

Regular Meeting

Monday, July 20, 2026 7:00 PM

Jersey Shore Area School District Administration Building, 175 A&P Drive,
Jersey Shore, PA 17740

1. Opening

1.A. Call To Order

1.B. Roll Call

1.C. Pledge of Allegiance

2. Approvals

2.A. Minutes

2.A.1.

- a. June 8, 2026 Regular Board Meeting Minutes (Attachment)
- b. June 22, 2026 Regular Board Meeting Minutes (Attachment)

2.B. Treasurer's Report

2.B.1.

- a. June 2026 Treasurer Report (Attachment)
- b. June 2026 Investment Report (Attachment)
- c. June 2026 Quarterly Board Summary Report (Attachment)

2.C. Approval of Bills

2.C.1. Disbursement Summary - June 2026 (Attachment)

3. Presentations

3.A. Communications

3.B. President's Report

3.C. Board Representative/Committee Reports

3.D. Superintendent's Report

3.D.1.

- a. Volleyball Presentation - William Mincer (Attachment)
- b. Cyber Charter Presentation - Dr. Ulmer and Mr. Enders
- c. MTSS Presentation - Erin Lucas (Attachment)

4. Courtesy of the Floor

4.A. Public Comment on Agenda Items

5. Unfinished Business

5.A. Unfinished Business Items

6. Personnel

6.A. Personnel Items

6.A.1.

- a. An MOU between Jersey Shore Area School District and AFSCME, effective July 1, 2025, through June 30, 2026.
- b. Accepting a letter of resignation from Michelle Laubach as a Part-Time Food Service Employee, effective the end of the 2025-2026 school year.
- c. Accepting a letter of resignation from Joshua Eichenlaub as an Assistant Boys Basketball Coach, effective the end of the 2025-2026 school year.
- d. Accepting a letter of resignation from Jared Kowalchick as Middle School Girls Head Basketball Coach, effective the end of the 2025-2026 school year.
- e. Transfer of Averie Hess from Varsity Girls First Assistant Basketball Coach to Middle School Girls Head Basketball Coach at a stipend of \$4,282.00, effective 2026-2027 school year.
- f. Appointment of Kathryn Strouse to a Guidance Counselor position at the Jersey Shore Area Middle School and High School, Master's Step 1 of the current JSAEA teacher contract, (\$59,374.00), effective August 11, 2026.
- g. Appointment of Kendra Bardo to a Part-Time Food Service position at the Jersey Shore Elementary School, at \$13.93 per hour, effective August 4, 2026.
- h. Appointment of Amanda Heck to a Part-Time Food Service substitute position, at \$13.11 per hour, effective August 3, 2026, pending clearances.
- i. An update to the 2026-2027 Middle School Club Advisor and Stipend List: Tim Dershem FBLA Advisor with a stipend of \$416.00.
- j. An update to the Appendix B and C of the Co-Curricular Wages List for 2026-2027 to include Mentor-Mallory Myers for Kathryn Strouse-1st Year Induction, at a stipend of \$520.00.
- k. The following 2026-2027 Safe to Say Something Team Members at a stipend of \$1,000.00: Dr. Laura Osenbach, Jennifer Berry-Propst, Jordan McGregor, Erin Lucas.

7. Curriculum and Instruction

7.A. Curriculum and Instruction Items

7.A.1.

- a. An MOU between Jersey Shore Area School District and the Keystone Central School District for the purpose to enroll JSASD students at KCSD CTC program for the 2026-2027, 2027-2028, 2028-2029, and 2029-2030 school years. (Attachment)
- b. High School TSI plan. (Attachments)
- c. A Revision to an MOU between Jersey Shore Area School District and the Jersey Shore Area Education Association for

the 21st Century Learning Environment. (Attachment)

8. **Building and Grounds**

8.A. **Building and Grounds Items**

8.A.1.

- a. Piocinski Tree Service quote for lifting and crane service to provide lifting for the Middle School Main Chiller replacement at a cost of \$125.00 an hour, paid for by GOB 2025 Bond Funds. (Attachment)
- b. BSC Mechanical, Inc quote for replacement of Middle School Main Chillers at a cost of \$39,400.00, paid for by GOB 2025 Bond Funds. (Attachment)

9. **Finance**

9.A. **Finance Items**

9.A.1.

- a. The purchase of student iPads and cases from Apple Inc at the cost of \$45,000 from the Committed Technology Fund.
- b. A cash withdrawal of \$2,000.00 from the General Fund Account for the purpose of athletic events start-up funds.
- c. A cash withdrawal of \$116.29 from the 1100-610 and 2380-610 Accounts for the purpose to reimburse the High School Petty Cash Fund.
- d. Exoneration of the attached Food Service debts.
- e. Authorization to increase band transportation funds by \$7,000 to be paid for with contingency funds.

10. **Miscellaneous**

10.A. **Miscellaneous Items**

10.A.1.

- a. Renewal of the Jersey Shore Area School District Pre K Counts Partnership Agreement with Your Guardian Angel Preschool and Childcare for the 2026-2027 school year. (Attachment)
- b. A Keep Safe Transportation Services Agreement for the 2026-2027 school year. (Attachment)
- c. The administration to place obsolete CTE equipment for decommissioning and to list decommissioned items for sale on Municibid.com, if no bids are received items will be disposed of. (Attachment)
- d. The administration to place obsolete Fitness Center equipment for decommissioning and to list decommissioned items for sale on Municibid.com, if no bids are received items will be disposed of. (Attachments)
- e. Title I Inter District Agreement between Jersey Shore Area School District, Saint John Neuman and Williamsport Area School District for 2026-2027 Title I Reading Instruction. (Attachment)
- f. Title I Inter District Agreement between Jersey Shore Area School District, Lock Haven Catholic Academy and Keystone Central School District for 2026-2027 Title I Reading

Instruction. (Attachment)

g. A Letter of Agreement between the West Branch Drug and Alcohol Abuse Commission and Jersey Shore Area School District that outlines the services that the staff members will be able to provide to our Student Assistant Programs, effective September 1, 2026 until June 30, 2028. (Attachment)

h. The following policies at second read. (Attachments)

Policy 006.2-Recording of Public Meetings

Policy 815.3-Use of Artificial Intelligence in District Schools

Policy 815.4-Use of Wearable Artificial Intelligence in District Schools

i. A Transportation Service Agreement between Windecker Enterprises DBA Marden's Inc and Jersey Shore Area School District, effective July 1, 2026, through June 30, 2029. (Attachment)

11. Courtesy of the Floor

11.A. Public Comment on Items Not on the Agenda

12. Adjournment

12.A. Adjourn Meeting

Jersey Shore Area School District
Board of Education – Regular Meeting
Minutes of June 8, 2026-Draft

A. Opening

1. **Call To Order:** Mrs. Stemler, Board President, called the meeting to order at 7:15 p.m.
2. **Roll Call: Members present:** Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler. **Absent:** Bill Pfirman.
3. **Pledge of Allegiance:**

B. Presentations

1. **Communications:** None.
2. **President's Report:** Mrs. Stemler reported that an executive session was held at 5:45 p.m. for personnel and contracts. Michelle Stemler acknowledged the retirement of Juli Dincher who has been with the district for 25 years.
3. **Board Representative/Committee Reports:**

Mary Thomas pointed out the policies up for review under the Superintendent's Report and that they may need reviewed on a regular basis.

Harry Brungard gave an update for the Salladasburg subdivision. Papers have been signed and submitted to DEP. Mifflin Township will not take over the maintenance of the ball field until DEP makes the approval of the subdivision.

The Middle School renovations have started in the gymnasium.

4. Superintendent's Report:

- a. EF Educational Tours 2027 - Ella Simcox and Tanner Shade
- b. Budget Update
- c. Updated Board Policies:
 - Policy 006.2-Recording of Public Meetings
 - Policy 815.3-Use of Artificial Intelligence in District Schools
 - Policy 815.4-Use of Wearable Artificial Intelligence in District Schools

C. Courtesy of the Floor

1. Public Comment on Agenda Items

Cathy Eisner (Piatt Twp) - Why are the various musical advisor positions open? The current advisors should be retained.

D. Unfinished Business

1. No Discussion or Action

E. Personnel

1. Personnel Items

Motion by Harry Brungard and seconded by Neihl Williamson to approve the Personnel Items a-ab as listed on the agenda. Michelle Stemler abstained from voting on letter "i" due to a conflict of interest:

- a. Superintendent Performance Objectives for 2026-2027.
- b. Assistant Superintendent Performance Objectives for 2026-

2027.

- c. The 2026-2027 Middle School Clubs and advisors per the attached listing.
- d. The 2026-2027 High School Clubs and advisors per the attached listing.
- e. The 2026-2027 Co-Curricular Advisor positions and stipends per the attached listing.
- f. Granting tenure to Dominick Bragalone, who has completed the required three (3) years of satisfactory counseling and has been recommended by his Principal, Dr. Tara Battaglia.
- g. Granting tenure to Allison Glorioso, who has completed the required three (3) years of satisfactory teaching and has been recommended by her Assistant Principal, Jennifer Berry-Propst.
- h. Granting tenure to Sarah Harbach, who has completed the required three (3) years of satisfactory teaching and has been recommended by her Principal, Mr. Jon Jean.
- i. Granting tenure to Olivia Stemler, who has completed the required three (3) years of satisfactory teaching and has been recommended by her Principal, Adrienne Johnston.
- j. Granting tenure to Zach Sloan, who has completed the required three (3) years of satisfactory teaching and has been recommended by his Principal, Dr. Tara Battaglia.
- k. Granting tenure to Ella Simcox, who has completed the required three (3) years of satisfactory teaching and has been recommended by her Principal, Justin Armbruster.
- l. An acknowledgement that Mary Aungst has attained a Master

of Education degree with salary increase to be effective the beginning of the 2026-2027 school year.

- m. An acknowledgement that Amy Hockenberry has attained a Master of Education degree with salary increase to be effective the beginning of the 2026-2027 school year.
- n. An acknowledgement that Daniel Lorson has attained his Career and Technical Instructional I Certificate with salary increase at a full step rate, effective May 1, 2026.
- o. Accepting a letter of resignation from Debra Hillyard, Food Service Substitute, effective the end of the 2025-2026 school year.
- p. Accepting a letter of resignation from Samantha Stabley, Part-Time Food Service position, effective the end of the 2025-2026 school year.
- q. Accepting a letter of resignation from Linda Persun, Part-Time Food Service position, effective the end of the 2025-2026 school year.
- r. Accepting a letter of resignation from Brian Miller, Full-Time Custodian, effective May 29, 2026.
- s. Accepting a letter of resignation from Kari Borner, Full-Time Custodian, effective May 20, 2026.
- t. Accepting a letter of resignation from Henry Woodring, Event Staff, effective May 27, 2026.
- u. Accepting a letter of resignation from Jan Wasson, Assistant Boys Tennis Coach, effective May 29, 2026.
- v. Accepting a letter of resignation from Makayla Wrench, Business Office Intern, effective May 20, 2026.

- w. Accepting a letter of resignation from Frederick Brown, Head Security Guard, effective, June 6, 2026.
- x. Accepting a letter of retirement from Juli Dincher, Guidance Secretary, effective September 30, 2026, after 25 years of service to the district.
- y. Termination of Employee #2025-26-35 pursuant to 24 P.S. § 5-514, effective May 11, 2026.
- z. Update for FMLA dates from July 13, 2026, through October 13, 2026 for employee #2026-27-02.
- aa. A day without pay for employee #2025-26-33 on Thursday, May 21, 2026.
- ab. A day without pay for employee #2025-26-34 on Tuesday, June 30, 2026.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler. (Michelle Stemler abstained from letter “i”)

Motion by Harry Brungard and seconded by Neihl Williamson to approve the Personnel Items “ac” as listed on the agenda.

- ac. The request for unpaid leave for employee #2025-26-36 from May 18, 2026, through June 10, 2026.

The vote was as follows: Yes: None.

No: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler.

Motion Failed.

F. Curriculum and Instruction

1. Curriculum and Instruction Items

Motion by Timothy McDonnell and seconded by Neihl Williamson to approve the following Curriculum and Instruction Items as listed on the agenda:

- a. Books for approval to be removed from Avis Elementary School.
- b. Purchase of Ready Math workbooks for K-5 Math instruction at a cost of \$24,000.
- c. Purchase of PSC 131 Textbooks.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler.

Motion Carried.

G. Building and Grounds

1. Building and Grounds Items

Motion by Cheri Peters and seconded by Harry Brungard to approve the following Building and Grounds Items as listed on the agenda:

- a. An updated attached resolution between the Jersey Shore Area School District and the Commonwealth Financing Authority to facilitate and assist in obtaining the Public School Facility Improvement grant.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler

Motion Carried.

H. Finance

1. Finance Items

Motion by Cheri Peters and seconded by Timothy McDonnell to approve the following Finance Items:

- a. Awarding 2026-2027 Athletic Supplies and Equipment to various vendors in accordance with bid specifications for a total award of \$15,839.73.
- b. Awarding 2026-2027 Athletic Trainer Supplies to various vendors in accordance with bid specifications for a total award of \$5,884.35.
- c. An engagement letter with Baker Tilly Virchow Krause LLP for the required annual Financial Audit of the district's financial records for the fiscal year ending June 30, 2026 at a cost of \$45,675.
- d. Authorizing the Business Manager to make any necessary revisions to the General Fund Budget for the fiscal year ended June 30, 2026, at the time the auditors make their final adjustments to the financial records of the District; and further to direct the Business Manager to report said revisions to the Board during the meeting immediately following the completion of the fiscal year audit.
- e. Authorizing fund transfers for capital projects and fund commitments for the purposes of medical reserves, future technology purchases, PSERs rate stabilization fund and amounts committed for the purposes of balancing the 2025-26 budget provided sufficient funds are available – for the completion of the 2025-26 financial reports with subsequent Board approval of such necessary action at acceptance of the final audited financial statements.
- f. Purchase of a District Insurance policy package, which

includes general liability, property, automobile, fiber optics, boiler and machinery insurance coverage for a period of July 1, 2026, to June 30, 2027, from PSBA via R.R. Motter Agency at a cost of \$171,732.00 (2025-2026 cost was \$184,069.00)

- g. Purchase of General Law Enforcement Liability and Excess Liability insurance, for the period July 1, 2026 to June 30, 2027, from PSBA Insurance Trust via the R.R. Motter Agency at a cost of \$1,145.00, (2025-2026 was \$916.00).
- h. Purchase of school leaders' errors and omissions insurance for the period of July 1, 2026, to June 30, 2027, from PSBA via the R.R. Motter Agency at a cost of \$22,738.00, (2025-2026 was \$21,395.00).
- i. Purchase of District excess liability insurance for the period of July 1, 2026, to June 30, 2027, from PSBA via the R.R. Motter Agency at a cost of \$8,259.00, (2025-2026 was \$9,269.00).
- j. Purchase of privacy and network liability insurance for the period of July 1, 2026, to June 30, 2027, from PSBA via the R.R. Motter Agency at a cost of \$12,778.00, (2025-2026 was \$16,172.00).
- k. Purchase of workers' compensation insurance policy which includes coverage from July 1, 2026, to June 30, 2027, from Eastern Alliance Insurance via the R.R. Motter Agency at a cost of \$83,331.00, (2025-2026 was \$67,776.00).
- l. To purchase the Anatomage table using the CTE Competitive Equipment Grant.
- m. A contract with Direct Energy to lock in prices for electricity, for a term of 9 months, effective June 1, 2026, through March 1, 2027, for the Salladasburg Elementary School.

- n. A budget transfer of \$3,150.00 from 3210-430 to 3210-513 for the repair to contracted carriers.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler.

Motion Carried.

I. Miscellaneous

1. Miscellaneous Items

Motion by Neihl Williamson and seconded by Cheri Peters to approve the following Miscellaneous Items:

- a. A Memorandum of Understanding between the Jersey Shore Area School District and BLaST IU 17 regarding the EQUIP Online Learning Services for the 2026-2027 school year.
- b. The class of 2028 to hold the 2026-2027 Prom at the Bald Birds Brewing Company, Jersey Shore on May 8, 2027.
- c. A Service Agreement between Jersey Shore Area School District and New Story, State College for student educational placement, effective August 1, 2026, through July 31, 2027.
- d. An Agreement between Jersey Shore Area School District and River Valley Regional YMCA for the After School Program for the 2026-2027 school year.
- e. A Technical Service Agreement between Jersey Shore Area School District and BLAST Intermediate Unit 17, effective July 1, 2026 through June 30, 2027.
- f. A Website Hosting Agreement between Jersey Shore Area

School District and BLAST Intermediate Unit 17, effective July 1, 2026, through June 30, 2027.

- g. An Agreement between Jersey Shore Area School District and Albright Studio LLC, effective July of 2026 through June of 2029.
- h. The following policies at second read.
Policy 249-Bullying/Cyberbullying

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Mary Thomas, Craig Allen, Neihl Williamson and Michelle Stemler.

Motion Carried.

J. Courtesy of the Floor

Diane Drajem (Pine Creek Twp 1) - Properly funding the music department. Trailer is not easy to pull.

Nicole Green (Jersey Shore Borough) - Transportation driver is highly experienced to pull the trailer. He loaned us his trailer. The contractor goes above and beyond for our students. He helped load and unload the trailer to ensure the proper weight is distributed.

Will Green (Jersey Shore Borough) - Discussed cost cutting measures and the need for band transportation.

Allison Klugh (Porter Twp) - Discussed the music program, lowering a request for transportation funding is a detriment. Discussed a cut to the swimming program.

Emilee Eisner (Piatt Twp) - Discussed the cuts to the music program.

Julie Steinbacher (Limestone Twp) - Discussed bussing and requested to return to the negotiation table. Requested the board members to join the negotiation process.

Solomon Crouch (Jersey Shore Borough) - Discussed the cuts to music transportation.

Simeon Crouch (Jersey Shore Borough) - Discussed the cuts to music transportation.

Sabrina Bartlet (Jersey Shore Borough) - Discussed the cuts to

swim team and band. Band and swim got her son through middle school and high school.

Nate Crouch (Jersey Shore Borough) - Proud of sons for speaking up. Discussed cuts to band program. Does not know how we are going to pull off the transportation of band trailer.

Gwendolyn Eisley (Jersey Shore Borough) - Discussed the band and music program.

John Seiferth (Williamsport) - Support the swim program. Swimming is the most cost-efficient sport.

Stephanie Windecker (Windecker Enterprises Transportation Company) - Discussed the concerns over the negotiations. Requested a RFP be issued.

Ally Drajem - Concerned about the cuts to marching band and swim program. Provided supporting statistics for band.

Dylan Mundrick (Watson Twp) - Support Windecker enterprises, requested a fair contract.

Alainna Samar (Limestone) and Brook Charney (Jersey Shore Borough) - Discussed and supported the swim team.

Sarah Fisher - Discussed and supported swim team.

Jacob McElroy (Spruce Street) - Discussed and supported the swim team.

Amanda McElroy (Jersey Shore Borough) - Discussed and supported the swim team.

Jesse McElroy (Jersey Shore Borough) - Discussed and supported the swim team. Requested a line-item breakdown of the swim cuts. Requested a scholarship to support the swim team.

Elizabeth Motter (Piatt Twp) - Employee of Windecker Enterprises. Discussed Windecker Enterprises and contract negotiations. Requested a careful review of contracts.

Caleb Stemler (Jersey Shore Borough) - Discussed and supported the swim team.

Deb Reese (Pine Creek Twp) - Communication, partnering, & making decisions in a vacuum. Discussed Windecker enterprises.

Annette Hall - Discussed Windecker enterprises, concerned about cutting band and swimming.

Dr. Ulmer addressed some of the allegations made about the bus contract, that the contract was in fact negotiated and a 3% over the state contracted pricing was offered and was declined.

K. Adjournment

1. Adjourn Meeting

The meeting was adjourned at 8:56 p.m.

Mrs. Stemler made it known that an executive session was being held immediately after the board meeting to discuss personnel, but no further action will be taken. Executive Session adjourned at 10:15 p.m.

Jersey Shore Area School District
Board of Education – Regular Meeting
Minutes of June 22, 2026 – Draft

A. Opening

- 1. Call To Order:** Mrs. Stemler, Board President, called the meeting to order at 7:15 p.m.
- 2. Roll Call: Members present:** Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.
- 3. Pledge of Allegiance:**

B. Approvals

1. Minutes:

Motion by Timothy McDonnell and seconded by Cheri Peters to approve the following Minutes:

- a. May 18, 2026 Regular Board Meeting

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

2. Treasurer's Report

Motion by Timothy McDonnell and seconded by Harry Brungard to approve the following Treasure's Report:

- a. May 2026 Treasurer Report

b. May 2026 Investment Report

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

3. Approval of Bills

Motion by Cheri Peters and seconded by Neihl Williamson to approve the following Bills:

Disbursement Summary May 2026

General Fund Payments	2,354,613.81
General Fund Prior Month Void	(230.61)
Food Service Fund Payments	85,147.29
Activity Fund Payments	11,170.02
Scholarship Fund Payments	15,250.00
Payroll Fund Net Pay-5.1, 5.15, 5.29	1,517,388.85
Total	\$3,983,339.36

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

C. Presentations

1. **Communications:** None.

2. **President's Report:** Mrs. Stemler reported that an executive session was held at 5:45 p.m. for legal and contracts.

3. Board Representative/Committee Reports:

Mary Thomas on behalf of the Policy Committee stated that the next policy up for review would be the Use of School Facilities.

Harry Brungard on behalf of the Buildings and Grounds Committee made mention that the Middle School stage is complete. The High School stage will be finished at the end of the week. The Middle School gymnasium has had all of the bleachers and athletic equipment removed. Painting of the gym walls will be completed early next week. The gym floors will be removed starting today and new flooring will be delivered next week.

The Salladasburg Subdivision-Mifflin Township is waiting on DEP before they can proceed.

4. Superintendent's Report:

- a. High School TSI Presentation - Justin Armbruster
- b. CTE Cosmetology

D. Courtesy of the Floor

1. Public Comment on Agenda Items

Amanda McElroy Jersey Shore Borough - Requested approval to continue the swim program. Provided support for the swim team program.

Jesse McElroy Jersey Shore Borough - Requested to reconsider the swim team.

Rev Charles Winkleman Porter Township - Supported the swim team. Read excerpts from daughter's letter. Supported additional funding for transportation of the band program.

E. Unfinished Business

1. Unfinished Business Items:

- a. Discussion - Swim Team funding and Band transportation funding

After discussion it was decided to table letter “k” under Miscellaneous regarding the increase to funds for the band.

Motion by Mary Thomas and seconded by Craig Allen to **table letter “k” in Miscellaneous Items:**

The vote was as follows: Yes-8; No-1
Motion carried.

F. Personnel

1. Personnel Items

Motion by Timothy McDonnell and seconded by Cheri Peters to approve the following Personnel Items as listed on the agenda:

- a. The retention of the following Spring Sport Head Coaches and Sports as listed for the 2026-2027 school year:

Monica Richards-Girls Track & Field
Scott Kendall-Boys Track & Field
Seth Hensler-Boys Varsity Tennis

- b. The opening of all the Baseball positions.
- c. The 2026-2027 Fall Sports Coaching Staff and Stipends per the attached listing.
- d. Transfer of Jennifer Frantz from substitute Food Service position to Part-Time Food Service position at \$16.39 per hour, effective 2026-2027 school year.

- e. Transfer of Ariel Frye from substitute Food Service position to Part-Time Food Service position at \$13.93 per hour, effective 2026-2027 school year.
- f. Transfer of Jamie Sawyer from substitute Food Service position to Part-Time Food Service position at \$13.93 per hour, effective 2026-2027 school year.
- g. Transfer of Holly Mantle from Part-Time Food Service position to Substitute Food Service position at \$13.11 per hour, effective the 2026-2027 school year.
- h. Appointment of Matthew Watkins to a Middle School Assistant Football Coach, at a stipend of \$3,042.00, (Level 3 of the coaches' salary matrix), effective August 17, 2026.
- i. Appointment of Dakota Gardner to a second shift full-time custodian, at the Jersey Shore Area Elementary and Middle Schools, effective June 23, 2026, at Step C5 of the AFSCME contract, \$17.00 per hour with a \$.20 per hour shift differential for second shift, pending clearances.
- j. An update to the Appendix B and C of the Co-Curricular Wages List for 2026-2027 to include:

Position	Name	Stipends
Avis SAP Team Member	Hillary Leonard	\$416.00
1/2 CTE Dept Coord.	Heather Reeder	\$1,222.50
Library Dept Coord.	Katie Wert	\$2,445.00
Title 1 Dept. Coord.	Jennifer Ingraham	\$2,445.00
- k. Accepting a letter of resignation from Katelynn Martin, Warehouse Manager, effective August 14, 2026.
- l. Accepting a letter of resignation from Chris Lorson, Head Softball Coach, effective the end of the 2025-2026 school year.

- m. Granting tenure to Izak Turner, who has completed the required three (3) years of satisfactory teaching and has been recommended by the CTE Director, David Bittner.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.
Motion Carried.

G. Curriculum and Instruction

1. No Discussion or Action

H. Building and Grounds

1. No Discussion or Action

I. Finance

1. Finance Items

Motion by Bill Pfirman and seconded by Timothy McDonnell to approve the following Finance Items “c”-“j”:

- c. Homestead/Farmstead Resolution as it pertains to the 2026 real estate taxes.
- d. The IDEA Agreement with BLaST Intermediate Unit #17 for the 2026-2027 school year. In this agreement, BLaST agrees to administer federal Special Education funds in accordance with IDEA regulations and pass through funds to the school district to supplement Special Education services. The estimated IDEA funds for Jersey Shore Area School District for 2026-2027 total \$449,599.06.
- e. The Wayfare Sports Floors Invoice #2343 for Middle School

Bleacher Replacement in the amount of \$224,995.00. Funds will come from the GOB 2025 funds.

- f. The Wayfare Sports Floors Invoice #2348 for the refinishing the floor and painting of the walls in the Middle School gymnasium in the amount of \$46,176.00. Funds will come from the GOB 2025 funds.
- g. The Wayfare Sports Floors Invoice #2349 for the electrical and implementation of the bleachers and baskets in the Middle School gymnasium in the amount of \$122,250.00. Funds will come from the GOB 2025 funds.
- h. Authorization for administration to pay \$24,000 to Windecker Enterprises for 2025-2026 Transportation Management Services.
- i. A purchase of student iPads and cases from Apple Inc. at the cost of \$213,000 from the Committed Technology Fund.
- j. Awarding the "CTE Training Vehicle Purchase" to Aubrey Alexander Toyota in accordance with bid specifications for a total award of \$25,828.25.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

Motion by Bill Pfirman and seconded by Timothy McDonnell to approve the following Finance Items "b":

- b. The final budget for 2026-2027 as presented in PDE-2028. (Separate Roll Call Vote)

The vote was as follows: Yes: Yes: Harry Brungard, Jessie Edwards, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

No: Timothy McDonnell

Motion Carried.

Motion by Bill Pfirman and seconded by Timothy McDonnell to approve the following Finance Items “a”:

- a. Resolution to set final real estate tax rates for 2026-2027 as presented in PDE-2028. (Separate Roll Call Vote)

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

J. Miscellaneous

1. Miscellaneous Items

Motion by Cheri Peters and seconded by Harry Brungard to nominate Timothy McDonnell as Treasurer.

Motion by Mary Thomas and seconded by Craig Allen to close nominations for Board Treasurer.

Motion by Craig Allen and seconded by Harry Brungard to amend letter “a” to not include stipend.

- a. That Timothy McDonnell be appointed as Board Treasurer for the 2026-27 fiscal year ~~at an annual salary of \$500.00.~~ Stipend Waived.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion by Neihl Williamson and seconded by Timothy McDonnell to approve the following Miscellaneous Items “b”-“i”:

- b. The administration to place a Baldwin Piano located at the Middle School for decommissioning and to list decommissioned items for sale on Municibid.com, if no bids are received item will be disposed of.
- c. Authorization for the administration to submit a VA Chapter 35 benefits application to the Department of Veterans Affairs.
- d. An MOU between Jersey Shore Area School District and STEP Head Start for classroom space at the Jersey Shore Area High School, effective July 1, 2026, to June 30, 2027.
- e. An Agreement of Affiliation between Jersey Shore Area School District and Allegany College of Maryland regarding student teaching placement, effective the 2026-2027 school year.
- f. An MOU between the Jersey Shore Area School District and Lycoming Regional Police Department, effective July 1, 2026, through June 30, 2028.
- g. An MOU between the Jersey Shore Area School District and Pine Creek Police Department, effective July 1, 2026, through June 30, 2028.

- h. An Agreement between the Jersey Shore Area School District and the ClearView Armed Protection LLC, effective July 1, 2026, through June 30, 2028.
- i. The following policies at first read. (Attachments)
 - Policy 006.2-Recording of Public Meetings
 - Policy 815.3-Use of Artificial Intelligence in District Schools
 - Policy 815.4-Use of Wearable Artificial Intelligence in District Schools

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, and Michelle Stemler.

Motion Carried.

Motion by Neihl Williamson and seconded by Timothy McDonnell to approve the following Miscellaneous item letter “j”:

- j. Authorization to continue the Jersey Shore Swim Team at a cost of \$27,709 to be paid for with contingency funds.

The vote was as follows: Yes: Harry Brungard, Jessie Edwards, Timothy McDonnell, Cheri Peters, Bill Pfirman, Mary Thomas, Craig Allen, Neihl Williamson, Michelle Stemler

Motion Carried.

- ~~k. Authorization to increase band transportation funds by \$7,000 to be paid for with contingency funds. **Item Tabled.**~~

J. Courtesy of the Floor

Matt Eisley Jersey Shore Borough – Thanked the Board and Administration for what they do. Spoke on the band transportation issue. Gave statistics on band participation.

L. Adjournment

1. Adjourn Meeting

The meeting was adjourned at 8:56 p.m.

Mrs. Stemler made it known that an executive session was being held immediately after the board meeting to discuss legal issues.

Executive Session closed at 9:25 p.m.

Jersey Shore Area School District
Treasurer's Report - Cash and Cash Equivalents
June 2026

Bank Accounts	Beginning Balance	Received	Disbursed	Ending Balance
General Fund Tax Account - Journey Bank	\$ -	\$ -	\$ -	\$ -
General Fund - PSDLAF	-	-	-	-
General Fund - Journey Bank	2,252,214.16	8,463,335.54	7,531,714.88	3,183,834.82
General Fund Sweep Account - Journey Bank	-	5,307,807.61	5,307,807.61	-
Activity/Other Trust Funds - Journey Bank	106,142.30	11,015.48	19,203.58	97,954.20
Food Service Fund - Journey Bank	554,685.85	115,378.19	141,305.42	528,758.62
Capital Reserve - Journey Bank	267.05	0.66	-	267.71
Scholarship Fund - Journey Bank	109,268.76	692.38	1,700.00	108,261.14
General Fund - PLGIT	3,635,696.55	1,012,012.49	1,500,000.00	3,147,709.04
Ramsey Fund - PLGIT	61,661.81	189.02	-	61,850.83
Capital Reserve - PLGIT	291,161.51	892.58	-	292,054.09
Sechrist Scholarship Fund - PLGIT	156,729.24	480.47	-	157,209.71
G.O. Bonds Series 2025 Fund - PLGIT	2,942,571.61	8,998.22	393,421.00	2,558,148.83
Totals	\$ 10,110,398.84	\$ 14,920,802.64	\$ 14,895,152.49	\$ 10,136,048.99

**JERSEY SHORE AREA SCHOOL DISTRICT
TREASURER'S REPORT - INVESTMENTS
FOR THE MONTH ENDED
June 30, 2026**

Investments	Rate	Maturity Date	Beginning Balance	Investment Purchased	Investment Redeemed	Net Interest Earned	Change in Market Value	Ending Balance
General Fund								
Journey - 6 month CD	3.84%	6/17/2026	500,000.00	-	(510,193.44)	10,193.44	-	-
Journey - 3 month CD	3.94%	6/23/2026	500,000.00	-	(504,965.47)	4,965.47	-	-
Journey - 12 month CD	4.14%	6/24/2026	500,000.00	-	(520,970.08)	20,970.08	-	-
Journey - 3 month CD	3.89%	7/24/2026	500,000.00	-	-	-	-	500,000.00
Journey - 12 month CD	4.04%	7/24/2026	500,000.00	-	-	-	-	500,000.00
Journey - 6 month CD	3.84%	7/30/2026	500,000.00	-	-	-	-	500,000.00
Journey - 9 month CD	3.80%	8/24/2026	500,000.00	-	-	-	-	500,000.00
Journey - 6 month CD	3.84%	8/27/2026	500,000.00	-	-	-	-	500,000.00
Journey - 3 month CD	3.89%	8/28/2026	500,000.00	-	-	-	-	500,000.00
Journey - 3 month CD	3.84%	9/24/2026	-	500,000.00	-	-	-	500,000.00
Journey - 12 month CD	3.75%	11/24/2026	500,000.00	-	-	-	-	500,000.00
Journey - 12 month CD	3.67%	12/17/2026	500,000.00	-	(509,140.97)	9,140.97	-	-
Journey - 6 month CD	3.67%	12/17/2026	-	509,140.97	-	-	-	509,140.97
Journey - 12 month CD	3.55%	1/30/2027	500,000.00	-	-	-	-	500,000.00
Journey - 12 month CD	3.65%	2/27/2027	500,000.00	-	-	-	-	500,000.00
Journey - 12 month CD	3.75%	3/23/2027	500,000.00	-	-	-	-	500,000.00
PLGIT - 12 month TERM	3.92%	4/16/2027	500,000.00	-	-	-	-	500,000.00
PLGIT - 12 month TERM	3.92%	6/1/2027	-	500,000.00	-	-	-	500,000.00
Journey - 12 month CD	4.23%	6/24/2027	-	500,000.00	-	-	-	500,000.00
Total			<u>\$ 7,500,000.00</u>	<u>\$ 2,009,140.97</u>	<u>\$ (2,045,269.96)</u>	<u>\$ 45,269.96</u>	<u>\$ -</u>	<u>\$ 7,509,140.97</u>
Scholarship Fund								
Olive I. Gilhart			<u>\$ 1,350,547.73</u>	<u>\$ -</u>	<u>\$ (15,000.00)</u>	<u>\$ 14,124.42</u>	<u>\$ 89,704.75</u>	<u>\$ 1,439,376.90</u>

BOARD SUMMARY

Fund: 10 - GENERAL FUND Encumbrances Included

As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
1100 REGULAR PROGRAMS						
100 Salaries and Wages	10,035,061.47	10,035,061.47	0.00	10,033,958.51	1,102.96	99.99
200 Benefits	7,323,080.28	7,323,080.28	0.00	7,281,092.62	41,987.66	99.43
300 Prof Services	775,880.00	778,279.40	0.00	670,446.65	107,832.75	86.14
400 Property Services	38,403.00	38,403.00	0.00	32,017.83	6,385.17	83.37
500 Other Services	1,053,814.00	1,053,956.94	0.00	1,316,503.55	(262,546.61)	124.91
600 Supplies	407,986.67	401,698.27	0.00	337,602.92	64,095.35	84.04
700 Equipment	0.00	0.00	0.00	169,032.50	(169,032.50)	0.00
800 Other	1,289.00	1,289.00	0.00	630.00	659.00	48.88
Totals for 1100s	19,635,514.42	19,631,768.36	0.00	19,841,284.58	(209,516.22)	101.07
1200 SPECIAL PROGRAMS						
100 Salaries and Wages	2,686,503.29	2,686,503.29	0.00	2,612,179.14	74,324.15	97.23
200 Benefits	2,182,325.09	2,182,325.09	0.00	2,224,741.22	(42,416.13)	101.94
300 Prof Services	985,150.00	985,150.00	0.00	1,059,179.42	(74,029.42)	107.51
400 Property Services	500.00	500.00	0.00	0.00	500.00	0.00
500 Other Services	1,089,596.00	1,090,096.00	0.00	2,616,349.25	(1,526,253.25)	240.01
600 Supplies	6,965.00	8,104.00	0.00	6,475.89	1,628.11	79.91
800 Other	200.00	200.00	0.00	500.00	(300.00)	250.00
Totals for 1200s	6,951,239.38	6,952,878.38	0.00	8,519,424.92	(1,566,546.54)	122.53
1300 VOCATIONAL EDUCATION						
100 Salaries and Wages	639,084.74	639,084.74	0.00	643,775.90	(4,691.16)	100.73
200 Benefits	406,816.15	406,816.15	0.00	406,392.35	423.80	99.90
300 Prof Services	8,250.00	8,250.00	0.00	16,282.19	(8,032.19)	197.36
400 Property Services	6,150.00	3,150.00	0.00	2,199.89	950.11	69.84
500 Other Services	16,350.00	15,484.29	0.00	11,593.25	3,891.04	74.87
600 Supplies	131,285.00	150,150.71	0.00	117,681.18	32,469.53	78.38
700 Equipment	15,000.00	0.00	0.00	30,986.74	(30,986.74)	0.00

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
800 Other	2,500.00	2,500.00	0.00	3,347.00	(847.00)	133.88
Totals for 1300s	1,225,435.89	1,225,435.89	0.00	1,232,258.50	(6,822.61)	100.56
1400 OTHER INSTRUCTIONAL PRG						
100 Salaries and Wages	5,000.00	5,000.00	0.00	7,896.08	(2,896.08)	157.92
200 Benefits	2,100.69	2,100.69	0.00	3,230.45	(1,129.76)	153.78
300 Prof Services	46,000.00	46,000.00	0.00	30,504.00	15,496.00	66.31
500 Other Services	25,000.00	25,000.00	0.00	0.00	25,000.00	0.00
Totals for 1400s	78,100.69	78,100.69	0.00	41,630.53	36,470.16	53.30
1800 PRE-KINDERGARTEN						
100 Salaries and Wages	0.00	0.00	0.00	12,000.00	(12,000.00)	0.00
200 Benefits	0.00	0.00	0.00	5,974.00	(5,974.00)	0.00
800 Other	315,000.00	315,000.00	0.00	390,526.00	(75,526.00)	123.98
Totals for 1800s	315,000.00	315,000.00	0.00	408,500.00	(93,500.00)	129.68
2100 SUPPORT SRVS-STUDENTS						
100 Salaries and Wages	1,050,969.38	1,050,969.38	0.00	1,046,754.90	4,214.48	99.60
200 Benefits	755,486.01	755,486.01	0.00	788,172.78	(32,686.77)	104.33
300 Prof Services	30,943.00	30,943.00	0.00	64,669.05	(33,726.05)	208.99
400 Property Services	1,568.38	1,568.38	0.00	1,445.65	122.73	92.17
500 Other Services	2,600.00	2,600.00	0.00	2,759.60	(159.60)	106.14
600 Supplies	9,445.00	9,052.06	0.00	13,475.78	(4,423.72)	148.87
800 Other	600.00	600.00	0.00	385.00	215.00	64.17
Totals for 2100s	1,851,611.77	1,851,218.83	0.00	1,917,662.76	(66,443.93)	103.59
2200 SUPP SRVS-INSTRCT STAFF						
100 Salaries and Wages	680,034.53	680,034.53	0.00	595,665.17	84,369.36	87.59
200 Benefits	593,644.17	593,644.17	0.00	560,925.50	32,718.67	94.49
300 Prof Services	323,762.00	323,762.00	0.00	289,671.52	34,090.48	89.47
400 Property Services	15,000.00	15,000.00	0.00	2,362.62	12,637.38	15.75
500 Other Services	44,400.00	44,400.00	0.00	29,194.32	15,205.68	65.75

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
600 Supplies	57,249.00	56,749.00	0.00	48,746.06	8,002.94	85.90
700 Equipment	32,500.00	32,500.00	0.00	0.00	32,500.00	0.00
800 Other	1,490.00	1,490.00	0.00	90.00	1,400.00	6.04
Totals for 2200s	1,748,079.70	1,747,579.70	0.00	1,526,655.19	220,924.51	87.36
2300 SUPPORT SRVS-ADMINISTRN						
100 Salaries and Wages	1,434,376.94	1,434,376.94	0.00	1,413,689.82	20,687.12	98.56
200 Benefits	957,796.81	957,796.81	0.00	938,685.10	19,111.71	98.00
300 Prof Services	343,930.00	339,730.00	0.00	262,976.17	76,753.83	77.41
500 Other Services	104,556.00	104,556.00	0.00	83,107.89	21,448.11	79.49
600 Supplies	7,400.00	7,225.00	0.00	2,375.72	4,849.28	32.88
800 Other	26,140.00	26,315.00	0.00	23,936.24	2,378.76	90.96
Totals for 2300s	2,874,199.75	2,869,999.75	0.00	2,724,770.94	145,228.81	94.94
2400 SUPP SRVS-PUPIL HEALTH						
100 Salaries and Wages	257,667.00	257,667.00	0.00	252,088.54	5,578.46	97.84
200 Benefits	268,837.19	268,837.19	0.00	254,781.85	14,055.34	94.77
300 Prof Services	25,000.00	29,200.00	0.00	6,983.94	22,216.06	23.92
400 Property Services	240.00	240.00	0.00	140.00	100.00	58.33
500 Other Services	1,218.00	1,023.00	0.00	645.23	377.77	63.07
600 Supplies	6,792.00	6,987.00	0.00	8,800.43	(1,813.43)	125.95
800 Other	346.00	346.00	0.00	260.00	86.00	75.14
Totals for 2400s	560,100.19	564,300.19	0.00	523,699.99	40,600.20	92.81
2500 SUPP SRVS-BUSINESS OFFC						
100 Salaries and Wages	391,873.97	391,873.97	0.00	409,883.74	(18,009.77)	104.60
200 Benefits	370,138.31	370,138.31	0.00	374,367.96	(4,229.65)	101.14
300 Prof Services	31,877.00	31,877.00	0.00	31,366.37	510.63	98.40
400 Property Services	31,000.00	31,000.00	0.00	28,310.35	2,689.65	91.32
500 Other Services	19,067.00	19,067.00	0.00	16,417.18	2,649.82	86.10
600 Supplies	30,775.00	30,775.00	0.00	24,735.28	6,039.72	80.37

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
800 Other	1,014.75	1,014.75	0.00	2,014.36	(999.61)	198.51
Totals for 2500s	875,746.03	875,746.03	0.00	887,095.24	(11,349.21)	101.30
2600 OPERATION MNT OF PLANT						
100 Salaries and Wages	1,140,670.30	1,140,670.30	0.00	1,071,111.79	69,558.51	93.90
200 Benefits	1,039,093.55	1,039,093.55	0.00	973,042.94	66,050.61	93.64
300 Prof Services	134,163.00	134,163.00	0.00	109,212.31	24,950.69	81.40
400 Property Services	508,896.00	508,896.00	0.00	384,172.52	124,723.48	75.49
500 Other Services	321,868.00	321,868.00	0.00	260,970.35	60,897.65	81.08
600 Supplies	867,450.00	867,450.00	0.00	851,767.68	15,682.32	98.19
700 Equipment	96,000.00	96,000.00	0.00	93,853.00	2,147.00	97.76
800 Other	1,025.00	1,025.00	0.00	1,458.00	(433.00)	142.24
Totals for 2600s	4,109,165.85	4,109,165.85	0.00	3,745,588.59	363,577.26	91.15
2700 STUDENT TRANSPORTN SRVS						
100 Salaries and Wages	42,749.05	42,749.05	0.00	64,112.04	(21,362.99)	149.97
200 Benefits	28,188.07	28,188.07	0.00	50,658.47	(22,470.40)	179.72
300 Prof Services	94,200.00	94,200.00	0.00	81,990.16	12,209.84	87.04
500 Other Services	2,060,000.00	2,060,000.00	0.00	2,104,601.72	(44,601.72)	102.17
Totals for 2700s	2,225,137.12	2,225,137.12	0.00	2,301,362.39	(76,225.27)	103.43
2800 SUPPORT SRVS-CENTRAL						
100 Salaries and Wages	6,769.16	6,769.16	0.00	2,950.00	3,819.16	43.58
200 Benefits	1,841.01	1,841.01	0.00	1,240.14	600.87	67.36
300 Prof Services	0.00	0.00	0.00	91,952.64	(91,952.64)	0.00
500 Other Services	0.00	0.00	0.00	1,467.00	(1,467.00)	0.00
Totals for 2800s	8,610.17	8,610.17	0.00	97,609.78	(88,999.61)	1133.66
3200 STUDENT ACTIVITIES						
100 Salaries and Wages	411,917.20	411,917.20	0.00	461,363.21	(49,446.01)	112.00
200 Benefits	204,727.44	204,727.44	0.00	212,142.39	(7,414.95)	103.62
300 Prof Services	113,219.00	113,219.00	0.00	102,097.00	11,122.00	90.18

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
400 Property Services	18,600.00	15,450.00	0.00	8,974.49	6,475.51	58.09
500 Other Services	119,250.00	122,150.00	0.00	134,277.08	(12,127.08)	109.93
600 Supplies	124,698.00	126,371.40	0.00	99,974.97	26,396.43	79.11
700 Equipment	5,000.00	6,576.60	0.00	11,464.60	(4,888.00)	174.32
800 Other	26,585.00	26,585.00	0.00	21,984.57	4,600.43	82.70
Totals for 3200s	1,023,996.64	1,026,996.64	0.00	1,052,278.31	(25,281.67)	102.46
5100 OTHER EXPENDITURES						
800 Other	573,464.40	573,464.40	0.00	572,964.62	499.78	99.91
900 OTHER USES OF FUNDS	3,066,000.00	3,066,000.00	0.00	3,066,000.00	0.00	100.00
Totals for 5100s	3,639,464.40	3,639,464.40	0.00	3,638,964.62	499.78	99.99
5200 TRANSFERS						
900 OTHER USES OF FUNDS	0.00	0.00	0.00	250,000.00	(250,000.00)	0.00
Totals for 5200s	0.00	0.00	0.00	250,000.00	(250,000.00)	0.00
5800 SUSPENSE ACCOUNT						
200 Benefits	0.00	0.00	0.00	1,915.42	(1,915.42)	0.00
500 Other Services	0.00	0.00	0.00	(1,094.55)	1,094.55	0.00
Totals for 5800s	0.00	0.00	0.00	820.87	(820.87)	0.00
5900 BUDGETARY RESERVE						
800 Other	2,105,000.00	2,105,000.00	0.00	0.00	2,105,000.00	0.00
Totals for 5900s	2,105,000.00	2,105,000.00	0.00	0.00	2,105,000.00	0.00
Expenditure Totals	49,226,402.00	49,226,402.00	0.00	48,709,607.21	516,794.79	98.95
6100 TAXES LEVIED/ASSESSED BY THE LEA						
000 000	(18,527,681.00)	(18,527,681.00)	0.00	(18,631,608.97)	103,927.97	100.56
Totals for 6100s	(18,527,681.00)	(18,527,681.00)	0.00	(18,631,608.97)	103,927.97	100.56
6400 DELINQUENCIES ON TAXES LEVIED/ASSESSED BY THE LEA						
000 000	(800,000.00)	(800,000.00)	0.00	(569,129.69)	(230,870.31)	71.14
Totals for 6400s	(800,000.00)	(800,000.00)	0.00	(569,129.69)	(230,870.31)	71.14

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
6500 EARNINGS ON INVESTMENTS						
000 000	(650,000.00)	(650,000.00)	0.00	(608,167.29)	(41,832.71)	93.56
Totals for 6500s	(650,000.00)	(650,000.00)	0.00	(608,167.29)	(41,832.71)	93.56
6700 REVENUES FROM LEA ACTIVITIES						
000 000	(66,434.00)	(66,434.00)	0.00	(90,746.66)	24,312.66	136.60
Totals for 6700s	(66,434.00)	(66,434.00)	0.00	(90,746.66)	24,312.66	136.60
6800 REV FROM INTERMEDIARY SOURCES/PASS THROUGH FUNDS						
000 000	(459,000.00)	(459,000.00)	0.00	(5,250.00)	(453,750.00)	1.14
Totals for 6800s	(459,000.00)	(459,000.00)	0.00	(5,250.00)	(453,750.00)	1.14
6900 OTHER REVENUE FROM LOCAL SOURCES						
000 000	(54,500.00)	(54,500.00)	0.00	(26,074.14)	(28,425.86)	47.84
Totals for 6900s	(54,500.00)	(54,500.00)	0.00	(26,074.14)	(28,425.86)	47.84
7100 BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES						
000 000	(16,110,318.91)	(15,300,457.55)	0.00	(15,123,848.61)	(176,608.94)	98.85
Totals for 7100s	(16,110,318.91)	(15,300,457.55)	0.00	(15,123,848.61)	(176,608.94)	98.85
7200 REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS						
000 000	(2,815,659.00)	(2,815,659.00)	0.00	(2,653,259.15)	(162,399.85)	94.23
Totals for 7200s	(2,815,659.00)	(2,815,659.00)	0.00	(2,653,259.15)	(162,399.85)	94.23
7300 REVENUES FOR NON-EDUCATIONAL PROGRAMS						
000 000	(4,051,189.78)	(4,051,189.78)	0.00	(4,221,514.02)	170,324.24	104.20
Totals for 7300s	(4,051,189.78)	(4,051,189.78)	0.00	(4,221,514.02)	170,324.24	104.20
7500 OTHER STATE REVENUE						
000 000	(926,763.00)	(926,763.00)	0.00	(1,066,135.91)	139,372.91	115.04
Totals for 7500s	(926,763.00)	(926,763.00)	0.00	(1,066,135.91)	139,372.91	115.04
7800 REVENUE FROM THE COMMONWEALTH OF PA						
000 000	(3,749,037.31)	(4,558,898.67)	0.00	(2,919,897.68)	(1,639,000.99)	64.05
Totals for 7800s	(3,749,037.31)	(4,558,898.67)	0.00	(2,919,897.68)	(1,639,000.99)	64.05

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
8500 Restr Fed Grants Comm of PA-IDEA,ESEA,Voc,CN,CEP						
000 000	(654,470.00)	(654,470.00)	0.00	(646,457.00)	(8,013.00)	98.78
Totals for 8500s	(654,470.00)	(654,470.00)	0.00	(646,457.00)	(8,013.00)	98.78
9400 SALE-COMP FIXED ASSETS						
000 000	(5,000.00)	(5,000.00)	0.00	(33,023.00)	28,023.00	660.46
Totals for 9400s	(5,000.00)	(5,000.00)	0.00	(33,023.00)	28,023.00	660.46
Revenue Totals	(48,870,053.00)	(48,870,053.00)	0.00	(46,595,112.12)	(2,274,940.88)	95.34
Fund 10 Totals						
Total Expenditure	43,481,937.60	43,481,937.60	0.00	44,819,821.72	(1,337,884.12)	103.08
Total Other Expenditure	5,744,464.40	5,744,464.40	0.00	3,889,785.49	1,854,678.91	67.71
Total Revenue	(48,865,053.00)	(48,865,053.00)	0.00	(46,562,089.12)	(2,302,963.88)	95.29
Total Other Revenue	(5,000.00)	(5,000.00)	0.00	(33,023.00)	28,023.00	660.46

BOARD SUMMARY

Fund: 32 - CAPITAL RES FUND (2932) Encumbrances Included

As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
2200 SUPP SRVS-INSTRCT STAFF						
700 Equipment	0.00	0.00	0.00	138,844.15	(138,844.15)	0.00
Totals for 2200s	0.00	0.00	0.00	138,844.15	(138,844.15)	0.00
4600 BUILD IMPROV SVCS-REPL						
400 Property Services	0.00	0.00	0.00	14,700.00	(14,700.00)	0.00
700 Equipment	0.00	0.00	0.00	6,099.00	(6,099.00)	0.00
Totals for 4600s	0.00	0.00	0.00	20,799.00	(20,799.00)	0.00
Expenditure Totals	0.00	0.00	0.00	159,643.15	(159,643.15)	0.00
6500 EARNINGS ON INVESTMENTS						
000 000	0.00	0.00	0.00	(14,279.32)	14,279.32	0.00
Totals for 6500s	0.00	0.00	0.00	(14,279.32)	14,279.32	0.00
9300 INTERFUND TRANSFERS - IN						
000 000	0.00	0.00	0.00	(250,000.00)	250,000.00	0.00
Totals for 9300s	0.00	0.00	0.00	(250,000.00)	250,000.00	0.00
Revenue Totals	0.00	0.00	0.00	(264,279.32)	264,279.32	0.00
Fund 32 Totals						
Total Expenditure	0.00	0.00	0.00	159,643.15	(159,643.15)	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	0.00	(14,279.32)	14,279.32	0.00
Total Other Revenue	0.00	0.00	0.00	(250,000.00)	250,000.00	0.00

BOARD SUMMARY

Fund: 50 - FOOD SERVICE FUND Encumbrances Included

As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
3100 FOOD SERVICES						
100 Salaries and Wages	0.00	0.00	0.00	467,685.94	(467,685.94)	0.00
200 Benefits	0.00	0.00	0.00	398,939.84	(398,939.84)	0.00
300 Prof Services	0.00	0.00	0.00	3,180.00	(3,180.00)	0.00
400 Property Services	0.00	0.00	0.00	17,037.17	(17,037.17)	0.00
500 Other Services	0.00	0.00	0.00	720,208.65	(720,208.65)	0.00
600 Supplies	0.00	0.00	0.00	5,658.06	(5,658.06)	0.00
700 Equipment	0.00	0.00	0.00	13,672.00	(13,672.00)	0.00
Totals for 3100s	0.00	0.00	0.00	1,626,381.66	(1,626,381.66)	0.00
Expenditure Totals	0.00	0.00	0.00	1,626,381.66	(1,626,381.66)	0.00
6500 EARNINGS ON INVESTMENTS						
000 000	0.00	0.00	0.00	(16,735.50)	16,735.50	0.00
Totals for 6500s	0.00	0.00	0.00	(16,735.50)	16,735.50	0.00
6600 FOOD SERVICE REVENUE						
000 000	0.00	0.00	0.00	(435,768.03)	435,768.03	0.00
Totals for 6600s	0.00	0.00	0.00	(435,768.03)	435,768.03	0.00
7600 REV FOR MILK, LUNCH & BKFST PROG						
000 000	0.00	0.00	0.00	(226,685.40)	226,685.40	0.00
Totals for 7600s	0.00	0.00	0.00	(226,685.40)	226,685.40	0.00
7800 REVENUE FROM THE COMMONWEALTH OF PA						
000 000	0.00	0.00	0.00	(111,204.15)	111,204.15	0.00
Totals for 7800s	0.00	0.00	0.00	(111,204.15)	111,204.15	0.00
8500 Restr Fed Grants Comm of PA-IDEA,ESEA,Voc,CN,CEP						
000 000	0.00	0.00	0.00	(764,056.97)	764,056.97	0.00
Totals for 8500s	0.00	0.00	0.00	(764,056.97)	764,056.97	0.00
8600 Restr Fed Grants Comm of PA-Driver,Adult,WIA,Other						
000 000	0.00	0.00	0.00	(10,566.15)	10,566.15	0.00
Totals for 8600s	0.00	0.00	0.00	(10,566.15)	10,566.15	0.00

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
Revenue Totals	0.00	0.00	0.00	(1,565,016.20)	1,565,016.20	0.00
Fund 50 Totals						
Total Expenditure	0.00	0.00	0.00	1,626,381.66	(1,626,381.66)	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	0.00	(1,565,016.20)	1,565,016.20	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00

BOARD SUMMARY

Fund: 72 - RAMSEY EXPEND TRUST Encumbrances Included

As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
3400 SCHOLARSHIPS AND AWARDS						
800 Other	0.00	0.00	0.00	8,800.00	(8,800.00)	0.00
Totals for 3400s	0.00	0.00	0.00	8,800.00	(8,800.00)	0.00
Expenditure Totals	0.00	0.00	0.00	8,800.00	(8,800.00)	0.00
6500 EARNINGS ON INVESTMENTS						
000 000	0.00	0.00	0.00	(1,996.31)	1,996.31	0.00
Totals for 6500s	0.00	0.00	0.00	(1,996.31)	1,996.31	0.00
6900 OTHER REVENUE FROM LOCAL SOURCES						
000 000	0.00	0.00	0.00	(38,525.07)	38,525.07	0.00
Totals for 6900s	0.00	0.00	0.00	(38,525.07)	38,525.07	0.00
Revenue Totals	0.00	0.00	0.00	(40,521.38)	40,521.38	0.00
Fund 72 Totals						
Total Expenditure	0.00	0.00	0.00	8,800.00	(8,800.00)	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	0.00	(40,521.38)	40,521.38	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00

BOARD SUMMARY

Fund: 74 - Sechrist Scholarship Fund Encumbrances Included

As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
3400 SCHOLARSHIPS AND AWARDS						
800 Other	0.00	0.00	0.00	112,482.30	(112,482.30)	0.00
Totals for 3400s	0.00	0.00	0.00	112,482.30	(112,482.30)	0.00
Expenditure Totals	0.00	0.00	0.00	112,482.30	(112,482.30)	0.00
6500 EARNINGS ON INVESTMENTS						
000 000	0.00	0.00	0.00	(6,901.35)	6,901.35	0.00
Totals for 6500s	0.00	0.00	0.00	(6,901.35)	6,901.35	0.00
6900 OTHER REVENUE FROM LOCAL SOURCES						
000 000	0.00	0.00	0.00	(10,737.30)	10,737.30	0.00
Totals for 6900s	0.00	0.00	0.00	(10,737.30)	10,737.30	0.00
Revenue Totals	0.00	0.00	0.00	(17,638.65)	17,638.65	0.00
Fund 74 Totals						
Total Expenditure	0.00	0.00	0.00	112,482.30	(112,482.30)	0.00
Total Other Expenditure	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenue	0.00	0.00	0.00	(17,638.65)	17,638.65	0.00
Total Other Revenue	0.00	0.00	0.00	0.00	0.00	0.00

BOARD SUMMARY
Encumbrances Included
As of: 06/30/2026

Funding Source: All

Account Description	Original Budget	Current Budget	Outstanding Enc	Exp/Rec	Balance	% Used
Grand Totals All Funds						
Total Expenditure	43,481,937.60	43,481,937.60	0.00	46,727,128.83	(3,245,191.23)	107.46
Total Other Expenditure	5,744,464.40	5,744,464.40	0.00	3,889,785.49	1,854,678.91	67.71
Total Revenue	(48,865,053.00)	(48,865,053.00)	0.00	(48,199,544.67)	(665,508.33)	98.64
Total Other Revenue	(5,000.00)	(5,000.00)	0.00	(283,023.00)	278,023.00	5660.46

Disbursement Summary
June 2026

General Fund Payments	4,987,061.24
General Fund Prior Month Void	(2,613.00)
Food Service Fund Payments	75,306.29
Activity Fund Payments	16,701.44
Scholarship Fund Payments	1,700.00
GOB 2025 Fund Payments	393,421.00
Payroll Fund Net Pay - 6.12, 6.26	<u>1,037,960.07</u>
Total	\$ 6,509,537.04

Volleyball at Jersey Shore



Girls who participate in Sports like Volleyball.

- Do better in Science
- Leadership skills
- Better Grades
- More likely to graduate
- Self Esteem
- 80% of the female executives at Fortune 500 companies played sports

- [Sports Benefit Girls In Many Ways - Children's Medical Group](#)
- [Report shows clear benefits for girls who play sports — Ruling Our eXperiences \(ROX\)](#)
- [Benefits - Why Sports Participation for Girls and Women - Women's Sports Foundation](#)
- [Sports Participation and Health-Related Behaviors Among US Youth | Adolescent Medicine | JAMA Pediatrics | JAMA Network](#)

Health related reasons

- Healthier weight
- Lower levels of blood sugar
- Cholesterol and triglycerides
- Lower blood pressure
- Reduce risk for obesity
- Reduce risks for women's health issues (i.e. Osteoporosis, certain cancers, etc.)
- Physical activity decreases the instances of tobacco use in adolescent girls
 - [Sports Benefit Girls In Many Ways - Children's Medical Group](#)
 - [Report shows clear benefits for girls who play sports — Ruling Our eXperiences \(ROX\)](#)
 - [Benefits - Why Sports Participation for Girls and Women - Women's Sports Foundation](#)
 - [Sports Participation and Health-Related Behaviors Among US Youth | Adolescent Medicine | JAMA Pediatrics | JAMA Network](#)

Why Volleyball at Jersey Shore?

- Alternative to the sports we currently offer
- Serve the interests of the female student population
- Lifetime sport
- Fall Sport utilizing the gym, which is an underutilized facility, potential in the future to create a revenue stream

Surveys

2026-27 Signup

- 21 girls fully registered
 - 3 Seniors

2025-2026 Survey

- 281 girls surveyed, 8-11 grade
 - 52 Respondents
 - 100% Volleyball said they would play volleyball if it was offered

2024-2025 Survey

- 297 girls surveyed, 8-11 grade
 - 126 Respondents
 - 79% Volleyball said they would play volleyball if it was offered

District IV and VI Schools that have Volleyball

PHAC Sponsors the sport

Athens Area - 88 miles

Bald Eagle Area- 37 miles

Bellefonte Area- 40 miles

Canton Area- 35 miles

Central Columbia- 62 miles

Central Mountain- 16 miles

Cowanesque Valley- 78 miles

Danville- 48 miles

East Juniata – 73 miles

Galeton-61 miles

Hughesville- 33 miles

Juniata- 76 miles

Lewisburg- 36 miles

Loyalsock: 18 miles

Midd West- 47 miles

Montoursville: 21 miles

North Penn Liberty - 25 miles

Penns Valley- 39 miles

Selinsgrove – 50 miles

Shamokin Area– 60 miles

State College- 46 miles

South Williamsport- 17 miles

Sugar Valley Rural-20 miles

State College- 46 miles

Towanda- 79 miles

Troy-45 miles

Wellsboro- 35 miles

Williamson -73 miles

Williamsport; 14 miles

Wyalusing Valley- 78 miles

Jersey Shore's Volleyball team

- AAAA Team
- District Level we would compete against Athens, Central Columbia, Danville, Midd West, Selinsgrove and Shamokin
- Fall Sport

Costs for a Team

■ Transportation

- Transportation costs will be covered through pledged donations intended to meet any program needs that arise

■ Equipment

- Two local universities have expressed willingness to donate equipment needed to launch the program.
- Additional equipment costs are expected to be minimal.
- Volleyball canisters are approximately **\$600 per set**.
- Court tape costs approximately **\$15 per roll**.

■ Uniforms

- Players will be responsible for purchasing their own uniforms.
- Uniforms will be purchased through Tiadaghton Embroidery.
- An optional apparel/clothing fundraiser may be conducted to help offset uniform costs for families.

Home Venue

- We believe we can set up a court in the high school gym using the available canisters. This option would require taping court lines, and the court would not be centered, but it would allow us to host games.
- The Booster Club is willing to fund game-day staff and manage ticket sales as a fundraising opportunity.
- As an additional alternative, another school has indicated that they would be willing to host our home games at no cost if necessary.

Tentative Schedule

- Developed a tentative scheduled contingent upon board approval (all schools are aware that if we don't get approved the scheduled games will not occur)
- Scrimmage 8/22 South Wmspt, potential scrimmage 8/27 Selinsgrove
- Games (potential 20 game schedule)

September 1 St Joes (A)

September 3 Central Mt (H)

September 5 East Juniata (A)

September 9 Sugar Valley (H)

September 12 PHAC Tournament

September 17th St Joes (H)

September 19th Wellsboro Tournament JV (A)/Varsity Tournament St Francis (A)

September 22 Sugar Valley (A)

October 1 Central Mt (A)

October 8th Juniata

October 14th Lewisburg (A)

***Still can add Central Columbia
to the schedule**

MTSS at JSASHS



What is MTSS?

Multi-Tiered System of Supports

Framework that integrates data as a preventative measure to analyze and provide support our students

How can we leverage resources within our district/school to provide supports for academic, social, behavioral, and emotional needs?

What is MTSS?

Tiered Instruction and Interventions

- Tier 1- Core instruction (all students)
- Tier 2- Small group and/or individualized interventions
- Tier 3- Intensive interventions

TIER 1 at JSASHS

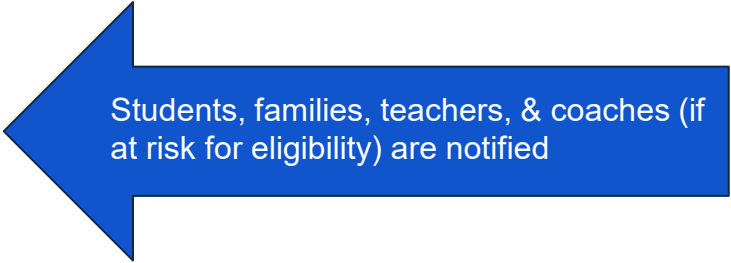
Goal is to identify students “at risk” and needing additional supports using the following:

- Weekly MTSS list (failing courses)
 - Red (4+ courses)
 - Yellow (2-3 courses)
 - White (1 course)
- Behavioral referrals
- SHORE tickets (specific to *Safety, Honesty, Ownership, Respect, Enthusiasm*)
- Daily Attendance
- Classroom supports provided by teachers

Tier 1 at JSASHS

SAMPLE WEEKLY MTSS REPORT

Failure Count	Failing Grades
2	Pottery 1: 0; Spanish
1	Pottery 2: 35
5	Consumer Math: 3; C
1	Consumer Math - On
3	English 11: 36; Civics
2	Acad Alg 2 : 67; Jourr
1	English 11 - Online: 0
2	Acad Alg 1: 45; Intro I



Students, families, teachers, & coaches (if at risk for eligibility) are notified

Tier 2 at JSASHS

MTSS report determines need for administrative or counselor check-in.

- Students “in the red” (or yellow depending on the need)
- Students with heightened referrals
- Students warranting a check-in
- Request (student, teacher, or parent)
- Truancy concerns

Tier 2... now what?

Conference with school counselors or administration to determine intervention(s):

- Dialogue with families
- Scheduled check-ins/ SAP?
- Structured SHORE
- Targeted SHORE
- After School Program (Tues & Wed)
- Working lunches (last two weeks of MP)
- Truancy interventions (i.e., Attendance Court)
- Academic Enrichment Check-Ins
- Tier 2 meetings with teachers

Tier 3 at JSASHS

More intensive supports are warranted. Potential supports:

- Formal Counseling Referral
- Placements (AEDY, PHP, DTaC)
- Truancy citation/supports
- Formalized check-in/out
- Steps toward an evaluation
- ...continuing to grow!

*Counselors and Margie Sauers are fantastic resources!

2026 and beyond!

MTSS will never be “finished”

- Constantly evolving and growing!

PLC plans to build on MTSS list

- Target students in yellow
 - i.e., discrepancy between passing and failing score, analyze credits vs. courses, frequency of appearing on MTSS list
- Continuing to grow supports during SHORE & Academic Enrichment

Making strides to be intentional with scheduling efforts to increase teacher collaboration time to analyze Keystone and building data with admin.

Thank you!

Families

- Trusting our recommendations and increasing the dialogue between school and home

Staff

- Supporting our students and doing whatever it takes to ensure students are set up for success

Students

- Responding and for willingness to have these conversations

Conference Attendees

[illegible]

Field Trips						
Date	Student Group	Destination Facility	Destination Location	Reason for Going	Funding Source	Chaperones
None.						
						7.20.26

Vandalism Report				
Date	Building	Damage	Outcome	Cost for Repair
None.				
				7.20.26

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made this 18th day of June, 2026, between the Keystone Central School District CTC (KCSD CTC) and the Jersey Shore Area School District (JSASD).

Background:

The purpose of this MOU is to describe and outline the terms for the JSASD to enroll its students at KCSD CTC for the following school years: 2026-2027, 2027-2028, 2028-2029 and 2029-2030.

NOW THEREFORE, intending to be legally bound, the parties agree as follows:

1. KCSD CTC agrees to accept students into its programs; acceptance does not remove and/or jeopardize the acceptance, and/or prospective acceptance, of KCSD students into the KCSD CTC.
2. KCSD shall have the sole discretion to determine whether a JSASD student has engaged in conduct that will cause, and/or otherwise give rise to, a disciplinary exclusion. It is specifically agreed that JSASD shall not have the right to object to any such determination, in any manner whatsoever.
3. Annually, JSASD Director of Career & Technical Education will notify KCSD CTC Director of the number of students that may enroll at KCSD CTC by May 1 of each school year. The number of students will be used to determine the amount of the annual invoice. KCSD shall have the sole discretion to determine how many of these prospective JSASD students, if any, may enroll at KCSD CTC in any given school year and JSASD shall not have the right to object to this determination, in any manner whatsoever.
4. The corresponding subsidy paid by the state, through the Pennsylvania Department of Education, for education of vocational students shall be payable to and retained by KCSD CTC.
5. Tuition shall be billed by KCSD CTC on or before September 30th of the following school year and paid by JSASD within 30 days of the receipt of invoice. Cost for the term of the agreement is **\$7,500.00 per student enrolled**.
6. Student discipline for conduct occurring while participating in KCSD programs shall be administered by KCSD, subject to all provisions of the KCSD Student Handbook. JSASD shall be free, if it chooses, to impose greater discipline on a student than that which is imposed by KCSD, in which case KCSD will give full faith and credit to the discipline imposed by JSASD. Furthermore, KCSD will give full faith and credit to discipline imposed on JSASD students by JSASD for conduct occurring at times when the student is not participating in KCSD programs.
7. KCSD may refuse any JSASD enrollment with KCSD CTC if, in the sole discretion of KCSD, KCSD lacks the ability and/or facilities and/or capacity to meet any of the terms of any JSASD student IEP and/or Section 504 Plan.
8. Transportation of JSASD students to and from KCSD CTC shall be provided, and/or arranged, by JSASD and/or the parents and/or guardians of the JSASD student, it being the intention of the parties that at no time will KCSD be responsible for, in any manner whatsoever, providing said transportation.

9. This Memorandum of Understanding shall be in effect for a period of four (4) years, beginning with the 2026-2027 school year and ending with the 2029-2030 school year. This Memorandum of Understanding must be in writing to be effective. JSASD students enrolled in a career and technical program at the termination of the Memorandum of Understanding shall be given an opportunity to complete the program under the terms and conditions stated herein, absent disciplinary exclusion.

ATTEST:

By: Christine Taylor
Christine Taylor, Board Secretary

KEYSTONE CENTRAL SCHOOL DISTRICT

By: Elisabeth Lynch
Elisabeth Lynch, Board President

ATTEST:

By: _____
Ben Enders, Board Secretary

JERSEY SHORE AREA SCHOOL DISTRICT

By: _____
Michelle Stemler, Board President



Jersey Shore Area Senior High School: TSI SUMMARY 26.27



What is TSI?

- Targeted Support and Improvement- Schools in which performance by one or more student groups (20+ students) is at or below the state-established standards. Released 12/5/2025

Why JSASHS?

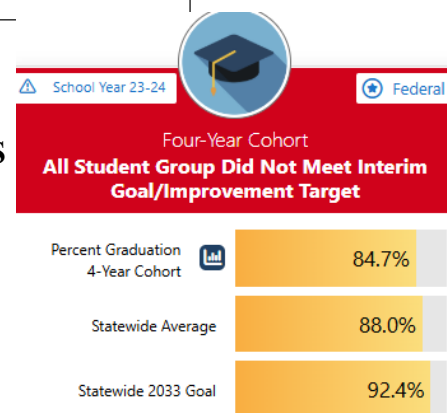
Your school's student group(s) was designated for TSI based on the following indicators:

Indicator	Jersey Shore Area SHS Students with Disabilities	Jersey Shore Area SHS	Jersey Shore Area SHS
Achievement: Math and ELA Combined	10.53%		
Growth: Math and ELA Combined	-1.88		
Graduation Rate 4- and 5-year Cohort Combined	70.37%		
English Language Proficiency			
Regular Attendance			
Career Standards Benchmark			

What are we doing about it?

Graduation Rate: Released 2/5/26 for Class of 2025

- 91.0% up from 84.7% previous year (24/25 evals)**
 - MTSS improvements, drastic decrease in failure rates at HS
 - Will not fully cycle through until report in 2028*
- Students with Disabilities**
 - 4-year cohort: 77.3% (up from 64.3%). 17/22 students.**
 - Students in Life Skills often stay intentionally.*
 - 3 in class of 2026.*
 - 5-year cohort: 70.4%- (19/27) students**



Building-Wide Action Steps

- PDE Recommendation: Stay the course and allow interventions time to cycle through.**
 - Structured SHORE period – Monday's Matter, Clubs only W/F, T/TH = Support
 - MTSS Report every Tuesday
 - Keystone Remediation Schedule
 - Perkins Best Practice March 2025
 - CTE Showcase July 2026
 - Bucknell Panel Discussion- August 2026
 - After School Program- T/W open to all HS students

New Action Steps

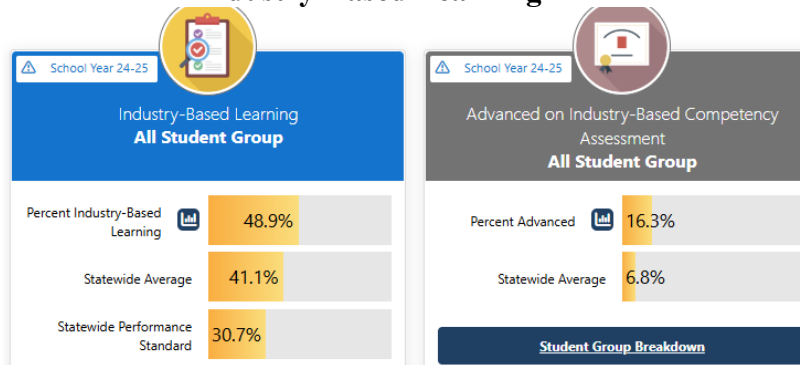
- Working Lunches** – Tier 2 intervention (Mrs. Lucas and Guidance)
- Professional Development** –
 - *Collaboration Time. PVAAS breakdowns, benchmarking calendar
 - 1-1 PVAAS Consult- Focus on Growth

What should we celebrate?

Keystone Achievement: Board Update 3.23.26

- 24/25 Algebra = 60% Prof/Adv, up from 38.3% **Largest jump in area, among top in PA*
- 24/25 Literature= 65.2% Prof/Adv, up from 55.1% **Year 1 of adjustment*
- 24/25 Biology= 50.4%, up from 44.3% **New STEELS exam Spring 2026*
- **WINTER KEYSTONE SUCCESS**

Industry-Based Learning

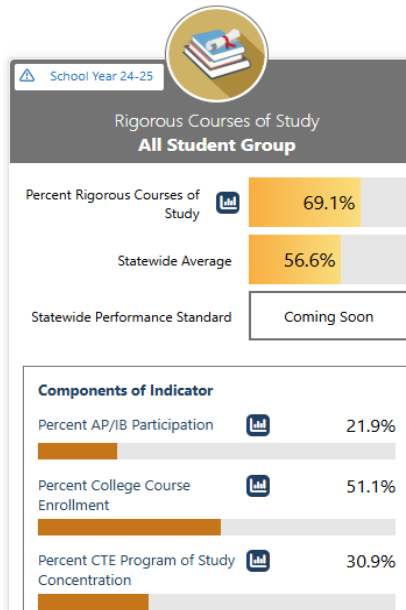


Freshmen Failure Rate (Compiled 6/10/26)

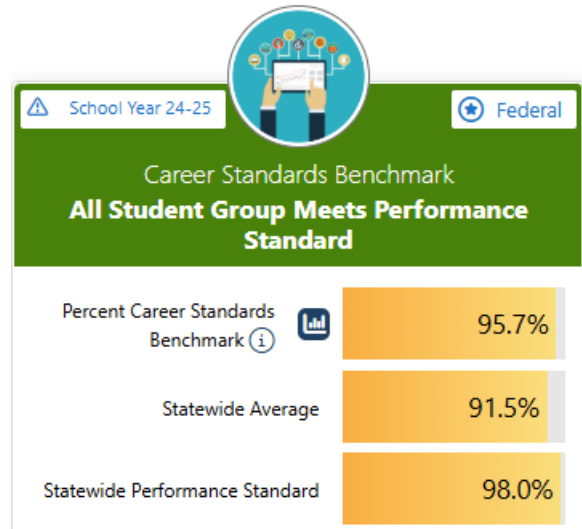
YEAR	Grade 9 Failure Rate
2025/2026	5.3%
2024/2025	12%
2023/2024	16%
2022/2023	17%
2021/2022	14%
2020/2021	19%

- 8 students (Out of 150) - 5.3%
 - 3 Habitually truant
 - 2 below 4 credits (1 is taking summer school and could be at 4.5)
 - 0 repeats

Rigorous Study



Career Standards Benchmark



LEARNING / GROWING / SUCCEEDING

Jersey Shore Area SHS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Jersey Shore Area SHS		117414003
Address 1		
701 Cemetery St		
Address 2		
City	State	Zip Code
Jersey Shore	PA	17740
Chief School Administrator		Chief School Administrator Email
Dr Brian T Ulmer		bulmer@jsasd.org
Principal Name		
Justin Armbruster		
Principal Email		
jarmbruster@jsasd.org		
Principal Phone Number		Principal Extension
570-398-7170		10004
School Improvement Facilitator Name		School Improvement Facilitator Email
Justin Armbruster		jarmbruster@jsasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Ulmer	Chief School Administrator	Jersey Shore Area School District	BUlmer@jsasd.org
Justin Armbruster	Principal	Jersey Shore Area Senior High School	jarmbruster@jsasd.org
Erin Lucas	Principal	Jersey Shore Area Senior High School	ELucas@jsasd.org
David Bittner	District Level Leaders	Jersey Shore Area Senior High School	DBittner@jsasd.org
Justin Armbruster	Data Analyst	Jersey Shore Area Senior High School	jarmbruster@jsasd.org
Michele Persun	Teacher	JSASD Math Dept Head	MPersun@jsasd.org
Michele Long	Teacher	JSASD English Dept Head	MLong@jsasd.org
Bradd Williamson	Teacher	JSASD Science Dept Head	BWilliamson@jsasd.org
Laura Osenbach	District Level Leaders	JSASD Assistant Superintendent	LOsenbach@jsasd.org
Maria Pierce	District Level Leaders	JSASD Director of Pupil Services	MPierce@jsasd.org
Mallory Myers	Other	JS HS/MS Counselor / Parent	MMyers@jsasd.org
Katie Steppe	Other	JS HS Counselor / Parent	KSteppe@jsasd.org
Brooke Menzen	Teacher	JSHS English Teacher / Parent	BMenzen@jsasd.org
Alexis Mayo	Teacher	JSHS English Teacher	AMayo@jsasd.org
Sarah Kuehne	Teacher	JSHS English Teacher / Parent	SKuehne@jsasd.org
Ella Simcox	Teacher	JSHS English Teacher / Parent	ESimcox@jsasd.org
Kai Allen	Student	JSHS Junior / Student Board Rep	27KAllen@jsasd.org
Daniel Hoffman	Student	JSHS Senior / Student Board Rep	26DHoffman@jsasd.org
Landon Armbruster	Student	JSHS Freshman	29LArmbruster@jsasd.org
Ava Smith	Student	JSHS Sophomore	28ASmith@jsasd.org
Alaina Samar	Student	JSHS Junior / YDTF President	27ASamar@jsasd.org
Zoraida Pagan	Teacher	JSHS Math Special Ed	ZPagan@jsasd.org
Danielle Miller	Teacher	JSHS Math Teacher / Parent	DMiller@jsasd.org
Laura Eck	Teacher	JSHS Math Special Ed	LEck@jsasd.org
Steph Machmer	Teacher	JSHS Life Skills Special Ed	SMachmer@jsasd.org
Kelly Walker	Teacher	JSHS English Special Ed	KWalker@jsasd.org
Emily Hayes	Teacher	JSHS Math Teacher	EHayes@jsasd.org
Matt Fisher	Parent	JS HS Parent	MFisher@wasd.org
Lynnnann Charnego	Teacher	JSHS Math Teacher	LCharnego@jsasd.org
Lisa Fisher	Parent	JS HS Parent	LFisher@ltsd.k12.pa.us

Michele Stemler	Board Member	JSASD Board President	MStemler@jsasd.org
Josh & Casey Smith	Parent	JS HS & MS Parent	Joshua15Smith@icloud.com
Elizabeth Segraves	Other	IU 17 Consultant	ESegraves@iu17.org

Vision for Learning

Vision for Learning

The Jersey Shore Area Senior High School will do its part to meet the district mission of providing a supportive environment where all members will learn, grow, and succeed to positively impact the world around them. To do this we will use multiple measures of data (Keystones, PVAAS, Act 13, Perkins performance indicators, Behavioral, Academic, Building Level Data) to drive MTSS conversations to increase student specific interventions to help grow all students. We will focus on highly effective CORE Instructional practices, while also increasing our utilization of MTSS Tier 2 interventions including: Structured SHORE, Targeted SHORE, Working Lunches, and the After School Program. T/TH will be specifically structured so all teachers are available for support. Additionally, every other Monday will focus on Monday's Matters lessons, crafted by our students to address data from the MTSS report, Employability skills, and topics of interest determined by students. The high school will continue to pursue implementation, with fidelity, of a complete course offering in accordance with the Pathways Guide. We will continue our progression through the curriculum review cycle. Continue evaluation of current program offerings in conjunction with the Central PA Workforce Development board's High Priority Occupations and the PA State In-Demand Occupations List.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
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Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.
Our Proficiency numbers skyrocketed, going from 29.2 in our last designation to 60%. This can be attributed to addition of Keystone Remediation courses, addition of Winter keystones, and creating the double block Algebra class for those deemed at-risk.
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.
Despite our huge jump in Proficiency, our growth numbers are lower than they've been in recent history. Fortunately, our students with disabilities data is staying strong.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are

meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.
Our Proficiency numbers skyrocketed, going from 29.2 in our last designation to 60%. This can be attributed to addition of Keystone Remediation courses, addition of Winter keystones, and creating the double block Algebra class for those deemed at-risk.
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.
Despite our huge jump in Proficiency, our growth numbers are lower than they've been in recent history. Fortunately, our students with disabilities data is staying strong.
We are above the state average with 81.5% of our students attending regularly.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Keystone Performance Data	School earned a 65.2% which is above the statewide average of 49.9%, but far below the state goal of 81.1% by 2033
PVAAS Projection Data	According to PVAAS the students projected of having at least a 40% chance to earn Proficiency are as follows: 2028- 18 (52 already met)%, 2029- 60%. All of these numbers are below statewide Goal for 2033
Locally Generated MTSS Reports	A report is run every Tuesday for all courses. Any student currently earning below a 70 in any class receives a notification and so do the primary contacts.

English Language Arts Summary

Strengths

Rigorous Course Selection / Pathways Process
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches
Addition of Keystone Remediation, Structured SHORE, Academic Enrichment expectations, iReady
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.

Challenges

Lack of collaboration time
Benchmarking is still inconsistent, and little time for teachers to meet to discuss data
PVAAS projections are low. We need to close those gaps

Mathematics

Data	Comments/Notable Observations
Keystone Performance Data	60% of our students earned proficiency. The statewide goal is 71.8% in 2033
PVAAS Projection Data	According to PVAAS the students projected of having at least a 40% chance to earn Proficiency are as follows: 2028- 15(38 already met)%, 2029- 26% (19% already met competency), All of these numbers are below statewide Goal for 2033. They are also well-below our recent Proficiency success.
Locally Generated MTSS Reports	A report is run every Tuesday for all courses. Any student currently earning below a 70 in any class receives a notification and so do the primary contacts.

Mathematics Summary

Strengths

Rigorous Course Selection / Pathways Process
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches
Addition of Keystone Remediation, Structured SHORE, Academic Enrichment expectations, iReady

PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.

Challenges

Lack of collaboration time
Benchmarking is still inconsistent, and little time for teachers to meet to discuss data
PVAAS projections are very low coming out of our feeder buildings
Many teachers shared concerns that the data is released too late. We're 1 marking period in before we get Keystone results.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Keystone Performance Data	Switching from legacy test to new STEELS test. Historically we did well on Biology (comparatively)
PVAAS Projection Data	According to PVAAS the students projected of having at least a 40% chance to earn Proficiency are as follows: 2028- 28(28 already met)%, 2029- 55%. All of these numbers are below statewide Goal for 2033.
Locally Generated MTSS Reports	A report is run every Monday for all courses. Any student currently earning below a 70 in any class receives a notification and so do the primary contacts.

Science, Technology, and Engineering Education Summary

Strengths

Rigorous Course Selection / Pathways Process
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches
Addition of Keystone Remediation, implementation of STEELS
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.

Challenges

Most students don't test until they are Sophomores, many have alternate pathways secured before remediation is offered.
Legacy test vs. New Test has created inconsistency and teachers pulled in multiple directions
CDTs are not implemented with Fidelity by all Biology teachers, we see a significant discrepancy in data between teachers that we need to address

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	95.7% meets performance standard. State goal is 98%
Industry Based Learning	48.9% scoring competent or advanced compared to state average of 30.7%
Rigorous Course of Study	27 Credits, 12 CTE Programs, Many AP and Dual-Enrollment opportunities

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
12 CTE Programs	Recently added Health and Medical Assisting. Many programs are at capacity. 48.9% earned competency.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

We have 12 approved CTE programs at JSASHS and most are at capacity. Students perform far above the statewide goal.
We utilize Smart Futures to help with our Career Readiness goals and objectives
We utilize Smart Futures to help with our Career Readiness goals and objectives
Lowest Freshman failure rate in recent history, keeps students on track to meet Act 158 goals.

Challenges

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

Time on task- This is only year 3, we have yet to have a full cohort go through with systemic changes in place
--

Collaboration time- teachers have students in front of them from 7:45 to 3:15, with exception of 40 minute prep (not common with their dept. peers) and 30 minute lunch.
--

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index	Insufficient Sample at JS

Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Index- ELA	10.5%. Growth is at 50% for this group as well. Detailed analysis provided in Needs assessment regarding future plans.
PA Future Index- Algebra	10.5% Not meeting goal or interim target. Growth is at 50% for this group as well. Detailed analysis provided in Needs assessment.
PA Future Ready- Attendance	This subgroup earned a score of 75.2% This mark is below the rest of our building and the state goal for 2033.
PA Future Ready Index- Graduation Rate	This group performed far below expectations and did not meet the statewide target at 74.1% We are below the state average, state goal in 2033, and the rest of our building in this area.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index- ELA	Significant increase from prior years, up to 58.7%. Above state average, but not at statewide goal.
PA Future Ready Index- Algebra	58.7 meets or exceeds interim target. Significant increase from prior years (in 30s).
PA Graduation Rate	72.6 is below statewide average. Decrease from 23/24. Similar to numbers in first TSI designation.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Rigorous Course of Study
Emerging MTSS program
Consistency in admin (year 3)

Addition of Keystone Remediation. Winter keystones success!
Graduation Rate is now 91%

Challenges

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

Lack of collaboration time
Shortage of subs, which make data meetings more realistic
Closing learning gaps is difficult when tools like iReady only go to 8th grade- Firefly Benchmark will hopefully help
Credits- Our students need 27 credits to graduate, this limits some opportunities students have to enroll in certain courses by their junior and senior year. Those that fall behind, can go to a cyber option that only requires 21
The 4yr rate doesn't take into consideration the students that are staying beyond 4 years due to student/family needs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

School Culture is very positive- aligned mission and vision, student and staff surveys are positive
Staff- We have a lot of highly qualified educators in place to meet the needs of our students. They are ready and willing to do the work, but need the systemic support to make the needed changes
Students- Student behavior is not a barrier as we look to meet our academic needs
Admin Team Cohesion- This is year 3 with the CTE director. Assistant Principal is in 1st year, but very familiar with systems due to internship and shared time at the MS.
MTSS structure in place. Weekly Reports, Tier 1 interventions (Monday's Matter, SHORE T/TH, Academic Enrichment). Tier 2 is now emerging with After School Program, Working Lunches, Structured & Targeted SHORE.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Tier 3 interventions- lack of resources.
27 credits- tough to compete with Cyber schools that offer 21. Students that need to work, find that schedule more appealing
Benchmarking inconsistency- Not all are using the systems with fidelity. We need a better structure for processing the data we receive
Lack of collaboration time.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.	True
Our Proficiency numbers skyrocketed, going from 29.2 in our last designation to 60%. This can be attributed to addition of Keystone Remediation courses, addition of Winter keystones, and creating the double block Algebra class for those deemed at-risk.	True
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.	False
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.	False
Despite our huge jump in Proficiency, our growth numbers are lower than they've been in recent history. Fortunately, our students with disabilities data is staying strong.	False
Rigorous Course Selection / Pathways Process	True
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches	True
Addition of Keystone Remediation, Structured SHORE, Academic Enrichment expectations, iReady	True
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.	False
Rigorous Course Selection / Pathways Process	False
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches	False
Addition of Keystone Remediation, Structured SHORE, Academic Enrichment expectations, iReady	False
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.	False
Rigorous Course Selection / Pathways Process	False
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches	False

Addition of Keystone Remediation, implementation of STEELS	True
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.	True
We have 12 approved CTE programs at JSASHS and most are at capacity. Students perform far above the statewide goal.	True
We utilize Smart Futures to help with our Career Readiness goals and objectives	False
We utilize Smart Futures to help with our Career Readiness goals and objectives	False
Lowest Freshman failure rate in recent history, keeps students on track to meet Act 158 goals.	False
Rigorous Course of Study	False
Emerging MTSS program	False
Consistency in admin (year 3)	True
Addition of Keystone Remediation. Winter Keystones success!	False
Graduation Rate is now 91%	True
School Culture is very positive- aligned mission and vision, student and staff surveys are positive	True
Staff- We have a lot of highly qualified educators in place to meet the needs of our students. They are ready and willing to do the work, but need the systemic support to make the needed changes	True
Students- Student behavior is not a barrier as we look to meet our academic needs	True
Admin Team Cohesion- This is year 3 with the CTE director. Assistant Principal is in 1st year, but very familiar with systems due to internship and shared time at the MS.	False
MTSS structure in place. Weekly Reports, Tier 1 interventions (Monday's Matter, SHORE T/TH, Academic Enrichment). Tier 2 is now emerging with After School Program, Working Lunches, Structured & Targeted SHORE.	True

Challenges

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

Strength	Check for Consideration in Plan
We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.	True

Our Proficiency numbers skyrocketed, going from 29.2 in our last designation to 60%. This can be attributed to addition of Keystone Remediation courses, addition of Winter keystones, and creating the double block Algebra class for those deemed at-risk.	False
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.	True
Despite our huge jump in Proficiency, our growth numbers are lower than they've been in recent history. Fortunately, our students with disabilities data is staying strong.	False
We are above the state average with 81.5% of our students attending regularly.	False
Lack of collaboration time	True
Benchmarking is still inconsistent, and little time for teachers to meet to discuss data	True
PVAAS projections are low. We need to close those gaps	False
Lack of collaboration time	False
Benchmarking is still inconsistent, and little time for teachers to meet to discuss data	False
PVAAS projections are very low coming out of our feeder buildings	True
Many teachers shared concerns that the data is released too late. We're 1 marking period in before we get Keystone results.	False
Most students don't test until they are Sophomores, many have alternate pathways secured before remediation is offered.	True
Legacy test vs. New Test has created inconsistency and teachers pulled in multiple directions	True
CDTs are not implemented with Fidelity by all Biology teachers, we see a significant discrepancy in data between teachers that we need to address	False
Time on task- This is only year 3, we have yet to have a full cohort go through with systemic changes in place	True
Collaboration time- teachers have students in front of them from 7:45 to 3:15, with exception of 40 minute prep (not common with their dept. peers) and 30 minute lunch.	False
Lack of collaboration time	False
Shortage of subs, which make data meetings more realistic	False
Closing learning gaps is difficult when tools like iReady only go to 8th grade- Firefly Benchmark will hopefully help	True
Credits- Our students need 27 credits to graduate, this limits some opportunities students have to enroll in certain courses by their junior and senior year. Those that fall behind, can go to a cyber option that only requires 21	False
The 4yr rate doesn't take into consideration the students that are staying beyond 4 years due to student/family needs.	True
Tier 3 interventions- lack of resources.	True
27 credits- tough to compete with Cyber schools that offer 21. Students that need to work, find that schedule more appealing	True
Benchmarking inconsistency- Not all are using the systems with fidelity. We need a better structure for processing the data we receive	False
Lack of collaboration time.	False

Most Notable Observations/Patterns

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

We've discussed the need to add collaboration time. One solution is to reduce minutes from 43 to 40, which will add time in the morning. We are also looking at moving SHORE to the end of the day. Moving forward, we would like to foster discussions about reducing to 24 credits, without reducing staff. This will help reduce scheduling conflicts and hopefully increase opportunities for students. Transportation is an issue as our geographic size makes it difficult to complete the bus runs in a manner that allows for a lot of schedule adjustments. The temporary reduction of minutes will provide needed collaboration time, but being able to go from 11 periods to 10 would be ideal (and would increase instructional minutes).

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.	Identified for graduation rate 4 & 5 year cohort combined. Feb report shows 4 year rate is now 91%. It doesn't break down students with disabilities though.	True
Our students are not growing at the same rate as their peers, even though we've seen a huge growth in achievement numbers.	We've focused heavily on increasing proficiency. The next steps are refining what we're doing. Systemically, teachers need time to process data. We also need to better understand data. PVAAS consult happened in March. Plans to continue sessions again in October when data releases.	True
Lack of collaboration time	Scheduling PLC and Bulldog Roundtable worked to develop a solution for next year. Bus Company has agreed to shift with arrival. Ideally, we'd be able to run only 10 periods, but this is a start and will allow for more targeted conversations and PD.	False
Benchmarking is still inconsistent, and little time for teachers to meet to discuss data	With collaboration time, data meetings can be scheduled more frequently. Implementation of assessment calendar will help too.	True
PVAAS projections are very low coming out of our feeder buildings	Comprehensive Plan approved 3.23.2026	False
Most students don't test until they are Sophomores, many have alternate pathways secured before remediation is offered.		False

Legacy test vs. New Test has created inconsistency and teachers pulled in multiple directions		False
Time on task- This is only year 3, we have yet to have a full cohort go through with systemic changes in place	Year end survey was very positive and complimentary of culture shift and trust in the systems we have in place.	False
Closing learning gaps is difficult when tools like iReady only go to 8th grade- Firefly Benchmark will hopefully help		False
The 4yr rate doesn't take into consideration the students that are staying beyond 4 years due to student/family needs.		False
Tier 3 interventions- lack of resources.		False
27 credits- tough to compete with Cyber schools that offer 21. Students that need to work, find that schedule more appealing		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have made tremendous strides since the last evaluation and are well above the state average in terms of achievement, attendance (marginally above), Career Standards, and Industry-based learning. Our 4-year cohort is not where it should be, but as of the February release our graduation rate is now 91% (which is above the statewide average). We needed time for our MTSS interventions to take effect since the last designation. As a building, we do need a deeper dive into growth. Our students are meeting the proficiency benchmark, but are not growing in relation to their peers. This will be a point of emphasis through Differentiated Supervision. PVAAS consults, and PLCs.	Lowest freshmen failure rate in recent history. Graduation rate is 91%. Class of 2027 is first full cohort under new structures.
Our Proficiency numbers skyrocketed, going from 29.2 in our last designation to 60%. This can be attributed to addition of Keystone Remediation courses, addition of Winter keystones, and creating the double block Algebra class for those deemed at-risk.	Keystone Algebra and Double Block are very successful. Winter Keystones have been very successful. Cultural shift happened where Keystones are no longer 1 and done.
Rigorous Course Selection / Pathways Process	Shifting to Sapphire will only improve this as we can streamline and emphasize pathways even more.
MTSS Report and Interventions to support it: Check-In, Monday's Matter, After School Program, Working lunches	MTSS Tier 1 & 2 are strong at the HS after existing on paper only in 22/23.

Addition of Keystone Remediation, Structured SHORE, Academic Enrichment expectations, iReady	We've added a variety of systemic changes to help meet the needs of our students that need additional supports.
Addition of Keystone Remediation, implementation of STEELS	New Bio test begins this Spring. Teachers won't have to live in both worlds.
PD emphasis on MTSS Core & Tier 2, establishing Best Practices, Creation of PLC group to look at data in trigger courses.	We have added Tier 2 interventions at the HS, failure rates are lowest they've been in over a decade (attributed to our adoption of Best Practices), PLC is providing systemic changes in terms of Monday's Matter lessons, addition of collaboration time, adding more structure to our SHORE period
We have 12 approved CTE programs at JSASHS and most are at capacity. Students perform far above the statewide goal.	Spring 2026 NOCTI results show 90% Proficient or Advanced
Consistency in admin (year 3)	Our team is working very well together and students and staff have responded positively.
Graduation Rate is now 91%	Interventions needed time to cycle through.
School Culture is very positive- aligned mission and vision, student and staff surveys are positive	End of year survey is extremely positive and complimentary of the shift in culture and the faith in our systems that are now in place.
Staff- We have a lot of highly qualified educators in place to meet the needs of our students. They are ready and willing to do the work, but need the systemic support to make the needed changes	Key additions to trigger courses with strong recent hires and adding staff from MS that is familiar with standardized testing and utilizing data to inform instructional decisions. For most of our teachers, keystones are not an area of emphasis, so getting the right staff teaching trigger courses was important.
Students- Student behavior is not a barrier as we look to meet our academic needs	
MTSS structure in place. Weekly Reports, Tier 1 interventions (Monday's Matter, SHORE T/TH, Academic Enrichment). Tier 2 is now emerging with After School Program, Working Lunches, Structured & Targeted SHORE.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Combined 4 & 5 year cohort identified at 70.37%. We just had our lowest freshmen failure rate. February report released the highest graduation rate in years 91%. We believe with the changes in our testing practices and use of graduation tool, we have a much better grasp on our needs. We just need time to see them through.
	Growth was recognized as a -1.88% in our report. Connected to the above statement, we need consistent benchmarking practices where we can ensure that all students

	are growing in relation to their peers. With Act 158, we've really focused on proficiency, now it's time to take the next steps. We have consultations scheduled with a PVAAS rep to assist this.
	This is essential if we are going to address both Achievement and Growth, especially within the subgroups. Teachers need accurate data throughout the year to make informed instructional decisions. We cannot rely solely on PVAAS projections and wait for Keystone results to be released. Some teachers are very strong at this, but we need opportunities to get everyone on the same page.

Goal Setting

Priority: Combined 4 & 5 year cohort identified at 70.37%. We just had our lowest freshmen failure rate. February report released the highest graduation rate in years 91%. We believe with the changes in our testing practices and use of graduation tool, we have a much better grasp on our needs. We just need time to see them through.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
We want to maintain and improve our recently released (February) Graduation Rate of 91% or hire. By June 2028, our school will increase its four-year graduation rate from 84% to 90% by implementing targeted academic interventions, expanding student mentoring and counseling services, conducting quarterly progress reviews for at-risk students, and increasing family engagement efforts. Progress will be monitored each semester through graduation tracking data, attendance records, course completion rates, and student support participation metrics. Specific: Focuses on increasing the graduation rate through defined strategies outlined below Measurable: Graduation rate 90%+, goal of reaching state expectation of 92.4% by 2033. Achievable: Feb. 23 data shows rate will be 91% this year. Lowest freshmen failure rate in years last two years (25/26 = 5%, 24/25 = 12%) ~Previous years were nearly 20%. Relevant: Directly aligns with student success and school improvement priorities. Our goal is to have them graduate and be productive members of society. Time-bound: Goal of 90% or higher moving forward, with hope of meeting state expectation by 2033.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Schedule Revisions first 2 days of school. Opening principals meeting to set expectations for all students. After School Program and Working lunches begin 9/8. Weekly MTSS reports begin 9/8	Continue MTSS interventions Look at add Targeted SHORE for 2nd semester for those continuing to report as At-Risk. Utilize After School Program, Working Lunches, and Academic Enrichment as interventions. Monday Matters Check-In / Boosters dependent upon student data Smart Futures benchmark attached to Career Fair (October)	Begin scheduling for 27/28. Counselors conduct 1-1 check for each student. make sure we're on track.	End of year meetings with students. Credit recovery offered where needed. Schedule remediation courses based on Keystone results (released in July)

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
We need to implement a structured study hall for incoming freshmen focused on improving academic skills, time management, and study habits. Students will monitor their progress each week and complete a reflection for the teacher. Success will be measured as we track the reflection that

includes grades, attendance, upcoming assignments, and a space for students to request additional supports. This check-in is optional for those above a 75%, it is required for all others.			
Measurable Goal Nickname (35 Character Max)			
Academic Enrichment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All freshmen enrolled in course Principals meeting to layout expectations to students and staff. Principal meets with all academic enrichment students day 1 to set expectation.	Students complete weekly reflections designed by coaches and monitor progress Check-in with counselors available to those that are staying off MTSS report and may not wish to continue	Principals meeting to layout expectations for second semester Progress monitoring begins week 2	Look at MTSS report from MS and Algebra rosters. All 8th graders not enrolled in Algebra will be scheduled for academic enrichment following year.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
SHORE period will be structured so that we have consistency for ALL students. Mondays will focus on social emotional learning, Tuesdays and Thursdays will be connected to MTSS, and Wednesdays and Fridays will be opportunities for students to participate in clubs. By limiting clubs to 2 days, students will no longer have as many conflicts scheduling opportunities to meet with teachers for remediation. The Monday's Matter sessions will improve building culture, emphasis on boosters based on building data and student suggestions. We will measure this by tracking our building referrals as well as monitoring the MTSS reports on Tuesdays.			
Measurable Goal Nickname (35 Character Max)			
Structured SHORE Period			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement Structured SHORE. Provide check-in opportunities in Sept & October. Begin Monday's Matter curriculum 9/14.	Check-in opportunities in Nov, Dec, & Jan. Analyze discipline report and MTSS report in November and make revisions to Monday's Matter Lessons based on results. Provide Booster sessions where needed.	Check-in opportunities in Feb, March. Mid-year principals presentation reviewing MTSS data with students. Revisions to lessons based on data summary	Check-ins in April / May. Year end data collection to drive Monday's Matter scope and sequence for next year. Teacher and Student surveys for feedback concerning structured approach.

Priority: Growth was recognized as a -1.88% in our report. Connected to the above statement, we need consistent benchmarking practices where we can ensure that all students are growing in relation to their peers. With Act 158, we've really focused on proficiency, now it's time to take the next steps. We have consultations scheduled with a PVAAS rep to assist this.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			

Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation.

Measurable Goal Nickname (35 Character Max)

Strategic Collaboration

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Introduce Collaboration Calendar during opening in-service. Set up initial meetings with establishment of Norms and tracking minutes. Begin with looking at Keystone Results from last year and PVAAS projections for current cohort. PVAAS 1-1 consult scheduled for September/October	Analyze CDT data. Revisit PVAAS projections for students taking Winter Assessments. Cover course outlines and make adjustments based on data.	CDT data and PVAAS projections for trigger courses. Set up small group sessions based on results in prep for Spring Assessments.	Final Firefly data prior to Spring Assessments. Revisions suggested for next year. Begin looking at 8th grade data to prep for upcoming Freshmen class.

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and Keystone exams. Students that were not Proficient in 25/26, will take Winter keystones in connection with their English class. A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 81% (Proficient) and 70.0 (Growth) by 2033

Measurable Goal Nickname (35 Character Max)

Improve Literacy Proficiency and Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Gather PVAAS projections analyze data, develop plan, iReady benchmark supplemental supports. Implement CDT	Complete Firefly Benchmark for those testing in Winter. Work through CDTs at semester change for Trigger courses. Complete 2nd	Complete Firefly Benchmark Complete iReady Benchmark	All trigger courses and remediation course will complete Keystone exam with the goal of outperforming our PVAAS projections.

benchmark for baseline data.	iReady Benchmark in supplemental courses.		
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Outcome Category			
Rigorous Courses of Study Section			
Measurable Goal Statement (Smart Goal)			
During the 2026–2027 school year, the English Department will successfully implement Year 3 of the curriculum cycle by purchasing and integrating new instructional materials, providing ongoing coaching and professional development to support effective instructional practices, and utilizing in-service days and bi-weekly collaboration meetings to review student achievement data. Department members will use assessment results, benchmark data, and other student performance indicators to make instructional and curricular adjustments throughout the year. Success will be measured through implementation fidelity, participation in professional learning opportunities, documented data reviews, and improved student performance on department and state assessments by the end of the school year. SMART Components Specific: Focuses on curriculum implementation, instructional coaching, professional development, and data-driven decision-making. Measurable: Tracks material adoption, professional development participation, data review meetings, and student achievement outcomes. Achievable: Aligns with the district's established curriculum review cycle and existing collaboration structures. Relevant: Supports high-quality instruction and improved student achievement in English Language Arts. Time-Bound: Completed and evaluated during the 2026–2027 school year.			
Measurable Goal Nickname (35 Character Max)			
English Curriculum Audit			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
7/1- Curriculum Purchase window opens 8/18 Department Meeting Collaboration Meetings begin 9/14.- PVAAS data review. 10/12- Department Meeting	Collaboration Continues Assessment of progress through Semester 1. Analysis of CDT data in comparison as curriculum audit. Prep for Winter Keystones 12/21- PD Day, Dept. Time- curriculum audit	Collaboration Continues 1/15 & 2/18- In-Service PD Opportunities for Curriculum Cycle work Fireflys happen end of Q3	Spring Keystone Assessments Collaboration Meetings continue 4/23 and 6/3 = PD Opportunities

Priority: This is essential if we are going to address both Achievement and Growth, especially within the subgroups. Teachers need accurate data throughout the year to make informed instructional decisions. We cannot rely solely on PVAAS projections and wait for Keystone results to be released. Some teachers are very strong at this, but we need opportunities to get everyone on the same page.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and Keystone exams. Students that were not Proficient in 25/26, will take Winter Keystones in connection with their English class. A. We will leverage Best

Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 81% (Proficient) and 70.0 (Growth) by 2033			
Measurable Goal Nickname (35 Character Max)			
Improve Literacy Proficiency and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Gather PVAAS projections analyze data, develop plan, iReady benchmark supplemental supports. Implement CDT benchmark for baseline data.	Complete Firefly Benchmark for those testing in Winter. Work through CDTs at semester change for Trigger courses. Complete 2nd iReady Benchmark in supplemental courses.	Complete Firefly Benchmark Complete iReady Benchmark	All trigger courses and remediation course will complete Keystone exam with the goal of outperforming our PVAAS projections.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
S. Increase the school's Algebra proficiency from 60.0% Proficiency and 69.0 Growth by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and winter and spring Keystone exams A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Algebra proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 72% (Proficiency) and 70.0 (Growth) by 2033. We are well on our way!			
Measurable Goal Nickname (35 Character Max)			
Improve Algebra Proficiency and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Gather PVAAS projections analyze data, develop plan, iReady benchmark supplemental supports. Implement CDT benchmark for baseline data.	Complete Firefly Benchmark for those testing in Winter. Work through CDTs at semester change for Trigger courses. Complete 2nd iReady Benchmark in supplemental courses and our Algebra courses.	Complete Firefly Benchmark Complete iReady Benchmark	All trigger courses and remediation course will complete Keystone exam with the goal of outperforming our PVAAS projections.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
S. Increase the school's Biology proficiency from 48.6% by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through winter and spring Keystone exams. Starting in 25/26 we will utilize Firefly for benchmarking, as it is not currently ready. A. We will leverage Best Practices modeled in PD sessions and reinforced in the			

walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 83% by 2033

Measurable Goal Nickname (35 Character Max)

Increase Biology Proficiency and Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Gather PVAAS projections analyze data, develop plan	Winter Keystones for those in Keystone Remediation Course	Assess Winter Keystone Results, create changes to Keystone Remediation based on results	ll trigger courses and Spring remediation course will complete Keystone exam with the goal of outperforming our PVAAS projections.

Action Plan

Measurable Goals

Graduation Rate Improvement	Academic Enrichment
Structured SHORE Period	Strategic Collaboration
Improve Literacy Proficiency and Growth	English Curriculum Audit
Improve Literacy Proficiency and Growth	Improve Algebra Proficiency and Growth
Increase Biology Proficiency and Growth	

Action Plan For: Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, & evidence-based

Measurable Goals:
- We need to implement a structured study hall for incoming freshmen focused on improving academic skills, time management, and study habits. Students will monitor their progress each week and complete a reflection for the teacher. Success will be measured as we track the reflection that includes grades, attendance, upcoming assignments, and a space for students to request additional supports. This check-in is optional for those above a 75%, it is required for all others. - SHORE period will be structured so that we have consistency for ALL students. Mondays will focus on social emotional learning, Tuesdays and Thursdays will be connected to MTSS, and Wednesdays and Fridays will be opportunities for students to participate in clubs. By limiting clubs to 2 days, students will no longer have as many conflicts scheduling opportunities to meet with teachers for remediation. The Monday's Matter sessions will improve building culture, emphasis on boosters based on building data and student suggestions. We will measure this by tracking our building referrals as well as monitoring the MTSS reports on Tuesdays. - Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation.

- S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and Keystone exams. Students that were not Proficient in 25/26, will take Winter Keystones in connection with their English class. A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 81% (Proficient) and 70.0 (Growth) by 2033
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- S. Increase the school's Algebra proficiency from 60.0% Proficiency and 69.0 Growth by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and winter and spring Keystone exams A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Algebra proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 72% (Proficiency) and 70.0 (Growth) by 2033. We are well on our way!
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Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize B133 with department heads and content teachers to view Keystone Results and PVAAS projections among departments during Collaboration time. Strategic with scheduling to make sure Common-plan time is possible for co-teachers in trigger courses.		2026-09-14	2027-05-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Armbruster	Master Schedule Builder, Collaboration Calendar	Yes	

Action Step	Anticipated Start Date	Anticipated Completion Date
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Utilize district PD and faculty meeting to create a clear focus on Best Practices at the CORE level (Tier 1 of MTSS). Teachers showcase tips and tools of the trade during 10 minute mini-inservice.		2026-09-14	2027-05-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin / Faculty	Faculty meeting agendas (2nd Tuesday of Every Month)	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Walk Template utilized by admin and collaboration crew. Coaches will identify best practices observed and provide support for teachers during their coaching period. Admin will showcase best practices on a faculty bulletin board and have staff showcase their strategies in faculty meetings		2026-09-14	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin / Faculty	Faculty meeting agendas, Learning Walk template, Bulletin Board shout-outs	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student performance connected to better systemic practices	Meeting minutes from our Collaboration time. HS Admin will have walk through documentation. Bulldog Best Practices document made available. 10 minute in-service lessons provided by teachers during Faculty meetings. Data binders for each department in B133

Action Plan For: Use a variety of assessments to monitor student learning and adjust programs and practices

Measurable Goals:
- Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation. S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M.

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Action Step		Anticipated Start Date	Anticipated Completion Date
Implementing Benchmarking Procedure in Algebra, ELA, and Biology through iReady and Firefly. Continue to utilize CDTs after units are taught and revise teaching practices based on data review.		2026-09-14	2027-05-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Armbruster- HS Principal	iReady Firefly CDTs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
1-1 PVAAS Consult		2026-09-11	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

IU Connection- Sarah Weinstein	PDE Calendar, TEAMS, PVAAS Binders	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Clear benchmarking data to monitor student progress and evaluate curriculum	Dept. Heads, Content teachers, admin

Action Plan For: Identify and address individual student needs

Measurable Goals:
- We need to implement a structured study hall for incoming freshmen focused on improving academic skills, time management, and study habits. Students will monitor their progress each week and complete a reflection for the teacher. Success will be measured as we track the reflection that includes grades, attendance, upcoming assignments, and a space for students to request additional supports. This check-in is optional for those above a 75%, it is required for all others. - SHORE period will be structured so that we have consistency for ALL students. Mondays will focus on social emotional learning, Tuesdays and Thursdays will be connected to MTSS, and Wednesdays and Fridays will be opportunities for students to participate in clubs. By limiting clubs to 2 days, students will no longer have as many conflicts scheduling opportunities to meet with teachers for remediation. The Monday's Matter sessions will improve building culture, emphasis on boosters based on building data and student suggestions. We will measure this by tracking our building referrals as well as monitoring the MTSS reports on Tuesdays. - Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation. - During the 2026–2027 school year, the English Department will successfully implement Year 3 of the curriculum cycle by purchasing and integrating new instructional materials, providing ongoing coaching and professional development to support effective instructional practices, and utilizing in-service days and bi-weekly collaboration meetings to review student achievement data. Department members will use assessment results, benchmark data, and other student performance indicators to make instructional and curricular adjustments throughout the year. Success will be measured through implementation fidelity, participation in professional learning opportunities, documented data reviews, and improved student performance on department and state assessments by the end of the school year. SMART Components Specific: Focuses on curriculum implementation, instructional coaching,

professional development, and data-driven decision-making. Measurable: Tracks material adoption, professional development participation, data review meetings, and student achievement outcomes. Achievable: Aligns with the district's established curriculum review cycle and existing collaboration structures. Relevant: Supports high-quality instruction and improved student achievement in English Language Arts. Time-Bound: Completed and evaluated during the 2026–2027 school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Walks / Walk Throughs utilized by faculty and admin. Identify best practices observed and identify via bulletin board and 10-minute PD during Faculty Meetings		2026-08-17	2027-05-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin	Learning Walk Template Bulletin Board Shoutout 10-Minute PD Template	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Weekly MTSS reports shared with students and families every Tuesday. Check-Ins connected via Mondays Matter. Refelctions connected in Academic Enrichment		2026-09-08	2027-05-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Armbruster / Lucas	Sapphire Reports, Parent Communication	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Lunches and Tier 2 interventions (After School Program) when students are "at-risk" for multiple reports		2026-09-14	2027-05-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lucas / Guidance	MTSS Reports, CiCO system, Library space secured	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student performance will increase. We will have fewer students not earning credits.	TSS reports & Enrichment Reflection- every Tuesday Credits earned- every semester

Action Plan For: Effectively shape the vision for continuous improvement of teaching and learning

Measurable Goals:

- We want to maintain and improve our recently released (February) Graduation Rate of 91% or hire. By June 2028, our school will increase its four-year graduation rate from 84% to 90% by implementing targeted academic interventions, expanding student mentoring and counseling services, conducting quarterly progress reviews for at-risk students, and increasing family engagement efforts. Progress will be monitored each semester through graduation tracking data, attendance records, course completion rates, and student support participation metrics. Specific: Focuses on increasing the graduation rate through defined strategies outlined below
Measurable: Graduation rate 90%+, goal of reaching state expectation of 92.4% by 2033.
Achievable: Feb. 23 data shows rate will be 91% this year. Lowest freshmen failure rate in years last two years (25/26 = 5%, 24/25 = 12%) ~Previous years were nearly 20%. Relevant: Directly aligns with student success and school improvement priorities. Our goal is to have them graduate and be productive members of society. Time-bound: Goal of 90% or higher moving forward, with hope of meeting state expectation by 2033.
- Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation.

Action Step		Anticipated Start Date	Anticipated Completion Date
Intentional PD plan supported with SPM focus on maintaining our recent building score		2026-08-17	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brian Ulmer-Superintendent	PD Calendar PA-EETP	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Adjust Master Schedule to allow for Collaboration Time throughout the year (not just faculty meetings and PD)		2026-08-17	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Armbruster / Lucas/ Osenbach	Bus routes revised, Builder Master Schedule, Adjustment of Para schedules to provide student supervision	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Emphasis placed on sharing best practices and data with stakeholders throughout the year, rather than once a month	Armbruster- Schedule adjustment and Collaboration Calendar Osenbach- Adjusting bus drop-off times Lucas- Leading student supervision from 8-8:15.

Action Plan For: Implement a multi-tiered system of supports

Measurable Goals:
- We want to maintain and improve our recently released (February) Graduation Rate of 91% or hire. By June 2028, our school will increase its four-year graduation rate from 84% to 90% by implementing targeted academic interventions, expanding student mentoring and counseling services, conducting quarterly progress reviews for at-risk students, and increasing family engagement efforts. Progress will be monitored each semester through graduation tracking data, attendance records, course completion rates, and student support participation metrics. Specific: Focuses on increasing the graduation rate through defined strategies outlined below Measurable: Graduation rate 90%+, goal of reaching state expectation of 92.4% by 2033. Achievable: Feb. 23 data shows rate will be 91% this year. Lowest freshmen failure rate in years last two years (25/26 = 5%, 24/25 = 12%) ~Previous years were nearly 20%. Relevant: Directly aligns with student success and school improvement priorities. Our goal is to have them graduate and be productive members of society. Time-bound: Goal of 90% or higher moving forward, with hope of meeting state expectation by 2033. - We need to implement a structured study hall for incoming freshmen focused on improving academic skills, time management, and study habits. Students will monitor their progress each week and complete a reflection for the teacher. Success will be measured as we track the reflection that includes grades, attendance, upcoming assignments, and a space for students to request additional supports. This check-in is optional for those above a 75%, it is required for all others. - SHORE period will be structured so that we have consistency for ALL students. Mondays will focus on social emotional learning, Tuesdays and Thursdays will be connected to MTSS, and Wednesdays and Fridays will be opportunities for students to participate in clubs. By limiting clubs to 2 days, students will no longer have as many conflicts scheduling opportunities to meet with teachers for remediation. The Monday's Matter sessions will improve building culture, emphasis on boosters based on building data and student suggestions. We will measure this by tracking our building referrals as well as monitoring the MTSS reports on Tuesdays. - Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time

focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation.

- S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and Keystone exams. Students that were not Proficient in 25/26, will take Winter Keystones in connection with their English class. A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 81% (Proficient) and 70.0 (Growth) by 2033
- During the 2026–2027 school year, the English Department will successfully implement Year 3 of the curriculum cycle by purchasing and integrating new instructional materials, providing ongoing coaching and professional development to support effective instructional practices, and utilizing in-service days and bi-weekly collaboration meetings to review student achievement data. Department members will use assessment results, benchmark data, and other student performance indicators to make instructional and curricular adjustments throughout the year. Success will be measured through implementation fidelity, participation in professional learning opportunities, documented data reviews, and improved student performance on department and state assessments by the end of the school year. SMART Components Specific: Focuses on curriculum implementation, instructional coaching, professional development, and data-driven decision-making. Measurable: Tracks material adoption, professional development participation, data review meetings, and student achievement outcomes. Achievable: Aligns with the district's established curriculum review cycle and existing collaboration structures. Relevant: Supports high-quality instruction and improved student achievement in English Language Arts. Time-Bound: Completed and evaluated during the 2026–2027 school year.
- S. Increase the school's Literacy proficiency from 65.2% and growth from 50.0 by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and Keystone exams. Students that were not Proficient in 25/26, will take Winter Keystones in connection with their English class. A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 81% (Proficient) and 70.0 (Growth) by 2033
- S. Increase the school's Algebra proficiency from 60.0% Proficiency and 69.0 Growth by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through benchmarking and winter and spring Keystone exams A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Algebra proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 72% (Proficiency) and 70.0 (Growth) by 2033. We are well on our way!
- S. Increase the school's Biology proficiency from 48.6% by implementing targeted instructional strategies, focused intervention, and professional development. M. Proficiency rating will be measured through winter and spring Keystone exams. Starting in 25/26 we will utilize Firefly for

benchmarking, as it is not currently ready. A. We will leverage Best Practices modeled in PD sessions and reinforced in the walk through process R. Improving Literature proficiency is consistent with our District Motto: Learning / Growing/ Succeeding T. The goal is time bound as the state expectation is to be at 83% by 2033

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize PD and Faculty Meetings to refresh our MTSS Core Practices. Continue with Structured SHORE rotation and Weekly MTSS reports.		2026-08-17	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HS Admin Team	D Calendar, MTSS Reports, IU Supports, Faculty Meeting Agendas, Learning Walk Template	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Lunches and Tier 2 interventions (After School Program) when students are "at-risk" for multiple reports		2026-09-29	2027-05-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lucas / Guidance	MTSS Reports, CiCO system, Library space secured	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will earn credits when in danger of failing. Freshmen failure rate will continue to improve. Less reliance on external credit recovery	MTSS reports, CiCO forms with working lunches, After School Program Calendar as determined by Title IV.

Action Plan For: Improve evidence-based PBIS

Measurable Goals:
We want to maintain and improve our recently released (February) Graduation Rate of 91% or hire. By June 2028, our school will increase its four-year graduation rate from 84% to 90% by implementing targeted academic interventions, expanding student mentoring and counseling services, conducting quarterly progress reviews for at-risk students, and increasing family engagement efforts. Progress will be monitored each semester through graduation tracking data, attendance records, course completion rates, and student support participation metrics. Specific: Focuses on increasing the graduation rate through defined strategies outlined below Measurable: Graduation rate 90%+, goal of reaching state expectation of 92.4% by 2033. Achievable: Feb. 23 data shows rate will be 91% this year. Lowest freshmen failure rate in years

last two years (25/26 = 5%, 24/25 = 12%) ~Previous years were nearly 20%. Relevant: Directly aligns with student success and school improvement priorities. Our goal is to have them graduate and be productive members of society. Time-bound: Goal of 90% or higher moving forward, with hope of meeting state expectation by 2033.

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize Title IV funds and building budget funds to support incentives for students that are meeting our expectations. We do a great job with PBIS, but need to add more incentives		2026-08-20	2027-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Erin Lucas- Assistant Principal	SHORE tickets Incentives for students (gift cards, coupons, raffles, etc.)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement	Drawings every Friday. Student/Staff surveys for incentive ideas, Pep Assemblies. Gamify our Mondays Matters with culmination of A-Day.

Action Plan For: Implement strategies to engage families to support learning

Measurable Goals:
- We want to maintain and improve our recently released (February) Graduation Rate of 91% or hire. By June 2028, our school will increase its four-year graduation rate from 84% to 90% by implementing targeted academic interventions, expanding student mentoring and counseling services, conducting quarterly progress reviews for at-risk students, and increasing family engagement efforts. Progress will be monitored each semester through graduation tracking data, attendance records, course completion rates, and student support participation metrics. Specific: Focuses on increasing the graduation rate through defined strategies outlined below Measurable: Graduation rate 90%+, goal of reaching state expectation of 92.4% by 2033. Achievable: Feb. 23 data shows rate will be 91% this year. Lowest freshmen failure rate in years last two years (25/26 = 5%, 24/25 = 12%) ~Previous years were nearly 20%. Relevant: Directly aligns with student success and school improvement priorities. Our goal is to have them graduate and be productive members of society. Time-bound: Goal of 90% or higher moving forward, with hope of meeting state expectation by 2033. - We need to implement a structured study hall for incoming freshmen focused on improving academic skills, time management, and study habits. Students will monitor their progress each week and complete a reflection for the teacher. Success will be measured as we track the reflection that includes grades, attendance, upcoming assignments, and a space for students to request additional supports. This check-in is optional for those above a 75%, it is required for all others. - SHORE period will be structured so that we have consistency for ALL students. Mondays will focus on social emotional learning, Tuesdays and Thursdays will be connected to MTSS, and Wednesdays and Fridays will be opportunities for students to participate in clubs. By limiting clubs to 2 days, students will no longer have as many conflicts scheduling opportunities to meet

with teachers for remediation. The Monday's Matter sessions will improve building culture, emphasis on boosters based on building data and student suggestions. We will measure this by tracking our building referrals as well as monitoring the MTSS reports on Tuesdays.

- Beginning in the 2026–2027 school year, staff will participate in dedicated collaboration meetings from 7:45–8:15 a.m. to analyze PVAAS data, assessment benchmarks, student performance data, and building-wide needs. Departments and grade-level teams will meet at least bi-weekly to review data, identify areas for improvement, and make adjustments to instruction, curriculum, and building-wide lessons. Success will be measured through meeting agendas and minutes, documented instructional adjustments, and improved student performance on benchmark assessments and other identified academic indicators by the end of the school year. SMART Components Specific: Establishes a structured collaboration time focused on data analysis and instructional improvement. Measurable: Tracks bi-weekly meetings, documented lesson/curriculum adjustments, and student performance outcomes. Achievable: Utilizes existing staff expertise and scheduled collaboration time. Relevant: Supports continuous improvement of instruction and student achievement. Time-Bound: Implemented throughout the school year with ongoing monitoring and end-of-year evaluation.

Action Step		Anticipated Start Date	Anticipated Completion Date
Regular communication with families through social media, district website, and Sapphire messaging system		2026-08-03	2027-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
HS Admin, Communications Class	HS Social Media, Sapphire	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Keep families well informed of student progress and activities through regular messaging	Daily post on HS social media page. Open House, Parent Teacher conferences. Every Tuesday the MTSS report is shared with families via Sapphire. Important updates sent through Sapphire

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, & evidence-based	Utilize B133 with department heads and content teachers to view Keystone Results and PVAAS projections among departments during Collaboration time. Strategic with scheduling to make sure Common-plan time is possible for co-teachers in trigger courses.
Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, & evidence-based	Utilize district PD and faculty meeting to create a clear focus on Best Practices at the CORE level (Tier 1 of MTSS). Teachers showcase tips and tools of the trade during 10 minute mini-inservice.
Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, & evidence-based	Learning Walk Template utilized by admin and collaboration crew. Coaches will identify best practices observed and provide support for teachers during their coaching period. Admin will showcase best practices on a faculty bulletin board and have staff showcase their strategies in faculty meetings
Use a variety of assessments to monitor student learning and adjust programs and practices	1-1 PVAAS Consult
Identify and address individual student needs	Learning Walks / Walk Throughs utilized by faculty and admin. Identify best practices observed and identify via bulletin board and 10-minute PD during Faculty Meetings
Effectively shape the vision for continuous improvement of teaching and learning	Intentional PD plan supported with SPM focus on maintaining our recent building score
Effectively shape the vision for continuous improvement of teaching and learning	Adjust Master Schedule to allow for Collaboration Time throughout the year (not just faculty meetings and PD)
Implement a multi-tiered system of supports	Utilize PD and Faculty Meetings to refresh our MTSS Core Practices. Continue with Structured SHORE rotation and Weekly MTSS reports.

Principals' Meeting

Action Step
- Intentional PD plan supported with SPM focus on maintaining our recent building score - Utilize PD and Faculty Meetings to refresh our MTSS Core Practices. Continue with Structured SHORE rotation and Weekly MTSS reports. - Utilize district PD and faculty meeting to create a clear focus on Best Practices at the CORE level (Tier 1 of MTSS). Teachers showcase tips and tools of the trade during 10 minute mini-inservice. - Adjust Master Schedule to allow for Collaboration Time throughout the year (not just faculty meetings and PD)
Audience
HS Faculty
Topics to be Included

Collaboration Schedule, Structured SHORE, Learning Walks, 10-Minute Faculty Showcase, Master Schedule		
Evidence of Learning		
Implementation of new systems throughout the year		
Lead Person/Position	Anticipated Start	Anticipated Completion
HS Admin Team	2026-08-17	2026-08-17

Learning Format

Type of Activities	Frequency
Inservice day	Opening Day
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 2c: Managing Classroom Procedures 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Curriculum Cycle Work- Specific Emphasis on English

Action Step		
- Utilize B133 with department heads and content teachers to view Keystone Results and PVAAS projections among departments during Collaboration time. Strategic with scheduling to make sure Common-plan time is possible for co-teachers in trigger courses. - Intentional PD plan supported with SPM focus on maintaining our recent building score - Adjust Master Schedule to allow for Collaboration Time throughout the year (not just faculty meetings and PD)		
Audience		
HS Faculty		
Topics to be Included		
Continue to work through curriculum cycle process (various stages) English is in phase 3		
Evidence of Learning		
Curriculum Cycle reflections submitted to superintendent.		
Lead Person/Position	Anticipated Start	Anticipated Completion
HS Dept. Heads	2026-08-17	2027-06-03

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Averages out to 1 meeting per marking period
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	

• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings

MTSS

Action Step		
• Utilize B133 with department heads and content teachers to view Keystone Results and PVAAS projections among departments during Collaboration time. Strategic with scheduling to make sure Common-plan time is possible for co-teachers in trigger courses. • Intentional PD plan supported with SPM focus on maintaining our recent building score • Utilize district PD and faculty meeting to create a clear focus on Best Practices at the CORE level (Tier 1 of MTSS). Teachers showcase tips and tools of the trade during 10 minute mini-inservice. • Adjust Master Schedule to allow for Collaboration Time throughout the year (not just faculty meetings and PD)		
Audience		
Faculty and Families		
Topics to be Included		
MTSS Overview, Tiers 1 & 2. Weekly Report expectations during Open House		
Evidence of Learning		
Best Practices reflection, modelling best practices, student success.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Armbruster/Lucas as well as our Renaissance Club	2026-08-18	2026-06-18

Learning Format

Type of Activities	Frequency
Seminar(s)	Open House and Opening In-Service
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

Department Meetings

Action Step

- Utilize B133 with department heads and content teachers to view Keystone Results and PVAAS projections among departments during Collaboration time. Strategic with scheduling to make sure Common-plan time is possible for co-teachers in trigger courses. - Intentional PD plan supported with SPM focus on maintaining our recent building score - Utilize district PD and faculty meeting to create a clear focus on Best Practices at the CORE level (Tier 1 of MTSS). Teachers showcase tips and tools of the trade during 10 minute mini-inservice.		
Audience		
Faculty		
Topics to be Included		
PVAAS Data review, Keystone Data Review, Curricular Review, Course Offerings, Pathways Maps		
Evidence of Learning		
Building Level Data, Keystone Data, Benchmarking Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Armbruster- Principal	2026-08-17	2027-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Bi-weekly collaboration, Inservice days, Monthly Faculty Meetings
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 1e: Designing Coherent Instruction 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date

LEA Name

Address 123 Street, City Town, PA 12345



Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the (Name of LEA Entity) reviewed and approved the plan(s) at the following Board Meeting, held on (date). The plan(s) was (were) approved by a vote of (yes) and (no).

Plan(s) Approved at School Board Meeting:
Place a check in the box next to the board approved plan(s).

☐ Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

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

☐ School Plan(s)
List school name and plan type on the next page.

Affirmed on this day of , 20

By: (Signature of Board President)

(Print Name)

Board of Education

<u>School Name</u>	<u>Plan Type</u>

- Plan Types:**
- Non-Designated – non – Title I
 - Schoolwide Title I
 - CSI
 - ATSI – Title I
 - ATSI – non – Title I
 - TSI – Title I
 - TSI – non – Title I

Note: Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.
Delete this notes section (red text) before printing and uploading.

MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding entered into this 20th day of _July___, 2026, between the Jersey Shore Area School District (the “District”) and Jersey Shore Area Education Association (the “Association”).

THE BACKGROUND OF THIS MEMORANDUM OF UNDERSTANDING (“MOU”) IS AS FOLLOWS:

WHEREAS, the District, in collaboration with the members of the Association, is committed to providing learning opportunities, which will give District teachers the ability to meet the needs of all of its students by providing a 21st century learning environment;

WHEREAS, the 21st century learning environment will consist of traditional and cyber education options;

WHEREAS, the District and Association wish to memorialize their agreement relative to the 21st century learning environment, upon such terms as indicated below.

NOW, THEREFORE, the parties enter into this MOU, and they intend to be legally bound hereby as follows:

1. For the purpose of this MOU, the following definitions apply:
 - Traditional Classroom – Students report to a physical location on a daily basis.
 - Cyber Classroom – Students learn through a virtual course offering on a daily basis. The physical classroom is available if the student and classroom teacher agree the individual needs to see the teacher in person on a specific day. This is determined by the classroom teacher on a case by case basis.
2. At the secondary level, cyber options will be offered and scheduled in the same manner as current traditional classrooms, with a class size of 30.

3. The District and the Association both acknowledge the unusual extenuating circumstance that resulted in the need for the agreement outlined by this MOU. Both parties understand that this agreement shall not constitute the acceptance of Third-Party vendors as an established practice for providing education to the District's elementary level students. In fact, both parties agree that in-person learning is preferable for elementary students and cyber options will only be utilized temporarily to address an extenuating circumstance. Therefore, the Association will be notified in advance when an extenuating circumstance arises and provided the rationale for the cyber placement. With this understanding, At the elementary level, cyber options will be offered using Third-Party vendors in agreement with Paragraph 12.

4. The aforementioned options will be collaboratively developed and equitably distributed by the building administrator(s), department coordinator(s) and the teacher(s).

5. Choices will be given to students as they are developed over time. (Example: A teacher at the high school is currently assigned seven traditional class instructional periods a day. They may have five traditional classes and two cyber classes.) The cyber class times are the office hours' time for the cyber classroom teacher to facilitate that particular class. Cyber students may or may not require help at that time. No teacher at the high school or middle school level will be assigned more class sections per day than their peers in the traditional setting.

6. Scheduling JSOL courses

- a. The traditional classroom has students reporting on a daily basis.
- b. Each classroom teacher will be provided with preparatory time daily as it is currently established in section 9.03 of the CBA.

- c. The teacher will be available to meet with students during their JSOL period.
- d. If a student schedule does not permit their availability during that period, the teacher will be notified at enrollment. Notification will also be provided to the student's parent by the building administration and include a justification for this necessity. These scheduling conflicts will be kept to a minimum.
- e. If the student is not available during the JSOL period and requests assistance or the teacher deems it necessary, the administration will provide release time for the teacher during the contractual day for the teacher to assist and/or meet with the student.

7. Any type of classroom education shall not be recorded or preserved to be rebroadcast without the permission of the Association or the member who created the content. If a classroom is recorded and rebroadcast, the bargaining unit member whose class was recorded shall be the teacher of record and that recorded class shall be considered that member's regular schedule and shall not be in addition to a full teaching load.

8. All forms of classroom instruction evaluation shall be conducted in the same manner as is within the current CBA.

9. At the beginning of each school year teachers will be identified to teach cyber education courses in the following manner:

- a. Primarily, on a voluntary basis, based on seniority
- b. In reverse seniority assignment (one section per department member).

10. An evaluation, consisting of parties from administration and association, of the pilot will occur at the end of each school year to determine program success and learning opportunities.

11. Use of Third-party vendors

- a. JSAEA is the bargaining unit exclusively responsible to instruct students in the JSASD.
- b. Bargaining unit members teaching online courses is the preferred delivery method for JSOL students.
- c. Beginning with the 2026-2027 school year, students will only be enrolled in JSOL courses taught by teachers in the JSAEA bargaining unit.
- d. The Association will work collaboratively with the District to identify courses to carry out the vision of eliminating all Third-Party vendors.
- e. In circumstances where Third-Party vendor courses are used, the district will report this to the Association prior to the student's enrollment with a justification.
- f. If third party vendor courses are utilized, there will be no furloughs or erosion of the bargaining unit.

12. Further cyber education and or blended learning courses for the next school year will be discussed and another MOU will memorialize changes for the next year.

13. The parties acknowledge and agree that this is a pilot program and that this memorandum of understanding shall not constitute a past practice.

IN WITNESS WHEREOF, the parties, intending to be legally bound hereby, affix their signatures below as of the date first written.

JSASD Board President

JSAEA President

JSASD Board Secretary

JSAEA Secretary

Plocinski Tree Service

4671 S. Route 44 HWY
Jersey Shore, PA 17740

570-326-4378

aehager1@msn.com

Estimate

Date	Estimate #
7/14/2026	651

Name / Address

Jersey Shore Area School District
Mark Wall
175 A & P Drive
Jersey Shore, Pa. 17740

Customer Phone

Project

570-279-2241

Description	Qty	Rate	Total
Minimum \$600.00 \$125.00 per hour	1	125.00	125.00
Total			\$125.00

BSC MECHANICAL, INC.

3130 Eagle Valley Rd.

Mill Hall, PA 17751

cell: (570) 927-2731 || office: (570) 748-4052



Tuesday, May 12, 2026

ATTN: Mark Wall II
Jersey Shore Area School District
175 A&P Drive
Jersey Shore, PA 17740

FROM: Joel Agnoni
BSC Mechanical Inc.
3130 Eagle Valley Rd.
Mill Hall, PA 17751
COSTARS Contract #: 008-E24-1337
COSTARS Vendor #: 560060

Proposal#: Ja05112026- Supply and replace two compressors for chiller model- AGZ210EPMNN-ER00 Serial-STNU160600074.

Hello Mr. Wall

Please review the job scope details below and let us know if there are any questions.

Scope Detail:

- Recover 100 lbs of R-410A.
- Replace two shorted compressors in the same circuit.
- Replace filter drier cores with high acid cores.
- Supply and install acid neutralizer.
- Leak check and pull vacuum.
- Charge system with new refrigerant.
- Perform start up and operational check out.
- Return and change cores out after some run time to standard cores.
- Properly dispose of old refrigerant and compressors.

BSC MECHANICAL, INC.

3130 Eagle Valley Rd.

Mill Hall, PA 17751

cell: (570) 927-2731 || office: (570) 748-4052



Note:

- Work to be performed during normal working hours.
- 1 year warranty on parts and labor provided under this proposal.
- Customer said they will provide lift to get materials to roof.
- Compressors need ordered from factory with 4-week lead.

PRICE: \$39,400.00 (thirty-nine thousand four hundred dollars)

Being a locally owned and operated company, BSC Mechanical appreciates the opportunity to provide this proposal and if there are any questions and/or concerns, feel free to contact us!

Thank You,

Joel Agnoni
BSC Mechanical, Inc.

**2026-27 JSASD PA Pre-K Counts
Partnership Agreement
Your Guardian Angel Preschool and Childcare**

1. Purpose

The purpose of this document is to describe the terms under which partner organizations will work together in the delivery of the PA Pre-K Counts Program. This Partnership Agreement is made between Jersey Shore Area School District (Lead Agency) located at 175 A & P Drive, Jersey Shore, PA and Your Guardian Angel Preschool and Childcare, (Partner) located at 701 Allegheny St., Jersey Shore, PA 17740. This agreement begins as of July 1, 2026 and shall continue until June 30, 2027.

2. Agreement for Service Delivery

As Lead Agency, Jersey Shore Area School District contracts with Your Guardian Angel Preschool and Childcare to provide fiscal and administrative oversight, providing all services and program activities as described by the program requirements contained within this partnership agreement, and agrees to pay Your Guardian Angel Preschool and Childcare \$205,540 for the provision of tuition-free pre-kindergarten opportunities for 20 full-day eligible children for agreed upon services listed in this agreement during the 2026-2027 school year.

3. Program and Classroom Requirements

- a. **Length of Day and Program Year** –Your Guardian Angel Preschool and Childcare agrees to provide a program for a minimum of 5.5 hours per day, of which 5 hours shall include instructional services or activities, for a minimum of 180 days per year.
- b. **Standards-Based Curriculum** – Your Guardian Angel Preschool and Childcare agrees to use a curriculum in the Pre-K Counts classroom that is aligned with the Early Learning Standards established by the Pennsylvania Department of Education.
- c. **Class Size and Student/Teacher Ratios** – Your Guardian Angel Preschool and Childcare agrees to maintain a student/teacher ratio of no more than 20 students for one teacher and one teacher aide in a classroom (2 adults in a classroom for every 20 students).
- d. **Staffing Qualifications** – Your Guardian Angel Preschool and Childcare will employ staff in the PA Pre-K Counts classroom who meet the requirements as required by OCDEL.
 - i. The lead teacher shall have an active early childhood certificate.
 - ii. The teacher aide shall meet at least one of the following criteria:
 1. Completion of at least 2 years of post-secondary study
 2. Possession of an associate's degree or higher
 3. Ability to meet rigorous standards of quality and demonstration of knowledge in and the ability to assist a teacher in instructing reading, writing, and mathematics
- e. **On-Going Professional Development** – Your Guardian Angel Preschool and Childcare shall meet the professional development requirements for the lead teacher and the teacher aide. Jersey Shore Area School District will provide the district's professional development schedule for the year and collaborate with Your Guardian Angel Preschool and Childcare to include the PA Pre-K Counts teacher and/or aide in any district provided professional development that may be applicable.
- f. **Meals and Snacks** – Your Guardian Angel Preschool and Childcare shall provide a snack and one or more meals for the full-day program.
- g. **Transitioning Activities** - Your Guardian Angel Preschool and Childcare shall have a transition plan in place for incoming and outgoing Pre-K Counts children. This may include participating in meetings and other gatherings hosted by Jersey Shore Area School District teachers and administrators.
- h. **Parental Involvement** – Your Guardian Angel Preschool and Childcare shall have a plan in place for parental involvement that includes at a minimum: joint staff & parent planning process, establishment of policies that support parental involvement, role for parents in evaluating program success, system for reporting child's progress, recognition of parents' critical role and parent education activities.

- i. **Develop and Implement a Comprehensive Emergency Response Plan** – Your Guardian Angel Preschool and Childcare shall have a plan in place that has been developed in cooperation with the local Emergency Management Agency and be consistent with the guidelines developed by the Pennsylvania Emergency Management agency and other pertinent state requirements. The plan must be reviewed annually and modified as necessary.
 - j. **Immunization Requirements** – Your Guardian Angel Preschool and Childcare shall meet the immunization requirements as outlined by the Department of Health and Department of Public Welfare.
 - k. **Screenings** – Your Guardian Angel Preschool and Childcare shall provide or obtain hearing, vision, dental, and health (including mental health) screenings on all children within 60 calendar days of their first day in the classroom setting.
 - l. **Waivers** – Your Guardian Angel Preschool and Childcare shall work through Jersey Shore Area School District and the Preschool Program Specialist for advance approval of waivers.
 - m. **Eligibility of Children** – Your Guardian Angel Preschool and Childcare shall follow the income eligibility and age requirements for enrolling children in Pre-K Counts. Jersey Shore Area School District will assist in screening applications for income eligibility requirements.
 - n. **Serve At-Risk Children** – Your Guardian Angel Preschool and Childcare shall target their PA Pre-K Counts services to children considered at-risk according to the locally developed rubric.
 - o. **Development and Implementation of Enrollment Plans** – Your Guardian Angel Preschool and Childcare shall have a plan in place for ensuring full enrollment by the first day of service and continuing throughout the program year. This partner shall fill a vacant slot with another child within 20 program days of the original child’s departure from the program. Your Guardian Angel Preschool and Childcare shall have strategies in place to maintain at least 85% attendance rate in their PA Pre-K Counts classroom.
4. **Coordination and Collaboration Requirements** – Your Guardian Angel Preschool and Childcare shall work in a coordinated and collaborative manner with other PA Pre-K Counts programs as well as the early childhood community and OCDEL. Your Guardian Angel Preschool and Childcare and Jersey Shore Area School District shall engage in a coordination and collaboration partnership organized for the purpose of community education and outreach on early childhood education, assessing needs and resources and coordinating and developing strategies to address these issues. JSASD Pre-K Counts Partnership meetings will take place at the Jersey Shore Area Administration Building or other mutually agreed upon location at 1:30 PM on the following dates, unless circumstances necessitate postponement/cancellation: November 4, 2026, February 24, 2027, June 23, 2027
- a. **Early Intervention Programs and Services** –Your Guardian Angel Preschool and Childcare shall collaborate and coordinate with the local infant/toddler and preschool early intervention programs to transition children with special needs into the program and to provide an environment that will support the success of all children. Children who are receiving early intervention services while enrolled in the PA Pre-K Counts program must be able to fully participate in and attend the full range of Pre-K Counts activities and program day.
 - b. **ELRC** – Your Guardian Angel Preschool and Childcare shall work collaboratively with ELRC regarding building enrollment and child participation verification.
 - c. **“Wrap-Around” Child Care Services** – Your Guardian Angel Preschool and Childcare shall provide wrap-around childcare services for any of their enrollees.
5. **Monitoring, Program Reporting Requirements and Assurances**
- a. **Comply with all PA Pre-K Counts Monitoring Requirements** – Your Guardian Angel Preschool and Childcare shall prepare for monitoring and site visits by the assigned Preschool Program Specialist and will provide all requested documentation.
 - b. **Develop and Submit a Continuous Quality Improvement Plan (CQIP)** – Your Guardian Angel Preschool and Childcare shall develop and maintain a CQIP for their program.
 - c. **Assess the Early Learning Environment** – Your Guardian Angel Preschool and Childcare shall select and use an assessment tool from the quality rating tools approved by OCDEL to assess and monitor the

quality of the learning environment. The lead teacher must be trained in the use of the tool. Data from the self-assessment should be used to develop goals for improving the quality of the environment and instruction.

- d. **Assess Student Progress** – Your Guardian Angel Preschool and Childcare shall use an approved child outcomes assessment tool for the statewide measurement of child progress and agrees that the lead teacher will attend training and maintain up-to-date assessment information for each child in the classroom.
 - e. **Comply with Reporting Requirements** – Your Guardian Angel Preschool and Childcare shall:
 - meet all applicable reporting requirements by due dates
 - update student enrollment in Pelican updated to reflect the current enrollment
 - update teacher information in Pelican to reflect the current staff and their credentials
 - submit requested financial information
 - submit all supporting documentation for pass-through budgets or other financial information, as requested
 - provide Jersey Shore Area School District with any additional data or information that is requested by OCDEL during the course of the grant.
 - f. **Attend all PA Pre-K Counts Regional Meetings** – Your Guardian Angel Preschool and Childcare and/or Jersey Shore Area School District shall attend all required PA Pre-K Counts regional and statewide meetings.
 - g. **Fees** – Jersey Shore Area School District and Your Guardian Angel Preschool and Childcare shall not charge any fee to parents for PA Pre-K Counts services.
 - h. **Agree to Maintain Required Provider Status** - For the duration of the grant, Your Guardian Angel Preschool and Childcare shall maintain their provider status. If Your Guardian Angel Preschool and Childcare loses its STAR designation, it should contact the Jersey Shore Area School District immediately and work with the Preschool Program Specialist to remediate this situation.
 - i. **Background Checks** – Your Guardian Angel Preschool and Childcare shall follow the legal requirements for staff background checks.
 - j. **Classroom Content** – Your Guardian Angel Preschool and Childcare shall ensure that the content, activities and materials used in the PA Pre-K Counts classroom are secular in nature.
 - k. **Agree Not to Supplant Funds** – Jersey Shore Area School District and Your Guardian Angel Preschool and Childcare shall not supplant funds but will supplement public funds received from another source. Your Guardian Angel Preschool and Childcare shall not substitute PA Pre-K Counts dollars for public resources currently expended to provide pre-kindergarten programming that meets the standards of the PA Pre-K Counts program. Your Guardian Angel Preschool and Childcare shall avoid the use of PA Pre-K Counts funds in a way that replaces services that are currently being provided by Head Start grantees. Your Guardian Angel Preschool and Childcare shall not displace existing high-quality programs that are in place and serving children, such as Head Start.
 - l. **Appropriate Use of Funds** – Your Guardian Angel Preschool and Childcare shall use all PA Pre-K Counts pass-through funds to support the implementation of a high-quality program in the PA Pre-K Counts classroom.
6. **Oversight and Termination** – Jersey Shore Area School District shall coordinate partnership activities. Jersey Shore Area School District and Your Guardian Angel Preschool and Childcare each reserve the right to terminate this agreement if the partnership proves to be unfavorable for one or both parties. The parties shall consult with the assigned Preschool Program Specialist in an attempt to rectify the situation before terminating the agreement.
7. **Financial Reporting Requirements**
- a. **Pass-Through Budgets** – A detailed pass-through budget is required to be provided to Jersey Shore Area School District. After reviewing, Jersey Shore Area School District shall submit the budget through Pelican. Any requested changes will follow the same procedure.
 - b. **Payment & Compensation** – Jersey Shore Area School District shall make pass-through payments

to Your Guardian Angel Preschool and Childcare according to the JSASD Board of Directors approved payment schedule that can be found at the end of this agreement document as long as invoices are received at least two weeks prior to the dates. **JSASD will not withhold funds for transportation.** Your Guardian Angel Preschool and Childcare may use passthrough funds for transportation if they wish. The 2026-2027 school year total pass-through amount to Your Guardian Angel Preschool and Childcare, after Jersey Shore Area School District's administrative costs have been deducted, shall be based on the remaining amount of \$390,526 divided by 38 total Pre-K Counts children, which is \$10,277 per child x 20 children: \$205,540. If an increase per child is awarded to the district:

- i. A budget revision will be completed based on the amount per child increase.
 - ii. An addendum or revision of the payment schedule will be submitted to the school board for approval.
 - iii. Once approved, the entire amount of the per child increase will be passed through to the partners based on the number of slots and documented in the revised payment schedules.
 - iv. New invoices for those months will need to be sent and approved by the board before the new payment amounts can take effect.
- c. **Accountability for Expenditures** – Your Guardian Angel Preschool and Childcare shall maintain records and documentation for all program-related expenses. In addition, Your Guardian Angel Preschool and Childcare shall supply an inventory list of any equipment with a purchase price that exceeds \$5,000. All documentation must be maintained for a period of seven years.

8. Collaboration in Program Delivery – Your Guardian Angel Preschool and Childcare and Jersey Shore Area School District shall work collaboratively to implement the Pre-K Counts program.

- a. **Professional Development** – Jersey Shore Area School District will provide the district's professional development schedule for the year and collaborate with Your Guardian Angel Preschool and Childcare to include the PA Pre-K Counts teacher and/or aide in any district provided professional development that may be applicable.
- b. **Advertising** – Jersey Shore Area School District will assist Your Guardian Angel Preschool and Childcare in advertising for Pre-K Counts slots.

2026-2027 Pre-K Counts Revised Pass-Through Payment Schedule

- The payment schedule dates refer to the date that the check is cut and mailed.
- The payment schedule dates may not be exact if the district is closed for any reason on that date.
- The January, February, March, April, May, and June dates are tentative, and are currently based on predicted board meeting dates but will be based on the actual approved 2027 board meeting dates.
- The payment schedule is dependent upon receipt of invoice from Your Guardian Angel Preschool and Childcare for PA Pre-K Counts program at least two weeks prior to the date listed.

August 25, 2026	\$20,554.00
September 29, 2026	\$20,554.00
October 27, 2026	\$20,554.00
November 17, 2026	\$20,554.00

January 12, 2027	\$20,554.00
February 9, 2027	\$20,554.00
March 9, 2027	\$20,554.00
April 13, 2027	\$20,554.00
May 18, 2027	\$20,554.00
June 8, 2027	\$20,554.00

Jersey Shore Area School District

Your Guardian Angel Preschool and Childcare

By: _____
(Authorized Signature)

By: _____
(Authorized Signature)

(Title)

(Title)

(Date)

(Date)

Jersey Shore Area School District
Jersey Shore, Pennsylvania

**CONTRACT FOR THE TRANSPORTATION OF SCHOOL
PUPILS**

THIS AGREEMENT ENTERED INTO THIS 20th DAY OF July 2026 BY AND BETWEEN THE BOARD OF DIRECTORS OF THE JERSEY SHORE AREA SCHOOL DISTRICT, HEREINAFTER REFERRED TO AS THE DISTRICT, AND KEEP SAFE TRANSPORTATION SERVICES, HEREINAFTER REFERRED TO AS THE CONTRACTOR, WITNESSETH:

1. For the consideration hereafter mentioned, the **CONTRACTOR** agrees to provide transportation for students to and from JSASD Schools and/or outside placements along and over reasonably approved routes for school year 2026/27 and during the summer of 2027.
2. The **DISTRICT** shall pay the **CONTRACTOR** at a transportation rate consistent with the state formula.
3. This contract shall terminate upon the conclusion of the host districts' school year, unless terminated earlier for cause or by mutual consent of the parties hereto.
4. The **CONTRACTOR** agrees to furnish such information for reports as may be required by the **DISTRICT**.
5. The **CONTRACTOR** shall furnish vehicles which conform to the standards for school transportation vehicles approved by the Department of Traffic Safety of the Pennsylvania Department of Transportation, Public Utility Commission and Mass Transit Authorities as applicable. All vehicles shall conform to the provision of the laws of the Commonwealth and shall be in good mechanical and sanitary condition.
6. The **CONTRACTOR** agrees to comply with and observe all provisions of the Pennsylvania Vehicle Code and all other applicable laws.
7. Every driver shall meet all the regulations of the Bureau of Traffic Safety of the Pennsylvania Department of Traffic Safety of the Pennsylvania Department of Transportation.
8. The **DISTRICT** shall require that the **CONTRACTOR** provides, on an annual basis, copies of a Pennsylvania State Police Criminal Record Clearance, a Pennsylvania Child Abuse History Clearance, and an FBI Clearance check. All clearance checks shall be renewed at least every three years.
9. No person other than the school pupil and an aide shall be transported in the vehicle.
10. The speed of a vehicle shall always be consistent with the safety of the passengers and shall at no time exceed the speed limit as set forth in the minimum standards of the Bureau of Traffic Safety, PennDOT, as promulgated from the Vehicle Code.

11. It is understood and agreed to by both parties hereto that the **CONTRACTOR**, while engaged in carrying out and complying with any of the terms of this contract, is an **INDEPENDENT CONTRACTOR** and is not an officer, agent, or employee of the aforesaid school district.
12. This contract shall not be transferred. Another vehicle which has been lawfully certified for current use in Pennsylvania and/or another properly certified driver may be substituted in emergencies upon consent of the **DISTRICT** designated representative; but only for the duration of the emergency.
13. Any violation of the terms of this contract may, at the option of the **DISTRICT**, operate as a cause for termination in accordance with item 3.

Jersey Shore Area School District
School Board President

Keep Safe Transportation Services
Authorized Signature



Williamsport Area School District

2780 West Fourth Street Williamsport, PA 17701

(570) 327-5500 • www.wasd.org

TITLE I INTERDISTRICT AGREEMENT 2026-2027

A. Agreement:

Williamsport Area School District agrees to provide supplementary Title I services for one educationally disadvantaged child who reside within the Jersey Shore Area School District but attend St. John Neumann Regional Academy located in the Williamsport Area School District.

Title I services, as described below, will be in accordance with the approved Title I equitable nonpublic share of \$1,371.50 with an additional \$14 for parent involvement activities.

B. Brief Description of Title I Services Being Provided:

The Williamsport Area School District provides a Title I reading specialist to St. John Neumann Regional Academy. The reading specialist works with small groups of identified Title I children to provide intensive reading instruction.

C. Required Signatures:

1. Signature of Authorized Representative from school district providing services/receiving district.

Name: _____

Title: _____

Date: _____

2. Signature of Authorized Representative from school district requesting services/sending district.

Name: _____

Title: _____

Date: _____



Jersey Shore Area School District

LEARNING | GROWING | SUCCEEDING

TITLE I INTERDISTRICT AGREEMENT 2026-2027

A. Agreement:

Keystone Central School District agrees to provide supplementary Title I services for one educationally disadvantaged child who reside within the Jersey Shore Area School District but attend Lock Haven Catholic Academy located in the Keystone Central School District.

Title I services, as described below, will be in accordance with the approved Title I equitable nonpublic share of \$1,371.50 with an additional \$14 for parent involvement activities.

B. Brief Description of Title I Services Being Provided:

The Keystone Central School District provides a Title I reading specialist to Lock Haven Catholic. The reading specialist works with small groups of identified Title I children to provide intensive reading instruction.

C. Required Signatures:

1. Signature of Authorized Representative from school district providing services/receiving district.

Name:

Title:

Date:

2. Signature of Authorized Representative from school district requesting services/sending district.

Name:

Title:

Date:

District Service Center
175 A&P Drive
Jersey Shore PA 17740

Dr. Brian Ulmer, Superintendent
Phone 570.398.1561
Fax 570.398.5089

Decommission Requests for July 2026

Item	Description	Program
Intellitek SpectraLight Mini-Milling Machine	Serial No. 1708-0205-1952	CTE Computer Networking
Intellitek SpectraLight Mini-Milling Machine	Serial No. 1708-0205-1953	CTE Computer Networking
MakerBot Replicator Desktop 3-D Printer Model MakerBot Replicator 5 th Gen.	Serial No. R50018393 JSASD Tag No. 018856	MS Tech Ed
MakerBot Replicator Mini+ Compact 3-D Printer Model MakerBot Replicator Mini 5 th Gen.	Serial No. M50014653 JSASD Tag No. 018416	MS Tech Ed
MakerBot Replicator Mini+ Compact 3-D Printer Model MakerBot Replicator Mini 5 th Gen.	Serial No. M50002798	MS Tech Ed
MakerBot Replicator Mini+ Compact 3-D Printer Model PAAW35	Serial No. M5A003934	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 365528	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 365628	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 116428	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 113228	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 348128	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 348028	MS Tech Ed
Qidi Tech X-Pro 3-D Printer	Serial No. 410628	MS Tech Ed



Jersey Shore Area School District

LEARNING | GROWING | SUCCEEDING

Jersey Shore Area Senior High School

Information Request for Decommissioning Equipment

1. Item Name: Treadwall M4 Climbing Simulator

2. Item Description:

Up for sale is a commercial-grade Treadwall M4 rotating climbing wall simulator. This premium fitness unit offers an endless vertical climb by utilizing your own body weight to rotate, requiring no external electricity.

- **Condition:** Good used condition. The unit is fully functional but has been sitting in storage unused for the last few years. It will likely require a minor tune-up/lubrication before entering regular, heavy use.
- **Model:** M4P (4-foot-wide climbing surface).
- **Serial Number:** 0727 M4P.
- **Features:** Smooth hydraulic braking system, adjustable climbing speed, and variable angles to change difficulty. Perfect for home gyms, climbing gyms, training facilities, or school fitness rooms.

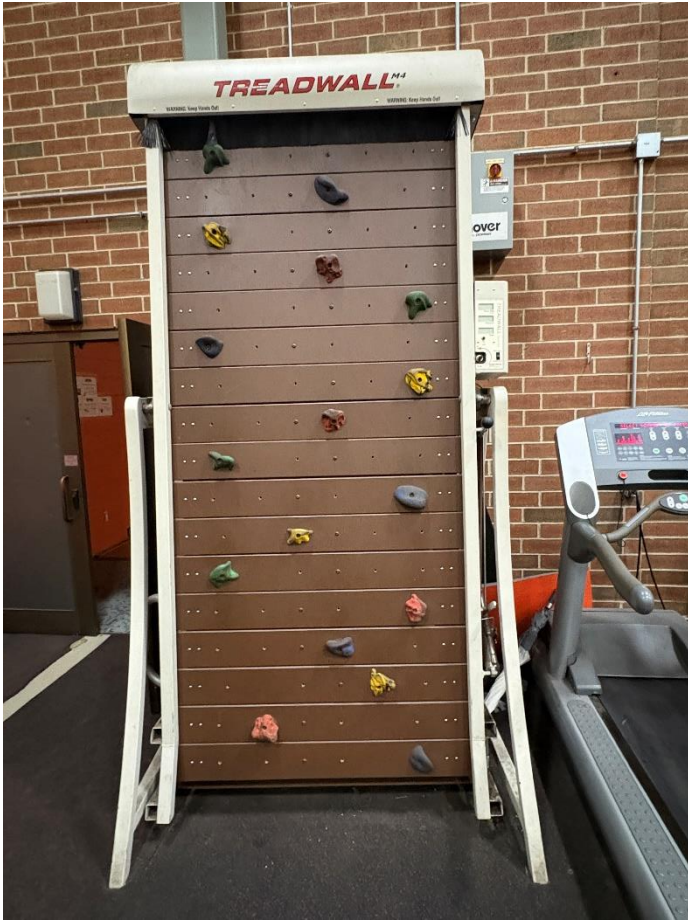
3. Additional Details: Attached

4. Photos: *Required to include/attach at least three (3) high-quality photos of the item. The first photo will be the main image shown to bidders. Please indicate the main image. Videos and additional documents may also be included, if appropriate.*

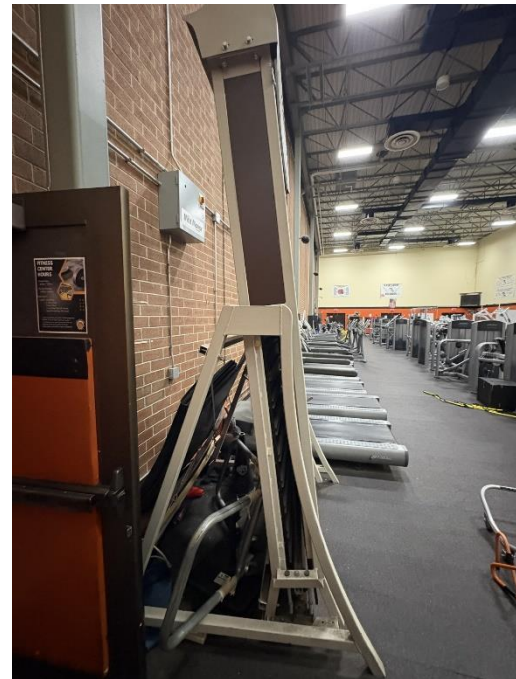
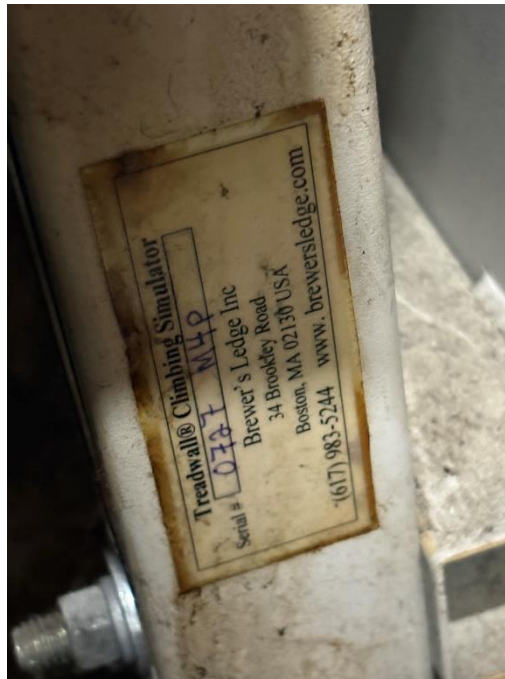
5. Suggested Starting Bid (required): \$500

Safety • Honesty • Ownership • Respect • Enthusiasm

Main Photo:



Additional Photos:





Jersey Shore Area School District

LEARNING | GROWING | SUCCEEDING

Jersey Shore Area Senior High School

Information Request for Decommissioning Equipment

1. Item Name: S2 Espresso Bike #1

2. Item Description:

Up for sale is an Espresso S2 commercial-grade interactive exercise bike. This is a premium virtual-reality smart bike featuring a large display screen, steerable handlebars, and automated resistance that mimics real road riding.

- **Condition:** Sold completely **As-Is**. The bike has been in climate-controlled storage and unused for the last 5+ years.
- **Functionality:** We have not plugged it in or tested the computer system recently. It may require a new CMOS battery, software update, or tech tune-up to get fully operational.
- **Build Quality:** Heavy-duty commercial steel frame, pedals, and seat are all intact and in good cosmetic shape with minimal wear.

3. Additional Details:

4. Photos: *Attached*

5. Suggested Starting Bid (required): \$25

Main Photo:



Safety • Honesty • Ownership • Respect • Enthusiasm

Additional Photos:





Jersey Shore Area School District

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Jersey Shore Area Senior High School

Information Request for Decommissioning Equipment

1. Item Name: S2 Espresso Bike #2

2. Item Description:

Up for sale is an Espresso S2 commercial-grade interactive exercise bike. This is a premium virtual-reality smart bike featuring a large display screen, steerable handlebars, and automated resistance that mimics real road riding.

- **Condition:** Sold completely **As-Is**. The bike has been in climate-controlled storage and unused for the last 5+ years.
- **Functionality:** We have not plugged it in or tested the computer system recently. It may require a new CMOS battery, software update, or tech tune-up to get fully operational.
- **Build Quality:** Heavy-duty commercial steel frame, pedals, and seat are all intact and in good cosmetic shape with minimal wear.

3. Additional Details:

4. Photos:

5. Suggested Starting Bid (required): \$25

Main Photo:



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Additional Photos:





Jersey Shore Area School District

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Jersey Shore Area Senior High School

Information Request for Decommissioning Equipment

1. Item Name: Hammer Strength Plate Loaded Leg Machine

2. Item Description:

Plate loaded linear leg press. Machine is in good working condition. No weights included in sale.

3. Additional Details:

Model Number: PLLL2

4. Photos: Attached below

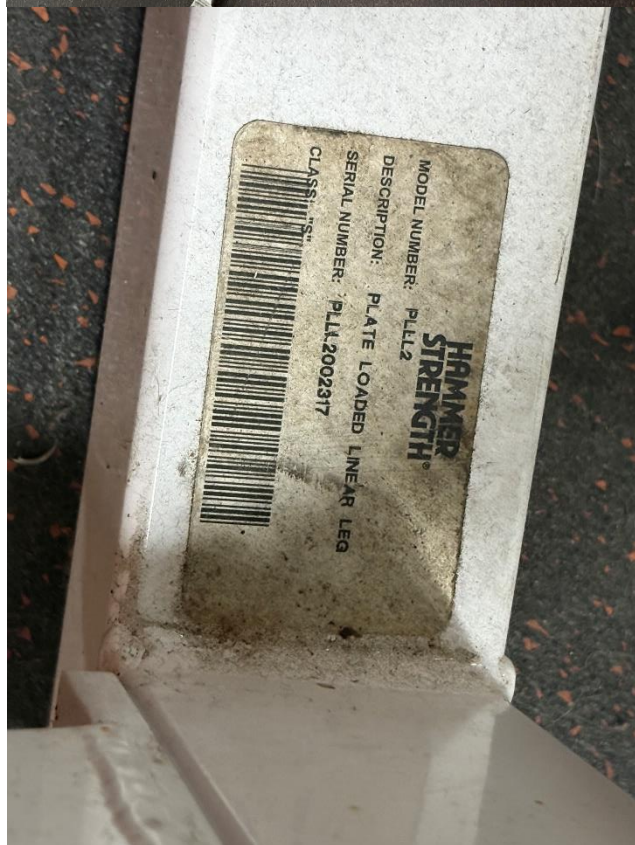
5. Suggested Starting Bid (required): \$500

Main Photo:



Safety • Honesty • Ownership • Respect • Enthusiasm

Additional Photos:



Letter of Agreement

This Letter of Agreement is between The West Branch Drug & Alcohol Abuse Commission and the Jersey Shore Area School District. Both parties agree to cooperate in providing services for the Student Assistance Program.

SECTION A: Provider Agency Responsibilities

West Branch Drug & Alcohol Abuse Commission agrees to adhere to all related federal, state and local laws pertaining to the delivery of drug and alcohol rehabilitation services and any other statutory or regulatory provisions pertaining to the Student Assistance Program. Additional responsibilities of the SAP liaison provider agency include:

1. The provider agency contact: Prevention Program Specialist, Danielle Hardy, can be contacted at 570-323-8543, ext.114, should the need arise.
2. Provider agency agrees to appoint a representative to attend and participate in the previously established SAP County Coordination Team/and or SAP District Council Meetings that will be held periodically throughout the year.
3. Provider agency agrees to designate a qualified liaison (bachelor's level minimum) to provide SAP services to the district as outlined in Section A of this Letter of Agreement. The SAP liaison will act as an ad hoc member of the building Student Assistance Program core team (hereafter referred to as the SAP team). The SAP liaison for Jersey Shore Middle School will be Jennifer Gross and for Jersey Shore High School will be Cheryl Plankenhorn for the 2026-2028 school years and will serve as a member of the core team as a D & A liaison.

The SAP liaison will attend a minimum of two (2) scheduled core team meetings per month for the purpose of consultation, recommendations, referrals, case management, and follow-up services. Availability of staff and resources permitting, The Commission is committed to meeting this standard to the best of its ability. The liaison will also be available for phone consultation as needed.
4. The SAP liaison will provide: site-based student screenings/assessments for D&A intervention or treatment if recommended by the SAP team and parent/guardian permission is secured. Or the SAP liaison can arrange for an assessment if recommended by the SAP team and parent/guardian permission is secured. The provider agency will secure releases of information from the student/parent/guardian prior to disclosing information to agencies that may be involved in handling a referral. Screenings/assessments will be completed by the liaison within seven (7) days the referral is received, and parent/guardian permission is secured.
5. The SAP liaison will provide referral information for identified students. Referral information should include identification of agencies and/or resources that could serve the needs of identified students and their families. The provider agency liaison may assist the identified student and/or family in linking up with the appropriate services.
6. The SAP liaison will provide follow-up with parents and students as permitted.
7. The SAP liaison will provide postvention assistance to core teams, students, family, and faculty with significant events that would adversely affect the school and community (i.e. student death or other tragic event) as needed/requested by the district.

8. The SAP liaison will provide technical assistance to core teams regarding best practices for SAP as per state standards and guidelines.
9. The Single County Authority (SCA) Staff will provide crisis response consultation via phone while not in the building and on site during scheduled times available in district.
10. The SAP liaison will provide education groups offered to students referred through the core team as needed and permitted via the county MH/ID and SCA contracts. Student participation in these groups shall be provided only with parental permission in accordance with school policies. (Best practice: at least one of the co-facilitators of the team should be school district personnel).
11. The SAP liaison will provide aftercare services for identified students that have returned to the school following treatment. This may include assistance in aftercare planning or educational groups.
12. The SAP liaison will assist with faculty in-service and student orientation within the limits of staff availability.
13. The SAP liaison will provide educational resources to school personnel, students, families, and community as requested and within the limits of staff availability.
14. The SAP liaison will facilitate or participate in core team maintenance.
15. The SAP liaison will consult with schools around strategies for engaging parents in the SAP process.
16. The SAP liaison will provide technical assistance to the school districts for policy development in areas related to his/her field of expertise.

SECTION B: School District Responsibilities

The Jersey Shore Area School District agrees to comply with all related federal, state, and local laws pertaining to the delivery of mental health and drug and alcohol rehabilitation services within school districts, including but not limited to the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights. The school district also agrees to provide a SAP team that complies with the BEC 24 P.S. 15-1547 for membership, training, common planning times, and ongoing maintenance. Additional responsibilities of the school district include:

1. The school district will designate a contact person between the team and the provider to ensure effective communication. The school district's contact will be Maria Pierce (name) and can be reached at mpierce@jsasd.org (contact information).
2. The school district will appropriate a safe and private space in the school where the SAP liaison can provide services; provide for secure storage of student records and adhere to SAP confidentiality provisions.
3. The school district will provide a schedule of Core Team meetings for the school year.
4. The school district will provide copies of the district's alcohol, tobacco, and other drug policy, suicide/mental health crisis policy, school calendar, a schedule of special

activities, and any other school policies, which may affect Student Assistance Program services.

5. The school district will provide family and community education on the Student Assistance Program.
6. The school district will provide faculty, pupil personnel and student orientation to the Student Assistance Program that includes staff, services, and referral procedures.
7. The school district will provide release time as established by the core team for referred students. Release time shall coincide with the normal school day and will be designed so that instructional time is not abused.
8. The school district will contact parents or guardians of identified students in order to explain referral, gather information, and obtain permission to involve students in the Student Assistance Program.
9. The school will submit data (on-line reporting) regarding the Student Assistance Program as requested to the Departments of Health, Education, and Public Welfare.
10. The school district will appoint a representative from Central Office along with the Building Administrator(s) or designee(s) to attend and participate in the established SAP County Coordination Team and/or SAP District Council Meetings that will be held within the school year.

SECTION C: Records

Provider and School District agree to the following regarding records:

All records generated by the school district's Student Assistance Team, with respect to individual students, are records of the district; the retention and disclosure of which shall be governed by the policies of the district and applicable federal laws listed below. Likewise, SAP liaison records will be maintained in accordance with regulations of The Pennsylvania Department of Education and The Pennsylvania Department of Drug and Alcohol Programs, respectively.

FERPA, The Hatch Act; 22PA Code, Chapter 12; Act 42, Chapter 59; 4 PA Code 255.5; Federal Code 42CFR, Part 2; and HIPAA.

FERPA (Family Education Rights and Privacy Act of 1974) and HIPAA (Health Insurance Portability and Accountability Act of 1996) regulations should govern procedures regarding any records developed from agency screenings or assessments.

FERPA, amended in 2002 provides parental rights to inspect, review, amend and control disclosure from a child's school record.

HIPAA is a federal mandate that requires safeguards that protects health information and provides guidelines for disclosing protected information. HIPAA is designed to regulate the exchange of confidential and sensitive information. It requires providers of health care services, including behavioral health providers to keep information secure and available only to authorized personnel by defining standards and methods that will safeguard information

Protection of Pupil Rights Law (HATCH Amendment 2002) (BEC 20 USC 1232h)

which states that "...No student shall be required, as part of any program, to submit to a survey, analysis, or evaluation that reveals information concerning: ... Mental and/or psychological problems... without the consent of the parent."

When a student has been referred to a liaison designated by the provider agency for screening/or assessment, the records generated become the property of the provider and are regulated by the applicable Mental Health laws (PA Code Title 55) which requires parental consent for release of information when the child is under the age of 14; for Drug and Alcohol (42 CFR Part 2, Chapter 1) which states that it is the minor patient (student) of a Drug and Alcohol facility or program that controls the release of records and that the minor can receive Drug and Alcohol treatment without the consent of his or her parents.

Executive Order 1998-4 established an interagency committee in Pennsylvania to examine issues relative to implementing the Federal Individuals with Disabilities Education Act (IDEA) of 1997. One of the outcomes of that effort was the development of a Memorandum of Understanding (MOU) to outline roles and responsibilities, among other things, of the various agencies in implementing the act. In December of 1999, the Departments of Education, Public Welfare, Labor and Industry and Health executed the MOU.

Pursuant to the MOU, the Pennsylvania Department of Drug and Alcohol Programs is requesting that local drug and alcohol service providers make available a contact person for information and referrals related to drug and alcohol services and their relationship to IDEA. The intent of this Letter of Agreement is to inform the Jersey Shore Area School District that staff of The West Branch Drug and Alcohol Abuse Commission are available to serve in this capacity. This agreement shall be in effect for the period of two (2) school years, starting September 1, 2026 to June 30, 2028.

SECTION D: Conflict Resolution Process

Should there be a conflict between the Core Team and the Provider agency (liaison); the conflict resolution process should work through the levels as follows:

- Step 1. Members of the Core Team and Provider Agency Liaison meet to discuss conflict.
- Step 2. School Building Administrator and Administrator of Local Provider Agency meet.
- Step 3. School District Central Office Administrator, County Mental Health and/or Drug and Alcohol Administrator meet.
- Step 4. Chief School Administrator/Superintendent, Office of Mental Health Community Program Manager or Office of Drug and Alcohol Programs Representatives, and Pennsylvania Network for Student Assistance Services' Regional Coordinator meet.
- Step 5. Commonwealth SAP Interagency Committee meets.

Note: The personnel indicated at each step do not preclude the inclusion of other individuals involved with the Student Assistance Program.

SECTION E: Agreement Terms

As a result of this agreement, SAP liaisons from the agency, are school officials and thus have a legitimate educational interest in participating as full members of the SAP Team.

This agreement will be in force throughout the 2026-2028 (SY date) contract years. Effective dates of this agreement are September 1, 2026 through June 30, 2028. Agreements will be renewed on a two (2) year basis. Should either party choose to be released from this agreement, written notification must be made within thirty (30) days of termination to all parties whose signatures appear on this document. This agreement can be amended by mutual agreement of both parties.

FOR SCHOOL DISTRICT

Superintendent

Date

FOR PROVIDER

Executive Director

6-17-26

Date

Core Team Representatives

S. D. P. M.

**QUALIFIED SERVICE
ORGANIZATION AGREEMENT**

West Branch Drug & Alcohol Abuse Commission (The Commission) and the
Jersey Shore Area School District

hereby enter into a qualified service organization agreement, whereby The Commission agrees to provide **assessment and referral services**.

Furthermore, The Commission:

(1) acknowledges that in receiving, storing, processing, or otherwise dealing with any information from the Program about the patients in the Program, it is fully bound by the provisions of the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R. Part 2; and

(2) undertakes to resist in judicial proceedings any effort to obtain access to information pertaining to patients otherwise than as expressly provided for in the federal confidentiality regulations, 42 C.F.R. Part 2.

Executed this _____ day of _____, 2026.



Shea Madden
Executive Director
West Branch Drug & Alcohol
Abuse Commission
213 West Fourth Street
Williamsport, PA 17701

Superintendent

Transportation Services Agreement

This Transportation Services Agreement (the "Agreement"), made as of this 20th day of July, 2026, is by and between Windecker Enterprises, Inc. (the "Contractor") and the Jersey Shore Area School District (the "District"). Contractor and the District may be referred to hereafter as a "Party" or collectively as the "Parties".

Recitals

WHEREAS, the District would like to engage Contractor to provide pupil transportation services to the pupils of the District; and

WHEREAS, Contractor wishes to provide such transportation services to the District; so

NOW, THEREFORE, in consideration of the terms, covenants, and conditions set forth herein, and intending to be legally bound, the Parties agree to the following:

Terms

1. Transportation Services. In consideration of the payments to be made to Contractor by the District as set forth in this Agreement, and exhibits attached hereto, if any, Contractor agrees to provide transportation and transportation management services during each school year during the term hereof for District pupils to and from such points, along and over such routes, and at times set forth in the schedule approved by the District's Board of School Directors on an annual basis. Contractor shall perform the services and furnish the equipment and personnel and shall do all things necessary or proper for performance and completion of the work required by this Agreement and in the manner and at the times provided in this Agreement.
2. Term. The Term of this Agreement shall begin on July 1, 2026, and end on June 30, 2029. Prior to the expiration of this Agreement, but no later than January 31, 2029, Contractor and the District shall meet and discuss each Party's interest in extending this Agreement for an additional three (3) year term. If either party wishes to terminate this agreement prior to June 30, 2029, notice must be given to the other party in writing at least 180 days prior to the date of termination.
3. Rates and Manner of Payment.
 - a. In consideration of the transportation services rendered by Contractor under this Agreement during the Term, the District shall pay Contractor according to the rate tables established in **Exhibit 3.a**, attached hereto.
 - b. **Home to School Transportation** – Home to School Services will be paid for in Twelve (12) equal payments for the home to school services that are estimated to be provided during the school year. Such payments will be mailed or deposited via ACH within 10 business days of the receipt of an invoice regarding services

provided. The District will provide the Contractor with mid-school-year adjustment rates, based on established routes for that school year. Requested approval of the adjustment payment will be on a board agenda dated prior to January 31st. Such adjustment payments will be mailed or deposited via ACH within 10 business days of board approval of the payment. For the June invoice, the Contractor and District will perform a reconciliation to account for all services actually performed during that school year. The reconciliation payment will be mailed or deposited via ACH within 10 business days following notification of the amount.

- c. **All Other Transportation Provided, Including Activity, Sports, Homeless** – Such payments will be mailed or deposited via ACH within 30 business days of the receipt of an invoice regarding services provided. The Parties agree that this Agreement contemplates a minimum of 175 transportation days each school year. If there are less than 175 transportation days in a school year, the District shall pay contractor eighty-five percent (85%) of Contractor's normal daily rate for each day less than 175. In the event that transportation is not provided, solely due to the fault of Contractor, this Section shall not apply.

Fuel. The Contractor shall provide all fuel needed to furnish transportation services under this Agreement. A fuel escalation clause shall be included with this contract. Under the fuel escalation clause, the benchmark diesel and gasoline cost (Item B) will be determined at the beginning of each school year, prior to August 15 by using the most recent 3-year historical average cost of diesel fuel and gasoline using the Central Atlantic Prices from the U.S. Energy Information Administration website (Item A). The average price (Item A) will then be increased by 10% to arrive at the benchmark price (Item B). This benchmark price will be compared each month to the monthly Central Atlantic price available on the EIA website (Item C). If the current monthly price, using the Central Atlantic Prices from the U.S. EIA website (Item C), is greater than the benchmark price (Item B), the District will reimburse the Contractor the difference in prices (Item D) applied to 12.5 gallons (Item E) per day for each bus route (Item F), and then multiplied by the number of bus routes (Item G) to obtain the daily cost for all bus routes (Item H). This is multiplied by the number of days of school for that month (Item I) to arrive at the total fuel cost reimbursed to the contractor (Item J). This payment will be mailed or deposited via ACH within 10 business days following notification of the amount.

Explanation of Computation Formula:

- **Item A** (historical average cost) x 10 % = **Item B** (benchmark price)
- **Item C** (current monthly average price) - **Item B** (benchmark price) = **Item D** (difference between current and benchmark)
- **Item D** (difference between current and benchmark) x **Item E** (12.5 gallons of fuel) = **Item F** (per bus cost per day)
- **Item F** (per bus cost per day) x **Item G** (number of bus routes) = **Item H** (daily cost for all bus routes)
- **Item H** (daily cost for all bus routes) x **Item I** (# of days of school for that month) = **Item J** (total fuel cost reimbursed to the Contractor)

****If **Item C** (current monthly average) is less than **Item B** (benchmark price) there is no cost to the District for fuel.

5. Vehicles.

- a. The Contractor shall furnish vehicles which conform to the standards for School Transportation Vehicles approved by the Pennsylvania Department of Transportation, PA Public Utility Commission and Federal Motor Vehicle Carrier Safety Administration, as applicable. School Buses shall be inspected in accordance with the laws of the Commonwealth of Pennsylvania. All vehicles shall be in good mechanical and sanitary condition.
- b. A school bus, including Type A vehicles shall not be loaded beyond the seating capacity as established by law, or as indicated on the "Approved School Bus Sticker".
- c. The speed of a vehicle shall at all times be consistent with the safety of the passengers and shall at no time exceed the speed limit.
- d. The District retains the right to inspect the vehicles used for the performance of transportation services under this Agreement at reasonable times and upon prior notice.

6. Drivers and Supervision.

- a. The Contractor shall provide a competent, properly licensed operator for each vehicle operating for the District. The Contractor shall furnish the District with a list of certified drivers, keeping the list up to date with additions and deletions throughout the school year. The Contractor shall include the list of credentials for each bus driver, prior to such driver being assigned to operate a school bus for the District and on a renewed basis according to law. Besides the short list below the Contractor will provide any other necessary clearances to the District for all personal involved in providing service under this agreement. The Contractor will bear the cost of obtaining all applications, clearances, background checks, etc. for each bus driver.
 - i. PA Criminal Background Check – current Act 34;
 - ii. Child Abuse History Clearance – current Act 151;
 - iii. Motor Vehicle Record Check, yearly or as requested by District;
 - iv. Commercial Driver's license and "S" endorsement;
 - v. School Bus physical card/DOT card;
 - vi. Federal Criminal History Record Check from the FBI
- b. The Contractor will comply with all applicable laws pertaining to the drug testing of drivers, including maintaining applicable drug testing programs which include

pre-employment, random drug testing, post-accident testing conducted after accidents that result in fatalities injuries or significant damage, and reasonable suspicion testing as required by law.

- c. Every driver shall meet all the regulations of the PennDOT in regard to application, age, fitness, competence, conduct, licensing, physical examination and continuing eligibility. Such drivers shall have passed periodically administered physical examinations as required by state or federal law.
- d. The Contractor will ensure that all staff conducts themselves on and off duty as a representative of the District. As such, communications in relation to their job will not be disparaging of any JSASD stakeholder or stakeholder group, including, but not limited to students, parents, District personnel, or community members.
- e. All personnel, including drivers, assigned to perform under the contract shall be subject to approval by the District prior to their hiring by the contractor. The District retains the right to evaluate the drivers and all other personnel employed by the contractor for the performance of the contract by any and all reasonable means. In the event that a driver is deemed unfit or unsuitable to drive for the District, the District shall convene a committee to review the decision. If the decision remains, the Assistant Superintendent shall notify the Contractor in writing along with the reason for the District's decision.
- f. Contractor will ensure that all regular drivers are familiar with time schedules, routes, and students on such routes. Contractor will make best efforts to ensure that substitute drivers are also familiar with the time schedules, routes, and students on such routes.
- g. The contractor agrees to maintain compliance with equal employment opportunity and affirmative action personnel policies as required by the Commonwealth of Pennsylvania and the Equal Employment Opportunity Commission.
- h. Contractor will provide qualified supervisors, who will be trained and experienced in the supervision of school bus. Supervisors will have responsibility for the following:
 - i. The daily scheduling of drivers; supervising and monitoring the daily operation performed hereunder;
 - ii. Supervising and monitoring the daily operation performed hereunder;
 - iii. Operation of the buses;
 - iv. Handling complaints from parents or the District; and
 - v. Timely resolving problems and discipline issues as they arise, in consultation with the District and Contractor's other management personnel.

7. Bus Routes and Stops.

- a. The Contractor will create bus routes, assign students, enter student information, and provide other transportation management services for the District according to the rates established in the Exhibit referenced in Section 3.a. Bus routes and stops will be prepared by the District in coordination with Contractor and shall ultimately be approved by the District. Routes and stops may be modified by the District upon consulting with Contractor and upon notice to the parents.
- b. The District reserves the right to eliminate and/or consolidate routes during the term of this agreement to better serve the needs of the District and its students. Such changes will be made known to the contractor(s) as soon as reasonably possible.
- c. Contractor shall not deviate from any designated route or stop unless it receives the District's written permission or due to an emergency.
- d. Contractor and its drivers will always exercise the highest degree of care possible to avoid accidents and to protect the safety of the pupils. Contractor shall be responsible for the care and the supervision of pupils during their period of transportation.
- e. Pupils shall be taken on and discharged from the bus only at the designated stops and at the extreme right of the road. No pupils shall be permitted to get on or off the bus while it is in motion. No school bus operator shall start his bus or signal the driver of any vehicle, who has stopped in compliance with the provisions of Section 3208 of the School Laws of Pennsylvania, to proceed until after each child who may have alighted therefrom shall have reached a place of safety.
- f. No person other than a school pupil shall be transported in a school vehicle except that a teacher, school official, child of the driver, or other individual may ride when designated by the District. Employees of Contractor shall be allowed to ride with an approved driver for the purpose of supervision and training. Nothing except passengers and their belongings shall be transported in the school vehicle while it is engaged in transporting pupils to and from school. Chaperones for events shall be allowed, and selected by the District.
- g. Drivers are not required to wait if students are not at the loading zone at the designated time on the operating schedule. If a student(s) is observed making an effort to meet the vehicle, the vehicle driver shall wait for the student(s) then explain to the student(s) that they need to be on time or early.
- h. The school vehicle is considered an extension of the classroom and proper student behavior is expected (i.e. sitting in seats, keeping the aisle clear, using reasonable speaking volume, acting in a respectful manner toward the vehicle driver and

other students). If behavior problems arise, the District agrees to work with the Contractor to address disciplinary issues that are reported through the established procedure. The Contractor understands that the School District is required to follow disciplinary procedures found in federal and state law.

- i. At the discretion of the District, students may be denied the right to ride a school vehicle because of behavior problems, consistent with the policies and procedures established by District to assure the safety of all students on the bus.
8. Transportation Management. The Contractor agrees to provide transportation management during the term of this contract for the District. The District agrees to provide the necessary software and data during the term of this contract for the Contractor. The Contractor shall perform the services and furnish the personnel and shall do all things necessary or proper for performance and completion of the work required by this Agreement according to the table below.

Contractor	District
Creates bus routes	Approves created bus routes
Assigns students to bus routes	Determines eligibility for transportation
Enters student information	Verifies and provides student information
Notify district of all student bus information	Liaison with principals to coordinate school schedule – drop off and pick up times
Notify parents and guardians of all bus information	Provide parent and guardian demographic information
Make all transportation changes from enrollment, withdrawal, residency, school change, etc.	Provide information to Contractor regarding enrollment, withdrawal, residency, school change, etc. in addition to confirming eligibility for transportation
Coordinate schedule changes	Provide schedules of students in out-of-district placements
Adjust bus assignments for special busing requests	Collect, approve, and provide special busing requests
Coordinate special runs (after school, summer programs, field trips, etc.)	Collect, approve, and provide special run requests
Liaison between school district administration and camera system	Maintain policies, procedures, inventory, and information on camera system

9. Equipment & Technology. The Contractor agrees to furnish in each contracted vehicle the following safety related items: Grade A first-aid kit, fire-extinguisher, a pry-bar or axe, flares, stop arm and crossing arm. Contractor will also provide and maintain two-way radios on all buses. The District will provide and maintain video cameras on all buses. The Contractor will maintain all digital recordings from the cameras for a period of two weeks from the date of capture and will provide to the District digitally within 48 hours of request.

10. Insurance. The Contractor will obtain and maintain the following insurance:

- a. Comprehensive General Liability Insurance
 - i. \$1,000,000 Each Occurrence Limit (Bodily Injury and Property Damage)
 - ii. \$2,000,000 general aggregate
 - iii. \$2,000,000 Products and Completed Operations Aggregate
 - iv. \$1,000,000 Personal and Advertising Injury Limit
- b. Automobile General Liability Insurance
 - i. \$1,000,000 – combined single limit for bodily injury and property damage
- c. Worker's Compensation and Employer's Liability Insurance
 - i. \$100,000 for each accident
 - ii. \$100,000 for disease for each employee
 - iii. \$500,000 for aggregate for disease
- d. Umbrella Excess Liability
 - i. \$5,000,000 per occurrence and in the aggregate.

The District will be listed as an "additional insured" on the Contractor's commercial general liability insurance policy. Additional Insured status should be Primary Non Contributory on both General and Auto Liability. The contractor waives its rights of Subrogation on GL, Auto, and WC. The district shall be provided a 30 Day Notice of any policy Cancellation. The Contractor will obtain the insurance from a company, which is an approved insurer in the Commonwealth of Pennsylvania and is reasonably acceptable to the District. The Contractor will provide a current certificate of insurance from the insurance company to the District within ten (10) days of the District's request for such certificate. A copy of the policy and certificates shall be made available to the District for each school year.

11. Reports. The Contractor agrees to furnish such reports and information as may be required by the terms of this Agreement, by Law, or as may be reasonably requested by the District.

- a. All reports will be provided on a timely basis. The Contractor and the District will annually determine the specific reports requested by the District, as well as when notification will occur for any deviation in any route or route schedule.
- b. Drivers will at the time of any accident involving a bus, stop the vehicle as soon as it is practicable and safe to do so and shall at once report the accident to the Contractor. The Contractor will notify the Assistant Superintendent or Designee immediately and provide an accident report to the District within 24 hours of such occurrence.

12. Right to Contract with Others. The Parties agree that the Contractor shall retain the right of first refusal for any contract transportation services provided by the District during the length of this agreement. However, should the Contractor refuse or be otherwise unable to provide requested transportation services, the District may contract with others to provide the requested services.

13. Compliance with Laws. Contractor agrees to comply, in a capable and professional manner, with all rules and regulations pertaining to school buses, their operation, the transportation of students, and all other applicable rules and regulations as ordained or promulgated by the Commonwealth of Pennsylvania including but not limited to those set forth in the Motor Vehicle Code and the School Code.
14. Default. If either Party fails to perform its obligations under this Agreement, the non-defaulting Party shall provide notice to the defaulting Party of the default and provide the non-defaulting Party an opportunity to cure the default within 45 days of such notice. If the default is not cured within the 45-day cure period, the non-defaulting Party may, at their option, terminate this agreement immediately upon notice to the defaulting Party. A driver shortage, not caused by the actions or inactions of Contractor, shall not be deemed to be a default under this Agreement.
15. Indemnification. Contractor shall defend, indemnify and hold harmless the District from and against any and all claims, suits, judgments, and demands whatsoever, including without limitation to costs, litigation expenses, counsel fees, and liabilities with respect to injury to, or death of, any person or persons whatsoever, or damage to property of any kind by whosoever owned, arising out of or caused or claimed to have been caused in whole or in part by the acts or omissions of the Contractor, its agents or employees, in the performance of the contract. However, Contractor shall not be liable for the intentional misconduct or sole negligence of the District or others not employed by Contractor or engaged as an independent contractor or vendor.
16. Assignment. Contractor may not assign this Agreement or Contractor's rights hereunder without the consent of the District, which consent shall not be unreasonably withheld, conditioned, or delayed.
17. Force Majeure. In the event that Contractor is unable to provide transportation services as specified in this Agreement due to any Act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, pandemic, labor dispute, labor shortage, governmental action or any other condition or cause which is beyond Contractor's control, Contractor shall be excused from performance under this Agreement.
18. Entire Agreement. This Agreement sets for the entire agreement and understanding of the Parties with respect to the matter contained herein. No statements, promises, modifications, or agreements not contained in this Agreement shall be valid or binding unless otherwise agreed to by the Parties in writing.
19. Applicable Law. This Agreement shall be governed by and construed in accordance with the provisions of the laws of the Commonwealth of Pennsylvania.
20. Severability. In the event any provision specified herein is held or determined by a court of

competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

21. Modification. Contractor and District may extend or otherwise modify the terms of this Agreement in whole or in part as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.
22. Dispute Resolution. The Parties shall negotiate in good faith in an attempt to resolve any dispute that may arise under this Agreement. Disputes that cannot resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator with the parties sharing the cost equally. If mediation is not successful, the Parties may pursue their remedies as they choose. Nothing in this Agreement shall be deemed to prevent the Parties from agreeing in the future to submit a dispute to arbitration or pursue any action in a court of law.

IN WITNESS WHEREOF, intending to be legally bound, the Parties hereto have caused this Pupil Transportation Services Agreement to be duly authorized, executed, and delivered as of the day and year first set forth above.

School District:

By: _____

Date: _____

Contractor:

By: _____

Date: _____

Exhibit 3.a Rate Sheet

Rates For Home to School Transportation

Contractor will provide vehicles for home to school transportation as requested by the District. Home to school transportation shall be paid according to the Pennsylvania State Reimbursement Formula's Daily Vehicle Allowance. All bus routes shall pay a minimum of \$430 per day.

Contractor will be paid as follows:

Annual Home to School Rate Adjustment Calculations	Year	Daily Rate Plus JSASD Adjustment
	2026-2027	Daily Rate + 3%
	2027-2028	Daily Rate + 3.5%
	2028-2029	Daily Rate + 4%

Example

Using a CPI of 2.9% for Each Year Beginning with an example Cost Index of 7.433

Calculation for the individual vehicle Daily Rate for each year :

The maximum allowable cost for that vehicle (determined by vehicle size, age, maximum capacity, capacity used, and reported annual mileage) is multiplied by the cost index (the previous year's cost index multiplied by the CPI percent) and then divided by the number of school days.

(Maximum Allowable Cost X Cost Index) / Number of School Days = Vehicle Daily Rate

Example Annual Home to School Rate Adjustment Calculations (Using the same vehicle for each year for simplification.)	Year	CPI	Cost Index	Daily Rate	Daily Rate Plus JSASD Adjustment
	2026-2027	2.9%	7.433	$(\$10,000 \times 7.433) / 175 = \$424.74$	$\$424.74 + 3\% = \$437.48$
	2027-2028	2.9%	$7.433 + \text{CPI} = 7.649$	$(\$10,000 \times 7.649) / 175 = \$437.09$	$437.09 + 3.5\% = \$452.39$
	2028-2029	2.9%	$7.649 + \text{CPI} = 7.871$	$(\$10,000 \times 7.871) / 175 = \$449.77$	$449.77 + 4\% = \$476.76$

Rates for Aides

Aides will be provided by the contractor at the rate of \$20.00 per hour. Aides will be subject to a daily minimum of 4 hours. The hourly rates for Aides will increase annually by an amount equal to the increase in the December-to-December Consumer Price Index for All Urban Consumers ("CPI").

Rates for All Other Transportation Provided, Including Activity, Sports, and Additional Runs

For the 2026-2027 school year, all other transportation, including activity, sports, and additional runs will be provided by the Contractor at the rate of \$3.25 per mile. For any layover time, the rate will be \$22.00 per hour. Each of these rates will increase annually by an amount equal to the increase in the CPI.

There will be a minimum charge per trip of \$200 for trips equaling 30 miles or less round trip. The district will not be charged the layover rate for the first 2 hours for trips that are 30 miles or less round trip.

Rates for Transportation Management

The District will pay the Contractor in 12 equal monthly payments as follows:

2026-2027	\$3000/mo.
2027-2028	\$3250/mo.
2028-2029	\$3500/mo.

Such payments will be mailed or deposited via ACH within 30 business days of the receipt of an invoice regarding services provided.

The District reserves the right to return the route management to its own internal operations at any time during the length of this agreement, provided the District gives written notice prior to June 30th for the coming school year, effectively eliminating the monthly rate, beginning in July before the school year that the route management returns to the district.



Book	Board Policy Manual
Section	000 Local Board Procedures
Title	Meeting Notices
Code	006.2
Status	Administrative Review

Purpose

To establish procedures governing the recording of Board public meetings and to ensure that such activities are conducted in a manner that supports transparency while maintaining orderly proceedings.

Authority

The Board of School Directors authorizes the recording of public meetings and establishes requirements for recordings by members of the public pursuant to Policy 903 Public Comment in Board Meetings.

Guidelines

1. Official Recording of Meetings

The Jersey Shore Area School District Board of School Directors shall record its public meetings.

- This recording shall serve as the **only official recording** of the meeting.

2. Public Recording of Meetings

Members of the public who intend to record a public meeting must adhere to the following requirements:

- Advance notice shall be provided to prevent disruption of the meeting.
- Notice must be given by contacting the Superintendent at least **forty-eight (48) hours prior** to the meeting.
- Recording of the meeting must be done in a way that the meeting is not disturbed.

Failure to provide proper notice may result in reasonable restrictions

necessary to maintain the order and decorum of the meeting.

3. Disclaimer of Public Comment

The Board encourages public participation; however:

- The opinions expressed by members of the public do **not necessarily reflect the views or opinions** of the Board of School Directors.
- All statements made by members of the public are solely those of the individual speaker.

The Board hereby **expressly disclaims any and all responsibility or liability** for any defamatory or slanderous statements made by members of the public.

4. Prohibition on Unauthorized Rebroadcasting

Unauthorized rebroadcasting or distribution of any video, audio, and/or still images of Board meetings is prohibited.

- No such material may be reproduced, distributed, or otherwise used without **prior written permission** from the Jersey Shore Area School District Board of School Directors.

Delegation of Responsibility

The Superintendent or designee shall:

- Receive and document requests for public recording.
- Ensure compliance with this policy.
- Address disruptions.



Book	Board Policy Manual
Section	800 Operations
Title	Use of Artificial Intelligence in District Schools
Code	815.3
Status	Administrative Review

Purpose

The Board recognizes that artificial intelligence (AI) technologies are increasingly used in educational environments and may enhance instruction, administrative efficiency and student learning when used responsibly.

The purpose of this policy is to establish guidelines governing the use of artificial intelligence in district schools in order to:

1. Protect parental rights and student privacy.
2. Preserve the central role of teachers in instruction.
3. Maintain academic integrity.
4. Ensure transparency and accountability in the use of emerging technologies.

Authority

The Board directs that the use of artificial intelligence in the district's educational environment shall be limited to approved educational purposes and shall comply with applicable state and federal laws, regulations, Board policies, administrative regulations and school rules.[1][2][3][4][5][6]

Artificial intelligence shall be used only as a supplemental instructional tool and shall not replace the role of a certified teacher in providing core academic instruction or assigning final grades.

The Board shall require that parents/guardians be provided notice of artificial intelligence tools approved for use in district schools by students, including the vendor, instructional purpose and categories of student data collected.

The district shall not require or permit a student to use artificial intelligence or generative artificial intelligence as part of instruction or school-sponsored activities without written parental consent (opt in).

Parents/Guardians may revoke consent for the use of artificial intelligence tools at any time. Students who opt out shall not be academically penalized or denied access to core instruction.

The Board prohibits the use of artificial intelligence systems that:

1. Profile or categorize students based on political beliefs, religious beliefs or personal values.
2. Conduct psychological, emotional or behavioral assessments without explicit parental consent.
3. Make automated disciplinary, grading or placement decisions without meaningful human review.

Definitions

Artificial Intelligence (AI) – Any software system capable of performing tasks that normally require human intelligence, including machine learning, natural language processing, predictive analytics or automated decision-making.

Generative Artificial Intelligence – Artificial intelligence capable of producing new text, images, audio, video or other content.

Student Data – Information directly related to an identifiable student, including academic records, behavioral data, biometric identifiers or online activity.

Guidelines

Instructional Use

Artificial intelligence may be used only under the supervision of a certified teacher and only for approved instructional purposes.

All instructional content generated by artificial intelligence shall be reviewed and approved by a certified teacher prior to use with students.

Students may not use generative artificial intelligence to complete **graded** assignments unless expressly authorized by a teacher for a defined instructional purpose.

Unauthorized use of artificial intelligence may be addressed under existing academic integrity or student conduct policies.

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts.

Illegal use of Generative AI; intentional modification without permission or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs off school property or during non-school hours to the same extent as provided in Board policy on student discipline.

Student Data and Privacy

Artificial intelligence systems used by the district shall collect only the minimum student data necessary to achieve an approved educational purpose.

Student data:

1. Remains the property of the student and parent/guardian.
2. Shall not be sold, shared, licensed or used for commercial advertising or profiling.
3. Shall be retained only as long as necessary and deleted in accordance with district records-retention policies (see Policy 800) and applicable law.

The district and its vendors shall not collect, store or analyze biometric data, including facial recognition data, voiceprints or emotional analysis, without case-specific written parental consent.

Transparency

The district shall maintain publicly accessible information identifying approved artificial intelligence tools and their intended educational uses.

Parents/Guardians shall be notified promptly of any unauthorized disclosure or data breach involving student data collected through artificial intelligence systems.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for the implementation of this policy which shall:

1. Establish procedures for approval of artificial intelligence tools prior to district use.
2. Ensure compliance with this policy and applicable law.
3. Provide training and guidance to staff regarding appropriate instructional uses of artificial intelligence.
4. Require vendors providing artificial intelligence services to comply with this policy and all applicable student privacy laws.

The Superintendent or designee shall recommend to the Board for approval any

artificial intelligence tools proposed for district-wide use.

Construction

Nothing in this policy shall be construed to:

1. Require the use of artificial intelligence in instruction.
 2. Limit parental authority over a child's education. [See Authority](#)
 3. Expand district control over curriculum beyond existing Board authority.
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Legal

1. 20 U.S.C. §1232g – Family Educational Rights and Privacy Act (FERPA)
 2. 15 U.S.C. §§6501-6506 – Children's Online Privacy Protection Act (COPPA)
 3. 20 U.S.C. §1232h – Protection of Pupil Rights Amendment (PPRA)
 4. 47 U.S.C. §254 – Children's Internet Protection Act (CIPA)
 5. 20 U.S.C. §§1400 et seq. – Individuals with Disabilities Education Act (IDEA)
 6. 42 U.S.C. §§12101 et seq. – Americans with Disabilities Act (ADA)
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Cross References

Pol. 103 – Nondiscrimination in School and Classroom Practices
Pol. 113.4 – Confidentiality of Special Education Student Information
Pol. 237 – Electronic Devices
Pol. 800 – Records Management
Pol. 815 – Acceptable Use of Internet, Computers and Network Resources
Pol. 815.1 – Data Security



Book	Board Policy Manual
Section	800 Operations
Title	Use of Wearable Artificial Intelligence in District Schools
Code	815.4
Status	Administrative Review

Wearable AI Technologies

Definition

Wearable AI technologies are devices worn on the body that use Artificial Intelligence to capture, analyze, or generate information in real time. These may include:

- AI-enabled smart glasses
- AI-powered earbuds or headphones
- AI pins or clip-on assistants
- Smartwatches with AI assistants
- Other wearable devices capable of recording audio, video, or generating responses using AI.

These devices may connect to cloud-based AI services capable of answering questions, summarizing conversations, translating speech, or generating text during live interactions.

Student and Staff Use of Wearable AI Devices

Wearable AI devices must follow the same expectations as other personal technology devices under district policy 237.

The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

- Health, safety or emergency reasons.
- An individualized education program (IEP).

Instructional Use

Teachers may choose to incorporate wearable AI technologies into instruction when:

- The tool has been approved by the Superintendent or designee
 - It provides clear educational value
 - Student privacy protections are maintained
 - Use is transparent to students and parents as outlined in Policy 815.3
- Examples could include:
- Language translation support
 - Assistive technology for accessibility
 - Augmented reality learning experiences

Privacy and Recording Concerns

Wearable AI devices may contain cameras or microphones capable of recording individuals without their knowledge. In the event that a device is approved for use by meeting the criteria above, the wearer is subject to the below use guidelines.

Students and staff are prohibited from using wearable AI devices to:

- Record classroom instruction without permission
- Capture images or audio of students or staff without consent
- Upload classroom conversations to external systems

Unauthorized recording may violate district privacy policies and federal or state laws.

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts.

Illegal use of Generative AI; intentional modification without permission or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

This policy shall also apply to student conduct that occurs on school property or during non-school hours to the same extent as provided in Board policy on student discipline.

Cross References

Pol. 237 –Electronic Devices