

SHARPSVILLE AREA SCHOOL DISTRICT
Regular Meeting
February 22, 2016

The regular meeting of the Sharpsville Area School Board was held in the Board Room at the Sharpsville Area Elementary School Gymnasium on Tuesday, February 22, 2016, at 7:00 p.m. with President Bill Henwood presiding. The following members were present: David DeForest, Darla Grandy, Rick Haywood, Bill Henwood, Tom Lapikas, John Napotnik, Janice Raykie, Deanna Thomas, and Jerry Trontel.

Also present were Superintendent Dr. Brad Ferko, Senior Business Manager/Board Secretary Jaime Roberts and Solicitor Robert Tesone.

ADOPTION OF THE AGENDA

There was a motion by Mr. Trontel, seconded by Mr. DeForest, to approve the meeting agenda.

Motion carried.

APPROVAL OF MINUTES

There was a motion by Mr. DeForest, seconded by Dr. Thomas, to approve the minutes from the previous meetings.

Motion carried.

OPPORTUNITY FOR CITIZEN PRESENTATION

Greer Hayden, HHSDR – Feasibility Study

SECRETARY'S REPORT

Board Secretary Jaime Roberts had no official action to report.

TREASURER'S REPORT

Treasurer John Napotnik recommended the following action:

SCHOOL ACCOUNTS

There was a motion by Mr. Napotnik, seconded by Mr. Lapikas, to approve the following business:

1. APPROVAL OF ACCOUNTS

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

a. Month End Balances

1) Payroll Fund	\$9,341.06
2) General Fund	2,782,104.16
3) Capital Reserve Fund	154,103.67

2. RECOMMENDATION TO APPROVE BILLS FOR PAYMENT

a. General Fund

1) Affirmed for January	\$1,738,749.31
2) Approved for February	125,640.29

b. Capital Reserve

1) Approved for February	27,190.00
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Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

FINANCE REPORT

Chairman David DeForest recommended the following action:

ACTIVITY ACCOUNTS

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

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

CONSOLIDATED FEDERAL PROGRAMS APPLICATION 2016-17

There was a motion by Mr. DeForest, seconded by Dr. Thomas, to approve the Midwestern Intermediate Unit IV Consolidated Federal Programs Application for the 2016-17 school year.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

POLICY REPORT

Chairman Jerry Trontel recommended the following action:

REVISED POLICIES – FIRST READING

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

1. 004 – Membership
2. 113.3 – Screening and Evaluations for Students with Disabilities
3. 115 – Career and Technical Education
4. 116 – Tutoring
5. 127 – Assessment System
6. 137 – Home Education Programs
7. 138 – English as a Second Language/Bilingual Education Program
8. 212 – Reporting Student Progress
9. 317 – Conduct/Disciplinary Procedures
10. 806 – Child Abuse
11. 916 – Volunteers
12. 918 – Title I Parental Involvement

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

REVISED POLICIES – FIRST READING

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

1. 121 – Field Trip

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

REVISED POLICIES – FIRST READING

There was a motion by Mr. Trontel, seconded by Mr. Napotnik, to approve the first reading of the following revised policies:

1. 122 – Extracurricular Activities
2. 123 – Interscholastic Athletics

Approved: Haywood, Napotnik, Thomas, and Trontel

Opposed: Grandy, Lapikas, Raykie, DeForest, and Henwood

Motion Failed.

NEW POLICIES – FIRST READING

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

1. 011 – Principles for Governance and Leadership

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

NEW POLICIES – FIRST READING

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

1. 824 – Maintaining Professional Adult/Student Boundaries

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

CURRICULUM REPORT

Chairman John Napotnik recommended the following action:

ELEMENTARY K-2 PA CORE BASED REPORTS CARDS

There was a motion by Mr. Napotnik, seconded by Mrs. Raykie, to approve the new Elementary K-2 PA Core Based Report Card, the same being attached to and a part of these minutes.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

KEYSTONE EXAM – GRADUATION REQUIREMENT

There was a motion by Mr. Napotnik, seconded by Mr. DeForest, to approve the Keystone Exams as a graduation requirement.

Approved: DeForest, Grandy, Haywood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: Henwood

Motion Carried.

GRADUATION REQUIREMENTS/CLASS RANK

There was a motion by Mr. Napotnik, seconded by Mrs. Grandy, to approve the new graduation requirements and class rank recommendations.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

2016-17 COURSE GUIDES

There was a motion by Mr. Napotnik, seconded by Mr. Lapikas, to approve the following Course Guides, the same being attached to and a part of these minutes:

1. 2016-17 High School Course Guide
2. 2016-17 Middle School Course Guide

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

FULL DAY KINDERGARTEN

There was a motion by Mr. Napotnik, seconded by Mr. Haywood, to approve to change from a half-day kindergarten to a full-day kindergarten program.

Approved: Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: DeForest

Motion Carried.

REDIRECTION OF TITLE I FUNDS

There was a motion by Mr. Napotnik, seconded by Mrs. Grandy, for the redirection of Title I funds to provide for two (2) full-day Kindergarten teachers.

Approved: Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: DeForest

Motion Carried.

CREATION OF KINDERGARTEN TEACHER

There was a motion by Mr. Napotnik, seconded by Dr. Thomas, to approve the creation of one full-time Kindergarten teacher.

Approved: Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: DeForest

Motion Carried.

CLUB CREATION – ENTREPRENEURSHIP CLUB

There was a motion by Mr. Napotnik, seconded by Mr. Haywood, to approve the creation of the Entrepreneurship Club.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

2015-16 SCHOOL CALENDAR REVISION

There was a motion by Mr. Napotnik, seconded by Mr. Lapikas, to approve the revised 2015-16 school calendar, the same being attached to and a part of these minutes.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

MEADVILLE AREA FEDERAL CREDIT UNION SCHOOL BRANCH

There was a motion by Mr. Napotnik, seconded by Mrs. Raykie, to allow a student-operated branch of the Meadville Area Federal Credit Union in the High School and Elementary School at no cost to the District.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

PERSONNEL REPORT

Chairman John Napotnik recommended the following action:

INSTRUCTIONAL AND SUPPORT STAFF SUBSTITUTE LIST

There was a motion by Mr. Napotnik, seconded by Mr. Haywood, to approve the following addition to the Support Staff Substitute List as presented for the 2015-2016 school year:

- | | |
|-----------------|-------------|
| 1. Debra Sobash | Secretarial |
|-----------------|-------------|

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

UNPAID LEAVE OF ABSENCES

There was a motion by Mr. Napotnik, seconded by Mr. Trontel, to approve the following unpaid leave of absences:

1. Geri Bowser January 6, 2016
2. LeAnn Bulick January 12, 22, and 26, 2016
3. Jolene Dunlap January 26, 2016
4. Marion Fauceglia January 8, 2016
5. Paul Graban January 4 and 5, 2016
6. Patrick Murray January 21 and 22, 2016
7. Patricia Tetrick January 18, 2016
8. Dawn Yuran January 12, 19, 20, 21, 22, 25, 26, 27, 28, and 29, 2016

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

SPONSORS AND ADVISORS

There was a motion by Mr. Napotnik, seconded by Mrs. Raykie, to approve the following Sponsors and Advisors for the Entrepreneurship Club for the 2015-16 school year at no cost:

1. Lance Nimmo
2. Ryan Miller

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

INTENT TO RETIRE

Mr. Napotnik informed the Board that Robyn Lugg submitted her intent to retire at the end of the 2016-17 school year.

BUILDINGS AND GROUNDS REPORT

Chairman Rick Haywood recommended the following action:

FEASIBILITY STUDY

There was a motion by Mr. Haywood, seconded by Dr. Thomas, to approve a contract with Eckles Architecture and Engineering to complete a feasibility study at a cost of \$19,000.00.

Approved: Grandy, Haywood, Henwood, Lapikas, Raykie, Thomas, and Trontel

Opposed: DeForest and Napotnik

Motion Carried.

PLANCON PART A

There was a motion by Mr. Haywood, seconded by Dr. Thomas, to approve a contract with Eckles Architecture to complete PlanCon Part A at a cost of \$3,000.00.

Approved: Grandy, Haywood, Henwood, Lapikas, Raykie, Thomas, and Trontel

Opposed: DeForest and Napotnik

Motion Carried.

ROOFS AND FIELD HOUSE REPAIR

There was a motion by Mr. Haywood, seconded by Mrs. Raykie, to approve a contract with Eckles to design and complete two roofing projects and updates to the field house.

Approved: Grandy, Haywood, Henwood, Lapikas, Raykie, Thomas, and Trontel

Opposed: DeForest and Napotnik

Motion Carried.

2015-16 USE OF FACILITIES FEE SCHEDULE – REVISED

There was a motion by Mr. Haywood, seconded by Dr. Thomas, to approve the revised Use of Facilities Fee Schedule for fiscal year 2015-16, the same being attached to and a part of these minutes.

Approved: Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: DeForest

Motion Carried.

SCHOOL PERFORMANCE PROFILE REPORT

Chairman David DeForest had no official action to report.

TECHNOLOGY REPORT

Chairman Deanna Thomas had no official action to report.

CAFETERIA REPORT

Chairman Tom Lapikas recommended the following action:

FINANCE REPORT

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

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

ATHLETIC REPORT

Chairman Janice Raykie recommended the following action:

BASEBALL VOLUNTEER COACH

There was a motion by Mrs. Raykie, seconded by Dr. Thomas, to approve the following Volunteer Baseball Coaches for the 2015-16 school year:

1. Thomas Kratko
2. Carla Hawthorne
3. Joseph Siquenza

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

TRACK COACHES

There was a motion by Mrs. Raykie, seconded by Mr. Lapikas, to approve the following Track Coach for the 2015-16 school year:

- | | | |
|-------------------|-------------------|----------------------|
| 1. Suzanne Joseph | ½ First Assistant | \$1,458.50 (1/2 Max) |
|-------------------|-------------------|----------------------|

There was a motion my Mrs. Raykie, seconded by Mr. DeForest, to table the motion.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Tabled.

TRACK COACHES

There was a motion by Mrs. Raykie, seconded by Mr. DeForest, to approve the following Track Coach for the 2015-16 school year:

- | | | |
|--------------------|--|-----------------------|
| 1. Jenny Patterson | 7 th /8 th Grade | \$1,167.00 (Step 80%) |
|--------------------|--|-----------------------|

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

SOFTBALL COACHES

There was a motion by Mrs. Raykie, seconded by Mr. Lapikas, to approve the following Softball Coaches for the 2015-16 school year:

- | | | |
|-----------------|-----------------|-----------------------|
| 1. Kirk Scurpa | First Assistant | \$2,042.00 (Step 70%) |
| 2. Kirk Messett | Volunteer | N/A |

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

SOCCER FIELD USE

There was a motion by Mrs. Raykie, seconded by Mrs. Grandy, to pay First Assembly of God the amount of \$200.00 for the use of their soccer field.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

RESIGNATION – KUDELKO

There was a motion by Mrs. Raykie, seconded by Mr. DeForest, to accept the resignation of Assistant Track Coach Michael Kudelko effective January 28, 2016.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

PUBLIC RELATIONS REPORT

Chairman Darla Grandy had no report.

MERCER COUNTY CAREER CENTER REPORT

Chairman David DeForest announced that the Career Center budget was just released.

SUPERINTENDENT'S REPORT

Superintendent Dr. Ferko recommended the following action:

FIELD TRIPS

There was a motion by Dr. Thomas, seconded by Mr. Napotnik, to approve the following field trips:

1. Approximately 11 FCCLA High School Students to travel to Gettysburg, PA for the FCCLA State Leadership Conference on March 16, 17, & 18, 2016 with estimated expenses to include fees \$60.00 and lodging costs of \$683.43 for an estimated total of \$743.43

2. Approximately 10 High School Students to travel to the Park Inn on March 10, 2016 for the Mercer County Business and Industry Career Fair with the only cost being transportation costs of \$148.60
3. Approximately 4 High School Pitt Chemistry Class Students to travel to Thiel College on March 11, 2016 for the United State National Chemistry Olympiad Exam with estimated costs to include transportation costs of \$148.60 and sub costs of \$66.53 for an estimated total of \$215.13
4. Approximately 11 High School Pitt Chemistry Class Students to travel to Chevron Science Center, University of Pittsburgh on March 7, 2016 with estimated expenses to include transportation costs of \$220.96 and sub costs of \$113.05 for an estimated total of \$334.01
5. Approximately 11 High School Pitt Chemistry Class Students to travel to Chevron Science Center, University of Pittsburgh on May 17, 2016 with estimated expenses to include transportation costs of \$220.96 and sub costs of \$113.05 for an estimated total of \$334.01
6. Approximately 54 High School Concert Band Students to travel to Westminster College for a concert band competition on March 8, 2016 with estimated expenses to include only transportation costs of \$297.20
7. Approximately 10 Middle School Gifted Students to travel to DJ's Greenhouse on February 24, 2016 for greenhouse activities with no costs to the district
8. Approximately 15 High School Gifted Students to travel to Youngstown State University on April 20, 2016 for a literary competition with estimated expenses to include transportation costs of \$240.00 and sub costs of \$226.10 for an estimated total of \$466.10
9. Approximately 16 Middle School Gifted Students to travel to Youngstown State University on April 21, 2016 for a literacy competition with estimated expenses to include transportation costs of \$240.00 and sub costs of \$339.15 for an estimated total of \$579.15
10. Approximately 10 Middle School Gifted Students to travel to Coryea Maple Syrup Farm on March 3, 2016 with no costs to the District

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

CONFERENCE APPROVAL

There was a motion by Mr. DeForest, seconded by Mr. Haywood, to approve the following conference:

1. Heidi AbiNader to travel to the PAMLE Conference in State College, PA on February 28 and 29, and March 1, 2016 with estimated expenses to include registration fees of \$275.00, mileage costs of \$87.48, lodging costs of \$182.00 and meals \$100.00 for an estimated total of \$655.48.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

LINKAGE AGREEMENT

There was a motion by Mr. Trontel, seconded by Mrs. Grandy, to approve the Family Connections Program of Community Counseling Center of Mercer County Linkage Agreement, the same being attached to and a part of these minutes.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

BUS MONITOR APPROVAL

There was a motion by Mr. Lapikas, seconded by Mr. DeForest, to approve Rebecca Reiner as a School Bus Monitor for Student Transportation of America effective February 17, 2016.

Approved: DeForest, Grandy, Haywood, Henwood, Lapikas, Napotnik, Raykie, Thomas, and Trontel

Opposed: None

Motion Carried.

OPPORTUNITY FOR CITIZEN PARTICIPATION

Linda Pisarcik - Keystone Exam as graduation requirement

EXECUTIVE SESSION

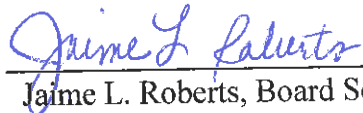
Mr. Henwood announced that the Board will meet in Executive Session for personnel reasons immediately following adjournment.

ADJOURNMENT

There was a motion by Mr. Haywood, seconded by Mrs. Grandy, to adjourn the meeting.

Motion Carried.

The meeting adjourned at 8:49 p.m.


Jaime L. Roberts, Board Secretary

SHARPSVILLE AREA SCHOOL DISTRICT

WELCOME VISITORS

Welcome to our Board Meeting. The Board of School Directors is a nine person governing Board whose existence is structured and provided for by the State Legislature to provide an educational program for the Sharpsville Area School District. In the conduct of its meetings, the Board follows the mandates of the laws of the Commonwealth, established policy, and parliamentary procedure. The Board Meeting follows an Agenda that is distributed to Board Members in advance of the meeting so they can research items on which they will be asked to vote. All items to be included on the Board Agenda must be submitted to the Superintendent of Schools at least one week prior to the meeting.

There is always a place on the Agenda for citizen presentation to the Board. Presenters are limited to one issue. Presentations that involve complaints about individuals will not be aired in public meetings, but the Board is authorized to and will schedule executive sessions for such purpose. If you wish to make a presentation to the Board, please complete the bottom of the form and deliver it to the Board President or Superintendent prior to the call to order. Once the citizen presentation item on the Agenda is past, the audience is invited to stay for the remainder of the meeting with the understanding that they are not permitted to enter into discussion with Board Members on other Agenda items.

We hope that you find our meeting informative. If you have any questions or need help during the meeting, members of the Administrative Staff are in the audience and will assist you.

NAME GREER HAYDEN

RESIDENCE HERMITAGE

DATE 2/22/16

PAYROLL ACCOUNT BANK RECONCILIATION

**SHARPSVILLE AREA SCHOOL DISTRICT
FIRST NATIONAL BANK**

RECONCILIATION DATE:

3-Feb-16

PREPARED BY:

Jaime Roberts

BALANCE PER BANK STATEMENT		OUTSTANDING CHECKS	
AS OF:	31-Jan-16	\$61,262.12	CHECK # DESCRIPTION
ADD DEPOSITS IN TRANSIT			Wire PSERS 47,319.50
Bank Fee			Wire PSERS 244.89
			7226 Jenkins 28.07
			10043 DelMonaco, K 59.59
			10945 Kistler, J. 48.43
			11366 Strain, J. 50.53
			12007 Aicher, S 10.17
		0.00	12486 AFSCME 1,550.74
SUBTOTAL		0.00	12487 AFSCME 11.46
LESS CHECKS OUTSTANDING:			12506 Aicher, S 248.28
Interest Tranfer to Gen Fund	22.50		12512 Joseph, M 403.84
(SEE LIST)	<u>51,898.56</u>		12518 Robertson, K 361.66
TOTAL:	51,921.06		12529 AFSCME 1,548.51
	<u>51,921.06</u>		12530 AFSCME 12.89
BANK BALANCE PER STATEMENT RECONCILIATION		<u>\$9,341.06</u>	
GENERAL LEDGER ACCOUNT BALANCE		23,815.54	
ADD DEBITS:			
DISTRICT	669,044.76		
TOTAL DEBITS	669,044.76		
SUBTOTAL		692,860.30	
LESS CREDITS:			
NET DEDUCTIONS	289,214.42		
NET PAYROLL	394,304.82		
TOTAL CREDITS		<u>683,519.24</u>	
BANK BALANCE PER GENERAL LEDGER		<u>\$9,341.06</u>	TOTAL <u>\$51,898.56</u>

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

JANUARY 31, 2016

	CURRENT MONTH	YEAR-TO-DATE
BALANCE FORWARD DECEMBER 31, 2015		
CHECKING - GENERAL	\$182,980.14	\$91,383.09
INDEXED MONEY MARKET	150,509.99	1,962,811.83
PA GOV TRUST	22,976.55	142,205.41
PA GOV TRUST-I SHARES	0.50	3,438.42
INDEXED MONEY MARKET-Restricted	<u>100,100.87</u>	<u>100,000.00</u>
FUNDS AVAILABLE DECEMBER 31, 2015	\$456,568.05	\$2,299,838.75
RECEIPTS - JANUARY		
GENERAL REVENUE	4,371,536.60	8,831,919.49
ACCOUNTS RECEIVABLE	<u>32,970.56</u>	<u>992,731.20</u>
TOTAL RECEIPTS - JANUARY	4,404,507.16	9,824,650.69
DISBURSEMENTS - JANUARY		
GENERAL EXPENSES	1,388,496.83	8,230,871.87
ACCT'S PAYABLE	<u>690,474.22</u>	<u>1,111,513.41</u>
TOTAL DISBURSEMENTS JANUARY	<u>(2,078,971.05)</u>	<u>(9,342,385.28)</u>
FUNDS AVAILABLE JANUARY 31, 2016	<u>\$2,782,104.16</u>	<u>\$2,782,104.16</u>
DISTRIBUTION OF FUNDS:		
CHECKING - GENERAL	\$310,084.61	
INDEXED MONEY MARKET	150,540.92	
PA GOV TRUST	221,356.69	
PA GOV TRUST-I SHARES	2,000,000.50	
INDEXED MONEY MARKET-Restricted	<u>100,121.44</u>	
FUNDS AVAILABLE JANUARY 31, 2016	<u>\$2,782,104.16</u>	

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

JANUARY 31, 2016

INDEXED MONEY MARKET ACCOUNT	CURRENT INTEREST RATE:	0.30%
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BALANCE FORWARD DECEMBER 31, 2015 \$150,509.99

1/31/2016 INVESTMENT #8 30.93

FUNDS AVAILABLE JANUARY 31, 2016 \$150,540.92

PA GOVERNMENT TRUST INVESTMENTS	CURRENT INTEREST RATE:	0.23%
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BALANCE FORWARD DECEMBER 31, 2015 \$22,976.55

1/5/2016	TO CHECKING	(4,796.64)
1/5/2016	INVESTMENT #10	3,986,993.59
1/5/2016	TO CHECKING	(1,900,000.00)
1/5/2016	TO CHECKING	(2,000,000.00)
1/11/2016	INVESTMENT #11	29,250.00
1/22/2016	INVESTMENT #12	8,601.00
1/28/2016	INVESTMENT #13	78,300.96
1/31/2016	INVESTMENT #14	<u>31.23</u>

FUNDS AVAILABLE JANUARY 31, 2016 \$221,356.69

PA GOVERNMENT TRUST I SHARES INVESTMENTS	CURRENT INTEREST RATE:	0.32%
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BALANCE FORWARD DECEMBER 31, 2015 \$0.50

1/6/2016 INVESTMENT #1 2,000,000.00

FUNDS AVAILABLE JANUARY 31, 2016 \$2,000,000.50

INDEXED MONEY MARKET ACCOUNT-RESTRICTED	CURRENT INTEREST RATE:	0.30%
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BALANCE FORWARD DECEMBER 31, 2015 \$ 100,100.87

1/31/2016 INVESTMENT #7 20.57

FUNDS AVAILABLE JANUARY 31, 2016 \$ 100,121.44

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

JANUARY 31, 2016

BANK STATEMENT BALANCE	\$817,966.62
PLUS DEPOSITS IN TRANSIT	6,430.84
MINUS BANK ERROR	(12.00)
LESS OUTSTANDING CHECKS:	

10823	30.00	14750	44.00	14783	131.00
12534	88.00	14751	187.36	14784	45.00
13172	49.00	14752	138.00	14785	69.00
13366	180.00	14753	947.30	14786	11,292.53
14050	50.93	14754	25.00	14787	48.36
14564	53.13	14755	142.00	14788	30.00
14577	2,146.50	14756	138.00	14789	332.00
14615	138.00	14757	103.30	14790	770.40
14631	95.00	14758	40.00	14782	87.80
14702	69.00	14759	49.00	14793	14.49
14703	25.00	14760	95.00	14795	893.55
14705	40.00	14761	50.00	14796	89.87
14720	280.00	14762	131.00	14797	50.00
14727	632.80	14763	257.50	14798	619.67
14731	25.00	14764	131.40	14799	12,758.92
14732	73.00	14765	156.00	14800	210.00
14733	722.60	14766	1,968.00	14801	73.00
14734	69.00	11767	130.00	14803	2,500.00
14735	1,010.99	14768	1,314.00	14804	53,854.18
14736	93.04	14769	44.00	14805	44.97
14737	55.00	14770	744.18	14806	583.33
14738	7.99	14771	49.00	14807	785.00
14739	923.78	14772	184.00	14808	60.00
14740	55.00	14773	49.00	14809	2,586.00
14741	25.00	14774	300.00	14810	700.00
14742	7,200.00	14775	66,978.00	14812	902.20
14743	62,113.74	14776	495.58	14813	69.00
14744	744.34	14777	100,500.00	14814	69.00
14745	552.89	14778	102.96	14815	537.06
14746	2,510.00	14779	80.00	14816	154,177.56
14747	30.00	14780	375.91	14817	8,637.00
14748	100.00	14781	2,080.35	14818	166.37
14749	1,937.52	14782	957.50		

	<u>(514,300.85)</u>
BANK BALANCE	\$310,084.61

CHECKING ACCOUNT SUMMARY

BEGINNING BALANCE

RECEIPTS

INVESTMENTS REDEEMED

SUB-TOTAL

DISBURSEMENTS

INVESTMENTS PURCHASED

FUNDS AVAILABLE JANUARY 31, 2016

DECEMBER

\$182,980.14

4,404,507.16

1,904,796.64

6,492,283.94

(2,078,971.05)

(4,103,228.28)

\$310,084.61

YEAR-TO-DATE

\$91,383.09

9,824,650.69

5,768,071.48

15,684,105.26

(9,342,385.28)

(6,031,635.37)

\$310,084.61

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
10-1100 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	4,300,392.00	361,399.51	1,790,009.56	0.00	41.62	2,510,382.44
200 PERSONNEL EMPL BENEFITS	2,580,194.00	209,701.27	1,157,204.63	0.00	44.84	1,422,989.37
300 PURCHASED PROF & TECH	174,796.00	8,392.42	54,860.21	0.00	31.38	119,935.79
400 PURCHASED PROPERTY SVC	51,320.00	3,996.78	18,422.89	19,614.00	74.11	13,283.11
500 OTHER PURCHASED SERVICE	224,422.00	27,187.64	23,127.29	47.90	10.32	201,246.81
600 SUPPLIES	117,840.00	3,899.63	91,381.15	18,722.08	93.43	7,736.77
700 PROPERTY	125,525.00	0.00	119,818.96	55.95	95.49	5,650.09
Total	7,574,489.00	614,577.25	3,254,824.69	38,439.93	43.47	4,281,224.38
10-1200 GENERAL FUND - SPEC PROG ELEMEN/SECOND						
100 PERSONNEL SERV-SALARIES	738,338.00	66,616.62	310,079.22	0.00	41.99	428,258.78
200 PERSONNEL EMPL BENEFITS	441,953.00	38,794.08	187,902.29	0.00	42.51	254,050.71
300 PURCHASED PROF & TECH	293,179.00	2,262.27	23,359.98	80.00	7.99	269,739.02
400 PURCHASED PROPERTY SVC	3,000.00	300.00	1,500.00	1,200.00	90.00	300.00
500 OTHER PURCHASED SERVICE	137,622.00	184.78	4,462.56	0.00	3.24	133,159.44
600 SUPPLIES	8,807.00	1,321.98	8,049.58	367.15	95.56	390.27
700 PROPERTY	24,452.00	0.00	24,476.02	0.00	100.09	-24.02
800 OTHER OBJECTS	225.00	0.00	250.00	0.00	111.11	-25.00
Total	1,647,576.00	109,479.73	560,079.65	1,647.15	34.09	1,085,849.20
10-1300 GENERAL FUND - VOCATIONAL EDUCATION						
500 OTHER PURCHASED SERVICE	324,745.00	66,978.00	143,310.22	89,304.00	71.62	92,130.78
Total	324,745.00	66,978.00	143,310.22	89,304.00	71.62	92,130.78
10-1400 GENERAL FUND - OTHER INSTRUCTION PROG						
100 PERSONNEL SERV-SALARIES	14,391.00	473.22	11,570.94	0.00	80.40	2,820.06
200 PERSONNEL EMPL BENEFITS	4,982.00	164.13	4,005.46	0.00	80.39	976.54
300 PURCHASED PROF & TECH	24,774.00	0.00	0.00	0.00	0.00	24,774.00
400 PURCHASED PROPERTY SVC	0.00	0.00	0.00	0.00	0.00	0.00
500 OTHER PURCHASED SERVICE	33,000.00	0.00	-1,046.26	1,194.86	0.45	32,851.40

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
600 SUPPLIES	1,900.00	0.00	1,204.61	0.00	63.40	695.39
Total	79,047.00	637.35	15,734.75	1,194.86	21.41	62,117.39
10-1700 GENERAL FUND - COMMUNITY/JR COLLEGE ED						
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
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-2100 GENERAL FUND - SUPPORT SERV-PUPIL PERS						
100 PERSONNEL SERV-SALARIES	314,754.00	26,304.74	131,712.13	0.00	41.84	183,041.87
200 PERSONNEL EMPL BENEFITS	196,826.00	13,836.34	83,220.62	0.00	42.28	113,605.38
300 PURCHASED PROF & TECH	5,100.00	0.00	3,180.00	0.00	62.35	1,920.00
400 PURCHASED PROPERTY SVC	0.00	0.00	0.00	0.00	0.00	0.00
600 SUPPLIES	4,137.00	0.00	2,062.83	120.93	52.78	1,953.24
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
Total	520,817.00	40,141.08	220,175.58	120.93	42.29	300,520.49
10-2200 GENERAL FUND - SUPPORT SERVICES-INSTRU						
100 PERSONNEL SERV-SALARIES	278,548.00	23,638.13	142,893.53	0.00	51.29	135,654.47
200 PERSONNEL EMPL BENEFITS	163,798.00	14,230.73	91,100.74	300.00	55.80	72,397.26
300 PURCHASED PROF & TECH	18,444.00	2,089.23	12,232.16	3,261.06	84.00	2,950.78
400 PURCHASED PROPERTY SVC	234.00	20.00	100.00	140.00	102.56	-6.00
500 OTHER PURCHASED SERVICE	14,856.00	0.00	3,009.37	0.00	20.25	11,846.63
600 SUPPLIES	60,661.00	-20.58	35,574.01	2,990.35	63.57	22,096.64
700 PROPERTY	60,000.00	62,113.74	70,669.48	62,113.73	221.30	-72,783.21
800 OTHER OBJECTS	500.00	0.00	60.00	0.00	12.00	440.00
Total	597,041.00	102,071.25	355,639.29	68,805.14	71.09	172,596.57
10-2300 GENERAL FUND - SUPPORT SERVICES-ADMIN						
100 PERSONNEL SERV-SALARIES	589,241.00	46,633.75	314,460.00	0.00	53.36	274,781.00

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
200 PERSONNEL EMPL BENEFITS	384,881.00	30,715.00	207,414.44	1,200.00	54.20	176,266.56
300 PURCHASED PROF & TECH	51,431.00	4,522.59	41,834.07	2,916.65	87.01	6,680.28
400 PURCHASED PROPERTY SVC	3,857.00	248.76	1,243.80	1,741.32	77.39	871.88
500 OTHER PURCHASED SERVICE	42,956.00	653.20	28,128.93	192.50	65.93	14,634.57
600 SUPPLIES	18,721.00	254.41	10,649.93	188.73	57.89	7,882.34
700 PROPERTY	1,150.00	0.00	5,703.29	0.00	495.93	-4,553.29
800 OTHER OBJECTS	7,439.00	0.00	6,982.07	0.00	93.85	456.93
Total	1,099,676.00	83,027.71	616,416.53	6,239.20	56.62	477,020.27
10-2400 GENERAL FUND - SUPP SVC-PUBLIC HEALTH						
100 PERSONNEL SERV-SALARIES	82,510.00	7,586.90	35,314.07	0.00	42.79	47,195.93
200 PERSONNEL EMPL BENEFITS	47,568.00	4,178.67	21,555.26	0.00	45.31	26,012.74
300 PURCHASED PROF & TECH	2,054.00	80.00	400.00	320.00	35.05	1,334.00
500 OTHER PURCHASED SERVICE	200.00	0.00	98.00	0.00	49.00	102.00
600 SUPPLIES	1,527.00	114.03	1,193.29	0.00	78.14	333.71
700 PROPERTY	800.00	0.00	0.00	0.00	0.00	800.00
Total	134,659.00	11,959.60	58,560.62	320.00	43.72	75,778.38
10-2500 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	120,306.00	9,898.25	69,287.75	0.00	57.59	51,018.25
200 PERSONNEL EMPL BENEFITS	81,289.00	6,733.14	47,123.29	325.00	58.36	33,840.71
300 PURCHASED PROF & TECH	21,089.00	115.98	20,298.95	0.00	96.25	790.05
400 PURCHASED PROPERTY SVC	800.00	37.76	188.80	264.32	56.64	346.88
500 OTHER PURCHASED SERVICE	5,325.00	0.00	1,328.96	0.00	24.95	3,996.04
600 SUPPLIES	1,965.00	144.84	1,609.32	62.03	85.05	293.65
700 PROPERTY	800.00	0.00	899.00	0.00	112.37	-99.00
800 OTHER OBJECTS	235.00	0.00	233.00	0.00	99.14	2.00
Total	231,809.00	16,929.97	140,969.07	651.35	61.09	90,188.58
10-2600 GENERAL FUND -						
100 PERSONNEL SERV-SALARIES	591,200.00	48,466.63	299,324.80	-498.75	50.54	292,373.95

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
200 PERSONNEL EMPL BENEFITS	435,465.00	34,005.87	233,728.04	0.00	53.67	201,736.96
300 PURCHASED PROF & TECH	25,750.00	10,251.96	10,435.96	150.00	41.11	15,164.04
400 PURCHASED PROPERTY SVC	306,013.00	22,359.95	208,532.48	12,454.38	72.21	85,026.14
500 OTHER PURCHASED SERVICE	66,395.00	632.00	61,611.76	2,124.00	95.99	2,659.24
600 SUPPLIES	242,530.00	16,009.19	97,784.65	582.60	40.55	144,162.75
700 PROPERTY	800.00	0.00	13,351.00	0.00	1668.87	-12,551.00
800 OTHER OBJECTS	150.00	0.00	0.00	0.00	0.00	150.00
Total	1,668,303.00	131,725.60	924,768.69	14,812.23	56.31	728,722.08
10-2700 GENERAL FUND -						
500 OTHER PURCHASED SERVICE	532,018.00	55,238.03	273,594.40	194,774.40	88.03	63,649.20
Total	532,018.00	55,238.03	273,594.40	194,774.40	88.03	63,649.20
10-2800 GENERAL FUND - SUPPORT SVCS-CENTRAL						
100 PERSONNEL SERV-SALARIES	96,639.00	7,901.33	55,309.31	0.00	57.23	41,329.69
200 PERSONNEL EMPL BENEFITS	58,406.00	4,504.98	31,523.13	300.00	54.48	26,582.87
400 PURCHASED PROPERTY SVC	57,750.00	0.00	200.00	0.00	0.34	57,550.00
500 OTHER PURCHASED SERVICE	5,725.00	474.05	2,347.60	0.00	41.00	3,377.40
600 SUPPLIES	200.00	0.00	74.75	0.00	37.37	125.25
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	264.00	0.00	0.00	0.00	0.00	264.00
Total	218,984.00	12,880.36	89,454.79	300.00	40.98	129,229.21
10-2900 GENERAL FUND -						
500 OTHER PURCHASED SERVICE	10,500.00	8,964.91	8,964.91	0.00	85.38	1,535.09
Total	10,500.00	8,964.91	8,964.91	0.00	85.38	1,535.09
10-3100 GENERAL FUND - FOOD SERVICES						
100 PERSONNEL SERV-SALARIES	0.00	0.02	0.00	0.00	0.00	0.00
200 PERSONNEL EMPL BENEFITS	0.00	4,960.02	22,672.46	0.00	0.00	-22,672.46
400 PURCHASED PROPERTY SVC	0.00	0.00	0.00	0.00	0.00	0.00

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
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
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	4,960.04	22,672.46	0.00	0.00	-22,672.46
10-3200 GENERAL FUND - STUDENT ACTIVITIES						
100 PERSONNEL SERV-SALARIES	184,545.00	11,660.31	95,989.32	0.00	52.01	88,555.68
200 PERSONNEL EMPL BENEFITS	63,881.00	4,060.79	32,012.56	0.00	50.11	31,868.44
300 PURCHASED PROF & TECH	74,614.00	7,967.96	35,560.96	14,502.00	67.09	24,551.04
400 PURCHASED PROPERTY SVC	6,160.00	0.00	6,184.07	0.00	100.39	-24.07
500 OTHER PURCHASED SERVICE	53,559.00	3,731.00	26,676.57	148.60	50.08	26,733.83
600 SUPPLIES	74,005.00	1,674.20	24,790.51	5,966.42	41.56	43,248.07
700 PROPERTY	6,550.00	0.00	3,015.48	0.00	46.03	3,534.52
800 OTHER OBJECTS	10,925.00	530.00	2,283.00	250.00	23.18	8,392.00
Total	474,239.00	29,624.26	226,512.47	20,867.02	52.16	226,859.51
10-4200 GENERAL FUND - EXISTING SITE IMPROVE						
400 PURCHASED PROPERTY SVC	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
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-4600 GENERAL FUND - EXISTING BLDG IMPROVE						
100 PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200 PERSONNEL EMPL BENEFITS	0.00	0.00	0.00	0.00	0.00	0.00
700 PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-5100 GENERAL FUND - OTHER EXPEND & FINANCE						
000	0.00	0.00	0.00	0.00	0.00	0.00
800 OTHER OBJECTS	54,509.00	0.00	24,638.40	0.00	45.20	29,870.60

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

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Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
900 OTHER USES OF FUNDS	80,000.00	0.00	80,000.00	0.00	100.00	0.00
Total	134,509.00	0.00	104,638.40	0.00	77.79	29,870.60
10-5200 GENERAL FUND - FUND TRANSFERS						
900 OTHER USES OF FUNDS	1,090,732.00	0.00	1,117,429.36	0.00	102.44	-26,697.36
Total	1,090,732.00	0.00	1,117,429.36	0.00	102.44	-26,697.36
10-5800 GENERAL FUND - SUSPENSE ACCOUNT						
100 PERSONNEL SERV-SALARIES	0.00	0.00	0.00	0.00	0.00	0.00
200 PERSONNEL EMPL BENEFITS	0.00	-1,198.31	-3,374.01	0.00	0.00	3,374.01
300 PURCHASED PROF & TECH	0.00	100,500.00	100,500.00	0.00	0.00	-100,500.00
Total	0.00	99,301.69	97,125.99	0.00	0.00	-97,125.99
10-5900 GENERAL FUND - BUDGETARY RESERVE						
900 OTHER USES OF FUNDS	50,000.00	0.00	0.00	0.00	0.00	50,000.00
Total	50,000.00	0.00	0.00	0.00	0.00	50,000.00
10-6100 GENERAL FUND - TAXES LEVIED BY THE LEA						
000	-4,828,380.00	-194,092.01	-4,523,042.96	0.00	93.67	-305,337.04
Total	-4,828,380.00	-194,092.01	-4,523,042.96	0.00	93.67	-305,337.04
10-6400 GENERAL FUND - DELINQUENCIES TAXES LEV						
000	-221,500.00	-20,357.90	-94,629.16	0.00	42.72	-126,870.84
Total	-221,500.00	-20,357.90	-94,629.16	0.00	42.72	-126,870.84
10-6500 GENERAL FUND - EARNINGS ON INVESTMENTS						
000	-5,750.00	-217.82	-1,132.40	0.00	19.69	-4,617.60
Total	-5,750.00	-217.82	-1,132.40	0.00	19.69	-4,617.60
10-6700 GENERAL FUND - REV FROM STUDENT ACT						
000	-33,335.00	-3,853.00	-32,724.25	0.00	98.16	-610.75

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

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Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
Total	-33,335.00	-3,853.00	-32,724.25	0.00	98.16	-610.75
10-6800 GENERAL FUND - REV FROM INTERMEDIATE 000	-398,379.00	0.00	0.00	0.00	0.00	-398,379.00
Total	-398,379.00	0.00	0.00	0.00	0.00	-398,379.00
10-6900 GENERAL FUND - OTHER REV FROM LOCAL 000	-65,342.00	-13,866.37	-33,896.41	-8,052.22	64.19	-23,393.37
Total	-65,342.00	-13,866.37	-33,896.41	-8,052.22	64.19	-23,393.37
10-7100 GENERAL FUND - BASIC INSTRUCT & OPER 000	-6,500,825.00	-2,738,814.00	-2,738,814.00	0.00	42.13	-3,762,011.00
Total	-6,500,825.00	-2,738,814.00	-2,738,814.00	0.00	42.13	-3,762,011.00
10-7200 GENERAL FUND - SUBSIDIES SPECIAL ED 000	-750,087.00	-421,360.00	-421,360.00	0.00	56.17	-328,727.00
Total	-750,087.00	-421,360.00	-421,360.00	0.00	56.17	-328,727.00
10-7300 GENERAL FUND - SUBSIDIES NON-ED PGMS 000	-1,168,599.00	-196,863.26	-642,194.20	0.00	54.95	-526,404.80
Total	-1,168,599.00	-196,863.26	-642,194.20	0.00	54.95	-526,404.80
10-7500 GENERAL FUND - EXTRA GRANTS 000	0.00	-195,562.00	-195,562.00	0.00	0.00	195,562.00
Total	0.00	-195,562.00	-195,562.00	0.00	0.00	195,562.00
10-7800 GENERAL FUND - SUBSIDIES ST PAID BENE 000	-1,651,003.00	-586,550.24	-146,916.71	0.00	8.89	-1,504,086.29
Total	-1,651,003.00	-586,550.24	-146,916.71	0.00	8.89	-1,504,086.29
10-7900 GENERAL FUND - REVENUE FOR TECHNOLOGY						

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

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Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8600 GENERAL FUND - RESTRICT GRANTS-IN-AID	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8700 GENERAL FUND -	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-8800 GENERAL FUND - MED ASSIST REIMBURSE	-28,500.00	0.00	-1,647.40	0.00	5.78	-26,852.60
000	-28,500.00	0.00	-1,647.40	0.00	5.78	-26,852.60
Total	-28,500.00	0.00	-1,647.40	0.00	5.78	-26,852.60
10-9200 GENERAL FUND - PROCEEDS EXTENDED TERM	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-9400 GENERAL FUND - SALE OF FIXED ASSETS	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00
10-9500 GENERAL FUND - REFUND OF PRIOR YR EXP	0.00	0.00	0.00	0.00	0.00	0.00
000	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00	0.00

Condensed IV Board Summary Report

From 01/01/2016 To 01/31/2016

fabrdco4

Account Description	Current Budget	Period To Date Exp/Rcvd	Year To Date Exp/Rcvd	Year To Date Encumbrances	% Used	Available Funds
Fund 10 - GENERAL FUND						
Total Expenditure	15,113,903.00	1,289,195.14	6,911,678.12	437,476.21	48.62	7,764,748.67
Total Other Expenditure	1,275,241.00	99,301.69	1,319,193.75	0.00	103.44	-43,952.75
Total Revenue	-15,651,700.00	-4,371,536.60	-8,831,919.49	-8,052.22	56.47	-6,811,728.29
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
	737,444.00	-2,983,039.77	-601,047.62	429,423.99	-23.27	909,067.63
Grand Totals						
Total Expenditure	15,113,903.00	1,289,195.14	6,911,678.12	437,476.21	48.62	7,764,748.67
Total Other Expenditure	1,275,241.00	99,301.69	1,319,193.75	0.00	103.44	-43,952.75
Total All Expenditures	16,389,144.00	1,388,496.83	8,230,871.87	437,476.21	52.89	7,720,795.92
Total Revenue	-15,651,700.00	-4,371,536.60	-8,831,919.49	-8,052.22	56.47	-6,811,728.29
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00
Total All Revenues	-15,651,700.00	-4,371,536.60	-8,831,919.49	-8,052.22	56.47	-6,811,728.29
	737,444.00	-2,983,039.77	-601,047.62	429,423.99	-23.27	909,067.63

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

JANUARY 31, 2016

	MONTH	YEAR-TO-DATE
FUNDS AVAILABLE DECEMBER 31, 2015	\$169,001.41	\$930,119.06
RECEIPTS - JANUARY		
1/31/2016 JANUARY INTEREST	<u>39.78</u>	
TOTAL RECEIPTS - JANUARY	39.78	1,411.17
DISBURSEMENTS - JANUARY		
1/27/2016 CK #1257 HARMON FENCE	2,000.00	
1/27/2016 CK #1258 HHSDR	1,140.00	
1/27/2016 CK #1259 SHIPLEY BROS.	<u>11,797.52</u>	
TOTAL DISBURSEMENTS JANUARY	<u>14,937.52</u>	<u>777,426.56</u>
FUNDS AVAILABLE JANUARY 31, 2016	<u>\$154,103.67</u>	<u>\$154,103.67</u>

SUMMARY OF CAPITAL RESERVE FUNDS

CHECKING	25.31	
MONEY MARKET ACCOUNT [CURRENT INTEREST RATE: .30%]	<u>154,078.36</u>	
FUNDS AVAILABLE JANUARY 31, 2016		\$ 154,103.67

**SHARPSVILLE AREA SCHOOL DISTRICT
BOARD REPORT**

February 22, 2016

GENERAL FUND:

Total Bills to be Affirmed for January	1,738,749.31
Total Bills to be Approved for February	125,640.29

CAPITAL RESERVE FUND:

Total Bills to be Approved for February	27,190.00
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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014686	01/04/2016	L2288600001	00090860	PC	10-3250-613-000-00-000-000-AD00	PC	300.00
Vendor:	PCASH - PETTY CASH				Remit # 1 Check Date: 01/04/2016	Check Amount:	300.00
00014687	01/06/2016	L2289100001	00090860	PC	10-3250-613-000-00-000-000-AD00	PC	300.00
Vendor:	PCASH - PETTY CASH				Remit # 1 Check Date: 01/06/2016	Check Amount:	300.00
00014688	01/08/2016	L2291100001	00091021	Bair	10-3250-330-000-00-000-000-BBB9	330BBB9	44.00
Vendor:	BAIRWA - WAYNE BAIR				Remit # 1 Check Date: 01/08/2016	Check Amount:	44.00
00014689	01/08/2016	L2291100002	00091022	Beblo	10-3250-330-000-00-000-000-BBBJ	330BBBJ	49.00
Vendor:	BEBLOCU - CURTIS BEBLO				Remit # 1 Check Date: 01/08/2016	Check Amount:	49.00
00014690	01/08/2016	L2291100003	00091023	Bellas	10-3250-330-000-00-000-000-BBGV	330BBGV	69.00
Vendor:	BELLASRI - RICH BELLAS				Remit # 1 Check Date: 01/08/2016	Check Amount:	69.00
00014691	01/08/2016	L2291100004	00091024	Chamberlain	10-3250-250-000-00-000-000-BBBV	250BBBV	15.00
00014691	01/08/2016	L2291100005	00091024	Chamberlain	10-3250-330-000-00-000-000-BBBJ	330BBBJ	15.00
00014691	01/08/2016	L2291100006	00091024	Chamberlain	10-3250-330-000-00-000-000-BBGJ	330BBGJ	15.00
00014691	01/08/2016	L2291100007	00091024	Chamberlain	10-3250-330-000-00-000-000-BBGV	330BBGV	15.00
Vendor:	CHAMBERKI - KIMBERLY A CHAMBERLAIN				Remit # 1 Check Date: 01/08/2016	Check Amount:	60.00
00014692	01/08/2016	L2291100008	00091025	Fierst	10-3250-330-000-00-000-000-BBGJ	330BBGJ	49.00
00014692	01/08/2016	L2291100009	00091025	Fierst	10-3250-330-000-00-000-000-BBGV	330BBGV	69.00
Vendor:	FIERSTGA - GAYLE FIERST				Remit # 1 Check Date: 01/08/2016	Check Amount:	118.00
00014693	01/08/2016	L2291100010	00091026	Fisher	10-3250-330-000-00-000-000-BBBJ	330BBBJ	49.00
Vendor:	FISHERRO - RONALD FISHER				Remit # 1 Check Date: 01/08/2016	Check Amount:	49.00
00014694	01/08/2016	L2291100011	00091027	GASAWAY	10-3250-330-000-00-000-000-BBB9	330BBB9	44.00
Vendor:	GASAWAKI - KIRT GASAWAY				Check Date: 01/08/2016	Check Amount:	44.00
00014695	01/08/2016	L2291100012	00091028	HINES	10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014695	01/08/2016	L2291100013	00091028	HINES	10-3250-330-000-00-000-000-BBB8	330BBB8	36.50
Vendor:	HINESMI - MICHAEL HINES				Remit # 1 Check Date: 01/08/2016	Check Amount:	73.00
00014696	01/08/2016	L2291100014	00091029	KOLBRICH	10-3250-330-000-00-000-000-BBBJ	330BBBJ	15.00
00014696	01/08/2016	L2291100015	00091029	KOLBRICH	10-3250-330-000-00-000-000-BBBV	330BBBV	15.00
00014696	01/08/2016	L2291100016	00091029	KOLBRICH	10-3250-330-000-00-000-000-BBGJ	330BBGJ	15.00
00014696	01/08/2016	L2291100017	00091029	KOLBRICH	10-3250-330-000-00-000-000-BBGV	330BBGV	15.00
Vendor:	KOLBRIBE - BENJAMIN KOLBRICH				Remit # 1 Check Date: 01/08/2016	Check Amount:	60.00
00014697	01/08/2016	L2291100019	00091031	MAGESTRO	10-3250-330-000-00-000-000-BBBV	330BBBV	69.00
Vendor:	MAGESTDI - DION MAGESTRO				Remit # 1 Check Date: 01/08/2016	Check Amount:	69.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014698	01/08/2016	L2291100018	00091030	MCLHINNEY	10-3250-330-000-00-000-000-000-BBBV	330BBBV	69.00
Vendor: MCLHINJE - JEFF MCLHINNEY							
00014699	01/08/2016	L2291100020	00091032	MILD	Remit # 1 Check Date: 01/08/2016	Check Amount:	69.00
00014699	01/08/2016	L2291100021	00091032	MILD	10-3250-330-000-00-000-000-000-BBGJ	330BBGJ	49.00
Vendor: MILDOR - CRAIG MILD							
00014700	01/08/2016	L2291100022	00091033	OCONNOR	10-3250-330-000-00-000-000-000-BBGV	330BBGV	69.00
00014700	01/08/2016	L2291100023	00091033	OCONNOR	Remit # 1 Check Date: 01/08/2016	Check Amount:	118.00
Vendor: OCONNED - DEBBIE O'CONNOR							
00014701	01/08/2016	L2291100024	00090860	PC	10-3250-330-000-00-000-000-000-BBBV	330BBBV	12.50
Vendor: PCASH - PETTY CASH							
00014702	01/08/2016	L2291100025	00091034	PC	Remit # 1 Check Date: 01/08/2016	Check Amount:	25.00
Vendor: RYDERTO - TOM RYDER							
00014703	01/08/2016	L2291100026	00091035	RYDER	10-3250-613-000-00-000-000-AD00	PC	300.00
00014703	01/08/2016	L2291100027	00091035	SCURPA	Remit # 1 Check Date: 01/08/2016	Check Amount:	300.00
Vendor: SCURPABR - BRENDA SCURPA							
00014704	01/08/2016	L2291100028	00091036	SCURPA	10-3250-330-000-00-000-000-BBBV	330BBBV	69.00
00014704	01/08/2016	L2291100029	00091036	STAUNCH	Remit # 1 Check Date: 01/08/2016	Check Amount:	69.00
Vendor: STAUNCMJ - MARY JO STAUNCH							
00014705	01/08/2016	L2291100030	00091037	STAUNCH	10-3250-330-000-00-000-000-BBBJ	330BBBJ	12.50
00014705	01/08/2016	L2291100031	00091037	TRONTEL	10-3250-330-000-00-000-000-BBBV	330BBBV	12.50
00014705	01/08/2016	L2291100032	00091037	TRONTEL	Remit # 1 Check Date: 01/08/2016	Check Amount:	25.00
Vendor: TRONTEAA - AARON TRONTEL							
00014706	01/08/2016	L2291300001	00091038	STAUNCH	10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014706	01/08/2016	L2291300002	00091038	TRONTEL	10-3250-330-000-00-000-000-BBB8	330BBB8	36.50
Vendor: WILSONMA - MAUREEN WILSON							
00014707	01/11/2016	L2292800001	00090860	PC	Remit # 1 Check Date: 01/08/2016	Check Amount:	73.00
Vendor: PCASH - PETTY CASH							
00014708	01/14/2016	L2295600001	00090860	pc	10-3250-330-000-00-000-000-BBB9	330BBB9	20.00
Vendor: PCASH - PETTY CASH							
00014714	01/15/2016	L2297900001	00090860	PC	10-3250-330-000-00-000-000-BBB7	330BBB7	10.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	C2298300001	00091059	70651000	10-3250-330-000-00-000-000-BBB8	330BBB8	10.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	L2297900001	00090860	PC	Remit # 1 Check Date: 01/11/2016	Check Amount:	40.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	L2297900001	00090860	PC	10-3250-613-000-00-000-000-AD00	PC	30.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	L2297900001	00090860	PC	Remit # 1 Check Date: 01/14/2016	Check Amount:	60.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	L2297900001	00090860	PC	10-3250-613-000-00-000-000-AD00	PC	300.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	L2297900001	00090860	PC	Remit # 1 Check Date: 01/16/2016	Check Amount:	300.00
Vendor: PCASH - PETTY CASH							
00014715	01/15/2016	C2298300001	00091059	70651000	10-2620-424-000-00-200-000-000-0000	126204242000000	669.40

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014715	01/15/2016	C2298300002	00091059	70756000	10-2620-424-000-00-500-000-000-0000	1262042450000000	488.00
00014715	01/15/2016	C2298300003	00091059	70756000	10-2620-424-000-00-800-000-000-0000	1262042480000000	595.71
Vendor: BOROUGH - BOROUGH OF SHARPSVILLE							
00014716	01/15/2016	C2298300004	00091060	1089811672	Remit # 1 Check Date: 01/15/2016	Check Amount:	1,753.11
00014716	01/15/2016	C2298300005	00091060	1089872571	10-2720-513-000-00-000-000-000-3500	1272051300000035	911.68
00014716	01/15/2016	C2298300006	00091060	1089941639	10-2720-513-000-00-000-000-000-3500	1272051300000035	671.09
00014716	01/15/2016	C2298300007	00091060	1089986501	10-2720-513-000-00-000-000-000-3500	1272051300000035	707.63
00014716	01/15/2016	C2298300008	00091060	1090071637	10-2720-513-000-00-000-000-000-3500	1272051300000035	537.41
Vendor: FERRELLGA - FERRELL GAS							
00014717	01/15/2016	C2298300009	00091062	376318710	Remit # 1 Check Date: 01/15/2016	Check Amount:	806.53
00014717	01/15/2016	C2298300010	00091062	376318710	10-2620-621-000-00-200-000-000-0000	1262062120000000	3,634.34
00014717	01/15/2016	C2298300011	00091062	376318710	10-2620-621-000-00-500-000-000-0000	1262062150000000	1,179.27
00014717	01/15/2016	C2298300012	00091062	376318710	10-2620-621-000-00-800-000-000-0000	1262062180000000	760.00
Vendor: NATIONALFUEL - NATIONAL FUEL							
00014718	01/15/2016	C2298300013	00091063	110046135841	Remit # 1 Check Date: 01/15/2016	Check Amount:	929.68
Vendor: PENNPO - PENN POWER							
00014719	01/15/2016	C2298300014	00091064	5000013	Remit # 1 Check Date: 01/15/2016	Check Amount:	166.76
Vendor: SOUTHPY1 - SOUTH PYMATUNING TOWNSHIP							
00014720	01/18/2016	L2302200001	00091099	GCWB	Remit # 1 Check Date: 01/15/2016	Check Amount:	3,035.71
Vendor: GROVECIW - GROVE CITY WRESTLING BOOSTERS							
00014721	01/18/2016	L2302200002	00091100	MWB	Remit # 1 Check Date: 01/19/2016	Check Amount:	29.99
Vendor: MERCERWRB - MERCER WRESTLING BOOSTERS							
00014722	01/18/2016	L2302200003	00091104	5706336	Remit # 1 Check Date: 01/19/2016	Check Amount:	234.00
00014722	01/18/2016	L2302200004	00091104	5706336	10-2620-621-000-00-200-000-000-0000	1262062120000000	234.00
00014722	01/18/2016	L2302200005	00091104	5706336	10-2620-621-000-00-500-000-000-0000	1262062150000000	280.00
00014722	01/18/2016	L2302200006	00091104	5706336	10-2620-621-000-00-800-000-000-0000	1262062180000000	280.00
Vendor: NATIONFUR - NATIONAL FUEL RESOURCES							
00014723	01/18/2016	L2302200007	00090860	PC	Remit # 1 Check Date: 01/19/2016	Check Amount:	250.00
Vendor: PCASH - PETTY CASH							
00014724	01/18/2016	L2302200001	00090860	PC	Remit # 1 Check Date: 01/19/2016	Check Amount:	3,128.55
Vendor: PCASH - PETTY CASH							
00014725	01/18/2016	L2302200002	00090860	PC	Remit # 1 Check Date: 01/20/2016	Check Amount:	2,017.00
					10-2620-621-000-00-980-000-000-0000	1262062198000000	2,465.62
					Remit # 1 Check Date: 01/19/2016	Check Amount:	442.40
					10-3250-613-000-00-000-000-000-AD00	PC	8,053.57
					Remit # 1 Check Date: 01/19/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00
					Remit # 1 Check Date: 01/19/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00
					Remit # 1 Check Date: 01/20/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

C - Credit Card Payment

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Sharpsville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: PCASH - PETTY CASH							
00014726	01/18/2016	L2307100001	000911115	43670567	Remit # 1 Check Date: 01/21/2016	Check Amount:	300.00
					10-2519-340-000-00-000-000-0000	1251934000000000	4.00
00014726	01/18/2016	L2307100002	000911115	43670567	Remit # 1 Check Date: 01/21/2016	Check Amount:	145.90
					10-2620-626-000-00-000-000-0000	1262062600000000	
00014726	01/18/2016	L2307100003	000911115	43670567	Remit # 1 Check Date: 01/21/2016	Check Amount:	400.09
					10-2720-513-000-00-000-000-0000-3500	1272051300000035	
00014726	01/18/2016	L2307100004	000911115	43670567	Remit # 1 Check Date: 01/21/2016	Check Amount:	162.20
					10-3250-627-000-00-000-000-0000-AD00	1325062700000000	
Vendor: FLEETSE - WEX BANK							
00014727	01/18/2016	L2307100005	000911113	4309750	Remit # 1 Check Date: 01/22/2016	Check Amount:	712.19
					10-0473-000-000-00-000-000-0000	10473	632.80
Vendor: PAUCF - PA UC FUND							
00014728	01/18/2016	L2307100006	000911114	110005503740	Remit # 1 Check Date: 01/22/2016	Check Amount:	632.80
					10-2620-422-000-00-200-000-000-0000	1262042220000000	5,389.05
00014728	01/18/2016	L2307100007	000911114	110005508863	Remit # 1 Check Date: 01/22/2016	Check Amount:	17.70
					10-2620-422-000-00-980-000-000-0000	1262042298000000	
00014728	01/18/2016	L2307100008	000911114	110005508905	Remit # 1 Check Date: 01/22/2016	Check Amount:	209.47
					10-2620-422-000-00-980-000-000-0000	1262042298000000	
00014728	01/18/2016	L2307100009	000911114	110005508996	Remit # 1 Check Date: 01/22/2016	Check Amount:	300.96
					10-2620-422-000-00-980-000-000-0000	1262042298000000	18.20
00014728	01/18/2016	L2307100010	000911114	110005508954	Remit # 1 Check Date: 01/22/2016	Check Amount:	3,638.00
					10-2620-422-000-00-980-000-000-0000	1262042298000000	4,445.64
00014728	01/18/2016	L2307100011	000911114	110005503203	Remit # 1 Check Date: 01/22/2016	Check Amount:	14,019.02
					10-2620-422-000-00-800-000-000-0000	1262042280000000	300.00
00014728	01/18/2016	L2307100012	000911114	110005503203	Remit # 1 Check Date: 01/22/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00
Vendor: PENNPO - PENN POWER							
00014729	01/18/2016	L2308700001	00090860	PC	Remit # 1 Check Date: 01/25/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00
Vendor: PCASH - PETTY CASH							
00014730	01/18/2016	L2308700002	00090860	PC	Remit # 1 Check Date: 01/26/2016	Check Amount:	300.00
					10-3250-613-000-00-000-000-000-AD00	PC	300.00
Vendor: PCASH - PETTY CASH							
00014815	01/31/2016	L2317300002	000911155	Boston -02	Remit # 1 Check Date: 01/31/2016	Check Amount:	537.06
					10-0470-000-000-00-000-000-0000	10470	
Vendor: BOSTONMU - BOSTON MUTUAL							
00014816	01/31/2016	L2317300003	000911152	Crown - 02	Remit # 1 Check Date: 01/31/2016	Check Amount:	152,976.64
					10-0470-000-000-00-000-000-0000	10470	
00014816	01/31/2016	L2317300004	000911153	Crown - 02	Remit # 1 Check Date: 01/31/2016	Check Amount:	1,200.92
					10-0470-000-000-00-000-000-0000	10470	
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION							
00014817	01/31/2016	L2317300005	000911154	MPSEBT-01	Remit # 1 Check Date: 01/31/2016	Check Amount:	154,177.56
					10-0470-000-000-00-000-000-0000	10470	
Vendor: MPSEBT - MIDWESTERN PA SCHOOL							
00014818	01/31/2016	L2317300006	000911156	544	Remit # 1 Check Date: 01/31/2016	Check Amount:	8,637.00
					10-0470-000-000-00-000-000-0000	10470	
Vendor: SCHOOLCLA - SCHOOL CLAIMS-ASSURANT							
000147109	01/15/2016	L2297600002	00091059	70651000	Remit # 1 Check Date: 01/31/2016	Check Amount:	166.37
					10-2620-424-000-00-200-000-000-0000	1262042420000000	669.40
000147109	01/15/2016	L2297600003	00091059	70756000	Remit # 1 Check Date: 01/31/2016	Check Amount:	488.00
					10-2620-424-000-00-500-000-000-0000	1262042450000000	
000147109	01/15/2016	L2297600004	00091059	70756000	Remit # 1 Check Date: 01/31/2016	Check Amount:	595.71
					10-2620-424-000-00-800-000-000-0000	1262042480000000	

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

C - Credit Card Payment

Sharpsville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: BOROUGH - BOROUGH OF SHARPSVILLE							
00147110	01/15/2016	L2297600005	00091060	1089811672	Remit # 1 Check Date: 01/15/2016 10-2720-513-000-00-000-000-3500	Check Amount: 1272051300000035	1,753.11
00147110	01/15/2016	L2297600006	00091060	1089872571	10-2720-513-000-00-000-000-3500	1272051300000035	911.68
00147110	01/15/2016	L2297600007	00091060	1089941639	10-2720-513-000-00-000-000-3500	1272051300000035	671.09
00147110	01/15/2016	L2297600008	00091060	1089986501	10-2720-513-000-00-000-000-3500	1272051300000035	707.63
00147110	01/15/2016	L2297600009	00091060	1090071637	10-2720-513-000-00-000-000-3500	1272051300000035	537.41
Vendor: FERRELLGA - FERRELL GAS							
00147111	01/15/2016	L2297600010	00091062	376318710	Remit # 1 Check Date: 01/15/2016 10-2620-621-000-00-200-000-000-0000	Check Amount: 1262062120000000	806.53
00147111	01/15/2016	L2297600011	00091062	376318710	10-2620-621-000-00-500-000-000-0000	1262062150000000	3,634.34
00147111	01/15/2016	L2297600012	00091062	376318710	10-2620-621-000-00-800-000-000-0000	1262062180000000	1,179.27
00147111	01/15/2016	L2297600013	00091062	376318710	10-2620-621-000-00-980-000-000-0000	1262062198000000	760.00
Vendor: NATIONALFU - NATIONAL FUEL							
00147112	01/15/2016	L2297600014	00091063	110046135841	Remit # 1 Check Date: 01/15/2016 10-2620-422-000-00-220-000-000-0000	Check Amount: 1262042222000000	929.68
Vendor: PENNPO - PENN POWER							
00147113	01/15/2016	L2297600015	00091064	50000013	Remit # 1 Check Date: 01/15/2016 10-2620-424-000-00-220-000-000-0000	Check Amount: 1262042422000000	166.76
Vendor: SOUTHPY1 - SOUTH PYMATUNING TOWNSHIP							
01052016	01/05/2016	L2303400022	00090841	Harrisbank-01	Remit # 1 Check Date: 01/15/2016 10-1110-438-000-10-200-000-117-0000	Check Amount: 1110043820000000	3,035.71
01052016	01/05/2016	L2303400023	00090841	Harrisbank-01	10-1110-438-000-20-500-000-127-0000	1110043850000000	29.99
01052016	01/05/2016	L2303400024	00090841	Harrisbank-01	10-1110-438-000-30-800-000-137-0000	1110043880000000	29.99
01052016	01/05/2016	L2303400025	00090805	Harrisbank-01	10-1110-640-000-30-800-000-137-0000	1110064080000000	234.00
Vendor: AMAZON - HARRIS BANK							
01052017	01/05/2016	L2303400012	00090216	Harrisbank-01	Remit # 2 Check Date: 01/05/2016 10-1110-448-000-10-200-000-117-0000	Check Amount: 1110044820000000	97.40
01052017	01/05/2016	L2303400013	00090216	Harrisbank-01	10-1110-448-000-20-500-000-127-0000	1110044850000000	1,064.00
01052017	01/05/2016	L2303400014	00090216	Harrisbank-01	10-1110-448-000-30-800-000-137-0000	1110044880000000	869.00
01052017	01/05/2016	L2303400015	00090216	Harrisbank-01	10-2260-448-000-00-000-000-000-0000	1226044800000000	869.00
01052017	01/05/2016	L2303400016	00090216	Harrisbank-01	10-2360-448-000-00-000-000-000-0000	1236044800000000	13.00
01052017	01/05/2016	L2303400017	00090216	Harrisbank-01	10-2380-448-000-10-200-000-117-0000	1238044820000000	7.00
01052017	01/05/2016	L2303400018	00090216	Harrisbank-01	10-2380-448-000-20-500-000-127-0000	1238044850000000	37.76
01052017	01/05/2016	L2303400019	00090216	Harrisbank-01	10-2380-448-000-30-800-000-137-0000	1238044880000000	105.00
01052017	01/05/2016	L2303400020	00090216	Harrisbank-01	10-2519-448-000-00-000-000-000-0000	1251944800000000	34.00
01052017	01/05/2016	L2303400021	00090216	Harrisbank-01	Remit # 1 Check Date: 01/05/2016 10-2620-422-000-00-220-000-000-0000	Check Amount: 1262042222000000	72.00
Vendor: DELAGEIA - HARRIS BANK							
01052017	01/05/2016	L2303400021	00090216	Harrisbank-01	10-2519-448-000-00-000-000-000-0000	1251944800000000	37.76
Vendor: DELAGEIA - HARRIS BANK							
01052017	01/05/2016	L2303400021	00090216	Harrisbank-01	Remit # 1 Check Date: 01/05/2016 10-2620-422-000-00-220-000-000-0000	Check Amount: 1262042222000000	3,108.52

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
01052018	01/05/2016	L2303400001	00091048	Harrisbank-01	10-2620-610-000-00-000-000-0000	1262061000000000	108.95
01052018	01/05/2016	L2303400002	00091048	Harrisbank-01	10-2620-610-000-10-500-000-000-0000	1262061050000000	10.55
01052018	01/05/2016	L2303400003	00091048	Harrisbank-01	10-2620-610-000-30-800-000-000-0000	1262061080000000	264.92
01052018	01/05/2016	L2303400004	00091048	Harrisbank-01	10-2620-610-000-10-500-000-000-0000	1262061050000000	79.27
01052018	01/05/2016	L2303400005	00091047	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000000000	132.81
01052018	01/05/2016	L2303400006	00091047	Harrisbank-01	10-2620-610-000-10-220-000-000-0000	1262061022000000	374.27
01052018	01/05/2016	L2303400007	00091047	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000000000	23.84
01052018	01/05/2016	L2303400008	00091103	Harrisbank-01	10-2519-340-000-00-000-000-000-0000	1251934000000000	56.98
01052018	01/05/2016	L2303400009	00091103	Harrisbank-01	10-2620-610-000-00-000-000-000-0000	1262061000000000	65.08
01052018	01/05/2016	L2303400010	00091103	Harrisbank-01	10-2836-580-000-00-000-000-000-0000	1283658000000000	309.05
01052018	01/05/2016	L2303400011	00091103	Harrisbank-01	10-2834-580-000-00-000-000-000-0000	1283458000000000	165.00
Vendor: HARRISBA - HARRIS BANK							
01062016	01/06/2016	L2303800001	00091019	PDE	Remit # 1 Check Date: 01/05/2016	Check Amount:	1,590.72
Vendor: PADEE - PA DEPT OF EDUCATION							
01072016	01/07/2016	L2304000001	00081934	PSERS	Remit # 1 Check Date: 01/06/2016	Check Amount:	8,964.91
01072016	01/07/2016	L2304000002	00090488	PSERS	10-0471-000-000-00-000-000-0000	10471	465,472.37
01072016	01/07/2016	L2304000003	00082000	PSERS	10-0471-000-000-00-000-000-0000	10471	202,849.75
Vendor: PSERS - PUBLIC SCHOOL EMPLOYEES'							
01142016	01/14/2016	L2304200001	00091061	IRS	Remit # 1 Check Date: 01/07/2016	Check Amount:	137,260.27
Vendor: IRS - INTERNAL REVENUE SERVICE							
01152016	01/15/2016	L2304200002	00091077	SASDPR-01	Remit # 1 Check Date: 01/14/2016	Check Amount:	805,582.39
Vendor: SASDPR - SHARPSVILLE AREA SCHOOL DIST.							
01202016	01/18/2016	L2304200003	00090978	Nationwide-01	Remit # 1 Check Date: 01/15/2016	Check Amount:	11,304.92
01202016	01/18/2016	L2304200004	00090978	Nationwide-01	10-2260-290-000-00-000-000-0000	1226029000000000	669,044.76
01202016	01/18/2016	L2304200005	00090978	Nationwide-01	10-2360-290-000-00-000-000-0000	1236029000000000	669,044.76
01202016	01/18/2016	L2304200006	00090978	Nationwide-01	10-2380-290-000-00-000-000-0000	1238029000000000	300.00
01202016	01/18/2016	L2304200007	00090978	Nationwide-01	10-2511-290-000-00-000-000-0000	1251129000000000	300.00
Vendor: NATION - NATIONWIDE							
01262016	01/26/2016	L2317300001	00091157	FSA-01	Remit # 1 Check Date: 01/20/2016	Check Amount:	325.00
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION							
01282016	01/18/2016	L2307400001	00091107	PDE	Remit # 1 Check Date: 01/26/2016	Check Amount:	300.00
01282016	01/18/2016	L2307400002	00091108	PDE	10-1110-562-000-10-200-000-109-0000	1110056220000000	900.00
					10-1110-562-000-30-800-000-109-0000	1110056280000000	325.00
							300.00
							2,125.00
							637.78
							637.78
							2,858.31
							24,180.73

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

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d - Direct Deposit

c - Credit Card Payment

Sharpsville Area School District

Fund Accounting Check Register

GENERAL FUND ~ From 01/01/2016 To 01/31/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: PADEE - PA DEPT OF EDUCATION					Remit # 1 Check Date: 01/28/2016	Check Amount:	27,039.04
					10-GENERAL FUND	1,738,749.31	
					Grand Total Manual Checks :	0.00	
					Grand Total Regular Checks :	1,738,749.31	
					Grand Total Direct Deposits:	0.00	
					Grand Total Credit Card Payments:	0.00	
					Grand Total All Checks :	1,738,749.31	

Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

fackrgo

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A. S. N.	Expended Amt
00014857	02/16/2016	L231400001	00090031	ABINADER	10-2620-538-000-00-000-000-0000	1262053800000000	25.00
Vendor: ABINADHE - HEIDI ABINADER					Remit # 1 Check Date: 02/16/2016	Check Amount:	25.00
00014858	02/16/2016	L231400039	00091274	ALLISON	10-3250-330-000-00-000-000-BBGV	330BBGV	69.00
Vendor: ALLISOJA - JAMIE ALLISON					Remit # 1 Check Date: 02/16/2016	Check Amount:	69.00
00014859	02/16/2016	L231400040	00091253	190753/146037	10-2620-610-000-00-000-000-0000	1262061000000000	7.45
00014859	02/16/2016	L231400041	00091253	190753/146037	10-2620-610-000-00-000-000-0000	1262061000000000	483.55
Vendor: ASEE - A. SERVEDIO ELECTRIC MOTOR					Remit # 1 Check Date: 02/16/2016	Check Amount:	491.00
00014860	02/16/2016	L231400015	00091085	391818	10-3210-610-000-00-800-000-137-2300	1321061080000023	110.02
Vendor: AWARDEMM - AWARD EMBLEM MFG. CO., INC.					Remit # 1 Check Date: 02/16/2016	Check Amount:	110.02
00014861	02/16/2016	L231400042	00091275	BAIR	10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014861	02/16/2016	L231400043	00091275	BAIR	10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014861	02/16/2016	L231400044	00091275	BAIR	10-3250-330-000-00-000-000-BBB8	330BBB8	36.50
00014861	02/16/2016	L231400045	00091275	BAIR	10-3250-330-000-00-000-000-BBB8	330BBB8	36.50
Vendor: BAIRWA - WAYNE BAIR					Remit # 1 Check Date: 02/16/2016	Check Amount:	146.00
00014862	02/16/2016	L231400046	00091276	BOURNES	10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014862	02/16/2016	L231400047	00091276	BOURNES	10-3250-330-000-00-000-000-BBB8	330BBB8	36.50
Vendor: BOURNEWI - WINFRED BOURNES					Remit # 1 Check Date: 02/16/2016	Check Amount:	73.00
00014863	02/16/2016	L231400048	00091277	CARRIGAN	10-3250-330-000-00-000-000-BBGV	330BBGV	69.00
Vendor: CARRIGTE - TERRY CARRIGAN					Remit # 1 Check Date: 02/16/2016	Check Amount:	69.00
00014864	02/16/2016	L231400049	00091235	A26108950	10-2260-610-000-00-000-000-0000	1226061000000000	328.95
Vendor: CENTERFOE - CENTER FOR EDUCATION & EMPLOYMENT					Remit # 1 Check Date: 02/16/2016	Check Amount:	328.95
LAW							
00014865	02/16/2016	L231400050	00091278	CHAMBERLAIN	10-3250-330-000-00-000-000-BBBJ	330BBBJ	12.50
00014865	02/16/2016	L231400051	00091278	CHAMBERLAIN	10-3250-330-000-00-000-000-BBBV	330BBBV	12.50
00014865	02/16/2016	L231400052	00091278	CHAMBERLAIN	10-3250-330-000-00-000-000-BBGJ	330BBGJ	15.00
00014865	02/16/2016	L231400053	00091278	CHAMBERLAIN	10-3250-330-000-00-000-000-BBGV	330BBGV	15.00
00014865	02/16/2016	L231400054	00091278	CHAMBERLAIN	10-3250-330-000-00-000-000-BBGV	330BBGV	30.00
Vendor: CHAMBERKI - KIMBERLY A CHAMBERLAIN					Remit # 1 Check Date: 02/16/2016	Check Amount:	85.00
00014866	02/16/2016	L231400055	00091236	CHENEY	10-2310-610-000-00-000-000-0000	1231061000000000	24.26
Vendor: CHENEYDA - DARLENE CHENEY					Remit # 1 Check Date: 02/16/2016	Check Amount:	24.26
00014867	02/16/2016	L231400056	00091297	SASD-0085	10-2519-340-000-00-000-000-0000	1251934000000000	55.00
Vendor: CROWNBEA - CROWN BENEFITS ADMINISTRATION					Remit # 1 Check Date: 02/16/2016	Check Amount:	55.00

* Denotes Non-Negotiable Transaction

- Payable Transaction P - Prenote

d - Direct Deposit

c - Credit Card Payment

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Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014868	02/16/2016	L2314000002	00090033	DADICH	10-2620-538-000-00-000-000-0000	1262053800000000	25.00
Vendor: DADICHTIJ - TIMOTHY J DADICH					Remit # 1 Check Date: 02/16/2016	Check Amount:	25.00
00014869	02/16/2016	L2314000057	00091237	185887	10-1110-448-000-10-200-000-117-0000	1110044820000000	221.39
00014869	02/16/2016	L2314000058	00091237	185887	10-1110-448-000-20-500-000-127-0000	1110044850000000	70.93
00014869	02/16/2016	L2314000059	00091237	185887	10-1110-448-000-30-800-000-137-0000	1110044880000000	129.13
Vendor: DIRECTIM - DIRECT IMAGE					Remit # 1 Check Date: 02/16/2016	Check Amount:	421.45
00014870	02/16/2016	L2314000022	00091160	DONOFRIOS	10-1110-610-000-20-500-240-127-0000	1110061050240000	98.19
00014870	02/16/2016	L2314000023	00091120	DONOFRIOS	10-1110-610-000-20-500-240-127-0000	1110061050240000	41.16
00014870	02/16/2016	L2314000029	00091207	DONOFRIOS	10-1241-610-000-30-800-000-137-0000	1124161080000000	135.04
00014870	02/16/2016	L2314000060	00091270	DONOFRIOS	10-1110-610-000-30-800-240-137-0000	1110061080240000	63.76
Vendor: DONOFRI - DONOFRIO'S FOOD CENTER					Remit # 1 Check Date: 02/16/2016	Check Amount:	338.15
00014871	02/16/2016	L2314000061	00091269	SHPSCH	10-2620-610-000-00-000-000-0000	1262061000000000	4.76
Vendor: EDDES - EDDE'S WAREHOUSE SALES, INC.					Remit # 1 Check Date: 02/16/2016	Check Amount:	4.76
00014872	02/16/2016	L2314000062	00091238	SR2004676	10-2260-618-000-00-000-000-0000	1226061800000000	1,978.50
Vendor: EDULIN - EDULINK					Remit # 1 Check Date: 02/16/2016	Check Amount:	1,978.50
00014873	02/16/2016	L2314000063	00091239	EDROS	10-2720-513-000-00-000-000-3700	1272051300000037	1,120.00
00014873	02/16/2016	L2314000064	00091239	EDROS	10-2720-513-271-00-000-000-2200	1272051300000022	1,863.00
Vendor: ERDOSTR - ERDOS TRANSPORT SERVICES					Remit # 1 Check Date: 02/16/2016	Check Amount:	2,983.00
00014874	02/16/2016	L2314000003	00090040	ERIC RYAN CORP	10-2620-340-000-00-000-000-0000	1262034000000000	30.00
Vendor: ERICRY - THE ERIC RYAN CORPORATION					Remit # 1 Check Date: 02/16/2016	Check Amount:	30.00
00014875	02/16/2016	L2314000004	00090034	FERKO	10-2620-538-000-00-000-000-0000	1262053800000000	50.00
00014875	02/16/2016	L2314000065	00091240	FERKO	10-2360-580-000-00-000-000-0000	1236058000000000	50.95
Vendor: FERKOB - DR BRAD FERKO					Remit # 1 Check Date: 02/16/2016	Check Amount:	100.95
00014876	02/16/2016	L2314000066	00091279	FLYNN	10-3250-330-000-00-000-000-BBGJ	330BBGJ	49.00
Vendor: FLYNNTR - TRACEY FLYNN					Remit # 1 Check Date: 02/16/2016	Check Amount:	49.00
00014877	02/16/2016	L2314000005	00091118	FRY	10-2620-538-000-00-000-000-0000	1262053800000000	25.00
Vendor: FRYJO - JONATHAN FRY					Remit # 1 Check Date: 02/16/2016	Check Amount:	25.00
00014878	02/16/2016	L2314000067	00091280	HANAHAN	10-3250-330-000-00-000-000-BBB7	330BBB7	10.00
00014878	02/16/2016	L2314000068	00091280	HANAHAN	10-3250-330-000-00-000-000-BBB7	330BBB7	10.00
00014878	02/16/2016	L2314000069	00091280	HANAHAN	10-3250-330-000-00-000-000-BBB8	330BBB8	10.00
00014878	02/16/2016	L2314000070	00091280	HANAHAN	10-3250-330-000-00-000-000-BBB8	330BBB8	10.00
Vendor: HANAHANI - NICHOLAS HANAHAN					Remit # 1 Check Date: 02/16/2016	Check Amount:	40.00

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

c - Credit Card Payment

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Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014879	02/16/2016	L2314000071	00091281	HART	10-3250-330-000-00-000-000-000-BBBV	330BBBV	69.00
Vendor: HARTJI - JAMES HART					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014880	02/16/2016	L2314000072	00091282	HAWTHORNE	10-3250-330-000-00-000-000-000-BBBV	330BBBV	69.00
00014880	02/16/2016	L2314000073	00091282	HAWTHORNE	10-3250-330-000-00-000-000-000-BBGV	330BBGV	69.00
Vendor: HAWTHOLA - LARRY HAWTHORNE					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014881	02/16/2016	L2314000074	00091241	16005241	10-1243-513-000-10-200-000-117-0000	1124351320000000	10.67
00014881	02/16/2016	L2314000075	00091241	16005241	10-1243-513-000-20-500-000-127-0000	1124351350000000	27.65
Vendor: HERMITSCD - HERMITAGE SCHOOL DISTRICT					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014882	02/16/2016	L2314000076	00091252	234286	10-2620-430-000-00-000-000-000-0000	1262043000000000	38.32
Vendor: HJSTT - HJ STORAGE TRAILERS					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014883	02/16/2016	L2314000006	00090035	HOAGLAND	10-2620-538-000-00-000-000-000-0000	1262053800000000	415.00
Vendor: HOAGLAWA - WADE HOAGLAND					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014884	02/16/2016	L2314000016	00090155	HOFFMAN	10-2620-538-000-00-000-000-000-0000	1262053800000000	50.00
Vendor: HOFFMACO - HOFFMAN COMMUNICATIONS					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014885	02/16/2016	L2314000077	00091254	12095/11895	10-2620-430-000-00-980-000-000-0000	1262043098000000	312.00
00014885	02/16/2016	L2314000078	00091254	12095/11895	10-2620-430-000-00-200-000-000-0000	1262043020000000	256.00
Vendor: HUZYSRE - HUZZY'S REFRIGERATION INC					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014886	02/16/2016	L2314000017	00090496	1582713	10-2620-430-000-00-000-000-000-0000	1262043000000000	212.50
Vendor: JCEH - J.C. EHRLICH CO., INC.					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014887	02/16/2016	L2314000079	00091283	KOLBRICH	10-3250-330-000-00-000-000-000-BBBJ	330BBBJ	468.50
00014887	02/16/2016	L2314000080	00091283	KOLBRICH	10-3250-330-000-00-000-000-000-BBBV	330BBBV	156.00
00014887	02/16/2016	L2314000081	00091283	KOLBRICH	10-3250-330-000-00-000-000-000-BBGJ	330BBGJ	15.00
00014887	02/16/2016	L2314000082	00091283	KOLBRICH	10-3250-330-000-00-000-000-000-BBGV	330BBGV	15.00
00014887	02/16/2016	L2314000083	00091283	KOLBRICH	10-3250-330-000-00-000-000-000-BBGV	330BBGV	30.00
Vendor: KOLBRIBE - BENJAMIN KOLBRICH					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014888	02/16/2016	L2314000142	00090840	63369	10-1110-610-000-30-800-122-137-0000	111006108012200	90.00
Vendor: KURTZBR - KURTZ BROS.					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014889	02/16/2016	L2314000027	00091076	088329	10-1110-610-000-10-200-000-117-0000	1110061020000000	1,162.73
Vendor: LEANASBOM - LEANA'S BOOKS & MORE					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014890	02/16/2016	L2314000033	00090870	98000899082	10-1110-610-000-30-800-260-137-0000	111006108026000	39.95
Vendor: LOWES - LOWE'S COMPANIES, INC.					Remit # 1 Check Date: 02/16/2016	Check Amount:	
00014891	02/16/2016	L2314000034	00091208	7353	10-1110-513-000-30-800-121-137-0000	111005138012100	39.95
							544.53
							544.53
							47.90

* Denotes Non-Negotiable Transaction

P - Prenote

d - Direct Deposit

c - Credit Card Payment

- Payable Transaction

Sharpville Area School District

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Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor:	LUMPRE	- LUMPP RENT-A-CAR INC					
00014892	02/16/2016	L2314000084	00091284	MARSHALL	Remit # 1 Check Date: 02/16/2016 10-3250-330-000-00-000-000-000-BBBJ	Check Amount: 330BBBJ	47.90 49.00
Vendor:	MARSHARI	- RICH MARSHALL					
00014893	02/16/2016	L2314000085	00091293	MATSKO	Remit # 1 Check Date: 02/16/2016 10-3250-330-000-00-000-000-000-BBBV	Check Amount: 330BBBV	49.00 69.00
Vendor:	MATSKOCH	- CHARLES MATSKO					
00014894	02/16/2016	L2314000007	00090458	MEL GRATA	Remit # 1 Check Date: 02/16/2016 10-1290-442-890-00-000-000-000-5900	Check Amount: 1129044200000059	69.00 300.00
Vendor:	MELGRC	- MEL GRATA CHEVROLET					
00014895	02/16/2016	L2314000086	00091242	MERCER HALL FAME	Remit # 1 Check Date: 02/16/2016 10-3250-549-000-00-000-000-AD00	Check Amount: 540AD	300.00 200.00
Vendor:	MERCERCOH	- MERCER COUNTY HALL OF FAME					
00014896	02/16/2016	L2314000019	00091046	1601683	Remit # 1 Check Date: 02/16/2016 10-2220-348-000-00-000-000-402-0000	Check Amount: 1222034800000000	200.00 3,261.06
00014896	02/16/2016	L2314000024	00090924	1601676	10-1243-390-000-20-500-000-127-0000	1124339050000000	80.00
00014896	02/16/2016	L2314000030	00091162	1601676	10-1243-513-000-10-200-000-117-0000	1124351320000000	160.00
00014896	02/16/2016	L2314000087	00091243	1601686	10-1290-322-000-10-200-000-109-0000	1129032220000000	350.00
00014896	02/16/2016	L2314000088	00091244	1601549	10-1110-322-000-30-800-000-109-0000	1110032280000000	251.86
Vendor:	MIUIV	- MIDWESTERN IU IV					
00014897	02/16/2016	L2314000089	00091245	1601559	Remit # 1 Check Date: 02/16/2016 10-2818-438-000-00-000-000-402-0000	Check Amount: 1281843800000000	4,102.92 37,700.00
Vendor:	MIUIVSP	- MIDWESTERN IU IV					
00014898	02/16/2016	L2314000008	00090363	NAGLE	Remit # 1 Check Date: 02/16/2016 10-2430-330-000-10-200-000-000-0000	Check Amount: 1243033020000000	55.20
00014898	02/16/2016	L2314000009	00090363	NAGLE	10-2430-330-000-20-500-000-000-0000	1243033050000000	24.80
Vendor:	NAGLEHOJ	- HOWARD J. NAGLE					
00014899	02/16/2016	L2314000090	00091285	OCONNOR	Remit # 1 Check Date: 02/16/2016 10-3250-330-000-00-000-000-000-BBBJ	Check Amount: 330BBBJ	80.00 12.50
00014899	02/16/2016	L2314000091	00091285	OCONNOR	10-3250-330-000-00-000-000-000-BBBV	330BBBV	12.50
Vendor:	OCONEDE	- DEBBIE O'CONNOR					
00014900	02/16/2016	L2314000020	00091045	51107987	Remit # 1 Check Date: 02/16/2016 10-1290-610-000-00-000-000-000-0000	Check Amount: 1129061000000000	25.00 80.97
00014900	02/16/2016	L2314000021	00091045	51107987	10-2360-610-000-00-000-000-000-0000	1236061000000000	126.71
00014900	02/16/2016	L2314000035	00091143	51107987	10-3250-610-000-00-000-000-000-AD00	610AD	9.39
Vendor:	OFFICEDE	- OFFICE DEPOT					
00014901	02/16/2016	L2314000092	00091286	OSBORNE	Remit # 1 Check Date: 02/16/2016 10-3250-330-000-00-000-000-000-BBGV	Check Amount: 330BBGV	217.07 69.00
Vendor:	OSBORNMA	- MARK OSBORNE					
00014902	02/16/2016	L2314000038	00081994	PA CYBER CHARTER	Remit # 1 Check Date: 02/16/2016 10-1110-562-000-30-800-000-109-0000	Check Amount: 1110056280000000	69.00 4,329.40
Vendor:	PACCS	- PENNSYLVANIA CYBER CHARTER SCHOOL					
00014903	02/16/2016	L2314000028	00091075	400101414155	Remit # 1 Check Date: 02/16/2016 10-1110-610-000-10-200-000-117-0000	Check Amount: 1110061020000000	4,329.40 49.86

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

d - Direct Deposit

c - Credit Card Payment

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Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: PATCAC - PAT CATAN CRAFTS							
00014904	02/16/2016	L2314000036	00090889	116066580	Remit # 1 Check Date: 02/16/2016 10-2620-610-000-000-000-0000	Check Amount: 49.86	265.90
Vendor: PHYSIOCO - PHYSIO CONTROL, INC.							
00014905	02/16/2016	L2314000094	00091259	02042016	Remit # 1 Check Date: 02/16/2016 10-2310-635-000-000-000-0000	Check Amount: 265.90	29.33
Vendor: PIZZAJO - PIZZA JOE'S							
00014906	02/16/2016	L2314000095	00091260	2911/2912	Remit # 1 Check Date: 02/16/2016 10-1110-329-000-10-200-000-0000	Check Amount: 29.33	282.63
00014906	02/16/2016	L2314000096	00091260	2911/2912	10-1110-329-000-20-500-000-0000	1110032950000000	1,413.14
00014906	02/16/2016	L2314000097	00091260	2911/2912	10-1110-329-000-30-800-000-0000	1110032980000000	960.93
00014906	02/16/2016	L2314000098	00091260	2911/2912	10-1211-329-000-30-800-000-0000	1121132980000000	56.53
00014906	02/16/2016	L2314000099	00091260	2911/2912	10-1231-329-000-30-800-000-0000	1123132980000000	113.05
00014906	02/16/2016	L2314000100	00091260	2911/2912	10-1233-329-000-10-200-000-0000	1123332920000000	189.00
00014906	02/16/2016	L2314000101	00091260	2911/2912	10-2380-329-000-30-800-000-0000	1238032980000000	339.15
00014906	02/16/2016	L2314000102	00091261	2976/2977	10-1110-329-000-10-200-000-0000	1110032920000000	700.26
00014906	02/16/2016	L2314000103	00091261	2976/2977	10-1110-329-000-20-500-000-0000	1110032950000000	678.31
00014906	02/16/2016	L2314000104	00091261	2976/2977	10-1110-329-000-30-800-000-0000	1110032980000000	1,356.60
00014906	02/16/2016	L2314000105	00091261	2976/2977	10-1241-329-000-10-200-000-0000	1124132920000000	113.05
00014906	02/16/2016	L2314000106	00091261	2976/2977	10-1241-329-000-20-500-000-0000	1124132950000000	56.53
00014906	02/16/2016	L2314000107	00091261	2976/2977	10-1290-329-000-30-800-000-0000	1129032980000000	177.80
00014906	02/16/2016	L2314000108	00091261	2976/2977	10-2250-329-000-10-200-000-0000	1225032920000000	67.50
00014906	02/16/2016	L2314000109	00091262	3043/3044	10-1110-329-000-10-200-000-0000	1110032920000000	282.63
00014906	02/16/2016	L2314000110	00091262	3043/3044	10-1110-329-000-20-500-000-0000	1110032950000000	452.20
00014906	02/16/2016	L2314000111	00091262	3043/3044	10-1110-329-000-30-800-000-0000	1110032980000000	678.30
00014906	02/16/2016	L2314000112	00091262	3043/3044	10-1211-329-000-30-800-000-0000	1121132980000000	113.05
00014906	02/16/2016	L2314000113	00091262	3043/3044	10-1290-329-000-10-200-000-0000	1129032920000000	94.50
00014906	02/16/2016	L2314000114	00091262	3043/3044	10-2250-329-000-10-200-000-0000	1225032920000000	113.05
00014906	02/16/2016	L2314000115	00091262	3043/3044	10-2380-329-000-30-800-000-0000	1238032980000000	226.10
00014906	02/16/2016	L2314000116	00091263	3109/3110	10-1110-329-000-10-200-000-0000	1110032920000000	1,036.88
00014906	02/16/2016	L2314000117	00091263	3109/3110	10-1110-329-000-20-500-000-0000	1110032950000000	282.63
00014906	02/16/2016	L2314000118	00091263	3109/3110	10-1110-329-000-30-800-000-0000	1110032980000000	565.25
00014906	02/16/2016	L2314000119	00091263	3109/3110	10-1231-329-000-30-800-000-0000	1123132980000000	226.10
00014906	02/16/2016	L2314000120	00091263	3109/3110	10-1233-329-000-10-200-000-0000	1123332920000000	94.50
Vendor: PRECISION HUMAN RESOURCE SOLUTIONS							
					Remit # 1 Check Date: 02/16/2016	Check Amount: 10,669.67	

* Denotes Non-Negotiable Transaction

P - Prenote

C - Credit Card Payment

d - Direct Deposit

Fund Accounting Check Register

GENERAL FUND - From 02/16/2016 To 02/16/2016

fackrgc

Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00014907	02/16/2016	L2314000093	00091294	PSADA	10-3250-810-000-00-000-000-AD00	810AD	250.00
Vendor: PSADA - PA STATE ATHLETIC							
00014908	02/16/2016	L2314000010	00090036	ROBERTS	10-2620-538-000-00-000-000-0000	Check Amount:	250.00
Vendor: ROBERTJAL - JAIME L. ROBERTS							
00014909	02/16/2016	L2314000121	00091287	RYDER	10-3250-330-000-00-000-000-BBGV	Check Amount:	50.00
Vendor: RYDERTO - TOM RYDER							
00014910	02/16/2016	L2314000143	00090820	314198	10-3250-330-000-00-000-000-BBGV	Check Amount:	50.00
Vendor: RYDINSIDE - RYDIN SIGN & DECAL							
00014911	02/16/2016	L2314000025	00091149	97	10-3210-610-000-00-800-000-137-2300	Check Amount:	69.00
00014911	02/16/2016	L2314000026	00091148	96	10-3210-610-000-00-800-000-137-2300	Check Amount:	69.00
00014911	02/16/2016	L2314000122	00091292	108	10-3210-635-000-20-500-000-127-0000	Check Amount:	450.63
00014911	02/16/2016	L2314000123	00091292	108	10-3250-635-000-00-000-000-BBB7	Check Amount:	421.59
00014911	02/16/2016	L2314000124	00091292	108	10-3250-635-000-00-000-000-BBB8	Check Amount:	39.80
00014911	02/16/2016	L2314000125	00091247	105/109A/109/112	10-3250-635-000-00-000-000-BBB9	Check Amount:	60.00
00014911	02/16/2016	L2314000126	00091247	105/109A/109/112	10-3250-635-000-00-000-000-BBB7	Check Amount:	60.00
00014911	02/16/2016	L2314000127	00091247	105/109A/109/112	10-3250-635-000-00-000-000-BBB8	Check Amount:	128.00
00014911	02/16/2016	L2314000128	00091247	105/109A/109/112	10-3250-635-000-00-000-000-BBB9	Check Amount:	38.23
00014911	02/16/2016	L2314000129	00091273	111	10-2310-635-000-00-000-000-0000	Check Amount:	68.60
Vendor: SASDAF - SHARPSVILLE AREA SCHOOL DIST.							
00014912	02/16/2016	L2314000018	00091018	3087939	10-2360-635-000-00-000-000-0000	Check Amount:	64.82
Vendor: SCHOOLHE - SCHOOL HEALTH CORPORATION							
00014913	02/16/2016	L2314000130	00091288	SCHWARTZ	10-2360-635-000-00-000-000-0000	Check Amount:	13.09
Vendor: SCHWARCH - CHUCK SCHWARTZ							
00014914	02/16/2016	L2314000131	00091255	9472061	10-2380-610-000-30-800-000-137-0000	Check Amount:	36.16
Vendor: SCOTTEL - SCOTT ELECTRIC							
00014915	02/16/2016	L2314000132	00091246	SCURPA	Remit # 1 Check Date: 02/16/2016	Check Amount:	930.29
Vendor: SCURPAKIJ - KIRK J. SCURPA							
00014916	02/16/2016	L2314000011	00090037	SHANNON	10-1233-610-000-10-200-000-117-0000	Check Amount:	57.35
Vendor: SHANNOAM - AMANDA SHANNON							
00014917	02/16/2016	L2314000031	00091233	19314/219315	Remit # 1 Check Date: 02/16/2016	Check Amount:	57.35
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-3250-330-000-00-000-000-BBBJ	Check Amount:	49.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	Remit # 1 Check Date: 02/16/2016	Check Amount:	49.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-2620-538-000-00-000-000-0000	Check Amount:	286.71
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	Remit # 1 Check Date: 02/16/2016	Check Amount:	286.71
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-1110-438-000-10-200-000-117-0000	Check Amount:	300.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	Remit # 1 Check Date: 02/16/2016	Check Amount:	300.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-2620-538-000-00-000-000-0000	Check Amount:	50.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	Remit # 1 Check Date: 02/16/2016	Check Amount:	50.00
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-2310-549-000-00-000-000-0000	Check Amount:	487.66
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	Remit # 1 Check Date: 02/16/2016	Check Amount:	487.66
Vendor: SHARONHE - SHARON HERALD CO.							
00014918	02/16/2016	L2314000133	00091264	29424	10-2519-550-000-00-000-000-0000	Check Amount:	122.24
Vendor: SHARONHE - SHARON HERALD CO.							

* Denotes Non-Negotiable Transaction

P - Prenote

- Payable Transaction

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d - Direct Deposit

c - Credit Card Payment

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GENERAL FUND - From 02/16/2016 To 02/16/2016

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
Vendor: SHENANVAQ - SHENANGO VALLEY QUICKPRINT							
00014919	02/16/2016	L2314000134	00091289	SHUGARTS	Remit # 1 Check Date: 02/16/2016	Check Amount:	122.24
					10-3250-330-000-00-000-000-BBB7	330BBB7	36.50
00014919	02/16/2016	L2314000135	00091289	SHUGARTS	Remit # 1 Check Date: 02/16/2016	Check Amount:	36.50
					10-3250-330-000-00-000-000-BBB8	330BBB8	73.00
Vendor: SHUGARFR - FRANK SHUGARTS							
00014920	02/16/2016	L2314000136	00091290	SMOOT	Remit # 1 Check Date: 02/16/2016	Check Amount:	69.00
					10-3250-330-000-00-000-000-BBGV	330BBGV	69.00
Vendor: SMOTTRIL - RILEY SMOOT							
00014921	02/16/2016	L2314000137	00091291	SNYDER	Remit # 1 Check Date: 02/16/2016	Check Amount:	49.00
					10-3250-330-000-00-000-000-BBGJ	330BBGJ	49.00
Vendor: SNYDERGE - GEORGE SNYDER							
00014922	02/16/2016	L2314000012	00090044	SPECIALTY ORTHO	Remit # 1 Check Date: 02/16/2016	Check Amount:	49.00
					10-3250-330-000-00-000-000-AT00	330AT	2,500.00
Vendor: SPECIAOR - SPECIALTY ORTHOPAEDICS, P.C.							
00014923	02/16/2016	L2314000032	00091225	109382	Remit # 1 Check Date: 02/16/2016	Check Amount:	2,500.00
					10-3250-610-000-00-000-000-BBGV	610BBGV	40.00
Vendor: SPORTIGO - SPORTING GOODS, INC.							
00014924	02/16/2016	L2314000037	00090392	STA	Remit # 1 Check Date: 02/16/2016	Check Amount:	40.00
					10-2720-513-000-00-000-000-3600	127205130000036	46,631.40
00014924	02/16/2016	L2314000138	00091265	6982	Remit # 1 Check Date: 02/16/2016	Check Amount:	1,430.42
					10-1290-390-890-00-000-000-5900	112903900000059	48,061.82
Vendor: STA - STA OF PENNSYLVANIA, INC.							
00014925	02/16/2016	L2314000013	00090042	TESONE	Remit # 1 Check Date: 02/16/2016	Check Amount:	583.33
					10-2350-330-000-00-000-000-0000	123503300000000	583.33
Vendor: TESONEROJ - ROBERT J. TESONE							
00014926	02/16/2016	L2314000139	00091298	757947	Remit # 1 Check Date: 02/16/2016	Check Amount:	583.33
					10-2620-411-000-00-000-000-0000	126204110000000	1,049.00
Vendor: TRICOUINI - TRI-COUNTY INDUSTRIES INC							
00014927	02/16/2016	L2314000014	00090038	VANNOY	Remit # 1 Check Date: 02/16/2016	Check Amount:	1,049.00
					10-2620-538-000-00-000-000-0000	126205380000000	25.00
00014927	02/16/2016	L2314000140	00091268	VANNOY	Remit # 1 Check Date: 02/16/2016	Check Amount:	29.70
					10-2260-580-000-00-000-000-0000	122605800000000	54.70
Vendor: VANNOYJO - JOHN VANNOY							
00014928	02/16/2016	L2314000141	00091267	5619	Remit # 1 Check Date: 02/16/2016	Check Amount:	897.44
					10-2270-390-000-00-000-000-0000	122703900000000	897.44
Vendor: WATSONIN - THE WATSON INSTITUTE							
					Remit # 1 Check Date: 02/16/2016	Check Amount:	897.44
10-GENERAL FUND							125,640.29
Grand Total Manual Checks :							0.00
Grand Total Regular Checks :							125,640.29
Grand Total Direct Deposits:							0.00
Grand Total Credit Card Payments:							0.00
Grand Total All Checks :							125,640.29

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Check #	Tran Date	Tran #	PO No.	Invoice #	Account Code	A.S.N.	Expended Amt
00001260	02/22/2016	L2336900002	00090911	7-FINAL	32-4600-450-000-00-000-000-CR-2	3460004502	14,300.00
Vendor: DGM - D & G MECHANICAL INC							
00001261	02/22/2016	L2336900003	00091302	5-FINAL	32-4600-450-000-00-000-000-CR-4	3460004504	2,890.00
Vendor: SHIPLEBC - SHIPLEY BROS. CONSTRUCTION, INC.							
00001262	02/22/2016	L2336900001	00091234	8-FINAL	32-4600-450-000-00-000-000-CR-1	3460004501	10,000.00
Vendor: UNITEDCO - UNITED CONTRACTORS OF NEO, INC.							
					32-4600-450-000-00-000-000-CR-1	3460004501	10,000.00

27,190.00

	0.00
27,190.00	
0.00	
0.00	
27,190.00	

Page 1

Student Activity Account Summary

From 01/01/2016 to 01/30/2016

fastusum

Fund 82 - MS ACTIVITY FUND

Activity Fund	Beginning Balance 01/01/2016	Received	Expended	Adjustments	Ending Balance 01/30/2016
MSCH MS CHEERLEADING	1,073.96	0.00	0.00	0.00	1,073.96
MSNH MS NJHS	738.80	-599.93	75.00	0.00	1,263.73
MSST MS STUDENT COUNCIL	2,068.52	-0.51	0.00	0.00	2,069.03
MSYB MS YEARBOOK	1.72	0.00	0.00	0.00	1.72
Fund 82 - MS ACTIVITY FUND					
Fund Totals:	3,883.00	-600.44	75.00	0.00	4,408.44
Grand Totals:	3,883.00	-600.44	75.00	0.00	4,408.44

Student Activity Account Detail

From 01/01/2016 to 01/30/2016

fastudet

Fund 82 - MS ACTIVITY FUND MSCH-MS CHEERLEADING

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
82-0496-000-000-000-000-000-MSCH				(Inactive with budget)	

Beginning balance: 1,073.96
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1,073.96

Student Activity Account Detail

From 01/01/2016 to 01/30/2016

fastudet

Fund 82 - MS ACTIVITY FUND MSNH-MS NJHS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
82-0496-000-000-000-000-000-MSNH					
01/08/2016	R2290800001			MS NATL JR HONOR SOCIETY	-30.50
01/20/2016	R2305800001			MS NATL JR HONOR SOCIETY	-569.43
01/20/2016	C2306300001	HUMANE SOCIETY OF MERCER COUNTY	00001135	MS NATL JR HONOR SOCIETY	75.00
Beginning balance:					738.80
Received:					-599.93
Expended:					75.00
Adjustments:					0.00
Ending balance:					1,263.73

Student Activity Account Detail

From 01/01/2016 to 01/30/2016

fastudet

Fund 82 - MS ACTIVITY FUND MSST-MS STUDENT COUNCIL

Date Trans. No. Vendor Name
82-0496-000-00-000-000-000-MSST

Check No. Description

Exp/Rec Amount

01/29/2016 R2322000001

MS STUDENT COUNCIL

-0.51

Beginning balance: 2,068.52
Received: -0.51
Expended: 0.00
Adjustments: 0.00
Ending balance: 2,069.03

Student Activity Account Detail

From 01/01/2016 to 01/30/2016

fastudet

Fund 82 - MS ACTIVITY FUND MSYB-MS YEARBOOK

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
82-0496-000-000-000-000-MSYB (Inactive with budget)					

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

Fund 82 - MS ACTIVITY FUND

Beginning Balance 01/01/2016
 Received -600.44
 Expended 75.00
 Ending Balance 01/30/2016 4,408.44

Beginning Balance 01/01/2016
 Received -600.44
 Expended 75.00
 Ending Balance 01/30/2016 4,408.44

Grand Totals:

MS ACTIVITY ACCOUNT BANK RECONCILIATION

SHARPSVILLE AREA SCHOOL DISTRICT
FNB BANK
RECONCILIATION DATE: 3-Feb-16
PREPARED BY: Jaime Roberts

BALANCE PER BANK STATEMENT		CHECK #	OUTSTANDING CHECKS	AMOUNT
AS OF: 31-Jan-16		1129	Michael Spradlin	100.00
ADD DEPOSITS IN TRANSIT				
	0.00			
SUBTOTAL.....		0.00		
LESS CHECKS OUTSTANDING:				
(SEE LIST)	100.00			
TOTAL:	100.00	100.00		
BANK BALANCE PER STATEMENT RECONCILIATION		\$4,408.39		
GENERAL LEDGER ACCOUNT				
BALANCE	3,983.00			
ADD DEBITS:				
RECEIPTS	600.39			
TOTAL DEBITS	600.39			
SUBTOTAL.....	4,583.39			
LESS CREDITS:				
DISBURSEMENTS	75.00			
TOTAL CREDITS	75.00			
BALANCE PER ACTIVITY ACCOUNT		\$4,508.39		
TOTAL.....		\$100.00		

Student Activity Account Summary

From 01/01/2016 to 01/31/2016

Fund 81 - ACTIVITY FUND

Activity Fund	Beginning Balance 01/01/2016	Received	Expended	Adjustments	Ending Balance 01/31/2016
2015 CLASS OF 2015	0.00	0.00	0.00	0.00	0.00
2016 CLASS OF 2016	2,637.31	0.00	0.00	0.00	2,637.31
2017 CLASS OF 2017	2,469.02	0.00	0.00	0.00	2,469.02
2018 CLASS OF 2018	1,160.00	0.00	0.00	0.00	1,160.00
2019 CLASS OF 2019	1,075.60	0.00	0.00	0.00	1,075.60
BBBC BBB CHEERLEADERS	251.00	0.00	0.00	0.00	251.00
CHES CHESS	71.42	0.00	0.00	0.00	71.42
CHOI CHOIR	0.50	0.00	0.00	0.00	0.50
DADV DEVILS ADVOCATE	107.34	0.00	0.00	0.00	107.34
DLOG DEVILS LOG	8,679.31	-4,254.81	4,696.35	0.00	8,237.77
FBCH FOOTBALL CHEERLEADERS	400.29	0.00	0.00	0.00	400.29
FCCL FAM CAREER & COM LEADER	599.17	-1,025.00	1,248.00	0.00	376.17
LEAD LEAD Team	2,639.99	-25.00	67.01	0.00	2,597.98
NHEL NATURAL HELPERS	1,895.93	0.00	0.00	0.00	1,895.93
NHSO NATIONAL HONOR SOCIETY	1,052.93	0.00	0.00	0.00	1,052.93
ROBO ROBOTICS CLUB	2,629.75	0.00	514.04	0.00	2,115.71
SCIE SCIENCE CLUB	298.11	0.00	0.00	0.00	298.11
SFCH STUDENTS FOR CHARITY	0.00	0.00	0.00	0.00	0.00
SPAN SPANISH CLUB	908.34	0.00	0.00	0.00	908.34
STUC STUDENT COUNCIL	475.28	-4.94	0.00	0.00	480.22
TECH TECHNOLOGY CLUB	154.75	0.00	0.00	0.00	154.75
TEEN TEENS THAT CARE	3,560.15	0.00	202.87	0.00	3,357.28
THES THESPIANS	4,268.15	-2,441.00	78.40	0.00	6,630.75
TRAC TRACK CLUB	4,070.91	0.00	0.00	0.00	4,070.91
WRCH WRESTLING CHEERLEADERS	90.30	0.00	0.00	0.00	90.30
Fund 81 - ACTIVITY FUND					
Fund Totals:	39,495.55	-7,750.75	6,806.67	0.00	40,439.63
Grand Totals:	39,495.55	-7,750.75	6,806.67	0.00	40,439.63

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND 2015-CLASS OF 2015

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2015				(Inactive with budget)	

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

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND 2016-CLASS OF 2016

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-800-000-000-2016 (Inactive with budget)

Beginning balance:	2,637.31
Received:	0.00
Expended:	0.00
Adjustments:	0.00
Ending balance:	2,637.31

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND 2017-CLASS OF 2017

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-2017 (Inactive with budget)

Beginning balance:	2,469.02
Received:	0.00
Expended:	0.00
Adjustments:	0.00
Ending balance:	2,469.02

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND 2018-CLASS OF 2018

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-2018 (Inactive with budget)

Beginning balance:	1,160.00
Received:	0.00
Expended:	0.00
Adjustments:	0.00
Ending balance:	1,160.00

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND 2019-CLASS OF 2019

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-2019				(Inactive)	

Beginning balance: 1,075.60
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1,075.60

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND BBBC-BBB CHEERLEADERS

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

Beginning balance: 251.00
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 251.00

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND CHES-CHES

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

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

Beginning balance:	71.42
Received:	0.00
Expended:	0.00
Adjustments:	0.00
Ending balance:	71.42

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND CHOI-CHOIR

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-CHOI		(Inactive with budget)			
				Beginning balance:	0.50
				Received:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	0.50

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND DADV-DEVILS ADVOCATE

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

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

Student Activity Account Detail

fastudet

From 01/01/2016 to 01/31/2016

Fund 81 - ACTIVITY FUND DLOG-DEVILS LOG

Date Trans. No. Vendor Name

Check No. Description

Exp/Rec Amount

81-0496-000-000-00-800-000-000-DLOG

01/15/2016	C2298700001	PA DEPARTMENT OF REVENUE	00004037	DEVIL'S LOG	346.23
01/15/2016	C2298700002	WALSWORTH PUBLISHING COMPANY	00004038	DEVIL'S LOG	4,350.12
01/19/2016	R2301800002			DEVIL'S LOG	-50.00
01/19/2016	R2301800003			DEVIL'S LOG	-883.44
01/19/2016	R2301800004			DEVIL'S LOG	-300.00
01/26/2016	R2313800003			DEVIL'S LOG	-966.37
01/29/2016	R2315000003			DEVIL'S LOG	-2,055.00

Beginning balance: 8,679.31
 Received: -4,254.81
 Expended: 4,696.35
 Adjustments: 0.00
 Ending balance: 8,237.77

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND FBCH-FOOTBALL CHEERLEADERS
 Date Trans. No. Vendor Name
 81-0496-000-000-800-000-000-FBCH (Inactive with budget)

Check No.		Description	Exp/Rec Amount
Beginning balance:			400.29
Received:			0.00
Expended:			0.00
Adjustments:			0.00
Ending balance:			400.29

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

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

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-FCCL					
01/07/2016	C2290100001	DAFFIN'S CANDIES	00004033	FAM CAREER & COMM LEADR OF AM	648.00
01/07/2016	R2290500001			FAM CAREER & COMM LEADR OF AM	-180.00
01/19/2016	R2301800005			FAM CAREER & COMM LEADR OF AM	-245.00
01/25/2016	C2308500001	FCCLA	00004043	FAM CAREER & COMM LEADR OF AM	600.00
01/26/2016	R2313800001			FAM CAREER & COMM LEADR OF AM	-55.00
01/26/2016	R2313800002			FAM CAREER & COMM LEADR OF AM	-199.00
01/29/2016	R2315000002			FAM CAREER & COMM LEADR OF AM	-346.00
Beginning balance:					599.17
Received:					-1,025.00
Expended:					1,248.00
Adjustments:					0.00
Ending balance:					376.17

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND LEAD-LEAD Team

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-LEAD					
01/14/2016	C2296600001	HEIDI ABINADER	00004035	LEAD TEAM	67.01
01/29/2016	R2315000001			LEAD TEAM	-25.00
				Beginning balance:	2,639.99
				Received:	-25.00
				Expended:	67.01
				Adjustments:	0.00
				Ending balance:	2,597.98

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND		NHEL-NATURAL HELPERS		Check No.	Description	Exp/Rec Amount
Date	Trans. No.	Vendor Name				
81-0496-000-000-00-800-000-000-NHEL (Inactive with budget)						

Beginning balance:	1,895.93
Received:	0.00
Expended:	0.00
Adjustments:	0.00
Ending balance:	1,895.93

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND NHO-NATIONAL HONOR SOCIETY
 Date Trans. No. Vendor Name Check No. Description Exp/Rec Amount
 81-0496-000-000-00-800-000-000-NHSO (Inactive with budget)

Beginning balance: 1,052.93
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 1,052.93

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND			ROBO-ROBOTICS CLUB		Check No.	Description	Exp/Rec Amount
Date	Trans. No.	Vendor Name					
81-0496-000-000-00-800-000-000-ROBO							
01/15/2016	C2297200001	LEAD TEAM	00004036	ROBOTICS CLUB		395.09	
01/15/2016	C2298700003	ANDYMARK	00004039	ROBOTICS CLUB		395.09	
01/15/2016	M2299100001	LEAD TEAM	00004036	ROBOTICS CLUB		-395.09	
01/19/2016	C2301500001	ANDYMARK	00004040	ROBOTICS CLUB		118.95	
Beginning balance:						2,629.75	
Received:						0.00	
Expended:						514.04	
Adjustments:						0.00	
Ending balance:						2,115.71	

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND SCIE-SCIENCE CLUB

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

Beginning balance: 298.11
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 298.11

Student Activity Account Detail

fastudet

From 01/01/2016 to 01/31/2016

Fund 81 - ACTIVITY FUND SFCH-STUDENTS FOR CHARITY

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

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

Student Activity Account Detail

fastudet

From 01/01/2016 to 01/31/2016

Fund 81 - ACTIVITY FUND SPAN-SPANISH CLUB

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

Beginning balance: 908.34
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 908.34

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND		STUC-STUDENT COUNCIL		Check No.	Description	Exp/Rec Amount
Date	Trans. No.	Vendor Name				
81-0496-000-000-00-800-000-000-STUC						
01/31/2016	R2321100001				HS STUDENT COUNCIL	-4.94
					Beginning balance:	475.28
					Received:	-4.94
					Expended:	0.00
					Adjustments:	0.00
					Ending balance:	480.22

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND TECH-TECHNOLOGY CLUB

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-TECH				(Inactive with budget)	
				Beginning balance:	154.75
				Received:	0.00
				Expended:	0.00
				Adjustments:	0.00
				Ending balance:	154.75

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND TEEN-TEENS THAT CARE

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-TEEN					
01/21/2016	C2306500001	STA OF PENNSYLVANIA, INC.	00004042	TEENS THAT CARE	202.87
				Beginning balance:	3,560.15
				Received:	0.00
				Expended:	202.87
				Adjustments:	0.00
				Ending balance:	3,357.28

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND THES-THESPIANS

Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-00-800-000-000-THES					
01/07/2016	C2290100002	EILEEN FERENGE	00004034	THESPIANS	29.40
01/19/2016	C2301500002	US POSTAL SERVICE	00004041	THESPIANS	49.00
01/19/2016	R2301800001			THESPIANS	-70.00
01/26/2016	R2313800004			THESPIANS	-985.00
01/29/2016	R2315000004			THESPIANS	-1,135.00
01/29/2016	R2315000005			THESPIANS	-251.00
Beginning balance:					4,268.15
Received:					-2,441.00
Expended:					78.40
Adjustments:					0.00
Ending balance:					6,630.75

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND TRAC-TRACK CLUB

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

Beginning balance: 4,070.91
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 4,070.91

Student Activity Account Detail

From 01/01/2016 to 01/31/2016

fastudet

Fund 81 - ACTIVITY FUND		WRCH-WRESTLING CHEERLEADERS			
Date	Trans. No.	Vendor Name	Check No.	Description	Exp/Rec Amount
81-0496-000-000-800-000-WRCH (Inactive with budget)					

Beginning balance: 90.30
 Received: 0.00
 Expended: 0.00
 Adjustments: 0.00
 Ending balance: 90.30

Fund 81 - ACTIVITY FUND

Beginning Balance		Ending Balance	
01/01/2016		01/31/2016	
Fund Totals:	39,495.55	Received	6,806.67
		Expended	0.00
		Adjustments	40,439.63
Grand Totals:	39,495.55	Ending Balance	40,439.63
		01/31/2016	
		Expended	0.00
		Adjustments	40,439.63

ACTIVITY ACCOUNT

BANK RECONCILIATION

SHARPSVILLE AREA SCHOOL DISTRICT
FNB BANK

RECONCILIATION DATE:
PREPARED BY: Mandy Palko

3-Feb-16

BALANCE PER BANK STATEMENT AS OF: 31-Jan-16 \$41,094.44		OUTSTANDING CHECKS																																			
ADD DEPOSITS IN TRANSIT <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td><td style="width: 20%; height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <div style="text-align: right; margin-top: 5px;">0.00</div>																		<table style="width: 100%;"> <tr> <th style="width: 10%;">CHECK #</th> <th style="width: 70%;">DESCRIPTION</th> <th style="width: 20%;">AMOUNT</th> </tr> <tr> <td colspan="3" style="text-align: center;">SEE ATTACHED</td> </tr> <tr> <td>3917</td> <td>Taylor Pollock</td> <td style="text-align: right;">11.91</td> </tr> <tr> <td>3928</td> <td>Danielle Marrie</td> <td style="text-align: right;">9.00</td> </tr> <tr> <td>3961</td> <td>Hanna Mueller</td> <td style="text-align: right;">33.90</td> </tr> <tr> <td>4043</td> <td>FCCLA</td> <td style="text-align: right;">600.00</td> </tr> </table>		CHECK #	DESCRIPTION	AMOUNT	SEE ATTACHED			3917	Taylor Pollock	11.91	3928	Danielle Marrie	9.00	3961	Hanna Mueller	33.90	4043	FCCLA	600.00
CHECK #	DESCRIPTION	AMOUNT																																			
SEE ATTACHED																																					
3917	Taylor Pollock	11.91																																			
3928	Danielle Marrie	9.00																																			
3961	Hanna Mueller	33.90																																			
4043	FCCLA	600.00																																			
SUBTOTAL 0.00																																					
LESS CHECKS OUTSTANDING: (SEE LIST) 654.81																																					
TOTAL: 654.81 <div style="text-align: right;">654.81</div>																																					
BANK BALANCE PER STATEMENT RECONCILIATION \$40,439.63																																					
GENERAL LEDGER ACCOUNT BALANCE 39,495.55																																					
ADD DEBITS: RECEIPTS 7,750.75																																					
TOTAL DEBITS 7,750.75																																					
SUBTOTAL 47,246.30																																					
LESS CREDITS: DISBURSEMENTS 6,806.67																																					
TOTAL CREDITS 6,806.67																																					
BALANCE PER ACTIVITY ACCOUNT \$40,439.63		TOTAL \$654.81																																			



Book	Policy Manual
Section	000 Local Board Procedures
Title	Membership
Number	004 - REVISED
Status	First Reading

Legal

1. 24 P.S. 303
2. 24 P.S. 1081
3. 24 P.S. 322
4. 24 P.S. 323
5. 24 P.S. 324
6. 65 Pa. C.S.A. 1101 et seq
7. 24 P.S. 321
8. 65 Pa. C.S.A. 1102
9. 65 Pa. C.S.A. 1104
10. 65 Pa. C.S.A. 1105
11. 51 PA Code 15.2
12. 51 PA Code 15.3
13. 24 P.S. 301 et seq
14. 24 P.S. 315
15. 24 P.S. 316
16. 24 P.S. 317
17. 24 P.S. 318
18. 24 P.S. 319
19. 65 Pa. C.S.A. 701 et seq
20. 24 P.S. 407
21. 65 P.S. 91
- 22. Pol. 006**
23. 24 P.S. 516.1
24. 24 P.S. 519
- 25. Pol. 011**
- 26. Pol. 901**
27. 24 P.S. 516
- 28. Pol. 004**
- Pol. 331**

Number

The Board shall consist of nine (9) members.[1]

The Superintendent shall have a seat on the Board and the right to speak on all matters, but not the right to vote.[2]

Qualifications

Each **school director** shall meet the following qualifications:

1. Be of good moral character, be at least eighteen (18) years of age, have been a resident of the district for at least one (1) year prior to the date of his/her election or appointment, and not be a holder of any office or position as specified in Section 322 of the School Code; nor shall the individual be a member of the municipal council.[3]
2. Shall not have been removed from any office of trust under federal, state or local laws for any malfeasance in such office.[4]
3. Shall not be engaged in a business transaction with the school district, be employed by the school district, or receive pay for services from the school district, except as provided by law.[5][6]
4. Shall take and subscribe to the oath or affirmation prescribed by statute before entering the duties of the office.[7]
5. Shall file a statement of financial interests with the Board Secretary or designee at the following times:[8][9][10][11][12]
 - a. Before taking the oath of office or entering upon his/her duties.
 - b. Annually by May 1 while serving on the Board.
 - c. By May 1 of the year after leaving the Board.

Election

Election of members of the Board shall be in accordance with law.[13]

Vacancies

A vacancy shall occur by reason of death, resignation, removal from a district or region, or otherwise. Such vacancy shall be filled in accordance with the School Code and Sunshine Act and by appointment by a majority vote of the remaining members of the Board within thirty (30) days of the occurrence of the vacancy. The **school director** so appointed shall serve for the remainder of the unexpired term or, if earlier, until the first Monday in December after the first municipal election occurring more than sixty (60) days following his/her appointment. When a majority of the memberships are vacant, such vacancies shall be filled by the Court of Common Pleas of **Mercer** County.[14][15][16][17][18][19]

Temporary Vacancy – Active Military Service –

A temporary vacancy shall be declared when a **school director** is ordered to active duty in the military forces of the United States for a period of more than thirty (30) days. The temporary vacancy shall be filled in accordance with the School Code and Sunshine Act and by appointment by a majority vote of the remaining members of the Board within thirty (30) days of the occurrence of the temporary vacancy. The **school director** so appointed shall serve either until the **school director** returns from active duty or until expiration of the term for which s/he was elected, whichever occurs first.[14][20][19]

Term

The term of office of each **school director** shall be four (4) years and shall expire on the first Monday of December, except for a **school director** appointed or elected to fill a vacancy. A **school director** appointed to fill a vacancy shall serve for the remainder of the unexpired term or, if earlier, until the first Monday in December after the first municipal

election occurring more than sixty (60) days following his/her appointment. The term of a **school director** elected to an unexpired term shall expire at the termination of that term.[1][14]

Removal

Whenever a **school director** is no longer a resident of **Sharpville Area** School District or the region s/he represents, his/her eligibility to serve on the Board shall cease.[14][21]

If a **school director** shall neglect or refuse to attend two (2) successive regular meetings of the Board, unless detained by sickness or prevented by necessary absence from the district, or if in attendance at any meeting s/he shall neglect or refuse to act in his/her official capacity as a **school director**, the remaining members of the Board may declare such office vacant on the affirmative vote of a majority of the remaining members of the Board.[18][22]

If a person elected or appointed as a **school director**, having been notified, shall refuse or neglect to qualify as such **director**, the remaining members may, within ten (10) days following the beginning of his/her term of office, declare said office vacant on the affirmative vote of a majority of the remaining members of the Board.[18][22]

Expenses

Board members, a nonmember Board Secretary, and solicitor(s) shall be reimbursed for necessary expenses incurred as delegates to any state convention or association of school directors' convention held within the state, or for necessary expenses incurred in attendance authorized by the Board at any other meeting held within the state or at an educational convention out-of-state. All such expenses shall be itemized and made available for public inspection at the next succeeding Board meeting. **Actual travel expenses shall be reimbursed at one half (1/2) the IRS rate by car. Meals will be reimbursed for overnight trips only not to exceed \$50.00 per day.** *Expenses shall be reimbursed by the Treasurer in the usual manner, upon presentation of an itemized, verified statement.*[23]

Advance payments may be made upon presentation of estimated expenses to be incurred, to be followed by a final itemized, verified statement of such expenses actually incurred, and a refund shall be made to the district of such funds remaining, or an additional payment shall be made by the district to meet the verified expenses actually incurred.[23]

No **school director** shall be reimbursed for more than two (2) out-of-state meetings in one (1) school year.

Orientation

The Board believes that the preparation of each **school director** for the performance of duties is essential to the effectiveness of the Board's functioning. The Board shall encourage each new **school director** to understand the functions of the Board, acquire knowledge of matters related to the operation of the schools, and review Board procedures and policies.

Accordingly, the Board shall give to each new **school director**, no later than his/her first regular meeting, for use during his/her term on the Board the following items:

1. {X} A copy of the School Code.[24]

2. { } A copy of the Board Policy Manual.
3. { } A copy of the district Administrative Regulations Manual.
4. {X} The current budget statement, audit report and related fiscal materials.
5. {X} Access to district information on comprehensive planning, curriculum, assessments, facilities planning and district programs.
6. { } A copy of the Board's adopted **Principles for Governance and Leadership**. [25]

Each new **school director** shall be invited to meet with the Board President, Superintendent, and Board Secretary to discuss Board functions, procedures and policy.

School Director Education/Training

The Board places a high priority on the importance of a planned and continuing program of inservice education and training for its members. The purpose of the planned program shall be to enhance the quality and effectiveness of the Board's governance and leadership.

The Board, in conjunction with the Superintendent, shall plan specific inservice education programs and activities designed to assist Board members in their efforts to improve their skills as policy-making leaders; expand their knowledge about issues, programs, and initiatives affecting the district's educational programs and student achievement; and deepen their insights into the nature of leadership, governance and community engagement.

{ } The school community shall be kept informed about the Board's continuing inservice education and training and the anticipated short and long-term benefits to the district and its schools. [26]

The Board shall annually budget funds to support its planned program of inservice education and training.

The Board establishes the following activities as the basis for its planned program of inservice education and training:

1. Participation in School Board conferences, workshops and conventions.
2. District-sponsored inservice education and training programs designed to meet Board needs.
3. Subscriptions to publications addressed to Board **members'** concerns.
4. Maintenance of resources and reference materials accessible to Board members.

Conference Attendance

In keeping with its stated priority on the importance of continuing inservice education and training for its members, the Board encourages the participation of all members at appropriate School Board conferences, workshops, and conventions. In order to control both the investment of time and expenditure of funds necessary to implement this planned program, the Board establishes the following guidelines: [23][27]

1. {X} The Board shall identify annually the issues, objectives, and cost benefits that can be ascribed to participation by Board members in conferences, workshops and conventions.
2. { } The Superintendent shall inform Board members, in a timely manner, of upcoming conferences, workshops and conventions.
3. {X} The Board shall periodically decide which meetings appear to offer the most direct and indirect benefits to the district.
4. {X} Each **school director** shall receive Board approval prior to attending a conference, workshop or convention at Board expense.
5. {X} Funds for conference attendance shall be budgeted on an annual basis.
6. {X} When a conference, workshop or convention is not attended by the full Board, those who do participate shall share information, recommendations and materials acquired at the meeting that will be beneficial to the school district.
7. {X} Reimbursement to Board members for their travel expenses shall be in accordance with Board procedures and policy.[28]
8. {X} The requirements regarding reimbursement for Board members for travel expenses shall be strictly enforced, and no payment shall be made until receipts for reimbursable expenses are submitted to the Business Manager or designee.
9. { } Reimbursement shall be limited to actual expenses incurred, and shall not include or be construed to include compensation to individual Board members.[7] **Failure to attend without just cause will require the school director to reimburse the District for all costs incurred. Extenuating circumstances will be reviewed by the Board.**

Student Representation

The Board authorizes student representation on the Board in order to facilitate effective communication and to provide an opportunity for students to participate in school governance.

NOTES:

PSBA/NSBA – SC 516

Board members may receive mileage expenses for travel to and from regular Board meetings (and IU members) – SC 516.1

Election By Regions – change language in section 6 to say “is no longer a resident of the region s/he was elected to represent”

If district has existing language on Board member conflict of interest that reads “if vote was determinate and the personal interest was pecuniary, then the action by the Board shall be considered void”—discuss with Legal about keeping in policy or moving to BOGs, see *Reckner v. School District of German Township*, 341 Pa. 375, 19 A.2d 402 (1942)

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Last Modified by Jaime Roberts on February 23, 2016



Book	Policy Manual
Section	100 Programs
Title	Screening and Evaluations for Students With Disabilities
Number	113.3 - REVISED
Status	First Reading
Legal	<p><u>1. 22 PA Code 14.122</u></p> <p><u>2. 22 PA Code 14.123</u></p> <p><u>3. 22 PA Code 14.124</u></p> <p><u>4. 22 PA Code 14.125</u></p> <p><u>5. 22 PA Code 14.133</u></p> <p><u>6. 20 U.S.C. 1414</u></p> <p><u>7. 34 CFR 300.226</u></p> <p><u>8. 34 CFR 300.301-300.311</u></p> <p><u>9. 34 CFR 300.502</u></p> <p><u>10. 34 CFR 300.530</u></p> <p>11. Pol. 113</p> <p>12. Pol. 113.2</p> <p>13. Pol. 209</p> <p>14. Pol. 113.1</p> <p><u>15. 34 CFR 300.300-300.311</u></p> <p><u>16. 34 CFR 300.503</u></p> <p><u>17. 34 CFR 300.303-300.306</u></p> <p><u>18. 34 CFR 300.307-300.311</u></p> <p><u>19. 34 CFR 300.303</u></p> <p>20. PA Ass'n for Retarded Children (PARC) v. Com. of Pa., 343 F. Supp. 279 (E.D. Pa. 1975)</p> <p>21. Pol. 138</p> <p><u>20 U.S.C. 1400 et seq</u></p> <p><u>34 CFR Part 300</u></p> <p><u>Pennsylvania Training and Technical Assistance Network (PaTTAN)</u></p>

Purpose

The Board adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.^{[1][2][3][4][5][6][7][8][9][10][11][12]}

Authority

The Board shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.^{[1][7][13]}

Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular education setting.^[7]

The Board authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student's behaviors and to assist with developing a positive Behavior Support Plan. FBAs must be conducted when:^{[5][10][11][14][12]}

1. A student's behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.
2. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
4. The school contacts law enforcement regarding a student who already has a positive Behavior Support Plan.

FBAs may also constitute part of the initial evaluation to determine eligibility for special education.

The district shall comply with requirements of state and federal laws and regulations when conducting evaluations.^{[2][6][15][9][16]}

An appropriate evaluation of a student, whether conducted by district staff or individuals not employed by the district, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by district staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general curriculum.

A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations.[3][6][17][16]

Guidelines

Parent/Guardian Requests

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request.[1][2]

The evaluation shall be completed and a copy of the evaluation report presented to parents/guardians no later than sixty (60) calendar days after receipt of written parent/guardian consent for an evaluation, exclusive of the period following the last day of the spring school term to the first day of the subsequent fall term.

Appropriate Evaluations

An appropriate evaluation shall use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student.[2][6][8][9]

An appropriate evaluation shall include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations.
2. Information from parents/guardians and school staff familiar with the performance of the student.
3. The student's education records.

The evaluator shall review all such sources of information prior to conducting testing and assessment. The evaluator shall review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her evaluation.

To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator shall explain the reason for the inconsistency in his/her report, if possible.

When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the district and comply with state and federal law and regulations.[4][18]

Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in

compliance with applicable and authoritatively recognized professional principles and ethical tenets. S/He shall report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations shall be administered in a language and form most likely to provide accurate information about the student.

The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless s/he does not have a current teacher.

The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

The evaluator shall prepare and sign a full report of the evaluation containing:

1. Clear explanation of the testing and assessment results.
2. Complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format.
3. Complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
4. Identification of all special education and related services needs and relevant information that directly assists persons in determining the educational needs of the student.
5. Specific, individualized recommendations for consideration by the IEP team for educational programming and placement to enable the student to participate as appropriate in the general education curriculum in the least restrictive environment, as defined by federal and state law and regulations.

Re-Evaluations

Re-evaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the district agree in writing that a re-evaluation is unnecessary. For students with intellectual disability, the re-evaluation cannot be waived. The group of qualified professionals that reviews the evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.[3][19][20]

Copies of the re-evaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

Independent Educational Evaluations

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the district may request an independent educational evaluation at district expense. A parent/guardian is entitled to **only one (1) independent educational evaluation at public expense** each time the district conducts an evaluation with which the parent/guardian disagrees. The independent educational evaluation must arise from parents'/guardians' disagreement with the district's most recent evaluations or re-evaluations of the student. The district shall be entitled to a copy of all results of independent educational evaluations conducted at public expense. If an oral request for an independent educational evaluation is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be in writing. If the native language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing shall be conveyed by whatever means practicable **and in the native language** of the parent/guardian.[9][21]

A written request for an independent educational evaluation at district expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by the district. The district cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.

The criteria under which the independent educational evaluation at public expense is obtained must be the same as the criteria used by the district in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right to an independent educational evaluation at public expense. The qualified examiners who conduct the independent educational evaluation may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an independent educational evaluation in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the district's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so or issue to the parent/guardian correspondence containing:

1. Assurance that the district will pay for an independent educational evaluation as long as the evaluation meets all of the requirements of an appropriate evaluation and is in compliance with this policy.
2. Statement that the district will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the district will pay any cost not covered by such sources.
4. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.

Upon request, the district shall provide to parents/guardians information about where an independent educational evaluation may be obtained.

If the evaluation has already been conducted and paid for, the district shall issue correspondence advising the parent/guardian that the district will not reimburse the parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy. The district shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.

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Book	Policy Manual
Section	100 Programs
Title	Career and Technical Education
Number	115 - REVISED
Status	First Reading

Legal

1. 24 P.S. 1806
2. 24 P.S. 1807
3. 22 PA Code 4.31
4. 22 PA Code 12.41
5. 22 PA Code 339.2
- 6. Pol. 103**
- 7. Pol. 103.1**
- 8. Pol. 113**
- 9. Pol. 138**
10. 24 P.S. 1841
11. 24 P.S. 1809
12. 22 PA Code 11.28
13. 24 P.S. 1801
14. 22 PA Code 339.29
15. 24 P.S. 1850.1
16. 22 PA Code 339.21
17. 22 PA Code 339.22
18. 24 P.S. 1847
19. 24 P.S. 1106
20. 24 P.S. 1212
21. 22 PA Code 339.41
22. 24 P.S. 1808
23. 24 P.S. 1842
24. 22 PA Code 4.33
25. 22 PA Code 339.13
26. 22 PA Code 339.14
27. 23 Pa. C.S.A. 6303
28. 23 Pa. C.S.A. 6344
29. 23 Pa. C.S.A. 6344.3
30. 23 Pa. C.S.A. 6311
- 31. Pol. 806**
- 22 PA Code 4.34
- 23 Pa. C.S.A. 6301 et seq

If students attend an AVTS or CTC, use only non-italicized language and delete the rest. *Italicized language applies only if district operates its own school or holds all vocational-technical classes in the district.*

Authority

The Board shall provide a program of career and technical education in order to:[1][2][3][4][5]

1. {X} Prepare students for employment as skilled workers or technicians in recognized, new and emerging occupations.
2. {X} Prepare students for enrollment in postsecondary education programs.
3. {X} Assist students in choosing career pathways.

The Board shall ensure that all students and parents/guardians are informed of the student's rights to participate in career and technical education programs and courses and that students with disabilities enrolled in such programs are entitled to services under state and federal laws and regulations.[3][6][7][8][9]

All students participating in career and technical programs sponsored or supervised by the Board shall be considered regularly enrolled in district schools and shall be subject to Board policies and district administrative regulations and rules.

The Board shall support a program of career and technical education which may include:

1. {X} District students attending **Mercer County Career Center** ~~(Area Vocational Technical School) (Career & Technology Center)~~ for participation in a cooperative program of career development.[2][10][3][5]

Students and parents/guardians shall be informed that admission to career and technical education programs is accessible to regularly enrolled district students, in accordance with established criteria for attendance.[15][3][4][16]

Guidelines

Child Abuse Prevention Requirements

Employers who participate in district internship, externship, work study, co-op, or similar programs shall adopt policies and procedures that ensure compliance with the following procedures required by the Child Protective Services Law.

Identification of Adult Responsible for Child's Welfare -

When a district student under the age of eighteen (18) years old participates in an internship, externship, work study, co-op, or similar program with an outside employer, the district and the employer shall, prior to commencing participation, identify an adult(s) who will be the student's supervisor while the child participates in the program. The identified adult(s) will be the person responsible for the child's welfare.[27][28]

The identified adult(s) shall be in the immediate vicinity of the child at regular intervals during the program. Immediate vicinity shall mean an area in which an individual is physically present with a child and can see, hear, direct and assess the activities of the child.[27][28]

Certifications -

Prior to commencement of the program, the identified adult shall submit the following information to the Superintendent or designee:[28]

- 1. PA Child Abuse History Clearance - which must be less than sixty (60) months old.**
- 2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.**
- 3. Federal Criminal History Report - which must be less than sixty (60) months old.**
- 4. Disclosure Statement – which is a statement swearing or affirming applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.[29]**

The Superintendent or designee shall review the information and determine if information is disclosed that precludes identification of the adult as the supervisor responsible for the child's welfare.

Information submitted by an identified adult in accordance with this policy shall be maintained centrally in a manner similar to that for school employees.

Arrest or Conviction Reporting Requirements -

An identified adult shall notify the employer, in writing, within seventy-two (72) hours of the occurrence, of an arrest or conviction required to be reported by law. [29]

An identified adult shall also report to the employer, within seventy-two (72) hours of notification, that s/he has been listed as a perpetrator in the Statewide database, in accordance with the Child Protective Services Law.[29]

Failure to accurately report such occurrences may subject the identified adult to disciplinary action up to and including termination of employment and criminal prosecution.[29]

The employer shall immediately require an identified adult to submit new certifications when there is a reasonable belief that the identified adult was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[29]

If the employer receives notice of such occurrences from either the adult or a third party, the employer shall immediately report that information to the Superintendent or designee in writing.[29]

Child Abuse Reporting -

Identified adults who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with the Child Protective Services Law.[30][31]

Last Modified by Jaime Roberts on February 23, 2016



Book	Policy Manual
Section	100 Programs
Title	Tutoring
Number	116 - REVISED
Status	First Reading
Legal	<u>1. 22 PA Code 4.12</u> <u>2. 22 PA Code 4.52</u> <u>3. 22 PA Code 11.22</u> <u>4. 24 P.S. 1327</u> <u>5. 22 PA Code 11.31</u> <u>6. 24 P.S. 111</u> <u>7. 23 Pa. C.S.A. 6344</u> <u>24 P.S. 1205.1</u> <u>24 P.S. 1332</u> <u>24 P.S. 1333</u> <u>22 PA Code 11.33</u> <u>23 Pa. C.S.A. 6301 et seq</u>

Purpose

The Board recognizes that some students may require special help beyond the regular classroom program.

Guidelines

Wherever possible within the working day, each teaching staff member shall assist assigned students in the remediation of individual learning difficulties.[1][2]

{ X } In cases where extra help is desirable and the parents/guardians request such assistance, the building principal or designee may recommend that the parents/guardians secure tutorial services for the student from a list of available tutors maintained by the school.

Excusal From School

Upon the written request of the parent/guardian, a student may be excused during school hours for tutoring in a field not offered in the district curriculum if such excusal does not interfere with the student's regular program of studies.[3]

The tutor's qualifications must be approved by the Superintendent.[3]

The district may establish reasonable conditions for excusal of a student for such tutoring.[3]

Private Tutoring

The instructional program for students not enrolled in public schools due to private tutoring by a **properly** qualified **private** tutor shall comply with state law and regulations.[4][5]

A properly qualified private tutor shall mean a person who is certified by the Commonwealth to teach in Pennsylvania public schools; who is teaching one (1) or more children who are members of a single family; who provides the majority of instruction to such child or children; and who is receiving a fee or other consideration for instructional services.[4]

Each private tutor shall file with the Superintendent a copy of his/her Pennsylvania certification, state and federal criminal history information and child abuse history clearance. No person who would be disqualified from school employment by the provisions of 24 P.S. § 1-111(e) may be a private tutor.[6][4][7]

Annually, the parent/guardian shall provide written assurance **to the Superintendent** that all instructional requirements are being met.[5]

When the Superintendent receives a complaint that a student is not being provided the required instruction or that a student is not making satisfactory progress, the Superintendent may request evidence of the student's academic progress and documentation that instruction is being provided for the required number of days and hours.[5]

Evidence of satisfactory progress may include samples of student work, **assessments**, progress reports, report cards and evaluations. Documentation of instructional time may include logs maintained by the tutor or parent/guardian, attendance records, or other records indicating the dates and times instruction was provided.[5]

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Book	Policy Manual
Section	100 Programs
Title	Assessment System
Number	127 - REVISED
Status	First Reading
Legal	<u>1. 22 PA Code 4.12</u> <u>2. 22 PA Code 4.51</u> <u>3. 22 PA Code 4.52</u> 4. Pol. 102 <u>5. 22 PA Code 12.41</u> <u>6. 22 PA Code 4.4</u> <u>7. 20 U.S.C. 6311</u> 8. Pol. 138 9. Pol. 212 10. Pol. 103.1 11. Pol. 113

Purpose

The Board recognizes its responsibility to develop and implement an assessment **system** that will determine the degree to which students are achieving academic standards and provide information for improving the educational program.

Authority

The Board shall approve an assessment **system** for use in district schools **to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The Board shall approve an assessment system at least once every six (6) years, which shall be implemented no later than one (1) year after the approval date.**[1][2][3][4]

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians.[3][5]

The Board **directs the Superintendent or designee to** grant requests to review state assessments from parents/guardians **to determine whether the state assessments conflict with the parents'/guardians' religious beliefs.** Parent/Guardian requests shall

be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of the assessment documents.[6]

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parent/guardian shall have the right to have their child excused from that state assessment, upon written request to the Superintendent stating the objection.[6]

Delegation of Responsibility

The Superintendent or designee shall recommend **various** methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, staff input **and state regulations.[1][2][3]**

The Superintendent or designee shall **provide summary information to the public regarding student achievement, including results of assessments, in accordance with federal and state law and regulations.[3]**

The Superintendent or designee shall provide information regarding the achievement of academic standards to the PA Department of Education when requested; such information shall not include student names, identification numbers or individually identifiable information.[3]

The Superintendent **or designee** shall recommend improvements in the educational program, curriculum and instructional practices based upon student assessment results.[3]

Guidelines

Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel.[7][8][9]

The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and parents/guardians about how to access such assistance.[3][5]

Students with disabilities and students participating in ESL/Bilingual Education programs shall participate in assessments, with appropriate accommodations when necessary.[2][10][11][8]

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Book	Policy Manual
Section	100 Programs
Title	Home Education Programs
Number	137 - REVISED
Status	First Reading
Legal	<u>1. 24 P.S. 1327</u> <u>2. 24 P.S. 1327.1</u> <u>3. 22 PA Code 11.31a</u> <u>24 P.S. 111</u> <u>22 PA Code 11.33</u> Pol. 203 Pol. 209

Authority

Home education programs for students of compulsory school age residing in the school district shall be conducted in accordance with state law and regulations.[1][2][3]

Definitions

Appropriate education - a program consisting of instruction in the required subjects for the time required by law and in which the student demonstrates sustained progress in the overall program.[2]

Hearing examiner - shall not be an officer, employee or agent of the Department of Education or of the school district or intermediate unit of residence of the child in the home education program.

Home education program - a program conducted in compliance with law by the parent/guardian or person having legal custody of a child. A home education program shall not be considered a nonpublic school under the provisions of law.

Supervisor - the parent/guardian or person having legal custody of a child who is responsible for providing instruction, provided that such person has a high school diploma or its equivalent.

Delegation of Responsibility

The Superintendent or designee shall develop and distribute administrative regulations for registering and monitoring home education programs.

Guidelines**Notarized Affidavit**

Prior to the commencement of the home education program, and annually thereafter on August 1, the parent/guardian or other person having legal custody of the child or children shall file a notarized affidavit with the Superintendent setting forth the information required by law.^[2]

Instructional Program

The instructional program for home education students shall include such courses as required by law.^[2]

Loan of Instructional Materials

At the request of the supervisor, the district shall lend to the home education program copies of the school's planned courses, textbooks and curriculum materials appropriate to the student's age and grade level.^[2]

Student Portfolio and Evaluations

For each student participating in the home education program, the supervisor shall:^[2]

1. Maintain a portfolio of records and materials.
2. Provide an annual written evaluation of the student's educational progress.

Graduation Requirements

The following minimum courses in grades 9 through 12 are established as a requirement for graduation in a home education program: four (4) years of English; three (3) years of mathematics; three (3) years of science; three (3) years of social studies; and two (2) years of arts and humanities.^[2]

Diplomas

Students who complete all of the graduation requirements of the home education program shall receive a high school diploma issued by the supervisor or an approved diploma-granting organization.^[2]

Students With Disabilities

A home education program meets compulsory attendance requirements for a student with a disability only when the program addresses the specific needs of the student and is approved by a teacher with a valid Pennsylvania certificate to teach special education, a licensed clinical psychologist or a certified school psychologist. Written notice of such approval must be submitted with the required affidavit.^[1]

The supervisor may request that the school district or intermediate unit of residence provide services that address the specific needs of a student with a disability.^[1]

When the provision of services is agreed to by both the supervisor and the school district or intermediate unit, all services shall be provided in district schools or in a private school licensed to provide such programs and services.[1]

Appropriate Education/Compliance Determination

A home education evaluator shall certify that an appropriate education is occurring in the home education program. The supervisor shall submit the certification to the Superintendent by June 30 of each year. If the supervisor fails to submit the certification, the Superintendent shall send a letter to the supervisor notifying the supervisor that s/he has ten (10) days to submit the certification.[2]

If the Superintendent has a reasonable belief at any time during the school year that appropriate education may not be occurring in the home education program, s/he may submit a letter to the supervisor requiring an evaluation be conducted and that an evaluator's certification stating that an appropriate education is occurring be submitted to the district by the supervisor within thirty (30) days. The letter shall include the basis for the Superintendent's reasonable belief.[2]

If the Superintendent has a reasonable belief that the home education program is out of compliance, s/he shall submit a letter to the supervisor requiring a certification be submitted within thirty (30) days indicating the program is in compliance. The letter shall include the basis for the Superintendent's reasonable belief.[2]

As required by law, all letters shall be sent by certified mail, return receipt requested, and the time for submission of the requested documentation begins upon receipt of the letter.[2]

Hearings

If the supervisor fails to submit a certification as required, the Board shall provide a hearing by a qualified and impartial hearing examiner within thirty (30) days.[2]

If the hearing examiner finds that an appropriate education is not taking place in the home education program, the home education program will be determined out of compliance; and the student will be enrolled promptly in a district school, a nonpublic school or a licensed private academic school.[2]

Appeal

The supervisor or Superintendent may appeal the decision of the hearing examiner to the Secretary of Education, Commonwealth Court or Court of Common Pleas. The home education program may continue during the appeals process.[2]

Transfers

If a home education program is relocating to another Pennsylvania school district, the supervisor must request from the Superintendent a letter of transfer for the home education program. The request must be made by registered mail thirty (30) days prior to relocation.[2]

The Superintendent shall issue the letter of transfer within thirty (30) days after receipt of the supervisor's registered mail request.[2]

The supervisor shall file the letter of transfer with the Superintendent of the new district of residence.[2]

If a home education program is out of compliance, the Superintendent shall inform the home education supervisor and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If a home education program is in hearing procedures, the Superintendent shall inform the home education supervisor, hearing examiner and Superintendent of the new district of residence of this status and the reason for denial of the transfer letter.[2]

If the Superintendent is informed of pending proceedings related to a home education program relocating to the district, s/he shall continue the home education program until the appeal process is finalized.[2]

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Book	Policy Manual
Section	100 Programs
Title	English as a Second Language/Bilingual Education Program
Number	138- REVISED (RENAMED)
Status	First Reading

Legal

1. 42 U.S.C. 2000d et seq
2. Pol. 102
3. Pol. 103
4. 22 PA Code 4.26
5. 20 U.S.C. 6801 et seq
6. Pol. 103.1
7. Pol. 100
8. Pol. 333
9. 22 PA Code 11.11
10. Pol. 200
11. Pol. 304
12. 20 U.S.C. 6812
13. 20 U.S.C. 6826
14. 20 U.S.C. 6841
15. Pol. 113
16. Pol. 114
17. 20 U.S.C. 6842
18. 22 PA Code 4.51
19. 22 PA Code 4.51a
20. 22 PA Code 4.51b
21. 22 PA Code 4.51c
22. 22 PA Code 4.52
23. Pol. 127
24. Pol. 217
25. 20 U.S.C. 1703
26. Pol. 115
27. Pol. 122
28. Pol. 123
29. 20 U.S.C. 7012
30. Pol. 212
- 34 CFR Part 200
- Pol. 105.1

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the

academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) **shall** be identified, assessed and provided **instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.**^{[1][2][3]}

Authority

The Board shall **approve a written program plan** of educational services for students whose dominant language is not English. The program **plan** shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The **ESL/Bilingual Education** program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.^{[3][4][5][6]}

The Board **may address LEP students and programs in the district's comprehensive planning process, and shall include** appropriate training for professional staff in the Professional **Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations.**^{[7][8]}

The Board may contract with **Midwestern** Intermediate Unit No. **IV** for **ESL/Bilingual Education** services and programs.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an **ESL/Bilingual Education** program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the **ESL/Bilingual Education** program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student **upon enrollment** in the district, and **shall** be filed in the student's permanent record folder through graduation.^{[5][9][10]}

The **ESL/Bilingual Education** program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.^[2]

Certified employees and appropriate support staff, when necessary, shall provide the **ESL/Bilingual Education** program. **The district shall ensure that all teachers in the ESL/Bilingual Education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.**^[11]

The **ESL/Bilingual Education** program shall be evaluated **periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards,** and shall be revised when necessary **to ensure greater student achievement.**^{[12][13][14]}

Students who are English Language Learners (ELL) may be eligible for special education services **when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.**[6][15]

Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP, that may be masking gifted abilities.[16]

Students participating in **ESL/Bilingual Education** programs who are eligible for special education services shall continue receiving **ESL/Bilingual Education** instruction, **in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP),** at the appropriate proficiency and developmental level.[6][15][16]

Students participating in **ESL/Bilingual Education** programs shall be required, with accommodations, to **participate in assessments and** meet established academic standards and graduation requirements adopted by the Board.[2][12][13][14][17][18][19][20][21][22][23][24]

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district **students.**[25][26][27][28]

Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria.[13]

The district shall monitor ELL who exit from the ESL/Bilingual Education program. [14]

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][29]

At the beginning of each school year, **or within fourteen (14) days of enrollment during the school year,** the district shall notify parents/guardians of students **enrolled in ESL/Bilingual Education** programs regarding the instructional program **provided to their student.**[29]

Parents/Guardians **shall** be regularly apprised of their student's progress, **including achievement of academic standards and assessment results.**[23][30]

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/opportunities provided through federal funding, in accordance with applicable law.[29]

The district shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law.[29]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[12][13][29]

NOTES:

If the district does not receive Title III federal funding, policy may be revised based on advice of school solicitor.

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	Reporting Student Progress
Number	212 - REVISED
Status	First Reading
Legal	1. Pol. 216 <u>2. 24 P.S. 1531</u> <u>3. 24 P.S. 1532</u> <u>4. 22 PA Code 4.11</u> 5. Pol. 127 <u>24 P.S. 510</u> Pol. 102 Pol. 138

Purpose

The Board **recognizes** that **communication** between school and home is a vital **component** in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.[1]

Authority

The Board directs that the district's instructional program shall include a system of measuring all students' academic progress.[2][3][4][5]

The Board directs the Superintendent to establish a system of reporting student progress that includes academic progress reports, **grade reports**, and parent/guardian conferences with teachers.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for reporting student progress to parents/guardians.

All appropriate staff members, as part of their professional responsibility, **shall** comply with **the systems established for measuring and reporting student progress.**[2][3]

Guidelines

{X} Various methods of reporting, appropriate to grade level and curriculum content, shall be utilized.

{X} Both student and parent/guardian shall receive ample warning of a pending grade of failure, or one that would adversely affect the student's academic status.

{X} Scheduling of parent-teacher conferences shall occur at times that ensure the greatest degree of participation by parents/guardians.

{X} **Grade reports** shall be issued at intervals of not less than **nine (9) weeks**.

{X} Review and evaluation of methods of reporting student progress to parents/guardians shall be conducted on a periodic basis.

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Book	Policy Manual
Section	300 Employees
Title	Conduct/Disciplinary Procedures
Number	317 - REVISED
Status	First Reading
Legal	<u>1. 22 PA Code 235.10</u> 2. Pol. 824 <u>3. 24 P.S. 510</u> <u>4. 24 P.S. 514</u> <u>5. 24 P.S. 1121</u> <u>6. 24 P.S. 1122</u> <u>7. 24 P.S. 1126</u> <u>8. 24 P.S. 1127</u> <u>9. 24 P.S. 1128</u> <u>10. 24 P.S. 1129</u> <u>11. 24 P.S. 1130</u> <u>12. 2 Pa. C.S.A. 551 et seq</u> 13. Pol. 351 <u>14. 24 P.S. 1151</u> <u>15. 24 P.S. 111</u> <u>16. 24 P.S. 2070.9a</u> <u>17. 23 Pa. C.S.A. 6344.3</u> <u>22 PA Code 235.1 et seq</u> <u>24 P.S. 2070.1a et seq</u> <u>23 Pa. C.S.A. 6301 et seq</u>

Authority

All administrative, professional and support employees are expected to conduct themselves in a manner consistent with appropriate and orderly behavior. Effective operation of district schools requires the cooperation of all employees working together and complying with a system of Board policies, administrative regulations, rules and procedures, applied fairly and consistently.

The Board requires employees to maintain professional, moral and ethical relationships with students at all times.[1][2]

The Board directs that all district employees shall be informed of conduct that is required and is prohibited during work hours and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[3][4]

When demotion or dismissal charges are filed against a certificated administrative or professional employee, a hearing shall be provided as required by applicable law. Noncertificated administrative and support employees may be entitled to a Local Agency Law hearing, at the employee's request.[5][6][7][8][9][10][11][12]

Delegation of Responsibility

All district employees shall comply with state and federal laws and regulations, Board policies, administrative regulations, rules and procedures. District employees shall endeavor to maintain order, perform assigned job functions and carry out directives issued by supervisors.[3]

When engaged in assigned duties, district employees shall not participate in activities that include but are not limited to the following:

1. {X} Physical or verbal abuse, or threat of harm, to anyone.
2. {X} Nonprofessional relationships with students.[2]
3. {X} Causing intentional damage to district property, facilities or equipment.
4. {X} Forceful or unauthorized entry to or occupation of district facilities, buildings or grounds.
5. {X} Use, possession, distribution, or sale of alcohol, drugs or other illegal substances.
[13]
6. {X} Use of profane or abusive language.
7. {X} Breach of confidential information.
8. {X} Failure to comply with directives of district officials, security officers, or law enforcement officers.[6]
9. {X} Carrying onto or possessing a weapon on school grounds without authorization from the appropriate school administrator.
10. {X} Violation of Board policies, administrative regulations, rules or procedures.[6]
11. {X} Violation of federal, state, or applicable municipal laws or regulations.[6]
12. {X} Conduct that may obstruct, disrupt, or interfere with teaching, research, service, operations, administrative or disciplinary functions of the district, or any activity sponsored or approved by the Board.

The Superintendent or designee shall develop and disseminate disciplinary rules for violations of Board policies, administrative regulations, rules and procedures that provide progressive penalties, including but not limited to

{X} verbal warning

{X} written warning

{X} reprimand

{X} suspension

{X} demotion[14]

{X} dismissal[6]

{X} pursuit of civil and criminal sanctions.

Arrest or Conviction Reporting Requirements

Employees shall use the designated form to report to the Superintendent or designee, within seventy-two (72) hours of the occurrence, an arrest or conviction required to be reported by law.[15][16]

Employees shall also report to the Superintendent or designee, in writing, within seventy-two (72) hours of notification, that the employee has been **named** as a perpetrator in a **founded or indicated report pursuant to** the Child Protective Services Law.[17]

An employee shall be required to submit **new** criminal history background checks if the Superintendent or designee has a reasonable belief that the employee was arrested or has been convicted of an offense required to be reported by law, and the employee has not notified the Superintendent or designee.[15]

An employee shall be required immediately to submit a new child abuse history certification if the Superintendent or designee has a reasonable belief that the employee was named as a perpetrator in a founded or indicated report or has provided written notice of such occurrence.[17]

Failure to accurately report such **occurrences** may subject the employee to disciplinary action up to and including termination and criminal prosecution.[15][17]

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Book	Policy Manual
Section	800 Operations
Title	Child Abuse
Number	806 - REVISED
Status	First Reading

Legal

1. 24 P.S. 1205.6
2. 23 Pa. C.S.A. 6301 et seq
- 3. Pol. 333**
- 4. Pol. 818**
5. 23 Pa. C.S.A. 6303
6. 24 P.S. 111
7. 23 Pa. C.S.A. 6344
8. 18 Pa. C.S.A. 7508.2
9. 42 Pa. C.S.A. 9799.12
10. 42 Pa. C.S.A. 9799.24
11. 23 Pa. C.S.A. 6311
- 12. Pol. 302**
- 13. Pol. 304**
- 14. Pol. 305**
- 15. Pol. 306**
16. 23 Pa. C.S.A. 6344.3
17. 23 Pa. C.S.A. 6344.4
- 18. Pol. 309**
- 19. Pol. 916**
- 20. Pol. 317.1**
21. 24 P.S. 2070.1a
- 22. Pol. 824**
23. 23 Pa. C.S.A. 6318
24. 23 Pa. C.S.A. 6319
25. 18 Pa. C.S.A. 4906.1
26. 18 Pa. C.S.A. 4958
27. 23 Pa. C.S.A. 6320
28. 23 Pa. C.S.A. 6305
29. 23 Pa. C.S.A. 6313
30. 23 Pa. C.S.A. 6314
31. 24 P.S. 1302.1-A
32. 24 P.S. 1303-A
33. 22 PA Code 10.2
34. 22 PA Code 10.21
35. 22 PA Code 10.22
- 36. Pol. 805.1**
37. 23 Pa. C.S.A. 6346
38. 23 Pa. C.S.A. 6368

24 P.S. 1301-A et seq

22 PA Code 10.1 et seq

24 P.S. 1527

24 P.S. 2070.1a et seq

18 Pa. C.S.A. 4304

Pol. 317

Authority

The Board requires district employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.[1][2][3][4]

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age or older.[5]

Bodily injury - impairment of physical condition or substantial pain.[5]

Certifications - refers to the child abuse history clearance statement and state and federal criminal history background checks required by the Child Protective Services Law and/or the School Code.[6][7]

Child - an individual under eighteen (18) years of age.[5]

Child abuse - intentionally, knowingly or recklessly doing any of the following:[5]

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:

- a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one (1) year of age.
 - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present **during the** operation of methamphetamine laboratory, provided that the violation is being investigated by law enforcement.
[8]
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known **was** required to register as a Tier II or Tier III sexual offender **or** has been determined to be a sexually violent predator **or** sexually violent delinquent.[9][10]
9. Causing the death of the child through any act or failure to act.

The term **child abuse** does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term **child abuse** is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or
5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

Direct contact with children - the possibility of care, supervision, guidance or control of children or routine interaction with children.[1]

Independent contractor - an individual **other than a school employee** who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children **pursuant to a contract**. The term does not **apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children**. [5][11]

Perpetrator - a person who has committed child abuse and is a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an individual fourteen (14) years of age or older who is responsible for the child's welfare **or who has direct contact with children as an employee of child-care services, a school or through a program activity or service;**

an individual fourteen (14) years of age or older who resides in the same home as the child; or an **adult** who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child. **Only the following may be considered a perpetrator solely based upon a failure to act: a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an adult responsible for the child's welfare; or an adult who resides in the same home as the child.**[5]

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.[5]

Program, activity or service - any of the following in which children participate and which is sponsored by a school or a public or private organization:[5]

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. **A community or social** outreach program.
5. An enrichment **or educational** program.
6. A troop, club or similar organization.

Recent act or failure to act - any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency.[5]

Routine interaction - regular and repeated contact that is integral to a person's employment or volunteer responsibilities.[5]

School employee - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term **does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.**[5]

Serious mental injury - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:[5]

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious physical neglect - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning:[5]

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.

2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

Sexual abuse or exploitation - any of the following:[5]

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

The conduct described above does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) years of the child's age.

2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Student - an individual enrolled in a district school under eighteen (18) years of age.[5]

Volunteer - an **unpaid adult** individual, **who, on the basis of the individual's role as an integral part of a regularly scheduled** program, activity or service is **a person** responsible for the **child's** welfare or has direct contact with children.[11]

Delegation of Responsibility

In accordance with Board policy, the Superintendent or designee shall:

1. Require each candidate for employment to submit an official child abuse clearance statement and **state and federal criminal history background checks (certifications)** as required by law.[6][7][12][13][14][15]
2. Require each applicant for transfer or reassignment to submit **the required certifications** unless the applicant is applying for a transfer from one position as a district employee to another position as a district employee of this district and the applicant's **certifications are** current.[16][17][18]

School employees **and** independent contractors shall obtain and submit new **certifications** every **sixty (60)** months.[17]

Certification requirements for volunteers are addressed separately in Board Policy 916.[19]

The Superintendent or designee shall annually inform students, parents/guardians, independent contractors, volunteers and staff regarding the contents of this Board policy.

The Superintendent or designee shall annually notify district staff, independent contractors, and volunteers of their responsibility for reporting child abuse in accordance with Board policy and administrative regulations.

Guidelines

Training

The school district, and independent contractors of the school district, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:[1][20][3][4]

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements. [21][20]
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.[22]

Employees are required to complete a minimum of three (3) hours of training every five (5) years.[1]

{ } The district shall provide each volunteer with training on child abuse recognition and reporting.

Duty to Report

School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:[11]

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.
2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.[11]

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.[11]

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.[23]

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.[24]

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.[25]

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.[26]

The district shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.[27]

Reporting Procedures

School employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (**www.compass.state.pa.us/cwis**) or an oral report via the statewide toll-free telephone number **(1-800-932-0313)**. A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the district with a written record of the report.[28][11][29]

A school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the school principal and if the initial report was made electronically, also provide the principal with a copy of the report confirmation. The school principal shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.[28][11][29]

When a report of suspected child abuse is made by a school employee, independent contractor or volunteer as required by law, the school district is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the school principal with a copy of the report confirmation promptly after the written electronic report has been filed. The principal shall in turn provide a copy of the report confirmation to the Superintendent or designee.[28][11][29]

{ } When necessary to preserve potential evidence of suspected child abuse, a school employee may, after the initial report is made, take or cause to be taken photographs of the child who is the subject of the report. Any such photographs shall be sent to the county agency at the time the written report is sent or within forty-eight (48) hours after a report is made by electronic technologies or as soon thereafter as possible. The school principal shall be notified whenever such photographs are taken.[30]

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.[31][32][33][34][35][36]

Investigation

The school principal shall facilitate the cooperation with the Department of Human Services of the Commonwealth or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.[11][37]

Upon notification that an investigation involves suspected child abuse by a school employee, the principal shall immediately implement a plan of supervision or alternative arrangement **that has been approved by the Superintendent** for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.[38]

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Last Modified by Jaime Roberts on February 23, 2016



Book	Policy Manual
Section	900 Community
Title	Volunteers
Number	916 - REVISED
Status	First Reading
Legal	<u>1. 24 P.S. 510</u> 2. Pol. 824 <u>3. 23 Pa. C.S.A. 6303</u> <u>4. 23 Pa. C.S.A. 6344</u> <u>5. 23 Pa. C.S.A. 6344.2</u> 6. Pol. 907 <u>7. 23 Pa. C.S.A. 6344.3</u> <u>8. 23 Pa. C.S.A. 6344.4</u> <u>9. 24 P.S. 1418</u> <u>10. 28 PA Code 23.44</u> <u>11. 23 Pa. C.S.A. 6311</u> 12. Pol. 806 13. Pol. 123 14. Pol. 123.1 15. Pol. 123.2 16. Pol. 216 <u>23 Pa. C.S.A. 6301 et seq</u>

Purpose

The Board supports and encourages the participation of parents/guardians and community residents to enhance the educational, co-curricular and extracurricular programs of the district.

Authority

The Board may adopt and enforce reasonable rules and regulations governing volunteers and their participation in the activities of the district.[1]

The Board directs that all volunteers shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[1]

All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.[2]

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult - an individual eighteen (18) years of age or older.[3]

Certifications - refers to the child abuse history clearance statement; the state criminal history background check; and where applicable, the federal criminal history background check, required by the Child Protective Services Law.[4][5]

Direct volunteer contact - the care, supervision, guidance or control of children and routine interaction with children.[3]

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.[3]

Routine interaction - regular and repeated contact that is integral to a person's volunteer responsibilities.[3]

Visitor - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.[6]

Volunteer - is an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.[5]

The two (2) classifications of volunteers are:

1. **Position Volunteer** - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.
2. **Guest Volunteer** - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the selection and management of volunteers and for ensuring compliance with Board policies, administrative regulations, rules and procedures.

At the discretion of the Superintendent or designee, a volunteer's service may be discontinued at any time.

The Superintendent or designee shall develop administrative regulations to implement this policy and manage the selection, use and supervision of volunteers.

Guidelines

Each prospective position volunteer shall complete and submit a volunteer application.

The names of all position volunteers shall be submitted for approval by the

{X} Board.

{ } Superintendent or designee.

The names of all guest volunteers shall be submitted for approval by the building principal or designee.

Upon approval, volunteers shall be placed on the list of approved volunteers.

Approval shall be required prior to beginning service as a volunteer.

Certifications

Prior to approval, all position volunteers shall submit the following information:

1. PA Child Abuse History Certification - which must be less than sixty (60) months old.[5]
2. PA State Police Criminal History Record Information - which must be less than sixty (60) months old.[5]
3. Disclosure Statement for Volunteers - which is a statement swearing or affirming the applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse.
[4][5][7]

If a position volunteer has not been a resident of Pennsylvania during the entirety of the previous ten (10) year period, the position volunteer must also submit the following information:[5]

1. Federal Criminal History Report - issued at any time since the volunteer established residency.

The Superintendent or designee shall review the information and determine if information is disclosed that precludes service as a volunteer.

Information submitted by volunteers in accordance with this policy shall be maintained centrally in a manner similar to that used for school employees.

Position volunteers shall obtain and submit new certifications every sixty (60) months.[8]

A student, eighteen (18) years of age or older, who is volunteering for an event or activity sponsored by the school in which the student is enrolled and occurring on the school's grounds, shall not be required to submit certifications except when the event or activity is for children in the care of a child-care service or the student will otherwise be responsible for the welfare of a child.[5]

Tuberculosis Test

Prior to participating in student activities, volunteers shall undergo a test for tuberculosis, when required by and in accordance with the regulations and guidance of the Pennsylvania Department of Health.[9][10]

Arrest or Conviction Reporting Requirements

Position volunteers shall report to the Superintendent or designee, in writing, within seventy-two (72) hours, an arrest or conviction required to be reported by law or notification that the volunteer has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law.[7]

The Superintendent or designee shall immediately require a position volunteer to submit new certifications if the Superintendent or designee has a reasonable belief that the volunteer was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence.[7]

Failure to accurately report such occurrences may subject the position volunteer to disciplinary action up to and including denial of volunteer service and criminal prosecution.
[7]

Child Abuse Reporting

All volunteers who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, Board policy and administrative regulations.[11][12]

Supervision

Each volunteer shall be under the supervision of a designated school administrator, teacher or other member of the school staff.

Training

Volunteers shall attend orientation and training sessions, as appropriate to the nature of their volunteer service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which volunteers should also receive that training.[13][14][15][12]

Confidentiality

No volunteer shall be permitted access to confidential student information unless the supervisor has determined that such access is necessary for the volunteer to fulfill his/her responsibilities. Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law. If a volunteer has questions about the confidentiality of student information, the volunteer should consult with the building principal.[16]

{X} Liability Insurance

The district shall provide liability insurance coverage for volunteers appropriate to the nature of their roles and the risk management needs of the district.

{ } Reimbursement for Expenses

Volunteers may be reimbursed for expenses incurred in the course of their volunteer service only when authorized in advance by the Superintendent or designee.

{ } Acknowledgement

Each volunteer shall affirm in writing that s/he has been provided with a copy of, has read, understands and agrees to comply with this policy.

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Last Modified by Jaime Roberts on February 23, 2016



Book	Policy Manual
Section	100 Programs
Title	Field Trips
Number	121- RECOMMENDED
Status	First Reading
Legal	1. Pol. 105 2. Pol. 103.1 3. Pol. 113 4. Pol. 210 5. Pol. 210.1 Pol. 000 <u>24 P.S. 510</u> <u>24 P.S. 517</u>
Adopted	March 16, 2009
Last Revised	November 17, 2014

Purpose

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important component of the instructional program of the schools. Properly planned and executed field trips can:

1. Supplement and enrich classroom learning by providing educational experiences in an environment outside the schools.
2. Arouse new interests among students.
3. Help students relate academic learning to the reality of the world outside of school.
4. Introduce community resources, such as natural, cultural, industrial, commercial, governmental, and educational.
5. Afford students the opportunity to study real things and real processes in their actual environment.

Definition

For purposes of this policy, a **field trip** shall be defined as any trip by students away from school premises that is an integral part of approved planned instruction, is conducted as a

first-hand educational experience not available in the classroom, and is supervised by a teacher or district employee. **Field trips will be divided into two (2) categories: Academic field trips and Honors field trips. Academic field trips meeting the definition of a field trip will not exceed one per teacher. Honors Field Trips are those trips for which a student or student group has received an honor, or award or invitation to attend. Examples of an Honors field trip would include but not be limited to: music and band competitions, science fair. Honors field trips shall not be limited to one per teacher.**

Authority

The Board shall approve only those field trips that take students outside this district, or are planned to keep students out of the district overnight or longer.

Students on field trips remain under the supervision and responsibility of this Board and are subject to its rules and regulations.

The Board does not endorse, support nor assume responsibility in any way for any district staff member who takes students on trips not approved by the Board or Superintendent. No staff member may solicit district students for such trips within district facilities or on district grounds without Board permission.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the operation of field trips.

Guidelines

Field trips shall be governed by guidelines which ensure that:

1. The safety and well-being of students will be protected at all times.
2. Permission of the parent/guardian is sought and obtained before any student may participate.
3. The principal approves the purpose, itinerary and duration of each proposed trip.
4. Each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its value.[1]
5. The effectiveness of field trip activities is monitored and evaluated continuously.
6. Teachers are allowed flexibility and innovation in planning field trips.
7. No field trip will be approved unless it contributes to the achievement of specified instructional objectives.

Administration of Medication

The Board directs planning for field trips to start early in the school year and to include collaboration between administrators, teachers, nurses, parents/guardians and other designated health officials.

Decisions regarding administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs.[2][3]

Medication shall be administered in accordance with applicable laws, regulations, Board policies and district procedures.[4][5]

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Book	Policy Manual
Section	000 Local Board Procedures
Title	Principles for Governance and Leadership
Number	011 NEW
Status	First Reading
Legal	

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. The actions taken by the board ultimately have both short and long-term impact in the classroom. Therefore, school directors collectively and individually will . . .

Advocate Earnestly

- Promote public education as a keystone of democracy
- Engage the community by seeking input, building support networks, and generating action
- Champion public education by engaging members of local, state and federal legislative bodies

Lead Responsibly

- Prepare for, attend and actively participate in board meetings
- Work together in a spirit of harmony, respect and cooperation
- Participate in professional development, training and board retreats
- Collaborate with the Superintendent as the Team of 10

Govern Effectively

- Adhere to an established set of rules and procedures for board operations
- Develop, adopt, revise and review policy
- Align decisions to policy
- Differentiate between governance and management, delegating management tasks to administration
- Allocate finances and resources
- Ensure compliance with local, state and federal laws

Plan Thoughtfully

- Adopt and implement a collaborative comprehensive planning process, including regular reviews
- Set annual goals that are aligned with the comprehensive plan
- Develop a financial plan that anticipates both short and long-term needs

- Formulate a master facilities plan conducive to teaching and learning

Evaluate Continuously

- Utilize appropriate data to make informed decisions
- Use effective practices for the evaluation of the Superintendent
- Assess student growth and achievement
- Review effectiveness of the comprehensive plan

Communicate Clearly

- Promote open, honest and respectful dialogue among the board, staff and community
- Encourage input and support for the district from the school community
- Protect confidentiality
- Honor the sanctity of executive session

Act Ethically

- Never use the position for improper benefit to self or others
- Act to avoid actual or perceived conflicts of interest
- Recognize the absence of authority outside of the collective board
- Respect the role, authority and input of the Superintendent
- Balance the responsibility to provide educational programs with being stewards of community resources
- Abide by the majority decision

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Book Policy Manual
 Section 800 Operations
 Title Maintaining Professional Adult/Student Boundaries
 Number 824 - NEW
 Status First Reading

Legal 1. 24 P.S. 510
 2. Pol. 818
 3. Pol. 103
 4. Pol. 103.1
 5. Pol. 248
 6. Pol. 815
7. 23 Pa. C.S.A. 6311
 8. Pol. 806
9. 24 P.S. 2070.9a
 10. Pol. 317.1
11. 24 P.S. 1302.1-A
12. 24 P.S. 1303-A
13. 22 PA Code 10.2
14. 22 PA Code 10.21
15. 22 PA Code 10.22
 16. Pol. 805.1
 17. Pol. 348
 18. Pol. 317
22 PA Code 235.1 et seq
24 P.S. 2070.1a et seq
23 Pa. C.S.A. 6301 et seq

Authority

This policy applies to district employees, volunteers, student teachers, and independent contractors and their employees who interact with students or are present on school grounds. For purposes of this policy, such individuals are referred to collectively as **adults**. The term **adults** as used in this policy, does not include district students who perform services on a volunteer or compensated basis.

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct.

The Board directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[1]

This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the district or to interfere with participation in civic, religious or other outside organizations that include district students.

Definition

For purposes of this policy, **legitimate educational reasons** include matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration or other purposes within the scope of the adult's job duties.

Delegation of Responsibility

The Superintendent or designee shall annually inform students, parents/guardians, and all adults regarding the contents of this Board policy through employee and student handbooks, posting on the district website, and by other appropriate methods.

The building principal or designee shall be available to answer questions about behaviors or activities that may violate professional boundaries as defined in this policy.

Independent contractors doing business with the district shall ensure that their employees who have interaction with students or are present on school grounds are informed of the provisions of this policy.[2]

Guidelines

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior.

Prohibited Conduct

Romantic or Sexual Relationships -

Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact.
2. Romantic flirtation, propositions, or sexual remarks.

3. Sexual slurs, leering, epithets, sexual or derogatory comments.
4. Personal comments about a student's body.
5. Sexual jokes, notes, stories, drawings, gestures or pictures.
6. Spreading sexual or romantic rumors.
7. Touching a student's body or clothes in a sexual or intimate way.
8. Accepting massages, or offering or giving massages other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
9. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
10. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions -

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violates professional boundaries include, but are not limited to:

1. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
2. Exchanging notes, emails or other communications of a personal nature with a student.
3. Giving personal gifts, cards or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).
5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.
6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.
9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.
11. Going to a student's home without a legitimate educational reason.

12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.[3][4][5]

Electronic Communications

For purposes of this policy, **electronic communication** shall mean a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant or pager. Electronic communications include, but are not limited to, emails, instant messages and communications made by means of an Internet website, including social media and other networking websites.

As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students.

Electronic communication with students shall be for legitimate educational reasons only.

When available, district-provided email or other district-provided communication devices shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices shall be in accordance with district policies and procedures.[6]

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that s/he has maintained an appropriate relationship with the student.

Under no circumstance will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy.

There will be circumstances where personal relationships develop between an adult and a student's family, e.g. when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity.

It is understood that many adults are involved in various other roles in the community through nondistrict-related civic, religious, athletic, scouting or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall immediately notify the Superintendent, principal or other administrator.[5]

All district employees, independent contractors and volunteers who have reasonable cause to suspect that a child is the victim of child abuse, shall immediately report the suspected abuse, in accordance with applicable law, regulations and Board policy.[7][8]

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report such misconduct to the Superintendent and his/her immediate supervisor, within fifteen (15) days of discovery of such misconduct.[9][10]

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and Board policy.[7][9][11][12][13][14][15][10][16][8]

It is a violation of this policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.

Investigation

Allegations of inappropriate conduct shall be promptly investigated in accordance with the procedures utilized for complaints of harassment.[5][17]

It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the reporter or any witnesses. If as the result of an

investigation any individual, including the reported adult, the reporter, or a witness is found to have intentionally provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and district policies. **Obstruction** includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.[18]

A volunteer, student teacher, or independent contractor or an employee of an independent contractor who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training

The district shall provide training with respect to the provisions of this policy to current and new district employees, volunteers and student teachers subject to this policy.

The district, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures.

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Last Modified by Jaime Roberts on February 23, 2016

Sharpsville School District
Report Card
School Year: 2015-2016

Kindergarten

Student:	Teacher:	School:
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Academic Key	
Exceeding Common Core and District Standards	4
Meeting Common Core and District Standards	3
Progressing Toward Common Core and District Standards	2
Not Meeting Common Core and District Standards	1
Not Assessed at This Time	NA

English Language Arts - Reading	Q1	Q2	Q3	Q4
Literature/Information Text (with Prompting and Support)				
I can retell familiar (fiction) stories, including key details, such as characters, settings, and major events				
I can describe connections between two characters, events, or ideas in a text				
I can identify the main topic and retell key details of a nonfiction (or informational) text				
I can ask and answer questions about the text				
Foundational Skills				
I can understand print concepts				
I can recognize and name all upper-case letters of the alphabet				
I can recognize and name all lower-case letters of the alphabet				
I can orally recognize and then produce rhyming words				
I can identify the beginning sounds, vowel sounds and ending sounds in words				
I can read common high-frequency words by sight				
I can read emergent-reader texts with purpose and understanding				
English Language Arts - Writing	Q1	Q2	Q3	Q4
I can use a combination of drawing, dictating, and writing to communicate ideas and information effectively				
I can write for varied purposes: to inform, to argue or persuade, and to tell a story				
I can, with guidance and support, begin to respond to suggestions to improve writing				
I can contribute to shared research and writing projects				
I can produce and expand complete sentences in shared language activities				
I can write a letter or letters for most consonant and short vowel sounds				
I can spell simple words phonetically				
Language				
I can demonstrate command of the conventions when writing or speaking				
I can acquire and use grade appropriate vocabulary				
English Language Arts - Speaking and Listening	Q1	Q2	Q3	Q4
I can attentively engage in discussions within a group				
I can ask and answer questions in order to seek help, get information, or clarify something that is not understood				
I can describe familiar people, places, things, and events orally				
I can express thoughts, feelings, and ideas clearly				

Math	Q1	Q2	Q3	Q4
Counting and Cardinality				
I can recognize and name numbers				
I can count in sequence				
I can count to tell the number of objects up to 20				
I can write numbers 0-20				
I can compare the number of items in groups using greater than, less than, or equal to				
Operations and Algebraic Thinking				
I can demonstrate addition as putting together and adding to				
I can demonstrate subtraction as taking apart and taking from				
I can solve addition and subtraction word problems within ten				
I can decompose numbers less than or equal to ten				
I can fluently add within five				
I can fluently subtract within five				
Numbers and Operations in Base Ten				
I can work with numbers 11-19 to demonstrate place value				
Measurement and Data				
I can describe and compare measurable attributes, e.g., shorter/taller, heavier/lighter, more/less				
I can classify objects and count the number of objects in each category				
Geometry				
I can identify and describe 2D and 3D shapes				
I can compare and create shapes				
Social Studies	Q1	Q2	Q3	Q4
I can demonstrate an understanding of social studies content and concepts				
I can apply critical thinking skills to develop and justify explanations				
Science	Q1	Q2	Q3	Q4
I can demonstrate an understanding of scientific content and concepts				
I can apply problem-solving skills to develop and justify explanations				
Physical Education	Q1	Q2	Q3	Q4
I can demonstrate knowledge of PE skills				
I can demonstrate sportsmanship				
Effort				
Music	Q1	Q2	Q3	Q4
I understand musical concepts				
I can demonstrate knowledge of musical skills				
I participate appropriately				

Student:	Teacher:	School:
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Habits of Success Key	
Exceeding Expectations	4
Meeting Expectations	3
Progressing Toward Expectations	2
Not Meeting Expectations	1

Habits of Success	Q1	Q2	Q3	Q4
I can respect others' rights, feelings, & property				
I can accept responsibility for own behavior				
I can demonstrate self-control				
I can organize self and materials				
I can follow directions				
I can use time effectively to produce quality work				
I can complete assigned homework				
I can demonstrate effort, commitment, and perseverance				

Attendance and Punctuality	Q1	Q2	Q3	Q4
Days Present				
Days Absent				
Days Tardy				
Absences/Tardies have affected work				

Interventions and Supports	Q1	Q2	Q3	Q4
IEP				
Title I				
ELL				
RtI				
Gifted				
504 Plan				

X = receiving that Intervention or Support
 IEP: Individualized Education Plan for a student receiving Special Education support
 Title I: Additional Reading Support
 ELL: English Language Learner receiving additional support
 RtI: Response to Intervention additional support
 Gifted: Enrichment support
 504 Plan: Accommodations due to a limitation in a major life activity

Teacher Comments	
Quarter 1	Quarter 2
Quarter 3	Quarter 4
Promoted to Grade _____	

Student:	Teacher:	School: Sharpsville Elementary
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English Language Arts - Reading	MP.1	MP.2	MP.3	MP.4
Average				
Foundational Skills				
I can identify letters and letter sounds				
I can recognize and read sight words				
I can apply grade level phonics and word analysis skills in decoding words				
I can read with sufficient accuracy and fluency to support comprehension				
Reading Informational Text				
I can ask and answer questions about main idea and key details				
I can use text features to locate information in the text				
Reading Literature				
I can retell stories to include major events, character, setting, and central message				
I can compare and contrast the adventures and experiences of characters in stories				
I can ask and answer questions about main idea and key details				
Writing				
I can introduce a topic, maintain focus, and include details and provide a sense of closure				
I can write a narrative piece that focuses on a specific topic				
I can write an informative/explanatory piece that gives information about a topic				
I can write an opinion piece on a familiar topic				
I can collaborate in a shared research and writing project about a topic				
I can add information and make revisions to improve my writing				
I can demonstrate a command of capitalization and punctuation				
I can demonstrate a command of grammar and usage				
I can use grade appropriate spelling and vocabulary				
Speaking and Listening				
I can participate in discussions with groups				
I can clearly describe people, places, things, and events with relevant detail				
I can demonstrate a command of grammar and usage				
Spelling	MP.1	MP.2	MP.3	MP.4
Average				
I can successfully master weekly spelling lists				
I can use spelling correctly in everyday writing				
Math	MP.1	MP.2	MP.3	MP.4

Average				
Operations and Algebraic Thinking				
I can understand the meaning of an equal sign				
I can solve word problems				
I can add within 20 using strategies				
I can subtract within 20 using strategies				
Numbers and Operations in Base Ten				
I can count, read, represent, and write numbers to 120				
I can understand place value: ones and tens				
I can use place value understanding to add and subtract				
I can mentally find 10 more or 10 less than a given 2-digit number				
I can compare two two-digit numbers and use the symbols >, =, and <				
Measurement and Data				
I can measure, order, and compare lengths				
I can tell and write time in hours and half hours using analog and digital				
I can ask and answer questions about tables and graphs				
Geometry				
I can define attributes of shapes				
I can understand division of shapes (halves and quarters)				
I can compose and decompose 2D and 3D shapes				
Quick Math	MP.1	MP.2	MP.3	MP.4
Average				
I can add fluently to 12				
I can subtract fluently within 12				
Physical Education	MP.1	MP.2	MP.3	MP.4
I can demonstrate knowledge of PE skills				
I can demonstrate sportsmanship				
Effort				
Music	MP.1	MP.2	MP.3	MP.4
I understand musical concepts				
I can demonstrate knowledge of musical skills				
I participate appropriately				
Art	MP.1	MP.2	MP.3	MP.4
I understand art concepts				
I can demonstrate knowledge of art skills				
I participate appropriately				

Academic Key

Exceeding Common Core and District Standards

Meeting Common Core and District Standards

Progressing Toward Common Core and District Standards

Not Meeting Common Core and District Standards

Blank spaces under a marking period means the skill was not assessed during that marking period

A – Advanced
P – Proficient
B – Basic
BB – Below Basic

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59% and below = F

Student:	Teacher:	School: Sharpsville Elementary
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Habits of Success Key
Satisfactory - S
Needs Improvement - N

Habits of Success	MP 1	MP 2	MP 3	MP 4
I can respect others' rights, feelings, & property				
I can accept responsibility for own behavior				
I can maintain verbal and self-control				
I can organize self and materials				
I can follow directions				
I can use time effectively to produce quality work				
I can complete assigned homework				
I can listen attentively				
I can demonstrate effort, commitment, and perseverance				

Developmental Reading Assessment (DRA)	Sept	Jan	May
DRA			

Attendance and Punctuality	MP 1	MP 2	MP 3	MP 4
Days Present				
Days Absent				
Days Tardy				

Interventions and Supports	MP 1	MP 2	MP 3	MP 4
IEP				
Gifted				
Title I				
504 Plan				

X = receiving that Intervention or Support
 Gifted: Enrichment support
 IEP: Individualized Education Plan
 Title I: Additional Reading or Math Support
 504 Plan: Accommodations due to a limitation in a major life activity

Teacher Comments	
Quarter 1	Quarter 2
Quarter 3	Quarter 4
Retained _____ Promoted to Grade _____	

Academic Key	
Exceeding Common Core and District Standards Meeting Common Core and District Standards Progressing Toward Common Core and District Standards Not Meeting Common Core and District Standards Blank spaces under a marking period means the skill was not assessed during that marking period	A – Advanced P – Proficient B – Basic BB – Below Basic
100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59% and below = F	

Student:	Teacher:	School: Sharpsville Elementary
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X indicates area of weakness

English Language Arts - Reading	MF.1	MF.2	MF.3	MF.4
Average				
Foundational Skills				
I can recognize and read sight words.				
I can apply grade level phonics and word analysis skills in decoding words.				
I can read with sufficient accuracy and fluency to support comprehension.				
I can read and comprehend literature and informational texts.				
Reading Informational Text				
I can ask and answer questions about main idea/key details and sequence events.				
I can use text features and graphic representations to locate information in the text.				
I can determine the meaning of words and phrases using a variety of strategies.				
I can compare and contrast the most important points presented by two texts on the same topic.				
Reading Literature				
I can recount stories and determine their central message, lesson, or moral.				
I can compare and contrast two or more stories or two details within one story.				
I can ask and answer questions to demonstrate understanding of key details.				
I can identify the story elements and their relationships.				
I can use text features and illustrations to demonstrate understanding of texts.				
I can determine the meaning of words and phrases using a variety of strategies.				
Writing				
I can demonstrate standard conventions including capitalization, punctuation, and complete sentences.				
I can introduce a topic, maintain focus, and include details and provide a sense of closure.				
I can write a narrative piece that focuses on a specific topic.				
I can write an informative/explanatory piece that gives information about a topic.				
I can write an opinion piece on a familiar topic.				
I can collaborate in a shared research and writing project about a topic.				
I can add information and make revisions to improve my writing.				
I can use grade appropriate spelling and vocabulary in my writing.				
Speaking and Listening				
I can participate in discussions with groups.				

I can clearly describe people, places, things, and events with relevant detail.				
I can demonstrate the commands of grammar and usage.				
I can present information with appropriate facts and details.				
I can ask and answer questions about what a speaker or reader says.				
I can tell a story or recount an experience with appropriate facts and details.				
Mathematics	MF.1	MF.2	MF.3	MF.4
Average				
Operations and Algebraic Thinking				
I can use mental math to add within 20.				
I can represent and solve problems within 100.				
I can use mental math to subtract within 20.				
I can represent and solve problems within 100.				
I can solve word problems.				
I can work with equal groups to gain foundations for multiplication.				
Numbers and Operations in Base Ten				
I can count, read, represent, and write numbers to 1000.				
I can understand place value concepts.				
I can compare two numbers and use the symbols >, <, and =.				
Measurement and Data				
I can measure, order, and compare lengths.				
I can tell and write time to the nearest 5 minutes using analog and digital clocks.				
I can ask and answer questions about tables and graphs.				
I can solve problems using coins and paper currency.				
Geometry				
I can define and draw two and three dimensional shapes.				
I can understand fractions.				
Spelling	MF.1	MF.2	MF.3	MF.4
Average				
I can use spelling words correctly in everyday writing.				

Academic Key

Exceeding Common Core and District Standards
Meeting Common Core and District Standards
Progressing Toward Common Core and District Standards
Not Meeting Common Core and District Standards

A – Advanced
P – Proficient
B – Basic
BB – Below Basic

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59% and below = F

Student:	Teacher:	School: Sharpsville Elementary
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X indicates area of weakness

Habits of Success	MP.1	MP.2	MP.3	MP.4
I can respect others' rights, feelings, & property.				
I can accept responsibility for own behavior.				
I can maintain verbal and self-control.				
I can organize self and materials.				
I can follow directions.				
I can use time effectively to produce quality work.				
I can complete assigned homework.				
I can listen attentively.				
I can demonstrate effort, commitment, and perseverance.				

Developmental Reading Assessment (DRA)	Sept H-I	Jan J-K	May L-M
DRA			

Attendance and Punctuality	MP.1	MP.2	MP.3	MP.4
Days Present				
Days Absent				
Days Tardy				

Interventions and Supports	MP.1	MP.2	MP.3	MP.4
IEP				
Gifted				
Title I				
504 Plan				

X = receiving that Intervention or Support
 Gifted: Enrichment support
 IEP: Individualized Education Plan
 Title I: Additional Reading or Math Support
 504 Plan: Accommodations due to a limitation in a major life activity

Academic Key

Exceeding Common Core and District Standards
 Meeting Common Core and District Standards
 Progressing Toward Common Core and District Standards
 Not Meeting Common Core and District Standards

A – Advanced
 P – Proficient
 B – Basic
 BB – Below Basic

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59% and below = F

SHARPSVILLE AREA MIDDLE SCHOOL

2016-17 COURSE GUIDE

GRADE 6



Language Arts 6: The sixth grade language arts program consists of the integration of reading, spelling, vocabulary, and process writing through various activities.

Adv. Lang Arts 6: There will be one section of ELA which requires a higher level of critical thinking, a greater ability to synthesize ideas across rigorous texts, and an increased volume of writing.

Math 6: This course will cover the fundamental concepts of numbers and operations, including decimals and fractions; geometry; algebraic concepts; measurement; and data analysis and probability.



Pre-Algebra: Pre-Algebra will prepare students for the completion of Algebra I and II in middle school, and for participation in advanced math classes in high school.

Science 6: Life Science focuses on establishing an awareness of the delicate balance between Earth's environment and its inhabitants.

Social Studies 6: Students will examine early cultures throughout the world and their possible impacts upon today's cultures.

Art: Students will be experimenting with a variety of mediums, including clay, tempera paints, oil pastels, pencil, and others. Art history, aesthetics, criticism, and design principles will also be discussed along with the production of projects.

Music: Some concepts students will be learning in music include notation, rhythm, history, ethnomusicology, and piano skills.

Comp Tech 6: This technology course will develop an awareness of technological issues. It will enable the student to understand basic computer operations and to complete applications with word processing.

Information Skills: Students will become familiar with the different resources used in a library, including the use of online databases for research/information.



Physical Ed. Physical Education classes meet twice a week. Some of the activities include personal fitness, team sports, life-time activities, and recreational games.

GRADE 7

Language Arts 7: The seventh grade language arts program consists of reading, English, spelling, vocabulary, process writing, and a research paper.



Adv. Lang Arts 7: Advanced ELA, by offering more rigorous reading and writing assignments, will begin to prepare students for in-depth analysis of eighth grade text and for high school honors coursework.

Math 7: This course will cover the fundamental concepts of numbers and operations, including ratios and proportions; measurement; geometry; algebraic concepts, including solving one-step equations; and data analysis and probability, including central tendency.

Algebra I: This course will cover the fundamental concepts of numbers and operations, including solving percents; measurement; geometry, including the Pythagorean theorem; algebraic concepts, including solving multi-step equations and inequalities, graphing linear equations and inequalities, functions, and polynomials; and data analysis and probability.



Science 7: The first half of the year students will be studying geology, meteorology, and weathering. During the second half of the year, students will be covering the topics of earth history, oceanography, and astronomy.

Social Studies 7: Students will be studying world geography for the first three nine weeks, and then switching to Pennsylvania Studies for the remaining nine weeks.

Art: Students will be experimenting with a variety of mediums, including clay, tempera paints, oil pastels, pencil, and several more. Art history, aesthetics, criticism, and design principles will also be discussed along with the production of projects.



Music: Students will learn the basic concepts of music instrument digital interface. They will learn to navigate through an electronic keyboard and the Power Tracks Pro Audio computer program.

Comp Tech 7: Technology is designed give seventh grade students exposure to Word Processing, Desktop Publishing, and Document Formatting. It is aimed at helping them acquire intermediate skills that they can use across the curriculum. In addition, students will practice alphabetic keyboarding and numeric keypad training. Finally, students will explore Internet safety and copyright issues.



Family & Consumer Science: Basic life management skills help students function and prosper as responsible teens. Units of study include money management, clothing care and basic hand sewing skills, foods and nutrition, and child care/babysitting. In addition, students learn about the community service graduation requirement.



Physical Ed: Physical Education classes meet twice a week. Some of the activities students will be participating in include personal fitness, team sports, life-time activities, and recreational games.

GRADE 8



Language Arts 8: This course is an integrated literature and language program aimed at helping students become skillful readers, writers, speakers, and listeners.

Adv. Lang Arts 8: There will be one section of ELA which requires a higher level of critical thinking, a greater ability to synthesize ideas across rigorous texts, and an increased volume of writing. This will prepare students for entry into Honors Lit/Comp 9.

Math 8: This course will cover the fundamental concepts of numbers and operations, including solving percents; measurement; geometry, including the Pythagorean Theorem; algebraic concepts, including solving one and two-step equations and inequalities; and data analysis and probability.

Algebra II: This course will focus on rational polynomial expressions, quadratic expressions, properties of relations and functions, graphing functions, properties and operations with matrices, conic sections.



Science 8: Students will be studying physical science. Physical science is the study of matter and energy and how they react.

Social Studies 8: The main emphasis of this class will be the history and geography of our nation, from the first Americans up to the year 1877. Also, students will be asked to read the newspaper and watch the news for class discussions.

Health: The focus of eighth grade health is healthful living. After learning about the systems of the body and how to care for them, students will have an opportunity to become CPR certified. They will also design their own fitness plan and implement it in their physical education class as they study safety and injury prevention. As students continue the focus on healthful living, they will learn about important issues of concern among teens, such as stress management. Students will debate issues that relate to the use of alcohol, tobacco and other drugs.



Art: Students will be experimenting with a variety of mediums, including clay, tempera paints, oil pastels, pencil, and several more. Art history, aesthetics, criticism, and design principles will also be discussed along with the production of projects.



Music: Students will use more advanced techniques of digital music. Internet and music will be merged with students downloading music from appropriate web sites.

Comp Tech 8: Students will produce a research project. They will choose a topic, gather information about the topic from both electronic and print media, and then present that information in an organized way. They will learn basic research skills, getting organized, and writing the research paper using 16 steps.



Family/Consumer Science: Basic life management skills help students function and prosper as responsible teens. Units of study are money management, clothing care and basic hand sewing skills, foods and nutrition, and child care/babysitting. In addition, students learn about the community service graduation requirement.

Physical Ed: Physical Education classes meet twice a week. Some of the activities students will be participating in include personal fitness, team sports, life-time activities, and recreational games.



SHARPSVILLE AREA HIGH SCHOOL

Preparing Tomorrow's Leaders – Education for the Head, Heart, and Hand



*A vision for excellence in education,
innovation, inquiry, and service*

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ADMINISTRATION

Superintendent:	Dr. Brad Ferko
Principal:	Mr. Timothy Dadich
Guidance Counselors:	Mrs. Ellen Kellar (10-12)
	Mr. Frank Galati (9)

NON DISCRIMINATION POLICY

As an Equal Rights and Opportunities School District, the Sharpsville Area School District does not discriminate against individuals or groups because of race, color, national origin, religion, age, sex, marital status, or non-relevant handicaps and disabilities. The Sharpsville Area School District's commitment of nondiscrimination extends to students, employees, prospective employees and the community.

The Sharpsville Area School District is committed to the provisions of the Handicapped Act as amended by (PL 94-142) including section 504.

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The Sharpsville Area School District hereby certifies that its governing body had adopted the terms of this Resolution and the same is recorded in the meeting held on June 17, 1991.

HOME LANGUAGE SURVEY POLICY

Title VI of the Civil Rights Act of 1964 requires the use of practices and procedures that are designed to ensure the provision of equal educational opportunities to all national origin minority students in the District. The Office of Civil Rights (OCR), U.S. Department of Education, has identified this issue as a primary civil rights issue. To ensure that all students, regardless of their national origin, receive equal opportunity and access to high quality education, the student is required to complete a **Home Language Survey**. If one of the answers is a language other than English, or the country of origin is other than the United States, please contact the school principal who is responsible for language proficiency assessment and instructional placement. Otherwise, the student is considered English language proficient and no further action is needed.

Sharpsville Area School District
701 Seventh Street
Sharpsville, PA 16150

INTRODUCTION

The Sharpsville Senior High School staff and administration have cooperatively prepared this program of studies. The program of studies has been compiled to furnish pertinent information for the parents and students of our Senior High School in regard to the learning opportunities available and the course selection process.

Selecting a Senior High School Program is one of the most important decisions a secondary school student must make. The broad curriculum and specific elective courses a student selects prepares students for the available opportunities during post high school years.

MISSION

SHARPSVILLE

Preparing Tomorrow's Leaders – Education for the Head, Heart, and Hand

AREA HIGH SCHOOL

In order to prepare our students for life after school, we need to work as a community (school leaders, teachers, students, parents, and community members) to equip our students with skills to become leaders in their chosen fields and in their own communities.

Our students need to learn how to work collaboratively with others, how to think critically to solve complicated problems with unique solutions, and how to envision what it takes to improve.

The Head – Educating the Mind

Education from this standpoint is the traditional role of school. Our duty is to prepare students with the knowledge and skills necessary to be successful individuals and develop a desire to learn throughout their lives.

The Heart – Education of Empathy

History has provided countless examples of intelligent men and women who used their knowledge for unethical and selfish purposes. Students

need to understand the difference between simply acquiring knowledge and utilizing that knowledge to accomplish a greater good.

The Hand – Education of Social Responsibility and Relevance

Our students need to understand not only content, but also how it can be utilized to improve the world. Moreover, we provide students the opportunity to impact their community around by applying their knowledge and skills across disciplines and outside of the school walls.

Expectations – The Covenant We All Must Share to Ensure Student Success

Principals

- Put students first.
- Listen to and support the staff in their efforts to educate students.
- Maintain open and honest communication with parents.
- Challenge the status quo when necessary.
- Clear and consistent rules and expectations.
- Establish dialog with principals and professionals in other school districts to share ideas and resources.
- Focus on helping all students succeed whether high achieving, low achieving, and in the middle.
- Provide recognition for the students based on strengths.
- Know the students, know the parents, and establish the relationship.
- Attend grade level and department meetings...extend a hand to the previous school and grade to help the close.
- Expand leadership to teachers.
- Provide a voice for students and parents.
- Provide a safe and healthy learning environment.
- Seek to hire the best and brightest staff.
- Engage and reenergize complacent students and staff.
- Be visible in classrooms, in the hall, at events.
- Provide professional development opportunities for the staff.
- Provide teachers a voice in the governance of the school.
- Establish relationships with stakeholders in the community to enhance the education we provide.

Teachers

- Put students first.
- Contact parents when a problem seems to be developing (academic, behavioral, social).
- Know the students, know the parents, and establish the relationship.
- Focus on the WHY – inspire life-long learning.
- Use the information collected from parents to learn about the student strengths and weaknesses.
- Act as a role model.
- Make the classwork and homework purposeful.
- Stay up-to-date on content area and research-based best practices for instruction.
- Follow the curriculum and provide rigorous instruction.
- Maintain accurate records.
- Be transparent.
- Be consistent.
- Challenge students and engage them in the learning.

Counselors

- Put students first.
- Work with teachers to identify student strengths and provide possible career pathways.
- Utilize teacher input when providing advice to students when selecting courses and providing post-secondary options.
- Provide information and resources for a variety of student needs
- Provide guidance to students and let them know they can come for assistance when they are in need of it.
- Provide educational opportunities for parents/guardians about course selections, financial aid, testing, and college selection.
- Respect the lines of communication between school and home.
- Maintain confidentiality.
- Know what the students need and be prepared to provide those resources.
- Stay current with trends in college and career recruitment.
- Develop a post-secondary plan for all students, in collaboration with families.
- Assist instructional staff in understanding how to work with at-risk students.

Parents/Guardians

- Put your child first.
- Be realistic about the strengths and weaknesses of your child.
- Provide basic human needs for your children: love, food, shelter and support for their education.

- Foster child's interests in education and social interactions within the high school (clubs and activities).
- Communicate with teachers, counselors, and administration about emotional, educational, and social needs.
- Support the school at home. Be sure to highlight the importance and value of education.
- Get involved in the school. Volunteer. Come to meetings. Request parent-teacher conference.
- Follow the progression: encourage your child to express concerns to the teacher. If that does not work, contact the teacher first to share your concern.

Students

- Give your best effort – in all you do. Take ownership of your education.
- Care about your school, your peers, and your community.
- Treat others with the respect and dignity you expect them to treat you with.
- Get involved in extracurricular activities.
- Recognize your strengths and utilize those to contribute to the school and community.
- Respect authority of the school.
- Take responsibility for your actions.
- Be tolerant of differences. Seek to understand.
- Step outside the box. Try something new.
- Set realistic goals
- Ask for assistance and clarification when you need it.
- Take advantage of the resources available to you, but be responsible in the use

TOGETHER WE CAN MAKE A DIFFERENCE



FRAMEWORK – Keep it Focused.

We must maintain a laser focus on our mission. The framework below is a visual representation of the process that will be utilized for the decision making that takes place within Sharpsville Area High School. The success of every student should be our one and only mission. The vision of what that looks like in the students we graduate, the principles that we hold dear, and the combined effort of all stakeholders will determine our success. This framework is guided by the 5R's of Education: Relationships, Resilience, Rigor, Relevance, and Reflection.

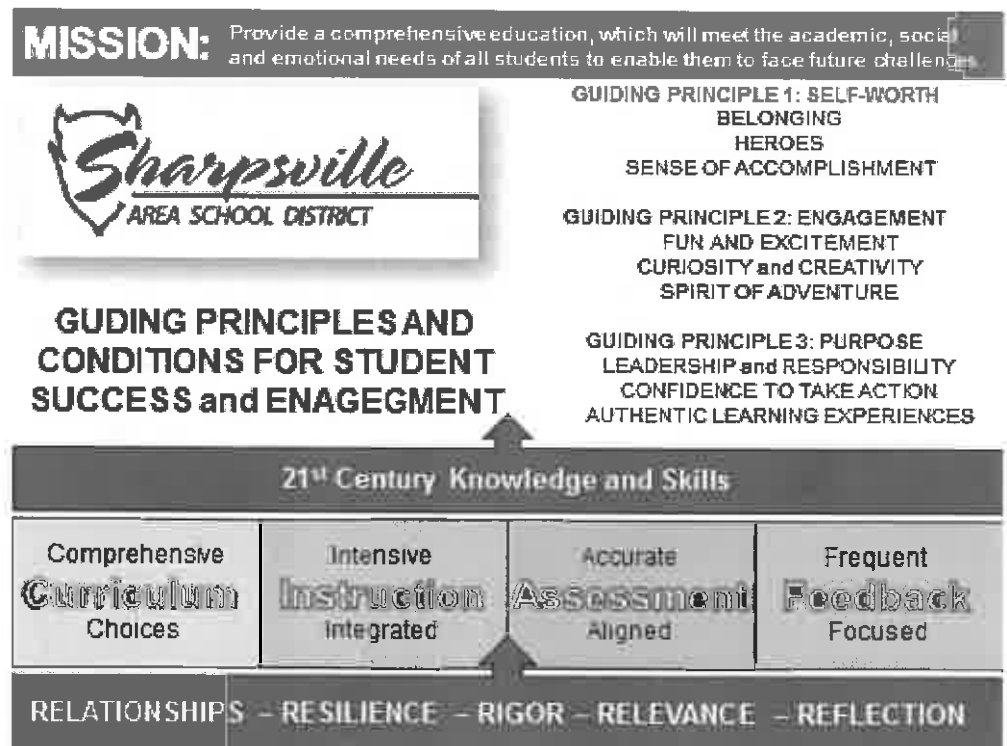


FIGURE 1. The focus of our work needs to be on the support systems for our mission. The framework is simple in concept, but not simple in practice. Total commitment at all levels of the school community is required.

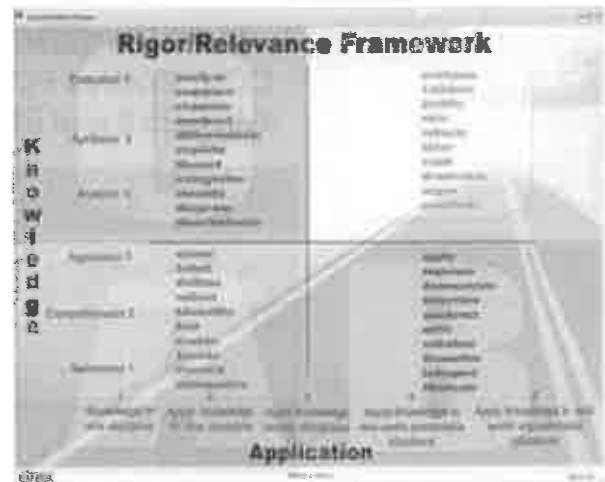
The 5R's as Guiding Principles of OUR Work

The Principle of Relationships: Each of us has an important role to fulfill. The collective efforts of the roles we fulfill contribute to the success of the district as a whole. Make it a point each day to recognize and believe in the power you have to make a difference in the school community. Education is a business of people and at the end of the day it is people that make this place go around. It truly takes a village to raise a child and here at Sharpsville, we must place a value on the principle of establishing positive working relationships between all levels of the school community.



The Principle of Resilience: There are days when you are tired and may not easily see the fruits of your labor. Push forward and approach your job with the same passion that brought you to it in the first place. Find the joy within the frustration and wait for it – that moment when you see the difference your effort has made. It will happen. You will see it. Resilience, sometimes referred to as self-efficacy, is the belief that one has the power to produce a desired effect and an ability to recover from or adjust easily to misfortune or change. What makes a capable student give up in the face of failure, where other students may be motivated by it? Students in school have one of two views on intelligence: that it is something you are born with and is fixed for life or that intelligence incremental in nature and can improve with effort (Henderson, 2007).

The Principle of Rigor: The rigor of the curriculum is the strongest predictor of the achievement gap (Barton, 2003). The curriculum should act as a road map, include the integration of technology, encourage collaboration and relevant measures of attainment, and be focused on providing more depth to concepts in all subject areas. It is our responsibility as educators to systematically evaluate the amount of access all students have to challenging courses, AP classes, and learning experiences that fall within our vision for what the world expects our students to know and be able to do. The achievement gap may be more about a gap in opportunity and support than it is ability. We must not allow ourselves to systematically deny students the opportunity to engage in the pursuit of higher level learning, deny the chance to go to college, dictate who can join what profession, and determine who is deserving of our very best. All students deserve our very best.



Principle of Relevance: The time of standing in front of the classroom delivering information is behind us. Educators are no longer the keepers of knowledge. The Internet and additional technology available to our students have provided them with the ability to find general information whenever they need it. This does not mean teachers are no longer important. If anything, this has made the role of the teacher more important than it has ever been in the history of education. Students in school today will inherit a world much different than the one their parents inherited. Most jobs will need additional training and will require critical thinking and problem solving skills. If we are to improve education so our students are prepared for the world they will inherit we must first find ways to make education relevant.

Principle of Reflection: Maintain a steadfast effort toward the pursuit of success for our students and of each other. Schools need to do a better job at reflecting on the past and present in order to provide a better future for students. Systemic equity refers to the ways in which systems and individuals habitually operate to ensure that every learner – in whatever learning environment that learner is found “has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and life” (Skrla, Mckenzie, & Scheurich, 2009. p. 6).

THE BIG FOUR

Curriculum

A classroom curriculum document needs to be useful and must contain robust concepts, generalizations, procedures and resources. This can be accomplished by:

- Identifying “just right” targets
- Understanding the difference between content and lifelong learning benchmarks
- Discriminating between declarative and procedural knowledge meeting and exceeding state standards
- Ensuring the utility of the curriculum format
- Taking a systematic approach to the curriculum process

In creating learning targets, it’s important to keep in mind that...

- The specificity of the benchmarks and objectives affects the results of student learning.
- A distinction should be made between content benchmarks and “life-long learning” benchmarks.
- For instructional purposes, it is important to distinguish between declarative and procedural knowledge in benchmarks.
- It is prudent to align the documents to state assessments

Instruction

Plan instruction that’s focused on helping students become master learners who can apply information and skills, not just do schoolwork. Students must have the opportunity to engage in metacognitive processing. If most of the students in a class are just responding to questions related to details around content instead of sharing their thinking of how they are making meaning, you may want to rethink your planning process. As you plan, ask yourself: *Are my questions about the process of thinking and learning, OR are they only content-specific questions?*

Learning must be authentic in nature. Authentic learning tasks ask students to:

1. Organize, synthesize, interpret, explain, or evaluate complex information.
2. Consider alternative solutions, strategies, perspectives, or points of view as they address a concept, a problem, or an issue.
3. Use ideas, theories, or perspectives considered central to an academic or professional discipline.
4. Use methods of inquiry, research, or communication characteristic of an academic or professional discipline.
5. Elaborate on their understanding, explanations, or conclusions through extended writing, using analysis, theory, or argument.
6. Address a concept, problem, or issue they are likely to encounter or have encountered in life beyond the classroom.
7. Communicate their knowledge, present a product or performance, or take some action for an audience beyond the classroom.

Assessment

Assessment should be designed with variation in mind. Design varied classroom assessments that yield evidence of mastery and pinpoint where further instruction is required. The KCAASE Assessment Method tests a student's level of thinking and a specific thinking skill.

- Knowledge (ex. recall by selected responses or cues; label, list, repeat, define)
- Comprehension (ex. form a concept or convention, classify)
- Apply (ex. compare, make an analogy)
- Analyze (ex. examine points of view, explore a system or structure)
- Synthesize (ex. Form and test hypotheses, persuade or argue)
- Evaluate (ex. Make a judgment or critique, make a decision)

Application of the KCAASE Assessment Model – 5 Simple Steps

- Specify the benchmark(s) for the topic.
- Select possible KCAASE thinking-skill levels and choose the preferred strategy for the task.
- Refine the task with a situation or scenario.
- Assign a communication device.
- Make a scoring device, such as an analytic rubric, to give feedback on the procedure of thinking, the content or results of the thinking, and communication.

Feedback

Use criterion-based feedback to improve individual student achievement and refine instruction. Teachers should look at:

- Considering improvement vs. assessment
- Examining the “space” between the lesson plan and the recorded grade
- Refocusing assessment and record keeping on benchmarks instead of activities
- Giving timely verbal and written feedback
- Using external measures.

GUIDING PRINCIPLES/CONDITIONS THAT MAKE A DIFFERENCE FOR STUDENTS

Guiding Principle 1: Self-Worth

- **BELONGING:** *Feeling like you are part of a group, while knowing you are special for who you are.* Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community.
- **HEROES:** *Having others who believe in you and who are there when you need them.* Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

- **SENSE OF ACCOMPLISHMENT:** *Being recognized for many different types of success, including hard work and being a good person.* The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship – along with academic achievement – as signs of student success.

Guiding Principle 2: Engagement

- **FUN & EXCITEMENT:** *Enjoying what you are doing, whether at work, school, or play.* Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests.
- **CURIOSITY & CREATIVITY:** *Asking “Why?” and “Why not?” about the world around you.* Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.
- **SPIRIT OF ADVENTURE:** *Being excited to try new things, even when you are not sure if you will be good at them.* Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient.

Guiding Principle 3: Purpose

- **LEADERSHIP & RESPONSIBILITY:** *Making your own decisions and accepting responsibility for those choices.* Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers can support this by providing legitimate decision-making opportunities, seeking student input, and expecting students to be accountable for their actions and words.
- **CONFIDENCE TO TAKE ACTION:** *Setting goals and taking the steps you need to reach them.* This Condition is what educators strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking.
- **AUTHENTIC LEARNING EXPERIENCES:** *Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.* Educational researchers have found that students involved in authentic learning are motivated to persevere despite initial disorientation or frustration, as long as the exercise simulates what really counts—the social structure and culture that gives the discipline its meaning and relevance.

COURSE SELECTION/REGISTRATION

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

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

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

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

ADDING AND DROPPING COURSES

It is anticipated that schedules will be sent home in May. A time period will be given for parents/students to review the schedule and to request changes if necessary. To make a change, a **drop/add form** will need to be secured from the Guidance Office. All schedule changes will be made prior to July 1, 2016. All requests after July 1st will require a face-to-face meeting with the student, parent/guardian, principal, counselor, and teacher (depending on circumstance).

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

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

GRADE LEVEL STATUS

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

- 9th grade level – 6 credits or less
- 10th grade level – more than 6 credits
- 11th grade level – more than 12 credits
- 12th grade level – enough scheduled credits to graduate with class during that school year

CREDIT DEFICIENCIES

Students who fail a course must retake the course the following school year. This may require students to double up in English, Math, Science, and Social Studies since each content area requires no less than four (4) credits over a student's high school career. While summer school may be an option, the rapid/condensed pace is not ideal for the overall mission of Sharpsville Area High School to help students become leaders in their chosen fields. Our stance focus less on 'Credit Recovery' and more on Learning Recovery; the former requires seat time while the latter requires mastery of content.

GRADUATION REQUIREMENTS

The graduation requirements for Sharpsville Area High School are based on grades 9, 10, 11 and 12 in accordance with State Board of Regulations as well as Sharpsville Area School District requirements.

Twenty-six (26) units in the following curriculum areas in grades 9, 10, 11 and 12 **shall be required for graduation for all students**. The required planned courses shall include the following:

- **English** - four planned courses
- **Social Studies** - four planned courses
- **Mathematics** - four planned courses **must include Algebra, Algebra II and Geometry**
- **Science** - four planned courses **must include Biology, Chemistry, and Physics** (may be Physical Science)
- **Foreign Languages** - two planned courses
- **Health Education** - one planned course (Part of Wellness)
- **Physical Education** - a planned course in each of grades 9, 10, 11 and 12
- **Consumer Education** - One planned course to include child care (The senior social studies class, Psychology, meets this requirement)
- **Electives** - the number of courses needed to earn a minimum of 26 units. (No course may fulfill a requirement in more than one area)

- **Financial Literacy/Family Consumer Science-** one planned course
- **Research Foundations-** one planned course

CAREER CENTER STUDENT GRADUATION REQUIREMENTS

Follow the above criteria **except**:

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

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

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

In addition to the Graduation Requirements listed, students **must** satisfy the following:

- **Community Service** - All students **MUST** participate in 32 hours of pre-approved community service.
- **School Sponsored Activity** - Every student **MUST** be involved in one school sponsored activity each year. This includes clubs, student government, athletics, marching band, drama, etc.

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

CLASS RANK, GPA, and VALEDICTORIAN

Class Rank and Valedictorian

For the purpose of calculating the qualifying grade point averages, all classes posted on the Sharpsville Area High School transcript would be included, up to and including the fourth quarter of a student's senior year. Beginning with the Class of 2020, a Cum Laude system will be utilized along with a series of special designations to those students who decide to take more rigorous coursework. Students earning a "Cum Laude" designation will have that designation indicated on their diploma and transcript.

Cum Laude with Honors Graduation Recognition

The categories under the “Cum Laude with Honors” recognition are as follows:

- Cum Laude – meaning “with praise”-- is the first recognition awarded at graduation. To qualify for cum laude, a student must achieve a 3.50 – 3.69 grade point average on a 4.0 scale.
- Magna Cum Laude – meaning “with great praise” -- is the second highest recognition awarded at graduation. To qualify for magna cum laude, a student must achieve a 3.70 – 3.89 grade point average on a 4.0 scale.
- Summa Cum Laude – meaning “with the highest praise”-- is the highest distinction awarded at graduation. To graduate summa cum laude, a student must achieve a 3.90 or higher grade point average on a 4.0 scale.

Students taking our most rigorous coursework will receive an additional recognition of “Distinguished Graduate” and will be presented with a medal to honor their effort and dedication to excellence. To earn the honor of “Distinguished Graduate,” a student must accumulate 14 rigor points and have earned the Summa Cum Laude distinction.

Points can be earned by taking the following courses:

Courses worth one (1) point per semester (2 points per year).	Courses worth half (.5) points per semester (1 point per year).
AP Composition AP Literature AP Music Theory AP Art Studio Dual Enrollment Classes University of Pittsburgh Biology University of Pittsburgh Chemistry University of Pittsburgh Physics University of Pittsburgh American Politics University of Pittsburgh Psychology University of Pittsburgh Statistics University of Pittsburgh Calculus University of Pittsburgh Business Calculus Organic Chemistry	Honors Literature and Composition I Pre-AP Honors Literature and Composition II Academic Biology Honors Physics Music Theory Spanish III Spanish IV Advanced Art (must be 5 days per week) Human Anatomy and Physiology

Weighted Courses

All Advanced Placement (AP), University of Pittsburgh, and Dual Enrollment Classes will receive a weight of 1.05. The courses included within these three categories are as follows:

- AP Composition
- AP Literature
- AP Music Theory
- AP Art Studio
- Dual Enrollment Classes
- University of Pittsburgh Biology
- University of Pittsburgh Chemistry
- University of Pittsburgh Physics
- University of Pittsburgh American Politics
- University of Pittsburgh Psychology
- University of Pittsburgh Statistics
- University of Pittsburgh Calculus
- University of Pittsburgh Business Calculus

The following courses will receive a weight of 1.02 due to the advanced coursework and curriculum:

- Honors Literature and Composition I
- Pre-AP Honors Literature and Composition II
- Academic Biology
- Honors Physics
- Music Theory
- Spanish III
- Spanish IV
- Advanced Art (must be five days per week)
- Human Anatomy and Physiology

Converting Class Percentage to Grade Points

Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A+	97 – 100	4.0	C+	77 – 79	2.33
A	94 – 96	3.8	C	74 – 76	2.0
A-	90 – 93	3.67	C-	70 – 73	1.67
B+	87 – 89	3.33	D+	67 – 69	1.33
B	84 – 86	3.0	D	64 – 66	1.0
B-	80 – 83	2.67	D-	60 – 63	.67

- Any score that is 59% or lower results in a failing grade and will not be given a point value.
- This procedure will provide weight based on course grade regardless of the course being taken (general vs. advanced courses).

Two Examples of How to Calculate Grade Point Average

COURSE – Distinction pts.	GRADE	POINTS	WEIGHT	TOTAL
Ac. Biology	95%	4	1	4
Lit/Comp I	98%	4	1	4
Ac. Algebra I	92%	3.67	1	3.67
Ac. Algebra II	88%	3.33	1	3.3
Ac. Geometry	94%	4	1	3.67
Honors Lit/Comp II (1)	91%	3.67	1.02	3.7
Chemistry	88%	3.33	1	3.3
Honors Physics (1)	95%	4	1.02	4.08
Pitt Chemistry (2)	94%	4	1.05	4.20
Pitt Calculus (2)	84%	3	1.05	3.15
Modern World History	98%	4	1	4
Pitt Psychology (2)	85%	3	1.05	3.15
Pitt American Politics (2)	94%	4	1.05	4.20
10 points toward distinction				47.04/13 = 3.61

The student in this scenario would graduate with a 3.61 G.P.A (Cum Laude)

COURSE – Distinction pts.	GRADE	POINTS	WEIGHT	TOTAL
Ac. Biology	98%	4	1	4
Honors Lit/Comp I (1)	98%	4	1.02	4.08
Ac. Algebra I	98%	4	1	4
Ac. Algebra II	97%	4	1	4
Ac. Geometry	98%	4	1	4
Honors Lit/Comp II (1)	97%	4	1.02	4.08
Chemistry	96%	4	1	4
Honors Physics (1)	92%	3.67	1.02	4.08
Pitt Chemistry (2)	96%	4	1.05	4.2
Pitt Calculus (2)	95%	4	1.05	4.2
Modern World History	98%	4	1	4
Pitt Psychology (2)	85%	3	1.05	3.15
AP Music Theory (2)	95%	4	1.05	4.2
Pitt American Politics (2)	98%	4	1.05	4.2
AP Literature (2)	95%	4	1.05	4.2
15 points toward distinction				47.04/15 = 4.026

- The student in this scenario would graduate with a 4.026 G.P.A
- This student also amassed 15 course points, making this student a Summa Cum Laude/Distinguished Graduate and eligible for valedictorian.

Departmental Honor Awards

Four students will be selected based on their achievements in these specific areas of study:

- **STEM** – One student who excelled in the areas of Science, Technology, Engineering, and Mathematics
- **HUMANITIES** – One student who excelled in the areas of English, Social Studies, and Language
- **ARTS** – One student who excelled in the area of Art and Music
- **CAREER and INDUSTRY** – one student who excelled in his/her program at the Mercer County Career Center while still maintaining a high GPA at Sharpsville Area High School.

Students must apply for consideration. Applicants will be evaluated on the basis of their transcripts, depth and breadth of their courses taken in a specific area of study, and recommendations from teachers in the field of study.

DUAL ENROLLMENT

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

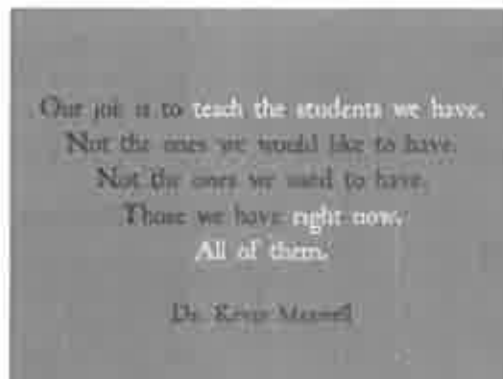
A+	98%	B+	88%	C+	78%
A	95%	B	85%	C	75%
A-	93%	B-	83%	C-	73%

- Only the courses taken during the hours of Sharpsville High School's school day, and during the school year, will count toward graduation and class rank. A reduced number of credits will have a negative impact on 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.

FRESHMAN ACADEMY

What is Freshman Academy

The impact of freshman year on a successful high school career cannot be overlooked. Research is clear that ninth grade is a "make or break" year. More students fail ninth grade than any other grade in high school, and a disproportionate number of students who are held back in ninth grade subsequently drop out (Herlihy, 2007).



Here at Sharpsville High School, we have developed a program focused on providing freshman students the support necessary for their future success in high school. The Freshman Academy consists of a core set of instructors and support personnel that work with all freshman students. This setup enables the staff to work together to:

- Identify at-risk students and develop a comprehensive/consistent set of interventions.
- Plan inter-disciplinary units to enhance both the rigor and relevance of the curriculum as well as the efficiency of how it is delivered.
- Collaborate on test/homework/project dates to reduce stress and assist students with learning how to balance their time.

Where is the Freshman Academy?

The Freshman Academy is more a concept than it is a location. These students simply share the same teachers in an effort to improve the focus we can have on all students during this pivotal year of their schooling. Students in the Freshman Academy (all 9th graders) still operate within the high school. They will have lunch with peers throughout multiple grade levels.

What is the Mission of Freshman Academy?

To establish a learning environment that will provide the programs, the delivery system of our curriculum, and the academic/emotional/social supports that address the unique needs of our freshman students.

What are the Benefits of Freshman Academy?

- Provide a smoother transition into high school
- Provide students an opportunity to learn about who they are as learners through Learning Style Inventories
- Provide students an opportunity to investigate potential careers through a joint research project and formal presentation to members of the community

- A chance to investigate/visit post-secondary options based on career interest.
- Encourage student involvement and participation in school activities
- Provide early identification and intervention of risk behaviors
- Establish positive connections and transitions to the high school environment
- Increase student attendance
- Decrease student discipline
- Increase student achievement and decrease the number of students who fail to obtain full credits during ninth grade

What Courses do the Students Take?

1. Literature/Composition I or College Prep Literature/Composition
2. Ac. Biology I or Accelerated Ac. Biology
3. Algebra I, Ac. Algebra I, Ac. Algebra II, Ac. Geometry
4. US History
5. Physical Education/ Financial Literacy/Intro to Eng. & Design
6. Spanish
7. Elective: Band, Choir, and/or Drawing

Capstone Project

This capstone project focuses on getting students to reflect on their experiences, helping students set reasonable goals, providing students with an opportunity to plan for the future, and developing presentation/interview skills. Freshman students will work closely with Sharpville Area High School Student Mentors and Sharpville community mentors.

These mentors will meet with freshman each month to provide mini-courses addressing the following: learning style inventory, career aptitude assessments, goal setting, the need for a career plan, studying the job market, decision making, legal implications of poor decision making in high school, making applications to schools and securing financial aid.

At the end of freshman year, each student will present an overview of their freshman experience that includes:

1. A summary of their freshman year, what they learned about themselves and what they learned about others.
2. Findings from their career exploration project, .
3. Short-term/long-term goals

These presentations will take place in front of a panel of adults including Sharpville Area School District administrative and instructional staff, Sharpville Area School District Board of Education, and members from the business community. We believe this experience will help each student learn more about his or her strengths and learn how to plan for future success. Please feel free to contact Mr. Dadich at 724-962-8300 Ext: 1850 if you have any questions or if you would be interested in serving as a community business mentor.

CURRICULUM OFFERINGS

English

Department Mission

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



Additional Goals

When appropriate, the department will incorporate research at local university library using MLA database to provide necessary resources for in-depth research. Students will also be provided advanced instruction in technical reading and writing.

Course Sequence

When scheduling, students should follow the sequence below that best suits his/her post-secondary goals.

General Studies

Literature/Composition I
Literature/Composition II
Literature/Composition III
Literature/Composition IV

College -Bound

Honors Literature/Composition I
Honors Pre-Advanced Placement Literature/Composition II
Advanced Placement Language and Composition
Advanced Placement Literature and Composition

TITLE	<u>LITERATURE & COMPOSITION 1</u>	CREDIT 1
COURSE #0101	GRADE 9	
PREREQUISITE/S	None	
DESIGN OF COURSE	This course focuses on formal criticism of fiction and nonfiction and development of effective oral and written communication skills.	
CONTENT	Literature will be devoted to stimulating student interest, to explore the range of literary genre (canonical and popular fiction/poetry), and to prepare the students for a more formal study of literature in levels 10-12. Composition will provide activities that will enable each student to express himself/herself clearly, concisely, and effectively in both written and oral skills, focusing on developing a strong style in addition to mastery of grammar.	

TITLE	<u>HONORS CP LITERATURE/COMPOSITION 1</u>	CREDIT 1
COURSE #0102	GRADE 9 Honors English Course	
PREREQUISITE/S	Admission into this course requires completion of a Writing Prompt and a score of "Advanced" on both the PSSA Reading and Writing Assessments in grade 8 (score cut-offs determined upon receipt of PSSA results in June) and 95%+ percentage earned in each of the four nine weeks in Language Arts 8.	
DESIGN OF COURSE	This course concentrates on formal criticism and introduces elements of historical and psychological criticism of fiction/nonfiction. Students in this course will also develop of effective oral and written communication skills with a focus on PA standards for college readiness; this includes guided and independent research projects.	
CONTENT	Literature will be devoted to stimulating student interest, to explore the range of literary genre (canonical and popular fiction/poetry), and to prepare the students for sophisticated study of literature in grades 10-12, specifically for enrollment in College Preparatory Literature and	

Composition 2 and future Advanced Placement courses in grades 11 and 12. Composition will provide activities that will enable each student to express himself/herself clearly, concisely, and effectively in both written and oral skills, focusing on developing a strong style in addition to mastery of grammar, and capitalizing on basic research skills through small guided and independent research activities.

TITLE	<u>LITERATURE & COMPOSITION 2</u>	CREDIT 1
COURSE #0103	GRADE 10 – KEYSTONE COURSE	
PREREQUISITE/S	Literature & Composition 1	
DESIGN OF COURSE	This course continues to develop students' skills of formal literature criticism and effective oral and written communication skills.	
CONTENT	Chosen literature includes traditional canonical pieces, continues to explore the range of literary genre, and addresses historical connections (as preparation for American survey in Literature and Composition 3). Students will focus strongly on developing writing style and oral presentation skills. All students taking Literature & Composition 2 will take the Keystone Literature Exam at the conclusion of the course.	

TITLE	<u>HONORS PRE-AP LIT/COMP 2</u>	CREDIT 1
COURSE #0104	GRADE 10 – KEYSTONE COURSE Honors English Course	
PREREQUISITE/S	'Admission into this course requires a 'B' average for students from Honors CP Lit/Comp I and high scores on both PSSA Reading and Writing Assessments in grade 8 (score cut-offs determined upon receipt of PSSA results in June) and 95%+ percentage earned in each of the four nine weeks in Lit/Comp I.	
DESIGN OF COURSE	The ultimate goal of this course is having students, through the study of poetry, drama, fiction, and	

language, become skilled evaluators, analyzers and creators of said linguistic modes of expression.

CONTENT

The range of literary genres from the poetry of Poe and Frost to the plays of William Shakespeare will be studied with the intent of the student not merely understanding and analyzing the work, but creating in-the-style-of pieces of their own. In addition to these written language skills, oral skills will be developed with the students being asked to develop and teach mini-lesson on poetry and drama.

TITLE

RESEARCH FOUNDATIONS **CREDIT .5**

COURSE #0105

Semester Course
ALL GRADE 10

DESIGN OF COURSE

This course will meet three days per week for a semester opposite of Physical Education. The design of the course is an introduction to proper research knowledge and skills to prepare for the rigor of writing in grades 11-12.

CONTENT

Students will learn the necessary skills to conduct research and develop a product using their research. Students will be taught information seeking strategies that will allow them to confidently seek, process, and use information properly. These research skills include defining topics, searching for credible sources, developing thesis statements, avoiding plagiarism, paraphrasing, note-taking, outlining, and citing sources by means of specific formatting styles, including MLA and APA documentation.

TITLE

LITERATURE & COMPOSITION 3

CREDIT 1

COURSE #0110

GRADE 11

PREREQUISITE/S

Literature & Composition 2

DESIGN OF COURSE

This course is designed to improve students' research, verbal and oral communication skills through an exposure to the literature of their country.

CONTENT	Course content includes a review of grammar, the writing of composition in numerous contexts, and a survey of American literature from the Colonial period to the present. Students are required to move beyond formalist analysis and into literary criticism, where an established opinion is backed with both analysis through the lens of history. A research paper requiring analysis of literature through historical context is required.
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TITLE	<u>LITERATURE & COMPOSITION 4</u>	CREDIT 1
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COURSE #0111	GRADE 12
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PREREQUISITE/S	Literature & Composition 3
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DESIGN OF COURSE	British and World Literatures provide 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.
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CONTENT	Great works of short stories, poetry, plays, nonfiction and novels are covered from ancient to modern times.
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TITLE	<u>JOURNALISM</u>	CREDIT 1
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COURSE #0106	GRADE 10-11-12
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PREREQUISITE	Must have successfully completed Literature & Composition 1 with a grade average of B or higher. This course <u>will</u> require a teacher signature.
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NOTE: This course cannot be substituted for Literature & Composition 2, 3 and/or 4.

DESIGN OF COURSE	This course is designed for students who are proficient in writing skills and have an interest in the production of publications. Publications include the school yearbook and the school newspaper. Classroom instruction will center on the journalistic techniques to the development of a publication. Students who wish to take this course must be highly motivated, work well with others,
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and be responsible in following through with assignments as the work finalizes in a publication.

TITLE	<u>ADVANCED PLACEMENT LANGUAGE AND COMPOSITION</u>	CREDIT 1
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COURSE #0112	GRADE 11-12
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Fee required	<p>Required payment of approximately \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.</p> <p>Required practice test book \$20-\$30. Required vocabulary book \$10 (may be resold to future classes).</p>
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NOTE: This course can be substituted for Literature/Composition 3. This course is a required prerequisite for AP Literature in 12th grade.

Prerequisite for Juniors

- Two years of English with an A average.
- Submission of a one page essay to Ms. Weingartner about why you want to take this course(due at time of registration).
- Recommendation from the Grade 9 or 10 English teacher.
- Agreement to attend THREE required summer meetings of the class with successful completion of all assignments for those meetings. Meeting dates are established in May so that students can schedule accordingly. No make up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.

Prerequisite for Seniors

- Three years of English with an A average recommended.
- Recommendation from Grade 9,10,or 11 English teacher.

- Submission of one page essay to Ms. Weingartner about why you want to take this course(due at time of registration).
- Agreement to attend THREE (3) required summer meetings of the class with successful completion of all assignments for those meetings. Meeting dates are established in May so students can schedule accordingly. No make up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.

DESIGN OF COURSE

The Advanced Placement Language and Composition course enables students to pursue college level studies at the secondary level and to receive advanced placement credit in college upon successful performance on the AP Composition test in early May. Students are often exempted from introductory college courses (freshmen composition); however, the process is dependent on each institution's policy.

CONTENT

Open to capable juniors and seniors, this college-level course will engage students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The course allows students to write in various forms—narrative, exploratory, expository, argumentative—and a range of subjects from personal experiences to public policies, from imaginative literature to popular culture. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Writing as a process of composition from generating ideas, developing rough drafts, revising, editing, and proofreading is emphasized. The primary purpose in this class (as in most first-year college composition courses) will be to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

TITLE ADVANCED PLACEMENT *LITERATURE* CREDIT 1
AND COMPOSITION

COURSE #0113 GRADE 12

Fees required **Required payment of approximately \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

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

NOTE: This course may be substituted for Literature/Composition 4

PREREQUISITES Advanced Placement Language and Composition.
 Three years of English with an A average.
 Recommendation from the Grade 9, 10 or 11 English teacher.
 Submission of one page essay to Ms. Weingartner about why you want to take the course (due at time of registration). This essay is waived for students continuing from AP Composition.
 Agreement to attend THREE required summer meetings of the class with successful completion of all assignments for those meetings. Meeting dates are established in May so that students can schedule accordingly. No make up meetings will be offered for anyone absent; assignments will only be accepted at those meetings.

DESIGN OF COURSE The Advanced Placement Literature & Composition course enables students to pursue college level studies at the secondary level and to receive advanced placement credit in college with sufficient attainment on the AP Literature exam in early May. Students are often exempted from introductory college courses (Freshmen Composition); however, the process is dependent on each institution's policy.

CONTENT Advanced Placement Literature and Composition requires an intensive study of representative works found in literature. The conventions of different genres and historical periods will be recognized.

Tools of critical analysis will be provided. Students will apply these tools, examine the breadth and depth of literary pieces, and make connections through intellectual thought or creativity. Students will reflect on their readings through extensive discussions. Further, students will produce written responses while employing structures appropriate to various aims and modes. Writing assignments will include expository, analytical, and argumentative essays. The course demands active reading involving the following elements: the experience of literature, the interpretation of literature and the evaluation of literature.

Social Studies

Department Mission

The Social Studies Department believes that every child should become a productive American citizen, fully aware of the historic and present issues that help shape and present a challenge to our nation and its people in the 21st century. Our goals shall be to:



1. Understand the duties and responsibilities of a citizen.
2. Open the door to possible government and political service.
3. Fulfill the American ideal of a participatory democracy where all citizens are valued and able to contribute to the betterment of society.
4. Respect the cultural diversity of America.
5. Foster a better understanding of cultures, people, and diverse traditions of the world.

Course Sequence

Grade Nine: Twentieth Century US History, No Prerequisites

Grade Ten: Twentieth Century World History, No Prerequisites

Grade Eleven: United States Government, No Prerequisites

Grade Twelve: Psychology, No Prerequisites

Electives

- Current Events: Open to all students in grades ten through twelve, No prerequisites.
- American Politics (University of Pittsburgh): Open to juniors and seniors that have earned an A as their final grade in their social studies classes. This class can be taken in lieu of the junior level United States Government course.
- Psychology (University of Pittsburgh) Open to seniors only who have earned an A as their final grade in previous year social studies course and teacher recommendation. This class can be taken in lieu of the senior Psychology course.

Students are required to take social studies courses in grades nine, ten, eleven, and twelve and should take the Current Events and American Politics classes if they wish to pursue a career in government, politics, law, law enforcement or the military.

TITLE	<u>U.S. HISTORY</u>	CREDIT	1
COURSE #0301	GRADE	9	
DESIGN OF COURSE	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.		
CONTENT	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.		

TITLE	<u>20TH CENTURY WORLD HISTORY</u>	CREDIT	1
COURSE #0302	GRADE	10	
DESIGN OF COURSE	This course is constructed to provide an overview of major world events from the period of the industrial era through the present day, with much emphasis on the twentieth century.		
CONTENT	This is a survey course of world history that focuses on the development of the world during and after the industrial era and will discuss major topics such as: industrialization, the birth of nationalism, the awakening of class consciousness, imperialism, the causes of world wars, the era of the cold war and other major portions of history.		

TITLE	<u>U.S.GOVERNMENT</u>	CREDIT	1
COURSE #0303	GRADE	11	
DESIGN OF COURSE	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.		
CONTENT	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		

TITLE	<u>PSYCHOLOGY</u>	CREDIT	1
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DESIGN OF COURSE Psychology is designed to acquaint students with the basic concepts that drive human behavior.

TITLE	<u>CURRENT EVENTS</u>	CREDIT 1
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DESIGN OF COURSE	This course is designed to introduce the students to the study of current events and the impact they have upon their lives.
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CONTENT

This class will use American and foreign media sources to track, discuss, and analyze current news events. Local news and history will also be highlighted on a regular basis. Students are required to **participate every day** by keeping up with the news, researching various topics and discussing them in class. Half of the grade will come from in-class discussions and work while the other half will be earned from written assignments and short quizzes.

TITLE	<u>PITT AMERICAN POLITICS</u>	CREDIT 1
COURSE #0305	Grade 11 & 12. Replaces AP History	
FEES REQUIRED	<p>Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.</p> <p><i>*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.</i></p>	
PRE-REQUISITE	Modern World History, US History, Algebra I	
DESIGN OF COURSE	<p>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.</p>	
CONTENT	<p>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.</p>	

TITLE	<u>PITT PSYCHOLOGY</u>	CREDIT 1
COURSE #0307	GRADE 12	
FEES REQUIRED	<p>Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.</p> <p><i>*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</i></p>	

University of Pittsburgh Transcript after this course regardless of grade.

DESIGN OF COURSE

Psychology is designed to acquaint students with the basic concepts that drive human behavior.

CONTENT

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.

Science

Department Mission

The Sharpville High School Science Department's mission is for students, faculty, and staff to work together to understand and appreciate the

natural world. Students will be able to apply appropriate scientific processes and principles to make personal decisions, to communicate effectively about matters of scientific and technological concern, and to improve future career prospects.



RECOMMENDED SEQUENCE OF STUDIES – SCIENCE

Program 1: General Studies

Grade 9: AC Biology I

Grade 10: AC Biology II (Keystone)

Grade 11: Physical Science

Grade 12: Environmental Science

*The following sequences assume that all prerequisites have been met to bypass Physical Science.

Program 2: College Prep

Grade 9: Accelerated AC Biology

Grade 10: Chemistry

Grade 11: Honors Physics or Physics

Grade 12: Science Elective

Program 3: College Prep with Biology emphasis

Grade 9: Accelerated Ac. Biology

Grade 10: Chemistry

Grade 11: Honors Physics, Environmental Science, AP Biology, and/or Anatomy & Physiology

Grade 12: Honors Physics, Environmental Science, AP Biology, and/or Anatomy & Physiology

Program 4: College Prep with Chemistry emphasis

Grade 9: Accelerated Ac. Biology

Grade 10: Chemistry

Grade 11: Honors Physics and/or Pitt Chemistry

Grade 12: Honors Physics, Pitt Chemistry, and/or Organic Chemistry

Program 5: College Prep with Physics emphasis

Grade 9: Accelerated AC Biology

Grade 10: Chemistry

Grade 11: Honors Physics

Grade 12: Pitt Physics

TITLE	<u>ACADEMIC BIOLOGY I</u>	CREDIT 1
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COURSE #	KEYSTONE COURSE
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PREREQUISITE/S	Incoming Freshman
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DESIGN OF COURSE

These courses will be taught in the 9th and 10th grade year successively. Students who have earned lower than a 85% in their science course in middle school will be required to take these courses. The goal of this course sequence is to introduce students to the concepts tested on the Biology Keystone. The 9th grade year will focus on content test in module 1 of the exam and the 10th grade year will focus on content in module 2 of the exam. Students will take the Keystone Exam in the spring of BOTH their freshman and sophomore years.

Biology Concepts I will focus on the following topics: basic biological principles, the chemical basis of life, bioenergetics, and homeostasis and transport. Topics covered in Biology Concepts II include: cell growth and reproduction, genetics, the theory of evolution, and ecology. The classes will meet for five 42 minute classes per week. There will be no dedicated lab period for this class.

TITLE	<u>ACCELERATED ACADEMIC BIOLOGY</u>	CREDIT 1.4
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COURSE #0401	KEYSTONE COURSE
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PREREQUISITE/S	Incoming Freshman
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DESIGN OF COURSE	Accelerated Academic Biology introduces fundamental concepts necessary for science courses or college level study of science.
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CONTENT	Students in AC. Academic Biology will study life from simple, unicellular organisms to advanced life forms. This course will include the study of cell biology, cellular respiration, photosynthesis, DNA science, Mendelian and human genetics, biotechnology, evolution and natural selection, and comparative animal/plant anatomy & physiology. Laboratory methods and skills, along with various problem-solving techniques, will be developed. Dissection will be a required part of this course. Alternative dissection assignments will be provided for vertebrates upon request.
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COURSE SEQUENCE	<p>Students who pass Accelerated Ac. Biology with a 90% or higher, pass the Biology Keystone, and have successfully completed Algebra II or will be taking Algebra II as a sophomore may proceed directly to Chemistry and/or Honors Physics.</p> <p>Students who bypass Physical Science are required to take a Chemistry course AND a Physics course.</p> <p>Students who do not meet the expectations listed above must take Physical Science.</p> <p>Students who pass Ac. Biology, even with a grade of 90% or higher, but fail the Biology Keystone Exam must enroll in Physical Science and will also be enrolled in a semester long Keystone Biology Course.</p>
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CONTENT	The curriculum will be similar to the description for Academic Biology; however, more depth and focus will be applied to the standards required by the module students need the most remediation in.
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TITLE	<u>PHYSICAL SCIENCE</u>	CREDIT	1
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COURSE #0418	GRADE 10 &11
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PREREQUISITE	Ac. Biology
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DESIGN OF COURSE	<p>Physical Science introduces fundamental concepts necessary for chemistry and physics courses.</p> <p>Students may test out of Physical Science to pursue more rigorous science courses in the curriculum.</p>
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CONTENT	<p>Students in Physical Science will learn the basic concepts needed to successfully complete physics and chemistry. The course will be separated into two semesters: one semester will cover the chemistry topics and the other semester will cover the physics topics. Chemistry topics in this course will include unit conversions, organization and structure of matter, the Periodic Table and trends, chemical formulas, and the mole concept. Physics topics in this course will include graphing, motion, forces, momentum, and center of gravity.</p>
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TITLE	<u>CHEMISTRY</u>	CREDIT 1.4
COURSE# 0403	GRADE 10-12	
PREREQUISITE/S	A 90% or Higher in Accelerated Ac. Biology and Pass the Biology Keystone Exam (if entering sophomore year), Algebra 2 (previously or concurrently)	
DESIGN OF COURSE	Chemistry is an accelerated course in chemistry designed for students planning an academic and/or health related career. Chemistry (Pre-AP) introduces fundamental concepts necessary for Advanced Placement science courses or college level study of science.	
CONTENT	Students in Chemistry will study the chemical composition of matter, its properties, and the changes it undergoes in the presence of other matter. Topics in this course will include: atomic structure; the Periodic Table and trends; chemical formulas, equations and reactions; stoichiometry; gas laws; bonding theory; organic molecules and polymers; solutions; acid/base theory; and oxidation-reduction reactions. Laboratory methods and skills, along with various problem-solving techniques, will be developed. All students will be required to complete a project on earth/space science.	

TITLE	<u>PHYSICS</u>	CREDIT 1
COURSE #0405	GRADE 11 and 12	
PREREQUISITE	Ac. Biology; Physical Science, Algebra II (May be taken concurrently)	
DESIGN OF COURSE	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.	

CONTENT	Students in Physics will learn how physics applies to their everyday life and how to incorporate problem-solving techniques to deal with their environment. Topics covered include one-dimensional and two-dimensional motion, forces, energy, momentum, rotational motion, wave motion, light and physical optics, and electricity and magnetism. Laboratory methods and skills, along with various problem-solving techniques, will be developed.
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TITLE	HONORS <u>PHYSICS</u>	CREDIT	1.4
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COURSE #0406	GRADE 10-12
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PREREQUISITE/S	Accelerated Academic Biology, Algebra 3/Trigonometry (previously or concurrently)
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DESIGN OF COURSE	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 courses.
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CONTENT	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.
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TITLE	<u>ENVIRONMENTAL SCIENCE</u>	CREDIT 1
COURSE #0408	GRADE 11-12	
PREREQUISITE/S	Ac. Biology and Physical Science	
DESIGN OF COURSE	Environmental Science is a course designed for the student interested in the environment but who lacks a strong mathematical background.	
CONTENT	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.	

TITLE	<u>HUMAN ANATOMY & PHYSIOLOGY</u>	CREDIT 1
COURSE #0407	GRADE 11-12	
PREREQUISITE/S	Academic Biology or Chemistry <u>and</u> teacher recommendation	
DESIGN OF COURSE	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.	
CONTENT	Students in this course will study cell biology, tissues, anatomy/physiology of the human body, interrelationships of the body organ systems, maintenance of the body, reproduction, and embryonic development. Dissection will be a required part of this course.	

TITLE	<u>FORENSIC SCIENCE</u>	CREDIT 1
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COURSE #	GRADE: 11-12
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PREQUISITES:	Ac. Biology and Chemistry or Physical Science
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Description: Forensic Science is an introductory course in the forensic application of science and technology. This course will place major emphasis on exposing students to biological and chemical methods of analyzing crime scene evidence. Students in this course will use information and evidence data from case histories, case readings, and the internet to explore the forensic applications of science and technology. Topics will include. history and development of forensic science, securing a crime scene and collecting physical evidence, properties of matter and light, toxicology, alcohol and the law, microscopic evidence, blood and bodily fluid evidence, DNA evidence, fire investigations and explosives, fingerprints, firearms and tool marks, and computer forensics. Students will also explore the college courses and majors necessary to obtain a career in forensic science.

TITLE	<u>AP BIOLOGY</u>	CREDIT 1.6
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COURSE #0413	GRADE 11-12
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Fees Required	Required payment of approximately \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.
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PREREQUISITE/S	Accelerated Academic Biology, Chemistry, recommended Human Anatomy & Physiology.
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DESIGN OF COURSE	The Advanced Placement Biology course is designed to be the equivalent of the biology course taken by first year college science majors. This course enables students to take sophomore level biology courses as freshmen. For other students, this course fulfills the college laboratory science requirement and frees time for other courses.
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CONTENT

Students in this course will have the opportunity to attain a more in-depth understanding of biology concepts and competence in dealing with biological problems. This course will differ from the first year of biology with respect to the kind of textbook used, emphasis on understanding biological concepts, and the complex nature of experiments done in the laboratory. The topics in this course will include: the chemistry of life, cell biology, cellular energetics, 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.

TITLE	<u>PITT CHEMISTRY</u>	CREDIT 1.4
COURSE #0404	GRADE 12 REPLACING AP CHEMISTRY	
Fees Required	<p>Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.</p> <p><i>*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.</i></p>	
PREREQUISITE/S	Chemistry, Algebra 3/Trigonometry, Honors Physics (previously or concurrently)	
DESIGN OF COURSE	This is the first half of a two-term introduction to general chemistry. The grade is determined by the student's performance on three exams, weekly quizzes, laboratory exercises, and a comprehensive final. Laboratory exercises are conducted at the University by the Director of Freshman Laboratories and his staff of graduate teaching assistants	
CONTENT	Topics include atomic theory, molarity, gases and kinetic theory, thermochemistry, electronic structure	

TITLE	UNIVERSITY OF PITT PHYSICS CREDIT	1
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Fees Required **Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.**

PREREQUISITES Accelerated Ac. Biology, Honors Physics, PITT
Calculus (previously or concurrently)

CONTENT

This course involves an in-depth study of motion, vectors, forces, work and energy, systems of particles, rotation, gravitation, oscillations, mechanical waves and kinetic theory of gases. Calculus concepts will be applied in these areas of study.

TITLE	ORGANIC CHEMISTRY	CREDIT 1
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PREREQUISITES Ac. Biology, Honors Physics, PITT Chemistry

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students planning to major in Chemistry, Biology, Medicine, or related fields in college. This course introduces fundamental concepts that will be studied in great detail in college courses.

CONTENT

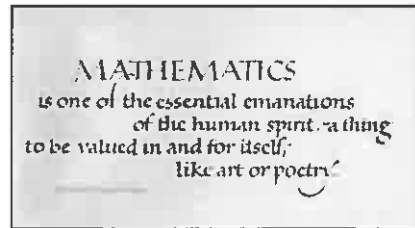
This course involves an in-depth study of fundamental organic chemistry concepts including nomenclature, functional groups, stereochemistry, chemical reactions and their mechanisms, spectroscopy, and organic laboratory techniques

Mathematics

Department Mission

In accordance with the Sharpsville Area High School mission statement and in conjunction with the current

Pennsylvania Content Standards and Grade Level Benchmarks, the Sharpsville Mathematics Department has developed the following mission:



- To provide students with effective problem solving techniques and mathematical skills that enable them to move through a diverse curriculum.
- To provide every student with the opportunity to be mathematically literate and to nurture mathematical curiosity in an ever-changing world.
- To employ an assortment of assessment techniques, provide a variety of teaching styles, and maintain intervention plans for students that need extra help.
- To continually develop professionally, update curriculum, make real world connections, and incorporate technology.
- To provide the foundation for further study of mathematics.

General Studies Progression for Math

- Grade 6 – Math 6
- Grade 7- Math 7
- Grade 8 – Math 8
- Grade 9 – Algebra I (Block)
- Grade 10 – Geometry
- Grade 11 – Algebra II
- Grade 12 - Math Analysis, Statistical Methods

Academic Progression for Math

- Grade 6- Math 6
- Grade 7 – Math 7
- Grade 8 – Math 8
- Grade 9 –Ac. Algebra I
- Grade 10 –Algebra II, or Ac. Algebra II
- Grade 11 – Geometry, Ac. Geometry,
- Grade 12 - Math Analysis, Statistical Methods, Ac. Algebra III/Trig

Advanced Progression for Math (assuming successfully completion of Algebra I Keystone Exam at the conclusion of the 7th grade.

- Grade 6- Pre-Alg
- Grade 7 – Algebra I(HS credit received if student passes the course and Proficient or Advanced on Algebra Keystone)
- Grade 8 –Ac. Algebra II in the High School
- Grade 9 –Ac. Geometry
- Grade 10 –Algebra III/Trig
- Grade 11 –Pitt Statistics, or Pitt Calculus (Engineering or Business)
- Grade 12 - Pitt Statistics, Pitt Calculus (Engineering or Business)

TITLE	<u>ALGEBRA I</u> (Block)	CREDIT 1
COURSE #501	Keystone Exam Course	
PREREQUISITE	A grade of less than 90% in Pre-Algebra.	
DESIGN OF COURSE	This course is designed to provide a foundation of Algebra. Subsequent math courses, and give students a solid understanding of computation and problem solving.	
CONTENT	This course focuses on solving equations and inequalities, graphing linear equations and inequalities, polynomial operations, and factoring.	

TITLE	<u>ALGEBRA 2</u>	CREDIT 1
COURSE #0529		
PREREQUISITE	Must have passed Algebra I and the Algebra I Keystone Exam.	
DESIGN OF COURSE	This course is designed to expand on the foundation of Algebra 1.	
CONTENT	This course will focus on rational polynomial expressions, quadratic expressions, properties of relations and functions, graphing functions, properties and operations with matrices, conic sections.	

TITLE **INTEGRATED KEYSTONE MATH** **CREDIT 1**

COURSE #0522

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

DESIGN OF COURSE This course is designed to give students a better understanding of the underlying mathematical concepts as put forth by the PA Common Core standards for mathematics.

CONTENT Operations, linear equations, linear inequalities, linear functions and data organizations are the focus of the course.

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

TITLE **GEOMETRY** **CREDIT 1**

COURSE #0502

PREREQUISITE Must have passed Algebra.

DESIGN OF COURSE This course is designed to provide students with the foundations of Geometry dealing with two and three dimensional figures.

CONTENT This course covers concepts related to triangles, polygons and circles, similarity and congruence, and area and volume formulas and their applications. Students will use the concepts learned to solve various problems.

TITLE	<u>ACADEMIC ALGEBRA 1</u>	CREDIT 1
COURSE #0504	Keystone Exam Course	
PREREQUISITES/S	Must have passed Grade 8 Pre-Algebra with a 90% or higher. Students with a grade of less than 80% in Grade 8 Algebra I will repeat the course for a more in depth study of Algebra 1 to prepare them for higher level Math Courses.	
DESIGN OF COURSE	This course is a more intense study of Algebra 1 designed to prepare the student for the advanced math sequence in our school.	
CONTENT	This course will cover a wide range of topics, including graphing in the coordinate plane, writing linear equations, solving equations for the missing variables, systems of equations, polynomials and factoring, properties of real numbers, exponents, and integrated concepts.	

TITLE	<u>ACADEMIC ALGEBRA 2</u>	CREDIT 1
COURSE #0508		
PREREQUISITES	Must have passed Academic Algebra 1 with a 70% or higher. Any student who has completed Algebra 1 in 8 th grade with a grade of 80% or higher can take Academic Algebra 2. Students also must have passed the Keystone Algebra I Exam in order to be eligible for this course.	
DESIGN OF COURSE	This course is necessary for those students who wish to continue in the advanced math sequence in our high school.	
CONTENT	This course will focus on rational polynomial expressions, quadratic expressions, properties of relations and functions, graphing functions, properties and operations with matrices, conic sections.	

TITLE	<u>ACADEMIC GEOMETRY 1</u>	CREDIT 1
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COURSE #0505

PREREQUISITE/S	Students must have passed Academic Algebra 2 with a 70% or higher. By teacher recommendation and passing Ac. Alg. 2 with a 90% or higher; this course may be taken concurrently with Ac. Alg. 3/Trig
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DESIGN OF COURSE	This course is a more intense study of Geometry designed to prepare the student for the advanced math sequence in our school.
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CONTENT	This course is an intense study of Geometry which covers concepts related to triangles, polygon and circles, similarity and congruence, and area and volume formulas and their applications. Students will use the concepts learned to solve various problems and to develop logical proofs. Academic Geometry 1 will prepare the student for the advanced math sequence in our school.
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TITLE	<u>AC. ALG 3/TRIGONOMETRY</u>	CREDIT 1
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COURSE #0510

PREREQUISITE/S	Must have passed Academic Algebra 2 and Academic Geometry with a grade of 70% or higher. This course may be taken concurrently with Academic Geometry by teacher recommendation.
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DESIGN OF COURSE	This course is designed for students who wish to continue with a more in-depth study of Algebra and college-based Trigonometry, in preparation for higher mathematics as they anticipate continuing their education beyond high school.
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CONTENT	<p>Approximately one-half year will entail Algebra 3 topics and one-half year on Trigonometry.</p> <p>This course involves the study of sequence and series with limits and higher order functions and quadratics. The students will study the six trigonometric functions as they relate to the unit</p>
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circle and the right triangle. The students will study trigonometric identities, the law of sines and cosines and graph and apply the trigonometric functions.

TITLE	<u>STATISTICAL METHODS</u>	CREDIT 1
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COURSE #0524

PREREQUISITE/S	Students must be a junior or senior that has passed Academic Geometry.
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DESIGN OF COURSE	This course is designed to provide a basis in data driven decision making, and the probabilities associated with real world events.
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CONTENT	This course will focus on the areas of probability and statistics, with a focus on practical applications and real world problem solving. This course will incorporate the use of technology in problem solving, and require the student to do projects and modeling.
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TITLE	<u>MATH ANALYSIS</u>	CREDIT 1
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COURSE #0520

PREREQUISITES	Students must be seniors that have passed or are concurrently taking Geometry.
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DESIGN OF COURSE	This course is designed to give students real world applications of mathematics. The course focus is on applying mathematical concepts to everyday events.
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CONTENT	This course focuses on four critical applied mathematical concepts. These will include financial applications of mathematics, geometric integrations of mathematics, statistical and graphical analyses, and discrete mathematics.
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TITLE **PITT CALCULUS FOR BUSINESS** ***CREDIT 1**

COURSE #0515

Fees Required

Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

**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.*

PREREQUISITE/S

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.

DESIGN OF COURSE

This course is designed to fill the needs of those students who expect to engage in vocations involving business, finance, economics, and other social sciences. College-bound students who expect to take one year or more of college mathematics (calculus in particular) will find this course invaluable.

CONTENT

This course introduces the basic concept of the limit and its application to continuity, differentiation, integration, maximization, minimization and partial derivatives. Applications to the social sciences, especially business and economics, are stressed. The calculus of trigonometric functions is not covered.

TITLE
COURSE #0513

PITT CALCULUS

*CREDIT 1

Fees Required

Approximately \$225.00 must be submitted within the first two weeks of school, or the student will be withdrawn from class.

**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.*

PREREQUISITE/S

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.

DESIGN OF COURSE

This course 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.

CONTENT

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.

TITLE

PITT PROBABILITY AND STATISTICS CREDIT 1

COURSE #0525

Fees Required

Required payment of \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class. Students may concurrently earn University of Pittsburgh Credits for a fee of \$200.00.

**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/Sharpville combined grade. Students will have a University of Pittsburgh Transcript after this course regardless of grade.

PREREQUISITE/S

Juniors must have a grade of 90% or higher in Academic Algebra 1, Academic Geometry, Academic Algebra 2 and Academic Algebra 3/Trig.

Seniors must have a grade of 80% or higher in Academic Algebra 1, Academic Geometry 1, Academic Algebra 2 and Academic Algebra 3/Trig.

Students planning on taking AP Probability and Statistics and Academic Algebra 3/Trig concurrently require teacher recommendation.

DESIGN OF COURSE

This course is designed to provide college-bound students with an opportunity to earn college credit for a Probability and Statistics class.

CONTENT

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

Department Mission

- Communicate in languages other than English.
- Connect with other disciplines and acquire information.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture and their comparisons.
- Participate in multilingual communities at home and around the world.

- Language systems as the means for attaining communication, cultural understanding and connection with other disciplines.
- Cultural traits and concepts to select, synthesize and interpret them for meaningful interaction.
- Learning strategies which enhance language learning, retention and application of the target language.
- Content-related topics to stimulate target language learning and expand knowledge in other disciplines.
- Critical thinking skills to challenge learners from the basic level of identification and recall to the higher levels of analysis and problem solving.
- Authentic sources of language through technology or other means to establish the necessary knowledge base for language learners.
- Contain a variety of assessment techniques/strategies.

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Spanish speaking countries is introduced via cultural notes, readings and videos.

TITLE	<u>SPANISH 2</u>	CREDIT 1
COURSE #0604	GRADE 10-12	
PREREQUISITE	Spanish 1	
DESIGN OF COURSE	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.	
CONTENT	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.	

TITLE	<u>SPANISH 3</u>	CREDIT 1
COURSE #0605	GRADE 11-12	
PREREQUISITE/S	75% average in Spanish 2	
DESIGN OF COURSE	This weighted course is designed for students who are interested in furthering their understanding of the Spanish language.	
CONTENT	Spanish 3 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.	

TITLE	<u>SPANISH 4</u>	CREDIT 1
COURSE #0606	GRADE 12	
PREREQUISITE/S	75% average in Spanish 3	

DESIGN OF COURSE This weighted course is designed to provide higher competency and fluency in Spanish.

CONTENT Spanish 4 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.

TITLE **CHINESE 1** (Sharpville Online Learning Academy)

COURSE #0609 **CREDIT 1**

GRADE 9-12

CONTENT Students use compelling stories, games, videos, and multimedia experiences in this introduction to Chinese. They learn the elegant simplicity of Chinese grammar and the subtleties of Chinese pronunciation through entertaining lessons that give a base of conversational ability and listening comprehension. Students build a foundation for reading and writing in the Chinese language through an adaptive technology that lets them choose an approach that works best for them. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. This is a two semester course.

TITLE **CHINESE 2** (Sharpville Online Learning Academy)

COURSE #0610 **CREDIT 1**

GRADE 10-12

CONTENT Students will continue with engaging stories, games, videos, and multimedia experiences in this second level of Chinese. Students further their understanding of Chinese grammar and pronunciation through lessons refining previous practice of conversational ability and listening comprehension. Innovative cultural videos and lessons build awareness of the rich legacy of

Chinese culture. Students expand their foundation for reading and writing in Chinese through adaptive technology, providing opportunities to generate fun narratives, a range of well-formed sentences reflecting a solid grasp of grammar structures, and a wide vocabulary. All new graphics, video, and games keep students engaged, making learning languages exciting. An integrated, game-based reward system keeps learners motivated and eager to progress. This is a two semester course.

Family and Consumer Sciences

Department Mission

The mission of family and consumer sciences education is to prepare students for success by becoming independent, contributing members of family and community by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:



- Balancing personal, work and family lives.
- Strengthening the function of the family as a basic unit of society across the life span
- Providing opportunities for personal development and preparation for adult life.
- Managing resources to meet the material needs of individuals and families.
- Becoming responsible citizens and leaders in family, careers, and communities.
- Functioning efficiently as providers and consumers.
- Promoting optimal nutrition and wellness across the life span.
- Focusing on the multiple roles of family members and appreciating human worth.

TITLE	<u>FCS and Financial Literacy</u>	CREDIT .33
COURSE # 1401	GRADE 9	
PREREQUISITE/S	None	
DESIGN OF COURSE	Beginning FCS course designed to help students develop everyday living skills.	
CONTENT	This Tri-semester course is designed for students in grade 9. It focuses on the development of useful knowledge and skills associated with efficient and productive management of a family and home. Personal finance management will be taught, as well as other course topics such as child development and care, foods and nutrition with lab, clothing, consumer decisions and personal development	

TITLE	<u>FAMILY & CONSUMER SCIENCE</u>	CREDIT 1
COURSE # 0801	GRADE 10-12	
PREREQUISITE/S	None	
DESIGN OF COURSE	Advanced FCS course designed to help students develop everyday living skills.	
CONTENT	<p>Foods – nutrition & basic food preparation skills.</p> <p>Clothing – selection, care and repair of personal clothing. A machine-sewn project is required.</p> <p>Childcare – children’s needs and developmental milestones. Responsible care giving skills from birth to adolescence will be addressed.</p> <p>Personal Development – health & wellness, developing character, goal-setting, getting along with others, decision-making and conflict resolution. Consumerism will be taught in all areas.</p>	

TITLE	<u>CULINARY ARTS/CHILDCARE</u>	CREDIT 1
COURSE # 0802	GRADE 10-12	
PREREQUISITE/S	None, although it would be helpful to have taken <i>Family & Consumer Sciences</i> #0801 prior to this course.	
DESIGN OF COURSE	This course includes one semester of <i>Culinary Arts</i> and one semester of <i>Childcare</i> . Two different courses combined into a one-year course.	
CONTENT	<p><u>Culinary Arts</u> teaches basic cooking skills, nutrition, and food laboratory work. Food industry careers and entrepreneurship will be discussed.</p> <p><u>Childcare</u> will explore prenatal development, child development and parenting issues. Students will learn skills to properly care for children from birth to adolescence. Observations and hands-on experiences included</p>	

TITLE	<u>INDEPENDENT LIVING</u>	CREDIT 1
COURSE # 0803	GRADE 12	
PREREQUISITE/S	None	
DESIGN OF COURSE	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.	
CONTENT	<p>Students learn to manage money and properly choose a wardrobe and care for clothing.</p> <p>Housekeeping, home furnishings, housing styles and floor plans are studied in a housing unit.</p> <p>Students will learn how to plan and prepare nutritious, easy foods and meals and grocery shop.</p> <p>Consumer issues will be addressed in all areas.</p> <p>Parenting unit is included.</p>	

Business and Industrial/Computer Technologies

Department Mission

The mission of the Technology Department is that all participating students will have the opportunity to obtain the skills, abilities and attitudes to be life-long learners and productive, competitive citizens in today's ever changing, global society. A holistic approach will be employed in which all students who are actively involved in activities will be able to develop knowledge, skills, and regarding business, entrepreneurship, industry, and technology.



Emphasis is given to nurturing leadership, communication, social interaction, problem solving, and manipulative skills. Personal and social growths are fostered through interaction with other students in the lab. The technological method of problem solving is experienced in identifying a problem, collecting and analyzing data, generating alternatives, synthesizing a design or plan, developing a proposed process and/or product, and evaluating the results. Throughout this educational process, the students are taught to explore their potential vocational interests and to make wise consumer, citizen, and career decisions.

TITLE	<u>ACCOUNTING</u>	CREDIT 1
COURSE # 0702	GRADE 10-12	
PREREQUISITE/S	None	
DESIGN OF COURSE	To expose students to the fundamentals of introductory accounting procedures and practices. In addition, entrepreneurship and the stock market will be introduced.	
CONTENT	To learn the basic accounting equation, business transactions, general journal, posting, financial statements, end-of-period adjustment, check writing, bank reconciliation statement and actual accounting procedures for one month of a business period. Accounting procedures for sole proprietorship and partnerships will be covered. Computerized accounting procedures will be used throughout the year. The second half of the year, entrepreneurship will be covered. Students will participate in a project that will allow them to create a business of their choice. In addition, the	

stock market game will be played through PA Economics.

TITLE	<u>MULTIMEDIA/WEB DESIGN</u>	CREDIT 1
COURSE # 0705	GRADE 10-12	
PREREQUISITE/S	At least one computer elective or above-average computer skills.	
DESIGN OF COURSE	This one-year course is designed to enable students to develop five key skill areas: design, web-authoring tools, animation, video editing and project management. All areas follow the National Educational Technology Standards for Students.	
SOFTWARE USED:	Macromedia Dreamweaver, Fireworks, Flash,,HTML, and Adobe Premiere Elements.	
CONTENT	Students will develop skills that lay the foundation for producing web-ready communications: graphics, design principles, storyboards, development, peer review and redesign. Students will develop a variety of graphical images, a web-based electronic portfolio, a web photo album, interactive graphics, animation, and a variety of web pages. In addition, the class builds on student design and development skills. Finally, video projects will be created using Premier Elements.	

TITLE	<u>INTRODUCTION TO ENGINEERING MATERIAL PROCESSING</u>	CREDIT .33
COURSE #0808	GRADE 9	
PREREQUISITE/S	None	
DESIGN OF COURSE	The Introduction to Engineering and Material Processing will focus on various skills within the area of STEM (Science, Technology, Engineering, and Mathematics). Students will work independently and collaboratively to complete projects.	

CONTENT

This is an introduction class to the Technology Education Department. Included in this class will be several “hands-on” projects. Within these projects, students will have opportunities to contribute their unique abilities to solve common everyday problems necessary to be competitive in today’s job market.

Upon completion of this class, students will be knowledgeable in the areas of:

- Measurement
- Drafting and Design
- Entrepreneur Abilities
- Material Processing
- Budgeting Skills

TITLE**MATERIAL PROCESSING CREDIT 1****COURSE # 0810****GRADE 10-12****DESIGN OF COURSE**

Manufacturing and Construction Technologies will focus on specific areas and skills within the two areas. It will allow students to become capable of performing various skills independently within the manufacturing and construction fields.

CONTENT

Manufacturing activities will include production, design, creation, construction, marketing, and implementation of a student chosen product. Construction activities within this class will include complex wall layout, plumbing, electricity, and interior applications. Approximate lab fees will be \$25.00.

TITLE**CAD (Computer Aided Drafting)****CREDIT 1****COURSE#0809****GRADES 10-12****PREREQUISITE/S****None****DESIGN OF COURSE**

CAD will allow students to achieve a comprehensive view of the design world and how the use of technology can provide a resource for unparalleled design application. Upon completion of this course, students will be prepared for a

college level course in the areas of Mechanical Drafting and CAD.

CONTENT

CAD will be a second level class allowing students to take a more specialized approach to the utilization of the computer program AutoCAD. Upon the completion of this class, students should expect to be competent in the operation of AutoCAD and its features. AutoCAD is an industry standard for designing software and will serve as a prerequisite for any students seeking a career in design and engineering related fields.

TITLE

ENTREPRENEURSHIP

CREDIT 1

COURSE#0811

GRADE 11-12

PREREQUISITE/S

Introduction to Engineering and Design, CAD

DESIGN OF COURSE

This course is designed as an advanced course

CONTENT

This class is designed for students who intend to seek business opportunities as a career. Students taking this class will have opportunities to learn skills and traits directly related to business education. The class will be involved with project based curriculum which focuses on the production and selling of various items. Technological tooling incorporated may include CNC Plasma Cutter, Laser Engraver, Silk Screening, wood and metal manufactured projects to name a few.

Upon completion of this class, students will be knowledgeable in the areas of:

- Basic Finance
- Economic terms and philosophy
- Prototypes
- Manufacturing
- Selling for a profit

TITLE	<u>Robotics and Elements of Design</u>	CREDIT 1
COURSE#0820	GRADE 11-12	
PREREQUISITE/S	Introduction to Engineering and Material Processing, CAD	
DESIGN OF COURSE	<p>The SWPA BotsIQ prepares high school students for future careers in STEM fields by:</p> <ul style="list-style-type: none"> • Energizing students to learn about STEM related concepts and career fields that are in demand. • Building partnerships and mentoring opportunities with local industry and universities. • Providing direct application of classroom concepts to real world situations • Endowing students with the soft skills needed in the STEM industry including: project management, teamwork, critical thinking, creativity, innovation and real-world problem solving. • Engaging students on multiple levels, exposing them to areas of study that they may not otherwise pursue, and provides them with a foundation and proven path to post-secondary training and/or career success in STEM-related industries. 	
CONTENT	<p>Students will spend the first half of the course getting acquainted with the design process and tools of the trade including 3D design software. The research and design process will be expanded with the actual construction of an IQ Battle Bot. Students will work in teams to research, design, build and compete at a regional competitions held in the spring. The first competition is a preliminary event to test the capability of the robot and work with the schools industry partner(s) to make necessary adjustments for the final competition.</p>	

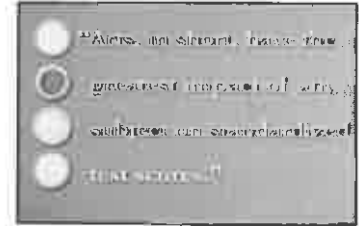
INDUSTRY PARTNER

This course provides an opportunity to work with a local industry involved in the process of engineering and design. Students in the course will tour the facilities and work hand-in-hand with designers, manufacturers, and business representatives to learn what it takes to develop an idea, see the idea take shape from inception to completion, and how the concept is marketed to the public. The students will work in teams to duplicate this process in the creation of their Battle Robot as they take their own journey from research and development to marketing and competition. Our current industry partner is Sharpsville's own, Sharpsville Container.

The Arts – Music and Fine Arts

Department Mission

The Mission of the Sharpsville High School Fine Arts & Music Department is to provide an experience for students that will impact their character and values for the rest of their lives. Through participation in music and art, students will develop sensitivity to their self, to others and to music. This department will provide a strong connection between the mission of Sharpsville Area High School and the Pennsylvania Standards for Arts and Music Education to enrich, enhance and empower the students' artistic mode of thinking.



Sensitivity to Self

Students will be introduced to the tools to explore their emotions and express them through the arts, even where no standards answers are provided. They will develop their sense of artistic expression and musical taste as they are exposed to new genres, styles and forms of both. Through the completion of projects, rehearsal and performance process, they will acquire self-reflective habits and decision making skills to prepare them for leadership in the 21st century.

Sensitivity to Others

Students in the arts work with each other to create an end product. They are accountable to their fellow artists/the ensemble and must do their part to help the group meet their collective goals. The students will realize their role and responsibility in the group/ensemble or broader musical community and make connections to their position in other non-artistic and/or non-musical communities. They will also develop their appreciation for others' contributions within the group/ensemble and the broader community. Students will work to gain a better understanding of the human experience, both the past and present, while learning to adapt to change and respect the thinking, working, and expression of other cultures.

Sensitivity to Art and Music

Students will perform a variety of high-quality literature and will develop the skills to interpret works of art and music in an appropriate and meaningful way. The students will think critically about their focus, how it affects the individual, the communities we live in, and how it has influenced the development of culture. The students will become active producers and consumers of the arts, of music, which will extend beyond their years of high school. Finally, students will gain a better understanding of the influence art and music has on society and utilize artistic modes of thinking, which bring an array of expressive/analytical skills, to solve complex problems

TITLE	<u>CONCERT CHOIR</u>	CREDIT 1
COURSE #0905	GRADE 9-12	
PREREQUISITE/S	None	
DESIGN OF COURSE	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.	
CONTENT	This course provides vocal training in breath support, throat relaxation, enunciation, and overall vocal performing. A variety of music including Pop, Folk, Sacred, Classical and Patriotic music is covered. In addition to performing in several concerts, this group participates in field trips and fundraisers.	

TITLE	<u>MUSIC THEORY</u>	CREDIT 1
COURSE #0906	GRADES 10-12	
PREREQUISITE/S	Students must have a basic background in music with knowledge of reading musical notation. Students must be in grades 10, 11 or 12. Students should have acquired at least basic performance skills in voice or on an instrument. Students should seek approval by the instructor before signing up.	
DESIGN OF COURSE	This course is designed to prepare students for a college major or minor in music, entrance music exams, and to teach the internal workings of music, music notation, and ear training. These ends are met through analysis, composition, sight singing, musical dictation, and other similar activities.	
OBJECTIVES	The main objective of Music Theory is to develop and enhance students' abilities to recognize, identify, understand, describe, and process basic musical concepts as they are presented aurally or in a musical score. These objectives are met via training in aural skills, sight-singing skills, written skills, compositional skills, and analytical skills. Students will hone these skills through listening	

exercises, in-class performances, written exercises, creative exercises, and analytical exercises.

CONTENT

This course will address many topics, including the following: musical notation, intervals, scales, key signatures, chords, meter, rhythmic patterns, musical dictation, sight-singing, compositional techniques, figured bass realization, roman numeral analysis and realization, analysis or repertoire, triadic harmony, total relationships, modulations, phrase structure, small forms, non-chord tones, and secondary dominant chords. Ear training is of the utmost importance and is stressed in this course, as is musical dictation. Sight-singing and basic keyboard skills are also addressed.

TITLE

BAND

CREDIT 1

COURSE # 0907

GRADES 9-12

PREREQUISITE/S

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.

DESIGN OF COURSE

High School Concert Band is a performance-based course which explores and integrates many facets of music through the preparation, rehearsal, and performance of concert band literature. Cross-curricular projects are integrated into the course whenever possible and appropriate.

CONTENT

Technical facility on a musical instrument, expressiveness, intonation, reading music, interpretation, elements of music theory, communication skills, how music and the arts relate to history and culture, as well as the study, preparation, and performance of concert band literature are all addressed in band. The band performs two mandatory evening concerts each year (Fall and Spring) as well as school assembly concerts when applicable. The band also prepares and performs as the "pep band" at select basketball games.

GRADING

Grades in band are based on all mandated performances, rehearsal preparation, rehearsal participation, and any special projects that are assigned by the director. A final in band class is given at the end of each year, and will incorporate terminology, critique of recorded band performances, reflections, and other pertinent topics covered in class.

TITLE	<u>DRAWING</u> (Art 1)	CREDIT 1
COURSE # 0911	GRADE 9-12	
PREREQUISITE/S	None	
DESIGN OF COURSE	This course is designed to give students the foundation needed to continue with future art courses.	
CONTENT	Students develop skills in drawing and an ability to create and understand good design and composition. Students will work with a variety of materials and experiment with several styles. The study of past and present artists will also be introduced.	

TITLE	<u>MIXED MEDIA</u> (Art 2)	CREDIT 1
COURSE # 0912	GRADE 10-12	
PREREQUISITE/S	Drawing	
DESIGN OF COURSE	This course is designed to prepare students interested in majoring in art at a college level, although, it can be enjoyed by anyone interested in art.	
CONTENT	Students will be introduced to several different media and several different ways to use those media. Art history will be an integral part of this class.	

TITLE	<u>INDEPENDENT ART</u> (Art 3)	CREDIT 1
COURSE # 0913	GRADE 11-12	

PREREQUISITE/S	Drawing & Mixed Media
DESIGN OF COURSE	This course is designed to enable students to apply knowledge gained in drawing and mixed media to produce large-scale independent works.
CONTENT	Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

TITLE	<u>ACCELERATED ART</u> (Art 4)	CREDIT 1
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COURSE #0914	GRADE 11-12
PREREQUISITE/S	Drawing, Mixed Media and Independent Art
DESIGN OF COURSE	This course is designed to enable students to apply advanced knowledge gained in drawing and mixed media to produce large-scale independent works.
CONTENT	Emphasis will be placed on independent creative thinking. Students will concentrate on building a strong portfolio of works.

TITLE	<u>AP STUDIO ART/DRAWING</u>	CREDIT 1
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COURSE#0915	Grade 12
	Required payment of \$89.00 for the AP test must be submitted within the first two weeks of school, or the student will be withdrawn from class.
	This course is designed for students who are seriously interested in the practical experience of art.
PREREQUISITE/S:	Students must have completed at least three years of high school art courses with at least a 90% final grade in each.
ADMISSION:	Students are required to meet with Mrs. DeMark and may be required to submit a portfolio of work as well as an artist statement.

WORKLOAD:

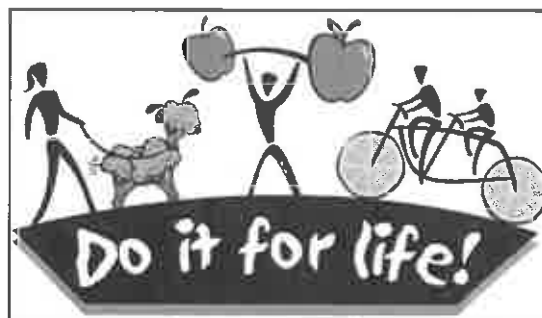
Students will be expected to complete at least 8 pieces of work each 9 week period as well as one piece at mid-term and one at final. Maintaining a sketchbook or journal will also be required.

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

Physical Education and Health

Department Mission

The Sharpsville Area School District strives to provide instructional programs and services that contribute to the quality of life. Physical Education involves the learning of skills, acquisition of knowledge, and development of attitudes through human movement. Physical Education



is that part of the total process of education which utilizes games, sport, dance, and health fitness activities to help the individual achieve the goals of education. Well-defined programs of physical education provide a systemic progression of cognitive, affective, and psychomotor experiences as the students pass through various development stages during their tenure in school.

The Physical Education Department is committed to providing a quality physical education program. As a result of participation in the Sharpsville Area School District physical education program, each student will be expected to:

- LEARN skills necessary to perform a variety of physical activities.
- PARTICIPATE regularly in physical activity.
- BE physically fit.
- KNOW the implications and benefits from involvement in physical activities.
- VALUE physical activity and its contributions to a healthful lifestyle.

The Health Education Department includes a variety of topics such as personal health, healthy relationships, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

TITLE	<u>PHYSICAL EDUCATION 1</u>	CREDIT .50
COURSE # 1001	GRADE 9	
PREREQUISITE/S	None	
DESIGN OF COURSE	The students are scheduled for a Physical Education class that will alternate between FCS and Physical Education throughout the entire	

	school year. It is a graded course based on participation, skill and knowledge.
CONTENT	The 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.
TITLE	<u>WELLNESS</u> CREDIT .2
COURSE # 1002	GRADE 10
DESIGN OF COURSE	The students are scheduled for a Physical Education class that will alternate between Research Foundations and Health. It is a graded course based on participation, skill and knowledge.
CONTENT	The 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.
TITLE	<u>PHYSICAL EDUCATION 3</u> CREDIT .4
COURSE # 1003	GRADE 11
DESIGN OF COURSE	The structure is health three days per week and physical education on the opposite two days. It is a graded course based on participation, skill and knowledge.
CONTENT	The 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.

TITLE	<u>PHYSICAL EDUCATION 4</u>	CREDIT .4
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COURSE # 1005	GRADE 12
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DESIGN OF COURSE	The students are scheduled for Physical Education class twice per week for the entire school year. It is a graded course based on participation, skill and knowledge
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CONTENT	The 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.
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TITLE	<u>WEIGHTLIFTING</u>	CREDIT .50
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COURSE# 1006	Grades 11-12
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DESCRIPTION	This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness.
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CONTENT	Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.
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TITLE	<u>LIFETIME FITNESS</u>	CREDIT .50
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COURSE# 1007	Grades 11-12
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DESCRIPTION	This course is designed to give students the opportunity to learn the basics of fitness plan and design concepts and techniques used for obtaining optimal physical fitness.
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CONTENT	Students will benefit from an introspective analysis of lifetime fitness options by age group (youth, adolescent, young adult, mid-life, and senior). Activities and techniques will be investigated along with designing specific individual and group fitness programs.
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TITLE	HEALTH	CREDIT .30
COURSE # 1004	GRADE 10	
DESIGN OF COURSE	The structure is health three days per week for a semester	
CONTENT	The purpose of this course is to provide students with information and skills needed to become health literate, to improve one's health status, to prevent disease and to reduce health related risk behaviors. Information presented will include: mental and emotional health; family and social health, growth and development; nutrition; personal health; alcohol, tobacco and other drugs; diseases; consumer health; environmental health and injury prevention and safety.	

Special Programming

Department Mission

The mission of the Sharpsville Area High School Special Education and Programming Department is to provide every student and his/her family with a collaborative approach in designing an individualized education plan in order to achieve desired post-school outcomes. The goal is for the special education/support staff to facilitate unique learning opportunities that go beyond the classroom to engage both the interest and specific skill sets of each student. Through these team-centered research based efforts, the Sharpsville Area High School Special Education and Programming Department strives to support every student receiving special education services and programming (Learning Support, Gifted Support, and Special Interest) to become an active member of their community and ultimately reach the goals they have set for themselves.

TITLE	DUAL ENROLLMENT – SEE PAGE 13
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TITLE	COMMUNITY-BASED EDUCATION
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DESCRIPTION	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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TITLE	Entrepreneurship Academy @ Linden Point	CREDIT 3
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COURSE # 1300	GRADE	12
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PREREQUISITE/S	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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DESCRIPTION: 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.

TITLE	Mercer County Career Center	CREDIT 3
COURSE #1200	GRADES 10-12	
PREREQUISITE/S	Students must maintain good academic standing and attendance to remain in the Mercer County Career Center Program.	
DESIGN OF COURSE	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 Sharpville Area High School. Students may attend in the morning or afternoon.	
DESCRIPTION	Please see following program descriptions.	



TITLE	<u>MERCER COUNTY CAREER CENTER</u>	CREDIT 3
COURSE # 1200	GRADE 10-12	
PREREQUISITE/S	Application must be filed with faculty recommendations. In order to be recommended to	

attend the Career Center, students must have passed all of their required coursework **prior** to beginning the Career Center program. Students must maintain passing grades in their homeschool (Sharpsville) to maintain attendance. Failure to do so may result in removal from the MCCC program.

Part of Sharpsville Area High School's program is conducted at the Mercer County Career Center. Sharpsville students attending the Career Center will take classes at the Career Center in the morning and classes at Sharpsville High School in the afternoon.

All courses offered are non-discriminatory with opportunities available to males and females in each.

All programs are competency based. Courses will be completed in 2 - 3 years.

Seniors can attend for 1 year if they so choose.

CAREER CENTER STUDENTS COURSE SEQUENCE

GRADE 10

Lit/Comp. II
Math
Science
P.E

GRADE 11

Lit/Comp. III
Math
Science
P.E

GRADE 12

Lit/Comp. IV
Math or Science
Psychology
PE

Mercer County Career Center Course Descriptions

AUTO BODY: The automotive industry has a rich heritage and exciting future. That future is reflected in Auto Body Technology, one of the fastest growing and most innovative fields in the industry. You use cutting edge technology based on Automotive Service Excellence (ASE) Standards as you estimate damage, replace parts and refinish/detail as you prepare a vehicle for customer delivery. Learning welding, plastic repair, refinishing/painting creates career opportunities in manufacturing, fabrication as well as auto body technology. Instruction takes place in a safe, clean, well-equipped shop.

AUTO MECHANICS: Ninety percent of your training is hands-on! You practice your skills while working on trainers, customer cars, and your own car. Training is based on Automotive Service Excellence (ASE) Standards and includes: Brakes,

Electrical Systems, Engine Performance, Suspension and Steering. Students can expand their studies into small engine repair, high performance engine work and earn their state inspection and emission certifications.

BUILDING TRADES: The one course “cluster”. Students learn basic skills in Electricity, Masonry, Plumbing, Carpentry, and HVAC/R (Heating, Ventilating, Air Conditioning, Refrigeration). Many students develop advanced skills in one or more of these technical areas. Students will learn to safely operate a wide variety of hand tools and power machinery. During the first year students study and develop skills in all of the program areas. In the second year students are encouraged to specialize in one of the program areas.

CARPENTRY: Carpenters literally build the future by constructing and remodeling houses, apartments, and commercial buildings. Join the Carpentry Team and learn to build like a pro! Use computers and architectural design software to draw floor plans and renderings. Construct a house using the latest tools. Visit area work sites, meet professional builders, and visit the Carpenters Union to learn how to earn your journeyman’s card. Visit colleges and learn about advanced degrees in Management and Engineering. Learn how experienced Carpenters advance into supervisory positions or own their own business. Plan your career in an industry that offers high wages, excellent job opportunities, and employs over 8.3 million people.

~~**COMPUTER AND OFFICE TECHNOLOGY:** Computer and Office Technology prepares students for an interesting and challenging career using computers or working in a business setting, in the field of graphic design or web design using the latest equipment and software. Use your creative talents to edit photos, design and maintain web pages, use the internet effectively, and prepare business documents. If you “make things happen”, like variety, are organized, and creative, a career using computerized office technology is for you.~~

COSMETOLOGY: Experience the world of beauty and fashion through the Cosmetology program. Use cutting edge techniques to deliver precision haircuts, perms, chemical relaxing, braiding, manicures, facials and hair color treatments. Two days a week you will master your skills on customers in our student operated salon. Students successfully completing 1250 hours of instruction are eligible for licensure from the Pennsylvania State Board of Cosmetology.

CULINARY ARTS: The course is designed to give students the basic skills needed to start a career in the restaurant and hospitality industry. You will create foods, from appetizers to desserts, in our professionally equipped kitchen and bakery. The curriculum and professional equipment is designed to develop skills in all facets of the food service industry and equip students for immediate employment or post high school training.

DIESEL MECHANICS: Designed to help students develop “hands-on” skills and knowledge needed to enter the rewarding field of the diesel repair industry. Learn the skills needed to pursue careers in a multitude of areas, including but not limited to:

welding, hydraulics, pneumatics, electronics, as well as “bumper to bumper” diesel repair. In addition to classroom instruction, students diagnose, service, and repair all aspects of diesel related equipment. This is accomplished using modern “high-tech” scan tools and personal computer interfaces. Diesel engines have become more fuel efficient, lighter, quieter, and environmentally friendly. These factors have created an increased demand for talented and skilled technicians. This program has a long proud history of student success and service to the community.

EARLY CHILDHOOD EDUCATION: Learn the skills needed to work with young children, through working in a fully functional preschool. Obtain infant and child CPR and First Aid Certification. Earn experience hours toward a Child Development Associate (CDA) Ready Certification. Prepare for postsecondary schooling in the education field or prepare to enter the workforce in a child care center or as a family child care provider.

ELECTRONIC TECHNOLOGY: Unravel the mysteries and excitement of the world of electronics using exciting, fun, hands-on projects. Have you ever wondered how your cellular phone works? What’s inside your television? You will understand all as you Build-N-Learn exciting projects that open doors to many career and post-secondary training opportunities. Using the latest technology you build telephones, security alarm systems and rockets. This exciting project-based learning system enables you to progress at your own pace to unlock your future, preparing you for the workplace or post-secondary education.

HEALTH CARE CAREERS: The Health Care Career Program is designed to allow students the ability to gain a preparatory understanding of the health care environment. Through career exploration, students are able to make an informed career decision prior to postsecondary education. The course focuses on anatomy, physiology, and medical terminology. Certifications include American Heart health Care Provider (CPR/AED, American Heart First Aide, and American Heart Pediatric First Aide, and PA Nurse Aide Registration) Clinical experience will be conducted at Avalon Springs Nursing Center.

PRECISION PRODUCTION METALS: This course is designed for students to gain knowledge and skills with an emphasis in machining, welding, sheet metal fabrication, hydraulics and pneumatics. Areas are taught through hands-on assignments to develop technical skills. Through a variety of projects, students will be able to plan, setup, operate machines, as well as to manufacture and assemble metals.

PROTECTIVE SERVICES: Open the doors to many career and post-secondary training opportunities related to planning, managing, and providing public safety and homeland security. Certification opportunities include: Emergency Medical Technician, Jail Officer, 911 Dispatcher and Basic Life Support for Healthcare Provider. Enroll for two or three years and earn all certifications or just one year for a specific certification. You will investigate crime scenes, practice emergency medical procedures and participate in training like StatMedevac Landing Zone and Terrorism Awareness. Here are just some of the career opportunities you create: Police Officer,

Emergency Medical Technician, Paramedic, Fish and Game Officer, and Probation Officer.

WELDING: The welding program focuses on the instruction of many industry-specific types of welding, brazing, and soldering techniques. Students will learn Arc, Mig, Tig, Flux-core, and Oxy-fuel Welding. Also students will receive instruction in Plasma and Oxy-Fuel cutting of metals. Blue-print reading will be taught so students can learn to produce real-world products and parts. American Welding Society standards are integrated into this welding curriculum

For further information on Mercer County Career Center programs and services, please visit our web-site www.mccc.tec.pa.us

SHARPSVILLE AREA SCHOOL DISTRICT

2015 - 2016 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							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	(1)	28	29	27	28	29	30			
							30	31												
							1 Student Days							2 Staff Days						
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	1	2	3	4	5	6	7		1	2	3	4	5	
4	5	6	7	8	(1)	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	(A)	24	25	26
25	26	27	28	(A)	30	31	29	30						27	28	29	30	31		
19 Student Days							18 Student Days							17 Student Days						
21 Staff Days							18 Staff Days							17 Staff Days						
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		1	2	3	4	5	6		1	2	3	4	5	
3	4	5	6	7	8	9	7	8	9	10	11	(S)	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	(S)	(S)	17	18	19	20	13	14	15	16	17	18	19
17	(1)	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29						27	28	29	30	31		
31																				
19 Student Days							18 Student Days							21 Student Days						
20 Staff Days							18 Staff Days							21 Staff Days						
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	1	2	3	4	5	6	7				1	2	(3)	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
21 Student Days							21 Student Days							3 Student Days						
21 Staff Days							21 Staff Days							3 Staff Days						

VACATION DAYS

September 7 Labor Day
 October 12 Columbus Day
 November 26-30 Thanksgiving Break
 December 24-January 3 Christmas Break
 March 25-28 Spring Break
 May 31 Memorial Day

SNOW MAKE-UP DAYS

February 10, 2016 (S)
 February 15, 2016
 February 16, 2016

PSSA TESTING

April 11-15, 2016 English Lang. Arts
 April 18-22, 2016 Mathematics
 April 25-29, 2016 Science
 May 2-6, 2016 Make-up

INSERVICE DAYS (1)

September 3, 2015- Open Houses
 October 9, 2015 - Conferences
 January 18, 2016

ACT 80 DAY (A)

1/2 Day December 23, 2015
 Full Day October 29, 2015

FIRST DAY OF SCHOOL

August 31, 2015

LAST DAY OF SCHOOL

June 3, 2016

GRADUATION

June 3, 2016

End of 1st Nine Weeks

November 4, 2015

End of 1st Semester

January 22, 2016

End of 3rd Nine Weeks

April 1, 2016

End of Year

June 3, 2016

**SHARPSVILLE AREA SCHOOL DISTRICT
CAFETERIA REPORT**

JANUARY 2016

	BUDGET	MONTH	BUDGET TO DATE	YEAR TO DATE
Beginning Cash Balance		\$37,451.00		\$22,064.48
Revenues:				
Lunch/Breakfast/A La Carte	256,789.80	21,576.11	136,955.00	111,065.58
Adult Lunches	9,045.00	1,131.45	4,824.00	6,304.05
Special Functions	17,820.00	4,156.19	9,504.00	10,197.57
State Subsidy	17,683.20	1,669.62	9,431.00	7,237.56
Social Security Subsidy	9,822.00	-	5,238.00	-
Retirement Subsidy	23,823.10	-	12,706.00	-
Federal Subsidy	252,909.00	26,217.80	134,885.00	114,022.29
Donated Commodities	-	-	-	-
Transfers from General Fund	-	-	-	41,286.00
Interest	-	7.91	-	17.18
Other	-	-	-	-
Account's Receivable	<u>-</u>	<u>-</u>	<u>-</u>	<u>76,175.98</u>
Total Revenues	587,892.10	54,759.08	313,543.00	366,306.21
Expenditures:				
Wages	180,122.35	18,333.04	95,872.00	82,692.61
Employee Benefits	47,315.63	1,402.50	25,184.00	6,326.01
FMSC Expenses	345,005.77	26,125.10	184,003.00	197,154.77
Value of Donated Foods	-	-	-	-
Accounts Payable	<u>-</u>	<u>-</u>	<u>-</u>	<u>55,847.86</u>
Total Expenditures	<u>\$572,443.75</u>	<u>\$45,860.64</u>	<u>\$305,059.00</u>	<u>\$342,021.25</u>
Ending Cash Balance	<u>\$15,448.35</u>	<u>\$46,349.44</u>	<u>\$8,484.00</u>	<u>\$46,349.44</u>

USE OF SCHOOL FACILITIES DAILY FEE SCHEDULE 2015-16 SCHOOL YEAR

SHARPSVILLE AREA SCHOOL DISTRICT
1 Blue Devil Way
Sharpsville, PA 16150

FACILITY REQUESTED	HIGH SCHOOL	MIDDLE SCHOOL	ELEMENTARY SCHOOL
Auditorium	\$100.00	\$100.00	Not Applicable
Gymnasium	\$100.00	\$100.00	\$75.00
Cafeteria and Kitchen	\$75.00	\$75.00	\$75.00
Cafeteria	\$50.00	\$50.00	\$50.00
Classrooms (Instructional)*	\$25.00	\$25.00	\$25.00
Sensory Room	\$50.00	\$50.00	\$50.00
Athletic Field	\$500.00	Not Applicable	Not Applicable
Wrestling Room	\$50.00	Not Applicable	Not Applicable

PERSONNEL CHARGES	CUSTODIAL	CAFETERIA
Rate per hour (Subject to change annually)	\$33.25 (Mon-Sat) \$44.25 (Sunday)	\$26.00 (Mon-Sat) \$34.70 (Sunday)

Use of kitchens and certain athletic fields require School District personnel.

Facility Fees are waived for school related organizations. Personnel charges will apply to use of facilities by school related organizations when additional personnel are required to be scheduled.

***Organizations currently using classroom space will be grandfathered and no classroom fee will be charged.**

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

Family Connections Program Director/Date

CCC Executive Director/Date

