

SHARPSVILLE AREA SCHOOL DISTRICT
Regular Meeting
November 19, 2018

The regular meeting of the Sharpsville Area School Board was held in the Instructional Music Room at the Sharpsville Area Elementary School on Monday, November 19, 2018, at 7:00 p.m. with President Bill Henwood presiding. The following members were present: Ron Barnes, Darla, Grandy, Bill Henwood, Tom Lapikas, Michael Lenzi, Janice Raykie, Mary Sternthal, Deanna Thomas, and Jerry Trontel.

Also present were Superintendent John Vannoy, Senior Business Manager/Board Secretary Jaime Roberts, Solicitor Robert Tesone, Director of Student Services Tim Dadich, High School Principal Carol Houck, and guests.

ADOPTION OF THE AGENDA

There was a motion by Dr. Thomas, seconded by Mr. Lapikas, to approve the meeting agenda.

Motion carried.

APPROVAL OF MINUTES

There was a motion by Mr. Barnes, seconded by Mrs. Raykie, to approve the minutes from the previous meetings.

Motion carried.

EXECUTIVE SESSION

Mr. Henwood announced that the Board will recess to Executive Session for personnel reasons.

The meeting recessed at 7:02 p.m.

The meeting reconvened at 7:25 p.m.

SECRETARY'S REPORT

Board Secretary Jaime Roberts had no official action to report.

TREASURER'S REPORT

Treasurer Jerry Trontel recommended the following action:

SCHOOL ACCOUNTS

There was a motion by Mr. Trontel, seconded by Mr. Barnes, to approve the following business:

1. APPROVAL OF ACCOUNTS

Approval of the Monthly Financial Activity of the Payroll, General Fund, Capital Reserve, and Capital Project Accounts with month end balances as follows:

a. Month End Balances

1) Payroll Fund	8,694.92
2) General Fund	2,972,715.38
3) Capital Reserve Fund	25,714.89
4) Capital Project Fund	7,238,139.43

2. RECOMMENDATION TO APPROVE BILLS FOR PAYMENT

a. General Fund

1) Affirmed for October	938,581.93
3) Approved for November	210,175.77

b. Capital Project

1) Approved for November	7096.00
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Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

FINANCE REPORT

Chairperson Jerry Trontel recommended the following action:

ACTIVITY ACCOUNTS

There was a motion by Mr. Trontel, seconded by Mrs. Grandy, to approve the monthly activity of the Middle and High School Activity Accounts for the month of October.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

TRUCK BID

There was a motion by Mr. Trontel, seconded by Dr. Thomas, to accept the truck bid from Phil Godfrey Ford in the amount of \$34,139.00.

Approved: Barnes, Grandy, Henwood, Lapikas, Raykie, Sternthal, Thomas, and Trontel

Opposed: Lenzi

Motion Carried.

CAPITAL RESERVE TRANSFER

There was a motion by Mr. Trontel, seconded by Mrs. Grandy, to approve the transfer of \$30,000 to the Capital Reserve Fund for the purchase of a new truck.

Approved: Barnes, Grandy, Henwood, Lapikas, Raykie, Sternthal, Thomas, and Trontel

Opposed: Lenzi

Motion Carried.

PCCD GRANT

There was a motion by Mr. Trontel, seconded by Dr. Thomas, to accept the Pennsylvania Commission on Crime and Delinquency Grant in the amount of \$25,000 to help fund a full time School Resource Officer.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

RESOLUTION 10 OF 2018

There was a motion by Mr. Trontel, seconded by Mrs. Grandy, to approve the Small Games of Chance Resolution 10 of 2018 recognizing the Sharpsville Baseball Boosters Club as an organization for purposes of obtaining an appropriate license to enable them to conduct and operate small games of chance for the 2018-2019 school year, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

POLICY REPORT

Chairperson Mary Sternthal recommended the following action:

2ND READING REVISED POLICY

There is a motion by Mrs. Sternthal, seconded by Mr. Lenzi, to approve the second reading of revised policy 210.1 Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

CURRICULUM REPORT

Darla Grandy recommended the following action:

2019-2022 COMPREHENSIVE PLAN

There was a motion by Mrs. Grandy, seconded by Dr. Thomas, to approve the 2019-2022 Comprehensive Plan with corrections, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

TECHNOLOGY BUDGET COMMITMENT

There was a motion by Mrs. Grandy, seconded by Mr. Lenzi, to designate to the capital account, 1 mil (approximately \$60K, verified at the time of budget) to the 2019/2020 school budget for the purpose of purchasing chrome books and accessories for a designated number of students within the Sharpsville Area School District as recommended by the Administration to ensure a 1:1 technology initiative for the district in the years to come.

There was a motion by Mr. Trontel, seconded by Mrs. Raykie, to table the motion until the next meeting.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Tabled.

2018-2019 HIGH SCHOOL PROGRAM OF STUDIES REVISION

There was a motion by Mrs. Grandy, seconded by Dr. Thomas, to revise the 2018-2019 High School Program of Studies as it pertains to class of 2020 and Beyond with respect to the calculation of grade point average, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Approved.

PERSONNEL REPORT

Chairperson Ron Barnes recommended the following action:

VOLUNTEERS

There was a motion by Mr. Barnes, seconded by Mr. Lenzi, to approve the following additions to the Volunteer List for the 2018-19 school year:

1. Cassandra Murray
2. Tabatha Pinch
3. Troy Pinch
4. Leah Roskos
5. Bethany Sincek
6. Elizabeth Supel

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

UNPAID LEAVE OF ABSENCES

There was a motion by Mr. Barnes, seconded by Mrs. Sternthal, to approve the following unpaid leave of absences:

- | | |
|-------------------|------------------------|
| 1. Patrick Murray | October 31, 2018 |
| 2. Tammy Springer | October 16 to 31, 2018 |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

LONG-TERM SUBSTITUTE

There was a motion by Mr. Barnes, seconded by Mr. Trontel, to hire Jon Ross as a Long-Term Substitute for the 2018-2019 school year effective November 19, 2018 at the rate of \$46,379 (pro-rated by the number of days worked).

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

Mr. Lenzi left the meeting at 8:07 p.m.

RESOLUTION 11 OF 2018

There was a motion by Mr. Barnes, seconded by Mr. Trontel, to approve Resolution 11 of 2018 adopting the recommendation of the Superintendent regarding the discipline of employee ID No. 3250, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

2018-2019 SPONSORS AND ADVISORS

There was a motion by Mr. Barnes, seconded by Mrs. Grandy, to approve the following 2018-2019 Sponsors and Advisors:

- | | |
|---------------------------|---------------------------------------|
| 1. Eileen Ference | All School Musical – Choreographer |
| 2. Maureen Murray Jacklic | All School Musical – Instrumental |
| 3. Jordan Mastrangelo | All School Musical – Vocal |
| 4. John Ference | All School Musical – Public Relations |
| 5. John Ference | All School Musical – Set Design |
| 6. John Ference | All School Musical – Construction |

Approved: Barnes, Grandy, Henwood, Lapikas, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

Mr. Lenzi returned to the meeting at 8:08 p.m.

BUILDINGS AND GROUNDS REPORT

Chairperson Tom Lapikas recommended the following action:

USE OF FACILITIES REQUEST – SHARPSVILLE BOOSTER CLUB

There was a motion by Mr. Lapikas, seconded by Mrs. Raykie, to approve the use of facilities request from the Sharpsville Booster Club to waive all fees for use of the High School Gymnasium and the Elementary Gymnasium for March 25-29, 2019 from 3:45 PM - 10:45 PM and March 30, 2019 from 2:00 PM - 9:00 PM to hold the Buddy Guerino Underclassmen Tournament (\$252).

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Thomas, and Trontel

Opposed: Sternthal

Motion Carried.

USE OF FACILITIES REQUEST –BUHL COMMUNITY RECREATION CENTER

There was a motion by Mr. Lapikas, seconded by Mr. Barnes, to approve the use of facilities request from the Buhl Community Recreation Center to use the High School Auditorium for the Community Sing and Dance Showcase on Saturday, December 1, 2018 from 2:00 PM - 6:00 PM at full cost.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

USE OF FACILITIES REQUEST – SHARPSVILLE GRIDIRON

There was a motion by Mr. Lenzi, seconded by Mrs. Grandy, to approve the use of facilities request from the Sharpsville Gridiron Booster Club to use the High School cafeteria and kitchen (not equipment) on Sunday, January 27, 2019, for the 2018 season banquet with a waiver of all fees (\$429.75).

There was a motion by Mr. Trontel, seconded by Mr. Barnes, to table the motion until the next meeting.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Tabled.

SIMPLEX GRINNELL SERVICE AGREEMENT

There was a motion by Mr. Lapikas, seconded by Mrs. Grandy, to renew the Simplex Grinnell's annual service agreement effective December 1, 2018 through November 30, 2019 for fire alarm inspection as follows:

- | | |
|------------------------------|------------|
| 1. Middle School/High School | \$1,906.07 |
| 2. Elementary | \$1,580.54 |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

NEGOTIATIONS COMMITTEE

Chairperson Bill Henwood recommended the following action:

SAEA GRIEVANCE 2 OF 2018-2019

There was a motion by Mr. Henwood, seconded by Dr. Thomas, to approve SAEA Grievance 2 of 2018-2019.

Approved: None

Opposed: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Motion Failed.

PUBLIC RELATIONS COMMITTEE

Mr. Barnes commented on the positive press coverage in the newspaper referring to the articles on the Corp of Engineers STEM presentation and the veteran's day presentation.

CAFETERIA REPORT

Chairperson Michael Lenzi recommended the following action:

FINANCE REPORT

There was a motion by Mr. Lenzi, seconded by Mr. Lapikas, to approve the activity of the Cafeteria Fund for the month of October.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

ATHLETIC REPORT

Chairperson Janice Raykie recommended the following action:

2018-2019 BASEBALL VOLUNTEERS

There was a motion by Mrs. Raykie, seconded by Mrs. Sternthal, to approve the following Baseball Volunteer Coaches for the 2018-2019 school year:

- | | |
|--------------------|--------------------|
| 1. Mark Ramsey | Varsity Volunteer |
| 2. Gerald Hurl | Varsity Volunteer |
| 3. Joseph Siquenza | Varsity Volunteer |
| 4. Edward Dinger | Varsity Volunteer |
| 5. Donald Tonty | Jr. High Volunteer |
| 6. Daniel Distler | Jr. High Volunteer |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

2018-2019 7TH/8TH GRADE VOLLEYBALL COACHES

There was a motion by Mrs. Raykie, seconded by Dr. Thomas, to continue the employment of the following 7th/8th Grade Volleyball Coaches for the 2018-2019 school year:

- | | | |
|--------------------|--|-----------------------|
| 1. Chad Anderson | 7 th /8 th Grade Coach | \$1,556.00 (Step Max) |
| 2. Corey Sternthal | 7 th /8 th Grade Coach | \$1,556.00 (Step Max) |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Thomas, and Trontel

Opposed: None

Abstained: Sternthal

Motion Carried.

2018-2019 BOYS BASKETBALL VOLUNTEER COACHES

There was a motion by Mrs. Raykie, seconded by Mrs. Grandy, to approve the following Boys' Basketball Volunteer Coaches for the 2018-2019 school year:

- | | |
|---------------------|------------------------|
| 1. Christina Roeder | Junior High Volunteer |
| 2. David Breit | Recreational Volunteer |
| 3. Edward Dinger | Recreational Volunteer |
| 4. Andrew Kimpan | Recreational Volunteer |
| 5. Brian Lucas | Recreational Volunteer |
| 6. Jason Schenker | Recreational Volunteer |
| 7. Brian Smith | Recreational Volunteer |
| 8. Robert Tarnoci | Recreational Volunteer |
| 9. Braden Telesz | Recreational Volunteer |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

2018-2019 GIRLS BASKETBALL VOLUNTEER COACH REMOVAL

There was a motion by Mrs. Raykie, seconded by Mr. Lapikas, to remove the following Girls' Basketball Volunteer Coaches from the approved list for the 2018-2019 school year:

1. Michael Anglin
2. Markee Juranovich

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

MERCER COUNTY CAREER CENTER REPORT

Chairperson Deanna Thomas requested that the Mercer County Career Center events be added to the District's app. Dr. Thomas added that the District is considering changing the Career Center student schedule from morning to afternoon for the 2019-2020 school year and that the District can expect a refund for the 2017-2018 fiscal year.

SUPERINTENDENT'S REPORT

Acting Superintendent John Vannoy recommended the following action:

FIELD TRIPS

There was a motion by Mr. Barnes, seconded by Mr. Lenzi, to approve the following field trip requests for which the District incurs fuel costs:

1. Approximately 7 High School and Middle School students to travel to Grove City College on October 26, 2018 and October 27, 2018 for the Best Robotics Competition with the only costs to the district being transportation costs of \$300.00
2. Approximately 18 FCCLA students to travel to Westmoreland County Community College on November 5, 2018 for the Regional FCCLA Leadership Meeting with the only costs to the district being sub costs of \$114.75
3. Approximately 20 High School Science Club students to travel to Penn State Erie on March 5, 2019 to compete in the Science Olympiad with sub costs of \$229.50
4. Approximately 22 National Junior Honor Society students to travel to the Prince of Peace in Farrell on December 6, 2018 to hand out food with the only costs to the district being sub costs of \$114.75
5. Approximately 41 MS Language Arts students to travel to the Byham Theater in Pittsburgh on November 13, 2018 for a concert with estimated expenses to include transportation costs of \$196.05 and sub costs of \$114.75 for an estimated total of \$310.80
6. Approximately 3 Sharpsville Choir students to travel to Beaver Area High School on February 7-9, 2019 for the PMEA District Choir with estimated expenses to include admission costs of \$402.00, transportation costs of \$78.85 and sub costs of \$229.50 for an estimated total of \$710.35
7. Approximately 54 9th grade students to travel to the Mercer County Career Center on November 19, 2018 for a tour of the MCCC with no costs to the district
8. Approximately 8 Sharpsville Band students to travel to Westminster College on November 13, 2018 for District 5 Honors Band with estimated expenses to include transportation costs of \$196.05 and sub costs of \$57.38 for an estimated total of \$253.43
9. Approximately 81 Marching Band students to travel to the Veteran's Day Parade in Farrell on November 11, 2018 with the only cost being transportation costs of \$196.05

10. Approximately 5 Middle School students to travel to Grove City High School on January 16, 2019 with estimated expenses to include admissions costs of \$190.00, transportation costs of \$60.00 and sub costs of \$114.75 for an estimated total of \$364.75
11. Approximately 20 MS Student Council students to travel to the Salvation Army on December 19, 2018 with the only costs to the district being sub costs of \$229.50
12. Approximately 15 Human Anatomy students to travel to Allegheny Hospital on February 22, 2019 with estimated expenses to include transportation costs of \$250.00 and sub costs of \$114.75 for an estimated total of \$364.75
13. Approximately 12 gifted students to travel to the University of Pittsburgh for the Pitt Quiz Bowl on November 17, 2018 with estimated expenses to include admission costs of \$140.00 and transportation costs of \$250.00 for an estimated total of \$390.00
14. Approximately 2 High School students to travel to the Midwestern Intermediate Unit IV for the Extreme Leadership Program on October 29, 2018, December 18, 2018, February 19, 2019 and March 12, 2019 with estimated expenses to include mileage costs of \$54.00
15. Approximately 27 Grades 7-9 Language Arts students to travel to the YSU English Festival on April 11, 2019 with estimated expenses to include transportation costs of \$244.00 and sub costs of \$344.25 for an estimated total of \$588.25
16. Approximately 12 Grades 10-12 Language Arts students to travel to the YSU English Festival on April 10, 2019 with estimated expenses to include transportation costs of \$244.00 and sub costs of \$229.50 for an estimated total of \$473.50
17. 1 High School Band student to travel to Westminster College for Honors Band on November 29, 2018 through December 1, 2018 with estimated expenses to include admission costs of \$87.00, transportation costs of \$50.00 and sub costs of \$229.50 for an estimated total of \$366.50
18. Approximately 18 9th Grade Honors students to travel to the Sharpsville VFW on December 11, 2018 for the Voice of Democracy award with no costs to the district

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

CONFERENCE APPROVAL

There was a motion by Mr. Barnes, seconded by Mr. Lenzi, to approve the following conferences:

1. Heidi Marshall to travel to State College on February 25-26, 2019 to the PAMLE Conference with estimated expenses to include registration fee \$245.00, mileage \$96.12, lodging costs of \$149.00, and meal expense of \$50.00 for an estimated total of \$540.12

2. Julie Mehler to travel to State College on February 25-26, 2019 to the PAMLE Conference with estimated expenses to include registration fee \$245.00, meal expenses of \$50.00 and sub costs of \$114.75 for an estimated total of \$409.75

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

STA BUS DRIVERS

There was a motion by Mrs Raykie, seconded by Mrs. Grandy, to approve the following new STA Bus Drivers for the 2018-2019 school year:

- | | |
|---------------------|----------------------|
| 1. Mary Jane Flynn | Effective 10/17/2018 |
| 2. Robert Townsend | Effective 10/16/2018 |
| 3. Michelle Watkins | Effective 11/13/2018 |

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

MEMORANDUM OF UNDERSTANDING WITH THERAPY DOGS INTERNATIONAL

There was a motion by Mrs. Sternthal, seconded by Mr. Lapikas, to approve a Memorandum of Understanding with Therapy Dogs International, Inc. regarding facility visitations, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

MEMORANDUM OF UNDERSTANDING WITH THE HOPE CENTER FOR ARTS & TECHNOLOGY

There was a motion by Mr. Trontel, seconded by Dr. Thomas, to approve the Memorandum of Understanding with the Hope Center for Arts & Technology regarding after school visual arts programming, the same being attached to and a part of these minutes.

Approved: Barnes, Grandy, Henwood, Lapikas, Lenzi, Raykie, Sternthal, Thomas, and Trontel

Opposed: None

Motion Carried.

ADJOURNMENT

There was a motion by Mr. Lapikas, seconded by Dr. Thomas, to adjourn the meeting.

Motion Carried.

The meeting adjourned at 8:36 p.m.



Jaime L. Roberts, Board Secretary

SHARPSVILLE AREA SCHOOL DISTRICT

Conflict of Interest
Abstention Memorandum

TO: Board Secretary, Sharpsville Area School District

FROM: ~~Manly~~ Mary Sternthal, Board Member

DATE: Nov. 19, 2018

Pursuant to Pennsylvania's "Public Official and Employee Ethics Law" I hereby declare that I am required to abstain regarding the following issue/motion:

to continue the employment of the
following 7th/8th Grade Volleyball Coaches
for the 2018-2019 School Year

My conflict/reason for abstaining is as follows:

relative- husband

Mary Sternthal

Signature of Board Member

NOTE: Section 3 (J) requires the following procedure:

"Any public official or public employee, who in the discharge of his official duties, would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his interest as a public record in a written memorandum filed with the person responsible for recording the minutes for the meeting at which the vote is taken..." (emphasis added)

This memorandum does not have to be utilized when a conflict is defined "by any law, rule, regulations, order or ordinance," for example the School Code (Section 1111) prohibits voting to hire certain relatives.



PAYROLL ACCOUNT BANK RECONCILIATION

**SHARPSVILLE AREA SCHOOL DISTRICT
FIRST NATIONAL BANK**

RECONCILIATION DATE:

12-Nov-18

PREPARED BY:

Jaime Roberts

BALANCE PER BANK STATEMENT		
AS OF:	30-Sep-18	\$63,750.59
ADD DEPOSITS IN TRANSIT		
Bank Fee	40.00	
	40.00	
	80.00	
SUBTOTAL		80.00
LESS CHECKS OUTSTANDING:		
Interest Tranfer to Gen Func	75.23	
(SEE LIST)	<u>55,060.44</u>	
TOTAL:	55,135.67	
		<u>55,135.67</u>

BANK BALANCE PER STATEMENT RECONCILIATION	<u>\$8,694.92</u>
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GENERAL LEDGER ACCOUNT		
BALANCE		669.85
ADD DEBITS:		
DISTRICT	717,932.70	
TOTAL DEBITS	717,932.70	
SUBTOTAL		718,602.55
LESS CREDITS:		
NET DEDUCTIONS	260,095.71	
NET PAYROLL	<u>449,811.92</u>	
TOTAL CREDITS		<u>709,907.63</u>

OUTSTANDING CHECKS		
CHECK #	DESCRIPTION	
Wire	PSERS	50,747.36
7226	Jenkins	28.07
10043	DelMonaco, K	59.59
10945	Kistler, J.	48.43
11366	Strain, J.	50.53
12007	Aicher, S	10.17
12512	Joseph, M	403.84
13931	AFSCME	796.48
13957	Ladjevich, K	420.83
13963	Shuttleworth, D	627.79
13971	AFSCME	1,965.31
13972	AFSCME	24.00
	Void Check 13924 Taxes	-121.96

BANK BALANCE PER GENERAL LEDGER	<u>\$8,694.92</u>	TOTAL	<u>\$55,060.44</u>
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**SHARPSVILLE AREA SCHOOL DISTRICT
TREASURER'S REPORT
GENERAL FUND ACCOUNT**

OCTOBER 31, 2018

	CURRENT MONTH	YEAR-TO-DATE
BALANCE FORWARD SEPTEMBER 30, 2018		
CHECKING - GENERAL	\$ 131,270.96	\$ 233,762.86
INDEXED MONEY MARKET	5,068.85	107,622.81
PA GOV TRUST	238,963.64	948,038.05
PA GOV TRUST-I SHARES	261.88	106,910.33
INDEXED MONEY MARKET-Restricted	<u>100,424.49</u>	<u>100,000.00</u>
 FUNDS AVAILABLE SEPTEMBER 30, 2018	 \$ 475,989.82	 \$ 1,496,334.05
 RECEIPTS - OCTOBER		
GENERAL REVENUE	3,699,359.72	6,298,220.77
ACCOUNTS RECEIVABLE	<u>25,385.87</u>	<u>1,427,428.28</u>
 TOTAL RECEIPTS - OCTOBER	 3,724,745.59	 7,725,649.05
 DISBURSEMENTS - OCTOBER		
GENERAL EXPENSES	1,422,961.82	5,000,410.89
ACCOUNT'S PAYABLE	<u>(194,941.79)</u>	<u>1,248,856.83</u>
 TOTAL DISBURSEMENTS OCTOBER	 <u>(1,228,020.03)</u>	 <u>(6,249,267.72)</u>
 FUNDS AVAILABLE OCTOBER 31, 2018	 \$ 2,972,715.38	 \$ 2,972,715.38
 DISTRIBUTION OF FUNDS:		
CHECKING - GENERAL	45,772.78	
INDEXED MONEY MARKET	1,356,133.90	
PA GOV TRUST	1,469,967.98	
PA GOV TRUST-I SHARES	261.88	
INDEXED MONEY MARKET-Restricted	<u>100,578.84</u>	
 FUNDS AVAILABLE OCTOBER 31, 2018	 \$ 2,972,715.38	

**SHARPSVILLE AREA SCHOOL DISTRICT
TREASURER'S REPORT
GENERAL FUND ACCOUNT**

OCTOBER 31, 2018

INDEXED MONEY MARKET ACCOUNT	CURRENT INTEREST RATE:	1.70%
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BALANCE FORWARD SEPTEMBER 30, 2018	\$	5,068.85
10/5/2018 INVESTMENT #4		
10/17/2018 TO CHECKING	\$	1,300,000.00
10/26/2018 INVESTMENT #5		(750,000.00)
10/31/2018 INVESTMENT #6		800,000.00
	\$	<u>1,065.05</u>
FUNDS AVAILABLE OCTOBER 31, 2018	\$	1,356,133.90

PA GOVERNMENT TRUST INVESTMENTS	CURRENT INTEREST RATE:	1.95%
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BALANCE FORWARD SEPTEMBER 30, 2018	\$	238,963.64
10/5/2018 TO CHECKING		
10/22/2018 INVESTMENT #13		(4,372.62)
10/25/2018 INVESTMENT #14		51,322.72
10/25/2018 INVESTMENT #15		225,586.02
10/31/2018 INVESTMENT #16		957,615.00
		<u>853.22</u>
FUNDS AVAILABLE OCTOBER 31, 2018	\$	1,469,967.98

PA GOVERNMENT TRUST I SHARES INVESTMENTS	CURRENT INTEREST RATE:	2.13%
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BALANCE FORWARD SEPTEMBER 30, 2018	\$	261.88
NO ACTIVITY		
FUNDS AVAILABLE OCTOBER 31, 2018	\$	<u>261.88</u>

INDEXED MONEY MARKET ACCOUNT-RESTRICTED	CURRENT INTEREST RATE:	1.70%
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BALANCE FORWARD SEPTEMBER 30, 2018	\$	100,424.49
10/31/2018 INVESTMENT #5		
		<u>154.35</u>
FUNDS AVAILABLE OCTOBER 31, 2018	\$	100,578.84

**SHARPSVILLE AREA SCHOOL DISTRICT
BANK RECONCILIATION
GENERAL FUND ACCOUNT**

OCTOBER 31, 2018

BANK STATEMENT BALANCE	\$	210,679.92
PLUS DEPOSIT IN TRANSIT/BANK ERROR		8,195.78
LESS OUTSTANDING CHECKS:		

17621	N TURUCK	20.00	19209	PMEA	230.00
17699	F BERTOLASIO	39.75	19211	R RAGER	72.00
17756	MOITIVATIONAL MED	100.00	19215	RESOURCES FOR EDU	229.00
17861	J FOWLER	50.36	19220	Z SARVER	57.16
18556	D LOMBARDI	80.11	19227	B SHANNON	50.00
18990	B KOVACH	30.00	19228	SHARON ORCHESTRA	75.00
19037	B SORG	6.35	19237	ROBERT TESONE	983.33
1906	H THORN	72.00	19254	J HART	76.00
19097	J HART	76.00	19255	L HAWTHORNE	72.00
19117	R RAGER	48.00	19258	S KOURY	72.00
19129	ARTS EDUCATION	55.00	19259	J MEXXARA	72.00
19140	D CONNELLY	72.00	19265	J THORN	72.00
19147	K DENOI	56.00	19269	CMU	75.00
19163	W HOAGLAND	50.00	19270	MERCER CO CHORAL	125.00
19167	C HOUCK	25.00	19272	BOSTON MUTUAL	522.06
19178	B KOVACH	60.00	19273	CITY THEATRE	950.00
19183	D LOMBARDI	80.11	19275	CROWN BENEFITS	162,579.69
19187	T MASTERS	60.00	19276	LINDAMOOD BELL	5,000.00
19191	L MEHLER	90.00	19277	MERCER CO CHORAL	125.00
19202	PA PRINCIPALS	595.00			

		(173,102.92)
	\$	45,772.78

CHECKING ACCOUNT SUMMARY	NOVEMBER	YEAR- TO-DATE
BEGINNING BALANCE	\$ 131,270.96	\$ 233,762.86
RECEIPTS	3,724,745.59	7,725,649.05
INVESTMENTS REDEEMED	<u>754,372.62</u>	<u>3,891,945.69</u>
SUB-TOTAL	4,610,389.17	11,851,357.60
DISBURSEMENTS	(1,228,020.03)	(6,249,267.72)
INVESTMENTS PURCHASED	<u>(3,336,596.36)</u>	<u>(5,556,317.10)</u>
BANK BALANCE	\$ 45,772.78	\$ 45,772.78

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
10-1100 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	4,345,470.00	360,191.45	716,144.10	0.00	16.48	3,629,325.90
200 PERSONNEL EMPL BENEFITS	2,855,034.00	229,008.87	535,744.49	0.00	18.76	2,319,289.51
300 PURCHASED PROF & TECH	246,517.00	27,307.11	67,004.62	4,016.30	28.80	175,496.08
400 PURCHASED PROPERTY SVC	45,129.00	3,456.52	11,713.70	20,619.90	71.64	12,795.40
500 OTHER PURCHASED SERVICE	183,608.00	22,788.37	44,855.68	7,189.96	28.34	131,562.36
600 SUPPLIES	191,139.00	8,900.66	146,469.10	6,924.49	80.25	37,745.41
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	5,106.00	555.00	693.00	0.00	13.57	4,413.00
Total	7,872,003.00	652,207.98	1,522,624.69	38,750.65	19.83	6,310,627.66
10-1200 GENERAL FUND - SPEC PROG ELEMEN/SECOND						
100 PERSONNEL SERV-SALARIES	1,142,616.00	100,802.93	178,140.95	0.00	15.59	964,475.05
200 PERSONNEL EMPL BENEFITS	842,164.00	70,616.83	176,135.29	0.00	20.91	666,028.71
300 PURCHASED PROF & TECH	350,250.00	33,962.78	62,587.91	929.08	18.13	286,733.01
400 PURCHASED PROPERTY SVC	200.00	0.00	0.00	0.00	0.00	200.00
500 OTHER PURCHASED SERVICE	271,145.00	6,914.25	9,970.69	6,485.93	6.06	254,688.38
600 SUPPLIES	24,632.00	1,372.30	31,293.95	2,264.73	136.24	-8,926.68
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	3,430.00	131.00	430.00	0.00	12.53	3,000.00
Total	2,634,437.00	213,800.09	458,558.79	9,679.74	17.77	2,166,198.47
10-1300 GENERAL FUND - VOCATIONAL EDUCATION						
500 OTHER PURCHASED SERVICE	450,334.00	70,624.00	141,248.00	247,184.00	86.25	61,902.00
Total	450,334.00	70,624.00	141,248.00	247,184.00	86.25	61,902.00
10-1400 GENERAL FUND - OTHER INSTRUCTION PROG						
100 PERSONNEL SERV-SALARIES	5,000.00	0.00	663.60	0.00	13.27	4,336.40
200 PERSONNEL EMPL BENEFITS	2,107.00	0.00	272.26	0.00	12.92	1,834.74
300 PURCHASED PROF & TECH	14,614.00	0.00	0.00	0.00	0.00	14,614.00
500 OTHER PURCHASED SERVICE	35,960.00	0.00	-25,151.46	25,151.46	0.00	35,960.00

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
600 SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00	0.00
Total	57,681.00	0.00	-24,215.60	25,151.46	1.62	56,745.14
10-1500 GENERAL FUND - NONPUBLIC SCHOOL PGMS						
300 PURCHASED PROF & TECH	6,077.00	0.00	0.00	0.00	0.00	6,077.00
Total	6,077.00	0.00	0.00	0.00	0.00	6,077.00
10-2100 GENERAL FUND - SUPPORT SERV-PUPIL PERS						
100 PERSONNEL SERV-SALARIES	311,378.00	26,600.67	52,561.27	0.00	16.88	258,816.73
200 PERSONNEL EMPL BENEFITS	216,813.00	18,173.98	44,689.93	0.00	20.61	172,123.07
300 PURCHASED PROF & TECH	8,892.00	763.00	763.00	0.00	8.58	8,129.00
500 OTHER PURCHASED SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
600 SUPPLIES	2,513.00	0.00	3,643.55	0.00	144.98	-1,130.55
Total	539,596.00	45,537.65	101,657.75	0.00	18.83	437,938.25
10-2200 GENERAL FUND - SUPPORT SERVICES-INSTRU						
100 PERSONNEL SERV-SALARIES	253,562.00	21,233.63	67,981.86	0.00	26.81	185,580.14
200 PERSONNEL EMPL BENEFITS	169,058.00	13,783.30	50,051.93	300.00	29.78	118,706.07
300 PURCHASED PROF & TECH	37,603.00	3,186.10	27,844.10	918.00	76.48	8,840.90
400 PURCHASED PROPERTY SVC	4,396.00	8.00	4,222.00	584.00	109.32	-410.00
500 OTHER PURCHASED SERVICE	7,588.00	445.54	3,599.18	490.13	53.89	3,498.69
600 SUPPLIES	56,090.00	5,451.32	19,759.38	5,018.32	44.17	31,312.30
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	435.00	0.00	0.00	0.00	0.00	435.00
Total	528,732.00	44,107.89	173,458.45	7,310.45	34.18	347,963.10
10-2300 GENERAL FUND - SUPPORT SERVICES-ADMIN						
100 PERSONNEL SERV-SALARIES	582,312.00	47,650.25	185,149.69	0.00	31.79	397,162.31
200 PERSONNEL EMPL BENEFITS	414,224.00	33,785.97	132,604.69	1,200.00	32.30	280,419.31
300 PURCHASED PROF & TECH	66,763.00	5,494.64	12,350.69	4,781.43	25.66	49,630.88

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
400 PURCHASED PROPERTY SVC	3,087.00	253.19	1,005.12	1,976.00	96.57	105.88
500 OTHER PURCHASED SERVICE	29,637.00	5,991.53	11,354.83	0.00	38.31	18,282.17
600 SUPPLIES	27,912.00	235.35	12,984.56	396.76	47.94	14,530.68
800 OTHER OBJECTS	7,944.00	294.00	6,855.41	0.00	86.29	1,088.59
Total	1,131,879.00	93,704.93	362,304.99	8,354.19	32.74	761,219.82
10-2400 GENERAL FUND - SUPP SVC-PUBLIC HEALTH						
100 PERSONNEL SERV-SALARIES	97,068.00	8,451.46	14,645.03	0.00	15.08	82,422.97
200 PERSONNEL EMPL BENEFITS	61,397.00	5,222.22	11,189.47	0.00	18.22	50,207.53
300 PURCHASED PROF & TECH	3,013.00	80.11	160.23	681.47	27.93	2,171.30
500 OTHER PURCHASED SERVICE	210.00	0.00	103.00	0.00	49.04	107.00
600 SUPPLIES	876.00	0.00	640.49	208.22	96.88	27.29
Total	162,564.00	13,753.79	26,738.22	889.69	16.99	134,936.09
10-2500 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	131,641.00	10,816.00	43,264.00	0.00	32.86	88,377.00
200 PERSONNEL EMPL BENEFITS	89,814.00	7,222.82	28,829.67	475.00	32.62	60,509.33
300 PURCHASED PROF & TECH	25,348.00	13,189.34	20,280.51	170.00	80.67	4,897.49
400 PURCHASED PROPERTY SVC	1,110.00	86.25	243.40	264.64	45.76	601.96
500 OTHER PURCHASED SERVICE	3,150.00	840.00	1,063.34	0.00	33.75	2,086.66
600 SUPPLIES	1,690.00	0.00	323.15	0.00	19.12	1,366.85
800 OTHER OBJECTS	245.00	0.00	256.44	0.00	104.66	-11.44
Total	252,998.00	32,154.41	94,260.51	909.64	37.61	157,827.85
10-2600 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	613,942.00	46,779.92	158,089.26	-576.00	25.65	456,428.74
200 PERSONNEL EMPL BENEFITS	476,196.00	36,096.45	135,552.72	0.00	28.46	340,643.28
300 PURCHASED PROF & TECH	29,350.00	30.00	120.00	240.00	1.22	28,990.00
400 PURCHASED PROPERTY SVC	127,443.00	11,588.13	46,598.94	16,048.94	49.15	64,795.12
500 OTHER PURCHASED SERVICE	76,055.00	907.37	34,902.11	2,200.00	48.78	38,952.89
600 SUPPLIES	381,085.00	22,097.36	103,535.16	14,555.07	30.98	262,994.77

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
700 PROPERTY	0.00	0.00	0.00	8,670.00	0.00	-8,670.00
800 OTHER OBJECTS	150.00	0.00	0.00	0.00	0.00	150.00
Total	1,704,221.00	117,499.23	478,798.19	41,138.01	30.50	1,184,284.80
10-2700 GENERAL FUND -						
500 OTHER PURCHASED SERVICE	448,617.00	47,496.40	89,887.79	272,754.62	80.83	85,974.59
Total	448,617.00	47,496.40	89,887.79	272,754.62	80.83	85,974.59
10-2800 GENERAL FUND - SUPPORT SVCS-CENTRAL						
100 PERSONNEL SERV-SALARIES	140,766.00	11,603.67	46,414.68	0.00	32.97	94,351.32
200 PERSONNEL EMPL BENEFITS	99,643.00	8,174.34	32,631.81	300.00	33.04	66,711.19
400 PURCHASED PROPERTY SVC	0.00	0.00	0.00	0.00	0.00	0.00
500 OTHER PURCHASED SERVICE	4,595.00	1,003.50	1,229.96	427.00	36.06	2,938.04
600 SUPPLIES	2,200.00	0.00	37.98	0.00	1.72	2,162.02
800 OTHER OBJECTS	595.00	595.00	595.00	0.00	100.00	0.00
Total	247,799.00	21,376.51	80,909.43	727.00	32.94	166,162.57
10-2900 GENERAL FUND -						
500 OTHER PURCHASED SERVICE	9,600.00	0.00	0.00	0.00	0.00	9,600.00
Total	9,600.00	0.00	0.00	0.00	0.00	9,600.00
10-3100 GENERAL FUND - FOOD SERVICES						
100 PERSONNEL SERV-SALARIES	0.00	19,880.77	19,880.77	-455.20	0.00	-19,425.57
200 PERSONNEL EMPL BENEFITS	0.00	8,306.26	8,372.47	0.00	0.00	-8,372.47
500 OTHER PURCHASED SERVICE	0.00	28.40	28.40	56.80	0.00	-85.20
600 SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	28,215.43	28,281.64	-398.40	0.00	-27,883.24
10-3200 GENERAL FUND - STUDENT ACTIVITIES						
100 PERSONNEL SERV-SALARIES	189,371.00	19,325.08	38,562.96	0.00	20.36	150,808.04
200 PERSONNEL EMPL BENEFITS	79,585.00	7,335.02	14,628.88	0.00	18.38	64,956.12

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
300 PURCHASED PROF & TECH	85,204.00	7,768.80	19,964.80	23,169.00	50.62	42,070.20
400 PURCHASED PROPERTY SVC	7,900.00	0.00	5,939.06	0.00	75.17	1,960.94
500 OTHER PURCHASED SERVICE	53,355.00	2,666.18	4,075.43	11,038.67	28.32	38,240.90
600 SUPPLIES	60,237.00	4,786.69	19,709.57	5,727.12	42.22	34,800.31
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	13,613.00	715.00	2,582.00	125.00	19.88	10,906.00
Total	489,265.00	42,596.77	105,462.70	40,059.79	29.74	343,742.51
10-4100 GENERAL FUND - SITE ACQUISITION SVCS						
700 PROPERTY	0.00	264.75	264.75	0.00	0.00	-264.75
Total	0.00	264.75	264.75	0.00	0.00	-264.75
10-4200 GENERAL FUND - EXISTING SITE IMPROVE						
400 PURCHASED PROPERTY SVC	0.00	0.00	0.00	0.00	0.00	0.00
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-4600 GENERAL FUND - EXISTING BLDG IMPROVE						
100 PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200 PERSONNEL EMPL BENEFITS	0.00	0.00	0.00	0.00	0.00	0.00
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-5100 GENERAL FUND - OTHER EXPEND & FINANCE						
000	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	54,172.00	0.00	0.00	0.00	0.00	0.00
900 OTHER USES OF FUNDS	100,000.00	0.00	100,000.00	0.00	100.00	0.00
Total	154,172.00	0.00	127,666.00	0.00	82.80	26,506.00
10-5200 GENERAL FUND - FUND TRANSFERS						
900 OTHER USES OF FUNDS	1,337,195.00	0.00	1,225,495.63	0.00	91.64	111,699.37

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
Total	1,337,195.00	0.00	1,225,495.63	0.00	91.64	111,699.37
10-5800 GENERAL FUND - SUSPENSE ACCOUNT						
100 PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200 PERSONNEL EMPL BENEFITS	0.00	-378.01	7,008.96	1.00	0.00	-7,009.96
300 PURCHASED PROF & TECH	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	-378.01	7,008.96	1.00	0.00	-7,009.96
10-5900 GENERAL FUND - BUDGETARY RESERVE						
800 OTHER OBJECTS	50,000.00	0.00	0.00	0.00	0.00	50,000.00
Total	50,000.00	0.00	0.00	0.00	0.00	50,000.00
10-6100 GENERAL FUND - TAXES LEVIED BY THE LEA						
000	-5,413,031.00	-2,376,734.82	-3,827,705.88	0.00	70.71	-1,585,325.12
Total	-5,413,031.00	-2,376,734.82	-3,827,705.88	0.00	70.71	-1,585,325.12
10-6400 GENERAL FUND - DELINQUENCIES TAXES LEV						
000	-216,447.00	-165.00	-33,297.88	0.00	15.38	-183,149.12
Total	-216,447.00	-165.00	-33,297.88	0.00	15.38	-183,149.12
10-6500 GENERAL FUND - EARNINGS ON INVESTMENTS						
000	-19,252.00	-2,458.96	-5,833.26	0.00	30.29	-13,418.74
Total	-19,252.00	-2,458.96	-5,833.26	0.00	30.29	-13,418.74
10-6700 GENERAL FUND - REV FROM STUDENT ACT						
000	-30,671.00	-9,305.00	-18,954.00	0.00	61.79	-11,717.00
Total	-30,671.00	-9,305.00	-18,954.00	0.00	61.79	-11,717.00
10-6800 GENERAL FUND - REV FROM INTERMEDIATE						
000	-332,436.00	-28,008.84	107,085.10	0.00	-32.21	-439,521.10

Condensed IV Board Summary Report

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fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
Total	-332,436.00	-28,008.84	107,085.10	0.00	-32.21	-439,521.10
10-6900 GENERAL FUND - OTHER REV FROM LOCAL 000	-422,385.00	-2,764.63	-14,340.57	-21,192.66	8.41	-386,851.77
Total	-422,385.00	-2,764.63	-14,340.57	-21,192.66	8.41	-386,851.77
10-7100 GENERAL FUND - BASIC INSTRUCT & OPER 000	-6,412,000.00	-957,615.00	-1,915,230.00	0.00	29.86	-4,496,770.00
Total	-6,412,000.00	-957,615.00	-1,915,230.00	0.00	29.86	-4,496,770.00
10-7200 GENERAL FUND - SUBSIDIES SPECIAL ED 000	-758,077.00	0.00	-226,424.00	0.00	29.86	-531,653.00
Total	-758,077.00	0.00	-226,424.00	0.00	29.86	-531,653.00
10-7300 GENERAL FUND - SUBSIDIES NON-ED PGMS 000	-1,349,320.00	-225,586.02	-397,082.52	0.00	29.42	-952,237.48
Total	-1,349,320.00	-225,586.02	-397,082.52	0.00	29.42	-952,237.48
10-7500 GENERAL FUND - EXTRA GRANTS 000	-239,259.00	0.00	0.00	0.00	0.00	-239,259.00
Total	-239,259.00	0.00	0.00	0.00	0.00	-239,259.00
10-7800 GENERAL FUND - SUBSIDIES ST PAID BENE 000	-2,182,083.00	0.00	177,405.30	0.00	-8.13	-2,359,488.30
Total	-2,182,083.00	0.00	177,405.30	0.00	-8.13	-2,359,488.30
10-7900 GENERAL FUND - REVENUE FOR TECHNOLOGY 000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8500 GENERAL FUND - RESTRICT GRANTS-IN-AID						

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Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
000	-359,259.00	-96,721.45	-143,843.06	0.00	40.03	-215,415.94
Total	-359,259.00	-96,721.45	-143,843.06	0.00	40.03	-215,415.94
10-8600 GENERAL FUND - RESTRICT GRANTS-IN-AID	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8700 GENERAL FUND -	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8800 GENERAL FUND - MED ASSIST REIMBURSE	-96,500.00	0.00	0.00	0.00	0.00	-96,500.00
000	-96,500.00	0.00	0.00	0.00	0.00	-96,500.00
Total	-96,500.00	0.00	0.00	0.00	0.00	-96,500.00
10-9200 GENERAL FUND - PROCEEDS EXTENDED TERM	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-9400 GENERAL FUND - SALE OF FIXED ASSETS	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-9500 GENERAL FUND - REFUND OF PRIOR YR EXP	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00

Condensed IV Board Summary Report

From 10/01/2018 To 10/31/2018

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
Fund 10 - GENERAL FUND						
Total Expenditure	16,535,803.00	1,423,339.83	3,640,240.30	692,510.84	26.20	12,203,051.86
Total Other Expenditure	1,541,367.00	-378.01	1,360,170.59	1.00	88.24	181,195.41
Total Revenue	-17,830,720.00	-3,699,359.72	-6,298,220.77	-21,192.66	35.44	-11,511,306.57
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
	246,450.00	-2,276,397.90	-1,297,809.88	671,319.18	-254.20	872,940.70

Grand Totals						
Total Expenditure	16,535,803.00	1,423,339.83	3,640,240.30	692,510.84	26.20	12,203,051.86
Total Other Expenditure	1,541,367.00	-378.01	1,360,170.59	1.00	88.24	181,195.41
Total All Expenditures	18,077,170.00	1,422,961.82	5,000,410.89	692,511.84	31.49	12,384,247.27
Total Revenue	-17,830,720.00	-3,699,359.72	-6,298,220.77	-21,192.66	35.44	-11,511,306.57
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
Total All Revenues	-17,830,720.00	-3,699,359.72	-6,298,220.77	-21,192.66	35.44	-11,511,306.57
	246,450.00	-2,276,397.90	-1,297,809.88	671,319.18	-254.20	872,940.70

**SHARPSVILLE AREA SCHOOL DISTRICT
TREASURER'S REPORT
CAPITAL RESERVE ACCOUNT**

OCTOBER 31, 2018

		YEAR-TO-DATE
FUNDS AVAILABLE SEPTEMBER 30, 2018	\$ 25,675.45	\$ 25,567.00
RECEIPTS - OCTOBER		
11/30/2018 INTEREST	<u>39.44</u>	
TOTAL RECEIPTS - OCTOBER	39.44	147.89
DISBURSEMENTS - OCTOBER		
NO DISBURSEMENTS		
TOTAL DISBURSEMENTS - OCTOBER	<u>-</u>	<u>-</u>
FUNDS AVAILABLE OCTOBER 31, 2018	\$ 25,714.89	\$ 25,714.89

SUMMARY OF CAPITAL RESERVE FUNDS

CHECKING	21.21	
MONEY MARKET ACCOUNT [CURRENT INTEREST RATE: 1.70%]	25,693.68	
FUNDS AVAILABLE OCTOBER 31, 2018		\$ 25,714.89

**SHARPSVILLE AREA SCHOOL DISTRICT
TREASURER'S REPORT
CAPITAL PROJECT FUND**

OCTOBER 31, 2018

	MONTH OF FEBRUARY	YEAR-TO-DATE
FUNDS AVAILABLE SEPTEMBER 30, 2018	\$7,239,864.05	\$7,700,623.85
RECEIPTS - OCTOBER		
10/1/2018 PSI REFUND	380.00	
10/31/2018 INTEREST	4,615.92	
TOTAL RECEIPTS - OCTOBER	4,995.92	37,133.53
10/15/2018 CK 164 D&G MECHANICAL	852.54	
10/15/2018 CK 165 ECKLES ARCHITECTURE	5,868.00	
TOTAL DISBURSEMENTS - OCTOBER	<u>6,720.54</u>	499,617.95
FUNDS AVAILABLE OCTOBER 31, 2018	\$7,238,139.43	\$7,238,139.43

SUMMARY OF CAPITAL PROJECT FUNDS

PLGIT ARTM ACCOUNT (CURRENT INTEREST RATE: 2.08%)	2,647,139.43	
PLGIT CERTIFICATES OF DEPOSIT	4,591,000.00	
FUNDS AVAILABLE OCTOBER 31, 2018		\$7,238,139.43

**SHARPSVILLE AREA SCHOOL DISTRICT
TREASURER'S REPORT
CAPITAL PROJECT FUND**

OCTOBER 31, 2018

CERTIFICATES OF DEPOSIT:

<u>DATE</u>	<u>BANK</u>	<u>MATURITY</u>	<u>INTEREST RATE</u>	<u>AMOUNT</u>
5/7/2018	Luther Burbank Savings, Santa Rosa, CA-(32178)	11/5/2018	2.00%	247,000.00
5/7/2018	Crestmark Bank, Troy, MI-(34353)	11/5/2018	1.95%	247,000.00
5/7/2018	First National Bank and Trust Weatherford, OK (19263)	11/5/2018	1.90%	247,000.00
5/2/2018	Bank Leumi Usa, NY NY	1/28/2019	2.15%	245,000.00
5/2/2018	First Mid-Illinois Bank & Trust, NA Maltoon IL	1/28/2019	2.10%	245,000.00
5/2/2018	Pacific Western Bank (Acquired Security Pacific Bank, Los Angeles, Ca), Los Angeles CA-(74045)	1/28/2019	2.05%	245,000.00
5/2/2018	First National Bank of McGregor TX	1/28/2019	2.05%	245,000.00
5/2/2018	Cibc (Acquired Privatebank & Trust Co.)	1/28/2019	2.05%	245,000.00
5/2/2018	First State Bank, Boise City, OK	1/28/2019	1.95%	175,000.00
6/15/2018	Mainstreet Bank, Hemdon, VA (57742)	3/12/2019	2.32%	245,000.00
6/15/2018	Pacific Enterprise Bank, Irvine, CA (58415)	3/12/2019	2.30%	245,000.00
6/15/2018	Franklin Synergy Bank, Franklin, TN-(58714)	3/12/2019	2.30%	245,000.00
6/15/2018	North American Banking Co, Roseville, MN (34836)	3/12/2019	2.30%	245,000.00
6/15/2018	Bank of Ruston, Baton Rouge, LA (29700)	3/12/2019	2.30%	245,000.00
6/15/2018	Financial Federal Savings Bank, Memphis, TN-(31840)	3/12/2019	2.20%	245,000.00
9/14/2018	Landmark Community Bank, Collierville, TN (34982)	6/11/2019	2.35%	245,000.00
9/14/2018	Prudential Savings Bank, Philadelphia, PA-(30011)	6/11/2019	2.35%	245,000.00
9/14/2018	First Internet Bank Of Indiana, Indianapolis, IN-(34607)	6/11/2019	2.33%	245,000.00
9/14/2018	First Western FSB, Rapid City, SD (31972)	6/11/2019	2.30%	245,000.00
				\$ 4,591,000.00

**SHARPSVILLE AREA SCHOOL DISTRICT
BOARD REPORT**

November 19, 2018

GENERAL FUND:

Total Bills to be Affirmed for October	938,581.93
Total Bills to be Approved for November	210,175.77

CAPITAL PROJECT FUND:

Total Bills to be Approved for November	7,096.00
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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019106	10/02/2018	L3020700001	00030261	PC	10-3250-613-000-00-000-000-AD00	PC	300.00
Vendor: PCASH - PETTY CASH							
00019107	10/05/2018	L3023900001	00030566	70756000	Remit # 1 Check Date: 10/02/2018	Check Amount:	300.00
00019107	10/05/2018	L3023900002	00030566	70756000	10-2620-424-000-00-500-000-0000	126204245000000	496.00
00019107	10/05/2018	L3023900003	00030566	70651000	10-2620-424-000-00-800-000-0000	126204248000000	605.83
00019107	10/05/2018	L3023900003	00030566		10-2620-424-000-00-200-000-0000	126204242000000	735.27
Vendor: BOROUSH - BOROUGH OF SHARPSVILLE							
00019108	10/05/2018	L3023900004	00030588	Dzuricksko	Remit # 1 Check Date: 10/05/2018	Check Amount:	1,837.10
00019108	10/05/2018	L3023900005	00030588	Dzuricksko	10-3250-330-000-00-000-000-BBG7	330BBG7	38.00
00019108	10/05/2018	L3023900005	00030588		10-3250-330-000-00-000-000-BBG8	330BBG8	38.00
Vendor: DZURICBI - BILL DZURICKS							
00019109	10/05/2018	L3023900008	00030565	MCTAXCLaim	Remit # 1 Check Date: 10/05/2018	Check Amount:	76.00
00019110	10/05/2018	L3023900006	00030580	Giles	10-4100-710-000-00-000-000-0000	141007100000000	264.75
00019110	10/05/2018	L3023900007	00030580	Giles	Remit # 1 Check Date: 10/05/2018	Check Amount:	264.75
00019111	10/05/2018	L3023900009	00030158	VIA807-155	10-3250-330-000-00-000-000-VBJ0	330VBj	47.50
00019112	10/05/2018	L3023900010	00030584	James	10-3250-330-000-00-000-000-VBV0	330VBV	47.50
00019112	10/05/2018	L3023900011	00030584	James	Remit # 1 Check Date: 10/05/2018	Check Amount:	95.00
00019113	10/05/2018	L3023900012	00030583	Kopnisky	10-2250-650-000-10-200-000-117-0000	122506502000000	500.00
00019113	10/05/2018	L3023900013	00030583	Kopnisky	Remit # 1 Check Date: 10/05/2018	Check Amount:	500.00
00019114	10/05/2018	L3023900014	00030579	Michael	10-3250-330-000-00-000-000-VBJ0	330VBj	47.50
00019114	10/05/2018	L3023900015	00030579	Michael	10-3250-330-000-00-000-000-VBV0	330VBV	47.50
Vendor: JAMESJE - JEFF JAMES							
00019113	10/05/2018	L3023900012	00030583	Kopnisky	Remit # 1 Check Date: 10/05/2018	Check Amount:	95.00
00019113	10/05/2018	L3023900013	00030583	Kopnisky	10-3250-330-000-00-000-000-VBJ0	330VBj	47.50
00019114	10/05/2018	L3023900014	00030579	Michael	10-3250-330-000-00-000-000-SCM0	330SCM	48.00
00019114	10/05/2018	L3023900015	00030579	Michael	10-3250-330-000-00-000-000-SCM0	330SCM	48.00
Vendor: MICHAEBE - BERNADEEN MICHAEL							
00019115	10/05/2018	L3023900016	00030261	PC	Remit # 1 Check Date: 10/05/2018	Check Amount:	96.00
00019116	10/05/2018	L3023900017	00030520	110005503740	10-3250-613-000-00-000-000-AD00	PC	1,500.00
00019116	10/05/2018	L3023900018	00030520	110005508863	Remit # 1 Check Date: 10/05/2018	Check Amount:	1,500.00
00019116	10/05/2018	L3023900019	00030520	110005508905	10-2620-622-000-00-200-000-000-0000	126206222000000	5,646.49
00019116	10/05/2018	L3023900020	00030520	110005508954	10-2620-622-000-00-980-000-000-0000	126206229800000	29.82
00019116	10/05/2018	L3023900021	00030520	110005508996	10-2620-622-000-00-200-000-000-0000	126206222000000	338.44
00019116	10/05/2018	L3023900021	00030520		10-2620-622-000-00-980-000-000-0000	126206229800000	16.35
00019116	10/05/2018	L3023900021	00030520		10-2620-622-000-00-980-000-000-0000	126206229800000	73.27

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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Sharpsville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019116	10/05/2018	L3023900022	00030520	110005503203	10-2620-622-000-00-500-000-000-0000	126206225000000	3,344.00
00019116	10/05/2018	L3023900023	00030520	110005503203	10-2620-622-000-00-800-000-000-0000	126206228000000	4,086.11
Vendor: PENNPO - PENN POWER							
00019117	10/05/2018	L3023900024	00030578	Rager	Remit # 1 Check Date: 10/05/2018	Check Amount:	13,534.48
00019117	10/05/2018	L3023900024	00030578	Rager	10-3250-330-000-00-000-000-SCM0	330SCM	48.00
Vendor: RAGERI - RICK RAGER							
00019118	10/05/2018	L3023900025	00030586	Rogers	Remit # 1 Check Date: 10/05/2018	Check Amount:	48.00
00019118	10/05/2018	L3023900025	00030586	Rogers	10-3250-330-000-00-000-000-SCM0	330SCM	48.00
Vendor: ROGERSJO - JOHN ROGERS							
00019119	10/05/2018	L3023900026	00030587	Searle	Remit # 1 Check Date: 10/05/2018	Check Amount:	48.00
00019119	10/05/2018	L3023900026	00030587	Searle	10-3250-330-000-00-000-000-BBG7	330BBG7	38.00
Vendor: SEARLEDA - DAVID SEARLE							
00019120	10/05/2018	L3023900027	00030587	Sharbaugh	Remit # 1 Check Date: 10/05/2018	Check Amount:	38.00
00019120	10/05/2018	L3023900027	00030587	Sharbaugh	10-3250-330-000-00-000-000-BBG8	330BBG8	38.00
Vendor: SHARBAED - ED SHARBAUGH							
00019121	10/05/2018	L3023900030	00030591	Shelley	Remit # 1 Check Date: 10/05/2018	Check Amount:	76.00
00019121	10/05/2018	L3023900030	00030591	Shelley	10-3250-330-000-00-000-000-VBJ0	330VBJ	47.50
Vendor: SHELLEJE - JENNIFER SHELLEY							
00019123	10/12/2018	L3029400001	00030604	376318710	Remit # 1 Check Date: 10/05/2018	Check Amount:	47.50
00019123	10/12/2018	L3029400001	00030604	376318710	10-2620-621-000-00-200-000-000-0000	126206212000000	95.00
00019123	10/12/2018	L3029400002	00030604	376318710	10-2620-621-000-00-500-000-000-0000	126206215000000	217.29
00019123	10/12/2018	L3029400003	00030604	376318710	10-2620-621-000-00-800-000-000-0000	126206218000000	79.00
00019123	10/12/2018	L3029400004	00030604	376318710	10-2620-621-000-00-980-000-000-0000	126206219800000	95.78
Vendor: NATIONALFUEL - NATIONAL FUEL							
00019124	10/12/2018	L3029400005	00030261	PC	Remit # 1 Check Date: 10/12/2018	Check Amount:	15.11
00019124	10/12/2018	L3029400005	00030261	PC	10-3250-613-000-00-000-000-AD00	PC	407.18
Vendor: PCASH - PETTY CASH							
00019125	10/12/2018	L3029400006	00030603	110046135841	Remit # 1 Check Date: 10/12/2018	Check Amount:	1,500.00
00019125	10/12/2018	L3029400006	00030603	110046135841	10-2620-622-000-00-220-000-000-0000	126206222200000	1,500.00
Vendor: PENNPO - PENN POWER							
00019126	10/12/2018	L3029400007	00030570	5000013	Remit # 1 Check Date: 10/12/2018	Check Amount:	73.36
00019126	10/12/2018	L3029400007	00030570	5000013	10-2620-424-000-00-220-000-000-0000	126204242200000	264.00
Vendor: SOUTHPY1 - SOUTH PYMATUNING TOWNSHIP							
00019249	10/14/2018	L3030200001	00030261	PC	Remit # 1 Check Date: 10/12/2018	Check Amount:	264.00
00019249	10/14/2018	L3030200001	00030261	PC	10-3250-613-000-00-000-000-AD00	PC	300.00
Vendor: PCASH - PETTY CASH							
00019250	10/18/2018	L30333100001	00030670	CityTheatre	Remit # 1 Check Date: 10/14/2018	Check Amount:	300.00
00019250	10/18/2018	L30333100001	00030670	CityTheatre	10-3210-894-000-20-500-000-127-0000	132108105000000	322.00
Vendor: CITYTHC - CITY THEATRE COMPANY							
00019251	10/18/2018	L30333100002	00030667	104697454	Remit # 1 Check Date: 10/18/2018	Check Amount:	322.00
00019251	10/18/2018	L30333100002	00030667	104697454	10-2720-513-000-00-000-000-3500	1272051300000035	3,880.20

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: FERREIGA - FERRELL GAS							
00019252	10/18/2018	L3033100003	00030679	Giardina	Remit # 1 Check Date: 10/18/2018	Check Amount:	3,880.20
					10-3250-330-000-000-000-SCGV	330SCGV	72.00
Vendor: GIARDIMI - MICHAEL GIARDINA							
00019253	10/18/2018	L3033100004	00030699	ZN-971698	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-0484-000-000-000-000-0000	10484	2,000.00
Vendor: GREATAMS - GREAT AMERICAN SAVINGS							
00019254	10/18/2018	L3033100005	00030677	Hart	Remit # 1 Check Date: 10/18/2018	Check Amount:	2,000.00
					10-3250-330-000-000-000-BBG7	330BBG7	38.00
00019254	10/18/2018	L3033100006	00030677	Hart	Remit # 1 Check Date: 10/18/2018	Check Amount:	38.00
					10-3250-330-000-000-000-BBG8	330BBG8	38.00
Vendor: HARTJI - JAMES HART							
00019255	10/18/2018	L3033100007	00030690	Hawthorne	Remit # 1 Check Date: 10/18/2018	Check Amount:	76.00
					10-3250-330-000-000-000-FBV0	330FBV	72.00
Vendor: HAWTHOLA - LARRY HAWTHORNE							
00019256	10/18/2018	L3033100008	00030680	James Beshero	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-SCGV	330SCGV	72.00
Vendor: JAMESRO - ROBIN L JAMES BESHRO							
00019257	10/18/2018	L3033100009	00030686	Kerr	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-SCBV	330SCBV	72.00
Vendor: KERRWI - WILLIAM KERR							
00019258	10/18/2018	L3033100010	00030685	Koury	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-SCBV	330SCBV	72.00
Vendor: KOURYST - STEVE KOURY							
00019259	10/18/2018	L3033100011	00030688	Mezzara	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-FBV0	330FBV	72.00
Vendor: MEZZARJI - JIM MEZZARA							
00019260	10/18/2018	L3033100012	00030682	Michael	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-SCGV	330SCGV	72.00
Vendor: MICHAEBE - BERNADEEN MICHAEL							
00019261	10/18/2018	L3033100013	00030691	Mikulas	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-3250-330-000-000-000-FBV0	330FBV	72.00
Vendor: MIKULAJO - JOHN MIKULAS							
00019262	10/18/2018	L3033100014	00030701	6397516	Remit # 1 Check Date: 10/18/2018	Check Amount:	72.00
					10-2620-621-000-000-000-0000	126206212000000	312.64
00019262	10/18/2018	L3033100015	00030701	6397516	Remit # 1 Check Date: 10/18/2018	Check Amount:	113.00
					10-2620-621-000-000-000-0000	126206215000000	138.47
00019262	10/18/2018	L3033100016	00030701	6397516	Remit # 1 Check Date: 10/18/2018	Check Amount:	21.75
					10-2620-621-000-000-000-0000	126206218000000	585.86
00019262	10/18/2018	L3033100017	00030701	6397516	Remit # 1 Check Date: 10/18/2018	Check Amount:	38.00
					10-2620-621-000-000-000-0000	126206219000000	38.00
Vendor: NATIONFUR - NATIONAL FUEL RESOURCES							
00019263	10/18/2018	L3033100018	00030678	Pacsi	Remit # 1 Check Date: 10/18/2018	Check Amount:	76.00
					10-3250-330-000-000-000-BBG7	330BBG7	500.00
00019263	10/18/2018	L3033100019	00030678	Pacsi	Remit # 1 Check Date: 10/18/2018	Check Amount:	38.00
					10-3250-330-000-000-000-BBG8	330BBG8	76.00
Vendor: PACSIGE - GENE PACSI							
00019264	10/18/2018	L3033100020	00030669	Deposit	Remit # 1 Check Date: 10/18/2018	Check Amount:	500.00
					10-2519-340-000-000-000-0000	125193400000000	500.00
Vendor: RESCHIAG - RESCHINI AGENCY, INC.							
					Remit # 1 Check Date: 10/18/2018	Check Amount:	500.00

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit C - Credit Card Payment

11/05/2018 11:37:26 AM

Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019265	10/18/2018	L3033100021	00030687	Thorn	10-3250-330-000-00-000-000-FBV0	330FBV	72.00
Vendor: THORNJA - JACK THORN							
00019266	10/18/2018	L3033100022	00030683	Weber	10-3250-330-000-00-000-000-SCGV	330SCGV	72.00
Vendor: WEBERRI - RICH WEBER							
00019267	10/18/2018	L3033100023	00030689	Yarzab	10-3250-330-000-00-000-000-FBV0	330FBV	72.00
Vendor: YARZEBJO - JOE YARZAB							
00019268	10/22/2018	L3034800001	00030261	PC	10-3250-613-000-00-000-000-AD00	PC	72.00
Vendor: PCASH - PETTY CASH							
00019269	10/26/2018	L3038300001	00030711	CMU	10-1243-894-000-30-800-000-201-0000	1124389480000000	300.00
Vendor: CARENGME2 - CARNEGIE MELLON UNIVERSITY							
00019270	10/26/2018	L3038300002	00030703	MCCD	10-1110-894-000-30-800-000-137-0000	1110089480000000	75.00
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
00019271	10/26/2018	L3038300003	00030708	70944637	10-2620-531-000-00-200-000-000-0000	1262053120000000	125.00
00019271	10/26/2018	L3038300004	00030708	70944637	10-2620-531-000-00-500-000-000-0000	1262053150000000	221.33
00019271	10/26/2018	L3038300005	00030708	70944637	10-2620-531-000-00-800-000-000-0000	1262053180000000	158.09
Vendor: VERIZOBUS - VERIZON BUSINESS SERVICES							
00019272	10/29/2018	L3039200001	00030716	Boston-11	10-0470-000-000-00-000-000-0000	10470	252.95
Vendor: BOSTONMU - BOSTON MUTUAL							
00019273	10/29/2018	L3039200002	00030740	CTC	10-3210-390-000-00-500-000-127-0000	1321039050000000	632.37
Vendor: CITYTHC - CITY THEATRE COMPANY							
00019274	10/29/2018	L3039200003	00030717	544	10-0470-000-000-00-000-000-0000	10470	522.06
Vendor: CMREG - CM REGENT, LLC							
00019275	10/29/2018	L3039200004	00030713	Crown-11	10-0470-000-000-00-000-000-0000	10470	522.06
00019275	10/29/2018	L3039200005	00030715	Crown-11	10-0470-000-000-00-000-000-0000	10470	950.00
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION							
00019276	10/29/2018	L3039200006	00030718	4	10-1290-330-000-10-200-000-109-0000	1129033020000000	165.07
00019276	10/29/2018	L3039200007	00030718	4	10-1290-330-000-30-800-000-109-0000	1129033080000000	165.07
Vendor: LINDAMBE2 - LINDAMOOD-BELL LEARNING PROCESSES							
00019277	10/29/2018	L3039200008	00030739	MCCD	10-1110-894-000-20-500-000-127-0000	1110089450000000	165.07
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
10042018	10/04/2018	L3033700025	00030325	Harrisbank-09	10-1110-610-000-20-500-260-127-0000	111006105026000	161,365.77
10042018	10/04/2018	L3033700030	00030419	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	1110065020000061	1,213.92
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
10042018	10/04/2018	L3033700025	00030325	Harrisbank-09	10-1110-610-000-20-500-260-127-0000	111006105026000	162,579.69
10042018	10/04/2018	L3033700030	00030419	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	1110065020000061	2,500.00
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
10042018	10/04/2018	L3033700025	00030325	Harrisbank-09	10-1110-610-000-20-500-260-127-0000	111006105026000	2,500.00
10042018	10/04/2018	L3033700030	00030419	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	1110065020000061	5,000.00
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
10042018	10/04/2018	L3033700025	00030325	Harrisbank-09	10-1110-610-000-20-500-260-127-0000	111006105026000	125.00
10042018	10/04/2018	L3033700030	00030419	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	1110065020000061	183.62
Vendor: MCCD - MERCER COUNTY CHORAL DIRECTORS							
10042018	10/04/2018	L3033700025	00030325	Harrisbank-09	10-1110-610-000-20-500-260-127-0000	111006105026000	431.25
10042018	10/04/2018	L3033700030	00030419	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	1110065020000061	

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote d - Direct Deposit c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: AMAZON - HARRIS BANK							
10042019	10/04/2018	L30333700029	00030459	Harrisbank-09	Remit # 2 Check Date: 10/04/2018 10-3210-390-000-00-500-000-127-0000	Check Amount: 132103905000000	614.87
Vendor: BUHLPAC - HARRIS BANK							
10042020	10/04/2018	L30333700026	00030077	Harrisbank-09	Remit # 2 Check Date: 10/04/2018 10-1110-610-000-30-800-181-137-0000	Check Amount: 111006108018100	164.80
Vendor: COGENTED - HARRIS BANK							
10042021	10/04/2018	L30333700027	00030376	Harrisbank-09	Remit # 2 Check Date: 10/04/2018 10-3250-610-000-00-000-000-AD00	Check Amount: 610AD	119.00
Vendor: GEARGI - GILMAN GEAR							
10042022	10/04/2018	L30333700028	00030337	Harrisbank-09	Remit # 1 Check Date: 10/04/2018 10-3250-610-000-00-000-000-AD00	Check Amount: 610AD	119.00
Vendor: GEARGI - HARRIS BANK							
10042023	10/04/2018	L30333700003	00030655	Harrisbank-09	Remit # 2 Check Date: 10/04/2018 10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700004	00030655	Harrisbank-09	10-2620-610-000-30-980-000-000-0000	Check Amount: 126206109800000	67.44
10042023	10/04/2018	L30333700005	00030655	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700006	00030655	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700007	00030655	Harrisbank-09	10-2620-610-000-30-980-000-000-0000	Check Amount: 126206109800000	67.44
10042023	10/04/2018	L30333700008	00030655	Harrisbank-09	10-2620-610-000-30-980-000-000-0000	Check Amount: 126206109800000	67.44
10042023	10/04/2018	L30333700009	00030655	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700010	00030655	Harrisbank-09	10-2620-430-000-00-000-000-0000	Check Amount: 126204300000000	67.44
10042023	10/04/2018	L30333700011	00030656	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700012	00030656	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
10042023	10/04/2018	L30333700013	00030608	Harrisbank-09	10-1110-610-000-30-800-240-137-0000	Check Amount: 111006108024000	67.44
10042023	10/04/2018	L30333700014	00030576	Harrisbank-09	10-1110-610-000-30-800-240-137-0000	Check Amount: 111006108024000	67.44
10042023	10/04/2018	L30333700015	00030572	Harrisbank-09	10-1110-650-000-10-200-000-402-6100	Check Amount: 111006502000061	67.44
10042023	10/04/2018	L30333700016	00030572	Harrisbank-09	10-1290-610-890-30-800-000-201-5900	Check Amount: 112906108000059	67.44
10042023	10/04/2018	L30333700017	00030572	Harrisbank-09	10-3210-580-000-30-800-000-137-0000	Check Amount: 132105808000000	67.44
10042023	10/04/2018	L30333700018	00030572	Harrisbank-09	10-1290-610-890-30-800-000-201-5900	Check Amount: 112906108000059	67.44
10042023	10/04/2018	L30333700019	00030572	Harrisbank-09	10-1110-650-000-10-200-000-117-0000	Check Amount: 111006502000000	67.44
10042023	10/04/2018	L30333700020	00030572	Harrisbank-09	10-2519-442-000-00-000-000-0000	Check Amount: 125194420000000	67.44
10042023	10/04/2018	L30333700021	00030572	Harrisbank-09	10-2834-580-000-00-000-000-0000	Check Amount: 128345800000000	67.44
10042023	10/04/2018	L30333700022	00030572	Harrisbank-09	10-2836-580-000-00-000-000-0000	Check Amount: 128365800000000	67.44
10042023	10/04/2018	L30333700023	00030572	Harrisbank-09	10-1290-610-890-30-800-000-201-5900	Check Amount: 112906108000059	67.44
10042023	10/04/2018	L30333700024	00030572	Harrisbank-09	10-2620-610-000-00-000-000-0000	Check Amount: 126206100000000	67.44
Vendor: HARRISBA - HARRIS BANK							
					Remit # 1 Check Date: 10/04/2018	Check Amount:	3,370.17

Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
10052018	10/05/2018	L3033700001	00030524	09302018	10-0470-000-00-000-000-0000	10470	7,185.20
10052018	10/05/2018	L3033700002	00030524	09302018	10-5800-272-000-00-000-000-0000	15800272	-1,377.75
Vendor: PSEAHEW - PSEA HEALTH AND WELFARE FUND							
10172018	10/17/2018	L3034100001	00030698	SASDPR-10	Remit # 1 Check Date: 10/05/2018	Check Amount:	5,807.45
					10-0102-000-00-000-000-0000	10102	717,932.70
Vendor: SASDPR - SHARPSVILLE AREA SCHOOL DIST.							
10192018	10/17/2018	L3034100002	00030662	PAUCFUND`	Remit # 1 Check Date: 10/17/2018	Check Amount:	717,932.70
					10-0473-000-00-000-000-0000	10473	1,280.43
Vendor: PAUCF - PA UC FUND							
10202018	10/20/2018	L3034100003	00030504	Nationwide-10	Remit # 1 Check Date: 10/19/2018	Check Amount:	1,280.43
					10-2260-291-000-00-000-000-0000	12260290000000	300.00
10202018	10/20/2018	L3034100004	00030504	Nationwide-10	10-2360-291-000-00-000-000-0000	12360290000000	300.00
10202018	10/20/2018	L3034100005	00030504	Nationwide-10	10-2380-291-000-00-000-000-0000	12380290000000	900.00
10202018	10/20/2018	L3034100006	00030504	Nationwide-10	10-2515-291-000-00-000-000-0000	12515290000000	475.00
10202018	10/20/2018	L3034100007	00030504	Nationwide-10	10-2818-291-000-00-000-000-0000	12818290000000	300.00
Vendor: NATION - NATIONWIDE							
10222018	10/22/2018	L3034500001	00030571	56038293	Remit # 1 Check Date: 10/20/2018	Check Amount:	2,275.00
					10-2620-626-000-00-000-000-0000	12620626000000	330.09
10222018	10/22/2018	L3034500002	00030571	56038293	10-2720-513-000-00-000-000-3500	1272051300000035	301.84
10222018	10/22/2018	L3034500003	00030571	56038293	10-3250-627-000-00-000-000-AD00	627AD	375.89
Vendor: FLEETSE - WEX BANK							
10232018	10/22/2018	L3039600001	00030705	USPS	Remit # 1 Check Date: 10/22/2018	Check Amount:	1,007.82
					10-2360-532-000-00-000-000-0000	12360532000000	840.00
10232018	10/22/2018	L3039600002	00030705	USPS	10-2380-532-000-10-200-000-117-0000	12380532200000	865.00
10232018	10/22/2018	L3039600003	00030705	USPS	10-2380-532-000-20-500-000-127-0000	12380532500000	1,165.00
10232018	10/22/2018	L3039600004	00030705	USPS	10-2380-532-000-30-800-000-137-0000	12380532800000	1,290.00
10232018	10/22/2018	L3039600005	00030705	USPS	10-2519-532-000-00-000-000-0000	12519532000000	840.00
Vendor: USPS2 - US POSTAL SERVICE							
10252018	10/25/2018	L3034500004	00030668	56203915	Remit # 2 Check Date: 10/22/2018	Check Amount:	5,000.00
					10-2519-340-000-00-000-000-0000	12519340000000	9.15
10252018	10/25/2018	L3034500005	00030668	56203915	10-2620-626-000-00-000-000-0000	12620626000000	80.32
10252018	10/25/2018	L3034500006	00030668	56203915	10-2720-513-000-00-000-000-3500	1272051300000035	115.70
10252018	10/25/2018	L3034500007	00030668	56203915	10-3250-627-000-00-000-000-AD00	627AD	5.42
Vendor: FLEETSE - WEX BANK							
10302018	10/30/2018	L3042700001	00030761	FSA-10	Remit # 1 Check Date: 10/25/2018	Check Amount:	210.59
					10-0460-000-000-00-000-000-0860	0860	689.20
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION							
					Remit # 1 Check Date: 10/30/2018	Check Amount:	689.20
10-GENERAL FUND							
							938,581.93

* Denotes Non-Negotiable Transaction

P - Prenote

C - Credit Card Payment

d - Direct Deposit

Sharpville Area School District

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- Payable Transaction

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Fund Accounting Check Register

GENERAL FUND - From 10/01/2018 To 10/31/2018

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
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Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							938,581.93
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							938,581.93

Fund Accounting Check Register

GENERAL FUND - From 11/19/2018 To 11/19/2018

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019299	11/19/2018	L3030000043	00030723	513189	10-1110-561-000-10-200-000-109-0000	111005612000000	1,748.47
00019299	11/19/2018	L3049900001	00030825	518480	10-1110-562-000-10-200-000-109-0000	111005622000000	1,748.48
Vendor: AGORACYC - AGORA CYBER CHARTER SCHOOL							
00019300	11/19/2018	L3030000016	00030672	9956291952	Remit # 1 Check Date: 11/19/2018	Check Amount:	3,496.95
00019300	11/19/2018	L3030000236	00030846	9956993713	10-1110-610-000-30-800-260-137-0000	111006108026000	115.30
Vendor: AIRGASUA - AIRGAS USA LLC							
00019301	11/19/2018	L3030000167	00030800	84616	Remit # 1 Check Date: 11/19/2018	Check Amount:	118.38
00019301	11/19/2018	L3030000168	00030800	84615	10-2350-330-271-00-000-000-000-2200	123503300000022	233.68
00019301	11/19/2018	L3030000169	00030800	84617	10-2350-330-271-00-000-000-000-2200	123503300000022	330.00
Vendor: ANDREWPR - ANDREWS & PRICE							
00019302	11/19/2018	L3030000170	00030795	157378	Remit # 1 Check Date: 11/19/2018	Check Amount:	525.00
Vendor: ASEE - A. SERVEDIO ELECTRIC MOTOR							
00019303	11/19/2018	L3030000171	00030801	BANICK	10-2620-610-000-00-000-000-000-0000	126206100000000	225.00
00019303	11/19/2018	L3030000237	00030835	BANICK	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,080.00
Vendor: BANICKEL - ELLEN V. BANICK							
00019304	11/19/2018	L3030000172	00030787	12351	10-2270-580-000-30-800-000-000-0000	122705808000000	325.00
Vendor: BELLSPOR - BELLS PORTABLE RESTROOMS INC							
00019305	11/19/2018	L3030000238	00030821	BUHL PARK	10-3210-580-000-30-800-000-137-0000	132105808000000	325.00
Vendor: BUHLPAC - BUHL PARK CORPORATION							
00019306	11/19/2018	L3030000173	00030780	161033	Remit # 1 Check Date: 11/19/2018	Check Amount:	48.58
Vendor: CASTLEMAP - CASTLE MAINTENANCE PRODUCTS							
00019307	11/19/2018	L3030000089	00030749	CHAMBERLAIN	10-2620-430-000-00-980-000-000-0000	126204309800000	13.50
00019307	11/19/2018	L3030000090	00030749	CHAMBERLAIN	Remit # 1 Check Date: 11/19/2018	Check Amount:	62.08
Vendor: CHAMBEKI - KIMBERLY A CHAMBERLAIN							
00019308	11/19/2018	L3030000239	00030826	CHARSAR	10-1233-894-000-10-200-000-201-0000	112338942000000	190.00
Vendor: CHARSAAB - ABIGAIL CHARSAR							
00019309	11/19/2018	L3030000017	00030696	CLARY	Remit # 1 Check Date: 11/19/2018	Check Amount:	190.00
Vendor: CLARYTO - TODD CLARY							
00019310	11/19/2018	L3030000174	00030791	554324	10-3250-330-000-00-000-000-VBVO	330VBVJ	71.00
00019310	11/19/2018	L3030000175	00030791	554678	Remit # 1 Check Date: 11/19/2018	Check Amount:	71.00
00019310	11/19/2018	L3030000176	00030791	554461	10-2620-610-000-00-000-000-0000	126206100000000	818.60
00019310	11/19/2018	L3030000177	00030791	554460	Remit # 1 Check Date: 11/19/2018	Check Amount:	818.60
Vendor: CHAMBEKI - KIMBERLY A CHAMBERLAIN							
00019308	11/19/2018	L3030000239	00030826	CHARSAR	10-3250-330-000-00-000-000-VBVO	330VBV	15.00
Vendor: CHARSAAB - ABIGAIL CHARSAR							
00019309	11/19/2018	L3030000017	00030696	CLARY	Remit # 1 Check Date: 11/19/2018	Check Amount:	15.00
Vendor: CLARYTO - TODD CLARY							
00019310	11/19/2018	L3030000174	00030791	554324	10-2270-580-000-30-800-000-000-0000	122705808000000	30.00
00019310	11/19/2018	L3030000175	00030791	554678	Remit # 1 Check Date: 11/19/2018	Check Amount:	7.45
00019310	11/19/2018	L3030000176	00030791	554461	10-3250-330-000-00-000-000-FBVO	330FBV	7.45
00019310	11/19/2018	L3030000177	00030791	554460	Remit # 1 Check Date: 11/19/2018	Check Amount:	25.00
Vendor: CHAMBEKI - KIMBERLY A CHAMBERLAIN							
00019308	11/19/2018	L3030000239	00030826	CHARSAR	10-2620-610-000-00-000-000-0000	126206100000000	25.00
Vendor: CHARSAAB - ABIGAIL CHARSAR							
00019309	11/19/2018	L3030000017	00030696	CLARY	10-2620-610-000-00-000-000-0000	126206100000000	1,029.60
Vendor: CLARYTO - TODD CLARY							
00019310	11/19/2018	L3030000174	00030791	554324	10-2620-610-000-00-000-000-0000	126206100000000	140.22
00019310	11/19/2018	L3030000175	00030791	554678	10-2620-610-000-00-000-000-0000	126206100000000	169.47
00019310	11/19/2018	L3030000176	00030791	554461	10-2620-610-000-00-000-000-0000	126206100000000	217.82
00019310	11/19/2018	L3030000177	00030791	554460	10-2620-610-000-00-000-000-0000	126206100000000	

* Denotes Non-Negotiable Transaction

Fund Accounting Check Register

GENERAL FUND - From 11/19/2018 to 11/19/2018

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expend Amt
Vendor: COLTPL - COLT PLUMBING CO., INC.							
00019311	11/19/2018	L3030000240	00030827	519208	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,557.11
					10-1110-562-000-30-800-000-109-0000	111005628000000	1,748.48
Vendor: COMMONCHA - COMMONWEALTH CHARTER ACADEMY							
00019312	11/19/2018	L3030000166	00030013	SASD-0118	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,748.48
					10-2519-340-000-00-000-000-000-0000	125193400000000	75.00
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION							
00019313	11/19/2018	L3030000001	00030015	DADICH	Remit # 1 Check Date: 11/19/2018	Check Amount:	75.00
					10-2620-538-000-00-000-000-000-0000	126205380000000	25.00
Vendor: DADICHTIJ - TIMOTHY J DADICH							
00019314	11/19/2018	L3030000153	00030016	61217451	Remit # 1 Check Date: 11/19/2018	Check Amount:	25.00
					10-1110-448-000-10-200-000-117-0000	111004482000000	974.00
00019314	11/19/2018	L3030000154	00030016	61217451	10-1110-448-000-20-500-000-127-0000	111004485000000	793.00
00019314	11/19/2018	L3030000155	00030016	61217451	10-1110-448-000-30-800-000-137-0000	111004488000000	793.00
00019314	11/19/2018	L3030000156	00030016	61217451	10-2250-448-000-30-800-000-137-0000	122504488000000	4.00
00019314	11/19/2018	L3030000157	00030016	61217451	10-2260-448-000-00-000-000-201-0000	122604480000000	4.00
00019314	11/19/2018	L3030000158	00030016	61217451	10-2360-448-000-00-000-000-000-0000	123604480000000	33.00
00019314	11/19/2018	L3030000159	00030016	61217451	10-2380-448-000-10-200-000-117-0000	123804482000000	82.00
00019314	11/19/2018	L3030000160	00030016	61217451	10-2380-448-000-20-500-000-127-0000	123804485000000	37.00
00019314	11/19/2018	L3030000161	00030016	61217451	10-2380-448-000-30-800-000-137-0000	123804488000000	95.00
00019314	11/19/2018	L3030000162	00030016	61217451	10-2519-448-000-00-000-000-000-0000	125194480000000	33.08
Vendor: DELAGELAF - DE LAGE LANDEN FINANCIAL SERVICES INC							
					Remit # 1 Check Date: 11/19/2018	Check Amount:	2,848.08
00019315	11/19/2018	L3030000085	00030673	52264	10-3250-610-000-00-000-000-BBGV	610BBGV	211.55
00019315	11/19/2018	L3030000086	00030673	52264	10-3250-610-000-00-000-000-BBGV	610BBGV	211.55
Vendor: DEMANS - DEMANS INC							
00019316	11/19/2018	L3030000232	00030558	6469343	Remit # 1 Check Date: 11/19/2018	Check Amount:	423.10
					10-0481-000-000-00-000-000-000-0000	10481	642.54
Vendor: DEMCO - DEMCO							
00019317	11/19/2018	L3030000178	00030233	162267	Remit # 1 Check Date: 11/19/2018	Check Amount:	642.54
					10-1233-610-000-10-200-000-201-0000	112336102000000	781.10
Vendor: DIFFERROL - DIFFERENT ROADS TO LEARNING							
00019318	11/19/2018	L3030000179	00030802	212525	Remit # 1 Check Date: 11/19/2018	Check Amount:	781.10
					10-1110-448-000-10-200-000-117-0000	111004482000000	311.27
00019318	11/19/2018	L3030000180	00030802	212525	10-1110-448-000-20-500-000-127-0000	111004485000000	300.00
00019318	11/19/2018	L3030000181	00030802	212525	10-1110-448-000-30-800-000-137-0000	111004488000000	167.83
00019318	11/19/2018	L3030000182	00030802	212525	10-2360-448-000-00-000-000-000-0000	123604480000000	3.12
00019318	11/19/2018	L3030000183	00030802	212525	10-2519-448-000-00-000-000-000-0000	125194480000000	3.11
Vendor: DIRECTIM - DIRECT IMAGE							
					Remit # 1 Check Date: 11/19/2018	Check Amount:	785.33

* Denotes Non-Negotiable Transaction

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019319	11/19/2018	L3030000044	00030724	DONOFRIOS	10-2360-635-000-00-000-000-0000	1236063500000000	18.33
00019319	11/19/2018	L30300000113	00030770	DONOFRIOS	10-1110-610-000-20-500-240-127-0000	111006105024000	177.47
00019319	11/19/2018	L30300000184	00030773	DONOFRIOS	10-1110-610-000-30-800-180-137-0000	111006108018000	36.06
00019319	11/19/2018	L30300000185	00030773	DONOFRIOS	10-1110-610-000-30-800-240-137-0000	111006108024000	23.20
00019319	11/19/2018	L30300000186	00030773	DONOFRIOS	10-1211-610-000-30-800-000-201-0000	112116108000000	97.13
Vendor: DONOFRIOC - DONOFRIO'S FOOD CENTER							
00019320	11/19/2018	L30300000187	00030784	13394	Remit # 1 Check Date: 11/19/2018	Check Amount:	352.19
Vendor: DRAINDR - STERLING SEWER SERVICE							
00019321	11/19/2018	L30300000188	00030793	16482	Remit # 1 Check Date: 11/19/2018	Check Amount:	650.00
00019321	11/19/2018	L30300000189	00030793	16482	Remit # 1 Check Date: 11/19/2018	Check Amount:	677.73
Vendor: DURAEDPR - DURAEDGE PRODUCTS INC							
00019322	11/19/2018	L30300000190	00030803	ERDOS TRANSPORT	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,355.45
00019322	11/19/2018	L30300000191	00030803	ERDOS TRANSPORT	Remit # 1 Check Date: 11/19/2018	Check Amount:	2,117.00
Vendor: ERDOSTR - ERDOS TRANSPORT SERVICES							
00019323	11/19/2018	L30300000002	00030028	ERIC RYAN CORP	Remit # 1 Check Date: 11/19/2018	Check Amount:	2,453.00
Vendor: ERICRY - THE ERIC RYAN CORPORATION							
00019324	11/19/2018	L30300000192	00030789	157691	Remit # 1 Check Date: 11/19/2018	Check Amount:	4,570.00
Vendor: FAGANSAS - FAGAN SANITARY SUPPLY							
00019325	11/19/2018	L30300000045	00030725	FERENCE	Remit # 1 Check Date: 11/19/2018	Check Amount:	30.00
Vendor: FERENCJO - JOHN FERENCE							
00019326	11/19/2018	L30300000040	00030555	330307F	Remit # 1 Check Date: 11/19/2018	Check Amount:	30.00
Vendor: FOLLETSCS - FOLLETT SCHOOL SOLUTIONS INC							
00019327	11/19/2018	L30300000241	00030834	1188146	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,704.00
Vendor: FRIENDBUS - FRIENDS OFFICE							
00019328	11/19/2018	L30300000088	00030328	9512897	Remit # 1 Check Date: 11/19/2018	Check Amount:	52.60
00019328	11/19/2018	L30300000112	00030741	9530293	Remit # 1 Check Date: 11/19/2018	Check Amount:	52.60
Vendor: GOPHER - GOPHER							
00019329	11/19/2018	L30300000193	00030804	G18-ADJ126	Remit # 1 Check Date: 11/19/2018	Check Amount:	31.97
Vendor: GROVEC12 - GROVE CITY AREA SCHOOL DISTRICT							
00019330	11/19/2018	L30300000242	00030817	HAMILTON	Remit # 1 Check Date: 11/19/2018	Check Amount:	16.25
Vendor: HAMILTKE - KERRI HAMILTON							
00019331	11/19/2018	L30300000243	00030828	HAST	Remit # 1 Check Date: 11/19/2018	Check Amount:	16.25
Vendor: HAMILTKE - KERRI HAMILTON							
00019331	11/19/2018	L30300000243	00030828	HAST	Remit # 1 Check Date: 11/19/2018	Check Amount:	16.25

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Vendor: HASTAM - AMBER HAST							
00019332	11/19/2018	L3030000032	00022128	19006564	Remit # 1 Check Date: 11/19/2018	Check Amount:	94.00
					10-1231-561-000-10-200-000-000-0000	112315612000000	2,294.91
Vendor: HERMITSCD - HERMITAGE SCHOOL DISTRICT							
00019333	11/19/2018	L3030000003	00030017	HOAGLAND	Remit # 1 Check Date: 11/19/2018	Check Amount:	2,294.91
					10-2620-538-000-00-000-000-000-0000	126205380000000	50.00
Vendor: HOAGLAWA - WADE HOAGLAND							
00019334	11/19/2018	L3030000034	00030707	818337	Remit # 1 Check Date: 11/19/2018	Check Amount:	50.00
					10-3250-635-000-00-000-000-000-AD00	635AD	25.50
00019334	11/19/2018	L3030000035	00030707	651238	10-3250-635-000-00-000-000-AD00	635AD	25.50
Vendor: HOMETOHOP - HOMETOWN HOMEMADE PIZZA							
00019335	11/19/2018	L3030000004	00030025	HOUCK	Remit # 1 Check Date: 11/19/2018	Check Amount:	51.00
					10-2620-538-000-00-000-000-000-0000	126205380000000	25.00
Vendor: HOUCKCA - CAROL HOUCK							
00019336	11/19/2018	L3030000163	00030365	953986106	Remit # 1 Check Date: 11/19/2018	Check Amount:	25.00
					10-1110-610-000-20-500-000-127-0000	111006105000000	298.34
00019336	11/19/2018	L3030000164	00030365	953986106	10-1110-650-000-20-500-000-127-0000	111006505000000	511.40
Vendor: HOUGHTMTH - HOUGHTON MIFFLIN HARCOURT							
00019337	11/19/2018	L3030000194	00030794	S3765	Remit # 1 Check Date: 11/19/2018	Check Amount:	809.74
					10-2620-610-000-00-000-000-000-0000	126206100000000	113.74
Vendor: HOVISAUUS - HOVIS AUTO SUPPLY INC							
00019338	11/19/2018	L3030000195	00030788	163483	Remit # 1 Check Date: 11/19/2018	Check Amount:	113.74
					10-2620-430-000-00-200-000-000-0000	126204302000000	588.00
Vendor: ICEL - I.C. ELECTRIC							
00019339	11/19/2018	L3030000033	00030018	1143698	Remit # 1 Check Date: 11/19/2018	Check Amount:	588.00
					10-2620-430-000-00-000-000-000-0000	126204300000000	168.00
Vendor: JCEH - J.C. EHRLICH CO., INC.							
00019340	11/19/2018	L3030000196	00030779	85335165	Remit # 1 Check Date: 11/19/2018	Check Amount:	168.00
					10-2620-430-000-00-800-000-000-0000	126204308000000	1,047.81
Vendor: JOHNSOCOF - JOHNSON CONTROLS FIRE PROTECTION LP							
00019341	11/19/2018	L3030000046	00030360	01U00924	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,047.81
					10-1110-610-000-20-500-121-127-0000	111006105012100	67.74
00019341	11/19/2018	L3030000047	00030360	01U00924	10-1110-610-000-30-800-121-137-0000	111006108012100	67.75
00019341	11/19/2018	L3030000048	00030460	01U11372	10-1110-610-000-20-500-121-127-0000	111006105012100	80.49
00019341	11/19/2018	L3030000049	00030460	01U13328	10-1110-610-000-20-500-121-127-0000	111006105012100	11.25
Vendor: JWPES - J.W. PEPPER & SONS, INC.							
00019342	11/19/2018	L3030000050	00030726	KALPICH	Remit # 1 Check Date: 11/19/2018	Check Amount:	227.23
					10-2270-580-000-30-800-000-000-0000	122705808000000	27.00
Vendor: KALPICMI - MICHAEL KALPICH							
00019343	11/19/2018	L3030000024	00030840	KERR	Remit # 1 Check Date: 11/19/2018	Check Amount:	27.00
					10-3250-330-000-00-000-000-000-SCBV	330SCBV	78.00
Vendor: KERRMI - WILLIAM KERR							
00019344	11/19/2018	L3030000114	00030763	KEYSTONE	Remit # 1 Check Date: 11/19/2018	Check Amount:	78.00
					10-1110-562-000-30-800-000-109-0000	111005628000000	7,110.16
00019344	11/19/2018	L3030000115	00030763	KEYSTONE	10-1110-562-000-30-800-000-109-0000	111005628000000	-291.40

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00019344	11/19/2018	L3030000116	00030763	KEYSTONE	10-1290-562-000-30-800-000-109-0000	112905628000000	6,568.68
Vendor: KEYSTOEDC - KEYSTONE EDUCATION CENTER					Remit # 1 Check Date: 11/19/2018	Check Amount:	13,387.44
00019345	11/19/2018	L3030000197	00030775	KING	10-2380-610-000-20-500-000-127-0000	123806105000000	52.53
Vendor: KINGMA - MATT KING					Remit # 1 Check Date: 11/19/2018	Check Amount:	52.53
00019346	11/19/2018	L3030000018	00030692	KOVACH	10-3250-330-000-00-000-000-000-FBV0	330FBV	30.00
Vendor: KOVACHBE - BETH KOVACH					Remit # 1 Check Date: 11/19/2018	Check Amount:	30.00
00019347	11/19/2018	L3030000041	00030368	67873	10-1110-610-000-30-800-122-137-0000	111006108012200	224.39
00019347	11/19/2018	L3030000042	00030041	11829	10-1110-610-000-30-800-122-137-0000	111006108012200	2,921.20
Vendor: KURTZBR - KURTZ BROS.					Remit # 1 Check Date: 11/19/2018	Check Amount:	3,145.59
00019348	11/19/2018	L3030000198	00030781	9306232879	10-2620-610-000-00-000-000-000-0000	126206100000000	679.35
00019348	11/19/2018	L3030000199	00030781	9306232880	10-2620-610-000-00-000-000-000-0000	126206100000000	117.44
Vendor: LAWSONPR - LAWSON PRODUCTS					Remit # 1 Check Date: 11/19/2018	Check Amount:	796.79
00019349	11/19/2018	L3030000200	00030790	W0215458	10-2620-430-000-00-000-000-000-0000	126204300000000	549.23
Vendor: LEPPORE - LEPPO RENTS					Remit # 1 Check Date: 11/19/2018	Check Amount:	549.23
00019350	11/19/2018	L3030000051	00030738	LINCOLN PARK	10-1110-562-000-30-800-000-109-0000	111005628000000	1,748.48
00019350	11/19/2018	L3030000052	00030738	LINCOLN PARK	10-1290-562-000-30-800-000-109-0000	112905628000000	1,728.55
Vendor: LINCOLNPP - THE LINCOLN PARK PERFORMING					Remit # 1 Check Date: 11/19/2018	Check Amount:	3,477.03
00019351	11/19/2018	L3030000117	00030764	12801	10-1290-330-000-10-200-000-109-0000	112903302000000	2,500.00
00019351	11/19/2018	L3030000118	00030764	12801	10-1290-330-000-30-800-000-109-0000	112903308000000	2,500.00
Vendor: LINDAMBEE2 - LINDAMOOD-BELL LEARNING PROCESSES					Remit # 1 Check Date: 11/19/2018	Check Amount:	5,000.00
00019352	11/19/2018	L3030000005	00030024	LOMBARDI	10-2430-330-000-10-200-000-000-0000	124303302000000	55.27
00019352	11/19/2018	L3030000006	00030024	LOMBARDI	10-2430-330-000-20-500-000-000-0000	124303305000000	24.84
Vendor: LOMBARDOG - DOMENIC G. LOMBARDI D.M.D.					Remit # 1 Check Date: 11/19/2018	Check Amount:	80.11
00019353	11/19/2018	L3030000245	00030848	22969	10-1110-430-000-30-800-000-137-0000	111004308000000	70.00
00019353	11/19/2018	L3030000246	00030848	22855	10-1110-430-000-30-800-000-137-0000	111004308000000	14.74
00019353	11/19/2018	L3030000247	00030848	22912	10-1110-430-000-30-800-000-137-0000	111004308000000	125.00
Vendor: MARKSMU - MARKS MUSIC					Remit # 1 Check Date: 11/19/2018	Check Amount:	209.74
00019354	11/19/2018	L3030000007	00030014	MARSHALL	10-2620-538-000-00-000-000-000-0000	126205380000000	25.00
Vendor: MARSHAHI - HEIDI MARSHALL					Remit # 1 Check Date: 11/19/2018	Check Amount:	25.00
00019355	11/19/2018	L3030000019	00030697	MASTERS	10-3250-330-000-00-000-000-000-FBV0	330FBV	30.00
Vendor: MASTERTO - TOM MASTERS					Remit # 1 Check Date: 11/19/2018	Check Amount:	30.00
00019356	11/19/2018	L3030000201	00030805	MCKNIGHT	10-2330-618-000-00-000-000-000-0000	123306180000000	150.00

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Vendor: MCKNIGLO - LORI MCKNIGHT							
00019357	11/19/2018	L3030000020	00030684	MEHLER	Remit # 1 Check Date: 11/19/2018 10-3250-330-000-00-000-000-SCBV	Check Amount: 330SCBV	150.00
00019357	11/19/2018	L3030000021	00030684	MEHLER	10-3250-330-000-00-000-000-SCGV	330SCGV	30.00
00019357	11/19/2018	L3030000091	00030743	MEHLER	10-3250-330-000-00-000-000-SCBV	330SCBV	30.00
00019357	11/19/2018	L3030000092	00030743	MEHLER	10-3250-330-000-00-000-000-SCM0	330SCM	20.00
00019357	11/19/2018	L30300000248	00030839	MEHLER	10-3250-330-000-00-000-000-SCBV	330SCBV	30.00
Vendor: MEHLERGE - GEORGE MEHLER							
00019358	11/19/2018	L3030000093	00030750	MEHLER	Remit # 1 Check Date: 11/19/2018 10-3250-330-000-00-000-000-VBJ0	Check Amount: 330VBJ	140.00
00019358	11/19/2018	L3030000094	00030750	MEHLER	10-3250-330-000-00-000-000-VBV0	330VBV	15.00
Vendor: MEHLERLA - LAUREN MEHLER							
00019359	11/19/2018	L3030000008	00030189	MCCC	Remit # 1 Check Date: 11/19/2018 10-1390-564-000-30-800-000-000-0000	Check Amount: 113905648000000	30.00
Vendor: MERCERCOC - MERCER COUNTY CAREER CENTER							
00019360	11/19/2018	L3030000053	00030727	MILLER	10-2836-580-000-00-000-000-0000	Check Amount: 128365800000000	35,312.00
Vendor: MILLERKR - KRYSTAL MILLER							
00019361	11/19/2018	L3030000022	00030695	MILLER	Remit # 1 Check Date: 11/19/2018 10-3250-330-000-00-000-000-FBV0	Check Amount: 330FBV	27.00
Vendor: MILLERTE - TED MILLER							
00019362	11/19/2018	L3030000119	00030765	189	Remit # 1 Check Date: 11/19/2018 10-1290-322-000-10-200-000-109-0000	Check Amount: 112903222000000	27.00
Vendor: MIUIV - MIDWESTERN IU IV							
00019363	11/19/2018	L3030000054	00030728	NESPORT	Remit # 1 Check Date: 11/19/2018 10-2270-580-000-20-500-000-000-0000	Check Amount: 122705805000000	100.00
Vendor: NESPORMI - MICHELE NESPOR							
00019364	11/19/2018	L30300000202	00030806	PA CYBER	Remit # 1 Check Date: 11/19/2018 10-1110-562-000-10-200-000-109-0000	Check Amount: 111005622000000	6.48
00019364	11/19/2018	L30300000203	00030806	PA CYBER	10-1110-562-000-30-800-000-109-0000	111005628000000	6.48
Vendor: PACCS - PENNSYLVANIA CYBER CHARTER SCHOOL							
00019365	11/19/2018	L3030000120	00030766	PATAKI	Remit # 1 Check Date: 11/19/2018 10-2270-580-000-20-500-000-000-0000	Check Amount: 122705805000000	5,245.43
Vendor: PATAKIIR - IRA PATAKI							
00019366	11/19/2018	L3030000055	00030729	PA VIRTUAL	Remit # 1 Check Date: 11/19/2018 10-1110-562-000-10-200-000-109-0000	Check Amount: 111005622000000	181.67
00019366	11/19/2018	L3030000056	00030729	PA VIRTUAL	10-1110-562-000-30-800-000-109-0000	111005628000000	181.67
Vendor: PAVIC - PA VIRTUAL CHARTER SCHOOL							
00019367	11/19/2018	L3030000030	00030129	11711565	Remit # 1 Check Date: 11/19/2018 10-1110-610-000-18-200-000-117-1800	Check Amount: 111006102000018	2,622.72
Vendor: PEARSOEAL - NCS PEARSON INC							
00019368	11/19/2018	L30300000204	00030786	INV699129	Remit # 1 Check Date: 11/19/2018 10-2620-610-000-10-220-000-000-0000	Check Amount: 126206102200000	314.96
00019368	11/19/2018	L30300000205	00030786	INV699129	10-2620-610-000-30-980-000-000-0000	126206109800000	314.96

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Vendor: PIONEER - PIONEER MFG CO.							
00019369	11/19/2018	L3030000206	00030776	PMEA	Remit # 1 Check Date: 11/19/2018	Check Amount:	786.65
00019369	11/19/2018	L3030000249	00030830	PMEA	10-1110-894-000-30-800-000-137-0000	1110089480000000	405.00
00019369	11/19/2018	L3030000250	00030844	PMEA	10-1110-894-000-20-500-000-127-0000	1110089450000000	76.00
Vendor: PMEADI54 - PMEADI54 DISTRICT 5							
00019370	11/19/2018	L3030000057	00030735	1000009153	Remit # 1 Check Date: 11/19/2018	Check Amount:	114.00
00019370	11/19/2018	L3030000058	00030735	1000009153	10-1110-329-000-10-200-000-000-0000	1110032920000000	595.00
00019370	11/19/2018	L3030000059	00030735	1000009153	10-1110-329-000-20-500-000-000-0000	1110032950000000	1,032.76
00019370	11/19/2018	L3030000060	00030735	1000009153	10-1110-329-000-30-800-000-000-0000	1110032980000000	860.63
00019370	11/19/2018	L3030000061	00030735	1000009153	10-1211-329-000-30-800-000-000-0000	1110032980000000	688.51
00019370	11/19/2018	L3030000062	00030735	1000009153	10-1231-329-000-30-800-000-000-0000	1121132980000000	114.75
00019370	11/19/2018	L3030000063	00030735	1000009153	10-1233-329-000-10-200-000-000-0000	1123132980000000	114.75
00019370	11/19/2018	L3030000064	00030735	1000009153	10-1290-329-000-30-800-000-000-0000	1123332920000000	383.60
00019370	11/19/2018	L3030000065	00030735	1000009153	10-1250-329-000-00-000-000-000-0000	1129032980000000	95.90
00019370	11/19/2018	L3030000066	00030735	1000009153	10-2270-329-271-10-200-000-000-2200	1225032900000000	114.75
00019370	11/19/2018	L3030000067	00030735	1000009153	10-2270-329-271-20-500-000-000-2200	1227032920000022	114.75
00019370	11/19/2018	L3030000068	00030735	1000009153	10-2380-329-000-30-800-000-000-0000	1227032950000022	114.75
00019370	11/19/2018	L3030000069	00030735	1000009153	10-2440-329-000-00-000-000-000-0000	1238032980000000	114.75
00019370	11/19/2018	L3030000070	00030736	1000009207	10-2620-413-000-00-000-000-000-0000	1244032900000000	120.70
00019370	11/19/2018	L3030000071	00030736	1000009207	10-1110-329-000-10-200-000-000-0000	1262041300000000	113.60
00019370	11/19/2018	L3030000072	00030736	1000009207	10-1110-329-000-30-800-000-000-0000	1110032920000000	745.90
00019370	11/19/2018	L3030000073	00030736	1000009207	10-1231-329-000-30-800-000-000-0000	1110032980000000	688.50
00019370	11/19/2018	L3030000074	00030736	1000009207	10-1233-329-000-30-800-000-000-0000	1123132980000000	114.75
00019370	11/19/2018	L3030000075	00030736	1000009207	10-1241-329-000-10-200-000-000-0000	1123332980000000	47.95
00019370	11/19/2018	L3030000076	00030736	1000009207	10-2270-329-000-10-200-000-000-0000	1124132920000000	57.38
00019370	11/19/2018	L3030000077	00030736	1000009207	10-2270-329-000-20-500-000-000-0000	1227032920000000	114.75
00019370	11/19/2018	L3030000078	00030736	1000009207	10-2270-329-000-30-800-000-000-0000	1227032950000000	344.25
00019370	11/19/2018	L3030000079	00030736	1000009207	10-2620-413-000-00-000-000-000-0000	1227032980000000	114.75
00019370	11/19/2018	L3030000121	00030771	1000009265	10-3100-572-000-00-000-000-000-0000	1262041300000000	113.60
00019370	11/19/2018	L3030000122	00030771	1000009265	10-1110-329-000-10-200-000-000-0000	1310057200000000	56.80
00019370	11/19/2018	L3030000123	00030771	1000009265	10-1110-329-000-20-500-000-000-0000	1110032920000000	328.83
00019370	11/19/2018	L3030000124	00030771	1000009265	10-1110-329-000-30-800-000-000-0000	1110032950000000	401.63
00019370	11/19/2018	L3030000124	00030771	1000009265	10-1233-329-000-10-200-000-000-0000	1110032980000000	1,147.50
						1123332920000000	57.38

* Denotes Non-Negotiable Transaction

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00019370	11/19/2018	L3030000125	00030771	1000009265	10-1233-329-000-30-800-000-000-0000	1123332980000000	114.75
00019370	11/19/2018	L3030000126	00030771	1000009265	10-1290-329-000-10-200-000-000-0000	1129032920000000	198.65
00019370	11/19/2018	L3030000127	00030771	1000009265	10-1290-329-000-30-800-000-000-0000	1129032980000000	335.65
00019370	11/19/2018	L3030000128	00030771	1000009265	10-2270-329-000-10-200-000-000-0000	1227032920000000	114.75
00019370	11/19/2018	L3030000129	00030771	1000009265	10-2270-329-000-20-500-000-000-0000	1227032950000000	114.75
00019370	11/19/2018	L3030000130	00030771	1000009265	10-2270-329-000-30-800-000-000-0000	1227032980000000	114.75
00019370	11/19/2018	L3030000131	00030771	1000009265	10-2270-329-271-10-200-000-000-2200	122703292000022	114.75
00019370	11/19/2018	L3030000132	00030771	1000009265	10-2380-329-000-30-800-000-000-0000	1238032980000000	229.50
00019370	11/19/2018	L3030000133	00030771	1000009265	10-2620-413-000-00-000-000-000-0000	1262041300000000	113.60
00019370	11/19/2018	L3030000134	00030771	1000009265	10-3100-572-000-00-000-000-000-0000	1310057200000000	134.90
00019370	11/19/2018	L3030000135	00030772	1000009324	10-1110-329-000-10-200-000-000-0000	1110032920000000	286.88
00019370	11/19/2018	L3030000136	00030772	1000009324	10-1110-329-000-20-500-000-000-0000	1110032950000000	688.51
00019370	11/19/2018	L3030000137	00030772	1000009324	10-1110-329-000-30-800-000-000-0000	1110032980000000	803.25
00019370	11/19/2018	L3030000138	00030772	1000009324	10-1211-329-000-30-800-000-000-0000	1121132980000000	114.75
00019370	11/19/2018	L3030000139	00030772	1000009324	10-1231-329-000-30-800-000-000-0000	1123132980000000	114.75
00019370	11/19/2018	L3030000140	00030772	1000009324	10-1233-329-000-10-200-000-000-0000	1123332920000000	47.95
00019370	11/19/2018	L3030000141	00030772	1000009324	10-1233-329-000-30-800-000-000-0000	1123332980000000	95.90
00019370	11/19/2018	L3030000142	00030772	1000009324	10-1241-329-000-10-200-000-000-0000	1124132920000000	229.50
00019370	11/19/2018	L3030000143	00030772	1000009324	10-2270-329-000-30-800-000-000-0000	1227032980000000	344.25
00019370	11/19/2018	L3030000144	00030772	1000009324	10-2270-329-000-30-800-000-000-0000	1227032980000000	164.40
00019370	11/19/2018	L3030000145	00030772	1000009324	10-2380-329-000-30-800-000-000-0000	1238032980000000	344.25
00019370	11/19/2018	L3030000146	00030772	1000009324	10-2620-413-000-00-000-000-000-0000	1262041300000000	113.60
00019370	11/19/2018	L3030000147	00030772	1000009324	10-3100-572-000-00-000-000-000-0000	1310057200000000	156.20
00019370	11/19/2018	L3030000251	00030824	1000009382	10-1110-329-000-10-200-000-000-0000	1110032920000000	516.38
00019370	11/19/2018	L3030000252	00030824	1000009382	10-1110-329-000-20-500-000-000-0000	1110032950000000	631.13
00019370	11/19/2018	L3030000253	00030824	1000009382	10-1110-329-000-30-800-000-000-0000	1110032980000000	1,032.76
00019370	11/19/2018	L3030000254	00030824	1000009382	10-1211-329-000-30-800-000-000-0000	1121132980000000	57.38
00019370	11/19/2018	L3030000255	00030824	1000009382	10-1233-329-000-10-200-000-000-0000	1123332920000000	143.85
00019370	11/19/2018	L3030000256	00030824	1000009382	10-1233-329-000-30-800-000-000-0000	1123332980000000	143.45
00019370	11/19/2018	L3030000257	00030824	1000009382	10-1241-329-000-10-200-000-000-0000	1124132920000000	229.50
00019370	11/19/2018	L3030000258	00030824	1000009382	10-1290-329-000-30-800-000-000-0000	1129032980000000	47.95
00019370	11/19/2018	L3030000259	00030824	1000009382	10-2250-329-000-00-000-000-000-0000	1225032900000000	114.75

* Denotes Non-Negotiable Transaction

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00019370	11/19/2018	L3030000260	00030824	1000009382	10-2270-580-000-30-800-000-000-0000	1227058080000000	459.00
00019370	11/19/2018	L3030000261	00030824	1000009382	10-2440-329-000-00-000-000-000-0000	1244032900000000	60.35
00019370	11/19/2018	L3030000262	00030824	1000009382	10-2620-413-000-00-000-000-000-0000	1262041300000000	340.80
00019370	11/19/2018	L3030000263	00030824	1000009382	10-3100-572-000-00-000-000-000-0000	1310057200000000	131.75
Vendor: PRECISION HUMAN RESOURCE SOLUTIONS							
00019371	11/19/2018	L3030000023	00030676	RAMSEY	Remit # 1 Check Date: 11/19/2018	Check Amount:	17,317.46
00019371	11/19/2018	L3030000024	00030676	RAMSEY	10-3250-330-000-00-000-000-000-BBG7	330BBG7	12.50
00019371	11/19/2018	L3030000095	00030746	RAMSEY	10-3250-330-000-00-000-000-000-BBG8	330BBG8	12.50
00019371	11/19/2018	L3030000096	00030746	RAMSEY	10-3250-330-000-00-000-000-000-BBG7	330BBG7	12.50
00019371	11/19/2018	L3030000097	00030746	RAMSEY	10-3250-330-000-00-000-000-000-BBG8	330BBG8	12.50
00019371	11/19/2018	L3030000098	00030746	RAMSEY	10-3250-330-000-00-000-000-000-BBG8	330BBG8	12.50
Vendor: RAMSEY - ZAK RAMSEY							
00019372	11/19/2018	L3030000080	00030730	513840	Remit # 1 Check Date: 11/19/2018	Check Amount:	75.00
Vendor: REACHCYC - REACH CYBER CHARTER SCHOOL							
00019373	11/19/2018	L3030000009	00030019	ROBERTS	Remit # 1 Check Date: 11/19/2018	Check Amount:	874.24
Vendor: ROBERTJAL - JAIME L. ROBERTS							
00019374	11/19/2018	L3030000025	00030681	ROWE	Remit # 1 Check Date: 11/19/2018	Check Amount:	50.00
Vendor: ROWECH - CHRIS ROWE							
00019375	11/19/2018	L3030000264	00030847	161819	Remit # 1 Check Date: 11/19/2018	Check Amount:	30.00
00019375	11/19/2018	L3030000265	00030831	151819	10-3210-635-000-30-800-000-137-0000	1321063580000000	361.15
Vendor: SASDCAF - SHARPSVILLE AREA SCHOOL DIST.							
00019376	11/19/2018	L3030000231	00030068	3463056	Remit # 1 Check Date: 11/19/2018	Check Amount:	512.70
Vendor: SCHOOLHE - SCHOOL HEALTH CORPORATION							
00019377	11/19/2018	L3030000233	00030465	208121821388	Remit # 1 Check Date: 11/19/2018	Check Amount:	189.01
Vendor: SCHOOLS - SCHOOL SPECIALTY							
00019378	11/19/2018	L3030000208	00030782	1074683	Remit # 1 Check Date: 11/19/2018	Check Amount:	135.31
00019378	11/19/2018	L3030000209	00030782	1085073	10-2620-610-000-00-000-000-0000	1262061000000000	14.86
00019378	11/19/2018	L3030000210	00030782	1087511	10-2620-610-000-00-000-000-0000	1262061000000000	940.80
00019378	11/19/2018	L3030000211	00030782	1087512	10-2620-610-000-00-000-000-0000	1262061000000000	757.56
00019378	11/19/2018	L3030000212	00030782	1087513	10-2620-610-000-00-000-000-0000	1262061000000000	555.54
Vendor: SCOTTEL - SCOTT ELECTRIC							
00019379	11/19/2018	L3030000213	00030785	5245464	Remit # 1 Check Date: 11/19/2018	Check Amount:	707.06
Vendor: SCOTTEL - SCOTT ELECTRIC							
00019379	11/19/2018	L3030000213	00030785	5245464	10-2620-430-000-00-200-000-000-0000	1262043020000000	2,975.82
Vendor: SCOTTEL - SCOTT ELECTRIC							
00019379	11/19/2018	L3030000213	00030785	5245464	10-2620-430-000-00-200-000-000-0000	1262043020000000	4,913.00

* Denotes Non-Negotiable Transaction

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: SERVPRO - SERVPRO MERCER							
00019380	11/19/2018	L3030000010	00030020	SHANNON	Remit # 1 Check Date: 11/19/2018	Check Amount:	4,913.00
00019380	11/19/2018	L3030000081	00030731	SHANNON	10-2620-538-000-00-000-000-0000	1262053800000000	50.00
00019380	11/19/2018	L30300000266	00030836	SHANNON	10-3250-580-000-00-000-000-AD00	580AD	130.91
Vendor: SHANNOAM - AMANDA SHANNON							
00019381	11/19/2018	L30300000026	00030694	SHANNON	Remit # 1 Check Date: 11/19/2018	Check Amount:	222.22
Vendor: SHANNOR - BRYAN SHANNON							
00019382	11/19/2018	L30300000027	00030693	SHANNON	10-3250-330-000-00-000-000-FBV0	330FBV	25.00
Vendor: SHANNODA - DARLA SHANNON							
00019383	11/19/2018	L30300000036	00012083	SHARON CITY SD	Remit # 1 Check Date: 11/19/2018	Check Amount:	25.00
00019383	11/19/2018	L30300000037	00012083	SHARON CITY SD	10-1442-561-000-10-200-000-109-0000	1144256120000000	481.69
Vendor: SHARONCIS - SHARON CITY SCHOOL DISTRICT							
00019384	11/19/2018	L30300000214	00030778	2171	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,211.51
Vendor: SJAST - SJA STORAGE							
00019385	11/19/2018	L30300000082	00030732	SLAGLE	10-2620-430-000-00-800-000-000-0000	1262043080000000	89.00
Vendor: SLAGLERE - RENEE SLAGLE							
00019386	11/19/2018	L30300000215	00030808	1188	Remit # 1 Check Date: 11/19/2018	Check Amount:	89.00
Vendor: SOUTHPY2 - SOUTH PYMATUNING TOWNSHIP							
00019387	11/19/2018	L30300000011	00030021	SPECIALTY ORTHO	10-2270-580-000-20-500-000-000-0000	1227058050000000	4.05
Vendor: SPECIAOR - SPECIALTY ORTHOPAEDICS, P.C.							
00019388	11/19/2018	L30300000028	00030563	1800093	Remit # 1 Check Date: 11/19/2018	Check Amount:	4.05
Vendor: SPORTFL - SPORT FLOORS, INC.							
00019389	11/19/2018	L30300000165	00030181	319614	10-2330-618-000-00-000-000-000-0000	1233061800000000	150.00
Vendor: SPORTIGO - SPORTING GOODS, INC.							
00019390	11/19/2018	L30300000012	00030422	STA	Remit # 1 Check Date: 11/19/2018	Check Amount:	150.00
00019390	11/19/2018	L30300000013	00030422	STA	10-3250-330-000-00-000-000-AT00	330AT	2,750.00
00019390	11/19/2018	L30300000029	00030700	70009234	Remit # 1 Check Date: 11/19/2018	Check Amount:	2,750.00
00019390	11/19/2018	L30300000038	00030702	70009232	10-2620-430-000-00-500-000-000-0000	1262043050000000	5,914.87
00019390	11/19/2018	L30300000083	00030733	70009237	Remit # 1 Check Date: 11/19/2018	Check Amount:	5,914.87
00019390	11/19/2018	L30300000099	00030755	70009218	10-3250-617-000-00-000-000-CH00	617CH	3,900.00
00019390	11/19/2018	L30300000100	00030755	70009219	Remit # 1 Check Date: 11/19/2018	Check Amount:	3,900.00
00019390	11/19/2018	L30300000101	00030755	70009219	10-2720-513-000-00-000-000-3600	1272051300000036	3,900.00
* Denotes Non-Negotiable Transaction							
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00019390	11/19/2018	L3030000102	00030755	70009231	10-3250-513-000-00-000-000-GFGV	513GFGV	880.10
00019390	11/19/2018	L3030000103	00030755	70009227	10-3250-513-000-00-000-000-BBG7	513BBG7	324.97
00019390	11/19/2018	L3030000104	00030755	70009227	10-3250-513-000-00-000-000-BBG8	513BBG8	324.97
00019390	11/19/2018	L3030000105	00030755	70009223	10-3250-513-000-00-000-000-GFBV	513GFBV	645.69
00019390	11/19/2018	L3030000106	00030755	70009222	10-3250-513-000-00-000-000-SCBV	513SCBV	1,022.86
00019390	11/19/2018	L3030000107	00030755	70009222	10-3250-513-000-00-000-000-SCGV	513SCGV	1,099.58
00019390	11/19/2018	L3030000108	00030755	70009222	10-3250-513-000-00-000-000-SCM0	513SCM	473.07
00019390	11/19/2018	L3030000109	00030755	70009238	10-3250-513-000-00-000-000-FBMS	513FBM	315.38
00019390	11/19/2018	L3030000110	00030755	70009236	10-3250-513-000-00-000-000-FBMS	513FBM	315.38
00019390	11/19/2018	L3030000111	00030755	70009236	10-3250-513-000-00-000-000-FBV0	513FBV	860.92
00019390	11/19/2018	L3030000148	00030593	70015882	10-1110-513-000-30-800-121-137-0000	111005138012100	196.05
00019390	11/19/2018	L3030000149	00030671	70015902	10-3210-513-000-00-500-000-127-0000	132105135000000	203.36
00019390	11/19/2018	L3030000150	00030767	37111053	10-1290-390-890-00-000-000-201-5900	112903900000059	1,562.00
00019390	11/19/2018	L3030000216	00030809	70015906	10-3210-513-000-00-500-000-127-0000	132105135000000	88.44
00019390	11/19/2018	L3030000217	00030809	70015906	10-3210-513-000-00-800-000-137-0000	132105138000000	88.43
00019390	11/19/2018	L3030000218	00030810	70015885	10-3210-513-000-00-200-000-117-0000	132105132000000	157.69
00019390	11/19/2018	L3030000219	00030777	70015898	10-3210-513-000-00-800-000-137-0000	132105138000000	588.15
00019390	11/19/2018	L3030000220	00030777	70015896	10-3210-513-000-00-800-000-137-0000	132105138000000	234.41
00019390	11/19/2018	L3030000267	00030842	70015900	10-3250-513-000-00-000-000-FBMS	513FBM	315.38
00019390	11/19/2018	L3030000268	00030842	70015897	10-3250-513-000-00-000-000-FBMS	513FBM	315.38
00019390	11/19/2018	L3030000269	00030842	70015897	10-3250-513-000-00-000-000-FBV0	513FBV	549.79
00019390	11/19/2018	L3030000270	00030842	70015881	10-3250-513-000-00-000-000-VBJ0	513VBVJ	157.69
00019390	11/19/2018	L3030000271	00030842	70015881	10-3250-513-000-00-000-000-VBV0	513VBV	372.92
00019390	11/19/2018	L3030000272	00030842	70015873	10-3250-513-000-00-000-000-CCV0	513CCV	353.74
00019390	11/19/2018	L3030000273	00030842	70015869	10-3250-513-000-00-000-000-SCBV	513SCBV	649.94
00019390	11/19/2018	L3030000274	00030842	70015869	10-3250-513-000-00-000-000-SCGV	513SCGV	492.25
00019390	11/19/2018	L3030000275	00030842	70015869	10-3250-513-000-00-000-000-SCM0	513SCM	492.25
00019390	11/19/2018	L3030000276	00030842	70015868	10-3250-513-000-00-000-000-BBG7	513BBG7	403.82
00019390	11/19/2018	L3030000277	00030842	70015868	10-3250-513-000-00-000-000-BBG8	513BBG8	403.81
Vendor: STA - STA OF PENNSYLVANIA, INC.							
00019391	11/19/2018	L3030000278	00030816	6035517820003498	Remit # 1 Check Date: 11/19/2018 Check Amount: 56,461.25	10-2519-610-000-00-000-000-0000	125196100000000
Vendor: STAPLE - STAPLES, INC.							
					Remit # 1 Check Date: 11/19/2018 Check Amount: 23.58		

* Denotes Non-Negotiable Transaction

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00019392	11/19/2018	L3030000221	00030811	STEWART	10-2270-240-000-30-800-000-000-0000	122702408000000	300.00
Vendor: STEWARSH - SHANDI STEWART							
00019393	11/19/2018	L3030000234	00030562	73789695	Remit # 1 Check Date: 11/19/2018	Check Amount:	300.00
00019393	11/19/2018	L3030000235	00030674	74747064	10-1110-610-000-13-200-000-117-1300	111006102000013	31.24
Vendor: TEACHESY - TEACHER SYNERGY LLC							
00019394	11/19/2018	L3030000014	00030022	TESONE	10-1110-610-000-15-200-000-117-1500	111006102000015	29.98
00019394	11/19/2018	L3030000151	00030768	TESONE	Remit # 1 Check Date: 11/19/2018	Check Amount:	61.22
Vendor: TESONEROJ - ROBERT J. TESONE ATTORNEY AT LAW							
00019395	11/19/2018	L3030000039	00030709	937955	10-2350-330-000-00-000-000-000-0000	123503300000000	583.33
Vendor: TRICOUINI - TRI-COUNTY INDUSTRIES INC							
00019396	11/19/2018	L3030000015	00030023	VANNOY	10-2350-330-000-00-000-000-000-0000	123503300000000	2,025.00
Vendor: VANNOYJO - JOHN VANNOY							
00019397	11/19/2018	L3030000227	00030783	211910	Remit # 1 Check Date: 11/19/2018	Check Amount:	2,608.33
00019397	11/19/2018	L3030000228	00030783	211910	10-2620-610-000-10-220-000-000-0000	126204110000000	785.00
00019397	11/19/2018	L3030000229	00030783	211914	Remit # 1 Check Date: 11/19/2018	Check Amount:	785.00
Vendor: WALKERSUI - WALKER SUPPLY INC							
00019398	11/19/2018	L3030000279	00030841	WEBER	10-2620-610-000-30-980-000-000-0000	126206109800000	50.00
Vendor: WEBERRI - RICH WEBER							
00019399	11/19/2018	L3030000152	00030769	WHIPPLE	Remit # 1 Check Date: 11/19/2018	Check Amount:	50.00
Vendor: WHIPPLEM - EMILY WHIPPLE							
00019400	11/19/2018	L3030000084	00030737	38016	10-2620-610-000-10-220-000-000-0000	126206102200000	2,452.75
Vendor: WHITEHEA - WHITEHEAD-EAGLE CORPORATION							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	1,735.25
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	10-2620-610-000-30-980-000-000-0000	126206109800000	717.50
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	4,905.50
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	10-3250-330-000-00-000-000-000-0000	330SCBV	78.00
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	78.00
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	10-2270-580-000-30-800-000-000-0000	122705808000000	39.42
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	39.42
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	10-2620-610-000-00-000-000-000-0000	126206100000000	65.00
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	65.00
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	10-1211-610-000-30-800-000-201-0000	112116108000000	903.84
Vendor: WIESERED - WIESER EDUCATIONAL INC.							
00019401	11/19/2018	L3030000031	00030173	85106	Remit # 1 Check Date: 11/19/2018	Check Amount:	903.84
Vendor: WIESERED - WIESER EDUCATIONAL INC.							

10-GENERAL FUND 210,175.77

Grand Total Manual Checks : 0.00
 Grand Total Regular Checks : 210,175.77
 Grand Total Direct Deposits: 0.00
 Grand Total Credit Card Payments: 0.00
 Grand Total All Checks : 210,175.77

Fund Accounting Check Register

CAPITAL PROJECT FUND - From 11/19/2018 to 11/19/2018

zackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00000166	11/19/2018	L3050600001	00030760	3233	39-4600-330-000-00-800-000-0000	CP460033080	7,096.00
Vendor: ECKLESARE - ECKLES ARCHITECTURE AND ENGINEERING, INC.					Remit # 1	Check Date: 11/19/2018	Check Amount: 7,096.00
39-CAPITAL PROJECT FUND							7,096.00
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							7,096.00
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							7,096.00

Student Activity Account Summary

From 10/01/2018 to 10/31/2018

fastusum

Fund 82 - MS ACTIVITY FUND

Activity Fund	Beginning Balance 10/01/2018	Received	Expended	Adjustments	Ending Balance 10/31/2018
MSCH MS CHEERLEADING	1,173.10	0.00	0.00	0.00	1,173.10
MSNH MS NJHS	354.93	-280.00	141.35	0.00	493.58
MSST MS STUDENT COUNCIL	1,231.17	-1.91	0.00	0.00	1,233.08
MSYB MS YEARBOOK	1.72	0.00	0.00	0.00	1.72
Fund 82 - MS ACTIVITY FUND					
Fund Totals:	2,760.92	-281.91	141.35	0.00	2,901.48
Grand Totals:	2,760.92	-281.91	141.35	0.00	2,901.48

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

MSCH-MS CHEERLEADING

Fund 82 - MS ACTIVITY FUND

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
82-0496-000-000-00-000-000-000-MSCH				(Inactive with budget)	
				Beginning balance:	1,173.10
				Received:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	1,173.10

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 82 - MS ACTIVITY FUND MSNH-MS NJRS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
82-0496-000-000-00-000-000-000-MSNH					
10/12/2018	R3027900001			MS NATL JR HONOR SOCIETY	-100.00
10/12/2018	R3027900002			MS NATL JR HONOR SOCIETY	-180.00
10/12/2018	C3028000001	JAYNE KORNBAU	00001216	MS NATL JR HONOR SOCIETY	44.40
10/12/2018	C3028200001	JAYNE KORNBAU	00001217	MS NATL JR HONOR SOCIETY	12.60
10/12/2018	C3028400001	JAYNE KORNBAU	00001218	MS NATL JR HONOR SOCIETY	84.35
Beginning balance:					354.93
Received:					-280.00
Expended:					141.35
Adjustments:					0.00
Ending balance:					493.58

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 82 ~ MS ACTIVITY FUND MSST-MS STUDENT COUNCIL

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
10/31/2018	R3044900001			MS STUDENT COUNCIL	-1.91
				Beginning balance:	1,231.17
				Received:	-1.91
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	1,233.08

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 82 - MS ACTIVITY FUND MSYB-MS YEARBOOK

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
------	------------	-------------	-----------	-------------	----------------

82-0496-000-000-000-000-MSYB (Inactive with budget)

Beginning balance: 1.72
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1.72

Fund 82 - MS ACTIVITY FUND

Beginning Balance 10/01/2018				Ending Balance 10/31/2018
Received		Expended	Adjustments	
-281.91		141.35	0.00	2,901.48
Fund Totals:				
Beginning Balance 10/01/2018				Ending Balance 10/31/2018
Received		Expended	Adjustments	
-281.91		141.35	0.00	2,901.48
Grand Totals:				

MS ACTIVITY ACCOUNT BANK RECONCILIATION

31-Oct-18

RECONCILIATION DATE:

PREPARED BY: Barbara Gorsz

SHARPSVILLE AREA SCHOOL DISTRICT

FNB BANK

BALANCE PER BANK STATEMENT		OUTSTANDING CHECKS	
AS OF:	CHECK #	DESCRIPTION	AMOUNT
31-Oct-18			\$2,901.48
ADD DEPOSITS IN TRANSIT			
			0.00
SUBTOTAL.....			0.00
LESS CHECKS OUTSTANDING:			
(SEE LIST)			
TOTAL:			0.00
BANK BALANCE PER STATEMENT RECONCILIATION		\$2,901.48	
GENERAL LEDGER ACCOUNT			
BALANCE		2,760.92	
ADD DEBITS:			
RECEIPTS		281.91	
TOTAL DEBITS			
SUBTOTAL.....			
LESS CREDITS:			
DISBURSEMENTS		141.35	
TOTAL CREDITS			
BALANCE PER ACTIVITY ACCOUNT		\$2,900.92	
TOTAL			\$0.00

Fund 81 - ACTIVITY FUND

Student Activity Account Summary
From 10/01/2018 to 10/31/2018

fastusum

Activity Fund	Beginning Balance 10/01/2018	Received	Expended	Adjustments	Ending Balance 10/31/2018
2019 CLASS OF 2019	2,235.13	-2,702.01	1,207.82	0.00	3,729.32
2020 CLASS OF 2020	1,253.85	0.00	0.00	0.00	1,253.85
2021 CLASS OF 2021	694.00	0.00	56.18	0.00	637.82
BBBC BBB CHEERLEADERS	188.12	0.00	0.00	0.00	188.12
BOOK BOOK CLUB	108.00	0.00	0.00	0.00	108.00
CHES CHES	165.98	0.00	0.00	0.00	165.98
CHOI CHOIR	0.50	0.00	0.00	0.00	0.50
DADV DEVILS ADVOCATE	107.34	0.00	0.00	0.00	107.34
DLOG DEVILS LOG	3,433.33	-300.00	42.22	0.00	3,691.11
FBCH FOOTBALL CHEERLEADERS	935.79	-885.21	558.20	0.00	1,262.80
FCCL FAM CAREER & COM LEADER	1,136.16	-100.00	467.00	0.00	769.16
LEAD LEAD Team	2,086.93	0.00	0.00	0.00	2,086.93
NHEL NATURAL HELPERS	1,613.15	-241.13	46.12	0.00	1,808.16
NHSO NATIONAL HONOR SOCIETY	-662.14	0.00	0.00	0.00	-662.14
ROBO ROBOTICS CLUB	56.18	0.00	0.00	0.00	56.18
SCIE SCIENCE CLUB	603.57	-88.86	0.00	0.00	692.43
SPAN SPANISH CLUB	585.03	0.00	0.00	0.00	585.03
STUC STUDENT COUNCIL	1,245.02	-23.70	0.00	0.00	1,268.72
TECH TECHNOLOGY CLUB	154.75	0.00	0.00	0.00	154.75
TEEN TEENS THAT CARE	4,158.60	-803.52	3,182.08	0.00	1,780.04
THES THESPIANS	11,174.73	-2,906.65	5,892.06	0.00	8,189.32
TRAC TRACK CLUB	1,632.86	0.00	0.00	0.00	1,632.86
UNIS UNIFIED SPORTS	100.00	0.00	0.00	0.00	100.00
WRCH WRESTLING CHEERLEADERS	86.19	0.00	0.00	0.00	86.19

Fund 81 - ACTIVITY FUND

Fund Totals: 33,093.07

Grand Totals: 33,093.07

-8,051.08 11,451.68 0.00 29,692.47

-8,051.08 11,451.68 0.00 29,692.47

Student Activity Account Detail

fastudet

From 10/01/2018 to 10/31/2018

Fund 81 - ACTIVITY FUND 2019-CLASS OF 2019

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2019					
10/03/2018	R3021000016			CLASS OF 2019 homecoming ticket sales	-230.00
10/03/2018	R3021000017			CLASS OF 2019 Homecoming tickets	-515.00
10/03/2018	R3021000018			CLASS OF 2019 homecoming tickets	-100.00
10/03/2018	R3021000019			CLASS OF 2019 homecoming tickets	-235.00
10/03/2018	R3021000020			CLASS OF 2019 homecoming tickets	-810.00
10/03/2018	R3021000021			CLASS OF 2019 homecoming tickets	-550.00
10/03/2018	R3021000022			CLASS OF 2019 Homecoming tickets	-195.00
10/03/2018	R3021000026			CLASS OF 2019 Sarrah Parry Lost check	-52.01
10/03/2018	C3021100003	SARAH PARRY	00004569	CLASS OF 2019 HOMECOMING SUPPLIES	56.94
10/03/2018	C3021100004	SARAH PARRY	00004569	CLASS OF 2019 Reimbursement for lost	52.01
10/03/2018	C3021100005	ANDERSON'S	00004563	CLASS OF 2019 KING QUEEN CROWNS	151.97
10/03/2018	C3021100006	MELNIK PRODUCTIONS	00004567	CLASS OF 2019 DJ HOMECOMING BALANCE	500.00
10/03/2018	C3021500003	MADELYN WANSACK	00004576	CLASS OF 2019 HOMECOMING SUPPLIES	10.54
10/03/2018	C3021500007	ISABELLA MANNING	00004574	CLASS OF 2019 HOMECOMING TICKETS	22.88
10/04/2018	C3022900002	ALLISON SAELER	00004578	CLASS OF 2019 Homecoming parade	34.26
10/17/2018	C3031500003	JOE BORNE'S	00004582	CLASS OF 2019 HOMECOMING 2018	15.88
10/17/2018	C3031500004	SHARPSVILLE FLORAL SHOP	00004588	CLASS OF 2019 HOMECOMING FLOWERS	275.00
10/17/2018	C3031500007	DEJAH SPRINGER	00004589	CLASS OF 2019 HOMECOMING WATER	13.35
10/17/2018	C3031500008	ALLISON SAELER	00004587	CLASS OF 2019 HOMECOMING BAKERY	29.99
10/17/2018	C3031500009	BRAYDEN FRY	00004585	CLASS OF 2019 HOMECOMING REFUND	20.00
10/17/2018	C3031500010	JULIA BOATWRIGHT	00004581	CLASS OF 2019 HOMECOMING REFUND	5.00
10/18/2018	R3032800001			CLASS OF 2019 Homecoming Ticket	-15.00
10/19/2018	C3033500005	LAURA ACHENBACH	00004591	CLASS OF 2019 HOMECOMING TICKET	20.00

Beginning balance: 2,235.13
 Received: -2,702.01
 Expended: 1,207.82
 Adjustments: 0.00
 Ending balance: 3,729.32

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND 2019-CLASS OF 2019

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

11/12/2018 10:30:59 AM

Sharpville Area School District

Page 2

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND 2020-CLASS OF 2020

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-800-000-000-2020 (Inactive with budget)

Beginning balance: 1,253.85
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1,253.85

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND 2021-CLASS OF 2021

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
10/24/2018	C3036200001	EMILY WHIPPLE	00004599	CLASS OF 2021 FUNERAL ARRANGEMENT	56.18
				Beginning balance:	694.00
				Received:	0.00
				Expended:	56.18
				Adjustments:	0.00
				Ending balance:	637.82

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND BBBC-BBB CHEERLEADERS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-00-800-000-000-BBBC				(Inactive with budget)	

Beginning balance: 188.12
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 188.12

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND BOOK-BOOK CLUB

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-BOOK (Inactive with budget)

Beginning balance: 108.00
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 108.00

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND CHES-CHES

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-CHES				(Inactive with budget)	

Beginning balance: 165.98
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 165.98

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND CHOI-CHOIR

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-800-000-000-CHOI (Inactive with budget)

Beginning balance: 0.50
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 0.50

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND DADV-DEVILS ADVOCATE

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-DADV (Inactive with budget)

Beginning balance: 107.34
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 107.34

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND DLOG-DEVILS LOG

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-DLOG					
10/03/2018	C3021100007	JOHN FERRENCE	00004565	DEVIL'S LOG REIMBURSEMENT FOR	19.59
10/03/2018	C3021500005	BRIANNA BOWSER	00004571	DEVIL'S LOG REFUND OVERPAYMENT	10.00
10/18/2018	R3032800004			DEVIL'S LOG Yearbook sales	-300.00
10/19/2018	C3033500001	PA DEPARTMENT OF REVENUE	00004595	DEVIL'S LOG QUARTERLY TAXES	12.63
				Beginning balance:	3,433.33
				Received:	-300.00
				Expended:	42.22
				Adjustments:	0.00
				Ending balance:	3,691.11

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND FBCH-FOOTBALL CHEERLEADERS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-FBCH					
10/03/2018	R3021000011			FOOTBALL CHEERLEADERS Homecoming	-149.00
10/03/2018	R3021000012			FOOTBALL CHEERLEADERS Brussters	-546.21
10/03/2018	R3021000013			FOOTBALL CHEERLEADERS homecoming	-70.00
10/03/2018	R3021000014			FOOTBALL CHEERLEADERS homecoming	-100.00
10/03/2018	R3021000015			FOOTBALL CHEERLEADERS homecoming	-20.00
10/17/2018	C3031500005	VALLEY SILK SCREENING	00004590	FOOTBALL CHEERLEADERS HOMECOMING	225.60
10/17/2018	C3031500006	DEJAH SPRINGER	00004589	FOOTBALL CHEERLEADERS SENIOR GIFTS	310.52
10/17/2018	G3031500013	DEJAH SPRINGER	00004589	FOOTBALL CHEERLEADERS SENIOR NIGHT	22.08
Beginning balance:					935.79
Received:					-885.21
Expended:					558.20
Adjustments:					0.00
Ending balance:					1,262.80

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND FCCL-FAM CAREER & COM LEADER

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-FCCL					
10/08/2018	C3024800001	PA FCCLA	00004579	FAM CAREER & COMM LEADR OF AM	340.00
10/19/2018	C3033500002	DUTCH MILL BULBS INC	00004593	FAM CAREER & COMM LEADR OF AM FLOWER	38.00
10/19/2018	C3033500003	COUNTRY MEATS	00004592	FAM CAREER & COMM LEADR OF AM	89.00
10/25/2018	R3037300004			FAM CAREER & COMM LEADR OF AM	-100.00
Beginning balance:					1,136.16
Received:					-100.00
Expended:					467.00
Adjustments:					0.00
Ending balance:					769.16

Student Activity Account Detail

fastudet

From 10/01/2018 to 10/31/2018

Fund 81 - ACTIVITY FUND LEAD-LEAD Team

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-LEAD (Inactive with budget)					

Beginning balance: 2,086.93
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 2,086.93

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND NHEL-NATURAL HELPERS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-NHEL					
10/03/2018	R3021000010			NATURAL HELPERS face painting	-241.13
10/03/2018	C3021500004	JOE BORNES	00004570	NATURAL HELPERS SHEETZ GIFT CARDS	25.00
10/03/2018	C3021500006	OLIVIA LAPIKAS	00004573	NATURAL HELPERS FACE PAINT AND	21.12
Beginning balance:					1,613.15
Received:					-241.13
Expended:					46.12
Adjustments:					0.00
Ending balance:					1,808.16

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND NISO-NATIONAL HONOR SOCIETY
 Date Trans. No. Vendor Name
 81-0496-000-000-800-000-000-NISO (Inactive with budget)

Check No.		Description	Exp/Rec Amount
		Beginning balance:	-662.14
		Received:	0.00
		Expended:	0.00
		Adjustments:	0.00
		Ending balance:	-662.14

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND ROBO-ROBOTICS CLUB

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-ROBO (Inactive with budget)

Beginning balance: 56.18
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 56.18

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 ~ ACTIVITY FUND SCIE-SCIENCE CLUB

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-SCIE

10/18/2018 R3032800005

SCIENCE CLUB Bake Sale

-88.86

Beginning balance:

603.57

Received:

-88.86

Expended:

0.00

Adjustments:

0.00

Ending balance:

692.43

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND SPAN-SPANISH CLUB

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-SPAN (Inactive with budget)

Beginning balance: 585.03
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 585.03

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND STUC-STUDENT COUNCIL

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-STUC					
10/31/2018	R3046400001			HS STUDENT COUNCIL bank interest	-23.70
				Beginning balance:	1,245.02
				Received:	-23.70
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	1,268.72

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND TECH-TECHNOLOGY CLUB

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-TECH		(Inactive with budget)			

Beginning balance: 154.75
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 154.75

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND TEEN-TEENS THAT CARE

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-TEEN					
10/03/2018	R3021000023			TEENS THAT CARE Dress Down Day	-135.00
10/03/2018	R3021000024			TEENS THAT CARE donation from dress	-343.52
10/03/2018	R3021000025			TEENS THAT CARE dress down day	-275.00
10/03/2018	C3022100002	JAYNE KORNBAU	00004566	TEENS THAT CARE DEODERANT FOR GYM	15.51
10/03/2018	C3021500001	HAYDEN HAMILTON ROAD TO RECOVERY	00004572	TEENS THAT CARE WRIST BAND DONATION	2,205.00
10/04/2018	C3022900001	HAYDEN HAMILTON ROAD TO RECOVERY	00004577	TEENS THAT CARE Gridiron, SASD, TTC	903.32
10/18/2018	R3032800002			TEENS THAT CARE Dress down day	-50.00
10/25/2018	C3037100001	JAMI MOFFATT	00000600	TEENS THAT CARE FUNERAL ARARRANGEMENT	58.25
Beginning balance:					4,158.60
Received:					-803.52
Expended:					3,182.08
Adjustments:					0.00
Ending balance:					1,780.04

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND THES-THESPIANS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-THES					
10/03/2018	C3021100001	EILEEN FERENCE	00004564	THESPIANS fall play supplies	223.84
10/03/2018	C3021100008	MINUTEMAN PRESS	00004568	THESPIANS FALL PLAY POSTERS	29.87
10/03/2018	C30211500002	HALEY THOMPSON	00004575	THESPIANS reimbursement for costume	31.99
10/10/2018	C3026500001	EILEEN FERENCE	00004580	THESPIANS FALL PLAY SUPPLIES	453.59
10/17/2018	C3031500001	CAROL HOUCK	00004586	THESPIANS Fall Play start up money	400.00
10/17/2018	C3031500002	EILEEN FERENCE	00004583	THESPIANS SUPPLIES FOR FALL PLAY	47.85
10/17/2018	C3031500011	SAMUEL FRENCH INC	00004584	THESPIANS SPRING MUSICAL MATERIALS	600.00
10/17/2018	C3031500012	SAMUEL FRENCH INC	00004584	THESPIANS SPRING MUSICAL PERFORMANCE	3,315.00
10/18/2018	R3032800003			THESPIANS Fall Play Tshirts	-430.00
10/19/2018	C3033500004	EILEEN FERENCE	00004594	THESPIANS FALL PLAY SUPPLIES	55.38
10/24/2018	C3036200002	EILEEN FERENCE	00004598	THESPIANS FALL PLAY SUPPLIES	97.88
10/24/2018	C3036200003	NICOLE CARLIN	00004596	THESPIANS FALL PLAY COSTUME	11.97
10/24/2018	C3036200004	DANN CHUTE	00004597	THESPIANS reimbursement for fall	34.84
10/25/2018	C3037100002	VALLEY SILK SCREENING	00000601	THESPIANS TSHIRTS FALL PLAY	589.85
10/25/2018	R3037300001			THESPIANS fall play ticket sales	-1,818.30
10/25/2018	R3037300002			THESPIANS ticket start up money	-400.00
10/25/2018	R3037300003			THESPIANS payment for fall play	-37.65
10/25/2018	R3037300005			THESPIANS Tshirt sales Fall Play	-99.00
10/25/2018	R3037300006			THESPIANS Fall Play Tshirt sales	-122.00

Beginning balance:
Received:
Expended:
Adjustments:
Ending balance:

11,174.73
-2,906.65
5,892.06
0.00
8,189.32

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND TRAC-TRACK CLUB

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-TRAC				(Inactive with budget)	

Beginning balance: 1,632.86
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1,632.86

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND UNIS-UNIFIED SPORTS

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-800-000-000-UNIS (Inactive with budget)

Beginning balance: 100.00
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 100.00

Student Activity Account Detail

From 10/01/2018 to 10/31/2018

fastudet

Fund 81 - ACTIVITY FUND WRCH-WRESTLING CHEERLEADERS
 81-0496-000-000-00-800-000-000-WRCH (Inactive with budget)

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
				Beginning balance:	86.19
				Received:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	86.19

Fund 81 - ACTIVITY FUND

	Beginning Balance 10/01/2018	Received	Expended	Adjustments	Ending Balance 10/31/2018
Fund Totals:	33,093.07	-8,051.08	11,451.68	0.00	29,692.47
	Beginning Balance 10/01/2018	Received	Expended	Adjustments	Ending Balance 10/31/2018
Grand Totals:	33,093.07	-8,051.08	11,451.68	0.00	29,692.47

ACTIVITY ACCOUNT BANK RECONCILIATION

SHARPSVILLE AREA SCHOOL DISTRICT
FNB BANK
BALANCE PER BANK STATEMENT
AS OF: 31-Oct-18
RECONCILIATION DATE: 9-Nov-19
PREPARED BY: KAREN ZAGGER

BALANCE PER BANK STATEMENT		OUTSTANDING CHECKS	
CHECK #	DESCRIPTION	CHECK #	DESCRIPTION
3017	TAYLOR POLOCK	3017	TAYLOR POLOCK
3928	DANIELLE MARRIE	3928	DANIELLE MARRIE
3661	HANNA MUFFLER	3661	HANNA MUFFLER
4151	JAMI MOFFATT	4151	JAMI MOFFATT
4304	JEREMY HAWTHORNE	4304	JEREMY HAWTHORNE
4328	ZOE HOWZE	4328	ZOE HOWZE
4420	JAMI MOFFATT	4420	JAMI MOFFATT
4569	SARRAH PARRY	4569	SARRAH PARRY
4570	JOE BORNES	4570	JOE BORNES
4581	JULIA BOATWRIGHT	4581	JULIA BOATWRIGHT
4582	JOE BORNES	4582	JOE BORNES
4583	BRAYDEN FRY	4583	BRAYDEN FRY
4591	LAURA ACHENBACH	4591	LAURA ACHENBACH
4596	NICOLE CARLIN	4596	NICOLE CARLIN
4598	EILEEN FERENCIE	4598	EILEEN FERENCIE
4599	EMILY WHIPPLE	4599	EMILY WHIPPLE
4600	JAMI MOFFATT	4600	JAMI MOFFATT
4601	VALLEY SILK SCREENING	4601	VALLEY SILK SCREENING
SUBTOTAL		SUBTOTAL	
LESS CHECKS OUTSTANDING:		LESS CHECKS OUTSTANDING:	
(SEE LIST)		(SEE LIST)	
TOTAL		TOTAL	
BANK BALANCE PER STATEMENT RECONCILIATION		BANK BALANCE PER STATEMENT RECONCILIATION	
GENERAL LEDGER ACCOUNT		GENERAL LEDGER ACCOUNT	
BALANCE		BALANCE	
ADD DEBITS:		ADD DEBITS:	
RECEIPTS		RECEIPTS	
TOTAL DEBITS		TOTAL DEBITS	
SUBTOTAL		SUBTOTAL	
LESS CREDITS:		LESS CREDITS:	
DISBURSEMENTS		DISBURSEMENTS	
TOTAL CREDITS		TOTAL CREDITS	
BALANCE PER ACTIVITY ACCOUNT		BALANCE PER ACTIVITY ACCOUNT	
TOTAL		TOTAL	

RESOLUTION No. 10 -2018
of
SHARPSVILLE AREA SCHOOL DISTRICT
SMALL GAMES OF CHANCE
Sharpsville Baseball Boosters

WHEREAS, the Local Option Small Games of Chance Act (10 P.S. §311) permits non-profit organizations which are established to promote and encourage participation and support for extracurricular activities within a public school system to receive a small games of chance license; and

WHEREAS, the Act requires that such an organization be recognized by the public school district's board of directors as a condition to obtaining a license; and

WHEREAS, the Sharpsville Area School District's Board of School Directors recognize the Sharpsville Baseball Boosters Club as such an organization for purposes of obtaining an appropriate license to enable them to conduct and operate small games of chance.

NOW THEREFORE BE IT RESOLVED as follows:

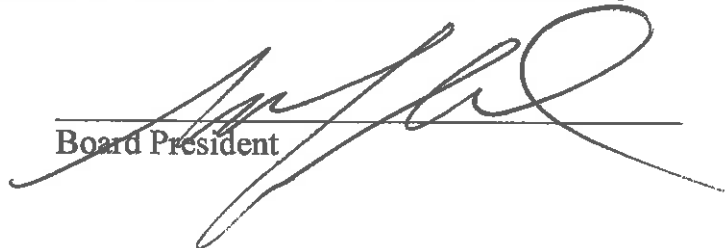
Section 1. Pursuant to the Local Option Small Games of Chance Act, *as amended*, the Sharpsville Baseball Booster Club is hereby recognized as a nonprofit organization, which is established to promote and encourage participation and support for extracurricular activities within the Sharpsville Area School District.

Section 2. This Resolution shall become effective upon adoption by the Sharpsville Area School District's Board of School Directors and shall be in effect for the 2018-2019 school year.

ATTEST:

SHARPSVILLE AREA SCHOOL DISTRICT


Secretary


Board President

CERTIFICATION

I, Jaime L. Roberts, Secretary of the Board of School Directors of the Sharpsville Area School District, Mercer County, Pennsylvania, do hereby certify that the foregoing is a true and correct copy of Resolution No. 10 -2018 that was duly and regularly adopted and enacted by the affirmative vote of the majority of the members of the Board of School Directors of the Sharpsville Area School District, at a regular meeting thereof duly convened on the 19th day of November 2018.

Jaime L. Roberts, Secretary



Book	Policy Manual
Section	200 Pupils
Title	Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors
Number	210.1
Status	Active
Legal	<ol style="list-style-type: none"> 1. 24 P.S. 1414.1 2. Pol. 103.1 3. 24 P.S. 1414.2 4. 24 P.S. 1401 5. 22 PA Code 12.3 6. 24 P.S. 510.2 7. Pol. 218 8. 22 PA Code 12.41 9. Pol. 113 10. Pol. 209.1 11. Pol. 210 12. 24 P.S. 1409 13. Pol. 113.4 14. Pol. 216 15. Pol. 810 16. Pol. 113.1 17. Pol. 227 18. 42 Pa. C.S.A. 8332 19. 42 Pa. C.S.A. 8337.1 20. 42 Pa. C.S.A. 8541 21. 42 Pa. C.S.A. 8545 22. 24 P.S. 1414.9 23. 42 Pa. C.S.A. 8547 24. 42 Pa. C.S.A. 8548 <p>Pennsylvania Department of Health Guidance - Epinephrine Auto-Injector Administration, May 2018</p>
Adopted	February 16, 2010
Last Revised	November 19, 2018

Authority

The Board shall permit students in district schools to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication in compliance with state law and Board policy.[1][2]

The Board shall authorize the district to stock epinephrine auto-injectors in the name of the school district for emergency administration by trained employees to a student believed to be experiencing an anaphylactic reaction.[3]

Definitions

Anaphylaxis - a sudden, severe allergic reaction that involves various areas of the body simultaneously. In extreme cases, anaphylaxis can cause death.

Asthma inhaler shall mean a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.[4]

Epinephrine auto-injector shall mean a prescribed disposable drug delivery system designed for the administration of epinephrine to provide rapid first aid for students suffering the effects of anaphylaxis.

Self-administration shall mean a student's use of medication in accordance with a prescription or written instructions from a licensed physician, certified registered nurse practitioner or physician assistant.

Delegation of Responsibility

The Superintendent or designee, in conjunction with the school nurse(s), shall develop procedures for student possession and self-administration of asthma inhalers or epinephrine auto-injectors and emergency response, and for the acquisition, stocking and administration of stock epinephrine auto-injectors, and training of school employees responsible for the storage and use of epinephrine auto-injectors.

The Superintendent or designee shall annually distribute to students, parents/guardians, and staff this policy along with the Code of Student Conduct by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.[1][5][6][7]

The school physician shall be the prescribing and supervising medical professional for the district's stocking and use of epinephrine auto-injectors. The Superintendent or designee shall obtain a standing order from the school physician for administration of stock epinephrine auto-injectors.

The school nurse shall be responsible for building-level storage of and administration of stock epinephrine auto-injectors.[3]

The building principal shall annually notify parents/guardians of their right to opt-out of the provisions of this policy related to the administration of a stock epinephrine auto-injector. To opt-out, a parent/guardian shall sign and return the district's exemption form to the school nurse. The signed opt-out forms shall be maintained by the school nurse, and the school nurse shall provide trained school employees with the names of students whose parents/guardians have returned a signed opt-out form.
[3]

Guidelines

Administration of asthma inhalers and epinephrine auto-injectors shall comply with Board policy, district procedures and individualized student plans such as an Individualized Education Program (IEP), Section 504 Service Agreement (Service Agreement), Individualized Healthcare Plan (IHP), or Emergency Care Plan (ECP).[2][3][8][9][10][11]

In order to maintain a student's health and safety, each student's individualized plan shall address what information will be provided to school staff and other adults who have responsibility for the student in the school setting.[2][9][12][13][14][15]

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations.[13][14]

Student Self-Administration of Asthma Inhalers and Epinephrine Auto-Injectors

Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting, the Board shall require the following:[1][8]

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the district and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that states:
 - a. Name of the drug.
 - b. Prescribed dosage.
 - c. Times medication is to be taken.
 - d. Length of time medication is prescribed.
 - e. Diagnosis or reason medication is needed, unless confidential.
 - f. Potential serious reaction or side-effects of medication.
 - g. Emergency response.
 - h. If child is qualified and able to self-administer the medication.
4. A written acknowledgement from the school nurse that the student has demonstrated that s/he is capable of self-administration of the asthma inhaler and/or epinephrine auto-injector in the school setting. Determination of competency for self-administration shall be based on the student's age, cognitive function, maturity and demonstration of responsible behavior.[1]
5. A written acknowledgement from the student that s/he has received instruction from the student's licensed physician, certified registered nurse practitioner or physician assistant on proper safety precautions for the handling and disposal of the asthma inhaler and/or epinephrine auto-injector, including acknowledgement that the student will not allow other students to have access to the prescribed medication and that s/he understands appropriate safeguards.

The district reserves the right to require a statement from the licensed physician, certified registered nurse practitioner or physician assistant for the continued use of a medication beyond the specified time period.[1]

A written request for student use of an asthma inhaler and/or epinephrine auto-injector shall be submitted annually, along with required written statements from the parent/guardian and an updated prescription. If there is a change in the student's prescribed care plan, level of self-management or school circumstances during the school year, the parent/guardian and the licensed physician, certified registered nurse practitioner or physician assistant shall update the written statements.[1]

The student shall notify the school nurse immediately following each use of an asthma inhaler or epinephrine auto-injector.[1]

Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy, provisions of a Service Agreement or IEP, or demonstration of unwillingness or inability to safeguard the asthma inhaler or epinephrine auto-injector may result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action in accordance with Board policy and applicable procedural safeguards.[1][2][7][16][17]

If the district denies a student's request to self-carry an asthma inhaler or epinephrine auto-injector or the student has lost the privilege of self-carrying an asthma inhaler or epinephrine auto-injector, the student's prescribed medication shall be appropriately stored at a location in close proximity to the student. The school nurse, other designated school employees and the student's classroom teachers shall be informed where the medication is stored and the means to access the medication.[1]

Standing Order From the School Physician

The school physician shall provide and annually renew a standing order for administration of stock epinephrine auto-injectors to students believed to be experiencing an anaphylactic reaction.

The standing order shall include at least the following information:

1. Type of epinephrine auto-injector.
2. Date of issue.
3. Dosage.
4. Signature of the school physician.

The standing order shall be maintained in the Superintendent's office, and copies of the standing order shall be kept in each location where a stock epinephrine auto-injector is stored.

Acquisition, Storage and Disposal of Stock Epinephrine Auto-Injectors

One or more school employees shall be designated within each school to be responsible for the storage and use of the stock epinephrine auto-injectors.[3]

Stock epinephrine auto-injectors shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

Stock epinephrine auto-injectors shall be made readily accessible to those employees who have completed the required training to administer it in the event of a student experiencing an anaphylactic reaction. All properly trained employees shall be informed of the exact location where stock epinephrine auto-injectors are being stored within the school nurse's office or other location.

The school nurse shall obtain sufficient supplies of stock epinephrine auto-injectors pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh epinephrine auto-injector stocks, and maintain records thereof, in accordance with the established internal procedures, manufacturer recommendations and Pennsylvania Department of Health guidelines.

Administration of Stock Epinephrine Auto-Injectors

When responding to a student believed to be experiencing an anaphylactic reaction, a trained school employee shall:[3][18][19][20][21]

1. Administer an epinephrine auto-injector that meets the prescription on file for either the student or the district. If the student is authorized to self-administer an epinephrine auto-injector, the trained school employee may provide the student with an epinephrine auto-injector that meets the prescription on file for either the student or the district for self-administration.
2. Call for medical help immediately (dial 9-1-1).
3. Take additional precautions or steps outlined in emergency response procedures and training, including the administration of a second dose of epinephrine, if necessary.
4. Stay with the student until emergency medical help arrives.
5. Cooperate with Emergency Medical Services (EMS) personnel responding to the incident.
6. Notify the school nurse or designee of the incident.

Training

Before any school district employee may be responsible for the storage or administration of epinephrine auto-injectors under this policy, the employee must successfully complete a training course approved by the Pennsylvania Department of Health.[3]

Refresher training shall be completed every two (2) years, and a hands-on demonstration and review of this policy and any accompanying procedures shall be completed annually.

Evidence that such training has been completed shall be placed in the employee's personnel file.

A list of school district employees who successfully complete such training shall be maintained, updated and kept in the school nurse's office and the school district administration office.

Indemnification

The school district shall indemnify and hold harmless any employee who administers an epinephrine auto-injector in good faith to a student experiencing anaphylaxis, if all of these conditions apply:[3][22][23][24]

1. The employee did not act with the intent to harm or with reckless indifference to a substantial risk or harm in administering the epinephrine auto-injector to the student.
2. The employee successfully completed the training required by this policy.
3. The employee promptly sought additional medical assistance before or immediately after administering the epinephrine auto-injector.
4. The employee administered the epinephrine auto-injector pursuant to this policy, and the student's individualized plan, if applicable.

Last Modified by Jaime Roberts on December 10, 2018

Sharpville Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1 Blue Devil Way
Sharpsville, PA 16150
(724)962-8300
Superintendent: John Vannoy
Director of Special Education: Timothy Dadich

Planning Process

The Sharpsville Area School District Comprehensive Planning Committee first met on February 8, 2017. Members included representation from various stakeholder groups including Board of Education, administrators, teachers, parents, early childhood community, business community, and community at large. Preparation for the Plan began long before initial meetings of the 2016-17 planning, as administrators participated in trainings related to the requirements of the Plan.

Following the guidelines of the Comprehensive Planning, administrators began working with their building staffs to complete additional data analysis, curriculum mapping, and “21st Century Teaching and Learning” assessments.

A series of meetings were held beginning February 2017. The initial meeting focused on Plan requirements, revisiting profile information including mission, vision and values. Each committee member was asked to read “*inevitable, Mass Customized Learning, Learning in the Age of Empowerment*” by Charles Schwahn and Beatrice McGarvey. The goal was to introduce Mass Customized Learning in an Age of Empowerment. To open the doors to a new vision of learning, each committee member was assigned the work of reviewing the current Comprehensive Plan, evaluating the status of each goal. Once reviewed, we then determined what goals have been achieved and what goals are now prioritized and action steps were defined.

Starting in February of 2018, the District’s Special Education Committee work began following the Director of Student Services’ review of the previously submitted Special Education Plan. This committee included the Director of Student Services, the Superintendent, all building Principals, special education teachers, regular education teachers and parents. The Special Education Plan was approved by the SASD Board of Education on April 16, 2018, submitted on April 17, 2018 and approved by PDE on June 13, 2018.

The Comprehensive Planning Committee then reviewed the Comprehensive Plan in October 2018 to finalize it for board recommendation. The SASD Board of Directors voted to accept and submit the Comprehensive Plan at its November 19, 2018 meeting.

Mission Statement

The mission of the Sharpsville Area School District is to provide a comprehensive education, which will meet the academic, social and emotional needs of all students to enable them to face future challenges.

Vision Statement

The vision of the Sharpsville Area School District is to provide our students with equal learning opportunities and a stimulating educational environment. Through the use of challenging instructional strategies, state of the art resources and extra-curricular activities designed to meet individual needs, this environment will foster self esteem and will enable students to maximize their academic potential. As we are now in the changing world of the 21st Century, our students will be critical thinkers, quality performers, effective communicators and informed decision makers who will demonstrate social responsibility, ethical behavior and adaptability in a global society.

Shared Values

We believe:

1. Learning is a life-long process.
2. In a quality school.
3. Education is a shared responsibility
4. Everybody has a right to an education.
5. All people can learn and want to succeed.

Educational Community

The Sharpsville Area School District lies in a rural community located in the western region of Mercer County, Pennsylvania, is comprised of the Boroughs of Sharpsville and Clark and the Township of South Pymatuning. The school district, which encompasses 29.3 square miles, is a one-campus setting with a K-5 Elementary School, a 6-8 Middle School and a 9-12 High School, as well as the Central Administration Office. The district employs approximately 156 staff members, including eight administrators/supervisors. The annual budget is approximately \$18,077,178.

As of this date the total district enrollment is 1,183 students. The close proximity of the campus arrangement allows the district to coordinate and use staff and facilities efficiently. Additionally, it ensures unified and consistent curriculum implementation and enables the use of data-driven decisions in its everyday instruction. A final benefit of this close proximity includes increased staff

discussion regarding professional development issues and the opportunity to observe each other in the teaching environment.

There are few industries in the attendance, with those of stature being Dean Dairy Sharpsville Container and some banks. The community is very supportive of the school district and a high percentage of the residents are Sharpsville graduates. The Sharpsville Police provide service and protecting to students and employees of the district through an arrangement with the Borough of Sharpsville. There are many resources for the students for recreation and extra-curricular activities, for example Buhl Park, in order to meet their needs.

The school district is viewed as the center of the community and provides opportunities for community partnerships through the use of our fields, gymnasiums, classrooms and auditorium. The Booster Club Tournament and the Buddy Guerino Tournament are just two examples of ways in which the community and the school district work together to help raise funds and provide opportunities for students. The school district also provides after school tutoring and summer camps for students to enjoy by providing enrichment and remediation for students that are willing to attend activities during the summer. Community members are encouraged to become a part of the school culture and have input into the hiring of principals, Special Education Plan, PTO and other organizations within the district. There appears to be a very good relationship between the school district and members of the community.

Planning Committee

Name	Role
Kirk Scurpa	Administrator : Professional Education
John Vannoy	Administrator : Professional Education Special Education Schoolwide Plan
Darla Grandy	Board Member : Professional Education Special Education Schoolwide Plan
Janice Raykie	Board Member : Professional Education Special Education Schoolwide Plan
Deanna Thomas	Board Member : Professional Education Special Education Schoolwide Plan
Jon Fry	Building Principal : Professional Education Special Education Schoolwide Plan
Carol Houck	Building Principal : Professional Education Special Education Schoolwide Plan
Heidi Marshall	Building Principal : Professional Education Special

	Education Schoolwide Plan
Brian Fotz	Business Representative : Professional Education Schoolwide Plan
Chris Hosa	Business Representative : Professional Education Special Education Schoolwide Plan
Diane Lorigan	Business Representative : Professional Education Special Education Schoolwide Plan
Ken Miller	Business Representative : Professional Education Schoolwide Plan
Jennet Bertmeyer	Community Representative : Professional Education Schoolwide Plan
Gerard Hanley	Community Representative : Schoolwide Plan
Krystal Miller	Community Representative : Professional Education Schoolwide Plan
Kirk Scurpa	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Jennifer Petricini	Ed Specialist - School Psychologist : Professional Education
Yvonne DelFratte	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jaime Presley	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Rhonda Staunch	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Kenzie Heutsche	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Rich Graul	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Michael Kalpich	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Allison Saeler	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Shannon Toth	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Kris DeMark	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Ryan Miller	Middle School Teacher - Regular Education :

	Professional Education Schoolwide Plan
Patti Tetrick	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Amanda Auman	Parent : Professional Education Schoolwide Plan
Marla Bennington	Parent : Professional Education Special Education
Debra Bornes	Parent : Professional Education Schoolwide Plan
Kristin Candiotti	Parent : Schoolwide Plan
BJ Crestay	Parent : Schoolwide Plan
Ali Hanneman	Parent : Professional Education Special Education Schoolwide Plan
Tammie Krolicki	Parent : Professional Education Schoolwide Plan
Rebecca Lenzi	Parent : Professional Education Special Education Schoolwide Plan
Crystal Matchen	Parent : Professional Education Schoolwide Plan
Tabitha Smith	Parent : Professional Education Schoolwide Plan
Jim Spatara	Parent : Schoolwide Plan
Darla Steiner	Parent : Professional Education Special Education Schoolwide Plan
Su Tiber	Parent : Professional Education Special Education
Rob Wagner	Parent : Professional Education Schoolwide Plan
Dena Wagner	Parent : Professional Education Special Education Schoolwide Plan
Nicholas Hanahan	Student : Professional Education Special Education Schoolwide Plan
Gavin Perrine	Student : Professional Education Special Education Schoolwide Plan
Keelie Steiner	Student : Special Education
Timothy Dadich	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are attending a presentation by the Midwestern Intermediate Unit IV on the new Alternative Assessment Strategies for the PASA and then we will design curriculum maps and align the curriculum

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are attending a presentation by the Midwestern Intermediate Unit IV on the new Alternative Assessment Strategies for the PASA and then we will design curriculum maps and align the curriculum

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs	Needs

	Improvement	Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are attending a presentation by the Midwestern Intermediate Unit IV on Alternative Assessment Strategies for the PASA and then we will develop curriculum maps and align our curriculum. We do not offer any language classes in the Middle School

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

We are attending a presentation at the Midwestern Intermediate Unit IV on the Alternative Assessment Strategies for the PASA and then we will develop curriculum maps and align the curriculum

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

High School Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Explanation for any standards checked:

We are expanding the Common Core Standards: English Language Arts by having English Language Arts teachers in all grades K-12 develop a culminating writing assignment that is aligned to the PA Core Standards for all students. This culminating assignment will be used as a Professional Development tool for teachers to view what students have learned from a year of growth in their classroom, it will also serve as a starting point for the teacher the following year. We have also expanded the Common Core Standards: Mathematics by changing the scope and sequence so that sixth grade students that qualify can now take Pre-Algebra. This will mean that the District will have to provide a Calculus B class when these students become seniors.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

We follow the PA Department of Education guidelines for teacher evaluation utilizing the Danielson Model. Administrators are required to complete two to three walkthroughs per week. We believe instructional coaching occurs in many forms both formally and informally throughout the District.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

We would utilize peer evaluation/coaching only with support from the evaluator and evaluatee.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and

Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to

discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		
PA Core Standards: Mathematics		X		X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Kamico	X	X		
Final Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
PSSA		X	X	
PASA		X	X	
Keystone Exams			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
WISC	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
PSAT			X	X
SAT				X
4Sight		X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Our process for reviewing of assessment is dependent upon the needs of the students.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not Applicable

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

We utilize Onhand Schools, Edirect and SAS in order to analyze and disseminate data to all of our staff. We have used the SPP to review school scores and individual teachers score as a part of their overall evaluation. We have also provided professional development on the SLO in order to keep our staff current with PDE initiatives. This professional development is done one on one, in small groups and large group instruction.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

We have utilized this information to appropriately place students in tutoring, remediation classes, and to reinforce basic skills needed to achieve proficient or higher.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We utilize data from a variety of sources, breaking that data down to the individual student to document growth and to the individual assessment anchor or learning objective to document mastery.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We use a variety of methods of communications.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

We do not use local media reports since we can not control what they chose to print.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

We monitor student growth through the review of a variety of assessments, breaking them down by the individual assessment anchor or student learning objectives.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

We hold monthly meetings from November to June on the last Wednesday of every month. These meetings focus on Gifted and Talented Education and are open to all parents/community members. We will also be posting our plan on the website once it has been revised (the website). Each building, as a part of the plan, will be responsible for setting up a GATE Advisory Board to review program options and post for parents to see.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Opportunities are provided for students to be considered for placement in GATE programming throughout their school experience. Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin, or disability. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval. Identification procedures are uniformly implemented and communicated to the entire school staff via distribution of the GATE Plan.

The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year's worth of growth in a year's worth of time. The district will focus on providing services for all students regardless of identification. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification with a culturally responsive lens in Kindergarten through 12th grade. The Sharpsville Area School District uses multiple criteria, in accordance with the Pennsylvania Department of Education, to identify highly capable students in five areas. Multiple criteria

used for identification of gifted and talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, student nominations, and district assessments.

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Sharpsville Area School District will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and embedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

As part of the Sharpsville Area School District's developing RtI process, extensive student data is systematically reviewed in grade--level/content area intervention team meetings.

This process facilitates a continuous review of student progress, which in turn fosters a gifted and talented identification approach that is responsive to student need. Initial consideration for gifted and talented services usually come from the grade---level/content area intervention team meetings or the classroom teacher, who has in---depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may nominate students for identification using the Parent or Teacher Nomination Forms. The decision to refer a student for identification may be based on universal screeners such as scores from the DIBELS assessments, DRA assessments, and quarterly teacher-made benchmark assessments.

District staff looks at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the core curriculum, we consider standardized assessments (objective, norm---referenced assessments of academic or intellectual skill), performance data, certain selected grade---level classroom common formative assessments, and nomination forms (rating scales and narrative information from teachers and parents).

Each school within Sharpsville Area School District will have a building level GATE Team consisting of parents, administrators, and certified staff members designated by the principal to be the school's lead) The entire committee will establish and review the site plan. Only certified personnel on the committee will meet to review student records and nominations. After reviewing the criteria for GATE identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the GATE Program. Confidentiality procedures are followed in regard to records of placement, decisions and data on all nominated students. Information about individual students obtained during the identification process, and records that may be useful for instruction, will be shared with the appropriate members of the instructional staff, regardless of final placement. The site Gifted/Talented Committee will review available program offerings available at the school and shall make appropriate service options available for individually identified students. The principals will ensure classroom teachers record service options provided on a student profile sheet, as well as in their weekly lesson plans. The building GATE Teams will be required to meet once each month to discuss progress, program offerings, and/or pertinent elements of the GATE program. The GATE Team will also identify at least one teacher and one parent to sit on the District GATE Advisory Committee to make recommendations to the overall GATE plan and procedures.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The intervention team will analyze the student profile data to determine eligibility and will also make recommendations for programming if students meet the necessary criteria.

Students who meet eligibility criteria will receive a formal GATE plan; the scope of this plan will be based on specific areas of interest or acuity in a particular areas identified by the CCAG, parent and teacher input, and self-assessment tool (LifeCourse). Students scoring at or above the 85th percentile on the composite score of a nationally standardized test of intellectual ability. Students who excel in one or more of the following areas: Areas of talent, Creative Thinking Ability, Leadership Ability, Visual & Performing Arts Ability, and/or Specific Academic Ability.

Qualification for Gifted and Talented Education (GATE):

Student has an IQ of 115 or higher. The scope of the GIEP will be determined by a combination of the overall IQ score and the following indicators: Student Academic Achievement Track My Progress and/or PSSA or Keystone Assessments, CCAG Checklist of Characteristics of Giftedness to identify target areas, Individual performance in courses, Student and parent feedback forms, and Teacher feedback forms.

Plan Development and Procedural Safeguards:

Once a student is identified, the Director of Student of Services, School Psychologist, principal, parents, teachers and the student will review all surveys to determine and develop an individualized plan. The LifeCourse framework will provide the foundation of all decisions and may be reviewed/edited at the yearly revision of the GATE GIEP Plan. Procedural safeguards will include: Written notification of parents (with an opt-out form) is required for individual evaluation. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act. Parents may request additional review of their child for placement purposes through an established review process. Additional tests submitted by parents must be approved by school officials and have been administered by a psychometrist or other approved professional licensed by the state of Pennsylvania. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria, regardless of past placement in another district. Placement will be reviewed annually by teachers, counselors and administrators, and additional students evaluated, as needed. Removing a student from specific gifted educational programs would be by the request of the parent, student, or student's teacher, and would require a review process. If a parent/guardian wishes to remove their student from the GATE program, they will need to submit a letter to the site principal to be added to the student's GATE folder. If a student wishes to be removed from the GATE program, the student, parent/guardian, and site committee will need to schedule a conference. Upon agreement of removal, the parent/guardian will need to submit a letter to be added to the student's GATE folder. If a teacher wishes to remove a student from the GATE program, and the site principal is in agreement, the site committee will schedule a parent conference to obtain parent/guardian signatures to remove the student. If the parent/guardian does not agree, they may follow the district due process procedures. Professional development is provided each year to the GATE Teams and teachers in the area of differentiating instruction and the procedures for identification of gifted/talented students.

The committee will ensure that the students and parents are individually notified regarding placement in the program. The regular avenue of appeal provided by school board policy will be available to parents if they choose to use them.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The program options shown below represent those recommended/approved by the SASD. These options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. Each school will form a GATE team (including teachers, parents, the student, and administration) to determine the best options for serving gifted students at that site. The school program selection(s) will be communicated in writing to the Director of Student Services on or before September 3rd of each school year. If site selections are not currently listed below, a request should be made to the Director of Student Services. A list of offerings, by school, will be made available on the district website following the annual reorganization of the District Gifted Advisory Committee on September 13th.

Enrichment:

Enrichment in the Regular Classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are NOT a repetition of material. Seminars/Convocations: Special short-term sessions where students focus on one area of study. Self-Paced Learning through ALEKS Math Program. Mentorships: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model. Summer Enrichment Programs: School-based, optional enrichment classes or courses offered during the summer months. Saturday Enrichment Programs: School-based, optional enrichment classes or courses offered on Saturday. Creative/Academic Competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Differentiated Curriculum:

Curriculum designed to meet the needs of high ability students and differentiated according to content, process and/or product. Learning Centers: A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area. "Great Books" and "Junior Great Books": Discussions of great literature led by an adult discussion leader using a prepared question guide. Academic Competitions includes, but are not limited to: Academic Games (Elementary and MS), National Quiz Bowl Circuit (MS and HS), History Day (MS and HS), Science Fairs and PJAS (K-12), Essay Contests (K-12), Spelling Bees (Elementary and MS), Robotics Competitions (Elementary, MS and HS).

Special Classes:

Honors, Differentiated or Enriched Classes: Included differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students. Advanced Placement (AP) Courses: College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).

These classes need not be limited to identified gifted students. University of Pittsburgh courses. These classes need not be limited to identified gifted students. Independent Study:

Individually contracted in-depth study of a topic. Enrichment Classes: A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum. Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

Concurrent Enrollment: Students who meet requirements of area colleges may enroll in college classes concurrently with high school enrollment. Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

Flexible Pacing:

Continuous Progress: The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery. **Acceleration:**

Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average. **Proficiency Based Promotion:**

Elementary or secondary students advancing in a curriculum area by demonstrating proficiency at the 90 percent level on a designated assessment. **Dual Enrollment:** Qualified students taking middle level courses while at the elementary level or high school courses while at the middle level.

Ways to Implement:

Cluster Grouping: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time. **Cross-Grade Grouping:** Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

Instructional Groups: Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area. **Individualization of Instruction:** Instruction for an individual student focused on the specific educational needs of that student.

Dual Enrollment: A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

Other Services:

Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement. **Ongoing Assessment:** Students abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X

Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)				
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X

Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Collaboration with District Magistrate	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The District believes that communication between the classroom teacher and individuals providing interventions for student needs and academic progress is essential. Depending upon the needs of the student, classroom teachers communicate via telephone calls, journals, emails or direct meetings with individuals providing interventions to insure the needs of the students are met. If the needs are not immediate, then classroom teachers refer these individuals to our website or guidance personnel which provide information.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District will begin to have transitional meetings with local child care agencies in order to develop consistent means for screening and evaluations. We provide our own tutoring system for students at risk. We use a local United Way after school program and we are involved with United Way Success by Six and United Way's The Read Program.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The District has shared with local agencies what the District's expectations are for incoming students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full

	Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district

	classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full

	Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

We have utilized professional development days and time provided through the collective bargaining agreement to focus on the areas of technology, differentiation of instruction, restructure of our IEP's, the Google platform and school safety.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
9/28/2018
The LEA plans to conduct the required training on approximately:
9/28/2023

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/28/2018
The LEA plans to conduct the training on approximately:
9/28/2023

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/28/2018
The LEA plans to conduct the training on approximately:
9/28/2023

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The District has developed three target areas. They are technology, differentiation of instruction, and restructuring of our IEP's. We have spent a great deal of time focusing on these areas and reviewing the data from these professional development sessions.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Inductees will gain the knowledge of Sharpsville History and current economic status

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

We will meet with inductees once per month and address the topics above.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

We will meet monthly with the inductees to ensure the following evaluations occur.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors will be aligned with inductees on a case by case basis to ensure that the best mentor is chosen for the inductee.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				

Best Instructional Practices		X				
Safe and Supportive Schools			X			
Standards	X					
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X	X	X	X	
Materials and Resources for Instruction	X	X	X			

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We will monitor and evaluate this process through survey of the mentor and inductee. We will also share this information with the Board of Education Curriculum Committee

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **175**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Early Intervention

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

The Sharpsville Area School District works closely with neighborhood pre-schools, Head Start, and the Intermediate Unit IU's Early Intervention program to identify students with developmental delays and/or identified disabilities. Families are invited to attend district level special education meetings and information for parents concerned about delays in their child's development is posted on the district website. The Sharpsville Area School District staff collaborates with the previously mentioned organizations to assist with the transition of students from preschool to kindergarten; this occurs in the form of transition meetings, district-level assessments for special education services, and educational initiatives to help parents adjust to K-12 public schooling.

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Sharpsville Area School District continues to employ a "regressed discrepancy model" which measures the disparity between a student's ability and achievement in order to determine the presence or absence of a learning disability. Our district is actively working with Midwestern Intermediate Unit 4 to adopt an MTSS model to meet both the academic and behavioral components to a student's academic access. We are in our second year of implementing the Positive Behavior Intervention and Support program at the elementary building and will seek approval from the Pennsylvania Department of Education to utilize the MTSS (PBIS and RtI) model for identifying students. This process will result in an application to PDE to be an approved user of the RtI process for identifying students for

special education services within the category of SLD (Specific Learning Disability). The discrepancy model criteria requires a severe discrepancy between intellectual ability and achievement; the student is not achieving at a level (with grade level standards) commensurate with his or her ability when provided appropriate research-based instruction and interventions in the general education setting. In completing the identification process the district strictly adheres to the BSE guidelines for identification process and the regulations and statutes associated with that process as it relates to the identification of students with learning disabilities. Once a student is assessed, the evaluator(s) will share the results of all of the evaluations with the IEP team. This team will engage in the following activities:

- The IEP team will review the evaluation along the lines of the the presenting problem.
- The IEP team will review parent information and feedback.
- The IEP team will review student records.
- The IEP team will discuss how a student's needs are affecting his/her education.
- The IEP team will discuss evidence that a student needs specially designed instruction.
- The IEP team review parent input.
- The IEP team will review teacher collected assignment and recommendations.
- The IEP team will review all information/data from our MTSS program.
- The IEP team will review state assessment scores.
- The IEP team will review any evaluations provided by other providers responsible for related services and supports.
- The IEP team will review all applicable work products.
- The IEP team will review demographic information (ELL, Economically Disadvantaged, cultural factors).
- The IEP team will review all PBIS records to help identify behavior (functional behavior, transitions, and concerns that may impede academic success.
- The IEP team will review relevant medical records/information.
- A member of the team will observe the student relating to the presenting/perceived problem identified by the evaluation report.
- Then, the IEP team will decide whether a student is eligible for special education. If the IEP team determines a child is eligible, they will determine a primary area of disability.

- Autism Spectrum Disorder (AU) is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. This impairment may include: Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified (Atypical Autism), Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder or all Pervasive Developmental Disorders. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.
- Deaf-Blindness (DB) is hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- Deafness (Df) is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
- Developmentally Delayed (DD) is when a child is aged three through seven, whose developmental and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.
- Emotional Disability/Disturbance (ED) is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to make educational progress that cannot be explained by Intellectual sensory or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behaviors or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
 - Serious emotional disability includes schizophrenia. The terms do not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance related to the previous five (5) bullets.

- Hearing Impairment (HI) is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness. The term "hard of hearing" may be used in this capacity.
- Intellectual Disability (ID) is a significant subaverage general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period. An individual is considered ID if he or she meets three criteria:
 - IQ is below 7-75
 - There are significant limitations in two or more adaptive areas (conceptual, social, practical).
 - The condition manifests before the age of 18.
- Multiple Disabilities (MU) means two or more disabilities occurring together (such as intellectual disability and blindness, intellectual disability and orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- Orthopedic Impairment (OI) is a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.).
- Other Health Impairment (OHI) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and adversely affects a child's educational performance.
- Other Health Impairment (OHI) is having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
- Specific Learning Disability (SLD) is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

- Speech Language Impairment (SLI) is a communication disorder, such as an impairment in Fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance. Language may include function of language (pragmatic), the content of the language (semantic), and the form of the language (phonological, morphologic and syntactic systems).
- Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
- Visual Impairment (VI) is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.
- The team may also consider a secondary area of disability based on the eligibility areas listed above.

The basis for making the determination is done through a variety of normed test instruments including but not limited to cognitive testing and specific achievement testing instruments. The following list provides a multi-faceted and multi-confirming collection of data to ensure the decision of the IEP team is accurate and meets the needs of the students in our care. This list includes, but is not limited to:

- WISC-V (Wechsler Intelligence Scales for Children, Fifth Edition)
- WASI-II (Wechsler Abbreviated Scales of Intelligence, Second Edition)
- WPPSI-IV (Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition)
- WIAT-III (Wechsler Individual Achievement Test, Third Edition)
- BASC-3 (Behavior Assessment System for Children, Third Edition)
- FBA Profiler
- Vineland Adaptive Behavior Scales-2
- CTOPP-2 (Comprehensive Test of Phonological Processing, Second Edition)
- Key Math-3 Diagnostic Assessment
- CTONI-2 (Comprehensive Test of Nonverbal Intelligence-Second Edition)

- GARS-3 (Gilliam Autism Rating Scale-Third Edition)
- BOSS (Behavioral Observation of Students in Schools)
- School-Based Screeners:
 - Shaywitz Dyslexia Screening Tool (Yale Center for Dyslexia and Creativity)
 - DIBELS
 - Developmental Reading Assessment
 - Track My Progress
- The IEP team will also consider the following:
 - whether the student has not responded to research based interventions);the relevant behavior noted during the observation of the child as it relates to the presenting problem as applicable;
 - the relationship of that behavior to the child's academic functioning;
 - the educationally relevant medical findings, if any; and,
 - the determination by the team concerning the effects of environmental, cultural, or economic disadvantage.

New Referrals

Prior to any referral, building level teams (Elementary Child Study Team and Elementary Student Assistance Program) collects and analyzes data from the instructional staff, aides, related service providers, attendance and discipline records, and other academic, social-emotional, and/or behavioral factors related to student performance. Screening tools including DIBELS, DRA, and the Shaywitz Dyslexia Screening Tool are used to help identify students who demonstrate at-risk levels of academic performance. Referrals can be made by the parents or by educational staff within the district who are familiar with a student's natural tendencies, abilities, and general well-being within the school. The Sharpsville Area School District follows the timelines mandated by IDEA:

1. A Parent Permission to Evaluate is sent home within 10 days of the referral.
2. An evaluation within 60 days from the time the permission is received from parent.
3. A parent will receive a copy of the evaluation report 10 school days prior to any IEP or evaluation report meeting.
4. An IEP is developed within 30 days after the completion of the evaluation
5. Parents are provided a copy of the IEP draft for consideration at least seven days before the scheduled meeting.

6. The IEP will be implemented within 10 days following the IEP meeting.

New Students to the District with an IEP

The following procedures are used when a new student enters the district and has an IEP.

1. Registration materials are designed to help identify students with special needs; all registration materials are reviewed by our guidance counselors and building principals. The Director of Student Services is notified of any students with an IEP.
2. A school level IEP team will meet with the parent(s)/guardian(s) as well as any community agencies the family works with to review the previous school's evaluation report, Notice of Recommended Educational Placement, and IEP and relative placement within the Sharpsville Area School District.
3. The IEP will be implemented as written within the first 30 days while district staff:
 - a. Provides local screeners and assessments (DIBELS, Shaywitz Dyslexia Screening, DRA, etc.)
 - b. Reviews previous achievement scores on state mandated and/or other assessments.
 - c. Conducts an observation of the student within the recommended setting and/or general education setting.
4. An IEP meeting will be held on or before the 30th day to do one of the following:
 - a. Formally adopt the previous IEP with a new district header until the next IEP cycle, or
 - b. Adopt a revised IEP based on the data collected since the student's enrollment.

Prior to any referral, building level teams (Elementary Child Study Team and Elementary Student Assistance Program) collects and analyzes data from the instructional staff, aides, related service providers, attendance and discipline records, and other.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

There is no indication of disproportionality in the identification of exceptional children in the data provided in regard to race or ethnicity. Our percentages of students identified align closely with state averages across all disability categories except for Speech and Language Impairment. Our higher percentage of students with Speech and Language can be attributed to our Autistic Education Program at the elementary school and the middle/high school. The majority of these students receive regular speech and language services. The higher percentage of students identified as Intellectually Disabled (ID) is a direct result of additional students within the district identified and the subsequent creation of a middle school Functional Academics Class to address their specific needs. These students are receiving a specialized curriculum focused on functional reading and mathematics; designed to fill those current gaps in their instruction. We will be providing intensive interventions in both ELA and mathematics with the goal to maximize their time spent with grade level peers.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Sharpsville Area School District's autistic support classrooms provide services for 3-4 sending schools. We are committed to providing the same care and attention to these guests as we do our very own students. Our staff works closely with the special education staff from the sending school to ensure appropriate programming and services.

Representatives from the sending districts are invited to all meetings about/with the student/families. All of the same procedures outlined in Chapter 14 are adhered to. As a result of this dedication and collaboration, the Sharpsville Area School District has not experienced any barriers to providing a free and appropriate public education in the least restrictive environment for any student.

The Sharpsville Area School District does not host any students under 1306 (Residential Facilities); however, the district would be committed to following the same procedures and guidelines for special education services utilized to provide students attending this district as their home district. The district would provide access to and communication of our program services, IEP goals and progress monitoring, as well as access to the establishment of individualized education plans to the local ELA of origin for each student as well as members of the IEP team from each ELA of origin.

The Sharpsville Area School District does not have any difficulty meeting the needs of any students in regard to providing FAPE in the least restrictive environment. We would not have any difficulty meeting the needs/obligations for any students under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no prisons or other locations for incarcerated students located within the District. If a facility were to locate within the District, the District would utilize existing "Child Find" procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in that student's IEP.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

IDEA outlines the requirements for least restrictive environment according to 34 CFR § 300.114(a) as:

(a) General.

(1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The LEA is responsible for making sure that students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Generally "appropriate" means that the education meets the student's special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a student will be educated, it must ask what can be provided in the regular education classroom or activity and what "supplementary aids and services" will provide extra supports in a regular classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments.

Continuum of Services for the Sharpsville Area School District

The Individuals with Disabilities Education Improvement Act (IDEIA) requires states to establish procedures to ensure, to the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled. Special class, separate schools or removal of children requiring special education from the regular educational environment shall occur only when the needs of a child are such that education in the regular classes cannot be accomplished satisfactorily. Below is a continuum of services provided by the Sharpsville Area School District:

- A. **Regular Education Classes/Inclusion (80% or more of the day with non-disabled peers):**
Collaboration/consultation/co-teaching services focus on special educators (Intervention Specialists) and general educators working together to best meet the needs of students with disabilities as well as children who may be "at risk". Each school will, in the next three - six years, operate a Response to Intervention Teams to promote data driven instruction, to individualize learning experiences and to effectively integrate resources which would positively impact the child's educational program.
- B. **Career and Technical Education Programming:**
All students in the Sharpsville Area School District have an opportunity to attend the Mercer County Career Center for those interested in specializing in one of thirteen trades offered there. For students with an IEP or 504, this would be considered in the regular education setting given that many of the students attending do not receive special education services.
- C. **Individual/Small Group Setting (Tutoring):**
The Individual/Small Group Instruction program provides students with disabilities support that helps to increase their opportunity to benefit from regular class placement. This is supplemental instruction which focuses on targeted IEP goals and objectives.

Depending upon each student's individual needs, this instruction could include academic support, as well as assisting students in becoming independent in the "process" of learning through the use of compensatory strategies, and study/organizational techniques.

D. Resource Room (40% to 79% of the day with non-disabled peers):

The Resource Room serves children whose disabilities require intensive programming in math and English Language Arts. Although continued participation in the child's regular class activities is encouraged, the Resource Rooms offer an alternative/modified curriculum in a small group setting, which provides personalized options that are not offered in the general education program. These placements are considered cross-categorical, meaning students with a variety of disabilities are served in the same special class. The goal of the Sharpsville Area School District Resource Rooms is to (a) provide the intensive intervention necessary for students to ensure gaps are filled and (b) so the student can return without delay to a setting with their regular education peers.

E. Self-Contained Classroom/Functional Academics:

Students with disabilities who receive general education 39% or less of the day with non-disabled peers. This does not include students who receive their education at public or private separate day centers or residential facilities. These programs include: Autistic Support Education Classrooms at the elementary school and the middle/high school as well as functional academic rooms at the middle school and high school.

F. Separate Facility:

Separate facilities are, typically, schools outside of the district that are designed specifically for students with disabilities.

G. Home Instruction:

Home instruction is an individualized education program provided at home to a child with a disability which prevents the child from attending a regular or special program even with the aid of special transportation.

H. Institutions and Hospitals:

This is reserved for students in need of acute medical attention that would interrupt regular attendance at school. It is important that while students receive this attention they also receive an appropriate and substantial education in order to maintain their education to the maximum extent possible while undergoing treatment.

Related Services on the Continuum of Services

Related Services are support services needed to allow children with disabilities to benefit from special education. These include, but may not be limited to the following:

- Adapted Physical Education Services
- Aide Services
- Audiological Services

- Behavior Consultant
- Brailist
- Interpreter Services
- Occupational Therapy Services
- Orientation & Mobility Services
- Physical Therapy Services
- School Psychological Services
- Speech and Language Services
- Transportation
- Vision Specialist
- Work-Study/Transition Services
- Counseling Services
- Nursing Services

The District follows the guidelines and procedures as outlined in Chapter 14, the state standards and other regulations whereby the District IEP teams consider the full continuum of services from the regular education classroom to private institutions when determining the best programs and services for each child. Each building operates a Student Assistance Program . SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

The elementary school also operates a Child Study Team concurrently with the buildings ESAP (Elementary SAP) to regularly review student data (quantitative and qualitative) for the purpose of identifying students who may be at-risk of failing due to academic, social-emotional, and/or behavioral concerns. Tier I interventions are planned and implemented for a designated period of time before the team reconvenes to assess progress and make a recommendation to continue the programming as is or move the student to the next tier of interventions (Tier II or Tier III).

A multitude of supplementary aids and services to support students in the District's regular

education environment are first considered prior to any consideration of alternative programming. PDE, PaTTAN, MIU IV and other agencies have provided trainings to ensure the LRE is utilized at the best extent possible for each student. Some of these trainings include:

- Research based direct instruction models for Language Arts and Mathematics
- Co-Teaching/Co-Planning training
- Classroom walkthroughs of District inclusive classrooms
- Behavior Support Assessment and Intervention Training
- Adaptation and Modification training
- Multi-Tiered Support System and the implementation of Positive Behavior Intervention and Supports as well as Response to Intervention certification.
- Lindamood Bell intensive assessment and intervention program for students with dyslexia
- Applied Behavior Analysis (ABA) for our autistic education programs
- Ukeru Hands-Off restraint system training

The Sharpsville Area School District will begin to implement the Charting the LifeCourse program. This is a tool presented by PaTTAN to assist IEP teams with creating a vision for the future. It is designed to help the IEP team think about the questions to ask as well as the choices, options and life experiences to consider as the student and his/her family “plot a course” to a full and meaningful life. The Charting the LifeCourse will focus on the following elements to provide an individualized comprehensive plan for each student.

1. Collaborative teaming model at all levels.
 - a. School personnel
 - b. Student
 - c. Parent/Guardian
 - d. Community Support Agencies
 - e. Community resources including local businesses and universities
2. Short and long term goal setting
3. Healthy and productive relationships between home and school
4. Family participation in all aspects of the educational program, related services, interagency involvement.

5. Development of executive functioning skills designed to promote self-advocacy and independence.

The Sharpsville Area District promotes the inclusion of all students within the general education setting and grade-level peers. Upon identification for special education services, the IEP team will systematically consider all placement options that allow a student to participate with their grade level peers to the maximum extent possible. All potential supports (related services, modifications, accommodation, and specially designed instruction) are carefully weighed in regard to the benefits and drawbacks in order to ensure that each student is appropriately challenged within the recommended setting. The discussion promoted by the Charting the LifeCourse model will help ensure a collaborative discussion where educational decisions are made in the best interest of the student; the concerns, short-term, and long-term goals of the student and his/her family become a foundation for the educational plan and interagency involvement. The burden of proof will fall on the district if a decision to remove a student from a more inclusive setting would be recommended. Section 300.320 (a) (4), (5), and (6) of IDEA requires districts to:

- (4) Provided a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- (5) Provide an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;
 - (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and
 - (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why--
 - (A) The child cannot participate in the regular assessment; and

- (B) The particular alternate assessment selected is appropriate for the child;
and

The Sharpshville Area School District will adhere to these guidelines by demonstrating that continued education in the current setting could not satisfactorily meet the educational, emotional, and/or behavioral needs of a student even with the necessary supplemental aids and services before a student would be removed from the regular education setting.

Supplementary aids and services, based on peer-reviewed research and validated within the field, are designed to advance a student toward attaining annual goals, to enable a student a level of engagement in the general education curriculum, to enable a student the opportunity to participate in extracurricular and other non academic activities, and to participate with other children who have disabilities or children who do not have disabilities. These supplementary aids and services include, but are not limited to:

Equipment	<p>The SASD IEP format lists 19 examples of potential equipment that can be considered for students to be successful in the regular ed. setting. Other equipment beyond the 19 listed in the IEP are also considered/imbedded at the IEP meeting. Sample equipment includes such things as adaptive keyboards, pointing devices, document cameras, trackballs, and joysticks, Chromebooks, Ipads, voice synthesizers, pencil grips, flexible seating, sensory input devices, headphones, specialized furniture, weighted equipment. Other items include digitized speech devices, portable word processors, screen readers, single switch access and talking word processors are some of the many examples of equipment that are available to meet the students' needs.</p>
Instructional Strategies	<p>The SASD IEP format lists 26 examples of potential Aids/Services that can be considered for students to be successful in the regular ed. setting. Other Aids/Services beyond the 26 listed in the IEP are also considered/imbedded at the IEP meeting. Strategies include (but not limited to) structured study guides, replacement curriculums, extra skill practice, skeletal outlines, what you need to know charts, information organizers, co-teaching, paired reading-writing, Lindamood Bell reading intervention program, tutoring, ESL services, scaffolding, differentiated instruction, independent studies, job-shadowing, and differentiated curriculum.</p>
Modifications and SDI	<p>The SASD IEP format lists 22 examples of potential Modifications/SDI that can be considered for students to be successful in the regular ed. setting. Others beyond the 22 listed in the IEP are also considered/imbedded at the IEP meeting. Examples include (but are not limited to) additional time, chunking of assignments, shorter assignments, assistance from special teacher/aide, alternative assignments/tests, multiple test sessions, allow verbal explanation, testing modifications and accommodations, and accepting spelling</p>

Social, Behavioral and Emotional Supports and Executive Functioning	<p>approximations are a few of the examples of the modifications and/or SDI offered.</p> <p>The SASD provides additional supports and instruction focused on helping students develop appropriate coping skills and self-management. Executive functioning skills are supported through direct instruction, student planners, Class Dojo (elementary and middle school), Google Classroom and Calendar, parent-teacher communication journals, and the teaching of organizational as well as study skills. The SASD also provides a safe a secure learning environment through the use of school tours, student ambassadors for new or visiting students, Buddy Benches, interagency involvement to support social, behavioral and emotional needs, emotional support periods throughout the day to help students learn proper coping mechanisms, Functional Behavior Assessments, and Behavior Improvement Plans.</p>
Staff Supports	<p>Least Restrictive Environment (LRE) practices are supported through ongoing professional development in differentiated instruction and inclusive teaching methods (co-teaching, pre-teaching, small group, large group, etc.). Administrative support is provided through walkthroughs, formal observations, the inclusion of staff members in decisions/alignment involving curriculum, instructional materials, and professional development options. The staff receives training on the following topics: bullying prevention, ALICE (intruder alerts), FAPE, suicide prevention, proper use of hands-off restraints and de escalation strategies.</p>
Community Involvement	<p>Parents are welcome members of the SASD learning community. Parents participate in district-level gifted education and special education meetings to help guide decision making, procedures, and policies. Parents are also encouraged to request additional IEP meetings throughout the year to address any questions, concerns, potential revisions to the approved service plan.</p>

The SPP (School Performance Profile) indicates that the Sharpsville Area Elementary School had a score of 84, The Sharpsville Area Middle School had a score of 90, and the Sharpsville Area Senior High School had a score of 87.6. All of these scores were in the higher levels of student performance in Mercer County, with the Middle School being ranked first in Mercer County. In the area of percentage of students enrolled in special education, the Elementary center has .52% gifted and 15.42% special education. The Middle School has 3.73% gifted and 9.9% identified as special education and finally the High School has 2.15% gifted and 10.57% identified as special education. We currently have 2 students placed out of the District, 1 in Multi-Handicapped classroom and 1 in Residential School. Their placement was determined by the fact that the home school could not provide FAPE. This was discussed and approved in an IEP meeting with the appropriate NOREP and parental

approval.

The Sharpsville Area School District needs to address is the intensive early intervention in reading. Statistically, 70-80% of all specific learning disabilities in reading are directly related to dyslexia; however, many school districts do not employ the intensive tier-based interventions necessary to help students gain independence in reading fluency and comprehension. In response this, the Sharpsville Area School District will be adopting the Lindamood Bell Intensive Reading Intervention Program for student with dyslexia beginning in the 2018-2019 school year. Lindamood-Bell has pioneered programs to develop the sensory-cognitive processes that underlie reading and comprehension. Based on the Orton-Gillingham approach, the programs being adopted (Seeing Stars and Visualization/Verbalization) develop the imagery-language connection underlying the reading, comprehension, and math processes. However, whereas programs like Orton-Gillingham focus on instructional strategies and expectancies related to phonetic processing, Lindamood-Bell programs stimulate the cognitive skills for reading fluency and language comprehension. The program will include training of fifteen teachers district-wide (including our school psychologist and speech therapist) in the assessment and intervention process in a partnership with Lindamood Bell. The training will include 90-150 hours of coaching throughout the school year to ensure mastery and fidelity with the implementation of the research validated best practices associated with this intervention program. This tiered approach will also fit well into the district's move toward using the RtI process to identify students within the category of Specific Learning Disability.

The Sharpsville Area School District has an amazing staff dedicated to the success of every student. We support inclusive practices with the majority of our special needs population in an itinerant setting; however, we also recognize the need of some students to receive specialized instruction in a Supplemental setting and work with those students/families to deliver a program which meets their more intensive needs while still providing opportunities to attend class with their grade level peers. The Sharpsville Area School District does operate two self-contained autistic classrooms (elementary and ms/hs) as well as two self-contained functional skills classrooms (ms and hs) for students with intensive needs due to their identification as AU, OI, MU, and ID. These Full-Time students may receive instruction in core subjects, but attend elective courses with their grade level peers; they receive the necessary supports (accommodations/modifications/specially designed instruction) for them to be successful. The Sharpsville Area School District also maintains its' own cyber school to meet the social, emotional, behavioral, and medical needs of students. This program provides a direct connection to the curriculum in cases where a student may be unable to attend school due to injury, anxiety, illness and/or other debilitating condition.

All placement decisions are based on a multiple points of data to ensure the appropriate program within the Least Restrictive Environment and are finalized in collaboration with the student and their family. The Director of Student Services makes an effort to attend each meeting to ensure participation by school staff (school principal, school psychologist, instructional staff, related service staff, agency representation) and to ensure that parent voice, questions, and concerns are taken into account before making a final decision on

placement. Families are also encouraged by the staff to communicate frequently with the staff. The Sharpsville Area School District staff makes it clear to all members of the IEP team that although the standard for IEP meetings is to meet once each year, we expect to meet more often to review progress toward goals and make adjustments when necessary to support the growth of each student toward their goals.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The following is a summary of the School District Policy:

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a program of behavior management. This behavior management plan will be included in the Individualized Education Program (IEP) and shall:

- Primarily focus on positive rather than negative measures.
- Use interventions that are the least intrusive necessary.
- Not substitute aversive techniques, restraints or discipline for the systematic application of behavior change techniques.
- Only use techniques for which the staff has been adequately trained.

The behavior management policy represents a three (3) tier hierarchical model based upon the best practices cited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors which require attention. The three (3) levels of intervention are:

- Level I — Good classroom management strategies. Level I does not require a behavior management program attached to the IEP.
- Level II — Specific interventions designed for individual students. Level II requires a behavior management program attachment to the IEP. Tier II is currently in the beginning phases of implementation. We have CICO (Check in Check Out) in place. Students begin each day checking in with a staff member who encourages them to have a good day. The student carries a folder with them and receives a score from each classroom teacher. The students then check out at the end of the day with the same staff member. If they receive a high enough score for the week, they receive a reward.

- **Level III — Very restrictive interventions** which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP team to reconvene.

School staff has received, and will continue to receive, training in MTSS PBIS supports at all three tiers. IN 2018-219, staff will be trained in UKERU deescalation and blocking techniques to (a) deescalate self-injurious behaviors or aggressive behaviors before they get to that level and (b) intervene in those situation through the least invasive response possible, maintaining the safety of the student without restraint use.

The Sharpsville Area School District will be received school-based behavioral services through the Intermediate Unit (IU4) intinerant level social and emotional support program.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Individuals with Disabilities Education Act (IDEA) guarantees the right to a free and appropriate public education (FAPE) for kids with disabilities. That can include kids with learning and attention issues. FAPE is one of the most important legal rights a child has. The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq.) requires each LEA, including charter schools, to make available a free appropriate public education (FAPE) in the least restrictive environment (LRE) and provide a continuum of placement alternatives for children with disabilities. As part of the Individualized Education Program (IEP) meeting, the IEP team must consider where the special education programs and services will be delivered. Like FAPE, LRE is a determination that must be made on an individual basis. To accomplish the delivery of special education programs and services in the LRE, LEAs are required to ensure (1) that the placement be determined by the child's IEP team; (2) that a continuum of placement alternatives be discussed; and (3) that a child with a disability be provided with instruction in a setting different from that of non-disabled peers ONLY when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In addition to regular and special education classrooms, the continuum of placement alternatives the IEP team can consider include public or private institutions or other care facilities.

The Pennsylvania special education regulations contained in Chapter 14 and Chapter 711 of

Title 22 of the Pennsylvania School Code describe a wide variety of special education service and placement options which may, as determined by the IEP team, be pursued by LEAs. The special education programs and services that are specified in Chapters 14 and 711 may be provided directly by LEAs or through an arrangement with another public agency or private organization. Under 22 Pa. Code § 14.102 and § 711.2, LEAs may enter agreements regarding the provision of services for children with disabilities. Here's what FAPE requires if a child qualifies for special education services.

What FAPE Requires a School to Do

- Provide special education to meet the unique needs of all children. This means specially designed instruction.
- Provide related services to help your child benefit from special education. Related services may include things like speech therapy, counseling or even transportation.
- Provide these services at no charge.
- Provide accommodations and modifications that help a child learn and participate in the general education curriculum.
- Create an Individualized Education Program (IEP) for a child identified for special education services. This is a written plan for a child's special education experience at school. By law, an IEP must include things like services, progress monitoring, annual goals and more.
- Teach a child in the least restrictive environment (LRE). As much as possible, a child should be learning alongside students who don't receive special education. Placement in a separate class is only allowed if it's necessary to meet a child's unique needs.

The Sharpsville Area School District does not have significant difficulty ensuring FAPE for any individual students or disability category in direct partnership with the student and his or her family (parent/guardians). We take pride in our ability to provide a seamless program to ensure the academic, social, behavioral, and emotional well-being of each student in our care. We are currently realigning our progress monitoring practices to reflect a more accurate, more consistent, and more frequent review of student progress toward goals/objectives stated in the IEP. Specifically, we will reviewing and revising our practices along the following elements of program delivery and progress monitoring:

1. The writing of curriculum-based goals with supporting short-term objectives for all students when appropriate.
2. Training of general education staff in collecting assessment data to support goals and objectives outline within the IEP of students who are in inclusion settings.
3. Develop a more efficient system of sharing this information between regular education, special education, and support staff.

4. Provide more consistent, more frequent, and clearer progress monitoring reports to families regarding the planned learning goals and objectives.
5. Develop a process where the IEP can meet to discuss the achievement and revision of goals quickly in order to not delay continued growth with the planned goal/objective or within the content area of the goal/objective.

Additionally, the Sharpsville Area School District collaborates effectively with outside agencies to provide additional support for students (educational, emotional, social, and behavioral). These agencies include, but are not limited to:

- Local District Magistrate
- Sharpsville Area Police Department
- Juvenile Probation
- Youth Advocate Program
- United Way After School Programs
- Children and Youth Services
- Kitestrings
- Pathfinders
- Family Behavioral Resources
- Sharon Regional Health System
- Mercer County Behavioral Health Commission
- Midwestern Intermediate Unit IV
- Paoletta Counseling
- Office of Vocational Rehabilitation
- Mercer County MH/MR
- PaTTAN
- Mercer County Career Center
- Western PA School for the Blind
- Head Start
- Early Intervention Programming
- Local Food Pantry

If/when the situation where we are unable to provide FAPE, the IEP team would link with MIU IV, PaTTAN Pittsburgh and other Intensive Interagency Consultants and/or CAASP to attempt to ensure FAPE for the child in a comprehensive program that meets his/her needs.

We are currently looking to add an inhouse full day or partial period(s) emotional support program. The Sharpville Area School District is also aware of other obligations to provide immediate education to homeless/displaced students under the McKinney-Vento Act. We work closely with other districts to ensure the immediate placement and transportation of students to prevent any delay and/or any interruption of services.

The district has and will continue to meet all educational and fiscal responsibility to provide FAPE to all students. Additionally, we will continue our collaboration with outside/inter-agency programs to provide the necessary supports for students and their families.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Persues House	Other	LS	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	23	0.7
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.3
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	0.4
Locations:				
Sharpsville Area	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.4
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 12	1	0.2
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 12	1	0.1
Justification: Students are ungraded				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	5	0.7
Justification: Students are ungraded				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 10	1	0.2
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	6	0.9
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 21	1	0.1
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	12	1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 11	27	0.7

	Support			
Justification: Speech Teacher services all students in grades PreK-12				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	5	0.1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	4	0.1
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	0.9
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.6
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.4
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 16	6	0.9
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.1
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.8
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.2

Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Sharpsville Area Elementary School	8
Paraprofessional	Sharpsville Area High School	6
Psychologist	Sharpsville Area School District	1
Paraprofessional	Sharpsville Area Middle School	7
Director of Student Services	Sharpsville Area School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	5 Days
PT	Outside Contractor	5 Days
Speech and Language Services	Outside Contractor	5 Days
Vision Support	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Student attendance throughout the schools is consistently high. Our student handbooks are distributed yearly which outlines our attendance policies. School safety and bully prevention programs are in place and addressed as needed.

Accomplishment #2:

Our School Wide Positive Behavior Support program has been fully instituted at our Elementary School.

Accomplishment #3:

District educators value continuing education and collaborate on a monthly, sometimes weekly, basis. Professional development days are scheduled throughout the year to focus on sustained initiatives. All district professionals and paraprofessionals meet standards as being Highly Qualified.

Accomplishment #4:

Sharpsville Area School District is proud and honored to be in partnerships with the Community Food Warehouse and the First Presbyterian Church of Sharpsville to provide nutritious and child friendly food items to eligible children each weekend through the Backpack Program.

Accomplishment #5:

Dual enrollment program - Sharpsville Area High School students can simultaneously earn high school and college credit while enrolled in the District's dual enrollment program. Students can access college credits through agreements with Penn State Shenango and Butler County Community College.

Accomplishment #6:

Sharpsville Area School District is being recognized as a Pennsylvania Don Eichhorn Schools: Schools to Watch. As a 2017 School to Watch site, schools throughout our state will have an opportunity to visit our school and experience firsthand what a high performing middle grade school is like while daily working on its' trajectory towards success. Sharpsville Middle School joins a very select cadre of 38 schools in Pennsylvania, and over 400 around the nation, that are Schools to Watch!

Accomplishment #7:

Middle School House Program

Students spend three years in MIDDLE SCHOOL COUNTRY...

While there, they join a HOUSE. There are 4: Sharp House, Pierce House, Mahaney House, and Peibly House.

Within the first weeks of school, all middle school students will be randomly sorted into their houses. Each house will have students from 6th, 7th, and 8th grade. After the 2015-16 school year, only 6th graders will need to be sorted. Once you join a house, you are a member FOREVER.

There will be grade level picnics at Buhl Park in September to do team-building activities and to select a HOUSE MOTTO, CHEER, and SONG, and to design a BANNER and TSHIRT. The Parent Council and Natural Helpers will work with kids to support this process, financially and logistically.

Each house will vote on an 8th grade HOUSE CAPTAIN and a 7th grade HOUSE CO-CAPTAIN who will serve as leaders and spokespersons for the house. There will be new captains and co-captains each year.

Each house has two HOUSE ADVISORS. These people serve as advocates for every student in the house, and foster a relationship that lasts through the entire middle school experience.

Students can earn HOUSE POINTS. These can be earned by participation in extracurricular activities, excellent classroom performance or effort, community service, exhibiting the pillars of character, or any other positive contribution to middle school life. Points are earned in increments of 5. Any staff member can give points. Once earned, they cannot be lost. Leftover house points transfer to the next school year. Students can also earn points for their parents' attendance at parent night activities.

Throughout the year, there will be different levels of PRIZES that can be purchased with HOUSE POINTS.

Accomplishment #8:

Sharpsville Area School District's Autistic Support Program - Our program aims to impact our student's lives by creating a learning environment that meets their individual needs on the academic, physical, social and sensory levels. Each day we ask: What did our student do today? What can we celebrate? What is the next goal for this student? And nothing less. Our students have the opportunity to learn and grow in a classroom that meets their learning needs, sensory needs, and social needs all while nestled in a community that embraces our students and learns and grows from their environment.

Accomplishment #9:

The Sharpsville Area School District food pantry is now up and running in the High School Middle School Nurse's Office. Students are able to stop and get some food or a bag of food to take home as needed. There of course is no cost and all names remain confidential

District Concerns**Concern #1:**

Lack of District wide process for identifying and screening academically at risk students

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Lack of District wide process for identifying and screening academically at risk students

District Level Plan

Action Plans

Goal #1: Implement a research based intervention program to identify and then develop the appropriate intervention.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Dibels

State Assessment Data

Teacher Input and Recommendation

Specific Targets: Performance

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

Implementation Steps:

Lindamood Bell

Description:

Training for all range instruction

Start Date: 8/1/2018 **End Date:** 6/1/2022

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Appendix: Professional Development Implementation Step Details

Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII)													
Implement a research based intervention program to identify and then develop the appropriate intervention.													
LEA Goals Addressed:													
Start	End	Title		Description		Person Responsible		SH	S	EP	Provider	Type For Profit Company	App. Yes
8/1/2018	6/1/2022	Lindamood Bell		Training for all range instruction		John Vannoy		1	52	8	Lindamood Bell		

Knowledge

Lindamood-Bell has served thousands of students in both clinical and school-based settings for over 30 years. Those helped by this program include children and adults alike, ranging from those who wish to perform in accelerated programs to those diagnosed with dyslexia, ADHD, and students with developmental delays or autism. This multi-sensory process of instruction has been developed to work across multiple-disciplines and utilizes knowledge from reading development, neuroscience, cognitive psychology, linguistics, and even mathematics.

Supportive Research

The success of the program relies on its unique approach through research-validated sensory cognitive-instruction. This success has been proven time and time again as the Lindamood-

Bell program actively participates in peer-reviewed studies and intensive monitoring of the implementation of LMB methods in the school setting by LMB staff to ensure the highest level of integrity is given to their methods and processes.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Grade Levels	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)	

School counselors Paraprofessional		High (grades 9-12)
<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>	<p>Follow-up Activities</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
		<p>Evaluation Methods</p>

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Bill Henwood on 5/31/2018

Board President

Affirmed by John Vannoy on 5/31/2018

Superintendent/Chief Executive Officer

SHS

Sharpsville Area High School



PROGRAM OF STUDIES 2018/2019

301 BLUE DEVIL WAY
SHARPSVILLE, PA 16150

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Sharpsville Area High School

301 Blue Devil Way
Sharpsville, PA 16150

www.sharpsville.k12.pa.us

Phone: 724-962-7861

Fax: 724-962-7730

ADMINISTRATION

Superintendent:	Mr. John Vannoy	x4104
Admin. Assistant to Supt.	Mrs. Darlene Cheney	x4101
Director of Student Services	Mr. Timothy Dadich	x4110
High School Principal	Ms. Carol Houck	x1850
High School Secretary	Mrs. Deana Myers	x1001
Administrative Assistance	Mrs. Krystal Miller	x1651

SCHOOL COUNSELING DEPARTMENT

High School Counselor	Mrs. Ellen Kellar (Grades 10-12)	x1520
Middle School & 9 th Grade	Mr. Frank Galati (Grades 6-9)	x2510
Guidance Secretary	Mrs. Karen Zaggar	x1000

SHARPSVILLE SCHOOL DISTRICT MISSION STATEMENT

The mission of the Sharpsville Area School District, in partnership with the community, is to challenge all students to reach their potential, to be responsible citizens, and to value learning as a lifelong process by promoting excellence in a nurturing educational environment.

Together We Can Make A Difference



ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

The graduation requirements for Sharpsville Area High School are based on grades 9, 10, 11 and 12 in accordance with State Board of Regulations as well as Sharpsville Area School District requirements. **Twenty-six (26) units** in the following curriculum areas in grades 9, 10, 11 and 12 **shall be required for graduation for all students**. The required planned courses shall include the following:

Course	Number of Credits Required
English	4
Social Studies	4
Mathematics	4 <i>Must include Algebra I, &/or Algebra II, & Geometry</i>
Science	4 <i>Must include Bio., Chemistry, Physics or Physical Sci.</i>
Foreign Languages	2 <i>Planned courses</i>
Health Education	1 <i>Planned course</i>
Physical Education	<i>Planned course in each of grades 9, 10,11, & 12</i>
Consumer Education	1 <i>planned course</i> <i>Senior Soc. Studies , Psych., or Financial Literacy meet requirement</i>
Electives	<i>The number of courses needed to earn a minimum of 26 units.</i> <i>No course may fulfill a requirement in more than one area</i>
Financial Literacy/ Family Consumer Science	1 <i>planned course</i>

GRADE LEVEL STATUS

Students are given grade level status based on their successful completion of course work. Credits earned towards graduation determine grade levels.

9th grade level – 6 credits or less

10th grade level – more than 6 credits

11th grade level – more than 12 credits

12th grade level – enough scheduled credits to graduate with class during that school year

CREDIT DEFICIENCIES

Students who fail a course must retake the course the following school year. This may require students to double up in English, Math, Science, and Social Studies since each content area requires no less than

four (4) credits over a student's high school career. Options will be discussed with individual student if this need occurs. Summer school may need to be an option, but is an expense to the family.

CAREER CENTER STUDENT GRADUATION REQUIREMENTS

2 Year Career Center Students- Follow the above criteria except:

- Science - three planned courses must include Biology, Chemistry and Physics (may be Physical Science)
- Social Studies – three planned courses

3 Year Career Center Students will follow the above criteria except:

- Mathematics - three planned courses
- Science - three planned courses must include Biology, Chemistry and Physics (may be Physical Science)
- Social Studies – two planned courses
- Foreign Language - one planned course

COMMUNITY SERVICE & SCHOOL SPONSORED ACTIVITIES

IN ADDITION TO the Graduation Requirements listed, students **must** satisfy the following:

- **Community Service** - All students **MUST** participate in 32 hours of pre-approved community service. This graduation requirement needs to be fulfilled each year in order to be successfully passed to the next grade level. **8 hours of community service needs to be completed in each grade 9, 10, 11, & 12.** This along with a school sponsored activity are required **YEARLY.**
- **School Sponsored Activity** - Every student **MUST** be involved in one school sponsored activity each year. This includes clubs, student government, athletics, marching band, drama, etc. If a student does not participate in a school sponsored activity the option to complete an extra 15 hours of community service will be required for them to successfully pass each grade 9, 10, 11, & 12.

EXAMPLES for EACH year minimum requirement:

Option 1: 8 Hours of community service (volunteer at Salvation Army, Food Bank, Pet Shelter) **and** participate in Chess Club **for the year.**

OR

Option 2: 8 Hours of community service **and** 15 more community service hours because the student does not participate in a school sponsored activity. ***This is a total of 23 Community service hours a year*** if they are not involved in a school sponsored activity.

*****In addition to these criteria, allowances will be made for the accomplishments of specifications within IEP's and for activities related to approve alternative or vocational educational programs***

CLASS RANK/CALCULATION GPA

For the Class of 2019

All classes taken during the normal school day and normal school year are included in class rank/GPA calculation. (This includes off-campus courses, which require pre-approval from the Principal and Guidance Counselor)

The following **WEIGHTED** courses will have a 1 added to the final GPA. (A=5, B=4, C=3, D=2)

- University of Pittsburgh Courses
- AP Language & Composition
- AP Literature & Composition
- AP Biology
- AP Studio Art
- Organic Chemistry
- Dual Enrollment Courses

SELECTION OF VALEDICTORIAN

The selection of Valedictorian and Salutatorian will be based on the successful completion of the following classes. You **must meet all requirements** for consideration.

REQUIREMENTS:

US History	1 Credit
World History	1 Credit
US Government	1 Credit
Psychology	1 Credit
Honors Lit Comp. 1	1 Credit
Honors Lit Comp 2	1 Credit
Lit Comp 3	1 Credit
Lit Comp 4	1 Credit
Ac Algebra 2	1 Credit
Ac Geometry	1 Credit
Alg 3/ Trig	1 Credit
Ac. Biology w/lab	1.4 Credits
Chemistry w/ lab	1.4 Credits
Physics w/lab	1.4 credits
Human Anatomy	1 Credit
Health	.50 Credit
Phys Ed 9, 10, 11 ,12	Credits vary
Spanish 1	1 Credit
Spanish 2	1 Credit
Spanish 3	1 Credit
Spanish 4	1 Credit

ALSO 4 of the following courses:

AP Language & Composition
 AP Literature & Composition
 AP Biology
 AP Statistics/Univ. of Pittsburgh Statistics
 AP Studio Art
 University of Pittsburgh Argument
 University of Pittsburgh Calculus
 University of Pittsburgh Business Calculus
 University of Pittsburgh Chemistry
 University of Pittsburgh Psychology
 University of Pittsburgh Physics
 University of Pittsburgh US History: Settlement
 Univ. of Pittsburgh US History: Reconstruction

CLASS RANK/CALCULATION GPA cont.

Effective Class of 2020 and Beyond

Grades are on a four-point quality point scale unless enrolled in a weighted course. See the list below for details of weighted course categories and the corresponding quality points.

GPA Calculation is as follows for all NON-WEIGHTED Courses:

PERCENT	GRADE	REGULAR COURSES
90-100	A	4
89-80	B	3
79-70	C	2
69-60	D	1
59-0	F	0

The following WEIGHTED courses will have a 1 added to the final GPA.

- University of Pittsburgh Courses
- AP Language & Composition
- AP Literature & Composition
- AP Biology
- AP Studio Art
- Organic Chemistry
- Dual Enrollment Courses

GPA Calculation is as follows for all WEIGHTED Courses:

PERCENT	GRADE	WEIGHTED COURSES
90-100	A	5
89-80	B	4
79-70	C	3
69-60	D	2
59-0	F	1

CLASS RANK

All classes taken during the normal school day / year are included in class rank/GPA calculation. (This includes dual enrollment courses, which require pre-approval from the Principal and Guidance Counselor). Class rank is determined by ordering students based upon a cumulative GPA calculated using final grades earned for courses.

DUAL ENROLLMENT

This option is available to seniors only. Students may be dual enrolled in college and in high school during their senior year when the following conditions are met:

- The student must continue to meet ***all*** of the graduation requirements of Sharpsville High School.
- The student will be in attendance at Sharpsville High School for a ***minimum*** of four (4) periods per day.
- The college level courses that are being substituted for high school electives **must** be approved by the high school principal and guidance counselor.
- Sharpsville High School will award .80 credits for each successfully completed college course. Sharpsville High School credits and approved college/university credits are not to exceed a combined total of 8 credits per year.
- The following Grading Scale will be utilized in case of grade conversions.

A+	98%	B+	88%	C+	78%
A	95%	B	85%	C	75%
A-	93%	B-	83%	C-	73%

- Only the courses taken during the hours of Sharpsville High School's school day, and during the school year, will count toward graduation and class rank. The student will be responsible for full tuition payment, prior to the start of the course. Students must be enrolled for **both** semesters beginning in the fall of their senior year.

COURSE INFORMATION

COURSE SELECTION/REGISTRATION

Each year students must determine what courses they need to enroll in for the coming year. **In some cases, teachers will be asked to recommend a class level to which the student will be assigned.** Students are encouraged to take this process seriously, to consider their career plans and to discuss their choices with their parents, teachers and counselors. Final selection of courses should be made with a great deal of thought.

Counselors schedule group and individual meetings by request to aid in the process. Parent conferences are also arranged if desired. Career information is available in the guidance office.

Final choices **(signed by students and parents)** of all the courses offered in the school form the basis of the master schedule for the coming year. Every effort is made to make it possible for each student to be scheduled for his/her first choice, **but this is not always possible.**

Courses scheduled are determined by student interest and/or local and state requirements. In cases of schedule conflicts or courses not scheduled, students will be assigned to their alternate choices if possible. Students are welcome to select an alternate choice for any offering. Students must schedule **at least six credits plus a physical education class = 6.4 credits.**

This includes students in dual enrollment and work release programs.

ADDING AND DROPPING COURSES

It is anticipated that schedules will be sent home in May. A time period will be given for parents/students to review the schedule and to request changes if necessary. To make a change, a **drop/add form** will need to be secured from the Guidance Office. All schedule changes will be made prior to July 1, 2018. All requests after July 1st will require a face-to-face meeting with the student, parent/guardian, principal, counselor, and teacher (depending on circumstance).

If a course is dropped after the first two weeks into the course, a withdrawal-failing grade will be recorded on the permanent record card and no credit will be given.

In most cases changes will not be made in elective classes, unless extenuating circumstances exist.

PHYSICAL EDUCATION OPTION (Junior and Seniors ONLY):

This option will allow students in 11th & 12th grade, who have successfully passed the first two years of state mandated Physical Education and Health requirements, to substitute an academic course in place of a PE course. This student is **REQUIRED to be participating in at least one (1) PIAA sponsored sport/activity** for the **entire season** that the sport is being played. If the student drops out of the PIAA sport, they will be required to pick up a PE credit immediately, no exceptions will be made. **NO STUDY HALLS** are permitted. If a study hall exists on the students' schedule, then he or she would still be required to take physical education.

COURSE DESCRIPTIONS by DEPARTMENT

Art Department

The Art Department's mission is to engage students in visual art and design as preparation for creative careers and responsible global citizenship. This mission is achieved by cultivating students' abilities to see, think and respond in visually creative manners through involvement with a broad spectrum of disciplines integrating art, technology and academics. Our students are productive, creative and innovative participants in the world of visual arts as concerned and caring citizen of the global community.

STUDIO ART 1 (DRAWING)	#0911	CREDITS 1.0
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Studio Art 1 is a disciplined-based art course designed to help students develop artistic and technical skills through art production and art appreciation. In this class students will use different media to create a variety of projects in a two-dimensional format while focusing on the elements & principles of art. Projects will include various types of drawings, paintings, printmaking and mixed media designed to help strengthen creative problem solving skills as well as develop artistic techniques and craftsmanship.

Grade Level: 9 – 12

STUDIO ART 2 (MIXED MEDIA)	#0912	CREDITS 1.0
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This course is designed to enrich the learning for students who have successfully completed Studio Art1. Studio Art2 is a more in depth study and analysis of art in a two- dimensional format. Projects will incorporate drawing, painting, printmaking and mixed media as students further develop artistic techniques, composition and craftsmanship. This course will also allow students the opportunity for more self-exploration in art through class assignments and independent work.

Prerequisite: Studio Art 1.

Grade Level: 10 – 12

STUDIO ART 3 (INDEPENDENT ART)	#0913	CREDITS 1.0
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This course is designed to enable students to apply knowledge gained in drawing and mixed media to produce large-scale independent works. Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

Prerequisite: Studio Art 1 & Studio Art 2

Grade Level: 11 – 12

ACCELERATED ART	#0914	CREDITS 1.0
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This course is designed to enable students to apply advanced knowledge gained in drawing and mixed media to produce large-scale independent works. Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

Prerequisite: Studio Art 1, Studio Art 2, & Studio Art 3

Grade Level: 11 – 12

AP STUDIO ART - DRAWING**#0915****CREDITS 1.0**

This course is designed for students who are seriously interested in the practical experience of art. Students are required to meet with Mrs. DeMark and may be required to submit a portfolio of work as well as an artist statement. Students will be expected to complete at least 8 pieces of work each 9-week period, as well as, one piece as mid-term and one at final. Maintaining a sketchbook or journal will also be required.

*This course is not based on a written exam; instead, students submit portfolios to the College Board of at least 29 works (both actual and digital) at the end of the school year.

Required payment of \$95.00 for the AP test will be submitted within the first two weeks of school, or the student will be withdrawn from class.

*Prerequisite: Complete at least 3 years of high school art with a minimum grade of 90% in each course.
Grade Level: 12*

English Department

The Sharpsville Area High School English Department is committed to a developmental English program which promotes life-long intellectual autonomy as well as scholarship for all students across a multitude of disciplines and technical fields. The primary goal of the program is to produce reflective, critical, and creative thinkers who are able to convey their knowledge and understanding gleaned through reading, research, and discussion through writing and speaking. The Department encourages students to be active learners who accept both the challenge and the responsibility for their own learning, thus capitalizing on independent research and development of individual opinion and voice.

LITERATURE & COMPOSITION 1	#0101	CREDITS 1.0
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Literature and Composition 1 integrates the Pennsylvania Core Standards for English Language Arts. In addition to providing students with a sequenced study of language skills and literary analysis, this course also provides students with an in-depth study of composition, grammar, and research.

Grade Level: 9

HONORS PRE-AP LITERATURE & COMPOSITION 1	#0102	CREDITS 1.0
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Honors Pre-AP Literature & Composition 1 is designed for the student who is self-directed, who has demonstrated a strong work ethic, and who has excelled in Language Arts 8. Honors AP Literature & Composition integrates the Pennsylvania Core Standards for English Language Arts. In addition to providing students with an in-depth study of language skills and literary analysis, this course also provides students with an intense study of composition, grammar, and research.

Grade Level: 9

Prerequisite: Writing prompt and score of Advanced on both the PSSA reading and Writing Assessments in Grade 8 and a 95% + earned in each of the four nine weeks in Language Arts 8.

LITERATURE & COMPOSITION 2	#0103	CREDITS 1.0
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Literature & Composition 2 emphasizes proficiency in reading, writing, speaking, and listening skills, which will help prepare the student for advancement in both high school and college-level courses. **Student writing** encompasses the development and mastery of both paragraph and essay structure and the research paper writing process. **Literature selection** will expose students to both fiction and non-fiction literature from a variety of genres, time periods, and cultures. Units include the study of writing, literature, vocabulary, grammar, and standardized test preparation, including the PSAT and Keystone exams. The Keystone Exam that occurs in the spring is the state mandated assessment for all 10th grade students.

Grade Level: 10 – KEYSTONE COURSE

Prerequisite: Literature & Composition 1

HONORS PRE-AP LITERATURE & COMPOSITION 2**#0104 CREDITS 1.0**

Honors Pre-AP Literature & Composition curriculum is designed to provide students with the skills they will need to be successful in Honors or AP English courses in their junior and senior years. Through a close examination of classic works from various cultures and time periods, students will develop their reading skills, as well as, their abilities to analyze texts through writing. The writing assignments, both formal and informal, are designed to prepare students for the types of writing they will encounter in high school courses and in college, as well as on the state-mandated Keystone tests. The course focuses on grammar, mechanics, usage, and vocabulary development as they apply to writing and speaking

Grade Level: 10 – KEYSTONE COURSE

Prerequisite: Honors AP - Literature & Composition 1 and requires a "B" Average be maintained.

LITERATURE & COMPOSITION 3**#0110 CREDITS 1.0**

Literature & Composition 3 traces the history and development of American literature. In doing so, this course exposes students to a variety of genres of literature including novels, plays, short stories, poetry, and nonfiction texts. This course emphasizes skills identified in the Pennsylvania Core Standards for English Language Art through content, vocabulary, and grammar concepts aligned across the curriculum.

Grade Level: 11

Prerequisite: Literature & Composition 2

CAREER PLANNING COMPOSITION**#0105 CREDITS 1.0**

This project based course focuses on career planning and to guide students through the process of investigation and the development of a career plan. Using research and decision making skills, students will explore career information and set realistic goals. The projects of the course require students to perform extensive research, evaluate job market information identify educational and degree requirements for jobs of interest, and learn job seeking skills. Students will create professional documents such as: resumes, cover letters and application, obtain three reference/ recommendations, and participate in public speaking and mock interview with local business professionals. Throughout the course, students will develop an electronic portfolio showcasing their career and educational research, plans and goals; employment documentation; and personal growth, vision and achievements.

Grade Level: 11 & 12

Prerequisite: Literature & Composition 1,2 ALSO Literature & Composition 2 teacher recommendation and/or attend Mercer County Career Center.

LITERATURE & COMPOSITION 4**#0111 CREDITS 1.0**

Literature & Composition 4 provides a foundation for analysis and discussion of universal themes, effective communication skills, literary genres, and writing techniques. This course reviews grammar and vocabulary as needed in order to polish writing skills for college and the real world. Content that will be covered will be great works of short stories, poetry, lays, nonfiction and novels, from ancient to modern times.

Grade Level: 12

Prerequisite: Literature & Composition 3

JOURNALISM / YEARBOOK**#0106 CREDITS 1.0**

Journalism/ Yearbook are designed for students who are interested in the field of journalism and visual documentation of the high school experience. In this course, students will explore various topics in the field of journalism, including copywriting, ethics, editing, publication, different types of writing, and career opportunities. Students will be responsible for gathering and organizing information from a variety of sources and identifying creative ways of displaying the information collected. Additionally, students will learn the basic skills of newspaper production in both print and online formats and assist with publication of the high school yearbook.

Grade Level: 10- 12

Prerequisite: Literature &Composition 1 with an average of 80% or higher

ADVANCED PLACEMENT (AP) LANGUAGE & COMPOSITION**#0112 CREDITS 1.0**

AP English Language & Composition helps students to become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students become much more aware of the importance of various types of diction, structure, and rhetorical devices through the varied reading and writing assignments. These necessary skills are honed through a diverse reading collection of historical and contemporary nonfiction texts in addition to traditional American and British novels. At the end of the course, students are required to complete the AP English Language & Composition Exam with the possibility of earning collegiate credits.

Fee required: Payment of approximately \$95.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.

- Required practice test book \$20-\$30.
- Required vocabulary book \$10 (may be resold to future classes).

Grade Level: 11-12

Prerequisites for Juniors & Seniors:

- *Honors Pre-AP Literature & Composition 2 or 3 with a grade average of 80% or higher.*
- *Your previous years Literature & Composition teacher recommendation.*
- Submission of a one-page essay to Ms. Whipple about why you want to take this course. Due at registration.
- **This course has summer reading requirements; students should collect the materials before they leave school for the summer. THREE (3) required summer meetings will be established in May so students can schedule accordingly. No make-up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.**

NOTE: *This course can be substituted for Literature/Composition 3. This course is a required prerequisite for AP Literature in 12th grade.*

ADVANCED PLACEMENT(AP) LITERATURE & COMPOSITION**#0113 CREDITS 1.0**

AP English Literature and Composition offers intensive preparation in literary analysis and interpretation. The students will read selected essays, short stories, poetry, plays, and novels. The course follows the chronology of British literature but is not limited to those selections. The student will study the writing process and write critical essays about the literature. This course demands active reading involving the following elements: the experience of literature, the interpretation of literature,

and the evaluation of literature. At the end of the course, students are required to complete the AP English Literature & Composition Exam with the possibility of earning collegiate credits.

Fee required: Payment of approximately \$95.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.

- Required practice test book \$20-\$30.
- Required vocabulary book \$10 (may be resold to future classes).

Grade Level:12

Prerequisites for Juniors & Seniors:

- *AP Language & Composition with an average of 80% or higher.*
- *Your previous years AP Language & Composition teacher recommendation.*
- Submission of a one-page essay to Ms. Weingartner about why you want to take this course. Due at registration. This essay will be waived for students continuing from AP Language & Composition.
- **This course has summer reading requirements; students should collect the materials before they leave school for the summer. THREE (3) required summer meetings will be established in May so students can schedule accordingly. No make-up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.**

NOTE: *This course can be substituted for Literature/Composition 4.*

UNIVERSITY OF PITTSBURGH ARGUMENT

#0114

CREDITS 1.0

This introductory course, an English elective, examines the fundamentals of argument and promotes proficiency in the application of elementary debating. CHS Argument explores the foundations of argument construction, support, and refutation. It also develops argument skill through in class activities including individual debates, team debates, and Student Congress. The course includes and analysis of argument in the public forum. There is a written as well as oral component to this course.

Fee required: Payment of approximately \$245.00 must be submitted to the University of Pittsburgh within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: Recommendation of 10th grade Literature & Composition 2 Teacher

NOTE: *One (1) Sharpsville credit will be earned for passing the class. Three (3) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.*

Family & Consumer Science Department

Family and Consumer Science (FCS) Department is to prepare students to be proactive in managing life's emerging and challenging issues and to make quality decisions affecting self, family, and community. The courses strive to prepare students to be 21st Century thinkers, collaborators, leaders, and creators. The focus is on the interrelationships between family, community, and careers. The Family and Consumer Science courses prepare students for the future: functioning as family members, consumers, citizens, and wage earners by providing opportunities to develop the knowledge, skills, attitudes, and behaviors necessary to be successful in today's ever-changing society.

FCS & FINANCIAL LITERACY	#1401	CREDITS .33
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Beginning FCS course designed to help students develop everyday living skills. This Tri-semester course is designed for students in grade 9. It focuses on the development of useful knowledge and skills associated with efficient and productive management of a family and home. Personal finance management will be taught, as well as other course topics such as foods and nutrition with lab, consumer decisions and personal development

Grade Level: 9

Prerequisites: None

FAMILY & CONSUMER SCIENCE	#0801	CREDITS 1.0
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Advanced FCS course designed to help students develop everyday living skills.

Foods – nutrition & basic food preparation skills.

Clothing – selection, care and repair of personal clothing. A machine-sewn project is required.

Childcare – children's needs and developmental milestones. Responsible care giving skills from birth to adolescence will be addressed.

Personal Development – health & wellness, developing character, goal-setting, getting along with others, decision-making and conflict resolution. Consumerism will be taught in all areas.

Grade Level: 9-12

Prerequisites: None

CULINARY ARTS	#0802	CREDITS .50
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This course includes one semester of Culinary Arts teaches basic cooking skills, nutrition, and food laboratory work. Food industry careers and entrepreneurship will be discussed.

Grade level: 10-12

Prerequisites: Recommended course Family & Consumer Science

ADVANCED BAKING & PASTRY ARTS	#0803	CREDITS .50
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This course includes one semester of *Advanced Baking & Pastry Arts*. Students taking this course will gain hands-on experience baking pastries, decorating cakes and creating other desserts. Candy making will be included as well.

Grade Level: 10-12

Prerequisites: Culinary Arts

INDEPENDENT LIVING**#0804 CREDITS 1.0**

Independent living is designed to prepare students to live on their own after high school, whether they choose college dorm life, apartment living, or the military. Students learn to manage money and properly choose a wardrobe and care for clothing. Housekeeping, home furnishings, housing styles and floor plans are studied in a housing unit. Students will learn how to plan and prepare nutritious, easy foods and meals and grocery shop. Consumer issues will be addressed in all areas. Parenting unit is included.

Grade Level: 12

Prerequisites: None

Foreign Language Department

The Foreign Language Department will acquaint students with a culture, language and literature other than their own. They will also gain the skills necessary to communicate in another language. The learning of a world language can improve a student's knowledge base in the areas of vocabulary, grammar, listening and reading comprehension. Knowledge of other languages and cultures can play a vital part in a student's preparation for the future in a global community.

SPANISH 1

#0601 CREDITS 1.0

Spanish 1 is a first year language course designed to provide basic level foreign language skills. This course introduces basic vocabulary and grammar constructions. Students should be able to speak, write and read the language on a very basic level by the end of the school year. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

Grade Level: 9-11

Prerequisites: None

SPANISH 2

#0602 CREDITS 1.0

Building on the basic skills of Spanish 1, this course is designed to provide review of basic level foreign language skills and expansion to more in depth reading, writing and speaking skills. In addition to reading and writing in the language, both listening and speaking will be emphasized through tape activities and role-playing. More vocabulary and grammar constructions will be learned. The Culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

Grade Level: 10-12

Prerequisites: Spanish 1

SPANISH 3

#0603 CREDITS 1.0

Spanish 3 is designed for students who are interested in furthering their understanding of the Spanish language. This course introduces more vocabulary and more complex forms of grammar. More emphasis is placed upon writing and original dialogues and discussions. Comprehension of more difficult reading is practiced. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

Grade Level: 11-12

Prerequisites: Spanish 2 with required average of 75% or higher

SPANISH 4

#0604 CREDITS 1.0

Spanish 4 is designed to provide higher competency and fluency in Spanish. This course introduces more specific vocabulary and fine points of grammar. Extensive reading and writing in Spanish is practiced. Daily speaking of Spanish is encouraged. The culture of Spanish speaking countries is introduced via cultural notes, readings and videos.

Grade Level: 12

Prerequisites: Spanish 3 with required average of 75% or higher

Health & Physical Education Department

The Health & Physical Education Department includes a variety of topics such as personal health, healthy relationships, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Physical Education aspect will focus on development of a lifelong, positive, attitude toward physical activity, fitness, and recreation and the understanding of the relationship between a physically active lifestyle and wellness. Students are instructed in a comprehensive curriculum in a co-educational setting that includes aerobic fitness, recreational, and team activities.

PHYSICAL EDUCATION 1

#1001 CREDITS .33

Physical Education 1 will alternate between Family Consumer Science and Physical Education throughout the entire school year. It is a graded course based on participation, skill and knowledge. Students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

Grade Level: 9
Prerequisites: None

PHYSICAL EDUCATION 2 / WELLNESS

#1002 CREDITS 1.0

Wellness class will alternate between Research Foundations and Health. It is a graded course based on participation, skill and knowledge. Students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

Grade Level: 10
Prerequisites: None

PHYSICAL EDUCATION 3

#1003 CREDITS .40

Physical Education 3 is Health class three days per week and Physical Education on the opposite two days. It is a graded course based on participation, skill and knowledge. Students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

Grade Level: 11
Prerequisites: None

PHYSICAL EDUCATION 4

#1004 CREDITS .40

Physical Education 4 meets twice per week for the entire school year. It is a graded course based on participation, skill and knowledge. Students participate in a variety of activities, both individual and team oriented. An emphasis is placed on personal fitness and lifetime participation. Skill instruction along with relevant information about each activity is provided.

Grade Level: 12
Prerequisites: None

Fit for life /weightlifting is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Grade Level: 9-12

Prerequisites: None

Math Department

The Sharpsville Area High School Math Curriculum is aligned with Pennsylvania's Core Standards and taught through three core courses: Algebra 1, Geometry, and Algebra 2. In addition, topics from logical reasoning, measurement, probability, statistics, discrete math, and functions are interwoven throughout each. We offer a faster pace, greater challenge, and more mathematical theory through our PITT courses. **A graphing calculator is required for all high school mathematics courses.**

ALGEBRA CONCEPTS I	#0501-1	CREDITS 1.0
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This course focuses on comparing and ordering real numbers, solving equations, investigating parts of functions, solving inequalities, and writing equations of lines, graphing linear equations, writing and interpreting best-fit lines, and solving systems of equations. Specific topics include rational and irrational numbers, one-step and multi-step equations and inequalities, compound and absolute value inequalities, domain, range, vertical line test, identifying patterns, calculating slope and rate of change, parallel and perpendicular lines, scatter plots, and correlation.

Grade Level: 9

Prerequisite: Enrolled in Algebra Concepts II simultaneously

ALGEBRA CONCEPTS II	#0501-2	CREDITS 1.0
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This course focuses on best fitting lines, linear systems of equations and inequalities, data analysis, properties of exponents, and quadratic functions. Specific topics include scatter plot and correlation, systems of equations (elimination, substitution, applications), systems of inequalities, simplifying square roots, calculating GCF and LCM, applying properties of exponents to simplify expressions, perform operations on polynomial functions, factor quadratics, simplify rational algebraic expressions, probability, compound events, central tendency, range, interquartile range, make predictions, and interpret data displays.

Grade Level: 9

Prerequisite: Enrolled in Algebra Concepts I simultaneously

INTEGRATED KEYSTONE MATH	#0506	CREDITS 1.0
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This course is designed to give students a better understanding of the underlying mathematical concepts as put forth by the PA Common Core standards for mathematics. Operations, linear equations, linear inequalities, linear functions and data organizations are the focus of the course.

Grade Level: 9-11

Prerequisite: This course is mandatory for any sophomore who was not proficient on Module 1 and /or Module 2 of the Keystone Algebra Exam.

NOTE: Students who do not pass the Algebra I Keystone Exam after completing high school Algebra I or Academic Algebra I will be placed in the integrated Keystone Math Course. Students who take Algebra I in middle school and score Basic or Below Basic on the Algebra I Keystone will retake Academic Algebra I at the high school.

ACADEMIC ALGEBRA 1**#0501 CREDITS 1.0**

Academic Algebra 1 is a more intense study of Algebra 1 designed to prepare the student for the advanced math sequence in our school. This course will cover a wide range of topics, including graphing in the coordinate plane, writing linear equations, solving equations for the missing variables, systems of equations, polynomials and factoring, properties of real numbers, exponents, and integrated concepts.

Grade Level: 9-11

Prerequisite: Must have passed Grade 8 Pre-Algebra with a 90% or higher. Students with a grade of less than 80% in Grade 8 Algebra I will repeat the course for a more in depth study of Algebra 1 to prepare them for higher level Math Courses. (This test to be taken in Spring of Grade 8)

ACADEMIC ALGEBRA 2**#0502 CREDITS 1.0**

Academic Algebra 2 is organized around families of functions including linear, quadratic, higher order polynomial, radical, rational, exponential, and logarithmic. Students will learn to represent these functions in multiple format including verbal descriptions, equations, tables and graphs; and use these functions to model real-world situations using functions in order to solve problems arising from those situations. A graphing calculator is required for this course.

Grade Level: 9, 10, 11

Prerequisites: Academic Algebra 1 with a 70% or higher. Students who have completed Algebra 1 in 8th grade with a grade of 80% or higher can take Academic Algebra 2.

NOTE: *Students also must have passed the Keystone Algebra I Exam in order to be eligible for this course.*

GEOMETRY**#0504 CREDITS 1.0**

This course is designed to provide students with the foundations of Geometry dealing with two and three dimensional figures. This course covers concepts related to triangles, polygons and circles, similarity and congruence, and area and volume formulas and their applications. Students will use the concepts learned to solve various problems.

Grade Level: 9 – 12

Prerequisite: Must have passed Algebra

ACADEMIC GEOMETRY 1**#0505 CREDITS 1.0**

Academic Geometry 1 will develop reasoning and problem solving skills. Topics include congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. The students will also develop problem-solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real world problems. A graphing calculator is required for this course.

Grade Level: 9, 10

Prerequisite: Academic Algebra 2 with a 70% or higher.

NOTE: *By teacher recommendation and passing Academic Algebra 2 with a 90% or higher; this course may be taken concurrently with Academic Algebra 3/Trigonometry.*

ACADEMIC ALGEBRA 3 / TRIGONOMETRY**#0503 CREDITS 1.0**

This course is designed for students who wish to continue with a more in-depth study of Algebra and college-based Trigonometry, in preparation for higher mathematics as they anticipate continuing their

education beyond high school. Approximately one-half year will focus on Algebra 3 topics such as sequence and series with limits and higher order functions and quadratics. The second half of the year will focus on Trigonometry and study topics such as the six trigonometric functions as they relate to the unit circle and the right triangle, trigonometric identities, the law of sines and cosines and graph and apply the trigonometric functions.

Grade Level: 9-11

Prerequisite: Academic Algebra 2 and Academic Geometry 1 with a 70% or higher.

NOTE: By teacher recommendation and passing Academic Algebra 2 with a 90% or higher; this course may be taken concurrently with Academic Geometry 1.

STATISTICAL METHODS	#0511	CREDITS 1.0
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Statistical Methods is taught using an activity-based approach. Topics include exploring data, sampling and experimentation, anticipating patterns, and statistical inference. This class uses realistic data sets to help the students understand the application of the statistical topics. This course will incorporate the use of technology in problem solving.

Grade Level: 11-12

Prerequisite: Academic Geometry 1

MATH ANALYSIS	#0510	CREDITS 1.0
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This course is designed to give students real world applications of mathematics. The course focus is on applying mathematical concepts to everyday events. Focus is on applied mathematical concepts. These will include modeling a business, banking services, consumer credit, automobile ownership, income taxes, independent living, planning for retirement, and preparing a budget.

Grade Level: 10-12

Prerequisite: Geometry or can be taken at the same time as Geometry.

PITT CALCULUS FOR BUSINESS	#0515	CREDITS 1.0
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PITT Calculus for Business is designed to fill the needs of those students who expect to engage in vocations involving business, finance, economics, and other social sciences. College-bound students who expect to take one year or more of college mathematics (calculus in particular) will find this course invaluable. PITT Calculus for Business introduces the basic concept of the limit and its application to continuity, differentiation, integration, maximization, minimization and partial derivatives. Applications to the social sciences, especially business and economics, are stressed. The calculus of trigonometric functions is not covered.

Fee required: Payment of approximately \$235.00 must be submitted to the University of Pittsburgh within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisite: The University of Pittsburgh requires all prospective students to complete a pre-assessment using the ALEKS program. A minimum score as determined by the University of Pittsburgh is required for registration of this course. There is a \$25 fee for the ALEKS exam and it can be taken up to 5 times.

NOTE: One (1) Sharpsville credit will be earned for passing the class. Four(4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PITT CALCULUS#0513 CREDITS 1.0

PITT Calculus is designed to fill the needs of those students who expect to engage in vocations involving mathematics, engineering or science. College-bound students who expect to take one year or more of college mathematics (calculus in particular) will find this course invaluable. This course involves an in-depth study of limits, derivatives, integrals and the applications of each as well as exponential, logarithmic and trigonometric functions and conic sections.

Fee required: Payment of approximately \$235.00 must be submitted to the University of Pittsburgh within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisite: The University of Pittsburgh requires all prospective students to complete a pre-assessment using the ALEKS program. A minimum score as determined by the University of Pittsburgh is required for registration of this course. There is a \$25 fee for the ALEKS exam and it can be taken up to 5 times.

NOTE: One (1) Sharpsville credit will be earned for passing the class. Four(4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PITT PROBABILITY & STATISTICS#0512 CREDITS 1.0

PITT Probability & Statistics is designed to provide college-bound students with an opportunity to earn college credit for a Probability and Statistics class. This course will follow the guidelines set forth by the University of Pittsburgh Statistics 0200. It is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Content is equivalent to a one semester, introductory, non-calculus-based, college course in statistics. There will be a focus on practical applications and real world problem solving. This course will incorporate the use of technology in problem solving, and require the student to complete several projects throughout the year.

Fee required: Payment of approximately \$235.00 must be submitted to the University of Pittsburgh within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites:

- Juniors must have a grade of 90% or higher in Academic Algebra 1, Academic Geometry, Academic Algebra 2 and Academic Algebra 3/Trigonometry.
- Juniors and Seniors must have a grade of 80% or higher in Academic Algebra 1, Academic Geometry 1, Academic Algebra 2 and Academic Algebra 3/Trigonometry.
- Students planning on taking AP or University of Pittsburgh Probability and Statistics and Academic Algebra 3/Trigonometry concurrently require teacher recommendation.

NOTE: One (1) Sharpsville credit will be earned for passing the class. Four (4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

Music Department

The Music Department encompasses vocal, instrumental, and theory coursework. Advanced opportunities are available for more established musicians. Participation in practices and performances outside of the regular school day is expected. Student performances are also showcased at the District Arts Alive Festival each spring

CONCERT CHOIR

#0905

CREDITS 1.0

Concert Choir is designed to improve the vocal abilities of each choir member, to expose students to many varieties of choral music, and give students the experience of performing in a vocal group. This course provides vocal training in breath support, throat relaxation, enunciation, and overall vocal performing. A variety of music including Pop, Folk, Sacred, Classical and Patriotic music is covered. In addition to performing in several concerts, this group participates in field trips and fundraisers.

Grade Level: 9-12

Prerequisites: None

BAND

#0906

CREDITS 1.0

High School Concert Band is a performance-based course which explores and integrates many facets of music through the preparation, rehearsal, and performance of concert band literature. Cross-curricular projects are integrated into the course whenever possible and appropriate. Technical facility on a musical instrument, expressiveness, intonation, reading music, interpretation, elements of music theory, communication skills, how music and the arts relate to history and culture, as well as the study, preparation, and performance of concert band literature are all addressed in band. The band performs two mandatory evening concerts each year (Fall and Spring) as well as school assembly concerts when applicable. The band also prepares and performs as the "pep band" at select basketball games.

Grade Level: 9-12

Prerequisites: Students must play an approved instrument. Any student that does not play an approved instrument must have prior approval and signature of the director before signing up for band.

NOTE: Grades in band are based on all mandated performances, rehearsal preparation, rehearsal participation, and any special projects that are assigned by the director. A final in band class is given at the end of each year, and will incorporate terminology, critique of recorded band performances, reflections, and other pertinent topics covered in class.

MUSIC THEORY

#0907

CREDITS .50

The purpose of this elective course is to enhance the students' understanding of the underlying principles of music. The course covers topics ranging from basic rhythm to modes of the minor scale. Students will also explore music software and online resources throughout the class. Successful completion of this course is required to enroll in Music Technology.

Grade Level: 10-12

Prerequisite: None

MUSIC TECHNOLOGY**#0908****CREDITS .50**

The purpose of this elective course is to explore technology resources used to create, evaluate, arrange, and perform music. Real-world applications of music technology are discussed, and topics covered include: sound systems and recording, film scoring, radio commercials and jingles. Software packages utilized include GarageBand, iMovie, and various other apps.

Grade Level: 10-12

Prerequisite: Music Theory

Science Department

The Sharpsville High School Science Department offers students a variety of opportunities for learning and exploration in the areas of earth and space science, biology, chemistry and physics. Additionally, several electives and advanced courses are available to students with strong interest in the sciences and a desire to prepare for a career in a science or science-related career or course of study following graduation.

PHYSICAL SCIENCE	#0418	CREDITS 1.0
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Physical Science introduces fundamental concepts and skills necessary for success in high school biology, chemistry and physics courses. Students in Physical Science will take a hand-on approach to learn the basic concepts needed to successfully complete other high school science courses. The course will be separated into two semesters: one semester will cover chemistry topics and the other semester will cover physics topics. Chemistry topics in this course will include taking measurements and observations, unit conversions, organization of a laboratory notebook, organization and structure of matter, and chemical reactions. Physics topics in this course will include graphing, motion, forces and electricity/magnetism.

Grade Level: 9-10

Prerequisites: None

ACADEMIC BIOLOGY	#0401	CREDITS 1.4
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Academic Biology will study life from simple, unicellular organisms to advanced life forms. This course will include the study of cell biology, cellular respiration, photosynthesis, DNA science, Mendelian and human genetics, biotechnology, evolution and natural selection, and comparative animal/plant anatomy & physiology. Laboratory methods and skills, along with various problem-solving techniques, will be developed. Dissection will be a required part of this course. Alternative dissection assignments will be provided for vertebrates upon request. Emphasis will be placed on the Pennsylvania Keystone Anchors which will be tested on the Keystone Biology exam.

Grade Level: 10

Prerequisites: None

BIOLOGY MODULE 2	#0402	CREDITS 1.0
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Topics covered in Biology Concepts II include: cell growth and reproduction, genetics, the theory of evolution, and ecology. The classes will meet for five 42 minute classes per week. There will be no dedicated lab period for this class. Students will take the Keystone Exam in the spring of BOTH their freshman and sophomore years.

Grade Level: 10

Prerequisites: Academic Biology 1

CHEMISTRY	#0403	CREDITS 1.4
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Chemistry is an accelerated course in chemistry designed for students planning an academic and/or health related career. Chemistry (Pre-AP) introduces fundamental concepts necessary for Advanced Placement science courses or college level study of science. Students in Chemistry will study the

chemical composition of matter, its properties, and the changes it undergoes in the presence of other matter. Topics in this course will include: atomic structure; the Periodic Table and trends; chemical formulas, equations and reactions; stoichiometry; gas laws; bonding theory; organic molecules and polymers; solutions; acid/base theory; and oxidation-reduction reactions. Laboratory methods and skills, along with various problem-solving techniques, will be developed. All students will be required to complete a project on earth/space science.

Grade Level: 10-12

Prerequisites: A 90% or Higher in Accelerated Ac. Biology and Pass the Biology Keystone Exam (if entering sophomore year), Algebra 2 (previously or concurrently)

PHYSICS	#0405	CREDITS 1.0
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Physics is designed to familiarize students with physics concepts and to teach students how to apply these physical concepts to practical situations. Mathematical applications include Algebra I concepts of solving and graphing linear equations. This course is recommended for those students who want to learn more about physics but who are not planning on attending a four-year college in a science-related field. Students in Physics will learn how physics applies to their everyday life and how to incorporate problem-solving techniques to deal with their environment. Topics covered include one-dimensional and two-dimensional motion, forces, energy, momentum, rotational motion, wave motion, light and physical optics, and electricity and magnetism. Laboratory methods and skills, along with various problem-solving techniques, will be developed.

Grade Level: 11-12

Prerequisites: Academic Biology, Physical Science, Algebra II (may be taken concurrently)

HONORS PHYSICS	#0406	CREDITS 1.4
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Honors Physics is an accelerated course in physics recommended for students who plan on pursuing a science-related career after high school. Mathematical applications include Algebra concepts of solving and graphing linear equations as well as trigonometry concepts of the trigonometric functions. Physics introduces fundamental concepts necessary for success in Advanced Placement and college-level science course. Students in Honors Physics will study typical concepts learned in an introductory physics course with more emphasis placed on problem-solving and laboratory work. Topics covered in the class include measurement, one-dimensional motion, forces, projectile and circular motion, torque and rotational dynamics, momentum conservation, energy and its conservation, mechanical waves and sound, physical optics, and electricity. Laboratory methods and skills, along with various problem-solving techniques, will be developed.

Grade Level: 10-12

Prerequisites: Academic Biology, Algebra 3 / Trigonometry (Courses may be previously taken or concurrently)

ENVIRONMENTAL SCIENCE	#0408	CREDITS 1.0
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Environmental Science is a course designed for the student interested in the environment but who lacks a strong mathematical background. Students in Environmental Science will investigate the interdependence of human society and the physical and chemical environment. Consideration will be given to the environmental problems currently facing the earth as well as possible solutions to these problems. Basic ecology principles will be covered and expanded to relate environmental problems to ecological concepts.

Grade Level: 10-12

Prerequisites: Academic Biology and Physical Science

HUMAN ANATOMY & PHYSIOLOGY**#0407 CREDITS 1.0**

Human Anatomy and Physiology is an accelerated course designed for students planning an academic and/or health related career. This course incorporates principles of biology and chemistry as they relate to the interrelationships of body organ systems and their structure and function. Students in this course will study cell biology, tissues, anatomy/physiology of the human body, interrelationships of the body organ systems, maintenance of the body, reproduction, and embryonic development. Dissection will be a required part of this course.

Grade Level: 11-12

Prerequisites: Academic Biology or Chemistry and previous year science teacher recommendation.

FORENSIC SCIENCE**#0414 CREDITS 1.0**

Forensic Science is an introductory course in the forensic application of science and technology. This course will place major emphasis on exposing students to biological and chemical methods of analyzing crime scene evidence. Students in this course will use information, hands-on laboratories, and evidence data from case histories, case readings, and the internet to explore the forensic applications of science and technology. This information will be used to solve a crime during the duration of the school year. Topics will include: securing a crime scene and collecting physical evidence, toxicology, handwriting analysis, blood and bodily fluid evidence, DNA evidence, and fingerprints.

Grade Level: 11-12

Prerequisites: Ac. Biology, Chemistry (full year), Trigonometry (previously or concurrently)

INNOVATION STUDIO / ANSWERING SCIENCE QUESTIONS (ASQ)**#0409 CREDITS 1.0**

This elective course facilitates students into developing solutions to real world problems requiring a wide range of skills and creative thinking. This course will provide an interdisciplinary approach to integrating disciplines within a STEM model of instruction. The course will require students to participate in problem-based and project-based learning activities, inquiry learning tasks, and technology will be used to share and display information. Students will develop their own STEM learning activity as their final project.

Grade Level: 12

Prerequisites: Accelerated Ac. Biology, Chemistry, Honors Physics, PITT Chemistry

AP BIOLOGY**#0413 CREDITS 1.6**

The Advanced Placement Biology course is designed to be the equivalent of the biology course taken by first year college science majors. This course enables students to take sophomore level biology courses as freshmen. For other students, this course fulfills the college laboratory science requirement and frees time for other courses. Students in this course will have the opportunity to attain a more in-depth understanding of biology concepts and competence in dealing with biological problems. This course will differ from the first year of biology with respect to the kind of textbook used, emphasis on understanding biological concepts, and the complex nature of experiments done in the laboratory. The topics in this course will include: the chemistry of life, cell biology, cellular energetic, heredity, molecular genetics, evolutionary biology, diversity of organisms, animal/plant structure and function, and ecology. Problem solving; higher-order thinking; the scientific method; techniques of research and

biotechnology; the use of scientific literature; and data collection, manipulation, and analysis will be the focus of the laboratory experience. Dissection will be a required part of this course

Fees Required Payment of approximately \$95.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: Accelerated Academic Biology, Chemistry, recommended Human Anatomy & Physiology.

UNIVERSITY OF PITT CHEMISTRY	#0404	CREDITS 1.6
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This is the first half of a two-term introduction to general chemistry. The grade is determined by the student's performance on three exams, weekly quizzes, laboratory exercises, and a comprehensive final. Laboratory exercises are conducted at the University by the Director of Freshman Laboratories and his staff of graduate teaching assistance. Topics include atomic theory, molarity, gases and kinetic theory, thermo chemistry, electronic structure and the periodic table, relationships between phases, ionic solutions and acid/base theories, redox reactions, carbon chemistry, rates of reactions, chemical equilibria, and thermodynamics. This course requires laboratory sessions and exams on the University of Pittsburgh campus.

Fees Required: Approximately \$310.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 12

Prerequisites: Chemistry, Algebra 3/Trigonometry, Honors Physics (previously or concurrently)

NOTE: One (1) Sharpsville credit will be earned for passing the class. Four (4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

UNIVERSITY OF PITT PHYSICS	#0420	CREDITS 1.4
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This course is designed to fill the needs of those students who are planning vocations involving physics, engineering or science. College-bound students who expect to take one year or more of college physics (particularly a calculus-based physics) will find this course invaluable. This course involves an in-depth study of motion, vectors, forces, work and energy, systems of particles, rotation, gravitation, oscillations, mechanical waves and kinetic theory of gases. Calculus concepts will be applied in these areas of study.

Fees Required: Approximately \$235.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: Honors Physics, PITT Calculus (previously or concurrently)

NOTE: One (1) Sharpsville credit will be earned for passing the class. Four (4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

ORGANIC CHEMISTRY	#0421	CREDITS 1.0
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The Organic Chemistry course is designed to be a year-long introduction to Organic Chemistry for students planning to major in Chemistry, Biology, Medicine, or related fields in college. This course introduces fundamental concepts that will be studied in great this course involves an in-depth study of

fundamental organic chemistry concepts including nomenclature, functional groups, stereochemistry, chemical reactions and their mechanisms, spectroscopy, and organic laboratory technique.

Grade 12

PREREQUISITES: Accelerated Ac. Biology, Chemistry, Honors Physics, PITT Chemistry

Social Studies Department

The Social Studies Department believes that every child should become a productive American citizen, fully aware of the historic and present issues that help shape and present a challenge to our nation and its people in the 21st century. Our goals shall be to:

- Understand the duties and responsibilities of a citizen.
- Open the door to possible government and political service.
- Fulfill the American ideal of a participatory democracy where all citizens are valued and able to contribute to the betterment of society.
- Respect the cultural diversity of America.
- Foster a better understanding of cultures, people, and diverse traditions of the world.

Students are required to take social studies courses in grades nine, ten, eleven, and twelve.

U.S. HISTORY	#0301	CREDITS 1.0
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This course is designed to acquaint students with United States history from the post-Civil War era to the present day, with an emphasis on twentieth century events. Major units include: The roots of a modern nation, the new era of the twenties, the Depression and the New Deal, World War II, civil rights and the Cold War Era, and new challenges of the present.

Grade Level: 9
Prerequisite: None

20TH CENTURY WORLD HISTORY	#0302	CREDITS 1.0
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This course is constructed to provide an overview of major world events from the period of the industrial era through the present day, with much emphasis on the twentieth century. This is a survey course of world history that focuses on the development of the world during and after the industrial era and will discuss major topics such as: industrialization, the birth of nationalism, the awakening of class consciousness, imperialism, the causes of world wars, the era of the cold war and other major portions of history.

Grade Level: 10
Prerequisite: None

U.S. GOVERNMENT	#0303	CREDITS 1.0
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U.S. Government will familiarize the student with the workings of government, rights and duties of citizens, and how to actively participate in the political process. Students will be familiarized with the origins and history of American government, and the foundational ideas from which the Constitution is built upon. The course will include units on federalism, the branches of government, voter behavior, and the role and rights that American citizenship entails.

Grade Level: 11-12
Prerequisite: None

PSYCHOLOGY**#0304****CREDITS 1.0**

Psychology is an introductory survey of the study of psychology with an emphasis on the practical application of research. This course is designed to acquaint students with the basic concepts that drive human behavior. Students will be introduced to the concepts of consciousness, development, physiology, learning and memory, and psychological disorders.

Grade Level: 11-12

Prerequisite: None

PITT US HISTORY: SETTLEMENT – THE CIVIL WAR (offered even years)**# 0308****CREDITS 1.0**

This introductory level course traces and analyzes the central developments in U.S. History from the explorations of the 15th Century through the Civil War. It will provide an overview for those seeking to fulfill "General Education" requirements. We will examine the encounters among Native Americans, West Africans, and Europeans and the consequent transformation of the New World. Students will cover topics such as settlement, the process of colonization, the development, entrenchment, and experience of slavery, the road to revolution, the birth of a new nation, the role of government, expansion, political and economic change, the growth of institutions, reform movements, the rise of sectional conflict, and war. Throughout the narrative students will engage broader themes that relate to the dynamics of power, including the existence of and commitment to chattel slavery in a nation that viewed itself as steeped in notions of liberty and equality, the relegation of women and ethnic, religious, and ethnic minorities to inferior status, the growth of national identity among white citizens, the dispossession of the native population from their land, and the impact of diverse people and ideas on the national character. Finally, this course will serve to familiarize students with the academic discipline of history, including methodologies and practices. Students will interpret primary and secondary sources, learn to read and construct historiographical arguments, and hone analytical and evidenced based writing skills.

Fee Required: Payment of approximately \$235.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: US History and 20th Century World History

Note: One (1) Sharpsville credit will be earned for passing the class. Three (3) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PITT US HISTORY: RECONSTRUCTION THROUGH TODAY (offered odd years)**#0309****CREDITS 1.0**

This introductory level course traces and analyzes the central developments in U.S. History from Reconstruction to the present. It will provide an overview for those seeking to fulfill "General Education" requirements. This period in U.S. History is characterized by dramatic and sweeping political, economic, social, and cultural change, as well as expanding global engagement. Students will probe themes such as the definition of citizenship and the expanding role of government in citizens' lives, development of an industrial economy, global interventions such as the U.S. role as a Cold War superpower, response to economic collapse and war, migration and immigration, ethnic identity, race relations, gender roles, and labor rights. We will also examine how various groups of Americans have challenged the status quo in a determined expectation that the United States should live up to the promise of its founding ideals of equality and freedom. Finally, this course will serve to familiarize students with the academic discipline

of history, including methodologies and practices. Students will interpret primary and secondary sources, learn to read and construct historiographical arguments, and hone analytical and evidenced based writing skills.

Fee Required: Payment of approximately \$235.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: US History and 20th Century World History

Note: One (1) Sharpsville credit will be earned for passing the class. Three (3) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PITT AMERICAN POLITICS

#0305

CREDITS 1.0

This is an introductory course in American Politics. The course is suitable for beginning political science students or students who wish to complete the course as part of a "general education" requirement. The purpose of the course is to teach students both about the American political system and about broad concepts social scientists use to study politics. Students will study a range of topics including the philosophical influences on the founding fathers, the Declaration of Independence, Institutional Design and Development, The Constitution, Civil Rights, Civil Liberties, Congress, the Presidency, Judiciary, Public Opinion, Voting Elections, and Broader Concepts/Problems including Delegation and Principal-Agent problems as well as Coordination/Collective Action.

Fee Required: Payment of approximately \$235.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: 20th Century World History, US History, Algebra I

Note: One (1) Sharpsville credit will be earned for passing the class. Three (3) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PITT PSYCHOLOGY

#0307

CREDITS 1.0

PITT Psychology is designed to acquaint students with the basic concepts that drive human behavior. The objective of this course is to provide students with an overview of the diverse field of psychology, and an appreciation of the way that behavior and mental processes can be studied scientifically

Fee Required: Payment of approximately \$235.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

Grade Level: 11-12

Prerequisites: Psychology (University of Pittsburgh) Open to seniors only who have earned an A as their final grade in previous year social studies course and teacher recommendation. This class can be taken in lieu of the senior Psychology course.

Note: One (1) Sharpsville credit will be earned for passing the class. Three (3) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grades

Technology Education Department

The Technology Education Department course are designed to provide students with the opportunity to learn and apply the designing process, acquire strong teamwork and communication proficiency; develop organizational, critical thinking , and real world problem solving skills. Along the way student investigate a variety of careers in STEAM fields (Science, Technology, Engineering, Art, and Math). Technology Education classes are offered ad elective. Courses are offered in a variety of introductory and advanced skill levels for students interested in furthering their knowledge and skills in a given area.

THE ART OF MAKING: HANDS ON SYSTEM DESIGN AND ENGINEERING	#0808	CREDITS .33
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The Art of Making will focus on various skills within the area of STEAM (Science, Technology, Engineering, Art, and Mathematics). Students will work independently and collaboratively to complete several hands-on projects. Computer-Aided Drafting (CAD) engineering will explore the fundamentals of mechanical drafting and sketching using technology. Within these projects, students will have opportunities to contribute their unique abilities to solve common everyday problems necessary to be competitive in today's job market. Upon completion of this class, students will be knowledgeable in the areas of: measurement, drafting and design, entrepreneur abilities, material processing, and budgeting skills

Grade Level: 9
Prerequisite: None

INTRODUCTION TO ROBOTICS & ENGINEERING (1st semester)	#0701	CREDITS .50
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Introduction to Robotics Engineering is a course based on mechanical engineering and computer programming. Students will begin by learning how to read and write basic literacy in coding and code to program robots in virtual 3-D worlds. The class will then progress on to construct their own mobile robot and program motors and sensors to complete several tasks in the robot arena.

Grade Level: 9 -12
Prerequisite: None

ROBOTICS & ENGINEERING (2nd semester)	#0702	CREDITS .50
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Students will continue to develop their abilities to read and write code to program robots in virtual 3 D worlds. The class will advance to construct their own mobile robot and program motors and sensors to complete several tasks in the robot arena. The final project will have the class divide into groups to build a flexible manufacturing system constructed of several robotic sub-systems. The students will also have the opportunity to fly and program and autonomous drone throughout the campus. Careers in Mechanical Engineering, Robotic Engineering, Electrical Engineering, Mechatronics Engineering, and Programming will be explored.

Grade Level: 9-12
Prerequisite: Introduction to Robotics & Engineering

PUSHING THE LIMITS HOME MAINTENANCE**# 0809 CREDITS 1.0**

The Home Maintenance course is recommended for students who have an interest in building, home maintenance and repair. Home Maintenance covers basic house construction and use of hand and portable power tools for wood and other materials used in normal repairs. Students will be introduced to the fundamentals of circuits, electronic components, and residential/ commercial wiring. Classroom instruction is combined with hands-on experiences in performing tasks similar to those required in the home and residential facilities.

Grade Level: 11, 12

Prerequisite: Hands on System Design Grade 9 or attend Mercer County Career Center coursework

WOOD TECHNOLOGY & FURNITURE ENGINEERING**#0810 CREDITS 1.0**

Projects for the first nine weeks are introductory in nature and emphasize the use and techniques of hand tool and select power tool operation. This course is designed to further develop the skills of the students in both engineering design and project development. Through the use of the wood technology lab, the students will be able to design and construct more detailed and advanced pieces of furniture. The second semester projects are designed to incorporate the skills learned and develop their design into an actual piece of furniture.

Grade Level: 10 – 12

Prerequisite: None

VIDEO /TV PRODUCTION**#0703 CREDITS 1.0**

This course introduces students to the communications field of video media. Students experience hands-on video camcorder operations, camera movements, and field production techniques associated with the real world media. Students complete various assignments within the classroom in order to practice the skills learned. Students are introduced to non-linear editing (digital) processes and HD video. A completion of hands-on projects, covering an array of topics and skills, enables the students to learn and practice professional video techniques. Students also have the opportunity to gain knowledge of the latest technology available in the field of video media. Students interested in careers associated with media communications are encouraged to take this foundation course.

Grade Level: 10 – 12

Prerequisite: None

Special Programming Department

The mission of the Sharpsville Area High School Special Education and Programming Department is to provide every student and his/her family with a collaborative approach in designing an individualized education plan in order to achieve desired post-school outcomes. The goal is for the special education/support staff to facilitate unique learning opportunities that go beyond the classroom to engage both the interest and specific skill sets of each student. Through these team-centered research based efforts, this department strives to support every student receiving special education services and programming.

COMMUNITY BASED EDUCATION

Sharpsville High School's Community Based Education program partners with various businesses throughout the Shenango Valley to enable students to gain firsthand knowledge of careers and vocational tasks. Students are able to observe and obtain valuable work related skills including time management, on the job responsibility, work related habits and positive social skills.

ENTREPRENEURSHIP ACADEMY @ LINDEN POINT

#1300 CREDITS 3.0

Participation in the Entrepreneurship Academy is to help students develop 21st century skills through a project-based entrepreneurial experience for high school seniors. This will be accomplished by blending core academic standards with customized learning opportunities in the fields of Science, Technology, Engineering, Arts and Mathematics (STEAM) through collaborations with K12 educators, higher education and business partners.

Grade: 12

Prerequisite: Application must be completed with faculty/adult recommendations in order to be recommended to participate in the Entrepreneurship Academy. All students must have passed all of their required coursework prior to beginning the Entrepreneurship Academy. Transportation will be the responsibility of the student at their own expense

MERCER COUNTY CAREER CENTER

#1200 CREDITS 3.0

Students learn from those directly in the fields at the Mercer County Career Center in Mercer, Pennsylvania. Students will spend half of their academic day at the Career Center and half of their day at Sharpsville Area High School. Students may attend in the morning.

Grades 10-12

Prerequisites: Students must maintain good academic standing and attendance to remain in the Mercer County Career Center Program. Complete required community service hours for graduation.

THREE YEAR ACAREER CENTER STUDENTS COURSE SEQUENCE

GRADE 10

Lit/Comp. II
Math
Science
P.E

GRADE 11

Lit/Comp. III
Math
Science
P.E

GRADE 12

Lit/Comp. IV
Math or Science
Psychology
PE

Mercer County Career Center Course Descriptions

AUTO BODY: The automotive industry has a rich heritage and exciting future. That future is reflected in Auto Body Technology, one of the fastest growing and most innovative fields in the industry. You use cutting edge technology based on Automotive Service Excellence (ASE) Standards as you estimate damage, replace parts and refinish/detail as you prepare a vehicle for customer delivery. Learning welding, plastic repair, refinishing/painting creates career opportunities in manufacturing, fabrication as well as auto body technology. Instruction takes place in a safe, clean, well-equipped shop.

AUTO MECHANICS: The Auto Mechanics program is designed to provide the students with entry level skills and knowledge needed to diagnose and repair today's modern vehicles. The student's training is based on Automotive Service Excellence Standards (ASE) and includes the following: Braking systems, steering and suspension systems, engine performance, electrical and electronic systems, automatic and manual transmissions, HVAC (heating ventilation and air conditioning), and engine repair. Standard automotive business practices are also studied including: completing and calculating work orders, time cards, and parts invoices. The program also provides the students the opportunity to earn their Pennsylvania State Inspection license and their Northern Region Emission Inspector license. Students are able to work on trainer vehicles, customer vehicles, and their own vehicles.

CARPENTRY: Carpenters literally build the future by constructing and remodeling houses, apartments, and commercial buildings. Join the Carpentry Team and learn to build like a pro! Use computers and architectural design software to draw floor plans and renderings. Construct a house using the latest tools. Visit area work sites, meet professional builders, and visit the Carpenters Union to learn how to earn your journeyman's card. Visit colleges and learn about advanced degrees in Management and Engineering. Learn how experienced Carpenters advance into supervisory positions or own their own business. Plan your career in an industry that offers high wages, excellent job opportunities, and employs over 8.3 million people.

COMPUTER INFORMATION TECHNOLOGY: This course will prepare the students to obtain entry-level employment and/or provides the foundation for post-secondary success. The program's curriculum enables the students to develop a basic level of knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on lab experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual and group activities. The program will provide students experience in the administration and support of computer networks, which includes: user and group management, server security, network sharing, operating systems, user and workstation security, help desk support, computer repair and remote access. Students will focus their study on network technologies, network devices, network management, tools and security. Computer Information Technology students will be expected to read and interpret complex instructions, technical literature and solve a variety of technical problems.

COSMETOLOGY: Experience the world of beauty and fashion through the Cosmetology program. Use cutting edge techniques to deliver precision haircuts, perms, chemical relaxing, braiding, manicures, facials and hair color treatments. Two days a week you will master your skills on customers in our student operated salon. Students successfully completing 1250 hours of instruction are eligible for licensure from the Pennsylvania State Board of Cosmetology.

CULINARY ARTS: The course is designed to give students the basic skills needed to start a career in the restaurant and hospitality industry. You will create foods, from appetizers to desserts, in our professionally equipped kitchen and bakery. The curriculum and professional equipment is designed to develop skills in all facets of the food service industry and equip students for immediate employment or post high school training.

DIESEL MECHANICS: Designed to help students develop “hands-on” skills and knowledge needed to enter the rewarding field of the diesel repair industry. Learn the skills needed to pursue careers in a multitude of areas, including but not limited to: welding, hydraulics, pneumatics, electronics, as well as “bumper to bumper” diesel repair. In addition to classroom instruction, students diagnose, service, and repair all aspects of diesel related equipment. This is accomplished using modern “high-tech” scan tools and personal computer interfaces. Diesel engines have become more fuel efficient, lighter, quieter, and environmentally friendly. These factors have created an increased demand for talented and skilled technicians. This program has a long proud history of student success and service to the community.

EARLY CHILDHOOD EDUCATION: Learn the skills needed to work with young children, through working in a fully functional preschool. Obtain infant and child CPR and First Aid Certification. Earn experience hours toward a Child Development Associate (CDA) Ready Certification. Prepare for postsecondary schooling in the education field or prepare to enter the workforce in a child care center or as a family child care provider.

ELECTRONICS TECHNOLOGY: Instruction in this program will develop basic levels of knowledge, understanding and skills essential for entry-level employment in communications, industrial electronics, digital processing, robotics, avionics, biomedical technology and other electronics occupations. This program prepares individuals to apply basic electronic principles and technical skills to the production, calibration, estimation, testing, assembling, installation and maintenance of electronic equipment. Using the latest technology, you will build telephones, security alarm systems and rockets. Students in Electronics Technology have the ability to earn college credits at California University of PA.

ENTREPRENEURIAL STUDIES: Get prepared for both the workforce and to continue post-secondary education. Learn how to use common business software applications and maintain a business’s image. Show your innovation and creativity but using state-of-the-art graphic technology. Use on-line design and business simulations both in the classroom and virtually. Work with local companies to create new ideas, designs and products. Students will participate in several business simulations, run and market a school store, and visit innovative businesses. As seniors, students participate in the Virtual Enterprise International program where they get to develop and market their own product.

HEALTH CARE CAREERS: The Health Care Career Program is designed to allow students the ability to gain a preparatory understanding of the health care environment. Through career exploration, students are able to make an informed career decision prior to postsecondary education. The course focuses on anatomy, physiology, and medical terminology. Certifications include American Heart health Care Provider (CPR/AED, American Heart First Aide, and American Heart Pediatric First Aide, and PA Nurse Aide Registration) Clinical experience will be conducted at Nursing facilities.

PRECISION PRODUCTION METALS: This course is designed for students to gain knowledge and skills with an emphasis in machining, welding, sheet metal fabrication, hydraulics and pneumatics. Areas are taught through hands-on assignments to develop technical skills. Through a variety of projects, students will be able to plan, setup, operate machines, as well as to manufacture and assemble metals. National

Institute for Metalworking Skills (NIMS) certification is available to those enrolled in Precision Production Metals.

PROTECTIVE SERVICES: Open the doors to many career and post-secondary training opportunities related to planning, managing, and providing public safety and homeland security. Certification opportunities include: Emergency Medical Technician, Jail Officer, 911 Dispatcher and Basic Life Support for Healthcare Provider. Enroll for two or three years and earn all certifications or just one year for a specific certification. You will investigate crime scenes, practice emergency medical procedures and participate in training like StatMedevac Landing Zone and Terrorism Awareness. Here are just some of the career opportunities you create: Police Officer, Emergency Medical Technician, Paramedic, Fish and Game Officer, and Probation Officer.

WELDING: The welding program focuses on the instruction of many industry-specific types of welding, brazing, and soldering techniques. Students will learn Arc, Mig, Tig, Flux-core, and Oxy-fuel Welding. Also students will receive instruction in Plasma and Oxy-Fuel cutting of metals. Blue-print reading will be taught so students can learn to produce real-world products and parts. American Welding Society standards are integrated into this welding curriculum

For further information on Mercer County Career Center programs and services, please visit our web-site www.mccc.tec.pa.us

**SHARPSVILLE AREA SCHOOL DISTRICT
CAFETERIA REPORT**

OCTOBER 2018

	BUDGET	MONTH	BUDGET TO DATE	YEAR TO DATE
Beginning Cash Balance		\$23,600.30		\$27,517.32
Revenues:				
Lunch/Breakfast/A La Carte	174,247.00	18,052.94	41,917.00	42,349.81
Adult Lunches	11,993.00	2,466.70	3,015.00	3,908.35
Special Functions	35,364.00	4,337.53	8,602.00	4,337.53
State Subsidy	19,114.00	1,826.52	4,805.00	2,142.74
Social Security Subsidy	11,329.00	1,133.53	2,848.00	1,672.69
Retirement Subsidy	59,510.00	4,953.39	13,181.00	7,309.47
Federal Subsidy	305,272.00	32,634.30	76,743.00	38,769.48
Donated Commodities	-	-	-	-
Transfers from General Fund	-	-	-	-
Interest	-	46.05	-	158.23
Other	-	-	-	-
Account's Receivable	-	-	-	53,510.26
Total Revenues	616,829.00	65,450.96	151,111.00	154,158.56
Expenditures:				
Wages	201,566.00	19,880.77	52,746.00	29,337.15
Employee Benefits	84,517.00	8,167.10	22,146.00	12,384.99
FMSC Expenses	331,464.00	36,396.79	89,561.08	59,330.18
Substitute Service	-	28.40	-	56.80
				1,797.00
Value of Donated Foods	-	-	-	-
Accounts Payable	-	-	-	54,191.56
Total Expenditures	\$617,547.00	\$64,473.06	\$164,453.08	\$157,097.68
Ending Cash Balance	(\$718.00)	\$24,578.20	(\$13,342.08)	\$24,578.20

RESOLUTION No. - 2018

RESOLUTION OF THE SHARPSVILLE AREA SCHOOL DISTRICT OF MERCER COUNTY, PENNSYLVANIA, ADOPTING THE RECOMMENDATION OF THE SUPERINTENDENT, IN WHOLE OR IN PART, REGARDING THE DISCIPLINE OF EMPLOYEE I.D. No. 3250.

WHEREAS, a complaint has been filed against Employee No. 3250;

WHEREAS, the Superintendent has made a recommendation respecting the disciplinary action to be imposed; and

WHEREAS, the purpose of this Resolution is to adopt the Superintendent's recommendation in whole or in part.

NOW, THEREFORE, BE IT RESOLVED AND ADOPTED by the District and it is **HEREBY RESOLVED AND ADOPTED** by authority of the same as follows:

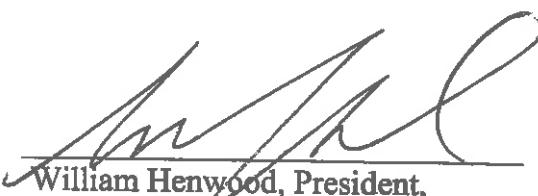
1. The above-recitals are incorporated herein by reference.
2. The Board hereby adopts the recommendation of the Superintendent respecting the disciplinary action to be imposed.
3. This Resolution shall become effective upon adoption by the Board.

ADOPTED at a meeting of the Board of School Directors of the Sharpsville Area School District duly convened on this 19th day of November, 2018.

Attest:

By:


Jaime Roberts, Board Secretary


William Henwood, President,
Board of School Directors

[seal]

Dear Facility Coordinator:

We would like to thank you for including our volunteer dog/handler teams in the healing and well being process of your clients. TDI is a volunteer organization working with thousands of facilities all across the country. In order to facilitate the work of our volunteers we would like to arrange an agreement with your facility. This agreement outlines the essential points of understanding needed between a facility and our organization (TDI). An agreement makes it easier for all to know the boundaries and also to help all involved to exchange ideas and to be more successful in providing therapy dog visits.

We would appreciate you signing this agreement, Memorandum of Understanding (MOU) or pass it on to an authorized person for signing. Please return the completed agreement back (we will return the signed copy with our signature back to you) to:

Therapy Dogs International
Attn.: Facility Department
88 Bartley Road
Flanders, NJ 07836

Email: facilities@tdi-dog.org

Website: www.tdi-dog.org

Phone: 973-252-9800 x205

Fax: 973-252-7171

We are looking forward in working with you in helping to bring qualified TDI volunteers to your facility.

Sincerely,
Ursula A. Kempe
President

Memorandum of Understanding between Therapy Dogs International (TDI) and

88 Bartley Road, Flanders NJ 07836

Tel: 973-252-9800; Fax: 973-252-7171

Email: facilities@tdi-dog.org; www.tdi-dog.org

Name of Facility: Sharpville Area SD
Address: 1 Blue Devil Way, Sharpville, PA 16150
Contact: John Vannoy Phone: 724-962-8300
Email: jvannoy@sasdpd.org

Therapy Dogs International, a non-profit organization, provides visitations free of charge through its tested and registered handlers to wherever a therapy dog is needed. All of our registered handlers are volunteers, and covered under TDI's liability insurance program (see attached).

Hospital/Facility visits

At all times while visiting, our dog/handler teams are governed by TDI's rules and regulations (see attached).

While in a facility the handler must follow the rules and guidelines set forth by the facility as long as no harm can come to either dog or handler. If additional training or paperwork for hospital volunteers is required, it is up to the handler to comply if the handler wants to visit at a facility.

The facility should provide guidelines to the handler for its therapy dog program. A staff member must be assigned to take charge of the therapy dog program. Preferably all visits should be accompanied by a staff member. If that is not possible, it should be made clear to the handlers in which sections of the hospital visitations can be conducted. This is important for the health and safety of our volunteer dog/handler teams as well as for the hospital patients.

The facility must have a policy in place for infection control to protect the dog/handler team from coming in contact with possible dangerous germs. The dog handlers will visit with a clean dog. The handler is expected to wipe hands (with a disinfectant which should be supplied by the facility) prior to visiting with a patient. The patient is expected to also have hands wiped prior to touching the dog. This procedure is to be repeated for each patient. Upon leaving the facility the handler should wipe the dog including its feet.

All visitations must be scheduled in advance. The volunteer as well as the facility is responsible for adhering to a scheduled visitation program. If a scheduled visit cannot be made, the volunteer or the facility must cancel in advance.

TDI would like to receive periodic updates on the work of its volunteers. After a dog/handler team is accepted into our program we request that the handler complete a facility form after three months. TDI will call the facility about the work of the dog handler team. This is important to us so that we may provide the best volunteer work.

The hospital/facility is responsible for checking the handler's TDI credentials and make sure they are up to date at the time of visitation. TDI requires a current Health Record Form (see attached) from its handlers. If any of the required procedures lapses, the handler will be prohibited from visitations. This gives us the assurance that the dog has received the best possible care and is current on all its health care procedures. Our handlers are made aware when any of their credentials are due to expire.

To assure high standards of the therapy dog program, the facility agrees that only TDI certified teams will conduct therapy dog visits, with the exception of teams from other organizations who have been visiting and are still visiting.

Any disputes with TDI shall be governed by and construed in accordance with the internal laws of the State of New Jersey without giving effect to any choice or conflict of law provision or rule (whether of the State of New Jersey or any other jurisdiction) that would cause the application of laws of any jurisdiction other than those of the State of New Jersey.

If there are any problems with a dog/handler team please feel free to contact us:
facilities@tdi-dog.org or give us a call at: 973-252-9800 ext. 205.

Date
Ursula A. Kempe
President, Therapy Dogs International

John P. Vannoy Date 11/20/18
Authorized Signature of Facility
Representative

THERAPY DOGS INTERNATIONAL, INC.
COVERAGE SUMMARY

COMPANY: Berkley National Insurance Co
COVERAGE: GENERAL LIABILITY (occurrence)
 PROFESSIONAL LIABILITY (claims-made) Retro-Active Date: 12/31/2003
EFFECTIVE DATES: 12/31/2017 - 12/31/2018

ADDITIONAL INSURED: All employees and volunteers are automatically included as insured's only while performing duties related to the conduct of Therapy Dogs International, Inc.

GENERAL LIABILITY

Each Occurrence:	\$1,000,000
General Aggregate:	\$3,000,000
Products & Completed Operations Aggregate:	\$3,000,000
Personal & Advertising Injury:	\$1,000,000
Fire Legal Liability:	\$ 100,000
Medical Expense Limit (any one person)	\$ 0

PROFESSIONAL LIABILITY

Each Occurrence:	\$1,000,000
General Aggregate:	\$3,000,000
Excess Liability: Each Occurrence Limit:	\$3,000,000
General Policy Aggregate:	\$3,000,000

SPECIAL EXCLUSION: Allegation of Sexual Abuse under all policies

COMPANY: HARTFORD INSURANCE
COVERAGE: VOLUNTEER ACCIDENT
EFFECTIVE DATES: 12/31/2017 - 12/31/2018

INSURED PERSONS: Means any person who is a supervisor or volunteer bringing Therapy Dogs on visitations sponsored by the policyholder.

COVERED ACTIVITIES: This policy covers each Insured Person during the policy period while he or she is supervising, participating in, or attending or preparing for the Policyholder-sponsored volunteer activities while on the premises designated by the Policyholder; or traveling directly to or from the activities and his or her home or lodging place. Coverage is Excess if there is other valid insurance in force.

LIMITS PROVIDED

Accidental Death:	\$ 5,000
Accidental Dismemberment:	\$ 2,500
Accident Medical Expense:	\$25,000
Maximum Dental Limit:	\$ 250
DEDUCTIBLE:	\$ 250

Rules for Associate Members This is a legal contract between you and TDI. Please read, sign, and date.

- (Any claim against TDI[®] is subject to the jurisdiction of the New Jersey Courts.)
- A. Before a visit.
 1. No TDI Associate Member is permitted to visit at any facility that has not signed our MOU. If a TDI Associate Member visits without an MOU, they are acting as their own agent and will jeopardize their membership with TDI. If visits occur in facilities with no MOUs, a review will be completed by the TDI Membership Committee Task Force with one of the following outcomes: An MOU will be secured, Associate Member must be placed on suspension.
 2. Dog(s) with each applicant must have passed the TDI[®] Test given by one of our certified Evaluators (Does not apply for dog(s) already registered). Alternative: If there is no TDI[®] evaluator within a 4-hour drive an associate member may be accepted for limited registration. A temperament test must be given by a qualified instructor. Additional requirements include written invitations on letterhead from any facility where you wish to visit. Applicants for limited registration should request from TDI[®] a procedure form, which explains how to register.
 3. Dogs must be a minimum of one year-old to be tested and registered with TDI[®].
 4. No minimum age for handlers if the handler is able to pass the test without assistance, but handlers under 18 must be accompanied by an adult on visitations. The Registration form must be signed by a parent or legal guardian.
 5. You may be an associate member without a dog. Limited to associate members with previously registered dogs. Only associate members who have a deceased or retired dog are eligible.
 6. TDI[®]'s Annual Health Records form, which must be completed and signed by a Veterinarian, is mandatory for Registration and annual Renewal. All TDI required health procedures must be current at all times in order for you to keep making TDI visits. If any required health procedure expires, the dog is not allowed in visit as a therapy dog until the health record is updated.
 7. All applicants who wish to visit with more than one dog at the same time must be tested by a TDI[®] Evaluator with all those dogs together (Maximum of 2 dogs).
 8. Paid professionals who use their therapy dogs while working cannot be covered under TDI[®]'s Volunteer Insurance program. With a current valid registration you will be covered under TDI[®]'s Volunteer Insurance programs while in service as a volunteer (Our Insurance coverage applies only within the U.S. and Canada).
 9. All TDI[®] Associate Members must be accompanied by a hospital representative when visiting with toddlers or babies.
 10. TDI[®] dog/handler teams are prohibited from visiting any individuals who have been affected by a natural or man-made disaster without approval from TDI[®].
 11. Associate Members cannot form groups and subsequently schedule visits for the group without being an officially sanctioned TDI Chapter. All TDI Associate Members are free to make appointments for themselves at a facility. However, in order to make arrangements for other TDI Associate Members or to visit as a group, you must form a Chapter.
 - B. During a visit.
 1. TDI[®] Associate Members and their dogs cannot visit, be registered by, or be active under the auspices of another Therapy Dog-related visitation program, organization, or group other than TDI[®].
 2. Female dogs must not be in estrus when participating in therapy work. TDI[®] member dogs are not required to be spayed or neutered.
 3. Dogs must be clean and well groomed when visiting.
 4. Dogs must be kept on leash at all times when visiting, except when warranted (during a demonstration). The handler must pay attention to the dog at all times.
 5. Each TDI[®] Dog must be readily identified by wearing a flat buckle collar or harness, TDI[®] Tag, and TDI[®] Bandana on all visits. (Training collars, training harnesses, halties or any other corrective training devices are not permitted.) Vests or other paraphernalia are not permissible unless a conflict occurs with a facility's rules and regulations and TDI[®] gives advance written consent to that particular exception. Dogs are permitted to wear costumes for special occasions.
 6. A current TDI[®] ID card with the member dog's photo and name of handler and dog is mandatory when visiting under the auspices of TDI[®].
 7. During pet therapy visits, member dogs are to be used solely for emotional therapy. Our dogs are not to be used for physical therapy of any sort, i.e., pulling patients on gurneys or wheeled vehicles. Our purpose is to provide comfort and companionship. Any physical interaction, other than petting and general affectionate contact, is not permitted.
 8. The use of food or treats is prohibited while visiting (exception - during a demonstration, the handler can treat the dog).
 9. Anything learned about any individuals while visiting under the auspices of TDI is privileged information and may not be discussed or disclosed to anyone at all. Many facilities have a confidentiality policy that they will ask you to sign.
 10. Associate Members who are participating in therapy dog work in the legal or criminal justice system should not be present during any attorney client/witness interactions.
 - C. After a visit.
 1. I agree to inform TDI[®] immediately in writing if my dog(s) shows any form of aggressive behavior toward other dogs or persons or any change of temperament and to stop visiting with my dog(s) in a Therapy Dog capacity until the matter has been resolved.
 - D. General conduct.
 1. I understand that neither my dog's certification, nor my voluntary participation in TDI[®], is to be used by myself, my club, or Chapter for any personal or financial benefit including, but not limited to, the misuse of the TDI[®] certification: to gain access to public accommodations (other than therapy facilities) which are not generally accessible to dogs; for the sale of dogs; or the unauthorized use of TDI[®]'s name or logo in conjunction with any dog club or organization.
 2. Public relations appearances, websites and other publications or uses of the TDI[®] name or logo, by Associates or their clubs, must be authorized in advance by TDI[®]. In therapy visitations, public appearances and dealings with the media, Associate Members must identify themselves as members of TDI[®], and TDI[®]'s telephone number and/or address should be given to the media.
 3. I will conduct myself with the utmost courtesy and professionalism in any and all dealings with TDI[®]. I will present myself and my dog(s) as courteous, caring, and well-prepared volunteers who project the good will, which TDI[®] has fostered in its members. Any slanderous behavior toward another TDI Associate Member is not acceptable. Any slanderous behavior toward another organization is not acceptable and will be reported to that organization.
 4. My primary objective in wishing to become an Associate Member of TDI is to share the companionship of my dog with those whom we encounter in our therapy visits.
 5. I understand that the Volunteer Insurance coverage provided by TDI[®] is strictly limited to accidental injury and/or damages. Said insurance will not cover injuries and/or damages if I violate TDI[®]'s Rules and Regulations while visiting. Further, I agree to indemnify and hold harmless TDI[®] for such injuries and/or damages.
 6. My signature indicates that I have been provided a copy of TDI[®]'s Rules and Regulations and have read and understand my responsibilities and obligations under them. I agree to abide by all of these Rules and upon renewal as an Associate to abide by the Rules applicable to all Associates as amended from time to time. I have answered all questions on this form truthfully and to the best of my knowledge. I acknowledge that my violation of these Rules could result in a review of my TDI[®] status by the TDI[®]'s Board of Directors, and may result in the possible imposition of any of the following sanctions: review of the applicant's suitability to become/or remain an Associate; a probationary period imposed; a long-term suspension of my TDI[®] privileges; or a requirement that my dog(s) be re-tested by an independent Evaluator.
 7. If membership is not renewed by February 1, registration will not be possible without retesting.

TDI is an independent organization and its members shall not volunteer for another organization utilizing or piggybacking on the TDI member's certification. The TDI certification can only be used for TDI activities following TDI rules for visits and participation. TDI is a self-perpetuating organization and its members may develop contacts with facilities to visit. TDI members must maintain their TDI identity independent of any other group or organization. If a TDI member is solicited by another group or organization to participate as a member of that group or organization using their TDI certification the TDI member must report this solicitation to TDI.

Are you and/or your dog(s) participating in any type of therapy dog related program or organization other than TDI[®]?

Yes No If Yes, please list name of organization(s) and attach a short description: _____

I will adhere to the above rules and regulations for conducting therapy dog visits as a TDI Associate Member:

SIGNATURE OF APPLICANT ON FILE

TDI RENEWAL SEASON FOR 2018

DECEMBER 31, 2017

Please remember that visits with your dog(s) are mandatory for your dog(s) to be a "Therapy Dog." (Excludes incapacitated or retired dogs and incapacitated owners.) Please copy the Rules for Associate Members for your records.



THERAPY DOGS INTERNATIONAL (TDI®)
 Tel: (973) 252-9800 Fax: (973) 252-7171 Email: tdi@tdi.net
ANNUAL HEALTH RECORDS FORM
REQUIRED FOR REGISTRATION AND RENEWAL

**NOTE: ONE DOG
PER FORM!**

For Existing Members

OWNER: _____ DOG: _____ DOG ID#

--	--	--	--	--	--

BREED: _____ SEX: ☐ M ☐ F NEUTERED/SPAYED: ☐ Y ☐ N

Dear Health Care Provider:

Please complete this form in its entirety. All requirements must be met as indicated. Your signature will confirm that all procedures were performed, including the annual health check-up. Where procedures were not performed, please check appropriate boxes. All other mandatory procedures not performed by you, please write "not done" in the appropriate space. Please do not charge an extra fee for completion of this form. All our Associate Members are volunteers and serve their local community. As this dog's Veterinarian, I affirm that the information stated in this form is a truthful account of this animal's veterinary record. Thereby certify that I have examined the dog named above and find this animal physically and mentally healthy and free of contagious diseases.

CHECK-UP Check-up to be done by a licensed Veterinarian within the last year

Month Day Year
 M M D D Y Y
 Date of Last Check-up:

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RABIES (No Titters Accepted) A current Rabies vaccination is required for registration

Month Day Year Month Day Year
 M M D D Y Y M M D D Y Y
 Date Given:

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 Expires:

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CORE VACCINATIONS (Initial Set of Vaccinations)

A dog must have received an initial series of Distemper, Hepatitis, and Parvovirus vaccinations to be registered. Subsequent boosters are given at the Veterinarian's discretion.

Month Day Year
 M M D D Y Y
 Distemper Completed on Date:

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 Hepatitis Completed on Date:

--	--	--	--	--	--

 Parvovirus Completed on Date:

--	--	--	--	--	--

FECAL EXAM

A fecal exam with a negative result must have been performed within one year

Month Day Year
 M M D D Y Y
 Date of Test:

--	--	--	--	--	--

 Positive ☐ Negative ☐

MANDATORY HEARTWORM

Dogs which are on continued heartworm medication must be tested at least every two years.

Dogs which are not on heartworm medication must be tested annually.

Is the dog presently on a continuous heartworm preventative medication?

Yes ☐ No ☐

Month Day Year
 M M D D Y Y
 Date of Test:

--	--	--	--	--	--

 Positive ☐ Negative ☐

SIGNATURE OF LICENSED VETERINARIAN
(PLEASE SIGN ON DIAGONAL LINE)

ADDRESS STAMP OF VET

Please write Vet info above if there is no stamp available. Please note, a phone number is required.

If some Required Procedures were not performed by the Veterinarian who signed on the diagonal line, these additional records must be provided by the Veterinary Office or Veterinarian that performed the procedure!



Therapy Dogs International (TDI®)

Inoculation Statement for Dogs Vaccinated by Someone Other Than a Veterinarian

I, _____, certify that _____, **Owner/Handler's Name (PLEASE PRINT)** **Dog's Name**
has received all vaccinations listed below on the indicated dates. This dog also has a current Rabies vaccination.
Rabies vaccination **MUST** be performed by a veterinarian. An initial series of all Core Vaccinations specified on the front
of this form (Distemper, Hepatitis, Parvovirus) must be given. Subsequent boosters and/or titers for Core Vaccinations should be
given following a schedule recommended by your Veterinarian.

LIST ALL VACCINATIONS

Vaccine (s)	Date	Place	Vaccinated by
Vaccine (s)	Date	Place	Vaccinated by
Vaccine (s)	Date	Place	Vaccinated by
Vaccine (s)	Date	Place	Vaccinated by
Vaccine (s)	Date	Place	Vaccinated by
Vaccine (s)	Date	Place	Vaccinated by

Please include a copy of invoices that show you have purchased the vaccines listed above for dogs
applying for registration with TDI®

We cannot process your application without the mandatory invoices or labels.

I hereby certify that I, _____, **Signature of Vaccinator** **Vaccinator's Name (PLEASE PRINT)**
have given the vaccines to the dog noted above and I take full responsibility.

Vaccinator's Address and Telephone Number (PLEASE PRINT) **Date** **Place**

Owner/Handler's Signature **Date**

Copies of this form may be made **ONLY** for Therapy Dogs International use.

Memorandum of Understanding

This MEMORANDUM OF UNDERSTANDING (the "Memorandum") is made this date **July 1, 2018 to June 30, 2019**, by and between **Hope Center for Arts & Technology ("HopeCAT")**, a Pennsylvania nonprofit corporation located at **115 Anson Way PO Box 597 Sharon, PA 16146** and **Sharpstown Area School District**, with administrative offices at **1 Blue Devil Way, Sharpstown, PA 16150** for the purpose of achieving the various aims and objectives relating to the education of local youth.

WHEREAS, **HopeCAT** is a nonprofit organization that provides afterschool visual arts programming for youth and demand-driven career training for adults in a world-class facility;

WHEREAS, **HopeCAT** provides students access to visual arts education in dedicated studio spaces, with professional teaching artists, and using industry-standard equipment;

WHEREAS, **HopeCAT** visual arts programming includes auxiliary experiences including, but not limited to, field trips, exhibitions, workshops, visiting artist engagements, speakers, and community and cultural events;

WHEREAS, **HopeCAT** is based on the Manchester Bidwell Education Model that originated in Pittsburgh, Pennsylvania in 1968;

WHEREAS, **Sharpstown Area School District** is a publicly funded school system that provides education to youth grades K-12 living in **Sharpstown, PA**.

NOW THEREFORE, in consideration of the foregoing and because of past success encouraging students to stay in school and earn a high school diploma, **HopeCAT** and **Sharpstown Area School District** agree to partner as follows:

1. **HopeCAT** will provide afterschool visual arts programming to students enrolled in **Sharpstown Area School District** at no cost to the student or their families.
2. **HopeCAT** will provide all materials and equipment needed for students to fully participate in its visual arts programming.
3. **HopeCAT** will deliver visual arts programming in a safe, respectful, and dignified learning environment.
4. **HopeCAT** will deliver visual arts programming at their newly renovated location at 115 Anson Way, Sharon, PA 16146
5. **HopeCAT** will collaborate with **Sharpstown Area School District** to determine programming hours that accommodate regularly scheduled school dismissal times.

6. **HopeCAT** will execute and obtain Family Education Rights and Privacy Act (FERPA) consent waivers from enrolled students so as to receive personally identifiable student data from **Sharpsville Area School District** to be used for program evaluation purposes.
7. **Sharpsville Area School District** will grant access to **HopeCAT** to promote programming on school property.
8. **Sharpsville Area School District** will agree to post marketing materials provided by **HopeCAT** on school property.
9. **Sharpsville Area School District** will share personally identifiable student data for program evaluation purposes relating to all **HopeCAT** students for whom FERPA consent waivers are obtained. These data include, but are not limited to, graduation rates, dropout rates, continuation rates, and post-secondary plans.
10. **Sharpsville Area School District** will collaborate to provide transportation from school facilities to **HopeCAT's** facility.
11. **Sharpsville Area School District** will agree to explore the creation and implementation of a credit recovery program for students participating in **HopeCAT's** programming.
12. The Parties agree that this Memorandum will remain in effect for so long as the **Hope Center for Art's and Technology** continues to operate and students are willing to participate in its programming.
13. **HopeCAT** shall provide and maintain, at its cost and expense, during the entire period of this agreement, a Comprehensive General Liability Insurance Policy, in form and from an Insurer satisfactory to **Sharpsville Area School District**, covering all services to be performed and all obligations assumed under the terms of this MOU; coverage provided shall not be less than one (1) million dollars (1,000,000) per occurrence, combined single limits of bodily injury (including disease or death) and property damaged (including loss of use), and **Sharpsville Area School District** shall be listed as Additional Insured.
14. **HopeCAT** shall provide and maintain, at its expense, during the entire period of this MOU, such other insurance as necessary, including, but not necessarily limited to: Automobile Liability Insurance, and Worker's Compensation Insurance, and evidence of same shall be provided to **Sharpsville Area School District** prior to commencement of performance under the MOU.
15. Any changes, lapse of coverage, modifications, cancellation of coverage or non-renewal, or addition of insured parties shall require notice to, and approval of, **Sharpsville Area School District** in a timely manner prior to commencement of performance or occurrence of event relative to same.
16. **HopeCAT** shall defend, indemnify and hold harmless **Sharpsville Area School District**, its officers, directors, employees, representatives and agents, from any and all liability, claims, charges, suits actions and causes of action of any nature whatsoever, relating to any act or omissions by **HopeCAT**, its officers, directors, shareholders, employees, representatives and agents, regarding its duties and

obligations under this MOU, whether such act or omission is negligent, intentional, or unintentional.

17. In carrying out the terms of this MOU, both parties agree not to discriminate against any employees or child or other person on account of age, race, color, sex, religious creed, national origin, or physical or mental handicap. **HopeCAT and Sharpsville Area School District** shall comply with the Contract Compliance Regulations of the Pennsylvania Human Relations Commission and with all laws prohibiting discrimination in hiring or employment opportunities, or provisions of public services.
18. **HopeCAT** shall insure that any employee, agent, or other statutorily covered individual shall comply with Act 168 of 2014, Required Employment History and Forms, as well as any and all other such requirements, background checks, clearances, etc. of the Public School Code and the Child Protective Services Law, or in any other law or regulation, whether State or Federal, that is now, or may from time to time, become applicable. Further, **HopeCAT** will certify that compliance with **Sharpsville Area School District**, and obtain Employee authorization to do so if necessary.
19. This MOU has been executed in the county of Mercer, Commonwealth of Pennsylvania and the rights and obligations of the parties shall be governed by, enforced under, litigated in and interpreted in accordance with the substantive laws of the Commonwealth of Pennsylvania without regard to its principles of conflicts of law.
20. Neither party to this MOU may assign its rights or delegate its duties without the express prior written consent of the other party, and any such purported assignment without written consent shall be void. Such consent shall not be unreasonably withheld, delayed or conditioned.
21. Either party may terminate this MOU with 30 days written notice.
22. The Parties sign this MOU in good faith and the intent to be legally bound.

IN WITNESS WHEREOF, **HopeCAT** and **Sharpsville Area School District** agree to work in good faith to achieve the aforementioned goals for the benefit of youth attending the public school system and by their respective authorized representatives below have executed this Memorandum as of the date first written above.

Hope Center for Arts & Technology, Inc

Thomas Rhys Roberts
Executive Director

Date: _____

Sharpsville Area School District

Name Mr. William Henwood
Title Superintendent

Date 11/19/2018

