

**SHARPSVILLE AREA SCHOOL DISTRICT**  
**Regular Meeting**  
**February 20, 2024**

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The regular meeting of the Sharpsville Area School Board was held in the Cafeteria at the Sharpsville Area Elementary School on Tuesday, February 20, 2024, at 7:00 p.m. with President Darla Grandy presiding. The following members were present: Rosemary Ferguson, Brian Foltz, Michael Garcia, Darla Grandy, John Heutsche, Margaret Hurl, Michael Lenzi, Kevin Setterberg, and Jerry Trontel.

Also present were Superintendent John Vannoy, Business Manager/Board Secretary Ashley Mocker, and Solicitor Robert Tesone (arrived at 7:28 p.m.), and guests, some of whom participated virtually.

**EXECUTIVE SESSION**

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President Grandy announced that the Sharpsville Area Board of Education met in Executive Session on February 19, 2024 at 6:15 p.m. for personnel and labor negotiation matters. All Board Members were present except Michael Lenzi. Brian Foltz arrived at 7:05 p.m. to the meeting.

**ADOPTION OF THE AGENDA**

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There was a motion by Mr. Heutsche, seconded by Mr. Lenzi, to approve the meeting agenda.

Approved:     Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed:       None

Motion Carried.

**SECRETARY REPORT**

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Board Secretary Ashley Mocker had no official action to report.

**CONSENT AGENDA**

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There was a motion by Mr. Foltz, seconded by Mr. Heutsche, to approve the following consent agenda items:

1. Board Minutes for the following meetings:
  - a. January 16, 2024 Regular Meeting
  - b. February 12, 2024 Worksession Meeting

2. Bills Affirmed and Approved  
General Fund

Affirmed for January \$1,052,332.29  
Approved for February \$494,916.36

Capital Reserve Fund

Affirmed for January \$0.00  
Approved for February \$0.00

Cafeteria Fund

Affirmed for January \$49,674.52

3. Financial Reports

	January
a. Payroll	\$10,197.39
b. General Fund	\$6,160,519.61
c. Capital Reserve	\$119,426.07
d. High School Activities	\$63,123.49
e. Middle School Activities	\$4,392.89
f. Cafeteria	\$221,439.99

4. Field Trip Requests

Date	Group	Location	Cost
March 12, 2024	American Politics National History Day Competition	Westminster College	\$279.60
February 7-9, 2024	Sharpsville Music Dept. High Achieving Students Opportunity	Hermitage High School	\$673.20
November 15, December 13, 2023, January 10, February 7, and February 14, 2024	Sharpsville Elementary Academic Games	Slippery Rock University	\$622.18
March 6 - March 8, 2024	Sharpsville Music Department High Achieving Students Opportunity	Mars High School	\$1,192.24

5. Conferences

Date	Attendee	Conference	Location	Cost
June 22-26, 2024	Jennifer Toney	Venture into the Future of Learning International Society for Technology in Education	Denver, Colorado	\$1,581.00
February 28-March 1, 2024	Annessa Steele	Pattan Special Education Conference	Hershey, PA	\$849.62
April 10-12, 2024	Annessa Steele	PAPSA 2024 Annual Conference	Lancaster, PA	\$1,119.92

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **FINANCE REPORT**

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Mr. Trontel recommended the following action:

#### **RESOLUTION 3 OF 2024**

There was a motion by Mr. Trontel, seconded by Mr. Garcia, to approve the Small Games of Chance Resolution #3 of 2024 recognizing the Sharpsville Boys Basketball 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 2023-2024 school year, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

#### **RESOLUTION 4 OF 2024**

There was a motion by Mr. Trontel, seconded by Mrs. Ferguson, to approve the Small Games of Chance Resolution #4 of 2024 recognizing the Sharpsville Track and Field Booster Club as an organization for purposes of obtaining an appropriate license to enable them to conduct and operate small games of chance for the 2023-2024 school year, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

#### **MIU IV TECHNOLOGY HELPDESK AGREEMENT**

There was a motion by Mr. Trontel, seconded by Mr. Setterberg, to approve the MIU IV Temporary Technology Helpdesk Service Work Agreement as presented, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

## **POLICY REPORT**

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Mr. Lenzi recommended the following action:

### **FIRST READING REVISED POLICIES**

There was a motion by Mr. Lenzi, seconded by Mr. Heutsche, to approve the first reading of the following revised policies, the same being attached to and a part of these minutes:

- #610 Purchases Subject to Bid/Quotation
- #611 Purchases Budgeted
- #220 Student Expression/Dissemination of Materials
- #913 NonSchool Organizations/Groups/Individuals
- #11 Principles for Governance and Leadership
- #200 Enrollment of Students
- #202 Eligibility of Nonresident Students
- #204 Attendance
- #217 Graduation
- #221 Dress and Grooming
- #233 Suspension and Expulsion
- #251 Students Experiencing Homelessness, Foster Care, and other Educational Instability
- #810 Transportation
- #800 Records Management
- #830 Security of Computerized Personal Information/Breach Notification
- #006 Meetings
- #216.1 Supplemental Discipline Records
- #815 Acceptable Use of Internet, Computers, and Network Resources
- #819 Suicide Awareness, Prevention and Response

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.



**FIRST READING NEW POLICIES**

There was a motion by Mr. Lenzi, seconded by Mr. Trontel, to approve the first reading of the following new policies, the same being attached to and a part of these minutes:

#254 Educational Opportunity for Military Children  
#830.1 Data Governance - Storage/Security

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**FIRST READING RETIREMENT OF POLICY**

There was a motion by Mr. Lenzi, seconded by Mr. Setterberg, to approve the first reading to retire the following policy, the same being attached to and a part of these minutes:

#255 Educational Stability for Children in Foster Care

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**CURRICULUM/TECHNOLOGY REPORT**

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Mr. Setterberg recommended the following action:

**2024-2025 SCHOOL CALENDAR**

There was a motion by Mr. Setterberg, seconded by Mr. Foltz, to approve the 2024-2025 school calendar, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**2024-2025 HIGH SCHOOL PROGRAM OF STUDIES**

There was a motion by Mr. Setterberg, seconded by Mr. Lenzi, to approve the 2024-2025 High School Program of Studies, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**CURRICULUM, ENROLLMENT AND STAFFING STUDY**

There was a motion by Mr. Setterberg, seconded by Mrs. Hurl, to authorize and direct the Superintendent and his designees to do the following:

1. Study student enrollment trends for past years as well as the projected enrollment for the upcoming year;
2. Study past and current curriculum and course offerings of the School District, as well as those for the upcoming school year;
3. Study the overall staffing needs of the School District for the upcoming school year; and
4. Make recommendations to the Board of School Directors concerning staffing, curriculum and program needs for the upcoming school year

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**CHAPTER 339 GUIDANCE PLAN**

There was a motion by Mr. Setterberg, seconded by Mr. Lenzi, to approve the 2024-2025 Chapter 339 Guidance Plan, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

## **PERSONNEL REPORT**

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Mrs. Ferguson recommended the following action:

### **UNPAID LEAVE OF ABSENCES**

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

- |                     |                                  |
|---------------------|----------------------------------|
| 1. Meghan Combine   | January 1-9, 2024                |
| 2. Alexandria Gregg | January 16-17, 2024              |
| 3. Teri Koval       | January 1-31, 2024               |
| 4. David Ridgway    | January 10, 11, 12, and 18, 2024 |
| 5. Dawn Yuran       | January 1-31, 2024               |
| 6. Kerri Hamilton   | December 8, 2023                 |
| 7. Frank Galati     | December 8, 2023                 |

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **VOLUNTEERS**

There was a motion by Mrs. Ferguson, seconded by Mr. Trontel, to approve the following as volunteers/chaperones for the 2023-2024 school year:

- Karlynn Wazniak
- Cayla Stull

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **STUDENT TEACHERS**

There was a motion by Mrs. Ferguson, seconded by Mrs. Hurl, to approve the following student teachers:

<b>Name of the College Student</b>	<b>Cooperative Teacher/Teachers</b>	<b>Dates</b>	<b>University</b>
Jared Curcio	Kenzie Heutsche/Tim Findley	March 11-May 3, 2024	Thiel College
Kiersten White	Krisann Trontel/Shawna Burk	January 9-May 3, 2024	Thiel College
Caleb Shuler	Chris Ault/Megan Donaldson	January 19-May 3, 2024	Thiel College
Kinsey Lowers	Jennifer Toney/Shanay Wiley	March 11-May 3, 2024	Thiel College
Taylor Pearce	Lisa Oliver	January 19-May 3, 2024	Thiel College
Taylor Clayborn	Abigail Ainsley	January 19-May 3, 2024	Thiel College

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **RESIGNATIONS**

There was a motion by Mrs. Ferguson, seconded by Mr. Garcia, to accept the following resignations:

Alexandria Gregg as of January 17, 2024, Instructional Aide.

Aaron Meardith as of February 14, 2024, Administrative Assistant in Technology.

Kathy Bobbie as of February 9, 2024, 2 hour General Cafeteria Worker.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **SUPERINTENDENT CONTRACT**

There was a motion by Mrs. Ferguson, seconded by Mr. Heutsche, to approve Resolution #5 of 2024 adopting an employment contract with John Vannoy to serve as Superintendent of the District effective July 1, 2024 and terminating June 30, 2029, the same being a part of and attached to these minutes.

Roll Call Vote:	Ferguson	Yes
	Foltz	Yes
	Garcia	Yes
	Grandy	Yes
	Heutsche	Yes
	Hurl	Yes
	Lenzi	Yes
	Setterberg	Yes
	Trontel	Yes

Motion Carried.

### **DIRECTOR OF TECHNOLOGY**

There was a motion by Mrs. Ferguson, seconded by Mr. Trontel, to hire Bradley Hoagland as Director of Technology at the salary of \$85,000.00 (pro-rated) with an effective date to be determined later, in accordance with the Act 93 Administration Compensation Plan, pending submission of all required paperwork.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **BUILDINGS/GROUNDS REPORT**

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Mr. Garcia recommended the following action:

### **BUILDING USAGE REQUEST MERCER COUNTY BASKETBALL AND FOOTBALL OFFICIALS**

There was a motion by Mr. Garcia, seconded by Mr. Lenzi, to approved the Mercer County Basketball and Football Officials to use the High School Gymnasium on Sunday March 10, 17, 24 and April 7, 14, and 21, 2024 between the hours of 12:45 pm and 3:15 pm to host a clinic for future officials with a waiver of all fees.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **BUILDING USAGE REQUEST ELEMENTARY PTO**

There was a motion by Mr. Garcia, seconded by Mrs. Ferguson, to approve the Elementary PTO to use the Middle School Gym for a Mother/Son Kickball Tournament on Friday April 5, 2024 from 4pm to 6pm and Saturday April 6, 2024 from 4pm to 8pm with a waiver of all fees.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **NEGOTIATIONS REPORT**

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Mr. Setterberg had no official action to report.

### **PUBLIC RELATIONS REPORT**

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Mr. Lenzi had no official action to report.

### **CAFETERIA REPORT**

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Mrs. Hurl had no official action to report.

### **ATHLETIC REPORT**

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Mr. Heutsche recommended the following action:

### **GOLF COACH**

There was a motion by Mr. Heustche, seconded by Mr. Trontel, to approve the following golf coach for the 2024-2025 school year:

Christian Kuharik	Head Coach (STEP 90%)	\$3,387.60
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Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **VOLLEYBALL COACHES**

There was a motion by Mr. Heutsche, seconded by Mr. Lenzi, to approve the following volleyball coaches for the 2024-2025 school year:

Chad Anderson	Head Coach (STEP MAX)	\$5,334.00
Corey Sternthal	1st Assistant (STEP MAX)	\$3,467.00
Rylee Hartle	Volunteer	\$0

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

### **CROSS COUNTRY COACHES**

There was a motion by Mr. Heutsche, seconded by Mr. Foltz, to approve the following cross country coaches for the 2024-2025 school year:

Barry McLaughlin	Head Coach (STEP MAX)	\$3,764.00
Lauren Mehler	1st Assistant (STEP 80%)	\$1,957.60

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Setterberg and Trontel

Opposed: Lenzi

Motion Carried.

### **BASEBALL COACHES**

There was a motion by Mr. Heutsche, seconded by Mrs. Ferguson, to approve the following volleyball coaches for the 2023-2024 school year:

Daniel Distler	Volunteer	\$0
Kyle Rupp	Volunteer	\$0
Joseph Siquenza	Volunteer	\$0
Corey Sternthal	Volunteer	\$0
Brock Lenzi	Volunteer	\$0

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

#### **TRACK AND FIELD COACHES**

There was a motion by Mr. Heutsche, seconded by Mr. Setterberg, to approve the following track and field coaches for the 2023-2024 school year:

Steve Piccirilli First Assistant Track and Field Coach  
(Half Step 70%) \$1,197.35, pending the submission of all paperwork

Mike Piccirilli First Assistant Track and Field Coach  
(Half Step 80%) \$1,368.40 - Pay Correction from \$2,736.80(Step 80% full rate) that was previously approved 1/16/2024 to half rate due to position being split between two coaches

Nanci Dickson Volunteer  
Justin Angermeier Volunteer

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Setterberg and Trontel

Opposed: Lenzi

Motion Carried.

#### **MERCER COUNTY CAREER CENTER REPORT**

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Mr. Garcia had no official action to report.

#### **MIDWESTERN INTERMEDIATE UNIT IV REPORT**

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Mr. Lenzi recommended the following action:



**MIDWESTERN INTERMEDIATE UNIT IV 2024-2025 GENERAL OPERATING BUDGET**

There was a motion by Mr. Lenzi, seconded by Mrs. Ferguson, to approve the Midwestern Intermediate Unit IV 2024-2025 General Operating Budget in the amount of \$4,162,498.00.

Roll Call Vote:	Ferguson	Yes
	Foltz	Yes
	Garcia	Yes
	Grandy	Yes
	Heutsche	Yes
	Hurl	Yes
	Lenzi	Yes
	Setterberg	Yes
	Trontel	Yes

Motion Carried.

**SUPERINTENDENT'S REPORT**

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Mr. Vannoy recommended the following action:

**FAMILY CONNECTIONS FAMILY BASED MENTAL HEALTH LINKAGE AGREEMENT**

There was a motion by Mr. Lenzi, seconded by Mr. Heutsche, to approve the Family Connections Family Based Mental Health Linkage Agreement, as presented, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**REVISED ARP ESSER HEALTH AND SAFETY PLAN**

There was a motion by Mrs. Ferguson, seconded by Mr. Foltz, to approve the revised ARP ESSER Health and Safety Plan, as presented, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**MANCINO'S DRIVING SCHOOL AGREEMENT**

There was a motion by Mr. Lenzi, seconded by Mr. Trontel, to approve the 2024-2025 Agreement with Mancino's Driving School, as presented, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

**SHARON REGIONAL MEDICAL CENTER PARTIAL HOSPITALIZATION PROGRAMS, PATHFINDERS AND KITE STRINGS LINKAGE AGREEMENT**

There was a motion by Mr. Lenzi, seconded by Mrs. Ferguson, to approve the Sharon Regional Medical Center Partial Hospitalization Programs, Pathfinders, and Kite Strings Linkage Agreement, as presented, the same being attached to and a part of these minutes.

Approved: Ferguson, Foltz, Garcia, Grandy, Heutsche, Hurl, Lenzi, Setterberg and Trontel

Opposed: None

Motion Carried.

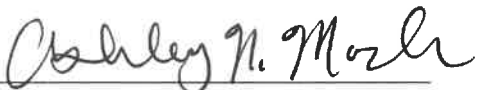
**ADJOURNMENT**

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There was a motion by Mrs. Ferguson, seconded by Mr. Lenzi, to adjourn the meeting.

Motion Carried.

The meeting adjourned at 7:47 p.m.

  
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Ashley N. Mocker, Board Secretary

SHARPSVILLE AREA SCHOOL DISTRICT  
BOARD REPORT

February 20, 2024

GENERAL FUND

Total Bills to be Affirmed for January	\$1,043,340.79
Total Bills to be Affirmed for January – Procurement Card	<u>8,991.50</u>
Total Affirmed for January	<u>\$1,052,332.29</u>
Total Bills to be Approved for February	\$494,916.36

CAPITAL RESERVE FUND

Total Bills to be Affirmed for January	\$0.00
Total Bills to be Approved for February	\$0.00

CAFETERIA FUND

Total Bills to be Affirmed for January	\$49,674.52
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# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Dates: 01/01/2024 - 01/31/2024    Omit Dates: 2024-01-16

Payment Categories: Regular Checks  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026782	01/04/2024	LE4190400001	2400001197	BBGJ.REDBANK	10-3250-330-000-00-000-000-BBGJ	330BBGJ	29.50
0000026782	01/04/2024	LE4190400002	2400001209	BBBJ.ROCKYGR OVE	10-3250-330-000-00-000-000-BBBJ	330BBBJ	59.00
AUSTINTI-TIA AUSTIN				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	88.50
0000026783	01/04/2024	LE4190400003	2400001199	BBGV.REDBANK	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
BELLASRI-RICH BELLAS				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	80.00
0000026784	01/04/2024	LE4190400004	2400001223	JANUARY2024	10-0470-000-000-000-000-0000	10470	1,100.44
CROWNBEA-CROWN BENEFITS ADMINISTRATION				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	1,100.44
0000026785	01/04/2024	LE4190400005	2400001201	BBGJ.REDBANK	10-3250-330-000-00-000-000-BBGJ	330BBGJ	29.50
DZURICBI-BILL DZURICKO				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	29.50
0000026786	01/04/2024	LE4190400006	2400001202	BBGV.REDBANK	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
HAWTHOLA-LARRY HAWTHORNE				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	80.00
0000026787	01/04/2024	LE4190400007	2400001214	10-3250-330-000-00-000-000-BBGV			80.00
0000026787	01/04/2024	LE4190400008	2400001214	10-3250-330-000-00-000-000-BBBV			80.00
JACKSONRO-RON JACKSON				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	160.00
0000026788	01/04/2024	LE4190400009	2400001182	WRV.COMMPRR Y	10-3250-330-000-00-000-000-WRV0	330WRV	64.33
0000026788	01/04/2024	LE4190400010	2400001182	WRV.COMMPRR Y	10-3250-330-000-00-000-000-WRJ0	330WRJ	64.33
0000026788	01/04/2024	LE4190400011	2400001182	WRV.COMMPRR Y	10-3250-330-000-00-000-000-WRM0	330WRM	64.34
REYNOLJU-JUSTIN REYNOLDS				Remit ID R-1	Payment Date: 01/04/2024	Payment Amt:	193.00

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Dates: 01/01/2024 - 01/31/2024    Omit Dates: 2024-01-16

Payment Categories: Regular Checks  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026789	01/05/2024	LE4191000001	2400001172	BBGJ.GREENVIL LE	10-3250-330-000-000-000-BBGJ	330BBGJ	59.00
BAIRWA-WAYNE BAIR							
0000026790	01/05/2024	LE4191000002	2400001173	BBGV.GREENVIL LE	10-3250-330-000-000-000-BBGV	330BBGV	59.00
BELLASRI-RICH BELLAS							
0000026791	01/05/2024	LE4191000003	2400001174	BBGJ.GREENVIL LE	10-3250-330-000-000-000-BBGJ	330BBGJ	59.00
BOCHERMIK-MIKE BOCHERT							
0000026792	01/05/2024	LE4191000004	2400001178	BBGV.GREENVIL LE	10-3250-330-000-000-000-BBGV	330BBGV	80.00
FEDORKLI-LINDA FEDORKA							
0000026793	01/05/2024	LE4191000005	2400001216	BBGV.LAUREL	10-3250-330-000-000-000-BBGV	330BBGV	80.00
OSBORNMA-MARK OSBORNE							
0000026794	01/05/2024	LE4191000006	2400001191	110 005 503 203	10-2620-622-000-00-500-000-0000	1262062250 00000	3,918.06
0000026794	01/05/2024	LE4191000007	2400001191	110 005 503 203	10-2620-622-000-00-800-000-0000	1262062280 00000	4,788.73
0000026794	01/05/2024	LE4191000008	2400001191	110 005 503 740	10-2620-622-000-00-200-000-0000	1262062220 00000	5,256.04
0000026794	01/05/2024	LE4191000009	2400001191	110 005 508 863	10-2620-622-000-00-980-000-0000	1262062298 00000	38.08
0000026794	01/05/2024	LE4191000010	2400001191	110 005 508 905	10-2620-622-000-00-980-000-0000	1262062298 00000	434.90
0000026794	01/05/2024	LE4191000011	2400001191	110 005 508 954	10-2620-622-000-00-980-000-0000	1262062298 00000	21.60
0000026794	01/05/2024	LE4191000012	2400001191	110 139 435 421	10-2620-622-000-00-980-000-0000	1262062298 00000	48.88

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

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Dates: 01/01/2024 - 01/31/2024    Omit Dates: 2024-01-16

Payment Categories: Regular Checks  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026794	01/05/2024	LE4191000013	2400001191	110 005 508 996	10-2620-622-000-00-980-000-000-0000	1262062298 00000	56.25
<b>PENNPO-PENN POWER</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026795	01/05/2024	LE4191000014	2400001183	JRH.JAN.19.24	10-1110-894-000-20-500-000-127-0000	1110089450 00000	120.00
0000026795	01/05/2024	LE4191000015	2400001184	9TH.JAN.19.24	10-1110-894-000-30-800-000-137-0000	1110089480 00000	80.00
<b>PMEADIST5-PMEA DISTRICT 5</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026796	01/05/2024	LE4191000016	2400001180	BBGV.GREENVIL LE	10-3250-330-000-00-000-000-000-BBGV	330BBGV	80.00
<b>RYDERTO-TOM RYDER</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026797	01/05/2024	LE4191000017	2400001219	BBBV.ROCKYGR OVE	10-3250-330-000-00-000-000-BBBV	330BBBV	80.00
<b>SEARLEST-STEPHEN SEARLE</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026798	01/05/2024	LE4191000018	2400001204	BBGV.REDBANK	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
0000026798	01/05/2024	LE4191000019	2400001220	BBGV.LAUREL	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
<b>SNYDERGE-GEORGE SNYDER</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026799	01/05/2024	LE4191000020	2400001224	OCT.DEC2023	10-2620-424-000-00-220-000-000-0000	1262042422 00000	264.00
<b>SOUTHPY1-SOUTH PYMATUNING TOWNSHIP</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026800	01/05/2024	LE4191000021	2400001221	BBBV.ROCKYGR OVE	10-3250-330-000-00-000-000-BBBV	330BBBV	80.00
<b>THORNJA-JACK THORN</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	
0000026801	01/10/2024	LE4195400186	2400001274	JAN11.13.24	10-1110-894-000-30-800-000-137-0000	1110089480 00000	546.00

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# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Dates: 01/01/2024 - 01/31/2024    Omit Dates: 2024-01-16

Payment Categories: Regular Checks  
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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
<b>PMEADIST5-PMEA DISTRICT 5</b>							
0000026802	01/11/2024	LE4196600001	2400001226	WRM.V.GREENVI LLE	10-3250-330-000-00-000-000-WRV0	330WRV	546.00
0000026802	01/11/2024	LE4196600002	2400001226	WRM.V.GREENVI LLE	10-3250-330-000-00-000-000-WRM0	330WRM	67.00
<b>ARANDADAN-DANIEL ARANDA</b>							
0000026803	01/11/2024	LE4196600003	2400001225	70756000	10-2620-424-000-00-800-000-0000	1262042480 00000	134.00
0000026803	01/11/2024	LE4196600004	2400001225	70756000	10-2620-424-000-00-500-000-0000	1262042450 00000	521.20
0000026803	01/11/2024	LE4196600005	2400001225	50430000	10-2620-424-000-00-980-000-0000	1262042498 00000	426.44
0000026803	01/11/2024	LE4196600006	2400001225	70651000	10-2620-424-000-00-200-000-0000	1262042420 00000	199.47
<b>BOROUGHSH-BOROUGH OF SHARPSVILLE</b>							
0000026804	01/11/2024	LE4196600007	2400001269	BBGJ.GROVECIT Y	10-3250-330-000-00-000-000-BBGJ	330BBGJ	602.58
<b>DADOJO-JOHN DADO</b>							
0000026805	01/11/2024	LE4196600008	2400000107	36683374	10-0474-000-000-00-000-000-0000	10474	1,749.69
<b>ENCOVAIN-ENCOVA INSURANCE</b>							
0000026806	01/11/2024	LE4196600009	2400001235	BBGV.GROVECIT Y	10-3250-330-000-00-000-000-BBGV	330BBGV	59.00
<b>FALCONVI-VINCENT FALCONI</b>							
0000026807	01/11/2024	LE4196600014	2400001236	BBGV.GROVECIT Y	10-3250-330-000-00-000-000-BBGV	330BBGV	59.00
<b>FLEETCH-CHUCK FLEET</b>							
				Remit ID R-1	Payment Date: 01/11/2024	Payment Amt:	80.00

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000026808	01/11/2024	LE4196600011	2400001241	BBGV.GROVECI Y	10-3250-330-000-00-000-000-BBGJ	330BBGJ	59.00
<b>MAGESTDRE-DREW MAGESTRO</b>							
0000026809	01/11/2024	LE4196600012	2400001237	BBB8,HICKORY	10-3250-330-000-00-000-000-BBB7	330BBB7	27.00
0000026809	01/11/2024	LE4196600013	2400001237	BBB8,HICKORY	10-3250-330-000-00-000-000-BBB8	330BBB8	27.00
<b>MANCISON-SONNY MANCINO</b>							
0000026810	01/11/2024	LE4196600015	2400001166	JAN17.18.2024	10-1110-894-000-30-800-000-137-0000	1110089480 00000	425.00
<b>MCBANDDIA-MERCER COUNTY BAND DIRECTORS ASSOCIATION</b>							
0000026811	01/11/2024	LE4196600010	2400001299	BBBV.FARRELL	10-3250-330-000-00-000-000-BBBV	330BBBV	80.00
<b>MCLHINJE-JEFF MCLHINNEY</b>							
0000026812	01/11/2024	LE4196600016	2400001277	3763187 10	10-2620-621-000-00-200-000-000-0000	1262062120 00000	1,224.11
0000026812	01/11/2024	LE4196600017	2400001277	3763187 10	10-2620-621-000-00-980-000-000-0000	1262062198 00000	38.20
0000026812	01/11/2024	LE4196600018	2400001277	3763187 10	10-2620-621-000-00-500-000-000-0000	1262062150 00000	870.37
0000026812	01/11/2024	LE4196600019	2400001277	3763187 10	10-2620-621-000-00-800-000-000-0000	1262062180 00000	1,063.79
<b>NATIONAFU-NATIONAL FUEL</b>							
0000026813	01/11/2024	LE4196600020	2400001301	BBBV.FARRELL	10-3250-330-000-00-000-000-BBBV	330BBBV	80.00
<b>OPPMANJA-JAMES OPPMAN</b>							
0000026814	01/11/2024	LE4196600021	2400001245	110 046 135 841	10-2620-622-000-00-220-000-000-0000	1262062222 00000	37.56

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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>PENNPO-PENN POWER</b>							
0000026815	01/11/2024	LE4196600022	2400001239	BBGJ.GROVECIT Y	10-3250-330-000-00-000-000-BBGV	330BBGV	37.56
<b>SMITHPH-PHIL SMITH</b>							
0000026816	01/11/2024	LE4196600023	2400001228	72774212	10-2620-531-000-00-800-000-0000	1262053180 00000	80.00
0000026816	01/11/2024	LE4196600024	2400001228	72774212	10-2620-531-000-00-500-000-0000	1262053150 00000	25.96
0000026816	01/11/2024	LE4196600025	2400001228	72774212	10-2620-531-000-00-200-000-0000	1262053120 00000	16.23
<b>VERIZOBUS-VERIZON BUSINESS SERVICES</b>							
0000026817	01/11/2024	LE4196600026	2400001304	BBBV.FARRELL	10-3250-330-000-00-000-000-BBBV	330BBBV	22.71
<b>WALTERSC-SCOTT WALTERS</b>							
0000026896	01/18/2024	LE4199400001	2400001321	BBGJ.SLPPRYO CK	10-3250-330-000-00-000-000-BBGJ	330BBGJ	64.90
0000026896	01/18/2024	LE4199400002	2400001321	BBGV.SLPPRYR OCK	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
<b>BARZAKTY-TY BARZAK</b>							
0000026897	01/18/2024	LE4199400003	2400001323	Order ID O-1	Payment Date: 01/18/2024	Payment Amt:	139.00
<b>BOLYARBE-BECKY BOLYARD</b>							
0000026898	01/18/2024	LE4199400004	2400001328	BBGV.SLPPRYR OCK	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
<b>KEYSOLST-KEYSOLUTION STAFFING LLC</b>							
0000026899	01/18/2024	LE4199400005	2400001333	Remit ID R-1	Payment Date: 01/18/2024	Payment Amt:	80.00
				JAN.15.2024	10-2270-121-990-10-200-000-000-4300	1227012120 00043	600.00
0000026899	01/18/2024	LE4199400005	2400001333	Remit ID R-1	Payment Date: 01/18/2024	Payment Amt:	600.00
				BBGJ.SLPPRYO CK	10-3250-330-000-00-000-000-BBGJ	330BBGJ	59.00

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Sharpsville Area School District

# FUND ACCOUNTING PAYMENT REGISTER

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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>MEIERJAME-JAMES MEIER</b>							
0000026900	01/18/2024	LE4199400006	2400001308	Order ID O-1 JAN.10.2024	Payment Date: 01/18/2024 10-0487-000-00-000-000-0000	Payment Amt: 10487	59.00
<b>SASDACT-SHARPSVILLE AREA SCHOOL DIST.</b>							
0000026901	01/26/2024	LE4201300005	2400001367	Remit ID R-1 Acct 104697454	Payment Date: 01/18/2024 10-2720-513-000-00-000-000-3500	Payment Amt: 1272051300 00035	70.25
<b>FERRELGA-FERRELL GAS</b>							
0000026902	01/26/2024	LE4201300001	2400001365	Remit ID R-1 87411674	Payment Date: 01/26/2024 10-2620-621-000-00-200-000-0000	Payment Amt: 1262062120 00000	2,609.37
0000026902	01/26/2024	LE4201300002	2400001365	87411674	10-2620-621-000-00-980-000-0000	1262062198 00000	2,609.37
0000026902	01/26/2024	LE4201300003	2400001365	87411674	10-2620-621-000-00-500-000-0000	1262062150 00000	3,389.73
0000026902	01/26/2024	LE4201300004	2400001365	87411674	10-2620-621-000-00-800-000-0000	1262062180 00000	105.79
<b>MARATHEN-ENERGO</b>							
0000026903	01/26/2024	LE4201300006	2400001364	Remit ID R-1 PMEA	Payment Date: 01/26/2024 10-1110-894-000-30-800-000-137-0000	Payment Amt: 1110089480 00000	2,410.19
<b>PMEADIST5-PMEA DISTRICT 5</b>							
0000026904	01/30/2024	LE4204600001	2400001356	Remit ID R-1 BBBJ.REYNOLDS	Payment Date: 01/26/2024 10-3250-330-000-00-000-000-BBBV	Payment Amt: 330BBBV	118.00
0000026904	01/30/2024	LE4204600002	2400001376	BBGV.WILMINGT ON	10-3250-330-000-00-000-000-BBGV	330BBGV	80.00
<b>BARZAKTY-TY BARZAK</b>							
0000026905	01/30/2024	LE4204600003	2400001368	Order ID O-1 0025950	Payment Date: 01/30/2024 10-0470-000-00-000-000-0000	Payment Amt: 10470	160.00
<b>BOSTONMU-BOSTON MUTUAL</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	447.25

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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026906	01/30/2024	LE4204600004	2400001386	544.FEB.2024	10-0470-000-00-000-000-0000	10470	155.97
<b>CMREG-CM REGENT LLC</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	
0000026907	01/30/2024	LE4204600005	2400001366	FEBRUARY2024	10-0470-000-00-000-000-0000	10470	134,025.41
0000026907	01/30/2024	LE4204600006	2400001387	FEBRUARY2024	10-0470-000-00-000-000-0000	10470	1,082.90
<b>CROWNBEA-CROWN BENEFITS ADMINISTRATION</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	
0000026908	01/30/2024	LE4204600007	2400001379	BBGJ.WILMINGT ON	10-3250-330-000-000-000-BBGJ	330BBGJ	59.00
<b>DADOJO-JOHN DADO</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	
0000026909	01/30/2024	LE4204600008	2400001374	BBB7.8.GROVECI TY	10-3250-330-000-000-000-BBB7	330BBB7	27.00
0000026909	01/30/2024	LE4204600009	2400001374	BBB7.8.GROVECI TY	10-3250-330-000-000-000-BBB8	330BBB8	27.00
<b>DZURICBI-BILL DZURICKO</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	
0000026910	01/30/2024	LE4204600010	2400001355	BBB7.8.REYNOL DS	10-3250-330-000-000-000-BBB7	330BBB7	27.00
0000026910	01/30/2024	LE4204600011	2400001355	BBB7.8.REYNOL DS	10-3250-330-000-000-000-BBB8	330BBB8	27.00
<b>GATESRYAN-RYAN GATES</b>							
				Order ID O-1	Payment Date: 01/30/2024	Payment Amt:	
0000026911	01/30/2024	LE4204600012	2400001342	BBBV.MERCER	10-3250-330-000-000-000-BBBV	330BBBV	80.00
0000026911	01/30/2024	LE4204600013	2400001342	BBB7.8.FARREL L	10-3250-330-000-000-000-BBB7	330BBB7	27.00
0000026911	01/30/2024	LE4204600014	2400001342	BBB7.8.FARREL L	10-3250-330-000-000-000-BBB8	330BBB8	27.00
<b>HARTJI-JAMES HART</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	
							134.00

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Sharpville Area School District

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Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0000026912	01/30/2024	LE4204600015	2400001380	BBGV.WILMINGT ON	10-3250-330-000-00-000-000-000-BBGV	330BBGV	80.00
<b>HAWTHOLA-LARRY HAWTHORNE</b>							
0000026913	01/30/2024	LE4204600016	2400001358	BBBJ.REYNOLDS	10-3250-330-000-00-000-000-000-BBBJ	330BBBJ	80.00
<b>JAROCKJOH-JOHN JAROCKI</b>							
0000026914	01/30/2024	LE4204600017	2400001360	BBBJ.REYNOLDS	10-3250-330-000-00-000-000-000-BBBV	330BBBV	59.00
<b>OSBORNMA-MARK OSBORNE</b>							
0000026915	01/30/2024	LE4204600018	2400001344	BBBV.MERCER	10-3250-330-000-00-000-000-000-BBBV	330BBBV	59.00
0000026915	01/30/2024	LE4204600019	2400001383	BBGV.WILMINGT ON	10-3250-330-000-00-000-000-000-BBGV	330BBGV	80.00
<b>PLATTETOJ-TOM PLATTEBORZE JR</b>							
0000026916	01/30/2024	LE4204600020	2400001316	WRV.J.M.REYNO LDS	10-3250-330-000-00-000-000-000-WRV0	330WRV	160.00
0000026916	01/30/2024	LE4204600021	2400001316	WRV.J.M.REYNO LDS	10-3250-330-000-00-000-000-000-WRJ0	330WRJ	64.33
0000026916	01/30/2024	LE4204600022	2400001316	WRV.J.M.REYNO LDS	10-3250-330-000-00-000-000-000-WRM0	330WRM	64.33
<b>POWELLJR-J ROBERT POWELL</b>							
0000026917	01/30/2024	LE4204600023	2400001362	BBBJ.REYNOLDS	10-3250-330-000-00-000-000-000-BBBJ	330BBBJ	193.00
<b>REESEKEVI-KEVIN REESE</b>							
0000026918	01/30/2024	LE4204600024	2400001346	BBBV.MERCER	10-3250-330-000-00-000-000-000-BBBV	330BBBV	59.00
<b>RYDERTO-TOM RYDER</b>							
0000026919	01/30/2024	LE4204600025	2400001347	BBB.7.8.FARREL L	10-3250-330-000-00-000-000-000-BBB7	330BBB7	80.00
							27.00

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0000026919	01/30/2024	LE4204600026	2400001347	BBB7.8.FARREL L	10-3250-330-000-000-000-BBB8	330BBB8	27.00
0000026919	01/30/2024	LE4204600027	2400001375	BBB7.8.GROVECI TY	10-3250-330-000-000-000-BBB7	330BBB7	27.00
0000026919	01/30/2024	LE4204600028	2400001375	BBB7.8.GROVECI TY	10-3250-330-000-000-000-BBB8	330BBB8	27.00
<b>SCHWARCH-CHUCK SCHWARTZ</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	108.00
0000026920	01/30/2024	LE4204600029	2400001352	72804884	10-2620-531-000-00-800-000-0000	1262053180 00000	25.96
0000026920	01/30/2024	LE4204600030	2400001352	72804884	10-2620-531-000-00-500-000-0000	1262053150 00000	16.24
0000026920	01/30/2024	LE4204600031	2400001352	72804884	10-2620-531-000-00-200-000-000-0000	1262053120 00000	22.72
<b>VERIZON-BUSINESS SERVICES</b>							
				Remit ID R-1	Payment Date: 01/30/2024	Payment Amt:	64.92
0001032024	01/03/2024	AP4209600001		Employer HSA #1	10-0462-000-000-000-000-0000	10462	116,960.00
<b>SASDPR-SHARPSVILLE AREA SCHOOL DISTRICT</b>							
				Remit ID R-1	Payment Date: 01/03/2024	Payment Amt:	116,960.00
0001052024	01/05/2024	AP4210100001		Employer HSA #2	10-0462-000-000-000-000-0000	10462	7,680.00
<b>SASDPR-SHARPSVILLE AREA SCHOOL DISTRICT</b>							
				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	7,680.00
0001082024	01/08/2024	LE4194900001	2400000963	PSEA-12	10-0470-000-000-000-000-0000	10470	7,071.50
0001082024	01/08/2024	LE4194900002	2400000963	PSEA-12	10-5800-272-000-00-000-000-0000	15800272	813.07
<b>PSEAHEW-PSEA HEALTH AND WELFARE FUND</b>							
				Remit ID R-1	Payment Date: 01/08/2024	Payment Amt:	7,884.57
0001092024	01/09/2024	AP4210300001		Employer HSA #3	10-0462-000-000-000-000-0000	10462	2,880.00
<b>SASDPR-SHARPSVILLE AREA SCHOOL DISTRICT</b>							
				Remit ID R-1	Payment Date: 01/09/2024	Payment Amt:	2,880.00
0001152024	01/15/2024	LE4202000001	2400001326	January Payroll	10-0462-000-000-00-000-000-0000	10462	712,258.14

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<b>SASDPR-SHARPSVILLE AREA SCHOOL DISTRICT</b>							
0001182024	01/18/2024	LE4195100001	2400001246	94228711	10-2720-513-000-00-000-000-3500	1272051300 00035	712,258.14
0001182024	01/18/2024	LE4195100002	2400001246	94228711	10-2620-626-000-00-000-000-0000	1262062600 00000	1,956.05
0001182024	01/18/2024	LE4195100003	2400001246	94228711	10-3250-627-000-00-000-000-AD00	627AD	239.27
<b>SUNOCOFU-WEX BANK</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/18/2024</b>	<b>Payment Amt:</b>	<b>2,949.23</b>
0001222024	01/22/2024	LE4184200001	2400000253	A23122738407	10-2519-340-000-00-000-000-0000	1251934000 00000	5.08
<b>HIGHMABLB-HIGHMARK BLUE CROSS BLUE SHIELD</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/22/2024</b>	<b>Payment Amt:</b>	<b>5.08</b>
0001232024	01/23/2024	LE4205600001	2400001393	HRA Jan	10-1110-281-000-10-200-000-000-0000	1110028120 00000	674.88
<b>CROWNBEA-CROWN BENEFITS ADMINISTRATION</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/23/2024</b>	<b>Payment Amt:</b>	<b>674.88</b>
0001242024	01/24/2024	LE4205800001	2400001394	Cafeteria Bal	10-0487-000-000-00-000-000-0000	10487	58.20
<b>SASDCAF-SHARPSVILLE AREA SCHOOL DIST.</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/24/2024</b>	<b>Payment Amt:</b>	<b>58.20</b>
0001222024	01/22/2024	LE4201700001	2400001327	January	10-0460-000-000-00-000-000-0200	0200	2,858.57
0001222024	01/22/2024	LE4201700002	2400001327	January	10-0471-000-000-00-000-000-0000	10471	2,321.94
<b>VOYA-VOYA FINANCIAL INSTITUTIONAL PLAN SERVICES LLC</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/22/2024</b>	<b>Payment Amt:</b>	<b>5,180.51</b>
<b>10 - GENERAL FUND</b>							<b>1,043,340.79</b>

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Dates: 01/01/2024 - 01/31/2024    Omit Dates: 2024-01-16

Payment Categories: Regular Checks  
Sort: Payment Number

Grand Total All Funds	1,043,340.79
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	1,043,340.79
Grand Total All Payments	1,043,340.79

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

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: PL - PLGIT    Payment Dates: 01/01/2024 - 01/31/2024

Payment Categories: Regular Checks  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctrl#	Invoice #	Account Code	ASN	Amount
0001052024	01/05/2024	LE4206700001	2400001208	Harrisbank-01	10-1110-610-000-30-800-260-137-0000	1110061080 26000	90.57
0001052024	01/05/2024	LE4206700002	2400001208	Harrisbank-01	10-1110-610-000-30-800-240-137-0000	1110061080 24000	199.13
0001052024	01/05/2024	LE4206800001	2400001391	Harrisbank-01	10-2310-390-000-00-000-000-000-0000	1231039000 00000	5.00
0001052024	01/05/2024	LE4206800002	2400001391	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000 00000	62.34
0001052024	01/05/2024	LE4206800003	2400001391	Harrisbank-01	10-2220-538-000-00-000-000-402-0000	1222053800 00000	55.00
0001052024	01/05/2024	LE4206800004	2400001391	Harrisbank-01	10-1225-810-890-00-000-000-201-5900	1122581000 00059	253.00
0001052024	01/05/2024	LE4206800005	2400001391	Harrisbank-01	10-2310-390-000-00-000-000-000-0000	1231039000 00000	99.00
0001052024	01/05/2024	LE4206800006	2400001391	Harrisbank-01	10-2834-360-000-00-000-000-000-0000	1283436000 00000	265.00
0001052024	01/05/2024	LE4206800007	2400001391	Harrisbank-01	10-2834-580-000-00-000-000-000-0000	1283458000 00000	20.00
0001052024	01/05/2024	LE4206800008	2400001391	Harrisbank-01	10-2360-635-000-00-000-000-000-0000	1236063500 00000	52.73
0001052024	01/05/2024	LE4206800009	2400001391	Harrisbank-01	10-2220-538-000-00-000-000-402-0000	1222053800 00000	55.00
0001052024	01/05/2024	LE4206900001	2400001287	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000 00000	2,390.49
0001052024	01/05/2024	LE4207000001	2400001288	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000 00000	5,444.24
HARRISBA-HARRIS BANK				Remit ID R-1	Payment Date: 01/05/2024	Payment Amt:	8,991.50

10 - GENERAL FUND

8,991.50

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



FUND ACCOUNTING PAYMENT REGISTER

Bank Account: PL - PLGIT    Payment Dates: 01/01/2024 - 01/31/2024

Payment Categories: Regular Checks  
Sort: Payment Number

Grand Total All Funds	8,991.50
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	8,991.50
Grand Total All Payments	8,991.50

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

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026954	02/20/2024	LE4199600172	2400001496	FEBRAURY2024	10-1110-562-000-30-800-000-109-0000	1110056280 00000	1,115.09
21CCCS-21ST CENTURY CYBER CHARTER SCL							
0000026955	02/20/2024	LE4199600116	2400001337	118615	10-1110-610-000-10-200-000-117-0000	1110061020 00000	1,115.09
AGCEDUCAT-AGC EDUCATION INC							
0000026956	02/20/2024	LE4199600173	2400001502	916451	10-1110-562-000-30-800-000-109-0000	1110056280 00000	723.38
AGORACYC-AGORA CYBER CHARTER SCHOOL							
0000026957	02/20/2024	LE4199600149	2400001462	5505809693	10-2620-430-000-00-800-000-000-0000	1262043080 00000	723.38
AIRGASUA-AIRGAS USA LLC							
0000026958	02/20/2024	AP4207300001	2400001273	19RK-QGPM-9PTC	10-1231-610-360-10-200-000-000-4500	1123161020 00045	4,460.36
0000026958	02/20/2024	LE4199600082	2400001351	1PVF-G69R-71X3	10-2519-340-000-00-000-000-000-0000	1251934000 00000	4,460.36
0000026958	02/20/2024	LE4199600083	2400001222	1HDX-4X4J-9TXD	10-2620-610-000-00-000-000-000-0000	1262061000 00000	616.10
0000026958	02/20/2024	LE4199600084	2400001230	1QRX-TP33-4XM6	10-1110-610-000-12-200-000-117-1200	1110061020 00012	616.10
0000026958	02/20/2024	LE4199600085	2400001244	1F19-NKFR-7HDX	10-2360-610-000-00-000-000-000-0000	1236061000 00000	616.10
0000026958	02/20/2024	LE4199600086	2400001244	1F19-NKFR-7HDX	10-2519-610-000-00-000-000-000-0000	1251961000 00000	616.10
0000026958	02/20/2024	LE4199600087	2400001270	1F19-NKFR-9WVC	10-1231-610-360-10-200-000-000-4500	1123161020 00045	9.99
0000026958	02/20/2024	LE4199600088	2400001270	1F19-NKFR-9WVC	10-1231-610-000-10-200-000-201-0000	1123161020 00000	9.99

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026958	02/20/2024	LE4199600089	2400001273	1GLD-RQD6-6HXQ	10-1231-610-360-10-200-000-000-4500	112316102000045	53.95
0000026958	02/20/2024	LE4199600090	2400001275	1RNT-PNFN-9WR3	10-2519-610-000-00-000-000-0000	125196100000000	46.45
0000026958	02/20/2024	LE4199600091	2400001317	19RK-QGPM-7NGC	10-1290-610-890-10-200-000-201-5900	112906102000059	19.35
0000026958	02/20/2024	LE4199600092	2400001317	19RK-QGPM-7NGC	10-2620-610-000-00-200-000-000-0000	126206102000000	58.40
0000026958	02/20/2024	LE4199600093	2400001330	1HY9-D9FF-9L6H	10-1241-610-000-20-500-000-201-0000	112416105000000	15.99
0000026958	02/20/2024	LE4199600094	2400001353	19RK-QGPM-7776	10-2310-610-000-00-000-000-000-0000	123106100000000	39.10
0000026958	02/20/2024	LE4199600095	2400001354	1H6C-WCGH-9F16	10-2519-610-000-00-000-000-000-0000	125196100000000	88.24
0000026958	02/20/2024	LE4199600096	2400001354	1H6C-WCGH-9F16	10-2360-610-000-00-000-000-000-0000	123606100000000	58.93
0000026958	02/20/2024	LE4199600097	2400001370	1PJ1-3VQL-7MR3	10-1110-610-000-20-500-260-127-0000	111006105026000	134.88
0000026958	02/20/2024	LE4199600098	2400001372	1RL1-YYNJ-9N1H	10-2620-610-000-00-000-000-000-0000	126206100000000	585.18
0000026958	02/20/2024	LE4199600099	2400001373	1KFH-6XXJ-99VM	10-2519-610-000-00-000-000-000-0000	125196100000000	175.99
0000026958	02/20/2024	LE4199600117	2400001389	1HY9-D9FF-4JY3	10-1110-610-000-30-800-170-137-0000	111006108017000	65.31
AMAZON-AMAZON CAPITAL SERVICES							2,213.48
0000026959	02/20/2024	LE4199600174	2400001497	JANUARY2024	10-2350-330-000-00-000-000-000-0000	123503300000000	1,545.00
ANDREWPR-ANDREWS & PRICE							1,545.00
0000026960	02/20/2024	LE4199600076	2400000516	07991	10-2380-810-000-10-200-000-117-0000	123808102000000	99.00

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

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>ASCD-PASCD</b>							
0000026961	02/20/2024	LE4199600001	2400001322	BBGV.SLPPRYR OCK	10-3250-330-000-000-000-BBGV	330BBGV	99.00
0000026961	02/20/2024	LE4199600100	2400001377	BBGV.WILMINGT ON	10-3250-330-000-000-000-BBGV	330BBGV	25.00
0000026961	02/20/2024	LE4199600120	2400001436	BBGV.ROCKYGR OVE	10-3250-330-000-000-000-BBGV	330BBGV	25.00
0000026961	02/20/2024	LE4199600150	2400001468	BBGV.HICKORY	10-3250-330-000-000-000-BBGV	330BBGV	25.00
0000026961	02/20/2024	LE4199600151	2400001468	BBGV.UNION	10-3250-330-000-000-000-BBGV	330BBGV	25.00
<b>BASTIDJUS-JUSTIN BASTIDE</b>							
0000026962	02/20/2024	LE4199600175	2400001498	JUNE.30.23	10-2310-330-000-000-000-0000	1231033000 00000	125.00
<b>BLACKBAP-BLACK BASHOR &amp; PORSCH LLP</b>							
0000026963	02/20/2024	LE4199600121	2400001422	2452692	10-1110-610-000-30-800-122-137-0000	1110061080 12200	31,280.00
0000026963	02/20/2024	LE4199600122	2400001422	2452692	10-1110-610-000-30-800-000-137-0000	1110061080 00000	31,280.00
<b>BLICKARM-BLICK ART MATERIALS</b>							
0000026964	02/20/2024	LE4199600152	2400001466	IC364321	10-2620-610-000-00-000-000-0000	1262061000 00000	371.44
0000026964	02/20/2024	LE4199600153	2400001466	IC365764	10-2620-610-000-00-000-000-0000	1262061000 00000	34.32
<b>BORTNITRS-BORTNICK TRACTOR SALES INC.</b>							
0000026965	02/20/2024	LE4199600002	2400001324	BBGV.SLPPRYR OCK	10-3250-330-000-00-000-000-BBGV	330BBGV	405.76
<b>CAMPBLIAM-LIAM CAMPBELL</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	16.80
							9.98
							26.78
							25.00
							25.00

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026966	02/20/2024	LE4199600305	2400001552	SVL 2023-5	10-1225-330-000-00-000-109-0000	1122533000 00000	8,040.00
0000026966	02/20/2024	LE4199600306	2400001552	SVL 2023-5	10-1290-330-000-00-000-109-0000	1129033000 00000	9,460.00
0000026966	02/20/2024	LE4199600307	2400001552	SVL 2023-5	10-1290-330-000-00-000-109-0000	1129033000 00000	960.00
CAPABLK1-CAPABLE KIDS LLC							
0000026967	02/20/2024	LE4199600118	2400001325	INV3329554	10-2660-610-360-00-000-000-4500	1266061000 00045	2,733.36
CARDIOPA-CARDIO PARTNERS INC							
0000026968	02/20/2024	LE4199600154	2400001459	172036	10-2620-610-000-00-000-000-0000	1262061000 00000	1,689.95
CASTLEMAP-CASTLE MAINTENANCE PRODUCTS							
0000026969	02/20/2024	LE4199600003	2400001313	WRV.REYNOLDS	10-3250-330-000-00-000-000-000-330WRV	330WRV	30.00
0000026969	02/20/2024	LE4199600004	2400001331	BBGV.SLPTRYR OCK	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
0000026969	02/20/2024	LE4199600009	2400001341	BBBV.MERCER	10-3250-330-000-00-000-000-000-BBBV	330BBBV	30.00
0000026969	02/20/2024	LE4199600101	2400001378	BBGV.WILMINGT ON	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
0000026969	02/20/2024	LE4199600102	2400001397	BBBV.LAKEVIEW	10-3250-330-000-00-000-000-000-BBBV	330BBBV	30.00
0000026969	02/20/2024	LE4199600123	2400001437	BBGV.ROCKYGR OVE	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
0000026969	02/20/2024	LE4199600155	2400001470	BBBV.WMIDDLES EX	10-3250-330-000-00-000-000-000-BBBV	330BBBV	30.00
0000026969	02/20/2024	LE4199600156	2400001470	BBGV.HICKORY	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
0000026969	02/20/2024	LE4199600157	2400001470	BBGV.UNION	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
CHAMBEKI-KIMBERLY A CHAMBERLAIN							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	270.00
* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card							

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000026970	02/20/2024	LE4199600176	2400001543	915885	10-1110-562-000-10-200-000-109-0000	1110056220 00000	3,345.27
0000026970	02/20/2024	LE4199600177	2400001543	915885	10-1110-562-000-30-800-000-109-0000	1110056280 00000	4,460.37
0000026970	02/20/2024	LE4199600178	2400001543	915885	10-1290-562-000-20-500-000-109-0000	1129056250 00000	2,351.37
0000026970	02/20/2024	LE4199600179	2400001543	915885	10-1290-562-000-30-800-000-109-0000	1129056280 00000	2,351.35
COMMONCHA-COMMONWEALTH CHARTER ACADEMY					Remit ID R-1	Payment Date: 02/20/2024	Payment Amt: 12,508.36
0000026971	02/20/2024	LE4199600190	2400001503	2776	10-1290-569-000-30-800-000-109-0000	1129056980 00000	6,228.58
0000026971	02/20/2024	LE4199600191	2400001503	2776	10-1442-569-000-30-800-000-109-0000	1144256980 00000	1,557.24
0000026971	02/20/2024	LE4199600192	2400001503	2776	10-1290-569-000-20-500-000-109-0000	1129056950 00000	3,114.29
0000026971	02/20/2024	LE4199600193	2400001503	2776	10-1442-569-000-20-500-000-109-0000	1144256950 00000	3,114.48
CROSSGRH-CROSSROADS GROUP HOMES					Remit ID R-1	Payment Date: 02/20/2024	Payment Amt: 14,014.59
0000026972	02/20/2024	LE4199600103	2400001371	SASDHRA-00004	10-2519-340-000-00-000-000-000-0000	1251934000 00000	30.00
CROWNBEA-CROWN BENEFITS ADMINISTRATION					Remit ID R-1	Payment Date: 02/20/2024	Payment Amt: 30.00
0000026973	02/20/2024	LE4199600180	2400001508	FEB.16.2024	10-2270-360-000-00-000-000-000-0000	1227036000 00000	240.00
CYCLELSTU-QT2 SYSTEMS LLC					Remit ID R-1	Payment Date: 02/20/2024	Payment Amt: 240.00
0000026974	02/20/2024	LE4199600124	2400000171	81918097	10-5140-910-000-00-000-000-000-0000	1514091000 00000	2,918.17
0000026974	02/20/2024	LE4199600125	2400000171	81918097	10-5140-830-000-00-000-000-000-0000	1514083000 00000	76.83

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

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
DELAGELAF-DE LAGE LANDEN FINANCIAL SERVICES INC							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	
0000026975	02/20/2024	LE4199600158	2400001460	298164	10-2620-610-000-000-000-0000	1262061000 00000	2,995.00 815.00
DESANTSOL-DESANTIS SOLUTIONS							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	
0000026976	02/20/2024	LE4199600181	2400001511	261503	10-2519-448-000-000-000-0000	1251944800 00000	815.00 28.12
0000026976	02/20/2024	LE4199600182	2400001511	261503	10-2360-448-000-000-000-0000	1236044800 00000	28.12
0000026976	02/20/2024	LE4199600183	2400001511	261502	10-1110-448-000-10-200-000-117-0000	1110044820 00000	123.76
0000026976	02/20/2024	LE4199600184	2400001511	261505	10-1110-448-000-20-500-000-127-0000	1110044850 00000	25.54
0000026976	02/20/2024	LE4199600185	2400001511	261504	10-1110-448-000-20-500-000-127-0000	1110044850 00000	91.64
0000026976	02/20/2024	LE4199600186	2400001511	261506	10-1110-448-000-30-800-000-137-0000	1110044880 00000	8.48
0000026976	02/20/2024	LE4199600187	2400001511	2615002	10-1110-448-000-30-800-000-137-0000	1110044880 00000	0.01
0000026976	02/20/2024	LE4199600188	2400001511	261505	10-1110-448-000-30-800-000-137-0000	1110044880 00000	25.53
DIRECTIM-DIRECT IMAGE							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	
0000026977	02/20/2024	LE4199600104	2400001414	JANUARY2024	10-1110-610-000-30-800-180-137-0000	1110061080 18000	331.20 4.14
0000026977	02/20/2024	LE4199600105	2400001414	JANUARY2024	10-3250-610-000-00-000-000-000-AD00	610AD	32.96
0000026977	02/20/2024	LE4199600106	2400001414	JANUARY2024	10-1211-610-000-30-800-000-201-0000	1121161080 00000	11.77
0000026977	02/20/2024	LE4199600107	2400001414	JANUARY2024	10-1211-610-000-30-800-000-201-0000	1121161080 00000	10.09
0000026977	02/20/2024	LE4199600108	2400001414	JANUARY2024	10-1110-610-000-30-800-240-137-0000	1110061080 24000	360.73
* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card							

**Bank Account:** GF - GENERAL FUND    **Payment Date:** 2024-02-20  
**Due Dates:** 02/20/2024 - 02/20/2024    **Check Numbers:** 0000028954 - 0000027056  
**Payment Categories:** Regular Checks, Direct Deposits, Credit Cards  
**Sort:** Payment Number

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



FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
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Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr/#	Invoice #	Account Code	ASN	Amount
0000026980	02/20/2024	LE4199600200	2400001510	JANUARY2024	10-2720-513-997-00-000-000-9700	1272051300 00097	1,440.00
0000026980	02/20/2024	LE4199600201	2400001510	JANUARY2024	10-2720-513-000-00-000-000-3700	1272051300 00037	164.00
ERDOSTR-ERDOS TRANSPORT SERVICES							
0000026981	02/20/2024	LE4199600163	2400001463	185632	10-2620-610-000-00-000-000-0000	Payment Amt: 1262061000 00000	17,526.00
FAGANSAS-FAGAN SANITARY SUPPLY							
0000026982	02/20/2024	LE4199600005	2400001335	JANUARY2024	10-3250-610-000-00-000-000-AD00	Payment Amt: 610AD	6,343.28
FINDLETI-TIMOTHY FINDLEY							
0000026983	02/20/2024	LE4199600006	2400000651	746237F	10-2250-640-000-10-200-000-117-0000	Payment Amt: 1225064020 00000	36.22
0000026983	02/20/2024	LE4199600007	2400000651	746237A	10-2250-640-000-10-200-000-117-0000	Payment Amt: 1225064020 00000	36.22
0000026983	02/20/2024	LE4199600008	2400000651	746237	10-2250-640-000-10-200-000-117-0000	Payment Amt: 1225064020 00000	110.54
FOLLETSCS-FOLLETT CONTENT SOLUTIONS LLC							
0000026984	02/20/2024	LE4199600202	2400001513	JANUARY2024	10-0485-000-000-00-000-000-SWTC	Payment Amt: 10485SWTC	643.51
0000026984	02/20/2024	LE4199600203	2400001549	FEBRAURY2024	10-0485-000-000-00-000-000-0000	10485	276.18
FRY JO-JONATHAN FRY							
0000026985	02/20/2024	LE4199600204	2400001509	929563	10-1231-569-000-20-500-000-109-0000	Payment Amt: 1123156950 00000	476.18
GLADERL-GLADE RUN LUTHERAN SERVICES							
0000026986	02/20/2024	LE4199600010	2400000007	FEBRUARY2024	10-2620-538-000-00-000-000-0000	Payment Amt: 1262053800 00000	4,278.40
							50.00

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>GRABANPA-PAUL J. GRABAN</b>							
0000026987	02/20/2024	LE4199600119	2400001428	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	50.00
				23-JANUARY2024	10-3210-390-000-20-500-000-127-0000	1321039050	200.00
						00000	
<b>GRAHAMMI-MICHAEL GRAHAM</b>							
0000026988	02/20/2024	LE4199600205	2400001514	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	200.00
				SPRING2024	10-2270-240-000-30-800-000-0000	1227024080	475.00
						00000	
<b>GRAULRI-RICHARD GRAUL</b>							
0000026989	02/20/2024	LE4199600206	2400001515	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	475.00
				WINTER2023	10-2270-240-000-10-200-000-0000	1227024020	542.00
						00000	
<b>GRUITZST-STACIA GRUITZA</b>							
0000026990	02/20/2024	LE4199600110	2400001305	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	542.00
				1382614	10-3210-610-000-30-800-000-137-2300	1321061080	63.82
						00023	
<b>HERMITAR-HERMITAGE ART CO</b>							
0000026991	02/20/2024	LE4199600207	2400001516	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	63.82
			6	10-4600-431-990-20-500-000-000-4300	1460043150	677.60	
					00043		
0000026991	02/20/2024	LE4199600208	2400001516	6	10-4600-431-990-30-800-000-000-4300	1460043180	225.86
					00043		
0000026991	02/20/2024	LE4199600209	2400001517	1	10-4600-431-990-10-200-000-000-4300	1460043120	17,100.00
					00043		
<b>HHS DR-HHS DR</b>							
0000026992	02/20/2024	LE4199600011	2400000008	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	18,003.46
				FEBRUARY2024	10-2620-538-000-00-000-000-0000	1262053800	50.00
						00000	
<b>HOAGLAWA-WADE HOAGLAND</b>							
0000026993	02/20/2024	LE4199600012	2400000009	Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	50.00
				FEBRUARY2024	10-2620-538-000-00-000-000-0000	1262053800	25.00
						00000	

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 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>HOUCKCA-CAROL HOUCK</b>							
0000026994	02/20/2024	LE4199600210	2400001518	85719	10-4600-431-990-20-500-000-000-4300	1460043150 00043	25.00
0000026994	02/20/2024	LE4199600211	2400001518	85719	10-4600-431-990-30-800-000-000-4300	1460043180 00043	33,581.25
<b>HRANEC SHM-HRANEC SHEET METAL INC</b>							
0000026995	02/20/2024	LE4199600164	2400001464	8067	10-2620-430-000-00-800-000-000-0000	1262043080 00000	11,193.75
<b>HUZZYSRE-HUZZY'S REFRIGERATION INC</b>							
0000026996	02/20/2024	LE4199600212	2400001519		10-4600-431-990-20-500-000-000-4300	1460043150 00043	44,775.00
0000026996	02/20/2024	LE4199600213	2400001519		10-4600-431-990-30-800-000-000-4300	1460043180 00043	953.00
<b>ICEL-I.C. ELECTRIC</b>							
0000026997	02/20/2024	LE4199600214	2400001520	914213	10-1290-562-000-20-500-000-109-0000	1129056250 00000	20,331.00
0000026997	02/20/2024	LE4199600215	2400001520	914213	10-1290-562-000-30-800-000-109-0000	1129056280 00000	6,777.00
<b>INSIGHT PAC-INSIGHT PA CYBER CHARTER SCHOOL</b>							
0000026998	02/20/2024	LE4199600300	2400001357	BBBJ.REYNOLDS	10-3250-330-000-00-000-000-000-BBBV	330BBBV	27,108.00
0000026998	02/20/2024	LE4199600301	2400001399	BBBV.LAKEVIEW	10-3250-330-000-00-000-000-000-BBBV	330BBBV	4,823.90
0000026998	02/20/2024	LE4199600302	2400001440	BBGV.ROCKYGR OVE	10-3250-330-000-00-000-000-000-BBGV	330BBBV	2,351.37
<b>JACKSON RO-RON JACKSON</b>							
0000026999	02/20/2024	LE4199600304	2400001551	02.09.2024	10-2270-360-994-00-000-000-000-9400	1227036000 00094	7,175.27
							80.00
							80.00
							80.00
							240.00
							850.00

# FUND ACCOUNTING PAYMENT REGISTER

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 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
<b>KEYSOLST-KEYSOLUTION STAFFING LLC</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	850.00
0000027000	02/20/2024	LE4199600216	2400001542	24000002605	10-1110-562-000-30-800-000-109-0000	1110056280 00000	12,489.12
0000027000	02/20/2024	LE4199600217	2400001542	24000002605	10-1110-562-000-20-500-000-109-0000	1110056250 00000	1,561.14
0000027000	02/20/2024	LE4199600218	2400001542	24000002605	10-1290-562-000-20-500-000-109-0000	1129056250 00000	9,875.88
<b>KEYSTOEDC-KEYSTONE EDUCATION CENTER</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	23,926.14
0000027001	02/20/2024	LE4199600219	2400001521	DEC23.JAN24	10-2140-330-000-00-000-000-0000	1214033000 00000	5,052.94
<b>KNOXBRO-BROOKE KNOX</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	5,052.94
0000027002	02/20/2024	LE4199600303	2400000998	65247.00	10-1231-610-890-10-200-000-201-5900	1123161020 00059	1,323.00
<b>KURTZBR-KURTZ BROS.</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	1,323.00
0000027003	02/20/2024	LE4199600220	2400001541	JAN22.2024	10-1243-513-000-30-800-000-201-0000	1124351380 00000	211.19
<b>LAKEVIAC-LAKEVIEW ACADEMIC BOOSTERS</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	211.19
0000027004	02/20/2024	LE4199600221	2400001522	PDS 7204	10-1290-650-890-00-000-000-201-5900	1129065000 00059	123.90
<b>LEADERSE-LEADER SERVICES</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	123.90
0000027005	02/20/2024	LE4199600222	2400001523	JANUARY2024	10-1110-562-000-30-800-000-109-0000	1110056280 00000	1,115.09
<b>LINCOLNPP-THE LINCOLN PARK PERFORMING</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	1,115.09
0000027006	02/20/2024	LE4199600027	2400000170	FEBRUARY2024	10-2430-330-000-20-500-000-0000	1243033050 00000	24.84

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

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 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr/In	Invoice #	Account Code	ASN	Amount
0000027006	02/20/2024	LE4199600028	2400000170	FEBRUARY2024	10-2430-330-000-10-200-000-0000-00000	1243033020	55.27
LOMBARDO-DOMENIC G. LOMBARDI D.M.D.							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	80.11
0000027007	02/20/2024	LE4199600013	2400001343	BBBV.MERCER	10-3250-330-000-000-000-BBBV	3308BBV	25.00
0000027007	02/20/2024	LE4199600070	2400001359	BBBV.REYNOLDS	10-3250-330-000-000-000-BBBV	3308BBV	25.00
0000027007	02/20/2024	LE4199600071	2400001381	BBGV.WILMINGT ON	10-3250-330-000-000-000-BBGV	3308BBGV	25.00
0000027007	02/20/2024	LE4199600072	2400001400	BBBV.LAKEVIEW	10-3250-330-000-000-000-BBBV	3308BBV	25.00
0000027007	02/20/2024	LE4199600131	2400001442	BBGV.ROCKYGR OVE	10-3250-330-000-000-000-BBGV	3308BBGV	30.00
0000027007	02/20/2024	LE4199600145	2400001475	BBBV.WMIDDLES EX	10-3250-330-000-000-000-BBBV	3308BBV	25.00
0000027007	02/20/2024	LE4199600165	2400001475	BBGV.HICKORY	10-3250-330-000-000-000-BBGV	3308BBGV	30.00
0000027007	02/20/2024	LE4199600166	2400001475	BBGV.UNION	10-3250-330-000-000-000-BBGV	3308BBGV	30.00
LUCASBRIA-BRIAN LUCAS							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	215.00
0000027008	02/20/2024	LE4199600132	2400001450	BBGV.ROCKYGR OVE	10-3250-330-000-000-000-BBGV	3308BBGV	25.00
0000027008	02/20/2024	LE4199600141	2400001477	BBGV.UNION	10-3250-330-000-000-000-BBGV	3308BBGV	25.00
LUCASRONA-RONALD LUCAS							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	50.00
0000027009	02/20/2024	LE4199600014	2400001336	SHARON-18071	10-1110-444-000-30-800-121-137-0000	1110044480	149.85
0000027009	02/20/2024	LE4199600015	2400001336	SHARON-18074	10-3250-444-000-000-000-000-WRV0	444WVRV	179.90
0000027009	02/20/2024	LE4199600073	2400001406	SHARON-18105	10-1110-444-000-30-800-121-137-0000	1110044480	322.35
LUMPRRE-LUMPP RENT-A-CAR INC							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	652.10

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

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Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027010	02/20/2024	LE4199600170	2400001493	TENORSAXRPR	10-1110-430-000-30-800-000-137-0000	1110043080 00000	90.00
MARKSMU-MARKS MUSIC							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	90.00
0000027011	02/20/2024	LE4199600016	2400000010	FEBRUARY2024	10-2620-538-000-00-000-000-0000	1262053800 00000	25.00
0000027011	02/20/2024	LE4199600223	2400001504	FEBRAURY2024	10-0485-000-000-00-000-000-000-MSSW	10485MSSW	117.70
MARSHAH-HEIDI MARSHALL							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	142.70
0000027012	02/20/2024	LE4199600133	2400001454	TRV.MAY.10.24	10-3250-810-000-00-000-000-000-TRV0	810TRV	200.00
MCDOWETFB-MCDOWELL TRACK AND FIELD BOOSTER CLUB							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	200.00
0000027013	02/20/2024	LE4199600134	2400001339	131465584001	10-1190-640-990-10-200-000-000-4300	1119064020 00043	2,010.14
0000027013	02/20/2024	LE4199600135	2400001340	131463599001	10-1190-640-990-10-200-000-000-4300	1119064020 00043	3,386.01
0000027013	02/20/2024	LE4199600136	2400001350		10-1190-650-990-30-800-000-000-4300	1119065080 00043	2,680.00
MCGRAWHI-MCGRAW HILL LLC							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	8,076.15
0000027014	02/20/2024	LE4199600081	2400000015	FEBRUARY2024	10-1390-564-000-30-800-000-000-0000	1139056480 00000	31,253.53
MERCERCOC-MERCER COUNTY CAREER CENTER							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	31,253.53
0000027015	02/20/2024	LE4199600224	2400001524	2024	10-3250-550-000-00-000-000-000-AD00	550AD	200.00
MERCERCOH-MERCER COUNTY HALL OF FAME							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	200.00
0000027016	02/20/2024	LE4199600074	2400001266	23240431	10-2380-610-000-10-200-000-117-0000	1238061020 00000	114.36
0000027016	02/20/2024	LE4199600137	2400001369	23240436	10-2220-650-000-00-000-000-402-0000	1222065000 00000	2,580.60

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

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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027016	02/20/2024	LE4199600225	2400001525	23240366	10-1280-322-520-10-200-000-109-5800	1128032220 00058	832.50
<b>MIUV-MIDWESTERN IU IV</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	3,527.46
0000027017	02/20/2024	LE4199600017	2400000011	FEBRUARY2024	10-2620-538-000-00-000-000-0000	1262053800 00000	25.00
<b>MOCKERASH-ASHLEY MOCKER</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	25.00
0000027018	02/20/2024	LE4199600226	2400001526	974848	10-2519-340-000-00-000-000-0000	1251934000 00000	250.00
<b>NATIONBES-NATIONAL BENEFIT SERVICES LLC</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	250.00
0000027019	02/20/2024	LE4199600075	2400001267	57981	10-2380-550-000-10-200-000-117-0000	1238055020 00000	86.30
<b>NATIONSCF-NATIONAL SCHOOL FORMS</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	86.30
0000027020	02/20/2024	LE4199600297	2400001527		10-1442-561-000-30-800-000-109-0000	1144256180 00000	5,985.00
0000027020	02/20/2024	LE4199600298	2400001527		10-1442-561-000-20-500-000-109-0000	1144256150 00000	4,370.00
0000027020	02/20/2024	LE4199600299	2400001527		10-1290-561-000-20-500-000-109-0000	1129056150 00000	2,645.83
<b>OILCIA-OIL CITY AREA SCHOOL DISTRICT</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	13,000.83
0000027021	02/20/2024	LE4199600018	2400001334	BBGV.SLPPRYR OCK	10-3250-330-000-00-000-000-BBGV	330BBGV	30.00
<b>ONEILLMAD-MADDOX ONEILL</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	30.00
0000027022	02/20/2024	LE4199600227	2400001528	FEBRUARY2024	10-1110-562-000-10-200-000-109-0000	1110056220 00000	1,115.09
0000027022	02/20/2024	LE4199600228	2400001528	FEBRUARY2024	10-1110-562-000-20-500-000-109-0000	1110056250 00000	2,230.18

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Sort: Payment Number

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0000027022	02/20/2024	LE4199600229	2400001528	FEBRUARY2024	10-1110-562-000-30-800-000-109-0000	1110056280 00000	3,345.27
0000027022	02/20/2024	LE4199600230	2400001528	FEBRUARY2024	10-1290-562-000-20-500-000-109-0000	1129056250 00000	2,351.38
PACCS-PENNSYLVANIA CYBER CHARTER SCHOOL							
0000027023	02/20/2024	LE4199600138	2400001438	2324-1311	10-2260-810-000-00-000-000-201-0000	1226081000 00000	85.00
PAPSA-PA ASSOCIATION OF PUPIL SERVICES ADMINISTRATORS							
0000027024	02/20/2024	LE4199600235	2400001530	913051	10-1110-562-000-10-200-000-109-0000	1110056220 00000	85.00
PAVIC-PA VIRTUAL CHARTER SCHOOL							
0000027025	02/20/2024	LE4199600283	2400001432	24886634	10-1225-610-000-10-200-000-201-0000	1122561020 00000	2,230.18
PEARSON3-NCS PEARSON INC							
0000027026	02/20/2024	LE4199600236	2400001550	FEBRUARY2024	10-0485-000-000-00-000-000-0000	10485	90.00
PHILLITI-TIFFANI PHILLIAN							
0000027027	02/20/2024	LE4199600231	2400001529	PJAS.REG(,2024	10-3210-894-000-20-500-000-127-0000	1321089450 00000	618.90
0000027027	02/20/2024	LE4199600232	2400001529	PJAS.REG(,2024	10-3210-894-000-30-800-000-137-0000	1321089480 00000	618.90
0000027027	02/20/2024	LE4199600233	2400001529	PJAS.REG(,2024	10-1243-894-000-20-500-000-201-0000	1124389450 00000	45.00
0000027027	02/20/2024	LE4199600234	2400001529	PJAS.REG(,2024	10-1243-894-000-30-800-000-201-0000	1124389480 00000	90.00
PJASRE9-PJAS REGION 9							
0000027028	02/20/2024	LE4199600171	2400001494	MARCH.6.8.24	10-1110-894-000-30-800-000-137-0000	1110089480 00000	120.00
P - Prenote							
D - Direct Deposit							
C - Credit Card							
360.00							
460.00							



FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
PMEADIST5-PMEA DISTRICT 5							
0000027029	02/20/2024	LE4199600237	2400001544	2100028433	10-1110-329-000-10-200-000-000-0000	1110032920 00000	460.00
0000027029	02/20/2024	LE4199600238	2400001544	2100028433	10-1110-329-000-20-500-000-000-0000	1110032950 00000	478.80
0000027029	02/20/2024	LE4199600239	2400001544	2100028433	10-1110-329-000-30-800-000-000-0000	1110032980 00000	1,077.30
0000027029	02/20/2024	LE4199600240	2400001544	2100028433	10-1211-329-000-30-800-000-000-0000	1121132980 00000	1,635.90
0000027029	02/20/2024	LE4199600241	2400001544	2100028433	10-1241-329-000-10-200-000-000-0000	1124132920 00000	130.34
0000027029	02/20/2024	LE4199600242	2400001544	2100028433	10-1290-329-000-30-800-000-000-0000	1129032980 00000	638.40
0000027029	02/20/2024	LE4199600243	2400001544	2100028433	10-1290-329-000-30-800-000-000-0000	1129032980 00000	289.94
0000027029	02/20/2024	LE4199600244	2400001544	2100028433	10-2380-329-000-20-500-000-000-0000	1238032950 00000	446.88
0000027029	02/20/2024	LE4199600244	2400001544	2100028433	10-2620-413-000-00-000-000-000-0000	1262041300 00000	470.40
0000027029	02/20/2024	LE4199600245	2400001545	2100028547	10-1110-329-000-10-200-000-000-0000	1110032920 00000	558.60
0000027029	02/20/2024	LE4199600246	2400001545	2100028547	10-1110-329-000-20-500-000-000-0000	1110032950 00000	1,635.90
0000027029	02/20/2024	LE4199600247	2400001545	2100028547	10-1110-329-000-30-800-000-000-0000	1110032980 00000	2,433.90
0000027029	02/20/2024	LE4199600248	2400001545	2100028547	10-1211-329-000-30-800-000-000-0000	1121132980 00000	79.80
0000027029	02/20/2024	LE4199600249	2400001545	2100028547	10-1233-329-000-10-200-000-000-0000	1123332920 00000	159.60
0000027029	02/20/2024	LE4199600250	2400001545	2100028547	10-1241-329-000-10-200-000-000-0000	1124132920 00000	159.60
0000027029	02/20/2024	LE4199600251	2400001545	2100028547	10-1290-329-000-30-800-000-000-0000	1129032980 00000	130.34

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Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027029	02/20/2024	LE4199600252	2400001545	2100028547	10-2250-329-000-00-000-000-0000	1225032900 00000	159.60
0000027029	02/20/2024	LE4199600253	2400001545	2100028547	10-2250-329-000-30-800-000-000-0000	1225032980 00000	74.48
0000027029	02/20/2024	LE4199600254	2400001545	2100028547	10-2380-329-000-20-500-000-000-0000	1238032950 00000	744.80
0000027029	02/20/2024	LE4199600255	2400001545	2100028547	10-2620-413-000-00-000-000-000-0000	1262041300 00000	784.00
0000027029	02/20/2024	LE4199600256	2400001546	2100028665	10-1110-329-000-10-200-000-000-0000	1110032920 00000	877.80
0000027029	02/20/2024	LE4199600257	2400001546	2100028665	10-1110-329-000-10-200-000-000-0000	1110032920 00000	1,755.60
0000027029	02/20/2024	LE4199600258	2400001546	2100028665	10-1110-329-000-30-800-000-000-0000	1110032980 00000	2,021.60
0000027029	02/20/2024	LE4199600259	2400001546	2100028665	10-2380-329-000-20-500-000-000-0000	1238032950 00000	595.84
0000027029	02/20/2024	LE4199600260	2400001546	2100028665	10-2620-413-000-00-000-000-000-0000	1262041300 00000	1,381.80
0000027029	02/20/2024	LE4199600261	2400001546	2100028665	10-3100-572-000-00-000-000-000-0000	1310057200 00000	93.10
0000027029	02/20/2024	LE4199600262	2400001547	2100028782	10-1110-329-000-10-200-000-000-0000	1110032920 00000	877.80
0000027029	02/20/2024	LE4199600263	2400001547	2100028782	10-1110-329-000-20-500-000-000-0000	1110032950 00000	2,114.70
0000027029	02/20/2024	LE4199600264	2400001547	2100028782	10-1110-329-000-30-800-000-000-0000	1110032980 00000	2,699.90
0000027029	02/20/2024	LE4199600265	2400001547	2100028782	10-1211-329-000-30-800-000-000-0000	1121132980 00000	159.60
0000027029	02/20/2024	LE4199600266	2400001547	2100028782	10-1233-329-000-10-200-000-000-0000	1123332920 00000	159.60
0000027029	02/20/2024	LE4199600267	2400001547	2100028782	10-1290-329-000-30-800-000-000-0000	1129032980 00000	74.48

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

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Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027029	02/20/2024	LE4199600268	2400001547	2100028782	10-2250-329-000-30-800-000-0000	1225032980 00000	130.34
0000027029	02/20/2024	LE4199600269	2400001547	2100028782	10-2380-329-000-20-500-000-0000	1238032950 00000	595.84
0000027029	02/20/2024	LE4199600270	2400001547	2100028782	10-2620-413-000-00-000-000-0000	1262041300 00000	1,319.67
0000027029	02/20/2024	LE4199600271	2400001548	2100028898	10-1110-329-000-10-200-000-000-0000	1110032920 00000	1,835.40
0000027029	02/20/2024	LE4199600272	2400001548	2100028898	10-1110-329-000-20-500-000-000-0000	1110032950 00000	2,034.90
0000027029	02/20/2024	LE4199600273	2400001548	2100028898	10-1110-329-000-30-800-000-000-0000	1110032980 00000	2,221.10
0000027029	02/20/2024	LE4199600274	2400001548	2100028898	10-1233-329-000-10-200-000-000-0000	1123332920 00000	130.34
0000027029	02/20/2024	LE4199600275	2400001548	2100028898	10-1290-329-000-30-800-000-000-0000	1129032980 00000	335.16
0000027029	02/20/2024	LE4199600276	2400001548	2100028898	10-2250-329-000-00-000-000-000-0000	1225032900 00000	319.20
0000027029	02/20/2024	LE4199600277	2400001548	2100028898	10-2270-329-000-30-800-000-000-0000	1227032980 00000	159.60
0000027029	02/20/2024	LE4199600278	2400001548	2100028898	10-2380-329-000-20-500-000-000-0000	1238032950 00000	744.80
0000027029	02/20/2024	LE4199600279	2400001548	2100028898	10-2620-413-000-00-000-000-000-0000	1262041300 00000	1,097.60

PRECISHUR-PRECISION HUMAN RESOURCE SOLUTIONS    Remit ID R-1    Payment Date: 02/20/2024    Payment Amt: 35,824.35

0000027030    02/20/2024    LE4199600077    2400001413    PSADA,2024    10-3250-810-000-00-000-000-000-AD00    810AD    375.00

PSADA-PA STATE ATHLETIC DIRECTORS ASSOCIATION    Remit ID R-2    Payment Date: 02/20/2024    Payment Amt: 375.00

0000027031    02/20/2024    LE4199600019    2400001345    BBBV,MERCER    10-3250-330-000-00-000-000-000-BBBV    330BBBV    30.00

0000027031    02/20/2024    LE4199600078    2400001361    BBBV,REYNOLDS    10-3250-330-000-00-000-000-000-BBBV    330BBBV    30.00

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

**Bank Account:** GF - GENERAL FUND    **Payment Date:** 2024-02-20  
**Due Dates:** 02/20/2024 - 02/20/2024    **Check Numbers:** 0000026954 - 0000027056  
**Payment Categories:** Regular Checks, Direct Deposits, Credit Cards  
**Sort:** Payment Number

\* - Non-Negotiable Disbursement  
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# FUND ACCOUNTING PAYMENT REGISTER

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 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027036	02/20/2024	LE4199600127	2400001441	46	10-2360-635-000-00-000-000-0000	1236063500 00000	20.19
0000027036	02/20/2024	LE4199600128	2400001431	42	10-0485-000-00-000-000-000-0000-MSSW	10485MSSW	27.00
<b>SASDCAF-SHARPSVILLE AREA SCHOOL DIST.</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	1,970.79
0000027037	02/20/2024	LE4199600020	2400001348	BBBV.MERCER	10-3250-330-000-00-000-000-000-0000-BBBV	330BBBV	25.00
0000027037	02/20/2024	LE4199600029	2400001363	BBBV.REYNOLDS	10-3250-330-000-00-000-000-000-0000-BBBV	330BBBV	25.00
0000027037	02/20/2024	LE4199600030	2400001403	BBBV.LAKEVIEW	10-3250-330-000-00-000-000-000-0000-BBBV	330BBBV	25.00
0000027037	02/20/2024	LE4199600139	2400001481	BBBV.WMIDDLES EX	10-3250-330-000-00-000-000-000-0000-BBBV	330BBBV	25.00
<b>SCULLINJP-J. PATRICK SCULLIN</b>							
				Order ID O-1	Payment Date: 02/20/2024	Payment Amt:	100.00
0000027038	02/20/2024	LE4199600111	2400001424	217	10-2310-549-000-00-000-000-000-0000	1231054900 00000	485.37
<b>SHARONHE-SHARON HERALD CO.</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	485.37
0000027039	02/20/2024	LE4199600031	2400000590	151195	10-3250-610-000-00-000-000-000-0000-BBBV	610BBBV	505.50
0000027039	02/20/2024	LE4199600032	2400000590	151195	10-3250-610-000-00-000-000-000-0000-BBBJ	610BBBJ	505.50
<b>SPORTIGO-GPSA</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	1,011.00
0000027040	02/20/2024	LE4199600021	2400000454	FEBRUARY2024	10-2720-513-271-00-000-000-000-0000-2200	1272051300 00022	5,370.77
0000027040	02/20/2024	LE4199600022	2400000454	FEBRUARY2024	10-2720-513-000-00-000-000-000-0000-3600	1272051300 00036	39,385.67
0000027040	02/20/2024	LE4199600033	2400001418	70242014	10-1110-513-000-30-800-121-137-0000	1110051380 12100	176.68
0000027040	02/20/2024	LE4199600034	2400001419	70242039	10-3250-513-000-00-000-000-000-0000-BBGJ	513BBGJ	41.62
0000027040	02/20/2024	LE4199600035	2400001419	70242039	10-3250-513-000-00-000-000-000-0000-BBGV	513BBGV	41.64

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0000027040	02/20/2024	LE4199600036	2400001419	70242039	10-3250-513-000-00-000-000-000-WRV0	513WRV	69.65
0000027040	02/20/2024	LE4199600037	2400001419	70242039	10-3250-513-000-00-000-000-000-WRGV	513WRGV	35.69
0000027040	02/20/2024	LE4199600038	2400001419	70242039	10-3250-513-000-00-000-000-000-BBB7	513BBB7	37.27
0000027040	02/20/2024	LE4199600039	2400001419	70242039	10-3250-513-000-00-000-000-000-BBB8	513BBB8	37.27
0000027040	02/20/2024	LE4199600040	2400001419	70242039	10-3250-513-000-00-000-000-000-BBBJ	513BBBJ	42.77
0000027040	02/20/2024	LE4199600041	2400001419	70242039	10-3250-513-000-00-000-000-000-BBBV	513BBBV	42.77
0000027040	02/20/2024	LE4199600042	2400001419	70242024	10-3250-513-000-00-000-000-000-BBBV	513BBBV	99.80
0000027040	02/20/2024	LE4199600043	2400001419	70242024	10-3250-513-000-00-000-000-000-BBBJ	513BBBJ	99.79
0000027040	02/20/2024	LE4199600044	2400001419	70242024	10-3250-513-000-00-000-000-000-BBB8	513BBB8	86.96
0000027040	02/20/2024	LE4199600045	2400001419	70242024	10-3250-513-000-00-000-000-000-BBB7	513BBB7	86.96
0000027040	02/20/2024	LE4199600046	2400001419	70242024	10-3250-513-000-00-000-000-000-WRGV	513WRGV	83.27
0000027040	02/20/2024	LE4199600047	2400001419	70242024	10-3250-513-000-00-000-000-000-WRV0	513WRV	162.53
0000027040	02/20/2024	LE4199600048	2400001419	70242024	10-3250-513-000-00-000-000-000-BBGV	513BBGV	97.15
0000027040	02/20/2024	LE4199600049	2400001419	70242024	10-3250-513-000-00-000-000-000-BBGJ	513BBGJ	97.16
0000027040	02/20/2024	LE4199600050	2400001419	70242017	10-3250-513-000-00-000-000-000-BBGJ	513BBGJ	81.27
0000027040	02/20/2024	LE4199600051	2400001419	70242017	10-3250-513-000-00-000-000-000-BBGV	513BBGV	81.27
0000027040	02/20/2024	LE4199600052	2400001419	70242017	10-3250-513-000-00-000-000-000-WRV0	513WRV	135.95
0000027040	02/20/2024	LE4199600053	2400001419	70242017	10-3250-513-000-00-000-000-000-WRGV	513WRGV	69.65
0000027040	02/20/2024	LE4199600054	2400001419	70242017	10-3250-513-000-00-000-000-000-BBB7	513BBB7	72.73
0000027040	02/20/2024	LE4199600055	2400001419	70242017	10-3250-513-000-00-000-000-000-BBB8	513BBB8	72.73
0000027040	02/20/2024	LE4199600056	2400001419	70242017	10-3250-513-000-00-000-000-000-BBBJ	513BBBJ	83.47

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0000027040	02/20/2024	LE4199600057	2400001419	70242017	10-3250-513-000-00-000-000-BBBV	513BBBV	83.47
0000027040	02/20/2024	LE4199600058	2400001419	70242016	10-3250-513-000-00-000-000-BBBV	513BBBV	191.82
0000027040	02/20/2024	LE4199600059	2400001419	70242016	10-3250-513-000-00-000-000-BBBJ	513BBBJ	191.83
0000027040	02/20/2024	LE4199600060	2400001419	70242016	10-3250-513-000-00-000-000-BBB8	513BBB8	167.15
0000027040	02/20/2024	LE4199600061	2400001419	70242016	10-3250-513-000-00-000-000-BBB7	513BBB7	167.15
0000027040	02/20/2024	LE4199600062	2400001419	70242016	10-3250-513-000-00-000-000-WRGV	513WRGV	160.07
0000027040	02/20/2024	LE4199600063	2400001419	70242016	10-3250-513-000-00-000-000-WRV0	513WRV	312.41
0000027040	02/20/2024	LE4199600064	2400001419	70242016	10-3250-513-000-00-000-000-BBGV	513BBGV	186.75
0000027040	02/20/2024	LE4199600065	2400001419	70242016	10-3250-513-000-00-000-000-BBGJ	513BBGJ	186.76
0000027040	02/20/2024	LE4199600284	2400001532	28041118	10-2720-513-000-00-000-000-3600	1272051300 00036	2,695.34
0000027040	02/20/2024	LE4199600285	2400001533	28041119	10-1290-390-890-00-000-000-201-5900	1129039000 00059	1,700.60
0000027040	02/20/2024	LE4199600286	2400001534	70242034	10-3210-513-000-30-800-000-000-4500	1321051380 00045	176.68
0000027040	02/20/2024	LE4199600287	2400001535	70242031	10-1243-513-000-10-200-000-201-0000	1124351320 00000	219.68
STA-STA CENTRAL REGION							53,132.20
0000027041	02/20/2024	LE4199600023	24000000420	FEBRUARY2024	10-2620-538-000-00-000-000-0000	1262053800 00000	50.00
STEELEANN-ANNESSA STEELE							50.00
0000027042	02/20/2024	LE4199600167	2400001421	39934193	10-3210-610-000-30-800-000-137-0000	1321061080 00000	627.39
SWEETW-SWEETWATER							627.39
* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card							

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0000027043	02/20/2024	LE4199600066	2400001384	BBGV,WILMINGT ON	10-3250-330-000-00-000-000-BBGV	330BBGV	30.00
<b>TARNOCRO-ROBERT TARNOCI</b>							
0000027044	02/20/2024	LE4199600024	2400000012	FEBRUARY2024	10-2350-330-000-00-000-000-0000	1235033000 00000	30.00
<b>TESONEROJ-ROBERT J. TESONE</b>							
0000027045	02/20/2024	LE4199600288	2400001536	2400000125	10-1110-323-000-10-200-000-109-0000	1110032320 00000	583.33
0000027045	02/20/2024	LE4199600289	2400001536	2400000125	10-1110-323-000-20-500-000-109-0000	1110032350 00000	882.00
0000027045	02/20/2024	LE4199600290	2400001536	2400000125	10-1110-323-000-30-800-000-109-0000	1110032380 00000	6,938.40
<b>TITUSVARS-TITUSVILLE AREA SCHOOL DISTRICT</b>							
0000027046	02/20/2024	LE4199600115	2400000877	23-1182	10-1110-610-000-20-500-180-127-0000	1110061050 18000	3,567.20
<b>TODAYSCILL-TODAY'S CLASSROOM LLC</b>							
0000027047	02/20/2024	LE4199600291	2400001537	SPRING2024	10-2270-240-000-30-800-000-000-0000	1227024080 00000	11,387.60
<b>TOTHSH-SHANNON TOTTH</b>							
0000027048	02/20/2024	LE4199600067	2400000020	1574382	10-2620-411-000-00-000-000-000-0000	1262041100 00000	8,695.30
<b>TRICOUINI-TRI-COUNTY INDUSTRIES INC</b>							
0000027049	02/20/2024	LE4199600168	2400000016	PUH00-012323	10-3250-330-000-00-000-000-000-AT00	330AT	475.00
0000027049	02/20/2024	LE4199600169	2400000016	PUH00-012324	10-3250-330-000-00-000-000-000-AT00	330AT	475.00
<b>UPMC-UPMC</b>							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	830.00
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	830.00
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	6,790.00
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	6,790.00
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	13,580.00



# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000027050	02/20/2024	LE4199600025	2400000013	FEBRUARY2024	10-2620-538-000-000-000-0000	1262053800 00000	50.00
0000027050	02/20/2024	LE4199600292	2400001538	JANUARY2024ex P	10-2360-635-000-000-000-0000	1236083500 00000	15.00
0000027050	02/20/2024	LE4199600293	2400001538	JANUARY2024ex P	10-2360-580-000-000-000-0000	1236058000 00000	28.56
VANNOYJO-JOHN VANNOY							
0000027051	02/20/2024	LE4199600294	2400001539	JANUARY2024	10-2270-360-994-000-000-000-9400	1227036000 00094	500.00
WESLEYWH-DR. WHITNEY WESLEY							
0000027052	02/20/2024	LE4199600295	2400001540	Order ID O-1	10-1224-323-000-10-200-000-109-0000	1122432320 00000	180.00
0000027052	02/20/2024	LE4199600296	2400001540	Order ID O-1	10-1224-323-000-30-800-000-109-0000	1122432380 00000	1,260.00
WESTERPES-WESTERN PENNSYLVANIA SCHOOL FOR BLIND CHILDREN							
0000027053	02/20/2024	LE4199600129	2400001446	Remit ID R-1 TRV,APR.13.24	10-3250-810-000-00-000-000-000-TRV0	1122432380 810TRV	1,440.00
WESTMIBTR-WEST MIDDLESEX BOYS TRACK CLUB							
0000027054	02/20/2024	LE4199600130	2400001447	Order ID O-1 TRV,MAR.22.24	10-3250-810-000-00-000-000-000-TRV0	1122432380 810TRV	190.00
WILMINART-WILMINGTON AREA TRACK BOOSTERS							
0000027055	02/20/2024	LE4199600026	2400001229	Remit ID R-1 ARINV69962910	10-1110-610-000-10-200-000-117-0000	1110061020 00000	200.00
WOODWIBR-WOODWIND & BRASSWIND							
0000027056	02/20/2024	LE4199600068	2400001338	Remit ID R-1 AP-18216	10-1450-610-996-10-200-000-000-9600	1145061020 00096	149.97
0000027056	02/20/2024	LE4199600069	2400001338	AP-18216	10-1450-610-996-20-500-000-000-9600	1145061050 00096	5,522.50

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

# FUND ACCOUNTING PAYMENT REGISTER

Bank Account: GF - GENERAL FUND    Payment Date: 2024-02-20  
 Due Dates: 02/20/2024 - 02/20/2024    Check Numbers: 0000026954 - 0000027056  
 Payment Categories: Regular Checks, Direct Deposits, Credit Cards  
 Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
WOZED-Woz Ed							
				Remit ID R-1	Payment Date: 02/20/2024	Payment Amt:	11,045.00
					10 - GENERAL FUND		494,916.36
					Grand Total All Funds		494,916.36
					Grand Total Credit Cards		0.00
					Grand Total Direct Deposits		0.00
					Grand Total Manual Checks		0.00
					Grand Total Other Disbursement Non-negotiables		0.00
					Grand Total Procurement Card Other Disbursement Non-negotiables		0.00
					Grand Total Regular Checks		494,916.36
					Grand Total All Payments		494,916.36

## FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - CAFETERIA FUND    Payment Dates: 01/01/2024 - 01/31/2024

Payment Categories: Regular Checks  
Sort: Payment Number

Payment #	Trans Date	Trans #	PO #/Proc Ctr#	Invoice #	Account Code	ASN	Amount
0000002561	01/29/2024	LE4201500001	2400001193	7526	50-3100-610-000-00-000-000-0000	53100610	3,175.00
<b>HUZZYSRE-HUZZY'S REFRIGERATION INC</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/29/2024</b>	<b>Payment Amt:</b>	<b>3,175.00</b>
0000002562	01/29/2024	LE4201500002	2400001278	15714	50-3100-571-000-00-000-000-0000	53100571	27,985.20
<b>NUTRIT-NUTRITION INC</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/29/2024</b>	<b>Payment Amt:</b>	<b>27,985.20</b>
0000002563	01/29/2024	LE4201500003	2400001001	345105768001	50-3100-610-000-00-000-000-0000	53100610	139.96
<b>OFFICEDE-ODP BUSINESS SOLUTIONS, LLC</b>							
				<b>Remit ID R-2</b>	<b>Payment Date: 01/29/2024</b>	<b>Payment Amt:</b>	<b>139.96</b>
0001302024	01/30/2024	LE4205200001	2400001329	January Payroll	50-3100-171-000-00-000-000-0000	53100171	17,299.30
0001302024	01/30/2024	LE4205200002	2400001329	January Payroll	50-7112-000-000-00-000-000-0000	57112	(959.55)
0001302024	01/30/2024	LE4205200003	2400001329	January Payroll	50-7820-000-000-00-000-000-0000	57820	(1,875.96)
0001302024	01/30/2024	LE4205200004	2400001329	January Payroll	50-3100-220-000-00-000-000-0000	53100220	1,323.40
0001302024	01/30/2024	LE4205200005	2400001329	January Payroll	50-3100-230-000-00-000-000-0000	53100230	2,587.17
<b>SASDGF-SHARPSVILLE AREA SCHOOL DIST</b>							
				<b>Remit ID R-1</b>	<b>Payment Date: 01/30/2024</b>	<b>Payment Amt:</b>	<b>18,374.36</b>
<b>50 - ENTERPRISE FUND</b>							<b>49,674.52</b>

FUND ACCOUNTING PAYMENT REGISTER

Bank Account: CF - CAFETERIA FUND    Payment Dates: 01/01/2024 - 01/31/2024

Payment Categories: Regular Checks  
Sort: Payment Number

Grand Total All Funds	49,674.52
Grand Total Credit Cards	0.00
Grand Total Direct Deposits	0.00
Grand Total Manual Checks	0.00
Grand Total Other Disbursement Non-negotiables	0.00
Grand Total Procurement Card Other Disbursement Non-negotiables	0.00
Grand Total Regular Checks	49,674.52
Grand Total All Payments	49,674.52

# SHARPSVILLE AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 2/13/2024 8:25:11 AM

Bank Account ID: PR Statement Date: 01/31/2024

<b>Bank Statement Beginning Balance as of 12/30/2023</b>	<b>31,641.86</b>
<b>Cleared Transactions</b>	
Payments and Other Debits - 34 Items	(859,420.96)
Deposits and Other Credits - 6 Items	839,990.26
<b>Bank Statement Ending Balance as of 01/31/2024</b>	<b>12,211.16</b>
<b>Cleared Ending Balance</b>	<b>12,211.16</b>
<b>Difference</b>	<b>0.00</b>
<b>Outstanding Transactions</b>	
Payments and Other Debits - 3 Items	(2,013.77)
Deposits and Other Credits - 0 Items	0.00
<b>Balance as of 01/31/2024</b>	<b>10,197.39</b>
<b>Voided This Statement Period - 0 Items</b>	<b>0.00</b>

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

**JANUARY 31, 2024**

	MONTH-TO-DATE	YEAR-TO-DATE
BALANCE FORWARD DECEMBER 31, 2023		
CHECKING - GENERAL	\$390,648.02	\$403,789.43
INDEXED MONEY MARKET	1,102,008.35	880,970.28
PA GOV TRUST	5,362,248.69	3,137,212.60
PA GOV TRUST-I SHARES	11,697.87	11,394.09
INDEXED MONEY MARKET-STD Reserve	22,646.94	22,145.36
INDEXED MONEY MARKET-Restricted	<u>102,265.78</u>	<u>100,000.00</u>
FUNDS AVAILABLE DECEMBER 31, 2023	\$6,991,515.65	\$4,555,511.76
RECEIPTS - JANUARY		
GENERAL REVENUE	670,110.09	11,345,154.56
ACCOUNTS RECEIVABLE	<u>(181,131.44)</u>	<u>1,731,955.02</u>
TOTAL RECEIPTS - JANUARY	488,978.65	13,077,109.58
DISBURSEMENTS - JANUARY		
GENERAL EXPENSES	1,507,975.49	9,978,293.78
ACCT'S PAYABLE	<u>(188,000.80)</u>	<u>1,493,807.95</u>
TOTAL DISBURSEMENTS JANUARY	<u>(1,319,974.69)</u>	<u>(11,472,101.73)</u>
FUNDS AVAILABLE JANUARY 31, 2024	<u>\$6,160,519.61</u>	<u>\$6,160,519.61</u>
DISTRIBUTION OF FUNDS:		
CHECKING - GENERAL	\$ 432,083.02	
INDEXED MONEY MARKET	1,006,134.42	
PA GOV TRUST	4,585,131.14	
PA GOV TRUST-I SHARES	11,750.09	
INDEXED MONEY MARKET-STD Reserve	22,739.08	
INDEXED MONEY MARKET-Restricted	<u>102,681.86</u>	
FUNDS AVAILABLE JANUARY 31, 2024	<u>\$6,160,519.61</u>	

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

**JANUARY 31, 2024**

<b>INDEXED MONEY MARKET ACCOUNT</b>	<b>CURRENT INTEREST RATE:</b>	<b>4.59%</b>
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BALANCE FORWARD DECEMBER 31, 2023		\$1,102,008.35
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Transfer to Checking	(100,000)	
Interest	4,126.07	

FUNDS AVAILABLE JANUARY 31, 2024		\$1,006,134.42
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<b>PA GOVERNMENT TRUST INVESTMENTS</b>	<b>CURRENT INTEREST RATE:</b>	<b>5.16%</b>
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BALANCE FORWARD DECEMBER 31, 2023		\$5,362,248.69
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P-Card Payment	(8,991.50)	
Transfers to checking	(1,000,000.00)	
Subsidy and grants revenues	211,046.29	
Interest	20,827.66	

FUNDS AVAILABLE JANUARY 31, 2024		\$4,585,131.14
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<b>PA GOVERNMENT TRUST I SHARES INVESTMENTS</b>	<b>CURRENT INTEREST RATE:</b>	<b>5.27%</b>
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BALANCE FORWARD DECEMBER 31, 2023		\$11,697.87
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Interest	52.22	
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FUNDS AVAILABLE JANUARY 31, 2024		\$11,750.09
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<b>SHORT-TERM DISABILITY RESERVE INDEXED MONEY MARKET ACCOUNT</b>	<b>CURRENT INTEREST RATE:</b>	<b>4.59%</b>
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BALANCE FORWARD DECEMBER 31, 2023		\$ 22,646.94
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Interest	92.14	
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FUNDS AVAILABLE JANUARY 31, 2024		\$ 22,739.08
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<b>INDEXED MONEY MARKET ACCOUNT-RESTRICTED</b>	<b>CURRENT INTEREST RATE:</b>	<b>4.59%</b>
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BALANCE FORWARD DECEMBER 31, 2023		\$ 102,265.78
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Interest	416.08	
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FUNDS AVAILABLE JANUARY 31, 2024		\$ 102,681.86
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# SHARPSVILLE AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 2/16/2024 9:09:38 AM

Bank Account ID: GF Statement Date: 01/31/2024

<b>Bank Statement Beginning Balance as of 12/30/2023</b>	<b>478,204.17</b>
<b>Cleared Transactions</b>	
Payments and Other Debits - 137 Items	(1,230,651.38)
Deposits and Other Credits - 34 Items	1,342,393.12
<b>Bank Statement Ending Balance as of 01/31/2024</b>	<b>589,945.91</b>
<b>Cleared Ending Balance</b>	<b>589,945.91</b>
<b>Difference</b>	<b>0.00</b>
<b>Outstanding Transactions</b>	
Payments and Other Debits - 66 Items	(169,977.13)
Deposits and Other Credits - 4 Items	12,114.24
<b>Balance as of 01/31/2024</b>	<b>432,083.02</b>
<b>Voided This Statement Period - 0 Items</b>	<b>0.00</b>



Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
1100							
100	PERSONNEL SERV-SALARIES	4,324,258.00	352,308.18	1,768,480.52	0.00	2,555,777.48	40.90
200	PERSONNEL EMPL BENEFITS	2,909,770.00	299,036.09	1,267,588.62	0.00	1,642,181.38	43.56
300	PURCHASED PROF & TECH	228,140.00	18,494.98	122,201.53	0.00	105,938.47	53.56
400	PURCHASED PROPERTY SVC	16,780.00	1,643.04	3,607.71	472.20	12,700.09	24.31
500	OTHER PURCHASED SERVICE	368,509.00	25,835.93	210,952.45	0.00	157,556.55	57.24
600	SUPPLIES	320,352.00	10,345.74	251,146.00	18,393.33	50,812.67	84.14
700	PROPERTY	12,095.00	0.00	0.00	0.00	12,095.00	0.00
800	OTHER OBJECTS	4,930.00	1,414.00	2,765.00	0.00	2,165.00	56.09
	SUB FUNCTION TOTAL	8,184,834.00	709,077.96	3,626,741.83	18,865.53	4,539,226.64	44.54
1200	GENERAL FUND - SPEC PROG ELEMEN/SECOND						
100	PERSONNEL SERV-SALARIES	1,139,571.00	103,151.29	492,443.93	0.00	647,127.07	43.21
200	PERSONNEL EMPL BENEFITS	892,818.00	95,710.14	421,468.87	0.00	471,349.13	47.21
300	PURCHASED PROF & TECH	493,924.00	15,852.18	188,528.81	0.00	305,395.19	38.17
400	PURCHASED PROPERTY SVC	2,750.00	0.00	0.00	0.00	2,750.00	0.00
500	OTHER PURCHASED SERVICE	282,176.00	31,060.74	157,025.14	0.00	125,150.86	55.65
600	SUPPLIES	92,361.00	1,763.37	71,141.39	7,861.70	13,357.91	85.54
700	PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800	OTHER OBJECTS	4,259.00	503.00	828.00	0.00	3,431.00	19.44
	SUB FUNCTION TOTAL	2,907,859.00	248,040.72	1,331,436.14	7,861.70	1,568,561.16	46.06
1300	GENERAL FUND - VOCATIONAL EDUCATION						
500	OTHER PURCHASED SERVICE	380,632.00	31,253.53	223,707.64	125,014.12	31,910.24	91.62
	SUB FUNCTION TOTAL	380,632.00	31,253.53	223,707.64	125,014.12	31,910.24	91.62
1400	GENERAL FUND - OTHER INSTRUCTION PROG						
100	PERSONNEL SERV-SALARIES	44,250.00	0.00	5,500.00	0.00	38,750.00	12.43
200	PERSONNEL EMPL BENEFITS	16,026.00	0.00	2,287.85	0.00	13,738.15	14.28

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
300	PURCHASED PROF & TECH	13,386.00	0.00	2,210.00	0.00	11,176.00	16.51
500	OTHER PURCHASED SERVICE	107,969.00	4,671.72	32,172.30	365.16	75,431.54	30.14
600	SUPPLIES	15,430.00	0.00	0.00	11,045.00	4,385.00	71.58
800	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00	0.00
SUB FUNCTION TOTAL		197,061.00	4,671.72	42,170.15	11,410.16	143,480.69	27.19
1500	GENERAL FUND - NONPUBLIC SCHOOL PGMS						
300	PURCHASED PROF & TECH	5,000.00	0.00	0.00	0.00	5,000.00	0.00
600	SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
SUB FUNCTION TOTAL		5,000.00	0.00	0.00	0.00	5,000.00	0.00
2100	GENERAL FUND - SUPPORT SERV-PUPIL PERS						
100	PERSONNEL SERV-SALARIES	351,033.00	23,157.52	141,666.92	0.00	209,366.08	40.36
200	PERSONNEL EMPL BENEFITS	199,456.00	21,132.72	100,175.86	0.00	99,280.14	50.22
300	PURCHASED PROF & TECH	9,220.00	0.00	4,469.76	0.00	4,750.24	48.48
500	OTHER PURCHASED SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
600	SUPPLIES	8,142.00	0.00	6,809.02	177.10	1,155.88	85.80
SUB FUNCTION TOTAL		567,851.00	44,290.24	253,121.56	177.10	314,552.34	44.61
2200	GENERAL FUND - SUPPORT SERVICES-INSTRU						
100	PERSONNEL SERV-SALARIES	236,163.00	20,587.70	120,031.28	0.00	116,131.72	50.83
200	PERSONNEL EMPL BENEFITS	129,034.00	14,293.62	71,100.30	0.00	57,933.70	55.10
300	PURCHASED PROF & TECH	28,246.00	449.54	14,275.09	0.00	13,970.91	50.54
400	PURCHASED PROPERTY SVC	5,140.00	0.00	3,616.00	0.00	1,524.00	70.35
500	OTHER PURCHASED SERVICE	13,600.00	110.00	8,312.96	56.65	5,230.39	61.54
600	SUPPLIES	77,117.00	129.12	35,540.95	7,502.90	34,073.15	55.82
700	PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800	OTHER OBJECTS	875.00	0.00	251.00	0.00	624.00	28.69

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
SUB FUNCTION TOTAL		490,175.00	35,569.98	253,127.58	7,559.55	229,487.87	53.18
2300	GENERAL FUND - SUPPORT SERVICES-ADMIN						
100	PERSONNEL SERV-SALARIES	639,868.00	54,261.93	365,843.06	0.00	274,024.94	57.17
200	PERSONNEL EMPL BENEFITS	441,377.00	42,154.64	235,210.99	0.00	206,166.01	53.29
300	PURCHASED PROF & TECH	124,826.00	4,991.84	40,862.62	2,921.65	81,041.73	35.08
400	PURCHASED PROPERTY SVC	200.00	6.95	71.07	0.00	128.93	35.54
500	OTHER PURCHASED SERVICE	28,559.00	85.09	14,753.52	86.30	13,719.18	51.96
600	SUPPLIES	32,623.00	1,763.51	21,973.69	367.36	10,281.95	68.48
800	OTHER OBJECTS	7,944.00	400.00	8,210.00	99.00	(365.00)	104.59
SUB FUNCTION TOTAL		1,275,397.00	103,663.96	686,924.95	3,474.31	584,997.74	54.13
2400	GENERAL FUND - SUPP SVC-PUBLIC HEALTH						
100	PERSONNEL SERV-SALARIES	115,673.00	9,681.19	48,614.51	0.00	67,058.49	42.03
200	PERSONNEL EMPL BENEFITS	92,818.00	10,266.36	44,398.21	0.00	48,419.79	47.83
300	PURCHASED PROF & TECH	2,769.00	159.91	560.16	320.44	1,888.40	31.80
500	OTHER PURCHASED SERVICE	309.00	0.00	206.00	0.00	103.00	66.67
600	SUPPLIES	1,386.00	0.00	1,403.67	0.00	(17.67)	101.27
SUB FUNCTION TOTAL		212,955.00	20,107.46	95,182.55	320.44	117,452.01	44.85
2500							
100	PERSONNEL SERV-SALARIES	131,175.00	10,725.01	75,075.06	0.00	56,099.94	57.23
200	PERSONNEL EMPL BENEFITS	87,589.00	7,854.77	49,724.75	0.00	37,864.25	56.77
300	PURCHASED PROF & TECH	38,716.00	860.08	34,700.63	1,961.56	2,053.81	94.70
400	PURCHASED PROPERTY SVC	879.00	6.95	401.00	0.00	478.00	45.62
500	OTHER PURCHASED SERVICE	2,250.00	0.00	1,135.95	0.00	1,114.05	50.49
600	SUPPLIES	1,750.00	140.18	761.83	430.62	557.55	68.14
800	OTHER OBJECTS	700.00	0.00	1,390.80	0.00	(690.80)	198.69

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
<b>2600 SUB FUNCTION TOTAL</b>		<b>263,059.00</b>	<b>19,586.99</b>	<b>163,190.02</b>	<b>2,392.18</b>	<b>97,476.80</b>	<b>62.94</b>
100	PERSONNEL SERV-SALARIES	686,025.00	50,297.34	323,219.75	0.00	362,805.25	47.11
200	PERSONNEL EMPL BENEFITS	452,534.00	40,075.03	232,206.59	0.00	220,327.41	51.31
300	PURCHASED PROF & TECH	101,275.00	0.00	39,262.50	39,262.50	22,750.00	77.54
400	PURCHASED PROPERTY SVC	219,780.00	10,242.41	106,657.53	7,009.50	106,112.97	51.72
500	OTHER PURCHASED SERVICE	89,978.00	670.54	66,247.47	1,375.00	22,355.53	75.15
600	SUPPLIES	572,943.00	36,059.10	235,342.44	17,392.54	320,208.02	44.11
700	PROPERTY	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
<b>2600 SUB FUNCTION TOTAL</b>		<b>2,122,535.00</b>	<b>137,344.42</b>	<b>1,002,936.28</b>	<b>65,039.54</b>	<b>1,054,559.18</b>	<b>50.32</b>
<b>2700 SUB FUNCTION TOTAL</b>		<b>586,455.00</b>	<b>66,276.76</b>	<b>318,203.14</b>	<b>179,025.76</b>	<b>89,226.10</b>	<b>84.79</b>
<b>2700 SUB FUNCTION TOTAL</b>		<b>586,455.00</b>	<b>66,276.76</b>	<b>318,203.14</b>	<b>179,025.76</b>	<b>89,226.10</b>	<b>84.79</b>
<b>2800 GENERAL FUND - SUPPORT SVCS-CENTRAL</b>							
100	PERSONNEL SERV-SALARIES	186,060.00	15,285.66	106,214.10	0.00	79,845.90	57.09
200	PERSONNEL EMPL BENEFITS	80,784.00	6,547.29	45,109.00	0.00	35,675.00	55.84
300	PURCHASED PROF & TECH	4,400.00	265.00	2,180.04	80.00	2,139.96	51.36
400	PURCHASED PROPERTY SVC	0.00	0.00	73.00	0.00	(73.00)	0.00
500	OTHER PURCHASED SERVICE	3,650.00	20.00	1,349.02	0.00	2,300.98	36.96
600	SUPPLIES	2,000.00	0.00	1,667.89	0.00	332.11	83.39
800	OTHER OBJECTS	595.00	0.00	0.00	0.00	595.00	0.00
<b>2800 SUB FUNCTION TOTAL</b>		<b>277,489.00</b>	<b>22,117.95</b>	<b>156,593.05</b>	<b>80.00</b>	<b>120,815.95</b>	<b>56.46</b>
<b>2900 SUB FUNCTION TOTAL</b>		<b>8,500.00</b>	<b>0.00</b>	<b>7,474.87</b>	<b>0.00</b>	<b>1,025.13</b>	<b>87.94</b>
<b>2900 SUB FUNCTION TOTAL</b>		<b>8,500.00</b>	<b>0.00</b>	<b>7,474.87</b>	<b>0.00</b>	<b>1,025.13</b>	<b>87.94</b>

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
	SUB FUNCTION TOTAL	8,500.00	0.00	7,474.87	0.00	1,025.13	87.94
3100	GENERAL FUND - FOOD SERVICES						
100	PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200	PERSONNEL EMPL BENEFITS	0.00	346.00	4,485.46	0.00	(4,485.46)	0.00
500	OTHER PURCHASED SERVICE	0.00	0.00	0.00	0.00	0.00	0.00
600	SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	346.00	4,485.46	0.00	(4,485.46)	0.00
3200	GENERAL FUND - STUDENT ACTIVITIES						
100	PERSONNEL SERV-SALARIES	200,109.00	12,944.42	107,799.02	0.00	92,309.98	53.87
200	PERSONNEL EMPL BENEFITS	87,590.00	4,998.62	41,800.18	0.00	45,789.82	47.72
300	PURCHASED PROF & TECH	99,879.00	4,713.00	37,544.20	21,772.00	40,562.80	59.39
400	PURCHASED PROPERTY SVC	11,450.00	0.00	1,749.35	179.90	9,520.75	16.85
500	OTHER PURCHASED SERVICE	59,915.00	3,880.20	31,082.46	259.03	28,573.51	52.31
600	SUPPLIES	120,578.00	3,131.89	93,487.65	5,940.24	21,150.11	82.46
700	PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800	OTHER OBJECTS	22,082.00	1,220.36	7,161.36	587.00	14,333.64	35.09
	SUB FUNCTION TOTAL	601,603.00	30,888.49	320,624.22	28,738.17	252,240.61	58.07
4100	GENERAL FUND - SITE ACQUISITION SVCS						
700	PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
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
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
4600	GENERAL FUND - EXISTING BLDG IMPROVE						

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
400	PURCHASED PROPERTY SVC	1,143,636.00	28,615.39	344,631.64	0.00	799,004.36	30.13
700	PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
	<b>SUB FUNCTION TOTAL</b>	<b>1,143,636.00</b>	<b>28,615.39</b>	<b>344,631.64</b>	<b>0.00</b>	<b>799,004.36</b>	<b>30.13</b>
5100	<b>GENERAL FUND - OTHER EXPEND &amp; FINANCE</b>						
800	OTHER OBJECTS	20,468.00	76.84	15,501.83	384.17	4,582.00	77.61
900	OTHER USES OF FUNDS	930,018.00	2,918.16	915,427.17	14,590.83	0.00	100.00
	<b>SUB FUNCTION TOTAL</b>	<b>950,486.00</b>	<b>2,995.00</b>	<b>930,929.00</b>	<b>14,975.00</b>	<b>4,582.00</b>	<b>99.52</b>
5200	<b>GENERAL FUND - FUND TRANSFERS</b>						
900	OTHER USES OF FUNDS	326,575.00	0.00	219,312.50	107,262.50	0.00	100.00
	<b>SUB FUNCTION TOTAL</b>	<b>326,575.00</b>	<b>0.00</b>	<b>219,312.50</b>	<b>107,262.50</b>	<b>0.00</b>	<b>100.00</b>
5400	<b>GENERAL FUND - INTRAFUND TRANSFERS OUT</b>						
000	.	0.00	0.00	0.00	0.00	0.00	0.00
	<b>SUB FUNCTION TOTAL</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
5800	<b>GENERAL FUND - SUSPENSE ACCOUNT</b>						
100	PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200	PERSONNEL EMPL BENEFITS	0.00	3,128.92	(2,498.80)	1.00	2,497.80	0.00
	<b>SUB FUNCTION TOTAL</b>	<b>0.00</b>	<b>3,128.92</b>	<b>(2,498.80)</b>	<b>1.00</b>	<b>2,497.80</b>	<b>0.00</b>
5900	<b>GENERAL FUND - BUDGETARY RESERVE</b>						
800	OTHER OBJECTS	75,000.00	0.00	0.00	0.00	75,000.00	0.00
	<b>SUB FUNCTION TOTAL</b>	<b>75,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>75,000.00</b>	<b>0.00</b>
6100	<b>GENERAL FUND - TAXES LEVIED BY THE LEA</b>						
000	.	(5,813,914.00)	(206,076.82)	(5,272,962.14)	0.00	(540,951.86)	90.70
	<b>SUB FUNCTION TOTAL</b>	<b>(5,813,914.00)</b>	<b>(206,076.82)</b>	<b>(5,272,962.14)</b>	<b>0.00</b>	<b>(540,951.86)</b>	<b>90.70</b>
6400	<b>GENERAL FUND - DELINQUENCIES TAXES LEV</b>						

## Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc.	Balance	YTD% Used
000		(227,237.00)	(7,677.27)	(53,563.69)	0.00	(173,673.31)	23.57
	SUB FUNCTION TOTAL	(227,237.00)	(7,677.27)	(53,563.69)	0.00	(173,673.31)	23.57
6500	GENERAL FUND - EARNINGS ON INVESTMENTS						
000		(50,000.00)	(25,576.29)	(140,729.41)	0.00	90,729.41	281.46
	SUB FUNCTION TOTAL	(50,000.00)	(25,576.29)	(140,729.41)	0.00	90,729.41	281.46
6700	GENERAL FUND - REV FROM STUDENT ACT						
000		(39,300.00)	(6,975.00)	(57,215.76)	0.00	17,915.76	145.59
	SUB FUNCTION TOTAL	(39,300.00)	(6,975.00)	(57,215.76)	0.00	17,915.76	145.59
6800	GENERAL FUND - REV FROM INTERMEDIATE						
000		(245,677.00)	(71,435.57)	(86,435.57)	0.00	(159,241.43)	35.18
	SUB FUNCTION TOTAL	(245,677.00)	(71,435.57)	(86,435.57)	0.00	(159,241.43)	35.18
6900	GENERAL FUND - OTHER REV FROM LOCAL						
000		(213,342.00)	(144,158.36)	(184,792.18)	0.00	(28,549.82)	86.62
	SUB FUNCTION TOTAL	(213,342.00)	(144,158.36)	(184,792.18)	0.00	(28,549.82)	86.62
7100	GENERAL FUND - BASIC INSTRUCT & OPER						
000		(7,515,278.00)	959.55	(3,319,999.86)	0.00	(4,195,278.14)	44.18
	SUB FUNCTION TOTAL	(7,515,278.00)	959.55	(3,319,999.86)	0.00	(4,195,278.14)	44.18
7200	GENERAL FUND - SUBSIDIES SPECIAL ED						
000		(946,546.00)	(143,066.00)	(572,264.00)	0.00	(374,282.00)	60.46
	SUB FUNCTION TOTAL	(946,546.00)	(143,066.00)	(572,264.00)	0.00	(374,282.00)	60.46
7300	GENERAL FUND - SUBSIDIES NON-ED PGMS						
000		(1,113,557.00)	0.00	(824,183.45)	0.00	(289,373.55)	74.01
	SUB FUNCTION TOTAL	(1,113,557.00)	0.00	(824,183.45)	0.00	(289,373.55)	74.01

# Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
7500	GENERAL FUND - EXTRA GRANTS						
000		(239,259.00)	0.00	(239,259.00)	0.00	0.00	100.00
	SUB FUNCTION TOTAL	(239,259.00)	0.00	(239,259.00)	0.00	0.00	100.00
7800	GENERAL FUND - SUBSIDIES ST PAID BENE						
000		(1,834,743.00)	1,875.96	(196,382.25)	0.00	(1,638,360.75)	10.70
	SUB FUNCTION TOTAL	(1,834,743.00)	1,875.96	(196,382.25)	0.00	(1,638,360.75)	10.70
8500	GENERAL FUND - RESTRICT GRANTS-IN-AID						
000		(308,657.00)	(20,577.13)	(82,308.52)	0.00	(226,348.48)	26.67
	SUB FUNCTION TOTAL	(308,657.00)	(20,577.13)	(82,308.52)	0.00	(226,348.48)	26.67
8600	GENERAL FUND - RESTRICT GRANTS-IN-AID						
000		0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
8700							
000		(1,765,633.00)	(47,403.16)	(314,232.13)	0.00	(1,451,400.87)	17.80
	SUB FUNCTION TOTAL	(1,765,633.00)	(47,403.16)	(314,232.13)	0.00	(1,451,400.87)	17.80
8800	GENERAL FUND - MED ASSIST REIMBURSE						
000		(72,000.00)	0.00	(826.60)	0.00	(71,173.40)	1.15
	SUB FUNCTION TOTAL	(72,000.00)	0.00	(826.60)	0.00	(71,173.40)	1.15
9200	GENERAL FUND - PROCEEDS EXTENDED TERM						
000		0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
9300	GENERAL FUND - INTERFUND TRANSFERS						
000		0.00	0.00	0.00	0.00	0.00	0.00



Condensed Board Summary Report

Fund: 10  
From 01/01/2024 To 01/31/2024  
Summarization Level: FULL FUND/SUB FUNCTION/MAJOR OBJECT

Account	Description	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
9400	GENERAL FUND - SALE OF FIXED ASSETS						
000		0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
9900							
000		0.00	0.00	0.00	0.00	0.00	0.00
	SUB FUNCTION TOTAL	0.00	0.00	0.00	0.00	0.00	0.00
Fund 10 Totals							
	Total Expenditure	19,225,041.00	1,501,851.57	8,830,551.08	449,958.56	9,944,531.36	48.27
	Total Other Expenditure	1,352,061.00	6,123.92	1,147,742.70	122,238.50	82,079.80	93.93
	Total Revenue	(20,385,143.00)	(670,110.09)	(11,345,154.56)	0.00	(9,039,988.44)	55.65
	Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
		191,959.00	837,865.40	(1,366,860.78)	572,197.06	986,622.72	

## Condensed Board Summary Report

Grand Totals	Current Budget	PTD Exp/Rev	YTD Exp/Rev	YTD Outstanding Enc	Balance	YTD% Used
Total Expenditure	19,225,041.00	1,501,851.57	8,830,551.08	449,958.56	9,944,531.36	48.27
Total Other Expenditure	1,352,061.00	6,123.92	1,147,742.70	122,238.50	82,079.80	93.93
Total Revenue	(20,385,143.00)	(670,110.09)	(11,345,154.56)	0.00	(9,039,988.44)	55.65
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
	191,959.00	837,865.40	(1,366,860.78)	572,197.06	986,622.72	

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

**JANUARY 31, 2024**

	MONTH-TO-DATE	YEAR-TO-DATE
FUNDS AVAILABLE DECEMBER 31, 2023	\$118,942.20	\$94,687.46
RECEIPTS - JANUARY		
1/31/2024 JANUARY INTEREST	<u>483.87</u>	
TOTAL RECEIPTS - JANUARY	483.87	110,077.86
DISBURSEMENTS - JANUARY		
NO DISBURSEMENTS		
TOTAL DISBURSEMENTS JANUARY	<u>0.00</u>	<u>85,339.25</u>
FUNDS AVAILABLE JANUARY 31, 2024	\$119,426.07	\$119,426.07

**SUMMARY OF CAPITAL RESERVE FUNDS**

CHECKING (CURRENT INTEREST RATE: .65%)	15.37
MONEY MARKET ACCOUNT (CURRENT INTEREST RATE: 4.59%)	<u>119,410.70</u>
FUNDS AVAILABLE JANUARY 31, 2024	\$ 119,426.07

# STUDENT ACTIVITY ACCOUNT SUMMARY

Fund: 81 - ACTIVITY FUND From 01/01/2024 to 01/31/2024

Activity Account	Beginning Balance	Receipts	Expended	Adjustments	Transfer Amends	Ending Balance
81-0496-000-00-800-000-000-2022						
2022 - CLASS OF 2022	0.00	0.00	38.06	0.00	0.00	38.06
81-0496-000-00-800-000-000-2023						
2023 - CLASS OF 2023	1,703.27	0.00	33.36	0.00	0.00	1,736.63
81-0496-000-00-800-000-000-2024						
2024 - CLASS OF 2024	6,387.92	0.00	0.00	0.00	0.00	6,387.92
81-0496-000-00-800-000-000-2025						
2025 - CLASS OF 2025	3,587.07	245.70	(78.50)	0.00	0.00	3,754.27
81-0496-000-00-800-000-000-2026						
2026 - CLASS OF 2026	1,774.28	0.00	0.00	0.00	0.00	1,774.28
81-0496-000-00-800-000-000-000-BOOK BOOK - BOOK CLUB	108.00	0.00	0.00	0.00	0.00	108.00
81-0496-000-00-800-000-000-000-CHES CHES - CHES	567.39	0.00	(26.56)	0.00	0.00	540.83
81-0496-000-00-800-000-000-000-CHOI CHOI - CHOIR	4,097.55	0.00	0.00	0.00	0.00	4,097.55
81-0496-000-00-800-000-000-000-DADV DADV - DEVILS ADVOCATE	107.34	0.00	0.00	0.00	0.00	107.34
81-0496-000-00-800-000-000-000-DLOG DLOG - DEVILS LOG	564.56	4,273.45	(1,241.68)	0.00	0.00	3,596.33
81-0496-000-00-800-000-000-000-FACH FACH - FALL CHEER	720.79	0.00	0.00	0.00	0.00	720.79
81-0496-000-00-800-000-000-000-FCCL FCCL - FAM CAREER & COM LEADER	1,225.68	0.00	0.00	0.00	0.00	1,225.68

**STUDENT ACTIVITY ACCOUNT SUMMARY**  
**Fund: 81 - ACTIVITY FUND**      **From 01/01/2024 to 01/31/2024**

Activity Account	Beginning Balance	Receipts	Expended	Adjustments	Transfer Amends	Ending Balance
81-0496-000-000-800-000-000-JNTE INTE - INTEREST	406.06	0.00	0.00	0.00	0.00	406.06
81-0496-000-000-800-000-000-NHEL NHEL - NATURAL HELPERS	399.64	0.00	(42.24)	0.00	0.00	357.40
81-0496-000-000-800-000-000-NHSH NHSH - NATIONAL HONOR SOCIETY	197.55	0.00	0.00	0.00	0.00	197.55
81-0496-000-000-800-000-000-PEPB PEPB - PEP BAND	228.00	0.00	0.00	0.00	0.00	228.00
81-0496-000-000-800-000-000-ROBO ROBO - ROBOTICS CLUB	56.18	0.00	0.00	0.00	0.00	56.18
81-0496-000-000-800-000-000-SCIE SCIE - SCIENCE CLUB	536.80	0.00	0.00	0.00	0.00	536.80
81-0496-000-000-800-000-000-SPAN SPAN - SPANISH CLUB	1,264.50	0.00	(37.37)	0.00	0.00	1,227.13
81-0496-000-000-800-000-000-STUC STUC - STUDENT COUNCIL	1,401.23	35.60	0.00	0.00	0.00	1,436.83
81-0496-000-000-800-000-000-TECH TECH - TECHNOLOGY CLUB	229.75	0.00	0.00	0.00	0.00	229.75
81-0496-000-000-800-000-000-TEEN TEEN - TEENS THAT CARE	3,204.59	0.00	0.00	0.00	0.00	3,204.59
81-0496-000-000-800-000-000-THES THES - THESPIANS	26,058.10	680.00	0.00	0.00	0.00	26,738.10
81-0496-000-000-800-000-000-TRAC TRAC - TRACK CLUB	1,695.30	0.00	0.00	0.00	0.00	1,695.30

**STUDENT ACTIVITY ACCOUNT SUMMARY**  
**Fund: 81 - ACTIVITY FUND      From 01/01/2024 to 01/31/2024**

Activity Account	Beginning Balance	Receipts	Expended	Adjustments	Transfer Amends	Ending Balance
<b>81-0496-000-000-800-000-000-UNIS</b>						
UNIS - UNIFIED SPORTS	298.97	2,370.00	(634.60)	0.00	0.00	2,034.37
<b>81-0496-000-000-800-000-000-WICH</b>						
WICH - WINTER CHEER	534.75	516.00	(363.00)	0.00	0.00	687.75
<b>INSTRUCTIONAL ORG 00 TOTALS</b>	<b>57,355.27</b>	<b>8,120.75</b>	<b>(2,352.53)</b>	<b>0.00</b>	<b>0.00</b>	<b>63,123.49</b>
<b>FUND 81 TOTALS</b>	<b>57,355.27</b>	<b>8,120.75</b>	<b>(2,352.53)</b>	<b>0.00</b>	<b>0.00</b>	<b>63,123.49</b>
<b>GRAND TOTALS</b>	<b>57,355.27</b>	<b>8,120.75</b>	<b>(2,352.53)</b>	<b>0.00</b>	<b>0.00</b>	<b>63,123.49</b>

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      2022 - CLASS OF 2022

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2022					
01/11/2024	OD4196200001	SMITHMA - MARTHA SMITH	00000004903	SHA11122 REIMBURSEMENT FOR PROM DECORATIONS	38.06
					38.06
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	38.06
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	38.06

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      2023 - CLASS OF 2023

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-00-800-000-000-2023					
01/11/2024	OD4196300001	MESSETPAI - PAIGE MESSETT	00000005043	CLASS OF 2023	33.36
					33.36
				Beginning Balance:	1,703.27
				Receipts:	0.00
				Expended:	33.36
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,736.63



STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      2024 - CLASS OF 2024

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2024					
					0.00
					6,387.92
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	6,387.92

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      2025 - CLASS OF 2025

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2025					
01/08/2024	RV4194100001			CLASS OF 2025	245.70
01/11/2024	AP4196400004	LEARYJENN - JENNIFER LEARY	0000005188	CLASS OF 2025	(78.50)
					167.20
				Beginning Balance:	3,587.07
				Receipts:	245.70
				Expended:	(78.50)
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	3,754.27

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      2026 - CLASS OF 2026

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-2026					
					0.00
				Beginning Balance:	1,774.28
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,774.28

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND    BOOK - BOOK CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-BOOK					
				Beginning Balance:	
				Receipts:	108.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	108.00

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND CHES - CHES

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-CHES					
01/03/2024	AP4190000003	DEMOFOSA - SANDRA DEMOFONTE	00000005184	CHESS CLUB	(26.56)
					(26.56)
				Beginning Balance:	567.39
				Receipts:	0.00
				Expended:	(26.56)
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	540.83

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      CHOI - CHOIR

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-CHOI					
				Beginning Balance:	4,097.55
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	4,097.55

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      DADV - DEVILS ADVOCATE

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-DADV					
Beginning Balance:					107.34
Receipts:					0.00
Expended:					0.00
Adjustments:					0.00
Transfer Amends:					0.00
Ending Balance:					107.34

# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND DLOG - DEVILS LOG

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
<b>81-0496-000-000-800-000-000-DLOG</b>					
01/11/2024	AP4196400002	DAFFIN - DAFFIN'S	00000005174	DEVIL'S LOG	(576.80)
01/18/2024	RV4201200001			DEVIL'S LOG	779.45
01/18/2024	RV4205500003			DEVIL'S LOG	1,519.00
01/18/2024	RV4205500004			DEVIL'S LOG	1,975.00
01/23/2024	AP4200800003	PADEPTR2 - PA DEPARTMENT OF REVENUE	00000005148	DEVIL'S LOG	(256.46)
01/24/2024	AP4201000002	GOODLIHAY - HAYLEY GOODLIN	00000005150	DEVIL'S LOG	(402.42)
01/24/2024	AP4201000001	PEREIRCYB - CYBELLE PERIERA	00000005151	DEVIL'S LOG	(6.00)
					<u>3,031.77</u>
<b>Beginning Balance:</b>					<u>564.56</u>
<b>Receipts:</b>					<u>4,273.45</u>
<b>Expended:</b>					<u>(1,241.68)</u>
<b>Adjustments:</b>					<u>0.00</u>
<b>Transfer Amends:</b>					<u>0.00</u>
<b>Ending Balance:</b>					<u><u>3,596.33</u></u>



STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND FACH - FALL CHEER

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-FACH					
					0.00
				Beginning Balance:	720.79
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	720.79

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

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

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-FCCL					
				Beginning Balance:	
				Receipts:	1,225.68
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,225.68

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND    INTE - INTEREST

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-INT					
					0.00
				Beginning Balance:	406.06
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	406.06

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      NHEL - NATURAL HELPERS

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-00-800-000-000-NHEL					
01/03/2024	AP4190000002	SPRINGDE - DEJAH SPRINGER	00000005186	NATURAL HELPERS	(42.24)
					(42.24)
				Beginning Balance:	399.64
				Receipts:	0.00
				Expended:	(42.24)
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	357.40

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      NHSO - NATIONAL HONOR SOCIETY

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-NH	80	SO			
					0.00
					197.55
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	197.55

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND    PEPB - PEP BAND

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-PEPB					
				Beginning Balance:	228.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	228.00

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      ROBO - ROBOTICS CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-ROBO					
					0.00
					56.18
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	56.18

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      SCIE - SCIENCE CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-SCIE					
					0.00
				Beginning Balance:	536.80
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	536.80



# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      SPAN - SPANISH CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-SPAN					
01/03/2024	AP4190000001	HARRISJOR - JORDAN HARRIS	00000005185	SPANISH CLUB	(21.37)
01/11/2024	AP4196400003	HARRISJOR - JORDAN HARRIS	00000005187	SPANISH CLUB	(16.00)
					(37.37)
Beginning Balance:					1,264.50
Receipts:					0.00
Expended:					(37.37)
Adjustments:					0.00
Transfer Amends:					0.00
Ending Balance:					1,227.13

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      STUC - STUDENT COUNCIL

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-STUC					
01/31/2024	RV42076000001			JANUARY 2024 BANK INTEREST	35.60
					35.60
				Beginning Balance:	1,401.23
				Receipts:	35.60
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,436.83

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      TECH - TECHNOLOGY CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-TECH					
					0.00
					229.75
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	229.75

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      TEEN - TEENS THAT CARE

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-TEEN					
					0.00
				Beginning Balance:	3,204.59
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	3,204.59

# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND THES - THESPIANS

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-THES					
01/12/2024	AP4198000001	HAGGARMEL - MELANIE HAGGARD	00000005189	THESPIANS	(250.00)
01/12/2024	OD4197900001	HAGGARMEL - MELANIE HAGGARD	00000005106	THESPIANS	250.00
01/18/2024	RV42055000005			THESPIANS	680.00
					680.00
				Beginning Balance:	26,058.10
				Receipts:	680.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	26,738.10

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND      TRAC - TRACK CLUB

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-TRAC					
				Beginning Balance:	
				Receipts:	1,695.30
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,695.30

# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND UNIS - UNIFIED SPORTS

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
81-0496-000-000-800-000-000-UNIS					
01/08/2024	RV4194100004			UNIFIED SPORTS	32.00
01/08/2024	RV4194100003			UNIFIED SPORTS	36.00
01/18/2024	RV4204300003			UNIFIED SPORTS	8.00
01/18/2024	RV4205500002			UNIFIED SPORTS	16.00
01/18/2024	RV4205500001			UNIFIED SPORTS	28.00
01/19/2024	RV4199900001			UNIFIED SPORTS	12.00
01/19/2024	RV4199900002			UNIFIED SPORTS	14.00
01/19/2024	RV4199900005			UNIFIED SPORTS	300.00
01/19/2024	RV4199900003			UNIFIED SPORTS	860.00
01/19/2024	RV4199900004			UNIFIED SPORTS	1,000.00
01/23/2024	AP4200800001	VALLEYSIS - VALLEY SILK SCREENING	00000005149	UNIFIED SPORTS	(544.60)
01/23/2024	AP4200800002	DAFFINCA - DAFFIN'S CANDIES	00000005147	UNIFIED SPORTS	(90.00)
01/25/2024	RV4204300002			UNIFIED SPORTS	16.00
01/25/2024	RV4204300001			UNIFIED SPORTS	48.00
					1,735.40
Beginning Balance:					298.97
Receipts:					2,370.00
Expended:					(634.60)
Adjustments:					0.00
Transfer Amends:					0.00
Ending Balance:					2,034.37

# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 81 - ACTIVITY FUND    WICH - WINTER CHEER

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
<b>81-0496-000-000-00-800-000-000-WICH</b>					
01/08/2024	RV4194100002			WINTER CHEERLEADERS	516.00
01/11/2024	AP4196400001	ENGSTRSTE - STEPHANIE ENGSTROM	00000005175	WINTER CHEERLEADERS	(363.00)
					<u>153.00</u>
					<u>534.75</u>
					<u>516.00</u>
					<u>(363.00)</u>
					<u>0.00</u>
					<u>0.00</u>
					<u>687.75</u>

## Fund 81 - ACTIVITY FUND

Beginning Balance				Ending Balance	
01/01/2024				01/31/2024	
Fund Totals:	57,355.27	Receipts	8,120.75	Expended	(2,352.53)
				Adjustments	0.00
				Transfer Amends	0.00
					63,123.49
Beginning Balance				Ending Balance	
01/01/2024				01/31/2024	
Grand Totals:	57,355.27	Receipts	8,120.75	Expended	(2,352.53)
				Adjustments	0.00
				Transfer Amends	0.00
					63,123.49



**SHARPSVILLE AREA SCHOOL DISTRICT**

Bank Reconciliation Detail FINALIZED 2/7/2024 11:17:58 AM

Bank Account ID: HS Statement Date: 01/31/2024

Type	Date	Number	Payee / Desc	Clr	Amount	Balance
Bank Statement Beginning Balance as of 01/01/2024						57,676.69
Cleared Payments and Other Debits						
CK	01/03/2024	0000005184	SANDRA DEMOFONTE	Y	(26.56)	
CK	01/03/2024	0000005185	JORDAN HARRIS	Y	(21.37)	
CK	01/03/2024	0000005186	DEJAH SPRINGER	Y	(42.24)	
CK	01/11/2024	0000005174	DAFFIN'S	Y	(576.80)	
CK	01/11/2024	0000005175	STEPHANIE ENGSTROM	Y	(363.00)	
CK	01/11/2024	0000005187	JORDAN HARRIS	Y	(16.00)	
CK	01/12/2024	0000005189	MELANIE HAGGARD	Y	(250.00)	
CK	01/23/2024	0000005148	PA DEPARTMENT OF REV	Y	(256.46)	
CK	01/24/2024	0000005150	HAYLEY GOODLIN	Y	(402.42)	
Total Cleared Payments and Other Debits - 9 Items					(1,954.85)	
Cleared Deposits and Other Credits						
DEP	01/08/2024	HS01092024		Y	829.70	
DEP	01/18/2024	HS01242024		Y	779.45	
DEP	01/18/2024	HS01312024		Y	4,226.00	
DEP	01/19/2024	HS01192024		Y	2,186.00	
DEP	01/25/2024	HS01302024		Y	64.00	
INT	01/31/2024	HS02072024		Y	35.60	
Total Cleared Deposits and Other Credits - 6 Items					8,120.75	
Bank Statement Ending Balance as of 01/31/2024						63,842.59
Cleared Ending Balance						63,842.59
Difference						0.00
Outstanding Payments and Other Debits						
CK	01/11/2024	0000005188	JENNIFER LEARY	N	(78.50)	
CK	01/23/2024	0000005147	DAFFIN'S CANDIES	N	(90.00)	
CK	01/23/2024	0000005149	VALLEY SILK SCREENIN	N	(544.60)	
CK	01/24/2024	0000005151	CYBELLE PERIERA	N	(6.00)	
Total Outstanding Payments and Other Debits - 4 Items					(719.10)	
Outstanding Deposits and Other Credits						
Total Outstanding Deposits and Other Credits - 0 Items					0.00	
Balance as of 01/31/2024						63,123.49

# SHARPSVILLE AREA SCHOOL DISTRICT

Bank Reconciliation Detail FINALIZED 2/7/2024 11:17:58 AM

Bank Account ID: HS Statement Date: 01/31/2024

Type	Date	Number	Payee / Desc	Clr	Amount	Balance
<b>Voided This Statement Period</b>						
CK	06/02/2021	0000004903	MARTHA SMITH	Y	(38.06)	
CK	11/04/2022	0000005043	PAIGE MESSETT	Y	(33.36)	
CK	03/07/2023	0000005106	MELANIE HAGGARD	Y	(250.00)	
<b>Total Voided This Statment Period - 3 Items</b>					<b>(321.42)</b>	

# STUDENT ACTIVITY ACCOUNT SUMMARY

Fund: 82 - MS ACTIVITY FUND From 01/01/2024 to 01/31/2024

Activity Account	Beginning Balance	Receipts	Expended	Adjustments	Transfer Amends	Ending Balance
82-0496-000-000-000-000-000-MSCH						
MSCH - MS CHEERLEADING	1,053.55	0.00	0.00	0.00	0.00	1,053.55
82-0496-000-000-000-000-000-MSNH						
MSNH - MS NUHS	430.06	599.98	0.00	0.00	0.00	1,030.04
82-0496-000-000-000-000-000-MSST						
MSST - MS STUDENT COUNCIL	2,305.28	2.30	0.00	0.00	0.00	2,307.58
82-0496-000-000-000-000-000-MSYB						
MSYB - MS YEARBOOK	1.72	0.00	0.00	0.00	0.00	1.72
<b>INSTRUCTIONAL ORG 00 TOTALS</b>	<b>3,790.61</b>	<b>602.28</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,392.89</b>
<b>FUND 82 TOTALS</b>	<b>3,790.61</b>	<b>602.28</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,392.89</b>
<b>GRAND TOTALS</b>	<b>3,790.61</b>	<b>602.28</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,392.89</b>

STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 82 - MS ACTIVITY FUND    MSCH - MS CHEERLEADING

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
82-0496-000-000-000-000-000-MSCH					
				Beginning Balance:	
				Recalpts:	1,053.55
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,053.55

**STUDENT ACTIVITY STATEMENT**  
**From 01/01/2024 to 01/31/2024**  
**Fund: 82 - MS ACTIVITY FUND    MSNH - MS NJHS**

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
82-0496-000-000-000-000-MSNH					
01/25/2024	RV42084000001			MS NATL JR HONOR SOCIETY	599.98
					599.98
				Beginning Balance:	430.06
				Receipts:	599.98
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1,030.04

# STUDENT ACTIVITY STATEMENT

From 01/01/2024 to 01/31/2024

Fund: 82 - MS ACTIVITY FUND      MSST - MS STUDENT COUNCIL

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
82-0496-000-000-000-000-000-MSST					
01/31/2024	RV42085000001			January 2024 bank interest	2.30
					2.30
				Beginning Balance:	2,305.28
				Receipts:	2.30
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	2,307.58

# STUDENT ACTIVITY STATEMENT

Fund: 82 - MS ACTIVITY FUND      MSYB - MS YEARBOOK

From 01/01/2024 to 01/31/2024

Trans Date	Trans #	Payee Name	Payment #	Description	Exp/Rec Amount
82-0496-000-000-000-000-000-MSYB					
					0.00
					1.72
				Beginning Balance:	0.00
				Receipts:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Transfer Amends:	0.00
				Ending Balance:	1.72

Fund 82 - MS ACTIVITY FUND					Ending Balance
	Beginning Balance				01/31/2024
	01/01/2024				
Fund Totals:	3,790.61	Receipts	Expended	Adjustments	Transfer Amends
		602.28	0.00	0.00	0.00
					4,392.89
	Beginning Balance				Ending Balance
	01/01/2024				01/31/2024
Grand Totals:	3,790.61	Receipts	Expended	Adjustments	Transfer Amends
		602.28	0.00	0.00	0.00
					4,392.89

# SHARPSVILLE AREA SCHOOL DISTRICT

Bank Reconciliation Detail FINALIZED 2/7/2024 1:16:42 PM

Bank Account ID: MS Statement Date: 01/31/2024

Type	Date	Number	Payee / Desc	Clr	Amount	Balance
Bank Statement Beginning Balance as of 12/30/2023						3,790.61
Cleared Payments and Other Debits						
Total Cleared Payments and Other Debits - 0 Items						0.00
Cleared Deposits and Other Credits						
DEP	01/25/2024	MS02072024		Y	599.98	
INT	01/31/2024	MS02072024		Y	2.30	
Total Cleared Deposits and Other Credits - 2 Items						602.28
Bank Statement Ending Balance as of 01/31/2024						4,392.89
Cleared Ending Balance						4,392.89
Difference						0.00
Outstanding Payments and Other Debits						
Total Outstanding Payments and Other Debits - 0 Items						0.00
Outstanding Deposits and Other Credits						
Total Outstanding Deposits and Other Credits - 0 Items						0.00
Balance as of 01/31/2024						4,392.89
Voided This Statement Period						
Total Voided This Statment Period - 0 Items						0.00



# SHARPSVILLE AREA SCHOOL DISTRICT

Bank Reconciliation Summary FINALIZED 2/7/2024 1:16:42 PM

Bank Account ID: MS Statement Date: 01/31/2024

<b>Bank Statement Beginning Balance as of 12/30/2023</b>	<b>3,790.61</b>
<b>Cleared Transactions</b>	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 2 Items	602.28
<b>Bank Statement Ending Balance as of 01/31/2024</b>	<b>4,392.89</b>
<b>Cleared Ending Balance</b>	<b>4,392.89</b>
<b>Difference</b>	<b>0.00</b>
<b>Outstanding Transactions</b>	
Payments and Other Debits - 0 Items	0.00
Deposits and Other Credits - 0 Items	0.00
<b>Balance as of 01/31/2024</b>	<b>4,392.89</b>
<b>Voided This Statement Period - 0 Items</b>	<b>0.00</b>

**SHARPSVILLE AREA SCHOOL DISTRICT  
CAFETERIA REPORT**

**JANUARY 2024**

	BUDGET	MONTH	BUDGET TO DATE	YEAR TO DATE
Beginning Cash Balance		\$203,578.15		\$188,227.21
Revenues:				
Lunch/Breakfast/A La Carte	122,356	13,419.10	61,551	65,362.90
Adult Lunches	10,000	793.50	5,031	4,698.80
Special Functions	49,722	17,899.40	25,013	29,661.69
State Subsidy	15,114	4,046.28	12,035	21,122.46
Social Security Subsidy	11,288	959.55	6,180	4,834.99
Retirement Subsidy	41,049	1,875.96	22,474	12,543.64
Federal Subsidy	351,271	31,402.38	188,555	194,924.78
Transfers from General Fund	-	-	-	-
Interest	2,515	882.19	1,377	5,326.67
Other	-	-	-	-
Account's Receivable	<u>-</u>	<u>(906.49)</u>	<u>-</u>	<u>24,918.47</u>
Total Revenues	603,315	70,371.87	322,216.00	363,394.40
Expenditures:				
Wages	205,244	17,299.30	105,596	87,165.21
Employee Benefits	70,292	3,910.57	45,256	23,992.21
FMSC Expenses	342,750	27,985.20	191,386	183,894.71
Substitute Service	4,000	-	-	514.50
Other Expenses	1,797	3,314.96	3,174	15,097.45
Accounts Payable	<u>-</u>	<u>-</u>	<u>-</u>	<u>19,517.54</u>
Total Expenditures	<u>624,083</u>	<u>\$52,510.03</u>	<u>345,412</u>	<u>\$330,181.62</u>
Ending Cash Balance	<u>(20,768)</u>	<u>\$221,439.99</u>	<u>(23,196)</u>	<u>\$221,439.99</u>

**Total Distribution of Cafeteria Funds:**

Checking	13,940.51
PLGIT	<u>207,499.48</u>
	221,439.99

**RESOLUTION No. 3 of 2024**  
**of**  
**SHARPSVILLE AREA SCHOOL DISTRICT**  
**SMALL GAMES OF CHANCE**  
**Sharpsville Boys Basketball Booster Club**

**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 Boys Basketball 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 Boys Basketball 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 2023-2024 school year.

**ATTEST:**

**SHARPSVILLE AREA SCHOOL DISTRICT**

  
\_\_\_\_\_  
Secretary

  
\_\_\_\_\_  
Board President

**RESOLUTION No. 4 of 2024**  
**of**  
**SHARPSVILLE AREA SCHOOL DISTRICT**  
**SMALL GAMES OF CHANCE**  
**Sharpsville Track and Field Booster Club**

**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 Area School District Track and Field Booster 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 Area School District Track and Field 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 2023-2024 school year.

**ATTEST:**

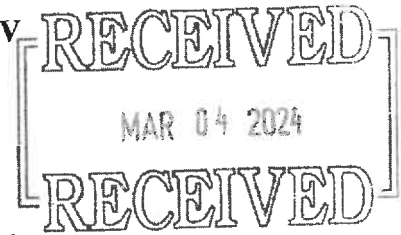
**SHARPSVILLE AREA SCHOOL DISTRICT**

  
Secretary

  
Board President

**MIDWESTERN INTERMEDIATE UNIT IV**  
**453 Maple Street**  
**Grove City, PA 16127**

**Statement of Work**  
**2023-2024 School Year**  
**MIU IV Temporary Technology Helpdesk Services**



MIU IV agrees to provide temporary technology helpdesk services according to the following terms and conditions to:


**SCHOOL DISTRICT:**      Sharpsville Area School District

<b>Daily Cost (one person)</b>	<b>\$380.00 per day</b>
--------------------------------	-------------------------

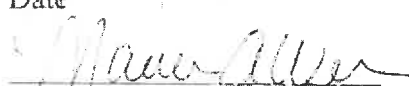
**Terms and Conditions:**

- 1.) Term of Agreement: February 19, 2024 – May 31, 2024
- 2.) The regular workday shall begin at 8:30am and end at 4:00pm.
- 3.) The school district will provide a schedule to MIU IV one week prior to the requested work week. The same day/s each week would be preferred. The district agrees that the work year includes the following:
  - Holidays (New Year's Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving, the day after Thanksgiving, Christmas Eve, and Christmas Day).
- 4.) It is the prerogative of the school district to have the MIU IV technology helpdesk employee sign in and out.
- 5.) Jason Williams Director of Technology & Information Services or designee is to be informed of the name of the person that the school district designates to serve as the district's contact person with the technician.
- 6.) Work-related injuries must be reported to Brenda Marino, MIU IV Director of Human Resources at (724) 458-6700, ext. #1204.
- 7.) Cell phone, if required by the school district will be provided by the school district at its expense.
- 8.) In all cases, the MIU IV technology helpdesk employee is expected to notify MIU IV of absence by logging in to the Frontline Call-off System. If the school district requires notification of absence, please provide the MIU IV technology helpdesk employee with specific details on process to be followed.

- 9.) MIU IV employees are instructed to follow district procedures when visiting the district. Nothing in contracting with MIU IV to provide technology helpdesk services supersedes district procedures.
- 10.) Travel cost incurred by the MIU IV technology helpdesk employee will be submitted to MIU IV initially with reimbursement from the school district due to MIU IV upon being billed.
- 11.) Assignment of personnel rests with Midwestern Intermediate Unit IV. More than one MIU IV employee may be assigned to the school district to fulfill the requested days.
- 13.) The school district shall pay Midwestern Intermediate Unit IV upon monthly invoice.
- 14.) The Term of Agreement expires May 31, 2024 or upon notification by the district.
- 15.) Services:
  - a. Temporary Technology Helpdesk Services

  
Executive Director

2/29/24  
Date

  
Director of Business Services

2/29/24  
Date

  
Chief School Administrator

2/20/2024  
Date

  
Business Official

2/20/2024  
Date

PLEASE SIGN AND RETURN ONE COPY TO:

Jason Williams  
Director of Technology and Information Services  
Midwestern Intermediate Unit IV  
453 Maple Street  
Grove City, PA 16127



Book	Policy Manual
Section	600 Finances
Title	Purchases Subject to Bid/Quotation
Code	610
Status	First Reading
Legal	<u>1. 24 P.S. 751</u> <u>2. 24 P.S. 807.1</u> <u>3. 24 P.S. 120</u> <u>4. 62 Pa. C.S.A. 4602</u> <u>5. 62 Pa. C.S.A. 4603</u> <u>6. 62 Pa. C.S.A. 4604</u> <u>62 Pa. C.S.A. 4601 et seq</u>
Adopted	January 22, 2008
Last Revised	August 21, 2023
Prior Revised Dates	04/22/2014; 4/19/2022

### **Authority**

It is the policy of the Board to obtain competitive bids and price quotations for products and services where such bids or quotations are required by law or may result in monetary savings to the school district.[1][2].

### **Guidelines**

The amounts contained in this policy regarding competitive bid and price quotation requirements are subject to adjustments based on the Consumer Price Index.[1][2][3].

### **Competitive Bids**

When seeking competitive bids, the Board shall advertise once a week for three (3) weeks in not less than two (2) newspapers of general circulation.[1][2]

After due public notice advertising for competitive bids, the Board shall be authorized to:

1. Purchase furniture, equipment, school supplies and appliances costing a base amount of \$23,200 or more, unless exempt by law.[2].

2. Contract for construction, reconstruction, repairs, maintenance or work on any school building or property having a total cost or value of more than \$23,200, unless exempt by law.[1]

The Board prohibits the practice of splitting purchases to avoid advertising and bidding requirements.[1][2]

With kind, quality and material being equal, the bid of the lowest responsible bidder meeting bid specifications shall be accepted upon resolution of the Board, unless the Board chooses to reject all bids.[1][2]

The Board recognizes that emergencies may occur when imminent danger exists to persons or property or continuance of existing school classes is threatened, and time for bidding cannot be provided because of the need for immediate action. Bidding decisions in the event of such emergencies shall be made in accordance with existing legal requirements.[1]

#### Electronic Bidding

The Board shall receive bids electronically for competitive contracts, except for construction and design services, in compliance with applicable laws and Board policy.[4][5]

The district shall electronically maintain the confidentiality of the bid until the bid opening.[5]

#### Competitive Electronic Auction Bidding

The Board shall adopt a resolution approving the use of competitive electronic auction bidding for contracts for supplies or services, but not for construction or design services.[4][6]

An invitation for bids shall be issued and shall include:[6]

1. Procurement description.
2. All contractual terms, when practical.
3. Conditions applicable to procurement, including a notice that bids will be received in an electronic auction manner.

Public notice and advertisement of the invitation for bids shall be given in the manner required for non-electronic bidding.

Bids shall be accepted electronically at the time and in the manner designated in the invitation for bids.

During the auction, bidders shall be able to review their bid rank or the low bid price, and may reduce their bid prices during the auction.

At the conclusion of the auction, the record of the bid prices received and the name of each bidder shall be open to public inspection.

After the auction period has expired, the district shall grant in writing withdrawal of a bid when the bidder requests relief and presents credible evidence of a clerical mistake due to reasons permitted by law, within the time period established by the district.

The contract shall be awarded within sixty (60) days of the auction by written notice to the lowest responsible bidder, or all bids may be rejected. Extensions of the award date may be made by written, mutual consent of both parties.



### Price Quotations

Unless exempt by law, at least three (3) written or telephonic price quotations shall be requested by the Board for:[1][2]

1. Furniture, equipment, school supplies and appliances costing a base amount of more than \$12,600 but less than \$23,200.[2]
2. All contracts for construction, reconstruction, repairs, maintenance or work on any school building or property, having a total cost or value of more than \$12,600 but less than \$23,200.[1]

If it is not possible to obtain three (3) quotations, a memorandum must be kept on file showing that fewer than three (3) qualified vendors exist in the market area. The written price quotations, written records of telephonic price quotations and memoranda shall be kept on file for three (3) years.

### Work Performed by District Maintenance Personnel

The Board may authorize district maintenance personnel to perform construction, reconstruction, repairs or work having a total cost or value of less than \$12,600.[1]

### Delegation of Responsibility

The Board may grant the Board Secretary or Purchasing Agent the authority to purchase supplies and award contracts in the amount and manner designated by applicable law.[1][2]



Book	Policy Manual
Section	600 Finances
Title	Purchases Budgeted
Code	611
Status	First Reading
Legal	<u>1. 24 P.S. 751</u> <u>2. 24 P.S. 807.1</u> <u>3. 24 P.S. 609</u> <u>24 P.S. 508</u>
Adopted	January 22, 2008
Last Revised	August 21, 2023
Prior Revised Dates	04/22/2014; 4/19/2022

### **Authority**

It is the policy of the Board that when funds are available all purchases contemplated within the current budget and not subject to bid shall be made in a manner that ensures the best interests of the district.[1][2]

### **Delegation of Responsibility**

All purchases that are within budgetary limits may be made upon authorization of the Purchasing Agent, Business Manager, Board Secretary, and/or Superintendent, unless the contemplated purchase is for more than \$23,200, in which case prior approval by the Board is required.[1][2][3].

All purchase order requests must be referred to the Purchasing Agent, who shall check whether the proposed purchase is subject to bid; whether sufficient funds exist in the budget; and whether the material might be available elsewhere in the district.[1][2][3].



Book	Policy Manual
Section	200 Pupils
Title	Student Expression/Dissemination of Materials
Code	220 Vol I 2022
Status	First Reading
Legal	<u>1. 22 PA Code 12.9</u> <u>2. 22 PA Code 12.2</u> <u>3. 24 P.S. 510</u> <u>4. 24 P.S. 511</u> 5. Pol. 219 6. Pol. 113.1 7. Pol. 218 Pol. 816 Mahanoy Area School District v. B.L., 594 U.S. ____ (2021)

## **Purpose**

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the constitution of the Commonwealth. The Board respects the right of students to express themselves in word or symbol and to **disseminate nonschool materials to others** as a part of that expression. The Board also recognizes that the exercise of that right **is not unlimited and** must be **balanced with** the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community.[1]

This policy addresses student expression in general **as well as dissemination of expressive materials** that are not part of district-sponsored activities (**nonschool materials**).

**This policy does not apply to** materials sought to be **disseminated** as part of the curricular or extracurricular programs of the district, **which** shall be regulated **separately** as part of the school district's educational program.

## **Definitions**

**For the purposes of this policy, dissemination shall mean students distributing or publicly displaying nonschool materials to others:**

1. **On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of**

**delivery to others; or**

2. **At any time or location when creating or sending information using email, websites, online platforms, social media channels or other technological means that are owned, provided or sponsored by the school district.**

**Expression** means verbal, written, technological or symbolic representation or communication.

**Nonschool materials** means any printed, technological or written materials, **regardless of form, source or authorship**, that are not prepared as part of the curricular or approved extracurricular programs of the district. This includes, but is not limited to, fliers, invitations, announcements, pamphlets, posters, **online discussion areas and digital** bulletin boards, personal websites and the like.

### **Authority**

### **Limitations on Student Expression**

Students have the right to express themselves unless such expression is likely to or does materially **and** substantially **disrupt or** interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. **Student expression is prohibited to the extent that it:**[1]

1. Violates federal, state or local laws, Board policy or district rules or procedures;
2. Is defamatory, obscene, lewd, vulgar or profane;[2]
3. Advocates the use or advertises the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/**vaping products**, alcohol or illegal drugs;
4. Incites violence, advocates use of force or threatens serious harm to the school or community;
5. Materially **and** substantially **disrupts or** interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;
6. Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; **or**
7. Violates written district procedures on time, place and manner for **dissemination** of otherwise protected expression.

Student expression that occurs on school property or at school-sponsored events, **or occurs at any time or place when created or communicated using district-provided equipment, email, websites or other technological resources**, is **subject to** this policy. **The limitations, prohibitions and requirements of this policy shall apply to expression that occurs outside the foregoing circumstances only when and to the extent that the out-of-school expression:**[1][2][3][4].

1. **Incites violence, advocates use of force or otherwise threatens serious harm directed at students, staff or the school environment;**

2. **Materially and substantially disrupts or interferes with the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions; or**
3. **Interferes with, or advocates interference with, the rights of any individual or the safe and orderly operation of the schools and their programs.**

### **Dissemination of Nonschool Materials**

The Board requires that **dissemination** of nonschool materials shall occur only at the places and during the times set forth in written procedures. Such procedures shall be written to permit the safe and orderly operation of schools, while recognizing the rights of students to engage in protected expression.[1][3]

The Board requires that students who wish to **disseminate** nonschool materials on school property shall **obtain approval by submitting** them at least one (1) school day in advance to the building principal or designee, who shall forward a copy to the Superintendent.[1]

If the nonschool materials **include matters prohibited by** this policy, the building principal or designee shall **promptly** notify the students **of the nature of the violation and** that they may not **disseminate** the materials **until the violation is corrected and the materials are resubmitted for approval.**

If notice **of disapproval** is not given during the period between submission and the time for the planned **dissemination**, students may **consider the request approved and** proceed with dissemination **as requested, subject to all other established procedures and requirements relating to** time, place and manner of **dissemination**. Students may **nonetheless** be **directed to cease or suspend dissemination** if it is later **determined that** the materials **or the dissemination of them are in violation of** this policy **or implementing rules and procedures.**

Students who **disseminate** printed **nonschool** materials shall be responsible for clearing any litter that results from their activity and shall schedule the event so that they do not miss instructional time themselves.

**Printed nonschool** materials **displayed in a fixed location of a school building** shall **bear the date when placed in each location.** The district may remove the materials within ten (10) days of the posting or other reasonable time as stated in **applicable** procedures.

### **Review of Student Expression**

Review **of nonschool materials proposed for dissemination** shall be **conducted promptly so as to avoid unreasonable delay in dissemination.**

School officials shall not censor or restrict nonschool materials or other student expression for the sole reason that it is critical of the school or its administration, or because the views espoused are unpopular or may make people uncomfortable.

Student-initiated religious expression is permissible, **and apart from regarding** time, place and manner, shall not be **restricted unless** the expression violates some other **aspect** of this policy, e.g., because it is independently determined to be **in violation** of this policy **for reasons other than the religious nature of the content.**

Appeal of the reviewer's decision may be made to the Superintendent and then to the Board, in accordance with Board policy and district procedures.[5]

### **Delegation of Responsibility**

The Superintendent shall assist the building principal in determining the designation of the places and times nonschool materials may be **disseminated** in each school building. Such designations may take into account maintenance of the flow of student traffic throughout the school and shall limit **dissemination** of nonschool materials to noninstructional times.

**When student dissemination of nonschool materials or other student expression violates this policy, the building principal may determine what if any disciplinary or other consequences should be imposed.** Disciplinary actions shall be **in accordance with applicable Board policy and the Code of Student Conduct.**[6][7]

**The Superintendent shall ensure that building principals and other staff involved in reviewing nonschool materials proposed for dissemination and evaluating whether violations of this policy have occurred receive training regarding applicable standards and procedures. Special emphasis shall be given to understanding the limitations on school officials' authority to regulate off-campus student expression, as well as the need to articulate in detail the nature and extent of disruption to or interference with the school environment thought to be caused by on or off-campus student expression and the specific manner by which the student expression involved is thought to have caused it.**

This Board policy and any procedures written to implement this policy shall be referenced in student handbooks so that students can access them for further information.

**PSBA Revision 3/22 © 2022 PSBA**

220 ATTACH.docx (35 KB)



Book	Policy Manual
Section	900 Community
Title	Nonschool Organizations/Groups/Individuals
Code	913 Vol II 2022
Status	First Reading
Legal	1. Pol. 220 2. Pol. 105 3. Pol. 122 4. Pol. 230 5. <u>24 P.S. 510</u> 6. <u>24 P.S. 511</u> 7. Pol. 816 8. <u>24 P.S. 775</u> 9. Pol. 216 <u>24 P.S. 779</u> Pol. 113.4 Pol. 907

*NOTE: It is important to distinguish that Policy 913 only applies to requests from nonschool organizations, groups and individuals; in contrast,*

- *Requests from students to personally **disseminate** materials shall be governed by Policy 220. Student Expression/**Dissemination** of Materials.[1]*
- ***Requests** from nonschool organizations, groups and individuals **involving** activities or school-related information and materials that are integrated with or presented as a part of the district's curriculum or an approved school event or student organization **shall be** approved and governed by Board policies related to curriculum and student activities.[2][3][4]*

### **Purpose**

The Board recognizes that nonschool organizations, groups and individuals may wish to utilize the district **and its resources** as a means to engage the school community in activities and/or to **disseminate** nonschool materials. The Board directs that requests for such utilization from nonschool organizations, groups or individuals shall be governed by this policy.

### **Authority**

{ } The Board prohibits nonschool organizations, groups or individuals from utilizing the district **or any district resources** to engage the school community in any way, including the **dissemination** of nonschool materials.

**[If this option is chosen, delete the remainder of the policy. In this case, the development of an administrative regulation is not necessary.]**

The Board recognizes that the school community may benefit from receiving information from nonschool organizations, groups and individuals, provided the **dissemination** of such information does not interfere with the educational program of the schools. The district's primary responsibility shall be to maintain a safe and orderly school environment and to protect the rights of all members of the school community.

The Board prohibits **dissemination of nonschool materials for the purposes of** advertisement or promotion by nonschool organizations, groups or individuals during instructional time or at school-sponsored locations or activities not otherwise open to nonschool organizations, groups or individuals.[5][6]

### **Limitations on Dissemination of Nonschool Materials**

**Dissemination of nonschool materials shall be prohibited to the extent that they:**

1. Violate federal, state or local laws, Board policy or district rules or regulations;
2. Are defamatory, obscene, lewd, vulgar or profane;
3. Advocate **for** the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and serious danger to the health or welfare of students, such as tobacco/**vaping products**, alcohol or illegal drugs;
4. Incite violence, advocate use of force or threaten serious harm to the school or community;
5. **Materially and** substantially **disrupt or** interfere with the educational process, such as school activities, school work, discipline, **or** safety and order on school property or at school functions;
6. Interfere with, or advocate interference with, the rights of any individual or the safe and orderly operation of the schools and their programs; **or**
7. Violate written district administrative regulations or procedures on time, place and manner for **dissemination** of otherwise protected expression.

### **Definitions**

**For purposes of this policy, dissemination shall mean nonschool organizations, groups or individuals distributing or publicly displaying nonschool materials to others:**

1. **On school property or during school-sponsored activities by placing such materials upon desks, tables, on or in lockers, walls, doors, bulletin boards, or easels; by handing out such materials to other persons; or by any other manner of delivery to others; or**
2. **At any time or location when creating, posting or sending information using technical or digital resources owned, provided or sponsored by the school district.**



**Nonschool organizations, groups or individuals** shall mean those entities that are not part of the school program, school-sponsored activities, or organized pursuant to the Pennsylvania School Code or Board policy.

When **an** employee or **school director acts on their own behalf or on behalf** of a nonschool organization or group, **the employee or school director shall be considered a nonschool organization, group or individual for purposes of this policy.**

Students **shall be** governed by a separate and distinct Board policy regarding student expression and **dissemination** of materials.[1]

**Nonschool materials** shall mean any printed, **technical, digital** or written materials, **regardless of form, source or authorship**, that are not prepared as a part of the curricular or approved extracurricular programs of the district.

### **Delegation of Responsibility**

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

### **Guidelines**

#### **Nonschool Materials**

The Board requires that nonschool organizations, groups or individuals who wish to **disseminate** nonschool materials on school property **or through district resources** shall submit them to the building principal. The building principal shall inform the Superintendent or designee of requests received from nonschool organizations, groups and individuals.

**Requests for dissemination of nonschool materials through district social media channels shall be addressed through Board policy on district social media.[7]**

**The Board directs that the review and consideration of any activities or nonschool materials requested under this policy shall not discriminate on the basis of content or viewpoint.**

If approval is granted by the building principal, the nonschool organization, group or individual shall comply with Board policy and administrative regulations, and the district's time, place and manner restrictions for **dissemination** of materials.

Materials issued by nonschool organizations, groups or individuals shall not be **disseminated** during instructional time or school-sponsored activities.

#### **Nonschool Activities**

Activities sponsored by nonschool organizations, groups or individuals shall not occur during instructional time or school-sponsored activities.

Requests by nonschool organizations, groups or individuals to invite or promote student participation in nonschool activities shall comply with Board policy and administrative regulations on **dissemination of nonschool materials.**

### **Fundraising**

{ X } Fundraising by nonschool organizations, groups or individuals is prohibited on school property or in the name of the school.[8]

{ X } Where activities or materials otherwise comply with this policy and administrative regulations, fundraising activities may be announced.

Directory information for students or staff members **shall** not be released to nonschool organizations, groups or individuals that seek this information for the purpose of fundraising.[9]

#### Scholarships/Awards

The Board is appreciative of the generosity of organizations that offer scholarships or awards to deserving students; but, in accepting such offers, the Board directs that established criteria be observed.

No information, either academic or personal, shall be released from a student's record for the purpose of selecting a scholarship or award winner without the permission of the student who is eighteen (18), or the parents/guardians of a student who is younger, in accordance with the Board's policy on student records.[9]

The scholarship or award, and any pertinent restrictions, shall be approved by the Board.

{ } All pertinent information regarding the scholarship or award shall be submitted for review by the Superintendent or designee prior to the date on which it is to be presented.

{ } The building principal, together with a committee of staff members designated by the principal, shall be involved in the selection of the recipient of an award or scholarship, pursuant to procedures established for this purpose and consistent with the restrictions applicable to each approved scholarship or award.

#### Travel Services/Foreign Trips

Solicitation and sale of travel services for foreign trips to students may be permitted with the approval of the Board.

Sellers of travel services to students must meet the following criteria:

1. { X } Belong to an association of certified sellers of travel.
2. { X } Provide proof of insurance.
3. { X } Submit references.
4. { X } Provide proof of a performance bond.
5. { X } Include in all information provided to students and parents/guardians that use of tobacco/**vaping products**, alcohol and controlled substances will be prohibited.
6. { X } Include in all information provided to students and parents/guardians that the activity is not a school-sponsored event.

**PSBA Revision 5/22 © 2022 PSBA**



Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Code	011 Vol IV 2022
Status	First Reading

*This board policy supports the Principles for Governance and Leadership adopted by the board and signed by individual school directors.*

Pennsylvania school boards are committed to providing every student the opportunity to grow and achieve. **Our actions, as elected and appointed board members,** ultimately have both short and long-term impact in the classroom. Therefore, **we pledge that we** will . . .

#### **Lead Responsibly**

- Prepare for, attend, and actively participate in board meetings
- Work together **with civility and** cooperation, **respecting that individuals hold differing opinions and ideas**
- Participate in professional development, training, and board retreats
- Collaborate with the Superintendent, **acknowledging their role** as the **10th member of the board and commissioned officer of the Commonwealth**

#### **Act Ethically**

- Never use the position for improper benefit to self or others
- **Avoid** actual or perceived conflicts of interest
- Recognize **school directors do not possess any** authority outside of the collective board
- **Accept that when a board has made a decision, it is time to move forward collectively and constructively**

#### **Plan Thoughtfully**

- **Implement** a collaborative **strategic** planning process
- Set annual goals that are aligned with comprehensive plans, **recognizing the need to adapt as situations change**
- Develop a **comprehensive** financial plan **and master facilities plan** that anticipates short and long-term needs
- **Allocate resources to effectively impact student success**

#### **Evaluate Continuously**

- **Make** data-informed decisions
- **Evaluate** the Superintendent **annually**
- **Conduct a board self-assessment on a recurring basis**
- **Focus on** student growth and achievement
- Review effectiveness of **all** comprehensive **and strategic plans**

#### **Communicate Clearly**

- Promote open, honest, and respectful dialogue among the board, staff, and community

- **Acknowledge and listen to varied input from all stakeholders**
- **Promote transparency while protecting necessary confidential matters**
- **Set expectations and guidelines for individual board member communication**

**Advocate Earnestly**

- Promote public education as a keystone of **our Commonwealth**
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by **engaging** local, state, and federal **officials**

**Govern Effectively**

- **Establish and** adhere to rules and procedures for board operations
- Develop, adopt, revise, and review policy **routinely**
- Align **board** decisions to policy **ensuring compliance with the PA School Code and other local, state, and federal laws**
- **Remain focused on the role of** governance, **effectively** delegating management tasks to **the** administration

**PSBA Revision 11/22 © 2022 PSBA**



Book	Policy Manual
Section	200 Pupils
Title	Enrollment of Students
Code	200 Vol V 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1301</u> <u>2. 24 P.S. 1302</u> <u>3. 22 PA Code 11.11</u> <u>4. 22 PA Code 11.41</u> <u>5. 24 P.S. 1331.1</u> <u>6. 24 P.S. 1302.1</u> <u>7. 22 PA Code 11.12</u> <u>8. 22 PA Code 12.1</u> 9. Pol. 202 <u>10. 24 P.S. 1303a</u> <u>11. 24 P.S. 1304-A</u> 12. Pol. 203 13. Pol. 216.1 14. Pol. 251 <u>15. 24 P.S. 7302</u> 16. Pol. 254 17. Pol. 138 Pol. 201 Interstate Compact on Educational Opportunity for Military Children (MIC3)

### **Authority**

The Board shall enroll school age students eligible to attend district schools, in accordance with applicable laws and regulations, Board policy and administrative regulations.[1][2][3][4][5][6]

### **Definitions**

**School age** shall be defined as the period from the earliest admission age for the district's kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first.[1][2]

**District of residence** shall be defined as the school district in which a student's parents/guardians reside.[2][3]

### **Guidelines**

School age resident students and eligible nonresident students shall be entitled to attend district schools.[1][2][3][6][8][9]

The district shall not enroll a student until the parent/guardian has submitted proof of the student's age, residence and immunizations and a completed Parental Registration Statement, as required by law and regulations, **except as follows:**[1][2][3][10][11][12][13]

#### **1. *Students Experiencing Educational Instability -***

**The district shall immediately enroll students experiencing homelessness, foster care and other forms of educational instability, even if the student or parent/guardian is unable to produce the required documents, in accordance with law, regulation and Board policy.[5][14]**

#### **2. *Children of Active Duty Military Families -***

**The district shall facilitate the timely enrollment and permit advanced enrollment of children of active duty military families, in accordance with law and Board policy. To qualify for advanced enrollment, prior to establishing residency in the district, a copy of the official military orders shall be provided to the district along with proof of the parent's/guardian's intention to move into the district. The parent/guardian must provide proof of residence within forty-five (45) days after the arrival date stated in the military orders.[6][15][16]**

The district shall administer a home language survey to all students enrolling in district schools for the first time.[3][17]

The district shall normally enroll a school age, eligible student the next business day, but no later than five (5) business days after application.[3]

The district shall not inquire about the immigration status of a student as part of the enrollment process.[3]

### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's enrollment policy by publishing such policy in the student handbook, parent newsletters, district website and other efficient methods.[4]

The Superintendent or designee shall develop and disseminate administrative regulations for the enrollment of eligible students in district schools.

**PSBA Revision 12/23 © 2023 PSBA**



Book	Policy Manual
Section	200 Pupils
Title	Eligibility of Nonresident Students
Code	202 Vol V 2023
Status	First Reading
Legal	<u>1. 24 P.S. 501</u> <u>2. 24 P.S. 502</u> <u>3. 24 P.S. 503</u> <u>4. 24 P.S. 1301</u> 5. Pol. 200 <u>6. 24 P.S. 1305</u> <u>7. 24 P.S. 1306</u> <u>8. 24 P.S. 1302.1</u> <u>9. 24 P.S. 1316</u> <u>10. 24 P.S. 1302</u> 11. Pol. 251 <u>12. 24 P.S. 2561</u> 13. Pol. 607 <u>14. 24 P.S. 1331.1</u> <u>15. 24 P.S. 1307</u> <u>16. 24 P.S. 1308</u> <u>17. 24 P.S. 1309</u> <u>18. 24 P.S. 1310</u> <u>19. 24 P.S. 2562</u> <u>20. 22 PA Code 11.18</u> 21. Pol. 254 <u>22. 22 PA Code 11.19</u> 23. Pol. 906 <u>22 PA Code 11.41</u> <u>24 P.S. 1306.2</u> <u>24 P.S. 2503</u> <u>24 P.S. 7302</u> Pol. 103

## Pol. 103.1

## Interstate Compact on Educational Opportunity for Military Children (MIC3)

**Purpose**

The Board shall operate district schools for the benefit of students residing in this district who are eligible for attendance.[1][2][3]

**Authority**

{ } It shall be the policy of the Board not to permit the admission of nonresident students, **except as required by law or court order.**[4][5][6][7][8]

{X } The Board may permit the admission of nonresident students in accordance with **law and** Board policy.[4][5][6][7][8][9]

The Board reserves the right to verify claims of residency, dependency and guardianship and to remove from school attendance a nonresident student whose claim is invalid.[10]

{X } The Board shall not be responsible for transportation to or from school for any nonresident student residing outside school district boundaries, **except in accordance with law and Board policy.**[11]

Tuition rates shall be determined annually in accordance with law. Tuition billings will be made to parents/guardians before the beginning of each semester and must be paid within two (2) weeks of the beginning dates. When tuition is in arrears by more than fifteen (15) days, the privilege will be terminated. Tuition billing to school districts shall be at the end of each semester.[9][12][13]

**Guidelines****Nonresident Children Placed in Resident's Home**

Any child placed in the home of a district resident by a court or government agency shall be admitted to district schools and shall receive the same benefits and be subject to the same responsibilities as resident students.[6][14]

**Residents of Institutions**

A child who is living in or assigned to a facility or institution for the care or training of children that is located within this district is not a legal resident of the district by such placement; but the student shall be admitted to district schools, and a charge shall be made for tuition in accordance with law.[7][12][14][15][16][17][18][19][20]

**Students Experiencing Educational Instability**

The district shall immediately admit students experiencing homelessness, foster care and other forms of educational instability, even if the required documents are unavailable, in accordance with Board policy, law and regulation.[5][11][14]

**Children of Active Duty Military Families**



**Children of active duty military families shall be eligible for enrollment in this district in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[5][8][10][21]**

Other Nonresident Students

A nonresident student may be admitted to district schools without payment of tuition where attendance is justified on the grounds that the student lives full-time and not just for the school year with district residents who have assumed legal dependency or guardianship or full residential support of the student.[10][22]

**The Board shall require that appropriate legal documentation showing dependency or guardianship or a sworn statement of full residential support be filed with the Board Secretary before an eligible nonresident student may be accepted as a student in district schools. The Board may require a resident to submit additional, reasonable information to substantiate a sworn statement, in accordance with guidelines issued by the PA Department of Education.[10][22]**

**If information contained in the sworn statement of residential support is found to be false, the student shall be removed from school after notice is given of an opportunity to appeal the student's removal, in accordance with Board policy.[10][23]**

{X } Prospective Residents

A student eligible for attendance whose parent/guardian has executed a contract to buy, build or rent a residence in this district for occupancy by \_\_\_\_\_ may be enrolled [9].

( ) with payment of tuition

( ) without payment of tuition

( X ) for \_\_3 months\_\_\_\_\_ previous to the anticipated date of residency.

( ) at the beginning of the school year, provided that the anticipated date of residency is not later than \_\_\_\_\_ of the same school year.

If the student does not become a resident of the district by the end of the period for which

(X ) free attendance is given,

( ) reduced rate tuition is charged,

tuition shall be required until residency is established.

Parents/Guardians of students who claim admission on the basis of future residency shall be required to demonstrate proof of the anticipated residency.

{ X} Former Residents

Regularly enrolled students whose parents/guardians have moved out of the district may be permitted to finish the [9].

( ) school year

( ) semester

( ) marking period

( ) with payment of tuition.

( ) without payment of tuition.

( ) when the parents/guardians move from the district during the \_\_\_\_\_ immediately previous to the end of the school year.

( X) when the student is completing the senior year and will graduate.

### Residence/Multiple Occupancy

The Board acknowledges that some adults may, out of necessity, live with other individuals within Sharpsville Area School District. The children of these adults may attend school in the district provided the following conditions are met:

1. A sworn affidavit of multiple occupancy is executed and filed.
2. The residence is a bona fide location actually within the boundaries of the Sharpsville Area School District.
3. The children and adults are actually residing at that address continuously and not merely during the school week or year.
4. The responsible adult(s) provide a deed, mortgage statement, lease, or rental agreement and:
  - a. PA driver's license, PA license update card, or PA photo ID card and;
  - b. Plus at least one (1) of the following items (items 1 through 4) within a reasonable period of time:
    - i. Two (2) current utility bills;
    - ii. Property Tax bill;
    - iii. Vehicle registration; or
    - iv. Current major credit card bill.

It should be noted that providing false information on the affidavit or other documents is a misdemeanor of the third degree punishable by a fine of not more than \$2,500.00 and/or imprisonment of not more than one (1) year.

Emancipated students or students who are independent of their parents/guardians at the age of eighteen (18) may attend school in Sharpsville Area School District provided they meet one of the above criteria and provide documentation of residency.

**Delegation of Responsibility**

The Superintendent or designee shall develop administrative regulations for the enrollment of nonresident students.

The Superintendent shall

{ } recommend to the Board for its approval the admission of qualified nonresident students.

{X } report to the Board for its information the enrollment of nonresident students.

**NOTES:**

Incarcerated Juveniles

Convicted – SC 1306.2, 1318

Charged – SC 1306.2

**PSBA Revision 12/23 © 2023 PSBA**



Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204 Vol IV 2022
Status	First Reading
Legal	<u>1. 22 PA Code 11.41</u> <u>2. 24 P.S. 1327</u> <u>3. 24 P.S. 1329</u> <u>4. 24 P.S. 1330</u> <u>5. 22 PA Code 11.23</u> <u>6. 22 PA Code 11.25</u> <u>7. 22 PA Code 12.1</u> <u>8. 24 P.S. 1326</u> <u>9. 22 PA Code 11.13</u> <u>10. 42 Pa. C.S.A. 6302</u> <u>11. 24 P.S. 510.2</u> <u>12. 24 P.S. 1332</u> <u>13. 24 P.S. 1339</u> <u>14. 22 PA Code 11.22</u> <u>15. 22 PA Code 11.28</u> 16. Pol. 113 17. Pol. 115 18. Pol. 116 19. Pol. 117 20. Pol. 118 <u>21. 22 PA Code 11.34</u> <u>22. 22 PA Code 11.32</u> <u>23. 22 PA Code 11.5</u> <u>24. 24 P.S. 1327.1</u> <u>25. 22 PA Code 11.31</u> <u>26. 22 PA Code 11.31a</u> 27. Pol. 137 <u>28. 22 PA Code 11.21</u>

29. 22 PA Code 11.26

30. Pol. 251

31. 24 P.S. 1546

32. 24 P.S. 1333

33. 24 P.S. 1333.1

34. 24 P.S. 1333.2

35. Pol. 103.1

36. Pol. 113.3

37. Pol. 114

24 P.S. 1333.3

22 PA Code 11.24

22 PA Code 11.8

### **Purpose**

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[1]

### **Authority**

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[2][3][4][5][6][7].

### **Definitions**

**Compulsory school age** shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than **six (6)** years of age, until the student reaches **eighteen (18)** years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[8][9].

**Habitually truant** shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

**Truant** shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

**Person in parental relation** shall mean a:[8]

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[10].

**School-based or community-based attendance improvement program** shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[8].

### **Delegation of Responsibility**

The Superintendent or designee shall annually notify students, persons in parental relation, staff and

☐ local children and youth agency

☒ local magisterial district judges

about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[1][11].

☒ The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the

☒ building principal,

☐ Attendance Officer,

☐ Home and School Visitor,

☐ (other) \_\_\_\_\_,

shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[12][13].
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. ☒ Ensure that students legally absent have an opportunity to make up work.

### **Guidelines**

#### **Compulsory School Attendance Requirements**

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[2]

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[2][5][14][15][16][17][18][19][20]

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance. [3][4][21].
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[2][22].
3. Students attending college who are also enrolled part-time in district schools.[23].
4. Students attending a home education program or private tutoring in accordance with law. [2][18][24][25][26][27]
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[2].
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[4].
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. Regularly engaged means thirty-five (35) or more hours per week of employment.[4][15].

#### Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[3][6].
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[3].
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.

7. Death in family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[1][3]
9. {X } Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[3]
  - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
  - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. {X } Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[28]
11. {X } Nonschool-sponsored educational tours or trips, if the following conditions are met:[3][29]
  - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
  - b. The student's participation has been approved by the Superintendent or designee.
  - c. {X } The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
  - d. { } (other) \_\_\_\_\_.
12. {X } College or postsecondary institution visit, with prior approval.
13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care **and other forms of educational instability**. [3][6][30]

The district may limit the number and duration of

{X } nonschool-sponsored educational tours or trips

{X } college or postsecondary institution visits

for which excused absences may be granted to a student during the school year.

#### *Temporary Excusals –*

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[2][14][18]
2. Students participating in a religious instruction program, if the following conditions are met:[28][31]



- a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
  - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
  - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[21]

*Parental Notice of Absence –*

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within

☒ three (3)

☐ five (5)

☐ (other) \_\_\_\_\_

days of the absence.

A maximum of

☐ eight (8)

☒ ten (10)

☐ (other) \_\_\_\_\_

days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond

☐ eight (8)

☒ ten (10)

☐ (other) \_\_\_\_\_

cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[8]

*Parental Notification –*

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

## Enforcement of Compulsory Attendance Requirements

### *Student is Truant –*

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[32]

The notice shall:[32]

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.[32]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.[32]

### *School Attendance Improvement Conference (SAIC) –*

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.[32]

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.[8]

The following individuals shall be invited to the SAIC:[8]

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.[32]

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.[32]

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.  
[32]

*Student is Habitually Truant –*

When a student under fifteen (15) years of age is habitually truant, district staff:[33]

1. Shall refer the student to:

- a. A school-based or community-based attendance improvement program; or
- b. The local children and youth agency.

2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[33]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[33]

1. Refer the student to a school-based or community-based attendance improvement program; or

2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[33]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[33]

*Filing a Citation –*

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[34]

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[34]

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[16][35][36][37]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[16][35][37]

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[32]

NOTES:

Remove language on withholding of credit or automatic grade deductions for students with unexcused/illegal absences (based on court decision). May include language on deduction of class participation grades only, if in response to unexcused/illegal absences.

See additional explanation on court case and info. from School Law Handbook.

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Book	Policy Manual
Section	200 Pupils
Title	Graduation
Code	217 Vol V 2023
Status	First Reading
Legal	<u>1. 24 P.S. 121</u> <u>2. 22 PA Code 4.24</u> <u>3. 22 PA Code 4.51</u> <u>4. 22 PA Code 4.52</u> <u>5. 24 P.S. 510.2</u> <u>6. 24 P.S. 1611</u> <u>7. 24 P.S. 1613</u> 8. Pol. 102 9. Pol. 127 10. Pol. 212 11. Pol. 233 <u>12. 24 P.S. 1331.1</u> 13. Pol. 251 <u>14. 24 P.S. 1614</u> <u>15. 22 PA Code 11.27</u> <u>16. 22 PA Code 4.12</u> <u>17. 34 CFR 300.102</u> <u>18. 34 CFR 300.305</u> 19. Pol. 113 <u>20. 22 PA Code 11.5</u> <u>21. 22 PA Code 11.8</u> <u>22. 22 PA Code 11.4</u> <u>23. 24 P.S. 7302</u> 24. Pol. 254 25. Pol. 216 <u>34 CFR Part 300</u> Interstate Compact on Educational Opportunity for Military Children (MIC3)

## **Purpose**

The Board shall establish graduation requirements and acknowledge each student's successful completion of the instructional program by awarding diplomas and certificates at graduation ceremonies.

## **Authority**

The Board shall adopt the graduation requirements students must achieve in accordance with state law and regulations.[1][2][3][4]

The Board requires graduation requirements to be published and distributed to students and parents/guardians, and made available in each school building and posted on the district's publicly accessible website. All changes to graduation requirements shall be published and distributed to students and parents/guardians, and made available in each school building and posted on the district's publicly accessible website immediately following approval by the Board. [2][5]

## **Diplomas**

The Board shall award a high school diploma to every student enrolled in this district who meets the requirements for graduation established by this Board.[2][6][7][8][9][10]

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure

{X }, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension. [11]

### *Students Experiencing Educational Instability -*

The district shall provide supports to ensure that students experiencing educational instability graduate in a timely manner, in accordance with law and Board policy. A graduation plan shall be developed to facilitate this process for students in grades nine (9) through twelve (12) who are experiencing educational instability.[12][13]

### *Students With Disabilities -*

The Board shall permit a student with a disability, whose Individualized Education Program (IEP) prescribes continued educational services, to participate in commencement ceremonies with their graduating class and receive a certificate of attendance, provided that the student has attended four (4) years of high school. The Board shall issue a high school diploma to each student with a disability who completes the graduation requirements established by the Board or the goals established in the student's IEP, as determined by the student's IEP team.[1][2][14][15][16][17][18][19]

### *Part-Time Students -*

A student may qualify for graduation by attending a district school part-time when lawfully employed part-time or when officially enrolled part-time in a postsecondary institution.[20][21]

### *Full-Time Postsecondary Students -*

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.[21][22]

### ***Children of Active Duty Military Families –***

**The district shall provide supports to facilitate the on-time graduation of children of active duty military families in accordance with the Interstate Compact on Educational Opportunity for Military Children, state law and Board policy.[23][24]**

#### ***{X } Eligible Veterans -***

{X } In order to honor and recognize honorably discharged eligible veterans who left high school prior to graduation to serve in World War II, the Korean War or the Vietnam War, the Board shall grant a diploma to a veteran who meets the applicable requirements of law and completes the required application.[6]

{X } Upon proper application, the Board may award a diploma posthumously to a veteran who meets the stated requirements.

{X } The Superintendent shall submit to the Board for its approval the names of veterans of World War II, the Korean War and the Vietnam War who are eligible for a high school diploma.

### **Delegation of Responsibility**

The Superintendent or designee shall be responsible for ensuring the following:

1. Publication and distribution of graduation requirements to students and parents/guardians.[2][5]
2. Counseling of students regarding expectations of graduation requirements.[2][3][4][8][9][10][16]
3. Assessment of individual student attainment of academic standards to ensure the student's progress toward achievement of graduation requirements.[2][3][4][8][9][10][16]
4. Accurate recording and reporting of each student's progress and accumulation of graduation requirements.[10][25]
5. Provision of assistance to those students having difficulty attaining the academic standards.[1][2]
6. Development of a list of individuals who qualify for the award of a diploma.
7. Planning and executing graduation ceremonies that appropriately recognize this important achievement.

The Superintendent or designee shall annually, no later than December 1, report to the PA Department of Education (PDE) graduation information and data, as required by law.[1]

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Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221 Vol IV 2022
Status	First Reading
Legal	<u>1. 24 P.S. 1317.3</u> <u>2. 22 PA Code 12.11</u> 3. Pol. 251 4. Pol. 325

### **Purpose**

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference.

### **Authority**

The Board has the authority to impose limitations on students' dress in school. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or constitute a health or safety hazard.[1][2]

{ } The Board may require students to wear standard dress or uniforms, which may be required district-wide or by individual schools.[1][2]

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities or other situations where special attire may be required to ensure the health or safety of the student.[2]

**The Board directs district staff to support students experiencing educational instability by waiving penalties related to a delay in compliance with Board policy or school rules related to dress and grooming.[3]**

### **Delegation of Responsibility**

The building principal or designee shall be responsible to monitor student dress and grooming, and to enforce Board policy and school rules governing student dress and grooming.

The Superintendent or designee shall ensure that all school rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.[2]



Staff members shall be instructed to demonstrate, by example, positive attitudes **and compliance with Board policy and school rules related to dress and grooming**.<sup>[4]</sup>

NOTE:

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

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Book	Policy Manual
Section	200 Pupils
Title	Suspension and Expulsion
Code	233 Vol IV 2022
Status	First Reading
Legal	<u>1. 22 PA Code 12.6</u> <u>2. 22 PA Code 12.7</u> <u>3. 22 PA Code 14.143</u> <u>4. 20 U.S.C. 1400 et seq</u> <u>5. 34 CFR Part 300</u> <u>6. 22 PA Code 12.8</u> <u>7. 24 P.S. 1318</u> <u>8. 2 Pa. C.S.A. 101 et seq</u> <u>9. 2 Pa. C.S.A. 101</u> 10. Pol. 204 <u>11. 24 P.S. 1326</u> 12. Pol. 113 13. Pol. 113.1 14. Pol. 218 15. Pol. 216 16. Pol. 113.4 <u>22 PA Code 12.3</u>

### **Purpose**

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.[1][2][3][4][5].

### **Authority**

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.[1][6][7].

## **Guidelines**

### **Exclusion From School - Suspension**

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended.[1][2]

No student may be suspended without notice of the reasons for which **the student** is suspended and an opportunity to be heard on **their** own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.[1]

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension.[1][6]

Informal hearings under this provision shall be conducted by the

{ X } building principal.

{ } Superintendent.

{ } person in charge of the school.

### **Purpose of Informal Hearing**

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.[6]

### **Due Process Requirements for Informal Hearing**[6]

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The district shall offer to hold the informal hearing within five (5) days of the suspension.

### **Exclusion From Class - In-School Suspension**

No student may receive an in-school suspension without notice of the reasons for which **the student** is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.[2]

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions. [2][6]

The district shall provide for the student's education during the period of in-school suspension. [2]

### Expulsion

**Expulsion** is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before [1][6][7]

{X } the Board,

{ } a duly authorized committee of the Board,

{X } a qualified hearing examiner appointed by the Board,

and upon action taken by the Board after the hearing.

### Expulsion Hearings

A formal hearing shall be required in all expulsion actions. [1][6][7][8]

The formal hearing shall observe the due process requirements of: [6]

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when **the student** demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

- a. The need for laboratory reports from law enforcement agencies.
  - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking **their** rights under the Individuals with Disabilities Education Act (IDEA).
  - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

### Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.[9]

### Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines.[1][10]

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in **their** normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

### Attendance/School Work After Expulsion

Students who are under **eighteen (18)** years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.[1][10][11]

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

### Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.[12][13]

### Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.[14]
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[15][16]
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

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Book	Policy Manual
Section	200 Pupils
Title	Students Experiencing Homelessness, Foster Care and Other Educational Instability
Code	251 Vol III 2023
Status	First Reading
Legal	<u>1. 22 PA Code 11.18</u> <u>2. 24 P.S. 1305</u> <u>3. 24 P.S. 1306</u> <u>4. 24 P.S. 1331.1</u> <u>5. 20 U.S.C. 6311</u> <u>6. 20 U.S.C. 6312</u> <u>7. 42 U.S.C. 11431 et seq</u> <u>8. 42 U.S.C. 675</u> 9. Pol. 221 10. Pol. 810 11. Pol. 113 12. Pol. 115 13. Pol. 121 14. Pol. 122 15. Pol. 123 16. Pol. 114 17. Pol. 231 18. Pol. 124 19. Pol. 217 20. Pol. 223 21. Pol. 808 22. Pol. 110 <u>23. 23 Pa. C.S.A. 6301 et seq</u> <u>24. 42 Pa. C.S.A. 6301 et seq</u> <u>25. 45 CFR 1355.20</u> <u>26. 42 U.S.C. 11434a</u> <u>27. 42 U.S.C. 11432</u> 28. Pol. 103.1

29. Pol. 113.4  
 30. Pol. 216  
 31. Pol. 200  
 32. Pol. 201  
 33. Pol. 203  
 34. Pol. 204  
 35. Pol. 209  
 36. Pol. 206  
 37. Pol. 906  
 38. Pol. 202  
 39. 20 U.S.C. 1232g  
 40. Pol. 146  
 41. Pol. 918  
 42. Pol. 138  
 43. 24 P.S. 121  
20 U.S.C. 6301 et seq  
22 PA Code 403.1  
34 CFR Part 99  
67 Fed. Reg. 10698  
 PA Education for Homeless Children and Youth State Plan  
Basic Education Circular, August 1, 2022: Act 1 of 2022 - Assisting Students Experiencing Education Instability  
 Ensuring Educational Stability for Foster Care Youth - Transportation Plan Guide

## **Purpose**

The Board recognizes the challenges encountered by students experiencing homelessness, foster care and other educational instability. The Board is committed to facilitating the immediate enrollment; eliminating barriers to the attendance, education and graduation; and providing additional supports in compliance with federal and state laws, regulations and Board policy, for such students.[1][2][3][4][5][6][7][8].

## **Authority**

The Board directs the district to collaborate with school staff, other school districts, local agencies and other entities in supporting the needs of students experiencing educational instability.

The Board shall ensure that students experiencing educational instability have equal access to the same educational programs, activities and services provided to other district students.[1][2].[3][4][5][6][7].

The Board authorizes the Superintendent to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment and attendance of students experiencing educational instability. Such waivers include, but are not limited to, requirements regarding:[1][2][3][4][5][6][7].



1. Dress code.[9]
2. Transportation.[10]
3. School-sponsored or extracurricular activities for which students meet placement and qualification requirements, including, but not limited to, clubs, athletics, performing arts, class trips, social events, career and technical education, internships and specialized classes.[11][12][13][14][15][16][17]
4. Fees related to school-sponsored or extracurricular activity participation fees, and other fees including, but not limited to, school identification (badges, cards, etc.), uniforms, materials, lost or damaged items, athletic physical exams, parking or driving, food services, library, locker or padlock rental or replacement, summer school or credit recovery, technology and graduation regalia.[9][13][14][15][18][19][20][21][22]
5. Graduation.[19]
6. Registration deadlines.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on their status as a student experiencing educational instability.

### **Definitions**

**Student Experiencing Educational Instability** means a student who has experienced one (1) or more changes in school enrollment during a single school year due to any of the following:[4]

1. Homelessness.[1][3][7]
2. An adjudication of:[23][24]
  - a. Dependency relating to child protective services and juvenile matters;
  - b. Delinquency, if disclosed by the student's parent/guardian; or
  - c. As part of court-ordered services under a voluntary placement or custody agreement.

A student experiencing foster care may also qualify as a student experiencing educational instability as defined above, if such circumstances apply.[25]

**Enroll or Enrollment** means attending classes and participating fully in school activities.[26]

**Additional costs** means the difference between what the district spends to transport a resident student to the student's assigned school and the cost to transport a child in foster care to the child's school of origin.

**Foster care** means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made. [25]

**Homeless children and youths** means individuals who lack a fixed, regular and adequate nighttime residence, and includes:[26]

1. Children and youths who are:
  - a. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
  - b. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
  - c. Living in emergency, transitional or domestic violence shelters; or
  - d. Abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
4. Migratory children who qualify as homeless because they are living in circumstances described above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

**School of origin** is the school in which the student experiencing educational instability was last enrolled.

- The school of origin for a *homeless child or youth* - the last school in which the homeless child or youth was enrolled when permanently housed or the school in which the homeless child or youth was last enrolled, including preschool.[27]
- The school of origin for a *child in foster care* - the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin is the school the child is attending immediately prior to each change in placement.[8]
- When the homeless child or youth, or child in foster care, completes the final grade level served by the school of origin, the school of origin shall become the designated receiving school at the next grade level for all feeder schools.

**Unaccompanied youth** means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.[26]

### **Delegation of Responsibility**

The Board designates the

{ } Superintendent

{ } Assistant Superintendent

{ } Federal Programs Coordinator

{ } Home and School Visitor

{X } Director of Student Services

{ } Homeless Child or Youth Liaison

{ } (Other) \_\_\_\_\_

to serve as the district's point of contact for students experiencing educational instability.[4][5][27]

The name and contact information of the district's point of contact shall be included in the student's education records and provided to the student's education decision maker.[4]

The district's point of contact shall ensure outreach and coordination with the following, as appropriate to each individual student's needs:[4][5][27]

1. Local children and youth agency to:
  - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements;
  - b. Develop a protocol on how to make best interest determinations; and
  - c. Develop and coordinate transportation procedures.
2. Other local service agencies and entities that provide services to students experiencing educational instability.
3. Other school districts on issues of prompt identification, transfer of records, transportation and other inter-district activities.
4. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.[11][28]
5. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's point of contact, in consultation with the school counselor, school social worker, home and school visitor or school psychologist and the student's Individualized Education Program (IEP) team or Section 504 Team, shall:[4]

1. Facilitate the student's expedited consultation with the school counselor or other mental health professionals, as appropriate.
2. Facilitate the prompt placement of the student in appropriate courses.
3. Connect the student with educational services that meet the student's specific needs.
4. Immediately request the prior school entity, county agency and the student's education decision maker to provide the complete student information and records, including an IEP or Section 504 service agreement, if applicable. Within ten (10) business days, the prior school entity located within Pennsylvania, including schools with residential placements, shall provide the requested information and records to ensure proper transfer of course credits, grades and an IEP or Section 504 service agreement, if applicable.
5. Develop and execute a graduation plan in collaboration with the student in grades nine (9) through twelve (12). The graduation plan shall be customized to meet the specific needs of the student and shall detail the courses necessary for on-time graduation and transition to

postsecondary education or the workforce. The graduation plan shall be included in the student's education records.

*Additional Responsibilities to Support Homeless Students -*

The district's point of contact shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.[27]

The district's point of contact shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.[27]

Training

The district's point of contact shall provide professional development and training to school staff on the education needs of students experiencing educational instability.

*Additional Training to Support Homeless Students -*

The district's point of contact shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.[27]

The district's point of contact shall arrange professional development programs for school staff, including office staff.[27]

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:[27]

1. Improve identification of homeless children and youths and unaccompanied youths;
2. Understand the rights of such children, including requirements for immediate enrollment and transportation; and
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

**Guidelines**

Students enrolled in this district experiencing educational instability shall be provided support and services, as appropriate to each individual student's needs, in accordance with Board policy. [4]

Minimal documentation shall be required for a student experiencing educational instability to qualify for supports and services. Information used to determine that a student is experiencing educational instability may be confirmed verbally, in writing or by another manner by shelter providers, outreach workers, case managers, juvenile probation officers and others.

Parents/Guardians and students have the authority to determine what information shall be shared with the district.

Information related to the student's educational instability status shall be confidential and disclosed by the point of contact or other administrators only to other school staff who have a legitimate need to know unless authorized by the student or parent/guardian.[29][30]

### Enrollment

Except when an unaccompanied youth or the parents/guardians of a homeless youth request otherwise, it shall be presumed that a student experiencing educational instability shall continue to be enrolled in their school of origin unless it is determined that it is not in the student's best interest to remain in the school of origin.[5][27]

In accordance with the homeless child's or youth's best interest, the district shall continue to enroll a homeless student in the student's school of origin within the district while the student remains homeless and through the end of the academic year in which the student obtains permanent housing.[27]

An unaccompanied youth or the parents/guardians of a homeless student may request enrollment in any grade-appropriate school within the district regardless of the district attendance area where the student is actually living or a school of origin in another district.[27]

The district's point of contact shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where the student will be enrolled.[27]

### *Best Interest Determination -*

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders and established local procedures.

In making a best interest determination, the district shall:[5][27]

1. In the case of a homeless child or unaccompanied youth, give priority to the request of the parent/guardian or unaccompanied youth.
2. Consider student-centered factors related to impact of mobility on achievement, education, appropriateness of the current educational setting, health and safety, and proximity to living arrangements including foster care placement.

The cost of transportation shall not be used as a factor in the best interest determination.

Documentation related to the best interest determination shall be maintained in the student's education record.[29][30]

### *Timeliness of Enrollment -*

When a school receives a student experiencing educational instability, the school shall immediately enroll the student and begin instruction, even if:[4][5][7][29][30][31][32][33][34][35]

1. The student is unable to produce records normally required for enrollment.[27][31]
2. The application or enrollment deadline has passed.[27][31][32]

The district's point of contact shall immediately contact the school last attended by the student to obtain relevant academic or other records.[27]

The district may require a parent/guardian to submit contact information.

### *Grade Level Assignment -*

If the district is unable to determine the student's grade level due to missing or incomplete records, the district may administer tests or utilize appropriate means to determine the student's assignment within the school.[36]

#### Dispute Resolution

If a dispute involving a student experiencing educational instability arises, the concern shall be addressed and/or resolved at the lowest appropriate level in accordance with Board policy, unless otherwise stated below.[37]

#### *Dispute Resolution for Homeless Students -*

If the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the unaccompanied youth or parent/guardian, the district shall provide the unaccompanied youth or parent/guardian with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the unaccompanied youth or parent/guardian and shall include information regarding the right to appeal.[27]

If a dispute arises over eligibility, enrollment or school selection:[27]

1. The parent/guardian or unaccompanied youth shall be referred to the district's point of contact, who shall assist in the dispute resolution process.
2. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
3. The district's point of contact shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.

A parent/guardian or unaccompanied youth may file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

#### *Dispute Resolution for Students in Foster Care -*

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in their school of origin, pending resolution of the dispute.[2]

#### { X } Students Discharged From Foster Care

A student who has been discharged from foster care may be permitted to finish the [38]

(X ) school year

( ) semester

in this district, if appropriate,

( ) with payment of tuition.

(X ) without payment of tuition.

#### Education Records

Information about a student's educational instability shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.[29][30][39]

The district may disclose personally identifiable information from the education records of a student without written consent of the parent/guardian or the eligible student if the disclosure is: [29][30][39].

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

### Comparable Services

Students experiencing educational instability shall be provided services comparable to those offered to other district students including, but not limited to:[3][27][40]

1. Transportation services.[10]
2. School nutrition programs.[21]
3. Career and technical education.[12]
4. Educational programs for which the student meets the eligibility criteria, such as:
  - a. Services provided under Title I or similar state or local programs.[41]
  - b. Programs for English Learners.[42]
  - c. Programs for students with disabilities.[11]
  - d. Programs for gifted and talented students.[16]
5. { X } Preschool programs.

### *Transportation for Homeless Students -*

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the district.[3][10][27]

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.[27]

### *Transportation for Students in Foster Care -*

The district shall ensure that children in foster care needing transportation to their school of origin promptly receive transportation in a cost-effective manner.[6][10]

To ensure that transportation for children in foster care to their school of origin is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[6]

The transportation plan shall address the following:[6]

1. The procedure the district and local children and youth agency will follow to provide transportation for children in foster care in a cost-effective manner and in accordance with applicable law.[8]
2. How transportation costs will be covered if additional costs are incurred. Options include:
  - a. The local children and youth agency agrees to reimburse the district;
  - b. The district agrees to pay for the cost;[6]
  - c. The district and the local children and youth agency agree to share the costs; or
  - d. The district of origin, the district of foster residence, and the placing children and youth agency agree to share the costs.
3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.

#### Course Credit and Graduation

The district shall ensure that each student experiencing educational instability in grades nine (9) through twelve (12) is provided with a graduation plan to facilitate the student's timely graduation. The graduation plan shall specify the courses and other requirements necessary for the student to graduate. The district's efforts to ensure that the student experiencing educational instability graduates in a timely manner may include:[4][5][6]

1. Waiving a specific course required for graduation if similar coursework has been satisfactorily completed in another school entity or the student has demonstrated competency in that content area. Evidence as to whether coursework has been satisfactorily completed and the amount of full or partial credit assigned, may be determined through any of the following:[4][19]
  - a. Competency demonstration, which could include, but is not limited to:
    - i. Submission of an essay, presentation or project.
    - ii. Recognition that the student has already successfully completed a higher-level course, an experiential learning opportunity or internship that demonstrates competence in the content area.
  - b. Performance on an examination.
  - c. Successful completion of a career and technical education course.



- d. Other evidence or method determined appropriate by the district.
2. If a specific course requirement cannot be waived, the district shall provide an alternative or modified course of study that is currently offered to students and that will assist the student with acquiring the required work or competency requirements by the anticipated graduation date.
  3. If, after considering full and partial course credits, waiving courses or providing alternative courses of study, the district determines that the student meets the established graduation requirements, the student shall be allowed to participate in the graduation ceremony and graduate with their peers.

If the student is determined not eligible for graduation, the district may request a high school diploma from the prior school entity. The prior school entity may issue a diploma if the student meets the prior school entity's graduation requirements.

#### *Keystone Diploma –*

In any school year for which demonstration of proficiency on a Keystone exam is required for graduation, a student who has successfully satisfied the graduation requirements may obtain a secondary school diploma known as the Keystone Diploma from the PA Department of Education, if both of the following provisions apply:[4][43]

1. All other graduation options have been exhausted.
2. The student is unable to obtain a diploma from the student's prior or receiving school entity.

The district's point of contact shall assist the student in determining the student's eligibility for a Keystone Diploma and, if eligible, obtaining the Keystone Diploma from the PA Department of Education.[4][43].

#### *Students with Disabilities –*

Students experiencing educational instability who have an IEP shall maintain the right to special education and the right to graduate either through attainment of credits or through the completion of the goals established in their IEP, **in accordance with applicable law, regulations, Board policy, administrative regulations and state guidance.**[11][19]

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Book	Policy Manual
Section	800 Operations
Title	Transportation
Code	810 Vol V 2023
Status	First Reading
Legal	<u>1. 75 Pa. C.S.A. 102</u> <u>2. 24 P.S. 1361</u> <u>3. 24 P.S. 1362</u> <u>4. 24 P.S. 1726-A</u> <u>5. 22 PA Code 23.1</u> <u>6. 22 PA Code 23.2</u> <u>7. 22 PA Code 23.4</u> 8. Pol. 610 9. Pol. 611 10. Pol. 818 <u>11. 75 Pa. C.S.A. 3345.1</u> <u>12. 67 PA Code 447.1 et seq</u> <u>13. 22 PA Code 23.3</u> <u>14. 24 P.S. 1374</u> 15. Pol. 103 16. Pol. 103.1 17. Pol. 113 18. Pol. 140 <u>19. 20 U.S.C. 6312</u> 20. Pol. 251 <u>21. 42 U.S.C. 11432</u> <u>22. 35 P.S. 4601 et seq</u> <u>23. 35 P.S. 4608</u> <u>24. 67 PA Code 212.101</u> 25. Pol. 121 26. Pol. 209.1 27. Pol. 209.2 28. Pol. 210

29. Pol. 210.1  
30. Pol. 113.4  
31. Pol. 216  
32. 24 P.S. 1517  
33. 75 Pa. C.S.A. 4552  
34. Pol. 805  
24 P.S. 1331  
24 P.S. 1365  
24 P.S. 1366  
24 P.S. 2541  
24 P.S. 2542  
22 PA Code 15.1 et seq  
22 PA Code 23.6  
75 Pa. C.S.A. 4551-4553  
20 U.S.C. 6301 et seq  
42 U.S.C. 11431 et seq  
49 CFR Part 37  
49 CFR Part 38  
Pol. 810.1

### **Purpose**

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

### **Definitions**

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

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

### **Authority**

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

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

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

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

The Board shall provide transportation for eligible resident students who are enrolled in nonpublic schools or charter schools as required by law.[2][4][18]

The Board shall provide transportation for children in foster care in accordance with federal and state laws and regulations, and the local transportation plan.[19][20]

The Board shall provide transportation for homeless children and youths in accordance with federal and state laws and regulations.[20][21]

The Board prohibits any diesel-powered motor vehicle weighing 10,001 pounds or more to idle for more than five (5) minutes in any continuous sixty-minute period while parked, loading or unloading, except as allowed by law.[22]

The Board shall ensure that permanent signs, notifying drivers of the idling restrictions, are maintained on district property at locations where diesel-powered motor vehicles weighing 10,001 pounds or more load or unload. Signs shall also be posted at locations that provide fifteen (15) or more parking spaces for such diesel-powered motor vehicles.[23][24]

### **Delegation of Responsibility**

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

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

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

The Superintendent or designee shall be responsible to:

1. Maintain records and make required reports regarding school transportation.[5][7]
2. Distribute rules governing student conduct during transport; such rules shall be binding on all students transported by the district.[7]
3. Provide each school bus/school vehicle driver with:
  - a. The Pennsylvania School Bus Driver's Manual;
  - b. The written rules for student conduct on buses/vehicles;
  - c. The procedures for evacuation drills; and

d. Any additional laws and applicable Board policies and administrative regulations which apply to school bus/vehicle drivers.

4. { } Establish administrative regulations that specify the number of chaperones to accompany students in connection with school-related activities and field trips.[Z][25]

5. { } Prepare a district map or schedule indicating each bus stop and bus route.[Z]

## **Guidelines**

### **Student Health Information**

When necessary for student safety, or when required by a student's IEP or Section 504 Service Agreement, a school bus/vehicle driver shall be provided with relevant student health and medical information.[16][17][26][27][28][29]

School bus/vehicle drivers shall maintain the confidentiality of student health/medical information in accordance with district policies and procedures and applicable law.[30][31]

### **Evacuation Drills**

Bus evacuation drills shall be conducted twice a year and reported to the Pennsylvania Department of Education, in accordance with law and Board policy.[32][33][34]

## **NOTES:**

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

Title 22, Sec. 23.6 - authorized passengers

Computation of distance - 1366

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

Ten-mile boundaries - 1361

Other boundaries - 1 ½ miles - 1362

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

Transportation - Title 22, Chapter 23

School Buses/Vehicles - Title 67, Chapter 171

Bus Drivers Minor Children - Title 22 Sec. 23.6

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

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

**PSBA Revision 12/23    © 2023 PSBA**



Book	Policy Manual
Section	800 Operations
Title	Records Management
Code	800 Vol II 2023
Status	First Reading
Legal	<u>1. 24 P.S. 518</u> <u>2. 65 P.S. 67.901</u> 3. Pol. 828 <u>4. 65 P.S. 67.102</u> 5. Pol. 801 <u>6. 24 P.S. 433</u> <u>7. 65 P.S. 67.708</u> <u>8. 20 U.S.C. 1232g</u> <u>9. 73 P.S. 2301 et seq</u> 10. Pol. 830 11. Pol. 830.1 <u>12. 65 P.S. 67.506</u> <u>65 P.S. 67.101 et seq</u> <u>Federal Rules of Civil Procedure 16, 26, 34, 37, 45</u> Pol. 004 Pol. 006 Pol. 105.2 Pol. 113.4 Pol. 114 Pol. 138 Pol. 203 Pol. 203.1 Pol. 209 Pol. 212 Pol. 216 Pol. 216.1 Pol. 233 Pol. 314

Pol. 324  
Pol. 326  
Pol. 334  
Pol. 601  
Pol. 609  
Pol. 610  
Pol. 618  
Pol. 619  
Pol. 702  
Pol. 706  
Pol. 716  
Pol. 800.1  
Pol. 810  
Pol. 810.1  
Pol. 912

### **Purpose**

The Board recognizes the importance of establishing and maintaining a Records Management Plan that defines district staff responsibilities and complies with federal and state laws and regulations.

### **Authority**

The Board shall retain, as a permanent record of the district, Board minutes, annual auditor's reports and annual financial reports. All other financial records, including financial account books, orders, bills, contracts, invoices, receipts and purchase orders, shall be retained by the district for a period of not less than six (6) years.[1]

All other district records shall be retained in accordance with state and federal laws and regulations and the district Records Management Plan approved by the Board.

The district shall make a good faith effort to comply with all proper requests for record production. Selective destruction of records in anticipation of litigation is forbidden.[2][3]

### **Definitions**

**Electronic Mail (Email) System** - a system that enables users to compose, transmit, receive and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets and other electronic documents.

**Litigation Hold** - a communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the litigation or investigation.

**Records** - information, regardless of physical form or characteristics, that documents a transaction or activity of the district and that is created, received or retained pursuant to law or in connection with a transaction, business or activity of the district. The term includes a document, paper, letter, map, book, tape, photograph, film or sound recording, information stored or maintained electronically and a data-processed or image-processed document.[4]

**Records Management Plan** - the system implemented by the district for the **storage**, retention, retrieval and disposition of all records generated by district operations.

**Records Retention Schedule** - a comprehensive listing stating retention periods and proper disposition of records.

### **Delegation of Responsibility**

**Any individual responsible for the collection, maintenance and/or security of records on behalf of the district shall comply with state and federal laws and regulations, Board policies, district procedures and the Records Management Plan.**

#### Records Coordinator

In order to maintain a Records Management Plan that complies with federal and state laws and regulations and Board policy, the Board designates the

{ } Superintendent

{ } Assistant Superintendent

{X } Board Secretary

{ } Business Manager

as the district's Records Coordinator who shall serve as the chairperson of the Records Management Committee.

The Records Coordinator shall be responsible to:

1. Ensure that training appropriate to the user's position and level of responsibility is provided. Such training may include:
  - a. {X } Operation, care and handling of the equipment and software.
  - b. {X } Requirements of the Records Retention Schedule.
  - c. { X} Protocols for preserving and categorizing district records.
  - d. { X} Procedures and responsibilities of district staff in the event of a litigation hold.
  - e. {X } Identification of what is and what is not a record.
  - f. {X } Disposal of records.
2. Review the Records Management Plan periodically to ensure that record descriptions and retention periods are updated as necessary.
3. Identify, when the retention period expires, the specific records to be disposed of and ensure that all identified records are properly disposed of  
  
{ } monthly.



☐ quarterly.

☒ annually.

☐ at regular intervals of \_\_\_\_\_.

### Records Management Committee

A committee responsible for the development and recommendation of the district's Records Management Plan shall be established by the Board. The Records Management Committee shall give primary consideration to the most efficient and economical means of implementing the recommended Plan. Members of the Committee shall include the:

1. Open Records Officer.[5]
2. Superintendent.
3. Board Secretary.[6]
4. District solicitor.
5. Director of Information Technology or designee.
6. ☐ Business Manager.
7. ☐ Assistant Superintendent.
8. ☐ Board member(s).
9. ☐ Outside consultant(s).
10. ☐ \_\_\_\_\_ Other.

The Records Management Committee shall meet

☐ annually

☒ periodically

to evaluate the effectiveness and implementation of the Records Management Plan and recommend changes as needed.

### Guidelines

#### Records Management Plan

The district's Records Management Plan shall be the principal means for the **storage**, retention, retrieval and disposition of manual and electronic records, including emails. The Plan shall not rely primarily on backup systems to manage the retention and disposition of records.

The Records Management Plan shall include:

1. Comprehensive listing of records and data of the district.
2. Criteria to distinguish records of the school district from the supplemental personal records of individual employees.[7][8]
3. System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced and disposed.

4. Preservation measures to protect the integrity of records **and reduce the risk of a data breach. Such measures shall include encryption or other appropriate security procedures.**[9][10][11]
5. Data map or flow chart detailing the sources, routes and destinations of electronic records.
6. Procedures and **employee(s)** designated for determining whether an item is a record.
7. Procedures for adding, revising or deleting records and data, and any other details necessary to implement the Records Management Plan.
8. Records Retention Schedule.
9. Provisions for the storage and retrieval of records in the event of an emergency or disaster. **[11]**
10. Staff positions authorized to access district records.
11. Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:
  - a. {X } Who can initiate a litigation hold.
  - b. {X} How and to whom a litigation hold is communicated.
  - c. { X} Who will determine which records are subject to the litigation hold.
  - d. { X} Who will be responsible for collecting and preserving such records and data.
  - e. {X } Who will be responsible for monitoring and ensuring the district's compliance with the litigation hold.
  - f. { X} In what format the records will be collected.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc.

For any record not covered by the Records Retention Schedule, the Records Management Committee shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule.

The district shall **store**, maintain and dispose of records in a manner that protects any sensitive, proprietary or confidential information or individual privacy rights, and helps conserve natural resources.

#### Manual Records

Manual records, which include all records not stored electronically, shall be retained and disposed of in accordance with the Records Management Plan.

Manual records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

**{X } The district requires that all manual record systems be assessed annually and all vital information be entered into an electronic records system for long-term storage and backup recovery.**

The district shall develop and maintain adequate and up-to-date documentation about each manual record system. Documentation may:

1. {X } List system title and responsible employee(s) or office.
2. {X } Define the contents of the system, including record formats.
3. { X} Identify vital records and information.
4. {X } Determine restrictions on access and use.

#### Electronic Records

Electronic records shall be retained and disposed of in the same manner as records in other formats and in accordance with the Records Management Plan.

Electronic records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

The district shall develop and maintain adequate and up-to-date documentation about each electronic record system. Documentation may:

1. { } List system title and responsible employee(s) or office.
2. {X } Specify all technical characteristics necessary for reading or processing the records stored on the system.
3. {X } Identify all defined inputs and outputs of the system.
4. {X } Define the contents of the system, including records formats and database tables.
5. {X } Identify vital records and information.
6. {X } Determine restrictions on access and use.
7. {X } Describe update cycles or conditions.

#### Email Records

Email messages, in and of themselves, do not constitute records. Retention and disposition of email messages depend on the function and content of the individual message.

Records on an email system, including messages and attachments, shall be retained and disposed of in accordance with the district's Records Management Plan.

Email messages and attachments that do not meet the definition of records shall be deleted

{ } immediately.

{ } every week.

{ } every ten (10) days.

{X } as required by the Records Management Plan.

**{X }** Email records may be maintained as an electronic record or be printed and maintained as a manual record.

For each email considered to be a record, the following information shall be retained:

1. Message content.
2. Name of sender.
3. Name of recipient.
4. Date and time of transmission and/or receipt.

### **Service Providers**

**The Board requires service providers contracted by the district to create, maintain, retain and dispose of district records** in accordance with the Records Management Plan.**[12]**

### **NOTES:**

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

**PSBA Revision 4/23 © 2023 PSBA**



Book	Policy Manual
Section	800 Operations
Title	Security of Computerized Personal Information/Breach Notification
Code	830 Vol II 2023
Status	First Reading
Legal	<u>1. 73 P.S. 2301 et seq</u> 2. Pol. 113.4 3. Pol. 216 4. Pol. 324 5. Pol. 800 6. Pol. 800.1 7. Pol. 815 8. Pol. 830.1 <u>9. 73 P.S. 2302</u> 10. Pol. 801 <u>11. 73 P.S. 2303</u> <u>12. 73 P.S. 2304</u> <u>15 U.S.C. 1681a</u>

### **Purpose**

**The Board is committed to the security of the district's computerized data and to addressing the risk of a breach of the district's systems involving the possible disclosure of personal information.** This policy addresses the manner in which the district will respond to unauthorized access and acquisition of computerized data that compromises the security and confidentiality of personal information.

### **Authority**

**The Board requires that records containing personal information be securely maintained, stored and managed in compliance with state and federal laws, regulations, Board policy, administrative regulations and the district's Records Management Plan.[1][2][3][4][5][6][7][8]**

The Board directs **the district to provide notice as required by law** to any resident **of the Commonwealth** whose unencrypted and unredacted personal information was or is reasonably believed to have been accessed or acquired by unauthorized persons.[1]

## **Definitions**

**Breach of the security of the system** - unauthorized access and acquisition of computerized data that materially compromises the security or confidentiality of personal information maintained by the district as part of a database of personal information regarding multiple individuals and that **causes, or** the district reasonably believes has caused, or will cause, loss or injury to any resident **of the Commonwealth. Acquisition** of personal information by an employee or agent **acting in good faith on behalf** of the school district is not a breach of the security of the system if the personal information is not used for a purpose other than the lawful purpose of the district and is not subject to further unauthorized disclosure.[9]

**Determination** - a verification or reasonable certainty that a breach of the security of the system has occurred.[9]

**Discovery** - the knowledge of or reasonable suspicion that a breach of the security of the system has occurred.[9]

**Encryption** - the use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key.[9]

**Personal information** - includes an individual's **first name or** first initial and last name in combination with and linked to any one or more of the following, when not encrypted or redacted:[9]

1. Social Security number.
2. Driver's license number or state identification card number issued instead of a driver's license.
3. Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.
4. **Medical information, meaning any individually identifiable information contained in the individual's current or historical record of medical history or medical treatment or diagnosis created by a health care professional.[9]**
5. **Health insurance information, meaning an individual's health insurance policy number or subscriber identification number in combination with access code or other medical information that permits misuse of an individual's health insurance benefits.[9]**
6. **A user name or email address, in combination with a password or security question and answer that would permit access to an online account.**

Personal information does not include publicly available information that is lawfully made available to the general public from federal, state or local government records **or widely distributed media.[9][10]**

**Records** - means any material, regardless of its physical form, on which information is recorded or preserved by any means, including written or spoken words, graphically depicted, printed or electromagnetically transmitted. This term does not include publicly available directories containing information that an individual has voluntarily consented to have publicly disseminated or listed, such as name, address or telephone number.[9]

**Redact - includes, but is not limited to, alteration or truncation such that no more than the last four (4) digits of a Social Security number, driver's license number, state identification card number or account number is accessible as part of the data.[9]**

### **Delegation of Responsibility**

The Superintendent or designee shall ensure that the district provides notice, **as required by law**, of any breach **of the security of the district's systems.[1]**

**The Superintendent, in collaboration with appropriate administrators, shall develop administrative regulations to implement this policy, which shall include, but not be limited to:[1]**

- 1. Procedures following discovery of a breach.**
- 2. Procedures for the determination of a breach and whether breach notification is required under the law.**
- 3. Breach notification procedures including timeline requirements, who must be notified and methods for such notice.**

### **Guidelines**

**Upon determination of a breach of the security of the system**, the Superintendent or designee shall provide notice to **the district attorney in the county where the breach occurred and to any resident of the Commonwealth** whose unencrypted and unredacted personal information was or is reasonably believed to have been accessed and acquired by an unauthorized person. Such notice shall be made **in accordance with the provisions of law regarding timelines and methods of notification.[1]**

**The notice** shall be made without **an unreasonable** delay, except when a law enforcement agency determines and advises the district in writing, **citing the applicable section of law**, that the notification would impede a criminal or civil investigation, or the district must take necessary measures to determine the scope of the breach and to restore the reasonable integrity of the data system.**[11][12]**

The district **shall** also provide notice of the breach if the encrypted information is accessed and acquired in an unencrypted form, if the security breach is linked to a breach of security of the encryption, or if the security breach involves a person with access to the encryption key.**[1]**

**PSBA Revision 4/23 © 2023 PSBA**



Book	Policy Manual
Section	000 Local Board Procedures
Title	Meetings
Code	006 Vol III 2023
Status	First Reading
Legal	<u>1. 24 P.S. 407</u> <u>2. 65 Pa. C.S.A. 701 et seq</u> <u>3. 24 P.S. 422</u> <u>4. 24 P.S. 405</u> <u>5. 24 P.S. 426</u> <u>6. 24 P.S. 427</u> <u>7. 24 P.S. 428</u> <u>8. 65 Pa. C.S.A. 703</u> <u>9. 65 Pa. C.S.A. 709</u> <u>10. 24 P.S. 423</u> <u>11. 65 Pa. C.S.A. 712.1</u> <u>12. Pol. 903</u> <u>13. 65 Pa. C.S.A. 707</u> <u>14. 24 P.S. 421</u> <u>15. 24 P.S. 425</u> <u>16. 24 P.S. 324</u> <u>17. 24 P.S. 508</u> <u>18. 24 P.S. 609</u> <u>19. 24 P.S. 687</u> <u>20. 24 P.S. 707</u> <u>21. 24 P.S. 671</u> <u>22. 24 P.S. 634</u> <u>23. 24 P.S. 1129</u> <u>24. 24 P.S. 640</u> <u>25. 24 P.S. 803</u> <u>26. Pol. 108</u> <u>27. 24 P.S. 1071</u> <u>28. 24 P.S. 1076</u>



29. Pol. 604  
30. Pol. 005  
31. Pol. 606  
32. Pol. 605  
33. Pol. 107  
34. 24 P.S. 621  
35. Pol. 608  
36. Pol. 610  
37. 24 P.S. 1080  
38. 24 P.S. 514  
39. 24 P.S. 702  
40. 24 P.S. 708  
41. 24 P.S. 315  
42. Pol. 004  
43. Pol. 003  
44. 24 P.S. 1717-A  
45. 24 P.S. 1729.1-A  
46. 24 P.S. 1701  
47. 65 Pa. C.S.A. 1102  
48. 65 Pa. C.S.A. 1103  
49. Pol. 827  
50. 24 P.S. 1111  
51. 24 P.S. 518  
52. 65 Pa. C.S.A. 706  
53. 65 Pa. C.S.A. 705  
54. 24 P.S. 433  
55. Pol. 800  
56. Pol. 801  
57. Pol. 006  
58. 65 Pa. C.S.A. 708  
24 P.S. 224  
24 P.S. 408  
24 P.S. 1075  
24 P.S. 1077  
65 Pa. C.S.A. 1101 et seq  
Pol. 612

## **Parliamentary Authority**

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

### **Quorum**

A quorum shall consist of a majority of the members of the Board. No business shall be transacted at a meeting without a quorum, but the school directors present at such a meeting may adjourn to another time.[3]

### **Presiding Officer**

The President shall preside at all Board meetings. In the absence, disability or disqualification of the President, the Vice-President shall act instead. If neither person is present, a school director shall be elected President pro tempore by a majority of those present and voting to preside at that meeting only. Where no such majority is achieved on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.[4][5][6][7]

### **Meeting Notifications**

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

1. Notice of regular meetings shall be given by publication and posting of a schedule showing the date, place and time of all regular meetings for the  
  
{X } calendar year  
  
{ } fiscal year  
  
at least three (3) days prior to the time of the first regular meeting.[8][9]
2. Notice of all special meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting, except that such notice shall be waived when a special meeting is called to deal with an actual emergency involving a clear and present danger to life or property.[8][9]
3. Notice of all rescheduled meetings shall be given by publication and posting of notice at least twenty-four (24) hours prior to the time of the meeting.[8][9]
4. Notice of all recessed or reconvened meetings shall be given by posting a notice of the place, date and time of the meeting and sending copies of such notice to interested parties.  
[8]
5. Notice of all open meetings shall be given to any newspaper(s) circulating in \_\_\_\_\_ Mercer \_\_\_\_\_ County and any radio or television station which so requests. Notice of all open meetings shall be given to any individual who so requests and provides a stamped, addressed envelope for such notification.[9]

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

### **Agenda Notifications**

The agenda, together with all relevant reports, shall be provided to each school director at least \_\_\_\_2\_\_\_\_ days before the meeting.

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

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

1. On the district's website.
2. At the location of the meeting.
3. At the district's administrative office.

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

### **Agenda Preparation**

It shall be the responsibility of the Superintendent, in cooperation with the

{ } Board Secretary,

{ X} Board President,

to prepare an agenda of the items of business anticipated to come before the Board at each open meeting.

### **Order of Business**

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

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Call to Order.

Acknowledgements.

Announcement of Executive Session.

Adoption of Agenda.

Approval of Minutes.

Opportunity for Citizen Presentation on Agenda Items.

Student Report.

Secretary's Report.

Consent Agenda.

Unfinished Business.

Finance Report.

Policy Report.

Curriculum/Technology Report.

Personnel Report.

Buildings/Grounds Report.

Negotiations Report.

Public Relations Report.

Cafeteria Report.

Athletic Report.

Mercer County Career Center Report.

Midwestern Intermediate Unit IV Report.

Superintendent's Report.

Solicitor's Report.

Announcements.

Opportunity for Citizen Presentation for the Good of the Order.

For the Good of the Order.

Adjournment.

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

### **Additions to the Agenda**

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

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

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

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

1. The Board may take official action to refer the matter to staff, if applicable, to conduct research and include on a future Board meeting agenda; or
2. If the matter is de minimis (minor) in nature and does not involve the expenditure of funds or entering into a contract or agreement, the Board may take official action on the matter.

***Majority Vote*** – During a meeting, the Board may add a matter of business to the posted agenda by a majority vote of the school directors present and voting. The reason for adding an item to the posted agenda must be announced at the meeting before conducting the vote. Once announced and approved by majority vote, the Board may take official action on the item of business. The agenda shall be amended to reflect the new item of business and the amended

agenda shall be posted to the district's website and at the administrative office no later than the first business day following the meeting at which the agenda was amended. The unanimous consent procedure may not be used in place of majority vote for this purpose.[11]

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

1. Conference sessions.
2. Executive sessions.

### **Regular Meetings**

Regular Board meetings shall be open and shall be held at specified places at least once every two (2) months.[2][14]

### **Special Meetings**

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

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

No business shall be transacted at any special meeting except that named in the call sent to school directors for such special meeting.[10]

### **Public Participation**

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

### **Voting**

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

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

#### *Special Voting Requirements –*

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

1. Actions requiring the unanimous affirmative vote of all members of the Board remaining in office:
  - a. Appoint as Board Secretary a former school director who has resigned, before the expiration of the term for which the member was elected.\*[16][17]
  - b. Appoint as solicitor a former school director who has resigned, before the expiration of the term for which the director was elected.\*[16][17]
2. Actions requiring the affirmative votes of two-thirds of the full membership of the Board:

- a. Transferring, during the first three (3) months of the fiscal year, budgeted funds set apart or appropriated to a particular item of expenditure.\*[17][18][19]
- b. Adding or increasing appropriations to meet an emergency or catastrophe.\*[17][19]
- c. Hiring as a teacher a former school director who has resigned, before the expiration of the term for which the director was elected.\*[16][17]
- d. Conveying land or buildings to certain charities or other public agencies without following prescribed valuation procedures or with more favorable financing.\*[17][20]
- e. { } Fixing the fiscal year to begin on the first day of January. (*2nd class school districts only*) [21]
- f. **Incurring temporary debt.**\*[17][19][22]
- g. Dismissing a tenured professional employee after a hearing.\*[17][23]
- h. Borrowing in anticipation of current revenue.\*[17][24]
- i. **Adopting or changing textbooks without the recommendation of the Superintendent.**\*[17][25]

3. Actions requiring the affirmative votes of a majority of the full membership of the Board:

- a. Fixing the length of the school term.\*[17]
- b. Adopting textbooks recommended by the Superintendent.\*[17][26]
- c. Appointing the district Superintendent and Assistant Superintendent(s).\*[17][27][28]
- d. Appointing teachers and principals.\*[17]
- e. Adopting the annual budget.\*[17][29]
- f. Appointing tax collectors and other appointees.\*[17][30][31]
- g. Levying and assessing taxes.\*[17][32]
- h. Purchasing, selling, or condemning land.\*[17]
- i. Locating new buildings or changing the location of old ones.\*[17]
- j. Creating or increasing any indebtedness.\*[17]
- k. Adopting planned instruction.[17][33]
- l. Establishing additional schools or departments.\*[17]
- m. Designating depositories for school funds.\*[17][34][35]
- n. Authorizing the transfer of any unencumbered balance, or portion thereof, from one appropriation to another, or from one spending agency to another during the last nine (9) months of the fiscal year.\*[17][19]
- o. Entering into contracts of any kind, including contracts for the purchase of fuel or any supplies where the amount involved exceeds \$100 (including items subject to bid requirements).\*[17][36]

- p. Fixing salaries or compensation of officers, teachers, or other appointees of the Board.\*[17].
- q. Entering into contracts with and making appropriations to the intermediate unit for the district's proportionate share of the cost of services provided or to be provided by the intermediate unit.\*[17].
- r. Dismissing, after a hearing, a Superintendent, Assistant Superintendent or non-tenured teacher.\*[17][37][38].
- s. Determining the location and amount of any real estate required by the school district for school purposes.\*[17][39].
- t. Vacating and abandoning property to which the Board has title.\*[17][40].
- u. Appointing a school director to fill a vacancy on the Board.\*[17][41].
- v. Calling a special meeting when the President has failed to do so after written request of three (3) members of the Board.[5].
- w. Declaring that a vacancy exists on the Board by reason of the failure or neglect of a school director to qualify.[42]
- x. Adopting, amending or repealing Board procedures and policy.[43]
- y. **Approving or denying a charter school application.\*[44]**
- z. **Approving or denying a multiple charter school organization application.\*[45]**
- aa. **Establishing joint schools or departments.\*[46]**

### **Abstention from Voting**

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

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

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

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

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

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

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

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

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

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

### **Minutes**

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

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

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

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

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

### **Recess / Reconvene**

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

### **Executive Session**



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

The Board may discuss the following matters in executive session:

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

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

### **Work Sessions**

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

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

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

### **Committee Meetings**

Standing committee meetings may be called at any time by the committee chairperson, with proper public notice, or when requested to do so by \_1\_\_ members of the committee.[8][9][57]

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

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

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

NOTES:

Under the Quorum section, if a school district designates the number of five (5) required for a quorum to exist, **please leave this language** because it is legally accurate. The law, SC 422, states that a majority of the board constitutes a quorum. For school districts, that number is always five (5). It does not matter if there is a vacancy on the board or not.

Robert's Rules of Order, Newly Revised, including group rules – recommend listing the edition.

For Voting section, number 4(n) – School Code section 687 only requires a majority vote of the Board to transfer unencumbered balances during the last nine (9) months of the fiscal year. See *Shoemaker v. Greencastle-Antrim* 403 A.2d 1018 (Pa Commw).

Executive sessions held during an open meeting have no required time limits; Act 175 of 1974 contained a time limit of thirty (30) minutes, but the Sunshine Act was amended by Act 84 of 1986 and no longer has a time limitation; recommend removing this language from policy.

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Book	Policy Manual
Section	200 Pupils
Title	Supplemental Discipline Records
Code	216.1 Vol III 2023
Status	First Reading
Legal	<u>1. 24 P.S. 1304-A</u> <u>2. 24 P.S. 1305-A</u> <u>3. 24 P.S. 1307-A</u> <u>4. 42 Pa. C.S.A. 6341</u> <u>5. 237 PA Code Rule 163</u> 6. Pol. 113.1 7. Pol. 218 8. Pol. 218.3 9. Pol. 233 <u>10. 24 P.S. 1318.1</u> 11. Pol. 200 12. Pol. 216 <u>20 U.S.C. 1232g</u> <u>20 U.S.C. 7118</u> Pol. 113.4

### **Authority**

The school district shall maintain required records concerning **students** adjudicated **delinquent** and transfer students disciplined for offenses involving weapons, alcohol, drugs and violence on, **or within 1,500 feet of**, school property.[1][2][3][4][5]

### **Guidelines**

#### **Records/Information Regarding Students Who Have Been Adjudicated Delinquent**

**The** building principal **or designee** shall receive from the court, through the juvenile probation office, information concerning the adjudication of an enrolled student. **The information may include, but not be limited to, the name and address of the student**, a description of the delinquent acts committed by the student **and the** disposition of the case. **If the student is adjudicated delinquent of a felony offense, the building principal or designee may receive additional information, including but not limited to juvenile probation or**

treatment reports **pertaining to the adjudication**, prior delinquent history **and** the supervision plan. **Other information may be provided as deemed necessary by the juvenile probation office unless restricted by a court order or other applicable law or regulation.**[4][5]

**Upon receipt, the building principal or designee shall send a written acknowledgement to the juvenile probation office of the receipt of the information, including acknowledgement of the requirements and restrictions of the district regarding such information.**[5]

The building principal **or designee shall** share this information with the student's teacher and the principal of another school to which the student may transfer. **The information shall be used for the limited purposes of protecting school personnel and students, and arranging for appropriate counseling and education for the student.**[4][5]

**The information may be used for school disciplinary decisions only if: the student was under the supervision of the Board at the time of the incident; the act(s) took place within 1,500 feet of school property; and the school has complied with all other statutory, regulatory and constitutional provisions relative to the imposition of school discipline.**[4][5][6][7][8][9]

**The information received from the juvenile probation office** concerning an adjudicated student **shall** be maintained separately from the student's official school record.[4][5]

#### **Records Regarding Student Enrollment - Sworn Statement or Affirmation Related to Disciplinary Exclusions**

Upon registration and prior to admission to the school district, the parent/guardian or person having charge of the student shall provide a **signed** sworn statement or affirmation stating whether the student previously was or presently is suspended or expelled from any public or private school for an offense involving weapons, alcohol or drugs; willful infliction of injury to another person; **sexual assault**; or any act of violence committed on school property. The statement shall include the dates of suspension or expulsion and the name of the school from which the student was suspended or expelled for these reasons.[1][8][10][11]

**The sworn statement or affirmation shall include the signature of the parent/guardian or person having charge of the student and they** shall be informed that any willful false statements concerning this registration shall be a misdemeanor of the third degree.[1]

This registration statement shall be maintained as part of the student's disciplinary record.

#### **Transfer of Disciplinary Records**

##### ***Transfer Into the District -***

When a student transfers to a district school from another school district, a nonpublic school, or other school within this district, the district shall request a certified copy of the student's disciplinary record from the school from which the student is transferring. The sending school shall have ten (10) days from receipt of the request to provide the disciplinary record. This record shall be maintained as part of the student's disciplinary record and shall be available for inspection as required by law **and Board policy.**[2][12]

##### ***Transfer From the District -***

When a student transfers from a district school to another school district, a nonpublic school or other school within the district, the district shall transmit a certified copy of the student's disciplinary record within ten (10) days of receiving the request from the school to which the

student has transferred. **A copy of the notice initially provided by the juvenile probation office to the district shall also be provided to the school to which the student has transferred.**[5]

**The building principal or designee shall maintain a log of all individuals from other school districts to whom this information is subsequently provided, and shall inform the juvenile probation office upon providing this information to officials from other schools outside the district.**[5]

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Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Internet, Computers and Network Resources
Code	815 Vol IV 2023
Status	First Reading
Legal	<u>1. 18 U.S.C. 2256</u> <u>2. 18 Pa. C.S.A. 6312</u> <u>3. 20 U.S.C. 7131</u> <u>4. 47 U.S.C. 254</u> <u>5. 18 Pa. C.S.A. 5903</u> 6. Pol. 218 7. Pol. 233 8. Pol. 317 9. Pol. 103 10. Pol. 104 <u>11. 24 P.S. 1302-E</u> 12. Pol. 236.1 13. Pol. 103.1 14. Pol. 249 15. Pol. 218.1 16. Pol. 218.2 <u>17. 24 P.S. 4604</u> <u>18. 24 P.S. 4610</u> <u>19. 47 CFR 54.520</u> <u>20. 24 P.S. 1303.1-A</u> 21. Pol. 113.4 22. Pol. 216 23. Pol. 830 24. Pol. 247 25. Pol. 814 26. Pol. 237 27. Pol. 800 28. Pol. 830.1

29. 17 U.S.C. 101 et seq  
30. 42 U.S.C. 12101 et seq  
31. 29 U.S.C. 794  
32. 28 CFR 35.160  
24 P.S. 4601 et seq  
18 Pa. C.S.A. 2709  
Pol. 113.1  
Pol. 220  
Pol. 816  
Pol. 824

## **Purpose**

The Board of Education of the Sharpsville Area School District recognizes that computers, telecommunications, and other new technologies change the way that information may be accessed, communicated, and transferred. These changes may also alter teacher instruction and student learning. The Board generally supports access by staff and students to these rich information resources along with the development of appropriate skills to analyze and evaluate such resources.

Since the Internet is a global network, it is impossible to screen or control all of the information that is available. However, the Board believes that, if used responsibly, the advantages to staff and students far exceed the disadvantages.

The use of network facilities and resources shall be consistent with the curriculum adopted by the district and integrated to enhance and strengthen the approved Program of Studies material. While computers, file servers, district-area networks, and the Internet are available for all staff and students to conduct research and to communicate with others, access to such will be provided only to those who have a legitimate educational interest and agree to act in a considerate responsible manner. General school rules of behavior apply to all computer use and users.

Student possession of cell phones and other personal electronic devices designed to communicate, create, or store information is permitted by the Sharpsville Area School District. The Superintendent shall develop Administrative Regulations regarding the use of cell phones and other personal electronic devices. Students, staff, parents/guardians and community members who choose to connect to the district network, or use their personal electronic device on school property or at a school sponsored event agree to the requirements of the Computer and Internet Acceptable Use and Internet Safety Policy and should consider his/her device subject to the same level of monitoring and access as any district-owned technology device. The district reserves the right to monitor internet and network use of personal devices on district networks.

It should be noted that the Sharpsville Area School District does not require bringing personal devices into school and that owners assume all risks of damage, theft, loss, or misuse of such devices. The use of personal devices is with the understanding that the student has the permission of his/her parent or guardian to bring it onto school property. The district holds no responsibility for damage or loss of the personal device.

The purpose of this Computer and Internet Acceptable Use and Internet Safety Policy is to ensure that anyone using technology at the Sharpsville Area School District does so with an understanding that his/her actions may involuntarily harm the technology s/he is using.

~~The Board supports use of the computers, Internet and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.~~

~~The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.~~

~~For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities and developmental levels of students.~~

### **Definitions**

The term child pornography is defined under both federal and state law.

**Child pornography** - under federal law, is any visual depiction, including any photograph, film, video, picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:[1]

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

**Child pornography** - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]

**Computer - for purposes of this policy, district computers include any electronic device owned or leased by the district that has the capability to create, play or edit text, audio and video data; transmit or receive messages, text, data or images; operate software or online applications; or provide a wired or wireless connection to the Internet.**

The term harmful to minors is defined under both federal and state law.

**Harmful to minors** - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]

1. Taken as a whole, with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.



**Harmful to minors** - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:[5]

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

**Obscene** - any material or performance, if:[5]

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;
2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and
3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

**Technology protection measure** - a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.[4]

### **Authority**

The availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network resources.

The Board declares that **district Internet**, computer and network use is a privilege, not a right. The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, **access**, receive or display on or over the district's Internet, computers or network resources, including personal files. The district reserves the right to monitor, track and log network access and use **on district computers and network resources**; monitor filespace and **file storage** utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, computers and network resources.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the **building principal** or designee.

The Board establishes the following **list of subject areas as inappropriate matter**, in addition to those stated in law and defined in this policy, **which shall not be accessed by minors**:[4]

1. {X } **Hate speech**.[9][10]
2. {X } Lewd, vulgar or profane.

3. {X } Threatening.[11][12]
4. {X } Harassing or discriminatory.[9][10][13]
5. { X} Bullying.[14]
6. {X } (**Consisting of/Relating to**) **Weapons**.[15]
7. {X } Terroristic.[16]
8. { } \_\_\_\_\_ (specify others).

The district reserves the right to restrict access to any Internet sites or **network** functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/**filtering**. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers **and network resources** used and accessible to adults and students. The technology protection measure shall be enforced during use of computers **and network resources** with Internet access.[3][4][17]

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the **adjustment** of **technology protection measures** to enable access to material that is blocked or **filtered** but is not prohibited by this policy.[17]

Upon request by students or staff, building administrators may authorize the temporary **adjustment** of **technology protection measures** to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to **adjusting** Internet blocking/filtering for a student's use. If a request for temporary **adjustment** of **technology protection measures** is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[3][18]

### **Delegation of Responsibility**

The district shall make every effort to ensure that this resource is used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through employee and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[17]

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

{X } and tracking systems to track and recover lost or stolen equipment.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels and to evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building **principals** shall make initial determinations of whether inappropriate use has occurred, **and may consult with the Superintendent or designee and the school solicitor when necessary.**

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the district's computers **and network resources** are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:[3][4][19].

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors or determined inappropriate for use by minors by the Board.
2. Maintaining and securing a usage log.
3. Monitoring online activities of minors **on district computers and network resources.**

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:[4].

1. Interaction with other individuals on social networking websites and in chat rooms.
2. Cyberbullying awareness and response.[14][20].

## **Guidelines**

### Independent Use

**District computers and** network accounts shall be used only by the authorized **user of the computer or** account for its approved purpose. Network users shall respect the privacy of other users on the system.

Electronic mail (email)/chat rooms and instant messaging or other electronic communications are not guaranteed to be private. Any use that is in violation of District policy will result in appropriate disciplinary action being taken.

Devices must be powered off or silenced during the school day unless otherwise permitted by district procedures. User of personal or district technology devices that disrupt the instructional day or includes possession, viewing, sending or sharing video and audio information which has sexual, violent, or threatening content on school grounds, school events, or school busses is prohibited and will result in disciplinary action and/or confiscation of the personal device.

### Safety

Security on any computer system is a high priority, especially when the system involves many users. If a staff member/student believes that s/he can identify a security problem on the internet or with any other technology resources, it is his/her responsibility to notify the Technology Department immediately. Staff members/students are not to demonstrate the problem to others.

Viruses, worms, spyware, intrusions, and other system vulnerabilities are now commonly spread not only through email attachments, but through instant messaging clients, file sharing software, open (not password protected) file shares, and through vulnerabilities in the operating system.

For this reason, firewall and antivirus software packages are required on every district owned and personal electronic device connected to the network. It is the user's responsibility to keep them installed, updated, and functional.

Users must keep the operating system and software on their personal electronic device updated. It is part of the responsible computing and required to keep your personal electronic device free from viruses. The manufacturers of your operation system and software provide regular updates to their products to patch security vulnerabilities. Ignoring these updates will not only put your data at risk, but could also allow someone to take control of your computer to violate policies and laws. You will be held responsible for these violations.

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, **building** administrator **or other appropriate school staff**. Network users shall not reveal personal information to other users on the network or **Internet**, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[4][19]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security of minors when using electronic mail, chat rooms, **social networking websites** and other forms of direct electronic communications.
3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.
4. Unauthorized disclosure, use and dissemination of personal information regarding minors. **[21][22][23]**
5. Restriction of minors' access to materials harmful to them **or which have been designated as inappropriate matter in Board policy.**

#### Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with **Board** policy, accepted rules of network etiquette and federal and state law **and regulations**. Specifically, the following are prohibited uses **of district computers and/or network resources**:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement.
5. Bullying/Cyberbullying.[14][20]
6. Hate mail, discriminatory remarks, **harassment** and offensive or inflammatory communication.**[9][10][14][24]**
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.**[25]**

8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.[26]
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. **Vulgar** language or profanity.
11. Transmission of material **that a reasonable person would know** to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.[25]
15. Loading or **accessing** unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, **systems** and files.
18. Accessing the Internet, district computers or other network resources without authorization.
19. Disabling, **adjusting** or bypassing the Internet blocking/filtering **technology protection measure(s)** without authorization.
20. Accessing, sending, receiving, transferring, viewing, sharing, **deleting** or downloading confidential information without authorization.

### Security

System security is protected through the use of passwords **and/or encryption and district security procedures**. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:[23][27][28]

1. Employees, students **and other authorized users** shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another **user**.
3. Any user identified as a security risk or having a history of problems with other computers **or network** systems may be denied access to the **district's computers and network resources**.

### Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network **or Internet** shall be subject to fair use guidelines and applicable laws and regulations.[25][29]

### District Website

The district

{ } shall

{X } may

establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All **authorized** users publishing content on the district website shall **receive appropriate training and** comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

### ***Accessibility –***

**District staff who maintain district websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:[9][10][13][30][31][32]**

1. **Including alternate text descriptions or captions for images.**
2. **Including captions for video content.**
3. **Avoiding text that is posted as an image or conveyed using only color cues.**
4. **Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**
5. **Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.**

**All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.**

### Consequences for Inappropriate Use

**Users of district computers and network resources** shall be responsible for damages to the equipment, systems, **platforms** and software resulting from deliberate or willful acts.[17]

Illegal use of the **district computers and network resources**; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules **and Board policies** for behavior and communications apply when using the **district computers, network resources and** Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action and/or **referral** to legal **authorities**. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, **the district, the** Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district network or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or **referral** to legal **authorities**.[6][7][8]

NOTES:

State CIPA – Child Internet Protection Act – 24 P.S. Sec. 4601 et seq.

Federal CIPA – Children’s Internet Protection Act – 47 U.S.C. Sec. 254

If district has three (3) employee sections, change the policy cites in the policy and references.

\*\* Check backup, particularly any User Agreements included in handbooks, to determine whether or not to add the option for tracking and recovering lost or stolen equipment – if the district has not disabled this type of tracking system, the language should be included in the policy to put users on notice.

**PSBA Revision 10/23 © 2023 PSBA**



Book	Policy Manual
Section	800 Operations
Title	Suicide Awareness, Prevention and Response
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Legal	<u>1. 24 P.S. 1526</u> 2. Pol. 103 3. Pol. 103.1 4. Pol. 236.1 5. Pol. 249 6. Pol. 806 <u>7. 24 P.S. 1301-E</u> 8. Pol. 333 9. Pol. 805 <u>10. 22 PA Code 12.12</u> <u>11. 20 U.S.C. 1232g</u> <u>12. 34 CFR Part 99</u> 13. Pol. 207 14. Pol. 216 15. Pol. 236 16. Pol. 146 <u>17. 24 P.S. 1302-E</u> 18. Pol. 113 19. Pol. 113.2 20. Pol. 113.3 21. Pol. 114 22. Pol. 117 23. Pol. 204 24. Pol. 113.4 25. Pol. 209 Pol. 146.1 Pol. 816 Pol. 911



## **Purpose**

The Board is committed to protecting the health, safety and welfare of its students and the school community; **promoting healthy development; and safeguarding against the threat or attempt of suicide.** This policy supports the provision of a comprehensive district program **of education, training and resources** designed to promote **school connectedness and** behavioral health, and prevent suicide.[1][2][3][4][5][6]

## **Authority**

The Board directs the district to provide education on youth suicide awareness and prevention; methods of prevention, intervention and response to suicide attempt or suicide; **and reporting procedures.**[1][2][3][4][5][6]

**The district is committed to providing access to age and developmentally-appropriate youth suicide awareness and prevention supports and resources to all district students, without bias or discrimination.**[2][3]

The district shall notify employees, students and parents/guardians of this policy and shall post the policy on the district's website.[1]

## **Definitions**

**Behavioral health - the emotion, behaviors and biology related to a person's mental well-being, their ability to function in everyday life and their concept of self.**

**Behavioral service providers – include, but are not limited to, state, county or local behavioral health service providers, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.**[4][7]

**Bias – the attitudes or beliefs we have about a person or group that affect our understanding, actions and decisions in a conscious or subconscious manner.**[4]

**Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team's attention, as well as the resources and supports a student might need based on the information gathered during the assessment. The Individualized Management Plan is developed primarily for documentation and communication purposes.**[4]

**Postvention – a multi-component crisis response to provide support, promote healing after a tragic loss and to minimize risk of contagion after a suicide.**

**Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect the behavioral health and wellness of individuals.**

**Protective factors - refer to characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.**

**Resilience - the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, or "bouncing back" from difficult experiences.**

**Risk factors** - refer to characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

**Safety Plan** – an agreement developed between the student, parent/guardian, appropriate team members and behavioral health professionals, following a suicide screening or assessment, that documents communications, conveys an understanding of the seriousness of the student's distress and provides a set of skills and resources the student can use in a crisis.

**School connectedness** - the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

**School personnel** - include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

**Self-harm** – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either suicidal or nonsuicidal.

**Suicide** - death caused by self-directed injurious behavior with intent to die as a result of the behavior.

**Suicide attempt** - a potentially self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves.

**Suicide threat** - a verbal or nonverbal communication that an individual intends to harm themselves with the intention to die but has not acted on the behavior.

**Threat assessment** – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[4]

**Warning signs** - evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

### **Delegation of Responsibility**

The Superintendent or designee, in collaboration with designated school personnel, shall develop administrative regulations regarding the district's protocols for response to suicide threats, suicide attempts and suicide.

### **Guidelines**

## **SUICIDE AWARENESS AND PREVENTION EDUCATION[1]**

### **Suicide Awareness and Prevention Education for Students**

Students shall receive age and developmentally-appropriate, **student-centered lessons** on the importance of safe and healthy choices, coping strategies **focused on resiliency**, how to recognize risk factors and warning signs, as well as help-seeking strategies for self or others, including how to engage school resources.

**These lessons shall be integrated into the curriculum of health classes and other classes as appropriate. The lessons may be taught by health and physical education teachers, classroom teachers, student services staff or community service providers.**

**{ X } Programming related to suicide prevention shall be delivered in small group or classroom settings; not in a large group or auditorium setting.**

**{ X } District staff shall provide resources and access to counseling staff for students participating in programming, who may struggle with the topic of suicide prevention.**

Lessons shall **contain information on comprehensive health and wellness, including emotional, behavioral and social skills development by:**

1. **Informing** students about broader behavioral health issues such as depression and substance **use**, as well as specific risk factors, protective factors and warning signs for suicide.
2. {X } **Encouraging** students to seek help for themselves or their peers, including when concerns arise via social media or other online forum, and to avoid making promises of confidence when they are concerned about the safety of a peer **or other individual.**
3. {X } **Adhering** to safe and effective messaging guidelines, **avoiding** graphic testimonials and **including research-based** suicide prevention resources.
4. { X } **Promoting** a healthy school climate where students feel connected to and can identify trusted adults in the building.
5. { X } **Providing local, state and/or national resources for seeking help.**

#### **Suicide Awareness and Prevention Education for School Personnel**

All **school personnel** shall receive **written** information about the **district's protocols for suicide awareness and prevention, including** risk factors, warning signs, response and **communication** procedures, referrals and resources.

**{ X } School personnel shall also receive information regarding strategies to enhance protective factors, resilience and school connectedness.**

As part of the district's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in a minimum of four (4) hours of youth suicide awareness and prevention training every five (5) years.[1][8][9]

**{ } The district shall make required training and refresher training available on an ongoing basis, so that educators may fulfill training requirements throughout the required timeframe.**

**{ X } The district may also require training of professional staff in grades K-5, as well as ancillary school-wide staff, and may increase the training requirement.**

**School safety and security training for employees may include suicide awareness.[9]**

Additional professional development in suicide risk screening and/or assessment and crisis intervention shall be provided to specialized staff and school behavioral health professionals such as school crisis response/intervention team members, **threat assessment team members**, designated administrators, school counselors, school psychologists, school social workers and school nurses.

**{ X } Resources for Parents/Guardians**

{ **X** } The district ~~shall~~ **may** provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local, **state and national** behavioral health resources.

### **METHODS OF PREVENTION**[1]

**The district shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.**

The methods of prevention utilized by the district include, but are not limited to, **education, training and awareness**; early identification and support for students at risk; and delegation of responsibility for planning and coordination of suicide prevention efforts.

**Information** received in confidence from a student may be revealed to the student's parents/guardians, the building principal, **the threat assessment team and/or crisis response/intervention** team or other appropriate authority when the health, welfare or safety of the student or any other person is clearly in jeopardy, **in accordance with applicable law, regulations and Board policy.**[4][10][11][12][13][14][15]

#### Suicide Prevention Coordinators

##### *District-Wide -*

A district-level suicide prevention coordinator shall be designated by the Superintendent **or designee**. This may be an existing district employee. The district suicide prevention coordinator shall be responsible for planning and coordinating implementation of this policy.

##### *Building-Level -*

Each building principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing district employee.

{ **X** }, **who may also be a member of the threat assessment team.**[4]

#### Early Identification Procedures

Early identification of individuals with warning signs or suicide risk factors **that appear to adversely impact the student** is crucial to the district's suicide prevention efforts. To promote awareness, **school personnel**, students and parents/guardians should be educated about suicide risk factors and warning signs.

#### Referral Procedures

Any **school personnel** who observes a student exhibiting a warning sign for suicide, or **who** has another indication that a student may be contemplating suicide, shall **immediately** refer the student for suicide risk screening and/or assessment and intervention in accordance with **Board policy and** district procedures.[4][15][16]

In the absence of a warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student, **or other indications of self-harm**, should be referred to **an appropriate team or staff member (e.g., principal, school counselor, Student Assistance Program team)** for support and follow-up.

**When a student's behavior indicates a threat to the safety of the student, school personnel shall report the student to the threat assessment team, an appropriate member of the team or the suicide prevention coordinator. The threat assessment team, crisis response/intervention team and designated staff responsible for**

**conducting or arranging suicide risk screening and assessment shall coordinate to provide assessment and intervention in accordance with Board policy and district procedures.[4][15][16][17]**

**School personnel shall arrange for or provide continuous adult supervision to ensure the student's safety.**

### **Safe2Say Something**

**When the district receives a report through the Safe2Say Something program, members of the Safe2Say Something team shall coordinate with the appropriate emergency dispatch center(s), local law enforcement and/or district team, in accordance with district procedures.[9]**

### **Documentation**

The district shall document the referral, including specific **reasons** identified as indications that the student may be at risk.[4]

## **METHODS OF ASSESSMENT AND INTERVENTION[1]**

The methods of **assessment and** intervention utilized by the district include, but are not limited to, responding to threats of **suicide or self-harm**, suicide attempts in school, suicide attempts outside of school and suicide.

**The district shall maintain a trained school crisis response/intervention team. Team members may include, but not be limited to, designated administrators, school counselors, school nurse, school psychologist, social worker, school security personnel, members of the Student Assistance Program team and others as designated by the district such as community behavioral health agency resources.**

**{ X } The district's threat assessment team shall may serve as a crisis response/intervention team, and may coordinate with district behavioral health staff and community behavioral health agency resources as needed.[4]**

**The Superintendent or designee shall establish administrative regulations for coordination of appropriate teams and staff in suicide assessment and intervention.**

**Suicide intervention procedures shall involve collaboration and coordination with the student, the parent/guardian, suicide prevention coordinator, the threat assessment team and/or the crisis response/intervention team and additional support services as needed.**

### **Student Assessment and Intervention**

**When a student has been referred for assessment, designated members of the threat assessment team and/or crisis response/intervention team shall coordinate with appropriate behavioral health staff to assess and respond to the student's behavior, which may include development or update of an Individualized Management Plan and/or Safety Plan, where appropriate, in accordance with Board policy and administrative regulations.[4]**

A district-approved suicide risk screening or assessment tool may be used by trained behavioral health staff such as **school** counselors, psychologists **or** social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the **building principal or designee** and informed of crisis and community resources. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall

immediately notify Children and Youth Services, **in accordance with applicable law and Board policy.**[4][6]

The district shall identify **and develop agreements with** behavioral service providers to whom students **may** be referred for further suicide risk screening and/or assessment and **intervention.**

If the student **has been** identified as being at increased risk of suicide, the district shall **develop** a new, or update a previous, Safety Plan to support the student and the student's family. The Plan should be developed collaboratively with input from the student, **the student's parents/guardians, appropriate team members and behavioral health professionals.**

#### Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the **team receiving the referral or other district staff shall notify the appropriate Individualized Education Program (IEP) team or Section 504 team** to address the student's needs in accordance with applicable law, regulations and Board policy.[3][4][18][19][20][21]

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

#### Documentation

The district shall document observations, recommendations and actions conducted throughout the course of intervention, suicide risk screening and/or assessment and follow-up, including verbal and written communications with students, parents/guardians, **appropriate team members** and behavioral service providers.[4]

### **METHODS OF RESPONSE TO SUICIDE ATTEMPT OR SUICIDE**[1]

**The district's crisis response/intervention team shall coordinate with first responders, district behavioral health staff and/or community behavioral health resources in response to a suicide attempt or suicide.**

#### Response to Suicide Attempt

Methods of response to a suicide attempt utilized by the district include, but are not limited to:

1. **Acting in accordance with professional development and crisis response training including, but not limited to:**
  - a. **The rendering of first aid until professional medical services and/or transportation can be received.**
  - b. **Supervision of the student and movement of all other students out of the immediate area.**
2. **Coordinating with the threat assessment team to document or follow up on the threat assessment process, in accordance with Board policy, where applicable.**[4]
3. Notifying students, employees and parents/guardians.
4. Working with families.

5. Responding appropriately to the media.
6. Collaborating with community providers.

### Re-entry Procedures

A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations, **and in accordance with Board policy.**[3][18][19][20][22][23]

Prior to a student returning to school after a behavioral health crisis, a district-employed behavioral health professional, **member(s) of the threat assessment team**, the building principal **or designee** shall meet with the parents/guardians of the student and, if appropriate, meet with the student to **discuss the student's return** to school and to create an individual re-entry plan.[4]

When authorized by the student's parent/guardian, the designated district employee shall coordinate with the appropriate outside behavioral **service** providers, request **releases of information** and written documentation from the treating facility and encourage their involvement in the re-entry **process**.

**A school behavioral health professional shall** periodically check in with the student **and** monitor the student's **re-entry plan, which may include strategies and supports to facilitate the student's progress and** transition back into the school community, **including referrals to other school-based teams or programs (e.g. Student Assistance Program).**

Re-entry of a student with a disability requires coordination with the appropriate team to address the student's needs in accordance with applicable law, regulations and Board policy.[3][18][19][20][21]

### Response to Suicide (Postvention)

Upon confirmation of a suicide, the district shall immediately implement established postvention procedures which shall include methods for informing the school community; identifying and monitoring at-risk youth; and providing resources and supports for students, staff and families.

## **DOCUMENTATION PROCEDURES**[1]

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and behavioral service providers.

When **school personnel** take notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, **school personnel** shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response, **in accordance with applicable laws, regulations and Board policy.**[4]

**Reports and information shall be maintained confidentially and made available to appropriate district staff in accordance with applicable laws, regulations and Board policy.**[4][11][12][13][14][24][25]

## **SUICIDE AWARENESS, PREVENTION AND CRISIS RESOURCES**[1]

### ***Crisis Resources:***

- National Suicide & Crisis Lifeline: 988 or visit <http://988lifeline.org>

- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)** or visit <http://www.suicidepreventionlifeline.org/>
- Crisis Text Line: **TEXT 741741** or visit <http://www.crisistextline.org/>

### ***National:***

- **Centers for Disease Control and Prevention – Risk and Protective Factors**
- **Suicide Prevention Resource Center – Risk and Protective Factors**
- **Substance Abuse and Mental Health Services Administration (SAMHSA) Preventing Suicide: A Toolkit for High Schools**
- **Suicide Prevention Resource Center - Safe and Effective Messaging for Suicide Prevention**
- **Suicide Prevention Resource Center - After a Suicide Toolkit**
- **Recommendations for Reporting on Suicide**

### ***Pennsylvania:***

- **Suicide Prevention Task Forces** - groups of dedicated individuals that are committed to reducing the number of suicides and offering support to those who have been touched by suicide within their communities/counties in Pennsylvania.
- **Suicide Prevention Guide**
- **List of Crisis Intervention contact information by county**
- **List of County CASSP and Children's Behavioral Health Contact Persons**
- **Prevent Suicide PA's Act 71 Information**
- **STAR Center's Postvention Manual**

## **National and State Organizations**

### ***National:***

- **American Association of Suicidology (AAS)**
- **American Foundation for Suicide Prevention (AFSP)**
- **Suicide Prevention Resource Center (SPRC)**

### ***Pennsylvania:***

- **Prevent Suicide PA**
- **Jana Marie Foundation**
- **Aavidum**
- **Services for Teens at Risk (STAR-Center)**
- **Pennsylvania Department of Education**
- **Pennsylvania Network for Student Assistance Services (PNSAS)**

**PSBA Revision 10/23 © 2023 PSBA**





Book	Policy Manual
Section	200 Pupils
Title	Educational Opportunity for Military Children
Code	254 Vol V 2023
Status	First Reading
Legal	<u>1. 10 U.S.C. 12301 et seq</u> <u>2. 10 U.S.C. 12401 et seq</u> <u>3. 24 P.S. 7302</u> <u>4. 10 U.S.C. 101</u> <u>5. 24 P.S. 7301</u> 6. Pol. 200 7. Pol. 201 8. Pol. 202 9. Pol. 216 10. Pol. 127 11. Pol. 204 12. Pol. 206 13. Pol. 212 14. Pol. 215 15. Pol. 122 16. Pol. 123 17. Pol. 231 18. Pol. 217 <u>19. 24 P.S. 1302.1</u> <u>20. 24 P.S. 1302</u> 21. Pol. 203 22. Pol. 103.1 23. Pol. 113 24. Pol. 114 25. Pol. 138 26. Pol. 918 Pol. 113.4 Pol. 115

Pol. 146

Pol. 209

Interstate Compact on Educational Opportunity for Military Children (MIC3)

**Purpose**

The Board recognizes the challenges encountered by children of military families due to the frequent moves and deployment of their parents/guardians. The Board is committed to eliminating barriers to student attendance, education and graduation; and to providing additional supports to children of military families in compliance with federal and state laws, regulations and Board policy.

**Definitions**

**Active duty** – means full-time duty status in the active uniformed services of the United States, including members of the National Guard and reserve on active duty orders.[1][2]

**Children of military families** - means a school-aged child, enrolled in kindergarten through twelfth grade, normally residing in the household of an active duty member. Specifically, this includes children of:[3]

1. Active duty members of the uniformed services.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement.
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

This does not include the children of:[3]

1. Inactive members of the National Guard and military reserves.
2. Members of the uniformed services now retired, except as otherwise stated in this policy.
3. Veterans of the uniformed services, except as otherwise stated in this policy.
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

**State Council** – an entity to coordinate the state's participation and compliance among its government agencies, school entities and military installations.

**[SEE NOTE AT END OF POLICY TO DETERMINE WHICH DEFINITION OF UNIFORMED SERVICES TO SELECT BELOW.]**

{ } **Uniformed services** – means the Army, Navy, Air Force, Marine Corps, Coast Guard, Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.[3]

{ X } **Uniformed services** – means the U.S. armed forces, Commissioned Corps of the National Oceanic and Atmospheric Administration, and the Commissioned Corps of the Public Health Service.[4]

**U.S. armed forces** – means the Army, Navy, Air Force, Marine Corps, Coast Guard and Space Force.[4]

### **Authority**

The Board directs the district to comply with the provisions of the Interstate Compact on Educational Opportunity for Military Children (Compact) and this Board policy by:[3][5]

1. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from previous school districts or variations in entrance/age requirements.[6][7][8][9]
2. Facilitating the student placement process through which children of military families are disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content or assessment.[10][11][12][13][14]
3. Facilitating the qualification and eligibility for enrollment, educational programs and participation in extracurricular, academic, athletic and social activities.[15][16][17]
4. Facilitating the on-time graduation of children of military families.[18]
5. Providing for the promulgation and enforcement of administrative rules implementing the provisions of the Compact.
6. Providing for the uniform collection and sharing of information between and among states, schools and military families under the Compact.
7. Promoting coordination between the Compact and other compacts affecting military children.
8. Promoting flexibility and cooperation between the educational system, parents/guardians and the student in order to achieve educational success for the student.

### **Advance Enrollment**

In addition to the provisions of the Compact, the district shall enroll children of a parent/guardian who is an active duty member of the U.S. armed forces, including a reserve component, that has received official military orders to transfer into or within Pennsylvania, prior to establishing residency in this district.[6][8][19]

The parent/guardian shall provide the following:[6][19][20]

1. A copy of the official military order.
2. Proof of intent to move into this district, which may include:[19]
  - a. A signed contract to buy a home.
  - b. A signed lease agreement.
  - c. A statement from the parent/guardian stating their intent to move into the district.

Within forty-five (45) days after the arrival date specified in the military orders, the parent/guardian shall provide the district with proof of residence in this district.[19]

The Board shall ensure that children of military families have equal access to the same educational programs, activities and services provided to other district students.

**Delegation of Responsibility**

The Superintendent shall be authorized to waive specific requirements in Board policies, procedures and administrative regulations to the extent that they create barriers for the enrollment, placement and attendance of children of military families.[6][7][8][11][15][16][18][21]

The Superintendent or designee shall collaborate with the military family education liaison designated by the State Council, school staff, sending schools, local agencies and other entities in supporting the needs of children of military families.

**Guidelines**

Children of military families enrolled in this district shall be provided support and services, as appropriate to each individual student's needs, in accordance with the Compact and Board policy. [22][23][24][25][26]

**NOTE:**

The definition of "uniformed services" in the Pennsylvania Interstate Compact on Educational Opportunity for Military Children Act (24 P.S. 7301 et seq) currently differs from the federal definition of "uniformed services" (10 U.S.C. 101) since the federal definition has been updated to reference all branches of the U.S. armed forces, including Space Force. PSBA suggests considering the option aligning with the current federal definition (second option), to address the provision of educational opportunity for children of all active duty members of the armed forces, despite the technicality in differing definitions. This is a local decision that boards may discuss with their school solicitor.

**PSBA New 12/2023 © 2023 PSBA**

254 ATT.docx (14 KB)



Book	Policy Manual
Section	800 Operations
Title	Data Governance - Storage/Security
Code	830.1 Vol II 2023
Status	First Reading
Legal	<u>1. 73 P.S. 2305.1</u> <u>2. 73 P.S. 2305.2</u> 3. Pol. 800 <u>4. 73 P.S. 2301 et seq</u> 5. Pol. 830 6. Pol. 113.4 7. Pol. 216 8. Pol. 324 <u>9. 73 P.S. 2302</u> 10. Pol. 801 11. Pol. 828 12. Pol. 815 13. Pol. 317 14. Pol. 818 15. Pol. 916

### **Purpose**

The district is required to collect, create, store and manage data and information. Accurately maintaining and protecting such data is essential for efficient district operations, legal compliance, confidentiality and upholding trust with the school community.

This policy addresses the Board's commitment to sound data governance related to the integrity and security of the data collected, maintained, stored and managed by the district.

### **Authority**

The Board recognizes the importance of establishing and maintaining a system of data governance that addresses district staff responsibilities and complies with federal and state laws and regulations regarding data storage, security and records management. The district's data governance system shall meet or exceed industry and/or government standards for data protection and privacy of personal information.[1][2].

The Board directs that the creation, collection, retention, retrieval and disposition of district records shall be governed by Board policy and the district's Records Management Plan and Records Retention Schedule.[3]

The Board directs notifications of a breach of the security of the district's computerized data system involving an individual's personal information to be conducted in accordance with law and Board policy.[4][5]

### **Definitions**

**Confidential Data/Information** - information regarding which law, Board policy or contract prohibit disclosure or that may be disclosed only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information and other personal information regarding students, employees and district residents.[6][7][8]

**Critical Data/Information** - information that is essential to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

**Data Governance** - the district's comprehensive system to ensure the integrity of data created, collected, stored, secured and managed by the district.

**Encryption** - the use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key.[9]

**Personal Information** - includes an individual's first name or first initial and last name in combination with and linked to any one or more of the following when not encrypted or redacted: [5][9]

1. Social Security number.
2. Driver's license number or state identification card number issued instead of a driver's license.
3. Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.
4. Medical information, meaning any individually identifiable information contained in the individual's current or historical record of medical history or medical treatment or diagnosis created by a health care professional.[9]
5. Health insurance information, meaning an individual's health insurance policy number or subscriber identification number in combination with access code or other medical information that permits misuse of an individual's health insurance benefits.[9]
6. A user name or email address, in combination with a password or security question and answer that would permit access to an online account.

Personal information does not include publicly available information that is lawfully made available to the general public from federal, state or local government records or widely distributed media.[9][10]

**Records Management Plan** - the system implemented by the district for the storage, retention, retrieval and disposition of all records generated by district operations.[3]

**Records Retention Schedule** - a comprehensive listing stating retention periods and proper disposition of records.[3]

**Delegation of Responsibility**

The Superintendent, in coordination with the

☒ Director of Information Technology,

☐ Business Manager,

☐ \_\_\_\_\_ Other,

shall develop procedures necessary to implement this policy.

All individuals who are granted access to confidential and/or critical data/information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of such data/information.[5][11]

The \_Director of Information Technology\_\_\_\_\_ shall conduct regular vulnerability and risk assessments to monitor the integrity of the district's system of data governance.

The Superintendent shall ensure that this policy is reviewed at least annually and updated as necessary.[1][2]

**Guidelines**

The district's system of data governance shall include, but not be limited to, the following:

1. Data security controls that meet or exceed industry and/or government standards for data protection and privacy, to ensure that only authorized individuals have access to computerized data.
2. A plan for backup and recovery of data to protect against information loss. Redundant backup systems of data storage shall be securely maintained in separate physical locations or in separate data storage systems.
3. Training requirements for individuals who have access to confidential and/or critical data and information.
4. Provisions to minimize the risk of unauthorized access, alteration or erasure of computerized data.[5]
5. An inventory of all software applications, digital tools and platforms, and related instruments comprising the data governance system.
6. Procedures for addressing a breach of data and cybersecurity incidents.[5]
7. Procedures and acceptable use provisions for access to data and protection of privacy and personal information for students, staff and district residents.[5][12]
8. A requirement that all service providers retained or contracted by the district for data governance and records management purposes meet or exceed industry and/or government standards for data protection and privacy of personal information.

**☒ Use of Personal Electronic Devices and Resources**

☒ The district prohibits storage of confidential and/or critical data/information of the district on a personal electronic device, personal email account or other personal platform. District staff and service providers shall use district-controlled accounts and platforms to securely access,

store or transmit confidential and/or critical data/information of the district.

#### Service Providers

Service providers retained or contracted by the district shall comply with law, Board policy, administrative regulations and district procedures regarding data security and integrity of data containing confidential and/or critical data/information of the district.[3][5]

The district shall ensure that the agreement or contract for service with a service provider who may have access to confidential and/or critical data/information reflects appropriate data security provisions.

#### Consequences

Failure to comply with law, Board policy, administrative regulations or procedures regarding data governance and security may result in the following disciplinary measures and possible pursuit of civil and criminal sanctions:[13][14][15]

1. Employees may be disciplined up to and including termination.
2. Volunteers may be excluded from providing services to the district.
3. The termination of a business relationship with a service provider.

#### NOTES:

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

**PSBA New 4/23 © 2023 PSBA**





Book	Policy Manual
Section	200 Pupils
Title	Educational Stability for Children in Foster Care
Code	255
Status	Active
Legal	<u>1. 20 U.S.C. 6311</u> <u>2. 20 U.S.C. 6312</u> <u>3. 42 U.S.C. 675</u> <u>4. 45 CFR 1355.20</u> 5. Pol. 200 6. Pol. 206 <u>7. 20 U.S.C. 1232g</u> 8. Pol. 113.4 9. Pol. 216 10. Pol. 810 <u>11. 34 CFR 299.13</u> <u>34 CFR Part 99</u> Pol. 202
Adopted	March 20, 2017

### **Authority**

To ensure the educational stability of children in foster care, the Board requires the district to collaborate with the local children and youth agency and other school districts.<sup>[1][2][3]</sup>

### **Definitions**

**Additional costs** means the difference between what the district spends to transport a resident student to his/her assigned school and the cost to transport a child in foster care to his/her school of origin.

**Foster care** means twenty-four (24) hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state,

tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.[4]

**School of origin** is the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

### **Delegation of Responsibility**

The Board designates the Director of Student Services to serve as the district's point of contact for children in foster care.

The district's point of contact shall coordinate with:[1]

1. Local children and youth agency to:
  - a. Establish formal mechanisms to ensure that the district is promptly notified when a child enters foster care or changes foster care placements.
  - b. Develop a protocol on how to make best interest determinations; and
  - c. Develop and coordinate transportation procedures.
2. Other school districts on issues of transfer of records, transportation and other inter-district activities.

### **Guidelines**

#### **Enrollment/Placement**

A child in foster care shall continue to be enrolled in his/her school of origin unless there is a determination that it is not in his/her best interest to attend the school of origin.[1]

#### ***Best Interest Determination -***

The best interest determination shall be made in accordance with federal and state laws and regulations, court orders, and established local procedures.[1]

In determining whether it is in a child's best interest to remain in his/her school of origin, all factors relating to a child's best interest shall be considered, including the appropriateness of the current educational setting and proximity of foster care placement.[1]

Documentation related to the best interest determination shall be kept in the student's education record.

#### ***Enrollment -***

When a child in foster care is placed in the district and seeks enrollment in district schools, the district's point of contact shall:[1][5]

1. Ensure the child is immediately enrolled and attending school, even if the records normally required for enrollment pursuant to district policies are not available.
2. Immediately contact the school last attended by the child to obtain relevant academic and other records.

#### ***Dispute Resolution -***

If a dispute arises over the appropriate school placement for a child in foster care, to the extent feasible and appropriate, the child shall remain in his/her school of origin, pending resolution of the dispute.

### *Assignment -*

If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's assignment within the school.[6]

### Education Records

The district may disclose personally identifiable information from the education records of a student without written consent of the parent(s) or the eligible student if the disclosure is:[Z][8][9]

1. To comply with a court order authorizing the disclosure of education records in a case where a parent is a party to a proceeding involving child abuse or neglect or a dependency matter.
2. To an agency caseworker or other representative of a state or local child welfare agency, or tribal organization, who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

### Transportation

The district shall ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost-effective manner.[10][2]

To ensure that transportation for children in foster care is provided, arranged, and funded, the district shall collaborate with the local children and youth agency to develop a local transportation plan.[2]

The transportation plan shall address the following:[2]

1. The procedure the district and local children and youth agency will follow to:
  - a. Promptly provide transportation for children in foster care;
  - b. Promptly arrange transportation for children in foster care; and
  - c. Ensure transportation is funded in a cost-effective manner and in accordance with Section 475(4)(A) of the Social Security Act.
2. How transportation costs will be covered if additional costs are incurred. Options include:[2]
  - a. The local children and youth agency agrees to reimburse the district;
  - b. The district agrees to pay for the cost;
  - c. The district and the local children and youth agency agree to share the costs; or
  - d. The district of origin, the district of current residence, and the placing children and youth agency agree to share the costs.

3. Dispute resolution procedures to ensure that any disagreements regarding the cost of transportation are resolved promptly and fairly, and do not impact a student's ability to remain in the school of origin during the dispute resolution process.<sup>[11]</sup>

The district shall submit the local transportation plan, including any updates or revisions, to the Pennsylvania Department of Education.

Transportation shall be provided to children in foster care in accordance with the local transportation plan regardless of whether transportation is provided to district students.<sup>[1][2]</sup>

#### Training

The district's point of contact for children in foster care shall provide professional development and training to school staff on the Title I foster care provisions and education needs of children in foster care, as needed.

# SHARPSVILLE AREA SCHOOL DISTRICT

## 2024-2025 CALENDAR

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
							5 Student							20 Student						
							7 Staff							20 Staff						
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
22 (K-5) 23 Students (6-12) 23 Staff							18 Student							14 Student						
							18 Staff							14 Staff						
JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1							
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
19 Student							19 Student							20 Student						
20 Staff							19 Staff							21 Staff						
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					
20 Student							21 Student													
20 Staff							21 Staff													

### VACATION DAYS

Labor Day	September 2, 2024
Thanksgiving	November 27- Dec. 2, 2024
Christmas	Dec 23, 2024-Jan 5, 2025
Spring Break	April 18 - April 21, 2025
Memorial Day	May 26, 2025

### SNOW MAKE-UP DAYS

February 17, 2025

### PSSA TESTING

English/LA	Apr 22-25	Gr 3-8
Math	Apr 28-May 2	Gr 3-8
Science	Apr 27-May 2	Gr 4, 8
Keystones	Dec 4-18	
Jan 6-17	May 12-23	

### INSERVICE DAYS

August 21-22, 2024  
March 21, 2025

### ACT 80 DAYS

October 18, 2024 **K-5 only**  
January 20, 2024 **K-12**

### FIRST DAY OF SCHOOL

August 26, 2024

### LAST DAY OF SCHOOL

May 30, 2025

### GRADUATION

May 30, 2025

### END OF 1ST NINE WEEKS

October 28, 2024

### END OF 1ST SEMESTER

January 17, 2025

### END OF 3RD NINE WEEKS

March 25, 2025

### END OF YEAR

May 30, 2025



# **PROGRAM OF STUDIES**

## **2024/2025**

**Schedule planning & Course selection for  
GRADES 9 through 12**

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# Sharpsville Area High School

301 Blue Devil Way  
Sharpsville, PA 16150

[www.sharpsville.k12.pa.us](http://www.sharpsville.k12.pa.us)

Phone: 724-962-8300

Fax: 724-962-7730

## ADMINISTRATION

Superintendent:	Mr. John Vannoy	x4104
Admin. Assistant to Supt.	Mrs. Michelle Fox	x4101
High School Principal	Ms. Carol Houck	x1850
High School Secretary	Mrs. Deana Myers	x1001
Director of Student Services	Mrs. Annessa Steele	x4110
Administrative Assistance	Mrs. Melissa Young	x1651

## SCHOOL COUNSELING DEPARTMENT

High School Counselor	Mrs. Ellen Kellar (Grades 10-12)	x1520
Middle School & 9 <sup>th</sup> 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 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.

**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) credits** 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 Courses Required
English	4
Social Studies	4
Mathematics	4 <i>Must include Algebra I &amp; Geometry</i>
Science	4 <i>Must include Biology, Chemistry, &amp; Physics</i>
Foreign Languages	2
Health Education / STEAM	1 <i>*Required in Grade 9 schedule</i>
Physical Education / Weightlifting	4 <i>Planned course in each of grades 9,10,11, &amp; 12</i>
Electives	<i>The number of courses needed to earn a minimum of 26 credits. No course may fulfill a requirement in more than one area</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.

**9<sup>th</sup> grade level** – 6 credits or less

**10<sup>th</sup> grade level** – to enter 10<sup>th</sup> grade 6.4 credits or more

**11<sup>th</sup> grade level** – to enter 11<sup>th</sup> grade 12.8 credits or more

**12<sup>th</sup> grade level** –to enter 12<sup>th</sup> grade 19.6 credit or more.

**TO GRADUATE A MINIMUM TOTAL OF 26 CREDITS OR MORE REQUIRED.**

### CREDIT DEFICIENCIES

Students who fail a required 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 via Keystone Recovery classes or cyber 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
- Social Studies – three planned courses must include Psychology grade 12

**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
- Social Studies – two planned courses must include Psychology grade 12
- 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 a total of 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, totaling 32 hours over 4 years.**

- If a student is in a school activity such as the musical or play, band, cheer, clubs (example chess club or art club), or one of the sports teams for the season they will receive a total of 8 hours of community service.
- Students that participate in multiple sports, clubs, etc. will **ONLY** receive a total of **8 community service hours** for the first sport team or activity (band, musical) they participate in **for the year**.
- ***Student that do not participate in any school activities will still need 8 hours of community service for the school year. Students will need to find locations that they can complete their 8 hours outside of school. Forms are available in the office.***
- If students would like to do more than the required 8 hours there will still be forms available in the office for the students to complete.
- **GRADES 11 & 12 ONLY** may use 8 hours of **PRE-APPROVED** job shadowing hours toward 8 hours of community service.

**Minimum total hours needed for 2024-2025 graduation will be 32 hours.**

***\*\*In addition to these criteria, allowances will be made for students with IEP's and pre-approved activities related to school approved alternatives, or vocational educational programs.***

## **CLASS RANK/CALCULATION GPA**

Grades are on a four-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:**

<b>PERCENT</b>	<b>GRADE</b>	<b>REGULAR COURSE POINTS</b>
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
- Dual Enrollment Courses at Penn State or BC3

### **GPA Calculation is as follows for all WEIGHTED Courses:**

<b>PERCENT</b>	<b>GRADE</b>	<b>WEIGHTED COURSE POINTS</b>
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. Valedictorian and salutatorian will be based off of this class rank calculation. The students who are ranked first and second will hold this honor for their class at graduation.

## DUAL ENROLLMENT

**PLEASE READ THIS SECTION VERY CAREFULLY AND ASK QUESTIONS IF NEEDED...**

***Penn State Shenango, Sharon, PA, BC 3 in Hermitage, PA, or the Entrepreneur Academy in Hermitage, PA. Student must have their own transportation to attend courses at these locations.***

***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 students will receive **.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, yet maintain a minimum of 6.4 credits for the 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.
- If considering AP, PITT or Dual Enrollment classes please know that there are many advantages and positive reasons to consider this pathway. One major one being that the PITT and Dual Enrollment credit transfer to most colleges and universities. Cost is the lowest you will have to pay per credit. AP courses also can get transferred but a final test score is required for them to count as transferred credit. Also, know that the weight of the classes if a student gets a B or lower it will drop your GPA. Students need to understand that this level of course work is to get ahead for college and after graduation. **Class Rank may or may not be affected by taking Dual Enrollment courses**. The focus of taking Dual Enrollment courses is to begin earning college credits at a significantly reduced cost to the student and family. The benefit of the college credit will outweigh class rank immediately following the day of graduation.

## 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 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 encouraged to select an alternate choice for any offering. **Final schedules need to be signed off by both students and parents.**

**Students must schedule at least six credits plus a physical education class = 6.4 credits minimum. This includes ALL students in dual enrollment, Academy, MCCC and work release programs.**

### **ADDING AND DROPPING COURSES**

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 or off of the school district high school website.**

**ALL schedule changes will be made by August 20, 2024.**

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 (Juniors and Seniors ONLY)**

This option will allow **STUDENTS IN 11<sup>TH</sup> & 12<sup>TH</sup> GRADE ONLY**, 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 scheduled PIAA contest season** that the sport is being played. **Post season, playoff games are not a part of this requirement.** If the student drops out of the PIAA sport during the regular season, they will be required to pick up a PE credit immediately, no exceptions will be made. **NO STUDY HALLS are permitted in the students' schedule. 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

<b>STUDIO ART 1</b>	<b>#0911</b>	<b>CREDITS 1.0</b>
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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 design. Projects will include various types of drawings and paintings designed to help strengthen creative problem solving skills as well as develop artistic techniques and craftsmanship.

*Grade Level: 9 – 12*

<b>STUDIO ART 2</b>	<b>#0912</b>	<b>CREDITS 1.0</b>
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Studio Art 2 is a more in depth study and analysis of art in a two and three dimensional format. Projects will incorporate drawing, painting, ceramics and mixed media as students further develop artistic techniques, composition and craftsmanship.

*Grade Level: 10 – 12*

*Prerequisite: Studio Art 1 with a grade of 70% or higher*

<b>STUDIO ART 3</b>	<b>#0913</b>	<b>CREDITS 1.0</b>
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Studio Art 3 students will apply knowledge gained in Studio Art 1 & 2 to produce more technical and creative works. Emphasis will be placed on creative thinking and becoming more independent in art.

*Grade Level: 11 – 12*

*Prerequisite: Studio Art 1 & Studio Art 2 with an 80% or higher in Studio Art 2.*

<b>STUDIO ART 4</b>	<b>#0914</b>	<b>CREDITS 1.0</b>
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Students apply knowledge from Studio Art 1,2, and 3 to produce large-scale independent and higher level works. Emphasis will be placed on independent creative thinking and gaining a better perspective on how art can be used in a career. Students will further develop their personal style/technique and concentrate on building a strong portfolio of works.

*Grade Level: 11 – 12*

*Prerequisite: Studio Art 1, Studio Art 2, & Studio Art 3 with a 90% or higher in Studio Art 3*

<b>STUDIO ART 5 INDEPENDENT ART</b>	<b>#0915</b>	<b>CREDITS 1.0</b>
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Students must be seriously interested in the experience of art, can work independently, meeting with the art teacher to review plan and set goals in completing a variety of large scale projects throughout the school year. This course will also provide opportunities to develop a portfolio of work.

*Grade Level: 12*

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

**ART TEACHER RECOMMENDATION REQUIRED**

# English Department

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## 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*

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## HONORS 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 1 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: A grade of 90% + earned in each of the four nine weeks in Language Arts 8 and/or by recommendation of the Grade 8 Language Arts teacher.*

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## 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 10<sup>th</sup> grade students.

*Grade Level: 10 – KEYSTONE COURSE*

*Prerequisite: Literature & Composition 1*

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## HONORS LITERATURE & COMPOSITION 2 (PRE-AP)

#0104

CREDITS 1.0

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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 genres 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 Pre AP – Literature & Composition 1 and requires an 80% Average be maintained.*

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

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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*

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

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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, plays, nonfiction and novels, from ancient to modern times.

*Grade Level: 12*

*Prerequisite: Literature & Composition 3*

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**HONORS LITERATURE & COMPOSITION 4****#0114 CREDITS 1.0**

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This course is the introduction of British Literature. Students will study key literary selections from Medieval, Romantic, Victorian and modern eras. Research papers and/or research projects are required. Class discussions stress genre recognition, summarization, analysis and critical thinking. Oral presentation formal and informal, are also required.

*Grade Level: 12*

*Prerequisite: Literature & Composition 3 grade average 90% or higher.*

**TEACHER RECOMMENDATION**

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

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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. 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 for AP Credit (only): Payment for the AP test is \$96 and must be submitted within the first two weeks of school. If payment is not made students will only get 1 high school credit (weighted) for the class. Students must commit to this in the first two weeks and cannot switch or change their minds after week 2.**

*Grade Level: 11-12*

*Prerequisites for Juniors & Seniors:*

- *Honors Pre-AP Literature & Composition 2 with a grade average of 80% or higher.*
- *Your previous year's Literature & Composition teacher recommendation.*



- This course has summer reading requirements; students should collect the materials before they leave school for the summer. ALL work will be submitted via Google Classroom. Communicate with the teacher, Ms. Meighan at [ameighan@sasdpide.org](mailto:ameighan@sasdpide.org).

**NOTE: This course can be substituted for Literature/Composition 3 or 4.**

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<b>ADVANCED PLACEMENT(AP) LITERATURE &amp; COMPOSITION</b>	<b>#0113</b>	<b>CREDITS 1.0</b>
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AP English Literature and Composition offers intensive preparation in literary analysis and interpretation. The students will read selected short stories, poetry, plays, and novels. 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 for AP Credit (only): Payment for the AP test is \$96 and must be submitted within the first two weeks of school. If payment is not made students will only get 1 high school credit (weighted) for the class. Students must commit to this in the first two weeks and cannot switch or change their minds after week 2.**

*Grade Level: 11-12*

*Prerequisites for Juniors & Seniors:*

- Honors Pre-AP Literature & Composition 2 with a grade average of 80% or higher.
- Your previous year's Literature & Composition teacher recommendation.
- This course has summer reading requirements; students should collect the materials before they leave school for the summer. ALL work will be submitted via Google Classroom. Communicate with the teacher, Mrs. Malovich at [emalovich@sasdpide.org](mailto:emalovich@sasdpide.org).

**NOTE: This course can be substituted for Literature/Composition 3 or 4.**

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<b>RESEARCH WRITING &amp; SPEECH</b>	<b># 0105</b>	<b>CREDITS 1.00</b>
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This course is designed to augment the English curriculum and enhance student reading, writing, and research skills. Students will develop their research skills using a variety of sources, including academic databases, and express their findings in writing and through other formats. Students will learn a variety of formats, MLA & APA for example. Students will also focus on grammar, writing mechanics, and question types used in the Writing and Language sections of the SAT and ACT.

The Speech components of this class will help students develop public speaking skills and allow them to become more competent and confident public speakers. The course develops the various modes of public speaking, including group discussions, speeches, interviews, debates, and oral presentations. The research and speeches will coincide through the year. Students will also focus on vocabulary and etymology for career and college readiness.

*Grade Level: 11 & 12*

*Prerequisite: Literature & Composition 2*

## ENGLISH SEQUENCE OF COURSES

### 4 CREDITS REQUIRED

Literature & Composition 1 (OR) Honors 1  
Literature & Composition 2 (OR) Honors 2  
Literature & Composition 3 (OR) AP Course  
Literature & Composition 4 (OR) Honors 4  
(OR) AP Course (OR) Dual Enrollment

### GRADE 9

- Literature & Composition 1
- OR
- Honors Literature Composition 1  
(teacher recommendation required)

### GRADE 10

- Literature & Composition 2
- OR
- Honors Literature and  
Composition 2 (Pre AP)  
(teacher recommendation required)

### GRADE 11

- Literature &  
Composition 3
- OR
- AP Language &  
Composition
- OR
- AP Literature &  
Composition  
(teacher recommendation  
required for AP courses)

### ELECTIVES SPEECH & RESEARCH

### GRADE 12

- Literature &  
Composition 4
- OR
- Honors Literature &  
Composition 4
- OR
- AP Language OR AP  
Literature (teacher  
recommendation required for  
AP courses)
- OR
- Dual Enrollment

# Family & Consumer Science Department

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## FAMILY CONSUMER SCIENCE/ FINANCIAL LITERACY

#0801

CREDITS 1.0

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This Family Consumer Science course is 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 and personal finance management will be taught throughout the year.

*Grade Level: 9-12*

*Prerequisites: None*

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## CULINARY ARTS & ADVANCED BAKING/PASTRY ARTS

#0802

CREDITS 1.0

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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. The second semester 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: Recommended course Family & Consumer Science*

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## INDEPENDENT LIVING

#0804

CREDITS 1.0

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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, and housing styles 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

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**SPANISH 1****#0601****CREDITS 1.0**

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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*

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**SPANISH 2****#0602****CREDITS 1.0**

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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*

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**SPANISH 3****#0603****CREDITS 1.0**

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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*

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**SPANISH 4****#0604****CREDITS 1.0**

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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

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**PHYSICAL EDUCATION 1/2/3/4****#1002 CREDITS .40**

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Physical Education meets twice per week for the entire school year. 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, 10, 11, 12*

*Prerequisites: None*

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**HEALTH****#1001 CREDITS .50**

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The purpose of this required semester course is to offer students an opportunity to increase their knowledge about health. Students will have the opportunity through a variety of activities to evaluate their own health behaviors and to understand the importance of improving and maintaining positive health habits. Successful completion of this course is a graduation requirement.

*Grade Level: 9 REQUIRED*

*Prerequisites: None*

*Note: This course is a semester course and flip with Steam 9 for the other half of the year.*

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**WEIGHTLIFTING****#1006 CREDITS .60**

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Weightlifting is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. This course meets 3 times per week to provide students the benefit of a comprehensive weight training program. Students will learn the basic fundamentals of weight training, strength training, 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.

*Grade Level: 11-12*

*Prerequisites: None*

# Math Department

## ANALYSIS OF FUNCTIONS

#0503 CREDITS 1.0

Topics covered include Rational, Exponential, and Radical Arithmetic, Functions & Inequalities and their Graphs (Absolute Value, Quadratic, Polynomial, Rational Exponential, and Logarithmic). Next course is Academic Geometry.

Grade Level: 9-10

Prerequisite for Grade 9 & 10: Academic Algebra 1 with a grade of > 75%

- Can be taken concurrently with Academic Geometry if student has >90% in Academic Algebra 1 and teacher recommendation.

## PRE-ALGEBRA 1

#0500 CREDITS 1.0

Covers topics included to prepare students to take Algebra 1. Completing standard high school math sequence; next course is Algebra 1.

Grade Level: 9

Prerequisite: Score on HS Math Placement Test – To Be Determined

## ALGEBRA 1

#0501 CREDITS 1.0

In depth analysis of topics in Algebra preparing students for the PA Algebra Keystone exam. Completing standard high school math sequence; next course (performance based) is Algebra 2.

Grade Level: 9-10

Prerequisite: Completed Pre-Algebra or score on HS Math Placement Test – To Be Determined

## ALGEBRA 2

#0506 CREDITS 1.0

Continuation of Algebraic topics. Application of Algebra into Statistics.

Completing standard high school math sequence; next course is Geometry or consumer Math for those who already completed Geometry. Consumer Math

Grade Level: 10, 11, 12

Prerequisites: Algebra 1

## GEOMETRY

#0504 CREDITS 1.0

Algebraic Applications into Geometric Concepts; Study of Applied Euclidean Geometry Topics

Completing standard high school math sequence; next course is Consumer Math

Grade Level: 11 – 12

Prerequisite: Algebra 2

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<b>ACADEMIC GEOMETRY</b>	<b>#0505</b>	<b>CREDITS 1.0</b>
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Broad and in-depth study of Geometric Topics including Circles and an Introduction to Trigonometry. A focus of this course is the development of deductive reasoning through mathematical proof. A scientific calculator is required for this course.

*Grade Level: 10-12*

*Prerequisite: Analysis of Functions with a grade > 75%.*

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<b>CONSUMER MATH</b>	<b>#0510</b>	<b>CREDITS 1.0</b>
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Applied Mathematical Concepts to Real World Situations that are important to today's Consumer.  
4<sup>th</sup> course in standard high school math sequence

*Grade Level: 12*

*Prerequisite: Geometry*

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<b>STATISTICAL METHODS</b>	<b>#0511</b>	<b>CREDITS 1.0</b>
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This course gives an introduction to statistical concepts in preparation for a college level statistics course.

*Grade Level: 11-12*

*Prerequisite: Passing grade in Analysis of Function or with teacher recommendation.*

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<b>PRE-CALCULUS</b>	<b>#0513</b>	<b>CREDITS 1.0</b>
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Pre-Calculus is an in-depth study of Trigonometric Functions and their applications; more in depth analysis of some algebraic functions.

*Grade Level: 11-12*

*Prerequisite: Academic Geometry Grade > 80% and Analysis of Functions Grade > 80%*

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<b>PITT PROBABILITY &amp; STATISTICS</b>	<b>#0512</b>	<b>CREDITS 1.0</b>
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PITT Probability & Statistics (STAT 0200: Basic Applied Statistics) Curriculum and objectives are set by the University of Pittsburgh Statistics Department. This course is designed to provide college-bound students with an opportunity to earn college credit for a Probability and Statistics class. It is designed to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

*Grade Level: 11-12*

*Prerequisites:*

- Juniors Academic Geometry with a grade of > 90% and teacher recommendation. Can be taken concurrently with Pre-Calculus.
- Seniors: Pre-calculus with a grade > 80%
- This course requires registration through the University of Pittsburgh (completed on line by the student/parent).
- Registration deadlines are rigid – failure to register on time removes the student from the course both at Sharpville and the University of Pittsburgh.

- *Payment required for PITT credit is approximately \$400.00 paid on line directly to the University of Pittsburgh.*

**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. Students will need to **request from PITT** the official transcript to be transferred to a college or university after graduation. The High School Guidance office does not have anything to do with the Pitt Transcript.*

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## PITT CALCULUS

#0515 CREDITS 1.0

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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. This course can be taken concurrently with PITT Physics.

**Grade Level: 12**

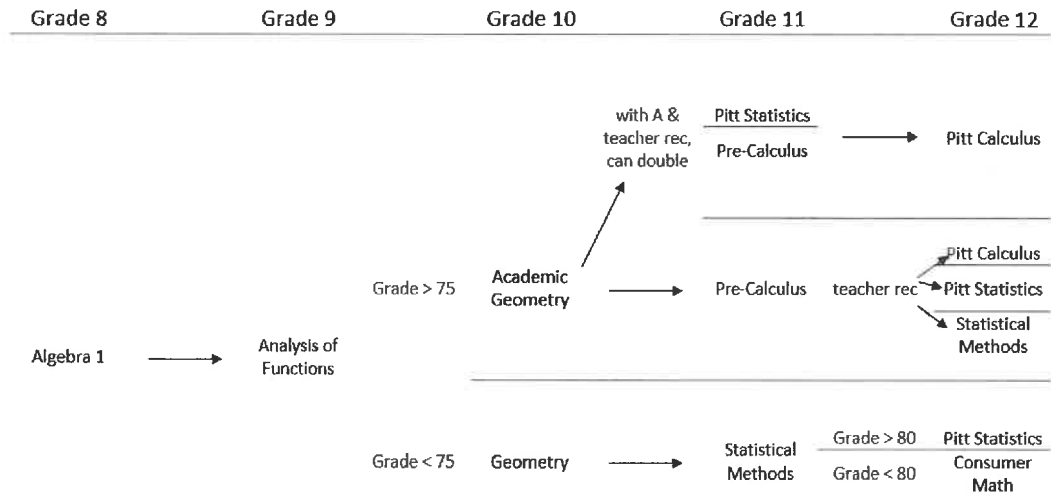
### Prerequisites:

- *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.*
- *This course requires registration through the University of Pittsburgh (completed on line by the student/parent).*
- *Registration deadlines are rigid – failure to register on time removes the student from the course both at Sharpsville and the University of Pittsburgh.*
- *Payment required for PITT credit is approximately \$400.00 paid on line directly to the University of Pittsburgh.*

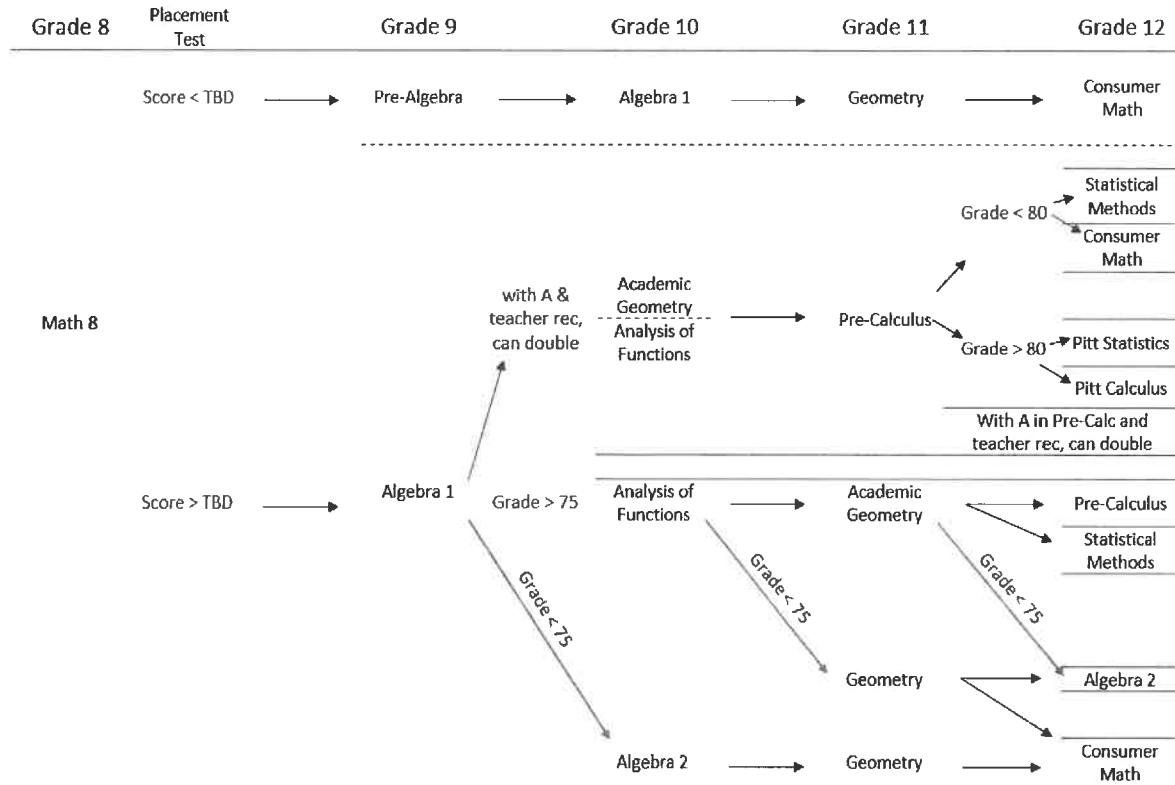
**NOTE:** *One (1) Sharpsville credit will be earned for passing the class. Four (4) college credits are earned with a D or better on the Pitt/Sharpsville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade. Students will need to **request from PITT** the official transcript to be transferred to a college or university after graduation. The High School Guidance office does not have anything to do with the Pitt Transcript.*



### Accelerated SASD High School Math Sequence



### SASD High School Math Sequences



# Music Department

## 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, 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, mandatory community performances, and fundraisers.**

*Grade Level: 9-12*

*Prerequisites: None*

**NOTE:** Grades in Concert choir are based on all mandated performances, rehearsal preparation, rehearsal participation, and any special projects that are assigned by the director. This group will have a mandatory graded winter and spring concert

## 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. 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).

*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. Students are encouraged, but not required, to own their own instrument.*

**NOTE:** Grades in band are based on all mandated performances, rehearsal preparation, rehearsal participation, and any special projects that are assigned by the director. This group will have a mandatory graded winter and spring concert

## JAZZ BAND

#0907 CREDITS 1.0

Jazz Band provides the opportunity to study the many aspects of jazz performance. This will provide high school musicians with advanced music experiences in the style of big band jazz. The ensemble will perform in a variety of venues throughout the year

*Grade Level: 10-12*

*Prerequisites: Current enrollment in Marching or Concert Band AND Auditions Required*

**\*\*Independent Study for Band or Choir** is music teacher recommendation only. Student is required to secure the music teachers signature prior to scheduling or discuss this as an option. The music teacher will discuss expectations and requirement to qualify. If course is taken independently no letter grade is given, however students will be provided a list of requirements, meeting times, performance times and performance expectations.

# Practical Arts Department

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## **PUSHING THE LIMITS HOME MAINTENANCE**

**# 0809 CREDITS 1.0**

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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: 10 - 12*

*Prerequisite: None*

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## **ADVANCED PUSHING THE LIMITS HOME MAINTENANCE**

**# 0811 CREDITS 1.0**

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This second year of the Home Maintenance course to extend and continue to explore the interest in the skilled trade job arena. The Home Maintenance course is recommended for students who have an interest in building, home maintenance, and repair. 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: None*

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## **WOOD TECHNOLOGY & FURNITURE ENGINEERING**

**#0810 CREDITS 1.0**

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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.

*Grade Level: 9 – 12*

*Prerequisite: None*

# Science Department

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<b>BIOLOGY</b>	<b>#0400</b>	<b>CREDITS 1.0</b>
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Biology is designed to introduce students to the living world. Students will explore the microscopic environment through interactions between living things and their environment. This course will integrate lab activities into the regular class time. The course is designed for anyone who does not wish to pursue a career in science beyond high school. Topics included in this course are cell biology, cellular energetics, DNA and heredity, genetics, biotechnology, evolution, and ecology. The course will conclude with comparative examination of plants and animals. Emphasis will be placed on the Pennsylvania Keystone Anchors which will be tested on the Keystone Biology exam.

*Grade Level: 9*

*Prerequisites: None*

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<b>HONORS BIOLOGY</b>	<b>#0401</b>	<b>CREDITS 1.4</b>
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Honors Biology is an accelerated course aimed at the student who wished to pursue a career in science beyond high school. The class meets for 7 periods per week to include a separate lab period to allow further in-depth exploration of topics. There will be a greater emphasis on lab techniques, data collection, and data analysis. The content will be at a quicker pace with more depth of knowledge and application as a focus.

*Grade Level: 9-10*

*Prerequisites: 85% or Higher in 8<sup>th</sup> grade Science with Science teacher's approval*

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<b>CHEMISTRY</b>	<b>#0402</b>	<b>CREDITS 1.0</b>
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Chemistry is designed to introduce students to the chemical world. This course will integrate lab activities into regular class time. The course is designed for anyone who does not wish to pursue a career in science or health related field beyond high school. Students will be studying a broad overview of the chemical composition of matter, its properties, and change in undergoes in the presence of other matter.

*Grade Level: 10-12*

*Prerequisites: Biology*

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<b>HONORS CHEMISTRY</b>	<b>#0403</b>	<b>CREDITS 1.4</b>
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Honors Chemistry is an accelerated course designed for students planning an academic and /or health-related career who are strong in mathematics. Students will be studying the chemical composition of matter, its properties, and the change matter undergoes in the presence of other matter. Laboratory methods and skills and problem-solving skills will be developed during the course, during a separate laboratory period. This course moves at a rapid pace to prepare students for their next level of chemistry.

*Grade Level: 10-12*

*Prerequisites: 90% or higher in Biology (or teacher recommendation), Analysis of Functions concurrently*

This course will be offered 2025-2026 school year. Please plan accordingly.

Grade Level: 11-12

Prerequisites: 80% Chemistry, Algebra 2, and Honors Physics (previously or concurrently)

**PHYSICS**

#0405

CREDITS 1.0

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 motion, forces, energy, momentum, rotational motion, electricity, wave motion, and sound.

Grade Level: 10-12

Prerequisites: Biology, Algebra 1

**HONORS PHYSICS**

#0406

CREDITS 1.4

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 Geometry

**INTRODUCTION TO ASTROPHYSICS**

#0421

CREDITS 1.0

Students in Introduction to Astrophysics will learn how physics is applied to the composition and interaction of celestial objects, including stars, planets, galaxies, nebulae, and black holes. Topics introduced in the class will include physical properties and composition of celestial bodies, planetary motion, gravitation, energy transfer, electromagnetic waves, optics, and nuclear fission/fusion. The class will also explore the history, current programs, and future possibilities of space observation (telescopes) and space exploration (travel and colonization). Algebra concepts will be used when applicable.

Grade Level: 11-12

Prerequisites: Physics or Honors Physics

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**HUMAN ANATOMY & PHYSIOLOGY I****#0407 CREDITS 1.0**

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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 Latin roots and stems, cell biology, tissues, and the following systems at both the anatomical and physiological level: integumentary, skeletal, muscular and cardiovascular systems. Dissection will be a required part of this course.

*Grade Level: 11-12*

*Prerequisites: Biology, Chemistry.*

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**HUMAN ANATOMY & PHYSIOLOGY II****#0409 CREDITS 1.0**

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This course is a continuation of Human Anatomy and Physiology I. Students must successfully complete Human Anatomy and Physiology I in order to enroll in this course. This course will continue where the previous course left off and will focus on the following systems: nervous, lymphatic, immune, respiratory, digestive and reproductive systems. Dissection will be a required part of this course.

*Grade Level: 12*

*Prerequisites: Human Anatomy & Physiology I, Biology, Chemistry.*

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**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: Biology*

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**FORENSIC SCIENCE****#0410 CREDITS 1.0**

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Forensic Science is a course designed for students who are interested in forensic science/criminal justice but lack a strong mathematics and science background. This course will inform students about different forensics techniques through famous cases and other crime situations.

*Grade Level: 11-12*

*Prerequisites: Biology*

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**AP BIOLOGY****#0413 CREDITS 1.6**

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The Advanced Placement Biology course is designed to be the equivalent of the biology course taken by first year college science majors. This course fulfills the college laboratory science requirement. Students in this course will have the opportunity to attain a more in depth understanding of biology concepts and competency 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 class. The topics in the 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.

*Grade Level: 11-12*

*Prerequisites: Honors Biology, Honors Chemistry, recommended Human Anatomy & Physiology 1.*

**Fees Required:** Payment of approximately \$96.00 for the AP Test must be submitted within the first two weeks of school or the student will **ONLY** receive high school weighted credit for the class. Students are required to complete all tests and labs regardless of payment status.

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<b>UNIVERSITY OF PITT PHYSICS</b>	<b>#0420</b>	<b>CREDITS 1.6</b>
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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 sound. Calculus concepts will be applied in these areas of study.

*Grade Level: 12*

*Prerequisites: Honors Physics, PITT Calculus (previously or concurrently)*

**Fee Required:** Approximately \$400.00 must be submitted within the first two weeks of school, or the student will **ONLY** receive high school weighted credit for the class. Students are required to complete all tests and labs regardless of payment status.

*Note: One (1.6) 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.*

## SCIENCE SEQUENCE OF COURSES

### 4 CREDITS REQUIRED

Biology  
Chemistry/ Honors Chemistry  
Physics/ Honors Physics  
Student choice

### GRADE 9

- Biology
- Honors Biology w/Lab (requires 85% or higher in 8<sup>th</sup> grade Science and Science teacher approval)

### GRADE 10

- Chemistry
- Physics
- Honors Chemistry
- Honors Physics

### GRADE 11 & 12

- Chemistry
- Physics
- Honors Chemistry
- Honors Physics
- Forensics
- Environmental Science
- Human Anatomy & Physiology I
- Human Anatomy & Physiology II
- Intro to Astrophysics
- PITT Chemistry (Offered every other year 2025-2026, 2027-2028, 2029-2030)
- PITT Physics
- AP Biology (Offered every other year 2024-2025, 2026-2027, 2028-2029)

**\*\*Students may choose to take two course from this list during Grades 11 & 12. They must meet the listed prerequisites and class sequence.**

Students entering post-secondary science related fields are encouraged to schedule more than one science class per year (as their schedule permits and prerequisite courses are completed).



# Social Studies Department

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## 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*

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## 20<sup>TH</sup> 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 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. With discuss on 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*

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## 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*

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## PSYCHOLOGY

#0304

CREDITS 1.0

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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: 12*  
*Prerequisite: None*

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**PITT AMERICAN POLITICS****#0305 CREDITS 1.0**

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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 \$225.00 (\$75.00/college credit) must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

*Grade Level: 11-12*

*Prerequisites: 20<sup>th</sup> Century World History, US 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.

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**CURRENT EVENTS****#0306 CREDITS 1.0**

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This elective course is designed to introduce the students to the study of current events and the impact they have upon their lives. This class will use American and foreign media sources to track, discuss, and analyze current news events. Local news and history will be highlighted on a regular basis. Students are required to participate everyday by keeping up with the news, researching various topics, and discussing them in class.

*Grade Level: 10-12*

*Prerequisite: None*

*Note: This course cannot be substituted for US History, 20<sup>th</sup> Century World History, US Government and / or Psychology. This course is an elective and can only be taken once in the 4 years of high school.*

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**PITT PSYCHOLOGY****#0307 CREDITS 1.0**

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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 \$225.00 (\$75.00/ college credit) must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

*Grade Level: 12*

*Prerequisites: 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 grade

## SOCIAL STUDIES SEQUENCE OF COURSES

### 4 CREDITS REQUIRED

US History  
20<sup>th</sup> Century World History  
US Government  
Psychology/PITT Psychology

### GRADE 9

- US History (required)

### GRADE 10

- 20<sup>TH</sup> Century World History (required)

### GRADE 12

- Psychology (required)
- PITT Psychology (can replace Psychology with teacher recommendation)
- PITT Politics - elective  
(Can be taken if not taken in 11<sup>th</sup> Grade)

### GRADE 11

- US Government (required)
- PITT Politics-elective

- Current Event – ***Elective Credit only*** but can be taken in Grades 10, 11, or 12 along with the required course.

# Technology Education Department

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<b>STEAM 9</b>	<b>#0700</b>	<b>CREDITS .50</b>
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In this course students will engage collaboratively in applying their knowledge of Science, Technology, Engineering, Arts and Math through various problem-based learning opportunities. Students will learn academic and career life skills that are reality-based and personally relevant to the student. STEAM 9 will provide students' hands-on experiences.

*Grade Level: 9 REQUIRED*

*Prerequisite: None*

*Note: This course is a semester course and flip with Health for the other half of the year*

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<b>COMPUTER SCIENCE ESSENTIALS</b>	<b>#0701</b>	<b>CREDITS .60</b>
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With emphasis on computational thinking and collaboration, Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In this year-long course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create usable mobile apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, develop their vocabulary, and collaborate the same way that computing professionals do to create products that address topics and problems that are important to them.

*Grade Level: 10*

*Prerequisite: None*

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<b>PENNSYLVANIA CYBERSECURITY CENTER (REMOTE CLASS)</b>	<b>#0702 &amp; #703</b>	<b>CREDITS 1.0</b>
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Students enrolling in the following classes will be assigned a study hall. They will be responsible to log into their chrome books with headphones and attend the class remotely. The class is offered in the same schedule of our school day. So this class would be scheduled either period 2 or 9 depending on individual students' schedule at the high school. When enrolled as a student in this course you are responsible to the instructor at Penn State and the Pennsylvania Cybersecurity Center. Penn State will provide a grade to the high school.

**Grade 11-12 (#702)**

- **Class 1 First Semester: Intro to Computer Concepts** - Learn about computer fundamentals including common computing devices, using a workstation, using/managing OS, trouble shooting, etc. (.50 credits)
- **Class 2 Second Semester: CompTia Network+** - Students will be prepared to take the N10-008. CompTIA Network+ Certification. Topics will focus around setting up and managing a network. (.50 credits)

**Grade 12 (#703)**

- **Class 3 Third Semester: CompTia Security+** - Students will be prepared to take the ComTIA SY0-601 Security+ Certification Exam. Topics will include basics of system security, conducting audits, etc. (.50 credits)

- **Class 4 Fourth Semester: Take test and apply** - In this semester, students will prepare for and take the Security+ exam. Upon passing, they'll be directed to a PCC coordinator for jobs or internship placement support. (.50 credits)

# Special Programming Department

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## COMMUNITY BASED EDUCATION

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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.

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### ENTREPRENEURSHIP ACADEMY @ LINDEN POINT

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#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.***

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### MERCER COUNTY CAREER CENTER

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#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. Our students attend the afternoon session. Transportation is provided.

*Grades 10-12*

*Prerequisites: Students must maintain good academic standing and attendance to remain in the Mercer County Career Center Program. Plus complete required community service hours for graduation.*

## Mercer County Career Center Course Descriptions

Mercer County Career Center offers programming in technical and mechanical, professional, service, and production occupations to eligible high school students residing in Mercer County. Students who complete 9th, 10th, or 11th grade may apply for admission to any MCCC program by submitting the MCCC Application for Admission. Please visit [www.mercerccc.org](http://www.mercerccc.org), speak with your school Guidance Office, or call 724-662-3000 ext. 1070 to speak with our Marketing Coordinator for complete admission details. The desire to learn, a cooperative work attitude, and an ambition to engage in high-skill technical instruction are qualities needed to be a successful student in any of the programs. The technical course work includes cutting edge technologies with rigorous and relevant curriculum. This curriculum will prepare students, of all ability levels, to enter an occupation, a post-secondary school, or the military. Each student's pathway to success is unique. MCCC can help you explore that pathway. Students considering enrollment at MCCC need to consider a number of personal factors including; career interests, academic abilities, social maturity, and specific career aptitudes.

**Earning College Credit at MCCC:** Students can earn advanced placement at various post-secondary institutions by taking advantage of local articulation agreements established by MCCC or by accessing statewide articulation credits for eligible students.

**Local Articulation Agreements:** Agreements have been established with college and career schools throughout the region. Qualifying students have the opportunity to receive credits at specific institutions for learning achievements accomplished at MCCC. The number of credits awarded and specific requirements vary for each institution. Call the MCCC Guidance Office for the latest articulation information at 724-662-3000.

**Statewide Articulation Agreements:** MCCC strives to prepare students for college and careers in a diverse, high-performing workforce. MCCC courses that are considered a program of study (POS) course are eligible for statewide articulation agreements. These statewide articulation agreements are a partnership between secondary schools and post-secondary institutions throughout Pennsylvania. To view current statewide articulation agreements, go to the equivalency search results for PA Bureau of Career and Technical Education at the website [www.collegetransfer.net](http://www.collegetransfer.net).

**MCCC Programs of Study Eligible for Statewide Articulation:** Computer Information Technology, Culinary Arts, Early Childhood Education, Carpentry, Automotive Technology, Diesel Technology, Collision Repair and Refinishing, Welding, Health Care Careers, Logistics & Supply Chain Management, and Electrical Occupations.

**Industry Certifications:** Numerous certification opportunities exist for MCCC students. A certification is a business and/or industry documentation verifying skills and knowledge in a specific area of study. These certifications may become increasingly important for advancement within a career area.

**Cooperative Education:** Qualifying second and third-year students may wish to consider participating in the Cooperative Education program. The program provides students the opportunity to be employed in his/her area of vocational-technical study, while earning wages. This program is supervised by the MCCC Cooperative Education Coordinator. All MCCC courses are eligible for participation, but students need to meet specific requirements, apply, and be accepted into the program. Cooperative Education guidelines established by the PA Department of Education and approved by the local area school districts will be followed.

The Diversified Occupations program is a one-year program offered to seniors only. The course is designed to combine classroom instruction with on-the-job training in a career area of the student's choice. Students will obtain skills in an occupational area that is at the Mercer County Career Center. This program integrates classroom studies in employability skills and consumer skills with planned, supervised, and practical work experience in a business setting. Students will develop personal initiative, learn to work with others and recognize the importance of an appropriate attitude and behavior for the occupation. This program is an option for seniors, who wish to study in a specific training area that is not represented at MCCC, or if the program is over-enrolled.

MCCC staff will work cooperatively with the Senior High school counselors to meet the needs of every student. Questions about specific programs of study at MCCC can be referred to the MCCC Marketing Coordinator at MCCC (724) 662-3000 ext. 1070

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## **Automotive Technology**

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Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Automotive Technology allows students to perform a wide range of diagnostics, repairs, and preventative maintenance on automobiles and light trucks. Students will gain the technical knowledge and skills to obtain an entry-level position and/or pursue postsecondary education. The program's curriculum enables students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes the diagnosis and testing of malfunctions in and repair of engines, fuel, electrical, cooling, steering, suspension and brake systems. Students also prepare to obtain certifications for PA Safety Inspection; Emissions Inspection; and Refrigerant, Recovery, and Recycling.

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### **Industry Certifications**

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- Automotive Service Excellence (ASE): Brakes, Engine Performance, Engine Repair, Steering/Suspension
- Valvoline Motor Oil Certification
- Safety and Pollution Prevention (S/P2)

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## **Carpentry**

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Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Carpentry prepares students to obtain entry-level positions in the construction or wood industries, apprenticeships in trade unions, and/or to pursue enrolling in postsecondary institutions for degrees in construction, sales, or management. The program's curriculum enables students to develop a knowledge base through classroom theory lessons and acquire technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual/group projects, and activities. The program's instruction includes units on safety, hand and power tools, blueprint reading, framing, interior and exterior finish, construction materials, measuring, estimating, and building codes. Students also study technical mathematics, residential steel-framing, and cabinetmaking.

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### **Industry Certifications**

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- OSHA-10 Hard Construction Training
- PA Builders Association Certification
- Ladder Safety Certification
- Fork Truck Certification



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## **Collision Repair & Refinishing**

Grades: 10, 11, or 12

Length: 36 weeks

Credits: 3.0

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Collision Repair and Refinishing prepares students to obtain an entry-level position in the auto body repair/refinishing field and/or to pursue postsecondary education. The curriculum enables students to develop technical knowledge and skills through real world, hands-on shop experiences. The program will cover the entire repair and refinishing process from start to finish. The instruction will focus on key areas including workplace skills, safety techniques, vehicle design and construction, structural and non-structural repairs, industry related welding and fabrication, estimating, collision repair procedures, automotive painting, refinishing and detailing. Students will learn all these skills in a state-of-the-art shop with industry standard equipment. Students will be expected to read and understand complex instructions as well as using technology as an industry resource.

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## **Industry Certifications**

- PPG Blue Level Refinishing Technician
- iCAR (Multiple Certifications)
- Safety & Pollution Prevention (S/P2)

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## **Computer Information Technology**

Grades: 10, 11, or 12

Length: 36 weeks

Credits: 3.0

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Computer Information Technology prepares students to obtain entry-level employment and provides a foundation for post-secondary success. The curriculum enables students to develop a core set of technical skills by applying learned knowledge in hands-on lab experiences. The program will provide students experience in the administration and support of computer networks. These include 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.

---

## **Industry Certifications**

- CompTIA A+ and Network+
- Cyber Defense Pro
- TestOut PC Pro
- TestOut Network Pro
- TestOut Security Pro
- TestOut Server Pro
- TestOut Ethical Hacker Pro

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## Computer Programming

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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The Computer Programming course focuses on the general writing and implementation of generic and customized programs that drive operating systems. This prepares students to apply the methods and procedures of software design and programming to software installation and maintenance. Computer Programming includes instruction in software design, low- and high-level languages and program writing, program customization and linking, prototype testing, troubleshooting, and related aspects of operating systems and networks. Students will study data types and expressions, designing functions, and graphic and image processing. As well as learn software development process.

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## Industry Certifications

- W3 Schools Python Programmer
- W3 Schools HTML Programmer

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## Cosmetology

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Cosmetology prepares students to become licensed cosmetologists in specialized and full-service salons. Students develop a knowledge base through classroom theory lessons while perfecting their clinical skills in the program's student-operated salon. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual and group projects, along with other activities. The programs instruction includes units on shampooing, conditioning, cutting and styling hair, chemical texture services, and hair coloring techniques. As well as hands on training offering facials, manicures, and pedicures. Personal safety, professionalism, and the sanitation and disinfection of equipment and facilities are emphasized. Students also study business management with a focus on managing a salon.

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## Industry Certifications

- PA State Board of Cosmetology License
- Safety & Pollution Prevention Cosmetology

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## **Culinary Arts**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Culinary Arts prepares students to obtain entry-level employment within institutional, commercial, and independently owned food establishments. This program also provides a foundation for students who wish to pursue acceptance into a postsecondary culinary program. The program's curriculum enables students to develop knowledge through classroom theory lessons and acquire culinary skills by applying learned knowledge in the program's fully equipped commercial kitchen and dining room. Classroom lessons include lectures, reading and writing assignments, demonstrations, individual/group projects and activities. The program's instruction includes units on use and care of utensils, food preparation equipment, safety, sanitation procedures, nutrition basics, and recipe preparation. Students develop and practice skills through hands-on activities and experiences related to planning, selecting, preparing, and serving quality food and food products.

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## **Industry Certifications**

- ServSafe
- ProStart
- Safety and Pollution Prevention Culinary

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## **Diesel Technology**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Diesel Technology prepares students to obtain entry-level employment and/or to pursue postsecondary education. The curriculum enables the students to develop basic knowledge through classroom theory lessons and acquire a core set of technical skills by applying learned knowledge in hands-on shop experiences. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety, diesel engine mechanics, suspension and steering, air brake systems, electrical and electronic systems, and preventive maintenance. Students develop skills for troubleshooting problems, disassembling, rebuilding and reassembling engines. Students apply principles to service electrical and electronic systems. There is also an emphasis on inspecting, repairing/replacing various systems' components, as well as performing preventive maintenance on medium/heavy vehicle systems.

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## **Industry Certifications**

- Automotive Service Excellence (ASE):  
Brakes, Diesel Engines, Electrical/Electronic Systems, Steering/Suspension, Inspection Maintenance and Minor Repair
- OSHA-10
- Safety and Pollution Prevention Heavy Duty S/P2
- Snap on Multimeter

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### **Early Childhood Education**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Early Childhood Education allows students to obtain a variety of entry-level childcare occupations in day care centers and preschools. It also provides a foundation for students who want to attend a postsecondary early childhood education program. The program's curriculum enables students to develop a knowledge base through classroom theory lessons. The students acquire care giving, teaching, and managing skills by applying learned knowledge in the program's fully equipped preschool. Classroom lessons include lectures, reading and writing assignments, demonstrations, as well as individual and group projects/activities. Instruction includes units on growth and development, nutrition, program play activities, child abuse and neglect, learning experiences for children, regulations, laws, and policies relating to childcare services.

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### **Industry Certifications**

- Better Kid Care (BKC)
- Child Development Associate (CDA) – Ready
- Mandated Reporter
- Pediatric First Aid, CPR and AED

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### **Electrical Occupations**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Electrical Occupations prepares students to apply technical knowledge and skills necessary to install, operate, maintain and repair many electrical systems. These include: electrically energized residential, commercial and industrial systems, AC motors, as well as controls and electrical distribution panels. Instruction emphasizes practical application of circuit diagrams and the use of electrical codes. In addition, the curriculum also includes blueprint reading, sketching and other subjects essential for employment in the electrical occupations. Other critical components of the program are reading and interpretation of commercial/residential construction wiring codes and specifications, installation and maintenance of wiring, conduit hand and machine bending techniques along with service and distribution networks within large construction complexes.

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### **Industry Certifications**

- Fork Lift Certification
- Ladder Certifications
- OSHA 10
- Snap on Multimeter

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## Health Care Careers

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Health Care Careers prepares students to obtain entry-level positions in the health field and/or to pursue a postsecondary education. The program provides students with health career exploration activities, instruction of basic skills, and clinical experiences. These activities are fundamental to all areas of health care. Students develop health care knowledge through classroom theory lessons while practicing health care skills, in a laboratory setting, prior to their clinical assignments. Classroom lessons include lectures, reading and writing assignments, demonstrations, and individual/group projects. The program's core instruction includes units on medical terminology, anatomy and physiology, basic clinical skills, aseptic techniques, OSHA regulations, and infection control.

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## Industry Certifications

- Certified Patient Care Technician
- American Heart Association Health Care Provider CPR with AED/First Aid/Pediatric First Aid
- OSHA-10 Health Care
- PA Dept. of Health – Personal Care Home Direct Care Staff Person Training

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## Logistics – Material & Supply Chain Management

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Logistics and Materials Management is designed to prepare individuals for entry level employment in this industry. Students will learn and perform logistical functions associated with receiving, storing, and shipping goods. Other key components include learning various systems and record keeping for supply chain management.

Students with good attention to detail who enjoy a fast-paced, hands-on, physical workplace would be successful in this program. The curriculum provides instruction in the use of powered material, handling equipment, and OSHA safety and ergonomics. Supply chain management, automated inventory control systems, purchasing, receiving, order selections, packaging, and shipping methods are presented. Academic subjects include business mathematics and communication. The course includes job retention skills and customer relations.

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## Industry Certifications

- OSHA Career Safe
- MSSC – Certified Logistics Associate
- MSSC – Certified Logistics Technician
- Fork Lift Training

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## **Service Occupations**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Service Occupations is an innovative program focusing on training students in a diverse array of skill sets in service-related employment areas. This program will provide students with the opportunity to explore careers in the personal services cluster and gain the employability skills needed for job placement. The Service Occupations curriculum encompasses the areas of workplace safety, grounds maintenance, cleaning practices, housekeeping, custodial and retail stock. Students learn hands-on skills while also focusing on workplace readiness, interpersonal skills, the ability to work independently and collaboratively and the development of good work habits. The students train in all areas of the curriculum with the intent of obtaining competitive entry-level employment. Students learn in an environment that fosters work ethic, competitive time on task and personal accountability

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## **Industry Certifications**

- Family & Consumer Sciences

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## **Welding**

Grades: 10, 11, or 12  
Length: 36 weeks  
Credits: 3.0

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Welding prepares students to obtain entry-level employment as a welder or any welding-related position in both large and small companies. It also allows the student to pursue enrollment in a postsecondary program, such as welding engineering or metallurgy. The program's curriculum enables students to gain a knowledge base through classroom theory lessons. Program activities allow students to put their classroom learning into hands-on practice of technical skills. Classroom lessons include lectures, reading and writing assignments, and demonstrations. The program's instruction includes units on safety practices, gas cutting and welding, arc welding in various positions, and types and uses of electrodes and welding rods. Students also learn to fabricate and join metal parts according to diagrams, blueprints, and specifications.

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## **Industry Certifications**

- American Welding Society - AWS
- OSHA-10

For further information on Mercer County Career Center programs and services, please visit our web-site [www.mccc.tec.pa.us](http://www.mccc.tec.pa.us)

**Sharpsville Area School District  
Chapter 339 Guidance Plan  
Grades**

**K-12**



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# Counselor

## Counselors Names, Locations and Ratios

K-5:	Mrs. Kerri Hamilton	Student Ratio 447:1	Sharpsville Area Elementary School
6-12:	Mrs. Ellen Kellar	Student Ratio 325:1	Sharpsville Area Middle/High School
	Mr. Frank Galati	Student Ratio 325:1	Sharpsville Area Middle/High School

## Counselor Role

Our counselors, as educational specialists, have the unique opportunity to become directly involved with student achievement through data collection, documentation, and action planning. Our counselors believe that all students have the capacity for high academic achievement and career success. Our counselors facilitate school improvement efforts and align their programs with the academic missions of their individual schools. Our counselors provide a balance of academic, career, and personal/social programming for all students.

**As a Leader** – Our school counselors as leaders effectively manage and implement a comprehensive developmental school counseling program.

Leading Students to Success	Leading the School Counseling Program
The leader of the school counseling program is responsible for the development delivery and evaluation of a comprehensive school counseling program for all students; uses data to identify and remove barriers to student learning; promotes student success by participating in efforts to close existing achievement gaps among underrepresented populations; serves on school-based leadership/school improvement teams related to the welfare of students; serves on district level curriculum teams, and; supports the school as a safe and welcoming learning community	In addition, the school counselor engages educational community stakeholders in helping the school with its academic mission, develops a system-wide advisory system to help all stakeholders understand and respond to the developmental needs of all children, asks hard questions that challenge the status quo and influence system-wide change leading to school reform, uses data to promote and evaluate the school counseling program, uses Pennsylvania specific data analysis systems to determine program needs (e.g., SAS, Emetrics, PVASS), and develops and manages the school counseling program budget.

**As an Advocate** – Our school counselors advocate for students, for the counseling profession, and for systemic change. School counselors as advocates can impact attitudes, policies, or practices to reduce or eliminate barriers so that students can be successful in school and careers. Advocating for academic success of every student is a key role of school counselors.

Advocating for Students	Advocating for the Counseling Program
<p>The counselor works to ensure access to and success in a rigorous academic curriculum for every student; remove barriers that prevent student learning; provide strategies for closing the equity achievement gaps among students; develop programs of counseling and advising that ensure every student has an ongoing connection with a caring adult; create opportunities to support student learning for all; ensure the academic, personal/social, and career development of all students; and ensure equitable access to educational and career exploration opportunities for all students.</p>	<p>The counselor works to establish and protect a school environment that supports rigor, relevance, and relationships; eliminate policies and practices that inhibit student opportunity; promote systemic change in schools to ensure academic success; collaborate with others within and outside the school to help meet all student needs; and ensure that all three domains and corresponding standards (National – ASCA Standards and Pennsylvania- CEW Standards) are addressed and central to the mission of the school.</p>

**As a Collaborator** – The professional school counselor as a collaborator teams with all members of the educational community to create an environment that promotes student achievement of goals, benchmarks, standards, and outcomes.

Collaborator for the Student and the Counseling Program
<p>The school counselor as a collaborator promote commitment to the mission of the school; teams with staff to provide professional development that enhances student success; establishes a comprehensive school counseling program that engages the educational community to ensure that all students benefit from the program; maintains an open communication style to foster an effective teaming culture and a sense of community for the school system; serves actively on school leadership teams; uses skills in networking program solving and mediation in the educational community; and embraces feedback that supports continuous program improvement.</p>

**As an Agent of Systemic Change** – With the expectation to serve the needs of every student, school counselors are uniquely positioned to assess their school for systemic barriers to academic success. As leaders and advocates, it is their responsibility to help the school change to better meet student needs.

Counselors as Agents of Systemic Change
<p>The school counselor employs data to identify and challenge policies and practices which may hinder student achievement, establishes opportunities for collaboration to address problems, gathers data to support the need for change, identifies realistic goals and creates action plans, develops intervention strategies for challenging resistance, and embraces the ethical obligation to ask hard questions to challenge the status quo.</p>

## Job Descriptions Linked to the Counselor Evaluation Process

Elementary Guidance Counselor Job Description – *Attachment #7*

Middle School and High School Guidance Job Descriptions – *Attachment #8*

## Program Delivery

### Mission Statement

The mission of the Sharpsville Area School District Counseling Department is to provide an empowering, caring and supportive environment which will meet the academic, social/emotional, and career needs of all students to enable them to face future challenges.

- Core Beliefs
  - All students have the right to an education in a safe and positive school environment.
  - All students should be prepared to be lifelong learners and contributing members of society.
  - Each student has the ability to make positive life choices that contribute to personal growth and self-actualization.
  - Parents and guardians, along with school personnel, have the responsibility to aid in the development of the whole child.

## Program Calendars and Program Delivery Style

### Monthly Counseling Calendar for the Sharpsville Area Elementary School 2024-2025

<u>July</u>	<u>January</u>
<b>Academic:</b>	<b>Academic:</b> <ul style="list-style-type: none"><li>● Administrator and grade level meetings</li><li>●</li><li>● Specialist Meeting</li><li>● LEAD Team</li><li>● SWPBIS</li></ul>
<b>Career:</b>	<b>Career:</b> <ul style="list-style-type: none"><li>● Kindergarten read the book <i>A Big Job</i> by Suzanne Barchers. The story follows a boy who is doing a job.</li></ul>
<b>Personal/Social:</b>	<b>Personal/Social:</b> <ul style="list-style-type: none"><li>● Small group sessions</li><li>● Blue Devil Tickets</li><li>● Individual counseling as needed</li><li>● Backpack Program</li><li>● SAP referrals</li><li>● CYS referrals</li></ul>
<u>August</u>	<u>February</u>

<b>Academic:</b> <ul style="list-style-type: none"> <li>● Open House</li> <li>● New student record checks</li> <li>● Schedule all new students</li> <li>● Withdraw all move-outs</li> <li>● Send home brochure to new parents</li> <li>● Scheduling K-5 students</li> <li>● Plan curriculum for the year</li> <li>● Meet with administrators/teachers</li> <li>● Kindergarten Screenings</li> <li>● Kindergarten Orientation</li> <li>● Specialist Meeting</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Read Across America Week</li> <li>● Administrator and grade level meetings</li> <li>● Label all PSSA Tests</li> <li>● Specialist Meeting</li> <li>● Student Assistance Team meeting</li> <li>● Mercer County Counselors Meeting</li> <li>● Blue Crew</li> <li>● LEAD Team</li> </ul>
<b>Career:</b>	<b>Career:</b> <ul style="list-style-type: none"> <li>● <i>Whose Hat is This?</i> – 1<sup>st</sup> Grade</li> <li>● Community Helpers Unit – 1<sup>st</sup> Grade</li> <li>● Community Helpers Day (Parent/Community Volunteers) – 1<sup>st</sup> grade</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● K-5 Introduction to Counselor Lessons</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> <li>● Blue Devil Tickets</li> <li>● LEAD Team</li> </ul>
<b>September</b>	<b>March</b>
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Follow up with new students</li> <li>● Blue Devil Tickets</li> <li>● Kindergarten Screenings</li> <li>● Gifted</li> <li>● Specialist Meeting</li> <li>● Child Study Team and Student Assistance Team meetings</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● PSSA preparation meeting</li> <li>● PSSA Online Training</li> <li>● Administrator and grade level meetings</li> <li>● Specialist Meeting</li> <li>● Child Study Team/ Student Assistance Team meetings</li> <li>● LEAD Team</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Introduction lesson to K-5 on Career Education</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Career Research – 5<sup>th</sup> grade</li> <li>● Career Exploration worksheet <a href="http://www.bls.gov/k12/index.htm">www.bls.gov/k12/index.htm</a></li> <li>● Have You Learned worksheet <a href="http://www.learningforlife.org/wp-content/documents/Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf">http://www.learningforlife.org/wp-content/documents/Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf</a></li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Send out small group offerings to staff and parents</li> <li>● Small group sessions</li> <li>● Blue Devil Tickets</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Blue Devil Tickets</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> </ul>

October	April
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Red Ribbon Week</li> <li>● Fire Safety Program</li> <li>● Halloween Safety Program</li> <li>● Individual student conferences/parent conferences</li> <li>● Administrator and grade level meetings</li> <li>● Classroom guidance lessons Responsibility which will also cover Internet safety for grades K-5</li> <li>● Specialist Meeting</li> <li>● Child Study Team and Student Assistance Team Meeting</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● PSSA testing – grades 3, 4, and 5</li> <li>● Inventory PSSA Tests material</li> <li>● PSSA make-up testing</li> <li>● Follow up with new students</li> <li>● Administrator and grade level meetings</li> <li>● Specialist Meeting</li> <li>● Child Study Team and Student Assistance Team meetings</li> <li>● LEAD Team</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● 4<sup>th</sup> grade “What Wheel You Be?” career cluster wheel <a href="mailto:goingplaces@aessuccess.org">goingplaces@aessuccess.org</a></li> <li>● Early awareness program</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Career Day – 5<sup>th</sup> grade</li> <li>● Career Awareness – 3<sup>rd</sup> grade - <a href="http://paws.bridges.com/cfncl.htm">http://paws.bridges.com/cfncl.htm</a></li> <li>● The Color Quiz Assessment – 3<sup>rd</sup> grade</li> <li>● Ice Cream Career Scoops Assessment – 3<sup>rd</sup> Grade</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● CYS referrals</li> </ul>
November	May
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Veterans Day Assembly</li> <li>● Individual student conferences/parent conferences</li> <li>● Administrator and grade level meetings</li> <li>● Classroom guidance lessons – Trustworthiness</li> <li>● Gifted</li> <li>● Specialist Meeting</li> <li>● Child Study Team and Student Assistance Team meetings</li> <li>● Begin assistance (Angels) program</li> <li>● Mercer County Counselors Meeting</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● PSSA make up ~ package PSSA tests</li> <li>● Administrator and grade level meetings</li> <li>● Classroom guidance lessons- Citizenship</li> <li>● Kindergarten Screenings</li> <li>● Specialist Meeting</li> <li>● Child Study Team and Student Assistance Team meetings</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● 2<sup>nd</sup> grade lesson using People and Occupations Kid Learning Videos- YouTube educational videos</li> </ul>	<b>Career:</b>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals</li> <li>● LEAD Team</li> <li>● CYS referrals</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Backpack Program</li> <li>● SAP referrals- input information into BHS</li> <li>● CYS referrals</li> </ul>
December	June

<b>Academic:</b> <ul style="list-style-type: none"> <li>• Administrator and grade level meetings</li> <li>• Gifted</li> <li>• Specialist Meeting</li> <li>• Child Study Team and Student Assistance Team meetings</li> <li>• Organize assistance for families/Christmas food</li> </ul>	<b>Academic:</b>
<b>Career:</b>	<b>Career:</b>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>• Small group sessions</li> <li>• Individual counseling as needed</li> <li>• Backpack Program</li> <li>• SAP</li> <li>• CYS referrals</li> <li>• Assess population for need based assistance</li> <li>• LEAD Team</li> </ul>	<b>Personal/Social:</b>

### Monthly Counseling Calendar for the Sharpsville Area Middle School 2024-2025

<u>July</u>	<u>January</u>
<b>Academic:</b> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Schedule changes</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>• Report cards – Grades 6 – 8</li> <li>• In-Service Day – Grades 6 – 8</li> <li>• Planner Review and Re-introduction 6 – 8</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>• Organizing career fair</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>• MCCC Tour and Presentation</li> <li>• Career Planning and Xello Intro</li> <li>• Career Interest Surveys 6 – 8</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>• Meet with new students</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>• In-Service Day – Grades 6 – 8</li> <li>• Peer and Social Classroom Meetings 6 – 8</li> </ul>
<u>August</u>	<u>February</u>
<b>Academic:</b> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Orientation – Grade 6</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>• Nat. Jr. Honor Society Induction – Grades 7 – 8</li> <li>• MS Scheduling – Grades 6 – 8</li> <li>• Elementary Meeting for Scheduling – Grade 5</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>• Career inventory</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>• Career Day presentations</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Grade Orientation – Grade 6</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>• Nat. Jr. Honor Society – Grades 7 - 8</li> </ul>
<u>September</u>	<u>March</u>
<b>Academic:</b> <ul style="list-style-type: none"> <li>• In-Service Day – Grades 6 – 8</li> <li>• Open House – Grades 6 – 8</li> <li>• ALICE Training for Students – Grade 6</li> <li>• School House Picnic – Grades 6 – 8</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>• Progress Reports – Grades 6 – 8</li> <li>• MCCC Presentations – Grade 8</li> <li>• Celebrate Life Assembly – Grade 8</li> </ul>

<ul style="list-style-type: none"> <li>● Homecoming Spirit Week – Grades 6 – 8</li> </ul>	
<b>Career:</b> <ul style="list-style-type: none"> <li>● Open House (Career Table) – Grades 6 – 8</li> <li>● Job Fair - Grades 6 - 8</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● MCCC Presentations and Scheduling – Grade 8</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● In-Service Day – Grades 6 – 8</li> <li>● Open House – Grades 6 – 8</li> <li>● School House Picnic – Grades 6 – 8</li> <li>● Homecoming Spirit Week – Grades 6 – 8</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Celebrate Life Assembly – Grade 8</li> </ul>
<b>October</b>	<b>April</b>
<b>Academic:</b> <ul style="list-style-type: none"> <li>● IEP Meeting Month – Grades 6 – 8</li> <li>● Red Ribbon Week – Grades 6 – 8</li> <li>● Progress Reports – Grades 6 – 8</li> <li>● In-Service Day – Grades 6 – 8</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● PSSA's – Grades 6 – 8</li> <li>● Report Cards – Grades 6 – 8</li> <li>● Mid-evil Banquet – Grade 6</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● IEP Meeting Month (Transition) – Grades 6 – 8</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● IEP transition follow up</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Red Ribbon Week – Grades 6 – 8</li> <li>● In-Service Day – Grades 6 – 8</li> <li>● Mental Health Awareness Week</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Mid-evil Banquet – Grade 6</li> </ul>
<b>November</b>	<b>May</b>
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Career Fair – Grade 8</li> <li>● Report Cards – Grades 6 – 8</li> <li>● Playwrights – Grade 7</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● PSSA – Grades 6 – 8</li> <li>● Attorney General Assembly – Grade 8</li> <li>● Keystones – Grades 6 – 8</li> <li>● Chief Josephs Presentations – Grades 6 – 8</li> <li>● Progress Reports – Grade 8</li> <li>● School Picnic – Grade 7</li> <li>● Historical Society Field Trip – Grades 7 – 8</li> <li>● Science Fair – Grades 7 - 8</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Career Fair – Grade 8</li> <li>● Career fair reviews and presentation - Grade 8</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Mock job fair - Grades 6 - 8</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Career Fair – Grade 8</li> <li>● Mock Election – Grades 6 – 8</li> <li>● Playwrights – Grade 7</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Attorney General Assembly – Grade 8</li> <li>● Chief Josephs Presentations – Grades 6 – 8</li> <li>● Progress Reports – Grade 8</li> <li>● School Picnic – Grade 7</li> </ul>

	<ul style="list-style-type: none"> <li>● Historical Society Field Trip – Grades 7 – 8</li> <li>● Gettysburg Field Trip – Grade 8</li> </ul>
<b>December</b>	<b>June</b>
<b>Academic:</b> <ul style="list-style-type: none"> <li>● PAYS Survey – Grades 6 – 8</li> <li>● Progress Reports – Grades 6 – 8</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Report Cards – Grades 6 – 8</li> <li>● 8<sup>th</sup> Grade Recognition – Grade 8</li> <li>● Build Next Years Schedule – Grades 6 – 8</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● PAYS Survey – Grades 6 – 8</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Build Next Years Schedule (Transition) Grades 6 – 8</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● PAYS Survey- Grades 6 – 8</li> <li>● Diversified Family Presentations – Grade 8</li> </ul>	<b>Personal/Social:</b>
<b>Ongoing</b>	
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Lunch Duty – Grades 6 – 8</li> <li>● Individual Counseling – Grades 6 – 8</li> <li>● Parent / Teacher/Counselor Meetings 6 - 8</li> <li>● Weekly Guidance Meeting – Grades 6 – 8</li> <li>● New Student Schedules – Grades 6 – 8</li> <li>● CYS Involvement – Grades 6 – 8</li> <li>● Referrals for Outside Counseling – Grades 6 – 8</li> <li>● Professional Development – Grades 6 – 8</li> <li>● Youth Court – Grades 6 – 8</li> <li>● Xello and Career planning for students and parents - Grades 6 - 8</li> </ul>	
<b>Career:</b> <ul style="list-style-type: none"> <li>● Weekly Guidance Meeting (Career Planning) – Grades 6 – 8</li> <li>● Professional Development (Xello) – Grades 6 – 8</li> <li>● Youth Court – Grades 6 – 8</li> <li>● Parent / Teacher / Counselor meetings to address career readiness and transition planning - Grades 6 - 8</li> </ul>	
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Lunch Duty – Grades 6 – 8</li> <li>● Individual Counseling – Grades 6 – 8</li> <li>● Family Based Counseling in the home to include Parents / Guardians</li> <li>● Bullying Prevention – Grades 6 – 8</li> <li>● New Student Schedules – Grades 6 – 8</li> <li>● Parent/Teacher Meeting – Grades 6 – 8</li> <li>● Referrals for Outside Counseling – Grades 6 – 8</li> <li>● Professional Development – Grades 6 – 8</li> <li>● Youth Court – Grades 6 – 8</li> <li>● Yoga – Grades 6 – 8</li> <li>● Backpack Program – Grade 6 – 8</li> <li>● Home Visits – Grades 6 – 8</li> <li>● School Based Counseling K - 12</li> </ul>	



## Monthly Counseling Calendar for the Sharpsville Area High School 2024-2025

July	January
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Schedule Changes</li> <li>● Schedule Dual Enrollment Students</li> <li>● Receive records for new students</li> <li>● Send records for transferred students</li> <li>● Complete the Master Schedule</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Send mid-year grades for all seniors applying to college</li> <li>● Parent conferences with seniors in jeopardy of not graduating</li> <li>● Meet with all students who failed a class for the 9 weeks</li> <li>● Class scheduling meetings</li> <li>● My Smart Borrowing</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Send transcripts for graduated seniors</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Register juniors for NCAC College Fair</li> <li>● Begin receiving and announcing scholarship opportunities</li> <li>● Entrepreneurship Academic presentation to all</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Community Service Offerings</li> <li>● Individual meetings with students regarding Dual Enrollment process</li> <li>● Meet with new students</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Coordinate SAP Team meeting</li> <li>● Individual counseling as needed</li> <li>● Community Service Offerings</li> </ul>
August	February
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Open House</li> <li>● New student record checks</li> <li>● Schedule Dual Enrollment Students</li> <li>● Schedule all new students</li> <li>● Plan curriculum for the year</li> <li>● Meet with Administrators/teachers</li> <li>● Freshman Orientation/new student orientation</li> <li>● Check all senior transcripts for graduation requirements</li> <li>● Enter summer school/credit recovery grades</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Review Career Center Applications (and complete Barrier Reports)</li> <li>● Mercer County Counselors Meeting</li> <li>● Order AP Tests</li> <li>● Enter Course requests for next school year</li> <li>● Student/parents scheduling conferences</li> <li>● Administer PSAT (Grade 10)</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Schedule College Admissions Reps.</li> <li>● Job Shadowing opportunities</li> <li>● Help students schedule college visits</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Attend NCAC College Fair with juniors</li> <li>● Receive and announce scholarship opportunities</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Individual counseling as needed</li> <li>● Community service offerings</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Coordinate SAP Team meeting</li> <li>● Small group sessions</li> <li>● Individual counseling as needed</li> <li>● Community Service</li> </ul>

September	March
<b>Academic:</b> <ul style="list-style-type: none"> <li>Schedule Changes</li> <li>Follow up with new students</li> <li>IEP meetings</li> <li>Collect money for AP and University of Pittsburgh Courses</li> <li>Order PSAT materials</li> <li>Sign students up for PSAT</li> <li>Finalize schedule changes</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>Dual Enrollment Meetings</li> <li>Presentation to all juniors for SAT/ACT, college admissions planning</li> <li>Complete MCCC Barrier reports for all applicants</li> <li>Senior project meetings</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>MCCC Presentations to all 9<sup>th</sup> and 10<sup>th</sup> graders</li> <li>Schedule College Admissions reps.</li> <li>Meet with all seniors to review college visitations/admissions process and scholarship application process</li> <li>Job shadowing</li> <li>Help students schedule college visits</li> <li>In class presentations</li> <li>Complete <a href="http://www.Xello.world">www.Xello.world</a> lessons with all students grades 9 - 12</li> <li>ASVAB Sign-ups</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>10<sup>th</sup> grade to Business and Industry Trade Fair</li> <li>Complete <a href="http://www.xello.world">www.xello.world</a> lessons with all students grades 9 - 12</li> <li>Review and send completed scholarships with transcripts and letters of recommendation</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>Individual counseling as needed</li> <li>Coordinate SAP Team meeting</li> <li>Community Service offerings</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>Coordinate SAP Team meeting</li> <li>Individual counseling as needed</li> <li>Community Service offerings</li> </ul>
October	April
<b>Academic:</b> <ul style="list-style-type: none"> <li>Individual student conferences/parent conferences</li> <li>Administer the PSAT to Juniors</li> <li>Help students register for SAT/ACT</li> <li>IEP Meetings</li> <li>Identify ACT 158 Graduation Pathways</li> <li>Meet with seniors who did not pass Keystone to monitor alternative ACT 158 Graduation Pathways</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>Training for Keystones</li> <li>Senior Project meetings</li> <li>Individual academic conferences for students failing courses</li> <li>Help coordinate Keystone testing schedule</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>Thiel College Fair</li> <li>10<sup>th</sup> Grade visits to the MCCC</li> <li>Schedule College Admissions Reps</li> <li>Send College applications/transcripts/letters of recommendation</li> <li>Help students schedule college visits</li> <li>Financial Aid Night for Seniors</li> <li>11<sup>th</sup> Grade ASVAB Administration</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>Community Service Opportunities</li> <li>"My Smart Borrowing" presentation to all Juniors</li> <li><a href="http://www.educationplanner.org">www.educationplanner.org</a></li> <li></li> </ul>

November	May
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Individual student conferences/parent conferences</li> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Meet with seniors who did not pass Keystone to monitor alternative ACT 158 Graduation Pathways</li> <li>● Mercer County Counselors meeting</li> <li>● Help students register for SAT/ACT</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Keystone Test Administration/Return</li> <li>● AP Test Administration/Return</li> <li>● Meet with students in jeopardy of failing a class</li> <li>● Collect Dual Enrollment grades and add to transcripts</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Help students schedule college visits</li> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Business Week for Juniors</li> </ul>	<b>Career:</b> <ul style="list-style-type: none"> <li>● Make sure seniors have completed all post-secondary applications</li> <li>● Complete <a href="http://www.Xello.world">www.Xello.world</a> lessons to all students grades 9 - 12</li> </ul>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Coordinate SAP Team meetings</li> <li>● Individual counseling as needed</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Coordinate SAP Team meeting</li> <li>● Individual counseling as needed</li> <li>● Community Service offerings</li> </ul>
December	June
<b>Academic:</b> <ul style="list-style-type: none"> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Meet with seniors who did not pass Keystone to monitor alternative ACT 158 Graduation Pathways</li> <li>● Help seniors register for the SAT/ACT</li> <li>● Complete <a href="http://www.Xello.world">www.Xello.world</a> lessons to all students grades 9 - 12</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>● Top 10 Dinner calculations</li> <li>● Senior Award Ceremony</li> <li>● Graduation</li> <li>● Send final senior transcripts</li> <li>● Summer school/failure letters</li> <li>● Final Class Rank</li> </ul>
<b>Career:</b> <ul style="list-style-type: none"> <li>● Send college applications/transcripts/letters of recommendation</li> <li>● Help students schedule college visits</li> </ul>	<b>Career:</b> <a href="http://www.educationplanner.org">www.educationplanner.org</a>
<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Coordinate SAP Team meeting</li> <li>● Meet with seniors who still owe community service</li> <li>● Individual counseling as needed</li> </ul>	<b>Personal/Social:</b> <ul style="list-style-type: none"> <li>● Report final SAP Data</li> </ul>

Sharpville Area Elementary School (K-5)

Total for Year

<b>Guidance Curriculum</b> <i>Provide developmental, comprehensive guidance program content in a systematic way to all students Pre K – 12</i>	<b>Prevention, Intervention and Responsive Services</b> <i>Addresses school and student needs</i>	<b>Individual Student Planning</b> <i>Assists students and parents in development of academic and career plans</i>	<b>System Support</b> <i>Includes program, staff and school support activities and services</i>
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, intervention and Responsive Services to groups and/or individuals	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support
<b>Academic</b> <ul style="list-style-type: none"> <li>Plan curriculum for the year</li> <li>Mercer County Counselors Meeting</li> <li>Kindergarten Screenings</li> <li>Kindergarten Orientation</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Open House</li> <li>New student record checks</li> <li>Schedule all new students</li> <li>Withdraw all move-outs</li> <li>Scheduling K-5 students</li> <li>Red Ribbon Week</li> <li>Fire Safety Program</li> <li>Halloween Safety Program</li> <li>Child Study Team and Student Assistance Team Meetings</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Individual student conferences/parent conferences</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Meet with administrators/teachers</li> <li>Label all PSSA Tests</li> <li>PSSA preparation meeting</li> <li>PSSA Online Training</li> <li>PSSA testing – grades 3, 4, and 5</li> <li>Inventory PSSA Tests</li> <li>PSSA make-up testing</li> <li>PSSA ~package and send all for elementary</li> <li>Caring/citizenship</li> <li>Meet with all classrooms for internet safety lessons</li> <li>Veterans Day Assembly</li> <li>Read Across America Week</li> </ul>
<b>Career</b> <ul style="list-style-type: none"> <li>Follow the Core Curriculum Action Plan Lessons and Activities</li> </ul>	<b>Career</b>	<b>Career</b> <ul style="list-style-type: none"> <li>Work with parents and students as needed for proper placement for enrichment possibilities</li> </ul>	<b>Career</b> <ul style="list-style-type: none"> <li>K- On The Job intro.</li> <li>1st-Community Helpers Unit</li> <li>2<sup>nd</sup>- People and Occupations Kid Learning</li> <li>3<sup>rd</sup>-Career Awareness</li> <li>4<sup>th</sup>-Career Cluster Wheel</li> <li>5<sup>th</sup>- Career Research</li> </ul>
<b>Personal/Social</b>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Backpack Program</li> <li>Organize assistance for families/Christmas food</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Follow up with new students</li> <li>Individual counseling as needed</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Send out small group offerings to staff and parents</li> <li>Small group sessions</li> </ul>
<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>	<b>Counselor Role</b>

<ul style="list-style-type: none"> <li>● Guidance curriculum</li> <li>● Classroom or structured</li> <li>● Groups consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Individual/group</li> <li>● SAP referrals</li> <li>● Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Planning</li> <li>● Placement</li> <li>● Consultation</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and manage program</li> <li>● Coordination</li> <li>● Develop relationships and partnerships</li> <li>● Consultation</li> </ul>
<b>Percentage of Time</b> 10%	<b>Percentage of Time</b> 30%	<b>Percentage of Time</b> 25%	<b>Percentage of Time</b> 35%

**Sharpsville Area Middle School (6 - 8)**

**Total for Year**

<b>Guidance Curriculum</b> <i>Provide developmental, comprehensive guidance program content in a systematic way to all students Pre K – 12</i>	<b>Prevention, Intervention and Responsive Services</b> <i>Addresses school and student needs</i>	<b>Individual Student Planning</b> <i>Assists students and parents in development of academic and career plans</i>	<b>System Support</b> <i>Includes program, staff and school support activities and services</i>
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, intervention and Responsive Services to groups and/or individuals	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support
<b>Academic</b> <ul style="list-style-type: none"> <li>Beginning of year meetings with each grade level</li> <li>Review course requirements and expectations</li> <li>Review PSSA results and course placements</li> <li>Course selection presentations/schedule to all grades</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Red Ribbon Week activities sponsored by Natural Helpers</li> <li>Weekly SAP meetings</li> <li>Diversified Family Service Presentations (6)</li> <li>On-going consultations with CYP and Juvenile Probation</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Beginning of the year meetings with individual 6<sup>th</sup> grade students</li> <li>Meet with all new students in District</li> <li>Review policies and procedures</li> <li>8<sup>th</sup> grade scheduling interviews</li> <li>Course scheduling and changes for current and new enrollments</li> <li>IEP and 504 meetings</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>Participate in IEP, GIEP, Chapter 504 meetings</li> <li>PSSA and Keystone Test Administration and make-ups</li> <li>Teacher consultations</li> <li>Schedule changes</li> <li>Identify potential failures</li> <li>Awards Assembly</li> </ul>
<b>Career</b> <ul style="list-style-type: none"> <li>Mercer County Career Center Presentations</li> <li>Career Fair</li> <li>LTI Presentations</li> </ul>	<b>Career</b> <ul style="list-style-type: none"> <li>Career Exploration and Career Interest Inventories <a href="http://www.educationplanner.org">www.educationplanner.org</a> and <a href="http://www.pacareerzone.com">www.pacareerzone.com</a></li> </ul>	<b>Career</b> <ul style="list-style-type: none"> <li>Review of Keystone results and plan for future tests</li> <li>Mercer County Career Center Presentations</li> <li>Career Fair Event</li> </ul>	<b>Career</b> <ul style="list-style-type: none"> <li>Individual meetings with parents and students</li> <li>IEP and 504 meetings</li> </ul>
<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Presentations to individual students of how to access the guidance curriculum</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Individual and small group counseling</li> <li>Crisis counseling</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Individual and small group counseling</li> <li>Consultation with outside agencies to provide students with resources they need</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>Consultation and coordination with outside agencies as needed to support students</li> </ul>
<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Implementation of Guidance Curriculum and Plan</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Agency Referrals</li> <li>Individual and Group Counseling</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Assessment</li> <li>Planning</li> <li>Placement</li> <li>Consultation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>Create a comprehensive and welcoming working environment with all individuals involved</li> </ul>
<b>Percentage of Time</b> 15%	<b>Percentage of Time</b> 45%	<b>Percentage of Time</b> 20%	<b>Percentage of Time</b> 20%

**For Sharpsville Area High School 9-12**  
**Total for the Year**

<p style="text-align: center;"><b>Guidance Curriculum</b> <i>Provides developmental, comprehensive guidance program content in a systematic way to all students preK-12.</i></p>	<p style="text-align: center;"><b>Prevention, Intervention and Responsive Services</b> <i>Addresses school and student needs.</i></p>	<p style="text-align: center;"><b>Individual Student Planning</b> <i>Assists students and parents in development of academic and career plans.</i></p>	<p style="text-align: center;"><b>System Support</b> <i>Includes program, staff and school support activities and services.</i></p>
<p><b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.</p>	<p><b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.</p>	<p><b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.</p>	<p><b>Purpose</b> Program delivery and support.</p>
<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Beginning of year meetings with grade levels</li> <li>● Review graduation requirements and transcripts 9-12</li> <li>● Review Keystone results and course placement</li> <li>● Course selection presentations/scheduling to all grades (9-12)</li> <li>● Review SAT/ACT test registration and free tutoring info</li> <li>● Classroom Presentations: College/Career Exploration – 11<sup>th</sup> College Application &amp; Scholarship Search – 12<sup>th</sup></li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Red Ribbon Week activities (sponsored by the Natural Helpers)</li> <li>● Weekly SAP meetings</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● 12<sup>th</sup> Grade planning interviews</li> <li>● Individual Academic Appointments</li> <li>● Course changes</li> <li>● New enrollments</li> <li>● 9<sup>th</sup> &amp; 10<sup>th</sup> grade MCCC presentations and visits</li> <li>● Write letters of recommendation for college applications and scholarships</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>● Participate in IEP, GIEP, Chapter 504 meetings</li> <li>● PSSA, AP, Keystone, PSAT, SAT test Administration and make-ups</li> <li>● Teacher consultations</li> <li>● Schedule changes</li> <li>● Identify potential failures</li> <li>● Local Scholarship administration</li> <li>● Awards Banquet</li> <li>● Awards assembly</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>● Financial Aid Night</li> <li>● FAFSA Completion Night</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>● Complete individual interest inventories <a href="http://www.Xello.world">www.Xello.world</a></li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>● PSAT/SAT/ACT Interpretation of results (grades 10-11)</li> <li>● MCCC registration paperwork</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>● College rep visits</li> <li>● Thiel College Fair</li> <li>● NACAC College Fair</li> </ul>

<b>Personal/Social</b> <ul style="list-style-type: none"> <li>● Individual and small group counseling</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>● Individual and small group counseling</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>● Individual and small group counseling</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>● Coordinating meetings with outside agencies as needed to support student</li> <li>● Participate in Student Assistance Program</li> <li>● Further develop relationships with students and their family</li> </ul>
<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Guidance Plan implementation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Individual and small group counseling</li> <li>● Agency referrals</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Planning</li> <li>● Placement</li> <li>● Consultation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Program Coordination</li> <li>● Build relationships with Stakeholders</li> </ul>
<b>Percentage of Time</b> 20%	<b>Percentage of Time</b> 30%	<b>Percentage of Time</b> 30%	<b>Percentage of Time</b> 20%



## K-12 Curriculum Scope and Sequence including Curriculum Action Plan

**Sharpville Area Elementary Curriculum Action Plan** -The goal of the Sharpville counseling program is to provide each student in the Sharpville Area Elementary School with the best possible education and necessary support in order to become responsible and productive citizens. Our counselors are committed to providing high quality counseling services to all students to assist students in attaining lifelong learning and coping skills. We will strive to create educational experiences that will allow the students to develop and excel in the areas of academics, social and emotional development, and career placement.

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Contact Person	Indicator
K	Learning about jobs	Classroom Guidance	<b>C:13.1.5</b>	<i>A Big Job</i> by Suzanne Barchers. Story follows along as a young boy does a job	Beginning of January	All of Kindergarten – 85 students	Verbal questions/responses	Mrs. Hamilton	Exit Slip
1	Community Helpers	Classroom Guidance and Social Studies	<b>C:13.1.5</b> <b>C:13.2.3</b>	<ul style="list-style-type: none"> <li>• <i>Whose Hat is This?</i> by Sharon Kat Cooper</li> <li>Hats representing different professions (fire fighter, police officer, train conductor, baseball player, pilot, construction worker, chef, farmer, etc.)</li> <li>• Art Paper</li> <li>• Pencils</li> <li>• Crayons/ Colored Pencils/ Markers</li> <li>• When I grow up worksheet</li> </ul>	Beginning – End of Feb.	All of first grade – 86 students	Pre and Post-Test	Mrs. Hamilton	Classroom Response

				<ul style="list-style-type: none"> <li>Community Helpers Unit Letter</li> <li>-Community Helpers Day (Parent/Community Volunteers)</li> </ul>						
2	People and occupation	Classroom Guidance	<b>C:13.1.5</b> <b>C:13.2.3</b> <b>C:13.4.5</b>	People and Occupations Kids Learning Videos- YouTube educational videos	Beginning of November	All of 2 <sup>nd</sup> grade – 82 students	Pre and post test	Mrs. Hamilton	Worksheet	
3	Career Awareness	Classroom Guidance and Library	<b>C:13.4.5</b> <b>C:A1.5</b> <b>C:A1.6</b> <b>C:A1.7</b>	<a href="http://paws.bridges.com/cfncl.htm">http://paws.bridges.com/cfncl.htm</a> -The Color Quiz Assessment -Ice Cream Career Scoops Assessment	Beginning of April	All of 3 <sup>rd</sup> grade – 96 students	Pre and Post-Test	Mrs. Hamilton	Quiz	
4	Career awareness and developing awareness of personal abilities and interests	Classroom Guidance	<b>C:13.4.3</b> <b>C:13.4.5</b>	Use the “What Wheel You Be?” Career Cluster Wheel and utilize the information at <a href="mailto:giongplaces@aessuccess.org">giongplaces@aessuccess.org</a>	Beginning of October	All of 4 <sup>th</sup> grade – 84 students	Student survey	Mrs. Hamilton	Worksheet	
5	Career Exploration	Classroom Guidance and Library	<b>C:A1.1</b> <b>C:A1.8</b>	<a href="http://www.bls.gov/k12/index.htm">www.bls.gov/k12/index.htm</a> Career Exploration worksheet Have You Learned worksheet <a href="http://www.learningforlife.org/wp-content/documents/Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf">http://www.learningforlife.org/wp-content/documents/Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf</a> Career Day	Middle of March – Middle of April	All of fifth grade – 121 students	Pre and Post-Test	Mrs. Hamilton	Exit Slip	

## Sharpville Area Middle School Curriculum Action Plan -

### Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Contact person	Indicator
6	6th Grade Orientation	Auditorium	<b>A.A1.1</b>	Student Handbook	August	100	Exit Interviews	School Counselor	Parent Signature
6	Open House	Open Building	<b>PS.A1.1</b>	N/A	September	100	School Surveys	School Counselor	Survey
6	Progress Reports	Distributed in Homerooms	<b>PS.B1.1</b>	Progress Reports	October, December, March, May	010	4.5 week grades	School Counselor	Progress Report
6	Alice Training	Social Studies	<b>PS.C1.1</b> <b>PS.C1.2</b>	Alice Handouts	September	100	Post Test	Head of Student Services	Parent Signature
6	Red Ribbon Week	All Classrooms	<b>PS.A1.5</b> <b>PS.A1.5</b>	N/A	October	100	N/A	School Counselor	Classroom Participation
6	Report Cards	Distributed in Homerooms	<b>PS.B1.5</b>	Report Cards	November, January, April, June	100	9 week grades	School Counselor	Report Card

6	Career fair	Hermitage VFW	<b>C.A1.4</b> <b>C.A1.10</b>	Career Inventories	November	100	Post Exit Interviews	School Counselor	Exit Slip
6	School House Picnic	All Day	<b>PS.A2.1</b> <b>PS.A2.8</b>	N/A	September	100	School Surveys	School Principal	Student Questionnaire
6	Homecoming School Spirit Week	All Classrooms	<b>PS.A2.8</b> <b>PS:A2.1</b>	N/A	September	100	N/A	School Counselor	Survey
6	IEP/504 Meetings	Room 95	<b>A.B1.6</b> <b>A.B2.7</b>	N/A	October	40	Parental Information	Head of Student Service	Parent Input
7	7th Grade Orientation	Auditorium	<b>A.A1.1</b>	Student Handbook	August	100	Exit Interviews	School Counselor	Parent Signature
7	Open House	Open Building	<b>PS.A1.1</b>	N/A	September	100	School Surveys	School Counselor	Survey
7	Progress Reports	Distributed in Homerooms	<b>PS.B1.1</b>	Progress Reports	October, December, March, May	100	4.5 week grades	School Counselor	Progress Report
7	Alice Training	Social Studies	<b>PS.C1.1</b> <b>PS.C1.2</b>	Alice Handouts	September	100	Post Test	Head of Student Services	Parent Signature

7	Red Ribbon Week	All Classrooms	PS.A1.5 PS.A1.5	N/A	October	100	N/A	School Counselor	Classroom Participation
7	Report Cards	Distributed in Homerooms	PS.B1.5	Report Cards	November, January, April, June	100	9 week grades	School Counselor	Report Card
7	Career fair	Hermitage VFW	C.A1.4 C.A1.10	Career Inventories	November	100	Post Exit Interviews	School Counselor	Exit Slip
7	School House Picnic	All Day	PS.A2.1 PS.A2.8	N/A	September	100	School Surveys	School Principal	Student Questionnaire
7	Homecoming School Spirit Week	All Classrooms	PS.A2.8 PS.A2.1	N/A	September	100	N/A	School Counselor	Survey
7	IEP/504 Meetings	Room 95	A.B1.6 A.B2.7	N/A	October	40	Parental Information	Head of Student Service	Parent Input
8	Report Cards	Distributed in Homerooms	PS.B1.5	Report Cards	November, January, April, June	100	9 week grades	School Counselor	Report Card
8	Career fair	Hermitage VFW	C.A1.4 C.A1.10	Career Inventories	November	100	Post Exit Interviews	School Counselor	Exit Slip

8	Playwrights Field trip	Pittsburgh Theatre	<b>PS.B1.8</b>	N/A	November	60	Playwright Results	Ira Pataki	Essay
8	PAYS Surveys	Social Studies	<b>PS.C1.7</b> <b>PS.C.9</b>	Surveys	December	100	Survey Results	School Counselor	Paper Survey
8	Diversified Family Services	Social Studies	<b>PS.C1.3</b>	Family Information Packets	December	100	Family Participation	School Counselor	Family Feedback
8	Mercer County Career Center Presentations	Social Studies	<b>C.A1.4</b> <b>C.A1.10</b>	Sign-up Packets	March	100	Returned Packets	School Counselor	Exit Slip
8	Celebrate Life	Auditorium	<b>PS.C1.7</b> <b>PS.C.9</b>	N/A	March	100	N/A	School Counselor	Worksheet
8	Keystones	Algebra Class	<b>PS.B1.6</b> <b>PS.B1.12</b>	Tests	May	25	Keystone Results	School Counselor	Keystone Reports
8	Chief Joseph's Presentations	Social Studies	<b>PS.C1.1</b> <b>PS.C1.11</b>	N/A	May	300	N/A	School Counselor	Student Feedback
8	Gettysburg Field Trip	Gettysburg, PA	<b>PS.A2.7</b> <b>PS.A2.8</b>	N/A	May	100	N/A	School Principal	Essay

8	Science Fair	Science Class	<b>PS.A1.4</b> <b>PS.A1.9</b>	Science Fair Rules and Procedures	May	125	Science Fair Results	Science Teacher	Science Project
8	8th Grade Recognition	Auditorium	<b>PS.B1.8</b>	Ceremony Programs	June	100	8th Grade Graduation Results	School Counselor	Awards

## Sharpsville Area High School Curriculum Action Plan -

### Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Contact Person	Indicator
12	College Financial Aid Night	Evening Library 12 <sup>th</sup> grade	C:A1.5 C:A 1.7 13.1.3F 13.1.D 13.1.11F 13.3.11F	PHEAA Handouts PowerPoint Presentations College Scholarship handouts	Oct.	114	Attendance	School Counselor and PHEAA Coordinator	FAFSA Completion
12	College & Career Exploration activity	To all 12 <sup>th</sup> grade students in Lit Comp 4& AP Lit	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F 13.2.11C	Collegeboard.com Educationplanner.org	Nov.	100	creation of post secondary plan	School Counselor & PHEAA Counselor	Completion of post secondary plan
12	Review Graduation Requirements	All students 12	16.1.2D 13.2.3D 13.1.5F 13.1.5H	Lecture Program of Studies	Sept.	100	Graduation %	School Counselor	4 Year Plan
12	Thiel College Fair	All students 12	13.1.3AB 13.1.3D 13.2.3E 13.1.11C 13.1.11F	Handouts Brochures Conversations	Oct	45	% of Students who attend	School Counselor	Exit Slip
12	Scheduling presentations	Auditorium All Students 12	13.1.3A 13.3.3A 13.1.8GH 13.1.11.E	Program of Studies	Jan-Feb	100	N/A	School Counselor & Principal	Course Request Sheet



12	Mahoning Valley Skilled Trades Expo	12th grade	13.1.3AB 13.13D 13.23E 13.1.11C 13.1.11F	Hands on Activities	September	50	# of students entering skilled trades	School Counselor & Skilled Trades Companies	Career Artifact
12	Explanation of SAP program	all 11th grade	1.5A 2.6A 1.5B 1.5C 1.7C 2.12E	SAP Brochure	Sept-June	100	# of referrals and parent contacts	School counselor	# of students linked with services
12	Career Lessons resume building Interview skills	all 12th grade	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F 13.2.11	www.xello.world	Sept-May	100	Completed resume	School counselor	Completion of all lessons

11	Explanation of SAP Program	all 11th grade	1.5A 2.6A 1.5B 1.5C 1.7C 2.12E	SAP Brochure	Sept-June	100	# of referrals and parent contacts	school counselor	# of students linked with services
11	College & Career Exploration activity	To all 11 <sup>th</sup> grade students in Lit Comp 3 & AP Lang	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F 13.2.11C	Collegeboard.com Educationplanner.org	March/April	100	N/A	School Counselor & PHEAA Counselor	Completion post secondary plan
11	Entrepreneurship Academy Presentation	Grade 11 Auditorium	13.4.11A 13.4.11B 13.4.11C	Video Student Speakers Handouts	March	100	Applicants for Program	IU Coordinator School Counselor	Application
11	Review Graduation Requirements	All students 11	16.1.2D 13.2.3D 13.1.5F 13.1.5H	Lecture Program of Studies	Sept.	100	Graduation %	School Counselor	4 Year Plan
11	Thiel College Fair	All students 11	13.1.3AB 13.1.3D 13.2.3E 13.1.11C 13.1.11F	Handouts Brochures Conversations	Oct	45	% of Students who attend	School Counselor	Exit Slip
11	Scheduling presentations	Auditorium All Students 11	13.1.3A 13.3.3A 13.1.8GH 13.1.11.E	Program of Studies	Jan-Feb	100	N/A	School Counselor & Principal	Course Request Sheet

11	Career Lessons Entrepreneurial skills Defining success	all 11th grade	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F 13.2.11	www.xello.world	Sept-May	100	completed business plan	School counselor	Completi on of all lessons
11	Mahoning Valley Skilled Trades Expo	11th grade	13.1.3AB 13.13D 13.23E 13.1.11C 13.1.11F	Hands on Activities	September	50	# of students entering skilled trades	School Counselor & Skilled trades Companies	Career Artifact

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Contact Person	Indicator
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10	Review Graduation Requirements	All students 10	16.1.2D 13.2.3D 13.1.5F 13.1.5H	Lecture Program of Studies	Sept.	100	Graduation %	School Counselor	4 Year Plan
10	College & Career Exploration activity	To all 10 <sup>th</sup> grade students in Lit Comp & H. Lit Comp	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F	Collegeboard.com Educationplanner.org	March/Apr il	100	N/A	School Counselor & PHEAA Counselor	Completi on of post secondary plan



Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Contact Person	Indicator
9	Review Graduation Requirements	All students 9	16.1.2D 13.2.3D 13.1.5F 13.1.5H	Lecture Program of Studies	Sept.	100	Graduation %	School Counselor	4 Year Plan
9	College & Career Exploration activity	To all 9 <sup>th</sup> grade students in Lit Comp & H. Lit Comp	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F 13.2.11C	Collegeboard.com Educationplanner.org	March/April	100	N/A	School Counselor & PHEAA Counselor	Completion of post secondary plan
9	Scheduling presentations	Auditorium All Students	13.1.3A 13.3.3A 13.1.8GH 13.1.11E	Program of Studies	Jan-Feb	100	N/A	School Counselor & Principal	Course Request Sheet
9	Career Lessons Exploring Career Factors Workplace Skills & Attitudes	all 9th grade	13.1.3AB 13.1.3FG 13.2.3D 13.1.8AB 13.1.8E 13.1.1C 13.1.11F	www.xello.world	Sept-May	100	completed Career Factors Survey	School counselor	Completion of all lessons



## Annual Program Goals

### Academic:

- Establish on-going collaboration with parents to establish a positive partnership with a focus on learning.
- Establish on-going relationships with staff in order to focus on student growth and success.

### Career:

- An introduction of all students to a variety of careers and opportunities utilizing community and business support.
- Work collaboratively with parents/guardians, students, staff and administration to ensure that all students are enrolled in an appropriate and individualized course of studies to prepare to meet future challenges.

### Personal/Social:

- To serve as an advocate for each student ensuring that the emotional well-being of the whole child is a priority.
- To serve as a resource for all members of the educational community, including parents

## Academic and Career Plan and Portfolio Process

### Sharpsville Area Elementary School

#### Academic and Career Plan - Grades K-2

K-2 students will explore different career options by completing a writing prompt in relation to what they want to be when they grow up. Project will involve career exploration and research.

#### Academic and Career Plan –Grades 3 - 5

3<sup>rd</sup> grade students will be able to list at least three interests or hobbies that they enjoy. They will list three positive habits that they have and at least one habit they need to change to make them successful in school. In addition, students will be able to name three people or occupations in the school or community and describe what they do in their jobs. During a guidance session the counselor and individual student will discuss his or her habits and how they relate to success. *See Attachment # 1.*

4<sup>th</sup> grade students will complete an age appropriate paper/pencil career interest inventory (When I Grow Up). Once the students respond by checking the areas in which they are most interested, it is refined to their top three career clusters. Upon completion, the Guidance Counselor will meet with each individual student to discuss the importance of success in school to achieve his or her career goals. *See Attachment # 2.*

5<sup>th</sup> grade students will complete a career cluster activity on [www.educationplanner.org](http://www.educationplanner.org) then be able to complete three “I am” statements, three “I like” statements and three “I am good at statements”. At the completion of the self-assessment, students will be able to list three career clusters. They will then be able to refine their search and learn more about occupations within the career cluster that best fits their interests. The Guidance Counselor will then meet with each student and discuss what he or she needs to focus on academically to meet his or her goals. *See Attachment # 3.*

**Sharpsville Area Middle and High Schools**  
**Academic and Career Plan –Grades 6-12**  
**Grade 6 – 8 Goals Worksheet See Attachment # 4**  
**High School and Beyond Plan See Attachment # 5**

**6<sup>th</sup> Grade**

- Students exiting the Elementary will fill out the Elementary Interest Survey. *See Attachment # 6.*
- Learning Style Inventory First Semester ([www.educationplanner.org](http://www.educationplanner.org)) and General Interest Inventory for each 6<sup>th</sup> grader 2<sup>nd</sup> semester
- Yearly Goal Sheet
- Each student will be given a planner to start working on organization

**7<sup>th</sup> Grade**

- Students write an essay in Language Arts class on “where will I be 10 years from now”
- Yearly Goal Sheet
- Each student will be given a planner to start working on organization

**8<sup>th</sup> Grade**

- MCCC classroom presentations
- Career Fair through the Chamber of Commerce November complete Career Interest Inventory
- Yearly Goal Sheet
- Each student will be given a planner to start working on organization

**9<sup>th</sup> Grade**

- Learning Style Inventory (1st Semester)
- Xello lessons: Matchmaker, Personality Style, Mission Complete & Learning Style
- Four-year plan for graduation (2nd Semester) counselor, principal, parent, teacher
- College or Trade School Visit (Spring/Fall)
- MCCC presentation and Visit
- Mahoning Valley Skilled Trade Expo
- Keystones
- Four-year Plan Sign Off

**10<sup>th</sup> Grade**

- MCCC presentation and Visit
- Small group meetings with business/Community mentors... “what does it mean to be professional”
- Mahoning Valley Skilled Trade Expo
- Business and Industry Fair
- PSAT
- Keystones
- Four-year Plan Sign Off
- Xello lessons: Getting work experience, career goals, work values, career prospects

**11<sup>th</sup> Grade**

- Businessweek
- Complete Individual Career Interest Inventory [www.educationplanner.org](http://www.educationplanner.org)



- Speakers for specific careers
- Job Shadowing
- CBE
- Mahoning Valley Skilled Trade Expo
- Thiel College Fair (Fall)
- NACAC Pittsburgh National College Fair (Spring)
- Filling out a job application and job search in Lit Comp 3
- In class presentation on College applications, test registration, choosing a major, choosing a college, paying back loans
- Meet with College representatives in school
- College/Trade School visits
- PSAT/SAT/ACT/ASVAB
- Four-year Plan Sign Off
- Xello lessons: Entrepreneurial Skills, job interviewing

#### 12th Grade

- In class presentation: College Applications, test registration, Scholarship Search, requesting letters of recommendation
- Thiel College Fair
- Student and Parent Financial Aid night
- Counselor meets with each senior to finalize senior plans
- Job Shadowing
- Meet with college reps
- College/Trade School visits
- Mahoning Valley Skilled Trade Expo
- SAT/ACT/ASVAB
- Four-year Plan Sign Off
- Xello lessons: Career choices, writing a resume, career back up plan

## Stakeholder Engagement

### Stakeholders

#### **Students –**

Students are prepared for the challenges of the 21<sup>st</sup> Century through academic, career and personal /social development. Our program facilitates career exploration and development as well as helping develop decision-making and problem solving skills. Students must also be able to take responsibility for their own futures and development and will avail themselves of the variety of resources through the school counseling program.

Our students benefit from the career guidance services by getting a variety of different options to look at as future careers. Students are given the tools to help them explore options, through the use of XELLO, an online career guidance exploration program that aligns with the PA Career standards. Students complete interactive career, personality, and learning style assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options. Our students also utilize our job shadowing, and mentoring programs.

Our students assist with the delivery of career guidance services through Peer Tutoring K-12, the High School Mentoring Program in grades 6-12, “Buddy” classrooms K-5, Elementary programming through the Natural Helpers for grades K-5, Red Ribbon Week in grades K-12, and the Prom Promise in grades 9-12.

#### **Parents/Guardians –**

Parents are provided with resources to help children deal with the challenges of the 21<sup>st</sup> Century through academic, career and personal/social development. A plan is developed to assist their child’s long range planning and learning as well as increase opportunities for parent and school collaboration. The counseling department also aids in a parents’ ability to access school and community resources. Parents should be engaged in and actively participating in all aspects of their child’s academic, personal/social and career development.

Our parent involvement is achieved through the Parent Teacher Organization in grades K-5, Middle School Parent Organization in grades 6-8, The Student Assistance Program (SAP) in grades K-12, a Parent Leadership Team for grades 9-12, Academic Boosters grades 9-12, College Financial Aid Night grades 11-12, District Parent Council Grades K-12, and assistance in completing the FAFSA for grade 12.

#### **Educators –**

Teachers are provided with resources that inform, educate and address individual student needs. They are provided with consultation to help assist with supporting students in the classroom. Teachers are also able to access guidance assistance when necessary.

Teachers help deliver this service through their participation in SAP grades K-12, Instructional Support Team in grades K-5, Safety Committee in grades K-12, SOS (Afterschool Tutoring Program) in grades 6-12, conferences with parents and the guidance counselor at any times K-12, participation in I.E.P’s, Chapter 504 meetings, ER meetings and GIEP meetings in grades K-12.

#### **Business/Community –**

Businesses are provided with the opportunity to participate actively in the total school program. They are able to collaborate with counselors, educators, administrators, and parents. Businesses are allowed to provide input and have contact with potential future workforce participants who have obtained decision making skills and increased worker maturity.

Businesses help deliver this service through participation in many school related activities such as One School One Book in grades K-8, the Backpacks Program K-5, Food pantry grades 6-12, Christmas Angels in grades K-12, Business Week in grade 11, the 8<sup>th</sup> grade Science Fair, I CAN grades 6-12, MCCC presentations and visits in grades 9 and 10, and the College Fair in grades 11 and 12.

Businesses benefit from this by getting feedback from community members on how and what they can provide as far as additional services. These same businesses educate our students on services they wish to receive from employers and also what they look for when involved in the hiring process. At the same time, businesses are assisting with the education of career readiness by providing this information to the students and their parents. Businesses also get the benefits of helping ready qualified, prepared students who are ready to be employed and help make their business successful.

#### **Post-Secondary –**

Post-Secondary institutions and employers are receiving well-rounded students who are prepared academically, personally/socially and demonstrate career readiness for the world of work and/or post-secondary education or training.

The post-secondary institutions help deliver this service through having college representative visit the school on a daily basis, students' attendance at the College Fair, Business Week, the 8<sup>th</sup> Grade Career Fair, Military visits, Trade School presentations in the classroom, our school administering the SAT/PSAT/ACT, and providing a College Financial Aid Night.

## Advisory Council

The purpose of the Advisory Council is to share information about the School Counseling Department, as well as make connections for career support and post-secondary planning within our district and community. We are planning to meet twice per school year, October and April.

<b>Administrators/Educators:</b>
Central Office – Mr. John Vannoy
Educators – Jennifer Wentling/Ira Pataki/Frank Bertolasio
<b>Students:</b>
Elementary – Greg Anderson, Adam Biro
Middle School – Elleana Danalovics, Liam Harris
High School – Jordyn Nelson, Emma Brest
<b>Post-Secondary:</b>
Mary Kay Barnart – BC3
Chuck Greggs – PSU – Shenango
Deb Anderson - LTI
<b>Business Community:</b>
Mike Anglin
<b>Parents/Guardians:</b>
M. Palko
D. Springer
<b>Graduates:</b>
J. Grandy
R. Cantrell

## Pathway

### Postsecondary and Career Resources

#### Sharpsville Area Elementary School

Resources	Connections
Intermediary Organizations	Capable Kids, IU4, MCBHS, Wraparound Organizations, Community Counseling Center, Paoletta Counseling, Youth Advocate Program

Umbrella Organizations	United Way, Salvation Army, CYS, Mercer County District Magistrate, Juvenile Probation
Community State Organizations	Sharpsville Borough/Sharpsville School District collaboration, United Way, Grove City Ethics Symposium, Meadville Area Federal Credit
Individual Contacts	Chief Frank Joseph, Ed Getway Sharpsville Volunteer Fire Dept., Mariah Rachael MCBH, Katie Gasser MCBH, Matt Roth Mercer County Cert., Sharpsville Mayor Alex Kovach, Ken Robertson Sharpsville Borough, State Representative Mark Longetti
Community/Business Meetings	PTO
Media/Advertising	Sharpsville Area School District Website, Monthly Newsletters, Character Counts Posters
Publication/Documents	Sharon Herald

Resources	Connections
Intermediary Organizations	Intermediate IV Capable Kids Behavioral Health Community Counseling Mercer County Career Center
Umbrella Organizations	United Way Salvation Army Children & Youth Juvenile Probation Scared Straight
Community State Organizations	PSEA PA School Counselors NCAA Clearinghouse Thiel College Westminster College Penn State Shenango Butler Community College School To Watch
Individual Contacts	Chief Joseph (Sharpsville Police Chief) Ed Getway (Sharpsville Fire Dept) Mr. Kovach (Mayor) Mariah Rachael (MCBHC) Katie Gassner (MCBHC) Matt Roth (Mercer County Cert) Ken Robertson (Borough Manager) Mark Longetti (State Representative)
Community/Business Meetings	LTI Luncheon Service Club Meetings Borough/District Collaboration Meetings Shenango Valley Chamber of Commerce First National Bank
Internet Based Links	<a href="https://charactercounts.org/home/index.html">https://charactercounts.org/home/index.html</a> <a href="https://theschoolcounselorkind.wordpress.com/">https://theschoolcounselorkind.wordpress.com/</a> <a href="http://www.studyisland.com">www.studyisland.com</a> <a href="http://www.onhands.com">www.onhands.com</a> <a href="http://paws.bridges.com/cfnc1.htm">http://paws.bridges.com/cfnc1.htm</a> <a href="http://www.bls.gov/k12/index.htm">http://www.bls.gov/k12/index.htm</a> <a href="http://www.xello.world">www.xello.world</a>
Media/Advertising	Sharpsville Area School District Website, Monthly Newsletters
Publication/Documents	Sharon Herald, Youngstown Vindicator

Sharpsville Middle School



## Sharpsville Area High School

Resources	Connections
Intermediary Organizations	Mercer County Behavioral Health Comm Mercer County Career Center Midwestern IU#4 Capable Kids Community Counseling Center Diversified Family Service Youth Advocate Program
Umbrella Organizations	United Way Salvation Army Mercer County CYS Mercer County Juvenile Probation
Community State Organizations	PFEW
Individual Contacts	Seneca Valley Cyber Nutrition Inc Schools to Watch State Representative Mark Longetti The University of Pittsburgh Penn State Shenango- Chuck Greggs Butler County Community College Matt Roth –Mercer County C.E.R.T Ken Robertson- Borough Manager Frank Joseph - Sharpsville Chief of Police
Community/Business Meetings	Sharpsville Service Club Sharpsville Borough/SASD District collaboration meetings Grove City Rotary Ethics Symposium First National Bank The Community Foundation of Western PA Donofrio's Good Will DiLorenzo's Stray Haven
Internet Based Links	<a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a> <a href="http://www.sap.state.us">www.sap.state.us</a> <a href="http://www.educationplanner.org">www.educationplanner.org</a> <a href="http://www.ncaa.org">www.ncaa.org</a> <a href="http://www.psca.org">www.psca.org</a> <a href="http://www.act.org">www.act.org</a> <a href="http://www.collegeboard.com">www.collegeboard.com</a> <a href="http://www.pacareerzone.com">www.pacareerzone.com</a> <a href="http://www.comm-foundation.org">www.comm-foundation.org</a> <a href="http://www.pheaa.org">www.pheaa.org</a> <a href="http://www.xello.world">www.xello.world</a> <a href="http://www.safe2saypa.org">www.safe2saypa.org</a>
Media/Advertising	

	Sharpsville Area School District Website
Publication/Documents	Sharon Herald

Career Resources	Local Connections
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Adv Manufacturing	Ellwood Crankshaft IC Can Sharpsville Container WABTec Sunbelt Transformer
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Ag & Food Production	Dean's Dairy Joy Cone Millers Farm Coryea Farms Nimmo Farms
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Bio-Medical	UPMC Sharon Regional Hope Cat Laurel Technical Institute
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Building & Construction	Hudson Construction Sump Construction 84 Lumber Calvert Lumber
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Business Services	<u>Valley Silk Screening</u> <u>Lock Stock and Barrel</u> <u>Erie Canal Lock</u> <u>Muscarella's</u>
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Education	Butler County Community College Lawrence Technical Institute Penn State Shenango Thiel College Youngstown State University University of Pittsburgh
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Energy	First Energy Corp National Fuel & Gas
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Health Care	Laurel Technical Institute Jameson School of Nursing UPMC Sharon Regional Health Systems
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Hospitality & Entertainment	Park Inn by Radisson
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	Buhl Community Recreation Center The Tara
Logistics & Transportation	Dalko Resources Estes Express Fed Ex Mercer County Career Center Yourga Trucking
Real Estate, Finance & Insurance	Howard Hanna Realty Berkshire & Hathaway Realtor Reinhardt's Insurance Raymond James Finance Ristvey Investment Group
Wood, Wood Products, Publishing	84 Lumber Calvert Lumber Minuteman Press Victor Printing

### Career and Technology Center (CTE) Strategies (Pathways)

All 8<sup>th</sup> grade students are given a career inventory survey and introduced to multiple careers at the yearly career fair. This is followed up by a visit to the career center where students tour each program available. 9<sup>th</sup> and 10<sup>th</sup> grade students all view a powerpoint presentation on the Mercer County Career Center offerings. All interested students are taken to the MCCC to tour their areas of interest. Our students are also able to attend a summer welding program and receive a certificate of completion in grades 10 through post graduate.

Mercer County Career Center Enrollment	
School Year 2019-2020	39
School Year 2020-2021	27
School Year 2021-2022	34
School Year 2022-2023	39
School Year 2023-2024	54 (As of 09/20/23)

**SHARPSVILLE AREA SCHOOL DISTRICT**  
**RESOLUTION No. 5 of 2024**

**A RESOLUTION OF THE BOARD OF SCHOOL DIRECTORS OF THE SHARPSVILLE AREA SCHOOL DISTRICT ADOPTING AN EMPLOYMENT CONTRACT WITH JOHN P. VANNOY TO SERVE AS SUPERINTENDENT OF THE DISTRICT EFFECTIVE JULY 1, 2024 AND TERMINATING JUNE 30, 2029; ESTABLISHING THE TERMS AND CONDITIONS OF JOHN P. VANNOY'S EMPLOYMENT AS SUPERINTENDENT; AND AUTHORIZING THE BOARD PRESIDENT AND SECRETARY TO EXECUTE ANY AND ALL DOCUMENTS NECESSARY TO EFFECTUATE THIS RESOLUTION.**

**RECITALS**

**WHEREAS**, the Board of School Directors ("**Board**") of the Sharpsville Area School District ("**District**") at a meeting of said Board duly convened and properly called on the 20<sup>th</sup> day of February, 2024 did re-elect John P. Vannoy, to the office of District Superintendent in accordance with the provisions of Sections 508, 1101, 1071 and 1073 of the Public School Code of 1949, as amended; and

**WHEREAS**, the parties have agreed upon certain terms and conditions of employment and desire to reduce said terms and conditions to writing; and

**WHEREAS**, the purpose of this Resolution is to ratify and adopt said Employment Agreement and authorize the appropriate officers of the Board to execute same.

**NOW, THEREFORE, BE IT RESOLVED**, by the Board of School Directors of the Sharpsville Area School District, **AND IT IS HEREBY RESOLVED AS FOLLOWS:**

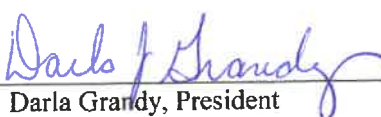
1. The above recitals are incorporated herein by reference.
2. The Board hereby adopts and ratifies the provisions contained in the Employment Agreement between the Board and John P. Vannoy dated the 20<sup>th</sup> day of February, 2024 ("**Agreement**"), with an effective date of July 1, 2024, terminating on June 30, 2029.
3. The Board hereby agrees to be bound by the terms and provisions set forth in the Agreement. A true and correct copy of said Agreement being attached hereto, marked **Exhibit "A"**, and made a part hereof.
4. The Board hereby authorizes the President of the Board and Board Secretary to execute any and all documents necessary to effectuate the purpose of this Resolution.
5. This Resolution shall become effective upon adoption by the Board and execution of the Agreement by John P. Vannoy.

**DULY ADOPTED**, by the Board of School Directors of the Sharpsville Area School District, this 20<sup>th</sup> day of February, 2024.

**ATTEST**

  
Ashley Mocker, Board Secretary

**SHARPSVILLE AREA SCHOOL DISTRICT**

By   
Darla Grandy, President  
Board of School Directors

(SEAL)

## CERTIFICATION

I, Ashley Mocker, Secretary of the Board of School Directors of the Sharpstown Area School District, Mercer County, Pennsylvania, do hereby certify that the foregoing is a true and correct copy of a Resolution that was duly and regularly adopted and enacted by the vote of the members of the Board of School Directors of the Sharpstown Area School District, as reflected below, at a meeting thereof, duly convened on the 20<sup>th</sup> day of February, 2024.

	Yea	Nay
Darla Grandy	<u>X</u>	<u>          </u>
Kevin Setterberg	<u>X</u>	<u>          </u>
Michael Lenzi	<u>X</u>	<u>          </u>
Jerry Trontel	<u>X</u>	<u>          </u>
Michael Garcia	<u>X</u>	<u>          </u>
Rosemary Ferguson	<u>X</u>	<u>          </u>
Margaret Hurl	<u>X</u>	<u>          </u>
Brian Foltz	<u>X</u>	<u>          </u>
John Heutsche	<u>X</u>	<u>          </u>

Date: 2/20/2024

  
\_\_\_\_\_  
Ashley Mocker, Secretary

**SHARPSVILLE AREA SCHOOL DISTRICT  
CONTRACT FOR EMPLOYMENT OF DISTRICT SUPERINTENDENT**

**THIS CONTRACT** is made and entered this 20<sup>th</sup> day of February 2024 by and between the Board of School Directors of the Sharpsville Area School District with offices located in Pennsylvania (hereinafter referred to as “District” or “Board” or “Board of School Directors”) and John P. Vannoy, (hereinafter referred to as “District Superintendent” or “Mr. Vannoy”). The Board and District Superintendent may be separately referred to as a “party” and may be collectively referred to as the “parties.”

**WHEREAS** the Board of School Directors at a meeting duly and properly called on the 20<sup>th</sup> day of February 2024 did reappoint Mr. Vannoy to the office of District Superintendent for the Sharpsville Area School District in accordance with the provisions of Sections 508, 1071, 1073 and 1073.1 of the Commonwealth of Pennsylvania’s Public School Code of 1949 (hereinafter referred to as “Public School Code”); and

**WHEREAS** the parties have agreed upon certain terms and conditions of employment in accordance with the Public School Code and desire to reduce said terms and conditions to writing;

**NOW, THEREFORE**, the parties, intending to be legally bound hereby, and in consideration of the mutual covenants contained herein, agree as follows:

**1. Term.**

In consideration of the promises herein contained, the District has reemployed Mr. Vannoy and Mr. Vannoy hereby accepts said reemployment as District Superintendent of the Sharpsville Area School District for a term of five years commencing on July 1, 2024, and ending on June 30, 2029 (“Term”).

This Contract shall terminate immediately upon the expiration of the Term unless the Contract is sooner modified or terminated in accordance with this Contract or renewed automatically in accordance with Section 1073(b) of the Public School Code or this Contract.

**2. Authority of District and District Superintendent.**

The District, on its own behalf and on behalf of the electors of the District, and District Superintendent hereby retain and reserve all power, rights, authority, duties and responsibilities conferred upon and invested in it and in him, respectively, by the laws and the Constitution of the Commonwealth of Pennsylvania save for any power or rights limited by the express terms of this Contract.

**3. Professional Qualifications.**

The District Superintendent represents that he possesses all of the qualifications that are required by law to serve as District Superintendent in the Commonwealth of Pennsylvania and that he will maintain the same throughout the Term of this Contract. District Superintendent further agrees to subscribe to and take the oath of office before entering upon his duties, in accordance with Section 1004 of the Public School Code.

**4. Duties and Responsibilities.**

- A. The District Superintendent agrees to serve as Chief Administrator of the District and Executive Officer of the District, and to perform to the best of his ability the duties of the District Superintendent in a competent and professional manner in accordance with the laws of the Commonwealth of Pennsylvania; the District's job description for the position of District Superintendent, which is attached hereto and incorporated herein by reference as Appendix A; and the provisions of this Contract.
- B. The District Superintendent shall be responsible for the total day-to-day administration of the District subject to officially adopted policies of the Board and in accordance with law. The administration of policy, the operation and management of the schools, the District's business management and the direction of District employees shall be through the District Superintendent. Duties and responsibilities herein shall be performed and discharged by him or by his staff under his direction. All official contacts between Board Members and the staff of the District shall be through the District Superintendent exclusively. Nothing in this section shall preclude the right of Board Members to exercise their responsibilities as individuals in the areas of monitoring District operations, conducting oversight activities, or visiting schools, as set forth in Board policy or directed by the Board in accordance with law.
- C. The District Superintendent shall have a seat on the Board of School Directors and the right to speak on all issues before the Board but shall not have the right to vote. The District Superintendent and/or his designee shall have the right to attend all regular and special meetings of the Board and all committee meetings thereof, excepting those relating to the District Superintendent's own employment, and shall serve as advisor to the Board and its committees in all matters affecting the District. The Board and its members individually shall promptly refer all criticisms, complaints and suggestions called to its attention to the District Superintendent for study, disposition, or recommendation as appropriate.
- D. The District Superintendent agrees to devote his time, attention, energies, skills and labor to his employment as District Superintendent during the Term of this Contract provided, however, that he may undertake and be compensated for outside work including speaking engagements, writing, lecturing, adjunct teaching, and other professional services which do not interfere with the performance of his duties as the District Superintendent

under this Contract, provided that the Board is informed of such outside work and it is allowable by law. If the Board reasonably determines that any outside work of the District Superintendent is unacceptably interfering with the District Superintendent's performance of his duties as District Superintendent pursuant to this Contract, the Board shall so notify him, and the District Superintendent will stop such outside work as soon as he is practically and reasonably is able to discontinue such outside work. In the event the District Superintendent is engaged in outside activities during the normal school workday, the District Superintendent shall use his personal or vacation leave for such activities.

- E. The duties of the District Superintendent may require his participation in professional associations and presence at numerous meetings, conventions, and conferences in order to maintain awareness of current issues, programs and information related to the performance of his duties. The District Superintendent's attendance at such meetings, conferences, seminars, workshops, in-service programs, and school activities, may be necessary to maintain the knowledge and skills required of his position. The Board considers the expenses involved in such activities to be directly related to the District Superintendent's duties and appropriate for reimbursement, subject to Board approval.
- F. Subject to written approval from the Board President, the District Superintendent may be authorized to flex office hours to accommodate evening, daytime, and weekend meetings. This provision will serve as the exception to the regular office hours and work schedule of the District Superintendent and shall not be considered an absence. It is agreed to by both parties that this provision may be enacted or rescinded by the Board President at any time during the Term of this Agreement.
- G. The District shall make no agreement with any other employee group or individual that would interfere with the District Superintendent's carrying out his duties and responsibilities under this Contract and general duties as defined in the job description for the position of District Superintendent.

**5. Compensation – Salary and Benefits**

- A. **Salary.** In recognition of the complexity of the position of District Superintendent and the Board's desire to compensate its District Superintendent fairly, the Board of School Directors and the District Superintendent agree to the following:

(1) Effective on July 1, 2024, the District shall pay the District Superintendent an annual salary in the amount of \$145,000.00 (one hundred forty five thousand dollars).

(2) On July 1, 2025 and on July 1<sup>st</sup> of every subsequent year of this Contract, the District Superintendent shall receive a minimum increase added to his annual salary in an amount equal to three percent (3%) of his then-current annual salary. Each increase shall be added to and become part of his annual salary. These salary increases shall be applied unless the District Superintendent's performance is rated as "unsatisfactory" on his annual performance assessment for the prior school year, in accordance with the provisions of this Contract, in which case the District Superintendent shall receive no increase. All payments specified above shall be subject to federal, state, and local tax withholdings and other lawful and authorized deductions.

(3) The Board hereby retains the right to adjust the District Superintendent's salary and/or award merit-based bonuses at any time during the Term of this Contract. However, the Board shall not decrease the District Superintendent's salary at any time during the Term of this Contract, or through any extension of this Contract, unless agreed to in writing by the District Superintendent.

(4) The established annual salary shall be paid in equal installments in accordance with the policy or agreement governing other twelve (12) month administrators in the District, unless otherwise agreed to in writing by the Board and District Superintendent.

(5) Should the District so adjust the District Superintendent's salary, such shall be done with amendment to this agreement and subject to the same approvals of the original agreement. Such adjustments may be done without extending the termination date of this Contract.

**B. Benefits.** In addition to the annual salary set forth herein, the District Superintendent shall receive, and the District shall provide and pay for the following benefits. :

**(1) VACATION LEAVE AND HOLIDAYS**

The District Superintendent shall carry forward in this Contract and be credited on July 1, 2024 with all of his unused vacation leave accrued during his employment with the District. In addition, the District Superintendent shall receive twenty-five (25) days of vacation leave with full pay each year of this Contract, which shall be credited in full on July 1, 2024 and on July 1<sup>st</sup> of each subsequent year of this Contract.

On June 30<sup>th</sup> of each year of this Contract, the District Superintendent's vacation leave shall be adjusted as follows:

(a) The District shall pay the District Superintendent his then-current per diem rate for each day of unused vacation leave up to a

maximum of ten (10) days ("per diem rate" as the term is used throughout this Contract shall be calculated by dividing the District Superintendent's then-current gross annual salary by 260);

- (b) The District Superintendent shall carryover additional days of unused vacation leave, if any, up to a maximum of ten (10) days;
- (c) Additional days of unused vacation leave, if any, in excess of that paid out to the District Superintendent or carried over into the new fiscal year in accordance with this provision shall be converted to and credited to the District Superintendent's accumulated sick leave.

The District shall pay the District Superintendent for unused days of vacation leave at the time this Contract is terminated for any reason, whether voluntarily or involuntarily, including but not limited to retirement, resignation, termination, death, mutual consent, or non-renewal of this Contract, at which time the District shall pay the District Superintendent (or his spouse or estate in the event of his death) his then-current per diem rate for each day of unused vacation leave. The District shall make such payment to the District Superintendent for unused vacation leave as a non-elective contribution to the District Superintendent's 403(b) account. This non-elective contribution shall be subject to an amount up to or equal to the limits established by law for such accounts. If the compensation limits established for such accounts are exceeded, the District shall cause to be contributed as a non-elective contribution to the District Superintendents 403(b) account in an amount up to and equal to the established limits for such contributions in each subsequent year for a period of not more than five (5) years or until the benefit amount is exhausted. There is no cash option for such payments.

In addition, the District Superintendent shall receive, with full pay, all holidays available to twelve-month administrative employees covered under the District's Administrator Compensation Plan adopted pursuant to Section 1164 of the Public School Code (24 P.S. 11-1164) ("Administrator Compensation Plan").

## **(2) SICK LEAVE**

The District Superintendent shall carry forward in this Contract and be credited on July 1, 2024 with all of his days of unused sick leave accrued during his employment with the District, including but not limited to his sick leave accrued during his employment with the District and his sick leave that was transferred from previous employment.

In addition, the District Superintendent shall receive twelve (12) days of sick leave with full pay each year of this Contract, which shall be credited in full on July 1, 2024 and on July 1st of each subsequent year of this Contract. Unused sick leave shall accumulate from year to year without



limit. The Board may supplement the District Superintendent's sick leave at its discretion.

Upon the District Superintendent's retirement from the District and acceptance of retirement benefits from the Pennsylvania Public School Employees Retirement System ("PSERS"), the District shall pay the District Superintendent for his unused days of sick leave (including but not limited to any unused vacation leave and unused personal leave converted to and credited to the District Superintendent as sick leave), at the following rate schedule:

- **Days 1 through 49:** \$56.00 (Fifty-six dollars) for each day of unused sick leave.
- **Days 50 through 99:** \$84.00 (Eighty-four dollars) for each day of unused sick leave.
- **Days 100 through 149:** \$112.00 (One hundred twelve dollars) for each day of unused sick leave.
- **Days 150 and greater:** \$139 (One hundred thirty-nine dollars) for each day of unused sick leave.

The District shall make such payment to the District Superintendent for unused sick leave as a non-elective contribution to the District Superintendent's 403(b) account. This non-elective contribution shall be subject to an amount up to or equal to the limits established by law for such accounts. If the compensation limits established for such accounts are exceeded, the District shall cause to be contributed as a non-elective contribution to the District Superintendents 403(b) account in an amount up to and equal to the established limits for such contributions in each subsequent year for a period of not more than five (5) years or until the benefit amount is exhausted. There is no cash option for such payments.

The District Superintendent may use his days of sick leave to care for members of his "immediate family" as that term is defined in the "Bereavement Leave" paragraph of this Contract. Sick leave used for members of the District Superintendent's "immediate family" will be deducted from his allocated sick leave in the same manner as those used for the District Superintendent's own illness.

### **(3) PERSONAL LEAVE**

The District Superintendent shall carry forward in this Contract and be credited on July 1, 2024 with all of his unused personal leave accrued during his employment with the District. In addition, the District Superintendent shall receive two (2) days of personal leave with full pay each year of this Contract, which shall be credited in full on July 1, 2024 and on July 1st of each subsequent year of this Contract.

Unused days of personal leave shall accrue from year to year, subject to the following:

- (a) The maximum number of personal days that may accrue and be carried over year to year shall not exceed a total of three (3) days; and
- (b) Any additional unused personal leave accrued as of June 30th of each year of this Contract in excess of the three (3) days referenced above shall be converted to and credited to the District Superintendent's days of sick leave.

In addition, at the time this Contract is terminated for any reason, whether voluntarily or involuntarily, including but not limited to retirement, resignation, termination, death, mutual consent, or non-renewal of this Contract, any unused personal days shall be converted and credited to the District Superintendent as sick leave.

**(4) BEREAVEMENT LEAVE**

The District Superintendent shall be entitled to five (5) days of bereavement leave, with full pay, because of a death in District Superintendent's immediate family. "Immediate family" is defined as father, mother, brother, sister, spouse, son, daughter, parent-in-law, stepparent, grandchild, near relative residing in the same household or any person with whom the District Superintendent lives at the time of said death. The District Superintendent shall be entitled to three (3) days of bereavement leave, with full pay, because of a death of a near relative. "Near relative" is defined as grandparent, aunt, uncle, niece, nephew, first cousin, son-in-law, daughter-in-law, brother-in-law, or sister-in-law. The District Superintendent may use additional days of sick leave or personal leave for bereavement, in his sole discretion.

**(5) JURY DUTY AND COURT APPEARANCES**

The District Superintendent shall be permitted to attend, without loss of pay or benefits, jury duty, court and other judicial and administrative appearances for any proceeding in which he is subpoenaed to appear.

**(6) TAX-DEFERRED ACCOUNT CONTRIBUTIONS**

In addition to the District Superintendent's salary, throughout the Term of this Contract the District shall make a mandatory employer contribution to the District Superintendent's 403(b) account in an annual amount \$5,700.00 (five thousand seven hundred dollars), which shall be pro-rated annually into twelve monthly payments. There is no cash option for such payments. The Parties agree that such contributions are not compensation for purposes of the Pennsylvania Public School Employees' Retirement System ("PSERS") retirement and, therefore, neither an employee nor an

employer contribution is due on the payments nor are the payments includable in calculating PSERS benefits.

**(7) LIFE INSURANCE**

The District shall obtain and pay the full cost of the premiums for the purchase of a term life insurance policy for the District Superintendent in an amount equal to two (2.0) times the District Superintendent's annual salary, rounded to the nearest one thousand dollars, not to exceed \$350,000 (three hundred fifty thousand dollars). The District Superintendent shall have the sole right to determine the beneficiary of such policy.

**(8) DISABILITY INSURANCE (INCOME PROTECTION)**

The District shall obtain and pay the full cost of the premiums for the purchase of a disability income protection insurance policy for the District Superintendent, which shall provide benefits at least to the same extent and on the same terms as provided to other District administrators.

**(9) MEDICAL INSURANCE BENEFITS**

The District shall provide the District Superintendent, his spouse, and eligible dependents with medical insurance benefits (including but not limited to hospitalization, physician coverage, major medical, prescription, vision, and dental benefits) the same as those medical insurance benefits provided to District administrators under the District's Administrative Compensation Plan adopted pursuant to Section 1164 of the Public School Code (24 P.S. 11-1164) including contributions to a Health Savings Account or Health Retirement Account, if applicable. Should the Superintendent's spouse be employed by the District and receive the District's health care plan, the Superintendent shall be ineligible for any waiver while receiving health care coverage under the spouse's plan.

- (a) Retirement Health Care Incentive- Upon the District Superintendent's retirement from the District and acceptance of retirement benefits from the Pennsylvania Public School Employees Retirement System ("PSERS"), the District shall provide a contribution in July of each eligible year to the District Superintendent's "HRA" in the amount of \$5,000 (five thousand dollars) annually for five years after his retirement date, not to exceed a maximum amount of \$25,000 (twenty-five thousand dollars) . The eligibility criteria, incentive details, prorating of amounts, and limitations for this incentive are as described in the then current contract with the District Administrators. The District's obligations under this provision shall survive the termination of this Contract and Mr. Vannoy's employment.

In the event that the District Superintendent should die during the Term of this Contract or prior to reaching 5 (five) years post-retirement, such payment as set forth herein shall continue to be provided by the District to the District Superintendent's spouse and eligible dependents as if he had survived. These obligations of this provision shall survive the termination of the Contract.

**(10) LIABILITY INSURANCE**

The District shall provide and pay the full cost of legal liability and general liability insurance coverage that provides the District Superintendent coverage for acts and omissions undertaken in the course and scope of his employment with the District in an amount no less than the District coverage for Board members and other District administrators in existence at the time of approval of this Contract and as may be increased through the Term of this Contract.

**(11) TUITION REIMBURSEMENT, CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT**

The District shall pay the full cost of tuition and associated fees and books for all graduate courses, including on-line courses, taken by the District Superintendent at an accredited institution, up to a maximum of three (3) credits per semester at a rate not to exceed the graduate fees per credit at Westminster College. The District shall make such payment to the District Superintendent upon his registration for each graduate course, when he submits the tuition bill to the District's business manager; provided that such courses are subject to repayment by the District Superintendent for any course in which the District Superintendent fails to receive a final passing grade.

In addition, the District shall pay the full cost for all professional development courses and continuing education courses taken by the District Superintendent during this Contract provided that such courses are approved in advance by the Board.

**(12) EXPENSE AND MILEAGE REIMBURSEMENT**

The District shall reimburse the District Superintendent for reasonable expenses incurred by the District Superintendent in the discharge of his duties, upon the submission of proper documentation as described by District policy and procedures. The District shall also reimburse the District Superintendent for mileage associated with use of his private vehicle in the performance of District Superintendent's duties, which said reimbursement shall be based on the then-current mileage allowance as established by the Internal Revenue Service ("IRS"), as the same may be changed or modified from time to time by the IRS.

**(13) CELL PHONE ALLOWANCE & OTHER TECHNOLOGY**

- (a) The District shall pay the District Superintendent an allowance in the amount of fifty dollars (\$50.00) per month to cover the cost of the use of his personal cell phone for District-related business.
- (b) In addition, the District shall provide the District Superintendent with all other technologies (hardware and software) necessary to communicate with District systems and personnel while away from the office with the understanding that such technologies shall be returned to the District upon separation of employment. Due to the nature of the District Superintendent's responsibilities and schedule with the District, it will not be a violation of any District Policy or this Contract for the District Superintendent to reasonably use, for personal use, District-issued equipment, technology and electronic resources such as computers, email, phone, internet service, and the like. This personal use shall not include work undertaken by the District Superintendent as described in Section 4.D of this agreement for which he is compensated for by another party.

**(14) PROFESSIONAL ASSOCIATIONS**

The District shall pay the full cost of the District Superintendent's annual membership and participation in professional associations, which shall include the American Association of School Administrators (AASA); the Pennsylvania Association of School Administrators (PASA); ASCD, the Pennsylvania Association for Supervision and Curriculum Development (PASCD), NAEESP, and the Pennsylvania Principals Association and other professional associations as mutually agreed to by the District Superintendent and Board President.

The District permits the District Superintendent to participate actively in the leadership of these organizations by holding office and serving on committees. The Board and District Superintendent may mutually agree to change, add to or delete the professional association memberships covered by this paragraph, and any such change shall be in writing and approved by the Board and District Superintendent.

**(15) MEETINGS, CONVENTIONS, AND SEMINARS**

The duties of District Superintendent may require his participation and presence at meetings, conventions, and seminars in order that the District Superintendent can maintain an awareness of current issues, programs, and information. The District Superintendent's attendance at meetings, conventions, seminars, workshops, in-service programs, school activities and graduate education, continuing education, and professional development programs may be deemed necessary by the Board in order to maintain knowledge and skills required of the District Superintendent's position. The Board considers such activities and the expenses involved

in such activities to be directly related to the District Superintendent's duties and appropriate for reimbursement. Specifically, the District Superintendent shall be permitted to select and attend one (1) in-state professional conference and one (1) national professional conference each year of this Contract with notice to the Board of School Directors and other conferences as mutually agreed upon by the District Superintendent and the Board. The payment of expenses for such activities shall be provided to the District Superintendent in accordance with District policies and procedures.

**(16) LONGEVITY INCENTIVE**

Except in the event of termination for cause, the District shall pay the District Superintendent a longevity incentive at the time this Contract is terminated for any reason (other than termination for cause), whether voluntarily or involuntarily, including but not limited to retirement, resignation, death, mutual consent, or non-renewal of this Contract, at which time the District shall pay the District Superintendent (or his spouse or estate in the event of his death) a cash payment in the amount of Four Hundred Dollars (\$400.00) for each year of his service in the District, which shall be prorated for any partial years of service at the rate of thirty-three dollars and thirty-three cents (\$33.33) per month.

**(17) PHYSICAL EXAMINATIONS**

The District Superintendent shall have a comprehensive annual physical examination performed by a licensed health care provider. Costs not borne by the District Superintendent's medical insurance shall be borne by the District.

**(18) OTHER BENEFITS**

The Superintendent shall receive all other fringe benefits provided to the other administrators employed by the District, to the same extent and on the same terms as provided in the Act 93 Agreement.

**6. Assessment of Performance.**

- A. The Board shall evaluate, in writing, the performance of District Superintendent at least once per year during the Term of this Contract, not later than June 30<sup>th</sup> of each year, unless the parties mutually agree in writing on another date for the annual evaluation. The annual performance assessment shall be conducted in an executive session limited to members of the Board of School Directors and the District Superintendent. An evaluation instrument and method mutually agreed upon in writing by the Board and the District Superintendent shall be utilized for the annual performance assessment. The Board and District Superintendent hereby agree to use the evaluation instrument and method attached hereto and incorporated by reference as Appendix B unless the Board and District Superintendent mutually agree in writing to use a different evaluation instrument and method. Provided, however, that any evaluation

instrument and method selected shall require the Board of School Directors to speak in one voice as an entire Board rather than "averaging" the feedback of each member regarding each aspect of the evaluation. Each judgment by the Board shall be supported by rational and objective evidence. In the event the Board consensus determines that the performance of the District Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, the specific instances of unsatisfactory performance. A copy of the written evaluation shall be delivered to the District Superintendent. The District Superintendent shall have the right to make a written response to the evaluation. The Board's evaluations and the District Superintendent's response(s) shall be totally private and in no manner become public knowledge, except as otherwise expressly required by state or federal law. The District Superintendent's performance shall be deemed satisfactory, and the District Superintendent shall not be subject to discipline, discharge or termination on the basis of neglect of duty or incompetency in any year when a formal performance assessment is not completed in accordance with this Contract. The performance assessment shall be used for the following purposes:

1. To strengthen the working relationship between the Board and the District Superintendent and to clarify for the District Superintendent and individual members of the Board of School Directors the responsibilities the Board relies on the District Superintendent to fulfill;
2. To discuss and establish goals and/or objective performance standards for the ensuing year; and
3. To establish the basis for possible increases in the annual salary for the District Superintendent.

**B. Performance Expectations, Including Objective Performance Standards.**

The performance of the District Superintendent shall be assessed in part against the objective performance standards that have been mutually agreed upon by the Board and the District Superintendent. The Board shall post the mutually agreed upon objective performance standards on the District website and shall also annually post the date of the District Superintendent's annual performance assessment and whether or not the District Superintendent met the agreed upon objective performance standards. No other information regarding the District Superintendent's performance assessment shall be posted on the District website or in any other manner disclosed by the District unless expressly required to do so by state or federal law. The Board and District Superintendent hereby mutually agree to the objective performance standards which are attached hereto as Appendix C and incorporated herein by reference, and which shall be reviewed and updated as necessary on or before July 1<sup>st</sup> of each year of this Contract unless another date is mutually agreed upon by the Board and District Superintendent.

- D.** The provisions of this Contract shall apply to and control the performance assessment of the District Superintendent and shall supersede and replace, to the extent there is any conflict or inconsistency, any and all District policies and

past practices of the Board regarding the District Superintendent's performance evaluation.

#### **7. Investigations by the Board.**

In the event that the Board of School Directors directs that any investigation of the District Superintendent's conduct or performance be undertaken, the District Superintendent shall be: (i) notified of the occurrence and purpose of such investigation prior to the commencement of the same; (ii) granted access to all documents or reports generated by such an investigation and; (iii) granted the opportunity to respond, verbally or in writing, to any documents, findings or conclusions derived from such an investigation prior to the investigation being concluded. Any investigations undertaken by the Board shall be completed in private without any public disclosure by the Board or the District Superintendent of the commencement or progress of the same. Nothing herein shall obligate the Board to share attorney-client privileged or work product information with the District Superintendent following the completion of any investigation of his conduct or performance, except as otherwise required by law.

#### **8. Professional Liability.**

The District shall defend, hold harmless and indemnify the District Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the District Superintendent in his individual capacity or in his official capacity as agent and employee of the District, provided the incident arose while District Superintendent was acting, or reasonably believed he was acting, within the scope of his employment. The obligation of the District to defend, hold harmless, and indemnify the District Superintendent as set forth above shall apply even if the lawsuit in question occurs after the District Superintendent retires or otherwise leaves the position of District Superintendent, provided the events which gave rise to the lawsuit arose while the District Superintendent was acting, or reasonably believed he was acting, within the scope of his employment as District Superintendent. This obligation shall survive the termination of this Contract.

#### **9. Internal Revenue Code Section 409A Compliance.**

This Contract and its operation are intended to comply with Section 409A of the Internal Revenue Code to the extent such Internal Revenue Code section applies to any non-qualified deferred compensation paid hereunder. The District and District Superintendent intend that this Contract shall be administered, interpreted and construed in a manner consistent with Section 409A of the Internal Revenue Code and the regulations relating thereto so as not to subject the District Superintendent to the payment of tax, interest and any tax penalty which may be imposed under Section 409A. The provisions of this Contract shall be construed and interpreted in such a manner consistent with such good faith intent. Each payment and each installment described in this Contract shall be considered a separate payment from each other payment or installment. Notwithstanding any other provision of this Contract, it is



intended that any payment or benefit which is provided pursuant to or in connection with this Contract which is considered to be nonqualified deferred compensation subject to Section 409A shall be provided and paid in a manner, and at such time and in such form, as complies with the applicable requirements of Section 409A of the Internal Revenue Code. The District and the District Superintendent shall cooperate in good faith to modify this Contract as necessary to comply with the requirements of Section 409A of the Internal Revenue Code and preserve to the maximum extent possible the economic value of the relevant payment or benefit to the District Superintendent under this Contract. This obligation shall survive the termination of this Contract.

#### **10. Reappointment.**

Pursuant to Section 1073(b) of the Public School Code, the agenda for a public meeting of the Board of School Directors held at least ninety (90) days prior to the expiration date of the Term of this Contract shall include an item requiring the affirmative vote of five (5) or more members of the Board of School Directors of the Board's intent to retain the District Superintendent for another three (3) to five (5) year term or that another or other candidates will be considered for the office. In the event the Board fails to take such action, the District Superintendent shall continue in office for a further term of one (1) year and the terms and conditions of this Contract will be incorporated in a successor employment contract, unless mutually agreed otherwise by the Board and the District Superintendent.

#### **11. Termination.**

This Contract may be terminated prior to the end of the Term of this Contract as follows:

A. The District Superintendent shall be subject to discharge and termination of this Contract for valid and just cause for the reasons specified in Section 1080 of the Public School Code. However, the Board shall not arbitrarily or capriciously call for the District Superintendent's dismissal and the District Superintendent shall in any event have the right to written charges, notice of hearing, fair and impartial hearing, all elements of due process, and the right to appeal to a court of competent jurisdiction. At any such hearing before the Board, the District Superintendent shall have the right to be present and to be heard, to be represented by counsel, and to present evidence, through witnesses, testimony, and documentation relevant to the issue. A transcript of the record of proceedings before the Board shall be made available without charge to the District Superintendent. The District Superintendent shall have the right to be represented by counsel at his sole cost and expense

B. This Contract may be unilaterally terminated without penalty by the resignation of the District Superintendent at any time provided the District Superintendent gives the Board at least ninety (90) days' notice prior to the effective date of the resignation. If this Contract is terminated in this manner, the District shall pay and provide to the District Superintendent all of the aggregate compensation, salary, and benefits including, but not limited to, insurance premiums and coverages and payment for unused leave, the District Superintendent earned, accrued and/or is entitled

to in accordance with this Contract through the effective date of his resignation and termination of this Contract plus any applicable post-employment and retirement benefits provided for in this Contract. Upon the request of the District Superintendent and at the discretion of the Board, the 90-day notice period can be waived or reduced by the Board.

C. This Contract may be terminated by the mutual consent, in writing, of the District Superintendent and the Board. If this Contract is terminated in this manner, the District shall pay and provide to the District Superintendent all of the aggregate compensation, salary, and benefits, including but not limited to insurance premiums and coverages and payment for unused leave, the District Superintendent earned, accrued and/or is entitled to in accordance with this Contract through the mutually agreed upon effective date of the termination of this Contract plus any applicable post-employment and retirement benefits provided for in this Contract and any additional amount mutually agreed upon by the Board and District Superintendent. It is understood that any additional amounts mutually agreed upon by the Board and the District Superintendent would be subject to the provisions set forth in Section 1073(e)(3) of the Public School Code (24 P.S. §10-1073(e)(3)).

D. This Contract shall be terminated upon the death of the District Superintendent, at which time, the District shall pay to the District Superintendent's spouse or, if no surviving spouse, to his estate, all of the aggregate compensation, salary, and benefits including but not limited to insurance premiums and coverages and payment for unused leave, the District Superintendent earned, accrued and/or is entitled to under this Contract through the day on which the District Superintendent's death occurs. In addition, the District shall provide District Superintendent's spouse and eligible dependents with medical insurance benefits as set forth in Paragraph 5.B(9)(b) of this Contract. To the extent permitted by law, the provisions hereof shall not be deemed to affect any other benefits which may be available to the District Superintendent, his spouse or estate including but not limited to those available under the applicable retirement program, health insurance, workers' compensation, or otherwise.

## **11. Modification.**

This Contract shall not be amended, changed or modified, except in writing approved of and signed by the District Superintendent and approved of by the Board and signed by a duly authorized officer(s) of the Board.

## **12. Savings.**

Should any provision of this Contract be declared illegal or unenforceable by a court of competent jurisdiction, said provision shall be deleted from this Contract to the extent that it violates the law. The remaining provisions shall remain in full force and effect for the duration of the Contract if not affected by the deleted provision. If at any

time thereafter such provision shall no longer conflict with the law, then it shall be deemed restored in full force and effect as if it had never been in conflict with the law.

**13. Obligations.**

This Contract shall be binding upon and shall inure to the benefit of District and its duly authorized representatives and successors. This Contract shall be binding upon and shall inure to the benefit of the District Superintendent and, to the extent applicable, his personal representatives and heirs.

**14. Statutory Reference.**

All references to the Public School Code contained herein shall also refer to and incorporate any amendment or recodification of the Public School Code.

**15. Governing Law and Construction.**

This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania. Each and every provision of this Contract has been mutually negotiated, prepared, and drafted by the parties and in connection with the construction of any provision hereof, no consideration shall be given to the issue of which party actually prepared, drafted, or negotiated any provision of this Contract or its deletion.

**16. Headings.**

The section and/or subsection headings of this Contract are for convenience of reference only, do not modify the substantive content of the sections and subsections of this Contract and shall be disregarded in construing the substantive provisions of this Contract.

**17. Execution and Counterparts.**

This Contract may be executed in two or more counterparts, each of which, when executed by the parties, shall be considered to constitute one instrument.

**18. Integrated Agreement.**

This Contract represents the mutual and complete agreement between the District and the Superintendent regarding the Superintendent's terms and conditions of employment.

**[Signatures on following page]**

IN WITNESS WHEREOF, and intending to be legally bound hereby, the parties have caused this Contract to be duly executed the day and year first written above.

**SHARPSVILLE AREA SCHOOL DISTRICT:**

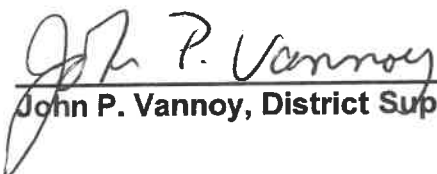
By:   
President, Board of School Directors

2/22/24  
Date

ATTEST:   
Secretary, Board of School Directors

2/22/2024  
Date

**JOHN P. VANNOY:**

By:   
John P. Vannoy, District Superintendent

02-22-2024  
Date

**APPENDIX A**  
**SUPERINTENDENT RESPONSIBILITIES**  
**SHARPSVILLE AREA SCHOOL DISTRICT**

**Job Description**

**Title:** Superintendent

**Department:** Administration

**Reports To:** Board of Directors

**SUMMARY:**

The Superintendent shall be charged with the administration of the schools under the direction of the Board of School Directors. Superintendent shall be the Chief Administrative Officer of the District and, as such, shall be responsible for:

- Planning and initiating programs and policies concerning the organizational, operational, and educational function of the district as directed by the Board of School Directors with ultimate responsibility for the execution of these programs and policies.
- Assisting the Board of School Directors in developing short-range and long-range goals and methods for the Board to evaluate the operational effectiveness of the district.
- Keeping the Board of School Directors informed by written and oral reports as to the operation and needs of the school district.
- Taking discretionary action in any matters not covered by board policy and reporting such actions to the Board of School Directors with recommendations for policy as necessary in order to provide guidance in the future.
- Directing the daily operation of the district schools by organizing, supervising, and coordinating the school district staff.
- Arranging for the systematic evaluation of staff by responsible administrators.
- Recommending the employment of, assigning, and supervising the work of all employees.
- Recommending promotion, salary changes, demotion, or discharge of any employees rendering unsatisfactory service.
- Establishing internal administrative operational procedures, rules, and regulations relating to personnel, collective bargaining, financial disbursements, accounting requirements, equipment/facilities operation and use, food service, and staffing requirements.
- Developing effective staff development programs that are linked to the strategic plan and Board of School Director's goals for the district.
- Communicating directly, or through delegation, personnel actions by the Board of School Directors to district employees and receiving communication from district employees to be made to the Board of School Directors.
- Communicate and work effectively and cooperatively with the Board of Directors, the Mercer County Career Center and its Joint Operating Committee, administrative,

professional, and non-professional, staff, local, state, and federal officials, and parents, residents, and members of the community.

- Ensuring that district students have equal access to educational programs, including academic programs, extracurricular activities, and other supplemental programs deemed necessary.
- Overseeing a timely review of all curricular areas required by law as and making recommendations to the Board of School Directors for the improvement of curriculum.
- Recommending to the Board of School Directors any major changes in texts and time schedules to be used in the schools.
- Providing for appropriate methods of teaching, supervision, and administration in the schools as deemed necessary and reporting to the Board of School Directors any insufficiencies that are found.
- Directing the development of and making recommendations for the yearly operating budget on a timely basis that reflects the needs of the district and the use of district assets and resources.
- Establishing and maintaining efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
- Making recommendations regarding the needs for instructional and non-instructional materials and equipment and recommending plans for improvements, alterations, or other changes in the buildings or surrounding grounds.
- Serving as the official spokesperson for the district in providing information to the Board of School Directors, district employees, the community, and other outside groups/agencies on matters affecting the operation of the school district.
- Maintaining directly or through delegation adequate records for the schools, including a system of financial accounts, business and property records, personnel, school population, and scholastic records which are required by law and board policy. Interpreting and/or supervising the implementation of all federal and state laws relevant to the district.
- Performing other duties as deemed necessary and appropriate under the direction of the Board of School Directors.

**APPENDIX B**  
**SUPERINTENDENT EVALUATION TOOL**  
**Leadership Standards**

**SHARPSVILLE AREA SCHOOL DISTRICT**

This evaluation tool uses the below assessment measures as a basis for indicating the Superintendent's performance in the areas of shared vision, culture of learning, decision-making, management, family and community, and ethics.

**DISTINGUISHED**

- Performance is clearly outstanding
- Performance is superior, far exceeding expectations
- Performance is exceptional on a regular basis; the Superintendent far outperforms relative to minimum expectations

**PROFICIENT**

- Adequately performs all functions with the role, meeting or occasionally exceeding expectations
- Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance

**PROGRESSING**

- Performance to meet expectations associated with assigned tasks, targeted goals, or professional competencies is making progress but not yet proficient
- Performance is less than adequate on a periodic or frequent basis and needs to improve to be considered proficient

**NEEDS IMPROVEMENT**

- Performance is below acceptable levels
- Fails to meet most expectations associated with the role of Superintendent; substantial professional improvement is needed before the Superintendent can be considered proficient in the role

**Standard 1 - SHARED VISION.** An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

**Standard 2 - CULTURE OF LEARNING.** An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

**Standard 3 - DECISION MAKING.** An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

**Standard 4 – MANAGEMENT.** An education leader promotes personalized student success by ensuring the management of the resources for a safe, efficient and effective learning environment.

**Standard 5 - FAMILY AND COMMUNITY.** An education leader promotes personalized student success by collaborating, communicating, engaging, and empowering others inside and outside of the organization to pursue excellence in learning.

**Standard 6 – ETHICS.** An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

**Standard 7 - OBJECTIVE PERFORMANCE STANDARDS.** Section 1073.1 of the Public-School Code of 1949 provides that “the employment contract for a district superintendent shall include objective performance standards mutually agreed to in writing by the board of school directors and the district superintendent.” The objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; or 7) any additional criteria deemed relevant and mutually agreed to by the board and district superintendent.



**APPENDIX C**  
**SUPERINTENDENT PERFORMANCE STANDARDS**  
**SHARPSVILLE AREA SCHOOL DISTRICT**

**Annual Superintendent Performance Standards**

Section 1073.1 of the Public-School Code of 1949 provides that “the employment contract for a district superintendent shall include objective performance standards mutually agreed to in writing by the board of school directors and the district superintendent.” The objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; or 7) any additional criteria deemed relevant and mutually agreed to by the board and district superintendent.

The annual performance standards mutually established by the Sharpsville Area School District and the Superintendent are as follows:

- During the 2024-25 school year, the Superintendent, in consultation with the high school principal, will present an analysis of high school enrollments and any recommendations as necessary for either discontinuing or adding courses to the high school curriculum.
  - MET
  - NOT MET
- During the 2024-25 school year, the Superintendent will present a balanced budget to the Board for approval by June 30.
  - MET
  - NOT MET
- During the 2024-25 school year, the Superintendent will develop a professional development plan and plan in-service days to address the targeted areas as identified in the professional development plan.
  - MET
  - NOT MET
- During the 2024-25 school year, the Superintendent will serve as the School Safety Coordinator for the District, and coordinate all drills, trainings, and review the Emergency Operation Plan.
  - MET
  - NOT MET

- During the 2024-2025 school year, the Superintendent will recommend services to utilize the mental health and school safety monies that are allocated to the District.
  - MET
  - NOT MET

# RESOLUTION

## Midwestern Intermediate Unit IV General Operating Budget

At its meeting on February 20, 2024 the Sharpsville Area School District,  
(Date) (District Name)

a member of Midwestern Intermediate Unit IV, voted on the MIU IV **2024-2025** General


Operating Budget. As recorded in the minutes of the above meeting, the following is shown:

9 in favor  
(# YES Votes)

0 against  
(# NO Votes)

0  
(# Abstaining)

0  
(# Absent)

  
Board President Signature

ATTEST:

  
Board Secretary Signature

OFFICIAL SEAL:

*Instructions: Each school district will file one copy of this form with the Intermediate Unit office and it shall be made part of the Intermediate Unit budget file.*

## **FAMILY-BASED MENTAL HEALTH LINKAGE AGREEMENT**

The Family Based Mental Health Service is a multi-faceted therapeutic approach, which combines various services into one package. It is an in-home, team-delivered, highly structured, intensive and comprehensive service designed to integrate mental health treatment, family support, and case management, so that families may continue to care for their children with behavioral difficulties in their homes. This service is delivered by a team of two trained mental health professionals who work in partnership with the parents of the child. The team-delivered approach is unique to this level of care and offers an enhanced service delivery model for families. The team will work with all family members and other service providers to identify needs and establish a coordinated, comprehensive treatment plan. The program is based on a Structural Family Therapy model, and Pennsylvania has made a commitment to training and networking support for the staff of these programs. Treatment teams are available 24 hours a day, seven days a week, through an emergency on-call system. The duration of treatment is authorized for up to 32 weeks.

The purpose of Family Based Mental Health Services is to prevent psychiatric hospitalization or out-of-home placement of the child who is clinically identified as being at risk and to be in need of intensive mental health services. The primary goal is to enable parents to care for their children at home and for all family members to reach a healthier level of functioning. The Program seeks to strengthen the family unit and increase the skills needed for the healthy growth and development of all family members.


This is a voluntary program, which serves children and adolescents up to 21 years of age and their families. At least one adult member of the consumer's family must agree to participate in treatment and the identified client must have a mental health diagnosis. Referrals are accepted at the Hermitage office of Community Counseling Center.

**The following is a linkage agreement between the Family Connections Program of the Community Counseling Center (CCC) and the Sharpsville Area School District to ensure a collaborative effort of service delivery on behalf of jointly served students.**

1. The Family Connections Program of CCC will accept referrals from the Sharpsville Area School District and will provide Family Based Mental Health Services to those students meeting appropriate criteria for this program. Once a referral is received, services will be provided to students and their families in a timely manner.
2. The Sharpsville Area School District will provide elementary and secondary education and coordinate IEP meetings when deemed necessary and appropriate for students within their district. School staff will coordinate and consult with the Family-Based team as often as mutually agreed upon as necessary to respond to identified academic struggles, behavioral issues, and social skill deficits that are demonstrated in the school setting.
3. When the Family Connections Program and the Sharpsville Area School District jointly provide services, it is agreed that both parties will attend regular meetings and consistently coordinate efforts on behalf of the identified student and the family.
4. This agreement in no way financially obligates either party to each other; but does acknowledge the working relationship that exists between the two programs and conveys the principles, which guide such relationships.

This agreement will be in effect for two years from the date it is signed. Please acknowledge your concurrence with this Linkage Agreement for collaboration, continuity of care, program coordination and follow-up care by signing below:

Collaborative Agency Staff signature/Date

 MS LPC 01/02/2024  
Family Connections Program Director/Date

CCC Executive Director/Date

 01/02/24



# ARP ESSER Health and Safety Plan Guidance & Template

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Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;

3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:

- a. Universal and correct wearing of masks;
- b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);
- c. Handwashing and respiratory etiquette;
- d. Cleaning and maintaining healthy facilities, including improving ventilation;
- e. Contact tracing in combination with isolation and quarantine, in collaboration with State and local health departments;
- f. Diagnostic and screening testing;
- g. Efforts to provide COVID-19 vaccinations to school communities;
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.\* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

\* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

## **Additional Resources**

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Thorough an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

**Health and Safety Plan Summary: Sharpsville Area School District**

**Initial Effective Date:** June 22, 2021

**Date of Last Review:** February 7, 2024

**Date of Last Revision:** February 20, 2024

- 1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

The Sharpsville Area School District continues to provide in-person instruction for the 2023-2024 school year and will comply with guidelines provided by the Pennsylvania Department of Education and the CDC guideline to the greatest extent possible to provide a safe learning environment for all involved.

- 2. The Sharpsville Area School District continues to fund positions in the district to address the students’ academic needs, and students’ and staff members’ social, emotional, mental health, and other needs, which may include student health and food services?

The Sharpsville Area School District established a Summer Academy to provide additional education due to the change of daily educational time during the 2020-2021 school year and will continue through the 2023-2024 year. The Sharpsville Area School District continues to fund positions in the district to address students’ academic needs, and students’ and staff members’ social, emotional, mental health, and other needs.

- 3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.



a. Universal and correct wearing of masks;

As per the Pennsylvania Supreme Court ruling that voided the school mask mandate, beginning Monday, December 13, 2021, masks will be optional for students and staff. Please note that this order does not affect the CDC order of February 1, 2021, mandating masks on school buses.

While this ruling means that the Department of Health's statewide mask mandate has been rescinded, it does not prohibit the Governor or Department of Health from attempting to reissue a mask mandate through other processes in the future.

The District will follow the CDC guidelines for recommended isolation and quarantine periods whenever feasible.

Subject to change to accommodate changes from Department of Health, and/or CDC.

b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);

All schools will align distancing protocols with the recommendations for physical distancing as per the orders issued by the Secretary of PA Department of Health, Governor of the Commonwealth of Pennsylvania and/or apply, to the extent feasible, guidance from the CDC for the reopening and operation of school facilities in the 2021-2022 school year.

Subject to change to accommodate changes from Department of Health, and/or CDC.

c. Handwashing and respiratory etiquette;

COVID-19 may survive on certain surfaces for some time, which means it is possible to be infected after touching a contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing, along with cleaning, sanitizing, disinfecting, and ventilating learning spaces and any other areas used by students (i.e., restrooms, hallways, and transportation), decreases transmission.

- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with a disposable towel.
- Teach and reinforce washing hands and covering coughs and sneezes among students and staff.
- Make hand sanitizer available in common areas, hallways or in classrooms, or in all three, where sinks for handwashing are not available.
- Work with local health departments and health care systems to disseminate hygiene and disinfection strategies for infection prevention at home.

- Have adequate supplies and carefully monitor inventory to support healthy hygiene behaviors, including soap, hand sanitizer **with at least 60 percent alcohol**, paper towels, tissues, and no-touch trash cans.

Subject to change to accommodate changes from Department of Health, and/or CDC.

d. Cleaning and maintaining healthy facilities, including improving ventilation;

Cleaning and promoting hand hygiene are important everyday actions our district can take to slow the spread of COVID-19 and other infectious diseases and protect our students and staff.

Cleaning with products containing soap or detergent reduces germs on surfaces and objects by removing contaminants and may also weaken or damage some of the virus particles, which decreases risk of infection from surfaces. Cleaning high touch surfaces and shared objects once a day is usually enough to sufficiently remove virus that may be on surfaces unless someone with confirmed or suspected COVID-19 has been in your school. Disinfecting removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

Clean more frequently or clean AND disinfect surfaces and objects if certain conditions apply

- High transmission of COVID-19 in our community
- Infrequent hand hygiene
- The space is occupied by people at increased risk for severe illness from COVID-19

If someone in our school is sick or someone who has COVID-19 has been in our school in the last 24 hours, clean and disinfect your facility.

Always read and follow the directions on how to use and store cleaning and disinfecting products. Disinfection products should not be used by children or near children. Ventilate the space when using these products to prevent children from inhaling toxic vapor.

## ARP ESSER Requirement

## Strategies, Policies, and Procedures

Always follow standard practices and appropriate regulations specific to our school for minimum standards for cleaning and disinfection.

Subject to change to accommodate changes from Department of Health, and/or CDC.

e. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments;

Sharpville Area School District will follow all orders and PDE's guidance on the following protocols for contact tracing.

Having provided in-person instruction since the 2020-2021 school year, the District has established effective and efficient protocols, procedures, and designated responsible employees for contact tracing and isolation/quarantine monitoring per State and CDC guidance.

f. Diagnostic and screening testing;

All students and parents/guardians are required to perform a symptom screening prior to arriving at school or at the bus stop each day. The District encourages parents/guardians to keep sick children at home.

All district staff will perform a symptom screen on themselves prior to leaving for work and will stay home if ill. Students and staff will consistently be made aware of the signs and symptoms of COVID-19.

Students and staff will go to the nurse immediately if feeling symptomatic.

The District will share resources with the school community to help families understand when to keep children home.

Subject to change to accommodate changes from Department of Health, and/or CDC.

g. Efforts to provide vaccinations to school communities;

The District will coordinate with our Local Health Department

The health department's immunization program can help coordinate vaccination clinics, provide speakers for presentations, and offer other types of expertise.

The District will help to publicize vaccination opportunities within the local community.

ARP ESSER Requirement	Strategies, Policies, and Procedures
	<p>Subject to change to accommodate changes from Department of Health, and/or CDC.</p>
<p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p> <p>i. Coordination with state and local health officials.</p>	<p>The Sharpville Area School District will work individually with each student and parent as well as any staff members with higher risks for severe illness to develop planning for attendance and preventative measures while in attendance at school.</p> <p>Subject to change to accommodate changes from Department of Health, and/or CDC.</p> <p>Local DOH staff will notify the district upon learning that someone who tested positive for COVID-19 was present at the school while infectious. DOH will assist the district with risk assessment, isolation and quarantine recommendations, and other infection control recommendations.</p> <p>DOH staff will assist the district with contact tracing and may request information regarding potential close school contacts from school nurses/health staff.</p> <p>Subject to change to accommodate changes from Department of Health, and/or CDC.</p>

# Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for Sharpsville Area School District reviewed and approved the Health and Safety Plan on February 20, 2024

The plan was approved by a vote of:

9 Yes  
0 No

Affirmed on: February 20, 2024

By:

  
(Signature\* of Board President)

Darla Grandy

\_\_\_\_\_  
(Print Name of Board President)

\*Electronic signatures on this document are acceptable using one of the two methods detailed below.

**Option A:** The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

**Option B:** If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

Sharpsville Area School District  
1 Blue Devil Way  
Sharpsville, PA 16150

Mancino's Driving School  
293 White Avenue  
Sharon, PA 16146

This agreement is between the Sharpsville Area School District and Mancino's Driving School, Inc. The term of the agreement is from July 1, 2024 through June 30, 2025. The agreement must be renewed annually.

It is agreed that Mancino's Driving School is authorized to provide an approved Pennsylvania Department of Education Online Theory Course and Behind the Wheel Instruction to interested students in the Sharpsville Area School District.

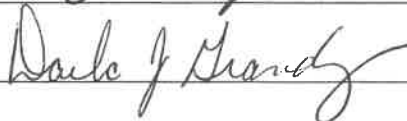
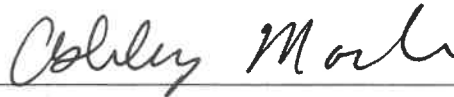
It is agreed that Mancino's Driving School is authorized to administer the End of Course Skills Test to students who have successfully completed a Pennsylvania Department of Education 30-hour classroom theory course, as well as 6 hours of behind the wheel instruction. The End of Course Skills Test will use a designated test route, which has been certified by the Pennsylvania Department of Transportation.

It is agreed that the students will be responsible for the full cost of the services provided by Mancino's Driving School. There is no additional cost to the students for the End of Course Skills Test. The Sharpsville Area School District is not liable for any payments for services provided by Mancino's Driving School.

Superintendent of Schools

School Board President

Richard Mancino, Owner  
Mancino's Driving School, Inc.  
724-347-0943



# Sharon Regional Medical Center

A STEWARD FAMILY HOSPITAL



## Partial Hospitalization Programs | M. A. Fuleno, Director

2375 Garden Way | Hermitage, PA 16148 | 724-983-5466 | [www.sharonregionalmedical.org](http://www.sharonregionalmedical.org)

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### Psychiatric Partial Hospitalization Program Linkage Agreement with Sharpsville Area School District

The Child and Adolescent Partial Hospitalization Programs: Kite Strings and Pathfinders are comprehensive acute psychiatric care providers for children and adolescents (age 11 through 18 years). The programs provide diagnostic evaluations and assessments, non-invasive testing, group psychotherapy, psychosocial education, family intervention, individual counseling, and crisis management for patients referred to this 5 day per week - 6 hours per day clinical environment. Admission criteria is specific to children and adolescents experiencing moderate to severe psychiatric symptom decompensation as determined by clinical staff assessment. Patients are admitted to Partial Hospitalization Program (PHP) primarily in order to divert an imminent psychiatric hospitalization or to transition children and adolescents from Inpatient and Residential Treatment Facility placements.

The program admission is voluntary, short term, and clinical practice is a solution focused approach to care. The Partial Hospitalization Programs provide for the educational needs of the Child and Adolescent patient population throughout program admission. The Partial Hospitalization Programs are equipped to provide educational support and instruction through the contracted services of the Midwestern Intermediate Unit IV. The IU provides the educational component of credentialed teaching staff and instructional aides to promote and facilitate the education of the students referred from your School District.

The Linkage between your School District and the Child and Adolescent Partial Hospitalization Programs exists to further the treatment success of the patients.

- ☞ To this end we pledge to provide intensive psychotherapeutic programming that is clinically appropriate and meets expectations for the least restrictive environment of care necessitated for stabilization of acute psychiatric symptoms.
- ☞ The Partial Hospitalization Programs will accept referrals from your School District and collaborate with your district to develop a plan of care that will include treatment goals directly addressing educational and vocational issues.
- ☞ The Partial Hospitalization Programs will access your School District's support for patients that reside within your districts jurisdiction prior to admission to either the Child or Adolescent Partial Hospitalization Program. This support is agreed upon supposition that the PHP setting is in fact the most appropriate level of care for the patient in question. (This includes all referrals made to PHP from any and all referral sources).
- ☞ Your School District's curriculum is accessed and followed by the PHP contracted teaching staff in order to afford patients the opportunity to maintain academic functioning and provide for a smooth transition when the patient is capable of stepping down into a less intensive level of care. The contracted teaching staff along with PHP clinical team work closely with your school Guidance Department and district identified educational liaisons to maintain academic requirements of the PHP patients. The Partial Hospitalization Programs will adhere to your School District policies regarding instructional and extracurricular expectations for patients while admitted to PHP.
- ☞ The Partial Hospitalization Program patients are transported by their home School District.

- QR Your district is involved in the discharge planning of the PHP patient and transitions to a less intensive level of care are scheduled in the most clinically feasible manner possible. The exceptions to this process are specific to an Against Medical Advice (AMA) withdrawal initiated by patient and/or guardian or the precipitous discharge of a patient based upon a significant breach in program policy and treatment noncompliance. The exceptions are addressed on an individual basis.

This agreement is intended to reiterate well established guidelines for mutual collaborative efforts already instituted and practiced. Please acknowledge your concurrence with these processes with your signature.

Darla J. Grandy 2/20/24  
School District representative / Date

DARLA J GRANDY  
Please print name of above signature person

M.A. Fuleno, M.Ed. 1-29-24  
M.A. Fuleno, M.Ed. / Date  
Partial Hospitalization Program Director