINANCING ACTIVITIES	426,447	251,996
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:		
Proceeds from sale of capital assets	3,278	-
NET CASH USED BY CAPITAL AND RELATED FINANCING ACTIVITIES	3,278	-
CASH FLOWS FROM INVESTING ACTIVITIES:		
Earnings on investments	3,406	8,715
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	3,406	8,715
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(80,389)	(102,114)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	109,018	211,132
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 28,629	$ 109,018
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES		
CASH FLOWS FROM OPERATING ACTIVITIES:		
Operating loss	$ (466,562)	$ (500,315)
Adjustments to reconcile operating loss to net cash provided (used) by operating activities:		
Depreciation	4,026	4,026
Donated commodities	69,688	48,394
(Increase) Decrease in:		
Other receivables	33,296	(41,189)
Deferred outflows of resources - pension and OPEB	(23,303)	15,922
Increase (Decrease) in:		
Accounts payable	(34,493)	37,161
Due to other funds	(80,629)	91,895
Other current liabilities	3,075	2,314
Net pension and OPEB liabilities	(10,746)	(22,743)
Deferred inflows of resources - pension and OPEB	(7,872)	1,710
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	$ (513,520)	$ (362,825)
SUPPLEMENTAL DISCLOSURE		
NONCASH NONCAPITAL FINANCING ACTIVITY:		
USDA donated commodities	$ 69,688	$ 48,394

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENTS OF NET POSITION - FIDUCIARY FUNDS
JUNE 30, 2026 AND 2025

	Private-Purpose Trust		Custodial Fund	
	June 30, 2026	June 30, 2025	June 30, 2026	June 30, 2025
ASSETS				
Cash	$ 38,377	$ 24,488	$ 122,278	$ 117,717
TOTAL ASSETS	$ 38,377	$ 24,488	$ 122,278	$ 117,717
LIABILITIES AND NET POSITION				
LIABILITIES:				
Other current liabilties	$ -	$ -	$ -	$ -
NET POSITION:				
Reserved	38,377	24,488	122,278	117,717
TOTAL LIABILITIES AND NET POSITION	$ 38,377	$ 24,488	$ 122,278	$ 117,717

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
STATEMENTS OF CHANGES IN NET POSITION - FIDUCIARY FUNDS
FOR THE YEARS ENDED JUNE 30, 2026 AND 2025

	Private-Purpose Trust		Custodial Fund	
	2026	2025	2026	2025
ADDITIONS				
Earnings on investments	$ 39	$ 29	$ -	$ -
Scholarship contributions	16,000	-	-	-
Student activities contributions	-	-	112,320	103,101
TOTAL ADDITIONS	16,039	29	112,320	103,101
DEDUCTIONS				
Student activities distributions	-	-	107,759	115,605
Fees paid and scholarships awarded	2,150	2,150	-	-
TOTAL DEDUCTIONS	2,150	2,150	107,759	115,605
CHANGE IN NET POSITION	13,889	(2,121)	4,561	(12,504)
NET POSITION, BEGINNING OF YEAR	24,488	26,609	117,717	130,221
NET POSITION, END OF YEAR	$ 38,377	$ 24,488	$ 122,278	$ 117,717

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 1 DESCRIPTION OF THE SCHOOL DISTRICT AND REPORTING ENTITY

The New Hope-Solebury School District ("the School District") operates two elementary schools, one middle school, and one high school in New Hope Borough and Solebury Township, Pennsylvania. The School District operates under current standards prescribed by the Pennsylvania Department of Education in accordance with the provisions of the School Laws of Pennsylvania. The School District is governed by a locally elected nine-member Board form of government.

Reporting Entity

The GASB *Codification of Governmental Accounting and Financial Reporting Standards* ("GASB Codification") establishes the criteria for determining the activities, organizations, and functions of government to be included in the basic financial statements of the reporting entity. In evaluating the School District as a reporting entity, management has addressed all potential component units which may or may not fall within the School District's financial accountability. The criteria used to evaluate component units for possible inclusion as part of the School District's reporting entity are financial accountability and the nature and significance of the relationship. The School District does not have any component units.

This report includes all of the funds of the School District based on the above criteria.

The Middle Bucks Area Vocational - Technical School Authority ("the VoTech Authority") is a separate legal entity which is not a component unit of the School District and is not included in the School District's reporting entity. The School District is a member of the VoTech Authority. In 1998, the VoTech Authority entered into an agreement with the member school districts and the VoTech Authority Board to provide for the acquisition and/or to construct alterations, renovations, additions, and improvements to the VoTech School and grounds.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The basic financial statements of the School District have been prepared in accordance with generally accepted accounting principles ("GAAP") as applied to governmental units. The Government Accounting Standards Board ("GASB") is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Fund Accounting

The accounts of the School District are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent.

The School District classified funds into three categories: governmental, proprietary, and fiduciary.

Governmental funds include the following:

- **General Fund (major fund)** – the principal operating fund of the School District used to account for all financial resources, except those required to be in another fund.

- **Capital Reserve Fund (major fund)** – used to account for maintenance projects under Section 1432 of the Municipal Code.

The proprietary fund accounts for the operations of the School District that are financed and operated in a manner similar to those often found in the private sector. The fund included in this category is:

- **Food Service** – used to account for the operation of the cafeterias.

Fiduciary funds account for the assets held by the School District as a trustee or agent for individuals, private organizations, and/or governmental units and are, therefore, not available to support the School District's own programs. The funds included in this category are:

- **Private-Purpose Trust Fund** – used to account for assets held by the School District in a trustee capacity. This fund accounts for various scholarship programs for students.

- **Custodial Fund** – used to account for assets held by the School District as custodian. This fund accounts for various student activities.

Basis of Presentation

Government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the School District. As a general rule, the effect of interfund activity has been eliminated from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities which rely to a significant extent on fees and charges for support.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function or segment. Program revenues include charges to customers who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment. In addition, program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as general revenues.

Fund financial statements are also provided in the report for all of the governmental funds, the proprietary fund, and fiduciary funds of the School District. Major individual governmental funds and the major individual enterprise fund are reported as separate columns in the fund financial statements. Fiduciary funds are reported by fund type.

The proprietary fund distinguishes operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with the proprietary fund's principal ongoing operations. The principal operating revenues of the School District's enterprise fund are food service charges. Operating expenses for the School District's enterprise fund include food production costs, supplies, administrative costs, and depreciation on capital assets. All revenues or expenses not meeting this definition are reported as non-operating revenues and expenses.

Measurement Focus and Basis of Accounting

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund and the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. Net position (total assets and deferred outflows of resources less total liabilities and deferred inflows of resources) is used as a practical measure of economic resources, and the operating statement includes all transactions and events that increased or decreased net position. Depreciation is charged as expense against current operations, and accumulated depreciation is reported on the statement of net position.

The governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers tax revenue and similar revenue streams to be available if collected within 60 days of the end of the fiscal period. Revenue from federal, state, and other grants designated for payment of specific School

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

District expenditures is recognized when the related expenditures are incurred; accordingly, when such funds are received, they are recorded as unearned revenues until earned. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, pension liabilities, and claims and judgments, are recorded only when payment is due.

Budgetary Information

An operating budget is adopted each year for the general fund on a modified accrual basis of accounting.

The Pennsylvania School Code dictates specific procedures, including a timeline of events, relative to adoption of the School District's budget and reporting of its financial statements, specifically:

- The School District, before levying annual school taxes, is required to adopt an operating budget by June 30 for the succeeding fiscal year.

- The School District is required to publish notice by advertisement, at least once in two newspapers of general circulation in the municipality in which it is located, twenty days prior to final budget adoption, that the proposed budget has been prepared and is available for public inspection at the administrative office of the School District. Notice that public hearings will be held on the proposed operating budget must be included in the advertisement; such hearings are required to be scheduled at least 10 days prior to when final action on adoption is taken by the School Board of Directors.

- The School Board of Directors may make transfers of funds appropriated to any particular item of expenditure by legislative action. An affirmative vote of two-thirds of all members of the Board is required.

- Fund balances in budgetary funds may be appropriated based on resolutions passed by the School Board of Directors, which authorize the School District to make expenditures. Appropriations lapse at the end of the fiscal period.

- The general fund budget includes program budgets as prescribed by the state and federal agencies funding the programs. These budgets are approved on a program-by-program basis by the state or federal funding agency.

- Capital budgets are not implemented for capital improvements and capital projects in the construction fund. An adopted budget is not presently required due to the fund's recent inception and the limited amount of transactions. Additionally, all transactions

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

of the construction fund are approved by the School Board of Directors prior to commitment, thereby constructively achieving budgetary control.

- Proprietary fund budgets are not adopted; however, formal budgets are prepared and approved by management; and expenditures are controlled on the basis of these budgets.

- Trust funds are not formally budgeted; however, each individual expenditure/expense request is reviewed for compliance with trust provisions and for availability of funding.

- There were no supplemental budgetary appropriations or amendments proposed or approved during the year.

Receivables/Payables

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the fiscal year is referred to as "due to/from other funds." Any residual balances outstanding between the governmental activities and business-type activities are reported in the government-wide financial statements as "internal balances."

Cash and Cash Equivalents and Investments

The School District's cash and cash equivalents are considered to be cash on hand, certificates of deposit, and liquid asset funds.

Cash equivalents in the basic financial statements include all highly liquid investments with an original maturity of three months or less.

The School District's investments are carried at amortized cost, which approximates fair value.

Inventories

Inventories are presented at the lower of cost or market on a first-in, first-out basis and are expensed when used.

Inventories of the governmental funds, consisting principally of textbooks and instructional supplies, are not valued since it is the consistent policy of the School District to charge these items to expense upon acquisition.

Inventories of the food service fund consisting of food and paper supplies are carried at cost using the first-in, first-out method. The inventories on hand at June 30, 2026 consist of the purchased food/supplies for use in the food program in the amount of $10,245.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Capital Assets

Capital assets, which include property, plant, and equipment, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are defined by the School District as assets with an initial, individual cost of more than $1,500 and an estimated useful life in excess of one year. Management has elected to include certain homogeneous asset categories with individual assets less than $1,500 as composite groups for financial reporting purposes. In addition, capital assets purchased with long-term debt may be capitalized regardless of the thresholds established. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest incurred during the construction phase of capital assets of business-type activities is included as part of the capitalized value of the assets constructed.

All reported capital assets are depreciated/amortized using the straight-line method over the following estimated useful lives:

Assets	Years
Land improvements	15 - 45
Buildings	45 - 50
Building improvements	10 - 20
Furniture	10 - 25
Equipment	5 - 50
Right-to-use lease assets	Lease life

Compensated Absences

The School District accounts for compensated absences in accordance with the GASB Codification, which requires a liability be reported for certain compensated absences as the benefits are earned by employees instead of when they are paid.

The School District allows employees to accumulate vacation days and sick leave subject to limits which are paid prior to retirement or termination. At the end of the fiscal year, the amount expected to be paid for compensated absences from current resources is accrued in the general fund.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Long-term Obligations

In the entity-wide financial statements and proprietary fund financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are netted against outstanding principal balances and amortized over the life of the bonds. Bond issuance costs are expensed when incurred. All amortization is calculated using the straight-line method.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs during the current period. The face amount of debt issued is reported as other financing sources while discounts and premiums on debt issuances are reported as other financial uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Deferred Inflows and Deferred Outflows of Resources

In addition to assets and liabilities, the statement of net position will sometimes report separate sections for deferred inflows and deferred outflows of resources. These separate financial statement elements represent acquisition or use of net position that applies to a future period(s) and so will not be recognized as an inflow or outflow of resources (revenue or expense) until that time. The School District currently has two items that qualify for reporting in this category. Certain changes to the net pension liability, including pension contributions made subsequent to the measurement date and, therefore, not reflected in the net pension liability under full accrual basis reporting, are required to be amortized over a period of years. Additionally, certain changes to the net OPEB liability, including OPEB contributions made subsequent to the measurement date and, therefore, not reflected in the net OPEB liability under full accrual basis reporting, are required to be recognized in a future year. The unamortized portions of these changes are reflected as deferred outflows and inflows of resources on the entity-wide and proprietary fund statements of net position. Governmental funds report unavailable revenue in connection with receivables for revenues that are not considered to be available to liquidate liabilities of the current period. The School District has one type of item that qualifies for reporting in this category. Delinquent taxes not collected within 60 days of year end and, therefore, are not available under modified accrual reporting are reflected as deferred inflows of resources on the general fund balance sheet.

Fund Balances

The School District complies with the GASB Codification, which provides clearly defined fund balance categories to make the nature and extent of the constraints placed on the School District's fund balances more transparent. The following classifications describe the relative strength of the spending constraints:

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

- *Nonspendable fund balance* – amounts that are not in spendable form (such as inventory) or are required to be maintained intact.

- *Restricted fund balance* – amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.

- *Committed fund balance* – amounts constrained to specific purposes by the School District itself, using its highest level of decision-making authority (the School Board of Directors). To be reported as committed, amounts cannot be used for any other purpose unless the School District takes the same highest level action to remove or change the constraint.

- *Assigned fund balance* – amounts the School District intends to use for a specific purpose. Intent can be expressed by the School Board of Directors or by an official or body to which the School Board of Directors delegates the authority.

- *Unassigned fund balance* – amounts available for any purpose. Positive amounts are reported only in the general fund. Negative unassigned fund balance may be reported in other governmental funds if expenditures incurred for specific purposes exceeded the amounts restricted, committed, or assigned to those purposes.

The School Board of Directors establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This is typically done through adoption and amendment of the budget. A fund balance commitment is further indicated in the budget document as a designation or commitment of the fund. Assigned fund balance is established by the School Board of Directors through adoption or amendment of the budget as intended for specific purposes (such as the purchase of capital assets, construction, debt service, or for other purposes).

The School District will typically use restricted fund balances first, followed by committed resources, and then assigned resources as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

In the general fund, the School District strives to maintain an unassigned fund balance to be used for unanticipated emergencies of approximately 8% of the actual GAAP basis expenditures and other financing sources and uses.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 3 CASH AND CASH EQUIVALENTS AND INVESTMENTS

Under Section 440.1 of the Public School Code of 1949, as amended, the School District is permitted to invest funds in the following types of investments:

- Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

- Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore, shall be pledged by the depository.

- Commercial paper, bankers' acceptances, and negotiable certificates of deposit receiving top ratings from at least two nationally recognized statistical ratings organizations.

The deposit and investment policy of the School District adheres to state statutes. The administration is not aware of any deposits or investment transactions during the year that were in violation of either state statues or the policy of the School District.

The breakdown of total cash and investments at June 30, 2026 is as follows:

Cash	$ 5,817,666
Investments	15,351,103
	$ 21,168,769

Deposits

At year end, the carrying amount of the School District's deposits was $5,817,666, and the bank balance was $6,061,218. Of the bank balance, $38,377 was covered by federal depository

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 3 CASH AND CASH EQUIVALENTS AND INVESTMENTS (cont'd)

insurance, and the remaining $6,022,841 was cash equivalents held as certificates of deposit with the Pennsylvania School District Liquid Asset Fund ("PSDLAF"), Pennsylvania INVEST, and the Pennsylvania Local Government Investment Trust ("PLGIT"), which enable governmental units to pool their available funds for investment in instruments authorized by Section 440.1 of the Pennsylvania Public School Code of 1949, as amended.

Investments

In general, all of the School District's investments are categorized as either (1) insured or registered for which the securities are held by the government or its agent in the government's name, (2) uninsured and unregistered for which the securities are held by the broker's or dealer's trust department or agent in the government's name, or (3) uninsured and unregistered for which the securities are held by the broker or dealer, or by its trust department or agency, but not in the government's name.

As of June 30, 2026, the School District had the following investments:

Investment	Fair Value
Pennsylvania School District Liquid Asset Fund (PSDLAF)	$ 15,351,103
Total Investments	$ 15,351,103

Although not registered with the Securities and Exchange Commission and not subject to regulatory oversight, PSDLAF acts like money market mutual funds in that their objective is to maintain a stable net asset value of $1 per share, is rated by a nationally recognized statistical rating organization, and is subject to an independent audit.

Of these investments, $229,600 is invested in certificates of deposit, and $15,121,503 is invested in 2a7-like pools. The amortized cost, which approximates fair value of the pool, is determined by the pool's share price. The School District has no regulatory oversight for the pools, which are governed by the Board of Trustees. PSDLAF is administered by PMA Financial Network, Inc., and the pool is audited annually by PricewaterhouseCoopers LLP, an independent certified public accounting firm.

Interest Rate Risk

The School District has a formal investment policy that limits maturities to 13 months or less in certain investments as a means of managing its exposure to fair value losses arising from increasing interest rates.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 3 CASH AND CASH EQUIVALENTS AND INVESTMENTS (cont'd)

Credit Risk

The School District has no investment policy that would limit its investment choices to certain credit ratings. As of June 30, 2026, the School District's investments were rated as:

Investment	Standard & Poor's
Pennsylvania School District Liquid Asset Fund (PSDLAF)	AAAm

Concentration of Credit Risk

The School District places no limit on the amount the School District may invest in any one issuer. As of June 30, 2026, all of the School District's investments are in PSDLAF.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School District will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The School District has no investments subject to custodial credit risk.

NOTE 4 REAL ESTATE TAXES RECEIVABLE AND UNAVAILABLE REVENUE

Based upon assessments provided by the County, the School District has two independently elected tax collectors who bill and collect the School District's property taxes. The School District's tax rate for the year ended June 30, 2026, was 120.51040 mills (120.51040 per $1,000 of assessed valuation) as levied by the Board of School Directors. The schedule for real estate taxes levied for each fiscal year is as follows:

July 1	-	Levy date
July 1 - August 31	-	2% discount period
September 1 - October 31	-	Face payment period
November 1 - December 15	-	10% penalty period
December 15	-	Lien date

The School District, in accordance with GAAP, recognized the delinquent and unpaid taxes receivable reduced by an allowance for uncollectible taxes as determined by administration.

The administration believes the full amount of unpaid taxes is collectible. A portion of this amount, which was measurable and available within 60 days, was recognized as revenue and the balance deferred in the fund financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 4 REAL ESTATE TAXES RECEIVABLE AND UNAVAILABLE REVENUE (cont'd)

The deferred inflow of resources balance in the general fund of $376,656 consists of unavailable real estate taxes.

The School District has abated property taxes under Pennsylvania Conservation and Land Development Act ("Act 153") of $5,543. In accordance with Act 153, real properties located within the School District that are registered as open space properties are exempt from future millage increases once said properties are accepted into the Open Space Program.

The School District also has abated property taxes under The Taxpayer Relief Act, Act 1 of Special Session 1 of 2006 ("Act 1") of $1,311,611. Act 1 provides for property tax reduction allocations to be distributed by the Commonwealth to each school district, and the state funds must then be used to reduce local residential school property tax bills. Property tax reduction will be through a "homestead exclusion." Under homestead property tax exclusion, the assessed value of each homestead or farmstead is reduced by the amount of the exclusion before the property tax is computed.

NOTE 5 INTERNAL RECEIVABLES, PAYABLES, AND TRANSFERS

The composition of interfund balances as of June 30, 2026 is as follows:

Due To	Amount	Due From	Amount
General Fund	$ 353,655	Food Service Fund	$ 353,655
Capital Projects Fund	586,553	General Fund	586,553
	$ 940,208		$ 940,208

Interfund balances between funds represent temporary loans recorded at year end subsequent to a final allocation of expenses. The balances generally are paid shortly after year end.

The general fund transferred $1,855,000 to the capital reserve fund and $150,000 to the Food Service Fund during the year ended June 30, 2026 to support the long term capital needs of the District.

NOTE 6 UNEARNED REVENUES

The School District records unearned revenue for resources that have been received but not yet earned. At the end of the current fiscal year, the School District had no unearned revenues.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 7 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2026 was as follows:

	Balance	Increase	Decrease	Balance
Governmental Activities				
Capital assets not being depreciated:				
Land	$ 1,710,672	$ -	$ -	$ 1,710,672
Total Capital Assets Not Being Depreciated	1,710,672	-	-	1,710,672
Capital assets being depreciated:				
Land improvements	3,744,358	-	-	3,744,358
Buildings and building improvements	91,295,049	170,496	-	91,465,545
Furniture and equipment	5,146,353	165,112	-	5,311,465
Right-to-use lease asset	156,003	-	-	156,003
Total Capital Assets Being Depreciated	100,341,763	335,608	-	100,677,371
Less accumulated depreciation/ amortization for:				
Land improvements	2,306,989	-	-	2,306,989
Buildings and building improvements	25,550,270	984,653	-	26,534,923
Furniture and equipment	3,432,428	1,179,414	-	4,611,842
Right-to-use lease asset	28,601	31,197	-	59,797
Total Accumulated Depreciation/Amortization	31,318,288	2,195,263	-	33,513,552
Total Capital Assets Being Depreciated/ Amortized, Net	69,023,475	(1,859,665)	-	67,163,819
Governmental Activities Assets, Net	$ 70,734,147	$ (1,859,665)	$ -	$ 68,874,491
Business-type Activities				
Capital assets being depreciated:				
Equipment	$ 261,460	$ -	$ -	$ 261,460
Less accumulated depreciation for:				
Equipment	238,661	4,026	-	242,687
Business-type Activities Capital Assets, Net	$ 22,799	$ (4,026)	$ -	$ 18,773

Depreciation/amortization expense was charged to functions/program of primary government as follows:

Governmental Activities:	
Instruction	$ 235,509
Administrative and financial support services	410,085
Operation and maintenance of plant services	1,536,987
Pupil transportation	12,682
Total Depreciation/Amortization Expense - Governmental Activities	$ 2,195,263

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 7 CAPITAL ASSETS (cont'd)

Depreciation expense was charged to the functions of the business-type activities as follows:

Business-type Activities:	
Food service	$ 4,026
Total Depreciation Expense - Business-type Activities	$ 4,026

NOTE 8 LONG-TERM LIABILITIES

General Obligation Bonds - Series of 2017

On September 12, 2017, General Obligation Bonds, Series of 2017, were sold. The aggregate principal amount of this issue was $6,600,000. The bonds bear interest rates ranging from 2.0% to 3.0%. Interest will be paid to the registered owners of the bonds semi-annually on August 15 and February 15 of each year with final maturity on February 15, 2036. The proceeds of the bonds were used to pay the costs of: (a) funding the design, acquisition, and construction of capital improvements and (b) paying the costs and expenses incurred by the School District in connection with the issuance of the bonds. 5,955,000

General Obligation Bonds - Series of 2019 B

On December 11, 2019, General Obligation Bonds, Series of 2019 B, were sold. The aggregate principal amount of this issue was $6,600,000. The bonds bear interest rates ranging from 2.0% to 3.0%. Interest will be paid to the registered owners of the bonds semi-annually on March 1 and September 1 of each year with final maturity on February 15, 2035. The proceeds of the bonds were used to pay the costs of: (a) funding the design, acquisition, and construction of capital improvements and (b) paying the costs and expenses incurred by the School District in connection with the issuance of the bonds. 2,685,000

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 8 LONG-TERM LIABILITIES (cont'd)

General Obligation Bonds - Series of 2020 A

On November 18, 2020, General Obligation Bonds, Series of 2020 A, were sold. The aggregate principal amount of this issue was $9,645,000. The bonds bear interest at 2.0%. Interest will be paid to the registered owners of the bonds semi-annually on February 15 and August 15 of each year with final maturity on February 15, 2035. The proceeds of the bonds were used to pay the costs of: (a) currently refunding the School District's Series of 2015 A bonds and (b) paying the costs and expenses incurred by the School District in connection with the issuance of the bonds. 8,805,000

General Obligation Bonds - Series of 2021 A

On November 22, 2021, General Obligation Bonds, Series of 2021 A, were sold. The aggregate principal amount of this issue was $9,755,000. The bonds bear interest at 2.0%. Interest will be paid to the registered owners of the bonds semi-annually on February 15 and August 15 of each year with final maturity on February 15, 2036. The proceeds of the bonds were used to pay the costs of: (a) currently refunding the School District's Series of 2016 A bonds and (b) paying the costs and expenses incurred by the School District in connection with the issuance of the bonds. 9,030,000

Total Bonds/Notes Payable $ 26,475,000

Annual debt service requirements to maturity for general obligation bonds and notes, including interest, are as follows:

Year Ending June 30,	Principal Maturities	Interest Maturities	Total Maturities
2027	2,415,000	839,697	3,254,697
2028	2,440,000	779,869	3,219,869
2029	2,500,000	707,530	3,207,530
2030	2,550,000	630,480	3,180,480
2031	2,605,000	549,605	3,154,605
2032 - 2036	13,965,000	1,361,653	15,326,653
	$ 26,475,000	$ 4,868,834	$ 31,343,834

Changes in Long-term Liabilities

Long-term liability balance and activity for the year ended June 30, 2026 was as follows:

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 8 LONG-TERM LIABILITIES (cont'd)

	Balance July 1, 2025	Additions	Reductions	Balance June 30, 2026	Due Within One Year
Governmental Activities					
Bonds and notes payable	$ 28,615,000	$ -	$ 2,140,000	$ 26,475,000	$ 2,415,000
Bond discounts	(33,044)	-	(3,098)	(29,946)	(3,098)
Bond premiums	313,293	-	11,941	301,352	8,169
Net bonds and notes payable	28,815,249	-	2,148,843	26,746,406	2,420,071
Other long-term liabilities:					
Compensated absences	3,587,090	-	385,960	3,201,130	147,915
Lease liability	129,815	-	29,743	100,072	31,032
Net pension liability	57,715,672	-	2,304,467	55,411,205	-
Net OPEB Liability	3,467,558	-	203,037	3,264,521	-
Total Governmental Long-term Liabilities	$ 93,795,384	$ -	$ 5,072,050	$ 88,723,334	$ 2,599,018

The following summarizes the changes in the long-term liabilities of business-type activities for the year ended June 30, 2026:

	Balance June 30, 2025	Additions	Reductions	Balance June 30, 2026	Due Within One Year
Net pension liability	$ 755,328	$ -	$ 37,534	$ 717,794	$ -
Net OPEB liability	37,464	26,788	-	64,252	-
TOTALS	$ 792,792	$ 26,788	$ 37,534	$ 782,046	$ -

Long-term liabilities of governmental activities are anticipated to be liquidated by the general fund. Long-term liabilities of business-type activities are anticipated to be liquidated by the food service fund. Additions in compensated absences are reported net of reductions. Total interest expense during the year ended June 30, 2026 was $872,378.

NOTE 9 EMPLOYEE RETIREMENT PLAN

Plan Description

The School District contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the system include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 9 EMPLOYEE RETIREMENT PLAN (cont'd)

year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. Benefit terms and contribution rates may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval. The PSERS issues a publicly available annual comprehensive financial report that includes the financial statements and required supplementary information for the plan. A copy of this report may be obtained by visiting the PSERS website at www.psers.pa.gov

Benefits Provided

The PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62, with at least one year of credited service, (b) age 60 with 30 or more years of credited service, or (c) 35 or more years of service regardless of age. Act 120 of 2010 ("Act 120") preserves the benefits of existing members, and introduced benefit reductions for individuals who became new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E ("Class T-E"), and Membership Class T-F ("Class T-F"). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of three years of service, or attain a total combination and age and service that is equal to or greater than 92, with a minimum of 35 years of service. Benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the code, multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested, and early retirement may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the code, multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members, or who has at least five years of credited service for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Member Contributions

Active members who joined the system prior to July 22, 1983 contributed at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 9 EMPLOYEE RETIREMENT PLAN (cont'd)

Members who joined the system on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the system after June 30, 2001 and before July 1, 2011 contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the system after June 30, 2011 automatically contribute at the Membership Class T-E rate of 7.50% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.30% (base rate) of the member's qualifying compensation. Membership Class T-E and T-F are affected by a "shared risk" provision in Act 120 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.50% and 9.50%, and Membership Class T-F contribution rate to fluctuate between 10.30% and 12.30%.

Employer Contributions

The School District's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2026, the rate of the employer contribution was 34.00% of covered payroll, which was comprised of 32.96% for pension contributions, 0.42% for the PSERS defined contribution plan, and 0.62% for healthcare contributions. The School District's contribution to PSERS for pension contributions for the year ended June 30, 2026 was $7,904,093.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2026, the School District reported a liability of $56,129,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2025, and the total pension liability used to calculate the net pension liability was determined by rolling forward the system's total pension liability as of June 30, 2024 to June 30, 2025. The School District's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2025, the School District's proportion was 0.1446%, which was an increase of 0.0049% from its proportion measured as of June 30, 2024.

For the year ended June 30, 2026, the School District recognized pension expense of $4,476,501. At June 30, 2026, the School District reported deferred outflows of resources and deferred inflows of resources relating to pensions from the following sources:

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 9 EMPLOYEE RETIREMENT PLAN (cont'd)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ -	$ 197,000
Difference between expected and actual experience	946,000	472,000
Change in proportionate share of the net pension liability	2,557,000	-
Difference between employer contributions and proportionate share of total contributions	-	356,267
Contributions subsequent to the date of measurement	7,904,093	-
	$11,407,093	$ 1,025,267

An amount of $7,904,093 is reported as deferred outflows of resources resulting from the School District's contributions subsequent to the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2027. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources relating to pensions and will be recognized in pension expense as follows:

Year Ending June 30,	
2027	$ 2,380,933
2028	812,933
2029	(46,066)
2030	(670,067)
	$ 2,477,733

Actuarial Assumptions

The total pension liability as of June 30, 2025 was determined by rolling forward the system's total pension liability as of the June 30, 2024 actuarial valuation to June 30, 2025 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 7.00%, including inflation of 2.50%
- Salary increases – effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 9 EMPLOYEE RETIREMENT PLAN (cont'd)

- The discount rate used to measure the total pension liability was 7.00% as of June 30, 2024 and as of June 30, 2025.
- Demographic and economic assumptions approved by the Board for use effective with the June 30, 2022 actuarial valuation:
  - Salary growth rate – decreased from 5.00% to 4.50%
  - Real wage growth and merit or seniority increases (components for salary growth) – decreased from 2.75% and 2.25% to 2.50% and 2.00%, respectively
  - Mortality rates – Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.

The long-term expected rate of return on pension plan investments was determined using the building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS Board of Directors. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

A schedule of plan investments by asset class, target allocations, and long-term expected real rate of return is as follows:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Global public equity (hedged)	32.0%	4.2%
Private equity	12.0%	6.7%
Fixed income	34.0%	3.5%
Commodities	4.0%	3.9%
Infrastructure	10.0%	5.9%
Real estate	8.0%	6.4%
	100.0%	

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 9 EMPLOYEE RETIREMENT PLAN (cont'd)

The above was the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2025.

Discount Rate

The discount used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates which are actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.00%) or one percentage point higher (8.00%) than the current rate.

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School District's proportionate share of the net pension liability	$ 75,734,000	$ 56,129,000	$ 39,565,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in the PSERS Annual Comprehensive Financial Report, which can be found on the system's website at www.psers.pa.gov.

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

The School District administers a single employer defined benefit healthcare plan (the Retiree Health Plan) for employees who meet the eligibility requirements upon retirement. The School

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

District's retired employees are allowed to continue coverage for themselves and their dependents in the employer's group health plan until the retired employee reaches Medicare age. In order to obtain coverage, retired employees must provide payment equal to the premium determined for the purpose of COBRA. In accordance with the GASB Codification, retiree benefits are viewed as a form of deferred compensation. As such, the benefits are treated as being earned over the working lifetime of the employee so that the cost is fully charged to operations by the earliest date of eligibility under the plan. A plan report is available in the School District office.

Funding Policy

The contribution requirements of plan members are established and may be amended by the Board of School Directors. The School District has no assets accumulated in a trust or equivalent arrangement for the purpose of administering the OPEB plan. The required contribution is based on projected pay-as-you-go financing requirements, with any additional amount to prefund as determined annually by the Board of School Directors. For fiscal year 2026, the School District paid $99,331 to plan members eligible for receiving benefits.

Actuarial Assumptions and Other Inputs

The total OPEB liability was measured as of July 1, 2025, utilizing an actuarial valuation as of that date.

Discount Rate

The discount used to measure the total OPEB liability was 4.29% and 4.81% for the measurement dates of July 1, 2024 and July 1, 2025, respectively, based on S&P Municipal Bond 20-year High Grade Rate Index.

Salary Increases

An assumption for salary increases is used only for spreading contributions over future pay under the entry age normal cost method. For this purpose, salary increases are composed of a 2.5% cost of living adjustment, 1% real wage growth, and for teachers and administrators, a merit increase which varies by age from 2.75% to 0%.

Withdrawal

Rates of withdrawal vary by age, gender, and years of service. Sample rates for employees with more than 10 years of service are shown below. Rates for new employees start at 25.93% for men and 27.46% for women and decrease with age and service.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Age	Male Rate	Female Rate
25	4.55%	3.90%
30	4.55%	3.90%
35	1.68%	2.83%
40	1.42%	1.67%
45	1.41%	1.60%
50	1.89%	2.08%
55	3.63%	3.66%
60	5.49%	5.94%

Mortality Rates

PubT-2010 headcount-weighted mortality table including rates for contingent survivors for teachers. PubG-2010 headcount-weighted mortality table including rates for contingent survivors for all other employees.

Incorporated into the table are rates projected generationally by the Scale MP-2021 to reflect mortality improvement.

Disability

No disability was assumed.

Retirement

Assumed retirement rates are based on PSERS plan experience and vary by age, service, and gender.

	Age 55 and 25 Years of Service		Superannuation TC and TD		Superannuation TE, TF, TG, and TH	
Age	Male	Female	Male	Female	Male	Female
55	14.5%	14.5%	25.0%	16.0%	16.3%	19.5%
56	14.5%	14.5%	25.0%	20.0%	16.3%	19.5%
57	14.5%	15.0%	28.0%	28.0%	16.3%	19.5%
58	14.5%	15.0%	28.0%	30.0%	16.3%	19.5%
59	21.6%	20.7%	28.0%	30.0%	16.3%	19.5%
60	14.5%	15.0%	29.0%	31.0%	16.3%	19.5%
61	29.0%	29.0%	29.0%	31.0%	16.3%	19.5%
62	29.0%	29.0%	36.0%	31.0%	16.3%	19.5%
63	29.0%	29.0%	21.0%	20.0%	16.3%	19.5%
64	29.0%	29.0%	22.0%	25.0%	16.3%	19.5%

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

	Age 55 and 25 Years of Service		Superannuation TC and TD		Superannuation TE, TF, TG, and TH	
Age	Male	Female	Male	Female	Male	Female
65	29.0%	29.0%	23.0%	28.0%	16.3%	19.5%
66	29.0%	29.0%	23.0%	27.0%	16.3%	19.5%
67	29.0%	29.0%	20.0%	23.0%	16.3%	19.5%
68	29.0%	29.0%	20.0%	22.0%	16.3%	19.5%
69	29.0%	29.0%	20.0%	23.0%	16.3%	19.5%
70	29.0%	29.0%	20.0%	23.0%	16.3%	19.5%
71-73	29.0%	29.0%	20.0%	20.0%	16.3%	19.5%
74-79	29.0%	29.0%	25.0%	25.0%	16.3%	19.5%
80+	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Percent of Eligible Retirees Electing Coverage in Plan

Forty percent of all employees are assumed to elect coverage.

Percent Married at Retirement

Twenty percent of employees are assumed to be married and have a spouse covered by the plan at retirement. Non-spouse dependents are deemed to be immaterial.

Spouse Age

Wives are assumed to be two years younger than their husbands.

Per Capita Claims Cost

The per capita claims cost for medical and prescription drugs is based on the expected portion of the group's overall cost attributed to individuals in the specified age and gender brackets. Dental and vision costs are assumed to not vary with age or gender. The resulting costs are as follows:

	Medical		Prescription Drug	
Age	Male	Female	Male	Female
45 - 49	$ 6,217	$ 8,979	$ 1,676	$ 2,420
50 - 54	$ 8,234	$ 10,148	$ 2,220	$ 2,735
55 - 59	$ 10,029	$ 10,618	$ 2,703	$ 2,862
60 - 64	$ 13,087	$ 12,198	$ 3,528	$ 3,288
65+	$ 6,423	$ 6,423	$ 4,971	$ 4,971

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Retiree Contributions

Retiree contributions are assumed to increase at the same rate as the healthcare cost trend rate.

Healthcare Cost Trend

The healthcare cost trend was 7.0% in 2024 with 0.5% decrease per year until 5.5% in 2028. Rates gradually decrease from 5.4% in 2029 to 4.0% in 2075 and later based on the Society of Actuaries Long-Run Medical Cost Trend Model.

Actuarial Value of Assets

The actuarial value of assets is equal to the market value of assets.

Actuarial Cost Method – Entry Age Normal

Under the entry age normal cost method, the normal cost is the present value of benefits allocated to the year following the valuation date. Benefits are allocated on a level basis over the earnings of an individual between the date of hire and the assumed retirement age. The accrued liability as of the valuation date is the excess of the present value of future benefits over the present value of future normal cost. The unfunded accrued liability is the excess of the accrued liability over the actuarial value of assets. Actuarial gains and losses serve to reduce or increase the unfunded accrued liability.

Participant Data

Participant data is based on census information as of July 2024. The plan consisted of 243 participants, of which 234 were active and 9 were retired and receiving benefits.

Sensitivity Analysis

The following presents the net OPEB liability, calculated using the valuation discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current rate.

	1% Decrease 3.81%	Current Discount Rate 4.81%	1% Increase 5.81%
Total OPEB liability	$ 1,035,194	$ 966,773	$ 901,766
Fiduciary net position	-	-	-
Net OPEB liability	$ 1,035,194	$ 966,773	$ 901,766

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

The following presents the net OPEB liability, calculated using the valuation healthcare cost trend rate, as well as what the net OPEB liability would be if it were calculated using a trend rate that is one percentage point lower each year or one percentage point higher each year than the current rate.

	1% Decrease	Current Trend Rate	1% Increase
Total OPEB liability	$ 866,085	$ 966,773	$ 1,083,286
Fiduciary net position	-	-	-
Net OPEB liability	$ 866,085	$ 966,773	$ 1,083,286

Changes in Total OPEB Liability:

Total OPEB liability as of June 30, 2024	$ 1,025,022
Service cost	52,925
Interest on OPEB obligation	42,999
Effect of assumption changes or inputs	(14,524)
Benefit payments	(139,649)
Total OPEB liability as of June 30, 2025	$ 966,773

The amount of OPEB expense for the single employer plan recognized by the School District was $71,852 for the year ended June 30, 2026. At June 30, 2026, the School District reported deferred outflows of resources and deferred inflows of resources relating to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in assumption	93,013	232,952
Net difference between expected and actual experience	19,333	75,556
Benefits paid subsequent to the date of measurement	99,331	-
	$ 211,677	$ 308,508

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 10 SINGLE EMPLOYER OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of $99,331 is reported as deferred outflows of resources resulting from the School District's contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2027. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to OPEB and will be recognized in OPEB expense as follows:

Year Ending June 30,	
2027	(24,072)
2028	(24,072)
2029	(24,072)
2030	(24,072)
2031	(24,075)
Thereafter	(75,799)
	$ (196,162)

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN

Health Insurance Premium Assistance Program

PSERS provides premium assistance, which is a governmental cost-sharing, multiple-employer other postemployment benefits ("OPEB") plan for all eligible retirees who qualify and elect to participate. Employer contribution rates for premium assistance are established to provide reserves in the health insurance account that are sufficient for the payment of premium assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2024, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the system can participate in the premium assistance program if they satisfy the following criteria:

- Have 24½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

OPEB Plan Description

The School District contributes to the Public School Employees' Retirement System ("PSERS"), a governmental cost-sharing multiple-employer defined benefit OPEB plan that provides postemployment benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the PSERS plan include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. Benefit terms and contribution rates may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval. The PSERS issues a publicly available annual comprehensive financial report that includes the financial statements and required supplementary information for the plan. A copy of this report may be obtained by visiting the PSERS website at www.psers.pa.gov.

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program.

Employer Contributions

The School District's contractually required contribution rate for the fiscal year ended June 30, 2026 was 0.62% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The School District's OPEB contribution to PSERS for the year ended June 30, 2026 was $148,681.

OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources

At June 30, 2026, the School District reported a liability of $2,362,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2025, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the system's total OPEB liability as of June 30, 2024 to June 30, 2025. The School District's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2026, the School District's proportion was 0.1436%, which was an increase of 0.0040% from its proportion measured as of June 30, 2025.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

For the year ended June 30, 2026, the School District recognized OPEB expense of $6,698. At June 30, 2026, the School District reported deferred outflows of resources and deferred inflows of resources relating to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	$ 1,000	$ -
Change in proportionate share of the net pension liability	175,000	3,000
Change in assumptions	94,000	405,000
Difference between expected and actual experience	5,000	43,000
Difference between actual and proportionate share share of contributions	4,829	-
Contributions subsequent to the date of measurement	148,681	-
	$ 428,510	$ 451,000

An amount of $148,681 is reported as deferred outflows of resources resulting from the School District's contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2027. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources relating to OPEB and will be recognized in OPEB expense as follows:

Years Ending June 30,	
2027	$ (54,632)
2028	(68,992)
2029	20,040
2030	17,168
2031	8,552
Thereafter	(93,307)
	$ (171,171)

Actuarial Assumptions

The total OPEB liability as of June 30, 2025, was determined by rolling forward the system's total OPEB liability as of June 30, 2024 to June 30, 2025 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry age normal – level percentage of pay
- Investment return – 4.81% – S&P 20-year Municipal Bond Rate

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

- Salary growth – effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases
- Premium assistance reimbursement is capped at $1,200 per year.
- Assumed healthcare cost trends were applied to retirees with less than $1,200 in premium assistance per year.
- Mortality rates were previously based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. Effective with the June 30, 2021 actuarial valuation, mortality rates are based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate pre-age 65 at 50%.
  - Eligible retirees will elect to participate post-age 65 at 70%.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2024.
- Cost method – Amount necessary to assure solvency of premium assistance through the third fiscal year after the valuation date.
- Asset valuation method – Market value
- Participation rate – 63% of eligible retirees are assumed to elect premium assistance.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

Investments consist primarily of short-term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Under the program, as defined in the retirement code, employer contribution rates for premium assistance are established to provide reserves in the health insurance account that are sufficient for the payment of premium assistance benefits for each succeeding year.

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Cash	100.0%	1.7%
	100.0%	

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2026.

Discount Rate

The discount rate used to measure the total OPEB liability was 4.13%, an increase from 4.81% as of June 30, 2025. Under the plan's funding policy, contributions are structured for short-term funding of premium assistance. The funding policy sets contribution rates necessary to assure solvency of premium assistance through the third fiscal year after the actuarial valuation date. The premium assistance account is funded to establish reserves that are sufficient for the payment of premium assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 4.81%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2025, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the System's Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than $1,200 in annual premium assistance. As of June 30, 2025, retirees' premium assistance benefits are not subject to future healthcare cost increases. The annual premium assistance reimbursement for qualifying retirees is capped at a maximum of $1,200. As of June 30, 2025, 92,149 retirees were receiving the maximum amount allowed of $1,200 per year. As of June 30, 2025, 489 members were receiving less than the maximum amount allowed of $1,200 per year. The actual number of retirees receiving less than the $1,200 per year cap is a small percentage of the total population and has a minimal impact on healthcare cost trends as depicted below.

The following presents the system's net OPEB liability for June 30, 2025, calculated using current healthcare cost trends, as well as what the system's net OPEB liability would be if its healthcare cost trends were one percentage point lower or one percentage point higher than the current rate:

	1% Decrease	Current Trend Rate	1% Increase
School District's proportionate share of the net OPEB liability	$ 2,362,000	$ 2,362,000	$ 2,362,000

Sensitivity of the School District's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 4.81%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.81%) or one percentage point higher (5.81%) than the current rate:

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 11 PUBLIC SCHOOL EMPLOYEES' RETIREMENT SYSTEM OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

	1% Decrease 3.81%	Current Discount Rate 4.81%	1% Increase 5.81%
School District's proportionate share of the net OPEB liability	$ 2,656,000	$ 2,362,000	$ 2,114,000

OPEB Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in the PSERS Annual Comprehensive Financial Report, which can be found on the system's website at www.pa.gov/psers.

NOTE 12 NET OTHER POSTEMPLOYMENT BENEFITS LIABILITY

The School District's aggregate net OPEB liability and deferred inflows and outflows of resources are as follows:

	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources
School District Plan (See Note 10)	$ 966,773	$ 211,677	$ 308,508
PSERS Plan (See Note 11)	2,362,000	428,510	451,000
Total	$ 3,328,773	$ 640,187	$ 759,508

NOTE 13 FUND BALANCES

As of June 30, 2026, fund balances are composed of the following:

	General Fund	Capital Reserve Fund	Total Governmental Fund
Restricted:			
Capital projects	$ -	$ 473,897	$ 473,897
Committed:			
PSERS increases	-	-	-
Capital projects	17,327,028	-	17,327,028
Unassigned	3,177,652	-	3,177,652
Total Fund Balances	$ 20,504,680	$ 473,897	$ 20,978,577

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 14 CONTINGENCIES AND COMMITMENTS

Government Grants and Awards

The School District participates in both state and federally assisted grant programs. These programs are subject to program compliance audits by the grantors or their representatives. The School District is potentially liable for any expenditure which may be disallowed pursuant to the terms of these grant programs. Management is not aware of any material items of noncompliance which would result in the disallowance of program expenditures.

NOTE 15 JOINT VENTURES

On March 6, 1998, four public school districts in Bucks County signed lease agreements with the Middle Bucks Area Vocational - Technical School Authority ("the VoTech Authority"). The VoTech Authority issued $3,980,000 of bonds that year, and each school district agreed to make payments of their prorated share of the VoTech Authority's debt service. Each school district's prorated share is calculated annually based on assessed market value. On June 1, 2003, the above bonds were refinanced with the VoTech Authority, issuing $3,525,000 of bonds. On April 1, 2006, four public school districts in the County signed lease agreements with the VoTech Authority. The VoTech Authority issued $16,500,000 of bonds that year, and each school district agreed to make payments of their prorated share of the VoTech Authority's debt service. Each school district's prorated share is calculated annually based on assessed market value. The VoTech Authority prepares financial statements, which can be obtained from the Middle Bucks Area Vocational - Technical School Authority, Administrative Office, 2740 Old York Road, Jamison, PA 18929.

During the year ended June 30, 2026, the School District paid $114,342 in operating lease payments for its prorated share of the VoTech Authority's debt service.

NOTE 16 COMMITMENTS

The School District has office equipment leases expiring through 2030. The annual minimum lease payments related to these leases are included in the future annual minimum obligation under the above service contract and leases below.

Future annual minimum obligations under the above service contract and leases are as follows:

Years Ending June 30,	Principal	Interest	Total
2027	$ 31,032	$ 3,655	$ 34,687
2028	32,370	2,317	34,687
2029	33,779	908	34,687
2030	2,891	-	2,891
Totals	$ 100,072	$ 6,880	$ 106,952

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 17 RISK MANAGEMENT

The School District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for workers' compensation, for which the School District retains risk of loss. For insured programs, there were no significant reductions in insurance coverages during the 2025 - 2026 year. Settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

NOTE 18 DEFICIT NET POSITION/FUND BALANCE

For governmental activities, business-type activities, and the food service fund, the unrestricted net deficit amounts of $30,894,604, $1,093,023, and $1,093,023, respectively, include the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension and OPEB liabilities, the unamortized portion of contributions made in excess of the School District's share of its proportionate contributions to its pension and OPEB plans, and the deferred outflows resulting from the change in the School District's share of the net pension and OPEB liabilities. This is offset by the School District's actuarially determined pension and OPEB liabilities and the deferred inflows resulting from the differences between projected and actual investment earnings and changes in assumptions.

NOTE 19 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

Other instructional programs	$	4,661
Administrative support	$	248,069
Operation and maintenance of plant services	$	145,013
Student transportation	$	124,995

The excess of expenditures over appropriations was financed with positive budget variances in other functions.

NOTE 20 IMPLEMENTATION OF GASB STATEMENT NO. 103

During the year ended June 30, 2026, the School implemented Governmental Accounting Standards Board ("GASB") Statement No. 103, "Financial Reporting Model Improvements." The purpose of this statement is to improve clarity, consistency, and usefulness of the management's discussion and analysis and budgetary comparison information.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 21 SUBSEQUENT EVENTS

The School District has evaluated all subsequent events through (To be determined), the date the financial statements were available to be issued.

DRAFT - FOR DISCUSSION PURPOSES ONLY

REQUIRED SUPPLEMENTARY INFORMATION

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2026

	Budgeted Amounts		Variance Between Original and Final Budgeted Amounts	Actual (GAAP Basis)	Variance with Final Budget Positive (Negative)
	Original	Final			
REVENUES					
Local sources	$ 42,950,773	$ 42,950,773	$ -	$ 44,789,992	$ 1,839,219
State sources	8,724,934	8,724,934	-	9,332,444	607,510
Federal sources	424,459	424,459	-	438,724	14,265
TOTAL REVENUES	52,100,166	52,100,166	-	54,561,160	2,460,994
EXPENDITURES					
Instruction:					
Regular programs	19,156,070	19,156,070	-	18,719,563	436,507
Special programs	8,284,162	8,284,162	-	8,081,103	203,059
Vocational programs	1,322,944	1,322,944	-	1,213,042	109,902
Other instructional programs	9,486	9,486	-	14,147	(4,661)
Total Instruction	28,772,662	28,772,662	-	28,027,855	744,807
Support Services:					
Pupil services	3,437,909	3,437,909	-	2,907,917	529,992
Instructional support	3,141,628	3,141,628	-	3,122,892	18,736
Administrative support	3,996,489	3,996,489	-	4,244,558	(248,069)
Pupil health	692,309	692,309	-	609,673	82,636
Business support	1,315,638	1,315,638	-	1,117,157	198,481
Operation and maintenance of plant services	4,346,220	4,346,220	-	4,491,233	(145,013)
Student transportation	1,888,400	1,888,400	-	2,013,395	(124,995)
Central support	460,020	460,020	-	453,409	6,611
Other support services	12,000	12,000	-	11,079	921
Total Support Services	19,290,613	19,290,613	-	18,971,313	319,300
Operation of noninstructional services	1,135,114	1,135,114	-	1,112,821	22,293
Capital outlay	170,000	170,000	-	5,123	164,877
Debt service	2,979,988	2,979,988	-	2,979,888	100
TOTAL EXPENDITURES	52,348,377	52,348,377	-	51,097,000	1,251,377
EXCESS (DEFICIENCY) OF REVENUE OVER (UNDER) EXPENDITURES	(248,211)	(248,211)	-	3,464,160	3,712,371
OTHER FINANCING SOURCES (USES)					
Budgetary reserve	(750,000)	(750,000)	-	-	750,000
Transfers out	(1,850,000)	(1,850,000)	-	(2,005,000)	(155,000)
TOTAL OTHER FINANCING SOURCES (USES)	(2,600,000)	(2,600,000)	-	(2,005,000)	595,000
NET CHANGE IN FUND BALANCE	(2,848,211)	(2,848,211)	-	1,459,160	4,307,371
FUND BALANCE, BEGINNING OF YEAR	19,045,520	19,045,520	-	19,045,520	-
FUND BALANCE, END OF YEAR	$ 16,197,309	$ 16,197,309	$ -	$ 20,504,680	$ 4,307,371

The accompanying notes are an integral part of these financial statements.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NOTE 1 BUDGETARY BASIS AND CONTROL

The District adopts an annual budget for its General fund. The Board of Directors adopted the original fiscal year 2026 budget on June 26, 2025. The budgetary comparison schedule presents the original legally adopted budget, the final legally amended budget, actual results on the budgetary basis, the variance between the original and final budgets, and the variance between the final budget and actual results.

NOTE 2 BUDGETARY COMPARISON SCHEDULE - GENERAL FUND

The Budgetary Comparison Schedule - Governmental Funds presents a detailed comparison of the original and final budgeted amounts to the actual amounts as of June 30, 2026. For the year ended June 30, 2026, the Governmental funds incurred the following significant variances between final budgeted and actual amounts:

Revenues

- Local sources revenues ($1,839,992 favorable) – local source revenues exceeded budget primarily due to higher than anticipated earned income and transfer tax revenues.
- State source revenues ($607,510 favorable) – state source revenues exceeded budget primarily to additional grant funding from the state, including additional special education funding.

Expenses

- Regular programs ($436,507 favorable) – regular programs results were favorable compared to the budget primarily due to savings in salaries and related costs
- Pupil services ($529,992 favorable) – regular programs results were favorable compared to the budget primarily due to savings in salaries and related costs

NOTE 3 OTHER VARIANCES

Management reviewed all remaining original-to-final and final-to-actual variances and concluded that they were not significant. Those variances principally reflect normal fluctuations in timing, purchasing, staffing, and reimbursement activity and do not require separate explanation in these notes.

NEW HOPE-SOLEBURY SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)

	MEASUREMENT DATE									
	June 30,2025	June 30,2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016
School District's proportion of the net pension liability	0.1446%	0.1397%	0.1361%	0.1339%	0.1340%	0.1285%	0.1282%	0.1279%	0.1329%	0.1389%
School District's proportion of the net pension liability - dollar value	$ 56,129,000	$ 58,471,000	$ 60,546,000	$ 59,530,000	$ 55,016,000	$ 63,272,000	$ 59,975,000	$ 61,398,000	$ 65,637,000	$ 68,834,000
School District's covered employee payroll	$ 22,136,628	$ 22,103,794	$ 19,100,041	$ 19,371,768	$ 18,239,275	$ 17,597,458	$ 17,383,914	$ 17,179,067	$ 17,679,436	$ 17,969,799
School District's proportionate share of the net pension liability as a percentage of its covered employee payroll	253.56%	264.53%	316.99%	307.30%	301.63%	359.55%	345.00%	357.40%	371.26%	383.05%
Plan fiduciary net position as a percentage of the total pension liability	68.04%	64.63%	61.85%	61.74%	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL DISTRICT PENSION CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)

	June 30,2026	June 30,2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Contractually required contribution	$ 7,904,093	$ 7,287,379	$ 7,314,146	$ 6,553,224	$ 6,584,464	$ 6,111,981	$ 5,870,512	$ 5,667,156	$ 5,452,636	$ 5,298,700
Contributions in relation to the contractually required contribution	7,904,093	7,287,379	7,314,146	6,553,224	6,584,464	6,111,981	5,870,512	5,667,156	5,452,636	5,298,700
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
School District's covered employee payroll	$ 23,980,685	$ 22,136,628	$ 22,103,794	$ 19,100,041	$ 19,371,768	$ 18,239,275	$ 17,597,458	$ 17,383,914	$ 17,179,067	$ 17,679,436
Contributions as a percentage of covered employee payroll	32.96%	32.92%	33.09%	34.31%	33.99%	33.51%	33.36%	32.60%	31.74%	29.97%

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL DISTRICT'S PROPORTIONATE SHARE
OF THE NET OPEB LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)

	MEASUREMENT DATE								
	June 30,2025	June 30,2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
School District's proportion of the net OPEB liability	0.1436%	0.1396%	0.1355%	0.1335%	0.1338%	0.1280%	0.1282%	0.1279%	0.1329%
School District's proportion of the net OPEB liability - dollar value	$ 2,362,000	$ 2,480,000	$ 2,451,000	$ 2,457,000	$ 3,172,000	$ 2,766,000	$ 2,727,000	$ 2,667,000	$ 2,708,000
School District's covered employee payroll	$ 22,136,628	$22,103,794	$19,371,768	$18,239,275	$18,239,275	$17,597,458	$17,383,914	$17,179,067	$17,679,436
School District's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	10.67%	11.22%	12.65%	13.47%	17.39%	15.72%	15.69%	15.52%	15.32%
Plan fiduciary net position as a percentage of the total OPEB liability	7.50%	7.13%	6.86%	6.86%	5.69%	5.69%	5.56%	5.56%	5.73%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL DISTRICT OPEB CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)

	June 30, 2026	June 30, 2025	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Contractually required contribution	$ 148,681	$ 139,461	$ 143,062	$ 143,250	$ 154,974	$ 149,562	$ 147,819	$ 144,286	$ 142,586
Contributions in relation to the contractually required contribution	148,681	139,461	143,062	143,250	154,974	149,562	147,819	144,286	142,586
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
School District's covered employee payroll	$ 23,980,685	$ 22,136,628	$ 22,103,794	$ 19,100,041	$ 19,371,768	$ 18,239,275	$ 17,597,458	$ 17,383,914	$ 17,179,067
Contributions as a percentage of covered employee payroll	0.62%	0.63%	0.65%	0.75%	0.80%	0.82%	0.84%	0.83%	0.83%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

DRAFT - FOR DISCUSSION PURPOSES ONLY

NEW HOPE-SOLEBURY SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE SCHOOL DISTRICT'S NET OPEB LIABILITY
Single Employer OPEB Plan

	MEASUREMENT DATE								
	July 1,2025	July 1,2024	July 1, 2023	July 1, 2022	July 1, 2021	July 1, 2020	July 1, 2019	July 1, 2018	July 1, 2017
TOTAL OPEB LIABILITY									
Service cost	$ 52,925	$ 57,619	$ 53,733	$ 90,925	$ 78,542	$ 59,992	$ 60,347	$ 76,909	$ 70,910
Interest on OPEB liability	42,999	42,348	41,615	29,282	19,322	32,995	30,883	35,854	28,086
Changes in benefit terms	-	-	-	-	234,020	-	-	-	-
Difference between expected and actual results	-	10,289	-	16,138	-	(81,323)	-	(74,129)	-
Effect of assumption changes or inputs	(14,524)	831	13,241	(277,526)	(34,395)	112,651	(26,916)	13	60,827
Benefit payments	(139,649)	(117,430)	(105,830)	(51,500)	(79,539)	(93,809)	(147,218)	(112,359)	(190,776)
NET CHANGE IN TOTAL OPEB LIABILITY	(58,249)	(6,343)	2,759	(192,681)	217,950	30,506	(82,904)	(73,712)	(30,953)
TOTAL OPEB LIABILITY, BEGINNING OF YEAR	1,025,022	1,031,365	1,028,606	1,221,287	1,003,337	972,831	1,055,735	1,129,447	1,160,400
TOTAL OPEB LIABILITY, END OF YEAR	$ 966,773	$ 1,025,022	$ 1,031,365	$ 1,028,606	$ 1,221,287	$ 1,003,337	$ 972,831	$ 1,055,735	$ 1,129,447
PLAN FIDUCIARY NET POSITION, BEGINNING OF YEAR	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PLAN FIDUCIARY NET POSITION, END OF YEAR	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
SCHOOL DISTRICT'S NET OPEB LIABILITY	$ 966,773	$ 1,025,022	$ 1,031,365	$ 1,028,606	$ 1,221,287	$ 1,003,337	$ 972,831	$ 1,055,735	$ 1,129,447
Plan fiduciary net position as a percentage of total OPEB liability	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Covered employee payroll	$ 21,986,809	$ 21,986,809	$ 18,463,787	$ 17,276,807	$ 17,276,807	$ 17,276,807	$ 16,143,571	$ 16,143,571	$ 16,794,431
School District's net OPEB liability as a percentage of covered payroll	4.40%	4.66%	5.59%	5.95%	7.07%	5.81%	6.03%	6.54%	6.73%
Expected average remaining service years of all participants	12	13	13	13	13	13	13	13	13

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

DRAFT - FOR DISCUSSION PURPOSES ONLY

DRAFT - FOR DISCUSSION PURPOSES ONLY

OTHER REPORT

DRAFT - FOR DISCUSSION PURPOSES ONLY

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

(to be determined)

Members of the Board
New Hope-Solebury School District
New Hope, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the New Hope-Solebury School District ("the School District"), New Hope, Pennsylvania, as of and for the year ended June 30, 2026, and the related notes to the financial statements, which collectively comprise the School District's basic financial statements, and have issued our report thereon dated (to be determined).

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School District's internal control over financial reporting ("internal control") as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School District's financial statements will not be prevented, or detected and

DRAFT - FOR DISCUSSION PURPOSES ONLY

corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BARBACANE, THORNTON & COMPANY LLP

Rev. 10/5/2026

2026-2027 New Hope Solebury Enrollment Monthly Report

Grade	June 2026 (from last report)	9/1/2026	9/15/2026	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27
K	74	61	61	61								
1	74	77	77	77								
2	90	79	79	78								
3	105	87	86	86								
4	83	105	105	105								
5	88	83	83	83								
6	122	86	86	86								
7	99	121	119	119								
8	101	100	100	100								
9	81	93	91	91								
10	115	84	84	84								
11	114	113	112	112								
12	106	119	119	119								
LES	238	217	217	216	0	0	0	0	0	0	0	0
UES	276	275	274	274	0	0	0	0	0	0	0	0
MS	322	307	305	305	0	0	0	0	0	0	0	0
HS	410	401	398	398	0	0	0	0	0	0	0	0
NHS Virtual Academy	6	8	8	8								
K-12	1252	1208	1202	1201	0	0	0	0	0	0	0	0
Out of District	9	9	9	9								
Cyber Charter	10	12	12	12								
	June 2026 (from last report)	9/1/2026	9/15/2026	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27
Totals	1271	1229	1223	1222	0	0	0	0	0	0	0	0

Month:	10/1/2025 [1]	10/1/2026	
Cohort	2025-65	2026-27	Difference
Grade K		61	
Gr K-1	72	77	5
Grade 1-2	71	78	7
Grade 2-3	85	86	1
Grade 3-4	101	105	4
Grade 4-5	84	83	-1
Grade 5-6	87	86	-1
Grade 6-7	120	119	-1
Grade 7-8	98	100	2
Grade 8-9	100	91	-9
Grade 9-10	83	84	1
Grade 10-11	117	112	-5
Grade 11-12	115	119	4

	10/1/2025 [2]	10/1/2026	
Total Enrollment	1242	1201	-41

Grade	Sections 2025-26	Average Class Size	Sections 2026-27	Average Class Size
K	4	18	4	15
1	4	17	4	19
2	4	21	4	19
3	5	20	4	21
4	4	21	5	21
5	4	21	4	20

	June 2026 (from last report)	9/1/2026	9/15/2026	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27
Home Schooled	13	13	12	12								

1. Student totals from the prior year reflect the same cohort of students (e.g. students in the Gr K-1 row were K students in the prior year and are current grade one students). Current K students were not enrolled in the prior year, therefore their prior year cohort sum is blank. Prior year grade 12 students are not enrolled in the current year, therefore, prior year grade 12 studnets are not represented in the chart.

2. The total enrollment includes the sum of K-12 students in the prior year during the reporting month compared to the sum of current K-12 students in the reporting month.

New Hope - Solebury School District
2026 - 2027 Fiscal Dashboard - Current
September 30, 2026

		24-25 Actual	25-26 EOY Pre-Audit	26-27 Budget	26-27 YTD	25-26 YTD %	26-27 Projections	Projection Variance to Budget	25-26 Budget	25-26 YTD	25-26 YTD %
1	Beginning Uncommitted Fund Balance	3,268,812	3,268,812	3,268,812							
2	Committed Fund Balance - PSERS	1,766,003					-				
3	Committed Fund Balance - CAPITAL PROJECTS	17,303,689	15,776,707	17,327,028							
4	Total Beginning Fund Balance - July 1st	22,338,504	19,045,519	20,595,840	-		0				
5											
6	**Revenues**										
7	Local Revenue										
8	Real Estate Taxes	34,125,217	35,201,797	37,406,917	32,932,878	88%		(37,406,917)	35,002,104	31,425,917	90%
9	Delinquent Tax	759,604	682,205	650,000	220,096	34%		(650,000)	650,000	48,321	7%
10	Transfer Tax	1,544,123	1,643,486	1,100,000	447,316	41%		(1,100,000)	910,000	224,428	25%
11	Earned Income Tax	5,680,670	5,803,594	5,200,000	1,040,579	20%		(5,200,000)	5,003,669	930,433	19%
12	Other Local Revenue (Interest, Donations, Rental)	1,712,670	1,667,563	1,485,000	234,790	16%		(1,485,000)	1,585,000	328,373	21%
13	State Revenue - General	3,212,188	4,069,652	3,877,694	1,029,763	27%		(3,877,694)	3,579,655	658,881	18%
14	State Revenue - Retirement/FICA Subsidy	4,819,620	5,251,713	5,122,801	1,532,665	30%		(5,122,801)	5,145,279	-	0%
15	Federal Revenue	246,609	216,810	224,459	-	0%		(224,459)	224,459	82,733	37%
16	**Total Revenue**	**52,100,701**	**54,536,818**	**55,066,871**	**37,438,087**	**68%**	**-**	**(55,066,871)**	**52,100,166**	**33,699,086**	**65%**
17											
18	**Expenditures**										
19	100 Salaries and Wages	24,010,984	24,300,895	25,276,894	2,914,396	12%		(25,276,894)	24,640,287	2,849,105	12%
20	200 Benefits & Taxes	14,462,995	14,964,851	16,166,762	2,720,243	17%		(16,166,762)	15,255,255	2,493,939	16%
21	300 Contracted Services	2,484,662	2,553,587	2,850,060	1,264,658	44%		(2,850,060)	2,388,235	850,917	36%
22	400 Property Services	385,553	620,969	705,950	221,762	31%		(705,950)	669,967	204,093	30%
23	500 Purchased Services	3,730,057	3,526,455	4,055,881	523,547	13%		(4,055,881)	4,060,719	637,943	16%
24	600 Supplies, Books, Software and Fuel	2,056,777	1,796,104	2,051,648	472,813	23%		(2,051,648)	2,030,047	642,019	32%
25	700 Equipment	192,187	166,172	195,900	199,648	102%		(195,900)	229,054	4,358	2%
26	800 Interest, Fees, and Dues	574,977	692,463	654,571	337,038	51%		(654,571)	714,818	349,193	49%
27	900 Principal Debt Service and Reserve	2,495,494	2,360,000	2,905,000	1,045,000	36%		(2,905,000)	3,110,000	1,030,000	33%
28	**Total Operating Expenses**	**50,393,686**	**50,981,498**	**54,862,666**	**9,699,107**	**18%**	**-**	**(54,862,666)**	**53,098,382**	**9,061,566**	**17%**
29											
30	**Revenues versus Expenditures**	1,707,015		204,205			-				
31											
32	***** Capital Fund Transfers**	5,000,000	2,005,000	1,375,000	-				1,850,000	-	
33	***** Food Service Transfers**				375,000						
34	**Total Expenditures**	**55,393,686**	**52,986,498**	**56,237,666**	**10,074,107**		**-**		**54,948,382**	**9,061,566**	
35	**Expenditure Surplus/(Deficit)**										
36	**Net Change in Fund Balance**	(3,292,985)	1,550,321	(1,170,795)			-				
37											
38											
39											
40	Uncommitted Fund Balance Percentage of Expenditures	6.49%	6.41%	5.96%							
41											
42	Uncommitted Fund Balance	3,268,812	3,268,812	3,268,812							
43	PSERS Committed Fund Balance	1,766,003									
44	Capital Projects Committed Fund Balance	14,010,704	17,327,028	16,156,233							
45	**TOTAL ENDING FUND BALANCE - JUNE 30TH**	19,045,519	20,595,840	19,425,045							

Fiscal Dashboard - 2026-2027 Highlights

Overall Financial Position:

* YTD revenue of $37.44M (68.0% of budget) is $3.74M ahead of $33.70M (64.7%) at the same point last year, as real estate tax collections caught up following the 9/1 sweep and the first retirement subsidy was received.
* YTD operating expenditures of $9.70M (17.7% of budget) are $638k (7.0%) above last year's $9.06M (17.1%), driven primarily by the one-time BCIU special education payment and security cameras purchase.
* Year-end projections have not yet been established. Financial activity will continue to be monitored as patterns develop.

Revenue:

* Real estate taxes of $32.93M (88.0% of budget) are $1.51M ahead of last year's $31.43M (89.8%), now that the $8.4M swept into the General Fund on 9/1 has been recorded.
* Delinquent tax collections of $220,096 are well ahead of $48,321 last year, however this revenue can fluctuate throughout the year.
* Transfer tax of $447,316 (40.7% of budget) is nearly double last year's $224,428.
* EIT collections of $1.04M (20.0% of budget) are $110k ahead of $930,433 last year.
* Other local revenue of $234,790 trails last year's $328,373, reflecting timing of interest earnings and donations from stadium have concluded.
* State general revenue of $1.03M is $370,883 ahead of $658,881 last year due to last year's hold on funds.
* The first retirement/FICA subsidy of $1.53M (29.9% of budget) has been received.

Expenditures:

* Total operating expenditures of $9.70M represent 17.7% of budget, appropriate for the first quarter of the fiscal year.
* Salaries of $2.91M (11.5% of budget) are $65k (2.3%) above last year's $2.85M, consistent with the start of the school year.
* Benefits and taxes of $2.72M (16.8% of budget) are $226k (9.1%) above last year's $2.49M, in line with budgeted rate increases.
* Contracted services of $1.26M are $414k above last year's $850,917 due to the BCIU special education one-time payment ($516k). Excluding this payment, contracted services would be below prior year.
* Property services of $221,762 (31.4% of budget) are consistent with last year's $204,093.
* Purchased services of $523,547 (12.9% of budget) are below last year's $637,943.
* Supplies of $472,813 remain below last year's $642,019, primarily due to purchasing timing.
* Equipment of $199,648 is slightly over the annual budget (101.9%) due to the $120k security camera purchase and network essentials. The overage will be offset by grant reimbursement.
* Interest, fees and dues ($337,038) and principal debt service ($1,045,000) are consistent with prior year, reflecting the first debt service payment

2026-2027 Right to Know Request Log

#	Date Received	Name of Requester	Type of	Records Requested	Date Due	Date	Response	Administrative	Board	30 Day	Method of
16	10/13/2026	Melvin Band	Individual	A document giving details about addition to the LES and UES which include a 6,000 sq ft. gym for LES and a parking lot addition of 35,000 sq ft. for the UES. The document was up on the web , but was taken down almost immediately. This was in May 2024.	10/19/2027	10/14/2026	Granted	1 day	October	no	email
15	10/7/2026	Melvin Band	Individual	Documentation to show that the district sent out whatever forms necessary to the company that will send the district parts to fix the flag pole on Bridge Street so the flag can be raised to full staff.	10/14/2026	10/14/2026	Granted	1 day	October	no	email
14	10/7/2026	Melvin Band	Individual	Documentation in district's possession to show the number of classes, if any that went on walking tours of New Hope to celebrate our country's 250 anniversary. Also, trips to Washington Crossing, Valley Forge and Historical Places in Philadelphia. All trips between fall of 2025 through October 7, 2026. This applies to all K-12 Classrooms.	10/14/2026	10/14/2026	Granted	1 day	October	no	email